PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Creative Arts**

Pre-approved 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** | **A** | **20** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**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 Creative Arts (20-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **PA** | **II** | **R** |
| **Assessment Type 1: Product**    **Weighting**  **50 %** | Students develop and present **two or three** creative arts products. One or two products may be experimental and used to prepare for another product, products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.  The record of support materials should include evidence of:   * an understanding of the creative process * investigation of relevant core concepts and creative arts in practice * development and production processes * productive work * reflection on the processes and product(s). |  | 1,2,3,4 | 1,2,3 | 1,2 | 2- 3 Products must be presented  Record of support materials: Maximum of 1500 words or 10 minutes. Maximum of 12 A3 pages |
| **Assessment Type 2: Folio**  **Weighting**  **50%**  **Folio** | **2 x Investigation:** Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques, and processes of the work of these practitioners in the creative arts.  Investigations should not repeat learning already developed through the creative arts product(s). | 1,2,3 |  | 1,2,3 |  | 2 x Investigations  Maximum of 750 written/5 minutes oral presentation per investigation |
| **Skills Assessment**: Students select a focus that further develops their learning in a creative arts discipline. The skills record may consist of notes, sketches, photographs etc. The skills assessment should not repeat skills already developed in the product. The reflection should focus on aspects of the skills developed through discussion, response or oral presentation with the skills record to illustrate points. | 1,2,3 | 1,2,3,4 |  | 1,2 | 1 x Skills assessment comprised of skills record and a reflection  Maximum of 8 pieces of evidence.  Combined evidence maximum of 1500 words written/10 minutes oral |

***Five or six assessments.*** *Please refer to the Stage 1 Creative Arts subject outline.*