

## Curriculum Themes for C3

### **Child development and leitmotif for this class**

An experience of separation from a naive acceptance of the adult world beings to occur in the ninth year takes place at around nine years of age, i.e. in Class 3. Unconsciously at first, the children may begin to question the teacher's authority (and that of significant adult others), which they have hitherto accepted unquestioningly almost like a law of nature. They now want to know whether what the teacher says really is securely based on real experience of the world and of life. On the whole this question remains at the subconscious level and is rarely put verbally, except in a growing tendency to criticise and challenge. The children now want to know that their admiration trust is justified. This means that new teaching methods and relationships are called for. Many children at this age experience an emergent insecurity regarding the relationships between self and other and this often expresses itself as a demand for certainty and also for boundaries. This can be met by showing the children that human societies have rules and that the relationships between people and the divine world can be regulated and that people have responsibilities for each other and for the stewardship of the creation. In mythical terms, the loss of paradise is a call to work, to work together to make it work. Rules are experienced as natural laws or divine gifts.

Between the ages of nine and twelve, rhythmical memory is at its strongest. The teaching method should draw on the child's natural interest in the world and structure the content rhythmically. Adapted from Avison and Rawson, 2014

In class 3 the developmental task is to learn to work with others, recognising that this requires cooperation, team work, rules, roles and tools. Teaching and curriculum content should provide a balance of subjectivity and objectivity as children learn that meeting basic human needs requires people to pull together and support each other in order to harness nature and her resources. This is balanced with the need to maintain a careful stewardship of nature.

The psychological and social challenge of the 'Rubicon' requires individuals to enter a new relationship to self and community that is no longer based on uncritical family acceptance and blood ties. This can be a painful experience of a loss of inner security and identification as children turn the question of purpose and identification towards the community and the natural world. They discover that human cooperation is the basis for a new sense of security and structure through cultural rules (measurement, syntax) and co-dependences, and the meeting of mutual needs as a basis for future economic thinking.

### **Narrative Themes**

Archetypal practical life and living.  
Stories from the Abrahamic tradition.

### **Musical Themes**

Qualities:

- Heptatonic, modal, or major key.
- More rhythmic variation.
- Songs in compound time.

- Songs which can also be played on pipe/recorder.
- Rounds IF THEY ARE READY – ie if they can hold melody, pitch 5th.

Topics: Seasonal and farming. Songs for rhythmic activities. Songs with different moods for a variety of activities.

### **Artistic Themes**

Beginnings of perspective (foreground/background), diagrammatic elements,

Painting – forms emerging from colour,

Materials: wax sticks and blocks, thick (Lyra) pencils, coloured chalks, watercolour paints, beeswax/organic plasticine/clay

### **Physical Themes**