# Pre-approved Learning and Assessment Plan

Stage 2 Dance (from 2021)

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 (20) |
| x | x | x | 2021 | **2** | **D** | **A** | **E** | **20** | A |

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 Dance

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:Performance Portfolio – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students will perform up to 15 minutes of choreography to a live audience at the *Arts Showcase*.  The performance may be a combination of solo, duo, trio, small group or a larger group performance of varying lengths. | 1 | 1, 2 |  | Assessment will be of the filmed performance (a total maximum of up to 15 minutes).  In a larger group performance, each student’s contribution must be evident. |

Assessment Type 2: Dance Contexts – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students will research, and explore global contexts as a catalyst for the creation of their own self-devised dance work.  Students are to choose from the following contexts as the basis for their research and choreograph:   * political dance * pushing the boundaries * narrative dance * expressing culture * community dance * dance for entertainment. | 1, 2 | 2, 3 | 2 | This assessment type comprises two tasks:   * a recording of one or two performances totalling a maximum of 4 minutes demonstrating choreographic intent for stage or screen * one or two written, oral or multimodal choreographic analysis/es of a maximum of 1,000 words or equivalent.   Students who choose to undertake two recorded performances may submit one comparative choreographic analysis of 1,000 words or complete two separate analyses of the performances totalling 1,000 words. |

Assessment Type 3: Dance Literacy – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students complete a dance skills portfolio, which explores their development as a dance artist. The portfolio should enable students to demonstrate evidence of their dance literacy skills, communicate their ideas and use appropriate dance terminology.  The dance portfolio should enable students to demonstrate evidence of their ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work. **Students independently select a focus area for study.** | 1, 2 | 2 | 1 | The portfolio should be approximately 2000 words or 12 minutes multi-modal equivalent.  The portfolio must include some recordings or photographic evidence of their development as a dance artist. |

*Please refer to the Stage 2 Dance subject outline.*