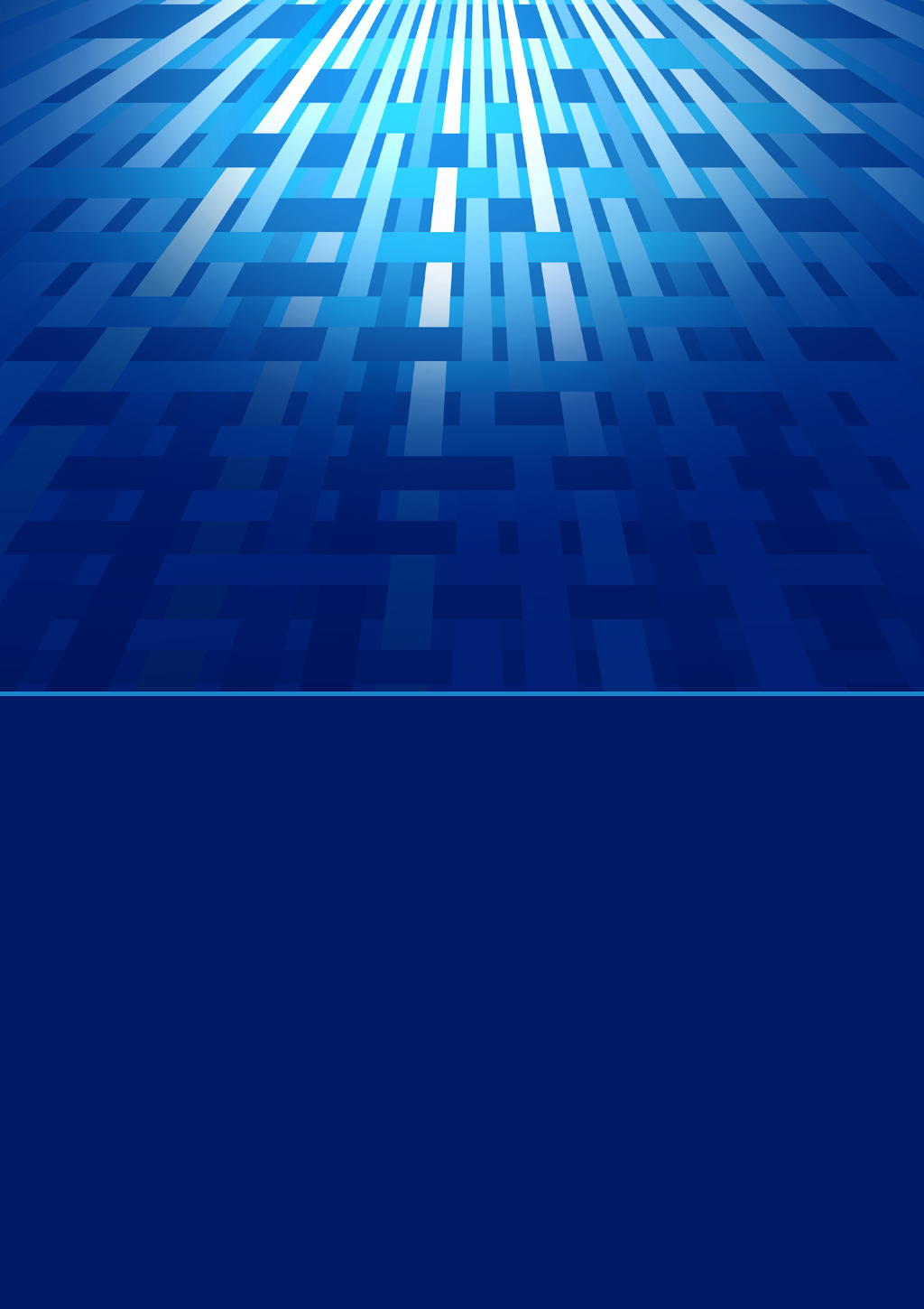
 **CHCECE043  
Nurture creativity in children**

Logo

Description automatically generated



**Short Answer Questions**

|  |  |
| --- | --- |
| STUDENT NAME: |  |

Unit Information

CHCECE043 – Nurture creativity in children

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

1. Understand the role of the arts in development and learning
2. Create experiences that nurture creativity
3. Nurture creativity through teaching and learning
4. Nurture creativity through engagement with children
5. Evaluate experiences

Link to training.gov.au: <https://training.gov.au/Training/Details/CHCECE043>

Instructions to Assessors

As the Assessor for this unit, you have the responsibility to ensure the following:

* Provide support and assistance to the student throughout all stages of their course
* Provide feedback to the student throughout their course, and upon submission of their assignments; this feedback needs to be detailed to inform the student of their progress towards completing, or their completion of unit requirements
* Gather quality evidence which will assist you in making an informed assessment decision
* Undertake the assessment by ensuring that the ‘Rules of Evidence’ are met, namely, valid, current, sufficient and authentic.
* Collect and assess evidence in line with the ‘Principles of Assessment’, namely, valid, reliable, flexible and fair.
* Ensure that you observed the principles of reasonable adjustment where appropriate
* Ensure that all the assessment documentation is completed correctly and thoroughly
* Provide an assessment decision to the student, and ensure that it is recorded appropriate on the documentation

A separate Trainer/Assessor guide has been created. Please refer to this for further information and guidance on conducting assessments against this unit.

Instructions to Students

|  |  |
| --- | --- |
| **Unit** | CHCECE043 - Nurture creativity in children  You can access the requirements for this unit by using the following link:  <https://training.gov.au/Training/Details/CHCECE043> |
| **Assessment Methods** | In this assessment, you will find the following tasks:   * Short Answer Questions   You are required to satisfactory complete all tasks to be deemed competent in this unit. |
| **Time Frame** | There is no specific time limit to submit your assessment tasks. You are however required to submit all work and be deemed competent within your course enrolment period which is usually 12 months for the **CHC50121 - Diploma of Early Childhood Education and Care**.  Please refer to the course schedule document for suggested time frames for the completion of each unit. Please refer to your Dashboard for your course enrolment expiry date. |
| **Resources** | To complete this unit the following resources are provided to you:   * CHCECE043 – Learner Guide * Sparkling Stars Simulated Business * Templates provided * Allocated a Trainer/Assessor |
| **Submission** | Once you have completed all the Short Answer Questions, please send them in to your Assessor for marking. For larger files, we suggest that you use compressed zip files. Where multiple documents are present please ensure that they are clearly labelled and referenced.  You will receive notification once your assessor has received your submission. If you do not hear from us within one business day of submitting your assignment, please contact your Trainer. |
| **Feedback** | Upon your assessment being received by your Assessor, you can expect to receive formal feedback with 5 business days. If you do not hear from your Assessor within 5 business days, you are encouraged to contact us. You can expect to receive in depth feedback about your assessment tasks. You will be advised if you have obtained competency in the unit, or whether further work is required at which time you will be provided with guidance and an opportunity to resubmit your assessment. |
| **Student Rights** | Please refer to the Student Handbook which outlines your rights as a student and which include your opportunity to appeal assessment decisions and reasonable adjustment processes. |
| **Support** | At any time during your course, your trainer is available to discuss the content, and the assessment requirements with you. |

STUDENT DECLARATION

|  |  |
| --- | --- |
| Candidate Name: |  |
| Address: |  |
| Contact Number: |  |
| Email Address: |  |

|  |  |
| --- | --- |
| Assessment Task: | CHCECE043 |
| Declaration: | I declare that:   * I have understood the requirements of the Assessment Task, and felt ready to undertake the assessment prior to completing them * I have read and understood my rights as a Student as set out in the Student Handbook * All information in this document and attached is true and correct and is all my own work * No part of this assignment has been completed for me by another person, or been plagiarised in any form * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. |
| Signature: |  |
| Date: |  |

ASSESSOR SIGNOFF PAGE

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name | |  | | | | | |
| Unit Title | | CHCECE043 - Nurture creativity in children | | | | | |
| Evidence Requirement | | | **Meets Requirements** | | **Date** | Comments | |
| Yes (√) | No (x) |
| Short Answer Questions | | |  |  |  |  | |
| Rules of Evidence compliance – The assessor is to confirm by checking the following items | | | | | | | |
| Attempts | **One** | |  |  |  |  | |
| **Two** | |  |  |  |  | |
| **Three** | |  |  |  |  | |
| Final Decision at the time of assessment. (Please tick yes or no) | | |  |  |  |  | |
| Assessor’s Name | | |  | | | | Date |
| Signature | | |  | | | |  |
| Feedback: | | | | | | | |

Short Answer Questions

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| ***There is no specific length for short answer questions. Most questions can be answered in one or two paragraphs, and/or 5 dot points which are explained. This is a guide only, and the question can be used to gauge the length required. If you have questions please contact your Assessor.*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Below are standards and elements under Quality Areas 1, 2, 3, and 5 of the National Quality Standard (NQS).   In your own words, explain each of these standards and elements and how they apply in nurturing creativity in children. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.4 (p)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 1, Introduction (p)*** | | | | | | | | | |
| **Quality Area 1 – Educational program and practice** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard/element in this quality area | | | | | | | | | Explanation | | | | | | | | | | | How this standard/element applies in nurturing creativity in children | | | | | | |
| Element 1.1.1 Approved learning framework | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| Standard 1.3 Assessment planning | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 2 – Children’s health and safety** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard/element in this quality area | | | | | | | | | Explanation | | | | | | | | | | | How this standard/element applies in nurturing creativity in children | | | | | | |
| Standard 2.1 Health | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| Standard 2.2 Safety | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 3 – Physical environment** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard/element in this quality area | | | | | | | | | Explanation | | | | | | | | | | | How this standard/element applies in nurturing creativity in children | | | | | | |
| Standard 3.1 Design | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| Standard 3.2 Use | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 5 – Relationships with children** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard/element in this quality area | | | | | | | | | Explanation | | | | | | | | | | | How this standard/element applies in nurturing creativity in children | | | | | | |
| Element 5.1.1 Positive educator to child interactions | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| Element 5.2.1 Collaborative learning | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Below are elements under Quality Areas 1, 2, 3, and 5 of the NQS.   For each element, identify one specific section in the Education and Care Service National Law and one specific regulation in the Education and Care Service National Regulations underpinning this element.  Refer to the [Guide to the National Quality Framework](https://www.acecqa.gov.au/sites/default/files/2020-09/Guide-to-the-NQF-September-2020.pdf) to help you in answering this question.  *If the element does not have any underpinning section from the National Law or regulation, write ‘Nil’ in the corresponding space.* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.4 (p)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 1, Introduction (p)*** | | | | | | | | | |
| State/Territory | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| **Quality Area 1 – Educational program and practice** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element | | | | | | | | | Underpinning section | | | | | | | | | | | Underpinning regulation | | | | | | |
| 1.1.1 Approved learning framework | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| 1.1.2 Child-centred | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 2 – Children’s health and safety** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element | | | | | | | | | Underpinning section | | | | | | | | | | | Underpinning regulation | | | | | | |
| 2.1.1 Well-being and comfort | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| 2.1.3 Healthy lifestyle | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| 2.2.2 Incident and emergency management | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 3 – Physical environment** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element | | | | | | | | | Underpinning section | | | | | | | | | | | Underpinning regulation | | | | | | |
| 3.1.1 Fit for purpose | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| 3.2.1 Inclusive environment | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Quality Area 5 – Relationships with children** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element | | | | | | | | | Underpinning section | | | | | | | | | | | Underpinning regulation | | | | | | |
| 5.1.2 Dignity and rights of the child | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| 5.2.2 Self-regulation | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Below are different areas of early childhood education and care service and types of laws affecting each aspect. For each:    1. Indicate the name of one specific legislation applicable in your state/territory relevant to the type of law provided.    2. Identify one requirement from this legislation affecting the specific area of early childhood education and care service.   Indicate your state/territory in the space provided. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.4 (p)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 1, Introduction (p)*** | | | | | | | | | |
| State/Territory | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Area of early childhood education and care service | | | | Type of law affecting this area | | | | | | | | | | | | Specific legislation applicable in your state/territory | | | | | | Requirement from this legislation affecting this area | | | | |
| Educational program and practice | | | | Privacy Act | | | | | | | | | | | |  | | | | | |  | | | | |
| Health and safety | | | | Work Health and Safety | | | | | | | | | | | |  | | | | | |  | | | | |
| Physical environment | | | | Work Health and Safety | | | | | | | | | | | |  | | | | | |  | | | | |
| Relationships with children | | | | Human Rights | | | | | | | | | | | |  | | | | | |  | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Access and review research done on the following:    * The role of the arts and creativity in early childhood development    * The value of process-focused art vs product-focused art   In the spaces provided, summarise your research findings and cite your sources by identifying the title/name of the source, owner/author of the source, and the date when it was published.  Provide a link to the webpage if you sourced information online.  Sources you access must be published within the last five years. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE2.1* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 3, Subchapter 3.1*** | | | | | | | | | |
| **Research on the role of the arts and creativity in early childhood development** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summary: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title/name of source: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Owner/author: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Date published: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Link if sourced online: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| **Research on the value of process-focused art vs product-focused art** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summary: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title/name of source: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Owner/author: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Date published: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Link if sourced online: | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Explain the following: 2. The role of arts in diverse cultures 3. The role of creativity in diverse cultures | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE2.2* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 1, Subchapter 1.4*** | | | | | | | | | |
| 1. The role of arts in diverse cultures: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. The role of creativity in diverse cultures: | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Explain the importance of creative freedom for children. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE2.4* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 1, Subchapter 1.2*** | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. List three forms of artistic expression, and briefly describe each. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE2.3* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Introduction*** | | | | | | | | | |
| **Form of artistic expression** | | | | | | | | | **Brief description** | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Below are two areas in which you can nurture children’s creativity.   Identify one technique and one skill you can use to assist children in implementing their ideas in each area.  *Techniques are different ways of carrying out a task.*  *Skills include the ability to do something well.* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE3.0* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 4, Subchapter 4.3*** | | | | | | | | | |
| **Creative area** | | | | | | | | | **Technique you can use to assist children in implementing their ideas in this area** | | | | | | | | | | | **Skill you can use to assist children in implementing their ideas in this area** | | | | | | |
| Visual art | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| Music | | | | | | | | |  | | | | | | | | | | |  | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. List below are resources and equipment used in children’s creative experiences. For each, briefly explain how to maintain it. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE4.0* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 3, Subchapter 3.2*** | | | | | | | | | |
| **Resources** | | | | | | | | | **Brief explanation of how to maintain** | | | | | | | | | | | | | | | | | |
| Paint | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Paper | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Brush | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Pencil | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Provide one construction activity which can be used to nurture creativity in children and:    1. Explain how you can match this activity to children’s interests.    2. Identify one recycled resource you can use in each activity.   *Recycled resources are those that came from bigger resources which have been broken down into smaller components which are re-used.*   * 1. Identify one repurposed resource you can use in each activity.   *Repurposed resources are those used for a different purpose without being altered.*   * 1. Identify one re-used resource you can use in each activity.   *Re-used resources are those used for the same purpose without being altered.* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.1* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | |
| **Construction activity** | **How to match this activity to the children’s interests** | | | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | |
|  |  | | | | | | | | | |  | | | | | | | |  | | | | |  | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Provide one activity which uses digital technologies that help nurture creativity in children and: 2. Explain how you can match this activity to children’s interests. 3. Identify one repurposed resource you can use in this activity. 4. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.2* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | |
| **Activity that uses digital technology** | | | **How to match this activity to the children’s interests** | | | | | | | | | | | **Repurposed resource** | | | | | | | **Re-used resource** | | | | | |
|  | | |  | | | | | | | | | | |  | | | | | | |  | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Provide one dramatic play activity which can be used to nurture creativity in children and:   *Dramatic play activities are those activities where roles are assigned and accepted by children and typically use props, etc.*   1. Explain how you can match this activity to children’s interests. 2. Identify one recycled resource you can use in this activity. 3. Identify one repurposed resource you can use in this activity. 4. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.3* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | |
| **Dramatic play activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one imaginative play activity which can be used to nurture creativity in children and:   *Imaginative play activities are those activities where children make up their own play and acting out things that are familiar to them.*   1. Explain how you can match this activity to children’s interests. 2. Identify one recycled resource you can use in this activity. 3. Identify one repurposed resource you can use in this activity. 4. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.4* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | |
| **Imaginative play activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one language activity that involves storytelling which can be used to nurture creativity in children, and: 2. Explain how you can match this activity to children’s interests. 3. Identify one recycled resource you can use in this activity. 4. Identify one repurposed resource you can use in this activity. 5. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.5* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | | | |
| **Language activity that involves storytelling** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one physical movement activity which can be used to nurture creativity in children and: 2. Explain how you can match this activity to children’s interests. 3. Identify one recycled resource you can use in this activity. 4. Identify one repurposed resource you can use in this activity. 5. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.6* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | | | |
| **Physical movement activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one musical activity which can be used to nurture creativity in children and: 2. Explain how you can match this activity to children’s interests. 3. Identify one recycled resource you can use in this activity. 4. Identify one repurposed resource you can use in this activity. 5. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.7* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | | | |
| **Musical activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one science, technology, engineering, arts and maths (STEAM) activity which can be used to nurture creativity in children and: 2. Explain how you can match this activity to children’s interests. 3. Identify one recycled resource you can use in this activity. 4. Identify one re-purposed resource you can use in this activity. 5. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.8* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | | | |
| **STEAM activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Provide one visual art activity which can be used to nurture creativity in children and: 2. Explain how you can match this activity to children’s interests. 3. Identify one recycled resource you can use in this activity. 4. Identify one repurposed resource you can use in this activity. 5. Identify one re-used resource you can use in this activity. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE5.9* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.1 (p), Chapter 2, Subchapter 2.5 (p)*** | | | | | | | | | | | | | |
| **Visual art activity** | | **How to match this activity to the children’s interests** | | | | | | | | **Recycled resource** | | | | | | | | **Repurposed resource** | | | | | **Re-used resource** | | | |
|  | |  | | | | | | | |  | | | | | | | |  | | | | |  | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure an activity in each of the areas below to encourage and support active learning.   *Supporting involves providing help and assistance while encouraging involves motivating and promoting.* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.1* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | |
| **Area** | | | | | | **Structuring activities** | | | | | | | | | | | | | | | | | | | | |
| Visual art | | | | | | How you would structure an activity to encourage active learning in this area: | | | | | | | | | | | | | | | | | | | | |
| How you would structure an activity to support active learning in this area: | | | | | | | | | | | | | | | | | | | | |
| Construction | | | | | | How you would structure an activity to encourage active learning in this area: | | | | | | | | | | | | | | | | | | | | |
| How you would structure an activity to support active learning in this area: | | | | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure a visual art activity to encourage and support children in applying aesthetic values. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.2* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | | |
| Explain how you would structure a visual art activity to encourage children in applying aesthetic values: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain how you would structure a visual art activity to support children in applying aesthetic values: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure an activity in each of the areas below to encourage and support fostering children’s agency. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.3* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | | |
| **Area** | | | | | | **Structuring activities** | | | | | | | | | | | | | | | | | | | | |
| Movement | | | | | | How you would structure an activity to encourage fostering children’s agency in this area: | | | | | | | | | | | | | | | | | | | | |
| How you would structure an activity to support fostering children’s agency in this area: | | | | | | | | | | | | | | | | | | | | |
| Dramatic play | | | | | | How you would structure an activity to encourage fostering children’s agency in this area: | | | | | | | | | | | | | | | | | | | | |
| How you would structure an activity to support fostering children’s agency in this area: | | | | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure a language activity which involves storytelling to encourage and support children’s cultural awareness and sensitivity. | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.4* | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | |
| Explain how you would structure a language activity which involves storytelling to encourage children’s cultural awareness and sensitivity: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure a language activity which involves storytelling to support children’s cultural awareness and sensitivity: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure an activity in imaginative play to encourage and support fostering children’s curiosity. | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.5* | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | |
| Explain how you would structure an activity in imaginative play to encourage fostering children’s curiosity: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Explain how you would structure an activity in imaginative play to support fostering children’s curiosity: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure an activity to encourage and support developing children’s literacy. | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.6* | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | | |
| Explain how you would structure an activity to encourage developing children’s literacy: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain how you would structure an activity to support developing children’s literacy: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | | |
| 1. Explain how you would structure an activity that uses digital technologies to encourage and support ensuring children’s safety. | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE6.7* | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*** | | | | | | | | | | | | |
| Explain how you would structure an activity that uses digital technologies to encourage ensuring children’s safety: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain how you would structure an activity that uses digital technologies to support ensuring children’s safety: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | | |
| 1. Answer the following questions about critical reflection. | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE7.1, KE7.2, KE7.3* | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 5, Subchapter 5.1*** | | | | | | | | | | | | |
| 1. What is critical reflection in the context of nurturing creativity in children? | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Why do educators use critical reflection in nurturing creativity in children? | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. How do educators use critical reflection in nurturing creativity in children? | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Explain what makes for meaningful critical reflection in the context of nurturing creativity in children. | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | |
| 1. Answer the following questions. | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mapping: CHCECE043 KE8.0* | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suggested length:** | | | | | | | | | | | | | **Resources:  *CHCECE043 Learner Guide, Chapter 5, Subchapter 5.4*** | | | | | | | | | | | |
| 1. Describe a method used for evaluating educator’s practices throughout the artistic process. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Describe an evaluation method used for reviewing children’s learning throughout the artistic process. | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Satisfactory**  **Not Yet Satisfactory** | | | | | | | | **Assessor Feedback:** | | | | | | | | | | | | | | | | |

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| **Short Answer Questions** | | | |
| **Overall performance** | **Satisfactory**  **Not Yet Satisfactory** | **Trainer:** |  |
| **Signature:** |  |
| **Date:** |  |
| **Comments** | | | |

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| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **STUDENT FEEDBACK (Student to Complete)** | |
| Did you understand the study requirements before undertaking this assessment? | YES or NO |
| Were the assessment questions easy to understand? | YES or NO |
| Did you know where you could get help if you needed any during this unit? | YES or NO |
| Did the learning resources provided help you to complete this unit? | YES or NO |
| Did you have enough time to complete this assessment? | YES or NO |
| Did you feel that you developed skills after undertaking this assessment? | YES or NO |
| Any other comments? | |