

## Achievement Standard

**Subject Reference** Drama 1.2

**Title** Devise and perform a drama

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

**Subfield** Drama

**Domain** Drama Creation

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2014      **Date version published** 30 November 2010

This achievement standard requires the devising and performing of a drama.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Devise and perform a drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a coherent drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform an effective drama.</li> </ul>

### 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 Developing Ideas, 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>.

2 Definitions:

*Devise* means to create an original drama. It is an ongoing cycle that requires active participation in the creative processes by all members of the group, and involves:

- discussion
- exploration and experimentation of elements and conventions
- selection and rejection
- shaping using elements and conventions
- structuring and sequencing
- reflecting and refining.

*Perform* means to present the drama as devised. The performance is a vehicle to convey the effectiveness of the devised drama; acting techniques are not the focus of the assessment.

A *drama* means a live, enacted performance.

*Coherent* means structured to have flow, dramatic unity, and smooth transition between scenes.

*Effective* means a drama that is convincing, captures the essence of the dramatic context, and has impact and originality.

- 3 While the process may or may not result in a script, the devising is to be supported by a brief statement of the purpose of the drama, and a devised drama outline.

The statement of purpose includes:

- the rationale for the devised drama, which could be retrospective eg “We wanted to show a drama about the value of friendship,” or, “after exploring the idea of challenge, we created a drama about facing your fears”
- the style of the devised drama eg realistic set in the present day
- if necessary, decisions about staging and use of technologies eg minimal set using traverse to connect with the audience, using own clothes for costumes.

The devised drama outline includes:

- a title for the devised drama
- a list of characters
- a list of scenes and a brief summary of each scene
- decisions about the drama elements
- conventions used, and why.

This supporting material may be presented in diagrammatic form, as notes, bulleted lists, charts, flow diagrams or sentences. A portfolio or extensive collection of material is not required.

- 4 Elements include:

- action
- contrast
- focus
- mood
- place
- role
- situation
- tension
- time.

- 5 Conventions are ways of working in drama/theatre that explore meaning, or deepen understanding or are established practices. Conventions to help with the process of devising or creating character could include:

- role on the wall
- hot seating
- teacher-in-role
- visualisation
- improvising parallel scenes.

- 6 Conventions to help with structuring the devised piece and enhancing performance could include:
- aside
  - entrances and exits
  - flashback and flash-forward
  - narration
  - slow motion
  - soundscape
  - physical and vocal chorus
  - split focus
  - split stage
  - spoken thoughts
  - stage directions
  - still image
  - telephone conversations.
- 7 Although the 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](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Replacement Information

This achievement standard replaced unit standard 14168 and AS90007.

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### 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