# Drama Assessment Schedule: Assessment Activity 1.1b

##### Activity Title: The Dawn Raids — The past on stage

##### Achievement Standard: 91940 Explore the function of theatre Aotearoa

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to explore the function of theatre Aotearoa | At the Merit level, the student is able to explain the function of theatre Aotearoa | At the Excellence level, the student is able to examine the function of theatre Aotearoa |
| Teacher Judgement | | |
| At the Achieved level, the student is able to participate in a performance and provide a statement that:   * demonstrates engagement with a range of drama components to connect with an audience * describes the use of drama to heal, educate, entertain, or transform. | At the Merit level, the student is able to participate in a performance and provide evidence that:   * explains connections between the performance and the use of drama to heal, educate, entertain, or transform society. | At the Excellence level, the student is able to participate in a performance and provide a statement that:   * reflects on how the performance promotes the use of drama to heal, educate, entertain, or transform society * reflects on the performance and its relationship to communities today. |
| At all levels, the student is able to demonstrate manaakitanga in the context of exploring theatre Aotearoa. | | |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * become part of a 4-person group that developed and performed a 3-minute extract of the script: * *For example, they played the character of Teresa.* * demonstrated engagement with drama components to connect with an audience: * *For example, they used key pieces of costume and techniques that demonstrated a historical link to the Polynesian Panthers and social justice bodies to portray the character of Teresa.* * described, in general terms, how drama can be used to heal, educate, entertain, or transform society. | At the Merit level, the student has:   * become part of a 4-person group that developed and performed a 3-minute extract of the script: * *For example, they played the character of Teresa.* * provided a reflection explaining that their scene showed that, alongside a conflict with the government, Teresa was also in a conflict with the ‘old school’ expectations and obligations of her Samoan family * explained that this personal conflict could resonate with audience members who are in a similar situation * explained, using specific examples, how there are links between their performance of Dawn Raids and the use of drama to educate people about the history of Aotearoa New Zealand: * *For example, in their performance they show Teresa’s conflict with her parents and their expectations, educating people in society about intergenerational differences that can cause conflict within families. Because Teresa was angry at the government treating people unfairly, she joined The Brown Panthers to try and make a difference, but her parents disagreed with her priorities.* | At the Excellence level, the student has:   * become part of a 4-person group that developed and performed a 3-minute extract of the script: * *For example, they played the character of Teresa.* * discussed that Teresa was in conflict with the government, as well as the expectations and customs (Fa’a Samoa) of her family, particularly her parents * related this to their own lived experiences of falling outside of family expectations and the conflict that can cause * examined how a specific moment in their performance has the ability to promote education and healing within society: * *For example, the scene they performed highlights this chapter of history in Aotearoa New Zealand, so people can understand the past, which can create empathy for people in the present.* * made links to the drama’s relevance to specific communities: * *For example, other teenagers in their school, by raising awareness of the current issues of the working poor and the rising awareness of institutionalised racism.* * reflected on how their performance realises the use of drama and its relationship to communities today: * *For example, how it could possibly heal members of the Pacific community to see a story told on stage about our Pacific history in Aotearoa New Zealand.* |
| At all levels, the student has:   * explained how they demonstrated manaakitanga in the context of exploring theatre Aotearoa by showing reciprocal care and respect for their group members during the process, as well as care about the characters’ story they were telling * considered the potential effects of the performance on their audience. | | |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.