



MMEL Associate Award Criteria

Manual Sections One to Four: Introduction to the training programme

Module A: Teaching Skills

Module B: Class Planning

Module C: MMEL learning targets

Module D: EYFS learning goals

Module E: Portfolio of Study

Internal Teaching Assessment

Associate Certificate awarded for completing Modules A to E and the Internal Assessment Class

MMEL Associate Award SECTIONS ONE TO FOUR	
Content	<p>An introduction to:</p> <ul style="list-style-type: none"> • the Melody Movement Early Learning curriculum • the Melody Bear concept • the training programme
Outcomes	<p>The trainee will:</p> <ul style="list-style-type: none"> • have an understanding of Melody Movement Early Learning curriculum syllabus stepping stones • have an overview of the Melody Bear concept • have an overview of the stages of the training programme • have chosen the syllabus to use for her training; either Little Bear Feet for toddlers aged 18 months to 21/2 year or Melody Movement for ages 2 to 4 years
Programme Preparation	<i>Tutorial 1:</i> the Mentor introduces the trainee to the programme

MMEL Associate Award MODULE A: TEACHING SKILLS	
Content	<p>Work sheets to aid:</p> <ul style="list-style-type: none"> • MMEL vocabulary and learning targets • understanding the delivery of the syllabus • basic child and group observations • self-assessing class management and teaching methods • developing creative themes and story-led class techniques
Outcomes	<p>The trainee will:</p> <ul style="list-style-type: none"> • gain an understanding of the MMEL vocabulary and learning targets • develop an appreciation of basic child and class observations • recognise techniques to deliver creative themes and story-led classes within the parameters of the Melody Bear concept • experience an introduction to post class analysis and self-evaluation
Module preparation	<ul style="list-style-type: none"> • Read the module guidelines and Teaching Skill tasks • Assists mentor's classes • <i>Tutorial 2</i>: Chooses tasks to complete. Twelve are recommended. Five are submitted in the Portfolio of Study – the compulsory tasks Q, R and S together with two of trainee's choice
Module task	<ul style="list-style-type: none"> • Preparatory task: The trainee completes her chosen Teaching Skill Tasks • Final task: The trainee presents tasks Q, R and S and two more of her choice in the Portfolio of Study
Module task assessment criteria	<p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> • the role of Melody Bear as a tool to engage, excite and motivate the class • delivering the syllabus • observing individual students and the class as a whole • the MMEL vocabulary and learning targets • self-assessing teaching methods
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	<p>The module supports:</p> <p>Module B: Class Planning Module C: MMEL Learning Targets Module D: EYFS Learning Goals Module E: Portfolio of Study</p>

MMEL Associate Award MODULE B: CLASS PLANNING	
Content	<p>An introduction to class planning including:</p> <ul style="list-style-type: none"> • the criteria for delivering an age appropriate pre-school dance and movement class • how to use Melody Bear as a tool to engage, excite and motivate the children • syllabus content • class management and teaching styles • demonstration and use of voice and language in class • pastoral care and inclusive practices • implementing sample class plans • how to use the award structure
Outcomes	<p>The trainee will:</p> <ul style="list-style-type: none"> • gain relevant practical teaching experience • develop the skills to instigate and structure age-appropriate class plans • be able to effectively use the syllabus to deliver a balanced class of skill based content and creative themes • generate a happy class atmosphere conducive to early years learning • understand the importance of a nurturing environment for young students' personal growth, development and sense of wellbeing • understanding the ethos of Melody Bear • effective use of the award structure
Module preparation	<ul style="list-style-type: none"> • Read the module guidelines • Study the syllabus notes, songs and music • <i>Tutorial 3: Introduction to the preparatory tasks for Modules B, C and D:</i> the trainee chooses two of the six introductory class plans and arranges a date to teach them • <i>Tutorial 4: Introduction to the final portfolio tasks for Modules B, C and D:</i> the trainee presents two of her own basic class plans with content from Little Bear Feet or Melody Movement, and arranges a date to teach them to a class
Module task	<ul style="list-style-type: none"> • Preparatory Task: The trainee teaches her chosen two introductory basic class plans from the six included with the training package. The classes are supervised by the mentor • Final Portfolio Task: The trainee prepares two basic class plans to present in her Portfolio of Study
Module task assessment criteria	<p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Class welcome and warm-up • Suitability of exercises chosen • Balanced class content • Creative theme content • Cool-down and movement sticker choice
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	<p>The module is required to complete:</p> <p>Module C: MMEL Learning Targets Module D: EYFS Learning Goals Module E: Portfolio of Study</p>

MMEL Associate Award MODULE C: MMEL LEARNING TARGETS	
Content	An introduction to the MMEL Learning targets including: <ul style="list-style-type: none"> • stability movements • travelling and dance movements • exploring what moves and how the body moves • connecting dance and movement to the world around us • sensitivity to music and sounds • additional learning goals parts 1 and 2
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain a detailed understanding of the MMEL vocabulary and learning targets • plan classes to show an effective use of the MMEL learning targets reflected by the choice of syllabus exercises and creative themes
Module preparation	<ul style="list-style-type: none"> • Read the module content • <i>Tutorial 3: Introduction to the preparatory tasks for Modules B, C and D:</i> the trainee chooses two of the six introductory class plans • <i>Tutorial 4: Introduction to the final portfolio tasks for Modules B, C and D:</i> the trainee arranges to teach her own basic class plans prepared in Module B (based on content from Little Bear Feet or Melody Movement) that will be used to complete the summary reports
Module task	<ul style="list-style-type: none"> • Preparatory Task: The trainee observes her mentor's classes and completes the two practice MMEL learning target summary report sheets included in this module, based on her mentor's class plans. These are not included in the final Portfolio of Study • Final Portfolio Task: The trainee completes the two summary report sheets of MMEL learning targets for submission in her Portfolio of Study. These reports should link to the two basic class plans presented in the Portfolio of Study to complete Module B. Trainees may handwrite in the task sheets provided or present their study notes in their own typed format
Module task assessment criteria	The trainee should demonstrate an understanding of planning classes with an effective use of the MMEL learning targets, listed below, reflected by the choice of syllabus exercises and creative themes <ul style="list-style-type: none"> • Stability movements • Travelling and dance movements • Exploring what moves and how the body moves • Exploring where the body moves • Sensitivity to music and sounds • Expressing feelings and emotions through dance and movement • Connecting dance and movement to the world around us • Additional learning goals – part 1 • Additional learning goals – part 2
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate

Module pathway	<ul style="list-style-type: none">• Class plans prepared in Module A are required to complete Module C• Module E: Portfolio of Study
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MMEL Associate Award MODULE D: EYFS LEARNING GOALS	
Content	An introduction to the EYFS learning goals with regard to a pre-school dance class including: <ul style="list-style-type: none"> • the characteristics of effective learning • the three primary areas of learning • the specific areas of learning
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain a basic understanding of the EYFS learning goals • plan classes to show an appreciation of EYFS learning goals reflected by the choice of syllabus exercises and creative themes
Module preparation	<ul style="list-style-type: none"> • Read the module content • Complete the two practice summary report sheets recognising EYFS learning goals in class plans of own choice
Module task	<ul style="list-style-type: none"> • Preparatory Task: The trainee observes her mentor's classes and completes the two EYFS learning goal summary report sheets included in this module, based on her mentor's class plans. These are not included in the final Portfolio of Study • Final Portfolio Task: The trainee completes the two summary report sheets of EYFS learning goals for submission in her Portfolio of Study. These reports should link to the two basic class plans presented in the Portfolio of Study to complete Module B. Trainees may handwrite in the task sheets provided or present their study notes in their own typed format
Module task assessment criteria	The trainee should demonstrate an understanding of planning classes with an appreciation how the syllabus complements the EYFS learning goals, listed below, reflected by the choice of syllabus exercises and creative themes <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creative and thinking critically • Personal, social and emotional development • Communication and language • Physical development • Literacy • Mathematics • Understanding the world • Expressive art and design; using media and being imaginative
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Additional reading	<ul style="list-style-type: none"> • www.foundationyears.org.uk • Practical EYFS Handbook by Penny Tassoni
Module pathway	<ul style="list-style-type: none"> • Class plans prepared in Module A are required to complete Module D • Module E: Portfolio of Study

MMEL Associate Award MODULE E: PORTFOLIO OF STUDY	
Content	Guidelines to preparing a portfolio of study
Outcomes	<p>The trainee will:</p> <ul style="list-style-type: none"> • consolidate training experiences to date • receive feedback from the training consultant at the Melody Bear HQ
Module preparation	<ul style="list-style-type: none"> • Read the module content • The trainee collates her completed tasks from modules A to D to prepare her Portfolio of Study. The trainee considers her choices of evidence of additional learning • Tutorial 5: Introduction to Module E: Internal Teaching Assessment. The mentor views the trainee's Portfolio of Study. The mentor and trainee arrange a date for the internal teaching assessment class
Module task	<ul style="list-style-type: none"> • Final Portfolio Task: The trainee prepares a basic class plan to accompany her internal teaching assessment. This should be included in the Portfolio of Study and different to the class plans presented for Module B • Final Portfolio Task: The trainee teaches a pre-arranged class to complete her internal teaching assessment. The mentor completes the Internal Teaching Assessment Feedback Form based on her observations of this class. This feedback form (available in the mentor guidelines) is included in the Portfolio of Study • The trainee submits her Portfolio of Study to the Melody Bear HQ with Form MB400 (Appendix B)
Module task assessment criteria	<ul style="list-style-type: none"> • Modules A to D are assessed as detailed in the module summaries • The trainee demonstrates an understanding of professional development with a minimum of three evidences of additional learning • Internal teaching assessment is marked by the mentor with the following considerations: <ul style="list-style-type: none"> 1. Class introduction 2. Class plan and content 3. Teaching methods, including the use of the Melody Bear to engage, excite and motivate the class 4. Teacher's use of voice, facial expression and body language 5. Teacher's demonstration of exercises including musicality and dramatic interpretation 6. The creativity of the class within the parameters of Melody Bear's world 7. Interaction with students, including the teacher's ability to adapt and embrace the dynamics of the group within her prepared class plan
Resources required to complete the module	<ul style="list-style-type: none"> • Training manual modules A, B, C and D • Access to documentation to support additional learning
Module pathway	<ul style="list-style-type: none"> • Modules A, B, C and D are collated in the Portfolio of Study