

Field Arts and Crafts**Review of *Drama* Level 1 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Drama	Drama Creation	14168, 14172
	Drama Performance	14166, 14167, 14169
	Drama Studies	14170, 14171, 14173

Achievement standards

Domain	ID	Subject reference
Drama Creation	90007, 90008, 90010	1.2, 1.3, 1.5
Drama Performance	90006, 90009	1.1, 1.4
Drama Studies	90011	1.6

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date November 2010

Date new versions published November 2010

Planned review date December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at level 1 was completed in time for implementation in schools in 2011. Standards at levels 2 and 3 will be implemented in 2012 and 2013 respectively.

Main changes resulting from the review

- All NZC level 6 (NQF level 1) outcomes derived from the NZC are now assessed using achievement standards, and any unit standards are no longer linked to NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were designated expiring. See [table](#) below.

For a detailed description of the review of, and the changes to, the Drama standards see appendix 1 at the end of this report.

Impact on existing provider accreditations

Current Accreditation for			Accreditation extended to		
Nature of accreditation	ID	Level	Nature of accreditation	ID	Level
Standard	14168	1	Standard	90997	1

Impact on Accreditation and Moderation Action Plan (AMAP)

All new and review category B achievement standards have been registered on AMAP 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards. This transition will apply until December 2011 only.

New achievement standard	Existing achievement or unit standard
90997	14168, 90007
90998	14173, 90008

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2011
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The last date for assessment of superseded versions of internally assessed achievement standards categorised as category B is end of	December 2011
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The last date for assessment of superseded versions of externally assessed achievement standards categorised as category B is end of	December 2010
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Arts and Crafts > Drama > Drama Creation

ID	Title	Level	Credit	Review Category
14168	Participate in devising a dramatic text for presentation, aided by facilitation	1	6	C
90007	Use elements and conventions to devise, structure and perform a drama	1	4	C
90997	Devise and perform a drama	1	5	
14172	Create and explore an originally-created mask	1	2	D
90010	Perform a technical or production role	1	4	D

Arts and Crafts > Drama > Drama Performance

ID	Title	Level	Credit	Review Category
14166	Explore basic improvisation skills for drama	1	5	D
14167	Explore movement for drama	1	5	D
14169	Explore mime skills	1	2	D
90006	Demonstrate appropriate drama techniques Apply drama techniques in a dramatic context	1	4	B
90009	Perform an acting role Perform an acting role in a scripted production	1	4 5	B
90999	Select and use features of a drama/theatre form in a performance	1	4	New

Arts and Crafts > Drama > Drama Studies

ID	Title	Level	Credit	Review Category
14170	Explore plays of Aotearoa New Zealand	1	4	D
14171	Explore significant plays from world theatre	1	5	D
90011	Describe the techniques, elements, conventions and technologies of drama in a new context and reflect on performance Demonstrate understanding of the use of drama aspects within live performance [Externally assessed]	1	5 4	B
14173	Explore styles of popular theatre presentation	1	5	C
90008	Demonstrate knowledge of a drama/theatre form through a practical presentation	1	3	C
90998	Demonstrate understanding of features of a drama/theatre form [Externally assessed]	1	4	New
91000	Demonstrate understanding of a significant play	1	4	New

Appendix 1

Development of Drama Standards

The matrix and achievement standards have been derived from the drama achievement objectives in the Arts learning area of the NZC.

Where outcomes in the reviewed achievement standards were duplicated by outcomes in existing unit standards, the unit standards were designated expiring.

The Performing Arts Technology matrix (which comprises unit standards only) has subsumed those parts of the achievement standards that covered technology (see Appendix 2 for this draft matrix).

Two significant production areas, directing and scripting, have been added to the matrix of achievement standards because they are part of the curriculum and do not fit within existing achievement standards. This allows for both group processes of devising using improvisation as a key tool, and the individual process of script writing.

Allocation of credits to the standards has used the recommended guide of one credit representing 10 notional hours of learning and assessment.

External and Internal Assessment

The mode of assessment reflects that which is most appropriate to the content of the standard.

One double outcome standard was split so that one outcome remained external and the other was already covered by existing internally assessed achievement standards – AS90011, AS90304, and AS90612.

AS90008 and AS90302 Level 1 and Level 2 internals had two outcomes in a single criterion. They were split; the theory part was made external, and the performance part remains internal and has been put into a new line of standards.

What Has Changed?

Techniques:

There is now a single standard on applying techniques at each of the three levels. Consideration of the work involved has led to allocating 4 credits to each of these standards.

Devising:

Specific reference to elements and conventions has been removed from the titles in order to focus on the outcome of the standard – devising and performing a drama. Knowledge and understanding of elements and conventions is still required, and is covered in the explanatory notes.

Theatre Study:

This line has been split into two standards, one externally assessed and the other internally assessed.

Production Role:

At Level 1, Acting was a stand-alone standard (AS90009 Perform an acting role) and is unchanged. The Technical/Production standard (AS90010 Perform a technical or production role) has been moved to the Performing Arts Technology matrix. Credit values have been adjusted to align with the amount of work required.

Review and Evaluation of Performance:

These two-criterion standards have been re-written into one criterion. The outcome has not been changed.

All unit standards at Level 1 have been designated expiring as they are now covered by the achievement standards in the Draft Performing Arts Technology Standard Matrix Appendix 2.

Feedback from consultation in June 2009 is summarised below:

- The matrix and Level 1 standards received widespread approval. A few issues within the standards were brought to the standard writers' attention.
- Confusion over the use of the words 'skilfully' and 'effectively'. The standards for consultation used 'effectively' at Merit and added 'skilfully' at Excellence and this was perceived to be the wrong way around. Clarity of definition was also mentioned.
- The Merit to Excellence step-ups were not always perceived as clear.
- The Explanatory notes needed more specificity in some standards.

The feedback resulted in the following changes.

Changes to all standards

- Definitions of words used in more than one standard have been made consistent.
 - Knowledge-based standards use 'Informed' as the step-up from Achieved to Merit and add 'Perceptive' as the step-up from Merit to Excellence. This applies to standards 90998, 91000 and 90011.
 - Performance-based standards use 'Skilfully' as the step-up from Achieved to Merit, and add 'Effectively' as the step-up from Merit to Excellence. This applies to standards 90006, 90999 and 90009.
 - Drama creation-based standards use 'Coherent' as the step-up from Achieved to Merit, and add 'Effective' as the step-up from Merit to Excellence. This applies to standard 90997.
- A generic definition was written for each term, and an additional standard specific sentence or clause added where necessary.

Changes to specific standards

AS 1.1 *Apply drama techniques in a dramatic context* (Techniques)

- Title changed from 'Demonstrate appropriate' to 'Apply' because that more accurately reflects the requirements of the standard.
- Requirements for supporting evidence were expanded because feedback asked for this.

AS 1.2 *Devise and perform a drama* (Devise)

- Added 'elements and conventions' to old Explanatory Note 3 (EN) because feedback indicated that teachers were unsure whether these were essential.
- Added 'but are not limited to' in to the old EN 7 to indicate to teachers that they may go beyond the list of conventions.

AS 1.3 *Demonstrate understanding of the history and features of a drama/theatre form*
(Form)

- Added 'of the history and features' to the title and criteria to more accurately reflect the focus of the standard.
- Moved some of the definition of 'Features' to EN 3.

AS 1.4 *Select and use features of a drama/theatre form in a performance* (Perform)

- 'Demonstrate appropriate' was changed to 'Select and use' in the title and criteria as a more accurate description of what the standard expects.
- In EN 3 and EN 5 the requirements for supporting evidence were expanded because feedback asked for this.
- The list of forms in EN 4 was reduced to more realistically suit this level of the curriculum.

AS 1.5 *Demonstrate understanding of a play that is significant in the development of theatre* (Play)

- Title and criteria changed significantly to indicate that the primary focus of this standard is the development of theatre, not the study of a play. It now reads 'Demonstrate understanding of a play that is significant in the development of theatre'. This has been carried through to the criteria.
- A list of plays was added to provide some examples suitable for the focus of the standard, which is the development of theatre.
- EN 6 was added to clarify the requirements of the presentation.

AS 1.6 *Perform an acting role in a scripted production* (Acting role)

- Added 'in a scripted production' to the title and criteria for clarity and defined it in EN 1.
- The definition of 'Perform' has had 'to prepare for' added as this is what is expected. An extra bullet that indicates the need to produce supporting material was also added.
- EN 3 was added to describe the role requirements.
- The EN that specifies the requirements for supporting evidence was expanded because feedback asked for this.

AS 1.7 *Demonstrate understanding of the use of drama aspects within live performance*
(Viewed performance)

- Definitions changed in line with all standards.

Appendix 2 - Draft Performing Arts Technology Standard Matrix

	Level 1	Level 2	Level 3
Sound	SOND1 Demonstrate and apply knowledge of sound for a performance context. Credit 4 A	SOND2 Demonstrate and apply knowledge of sound for a performance using control and enhancement processes. Credit 4 A/M/E	SOND3 Select and apply a range of sound processes to enhance a performance. Credits 6 A/M/E
Lighting	LITE1 Demonstrate and apply knowledge of simple stage lighting. Credit 3 A/M/E	LITE2 Demonstrate and apply knowledge of stage lighting design and process. Credit 4 A/M/E	LITE3 Demonstrate and apply knowledge of stage lighting design and processes to enhance a performance Credits 6 A/M/E
Stage craft	STAG1 Construct item(s) to meet production needs for a performance context. Credit 3 A	STAG2 Design and construct item(s) to meet production needs for a performance context. Credit 4 A/M/E	STAG3 Demonstrate and apply set construction skills to meet the needs of a production Credit 3 A
Set design			SET1 Research, develop and communicate a set design concept Credit 6 A/M/E
Costume	COST1 Design a costume for a specified performance context. Credit 3 A/M/E	COST2 Research and design a costume for a specified cultural context or a historical character. Credit 4 A/M/E	COST3 Research, develop and communicate a costume design concept Credit 6 A/M/E
Makeup		MKUP1 Demonstrate knowledge and skills in make up design and application for a specified character Credit 3 A/M/E	US 14955 Demonstrate knowledge and a range of skills in make up design and application for stage performance Credit 4 A/M/E
Production	PROD1 Assist in a performance by undertaking specified production role(s) Credit 2 A	PROD2 Take responsibility for a production area in a performance Credit 4 A/M/E	PROD3 Stage-manage rehearsal and performance processes for a production Credit 6 A/M/E
Audio visual		AUVI2 Manipulate audio and/or visual component(s) for performance Credit 4 A/M/E	AUVI3 Design and apply audio and/or visual components to enhance a performance Credit 6 A/M/E