PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Visual Arts–Design**

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) |
|  |  |  |  | **1** | **V** | **A** | **D** | **10** |  |

**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 |  |

Stage 1 Visual Arts–Design (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **PA** | **KU** | **AR** |
| **Assessment Type 1: Folio**  **Weighting 40%** | The Folio supports the practical component and includes:   * a brief to cover the desired outcome of the practical (Public Contemporary Building and Contemporary Domestic designs). Students complete a suite of one or two resolved architectural designs. * the design process, which includes: * a digital folio of ideas including experiments with form. This includes tutorials that allow students to experience software potential, e.g Cinema 4D, vector drawings, scans of images from books and magazines and downloaded images from the internet. Images are supported by appropriate notation and hand drawn scans of ideas are included. * several software programs that relate to the work of contemporary architects (e.g. Pei, Gehry and Hadid) being viewed and discussed. Students analyse the examples and keep experiments to reflect the depth of involvement with the program. The paths plotted by these experiments allow students to reflect on and refine their ideas and lead to the generation of a final form. * an understanding of the complexity and everyday problems associated with domestic building by viewing and discussing a variety of examples, for instance, in the ABC series *Grand* *Designs*. Students are encouraged to explore local as well as national domestic architecture to enhance their understanding of a variety of designs and what makes them effective for the present and the future. * the steps leading up to the development of final designs. | 1,2,3,4 | 1,2,3 | 1,2 | Fifteen A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work. |
| **Assessment Type 2: Practical**  **Weighting 30%** | Students produce resolved final designs presented as a suite of one or two prints. The design topic(s) is chosen from the following:  1. Public architectural design in a large-scale format. Students demonstrate that they have experimented with form that encloses space and that the purpose, materials, location, and environmental factors have been considered. Details specific to location and environment are only expected in the final image and may be ‘retouched’ to produce the best visual result before printing.  2. The more intimate scale of domestic architecture allows the students to develop their knowledge of domestic architectural forms and the software’s potential in producing architectural detail that relates to human inhabitants. Students may opt to create an interior or exterior design.  Students produce a Practitioner’s Statement to demonstrate their understanding of aesthetic qualities in their architectural design. The Statement includes:   * a brief description of the design process and feedback provided on concepts * an evaluation of how well the design resolutions meet the parameters of the design brief * the student’s own evaluation of their practical work(s). | 1,2,4 |  | 3 | Final requirement:  Two digital prints ready A2 size PSD files in layers which allows for correction that is not possible with a flattened image.  One Practitioner’s Statement of 250 words. |
| **Assessment Type 3: Visual Study**  **Weighting 30%** | Students choose a topic that does not repeat any research or analysis already covered in their folios, selecting topics from a range of options provided by the teacher. They investigate, analyse examples, explore their own ideas and present them using technology. The final presentation covers an analysis of examples of architecture and a series of hand-drawn (and scanned) or software generated concepts of their own ideas inspired by these examples. Images presented are annotated and accompanying written or oral work demonstrates perceptive analysis and interpretation of the design works. Clear and consistent use of Visual Arts language is used to interpret and respond to these works. Students are encouraged to design their presentations to reflect the contemporary nature of the material. Presentations can be in PowerPoint or Keynote. | 1,3 | 1,2,3,4 | 1,2,3 | Eight to twelve pages of practical study or a digital recording of 3 – 4 minutes.  Support materials to a maximum of 750 words if written, a maximum of 5 minutes if oral or the equivalent in multimodal form. |

***Three to four assessments.*** *Please refer to the Visual Arts subject outline.*