

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 6
<p>MP 1</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use improvisation and scripted text to explore character objectives, emotions, and situations in dramatic work. • 1.4.8.Cr2a – Develop characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform scenes with sustained character, appropriate pacing, and expressive clarity. • 1.4.8.Re7a – Analyze characters, actions, and emotional choices in dramatic performances using theatre vocabulary. • 1.4.8.Cn10a – Relate dramatic work to personal experiences, literature, and social or cultural themes.
<p>MP 1</p> <p>Topics</p>	<p>Expanding actor tools: voice, posture, gesture, facial expression, pacing, and focus</p> <p>Analyzing character motivation, subtext, perspective, and emotional change</p> <p>Reading and performing scripts, dialogue, and stage directions</p> <p>Using stage areas, entrances/exits, levels, and spatial awareness for audience clarity</p> <p>Acting story structure: conflict, rising action, climax, resolution</p> <p>Rehearsing ensemble scenes with timing, cues, and expressive refinement</p> <p>Exploring cultural and historical stories through dramatic adaptation</p> <p>Creating short scenes with emotional change, character decisions, and dialogue</p> <p>Performing polished scenes with expressive clarity and audience etiquette</p> <p>Reflecting on acting choices and analyzing peer work with theatre vocabulary</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Portraying complex emotions, subtext, and character motivation through voice, gesture, and movement</p> <p>Showing character change, plot events, and cause-and-effect relationships in scenes</p> <p>Reading and interpreting scripts with rhythm, tone, and intention</p> <p>Applying blocking, stage positioning, and spatial logic to clarify relationships and action</p>

	<p>Collaborating respectfully in scene creation, sharing ideas, and supporting ensemble focus</p> <p>Observing performances, identifying expressive choices, and giving constructive feedback</p> <p>Naming dramatic elements using theatre vocabulary (subtext, blocking, character arc, scene, dialogue, projection)</p> <p>Dramatizing stories from diverse cultures with respect for values, symbolism, and context</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Scripts, short plays, folktales, myths, cultural narratives, poems • Character identity cards (traits, emotional states, relationships, motivation) • Costumes and props: scarves, hats, shawls, symbolic objects (scrolls, masks, fans, tools) • Stage setup: floor markers, taped stage areas, backstage organization • Theatre literacy supports: vocabulary charts, emotion wheels, gesture and motivation prompts, scene structure visuals • Music and sound: cultural music, ambient instrumental soundscapes, percussion cues • Reflection and assessment tools: peer-feedback sheets, exit tickets, teacher rubrics (voice, characterization, stage awareness, collaboration, story structure, cultural context)

Marking Period 2 (MPIO)	Drama Curriculum Pacing Guide -Grade: 6
<p>MP 2</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use improvisation and scripted text to explore character objectives, emotions, and situations in dramatic work. • 1.4.8.Cr2a – Develop characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform scenes with sustained character, appropriate pacing, and expressive clarity. • 1.4.8.Re7a – Analyze characters, actions, and emotional choices in dramatic performances using theatre vocabulary. • 1.4.8.Cn10a – Relate dramatic work to personal experiences, literature, and social or cultural themes.
<p>MP 2</p> <p>Topics</p>	<p>Introduction to Drama & Review of Foundations</p> <p>Exploring Character Objectives</p> <p>Emotional Range and Expression</p> <p>Voice and Dialogue</p> <p>Movement and Blocking</p> <p>Interpreting Short Scenes</p> <p>Ensemble Scene Work</p> <p>Rehearsing Scenes</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<p>Character analysis and interpretation</p> <p>Expressive use of voice and movement</p> <p>Emotional awareness and control</p> <p>Scene rehearsal and performance skills</p> <p>Ensemble collaboration</p> <p>Focus, discipline, and stage awareness</p> <p>Reflection and basic performance analysis</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts and scene excerpts • Character objective and emotion graphic organizers • Simple props and costume pieces • Floor tape or markers for blocking • Reflection journals or discussion prompts • Video clips of age-appropriate performances (teacher-selected)

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: 6
<p>MP 3</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use improvisation and scripted text to explore character objectives, emotions, and situations in dramatic work. • 1.4.8.Cr2a – Develop characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform scenes with sustained character, appropriate pacing, and expressive clarity. • 1.4.8.Re7a – Analyze characters, actions, and emotional choices in dramatic performances using theatre vocabulary. • 1.4.8.Cn10a – Relate dramatic work to personal experiences, literature, and social or cultural themes.
<p>MP 3</p> <p>Topics</p>	<p>Review and Performance Readiness</p> <p>Understanding Blocking</p> <p>Character Relationships</p> <p>Scene Analysis</p> <p>Ensemble Collaboration</p> <p>Rehearsal Techniques</p> <p>Refining Performance Choices</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Scene Analysis, Character Objectives & Dramatic Interpretation: Students analyze scenes to identify character objectives, relationships, and beats while making intentional performance choices that communicate meaning.</p>

	<p>Blocking, Movement & Stage Awareness: Students apply purposeful blocking and stage movement while maintaining focus, spatial awareness, and clear positioning that supports storytelling.</p> <p>Voice, Physical Expression & Sustained Character Performance: Students demonstrate expressive voice and controlled body movement while sustaining character roles with clarity and emotional intention.</p> <p>Ensemble Collaboration, Reflection & Audience Awareness: Students work collaboratively with ensemble members, practice rehearsal discipline, reflect on performance choices through analysis, and demonstrate appropriate audience etiquette and stage presence.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts and scene excerpts • Scene analysis and blocking graphic organizers • Floor tape or markers for staging • Simple props and costume pieces • Reflection journals or discussion prompts • Teacher-selected video examples of middle school–appropriate scenes

Marking Period 4 (MPV)	Drama Curriculum Pacing Guide -Grade: 6
<p>MP 4</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use improvisation and scripted text to explore character objectives, emotions, and situations in dramatic work. • 1.4.8.Cr2a – Develop characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform scenes with sustained character, appropriate pacing, and expressive clarity. • 1.4.8.Re7a – Analyze characters, actions, and emotional choices in dramatic performances using theatre vocabulary. • 1.4.8.Cn10a – Relate dramatic work to personal experiences, literature, and social or cultural themes.
<p>MP 4</p> <p>Topics</p>	<p>Review and Performance Foundations</p> <p>Generating Dramatic Ideas</p> <p>Developing Characters and Objectives</p> <p>Structuring the Scene</p> <p>Ensemble Collaboration and Roles</p> <p>Blocking, Staging, and Design Choices</p> <p>Rehearsing Dramatic Scenes</p> <p>Preparing for Performance</p> <p>Performing Original Dramatic Scenes</p> <p>Reflection and Analysis</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Creative Development, Scene Creation & Dramatic Structure: Students develop original dramatic scenes by applying independent creative thinking while organizing action through beats that guide the flow of a performance.</p>



	<p>Character Objectives, Expression & Stage Presence: Students analyze character objectives and motivations while making intentional expressive choices through voice, body, and movement to communicate meaning.</p> <p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and stage positioning while demonstrating ensemble collaboration, leadership, and coordinated rehearsal practices.</p> <p>Reflection, Performance Analysis & Real-World Connection: Students evaluate dramatic work through reflection and critique, demonstrate appropriate audience etiquette, and connect drama skills to real-life communication and collaboration.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scene prompts, or devised theatre starters • Character objective and scene-planning graphic organizers • Floor tape or markers for blocking • Simple props and costume pieces • Reflection journals, rubrics, or discussion guides • Teacher-selected video examples of middle school performances