



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 8			
Term	Topic	Knowledge and Skills	Useful Links
1	<b>1A:</b>  <b>Darkwood Manor</b>	<b>Knowledge:</b> In this topic pupils will be introduced to core drama skills required to develop their understanding of tension and atmosphere within drama. They will develop their understanding of storytelling through teacher in role delivery and through developing a character and motive through the plot. They will be introduced to the design elements of sound and lighting and how they can enhance the atmosphere.  <b>Skills:</b>	<b>1A:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/3">https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/3</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zjt4d6f">https://www.bbc.co.uk/teach/class-clips-video/articles/zjt4d6f</a>



	<p><b>1B:</b></p> <p><b>Pantomime</b></p>	<p>Pupils will be applying basic core drama strategies to develop their storytelling such as sound corridors, physical theatre and mime.</p> <p>Pupils will explore a character's motive and attitude in relation to the plot, placing themselves creatively in a situation that may be different to their own life experiences, drawing upon their imagination skills. Pupils will develop their understanding of how lighting and sound can enhance meaning and atmosphere through symbolism and reflect upon their intended impact on audience.</p> <p><b>Knowledge:</b> This scheme of work is designed to introduce students to the characteristics and conventions of the British pantomime.</p> <p><b>Skills:</b> Pupils will explore the conventions of pantomime, such as physical comedy, exaggerated acting and stock characters. Pupils will reflect upon design elements associated with pantomime and reflect this in their own performances and evaluative skills.</p>	<p><a href="#">.GCSE English Literature / Drama: Creating Atmosphere - BBC Teach</a></p> <p><b>1B:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m0025y1p/cbeebies-beauty-and-the-beast-panto-cbeebies-beauty-and-the-beast">https://www.bbc.co.uk/iplayer/episode/m0025y1p/cbeebies-beauty-and-the-beast-panto-cbeebies-beauty-and-the-beast</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zj6gvk7">https://www.bbc.co.uk/bitesize/articles/zj6gvk7</a></p>
<p><b>Assessments</b></p>	<p><b>1A:</b> Practical performance task demonstrating tension. Written evaluation task.</p> <p><b>1B:</b> Practical performance task of a pantomime. Live theatre evaluation of live or digital recording of a pantomime.</p>		
<p><b>2A:</b></p>			<p><b>2A:</b></p>



<p><b>2</b></p>	<p><b>Greek Theatre (Theatre History)</b></p> <p><b>2B:</b></p> <p><b>Page to Stage : Text Exploration</b></p>	<p><b>Knowledge:</b> In this scheme of work pupils will have an introduction to Greek Theatre and a brief overview of placing it within the timeline of theatre development. Pupils will explore the stylised features of Greek theatre.</p> <p><b>Skills:</b> Pupils will gain a brief understanding of the architectural elements of this period, explore performance elements such as Greek chorus, the role of the chorus and performing in this style using movement, speech- canon and unison etc. Emphasis is placed on developing team work to bring the stylistic features of Greek theatre to stage.</p> <p><b>2B:</b></p> <p><b>Knowledge:</b> This scheme of work focuses on exploring characterisation and staging through selected script extracts. Students will act out key moments to examine character relationships, shifts in status, and emotional development. Emphasis is placed on physicality—such as gesture, movement, and expression—and vocal techniques to portray younger characters.</p> <p><b>Skills:</b> Through practical performance and analysis, learners will develop their understanding of subtext, motivation, and staging elements like proxemics and levels, enhancing both their interpretive and performance skills in drama.</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zpdfydm">https://www.bbc.co.uk/bitesize/articles/zpdfydm</a></p> <p><a href="https://youtu.be/T5XEtyHO-wc?feature=shared">https://youtu.be/T5XEtyHO-wc?feature=shared</a></p> <p><a href="https://youtu.be/YfWpHpsvFwM?feature=shared">https://youtu.be/YfWpHpsvFwM?feature=shared</a></p>
<p>Assessments</p>		<p><b>2A:</b> Practical performance task performing a piece of choric ode. Written assessment task.</p>	





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High School & Sixth Form

## CURRICULUM OVERVIEW: Drama

		and staging elements like proxemics and levels, enhancing both their interpretive and performance skills in drama.	
Assessment	<b>3A:</b> Practical performance influence in the style of Brecht. End of unit quiz. <b>3B:</b> Practical performance task of key scene.		