The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Montessori Sensorial Exercises

Level 6  L32392

www.fetac.ie
Level 6 Module Descriptor

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Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
Module Title  Montessori Sensorial Exercises

Module Code  L32392

Level  6

Credit Value  1 credit

Purpose
This module is a statement of the standards to be achieved to gain a FETAC credit in Montessori Sensorial Exercises at Level 6.

The module is designed to provide the learner with the knowledge, understanding, and practical skills required to offer children the Montessori Sensorial apparatus in the prepared environment. The module aims to promote inclusiveness in the early childhood education and care setting.

Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to learners’ interests and needs.

Preferred Entry Level
Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

Special Requirements
None

General Aims
Learners who successfully complete this module will:

8.1 develop an increased awareness of the criteria by which self-teaching apparatus is evaluated
8.2 acquire skill in the use and presentation of the use of sensorial materials
8.3 recognise the differences between sensorial impressions and sensorial education
8.4 acquire an understanding of the characteristics of the sensorial material
8.5 be able to initiate a child into the sensorial exercises
8.6 plan for continuity of learning experiences for children in the 3 to 6 year age range
8.7 develop original materials to meet the needs and interests of children
8.8 demonstrate knowledge of the rationale of curriculum materials
9 Units

The specific learning outcomes are grouped into 5 units

Unit 1 Overview of the Montessori Sensorial Materials
Unit 2 Visual and Muscular Discrimination
Unit 3 Chromatic, Baric and Stereognostic Exercises
Unit 4 Thermic and Olfactory Exercises
Unit 5 Geometry and Algebra

10 Specific Learning Outcomes

Unit 1 Overview of the Montessori Sensorial Materials

Learners should be able to:

10.1.1 understand the characteristics of the sensorial materials

10.1.2 initiate the child into the exercises with the sensorial materials using the following
   - contrasts
   - identities
   - graduations

10.1.3 identify the sensorial exercises under the following headings
   - visual sense
   - chromatic sense
   - tactile sense
   - stereognostic sense
   - baric sense
   - impression of temperature
   - olfactory sense
   - auditory sense
   - geometry
   - algebra

10.1.4 understand the purpose of a three period lesson to the child

10.1.5 recognise the importance of art appreciation to the growing child

10.1.6 differentiate between sensorial impressions and sensorial education

10.1.7 identify the purpose of the sensorial materials in the prepared environment
Unit 2  Visual and Muscular Discrimination

*Learners should be able to:*

10.2.1 identify the sensorial exercises in the area of visual and muscular discrimination

10.2.2 design documentation to identify the purpose, control of error and presentation of the sensorial materials in the visual and muscular area

10.2.3 demonstrate a three period lesson

10.2.4 understand the purpose of effort and muscular memory

10.2.5 introduce to children the relevant vocabulary associated with the sensorial exercises in the visual and muscular sense using the three period lesson

10.2.6 explore the visual perception of differences in dimension

10.2.7 understand how the sensorial exercise in the area of vision and muscle coordinates movement, small muscle control, dexterity and eye/hand coordination

10.2.8 observe how the exercises offer the child indirect preparation for writing

10.2.9 identify the muscular perception of dimensions and an awareness of dimension leading to observation

10.2.10 explore how the materials act as an indirect preparation for mathematics

Unit 3  Chromatic, Baric and Stereognostic Exercises

*Learners should be able to:*

10.3.1 identify the sensorial exercises in the area of the chromatic, baric and stereognostic senses

10.3.2 design documentation to identify the purpose, control of error and presentation of the sensorial materials in the area of chromatic, baric and stereognostic senses

10.3.3 recognise the refinement of perception of colour in children

10.3.4 explore the awakening of a conscious awareness of colours in the prepared environment

10.3.5 understand the significance of promoting the child’s mental order

10.3.6 observe how the child develops an awareness of weight and size of objects leading to intelligent observation

10.3.7 introduce to children the relevant vocabulary associated with the exercises
10.3.8 explore how the exercises lead to independence and a higher degree of perceptiveness for the child
10.3.9 identify the exercises in sequence
10.3.10 introduce to children the relevant vocabulary associated with the chromatic, baric and stereognostic senses using a three period lesson

Unit 4  
Thermic and Olfactory Exercises

Learners should be able to:

10.4.1 identify the sensorial exercises in the area of the thermic and olfactory senses
10.4.2 design documentation to identify the purpose, control of error and presentation of the sensorial materials in the area of thermic and olfactory senses
10.4.3 understand the purpose of promoting the thermic and olfactory senses
10.4.4 explore how the exercises lead to independence and a higher degree of perceptiveness for the child
10.4.5 identify the exercises in sequence
10.4.6 demonstrate the thermic and olfactory exercises to children
10.4.7 introduce to children the relevant vocabulary associated with the exercises
10.4.8 prepare the environment in order to offer opportunities for exercising the sense of smell

Unit 5  
Geometry and Algebra

Learners should be able to:

10.5.1 understand the history of geometry and algebra
10.5.2 explore how geometry is important in everyday life
10.5.3 investigate the purpose of the geometry sensorial materials
10.5.4 understand how the geometry materials give the child
   - an awareness of shape
   - coordination of movement
   - a Level 3 for the later study of geometry
   - an indirect preparation for writing
10.5.5 investigate the representations of shapes leading to an abstract concept of form
10.5.6 demonstrate to the child the geometry materials
10.5.7 design documentation to identify the purpose, control of error and presentation of the sensorial materials in the area of geometry and algebra

10.5.8 investigate how the algebra materials promote the child’s sense of perception of differences in proportion of three dimensions

10.5.9 explore the differences between geometry and algebra

10.5.10 identify the exercises in sequence

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

<table>
<thead>
<tr>
<th></th>
<th>Project</th>
<th>Skills Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

11.1 Project

The internal assessor will devise a project brief that requires an explanation of the Montessori philosophy for the teaching of sensorial exercises to the young child. The candidate will be required to produce a Montessori sensorial album/teaching file to explain detail the study of sensorial education in terms of size, colour, form, touch, sound, smell and taste. The album should include the sequences of the materials, with visual evidence and detailed presentations for effective lessons corresponding to size, colour, form, touch, sound, smell and taste. The candidate should document the Montessori approach to the organization of the prepared environment and make new materials when necessary. The candidate should clearly explain the relationships between isolation of difficulty, discovery, matching, and sequencing.

11.2 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in the demonstration of the Montessori sensorial materials

Candidates will be required to demonstrate evidence of

- a confident presentation of the chosen material
- the ability to list the exercises in sequence
- the ability to state the recommended age for such an exercise
- documentation which outlines the purpose, presentation, control of error of the demonstrated material

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
### Individual Candidate Marking Sheet no.1

**Montessori Sensorial Exercises**  
L32392  
Project 50%

**Candidate Name:** _______________________________  
**PPSN:** _______________________________________

**Centre:** ______________________________________  
**Centre No.:** _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• detailed explanation of the Montessori philosophy for the teaching of the sensorial materials</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• outline the Montessori approach to the organisation of the prepared environment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• detailed explanation of the relationships between isolation of difficulty, discovery, matching, and sequencing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• clear description of the materials required for each sensorial exercise and the purpose of each exercise</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• detailed and appropriate description of the presentation of each sensorial exercise</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• clear description of the control of error and recommended age for each sensorial exercise to include visual evidence.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet  
50

*Internal Assessor’s Signature:* ________________________________  
*Date:* ____________

*External Authenticator’s Signature:* ____________________________  
*Date:* ____________
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• presentation of the Montessori sensorial exercise in a correct and efficient way</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>• documentation of the exercise to include the purpose, presentation, control of error and recommended age</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

50

*Internal Assessor’s Signature*: ________________________________ *Date*: __________

*External Authenticator’s Signature*: __________________________ *Date*: __________
### FETAC Module Results Summary Sheet

**Module Title:** Montessori Sensorial Exercises  
**Module Code:** L32392

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Maximum Marks per Marking Sheet**

- **Mark Sheet 1:** 50
- **Mark Sheet 2:** 50

**Grade***

- **D:** 80 - 100%
- **M:** 65 - 79%
- **P:** 50 - 64%
- **U:** 0 - 49%
- **W:** candidates entered who did not present for assessment

---

**Signed:**  
**Internal Assessor:** ________________________________  
**Date:** ________________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1 Assessment is regarded as an integral part of the learning process.

2 All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.