

| Marking Period 1 (MPI) | Drama Curriculum Pacing Guide -Level I |
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| <p>MP 1</p> <p>Standards for Drama Elective</p> | <ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize ideas for characters and scenes through imagination, observation, and exploration of text. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by creating characters, dialogue interpretation, and basic blocking. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through rehearsal, feedback, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scripted scenes with clarity, focus, projection, and basic character development. • 1.5.HS.TH.Re7a Analyze and interpret theatrical performances using appropriate theatre vocabulary and observation skills. • 1.5.HS.TH.Cn10a Relate theatrical performance to personal experiences, cultural context, and real-world situations. |
| <p>MP 1</p> <p>Topics</p> | <p>Classroom expectations, theatre etiquette, ensemble building</p> <p>Voice, projection, articulation</p> <p>Movement, body awareness, stage space</p> <p>Improvisation basics</p> <p>Character development (objective, motivation)</p> <p>Script reading & simple scenes</p> <p>Performance skills (focus, energy, presence)</p> <p>Elements of drama (plot, character, setting, conflict)</p> <p>Group scene rehearsal</p> <p>Informal performance and reflection</p> |
| <p>MP 1</p> <p>Skills- Concepts</p> | <p>Performance Technique & Stage Presence: Students develop clear voice and projection, strong articulation, body awareness, and purposeful stage movement to communicate effectively in performance.</p> |

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| | <ul style="list-style-type: none"> • Theatre Literacy & Character Understanding: Students learn dramatic vocabulary, explore elements of drama, analyze basic scripts, and begin character development through guided exploration. • Creativity, Collaboration & Ensemble Skills: Students engage in ensemble work, improvisation, creative risk-taking, and group decision-making to build cooperative storytelling skills. • Response, Reflection & Artistic Intention: Students participate in feedback and critique, reflect on performances using theatre terminology, and develop understanding of dramatic intention and meaning. |
| <p>MP 1</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Open classroom space • Simple scripts or scene selections • Voice and movement exercises • Journals or reflection notebooks |

| Marking Period 2 (MP2) | Drama Curriculum Pacing Guide -Level I |
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| <p>MP 2</p> <p>Standards for Drama Elective</p> | <ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize ideas for characters and scenes through imagination, observation, and exploration of text. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by creating characters, dialogue interpretation, and basic blocking. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through rehearsal, feedback, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scripted scenes with clarity, focus, projection, and basic character development. • 1.5.HS.TH.Re7a Analyze and interpret theatrical performances using appropriate theatre vocabulary and observation skills. • 1.5.HS.TH.Cn10a Relate theatrical performance to personal experiences, cultural context, and real-world situations. |
| <p>MP 2</p> <p>Topics</p> | <p>Review classroom expectations, ensemble norms, theatre safety, and basic acting terminology. Introduce scripted theatre and actor responsibility.</p> <p>Explore character traits, objectives, and motivations using short scripted excerpts.</p> <p>Develop vocal skills including projection, articulation, pacing, and expression.</p> <p>Explore physicality through posture, movement, gestures, and stage presence.</p> <p>Introduce basic blocking concepts including stage directions, levels, and spacing.</p> <p>Rehearse short scenes focusing on character consistency and vocal clarity.</p> <p>Apply feedback to refine performances, improving focus, timing, and expression.</p> <p>Practice performance skills including entrances, exits, and audience awareness.</p> <p>Perform short scripted scenes or monologues for peers.</p> <p>Reflect on acting growth, rehearsal habits, and understanding of character and performance.</p> |

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| <p>MP 2</p> <p>Skills- Concepts</p> | <p>Foundational Acting Technique & Character Exploration: Students develop basic acting skills through character traits, objectives, motivation, and introductory performance techniques.</p> <ul style="list-style-type: none"> • Voice, Movement & Stage Presence: Students practice vocal projection, articulation, physical expression, blocking, and purposeful use of space in performance. • Script Analysis & Ensemble Collaboration: Students analyze scripts at an introductory level, follow stage directions, build ensemble awareness, and rehearse cooperatively with focus and discipline. • Reflection, Etiquette & Personal Expression: Students engage in self-assessment, demonstrate performance etiquette, revise through rehearsal, and connect theatre experiences to personal expression and growth. |
| <p>MP 2</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Open performance space or theatre classroom • Short scripts, scenes, or monologues • Printed scripts and pencils • Basic stage diagrams • Teacher modeling and guided rehearsal • Peer feedback and discussion protocols |

| Marking Period 3 (MP III) | Drama Curriculum Pacing Guide -Level I |
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| <p>MP 3</p> <p>Standards for Drama Elective</p> | <ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize ideas for characters and scenes through imagination, observation, and exploration of text. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by creating characters, dialogue interpretation, and basic blocking. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through rehearsal, feedback, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scripted scenes with clarity, focus, projection, and basic character development. • 1.5.HS.TH.Re7a Analyze and interpret theatrical performances using appropriate theatre vocabulary and observation skills. • 1.5.HS.TH.Cn10a Relate theatrical performance to personal experiences, cultural context, and real-world situations. |
| <p>MP 3</p> <p>Topics</p> | <p>Review acting fundamentals, rehearsal expectations, and theatre vocabulary. Introduce scene study and character relationships.</p> <p>Analyze scripts to identify character objectives, obstacles, and relationships.</p> <p>Develop character voice through tone, pacing, emphasis, and emotional variation.</p> <p>Explore physical characterization using posture, gesture, facial expression, and movement.</p> <p>Apply blocking with attention to stage directions, spacing, levels, and focus.</p> <p>Rehearse scenes emphasizing character interaction, timing, and consistency.</p> <p>Participate in peer critique and apply feedback to improve clarity and believability.</p> <p>Refine performances focusing on emotional truth, listening, and reaction.</p> <p>Perform scenes for peers or a small audience demonstrating character development.</p> <p>Reflect on acting growth, rehearsal habits, collaboration, and performance readiness.</p> |

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| <p>MP 3</p> <p>Skills- Concepts</p> | <p>Character Development, Objectives & Script Interpretation: Students analyze scripts to explore character objectives, motivations, relationships, and conflicts while developing believable character portrayals.</p> <p>Voice, Movement & Expressive Performance: Students strengthen vocal projection, expressive delivery, and physical characterization while developing confident stage presence.</p> <p>Blocking, Stage Awareness & Ensemble Collaboration: Students apply purposeful blocking and spatial awareness while practicing active listening, reacting onstage, and collaborating effectively within an ensemble.</p> <p>Reflection, Critique & Theatre Connections: Students refine performances through critique, rehearsal discipline, and self-assessment while exploring connections between theatre, society, and personal experiences.</p> |
| <p>MP 3</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Open performance space or theatre classroom • Short scenes and age-appropriate scripts • Printed scripts and pencils • Stage diagrams and blocking charts • Teacher modeling and rehearsal coaching • Peer critique and discussion protocols |

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| Marking Period 4 (MPIV) | Drama Curriculum Pacing Guide -Level I |
| MP 4 Standards for Drama Elective | <ul style="list-style-type: none"> • 1.5.HS.TH.Cr1a Generate and conceptualize ideas for characters and scenes through imagination, observation, and exploration of text. • 1.5.HS.TH.Cr2a Organize and develop theatrical ideas by creating characters, dialogue interpretation, and basic blocking. • 1.5.HS.TH.Cr3a Refine and complete theatrical work through rehearsal, feedback, and purposeful revision. • 1.5.HS.TH.Pr4a Perform scripted scenes with clarity, focus, projection, and basic character development. • 1.5.HS.TH.Re7a Analyze and interpret theatrical performances using appropriate theatre vocabulary and observation skills. • 1.5.HS.TH.Cn10a Relate theatrical performance to personal experiences, cultural context, and real-world situations. |
| MP 4 Topics | <p>Review expectations for culminating performances, rehearsal etiquette, theatre safety, and ensemble collaboration.</p> <p>Select scenes and analyze characters, objectives, relationships, and conflicts.</p> <p>Develop character choices using voice, movement, and emotional intention.</p> <p>Apply blocking with attention to stage directions, spacing, levels, and focus.</p> <p>Rehearse scenes focusing on timing, listening, and interaction between characters.</p> <p>Participate in structured peer and teacher critique and apply feedback to refine performances.</p> <p>Refine scenes through repetition, memorization, and expressive detail.</p> <p>Conduct full run-throughs emphasizing projection, clarity, and performance confidence.</p> <p>Perform final scenes for peers, staff, or a small audience.</p> <p>Reflect on acting growth, collaboration, rehearsal habits, and readiness for continued theatre study.</p> |

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| <p>MP 4</p> <p>Skills- Concepts</p> | <p>Scene Performance, Structure & Character Development: Students perform complete dramatic scenes while applying scene structure and exploring character objectives and relationships to create believable performances.</p> <p>Voice, Movement & Stage Presence: Students strengthen vocal projection, articulation, and physical expression while developing clear stage presence and focused performance quality.</p> <p>Collaboration, Ensemble Awareness & Rehearsal Discipline: Students work collaboratively within an ensemble by demonstrating rehearsal discipline, shared responsibility, and coordinated blocking and stage composition.</p> <p>Reflection, Artistic Growth & Future Study: Students reflect on performance experiences through critique and self-assessment while making connections between theatre and real-world themes and preparing for Drama Level II.</p> |
| <p>MP 4</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Open performance space or theatre classroom • Short scenes and age-appropriate scripts • Printed scripts and pencils • Stage diagrams and blocking charts • Teacher modeling and rehearsal coaching • Peer critique and discussion protocols |