PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Music Experience**

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) |
|  |  |  | **2018** | **1** | **M** | **X** | **E** | **10** |  |

**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 |  |

Stage 1 Music Experience (10-credits)

Assessment Overview

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) |
| --- | --- | --- | --- | --- | --- |
| **UM** | **CM** | **RM** |
| **Assessment Type 1: Creative Works**  **(at least 2)**  **Weighting %** | 1. (--%) **Composition Task-** Students compose a programmatic soundscape that incorporates and explores the use of computer on-board FX and the creative manipulation of recorded sounds through the use of computer freeware and/or extended instrument techniques. | UM2 | CM2  CM3 |  | An original music composition that has a duration of between 1 and 3 minutes.  The final submission includes a score or timeline, a description of the composition, and an audio file. |
| 2. (--%) **Ensemble Performance Task**- Students perform a program of 1 or 2 musical works (from a single style / genre) in an ensemble setting in front of an audience.  Students investigate the conventions of the chosen style of repertoire and present the findings.  Students are individually part tested on sections of their repertoire and investigate one aspect of technique on their instrument/ voice and devise/ compose a purpose made study/ etude/ exercise that helps them to improve one aspect of their performance. | UM1  UM2 | CM1  CM2  CM3 |  | A written / oral / multimodal presentation, submitted prior to the performance, that investigates the conventions of the chosen style of repertoire.  An ensemble performance of between 2 and 5 minutes in front of a live audience.  Students are individually part tested on sections of their repertoire and individually perform their purpose made study / exercise. |
| **Assessment Type 2: Musical Literacy**  **(at least 1)**  **Weighting %** | 3. ( --%) **Music terminology task** – Students develop their knowledge and understanding of music terminology through the study of musical works currently being studied with their instrumental / vocal teacher. Students reflect upon their learning by comparing their musical knowledge before and after this task | UM2 |  | RM1  RM2  RM3 | A portfolio of 3-4 musical works and a recorded group discussion of a maximum of 4 minutes of oral and/or multimodal.  (The chosen works may include musical works presented for performance assessments in this music course as performance of these works is not being assessed in this task.) |
| 4. (--%) **Identifying & Troubleshooting Technical issues task**- Students work in small groups to collaborate, research, identify and resolve technical issues associated with electronic musical equipment. Students research and identify the steps to remedy faults and technical issues. | UM2 |  | RM1  RM2 | A group discussion whereby students are individually assessed on their group work, knowledge, understanding and researched findings.  This literacy task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal. |

***Four assessments.*** *Please refer to the Stage 1 Music subject outline.*