# 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) |
|  |  |  | 2021 | **2** | **D** | **C** | **E** | **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. |

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 |
| Performance Portfolio | 1 | 1, 2 |  | 10 minutes video presentation of student performing in group plus 1 minute of either solo, duo, trio or small group in one or more genre. |

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 |
| recording | 1 | 2 |  | Having identified a specific context, presentation of 3 minutes video recording of student choreography with specific intent for stage or screen. Recording may be 1 or 2 works. |
| Choreographic analysis | 1, 2 |  | 1, 2 | 1 or 2 written, oral or multi-modal choreographic analyses of their own work demonstrating how research has influenced artistic choices, use of dance elements, structural devices and production elements. |

Assessment Type 3: Skills Development Portfolio – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UD | CD | RD |
| Students identify and explain the skills required of a specific genre they have studied in the course, their own mastery of the skills over a set time-period and areas for improvement, using technical dance phrases used throughout the year as a reference point. | 1, 2 |  | 1 | Multi-modal presentation of student presenting dance phrases that focus on specific skills, incorporating safe dance practice, with voice over that identifies key elements of the technique, specific personal learning discoveries and areas for improvement. 12 minutes multi-modal. |

Four assessments. Please refer to the Stage 2 Dance subject outline.