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** | **10** |  |

**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 (10-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 %** | **Creative Arts Product**  Students produce one creative arts product. If it is a collaborative creative arts product, students need to clearly identify and represent their own contribution for assessment.  **Support Materials**  The support materials should include evidence of:   * an understanding of the creative arts process * investigation of relevant core concepts and creative arts in practice * development and production processes * productive work * reflection on the processes and product |  | 1, 2,3,4 | 1,2,3 | 1,2 | Students present their creative arts product, a series of photographs of their product or the equivalent in multimodal form.  The record of support materials should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form, and to a maximum of six A3 pages (or equivalent). |
| **Assessment Type 2: Folio**  **Weighting**  **50%** | **Investigation**  *Note: Investigations should not repeat learning already developed through the creative arts product(s).*  Students choose to investigate the product of a creative arts practitioner. They build their knowledge and understanding of the nature, concepts, techniques and processes of the work of the practitioner. | 1,2,3 |  | 1,2,3 | 1,2 | Students present their evidence of learning in one of the following forms:   * Written – up to 750 words * Individual oral presentation – up to a maximum of 5 minutes   Multimodal form – a negotiated equivalent. |
| **Skills Assessment**  *Part 1: Skills Record*  Students select a skills focus that further develops their learning in the relevant creative arts discipline or genre. Students can experiment with or explore media, material, and techniques; practise skills, rehearse or perform.  *Part 2: Reflection*. Students reflect on aspects of the skills they have developed in the relevant creative arts discipline. The reflection should focus on the personal benefits to their improved or newly acquired skills and the contribution that these skills may make to aspects of their school and community life and the application to potential pathways. | 1,2,3  1,2,3 | 1,4 |  | 1,2 | The Skills Record may consist of a maximum of 4 pieces of evidence in the form of material such as notes, sketches, photographs, diagrams and observations or multi-modal.  The combined evidence should be a maximum of 750 words if written or a maximum of 5 minutes oral or equivalent in multimedia format. |

***Three assessments.*** *Please refer to the Stage 1 Creative Arts subject outline.*