



## **MMEL Teacher Training**

### **Modules available to qualified dance teachers teaching the Little Bear Feet or Melody Movement syllabus**

Module A: Class Planning

***Certificate awarded for completing Module A***

Module B: Teaching Skills

***Certificate awarded for completing Module B***

Module A: Class Planning, Module C: MMEL learning targets and Module D: EYFS learning goals

***Certificate awarded for completing Modules A, C & D***

***Completing Modules A, C & D is equivalent to completing Unit 1 of the full MMEL Teacher Training programme***

## Module A: Class Planning

| MMEL Teacher Training<br>MODULE A: CLASS PLANNING |  |
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| <b>Content</b>                                    | <p>An introduction to:</p> <ul style="list-style-type: none"> <li>• the Melody Movement Early Learning curriculum</li> <li>• the Melody Bear concept</li> <li>• the training programme</li> </ul> <p>An introduction to class planning including:</p> <ul style="list-style-type: none"> <li>• the criteria for delivering an age appropriate pre-school dance and movement class</li> <li>• how to use Melody Bear as a tool to engage, excite and motivate the children</li> <li>• syllabus content</li> <li>• class management and teaching styles</li> <li>• demonstration and use of voice and language in class</li> <li>• pastoral care and inclusive practices</li> <li>• implementing sample class plans</li> <li>• how to use the award structure</li> </ul>   |
| <b>Duration: Module preparation</b>               | <p>Reading time: 1 hour<br/>           Practical time: a minimum of six practical 30 minutes teaching sessions, using the six introductory class plans supplied, totalling 3 hours</p>   |
| <b>Duration: Module task</b>                      | <p>Study time to prepare four class plans: 2 hours<br/>           Practical teaching time: deliver the four 30 minutes teaching sessions totalling 2 hours</p>   |
| <b>Total duration:</b>                            | 8 hours  |
| <b>Outcomes</b>                                   | <p>The trainee will:</p> <ul style="list-style-type: none"> <li>• have an understanding of Melody Movement Early Learning curriculum syllabus stepping stones</li> <li>• have an overview of the Melody Bear concept</li> <li>• have an overview of the stages of the training programme</li> <li>• have chosen the syllabus to use for her training; either Little Bear Feet for toddlers aged 18 months to 2 1/2 year or Melody Movement for ages 2 to 4 years</li> <li>• gain relevant practical teaching experience</li> <li>• develop the skills to instigate and structure age-appropriate class plans</li> <li>• be able to effectively use the syllabus to deliver a balanced class of skill based content and creative themes</li> <li>• generate a happy class atmosphere conducive to early years learning</li> <li>• understand the importance of a nurturing environment for young students' personal growth, development and sense of wellbeing</li> <li>• effective use of the award structure</li> </ul> |
| <b>Module preparation</b>                         | <ul style="list-style-type: none"> <li>• Read the module guidelines</li> <li>• Study the syllabus notes, songs and music</li> <li>• Teach the six introductory class plans provided</li> <li>• Teach own class plans based on the material provided in the syllabus</li> </ul>   |
| <b>Module task</b>                                | The trainee prepares two basic class plans using the content of her chosen syllabus; ie Little Bear Feet or Melody Movement  |

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| <b>Module task assessment criteria</b>           | <p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• Class welcome and warm-up</li> <li>• Suitability of exercises chosen</li> <li>• Balanced class content</li> <li>• Creative theme content</li> <li>• Cool-down and movement sticker choice</li> </ul> |
| <b>Resources required to complete the module</b> | <ul style="list-style-type: none"> <li>• Syllabus, CDs, training DVD and picture cards</li> <li>• Training manual</li> <li>• Melody Bear</li> <li>• Sound equipment</li> <li>• Class props where appropriate</li> </ul>  |
| <b>Completing the Module</b>                     | <p>Teachers successfully meeting the module task criteria will be awarded the Module B Certificate</p>   |

## Module B: Teaching Skills

| MMEL Teacher Training<br>MODULE B: TEACHING SKILLS |  |
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| <b>Content</b>                                     | <p>An introduction to:</p> <ul style="list-style-type: none"> <li>• the Melody Movement Early Learning curriculum</li> <li>• the Melody Bear concept</li> <li>• the training programme</li> </ul> <p>Work sheets to aid:</p> <ul style="list-style-type: none"> <li>• MMEL vocabulary and learning targets</li> <li>• understanding the delivery of the syllabus</li> <li>• basic child and group observations</li> <li>• self-assessing class management and teaching methods</li> <li>• developing creative themes and story-led class techniques</li> </ul> |
| <b>Duration: Module preparation</b>                | <p>Reading time: 1 hour</p> <p>Practical time: a minimum of six practical 30 minutes teaching sessions, using the six introductory class plans supplied, totalling 3 hours</p>   |
| <b>Duration: Module task</b>                       | <p>Practical time: a minimum of five 30 minute teaching sessions totalling 2.5 hours</p> <p>Study time to complete the work sheets: 1.5 hours</p>  |
| <b>Total duration:</b>                             | 8 hours  |
| <b>Outcomes</b>                                    | <p>The trainee will:</p> <ul style="list-style-type: none"> <li>• gain an understanding of the MMEL vocabulary and learning targets</li> <li>• develop an appreciation of basic child and class observations</li> <li>• recognise techniques to deliver creative themes and story-led classes within the parameters of the Melody Bear concept</li> <li>• experience an introduction to post class analysis and self-evaluation</li> </ul>   |
| <b>Module preparation</b>                          | <ul style="list-style-type: none"> <li>• Read the module guidelines and Teaching Skill tasks</li> <li>• Teach the six introductory class plans</li> </ul>  |
| <b>Module task</b>                                 | The trainee submits five Teaching Skill tasks from the choices of tasks A to T in the training manual listed on page 35.   |
| <b>Module task assessment criteria</b>             | <p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• the role of Melody Bear as a tool to engage, excite and motivate the class</li> <li>• delivery the syllabus</li> <li>• observing individual students and the class as a whole</li> <li>• the MMEL vocabulary and learning targets</li> <li>• self-assessing teaching methods</li> </ul>  |
| <b>Resources required to complete the module</b>   | <ul style="list-style-type: none"> <li>• Syllabus, CDs and picture cards</li> <li>• Training manual</li> <li>• Melody Bear</li> <li>• Sound equipment</li> <li>• Class props where appropriate</li> </ul>  |
| <b>Completing the Module</b>                       | Teachers successfully meeting the module task criteria will be awarded the Module B Certificate  |

## Module A: Class Planning, Module C: MMEL Learning Targets & Module D: EFYS Learning Goals

| MMEL Teacher Training<br>MODULE A: CLASS PLANNING |   |
|---|---|
| <b>Content</b>                                    | <p>An introduction to:</p> <ul style="list-style-type: none"> <li>• the Melody Movement Early Learning curriculum</li> <li>• the Melody Bear concept</li> <li>• the training programme</li> </ul> <p>An introduction to class planning including:</p> <ul style="list-style-type: none"> <li>• the criteria for delivering an age appropriate pre-school dance and movement class</li> <li>• how to use Melody Bear as a tool to engage, excite and motivate the children</li> <li>• syllabus content</li> <li>• class management and teaching styles</li> <li>• demonstration and use of voice and language in class</li> <li>• pastoral care and inclusive practices</li> <li>• implementing sample class plans</li> <li>• how to use the award structure</li> </ul>  |
| <b>Duration: Module preparation</b>               | <p>Reading time: 1 hour<br/>           Practical time: a minimum of six practical 30 minutes teaching sessions, using the six introductory class plans supplied, totalling 3 hours</p>  |
| <b>Duration: Module task</b>                      | <p>Study time to prepare four class plans: 2 hours<br/>           Practical teaching time: deliver the four 30 minutes teaching sessions totalling 2 hours</p>  |
| <b>Total duration:</b>                            | 8 hours   |
| <b>Outcomes</b>                                   | <p>The trainee will:</p> <ul style="list-style-type: none"> <li>• have an understanding of Melody Movement Early Learning curriculum syllabus stepping stones</li> <li>• have an overview of the Melody Bear concept</li> <li>• have an overview of the stages of the training programme</li> <li>• 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</li> <li>• gain relevant practical teaching experience</li> <li>• develop the skills to instigate and structure age-appropriate class plans</li> <li>• be able to effectively use the syllabus to deliver a balanced class of skill based content and creative themes</li> <li>• generate a happy class atmosphere conducive to early years learning</li> <li>• understand the importance of a nurturing environment for young students' personal growth, development and sense of wellbeing</li> <li>• effective use of the award structure</li> </ul> |
| <b>Module preparation</b>                         | <ul style="list-style-type: none"> <li>• Read the module guidelines</li> <li>• Study the syllabus notes, songs and music</li> <li>• Teach the six introductory class plans provided</li> <li>• Teach own class plans based on the material provided in the syllabus</li> </ul>  |
| <b>Module task</b>                                | The trainee prepares two basic class plans using the content of her chosen syllabus; ie Little Bear Feet or Melody Movement   |

## Module C: MMEL Learning Targets

| MMEL Teacher Training<br>MODULE C: MMEL LEARNING TARGETS |  |
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| <b>Content</b>   | An introduction to the MMEL Learning targets including: <ul style="list-style-type: none"> <li>• stability movements</li> <li>• travelling and dance movements</li> <li>• exploring what moves and how the body moves</li> <li>• connecting dance and movement to the world around us</li> <li>• sensitivity to music and sounds</li> <li>• additional learning goals parts 1 and 2</li> </ul>   |
| <b>Duration: Module preparation</b>                      | Reading time: 30 minutes   |
| <b>Duration: Module task</b>                             | Study time to complete two practice report sheets: 45 minutes<br>Study time to complete two MMEL learning target reports to complete the module: 45 minutes<br>Practical time: Module A teaching sessions are used to complete the module  |
| <b>Total duration</b>                                    | 2 hours  |
| <b>Outcomes</b>  | The trainee will: <ul style="list-style-type: none"> <li>• gain a detailed understanding of the MMEL vocabulary and learning targets</li> <li>• plan classes to show an effective use of the MMEL learning targets reflected by the choice of syllabus exercises and creative themes</li> </ul>  |
| <b>Module preparation</b>                                | <ul style="list-style-type: none"> <li>• Read the module content</li> <li>• Complete the two practice summary report sheets recognising MMEL learning targets in class plans of own choice</li> </ul>  |
| <b>Module task</b>                                       | <ul style="list-style-type: none"> <li>• Complete two summary report sheets of MMEL learning targets shown in trainee's own class plans prepared in Module A</li> </ul>  |
| <b>Module task assessment criteria</b>                   | 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"> <li>• Stability movements</li> <li>• Travelling and dance movements</li> <li>• Exploring what moves and how the body moves</li> <li>• Exploring where the body moves</li> <li>• Sensitivity to music and sounds</li> <li>• Expressing feelings and emotions through dance and movement</li> <li>• Connecting dance and movement to the world around us</li> <li>• Additional learning goals – part 1</li> <li>• Additional learning goals – part 2</li> </ul> |
| <b>Resources required to complete the module</b>         | <ul style="list-style-type: none"> <li>• Syllabus, CDs and picture cards</li> <li>• Training manual</li> <li>• Melody Bear</li> <li>• Sound equipment</li> <li>• Class props where appropriate</li> </ul>  |
| <b>Module pathway</b>                                    | <ul style="list-style-type: none"> <li>• Class plans prepared in Module A are required to complete Module C</li> </ul>   |

| <b>MMEL Teacher Training<br/>MODULE D: EYFS LEARNING GOALS</b> |   |
|--|---|
| <b>Content</b>   | An introduction to the EYFS learning goals with regard to a pre-school dance class including: <ul style="list-style-type: none"> <li>• the characteristics of effective learning</li> <li>• the three primary areas of learning</li> <li>• the specific areas of learning</li> </ul>  |
| <b>Duration: Module preparation</b>                            | Reading time: 30 minutes  |
| <b>Duration: Module task</b>                                   | Study time to complete two practice report sheets: 45 minutes<br>Study time to complete two EYFS learning target reports to complete the module: 45 minutes<br>Practical time: Module A teaching sessions are used to complete the module   |
| <b>Total duration</b>  | 2 hours   |
| <b>Outcomes</b>  | The trainee will: <ul style="list-style-type: none"> <li>• gain a basic understanding of the EYFS learning goals</li> <li>• plan classes to show an appreciation of EYFS learning goals reflected by the choice of syllabus exercises and creative themes</li> </ul>  |
| <b>Module preparation</b>                                      | <ul style="list-style-type: none"> <li>• Read the module content</li> <li>• Complete the two practice summary report sheets recognising EYFS learning goals in class plans of own choice</li> </ul>   |
| <b>Module task</b>   | <ul style="list-style-type: none"> <li>• Complete the two summary report sheets of EYFS learning goals shown in trainee's own class plans prepared in Module A</li> </ul>   |
| <b>Module task assessment criteria</b>                         | 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"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creative and thinking critically</li> <li>• Personal, social and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive art and design; using media and being imaginative</li> </ul> |
| <b>Resources required to complete the module</b>               | <ul style="list-style-type: none"> <li>• Syllabus, CDs and picture cards</li> <li>• Training manual</li> <li>• Melody Bear</li> <li>• Sound equipment</li> <li>• Class props where appropriate</li> </ul>   |
| <b>Additional reading</b>                                      | <ul style="list-style-type: none"> <li>• <a href="http://www.foundationyears.org.uk">www.foundationyears.org.uk</a></li> <li>• Practical EYFS Handbook by Penny Tassoni</li> </ul>  |
| <b>Module pathway</b>  | <ul style="list-style-type: none"> <li>• Class plans prepared in Module A are required to complete Module D</li> </ul>  |
| <b>Total duration of Modules A, C &amp; E</b>                  | 12 hours  |
| <b>Completing the Modules</b>                                  | Teachers successfully meeting the module task criteria will be awarded the Module A, C & D Certificate of completion.   |

