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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| SACESchool 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.
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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 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. (--%) **Arrangement Task**- Students study phasing and rhythmic shift / displacement, through the study of musical works of Steve Reich.Students plan and arrange music that expresses the conventions and musical techniques employed by Minimalist composers, whilst also considering creative uses of the elements of music. | UM1UM2 | CM1CM2 |  | A musical score and an audio file of an arrangement that has a duration of between 1-3 minutes. |
| 2. (--%) **Solo Performance Task** – Students perform a solo work or works on their instrument or voice that reflects their particular interest in one selected genre / style or a contrasting choice of genres / styles. Students introduce their performance and may provide a brief overview of style, context and form. | UM1UM2 | CM1CM2CM3 |  | A solo performance of between 2 and 5 minutes’ duration, performed in front of a live audienceA brief overview of style, context and form which may be either a written, oral presentation or a combination of oral and multimedia format. |
| **Assessment Type 2: Musical Literacy****(at least 1)****Weighting %** | 3. (--%) **Responding to musical works task**– Students develop listening and analytical skills. Guided questions assist students in responding to musical works. Students focus on the elements of music and musical techniques / compositional devices, to develop knowledge and understanding and awareness of appropriate musical terminology. Students reflect on their learning through a series of questions.  | UM1UM2 |  | RM1RM2RM3 | A collection of written or oral musical responses that together, are a maximum of 650 words.A brief reflection on the learning in a written or oral format. |
| 4. ( --%) **Describing style, context and the Elements of Music task-** Students create and organise a play-list of musical works for a “trip down memory lane” radio segment. They present a script that seeks to enhance the listener’s appreciation of each piece of music. Students demonstrate their knowledge and understanding of context, style and the elements of music through the script. | UM1UM2 |  | RM1RM2 | A 15 minute “trip down memory lane” play-list that includes a demonstration of knowledge and understanding of the style and elements of music through a script.This task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal, not including musical examples, to make a total program of 15 minutes.  |

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