

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 7
MP 1 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate collaboration, focus, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, effective pacing, and purposeful expressive choices. • 1.4.8.Re7a – Analyze dramatic performances by examining character objectives, relationships, and performance choices. • 1.4.8.Cn10a – Relate dramatic scenes to personal experiences, literature, and social or cultural themes.
MP 1 Topics	<p>Developing actor tools: posture, gesture, voice, pacing, and focus</p> <p>Exploring subtext, motivation, and internal conflict</p> <p>Reading, analyzing, and performing scripts, monologues, and dialogue</p> <p>Using blocking, stage positioning, entrances/exits, levels, and spatial awareness</p> <p>Acting story arcs: conflict, rising action, climax, resolution, character change</p> <p>Rehearsing ensemble scenes with cueing, timing, and cooperative staging</p> <p>Interpreting multicultural stories, historical texts, and cultural values</p> <p>Creating scenes with layered character intentions, dialogue, and emotional shifts</p> <p>Performing polished scenes and refining based on peer and teacher feedback</p> <p>Reflecting on acting choices and analyzing performance using theatre vocabulary</p>
MP 1 Skills- Concepts	<p>Expressing complex character emotions, subtext, and motivation through voice, gesture, and movement</p> <p>Portraying character arcs, emotional shifts, and cause-and-effect in stories</p> <p>Reading and interpreting dialogue and stage directions with intention and clarity</p> <p>Applying blocking, stage zones, levels, and spacing to enhance meaning and audience understanding</p>

	<p>Collaborating effectively in ensembles, sharing leadership, and supporting peers</p> <p>Observing performances, naming acting strategies, and providing constructive feedback</p> <p>Using theatre vocabulary: subtext, blocking, arc, staging, focus, projection, narrative structure</p> <p>Respectfully acting cultural and historical texts while recognizing symbolism and moral lessons</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Scripts, short plays, monologues, poetry, cultural folktales, historical excerpts • Character cards (traits, motivation, tone, emotional state, relationships) • Costumes & props: scarves, hats, shawls, belts, symbolic handheld objects (scrolls, masks, fans) • Stage setup: floor markers, taped stage boundaries, cue cards for entrances and formations • Theatre literacy supports: vocabulary wall, character motivation visuals, subtext prompt cards, scene structure charts • Music & sound: cultural or thematic music, instrumental soundscapes, percussion cues for timing and dramatic effect

Marking Period 2 (MPII)	Drama Curriculum Pacing Guide -Grade: 7
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate collaboration, focus, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, effective pacing, and purposeful expressive choices. • 1.4.8.Re7a – Analyze dramatic performances by examining character objectives, relationships, and performance choices. • 1.4.8.Cn10a – Relate dramatic scenes to personal experiences, literature, and social or cultural themes.
MP 2 Topics	<p>Introduction to Drama & Review of Foundations</p> <p>Character Objectives</p> <p>Character Relationships</p> <p>Emotional Truth and Subtext</p> <p>Dialogue and Interaction</p> <p>Scene Analysis</p> <p>Ensemble Scene Work</p> <p>Refining Performance Choices</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
MP 2 Skills- Concepts	<p>Character objective and relationship analysis</p> <p>Sustained character performance</p> <p>Expressive use of voice and movement</p> <p>Scene analysis and rehearsal skills</p>

	<p>Ensemble collaboration</p> <p>Focus and stage awareness</p> <p>Reflective and analytical thinking</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 (age-appropriate) • Scene analysis and character objective organizers • Floor tape or markers for blocking • Simple props and costume pieces • Reflection journals or discussion prompts • Teacher-selected video examples of middle-school theatre

Marking Period 3 (MPIII)	Drama Curriculum Pacing Guide -Grade: 7
<p>MP 3</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate collaboration, focus, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, effective pacing, and purposeful expressive choices. • 1.4.8.Re7a – Analyze dramatic performances by examining character objectives, relationships, and performance choices. • 1.4.8.Cn10a – Relate dramatic scenes to personal experiences, literature, and social or cultural themes.
<p>MP 3</p> <p>Topics</p>	<p>Review and Ensemble Readiness</p> <p>Understanding Conflict</p> <p>Scene Structure</p> <p>Beats and Objectives</p> <p>Character Relationships in Conflict</p> <p>Collaborative Scene Development</p> <p>Rehearsal Techniques</p> <p>Refining Staging and Blocking</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Conflict Analysis, Scene Structure & Dramatic Interpretation: Students analyze dramatic conflict and scene structure by identifying beginning, middle, climax, and resolution while examining beats that shape the action of a scene.</p>

	<p>Character Objectives, Tactics & Expressive Performance: Students perform sustained characters by identifying objectives and tactics while making intentional expressive choices that communicate meaning.</p> <p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and stage positioning while demonstrating ensemble collaboration, leadership, and disciplined rehearsal practices.</p> <p>Reflection, Performance Analysis & Audience Awareness: Students reflect on dramatic work through analysis and critique, evaluate performance choices using evidence, 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, scenes, or adapted texts • Scene analysis and beat breakdown organizers • Floor tape or markers for blocking • Simple props and costume pieces • Reflection journals or discussion guides • Teacher-selected video examples of middle school theatre

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: 7
MP 4 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, and dialogue to communicate intent and meaning. • 1.4.8.Pr4a – Demonstrate collaboration, focus, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, effective pacing, and purposeful expressive choices. • 1.4.8.Re7a – Analyze dramatic performances by examining character objectives, relationships, and performance choices. • 1.4.8.Cn10a – Relate dramatic scenes to personal experiences, literature, and social or cultural themes.
MP 4 Topics	<p>Review and Performance Foundations</p> <p>Generating Dramatic Ideas</p> <p>Developing Characters and Objectives</p> <p>Structuring the Scene</p> <p>Ensemble Roles and Collaboration</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>
MP 4 Skills- Concepts	<p>Creative Development, Scene Structure & Conflict: Students develop original dramatic scenes through independent and collaborative creation while structuring action using exposition, rising action, climax, and resolution driven by internal and external conflict.</p>

	<p>Character Objectives, Beats & Expressive Performance: Students portray sustained and complex characters by identifying character objectives and beats while using intentional vocal and physical expression to communicate meaning.</p> <p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and stage positioning while demonstrating ensemble awareness, shared responsibility, and effective collaboration in rehearsal and performance.</p> <p>Reflection, Performance Analysis & Audience Awareness: Students evaluate dramatic work through critical reflection and evidence-based analysis while demonstrating performance confidence and respectful audience etiquette.</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 • Scene-planning, beat, and objective graphic organizers • Floor tape or markers for blocking • Simple props and costume pieces • Reflection journals, rubrics, or discussion prompts • Teacher-selected video examples of middle school theatre