Drama - Stage 2
Key Values Performance

Students work in groups (4-6 per group) to write a short performance (2 minutes) highlighting at least 2 of the key values listed. Students each pick a Drama Character Card to play the role of during the performance.

Outcomes to be assessed

› DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
› DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.
› DRAS2.3 Sequences the action of the drama to create meaning for an audience.
› DRAS2.4 Responds to, and interprets drama experiences and performances.
› EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

A	B	C	D	E
● Incorporated 2 key values ● Takes on and sustains the role of the character card for the whole performance ● Performance is within 5 seconds of the 2 minute limit ● Storyline is very creative and captivating ● Performance is well organised, logical and lively	● Incorporated 2 key values ● Takes on and sustains the role of the character card for most of the whole performance ● Performance is less than 15 seconds over or under the 2 minute limit ● Storyline is interesting ● Performance is organised, logical and interesting	● Incorporated 1 key value ● Takes on and sustains the role of the character card for part of the performance ● Performance is less than 30 seconds over or under the 2 minute limit ● Storyline is somewhat clear ● Performance shows some organisation and sequencing.	● Incorporated 1 key value ● Acknowledgement of the character card ● Performance is more than 30 seconds over or under the 2 minute limit ● Storyline is largely unclear ● Performance has limited organisation and sequencing, jumps about, confused.	● Incorporated no key values ● Character card not used ● Performance is more than 1 minute over or under the 2 minute limit ● Storyline is unclear ● Performance has no organisation

Drama Performance Checklist

Date: _____

Place a tick or make a note in each box when evidence of each area has been seen.

Student Name	Key Values	Character Role	Storyline	Performance	Timing