

Achievement Standard

Subject Reference Drama 1.4

Title Respond to a drama performance

Level 1 **Credits** 5 **Assessment** External

Subfield Drama

Domain Drama Studies

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to respond to a drama performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Respond to a drama performance 	<ul style="list-style-type: none"> Justify a response to a drama performance 	<ul style="list-style-type: none"> Analyse a response to a drama performance

Explanatory Notes

1 *Respond to a drama performance* involves:

- describing a key message of the drama performance
- describing drama components used in the performance
- making personal connections in a response to the performance.

Justify a response to a drama performance involves:

- explaining, with examples, how a key message of the drama performance is communicated through the use of drama components
- explaining the effect of drama components on personal connections in a response to the performance.

Analyse a response to a drama performance involves:

- examining the effect of drama components used to communicate a key message of the drama
- examining the effect of drama components on personal connections in a response to the performance.

- 2 As part of the evidence provided, students must demonstrate understanding of the wairua of a performance. This will be shown through the personal connections they make in their response to the performance.

The wairua of a performance refers to the reciprocal relationship between performers and audience. It includes the personal connections audience members make to a performance through their individual worldviews and perspectives.

Discussing the wairua of a performance requires an understanding of ihi, wehi, and wana through the expression of the work by the performers (ihi), the viewer's personal reaction to the performance (wehi), and how this shapes the overall experience and lasting impression of the performance as a whole (wana).

- 3 *Personal connections* are the ways in which students relate to or see themselves in a performance through their own life experiences.

Personal connections may include whakapapa, identities, cultures, perspectives, or worldviews expressed through the performance that students resonate with.

- 4 A *key message* is the context of a drama performance that is largely dictated by the playwright. It can be an idea, theme, or character development that is intrinsic to the performance.

- 5 *Drama components* are collectively used to create Drama. They are:

- elements
- conventions
- techniques
- technologies.

- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 7 This achievement standard is derived from The Arts Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS91940-AS91942 replaced AS90006, AS90009, AS90011, and AS90997-AS91000.

Quality Assurance

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

Consent and Moderation Requirements (CMR) reference 0233