

## Achievement Standard

<b>Subject Reference</b>	Drama 3.6		
<b>Title</b>	Perform a substantial acting role in a significant production		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Drama		
<b>Domain</b>	Drama Performance		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves performing a substantial acting role in a significant production.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Perform a substantial acting role in a significant production.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a substantial acting role skilfully in a significant production.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a substantial acting role effectively in a significant production.</li> </ul>

### 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, Communicating and Interpreting, Understanding the Arts in Context, and Developing Practical Knowledge 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>.

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.

- Perform a substantial acting role in a significant production* involves preparing for, and sustaining, the role appropriately throughout the performance, as rehearsed, for a live audience.

*Perform a substantial acting role skilfully in a significant production* involves sustaining a convincing role throughout the performance. This includes working with competence, control, and a sense of purpose.

*Perform a substantial acting role effectively in a significant production* involves sustaining an accomplished role throughout the performance. This includes communicating depth and breadth of role, and exploring layers of meaning to enhance the communication of the role and dramatic context.

- 3 Preparing for a role includes:
    - attending rehearsals
    - learning lines to meet deadlines
    - participating actively in role development activities
    - annotating the performance script to indicate the blocking, intention and planning for the performance of the role
    - accepting direction willingly
    - co-operating with the group to enable the production to be realised.
  - 4 A *significant production* refers to a published script that has sufficient depth and complexity to support achievement at all grades. It is a published script by a recognised playwright(s). The work of these playwrights is widely produced and/or is considered to be influential within the world or New Zealand theatre community. The production may be of an entire play, or of a selection of scenes from one or several plays that have been framed within an overriding context, so that each student has a substantial acting role. The production is a specific staged event for a public audience that demonstrates production values that are appropriate to the script and style selected.
  - 5 A *substantial acting role* has sufficient depth and/or breadth to make a meaningful contribution to the production.
  - 6 The production decisions agreed upon between the teacher and the student are upheld in the performance.
  - 7 Conditions of Assessment related to this achievement standard can be found at <http://www.tki.org.nz/e/community/ncea/conditions-assessment.php>.
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### **Replacement Information**

This achievement standard replaced unit standard 14185 and AS90611.

This achievement standard and AS91516 replaced unit standard 14183 and unit standard 14184.

**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