

Curriculum themes for C6

Child development and motif for this class
<p>Puberty brings many changes the young person's relationship to her body, to other people and to the world, most of which are liberating and unproblematical. At this age youngsters can be highly capable, fun, lively, loud, curious, imaginative, brave and in a way both 'grown-up' and yet unburdened by the world's problems. Physical growth and body change in endless individual variation is the norm, with girls usually being ahead of the boys in this respect. The children are physically stronger and can apply this to real bodily work in the garden or crafts or moving furniture. Their intellect is usually fully awakened, which makes them capable of thinking causally and logically, as well as seeing fault and weaknesses in logic. This capacity is often not matched by self-awareness and this can be socially poisonous. Their intelligence needs to be applied meaningfully to practical problem solving, conceptual tasks, and understanding cause and effect in the material and cultural worlds.</p> <p>In contrast to their outer behaviour quite a few young people also begin to develop private and intimate experiences through close relationships, diary writing, hobbies (involving relationships with animals). Students need age and developmentally appropriate tasks- they are no longer children- particularly in all technical fields ranging from tool use, to science and the techniques of literacy. They also need to learn social 'techniques' such as non-violent communication, conflict avoidance and resolution, health and well-being issues (e.g. food, body care, sexuality). The acceleration of puberty combined with models of sexuality in the media and access to social and digital media can be problematic when their use is not accompanied by understanding. Meeting the varied needs of a group of class 6 students is a considerable challenge best met by a team of teachers.</p> <p>Key themes include physical work (e.g. digging and wood cutting in gardening and outdoor curriculum), use of tools and the history of technology (e.g. ship building, road building, building large structures like temples and bridges), historical intercultural exchange and trade (e.g. Silk Roads and global Middle Ages) and urban and non-urban empires, equations and formula and applying these to solving problems, using different text types (tools for the job), making accurate observations in science and applying these in art (e.g. shadows and optical phenomena), plants and animals in their environments, geology and shapes of landscapes and their relationship to human activity (e.g. agriculture, mining, transport).</p>
Narrative Themes
Historical fiction and biographies.
Musical Themes
<p>Qualities:</p> <ul style="list-style-type: none"> • Major and Minor, Modern minor key with #7th, Phrygian modes. • Some harder rounds. • Drones, crooked drones and clashing notes. • Two, or even three part songs, depending on ability. • 7/8, Balkan 9/8. <p>Topics: Songs from all over Europe. Songs about ancient Rome. Marches. Songs for class play. Songs from Middle Ages (incl. drones)</p>
Artistic Themes
<p>Drawing – grayscale, special illusions, creating depth through shading, colour theory in drawing/painting</p> <p>Painting – veil painting, lightening and darkening colours with black/white</p> <p>Modelling landscapes, groups of human figures</p>

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Materials: watercolour paints and inks, clay, Caran d'ache pencils, charcoal sticks/pencils, graphite pencils, gouache,

Physical Themes