# Learning and Assessment Plan Exemplar

Stage 1 Modified: Creative Arts

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) |
|  |  |  |  | **1** | **C** | **V** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 2: Development and Production, Key area 3: Core Concepts in Creative Arts and Key area 4: Creative Arts in Practice | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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 Modified: Creative Arts (10-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

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| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities\*)*  *Communication – Citizenship – Learning – Personal Development - Work* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| Critical and Creative Thinking | Literacy | Personal and  Social |
| 1, 2, 3 | Drama Performance  *This is the major ongoing focus in lesson for the semester. The audience for the final performance will be the wider school community.*  Students have opportunities to demonstrate their level of participation in the school’s drama performance. In negotiation with the teacher, students choose a role for the drama performance. The role may be a character on-stage or off-stage e.g., costumes. They will then work collaboratively towards the performance including rehearsals and associated activities, costume ideas / design etc.  Students will keep a journal and with support record their participation activities over the semester. | 🗸 |  | 🗸 | Photographic evidence  Video of final production  Student journal  Teacher observations and notes |
| 1, 2 | Move it  Students gain confidence by playing the line-up game. With assistance they will need to listen to the instructions and collaborate to line-up for that scenario. The scenarios may include:   * line-up by height, tallest to shortest * line-up by birthday, January to December * line-up by the number of pets you have   line-up by the number of video-games you own | 🗸 | 🗸 | 🗸 | Teacher observations and notes  Students reflection on the activity  Worksheets, using emoticons etc. |
| 1, 2 | Drama warm-ups  Students will be involved in several different activities designed to build their knowledge and skills about drama, for example emotions. Class discussion on types of emotions and what they look like e.g.   * describe a recent time when you were happy. * how to use your voice and facial expressions to show an emotion in play   Students pull an emotion out of hat/bucket and act it out to class for other students to guess the emotion. | 🗸 | 🗸 |  | Photos  Checklists and emoticons  Teacher observations/notes |
| 1, 2 | Fractured Fairy tales  This activity will be over several lessons.  Teacher will choose a traditional fairy-tale to read to the class e.g., Cinderella or Snow White. Class discussion on fairy tales and their components i.e., hero and heroine.  Find a Fractured Fairy-tale (reverse fairy-tale) version either printed or read to the class or YouTube version to show visually to class. Class discussion on what has happened differently in the story and what characters are different.  As a class students choose a different fairy-tale to fracture / reverse and work collaboratively to work out a play and act this out. | 🗸 | 🗸 |  | Teacher observations and notes from class discussions.  Video of students acting out a fractured fairy-tale. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Students show increased capacity in dealing with unfamiliar people through drama activities.* |
|  | 2 | *Through drama exploration, students demonstrate an increase in their social literacy development.* |
|  | 3 | *Students participate in the school’s drama performance, either a role on-stage or off-stage.* |

*Three to five assessments for a 10-credit subject.*

*Capabilities:*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*