



Progress Indicators

ACCESS THE DRAMA MATRIX ONLINE AT www.tki.org.nz/r/assessment/exemplars/arts/drama/index_e.php

This matrix sets out indicators that show how students might progress in key aspects of drama in levels 1 to 5 of *The Arts in the New Zealand Curriculum*. The drama exemplars, which are available in print, online, and on the CD-ROM, show many, but not all, of these progressions. The exemplars have been selected to illustrate significant points on the matrix. Key aspects of learning in drama combine in classroom practice, and these connections are noted in the exemplars.

THE DRAMA MATRIX

KEY ASPECTS OF LEARNING	PROGRESS INDICATORS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Working in Role (PK, DI, CI, UC)	Recognises when they and others are in role and when they are out of role. Accepts a role within a story, alone or with others, independently or teacher-facilitated. Takes part in blanket roles.	Sustains a role through to a conclusion. Responds within a role with their own opinions, feelings, and characteristics.	Creates and develops a role for a specific situation. Enacts and responds within a role, showing different characteristics from their own personality, behaviours, and points of view. Sustains in role an intended atmosphere or emotion.	Researches and plays a role with different characteristics from their own by building on a clear sense of the role's past and future.	Researches and portrays rounded characters with rich histories. Compares the way in which others have portrayed similar roles in past and present cultures.
Using Dramatic Structures (PK, DI, CI, UC)	Follows an intended storyline in drama. Distinguishes differences between dramatic and real experience.	Maintains narrative consistency.	Chooses and uses conventions to create meaning as part of narratives.	Uses techniques in a deliberate and conscious manner as part of conventions. Sequences and structures coherent dramatic narratives.	Refines work that is episodic and thematically structured.
Creating Dramatic Space (PK, DI, CI, UC)	Recognises differences between the dramatic space and the real classroom.	Uses and defines imaginary or real boundaries or obstacles.	Shapes dramatic space by positioning or moving bodies and objects meaningfully within it.	Makes symbolic use of roles, objects, materials, light, and sound. Frames a devised work for performance.	Organises, dresses, and lights a dramatic space that supports symbolic interactions between the elements.
Responding to Drama (PK, CI, UC)	Demonstrates appropriate audience behaviours when presenting and sharing. Identifies and discusses how drama tells stories.	Discusses the use of elements within a shared work. Discusses a performance's intention and how it is communicated, making comparisons with their own work.	Observes the use of elements, techniques, and conventions in order to identify strengths and weaknesses. Identifies and discusses how drama creates meaning and engages the audience. Identifies and discusses how and why communities express themselves through drama in the past and the present.	Evaluates how elements, techniques, and conventions shape a performance. Recognises dramatic texts as representative of particular forms in cultures and histories.	Critically examines how elements, techniques, conventions, and technologies combine to create form and meaning. Identifies and discusses various dramatic forms and their cultural contexts and purposes.