# 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. |

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 25%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Reflect on the structural devices used to communicate choreographic intent in a student choreographic work.  Create a choreographic piece then provide a reflection on the devices used in the process you undertook and the success of the outcome. Document your process and discovery. | 1, 2 |  | 1 | 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 50%

| 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 will participate in the learning, refining and presenting of a variety of 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 a variety of pieces to total a maximum of 5 minutes. |
| Students will participate in a performance. |  | 1, 2 |  | Dance performance may be as a soloist or member of a group, and may use a variety of genres.  A performance to a maximum of 5 minutes. |

Assessment Type 3: Dance Contexts – weighting 25%

| 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.  Investigate dance practice and performance from the Romantic Era.  *Analyse the ways in which the classical ballet Giselle is representative of the period in which it was created.* | 1, 2 |  | 2 | Students present their findings in a report of 800 words or 5 minutes oral/multi-modal. |

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