**Drama Overview 2019-2020**

**Year 7**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4 and 5** | **Term 6** |
| **Serious Fun** | **Greek Theatre** | **Mystery Plays** | **The Tempest** | **Dance Unit – ‘Still Life at The Penguin Café’**  |
| Developing Key skills in Drama through games and dramatic techniques. | The use of masks in Greek Theatre and ensemble work. Exploring the story of Pandora’s Box. | Introduction to Medieval Theatre and Morality/Mystery plays. | Exploring the themes and key characters in Shakespeare’s The Tempest | Exploring animal extinction through the medium of Dance. Students will learn specific motifs from David Bintley’s ‘Still Life’ |

**Year 8**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4 and 5** | **Term 6** |
| **Bullying** | **Melodrama** | **Melodrama & Masks** | **Macbeth** | **Dance Unit – Diversity Dance** |
| Study of ‘The Terrible Fate of Humpty Dumpty’. | Exploring the role of stock characters in melodrama. | Encouraging physicality as a communication tool. | Exploring the events, and issues around power/corruption in Shakespeare’s ‘Macbeth’. | Looking at Street Dance/combined choreography and how this is impacts on todays’ ‘Youth Culture’. |

**Year 9**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4 and 5** | **Term 6** |
| **Refugees** | **The Titanic** | **Physical Theatre in Performance** | **Romeo and Juliet** | **Dance Unit – The Haka** |
| Exploring social issues through dramatic techniques and explorative strategies. | Telling a story through the use of monologues. | Study of a professional work from DV8 or Frantic Assembly. | Explore the issues of gangs and events through dramatic techniques and explorative strategies. | Exploring cultural identity and Sport related celebrations through the eyes of Maori traditions. |