

H6MMAD: Music, Movement, Art and Drama

Module Code:	H6MMAD
Long Title	Music, Movement, Art and Drama APPROVED
Title	Music, Movement, Art and Drama
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Demonstrate knowledge and understanding of concepts within the creative areas: music, movement, drama and art.
LO2	Plan activities 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 facilitating music, movement, art and drama experiences that foster children's creativity.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Creative Arts concepts (Week 1) This section will focus on the importance of the creative process, and the characteristics of creativity in young children. The value of creativity for babies, toddlers and children in terms of their lifelong learning, coping with difficulties, self-expression, discovering possibilities, positive learning dispositions such as resilience and joy will be explored. Creativity will be examined from the context of play and arts-based experiences as a way of exploring the link between play and creativity. Learners will also explore how creativity through music, movement, drama and art does not just belong within the creative arts, it transfers to all areas of life.			
Supporting children's holistic development (Week 2) This section will focus on evaluating the impact of creative experiences on babies, toddlers and children's holistic development. Holistic development areas could include cognitive, physical, social, emotional and language development and other areas such as self-regulation, positive learning dispositions, or other areas identified within the National Curriculum Framework Aistear such as the learning goals from the four themes: Wellbeing, Identity & Belonging, Communicating, Exploring & Thinking.			
Creative arts area: Music (Week 3) This section focuses on introducing learners to musical concepts such as tempo, rhythm, and rhymes versus singing, with practical strategies and activities they can introduce to babies, toddlers and children. Cultural contexts will be explored, such as traditional rhymes, songs and lullabies from different communities.			
Planning, implementing and facilitating Music experiences within indoor and outdoor environments (Week 4) This section focuses on the planning, implementing and facilitating of musical experiences for babies, toddlers and children. This will include exploration of creating and maintaining creative arts practice within the indoor and outdoor environments. Consideration of types of materials, resources, props to support musical expression, such as different types of musical instruments and open-end resources.			
Creative arts area: Movement (Week 5) This area focuses on exploring movement skills for babies, toddlers and children taking into account the different stages of physical development. Active learning approaches and theories to encourage babies, toddlers and children's creative and expressive exploration of movement. Practical strategies and activities will be introduced to learners.			
Planning, implementing and facilitating Movement experiences within indoor and outdoor environments (Week 6) This section focuses on the planning, implementing and facilitating of movement experiences. This will include exploration of creating and maintaining creative arts practice within the indoor and outdoor environments. Consideration of types of materials, resources, props to support children's expression through movement such as music and open-end resources.			
Creative arts area: Art (week 7) This section will focus on the nature and value of art in the early childhood years, as well as the ages and stages of marking making- drawing, scribbling. Learners will examine ideas on introducing art works to babies, toddlers and children such as modern art, expressionist and impressionist art- etc. and responding to art. How adults respond to children's own art through discussion with them will also be examined. Investigation of ideas and arguments will include process art vs product, child led vs adult led, and co-construction with the adult facilitating child. Connections will be made to the Reggio Emilia approach and the hundred languages of children in terms of expression.			
Planning, implementing and facilitating Art experiences within indoor and outdoor environments (Week 8) This section focuses on the planning, implementing and facilitating of art and craft experiences. This will include exploration of creating and maintaining creative arts practice within the indoor and outdoor environments. Consideration of types of materials, resources, props to support art techniques and expression, such as paint, clay, natural and man-made loose parts, and light boxes.			
Creative arts area: Drama (Week 9) This section focuses on introducing babies, toddlers and children to drama within the context of playfulness and socio dramatic play, such as through puppets, storying telling and role model play that brings elements of real life into imaginary worlds. Learning theories and theories on play will be explored such as Vygotsky and Piaget. Sue Jennings' ideas on dramatic play and the Embodiment-Projection-Role (EPR) paradigm will be examined in relation to 'as if' thinking. Practical strategies and activities will be introduced to learners.			
Planning, implementing and facilitating Drama experiences within indoor and outdoor environments (Week 10) This section focuses on the planning, implementing and facilitating of drama and dramatic play experiences. This will include exploration of creating and maintaining creative arts practice within the indoor and outdoor environments. Consideration of types of materials, resources, props to support babies, toddlers and children's dramatic play and expression, such as stories and open-end resources.			
Planning, implementing and facilitating of Music, Movement, Art and Drama experiences that encourage inclusion (Week 11) Planning of high quality experiences that appeal to the age/ stage/ interests and abilities of babies, toddlers and children will be explored. An emphasis on how the creative arts support diversity, equality and inclusion will be explored in areas such as additional needs, multi lingual, cultural etc. Learners will be introduced to the anti-bias approach (Derman-Sparks).			
Planning, implementing and facilitating Music, Movement, Art and Drama experiences that encourage active participation (Week 12) Learners will be introduced to the concept of a strengths based approach. The importance of understanding the strengths, interests and needs of all children when planning and implementing activities or facilitating experiences will be explored. Learners will consider the importance of encouraging active participation and involving children in the decision making and will examine different ways children can make participation choices.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Continuous Assessment	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: For each of the area's music, movement, drama and art: plan one activity or experience for each age range of children: babies, toddlers, children. Evaluate how the activity or experience supports the holistic development. Identify the adult's role in fostering creativity, and how the activity or experience can be adapted and extended. Use the template provided to document each plan: Title of activity or experience Rationale Aim Resources/ materials/ equipment Preparation of the environment The role of the adult in fostering creativity Evaluation in relation to holistic development Adapting Extending			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	178	Per Semester	14.83
Workbased learning	Workbased Learning	36	Per Semester	3.00
Total Weekly Contact Hours				6.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Duffy, B. (1998), Supporting creativity and imagination in the early years, Open University Press, Buckingham.</p> <p>Edwards, C., Gandini, L., and Foreman, G. (2012), The Hundred Languages of Children, PRAEGER, Oxford.</p> <p>Lyons, D. (2010), Creative Studies for the caring professions, Gill & McMillan, Dublin.</p> <p>Malaguzzi, L. (1996), The Hundred Languages of Children, Reggio Children, Reggio Emilia.</p> <p>Janet R. Moyles, Louise Stoll, Dean Fink. (1989), Just Playing?, Open University Press, [ISBN: 033509564X].</p>	
<i>Supplementary Book Resources</i>	
<p>Centre for Early Childhood Development and Education (CECDE). (2006), Siolta: The National Quality Framework for Early Childhood Education, CECDE, Dublin.</p> <p>Department of Children and Youth Affairs (DCYA). (2016), Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education, DCYA, Dublin.</p> <p>Department of Education and Skills (DES). (2018), A Guide to Early-Years Education-Focused Inspection (EYEI) in Early-Years Settings Participating in The Early Childhood Care and Education (ECCE) Programme, Department of Education and Skills, Dublin.</p> <p>Government of Ireland. (2018), First Five: A-Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028.</p> <p>National Council for Curriculum & Assessment (NCCA). (2009), Aistear the Early Childhood Curriculum Framework, NCCA, Dublin.</p> <p>National Council for Curriculum & Assessment. (2015), Aistear Siolta Practice Guide.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>Shanahan, F. (2013), Music in Childcare Settings Research, design, delivery in North Tipperary 2006-2013, North Tipperary Arts Office, http://www.tipperarycoco.ie/arts/music-childcare</p>	
Discussion Note:	