

# DRAMA

**CAREERS:** Drama develops self-discipline, personal organisation and ability to work as part of a team. The social and communicative skills that Drama students develop are invaluable in any career. Drama is advantageous for students entering fields of communication, youth work, teaching, journalism, speech therapy, advertising, sound technician, sales and marketing, and any people or communication based career. For talented students there are growing opportunities in the film industry for actors, designers and technical fields such as costume, set, lighting design and production. There will be opportunities for students to gain credits in both Drama and Performing Arts (technical areas of light, sound costume, make-up & set design) at Level 1, 2 & 3. Students will work on 3 drama standards and at least 2 performing arts standards, and have the opportunity to sit external exams.

## Vocational Pathways for Drama

### Manufacture and Technology (MT)

If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.

**Types of jobs for this Vocational Pathway include:**

• Computer Game Designer • Aircraft Manufacturer • Engineer • Pharmaceutical Technician • Technical Manager

### Primary Industry Sector (PI)

You'll be contributing to an important and sustainable sector that's one of New Zealand's biggest employers and exporters. Whether you're from a rural background or a townie, there's something here for you.

**Types of jobs for this Vocational Pathway include:**

• Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Sports Turf Management

### Service Industry Sector (SI)

With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you're the brand, dealing directly with people.

**Types of jobs for this Vocational Pathway include:**

• Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Personal Trainer

### Social and Community Services (SC)

This sector is all about caring for people and keeping them safe. This is a large and growing sector with jobs and services that are essential for community well-being and safety.

**Types of jobs for this Vocational Pathway include:**

• Corrections • Defence • Fire Fighting • Health • Community • Social Worker • Government

### Creative Industries (CR)

Whether you are looking to move onto further study, training or work, or you're unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.

**Types of jobs for this Vocational Pathway include:**

• Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director

Level 1 DRAMA	
<b>Prerequisite:</b>	80% attendance and full participation at Year 10 level; willing to work as part of a group and commitment to after school group work and rehearsals when required.
<b>Summary of Course:</b>	Assessment will be a combination of practical activities and students' documentation of the learning process in their journals – these books are therefore <i>vital</i> and will be filled in during the students' own time. <i>Underlined standards are compulsory.</i>

Assessment	CI	MT	PI	SI	SC	CR	Credits	Internally assessed
<u>AS90006</u>						•	4	Apply drama techniques in a dramatic context ( <i>L</i> )
<u>AS90009</u>						•	5	Perform an acting role in a scripted production ( <i>L</i> )
<u>AS90997</u>						•	5	Devise and perform drama ( <i>L</i> )
<u>AS90999</u>						•	4	Select and use features of drama/theatre form in performance ( <i>L</i> )
US26687						•	4	<b>Sound</b> – Demonstrate and apply knowledge of sound technology for a performance context
US26686						•	4	<b>Lighting</b> – Demonstrate and apply knowledge of simple stage lighting for a performance context
US26690						•	3	<b>Stage Craft</b> – Construct item(s) to meet production needs for a performance context from a given brief
US26689						•	3	<b>Costume</b> – Demonstrate knowledge of costuming for a performance context
US26688						•	4	<b>Makeup</b> - Demonstrate knowledge and techniques of make-up application for a performance context
US26691						•	2	<b>Production</b> – Assist in a performing arts production by undertaking a specified production role
								<b>Externally assessed</b>
AS90998						•	4	Demonstrate understanding of features of drama/theatre form ( <i>L</i> )
AS90011						•	4	Demonstrate understanding of the use of drama aspects within live performance ( <i>L</i> )

(L) = Literacy (N) = Numeracy

Level 2 DRAMA	
<b>Prerequisite:</b>	Achieved three Level 1 drama achievement standards, or merit/excellence for speech making in English or by audition. 80% attendance at Year 11 level, willingness to work as part of a group; commitment to after school group work and rehearsals if required.
<b>Summary of Course:</b>	Assessment will be a combination of practical activities and students' documentation of the learning process in their journals - these books are therefore <i>vital</i> and will be filled in during the students' own time. <i>Underlined standards are compulsory.</i>

Assessment	Uni Lit	CI	MT	PI	SI	SC	CR	Credits	Internally assessed
<u>AS91213</u>	R						•	4	Apply drama techniques in a scripted context
<u>AS91214</u>							•	5	Devise and perform a drama to realise an intention
AS91217	R						•	4	Examine the work of a playwright
<u>AS91218</u>	R						•	5	Perform a substantial acting role in a scripted production
AS91220	W						•	4	Script a scene suitable for drama performance
AS91216	R						•	4	Perform features of a complex drama or theatre form or period
AS91221	R						•	4	Direct a scene for drama performance
US27703							•	4	Demonstrate and apply knowledge of sound control and enhancement processes, required for performance context
US27700							•	4	Demonstrate and apply knowledge of stage lighting design and process, for a performance context

US27704							•	4	Design and construct item(s) to meet production needs for a performance context
US27699							•	4	Research and design a costume for a specified performance context
US27701							•	3	Demonstrate knowledge and skills of make-up design and application for a specified character
US27702							•	4	Take responsibility for a production area of a performance
<b>University Literacy R = reading, W = writing</b>									<b>Externally assessed</b>
AS91215	R,W						•	4	Discuss a drama or theatre form or period with reference to text
AS91219	W						•	4	Discuss drama elements, techniques, conventions and technologies within live performance

<b>Level 3 DRAMA</b>	
<b>Prerequisite:</b>	Three Level 2 Drama Achievement Standards or Merit/Excellence in 2.7 Speech Making, or by audition.
<b>Summary of Course:</b>	Assessment will be a combination of practical activities and students' documentation of and reflecting on the learning process in their journals - these books are therefore vital and will be filled in during the students' own time. <i>Underlined standards are compulsory.</i>

Assessment	Uni Lit	CI	MT	PI	SI	SC	CR	Credits	Internally assessed
<u>AS91512</u>	R						•	4	Interpret scripted text to integrate drama techniques in performance
<u>AS91513</u>					•		•	5	Devise and perform a drama to realise a concept
AS91515	R						•	4	Select and use complex performance skills associated with a drama form or period
AS91516	R						•	4	Demonstrate understanding of the work of a drama or theatre theorist or practitioner
<u>AS91517</u>	R						•	5	Perform a substantial acting role in a significant production
AS91519	W				•		•	5	Script a drama suitable for live performance
AS91520	R				•		•	5	Direct a drama performance
US28002								6	Research, develop and visually communicate a costume design concept for a given work
US28003								6	Research, develop and apply a stage lighting design concept for a given work
US28004								6	Research, develop, visually communicate and apply a make-up design concept for a given work
US28005								6	Stage manage a production
US28006								6	Research, develop and visually communicate a set design concept for a given work
US28007								6	Select and apply a range of processes to enhance sound in a performance context
US28008								3	Apply set construction skills to meet a set design concept for a given work
<b>University Literacy R = reading, W = writing</b>									<b>Externally assessed:</b>
AS91514	W,R						•	4	Interpret a prescribed text to demonstrate knowledge of a theatre form or period
AS91518	R						•	4	Demonstrate understanding of live drama performance