



Australian Government

Department of Education, Employment and Workplace Relations

CHCFC507A Use music to enhance children's experience and development

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required as an essential part of the programming and delivery of child care services to provide essential developmental experiences in music and movement

Application of the Unit

Application

This unit may be applied in the delivery of child care services in a range of community service work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Provide a range of developmentally appropriate music and movement experiences

PERFORMANCE CRITERIA

- 1.1 Identify and provide a wide range of *music experiences* for children that may be used to enhance children's development
- 1.2 Identify and provide a wide range of *movement experiences* for children that may be used to enhance children's development
- 1.3 Select and provide appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity
- 1.4 Provide opportunities for children to practise developing skills

ELEMENT**PERFORMANCE CRITERIA****2. Support facilitate and extend children's participation in music and movement**

- 2.1 Set up environment in a way that encourages children's participation in developmentally appropriate music and movement experiences
- 2.2 Link music and movement activities and make them relevant to children's daily life in care
- 2.3 Formulate strategies to encourage development of child's individual music and movement potential
- 2.4 Encourage improvisation with *instruments*
- 2.5 Design program to respond to children's interests that arise spontaneously as they participate in music and movement experiences
- 2.6 Use strategies to model appropriate attitudes and interaction to encourage children's input and participation in music and movement experiences

3. Plan and implement a range of developmentally appropriate music and movement experiences

- 3.1 Use observations of individual children and groups of children to plan developmentally appropriate music and movement experiences for children
- 3.2 Select and present a range of stimulating developmentally appropriate and inclusive music experiences for individual children and small groups of children
- 3.3 Select and present a range of stimulating developmentally appropriate and inclusive movement experiences for individual children and small groups of children
- 3.4 Use a range of methods to evaluate children's participation in and reactions to planned music and movement experiences
- 3.5 Make ongoing modifications to stimulate interest and involvement in music and movement experiences, based on evaluation information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Values of providing a range of musical experiences for children
- Values of movement for children
- Links between child's stage of development and appropriateness of particular musical and movement experiences
- Strategies for fostering music and movement development
- Adult awareness of appropriate selection of music and movement experiences for different ages
- Organising and implementing and evaluating music and movement experiences
- Ways to follow and respond to children's ideas and interests
- Selection of appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity
- Basic musical concepts
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
 - core principles of child development and the key developmental tasks faced by young children and their implications for practice
 - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
 - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
 - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
 - factors that support or undermine the capacity of families to rear young children adequately
 - features of a family's immediate social environment that are important for family functioning and young children's development and well being

REQUIRED SKILLS AND KNOWLEDGE

- features and qualities of communities that help or hinder families in their capacity to raise young children adequately
- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engender interest and appreciation of music in children and to encourage them to experiment with expressing themselves in music
- Use music with children including singing and simple percussion instruments
- Choose appropriate settings for movement experiences
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
 - implement effective evidence-based service delivery
 - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
 - support infants and toddlers to master key developmental tasks
 - early identification of emerging trends in child needs and how to address them
 - manage children's health needs, eating behaviours and physical activity
 - provide environments and relationships that are safe for young people
 - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment • The individual being assessed must provide evidence

EVIDENCE GUIDE

and evidence required to demonstrate this unit of competency:

- of specified essential knowledge as well as skills
- Assessment must include the candidate working with children over a period of time and involve more than one assessment session.
- Assessment must include assessment of ability to effectively engage children over a range of ages in developmentally appropriate music and movement experiences

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Music experiences include:

A range of developmentally appropriate music experiences for individuals and small groups including:

- Singing
- Musical instruments
- Chants and rhymes
- Listening experiences

RANGE STATEMENT

Movement experiences include: A range of developmentally appropriate movement experiences for individuals and small groups including the use of:

- Props
- Space
- Sounds/music
- Body awareness

Instruments may include:

- Home made and commercial instruments
- Instruments from a range of different cultures

Unit Sector(s)

Not Applicable