

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 8
MP 1 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore complex character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, dialogue, and subtext to communicate meaning and intent. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, purposeful pacing, and intentional expressive and staging choices. • 1.4.8.Re7a – Analyze dramatic performances by examining subtext, character motivation, and performance choices. • 1.4.8.Cn10a – Connect dramatic scenes to literature, historical contexts, and contemporary social or cultural themes.
MP 1 Topics	<p>Expanding actor tools: voice, gesture, posture, pacing, and emotional range</p> <p>Understanding subtext and psychological character study</p> <p>Script reading, annotation, and character interpretation</p> <p>Blocking, stage composition, and spatial storytelling</p> <p>Performing story arcs: conflict, climax, resolution, and character growth</p> <p>Ensemble scene work: timing, cueing, entrances/exits, overlapping dialogue</p> <p>Exploring cultural narratives and historical or social themes</p> <p>Creating scenes showing emotional shifts, internal struggle, and cultural context</p> <p>Rehearsing, performing, and refining polished scenes</p> <p>Reflecting on acting, staging, and cultural interpretation</p>
MP 1 Skills- Concepts	<p>Expressing layered emotion and subtle character shifts</p> <p>Conveying subtext, internal conflict, and emotional change</p> <p>Using voice, tone, pacing, gesture, and posture effectively</p> <p>Reading, interpreting, and performing scripts with intention</p>

	<p>Blocking, arranging stage pictures, and coordinating ensemble movement</p> <p>Performing clear story arcs with conflict, climax, and resolution</p> <p>Collaborating with peers and giving/receiving constructive feedback</p> <p>Applying theatre vocabulary to analyze and reflect on performances</p> <p>Representing cultural context, symbolism, and social or historical themes</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Scripts, monologues, short plays, poems, folklore, cultural narratives • Character cards with traits, emotions, and motivations • Scarves, hats, shawls, and symbolic props (scrolls, masks, fans) • Stage markers, floor tape, cue cards for entrances/exits • Theatre vocabulary posters, scene charts, subtext and gesture prompts • Music or sound cues for mood, pacing, or tension

Marking Period 2 (MPII)	Drama Curriculum Pacing Guide -Grade: 8
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore complex character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, dialogue, and subtext to communicate meaning and intent. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, purposeful pacing, and intentional expressive and staging choices. • 1.4.8.Re7a – Analyze dramatic performances by examining subtext, character motivation, and performance choices. • 1.4.8.Cn10a – Connect dramatic scenes to literature, historical contexts, and contemporary social or cultural themes.
MP 2 Topics	<p>Introduction to Drama & Review of Foundations</p> <p>Character Objectives and Stakes</p> <p>Relationships and Power Dynamics</p> <p>Subtext and Emotional Truth</p> <p>Text and Scene Analysis</p> <p>Ensemble Scene Development</p> <p>Blocking and Staging Choices</p> <p>Refining Performance Choices</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
MP 2 Skills- Concepts	<p>Advanced character and text analysis</p> <p>Sustained and nuanced character performance</p> <p>Expressive use of voice, movement, and subtext</p>

	<p>Scene interpretation and rehearsal discipline</p> <p>Ensemble collaboration and leadership</p> <p>Focus, stage awareness, and performance confidence</p> <p>Critical reflection and 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 (age-appropriate, diverse voices) • Scene analysis, beat, and subtext 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 and high school theatre

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: 8
MP 3 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore complex character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, dialogue, and subtext to communicate meaning and intent. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, purposeful pacing, and intentional expressive and staging choices. • 1.4.8.Re7a – Analyze dramatic performances by examining subtext, character motivation, and performance choices. • 1.4.8.Cn10a – Connect dramatic scenes to literature, historical contexts, and contemporary social or cultural themes.
MP 3 Topics	<p>Review and Ensemble Readiness</p> <p>Understanding Conflict</p> <p>Scene Structure</p> <p>Beats, Objectives, and Tactics</p> <p>Relationships and Power Dynamics</p> <p>Collaborative Scene Development</p> <p>Rehearsal Techniques</p> <p>Refining Blocking and Staging</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
MP 3 Skills- Concepts	<p>Scene Structure, Conflict & Dramatic Analysis: Students analyze dramatic scenes by identifying exposition, rising action, climax, and resolution while examining internal and external conflicts that drive the action.</p>

	<p>Character Development, Objectives & Subtext: Students perform sustained and nuanced characters by exploring objectives, tactics, and subtext to communicate deeper meaning within dialogue and action.</p> <p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and spatial staging while demonstrating ensemble collaboration, leadership, and disciplined rehearsal practices.</p> <p>Critical Reflection, Performance Evaluation & Audience Awareness: Students reflect on dramatic work through analysis and critique, evaluate performance choices using evidence, and demonstrate awareness of 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 (diverse voices, age-appropriate) • Scene analysis, beat, and blocking graphic organizers • Floor tape or markers for stage geography • Simple props and costume pieces • Reflection journals, rubrics, or discussion prompts • Teacher-selected video examples of middle and high school theatre

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: 8
MP 4 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.8.Cr1a – Use scripted and improvised material to explore complex character objectives, relationships, and situations in dramatic work. • 1.4.8.Cr2a – Develop and refine characters using voice, movement, gesture, facial expression, dialogue, and subtext to communicate meaning and intent. • 1.4.8.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.8.Pr5a – Perform dramatic scenes with sustained character, purposeful pacing, and intentional expressive and staging choices. • 1.4.8.Re7a – Analyze dramatic performances by examining subtext, character motivation, and performance choices. • 1.4.8.Cn10a – Connect dramatic scenes to literature, historical contexts, and contemporary social or cultural themes.
MP 4 Topics	Review and Performance Foundations Generating Dramatic Ideas Developing Complex Characters Plot Structure and Conflict Ensemble Roles and Leadership Blocking, Staging, and Design Choices Rehearsing Dramatic Scenes Preparing for Performance Performing Original Dramatic Scenes Reflection and Critical Analysis
MP 4 Skills- Concepts	Creative Development, Scene Structure & Conflict: Students create original dramatic scenes by applying independent and collaborative creative thinking while structuring action through exposition, rising action, climax, and resolution driven by internal and external conflict.

	<p>Character Objectives, Subtext & Expressive Performance: Students perform sustained and nuanced characters by analyzing objectives and subtext while using intentional voice, body, and emotional expression to communicate meaning.</p> <p>Blocking, Staging & Ensemble Leadership: Students apply purposeful blocking and spatial relationships while demonstrating ensemble collaboration, leadership, and professional rehearsal discipline.</p> <p>Reflection, Performance Analysis & Audience Awareness: Students evaluate dramatic work through critical reflection and evidence-based analysis while demonstrating performance confidence, professionalism, 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 • Character, objective, beat, and conflict graphic organizers • Floor tape or markers for blocking and stage geography • Simple props and costume pieces • Reflection journals, rubrics, and critique guides • Teacher-selected video examples of middle and high school theatre