# Pre-approved Learning and Assessment Plan

Stage 2 Drama (from 2021)

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 (20) |
|  |  |  |  | **2** | **D** | **M** | **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 |  |

# Assessment overview

Stage 2 Drama

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:Group Production – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | CCT | CA |
| Task:  Students apply the dramatic process to develop their individual and collaborative contributions to a whole class group production. They develop their learning and skills throughout the production process and during the final performances in one or more roles, e.g., actor, designer, production/stage manager, etc. They keep records of development through video, photographs, and verbal reflection throughout the process. After the production, each student assembles and presents evidence of their learning and skills development in one of three creative choices:   * a short video documentary in the style of *‘The Making of Our Group production’* narrated by the student and including rehearsal video footage, interviews and excerpts. * an oral presentation – video recorded by the student * a *video essay*   Each student demonstrates their creativity, critical thinking, analysis and evaluation through their choice of presenting their evidence. | 1 | 1,2 | 1,2,3 | Each student produces and presents a video of their learning of up to 15 minutes in duration (in mp4 format), in one of these three ways: a short video documentary, or an oral presentation, or a *video essay*. |

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 |
| Task 1  Students create a written or oral reflection & evaluation which integrates their dramatic learning from two drama events they have experienced.  The first event will be a series of masterclasses and workshops delivered at our school by Windmill Theatre Company or Act-Now Theatre Company. The second event is a production by State Theatre Company SA. Students may include other drama events by negotiation with the teacher.  Each student analyses, reflects on, and evaluates the ideas, techniques, skills, choices, and artistic impact of the two events on their own individual development as either an actor, designer or director. Each student explicitly draws links and makes connections between aspects and key moments of the events, and their own specific development as a dramatic artist. | 1,2 | 1,2 |  | A reflection and evaluation of up to 1000 words if written, or 6 minutes if oral or multimodal. Students submit their final product in either pdf or mp4 video form. |
| Task 2  Each student develops a concept (or vision) as director, designer, actor or producer of their hypothetical production of our shared text, *When the Rain Stops Falling* by Andrew Bovell. (Or they may negotiate another drama text from the Suggested List.)  In small groups of their own choosing, they experiment practically with their staging ideas through selected scene excerpts, aiming to explore the artistic workability of their concept (or vision).  They rehearse and present an oral presentation of their concept (or vision) including well-chosen examples in the form of a pitch to their hypothetical cast and crew, on day one of their process. (If the role of producer is selected, students may conceive a pitch and plan for a national tour of the hypothetical production.) | 1,2 | 1 | 1,3 | Up to 6 minutes of oral presentation, video recorded by the student and presented to the teacher in mp4 video format. |

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.*