# Pre-approved Learning and Assessment Plan

Stage 2 Integrated Learning

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) |
|  |  |  |  | **2** | **I** | **L** | **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 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Performing Arts

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: Practical Inquiry – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Performance**  Students take an onstage or offstage role in the group performance. They develop an understanding of the integral nature of their role and their onstage or offstage skills through their involvement in rehearsals. Students evaluate their learning throughout the production process through regular self-assessment and feedback from others. The production process culminates in a performance of the group performance to a public audience. | 1,2 | 3 | 1 | Video evidence of Performance. Or photographic and written evidence of offstage role.  Evidence of Evaluation - including self-assessments, reflection on peer-assessments, notes and/or reflections on feedback from others.  Video evidence of Discussion. |
| **Review**  Students are to view a live theatre performance and communicate their own ideas and opinions about the production through a written review. Students must explore relevant information, concepts and ideas related to the performance from a variety of sources. Students can choose to discuss the production as a whole or to focus on a specific aspect of the production by developing a review question. | 3 | 1 | 2 | Students will produce a review of no more than 1000 words or 6 minutes if oral or multimodal.  Students should use a range of sources of information to prepare their review and must acknowledge these sources in a bibliography. |
| **Choice**  Students work individually, or in small groups, to create an arts work of their own choice. They investigate relevant information, concepts and ideas then develop and apply their knowledge, understanding and skills in the chosen art form to create a final outcome, which will be displayed to a public audience.  Students participate regularly in self-assessment throughout the creative process. | 2 | 3 | 1 | Participation in the choice practical – evidence in form of photos or video of final outcome.  Written report detailing student’s application and evaluation of their own learning and understanding of connections with the capabilities. |

Assessment Type 2: Connections – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Rehearsal**  This assessment task provides the opportunity for students to work collaboratively and creatively with others through their contribution in rehearsals to create a group performance.  Students take an onstage or offstage role in the group performance. They develop an understanding of the collaborative nature of the rehearsal process and also develop their performing arts skills and concepts. Students improve their creative and critical thinking as well as their personal and social capability through their involvement and contribution in rehearsals. The rehearsal process culminates in a group performance to a public audience.  Students regularly analyse concepts, ideas and their skill development throughout the rehearsal process. | 1,3 | 2 | 2 | Students present evidence of their learning throughout the rehearsal process through a photographic journal, which incorporates: informed discussion and analysis of the key stages of rehearsal, script analysis, photographic evidence of collaboration with others (including captions) and critical reflection on skill development. |

Assessment Type 3: Personal Endeavour – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development.  The project is likely to be a research-based or a practical project-based task, or a combination of these.  It is recommended that students present the personal endeavour in two parts:   * an investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence) * an explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence)   Students assessed individually.  Maximum of 12 minutes for a multimodal or oral presentation, or a maximum of 2000 words if written. |

*Five or six assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

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