

## Achievement Standard

<b>Subject Reference</b>	Drama 3.2		
<b>Title</b>	Devise and perform a drama to realise a concept		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Drama		
<b>Domain</b>	Drama Creation		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012

This achievement standard involves devising and performing a drama to realise a concept.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Devise and perform a drama to realise a concept.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a coherent drama to realise a concept.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform an effective drama to realise a concept.</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, and Communicating and Interpreting for Drama Level 8, and 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 *Devise and perform a drama to realise a concept* involves creating an original and credible drama and realising it in performance.

*Devise and perform a coherent drama to realise a concept* involves creating an original and convincing drama that has flow and dramatic unity and realising it in performance.

*Devise and perform an effective drama to realise a concept* involves creating an original and compelling drama that is highly engaging and powerful and realising it in performance.

3 *Concept* refers to the underpinning idea(s), and the stylistic choices made to communicate the idea(s).

- 4 A brief statement of intention, which outlines the concept of the devised drama, is required. The statement of intention includes role, time, place, situation, and action, with reference to the concept.
- 5 *Devise* involves an ongoing cycle of:
- discussion
  - improvisation, exploration, experimentation
  - selection and rejection
  - shaping
  - structuring and sequencing
  - refining.
- 6 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 14181 and AS90609.

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### 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