

Achievement Standard

Subject Reference Drama 3.1

Title Interpret scripted text to integrate drama techniques in performance

Level 3 **Credits** 4 **Assessment** Internal

Subfield Drama

Domain Drama Performance

Status Registered **Status date** 4 December 2012

Planned review date 31 December 2016 **Date version published** 4 December 2012

This achievement standard requires interpreting scripted text to integrate drama techniques in performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Interpret scripted text to integrate drama techniques in performance. 	<ul style="list-style-type: none"> Interpret scripted text to integrate drama techniques skilfully in performance. 	<ul style="list-style-type: none"> Interpret scripted text to integrate drama techniques effectively in performance.

Explanatory Notes

1 This achievement standard is derived from *The Arts Learning Area of The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the strands Developing Practical Knowledge, Communicating and Interpreting, and Developing Ideas for Drama Level 8. 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 *Interpret scripted text to integrate drama techniques in performance* involves integrating techniques to communicate a credible interpretation of the scripted text throughout the performance.

Interpret scripted text to integrate drama techniques skilfully in performance involves integrating techniques to communicate the interpretation of the scripted text throughout the performance, with competence, control, and a sense of purpose. This involves dexterity in the sustained integration of voice, body, movement, and space.

Interpret scripted text to integrate drama techniques effectively in performance involves integrating techniques to support and enhance the interpretation of the

scripted text. The performance draws out layers of meaning. It is sustained, truthful, convincing, and has impact.

- 3 Interpretation refers to performance choices made to communicate the meaning of the scripted text.
 - 4 *Integrate* involves blending techniques together in a seamless manner.
 - 5 *Drama techniques* include voice, body, movement, and space. These may be shown through:
 - voice – pitch, pace, pause, projection, volume, phrasing, tone, cueing, inflection, accent
 - body – using gesture, body language, eye contact, facial expression, stance
 - movement – showing energy, timing, direction, ensemble awareness, contrasting movement and stillness
 - use of space – audience awareness, proxemics, levels, grouping, exits, and entrances.
 - 6 The scripted text is an extract from a larger play. The extract is interpreted in relation to the play as a whole and reflects the character's actions, attitudes, and behaviours throughout the play. A student-devised script may not be used.
 - 7 Evidence includes a statement of intention and an annotated script. The statement of intention includes role, time, place, situation, and action, with reference to the whole play. The annotated script may include subtext, motivation, or intention. A portfolio or extensive collection of material is not required. Evidence is based on own interpretation and independent selection of techniques that convey the interpretation.
 - 8 While opportunities for learning and exploring drama techniques, and for formative assessment, may isolate the separate techniques, the summative assessment opportunities require all techniques to be integrated in the one assessment task.
 - 9 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced unit standard 14182, unit standard 16430, and AS90608.

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