# Learning and Assessment Plan Exemplar

Stage 1 Modified: Creative Arts

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **C** | **V** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Recording the Creative Arts Process, Key area 2: Development and Production and Key Area 4: Creative Arts in Practice | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Modified: Creative Arts (10-credits)

# Assessment overview

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

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| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities\*)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| Literacy | Critical and Creative Thinking | Personal and Social |
| 1 | Welcome Poster  Working as part of a team students assist with the following:   1. Design of the poster 2. Colour selection for the paint 3. Painting of the poster 4. Erecting the poster on the supermarket pin-up board   Support staff assists students during the weekly Art lessons. | P | P | P | Teacher observation of teamwork.  Oral report on the planning design of the poster.  Photographs of the developmental stages of the poster.  Painting of the poster. |
| 1 | Personal Artist Profile  Students prepare their Artist Profile detailing the following:   1. Photograph 2. Personal interests 3. Favourite piece of artwork 4. Number of years they have attended the school 5. Their suburb/town of residency   Support staff assists students during the weekly Art lessons. | P | P |  | Submission of photograph.  Detail on personal interests.  Completion of Personal Artist Profile. |
| 2 | Art Portfolio  Students establish a collection of at least 5 pieces of artwork whereby:   1. Students develop skills using various mediums and techniques. 2. Students develop an appreciation of artwork. 3. Students determine their favourite.   Support staff assists students during the weekly Art lessons. | P | P |  | Submission of 5 pieces of artwork.  Use of at least 3 different mediums or techniques.  Record of selection of favorite piece of artwork. |
| 3 | Art Exhibition  Working collaboratively, students assist with the erection of their artwork at the local theatre through the following activities:   1. Select art pieces for the exhibition. 2. Erect the artwork display including the Personal Artist Profiles. 3. Ensure feedback/comment book for the public is provided. 4. Complete a personal reflection sheet.   Support staff assists students during the weekly Art lessons and during set-up of display. | P |  | P | Teacher observation of collaboration.  Identifying and fulfilling their role in the preparation and setting up of the Exhibition.  Photographs of the Exhibition.  Completion of Reflection Sheet. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Students improve their appreciation of art through the exploration of various techniques, including painting.* |
|  | 2 | *Students develop their natural artistic talents through experimentation with different art mediums, for example photography.* |
|  | 3 | *Under supervision, students prepare and promote exhibiting materials including artist’s profile.* |

*Three to five assessments for a 10-credit subject.*

*\* Capabilities*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*