# Pre-approved Learning and Assessment Plan

Stage 2 Music Explorations

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) |
|  |  |  |  | **2** | **M** | **E** | **X** | **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 Music Explorations – 20 credits

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: Musical Literacy – weighting 30%

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| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | | EEM | | RM |
| **Task 1:** Students demonstrate their understanding of musical elements, styles, influences, and techniques. They analyse, interpret, and evaluate musical works and their presentation. Students present a reflection on and critique of one or more works presented in a live music performance. They analyse a performance which will inform their creative connections performance/composition/arrangement in Assessment Type 3. The reflection and critique is presented as an oral or multimodal presentation. | 1,2 |  | | 1,2 | | **Task 1:** Reflection and critique of up to 4 minutes for an oral presentation, or up to 650 words if written, or the equivalent for multimodal (where 1000 words is equivalent to 6 minutes.) |
| **Task 2:** Students demonstrate their aural recognition skills and understanding of musical elements. They analyse, interpret, and evaluate two musical works. They present a comparative analysis of two works which will inform their creative connections performance/composition/arrangement in Assessment Type 3. The comparative analysis is presented as an oral presentation or written response with accompanying annotated scores. | 1,2 |  | | 1,2 | | **Task 2:** Comparative Analysis  Comparative analysis of up to 5 minutes for an oral presentation, up to 800 words for a written response, or the equivalent for a multimodal presentation (where 1000 words is equivalent to 6 minutes.) |
| **Task 3:** Students demonstrate their melody writing, rhythmic and harmonic skills through the creation of an original melody or a song with lyrics as a notated lead sheet with chord indications.  Students provide a composer’s statement in which they explain the intent of their composition and provide evidence of the strategies they used to create the melody and chord indications. | 1,2 | 1,2,3 | | 1 | | **Task 3:** Notated lead sheet of 32-48 bars and an audio recording of the composition.  Composer’s statement to a maximum of 3 minutes for an oral presentation, or 500 words a written response, or the equivalent for a multimodal presentation. |

Assessment Type 2: Explorations – weighting 40%

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| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | | EEM | | RM |
| **Portfolio Task:** Students develop and extend their musical understanding through the exploration of and experimentation with one or more aspects of how music is made and one or more musical styles, influences, and/or techniques. Students provide evidence of their learning in a portfolio demonstrating their understanding of music and synthesising their findings from exploration and experimentation. The portfolio comprises a presentation and a commentary. In the presentation students demonstrate their application of practical music making skills and understanding. The presentation may be a set of performances, compositions, and/or other musical products. The commentary provides evidence of the processes of exploration and experimentation that students have used, and is a synthesis of their findings.  All performances must be recorded for assessment and compositions may be produced in a digital format, or audio format accompanied by a notated lead sheet. Students may present their work(s) on an instrument or an electronic performance triggering device and may choose to double their performance with instruments. | 1,2 | 1,2,3 | | 3 | | Portfolio Task:  Presentation: short performances, compositions, and/or musical products. Short performances to a maximum of 8-10 minutes, compositions to a maximum of 4-6 minutes.  Commentary: multimodal presentation of the commentary of up to 6 minutes, or up to 1000 words if written. |

Assessment Type 3: Creative Connections – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM  2 | EEM  1,2,3 | RM  2,3 |
| Students draw together the learning from their explorations and experimentation, and musical literacy to present a final creative work (performance, composition, or arrangement) and an analysis of that work. The creative work may be an extension of, but may not repeat works previously presented in the portfolio for assessment type 2, or may be a new work(s). Students select one of the styles they have studied and techniques that have inspired them during their exploration and experimentation.  Students reflect on and critique their creative work, and analyse how it has been informed by the work of others.  All performances must be recorded for assessment. A composition/arrangement may be notated using standard and/or graphic notation, and be recorded in audio digital format. | 2 | 1,2,3 | 2,3 | Creative work:  A creative work that is a performance should be between 6-8 minutes.  A creative work that is a composition or arrangement should be between 3-4 minutes.  Discussion:  The discussion and analysis of the creative work should be in oral or multimodal format and to a maximum of 7 minutes. |

*Please refer to the Stage 2 Music Explorations subject outline.*