# School-developed Learning and Assessment Plan form

Stage 2 Creative Arts

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | 2 | C | V | A | 20 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved | ✔ | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 of changes

The changes made to the learning and assessment 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 Creative Arts – 20 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Product – weighting 50%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | PA | IA | E |
| **The Art of Persuasion**  Design, test, refine and publish a community service promotion based on a socially significant issue that aims to influence the thoughts and actions of a target audience. | 3 | 1,2,3,4 | 2 | 2 | [1] Product (Art work/s)  [2] Folio of Evidence (10 pages, 1000 words or 6 minutes multimodal, or a combination)  *[1000 words = 6 minutes.]*  The equivalent of 10 weeks of supervised and un-supervised lesson time will be allocated for this Production task. |
| ***‘Music Matters’***  Using the creative arts process; investigate, design and produce a creative production, using the theme “Music Matters” in your chosen field of study, or a negotiated topic. | 3 | 1,2,3,4 | 2 | 2 | [1] Product (Art work/s)  [2] Folio of Evidence (10 pages, 1000 words or 6 minutes multimodal, or a combination)  *[1000 words = 6 minutes.]*  The equivalent of 10 weeks of supervised and un-supervised lesson time will be allocated for this Production task. |

Assessment Type 2: Inquiry – weighting 20%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | PA | IA | E |
| Investigate the social/economic/political background and artistic output of a noteworthy artist/art movement/genre and further examine the influence this choice has had on both contemporary culture and your own development as an emerging artist.  *Or*  Critically evaluate the impact of modern digital technology on the creative arts process paying particular attention to popular entertainment and your own development as an emerging artist. | 1,2 |  | 1,2 | 1,2,3 | The report may be presented in written, oral or multimodal form, or a combination of these. It will be a maximum of 2000 words if written or 12 minutes in multimodal form, or equivalent (1000 words = 6 minutes).  5 weeks of supervised and un-supervised lesson time will be allocated for this Inquiry task. |

**EXTERNAL ASSESSMENT**

Assessment Type 3: Practical Skills Folio – weighting 30%

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| --- | --- |
| Assessment details | Assessment design criteria - PA1, PA3, PA4, IA1, IA2, E1, E2 |
| Assessment conditions |
| Practical Skills | Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts. This assessment type is designed to enable students to further develop, refine and apply their creative arts skills, provide samples of these skills, and evaluate the ways in which their skills have developed and improved.  The documentation and evaluation should consist of a maximum of 12 pieces of evidence that best illustrate the key phases of skills exploration and application, and the student’s evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form, or a combination *(1000 words = 6 minutes).* Students should submit the documentation and evaluation for their practical skills assessment in either a pdf scan of their A3 or A4 paper folder, on USB flashdrive, or by other electronic means appropriate to the nature of the evidence. |

Four or five assessments. Please refer to the Stage 1 and Stage 2 Creative Arts subject outline.