

## Achievement Standard

**Subject Reference** Drama 1.3

**Title** Demonstrate understanding of features of a drama/theatre form

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** Drama

**Domain** Drama Studies

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

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

This achievement standard requires the demonstration of understanding of features of a drama/theatre form.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of features of a drama/theatre form.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate informed understanding of features of a drama/theatre form.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of features of a drama/theatre form.</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 Communicating and Interpreting in Drama and Understanding Drama 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>.

2 Definitions:

*Demonstrate understanding* means to describe features of a drama/theatre form.

*Demonstrate informed understanding* means to explain features of a drama/theatre form, providing examples to illustrate statements.

*Demonstrate perceptive understanding* means to make insightful connections between the features and the historical and/or social context of a drama/theatre form.

- 3 A *drama/theatre form* could include but is not limited to:
- clowning
  - Elizabethan theatre
  - Greek theatre
  - kabuki theatre
  - medieval drama
  - melodrama
  - mime
  - musical theatre
  - pantomime
  - puppetry.
- 4 *Features* of the form could include but are not limited to:
- performance space (eg medieval use of pageant wagons)
  - acting styles (eg the extravagant gestures of Commedia dell'Arte)
  - themes or ideas (eg the Elizabethan wheel of fortune)
  - purpose (eg medieval exploration of Bible stories)
  - conventions (eg use of asides in melodrama)
  - use of technologies (eg mask in Greek theatre)
  - historical/social context (eg the Great Depression in New Zealand theatre).
- 5 Assessment Specifications for this achievement standard can be accessed through the Drama Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).
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### Replacement Information

This achievement standard replaced unit standard 14173 and AS90008.

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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