

Curriculum themes for C2

Child development and lemotif 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 actively seek guidance from the adult world and whilst they continue to imitate what they experience, their behaviour is modelled on how the significant others and in school the teachers are. Children start observing those around them for signs of how to be. They look to the teachers for guidance in all aspects of being in school and learning. Gesture is a powerful means of gaining their attention, words have to be generate images in the minds of the children and the way the teachers act in all things great and small shows children how things can be in ways that foster well-being, social awareness and moral authority.</p> <p>A child’s inner question to the teacher is: ‘do you see me?’ , “do I belong here?’, ‘can I participate?’ and ‘Can you help me encounter the world?’. These basic questions direct the teacher’s position and relationship in regard to the child. These are answered in and through the lessons which aim to let the children actually experience the world, and teach them the basic cultural and social techniques they need to engage with others and the world. The teacher who succeeds in meeting these expectations of the children will be accepted by them as an authority.</p> <p>Children in Class 2 are alert, active, energetic learners and need to be provided with opportunities to stretch their abilities in a healthy way as much as possible. Their energies need channeling into structured and meaningful activities and they need to establish a skills base in social and work life in school. Their prime developmental task is to learn the rules of a healthy social life and a caring way of relating to the world around us. They need strong moral exemplars, both among the teachers and indirectly through story material that includes figures whose spirituality is still embedded in nature rather than urban society. The pictorial, linguistic and form elements be cultivated through the teaching to support the children’s need to act increasingly out of inner images, rather than external instruction, though this is of course still needed. This means that many tasks need to be embedded in a classroom (also outdoor classroom) culture in which things have their natural time and place, letters and numbers and forms have their application and that the children can increasingly apply these because they have learned how to use them. Instruction is still a strong element but balanced by frequent phases of applying, exploring and practicing. By this age children should be used to periods of group and even individual work in which the teacher is a point of reference and support. Metaphorically the children are more ‘hunter-gatherers’, rather than sedentary farmers, which means they have to have many learning opportunities to explore the world around them and be guided to become aware of the inherent qualities in their natural and cultural environment and this can be expressed through personification (e.g. personifying natural phenomena, regular seasonal activities, days of the week having specific tasks, caring tasks and responsibilities in classroom and school house/grounds). Tthis 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 is internalized, 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</p>

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an appropriate level. Verbal book reports
Musical Themes
Qualities: <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. Topics: seasonal and nature, counting rhymes, times tables, significant people, fables.
Artistic Themes
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
Physical Themes