



Accredited Training Programme 2009/2010

'I feel completely inspired. I am excited about learning more of the approaches and techniques of Dalcroze. I feel they could enhance the work of early years settings and greatly benefit both children and staff.'

Application Pack

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1. Stepping into Music Overview

Stepping into Music (SiM) is an exciting workshop and accredited training programme for under-5s and their parents, early years organisations, and music, dance and early years practitioners. Enjoyable, physical and fun, activity is based on an approach called Dalcroze Eurhythmics, which combines music and whole body movement to encourage creativity and musicianship as well as co-ordination, concentration, communication and listening skills. It is an holistic approach, with proven benefits to the musical, physical, personal, social and broader educational development of very young children. SiM's training is unique in that it is open to all, regardless of previous musical experience.

SiM is delivered by the Dalcroze Society in partnership with local authorities and arts agencies. The programme seeks to provide under-fives from all sections of society with access to the proven developmental benefits of this activity. By equipping early years, music and dance practitioners with the skills to develop their own practice, SiM aims to provide a legacy of embedded activity, responsive to local need, which places music and movement at the heart of the early years agenda.

SiM receives support from the Arts Council of England's Grants for the Arts programme.

Programme Aims

- To deliver a qualification in early years music and movement based on Dalcroze principles and practice, and accredited by a recognised partner in the HEI sector.
- To provide high quality and specialist training, equipping trainees with an understanding of early years development and the skills to deliver music and movement sessions to under-fives in a variety of settings.
- To support trainees in developing their own practice, ensuring that they are able to use / apply skills learnt beyond the framework of the programme.
- To develop training options which are accessible to all regardless of geographical location or musical experience.
- To develop and deliver other flexible training and professional development opportunities which will provide extensive information about SiM and Dalcroze principles, as well as practical ways in which music and movement activities can be incorporated into the day-to-day life of an early years setting, or into the practice of a music / dance practitioner.
- To work in partnership with local arts, early years, and public sector agencies in order to ensure that SiM activity is responsive to local need and provides a legacy of sustainable and embedded activity.
- To provide creative music and movement sessions based on Dalcroze, for children in early years settings across the UK.
- To ensure that parents and staff from participating early years settings are involved and informed about SiM and the benefits of Dalcroze-based music and movement activity.
- To act as an advocate for the use of music and movement in early years contexts, disseminating information as widely as possible and working to raise the profile of SiM and the Dalcroze Society.
- To contribute to the national debate about early years development and provision.

Activity strands

- Stepping into Music accredited training programme
- Development days – strategically located professional development opportunities.
- Short courses, taster sessions and INSET training for early years workforce.
- Workshops delivered in early years settings to under-5s and their parents



2. Dalcroze Eurhythmics Overview

Dalcroze approaches musical exploration and development through engaging the full body in expressive movement. Movement, games, exercises and listening activities are combined enabling us to discover aspects of musicianship, approach new repertoire and develop improvisation, creative and expressive skills. Engaging in music through full body movement gives access to our full learning capacity embracing all learning styles, and develops new creative vocabulary and experiences upon which to draw.

Emile Jaques-Dalcroze, born in Vienna in 1865, was a music educator who believed that experiencing the elements of music with the whole body led to a deeper understanding of those elements. Through Eurhythmics (music through movement), Dalcroze sought to deepen a child's sensibility towards music. He believed that a student performs better in all aspects of his life through an improvement in the connections between mind and body.

Dalcroze developed his ideas as a composer, teacher and performer, influencing education and musical training through conservatory teaching, performing, composing and improvising. He worked in collaboration with figures in the modern dance movement including Marie Rambert, and music teachers throughout Europe. Dalcroze's work has influenced music teaching and performance throughout the 20th Century and his ideas are manifest in the performance of Nijinsky, the choreography of Diaghilev and Rambert, the performance of many musicians, and it permeates the music education approaches of Zoltan, Kodaly and Orff. His work has never been more pertinent. Current interest and awareness is growing in relation to the role, power and indeed joy of physical movement and its impact on learning, development and creativity. Dalcroze principles equip the teacher, workshop leader and musician with ideas and tools that are immediate, accessible and stimulating for work in early years settings, schools, colleges and the community.

Dalcroze and Early Years Education

Babies and young children can communicate through music even before other means of communication have developed, and using movement to express music is an innate and natural language for them. In fact, it is difficult to prevent a child from moving! Activity based on Dalcroze principles encourages learning about music through movement, but also reaches far beyond musical development, supporting the physical, emotional and social development of young children and babies.

Dalcroze-based sessions are designed to be:

- Age appropriate
- Bespoke - created by the leader who uses his/her own improvisation skills to respond to the needs of individual groups
- Challenging - increasing in difficulty as skills are learned and remembered
- Memorable and fun - creating a great sense of enjoyment and love of music and movement

Participating children experience musical concepts through games and activities - pulse; pitch; duration and tempo; accent; silence; energy and release; dynamics; phrasing; articulation; and sustained legato are all introduced. Activity promotes an awareness of tension and relaxation, and a love of movement. Games are used to improve co-ordination, a sense of pulse and rhythm and also a child's ability to concentrate, listen intently and work in a group. The net result is a growth of confidence in the child, and a nurturing of the ability to feel music with the whole body, developing auditory memory and communication and expression. A strong sense of pitch is developed through a technique called 'solfa,' starting with the easiest of intervals, the minor third, upon which many nursery rhymes are based. Building up the range of the voice gradually, the child develops a keen sense of intonation, a confident singing voice and the vital musical skill of inner hearing.

Many of the aims of the Foundation Stage Curriculum are fulfilled in this kind of activity. Apart from an obvious growth in musical ability and awareness, children develop in the following extra curricular areas identified in the document:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development



3. Applicant Details

SiM will accept applications from musicians, dancers, and member of the early years workforce who are interested in developing music and movement within early years education. Successful applicants will undergo training at one of two levels, delivered in partnership with our Canterbury Christ Church University (CCCU). The following accredited qualifications are offered:

- **Certificate in Early Years Music and Movement (CCCU Level 4)**
All applicants to this level should have a qualification up to Level 3 in order to participate (i.e. A Level, AS Level, Advanced Diploma, BTEC National Diploma, BTEC National Certificate, BTEC National Award, BTEC Level 3 Diploma, BTEC Level 3 Certificate, BTEC Level 3 Award, Level 3 NVQ, Level 3 City & Guilds).
- **Certificate in Early Years Music and Movement (CCCU Level 5)**
All applicants to this level should be able to show they have a Level 4 or equivalent qualification (i.e. BTEC Level 4 Professional Diploma, BTEC Level 4 Professional Certificate, BTEC Level 4 Professional Award, City & Guilds Licentiate, Certificate of Higher Education).

They should also have reached the standard of at least Grade 6 ABRSM (or equivalent) on an instrument or voice (those who have not reached this standard but have the relevant higher education qualification will be required to complete the Level 4 Certificate).

Applicants to both levels should have the following qualities:

1. Personal development
 - A commitment to undertaking the full SiM accredited training course as described below.
 - A commitment to the relevant schedule of the accredited training course including travel.
2. Personal interests
 - A passion and enthusiasm for early years work and young children's education.
 - A desire to develop their own music and movement skills.
 - An interest in learning about child development.
3. Communication skills
 - The ability to relate well with the 0-5 age range
 - The ability to liaise effectively with others involved in the course, including fellow trainees, course leadership, and colleagues in participating early years settings.
4. Musical skills
 - An interest in and enthusiasm for the use of music and movement with the 0-5 age range.
 - The confidence to sing and move in front of others.

Applicants to both levels will also be expected to provide the following materials and documentation:

- Completed application form including references
- CRB Enhanced Disclosure form
- Evidence of qualifications

Early Years Settings / Groups

Applications are accepted from early years settings for members of their staff. All applicants will need a setting or group to work with (Children's Centre, nursery, playgroup, mother and toddler group, music group etc). In most cases, this will be the applicant's place of work or will be a group they have made contact with. Applicants can also be placed with a participating setting.

Participating settings will have the following attributes:

- Enough space for all participating children to move freely, and this space guaranteed to be available each visit.
- Good quality floor for movement in bare feet.
- Quiet area where training can take place before and after sessions.

- A member of staff who is willing to be available for each session.
- Flexibility of timetable to allow session schedule to work.
- Ability to liaise effectively with parents over their occasional participation, but also to ensure that child pick-up times do not interfere with music sessions.



4. Course Details

Costs

The cost for this accredited course is **c.£1000** per trainee (costs will be finalised once the final number of trainees is established). Trainees can also attend the renowned **Dalcroze Society International Summer School** with an additional cost of **£500** per trainee.

NB Working in partnership with local arts / local authority / early years agencies, Stepping into Music is able to deliver a regionally based version of this course with all activity including training weekends delivered locally. A partnership course of this kind will impact on the costs outlined above. This option is only available in areas where fifteen or more possible trainees have been identified. Regional organisations that are interested in this model, should contact the Programme Manager.

Trainees may be able to access local funding / bursaries to support their completion of this course. The Programme Manager will provide advice / support where required.

Learning Outcomes

In completing this training, trainees will develop and perfect skills in the following areas:

Musical Skills	Musical Skills	Basic musical elements including pulse, tempo, duration, pitch, dynamics, articulation, form, style etc.
	Vocal Skills	Exploring sounds, pitch matching, developing expression, breathing, diction.
	Playing for movement (improvisation)	Using pitched and un-pitched instrumental and improvisatory skills.
Movement Skills		Body and spatial awareness, balance and co-ordination, quick response work, incitation and inhibition, movement vocabulary, expressive movement, relaxation, folkdance, free and spontaneous dance.
Application of music and movement within an early years context	Child development	Understanding the stages of child development. Motivation for learning and engaging, self-esteem, identity, security, and safety, attachment, dependence, and independence.
	Pedagogy – theory and practice links	Strategies for the development of listening skills, the young voice, body awareness, sensory and motor skills, group and social skills, creative, and expressive skills.
	Self management	Developing the skills necessary to managing a session / course. Health and Safety, Child Protection and ethical issues.

In order to successfully complete the LEVEL 4 CERTIFICATE and achieve accredited status, students will be required to show knowledge, understanding, and application of skills learnt. In addition to this, LEVEL 5 CERTIFICATE students will also be required to show critical analysis skills and more advanced musical skills.

Level 4 Certificate	Level 5 Certificate
<i>Trainees will be required to:</i>	<i>Trainees will be required to:</i>
Demonstrate the level of musical skills and creativity required to teach music and movement in an early years setting.	Demonstrate the level of musical skills and creativity required to teach music and movement in an early years setting.
Show a good range of movement skills executed fluently.	Show a good range of movement skills executed fluently.
Demonstrate a clear understanding of the key aspects of early childhood development in relation to music and movement.	Demonstrate a clear understanding of the key aspects of early childhood development in relation to music and movement.
Demonstrate the skills required to create music and movement for varying situations and needs within an early years setting.	Demonstrate the skills required to create music and movement for varying situations and needs within an early years setting.
Demonstrate the ability to engage with and teach	Demonstrate the ability to engage with and teach



children, with an understanding and ability to respond to their individual learning and communication needs.	children, with an understanding and ability to respond to their individual learning and communication needs.
	Apply systematic understanding of key aspects of early years development in relation to music and movement.
	Critically reflect upon observations of children's responses to music and movement sessions and experiences.
Develop the ability to plan sessions with clear and appropriate educational aims, showing clear progression for participants.	Develop the ability to plan sessions with clear and appropriate educational aims, showing clear progression for participants.
	Apply methods and techniques of assessment of children's responses to music and movement experiences in order to extend and inform future planning.
	Apply conceptual understanding in order to critically plan and evaluate theoretical underpinnings and practical music and movement sessions, appropriate to children in different settings and of different stages of development.
Prepare a collection of appropriate repertoire of songs, musical examples, rhythmic activities, games, and dances. Start a collection of props, books and CDs.	Prepare a collection of appropriate repertoire of songs, musical examples, rhythmic activities, games, and dances. Start a collection of props, books and CDs.
	Critically analyse a wide range of learning and teaching strategies, through theoretical study and practical engagement, associated with music and movement.
Show an awareness of Health and Safety, Child Protection, and ethical issues, applying and understanding regulations when organising, learning and teaching sessions.	Show an awareness of Health and Safety, Child Protection, and ethical issues, applying and understanding regulations when organising, learning and teaching sessions.
Demonstrate the necessary practical, planning and communication skills to manage music and movement sessions.	Demonstrate the necessary practical, planning and communication skills to manage music and movement sessions.
Communicate information and procedures necessary to work in co-operation with other stakeholders/partners*, with a view to running on-going or one-off music and movement activity and workshops for under-fives and their parents/carers.	Communicate information and procedures necessary to work in co-operation with other stakeholders/partners*, with a view to running on-going or one-off music and movement activity and workshops for under-fives and their parents/carers.
<i>*Stakeholders may include arts, public sector and early years organisations, funding bodies, parents and carers, and early years setting managers and staff.</i>	<i>*Stakeholders may include arts, public sector and early years organisations, funding bodies, parents and carers, and early years setting managers and staff.</i>

Course Structure

Phase 1	Training	Training Weekend 1 (introductory) – 5 & 6 September 2009
	Settings Based Work	Trainees will attend 8 observation sessions led by music leaders.
Phase 2	Training	Training Weekend 2 – 5 & 6 December 2009
	Settings Based Work	Trainees will lead sessions in settings with some supervisory visits by music leaders. They will work in pairs working in two settings and taking the lead in one and support in another. 8 Sessions will be given in each setting, led by a trainee with support of a second trainee and under regular supervision by the Music Leader.
Phase 3	Training	Training Weekend 3 – 17 & 18 April 2010 Portfolio of work including songs and session plans, written assignments and video of work in settings will be submitted for assessment.
	Settings Based Work	Settings will participate in final evaluation and monitoring
NB Trainees also have the option of attending the Dalcroze Society International Summer School - 2 to 8 August 2009 or August 2010 at Canterbury Christ Church University.		

Course Content

Practical Settings Based Work

Trainees will participate in x24 sessions in early years settings over the Autumn and Spring terms. They will be expected to:

- Observe and participate in x8 sessions by course leaders in the Autumn term.
- Plan and lead x8 weekly sessions, observed / mentored by course leaders in the Spring term (supported by another trainee).
- Support another trainee in delivering x8 weekly sessions, observed / mentored by course leaders in the Spring term.
- Participate in In-Service Training Days (INSET) for settings staff and parents.
- Film and document the children's progress during both observation and delivered sessions.
- Collaborate and work in partnership with fellow trainees and settings staff.

Training Weekends

Trainees will attend x3 residential training weekends and will have the option of attending the 4-day Dalcroze Society Summer School. Trainees will explore the principles of the Dalcroze method for themselves and as applied to early years education. The trainees will be expected to move to music whilst learning about this creative approach.

Written Portfolio

Trainees will submit a written portfolio, which will provide evidence of learning and development (10,000 words or equivalent). It will include:

- A reflective journal of sessions and workshops.
- Critical evaluations of observation sessions.
- Critical evaluations of delivered sessions (including session planning).
- Collected learning and teaching resources and repertoire.
- x3 directed written assignments

There should be clear evidence of a range of reading and research that informs practical development.

5. Main Delivery Team

Margareta Burrell is a qualified Dalcroze practitioner (Geneva 1976) and Music therapist. She has worked extensively with early years and special needs children in Scotland and England. She leads an extensive programme of activity at the Coram Family Centre in London, with a large focus on staff training. Margareta is in demand as a workshop leader and tutor at conferences and events across the UK.

Anita Strevens began her career as a professional cellist, and still plays as often as possible. She qualified in Dalcroze Eurhythmics in 1994 and provides learning and workshop opportunities to educators from different sectors. She teaches Eurhythmics at Trinity College of Music, on the String Time programme of Junior Trinity. She is Outreach Director for Pro Corda, focusing on teacher mentoring, early years and special educational needs. She also teaches on Pro Corda's holiday courses for talented young string players.

The Dalcroze Society UK is a nationwide, open-access membership organisation. It was established in 1926 to develop and promote Dalcroze Eurhythmics, in response to the needs of contemporary musicians, artists, educationalists and therapists.

Dalcroze Eurhythmics is a unique approach based on the ideas and principles of music educator, Emile Jaques Dalcroze. Focusing on learning and experiencing all musical concepts through whole body movement, it has been proven to significantly enhance musical development and musicianship across all ages.

The Society provides high quality and rigorous training and professional development opportunities, collaborative workshops and a flagship international Summer School. The Dalcroze approach is widely recognized, with practitioners delivering activity in varied settings, including the Guildhall School of Music and Drama, Pro Corda, Trinity College of Music, Canterbury Christ Church University, Birmingham Conservatoire, the Mick Jagger Centre, Watford School of Music, the Thomas Coram Early Years Centre, the British Suzuki Institute, the Kodaly Summer School, the Incorporated Society of Musicians Summer School and the National Association of Music Educators Conferences.

6. Application Form

Please complete the application form on the following pages. If you have any queries or require further information, please contact the Programme Manager at info@steppingintomusic.org.uk

APPLICATION DEADLINE: FRIDAY 31 JULY 2009

Please send completed application by post or email to

Maria Turley
 Stepping into Music Programme Manager
 60 Manor Park
 Hither Green
 London
 SE13 5RL

Email: info@steppingintomusic.org.uk
 Tel: 07739 003401



APPLICATION FOR CONTINUING PROFESSIONAL DEVELOPMENT COURSE/PROGRAMME				 Canterbury Christ Church University <u>FACULTY OF EDUCATION</u>			
AREA OF STUDY (TITLE OF COURSE/PROGRAMME) (see note 1)			VENUE OF STUDY N/A				
FAMILY/SURNAME		FIRST NAMES (in full)			TITLE		
FAMILY/SURNAME AT 16 TH BIRTHDAY (if different)					DATE OF BIRTH		
NEXT OF KIN		CONTACT TELEPHONE NUMBER IN CASE OF EMERGENCY					
HOME ADDRESS (see note 2)			WORKPLACE ADDRESS (see note 3)				
POST CODE				POST CODE			
TELEPHONE NUMBER		E-MAIL		MOBILE TELEPHONE NUMBER			
COURSE TUTOR Margareta Burrell and Anita Strevens		YEAR AND TERM OF ENTRY Autumn term 2009		SEX (M/F)	ETHNICITY (See note 4)	NATIONALITY	
DATE OF FIRST ENTRY INTO UK (if not born here)		DISABILITY Do you have any physical or other disabilities or medical conditions which might necessitate specific arrangements or facilities? – see note 6 <input type="checkbox"/> Have you made an application for a Disabled Student's Allowance (DAS)? <input type="checkbox"/> Are you intending to make an application for a Disabled Student's Allowance (DAS)? <input type="checkbox"/>				Y/N	
QUALIFICATIONS							
FURTHER/HIGHER EDUCATION (Previous highest academic qualifications or 'O' and 'A' Levels or equivalent FE qualification if no degree qualification) Photocopies of any certificates awarded should be attached to the application form.							
PLACE AND DATES OF STUDY	QUALIFICATION GAINED	AWARDING BODY	SUBJECT(S)	DATE AWARDED	LEVEL OF HE/FE QUALIFICATION OR CLASSIFICATION OF DEGREE		



Do you have GCSE grade 'C' or equivalent in Maths	Yes <input type="checkbox"/> No <input type="checkbox"/> What grade did you achieve?
Do you have GCSE grade 'C' or equivalent in English	Yes <input type="checkbox"/> No <input type="checkbox"/> What grade did you achieve?

PROFESSIONAL QUALIFICATIONS (e.g. Teacher's Certificate/PGCE)		
PLACE AND DATES OF STUDY	QUALIFICATION GAINED	DATE AWARDED
DETAILS OF ANY PREVIOUS ACCREDITED PROFESSIONAL DEVELOPMENT COURSES UNDERTAKEN		
CREDIT EXEMPTION (Only complete this section if you are applying for credit exemption – NB Advanced Certificates may act as entry to Level M courses but cannot be used as credit towards Level M study)		
DETAILS OF COURSES YOU WISH TO BE CONSIDERED FOR EXEMPTION (only include courses completed within the last 5 years, as this is the time limit for credit transfer)	ISSUING BODY	DATE AND LEVEL OF AWARD
RELEVANT WORK EXPERIENCE		
PRESENT POSITION (include details of employer, job title and responsibilities)		
DO YOU HAVE QUALIFIED TEACHER STATUS FOR TEACHING IN SCHOOLS IN ENGLAND AND WALES? Yes <input type="checkbox"/> No <input type="checkbox"/>	NUMBER OF YEARS TEACHING EXPERIENCE (if applicable)	
CRIMINAL RECORDS BUREAU (CRB) – HAVE YOU BEEN CRB CHECKED Yes <input type="checkbox"/> No <input type="checkbox"/>	DCSF NUMBER (if applicable)	



SOURCE OF FINANCE (person/body responsible for payment of fees, including address for invoice. If left blank applicant will be invoiced.)	HESA NUMBER (if applicable)
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OTHER EXPERIENCE

Please provide information about any musical qualifications you have (including ABRSM or equivalent)	
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Please provide as much information as you can about yourself, using the following headings. Enter 'none' in categories that are not applicable to you

Experience of working with 0 to 5 year olds.	
Musical experience (including teaching; relevant courses / workshops attended; performance; and instruments played)	
Dalcroze eurhythmics and / or other movement experience	

Please indicate below where you first found out about this course

REFEREES (give details of two referees who can be approached for their opinions on your suitability for the course)

Referee 1	Referee 2
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DATA PROTECTION ACT 1998: The information that you have supplied will be processed and held on computer. The data may be processed for the purpose of compiling statistics, and passed to the Higher Education Statistical Agency. By signing and returning this application form you will be deemed to be giving your consent to the processing of data contained on it.

DECLARATION
I consent to the processing of the data contained in my computer record. I hereby grant Canterbury Christ Church University authority to release information relating to my academic status to my funding body (if applicable).

SIGNATURE	DATE	Note: You will be required to sign an acceptance form and for receipt of the examination arrangements, regulations and conventions booklet when you start the course
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Please ensure that all information is complete – it is required for records and statutory returns. Failure to complete all sections may delay the processing of your application

DO NOT FORGET TO SIGN THE FORM AND ENCLOSE COPIES OF QUALIFICATION CERTIFICATES AND A PASSPORT SIZED PHOTOGRAPH

FOR OFFICE USE ONLY		
ACKNOWLEDGMENT SENT	Y/N	DATE
OFFER MADE	Y/N	DATE
COMPARABILITY DECISION	Y/N	
COMMENTS		
PROGRAMME DIRECTOR SIGNATURE		
STUDENT ID NUMBER		

NOTES ON THE COMPLETION OF THE APPLICATION FORM

The Application Form will be the basis of our computer record and records held by your College, Department/Faculty and Tutor. Please complete it carefully, using BLOCK CAPITALS in black ink or biro. All items should be completed if possible.

Evidence of previous qualifications being used for entry onto a programme before the start of the course must be attached to the application form. You should also enclose two passport sized photographs.

Note 1 AREA OF STUDY e.g. Advanced Certificate in Primary Science
 Postgraduate Certificate in EBD
 Postgraduate Diploma in Management Studies
 MA in Enabling Learning

Note 2 Enter you full home address, including postcode.
 Please indicate any gap in the postcode by a blank space.

Note 3 Enter your full employment address, including postcode.

Note 4 ETHNICITY

- | | | | | | |
|----|------------------------|----|-------------|----|-------------------------|
| 11 | White – British | 31 | Indian | 41 | White & Black Caribbean |
| 12 | White – Irish | 32 | Pakistani | 42 | White & Black African |
| 19 | Other White Background | 33 | Bangladesh | 43 | White & Asian |
| 21 | Black Caribbean | 34 | Chinese | 49 | Other mixed background |
| 22 | Black African | 39 | Asian Other | 80 | Other |
| 29 | Black Other | | | 98 | Information Refused |

Note 5 DOMICILE – your main country of residence

Note 6 DISABILITY

- 00 No disability
- 01 Dyslexia
- 02 Blind/Partially sighted
- 03 Deaf/Hearing impediment
- 04 Wheelchair user/Mobility difficulties
- 05 Personal Care Support
- 06 Mental health difficulties
- 07 Unseen disability (e.g. Asthma, Diabetes, Epilepsy,)
- 08 Multiple disabilities
- 09 Other disabilities not specified