PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Music**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  | **2018** | **1** |  |  |  | **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.
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**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 Music (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) |
| --- | --- | --- | --- |
| **UM** | **CM** | **RM** |
| **Assessment Type 1: Creative Works****Weighting 50%** | Task 1 Creative work: PerformanceStudents develop, refine and present a performance of a creative work, as a soloist, member of an ensemble, or as an accompanist. Students may perform using instruments (including technology and found sounds) and/or voice. | UM1,UM2 | CM1CM2, CM3 |  | Live performance of two to five minutes duration.  |
| Task 2 Creative work: ArrangementStudents demonstrate their knowledge and understanding of arranging techniques through the harmonisation and arrangement of a given melody for a selection of two or more instruments. The arrangement should follow the same structural pattern as the given melody (ternary form), including the number of bars. | UM1, UM2 | CM1, CM2,CM3 |  | An arrangement for a chamber group of at least 2 parts. The arrangement is presented using standard notation or as an audio recording of 1-3 minutes. |
| **Assessment Type 2: Musical Literacy****Weighting 50%** | Task 1 Sonata Form Students apply their understanding of sonata form and their skills in score reading to identify main themes and locate these on a score. Students submit a report that analyses and reflects on ways in which selected musical elements have been used in the creation of the chosen work. | UM1, UM2 |  | R1,R2 | Submission of an annotated score, and an analysis in the format of a report of a maximum of 650 words, or a maximum of 4 minutes as an oral and/or multimodal presentation |
| Task 2 Reflection on Creative Work (arrangement)Students present a reflection on their learning in their own creative work, with reference to the ways in which they have used musical elements and compositional techniques to develop and refine their arrangement.  | UM1, UM2 |  | RM1, RM2 | A reflection, including an annotated score or an audio recording. The reflection should be to a maximum of 4 minutes for an oral presentation, 650 words if written, or equivalent for multimodal. |

**Four assessments.** *Please refer to the Draft Stage 1 Music subject outline.*