# School-developed Learning and Assessment Plan form

Stage 2 Drama (from 2021)

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits |
|  |  |  |  | **2** | **D** | **M** | **A** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
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| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.  
Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Drama

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1:Group Production – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | CCT | CA |
|  |  |  |  |  |

Assessment Type 2: Evaluation and Creativity – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | CCT | CA |
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Assessment Type 3: Creative Presentation – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | CCT | CA |
| *External Assessment*  Part 1: Presentation  *Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.*  *The presentation may take a variety of forms including, for example, but not limited to, a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop, or a masterclass.*  *Part 2: Learning Portfolio*  *Students record, analyse, reflect on, and evaluate their creative decision-making and their application of dramatic process and skills towards the realisation of their presentation, as individuals and in collaboration. They provide justifications for their artistic choices by synthesising learning from their exploration, application of dramatic theories, and practical experimentation in the development and refinement of the product.*  *Each student individually provides a learning portfolio as evidence of their analysis and evaluation of learning.*  *The learning portfolio should include analysis and evaluation of individual and collaborative ideas, decisions, and contributions during the process, and include evaluation of the artistic merit of their final product.*  *The documentation of evidence may take a variety of forms, and students should take a creative approach to representing and articulating their creative and critical thinking and application of skills. They may use one or a combination of multimodal, oral, visual, and written forms to present evidence of their learning.* | 1 | 1,2 | 1,2,3 | Part 1: Presentation  The presentation is recorded on an accepted video format. The maximum duration of the presentation depends on the number of students in the ensemble: two students, 10 minutes; three students, 15 minutes; four students, 20 minutes; five students, 25 minutes.  Part 2: Learning Portfolio  *The learning portfolio should be a maximum of 9 minutes if multimodal (or the equivalent if oral and/or written, where 6 minutes is equal to 1000 words).* |

*Please refer to the Stage 2 Drama subject outline.*