# Pre-approved Learning and Assessment Plan

Stage 2 Music Studies

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** | **S** | **I** | **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 Studies – 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: Creative Works – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | CM | RM |
| **“Good Against Evil”** - Students create two music compositions that depict a Hero and an Evil Villain whilst displaying knowledge and understanding of musical conventions and appropriate manipulation of some or all of the elements of music. Students also produce a creator’s statement in which they provide evidence of their learning through a reflection on the musical influences on their creative works. | 1  2 | 1  2  3  4 |  | Students submit two compositions (including audio file) which together, should be 5-6 minutes in length. Each composition should demonstrate writing for a different instrumental combination. The creator’s statement should be a maximum of 5 minutes if oral, 750 words if written, or the equivalent in multimodal form. |

Assessment Type 2: 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 | CM | RM |
| **“The Superhero Always Wins”** – Students compare and contrast past and present Superhero and Evil Villain themes. Students select two ‘Hero’ themes and two ‘Villain’ themes, and analyse musical content through aural perception and, where available, score reading. They examine the compositional devices used to create various effects, and demonstrate an understanding of the ways a composer can manipulate musical elements. | 2 | 1  3 | 1  2 | Students submit their findings in either written (750 words), oral (5 minute presentation) or multimodal formats. |
| **“What’s the Point of a Title?”** – Students analyse two contrasting compositions that each have descriptive titles. Through score reading and analysis, they draw conclusions about the ways in which composers can connect extra-musical concepts with the elements of music (harmony, melody, rhythm, timbre, texture etc.) | 2 | 1  3 | 1  2 | Students present a deconstruction, analysis and evaluation as a multimodal presentation incorporating annotated scores and/or musical excerpts. The multimodal presentation should be the equivalent of 5 minutes or 750 words. The presentation may be but is not restricted to one of the following:   * a mock TED talk * a web page * an oral presentation with supporting materials |
| **“Where do I Know That Tune?”** – Students select an existing Superhero/ Evil Villian theme (different from those selected in Task 1) and use the primary melodic theme to create a 2-minute arrangement for a different musical ensemble (ie. If original is for Brass, arrange for String Quartet.) Students should maintain some stylistic features of the original, but incorporate reharmonization and original counter melody writing. Students write a supporting statement that explains their musical choices. | 1  2 | 1  2  4 | 1  2 | Students submit their arrangement (including audio file) using standard notation. The arrangement should be for an ensemble of 3-5 instruments and approximately 2 minutes in length.  The supporting statement should be a maximum of 150 words. |

Assessment Type 3: Examination – weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Students complete one 2-hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways. | UM2,  CM1, CM3, CM4,  RM1, RM2 | Supervised 2-hour examination with use of a formula sheet |

*5 assessments.**Please refer to the Stage 2 Music Studies subject outline.*