

## Achievement Standard

**Subject Reference** Drama 1.7

**Title** Demonstrate understanding of the use of drama aspects within live performance

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** Drama

**Domain** Drama Studies

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2018      **Date version published** 20 November 2014

This achievement standard requires the demonstration of understanding of the use of drama aspects within live performance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the use of drama aspects within live performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate informed understanding of the use of drama aspects within live performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of the use of drama aspects within live performance.</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 Understanding the Arts in Context, and Communicating and Interpreting, in Drama Level 6. It is related to the material in the *Teaching and Learning Guide for Drama*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

2 Definitions:  
*Demonstrate understanding* means to explain the use of drama aspects by making references to the performance.

*Demonstrate informed understanding* means to fully explain the use of drama aspects by providing detailed examples from the performance to illustrate statements.

*Demonstrate perceptive understanding* means to make insightful references to the performance, draw inferences from the performance, and make connections to the drama/theatre world.

*Drama aspects* refer to elements, conventions, techniques, and/or technologies.

*Live performance* refers to drama/theatre performance in front of an audience.

- 3 Elements include role, time, place, situation, action, tension, mood, contrast, focus and symbol.
  - 4 Techniques include the use of voice, body, movement and space.
  - 5 Technologies include sound, lighting, set, costume, properties, stage design, special effects and make-up.
  - 6 Conventions involve ways of working in drama/theatre that explore meaning, or deepen understanding, or are established practices. They could include but are not limited to:
    - aside
    - entrances and exits
    - flashback and flash-forward
    - narration
    - slow motion
    - soundscape
    - split focus
    - split stage
    - spoken thoughts
    - stage directions
    - still image
    - telephone conversations.
  - 7 The student is expected to have been an audience member at a live performance.
  - 8 Assessment Specifications for this achievement standard can be accessed through the Drama Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).
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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