

## Achievement Standard

**Subject Reference** Drama 1.2

**Title** Devise and perform a drama

**Level** 1      **Credits** 5      **Assessment** Internal

**Subfield** Drama

**Domain** Drama Creation

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

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

This achievement standard requires the devising and performing of a drama.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Devise and perform a drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a coherent drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform an effective drama.</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 Developing Ideas, 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>.

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 Definitions:
- Devise* means to create 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 and experimentation of elements and conventions
  - selection and rejection
  - shaping using elements and conventions
  - structuring and sequencing
  - reflecting and refining.

*Perform* means to present the drama as devised. The performance is a vehicle to convey the effectiveness of the devised drama; acting techniques are not the focus of the assessment.

A *drama* means a live, enacted performance.

*Coherent* means structured to have flow, dramatic unity, and smooth transition between scenes.

*Effective* means a drama that is convincing, captures the essence of the dramatic context, and has impact and originality.

- 3 While the process may or may not result in a script, the devising is to be supported by a brief statement of the purpose of the drama, and a devised drama outline.

The statement of purpose includes:

- the rationale for the devised drama, which could be retrospective eg “We wanted to show a drama about the value of friendship,” or, “after exploring the idea of challenge, we created a drama about facing your fears”
- the style of the devised drama eg realistic set in the present day
- if necessary, decisions about staging and use of technologies eg minimal set using traverse to connect with the audience, using own clothes for costumes.

The devised drama outline includes:

- a title for the devised drama
- a list of characters
- a list of scenes and a brief summary of each scene
- decisions about the drama elements
- conventions used, and why.

This supporting material may be presented in diagrammatic form, as notes, bulleted lists, charts, flow diagrams or sentences. A portfolio or extensive collection of material is not required.

- 4 Elements include:

- action
- contrast
- focus
- mood
- place
- role
- situation
- tension
- time.

- 5 Conventions are ways of working in drama/theatre that explore meaning, or deepen understanding or are established practices. Conventions to help with the process of devising or creating character could include:
- role on the wall
  - hot seating
  - teacher-in-role
  - visualisation
  - improvising parallel scenes.
- 6 Conventions to help with structuring the devised piece and enhancing performance could include:
- aside
  - entrances and exits
  - flashback and flash-forward
  - narration
  - slow motion
  - soundscape
  - physical and vocal chorus
  - split focus
  - split stage
  - spoken thoughts
  - stage directions
  - still image
  - telephone conversations.
- 7 Although the students will work in a group they will be assessed individually.
- 8 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 unit standard 14168 and AS90007.

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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