

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Level III
<p><b>MP 1</b></p> <p><b>Standards for Drama Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.HS.TH.Cr1a</b> Generate and conceptualize theatrical ideas through advanced script analysis, research, and imaginative exploration.</li> <li>• <b>1.5.HS.TH.Cr2a</b> Organize and develop theatrical ideas by crafting complex characters, relationships, blocking, and intentional performance choices.</li> <li>• <b>1.5.HS.TH.Cr3a</b> Refine and complete theatrical work through sustained rehearsal, critique, experimentation, and purposeful revision.</li> <li>• <b>1.5.HS.TH.Pr4a</b> Perform scenes with advanced vocal control, physical specificity, emotional depth, and sustained character commitment.</li> <li>• <b>1.5.HS.TH.Re7a</b> Analyze, interpret, and evaluate theatrical performances using advanced theatre vocabulary, textual evidence, and critical reflection.</li> <li>• <b>1.5.HS.TH.Cn10a</b> Relate theatrical performance to historical styles, cultural traditions, contemporary issues, and personal artistic growth.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Advanced warm-ups &amp; ensemble readiness</p> <p>Vocal technique: projection, tone, emotional expression</p> <p>Character analysis and backstory</p> <p>Improvisation: advanced tactics &amp; emotional stakes</p> <p>Scene study technique</p> <p>Blocking, stage business, movement choices</p> <p>Emotional intention &amp; performance quality</p> <p>Rehearsal strategies &amp; personal direction</p> <p>Scene rehearsal and refinement</p> <p>Informal performance &amp; critique</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Expressive Performance &amp; Scene Work:</b> Students demonstrate vocal expressiveness, physical characterization, emotional truth, and full commitment to scene performance.</p> <ul style="list-style-type: none"> <li>• <b>Advanced Acting Technique &amp; Character Choices:</b> Students build character through backstory, objectives, tactics, emotional stakes, and intentional performance decisions.</li> <li>• <b>Theatre Literacy &amp; Script Analysis:</b> Students engage in advanced scene study, analyze dramatic conflict, interpret scripts, and apply dramatic terminology to deepen performance understanding.</li> <li>• <b>Critical Response, Feedback &amp; Reflection:</b> Students participate in peer critique using artistic vocabulary, evaluate performances thoughtfully, and reflect intentionally on their acting process and growth.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Scene scripts</li> <li>• Monologues</li> <li>• Acting exercises</li> <li>• Improvisation prompts</li> <li>• Journals for reflection</li> </ul>



Marking Period 2 (MPIO)	Drama Curriculum Pacing Guide -Level III
<p><b>MP 2</b></p> <p><b>Standards for Drama Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.HS.TH.Cr1a</b> Generate and conceptualize theatrical ideas through advanced script analysis, research, and imaginative exploration.</li> <li>• <b>1.5.HS.TH.Cr2a</b> Organize and develop theatrical ideas by crafting complex characters, relationships, blocking, and intentional performance choices.</li> <li>• <b>1.5.HS.TH.Cr3a</b> Refine and complete theatrical work through sustained rehearsal, critique, experimentation, and purposeful revision.</li> <li>• <b>1.5.HS.TH.Pr4a</b> Perform scenes with advanced vocal control, physical specificity, emotional depth, and sustained character commitment.</li> <li>• <b>1.5.HS.TH.Re7a</b> Analyze, interpret, and evaluate theatrical performances using advanced theatre vocabulary, textual evidence, and critical reflection.</li> <li>• <b>1.5.HS.TH.Cn10a</b> Relate theatrical performance to historical styles, cultural traditions, contemporary issues, and personal artistic growth.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review advanced acting expectations, ensemble norms, rehearsal discipline, and professional theatre vocabulary.</p> <p>Analyze scripts to identify character objectives, obstacles, tactics, beats, given circumstances, and subtext.</p> <p>Research character background, historical context, and stylistic demands of selected scenes.</p> <p>Develop advanced vocal choices including pacing, tonal variation, emphasis, dialect introduction, and emotional control.</p> <p>Explore physical transformation through posture, movement quality, gesture, tempo, and spatial intention.</p> <p>Apply motivated blocking that supports character relationships, focus, and storytelling.</p> <p>Participate in structured peer and teacher critique focused on clarity, emotional truth, and character consistency.</p> <p>Refine performances through sustained rehearsal, memorization, pacing adjustments, and expressive detail.</p> <p>Perform advanced scenes or monologues demonstrating character depth and technical control.</p> <p>Reflect on acting growth, research process, rehearsal habits, and readiness for Drama Level IV.</p>

<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Advanced Acting Technique &amp; Character Transformation:</b> Students develop complex characters through deep script analysis, emotional authenticity, objectives, obstacles, tactics, beats, and subtext to create fully realized performances.</p> <ul style="list-style-type: none"> <li>• <b>Expressive Voice, Movement &amp; Stage Presence:</b> Students refine advanced vocal control, physical specificity, motivated blocking, and expressive use of space to communicate story and character clearly.</li> <li>• <b>Professional Rehearsal Discipline &amp; Ensemble Practice:</b> Students demonstrate focused rehearsal habits, collaboration, revision through critique, and responsibility reflective of advanced theatre training.</li> <li>• <b>Critical Reflection, Cultural Context &amp; Artistic Growth:</b> Students engage in self-assessment, connect performance to historical and cultural context, and prepare for advanced Drama Level IV study through reflective artistic practice.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open performance space or theatre classroom</li> <li>• Advanced-level scenes and monologues</li> <li>• Printed scripts and research materials</li> <li>• Stage diagrams and blocking charts</li> <li>• Teacher modeling, coaching, and workshops</li> <li>• Video recordings for self and peer analysis</li> <li>• Peer critique and discussion protocols</li> </ul>

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Level III
<p><b>MP 3</b></p> <p><b>Standards for Drama Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.HS.TH.Cr1a</b> Generate and conceptualize theatrical ideas through advanced script analysis, research, and imaginative exploration.</li> <li>• <b>1.5.HS.TH.Cr2a</b> Organize and develop theatrical ideas by crafting complex characters, relationships, blocking, and intentional performance choices.</li> <li>• <b>1.5.HS.TH.Cr3a</b> Refine and complete theatrical work through sustained rehearsal, critique, experimentation, and purposeful revision.</li> <li>• <b>1.5.HS.TH.Pr4a</b> Perform scenes with advanced vocal control, physical specificity, emotional depth, and sustained character commitment.</li> <li>• <b>1.5.HS.TH.Re7a</b> Analyze, interpret, and evaluate theatrical performances using advanced theatre vocabulary, textual evidence, and critical reflection.</li> <li>• <b>1.5.HS.TH.Cn10a</b> Relate theatrical performance to historical styles, cultural traditions, contemporary issues, and personal artistic growth.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review advanced acting expectations, ensemble norms, rehearsal discipline, and vocabulary related to emotional truth and subtext.</p> <p>Analyze scenes to deepen understanding of objectives, obstacles, tactics, beats, given circumstances, and character relationships.</p> <p>Develop emotional authenticity through exercises focused on intention, stakes, truthful reactions, and moment-to-moment listening.</p> <p>Refine vocal choices including pacing, emphasis, tonal variation, dialect or stylistic inflection, and emotional control.</p> <p>Strengthen physical characterization through purposeful movement, gesture, posture, tempo, and spatial awareness.</p> <p>Apply motivated blocking that supports storytelling, focus, character relationships, and stage composition.</p> <p>Participate in structured peer and teacher critique focused on clarity, emotional depth, character consistency, and intention.</p> <p>Rehearse scenes with emphasis on listening, reacting, timing, and sustained commitment.</p>

	<p>Perform refined scenes for peers or a small audience demonstrating advanced acting skills and character depth.</p> <p>Reflect on performance growth, rehearsal process, emotional development, and readiness for Drama Level IV.</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Advanced Scene Study, Script Analysis &amp; Dramatic Structure:</b> Students analyze complex scenes by examining character relationships, objectives, obstacles, tactics, beats, and subtext to understand how dramatic structure shapes performance.</p> <p><b>Character Development, Emotional Authenticity &amp; Expressive Performance:</b> Students portray nuanced characters through truthful, moment-to-moment acting while refining vocal control, expressive range, and physical specificity on stage.</p> <p><b>Blocking, Stage Composition &amp; Ensemble Interaction:</b> Students apply motivated blocking and stage composition while demonstrating strong stage presence, active listening, and responsive interaction with scene partners.</p> <p><b>Reflection, Critique &amp; Performance Refinement:</b> Students refine dramatic work through critique, professional rehearsal discipline, and self-assessment while preparing for advanced study in Drama Level IV.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open performance space or theatre classroom</li> <li>• Advanced-level scenes and scripts</li> <li>• Printed scripts and research materials</li> <li>• Stage diagrams and blocking charts</li> <li>• Teacher modeling, coaching, and workshops</li> <li>• Video recording tools for self and peer analysis</li> <li>• Peer critique and discussion protocols</li> </ul>

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Level III
<p><b>MP 4</b></p> <p><b>Standards for Drama Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.HS.TH.Cr1a</b> Generate and conceptualize theatrical ideas through advanced script analysis, research, and imaginative exploration.</li> <li>• <b>1.5.HS.TH.Cr2a</b> Organize and develop theatrical ideas by crafting complex characters, relationships, blocking, and intentional performance choices.</li> <li>• <b>1.5.HS.TH.Cr3a</b> Refine and complete theatrical work through sustained rehearsal, critique, experimentation, and purposeful revision.</li> <li>• <b>1.5.HS.TH.Pr4a</b> Perform scenes with advanced vocal control, physical specificity, emotional depth, and sustained character commitment.</li> <li>• <b>1.5.HS.TH.Re7a</b> Analyze, interpret, and evaluate theatrical performances using advanced theatre vocabulary, textual evidence, and critical reflection.</li> <li>• <b>1.5.HS.TH.Cn10a</b> Relate theatrical performance to historical styles, cultural traditions, contemporary issues, and personal artistic growth.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review expectations for culminating performances, rehearsal discipline, theatre safety, and professional ensemble behavior.</p> <p>Select scenes or monologues and analyze characters for objectives, obstacles, tactics, beats, given circumstances, and subtext.</p> <p>Research character background, historical or cultural context, and stylistic demands of selected material.</p> <p>Develop advanced vocal choices including pacing, emphasis, tonal variation, emotional range, and stylistic clarity.</p> <p>Refine physical characterization through posture, movement quality, gesture, tempo, and spatial intention.</p> <p>Apply motivated blocking that supports storytelling, character relationships, and audience focus.</p> <p>Participate in structured peer and teacher critique and apply feedback to refine performances.</p> <p>Rehearse performances with emphasis on memorization, consistency, listening, reacting, and emotional truth.</p> <p>Perform final scenes or monologues for peers, staff, or a small audience demonstrating advanced acting skills.</p>



	Reflect on artistic growth, rehearsal process, performance outcomes, and readiness for Drama Level IV.
<b>MP 4</b>  <b>Skills- Concepts</b>	<p><b>Scene &amp; Monologue Performance, Script Analysis:</b> Students perform advanced scenes and monologues while analyzing scripts to identify character objectives, tactics, beats, and subtext within a complete dramatic structure.</p> <p><b>Character Transformation, Emotional Authenticity &amp; Expressive Acting:</b> Students portray complex characters with consistency and depth by refining vocal control, articulation, physical specificity, and truthful emotional expression.</p> <p><b>Blocking, Stage Composition &amp; Professional Rehearsal Practice:</b> Students apply motivated blocking and stage composition while demonstrating professional rehearsal discipline, focused collaboration, and sustained performance presence.</p> <p><b>Reflection, Artistic Growth &amp; Capstone Preparation:</b> Students refine dramatic work through critique, research, and self-assessment while preparing for capstone-level theatre study and continued artistic development.</p>
<b>MP 4</b>  <b>Core Materials</b>	<ul style="list-style-type: none"> <li>• Open performance space or theatre classroom</li> <li>• Advanced-level scenes and monologues</li> <li>• Printed scripts and research materials</li> <li>• Stage diagrams and blocking charts</li> <li>• Teacher coaching and rehearsal guidance</li> <li>• Video recording tools for performance analysis</li> <li>• Peer critique and discussion protocols</li> </ul>