

## Achievement Standard

**Subject Reference** Drama 2.2

**Title** Devise and perform a drama to realise an intention

**Level** 2      **Credits** 5      **Assessment** Internal

**Subfield** Drama

**Domain** Drama Creation

**Status** Registered      **Status date** 17 November 2011

**Planned review date** 31 December 2020      **Date version published** 20 November 2014

This achievement standard requires devising and performing a drama to realise an intention.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Devise and perform a drama to realise an intention.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a coherent drama to realise an intention.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform an effective drama to realise an intention.</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 Communicating and Interpreting, in Drama Level 7. It is related to the material in the *Teaching and Learning Guide for Drama*, Ministry of Education, 2010 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.

- 2 *Devise a drama* involves creating an original drama. It is an ongoing cycle that requires active participation in the creative processes by all members of the group, and involves:
- discussion
  - exploration of and experimentation with elements and conventions
  - selection and rejection
  - shaping using elements and conventions
  - structuring and sequencing

- reflecting and refining.

The devising is to be supported by a statement of intention.

Devise a *coherent drama* involves creating a drama that is structured to have flow, dramatic unity, and smooth transition between scenes.

*Devise an effective drama* involves creating a drama that is convincing, captures the essence of the dramatic context, and has impact and originality.

*Perform* means to present the drama as devised. The performance is a vehicle to convey the effectiveness of the devised drama.

A *drama* means a live, enacted performance.

*To realise an intention* means to present a drama that is crafted to capture the key ideas chosen as the focus for the creation of the work. Although acting techniques are not the focus of the assessment, the execution of the chosen elements and conventions will impact on how well the intention of the drama is conveyed.

*Dramatic context* refers to the interpretation of role, relationships(s) and situation.

- 3 The process of devising results in a script or a drama outline. The devised script or drama outline includes:
- a title
  - a list of characters
  - a script or a devised drama outline
  - decisions about the drama elements
  - conventions used, and why.
- 4 The statement of intention includes:
- the rationale for the devised drama
  - the style of the devised drama
  - if necessary, decisions about staging and use of technologies.

The statement of intention and the script or drama outline may be presented in any electronic and/or paper-based format, such as diagrams, notes, bulleted list, charts, sketches, flow diagrams, sentences or any other useful form. A portfolio or extensive collection of material is not required.

- 5 The drama must use elements and select and use working and/or structural conventions to support the stated intention.

*Elements* include role, time, place, situation, action, mood, tension, focus.

*Working conventions* include role on the wall, hot seating, teacher in role, visualisation, improvising parallel scenes.

*Structural conventions* include flashback and flash forward, narration, spoken thoughts, telephone conversations, stage directions, still images, slow motion, soundscape, physical and vocal chorus, split stage, split focus, entrances and exits.

The drama will explore ideas or themes by, for instance, reinterpreting an existing story or telling stories from a specific historical event.

- 6 Although the students will work in a group they will be assessed individually.
  - 7 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### Replacement Information

This achievement standard replaced AS90301.

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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