

Achievement Standard

Subject Reference	Drama 2.4		
Title	Perform features of a complex drama or theatre form or period		
Level	2	Credits	4
		Assessment	Internal
Subfield	Drama		
Domain	Drama Performance		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2014	Date version published	17 November 2011

This achievement standard involves performing features of a complex drama or theatre form or period.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Perform features of a complex drama or theatre form or period. 	<ul style="list-style-type: none"> Perform features of a complex drama or theatre form or period skilfully. 	<ul style="list-style-type: none"> Perform features of a complex drama or theatre form or period effectively.

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 in Drama, and Communicating and Interpreting in Drama. It is related to the material in the *Teaching and Learning Guide for Drama*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Perform features of a complex drama or theatre form or period* involves demonstrating physical and historical conventions used to convey the intention of the dramatic context and to support it in performance.

Perform features of a complex drama or theatre form or period skilfully involves working with competence, control and a sense of purpose. It requires the sustained use of appropriate features to support the dramatic context of the performance.

Perform features of a complex drama or theatre or period form effectively involves presenting work convincingly, capturing the essence of the dramatic context with impact, and refers to selecting and using features of the theatre form to enhance the performance.

A complex drama or theatre form has a challenging text, or involves features that demand an exploration of advanced physical skills, or provides opportunity for abstraction of ideas and depictions, or any combination of these.

3 *Drama or theatre form or period* may include:

- Comedy of manners
- Commedia dell'Arte
- Elizabethan theatre
- Epic theatre
- Forum theatre
- Greek theatre
- Medieval theatre
- Mime
- Noh drama
- Restoration comedy

4 *Supporting evidence* includes a brief statement of intention and a list of features used and why they were used. The statement of intention is to include: role, time, place, situation, and action.

Examples of *features* include posture and gestures, internal monologue and asides. The focus of the assessment is the demonstration of the features in performance; the supporting evidence augments this.

Dramatic context refers to the interpretation of role, relationships(s) and situation.

5 Although the students will work in a group they will be assessed individually.

6 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard and AS91215 replaced AS90302

Quality Assurance

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

Consent and Moderation Requirements (CMR) reference

0233