

Achievement Standard

Subject Reference Drama 1.4

Title Use features of a drama/theatre form in a performance

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

Subfield Drama

Domain Drama Performance

Status Registered **Status date** 30 November 2010

Planned review date 31 December 2014 **Date version published** 4 December 2012

This achievement standard involves using features of a drama/theatre form in a performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Use features of a drama/theatre form in a performance. 	<ul style="list-style-type: none"> Skilfully use features of a drama/theatre form in a performance. 	<ul style="list-style-type: none"> Effectively use features of a drama/theatre form in a performance.

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, Communicating and Interpreting, and Understanding the Arts in Context, in Drama Level 6. It also relates to the material in the latest version of the *Teaching and Learning Guide for Drama*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.

2 Definitions:
Features refer to physical and historical conventions used to convey the intention of the dramatic context.

Skilfully use means to work with competence, control and a sense of purpose. It requires the sustained use of features to support the dramatic context.

Effectively use means to present work convincingly, capturing the essence of the dramatic context with impact. It refers to using features of the drama/theatre form to enhance the performance.

- 3 The performance may be scripted or devised and should be of sufficient length to allow the students to use features. It is the ability to perform in the style of a specific drama/theatre form which is assessed through the performance, rather than the theoretical knowledge.
- 4 The drama/theatre form must include enough recognised performance features to enable students to demonstrate the form. Suggested drama/theatre forms include but are not limited to:
 - melodrama
 - clowning
 - pantomime
 - mime
 - mask
 - Greek drama
 - medieval drama
 - puppetry.
- 5 Supporting evidence includes a brief statement of intention and a list of features used. However, the focus of the assessment is the demonstration of the features in performance.
- 6 The statement of intention includes:
 - role eg the villain
 - time eg 19th century, afternoon, summer
 - place eg in the garden
 - situation eg the villain's proposal of marriage to the heroine who is the servant girl
 - action eg the villain keeps postponing the date of the wedding.
- 7 Examples of a list of features used includes:
 - villain's evil laugh: to show the duplicity of the villain
 - sentiment – the awful plight of the heroine is increased because of her naïve and trusting nature
 - the stereotypical characters: the villain was truly evil because he felt no remorse
 - good eventually triumphs over evil: melodrama has a moral or didactic function
 - asides to the audience by the characters: gave information to the audience.
- 8 Supporting material may be presented as a completed template, bulleted list, chart, diagram, flow diagram, notes or sentences.
- 9 A portfolio or extensive collection of material is not required.
- 10 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 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