

## Achievement Standard

**Subject Reference** Drama 2.4

**Title** Use complex performance skills associated with a 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 2019      **Date version published** 17 November 2016

This achievement standard involves using complex performance skills associated with a drama or theatre form or period.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Use complex performance skills associated with a drama or theatre form or period.</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully use complex performance skills associated with a drama or theatre form or period.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use complex performance skills associated with a drama or theatre form or period.</li> </ul>

### 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 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>.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Use complex performance skills associated with a drama or theatre form or period* involves demonstrating physical and historical conventions with layers of meaning or a level of abstraction to convey the intention of the dramatic context and to support it in performance.

*Skilfully use complex performance skills associated with a drama or theatre form or period* involves working with competence, control and a sense of purpose. It requires

the sustained use of complex performance skills to support the dramatic context of the performance.

*Effectively use complex performance skills associated with a drama or theatre form or period* involves presenting work convincingly, capturing the essence of the dramatic context with impact, and refers to using complex performance skills to enhance the performance.

- 3 *Complex performance skills* embody knowledge of the performance skills of a specific drama or theatre form. This is founded on in-depth knowledge and is demonstrated through the practical application of the form. For example, alienation devices for Epic Theatre; stock character, physicality, and mask for Commedia dell'Arte; chorus and heightened movement and delivery for Greek Drama; and extended use of body, movement, and ensemble interaction for Physical Theatre.
- 4 *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
- 5 Supporting evidence includes a brief statement of intention and a list of features used that involve complex performance skills of the drama or theatre form or period. The statement of intention may include relevant notes for: role, time, place, situation, and action. However, the focus of the assessment is the demonstration of the performance skills that exemplify the features.
- 6 Dramatic context refers to the interpretation of role, relationships(s) and situation.
- 7 Although the students may work in a group they will be assessed individually.
- 8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

---

### 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