

## National Unit Specification: general information

**UNIT** Creative and Aesthetic Experiences for Children  
(Intermediate 2)

**CODE** DM5Y 11

### COURSE

### SUMMARY

This Unit enables the candidate to develop an awareness of the importance of creative and aesthetic experiences in the development of children aged 0-12 years. The candidate will gain an understanding of what is meant by 'creative and aesthetic' and will develop an understanding of appropriate skills and knowledge required by the adult in this area. Whilst working in an early education and childcare setting under supervision, the candidate should implement and evaluate planned creative and aesthetic experiences for children.

This Unit is an optional Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress onto higher level early education and childcare qualifications. To complete this Unit candidates should have a work placement or be employed in an early education and childcare setting.

### OUTCOMES

1. Explain creative and aesthetic experiences for children aged 0-12 years.
2. Describe the provision of creative and aesthetic experiences for children.
3. Explain the importance of planning creative and aesthetic experiences for children.
4. Implement and evaluate planned creative and aesthetic experiences for children whilst working under supervision within an early education and childcare setting.

---

### Administrative Information

**Superclass:** GA

**Publication date:** August 2005

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2005

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **National Unit Specification: general information (cont)**

**UNIT**            Creative and Aesthetic Experiences for Children  
                      (Intermediate 2)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at General level in any relevant subject
- ◆ A Course or Unit in Care at Intermediate 1
- ◆ Courses or Units in any relevant subject at Intermediate 1
- ◆ SVQ or SVQ Units at level 2 in a related subject.

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**        Creative and Aesthetic Experiences for Children (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain creative and aesthetic experiences for children aged 0 – 12 years.

##### **Performance Criteria**

- a) Define the term ‘creative and aesthetic experiences’.
- b) Explain the main categories of creative and aesthetic experiences for children.
- c) Describe examples from different categories of creative and aesthetic experiences for children.

#### **OUTCOME 2**

Describe the provision of creative and aesthetic experiences for children.

##### **Performance criteria**

- a) Describe methods of presenting creative and aesthetic experiences for children.
- b) Describe the role of the adult in supporting children’s learning processes through creative and aesthetic experiences.

#### **OUTCOME 3**

Explain the importance of planning creative and aesthetic experiences for children.

##### **Performance criteria**

- a) Describe the plan in terms of selection and presentation of materials.
- b) Describe children’s anticipated involvement in planned creative and aesthetic experiences.
- c) Consider potential benefits of planned creative and aesthetic experiences in relation to children’s development and learning.
- d) Explain the possible role of the adult in planned creative and aesthetic experiences.

#### **OUTCOME 4**

Implement and evaluate planned creative and aesthetic experiences for children whilst working under supervision within an early education and childcare setting.

##### **Performance criteria**

- a) Whilst working under supervision, implement agreed plans which demonstrate provision of a range of creative and aesthetic experiences for children.
- b) Demonstrate appropriate adult interaction during creative and aesthetic experiences for children.
- c) Evaluate children’s involvement in creative and aesthetic experiences in terms of their development and learning.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Creative and Aesthetic Experiences for Children (Intermediate 2)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for this should be an illustrated folio completed in class time and in the workplace. This folio should include:

- ◆ An introduction, including a description of what is meant by creative and aesthetic experiences in the candidate's own words, and examples from at least three of the categories of creative and aesthetic experiences.
- ◆ Three Records of Personal Involvement of a variety of creative and aesthetic experiences selected from the following categories.

The main categories of creative and aesthetic experiences are:

- Visual Art
- Craft
- Dance and movement
- Stories
- Poetry
- Drama and role play
- Music

Each Record of Personal Involvement should include evidence of

1. Planning, including the aim(s) of the activity, consideration of selection and presentation of materials and children's developmental needs.
2. A description of the possible role of the adult.
3. An explanation of the possible benefits to the child.
4. A description of the implementation of the experience.
5. An evaluation of the experience in relation to the planning and the potential benefits to the child.

Where possible the workplace based element of the folio should be gathered from one placement but the candidate may work across the age ranges. These should be signed and dated by the supervisor as verification of actual practice, and marked by centre staff. The supervisor must be eligible for registration at practitioner level with the Scottish Social Services Council.

For re-assessment purposes a case study and associated questions could be used.

## **National Unit Specification: support notes**

### **UNIT Creative and Aesthetic Experiences for Children (Intermediate 2)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Candidates will gain an understanding of:

- ◆ what is meant by creative and aesthetic experiences
- ◆ the benefits of creative and aesthetic experiences in relation to different ages and stages of development
- ◆ best practice in the provision of creative and aesthetic experiences
- ◆ learning processes involved in different categories of creative and aesthetic experiences
- ◆ the range of practical skills and knowledge required by the adult across a variety of creative and aesthetic categories
- ◆ the adult role in the planning and implementation of creative and aesthetic experiences for children
- ◆ health and safety requirements, anti-discriminatory practice, equal opportunities, and special needs.

#### **Outcome 1**

In defining the term ‘creative and aesthetic experiences,’ candidates should explore current approaches to fostering creativity in education. When applying the term ‘creative and aesthetic’ to children’s experiences, this refers to giving children the opportunity to develop, use and appreciate their own ideas, (and those of others), and master conventions and techniques of the creative arts. The main categories of creative and aesthetic experiences are listed and candidates should explore each of these. Each of these categories offers a wealth of possible experiences, some of which might include:

##### **Visual Art**

- ◆ Painting
- ◆ Drawing
- ◆ Sculpture
- ◆ Collage
- ◆ Printing
- ◆ Environmental Art
- ◆ Digital Imaging
- ◆ Visiting art galleries / sculpture parks.

##### **Craft**

- ◆ Investigating indigenous crafts
- ◆ Weaving
- ◆ Modelling
- ◆ Sewing
- ◆ Woodwork.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Creative and Aesthetic Experiences for Children (Intermediate 2)

#### **Dance and Movement**

- ◆ Creative dance – exploring and developing different body movements
- ◆ Exploring space
- ◆ Forming pattern
- ◆ Speed
- ◆ Dynamics
- ◆ Pulse and rhythm
- ◆ Responding to sounds and music
- ◆ Developing dance around a ‘theme’, e.g. winter, the jungle.

#### **Stories**

- ◆ Telling stories
- ◆ Learning about stories from various cultures (as a stimulus for creative expression)
- ◆ Making up stories
- ◆ Using puppets
- ◆ Shadow theatre
- ◆ Flannel graphs
- ◆ Using props and other resources.

#### **Poetry**

- ◆ Simple rhymes
- ◆ Finger rhymes
- ◆ Number rhymes
- ◆ Children’s poetry books
- ◆ Shared reading
- ◆ Creating poems.

#### **Drama and Role Play**

- ◆ Acting out stories/poems
- ◆ Exploring feelings
- ◆ Developing scenes from group discussion
- ◆ Using masks and costume
- ◆ Using puppets
- ◆ Visiting the theatre
- ◆ Mime.

#### **Music**

- ◆ Singing
- ◆ Playing instruments
- ◆ Appreciation of a range of musical styles
- ◆ Introducing musical concepts, e.g. pulse, rhythm
- ◆ Making sounds on the body
- ◆ Songs and music of various cultures
- ◆ Creating soundscapes (sounds of the rainforest, the sea, etc).

## National Unit Specification: support notes (cont)

### UNIT Creative and Aesthetic Experiences for Children (Intermediate 2)

Experiences have scope to be integrated, e.g. playing instruments to accompany dance.

It will be important to distinguish between those creative and aesthetic experiences which *introduce* the child to the creative arts, and those which provide opportunities for children to *create/engage in their own experiences/products*.

Candidates should also be made aware of the many different approaches to providing creative and aesthetic experiences. Different approaches include the philosophies of Reggio Emilia Kodaly, Carl Orff (music), Dalcroze, Highscope, Little Gym Time (movement).

#### Outcome 2

Candidates should explore best practice in the provision of creative and aesthetic experiences. They should clearly state the learning processes involved in different categories of creative and aesthetic experiences. Current approaches state that adults can support children's creative development by providing a supportive, stimulating, environment where exploration, innovation, and mastery of skills and techniques can take place, unhindered by criticism or adult-imposed perceptions of how things should be represented.

Candidates can help to foster this environment by:

- ◆ providing a range of appropriate, quality resources
- ◆ giving meaningful praise
- ◆ encouragement
- ◆ listening and talking
- ◆ showing genuine interest
- ◆ allowing children as much freedom, choice and opportunity for exploration as possible
- ◆ helping the child to self-evaluate.

Candidates should be encouraged to explore creative and aesthetic experiences which offer opportunities for children's freedom of expression, and not those that are too adult directed. However it is acknowledged that some experiences may require some initial adult input. Where adults have directed the use of skills and techniques, for example beating the pulse in music, or printing with a roller in art, these should eventually become part of the child's own creative tools. Similarly, in craft, following patterns and instructions might be important, however, *choice* of patterns, textiles, materials, colours and techniques should be offered to children, with end products being the child's own creation.

The candidate should consider different methods of presenting creative and aesthetic experiences to children *in order* to encourage children's initial participation. Adults can encourage creative development through:

- ◆ the attractive, accessible presentation of appropriate materials and resources. This will encourage children to observe, explore, investigate and play.
- ◆ demonstrating techniques (where appropriate), e.g. marbling in art, stretching wide in dance
- ◆ asking open ended questions, encouraging children to explore ideas, e.g. 'What if.....?', 'What is.....?', 'How might you.....?', etc

## National Unit Specification: support notes (cont)

### UNIT Creative and Aesthetic Experiences for Children (Intermediate 2)

The candidate should explore ways of providing a supportive, positive, safe and stimulating environment. The emphasis should always be on the creative **process** rather than on any specific end result.

The adult's supporting role will include:

- ◆ making suggestions for extending learning (where appropriate)
- ◆ giving meaningful praise
- ◆ listening and talking
- ◆ showing genuine interest
- ◆ helping the child to self-evaluate
- ◆ allowing freedom of expression.

The adult should give children the opportunity to:

- ◆ engage in a range of creative processes that are purposeful and enjoyable
- ◆ gain access to a wide range of quality resources
- ◆ work with creative people
- ◆ express thoughts and feelings, use their imagination to solve problems, and gain mastery of new skills
- ◆ make personal responses to their world
- ◆ develop self-esteem
- ◆ create something unique that has value to the child.

### Outcome 3

When planning experiences, the candidate should be made aware of the importance of consulting with other relevant individuals (e.g. placement supervisors, colleagues, parents). It is important to establish the category of creative experiences that is being planned (eg. whether to concentrate on music, visual art, or combine music and movement). Candidates should plan according to national policy and local practice, and where appropriate consult with national and local guidelines; these might include appropriate curriculum frameworks. Candidates should be aware of the importance of planning within the planning cycle.

The candidate should develop detailed plans covering a range of different creative and aesthetic experiences. Consideration should be given to the inclusion of the following:

- ◆ title and description of experience / activity
- ◆ lists of resources required
- ◆ proposed timescale
- ◆ expectations of children's involvement
- ◆ possible learning processes and how the child might benefit from the experience.
- ◆ anticipated adult involvement, including:
  - how the candidate will introduce experiences to children,
  - how they will support and enable learning during experiences
- ◆ layout
- ◆ examples of lyrics, book titles, artwork (where appropriate)
- ◆ health and safety requirements
- ◆ awareness of, and provision for: additional needs, anti-discriminatory practice, and promotion of multicultural awareness.



## **National Unit Specification: support notes (cont)**

### **UNIT Creative and Aesthetic Experiences for Children (Intermediate 2)**

#### **Outcome 4**

The candidate should implement three agreed creative and aesthetic experiences in a childcare and education setting. The plans should be agreed with the placement supervisor and/or other colleagues and parents. Candidates may need guidance on:

- ◆ being flexible within the context of planned experiences
- ◆ recording observations of children's involvement and use of learning processes
- ◆ adult involvement
- ◆ benefits to children's learning and development (considering different ages: 0-3; 3-5; 5-8; 8-12 years and various stages of development).

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Outcomes 1, 2, 3 and 4 can be explored using a variety of methods; there should be an emphasis on providing candidates with practical workshop experiences to allow the candidate to develop their own creative and aesthetic awareness.

#### **Outcomes 1 and 2**

Candidates should have the opportunity to engage in a range of creative and aesthetic experiences. This may involve attending workshops and performances, visiting galleries and museums, reading books and magazines, researching the internet, etc. Local initiatives should also be explored. Visiting specialists could conduct workshops for candidates to learn and develop techniques and conventions of the creative arts.

Where possible, candidates should have the opportunity to observe adults with relevant experience working with children in creative and aesthetic experiences. They should be encouraged to keep records of their observations. This could be achieved by watching appropriate videos or whilst the candidate is on placement. Candidates should be encouraged to compile a folio of ideas for creative and aesthetic experiences, using materials from delivering centres, from their own research and from work experience. This will be a useful resource for future planning, especially if illustrated with examples and photographs.

#### **Outcome 3**

Candidates will require input on how to prepare useful plans. Discussion should take place where possible on issues of health and safety, additional support needs, anti-discriminatory practice and equal opportunities. Candidates should be encouraged to promote multi-cultural awareness through creative and aesthetic experiences. Written materials, video, and opportunities for direct observation could assist the candidate in exploring these issues, and should be followed up with tutor/group discussion.

## National Unit Specification: support notes (cont)

### UNIT Creative and Aesthetic Experiences for Children (Intermediate 2)

Tutor input on devising plans will be helpful in relation to thinking about:

- ◆ Starting points for experiences
- ◆ Collecting and finding resources
- ◆ Extending ideas
- ◆ Collating ideas and using mind maps
- ◆ Linking plans with other areas of the curriculum.

#### Outcome 4

The role of the adult in implementing the programme will have been covered in Outcome 2. When implementing experiences, feedback to the candidate from placement staff will be beneficial. The opportunity to implement a *variety* of plans will be valuable to the candidate in terms of gaining experience across a range of categories, and enhancing their all round development.

Candidates will need input on how to observe children during creative and aesthetic experiences. They should practice this skill during placement and by using video case studies. They will require input on how to present records of their observations. This may be integrated with other Units within the *National Certificate Group Award: Early Education and Childcare (Higher)*. For example: *Experiential Approaches to Early Education and Childcare, Supporting a Curriculum within an Early Education and Childcare Setting: Workplace Experience, Supporting Playwork Practice: Workplace Experience and Play in Practice*.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision.

Where possible, a holistic approach should be taken across Outcomes and also across Units from the *National Certificate Group Award: Early Education and Childcare (Higher)*.

#### CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).