# 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.

Signature of principal or delegate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_

# Assessment overview

Stage 1 Modified: Creative Arts (10-credits)

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)* | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| Critical and Creative Thinking | Personal and Social |
| 1 | How does it feel?  Students have different sensory needs so will be exposed to a variety of different textures/are media to support them in creating art works later. Different media will include paint, sand, clay, puff paint. Students will play and use these different mediums to learn about and describe texture.  Students will be provided with 1:1 support during art activities to optimise learning. | 🗸 | 🗸 | Photographic evidence  Worksheets  Question and answer sheets (may be scribed)  Teacher observations and notes |
| 1, 2 | Fingerprint pictures  Students will create a range of pictures using paint and their fingerprints along with pen, crayon etc. Pictures may be of animals such as a caterpillar or cat or other things.  Assistance may include hand-over-hand assistance or adult following student instructions. |  | 🗸 | Finger print pictures  Photographic evidence  Teacher observations and notes |
| 1, 2 | Lego prints  Continuing with the theme of texture students will create prints using Lego prints and stamp pads or paints. Prints may be on a range of theme including animals, vehicles, food etc.  Assistance may include hand-over-hand assistance or adult following student instructions. |  | 🗸 | Lego prints  Photographic evidence  Teacher observations and notes |
| 1, 2 | 3D Art Work  Students will use clay and a range of collected objects (i.e. buttons, pipe cleaners, eyes) to produce 2 or more 3D objects.  Students will be provided with 1:1 support during art activities to optimise learning | 🗸 | 🗸 | Created 3D objects  Photographs  Teacher observations and notes |
| 3 | Art Exhibition  To give students a sense of purpose for their work and make it more meaningful an art exhibition will be organised. Students will work collaboratively to organise the exhibition of their work in the school hall for the Presentation Evening in term 4. They will need to consider space needed, layout / design of the display, identification etc.  Students will have teacher and SSO support and guidance. | 🗸 | 🗸 | Photographic evidence  Teacher observations and notes |

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 will explore a variety of different art media and textures to produce art works for example sand, paint, paper, clay.* |
|  | 2 | *Students will create a variety of artworks using different techniques such as Lego and finger printing.* |
|  | 3 | *Students work collaboratively in a team to organise an art exhibition in the school for Term 4 Presentation Evening.* |

*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.*