# 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** |
| Students participate in a variety of dance pieces covering a range of genres. The performance work will contain ensemble and/or solo/duo/trio pieces to give all students the prospect of clearly showcasing their skills. | 1 | 1, 2 |  | Students to perform before a public audience of family and friends in a theatre context. Film is collated into an individual folder of material per student. |

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  Students select, research and explore their chosen context or contexts as a catalyst for the creation of their own self-devised dance works, which are recorded.  The student is not required to participate in the performance. |  | 1, 2 |  | One or two recorded performances to a maximum of 3 minutes, demonstrating choreographic intent, for stage or screen |
| Choreographic analysis  The choreographic analysis is based on the recording the student has created. | 2 |  | 1, 2 | One or two written, oral, or multimodal choreographic analyses to a maximum of 1000 words or 6 minutes multimodal equivalent.  Students who undertake one recorded performance submit one choreographic analysis. |

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 complete a Skills Development Portfolio which explores their development as a dance artist.  The portfolio allows students to communicate their ideas, use appropriate dance terminology and enable students to demonstrate evidence of their ability to make informed judgments about their development as a dance practitioner through research and reflection on their own creative work.  Students specify an area of interest that pertains to their personal development as a dancer. | 1, 2 |  | 1 | The portfolio should be approximately 2000 words or 12 minutes multimodal equivalent. The portfolio must include some recorded or photographic evidence of the student’s development as a dance artist collected throughout the year. |

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