# Pre-approved Learning and Assessment Plan

Stage 2 Music Explorations – (Composing Focus)

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** | **E** | **X** | **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 Music Explorations – 20 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:Musical Literacy – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | EEM | RM |
| Students undertake three musical literacy tasks.  **Task 1 Melody or Song Composition**  Students demonstrate their compositional skills through the creation of an original melody or a song with lyrics, using a form of contemporary music notation appropriate to their chosen style. An audio representation of the work should be submitted as a stereo MP3 file. Students explain the intent of their composition and provide evidence of the skills and techniques they used, in a composer’s statement.  **Task 2 Analysis and Discussion**  An analysis and discussion of style, technique, and musical elements of one or two works.  **Task 3 Reflection and Critique**  A reflection on and critique of one or more works presented in a live music performance. | 1,2  1,2  1,2 | 1,2,3 | 1,2,3  1,2,3  1,2,3 | The notated original melody or song should be a maximum of 32–48 bars.  In their responses, students synthesise their findings and express their musical ideas in multimodal, oral, and/or written form.  Together, the musical literacy tasks should be a maximum of 12 minutes if presented orally, 2000 words if written, or the equivalent in multimodal form. |

Assessment Type 2: Explorations – weighting 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | EEM | RM |
| **Portfolio of Explorations**  Each student submits a portfolio of two, three, or four notated compositions or arrangements, or a combination of both, written during their current study of this subject.  Students explore, experiment with, and present different styles of composition and/or arrangement. | 1,2 | 1,2,3 | 1 | The portfolio contains a score (notation or symbols) and/or an audio recording for each work.  The set of compositions and/or arrangements should be between 4 to 6 minutes in duration. |
| **Commentary**  Students comment on the overall style, instrumentation, form, and structure of each completed work. Students also explain each section of the completed work, describing the tonality, melody, harmony, and composing and/or arranging techniques used.  Students use appropriate musical and technical terminology that demonstrates their musical understanding. | 1,2 | 1,2,3 | 1,2,3 | An oral commentary to a maximum of 6 minutes - this may be either a film recording of the entire presentation in a clearly labeled format, or an audio recording of the entire presentation.  *or*  A written commentary to a maximum of 1000 words, or multimodal equivalent, supported by work that may include complete sentences, dot points, diagrams, and/or notated musical examples. |

Assessment Type 3: Creative Connections – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM  2 | EEM  1,2,3 | RM  2,3 |
| Students complete a work for any medium or ensemble with a minimum of three parts, as well as an analysis. This assessment consists of two parts:  **Part 1: Creative Connection - - Final Composition or Arrangement.**  **Part 2: Discussion of Creative Work**  Students present a discussion and critique of their final work. | UM2 | EEM1  EEM2  EEM3 | RM2  RM3 | **Part 1: One final composition or arrangement::**  between 3 to 4 minutes in duration  that consists of three or more parts  submitted in a score using standard and/or graphic notation and/or be recorded in digital format  **Part 2: Discussion**  Presented in oral and/or multimodal form of 7 minutes or equivalent. The discussion should reflect on and critique their creative work, and how the work has been informed by the work of others. |

*Please refer to the Stage 2 Music Explorations subject outline.*