# School-developed Learning and Assessment Plan form

Stage 2 Creative Arts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **C** | **V** | **A** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Creative Arts – 20 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Product – weighting 50%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | PA | IA | E |
| Students create **two** arts products in accordance with the Creative Arts subject outline.  Students may choose two separate products and the second product may be an extension of the first (a minor and major).  They will submit evidence of their creative process for each product through a written, oral or multimodal folio. Each accompanying folio must cover all stages of the Creative Process, including investigation, development, production and reflection. | 3 | 1,2,  3,4 | 2 | 2 | Students create a folio of evidence comprising a maximum of 20, A3 pages or 2000 words or 12 minutes oral in total.  Where the second product is an extension of the first, students are advised to balance the word count for their folios accordingly. For example, one may include 4 minutes of evidence and the other 8.  Students are required to submit each final product. This is not included in the word count for the folio. |

Assessment Type 2: Inquiry – weighting 20%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | PA | IA | E |
| Students will conduct one in-depth inquiry into a creative arts practitioner, focusing on two of their products.  Students will be required to conduct primary research for their area of inquiry such as an interview, observations of a performance, practicing skills learnt and/or attending a workshop.  This inquiry will not repeat skills and knowledge gained through their products but can be in the same discipline. | 1,2 |  | 1,2 | 1,3 | The report may be presented in written, oral or multi-model form in negotiation with the teacher.  It is a maximum of 2000 words if written or 12 minutes for an oral presentation, or the equivalent in multimodal form.  Acknowledgement of sources is not included in the word-count. |

EXTERNAL ASSESSMENT

Assessment Type 3: Practical Skills – weighting 30%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment design criteria |
| KU | PA | IA | E |  |
| Practical Skills Folio |  | 1,3,4 | 1,2 | 1,2 | *Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts. This assessment type is designed to enable students to further develop, refine and apply their creative arts skills, provide samples of these skills, and evaluate the ways in which their skills have developed and improved.*  *The documentation and evaluation should consist of a maximum of 12 pieces of evidence that best illustrate the key phases of skills exploration and application, and the student’s evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form. Students should submit the documentation and evaluation for their practical skills assessment in an A3 or A4 folder, on CD or DVD, or by other electronic means appropriate to the nature of the evidence.* |