# Pre-approved Learning and Assessment Plan

Stage 2 Music Performance: Ensemble

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** | **B** | **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 |  |

# Assessment overview

Stage 2 Music Performance: Ensemble – 10 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: Performance – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | PM | RM |
| Students present an ensemble performance, choosing one or more instruments (voice, acoustic, and /or electronic) as appropriate to the focus of their learning. They may perform in:   * A small ensemble of two or more performers * An orchestra * A band * A choir or vocal ensemble * A performing arts production (as a singer or instrumentalist in an ensemble) * Any instrumental and/or vocal combination (including technology and found sounds)   Students demonstrate their contribution to the ensemble through Individual part-testing. | UM1  UM2 | PM1  PM2  PM3  PM4 |  | The ensemble performance is presented to a live audience, and both the performance and the individual part testing must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. The individual part testing should be approximately 2 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning. |

Assessment Type 2: Performance and Discussion – weighting 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UM | PM | RM |
| Students present:   * An ensemble performance and individual evidence of each student’s contribution to the ensemble through individual part-testing.   Students may perform a single work or set of works by one or more composers, or an extension of the work(s) performed in Assessment Type 1, but must not repeat work already presented for assessment. |  | PM1  PM2  PM3  PM4 |  | The ensemble performance is presented to a live audience, and both the performance and the individual part testing must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. The individual part testing should be approximately 2 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning. |
| Students present:   * An individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine each student’s performance.   Students comment on how their understanding of the repertoire has informed their performance, and they critique strategies used in improving and refining their performance skills within the ensemble. | UM1  UM2 |  | RM1 | The discussion could be in the format of an interview, a PowerPoint or Prezi, a journal, an audio recording, a video recording, or a blog/vlog.  It should be to a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form. |

Assessment Type 3: Performance Portfolio – weighting 30%

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| Assessment details | Assessment design criteria  UM1, UM2  PM1, PM2, PM3, PM4  RM2 | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Students present:   * An ensemble performance and individual evidence of each student’s contribution to the ensemble through individual part-testing. * An evaluation   Students may perform a single work or set of works by one or more composers, or an extension of the work(s) performed in Assessment Type 1or Assessment Type 2, but must not repeat work already presented for assessment.  Students complete an evaluation in which they discuss, critique, and evaluate their learning journey through their course of study in this subject. | The ensemble performance is presented to a live audience, and both the performance and the individual part testing must be recorded for assessment. The performance should be to a maximum of 6-8 minutes.  The individual part testing should be approximately 2 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning.  The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form. The evaluation could be in the format of an interview, a PowerPoint or Prezi, a journal, an audio recording, a video recording, or a blog/vlog. | |

*Four assessments.**Please refer to the Stage 2 Music Performance: Ensemble subject outline.*