



The Drama curriculum at TMHS, delivered across all year groups, reflects the school's core value of fostering a love of learning for its own sake by developing pupils' creativity, communication, and confidence. Pupils explore a wide range of dramatic styles and genres through improvisation, rehearsal, and performance, deepening their understanding of language, meaning, and theatrical impact.

- First 'Substantive knowledge': Pupils will explore and apply a range of dramatic conventions, performance styles, whilst starting to gain an understanding of core theatre practitioner intentions and to develop the beginnings of critical analysis.
- Second, 'ways of knowing': pupils learn 'how to know' about application of key drama skills (making), communicating their ideas to an audience (performing) and reflecting on successful methods and approaches (evaluation).
- Third, 'personal knowledge': Through the creation and exploration of Drama, pupils can reflect upon their own perspectives of situations and contexts and how themes and issues are communicated with meaning.

Practical exploration and performance is fundamental to the Drama curriculum, with opportunities to reflect both verbally and through written opportunities, thus fostering creativity, collaboration, and confidence.

Year 7			
Term	Topic	Knowledge and Skills	Useful Links
1	1A: Introduction to Drama	Knowledge: In this topic pupils will be introduced to core drama skills required to develop basic characters and key basic strategies to communicate clearly to an audience. They will develop basic characterisation skills and developing key actor's tools. They will be introduced to core drama strategies which will form the basis of devising and how to engage an audience. Skills: Pupils will be introduced to core drama strategies as the foundation of learning such as Improvisation, freeze frame, role on the wall, hot seating.	1A: Understanding characterisation guide for KS3 English students - BBC Bitesize Drama KS3 / KS4: Exploring character types - BBC Teach Physical habits exercise - Developing characters - GCSE Drama Revision - WJEC - BBC Bitesize



	1B: Anti-bullying	Pupils will explore how to create and communicate a character's attitude to an audience and develop an ability to place themselves creatively in a situation that may be different to their own life experiences, drawing upon their imagination skills. Knowledge: This scheme of work is designed to support pupils in exploring the complex and sensitive theme of bullying through drama. Pupils will develop an understanding of the emotional, social effects of bullying. They will recognise different forms of bullying, including physical, verbal, social, and cyberbullying, and reflect on the motivations and consequences behind such behaviours through their drama work. As part of this unit, students will also be introduced to key terms such as bystander and victim and will explore strategies for managing bullying if witnessed. This directly supports the school's anti-bullying ethos and reinforces the "Speak Up, Speak Out" initiative, encouraging students to take positive action and seek help when needed. The unit is also aligned with the whole-school delivery of Anti-Bullying Week, organised by the Drama Department, promoting empathy, respect, and inclusion through creative expression. Skills: Pupils will explore a variety of drama techniques to better understand the issue of bullying and improve their performance skills. They will use improvisation to	1B: https://www.bbc.co.uk/bitesize/articles/z7sb6v4 https://www.bbc.co.uk/bitesize/articles/znb9scw https://www.bbc.co.uk/cbbc/games/the-next-step-take-it-to-the-top-stand-up-to-bullying
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		create scenes based on real-life situations and apply freeze frames to highlight key emotional moments. Through role on the wall and hot seating, they will develop characters and explore different perspectives. The unit includes Theatre in Education (T.I.E) to help pupils use drama to raise awareness, supported by placards to emphasise important messages. Students will also learn how to use body language, facial expressions, movement, and voice to portray characters effectively, while building confidence in performing to an audience and delivering a clear message.	
Assessments		1A: Practical performance task demonstrating ability to use key drama skills in presenting a character. Creation of a Role on the wall for your chosen character 1B: Practical performance assessment of T.I.E Reflective written account of work explored.	
2	2A: Page to Stage: Shakespeare	Knowledge: In this scheme of work pupils will have an introduction to the work of Shakespeare and develop an insight into bringing page to stage. Pupils will explore the basic plot, characterisation and conveying text on stage through the use of physical theatre. Developing a deeper understanding of characters through the use of off text exploration. Skills: Pupils will build upon key drama skills from unit 1 and 2. They will interpret sections of the text as both actors and directors, using physical theatre, sound collage, and status exploration. Acting skills—voice, movement, and	2A: https://www.bbc.co.uk/bitesize/topics/z726yrd/articles/ztx48hv#z2hnsk7 https://teach.shakespearesglobe.com/fact-sheet-shakespeare?previous=/views/ajax%3Fkeyword%3Dfact%2Bsheets https://teach.shakespearesglobe.com/fact-sheet-special-effects?previous=/views/ajax%3Fkeyword%3Dfact%2Bsheets https://teach.shakespearesglobe.com/fact-sheet-third-



	expression—are further refined alongside speaking, listening, and group collaboration. 2B: Matilda 2B: Knowledge: In this unit, pupils explore the story and characters of Matilda by Roald Dahl, using the film as a stimulus to deepen their understanding of narrative and character development. They examine the concept of escapism, particularly through Matilda’s experiences, and analyse how drama can reflect emotional and social realities. Skills: Pupils develop key drama skills including improvisation, freeze frames, hot seating, and role on the wall. They build characterisation by interpreting and conveying emotions, relationships, and motivations. Acting skills such as voice, movement, and expression are refined. Pupils distinguish between naturalistic and non-naturalistic techniques, collaborate effectively, evaluate peer work, and reflect on audience impact, becoming confident, expressive, and thoughtful performers.	globe?previous=/library%3Fkeyword%3Dfact%2Bsheets https://teach.shakespearesglobe.com/fact-sheet-audiences?previous=/views/ajax%3Fkeyword%3Dfact%2Bsheets 2B: https://www.bbc.co.uk/newsround/36824907
Assessments	2A: Practical performance task exploring status Written evaluation of the assessment task. 2B: Practical performance on non-naturalistic techniques Completion of written end of topic worksheet -an introduction to exam style questions.	



3	3A: Commedia dell'arte	Knowledge: 3A: Pupils develop an understanding of Commedia dell 'Arte, exploring its historical context, stock characters, and traditional performance style. They learn how comedy is created through lazzi (comic routines), cross talk, and audience interaction. Pupils also examine how improvisation and physical exaggeration were central to this theatrical form, gaining insight into how historical performance traditions influence modern comedy. Skills: Pupils build upon improvisation and acting skills relevant to this style, focusing on physicality, voice, and comic timing. They practise freeze frames, clocking the audience, and performing lazzi and cross talk. Pupils script short scenes in the Commedia style, collaborate in groups, and evaluate performances. Emphasis is placed on bold characterisation, audience interaction, and meeting creative deadlines, helping pupils become confident, dynamic, and responsive performers.	https://youtu.be/h_0TAXWt8hY?feature=shared
	3B: Script Exploration	Knowledge: Pupils explore a range of theatrical genres including horror, melodrama, and mystery through mini-script formats. They build on these by creating their own script additions, using them for performance or improvisation. Pupils also learn how genre and structure influence dramatic meaning and how to shape character through both scripted and devised work.	https://www.bbc.co.uk/bitesize/articles/zv73vwx#z32b3j6



Thomas Mills
High School & Sixth Form

CURRICULUM OVERVIEW: Drama

		Skills: Practical work focuses on applying staging techniques such as proxemics, spotlighting, and still image. Pupils also build ensemble and vocal skills through choral speech (canon and unison), mime, and split-stage work, enhancing their ability to collaborate, communicate meaning, and reflect on audience impact.	https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1
Assessment		3A: Practical performance task demonstrating Commedia style. End of unit quiz. 3B: Practical performance task of scripted extract.	