

Achievement Standard

Subject Reference Drama 1.1

Title Apply drama techniques in a dramatic context

Level 1 **Credits** 4 **Assessment** Internal

Subfield Drama

Domain Drama Performance

Status Registered **Status date** 30 November 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard requires the application of drama techniques in a dramatic context.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Apply drama techniques in a dramatic context. 	<ul style="list-style-type: none"> Apply drama techniques skilfully in a dramatic context. 	<ul style="list-style-type: none"> Apply drama techniques effectively in a dramatic context.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the strands Developing Practical Knowledge, and Communicating and Interpreting, in Drama Level 6. It is related to the material in the *Teaching and Learning Guide for Drama*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 Definitions:
Apply drama techniques means to use drama techniques together in a performance.

Apply drama techniques skilfully means to work with competence, control and a sense of purpose. It refers to the sustained use of techniques that support the intention of the dramatic context throughout the performance. It requires dexterity in the use of voice, body, movement and space.

Apply drama techniques effectively means to present work convincingly, capturing the essence of the dramatic context with impact.

A *dramatic context* is the interpretation of role, relationship(s) and situation.

- 3 *Drama techniques* must include voice, body, movement and use of space, and be used to convey the intention of the dramatic context. This could include, but is not limited to:
- voice: appropriate pitch, pace, pause, projection, and volume
 - body: posture, gesture, body language, eye-contact
 - movement: pace, weight, energy, direction
 - use of space: own space and general space, levels, distance from other characters, groupings.
- 4 The text used for the dramatic context could be script work, performance poetry, or storytelling.
- 5 Students are to interact with at least one other performer.
- 6 Supporting evidence is to include a brief statement of context and an annotated script. These are to link the context to the use of techniques and provide supporting evidence for the performance, which is the focus of the assessment.

The statement of context is to include:

- role eg an old tramp
- time eg winter/night – present day
- place eg street corner by the railway station
- situation eg cleaning shoes
- action eg someone has their shoes cleaned and refuses to pay.

The annotated script is to include:

- character motivation eg the old tramp wants to earn some money
- stage directions eg the tramp sits on a box most of the time because he has difficulty standing
- drama techniques used eg the tramp has hunched shoulders because the wind is cold and his coat is very worn.

A portfolio or extensive collection of material is not required.

- 7 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233