# Pre-approved Learning and Assessment Plan

Stage 2 Music Explorations

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 | XXXXX | Teacher(s) | XXXXX |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
| X | X | X | **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 |
| 1. Students select two songs as performed by two different singer/songwriters or bands, and compare and contrast these by analysing song structure, style, key, lyrics and chord progression. 2. Students critique a live (or video recorded) performance of one creative work by an artist, commenting on the form, structure, style, lyrics (if applicable) tempo, pulse, meter, tonality and performance skills. 3. Students write an original song with lyricsand submit it as a lead sheet with notated melody and chord symbols. Students submit a composer’s statement detailing the intent of their song and the processes (skills and techniques) undertaken to create their work. | UM1  UM1  UM2  UM1  UM2 | EEM1  EEM2  EEM3  EEM1  EEM2  EEM3 | RM1  RM2  RM2  RM1  RM2 | 1. Students present a multi modal presentation to the class of the elements of their chosen two songs. 5 minutes. 10% 2. Students submit a 500 word critique of the performance outlining their analysis of the works and the performance. 5% 3. The original song should be a maximum of 32-48 bars. Students submit a lead sheet of their original song with a composer’s statement of 250-300 words or give an oral or multimodal presentation to a maximum of 2 minutes outlining the composer’s intent and the processes undertaken. 15% |

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 |
| Students submit a folio of original music works totaling between 4-6 minutes of music. The works shall be recorded and submitted as a digital file. Students may record acoustically or utilize technology to create their works.  Students submit a Commentary detailing the intent of each work/composition, the processes of exploration and experimentation undertaken, and the key findings. | UM1  UM2  UM2 | EEM1  EEM2  EEM3 | RM1  RM2  RM3 | Students submit a portfolio that includes original music works with lyrics and chord symbols (or a diagrammatic representation of the form and structure of each work), and a recording of the works.  A Commentary outlining the processes of exploration and experimentation used, and the key findings (a maximum of 1000 words, or an oral or multimodal presentation to a maximum of 6 minutes). |

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 present a performance of 6 – 8 minutes of original works created within this subject. Students may perform as either a soloist or as a member of an ensemble. Where students present as an ensemble member, they will be required to play excerpts of their parts individually, to validate their performance within the ensemble.  Students will present a discussion on their skill development as performers, critiquing their learning, rehearsing and preparation of the performance, and how their learning has been informed by others. | UM2 | EEM1  EEM2  EEM3 | RM2  RM3 | Students present a live performance of 6 -8 minutes of original music as either a soloist or as a member of an ensemble. Where students present as an ensemble member they are required to individually present sections of their part to validate their performance in the ensemble.  Students will present a multi modal presentation (maximum of 7 minutes) that critiques their creative, original work and the process of the development of the work, including influences and the intended style of the work. |

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