# Pre-approved Learning and Assessment Plan

Stage 2 Drama (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) |
|  |  |  |  | **2** | **X** | **X** | **X** | **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.
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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 |  |

# Assessment overview

Stage 2 Drama

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:Group Production – weighting 40%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| KU | CCT | CA |
| Task:Students apply the dramatic process to develop their individual and collaborative contributions to a whole class group production. They develop their learning and skills throughout the production process and during the final performances in one or more roles, e.g., actor, designer, production/stage manager, etc. They keep records of development through video, photographs, and verbal reflection throughout the process. After the production, each student assembles and presents evidence of their learning and skills development in one of three creative choices:* a short video documentary in the style of *‘The Making of Our Group production’* narrated by the student and including rehearsal video footage, interviews and excerpts.
* an oral presentation – video recorded by the student
* a *video essay*

Each student demonstrates their creativity, critical thinking, analysis and evaluation through their choice of presenting their evidence. | 1 | 1,3 | 1,2,3 | Each student produces and presents a video of their learning of up to 15 minutes in duration (in mp4 format), in one of these three ways: a short video documentary, or an oral presentation, or a *video essay*. |

Assessment Type 2: Evaluation and Creativity – weighting 30%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| KU | CCT | CA |
| Task 1Students create a written or oral reflection & evaluation which integrates their dramatic learning from two drama events they have experienced. The first event will be a series of masterclasses and workshops delivered at our school by Windmill Theatre Company or Act-Now Theatre Company. The second event is a production by State Theatre Company SA. Students may include other drama events by negotiation with the teacher.Each student analyses, reflects on, and evaluates the ideas, techniques, skills, choices, and artistic impact of the two events on their own individual development as either an actor, designer or director. Each student explicitly draws links and makes connections between aspects and key moments of the events, and their own specific development as a dramatic artist.  | 1,2 | 1,2,3 |  | A reflection and evaluation of up to 1000 words if written, or 6 minutes if oral or multimodal. Students submit their final product in either pdf or mp4 video form. |
| Task 2Each student develops a concept (or vision) as director, designer, actor or producer of their hypothetical production of our shared text, *When the Rain Stops Falling* by Andrew Bovell. (Or they may negotiate another drama text from the Suggested List.) In small groups of their own choosing, they experiment practically with their staging ideas through selected scene excerpts, aiming to explore the artistic workability of their concept (or vision). They rehearse and present an oral presentation of their concept (or vision) including well-chosen examples in the form of a pitch to their hypothetical cast and crew, on day one of their process. (If the role of producer is selected, students may conceive a pitch and plan for a national tour of the hypothetical production.)  | 1,2 | 1 | 1,3 | Up to 6 minutes of oral presentation, video recorded by the student and presented to the teacher in mp4 video format. |

Assessment Type 3: Creative Presentation – weighting 30%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| KU | CCT | CA |
| *External Assessment*Part 1: PresentationStudents form small groups of between two and five, and collaborate to conceive, plan and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, understanding and skills that they have learned, including dramatic theory and processes, to generate a shared dramatic intention and create a dramatic product in a presentation as an ensemble. In their group, students can choose from a range of roles including: actor, designer, director, filmmaker, and scriptwriter.Students video their product and provide it in mp4 format for assessment. Students are reminded that they are not obliged to use all of the allocated video time for their group size. They should let the form, ideas and style of their dramatic product determine the length of their final Presentation.Part 2: JustificationEach student provides a justification of their creative decision-making, both collaboratively and individually, through analysis and evaluation of processes and creative choices in the development and finalisation of their dramatic presentation. Students are encouraged to be creative with the way they present their individual justification, and may choose from one of the following options:* *an oral analysis in the style of a “director’s/actor’s/etc. commentary”, audio recorded and synchronised in real-time with the final video of the presentation*
* *a short documentary film in the style of ‘the making of…’. The documentary film should include images and or video footage from the development and refinement of the outcome as an ensemble*
* *a video essay that creatively documents, analyses and evaluates process and outcome.*
 | 1 | 1,3 | 1,2,3 | Part 1: PresentationThe Presentation Is provided by the group of students in mp4 video format, and can be up to a maximum of 10 minutes for groups of two students, 15 minutes for groups of three, 20 minutes for groups of 4 and 25 minutes for groups of 5. Students are reminded these are maxima only, and not an expectation.Part 2: Justification*The Justification is provided by the student in mp4 video format, and can be up to a maximum of 9 minutes in duration when produced as:* * *an accompanying audio track embedded on a second version of the video of the Creative Presentation*
* *a short ‘making-of-doco’ a video-essay*
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*Please refer to the Stage 2 Drama subject outline.*