# Pre-approved Learning and Assessment Plan

Stage 1 Dance

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) |
|  |  |  | 2020 | **1** | **D** | **C** | **E** | **10** | 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.   Independent Plan  To cater for the variety of skills with in the class an alternative weighting is offered for some students:  Assessment Type 1: 30%  Assessment Type 2: 30%  Assessment Type 3: 40% |

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 1 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:Skills Development – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Reflect on the dance elements demonstrated in a student performance:  Using our Musical Theatre piece, consider what elements of this genre are appropriate to your performance, what technique you will need to employ and what movement quality and expression you will need to demonstrate. | 1, 2 |  | 1, 2 | Skills development task should be up to 800 words if written or a maximum of 5 minutes if oral/multi-modal. |

Assessment Type 2: Creative Explorations – weighting 60%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work.  Students create an original compositional movement study, through the process of improvisation and exploration, selection and refinement. |  | 1, 2 |  | Composition task – approximately 1-2 minutes. Students may present their work as a live performance, film, artistic installation or multi-media presentation. |
| Students will participate in the learning, refining and presenting of one or more class routines. |  | 1, 2 |  | Dance performance may be as a soloist or member of a group, and may use a variety of genres.  A performance of one or more pieces to total a maximum of 5 minutes. |

Assessment Type 3: Dance Contexts – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students investigate dance practice and performance from specific cultures, historical periods, or traditions to analyze the function of dance in context.  Semester 2 – Investigate an Aboriginal dance company and the way in which traditional and contemporary dance is fused.  *Discuss how the work of one indigenous contemporary company in Australia educates audiences about traditional beliefs.* | 1, 2 |  | 2 | Students present their findings in a report of 800 words or 5 minutes oral/multimodal. |

*4 assessment tasks.**Please refer to the Stage1 Dance subject outline.*