

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Level II
<p>MP 1</p> <p>Standards for Drama Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize theatrical ideas through deeper script analysis, imagination, and character research. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by shaping complex characters, relationships, blocking, and performance choices. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through sustained rehearsal, critique, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scenes with improved vocal control, physical precision, emotional truth, and character consistency. • 1.5.HS.TH.Re7a Analyze, interpret, and evaluate theatrical performances using appropriate theatre vocabulary and evidence-based observation. • 1.5.HS.TH.Cn10a Relate theatrical performance to historical context, cultural influences, personal experiences, and artistic growth.
<p>MP 1</p> <p>Topics</p>	<p>Review ensemble expectations, warm-ups</p> <p>Voice work: projection, inflection, tone</p> <p>Movement: stage business, blocking, physicality</p> <p>Improvisation (intermediate level)</p> <p>Character building: objective, tactics</p> <p>Script study and scene selection</p> <p>Rehearsal techniques and refinement</p> <p>Elements of dramatic conflict</p> <p>Scene rehearsal</p> <p>Performance and critique</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Performance Skills & Ensemble Communication: Students use vocal expression, physicality, blocking, and collaboration to communicate clearly and work effectively within an ensemble.</p> <ul style="list-style-type: none"> • Acting Technique & Character Development: Students develop characters through objectives, motivation, expressive choices, and purposeful tactics to create believable performances. • Theatre Literacy & Dramatic Structure: Students analyze scene structure, conflict, stage directions, and apply dramatic vocabulary to understand and perform theatrical works. • Critique, Reflection & Audience Awareness: Students participate in peer feedback, reflect on performances using theatre terminology, and demonstrate awareness of audience impact and stage presence.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Simple play scenes • Acting warm-ups • Script excerpts • Movement and voice activities • Journals for reflection

Marking Period 2 (MP2)	Drama Curriculum Pacing Guide -Level II
<p>MP 2</p> <p>Standards for Drama Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize theatrical ideas through deeper script analysis, imagination, and character research. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by shaping complex characters, relationships, blocking, and performance choices. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through sustained rehearsal, critique, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scenes with improved vocal control, physical precision, emotional truth, and character consistency. • 1.5.HS.TH.Re7a Analyze, interpret, and evaluate theatrical performances using appropriate theatre vocabulary and evidence-based observation. • 1.5.HS.TH.Cn10a Relate theatrical performance to historical context, cultural influences, personal experiences, and artistic growth.
<p>MP 2</p> <p>Topics</p>	<p>Review ensemble norms, rehearsal expectations, and intermediate acting terminology. Introduce deeper script analysis.</p> <p>Analyze scenes to identify character objectives, obstacles, tactics, and relationships.</p> <p>Develop vocal technique including tone variation, pacing, emphasis, and emotional range.</p> <p>Explore physical characterization through movement choices, gesture, posture, and stage presence.</p> <p>Apply blocking with attention to motivation, stage composition, levels, and focus.</p> <p>Rehearse scenes emphasizing listening, reacting, timing, and character consistency.</p> <p>Participate in structured peer and teacher critique and apply feedback to improve clarity and emotional truth.</p> <p>Refine performances through memorization, repetition, and expressive detail.</p> <p>Perform intermediate-level scenes or monologues for peers or a small audience.</p> <p>Reflect on acting growth, script analysis skills, rehearsal habits, and readiness for Drama Level III.</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<p>Acting Technique & Character Depth: Students develop intermediate acting skills through character analysis, emotional depth, objectives, obstacles, tactics, subtext, and motivated performance choices.</p> <ul style="list-style-type: none"> • Voice, Movement & Stage Presence: Students refine vocal control and expressive range, physical precision, blocking, spatial awareness, and purposeful stage composition. • Script Analysis, Listening & Ensemble Collaboration: Students interpret scripts, respond authentically onstage, maintain ensemble discipline, and work collaboratively to shape cohesive performances. • Reflection, Critique & Cultural Connection: Students engage in critique and revision, practice self-assessment, prepare performances thoughtfully, and connect theatrical work to culture and personal experience.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open performance space or theatre classroom • Intermediate-level scenes and monologues • Printed scripts and pencils • Stage diagrams and blocking charts • Teacher modeling and acting demonstrations • Peer critique and discussion protocols



Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Level II
<p>MP 3</p> <p>Standards for Drama Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize theatrical ideas through deeper script analysis, imagination, and character research. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by shaping complex characters, relationships, blocking, and performance choices. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through sustained rehearsal, critique, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scenes with improved vocal control, physical precision, emotional truth, and character consistency. • 1.5.HS.TH.Re7a Analyze, interpret, and evaluate theatrical performances using appropriate theatre vocabulary and evidence-based observation. • 1.5.HS.TH.Cn10a Relate theatrical performance to historical context, cultural influences, personal experiences, and artistic growth.
<p>MP 3</p> <p>Topics</p>	<p>Review acting techniques, ensemble expectations, rehearsal habits, and vocabulary related to emotional truth and subtext.</p> <p>Analyze scenes to deepen understanding of objectives, obstacles, tactics, beats, and relationships.</p> <p>Develop emotional authenticity through exercises focused on intention, given circumstances, and truthful reactions.</p> <p>Refine vocal choices including pacing, emphasis, tone variation, and emotional clarity.</p> <p>Strengthen physical characterization through purposeful movement, gesture, posture, and stage presence.</p> <p>Apply motivated blocking that supports character relationships, focus, and storytelling.</p> <p>Participate in structured peer and teacher critique focused on clarity, commitment, and emotional believability.</p> <p>Rehearse scenes with emphasis on listening, reacting, timing, and consistency.</p> <p>Perform refined scenes for peers or a small audience demonstrating intermediate-level acting skills.</p> <p>Reflect on performance growth, rehearsal process, emotional depth, and readiness for advanced drama study.</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<p>Scene Study, Script Analysis & Dramatic Structure: Students analyze dramatic scenes by exploring character relationships, identifying objectives, obstacles, tactics, and beats, and understanding how scene structure shapes performance.</p> <p>Character Development, Subtext & Emotional Authenticity: Students develop truthful and nuanced characters by interpreting subtext and making intentional vocal and physical choices to communicate emotional meaning.</p> <p>Blocking, Stage Presence & Ensemble Collaboration: Students apply motivated blocking and stage composition while demonstrating physical precision, active listening, and collaborative rehearsal discipline.</p> <p>Reflection, Critique & Performance Refinement: Students refine performances through critique, self-assessment, and revision while preparing for advanced dramatic study in Drama Level III.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open performance space or theatre classroom • Intermediate-level scenes and scripts • Printed scripts and pencils • Stage diagrams and blocking charts • Teacher modeling and acting workshops • Peer critique and discussion protocols

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Level II
<p>MP 4</p> <p>Standards for Drama Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize theatrical ideas through deeper script analysis, imagination, and character research. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by shaping complex characters, relationships, blocking, and performance choices. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through sustained rehearsal, critique, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scenes with improved vocal control, physical precision, emotional truth, and character consistency. • 1.5.HS.TH.Re7a Analyze, interpret, and evaluate theatrical performances using appropriate theatre vocabulary and evidence-based observation. • 1.5.HS.TH.Cn10a Relate theatrical performance to historical context, cultural influences, personal experiences, and artistic growth.
<p>MP 4</p> <p>Topics</p>	<p>Review expectations for culminating performances, rehearsal etiquette, theatre safety, and ensemble collaboration.</p> <p>Select scenes or monologues and analyze characters for objectives, obstacles, tactics, relationships, and subtext.</p> <p>Develop character choices using vocal variation, physicality, emotional intention, and given circumstances.</p> <p>Apply motivated blocking with attention to stage composition, focus, levels, and storytelling.</p> <p>Rehearse scenes focusing on listening, reacting, timing, and emotional truth.</p> <p>Participate in structured peer and teacher critique and apply feedback to refine performances.</p> <p>Refine performances through memorization, repetition, pacing adjustments, and expressive detail.</p> <p>Conduct full run-throughs emphasizing projection, clarity, character commitment, and confidence.</p> <p>Perform final scenes or monologues for peers, staff, or a small audience.</p> <p>Reflect on acting growth, rehearsal habits, collaboration, and readiness for advanced theatre study.</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Scene & Monologue Performance, Script Analysis: Students perform culminating scenes and monologues while analyzing scripts to interpret character objectives, tactics, and subtext within a complete dramatic structure.</p> <p>Character Development, Emotional Authenticity & Expressive Acting: Students portray complex characters with emotional authenticity by refining vocal control, articulation, and expressive physical presence on stage.</p> <p>Blocking, Stage Composition & Ensemble Collaboration: Students apply motivated blocking and stage composition while demonstrating rehearsal discipline, collaboration, and responsiveness with scene partners.</p> <p>Reflection, Artistic Growth & Theatre Connections: Students refine performances through critique and self-assessment while reflecting on artistic growth and exploring connections between theatre, society, and personal expression in preparation for Drama Level III.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open performance space or theatre classroom • Intermediate-level scenes and monologues • Printed scripts and pencils • Stage diagrams and blocking charts • Teacher modeling, coaching, and rehearsal guidance • Peer critique and discussion protocols