PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Integrated Learning**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  | **2018** | **2** | **I** | **L** | **B** | **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 |  |

Stage 2 Integrated Learning

Assessment Overview

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| **Program Focus** (e.g. outdoor activities, cultural program) | **Urban Art** |

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **AU** | **IAE** | **CC** |
| **Assessment Type 1: Practical Inquiry (40%)** | **The implications of illegal urban art**. Students are to research the implications that graffiti has on the both the individual and the community. They will work with SAPOL, local government and community agencies. Students will be required to develop a teaching tool for adolescents who may or may not be involved in graffiti. Students are to consider their Ethical Understanding capability, feedback from others, and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.  | AU1 AU2AU3 | IAE1 IAE2 IAE3 | CC2 | * Evidence of research
* Development of teaching tool
* Self-assessment and feedback from others
* Evaluation of own learning – blog, journal , PowerPoint etc.
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| **The use of urban art in merchandising.** Students will be working with the event ‘Groovin the Moo’ to develop ideas for merchandising for the music festival. This will involve developing a folio of designs, developing prototypes of merchandise, considering target audience and gaining feedback on designs. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.  | AU1AU2AU3 | IAE1IAE2IAE3 | CC1 | * Folio of designs
* Self-assessment and feedback from others
* Evaluation of own learning – blog, journal, PowerPoint etc.
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| **Community artwork**: Students will be working with a range of community organisations to develop community artworks. They investigate opportunities in the local community and develop an artwork after the initial brief from the client. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others, and their own self-assessment. They submit their evidence in a folio of design ideas and a multimodal presentation.***A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.***  | AU2AU3 | IAE1IAE2IAE3 | CC1CC2 | * Self-assessment and feedback from others
* a multimodal presentation to show evidence of learning
* a folio of design ideas
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| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **Assessment Type 2: Connections (30%)** | **Groovin The Moo Art Work** Students will be working with Cattleyard productions and a range of artists to design and gain approval for scrim art to be used at a national music festival. They will coordinate, plan and participate in spraying at the music festival. Tasks will include negotiating with community groups, pricing, budgeting establishing and planning the artwork and catering. Receiving feedback from others and undertaking self-assessment is integral to the process. Students consider their Personal and Social capability and consider how they have developed and applied this capability. They submit their evidence in an annotated photo journal. | AU1AU2AU3 | IAE1IAE2IAE3 | CC1CC2 | * Evidence of design process
* Evidence of individual contribution to task e.g. blog, journal, video etc.
* Self-assessment and feedback from others
* PowerPoint presentation
* Photo journal including personal analysis and connection with capabilities
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| **Assessment Type 3: Personal Endeavour****(30%)** | Students individually select an area of the Urban Art program that is of interest to them. They will explore and analyse relevant information, concepts, ideas and/or skills, and communicate their ideas and opinions about them.Student select one capability and explore the link between the capability and the area of interest they have chosen. They present their Personal Endeavour in two parts:* An inquiry, that is either inquiry/practical based and has on outcome or conclusion (recommended ¾ of total evidence)
* An explanation of the connections between the area of interest and the capability selected (recommended ¼ of total evidence
 | AU1AU3 | IAE1IAE2 | CC2 | * Assessed individually
* A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form
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***Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.***

*Please refer to the Stage 2 Integrated Learning subject outline.*