

## H6MMADHV: Music, Movement, Art and Drama for Home Visiting

Module Code:	H6MMADHV
Long Title	Music, Movement, Art and Drama for Home Visiting <b>APPROVED</b>
Title	Music, Movement, Art and Drama for Home Visiting
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	
Module Author:	David McCarthy
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
#	<b>Learning Outcome Description</b>
LO1	Demonstrate knowledge and understanding of concepts within the creative areas: music, movement, drama and art.
LO2	Plan activities for ECEC home visiting-based environments, including virtual environments to support young children's engagement with music, movement, drama and art that can be adapted for young children's diverse contexts.
LO3	Evaluate the impact of young children's engagement with music, movement, drama and art on their holistic development.
LO4	Understand the role of the adult in building partnership with families to extend home-learning environment that involve music, movement, art and drama experiences that foster young children's creativity.
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	

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Module Content & Assessment			
Indicative Content			
<b>Creative Arts Concepts</b> • The value of creativity as a learning disposition • Creativity supports children's holistic learning and development • The link between characteristics of creativity and play • Planning, implementing and facilitating playful creative learning experiences in indoor, outdoor and remote environments			
<b>Inclusion and Active Participation</b> • Strengths-based approach • Anti-bias approach • Celebrating diversity – the child's unique context • Trauma informed practice			
<b>Art Learning Experiences</b> • Mark making (symbolic play) • Process led experiences • Visual experiences • Loose parts/ open-ended materials (object play)			
<b>Drama Learning Experiences</b> • Storytelling • Imaginary worlds – 'as if' thinking (pretend play) • Socio-dramatic play • Dramatic play			
<b>Music Learning Experiences</b> • Listening and responding to music • Making music • Lullabies and singing • Rhymes (symbolic play)			
<b>Movement Learning Experiences</b> • Fundamental movement skills (inc. tummy time) (physical play) • Sensory movement (vestibular and proprioception systems) • Dance • Creative movement			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Part Time			
Coursework			
<b>Assessment Type:</b>	Assignment 1	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> A series of short quizzes spread across the six topic to test for knowledge acquisition and understanding			
<b>Assessment Type:</b>	Assignment 2	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Reflective task: reflect on how the creative activities and learning experiences you plan as part of home visiting includes a child-centred trauma informed approach/ or anti-bias approach. (300 word forum discussion post- shared post)			
<b>Assessment Type:</b>	Assignment 3	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Shared resource for parents (similar to a blog or tip sheet): Five top tips for art and drama playful learning opportunities in gardens and social outdoor spaces (300 word shared forum post)			
<b>Assessment Type:</b>	Assignment 4	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Report on one creative learning experience (music, movement, art and drama) you have implemented or plan to. Make an action plan for how you could adapt it for can be adapted to either indoor, outdoor or remote learning environments. Reply back to another post and share ideas on how their planned learning experience can be adapted or extended to support children's different strengths, interests and needs. (300-500 words forum post discussion).			
<b>Assessment Type:</b>	Assignment 5	<b>% of total:</b>	20
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> During the three online live sessions, learners will be asked to participate in small groups. Scenario (Vignette) for home visiting – in small groups respond to the vignette and make a plan(Breakout rooms). Share back to whole group			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
<b>Coursework Only</b> <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			

## H6MMADHV: Music, Movement, Art and Drama for Home Visiting

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Seminars	Synchronous Online	18	Per Semester	1.50
Directed Learning	Asynchronous eLearning	18	Per Semester	1.50
Independent Learning	No Description	214	Per Semester	17.83
Total Weekly Contact Hours				3.00

Module Resources	
<i>Recommended Book Resources</i>	
Janet R. Moyles,Louise Stoll,Dean Fink. Just Playing?, [ISBN: 033509564X].	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	