

Achievement Standard

Subject Reference Drama 1.6

Title Perform an acting role in a scripted production

Level 1 **Credits** 5 **Assessment** Internal

Subfield Drama

Domain Drama Performance

Status Registered **Status date** 30 November 2010

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This achievement standard involves preparing for and performing an acting role in a scripted production for an audience.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Perform an acting role in a scripted production. 	<ul style="list-style-type: none"> Perform an acting role skilfully in a scripted production. 	<ul style="list-style-type: none"> Perform an acting role effectively in a scripted production.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the strands Developing Practical Knowledge, Communicating and Interpreting, and Understanding the Arts in Context, 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>.
- Definitions:
Perform an acting role means to prepare for and sustain the role appropriately throughout the performance, as rehearsed, for a live audience. To prepare for a role means to:
 - attend rehearsals
 - learn lines to meet deadlines
 - accept direction willingly
 - produce supporting material
 - cooperate with the group to enable the production to be realised.

Perform an acting role skilfully means to work with competence, control and a sense of purpose. It refers to sustaining a credible role throughout the performance.

Perform an acting role effectively means to present work convincingly, capturing the essence of the dramatic context with impact. It refers to performing the role with assurance.

A *scripted production* could be an existing script or a devised work that has resulted in a written script. It could include excerpts, thematic approaches, full-length plays, or a selection of linked scenes.

- 3 The role is to have sufficient scope to allow for development throughout the rehearsal process. Development refers to the student's performance of the role during the rehearsal process. The script is to be of sufficient length to allow for such development.
- 4 The production decisions agreed between the director and the student are to be upheld in the performance.
- 5 Assessment is to include a live performance with an audience. The audience may consist of an invited group, such as another class, wider school community, family and friends, or any other group for which the production is intended.
- 6 Supporting evidence is to comprise an annotated script and a statement of intention. The annotated script is to include:
 - stage directions
 - drama techniques used.

The statement of intention is to include:

- explanation of the elements of time, place, situation and action
- an interpretation of the role and how this will be acted
- comments on character interaction.

This supporting material may be presented in oral, electronic, or paper-based formats, in diagrammatic form, as notes, bulleted list, charts, flow diagrams or sentences.

A portfolio or extensive collection of written material is not required.

- 7 Although students will work in a group they will be assessed individually.
- 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

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

0233