

Achievement Standard

Subject Reference Drama 1.2

Title Use elements and conventions to devise, structure and perform a drama

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

Subfield Drama

Domain Drama Creation

Status Expiring **Status date** 30 November 2010

This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.

Expiry date 31 December 2011 **Date version published** 30 November 2010

This achievement standard involves using the elements and conventions of drama to devise, structure and perform a drama.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Use elements and conventions to devise, structure and perform a drama. 	<ul style="list-style-type: none"> Select and use appropriate and varied elements and conventions to devise, structure and perform a drama. 	<ul style="list-style-type: none"> Select and use, with insight, appropriate and varied elements and conventions to devise, structure and perform an effective drama.

Explanatory Notes

- This achievement standard is derived from *The Arts in the New Zealand Curriculum*, Learning Media, Ministry of Education, 2000, and relates to the strands *Developing Practical Knowledge in Drama* and *Developing Ideas in Drama*, Level 6, and *Ngā Toi i roto i te Marautanga o Aotearoa*, Learning Media, Ministry of Education, 2000.
- Elements* include:
 - role
 - situation
 - time
 - place
 - mood

- symbol
 - tension
 - focus.
- 3 *Conventions* are the established ways of working in drama that explore meaning or deepen understanding, *or* established practices in theatre.
- 4 *Conventions* to help with structure could include:
- flashback and flashforward
 - narration
 - spoken thoughts
 - telephone conversations
 - stage directions.
- 5 *Conventions* to help with the process of devising or creating character could include:
- role on the wall
 - hot seating
 - mantle of the expert
 - teacher-in-role
 - visualisation.
- 6 *Conventions* associated with performance could include:
- tableaux
 - entrances and exits
 - slow motion
 - soundscape.
- 7 Devising is an ongoing cycle of discussion, improvisation and recording of decisions. It requires the students to define the central idea of the piece of work as a simple statement. This statement is then used to underpin the experimentation with and final choices about:
- scenes
 - elements
 - conventions
 - technologies
 - structures.
- 8 For assessment purposes students are required to record the stages of their structuring and devising by keeping an ongoing collection of evidence in a portfolio from initial discussion to the performance. It should clarify why decisions are made and may be presented in visual, oral or written form, or any combination of these.
- 9 Definitions:
- *Structure* means to create a performance in a style that has dramatic intention
 - *Appropriate* means in keeping with the intention of the dramatic context
 - *Insight* refers to the ways in which elements and conventions are used together to produce a cohesive, harmonious whole
 - *Effective* means in keeping with the agreed concept so as to enhance the production.

Replacement Information

This achievement standard and unit standard 14168 have been replaced by AS90997.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0226