# Pre-approved Learning and Assessment Plan

Stage 2 Music Performance: Solo

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) |
|  |  |  | **2019** | **2** | **M** | **S** | **O** | **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 |  |

# Assessment overview

Stage 2 Music Performance: Solo – 10 credits

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 1: Performance – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | PM | RM |
| Students present a solo performance as an instrumentalist and/or vocalist. They may perform either as a soloist or as a soloist with an accompanist, or backing musicians or backing track, minus one. | UM1  UM2 | PM1  PM2  PM3  PM4 |  | Solo performance to a maximum of 6 – 8 minutes before a live audience. Students must present a copy of the music using standard or conventional notation, and all performances need to be recorded for assessment. |

Assessment Type 2: Performance and Discussion– weighting 40%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | PM | RM |
| Students present a solo performance as an instrumentalist and/or vocalist, in which they interpret creative works and develop stage presence and skills in engaging an audience though their performance. Students may perform a single work or a set of works by one or more composers. | UM1  UM2 | PM1  PM2  PM3  PM4 |  | Solo performance to a maximum of 6 – 8 minutes before a live audience. Students must present a copy of the music using standard or conventional notation, and all performances need to be recorded for assessment. Students may not repeat repertoire already presented for assessment. |
| Students complete a discussion in which they comment on how their understanding of the style, structure and conventions of their chosen repertoire has informed the performance and its preparation. In addition, they critique the strategies used in refining their skills, technique, and accuracy in practice and performance. | UM1  UM2 |  | RM1 | The discussion may be in the format of an interview, a PowerPoint or Prezi, a journal, an audio recording, a video recording, or a blog/vlog.  It should be to a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form. |

Assessment Type 3: Performance Portfolio – weighting 30%

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| Assessment details | Assessment design criteria  UM1, UM2, PM1, PM2, PM3, PM4, RM2 | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Students present:   * A solo performance * An evaluation of their learning journey   Students present the product of their progressive development in performance skills, accuracy, technique, stage presence and skills in engaging an audience, throughout their learning in this subject. Students discuss the influence of their preparation, critique the final performance, and evaluate their stage presence, engagement with the audience and confidence as a solo performer. | Students present a solo performance of a single work or a set of works by one or more composers. The solo performance is presented to a live audience and must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning.  The evaluation may be in the format of an interview, a PowerPoint or Prezi, a journal, an audio recording, a video recording, or a blog/vlog. It should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form. | |

*Four assessments.**Please refer to the Stage 2 Music Performance: Solo subject outline.*