

Drama NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Drama Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Achievement Standard 1.1 (91940): Explore the function of theatre Aotearoa (5 Credits)

What is being assessed	Subject Learning Outcomes
Function of theatre Aotearoa	<p>Students are able to:</p> <ul style="list-style-type: none"> • communicate the function of theatre Aotearoa to heal, educate, entertain, or transform society • describe the connection of the function of their performed scene to the drama components they have selected and used • communicate how the performed scene connects with the audience, which could include the cultural, social, or historical context of the performed scene and its relevance to the audience, as well as understanding members of specific communities and wider society. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> • explain connections between their performed scene or scenes and the use of drama to heal, educate, entertain, or transform society in Aotearoa New Zealand • reflect on how their performed scene promotes the use of drama to heal, educate, entertain, or transform society and its relationships to communities today • reflect on their performed scene and its relationship to communities today.
Drama components	<p>Students are able to:</p> <ul style="list-style-type: none"> • select and use a range of elements to communicate the function of the scene to the audience • select and use conventions appropriate to the scene that connects with an audience to communicate the function of the scene • select and use techniques of voice, body, movement, and space to communicate the function to the audience as appropriate to the performed scene • select and use technologies appropriate to the scene to communicate the function of the scene.
The demonstration of manaakitanga while exploring theatre Aotearoa	<p>Students are able to:</p> <ul style="list-style-type: none"> • practise manaakitanga in the context of exploring theatre Aotearoa, showing respect, care, and reciprocity between people, living things, and places • demonstrate manaakitanga through collaboration and support for each other during the theatre process, which could include showing care for the audience, the characters being represented, the story being told, and the manner in which the story is being expressed

	<ul style="list-style-type: none"> • explain or provide recorded evidence of: <ul style="list-style-type: none"> ○ how they have used manaakitanga throughout this process ○ how the development of the character made them feel ○ how the themes or ideas of the scene impact an audience ○ what they did to support the audience ○ what choices they made that demonstrated care for the characters or the audience.
Participation in a performance	<p>Students are able to:</p> <ul style="list-style-type: none"> • perform a scene from a piece of theatre Aotearoa using a range of drama components to convey function to the audience • participate in a performance of a scene or scenes from theatre Aotearoa that allows them to consolidate, and provide evidence for, their learning • use context-specific examples from their performed scene as evidence of the descriptions, explanations, or reflections about the function of theatre Aotearoa and: <ul style="list-style-type: none"> ○ communicate their reflections throughout the process of exploring the scene ○ discuss the scene, or scenes, that they have performed (there may also be opportunity to extend their reflection to the entire play if appropriate to support their submission).

Achievement Standard 1.2 (91941): Participate in creative strategies to create a drama (5 Credits)

What is being assessed	Subject Learning Outcomes
Active involvement	<p>Students are able to:</p> <ul style="list-style-type: none"> • use creative strategies to devise a drama • collaborate with others to create a devised performance • identify how they have individually contributed to the devising process: <ul style="list-style-type: none"> ○ This could be ideas they have offered or adapted or decided against, including a role they played in the development process or other contributions during the devising process. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> • contribute their own and respond to others' ideas throughout a devising process • negotiate with others and extend on their own and others' ideas throughout a devising process.

Structuring a drama	<p>Students are able to:</p> <ul style="list-style-type: none"> • structure a devised drama in order to communicate their groups ideas • use drama components to create and structure a devised drama through exploration, which could include: <ul style="list-style-type: none"> ○ a range of elements, technologies, and conventions ○ the characters and situations to bring them to life in an imagined world ○ ways of creating drama that pull from the group's diverse range of cultures, perspectives, and experiences ○ consider the audience and their response to the performance. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> • experiment with, and select, drama components to shape a devised drama • extend the use of drama components to create a coherent devised drama.
Demonstration of whanaungatanga	<p>Students are able to:</p> <ul style="list-style-type: none"> • practise whanaungatanga throughout the devising process, building and maintaining relationships with peers and encouraging a sense of belonging within the group. <p>As part of the evidence provided, students must demonstrate whanaungatanga through the use of creative strategies that support the devising of drama. For example, students could provide evidence that shows:</p> <ul style="list-style-type: none"> • how they have demonstrated whanaungatanga throughout this process • how they have created and maintained positive relationships in their group • how they have collaborated with their group to realise the performance • what choices they made that established a sense of belonging in their group. <p><i>Whanaungatanga</i> promotes ways of working collaboratively that can be directly applied to the selection and use of creative strategies. It is about relationship, kinship, and a sense of belonging.</p>
Participation in a performance	<p>Students are able to:</p> <ul style="list-style-type: none"> • perform their devised drama that uses a range of drama components to connect with an audience • use context-specific examples from the devising process and their performed drama as evidence, which could include descriptions, explanations, and reflections about how they have used creative strategies.

Achievement Standard 1.3 (91942): Perform a scripted role for an audience using drama techniques (5 Credits)

What is being assessed	Subject Learning Outcomes
Performance	<p>Students are able to:</p> <ul style="list-style-type: none"> perform a scripted role to an audience respond in-role with at least one other actor using a combination of drama techniques be actively involved in the rehearsal process, which could include learning lines, collaborating with others, responding to direction and feedback, and supporting the overall intention of the performance.
Drama techniques	<p>Students are able to:</p> <ul style="list-style-type: none"> consistently use drama techniques to perform a role as appropriate to the context. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> purposefully use drama techniques as appropriate to the role to deliver a skilled performance, for example, ākonga performing actions with intent and effectively communicating the key ideas in the text combine techniques as appropriate to the role to deliver a convincing performance, for example, ākonga delivering an impactful performance where they embody a scripted role that incorporates the themes and messages into their performance through the sustained and engaging use of drama techniques.

Achievement Standard 1.4 (91943): Respond to a drama performance (5 Credits)

What is being assessed	Subject Learning Outcomes
Response to a live drama performance	<p>Students are able to:</p> <ul style="list-style-type: none"> describe a key message of the performance, for example, an idea, theme, or character development that is intrinsic to the performance describe the drama components used in the performance. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> explain, with examples, how a key message was communicated to the audience discussing techniques, elements, conventions, and technologies examine the effect of drama components and the communication of a key message of the drama.
Personal connection	Students are able to:

	<ul style="list-style-type: none"> • make personal connections in a response to live performance by describing how meaning has been made from what they have felt, and what lasting impression they may carry with them after the performance has ended. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> • explain the effect of drama components on personal connections in response to the performance: <ul style="list-style-type: none"> ○ This involves students supporting and reinforcing their response by providing specific examples of how and why the performance prompted certain reactions or gave rise to thoughts or feelings. • examine the effect of drama components on personal connections in response to the performance: <ul style="list-style-type: none"> ○ This involves students providing an informed personal response by analysing their personal connection to a performance with specific examples.
Understanding the wairua of the performance	<p>As part of the evidence provided, students must demonstrate understanding of <i>the wairua of a performance</i>, which will be shown through the personal connections they make in their response to the performance.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • recognising how the wairua of the performance is influenced by factors such as the environment (space and place) of the performance • the backgrounds and perspectives of the audience members • the different approaches of the performers and directors • the entertainment technologies used. <p><i>The wairua of a performance</i> refers to the reciprocal relationship between performers and audience. It includes the personal connections audience members make to a performance through their individual worldviews and perspectives.</p> <p>Discussing the wairua of a performance requires an understanding of ihi, wehi, and wana through the expression of the work by the performers (ihi), the viewer's personal reaction to the performance (wehi), and how this shapes the overall experience and lasting impression of the performance as a whole (wana).</p>