



Whakaari | Drama
Programme of Learning
2025

Welcome to Level 2 NCEA Whakaari Drama for 2025, and an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA while further developing your knowledge and capabilities as a performer.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa

Artistic excellence makes the world sit up in wonder

He māramatanga tō tēnei whetū, he māramatanga anō tō tērā whetū

Each star has its own luminescence or presence in the sky

In Year 12 Drama (Level 2 NCEA), students will engage with the concept of Maramatanga (understanding and enlightenment), deepening their knowledge of dramatic techniques and expanding their creative abilities.

This course is designed to challenge students to refine their performance skills, develop their own devising practices, and explore a variety of theatre forms from both a practical and theoretical perspective.

Students will work on a combination of internal and external assessments, including creating and performing original works, exploring different theatre forms, and engaging in practical production work. Through these assessments, they will build on their technical understanding of performance, while also strengthening their ability to analyse and reflect on their creative processes.

The course focuses on enhancing both individual and group work, as students prepare for a class production and refine their understanding of how theatre can communicate powerful messages. By the end of the year, students will have developed a deeper understanding of theatre forms and the creative choices involved in performance, setting the stage for more advanced work in Year 13 Drama.



What will I learn in Drama this year?

Three main strands run through the Drama course: performing, creating theatre, and studying theatre.

We will build on your understanding of drama-specific vocabulary to help you articulate your thoughts when discussing or writing about drama practice. We will research a specific theatre form and use that knowledge to perform in that style. You will regularly perform in front of each other to help you become more confident in performing, as well as to give and receive constructive feedback to improve your practice. Additionally, you will develop your self-reflection practices to help you become more aware of the quality changes you are making in your work.

In general, the course is taught holistically, with all aspects covered throughout the year.

Many skills and dispositions reflective of the **Rangi Graduate** and **Rangi Values** are developed that are crucial for performers, and these form the basis of teaching and learning in the course:

- **Confidence, self-belief and resilience:** Every performance is a risk. Successful performers embrace this and, while demonstrating **Rikarika | Endeavour** and striving for their best, accept that there is no such thing as a 'perfect' performance.
- **Creativity:** Drama is a creative pursuit. In senior Drama classes, you really begin to develop your own voice and style as a performer and creator. Being true to your own voice is a demonstration of **Tika | Integrity**.
- **Self-management:** motivating and organising yourself to consistently rehearse, memorise lines and create characters. Preparing for performance and creating original works are processes that require **Rikarika | Endeavour**, and consistent time over a sustained period.
- **Collaboration, empathy and connectedness:** Creating theatre is a collaborative process. There are many opportunities to share and be inspired by the other members of the class and wider Rangi whānau. **Aroha, Whakaute | Respect** and **Manaakitanga | Generosity of Spirit** are all crucial to the successful functioning of this whānau.

What sorts of things will I do?

- Work in pairs to present short, scripted performance
- Work in pairs or small groups to perform in the style of Elizabethan Theatre
- Rehearse and perform a play as a class
- Take and use direction in performance
- Devise work in groups
- Research plays and playwrights

What qualifications can I gain?

All Level 2 students, undertake five standards totalling 22 credits, which includes the possibility of subject endorsement. Further standards are available and may be taken in consultation with the classroom teacher. See below for full information.

| Achievement Standard Number | Subject reference | Version number | Topic/Title | Mode of Assessment | Credits |
|-----------------------------|-------------------|----------------|--|--------------------|---------|
| 91218 | 2.6 | 2 | Perform a substantial acting role in a scripted production. | Internal | 5 |
| 91216 | 2.4 | 4 | Use complex performance skills associated with a drama or theatre form or period | Internal | 4 |
| 91214 | 2.2 | 2 | Devise and perform a drama to realise an intention | Internal | 5 |
| 91213 | 2.1 | 2 | Apply techniques in a scripted context | Internal | 4 |
| 91215 | 2.3 | 3 | Discuss a drama or theatre form or period with reference to a text | External | 4 |

All Drama Achievement Standard credits count towards Literacy.

How and when will my work be assessed?

Assessment for learning is an ongoing process of self-reflection throughout the course. We encourage students to give themselves and others positive and next-step feedback.

You will self-reflect on assessed performances before receiving teacher feedback.

Each assessment task has criteria that set the standard for students to achieve a particular outcome. All of the criteria must be met for the work to meet the standard at a particular level. There are four possible outcomes for each achievement standard. Your work will either not meet the standard, (Not Achieved), meet the standard (Achieved), exceed the standard (achieved with Merit), or far exceed the standard (achieved with Excellence).

For **2.1 AS91213, Apply drama techniques in a scripted context** you will work on this as a group process, selecting roles in a short scripted performance. Your teacher and peers will provide formative assessment throughout the term, and there will be **ONE** final assessment performance which will be watched by the teacher and your classmates which will be videoed for moderation purposes.

For **2.2 AS91214, Devise and perform a drama to realise an intention**, you will work in groups to create a performance using drama conventions, elements, technologies and techniques. Your contribution to the group work and this **ONE** final presentation of the performed drama work, which will be watched by the teacher, your classmates and will be videoed for moderation purposes, is assessed.

For **2.4 AS91216, Use complex performance skills associated with a drama or theatre form or period**, you will work on this as a group process, selecting roles in a short scripted performance from *Much Ado About Nothing* which you will rehearse for performance. Your teacher and peers will provide formative assessment throughout the term, and there will be **ONE** final assessment performance which will be watched by the teacher and classmates/friends and family and videoed for moderation purposes.

For **AS 2.6 AS91218, Perform a substantial acting role in a scripted production**, there is only **ONE** opportunity to achieve the standard in Year 12, which is the final public class performance. You will have an opportunity for feedback and guidance during rehearsals. Incorporating feedback into your performance and reaching deadlines during the rehearsal process, such as learning your lines by a certain date, is a factor in assessment.

Whom do I ask if I have questions about the course and/or assessment?

Ask the Head of Learning Area, Theatre Arts, Miss Cope. The Director of Theatre Arts, Ms Bell, can answer any questions relating to co-curricular groups and activities within the Theatre Arts department.

- Remember that this qualification will allow others to readily identify your strengths. You will want to perform at your best throughout the year so that you receive the best results you are capable of.
- Be focused, attentive and involved in learning in class.
- Learn any lines you have for a performance as early as possible, as this will allow you to focus on your communicating your character their relationships to the audience.
- Use class-time effectively to listen, discuss, and question. Be organised, complete work within the allocated time frame. Maintain an organised digital and/or physical folder of work. Backup your digital materials regularly.
- Take every opportunity to practise and develop your skills.

- Take note of the feedback (oral and/or written) you receive about your skills and use it to try and improve your skills.
- For internal assessment tasks, make sure that you acquaint yourself with what is needed to achieve the standard by reading the criteria and examining the exemplars closely.
- Remember to ask your teacher if you are unsure about anything. We want you to succeed and are happy to help you.

Belong. Be You. Be Your Best.

Enjoy your year of Whakaari | Drama!