

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



## **Module Descriptor**

# **Art and Craft for Childcare**

**Level 5 D20121**

**September 2001**

**[www.fetac.ie](http://www.fetac.ie)**

## Level 5 Module Descriptor

### Summary of Contents

<b>Introduction</b>	Describes how the module functions as part of the national vocational certificate framework.
<b>Module Title</b>	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a> .
<b>Module Code</b>	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
<b>Level</b>	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
<b>Credit Value</b>	Denotes the amount of credit that a learner accumulates on achievement of the module.
<b>Purpose</b>	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
<b>Preferred Entry Level</b>	Recommends the level of previous achievement or experience of the learner.
<b>Special Requirements</b>	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
<b>General Aims</b>	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
<b>Units</b>	Structure the learning outcomes; there may be no units.
<b>Specific Learning Outcomes</b>	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
<b>Portfolio of Assessment</b>	Provides details on how the learning outcomes are to be assessed.
<b>Grading</b>	Provides details of the grading system used.
<b>Individual Candidate Marking Sheets</b>	List the assessment criteria for each assessment technique and the marking system.
<b>Module Results Summary Sheet</b>	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
<b>Appendices</b>	Can include approval forms for national governing bodies.
<b>Glossary of Assessment Techniques</b>	Explains the types of assessment techniques used to assess standards.
<b>Assessment Principles</b>	Describes the assessment principles that underpin FETAC approach to assessment.

## Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

<b>1</b>	<b>Module Title</b>	<b>Art and Craft for Childcare</b>
<b>2</b>	<b>Module Code</b>	<b>D20121</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module aims to enable the learner to understand the value of participation in art and craft activities to the overall development of children (0 - 7 years). Learners will develop the skills to plan and carry out appropriate activities with children. The module also aims to develop the creative ability of learners and equip them with the skills and knowledge to work with young children in the art and craft area.</p> <p>The module is an elective module for the Level 5 Certificate in Community and Health Services – Childcare.</p>
<b>6</b>	<b>Preferred Entry Level</b>	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
<b>7</b>	<b>Special Requirements</b>	None.
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> understand the value of exploring art and craft activities in the physical, intellectual, social, emotional and linguistic development of children aged 0 - 7 years</p> <p><b>8.2</b> appreciate that participation in art and craft activity forms an essential part of a child’s overall development</p> <p><b>8.3</b> plan and organise age and developmentally appropriate art and craft activities with emphasis on the learning process for the child</p>

- 8.4 explore a range of art and craft materials, equipment and techniques
- 8.5 develop confidence in their own creativity and visual awareness
- 8.6 communicate the value and rationale for the selection of art and craft activities
- 8.7 provide a visually stimulating and creative environment for children
- 8.8 promote equality of opportunity for all children.
- 9 Units**                      **The specific learning outcomes are grouped into 3 units.**
- Unit 1                              **Child Development and Art and Craft Activity**  
Unit 2                              **Creative Development of the Learner**  
Unit 3                              **Creative Activities with Children**
- 10 Specific Learning Outcomes**
- Unit 1                              **Child Development and Art and Craft Activity**
- Learners should be able to:*
- 10.1.1 describe the stages of development of children’s art and craft ability (0 - 7 years)
- 10.1.2 identify age appropriate skills for children e.g. mark making, drawing, painting, cutting, pasting
- 10.1.3 identify the integrated role played by art and craft activity in a child’s day to day learning
- 10.1.4 differentiate between art and craft activity as an educational process and art and crafts as end products
- 10.1.5 respond appropriately to children’s creative activities e.g. open ended questions.

## **Unit 2 Creative Development of the Learner**

*Learners should be able to:*

- 10.2.1** explore a range of art, craft and design activities e.g. drawing, painting, printing, modelling, pattern making, wood work
- 10.2.2** identify and explore the use of a range of materials for art, craft and design work, e.g. papers, paints, drawing media, mark making media, adhesives, card, malleable materials, sundries
- 10.2.3** source a range of alternative materials e.g. ‘throwaways’, natural materials
- 10.2.4** explore the use of a range of equipment e.g. equipment for painting, cutting, joining, construction
- 10.2.5** demonstrate a range of lettering techniques
- 10.2.6** identify the role of display in planning and organising art and craft activities
- 10.2.7** explore ways of displaying art, craft and design work
- 10.2.8** apply personal creative experiences to work with children.

## **Unit 3 Creative Activities with Children**

*Learners should be able to:*

- 10.3.1** prepare outline art and craft programmes for children of different age groups
- 10.3.2** plan art and craft activities for children, to include:
- identification of age and developmentally appropriate activities
  - planning within available resources (time, money, equipment, space etc.)
  - stating the objectives of the activities
  - identification of materials and equipment
  - costing the activities
  - preparation of a time/action plan
  - identification of the health and safety and equal opportunities implications of the activities
- 10.3.3** set up an area for art and craft activities, to include space, materials, protective clothing etc.
- 10.3.4** implement planned activities

- 10.3.5 encourage planning and organisation in the child's approach to art and craft activity
- 10.3.6 respond appropriately to children
- 10.3.7 carry out tidy up routines, involving children as appropriate
- 10.3.8 identify ways of maintaining, storing and retrieving materials and equipment
- 10.3.9 evaluate art and craft activities and plan follow up activities
- 10.3.10 communicate effectively with children, workplace supervisors, internal assessors and parents in relation to the planned activities.

## 11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

<b>Summary</b>	<b>Collection of Work</b>	<b>60%</b>
	<b>Project</b>	<b>40%</b>

### 11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes.

The collection will include the following:

#### Candidate's Personal Work

A selection of the candidate's own art, craft and design work to demonstrate a range of techniques, materials and equipment (minimum of 5 pieces). Each piece will be accompanied by brief supporting documentation, including a title, the technique(s) used, a list of the materials and equipment used and a personal comment/response to the activity/finished pieces.

#### Activities for Children

A selection of creative activities suitable for use with children from 0-7 years (minimum of 5 pieces). A range of techniques, materials and equipment will be represented. Each piece will be accompanied by brief supporting documentation including a

title, the technique(s) used, a list of the materials and equipment used, cost, age suitability and safety considerations.

## 11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate understanding and application of a range of learning outcomes. The brief will require the candidate to produce the following:

### Sessions Plan

A sessions plan for art and craft activities suitable for a specific group of children in the age range 0-7 years. The plan will provide for a minimum of five sessions/activities and should focus on a specific theme/topic/subject. The plan will include age suitability, overall rationale, specific objectives for each activity, brief description of each activity and time plan for delivery of the complete plan.

### One Implemented Activity

An implemented art or craft activity. Candidates will plan, carry out and evaluate **one** art and craft activity from the sessions plan. They will present a detailed written plan and a personal evaluation of the chosen activity along with supporting evidence eg photograph, drawing, sample piece will be included. The written plan will include the title of the activity, age of the children, objectives, resources, health and safety considerations, equal opportunities issues, implementation, evaluation and recommendations for future activities.

### Display Plan

A plan for one small display of children's art, craft and design work based on the implemented activity. The plan will include the rationale for the display, proposed location/area, a description of the display technique supported by a simple illustrated plan.

## 12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

<b>Individual Candidate Marking Sheet 1</b>		<b>Art and Craft for Childcare D20121 Collection of Work 60%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<p><b>Candidate's Personal Work</b></p> <ul style="list-style-type: none"> <li>• clear presentation of candidate's personal work, with supporting documentation including personal comment/response</li> <li>• comprehensive exploration of a range of art, craft and design activities and techniques</li> <li>• creative and original use of materials and equipment</li> </ul>	30	
<p><b>Activities for Children</b></p> <ul style="list-style-type: none"> <li>• appropriate selection of creative activities for children with supporting documentation</li> <li>• comprehensive exploration of a range of art, craft and design activities and techniques</li> <li>• creative and original use of materials and equipment</li> </ul>	30	
<b>TOTAL MARKS</b>	<b>120</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet 2</b>		<b>Art and Craft for Childcare D20121 Project 40%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Sessions Plan</b>		
• considered rationale for plan and choice of theme	<b>10</b>	
• clear description of five session/activity plans, including:	<b>10</b>	
– objectives and age appropriateness	<b>10</b>	
– implementation plan		
<b>One Implemented Activity</b>		
• comprehensive planning evident	<b>10</b>	
• effective implementation evident	<b>15</b>	
• detailed evaluation of the impact of the activity on the children	<b>15</b>	
<b>Display</b>		
• effective proposal and planning	<b>5</b>	
• clear and relevant illustration of plan	<b>5</b>	
<b>TOTAL MARKS</b>	<b>80</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **Glossary of Assessment Techniques**

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**

*A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**

*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

## **Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills**

### **Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

## **FETAC Assessment Principles**

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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The development of the National Qualifications Framework is funded by the Department of Education and Science with assistance from the European Social Fund as part of the National Development Plan 2000-2006.

