

Curriculum Themes for C2

Child development and leitmotif for this class
<p>“One of the main characteristics of children between the seventh and ninth year [age 6-8] is their desire to learn, without any need to form their own judgements. Memory, imagination, enjoyment of rhythmical repetition and a desire for universal concepts presented in pictorial form, come to the fore at this stage. Children retain a bias towards accepting the authority of the adult world, but this is not now a matter of imitation but of concentrating attention upon major role models; these affect the child largely through the feeling of their words or moral strength of their actions. A child’s inner question to the teacher is: ‘Can you see who I really am?’ and ‘Can you help me encounter the world?’. This determines the teacher’s position and relationship in regard to the child. These basic questions are answered in and through the lessons which aim not only to teach about experiencing the world but also to let the children actually experience the world. The teacher who succeeds in meeting these expectations set by the children will be accepted by them as an authority, something very different to attempting to control children as an authoritarian” Avison and Rawson, 2000</p> <p>Children in Class 2 are alert, active, energetic learners. Their developmental task is to learn the rules of the road, the codes of the ways and byways and the morality of exemplars, notably figures whose spirituality is still embedded in nature rather than urban society. The pictorial and linguistic elements of teaching should be cultivated to support children’s need to act increasingly out of inner images. Still ‘hunter-gatherers’ (before they become sedentary farmers), this age group often require strong group activities with a clear focus and a wide range of challenges. The teacher requires energy and presence to meet this.</p> <p>In the flow of nature, we follow archetypal human pathways and songlines that weave us into the world’s fabric. The writing flows, the reading murmurs, the numbers go up and down, fingers and feet adept - busy work for hungry children...</p>
Narrative Themes
<p>Legends and stories of admirable people and noble deeds. Fables. Nature stories. Class library of appropriate graded readers and stories. Traditional-type stories and folk tales retold at an appropriate level. Verbal book reports</p>
Musical Themes
<p>Qualities:</p> <ul style="list-style-type: none"> • Pentatonic, Aeolian or Dorian modes. • More rhythmic, some changes of tempo. • Call and response, small and large groups in turn. <p>Topics: seasonal and nature, counting rhymes, times tables, significant people, fables.</p>
Artistic Themes
<p>Simple representations of animals and people, side and front profiles, addition of details Painting atmospheres, and controlling colours and mixing Materials: wax sticks and blocks, thick (Lyra) pencils, coloured chalks, watercolour paints (warm and cool primary colours), beeswax/organic plasticine/clay</p>
Physical Themes

