

Achievement Standard

Subject Reference Drama 3.4

Title Select and use complex performance skills associated with a drama form or period

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

Subfield Drama

Domain Drama Performance

Status Registered **Status date** 4 December 2012

Planned review date 31 December 2019 **Date version published** 17 November 2016

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

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Select and use complex performance skills associated with a drama form or period. 	<ul style="list-style-type: none"> Select and skilfully use complex performance skills associated with a drama form or period. 	<ul style="list-style-type: none"> Select and effectively use complex performance skills associated with a drama form or period.

Explanatory Notes

- 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, and Communicating and Interpreting for Drama Level 8. It also relates to the material in 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.

- Select and use complex performance skills associated with a drama form or period* involves making choices and using the complex performance skills of the drama or theatre form or period to communicate a credible interpretation of the text or scenario.

Select and skilfully use complex performance skills associated with a drama form or period involves sustaining the complex performance skills of the drama or theatre form or period with dexterity, competence, control and a sense of purpose.

Select and effectively use complex performance skills associated with a drama form or period involves supporting and enhancing the performance, and drawing out layers of meaning. The performance is convincing, truthful to the drama or theatre form or period, and has impact.

- 3 *Complex performance skills* embody knowledge of the performance skills of a specific 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 Supporting evidence to supplement the performance includes a statement of intention. The statement of intention includes a clear identification of the features of the theatre form or period and selection of performance skills to exemplify those features. The statement of intention may include the role, time, place, situation, action, intended audience, likely performance space, and style or form being used for the performance.
 - 5 The performance may be scripted or devised and should be of sufficient length to allow the students to use a range of complex performance skills.
 - 6 Drama forms or periods may include: Commedia dell'Arte, Greek Drama, Medieval Drama, Absurdist Theatre, Theatre of the Poor, Restoration Theatre, Comedy of manners, Epic Theatre, Noh Drama, Theatre Marae, mime, physical theatre.
 - 7 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 16433.

This achievement standard and AS91514 replaced AS90610.

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