

## H6PCR: Introduction to Play and Creativity in Early Childhood

Module Code:	H6PCR
Long Title	Introduction to Play and Creativity in Early Childhood <b>APPROVED</b>
Title	Introduction to Play and Creativity in Early Childhood
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	ARLENE EGAN
Module Author:	Jane Liu
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>#</b>	<b>Learning Outcome Description</b>
LO1	Demonstrate a knowledge base of the different types of play and characteristics of play.
LO2	Develop an awareness of the importance of play in a child's learning and development.
LO3	Identify the importance of open-ended play props in fostering creativity and creative play.
LO4	Demonstrate the ability to design a creative environment that supports many different types of play.
LO5	Demonstrate an ability to create play conditions that reflect the themes in Aistear the Early Childhood Curriculum Framework.
<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>Different Types and Characteristics of Play</b> • Types of play: Creative, Gross Motor, Fine Motor, Manipulative Play, Exploratory Play, constructive Play, Role Play, Small world Play, Language Play, Games with Rules • Characteristics of play: Active, Communicative, Enjoyable, Involved, Meaningful, Risky, Social, Symbolic, Therapeutic and Freely Chosen.			
<b>A Child's Right to Play</b> • Under the UN convention on the Rights of the Child 1989 the child has a right to play. This is because play is fundamental to a child's development. This section will focus on how play is the way in which the child learns, thinks and develops.			
<b>Toys versus Play Props</b> • This section will focus on the differences between 'toys' and 'play props' with a particular emphasis on the potential creative possibilities for the child in using open-ended materials. We examine the potential restriction prescribed toys place on the child and what signals they send to the child about in terms of gender, race, ethnicity, age, socio-economic status etc.			
<b>Play Invitations</b> • How to create play invitations to encourage the child to reach specific learning goals or aims in Aistear. Specifically using play invitations for pedagogical purpose or to support an emergent curriculum.			
<b>Planning and organising a creative, playful environment</b> • This section will look at how to plan and organise a creative environment that encourages diverse types of play for every age group (e.g. babies, toddlers, pre-schoolers, multi-aged Montessori rooms). We will also examine how to plan and arrange the play invitations in the environment to reflect Aistear's four themes.			
<b>Evaluating the Environment</b> • This section will focus on the environment as the 'third teacher' (Malaguzzi) and how to evaluate it. We will focus on reflecting on how the environment is set up, what play props it contains, how it incorporates the themes of Aistear and how it enables the child to play creatively.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
<b>Assessment Type:</b>	Practical (0260)	<b>% of total:</b>	40
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Create two original, opened-ended play props for the age groups birth to three and three to six years of age. Each play prop is to be accompanied by a 500 word document (template provided to student) that details what it is, how it could be used, what types of play it could encourage, it's potential age group, the importance of open-ended play props to the child's creativity and what area of a child's development it would meet.			
<b>Assessment Type:</b>	Project	<b>% of total:</b>	60
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,4,5
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Learner will create an A3 map of an ECE environment they have planned and designed. They must indicate the different areas in the setting on the map. In an accompanying document, the student must explain what type of ECE setting they have designed and the age group of the children in the setting. They must describe how they have designed the setting, what rationale they have used (e.g. types of play) and they must describe the types of play props available to the children in each area. Throughout the document the students must acknowledge where the themes of Aistear are apparent. This document will be 1500 words in length.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
<b>Repeat failed items</b> <i>The student must repeat any item failed</i>			

## H6PCR: Introduction to Play and Creativity in Early Childhood

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17

## Module Resources

### Recommended Book Resources

Professor Tina Bruce (Editor). Early Childhood – A Guide for Students, 2nd. Sage Publications Ltd, p.440, [ISBN: 9781848602243].

Imelda Graham. (2014), Spaces to Be Me – Quality Environments in Early Years Services, Barnardos, Dublin, [ISBN: 9781906004293].

NCCA. National Council for Curriculum & Assessment 2009 Aistear the Early Childhood Curriculum Framework, NCCA, Dublin.

I cento linguaggi dei bambini: narrativa del possibile, Reggio Children, [ISBN: 9788887960082].

Maire Mhic Mhathuna (Editor), Mark Taylor (Editor). Early Childhood Education & Care, Gill & Macmillan Ltd, p.384, [ISBN: 9780717153244].

Janet R. Moyles. Just playing?, Milton Keynes [England] ; Open University Press, 1989., [ISBN: 033509564X].

Vivian Gussin Paley. A child's work, University of Chicago Press ; 2004, Chicago, Ill., [ISBN: 9780226644899].

Vogel, N. (2009), Setting Up the Pre-School Classroom, HighScope Press, Michigan, [ISBN: 9781573794473].

*This module does not have any article/paper resources*

### Other Resources

United Nations. (1998), Convention on the Rights of the Child, UN, Treaty Series 1577, p3,  
<http://www2.ohchr.org/English/bodies/crc/comment.htm>

[Website], Children's Database. Children's Database,  
<http://www.childrensdatabase.ie>

[Website], Early Childhood Ireland,  
<http://www.eci.ie>

[Journals], American Journal of Play.

[Journals], An Leanabh Og: The OMEP Ireland Journal of Early Childhood Studies.

[Journals], Child Links – The Journal of Barnardos.

[Journals], Children's Research Digest.

[Journals], European Early Childhood Education Research Journal.

Discussion Note: