

Curriculum themes for C5

<p>Child development and motif for this class</p> <p>There is much evidence that the earlier onset of puberty leads to significant changes in the child's relationship to self and body, self and others and self and world. Thus the developmental themes and task for classes 4, 5 and 6 have to be taken as an overlapping continuum. This means that children are in a transition from childhood to puberty, though this is very individual and girls tend to enter puberty before the boys. Some children are still very harmonious and fluid in their movements while others experience changes in their bodies. Many children are often strong willed, self-reliant and creative at this age and their intellect is emerging in ways that enable them to begin to understand more abstract concepts, such as time and space.</p> <p>Physically they are individually in an optimum state of development (i.e. within their individual limitations), and they therefore need opportunities to explore and practice their agility, freedom of movement, skill and applied intelligence.</p> <p>They should have opportunities to expand their imaginative thinking in a range of spatial and temporal dimensions and their transformations, extend their powers of speech, recitation and dialogue through practice, experience how different cultures express their relationship to spirit and the natural and how the person relates to society, as well as archetypal narratives of individual quests. At this age children's focus of attention and attachment begins to shift from teachers to peers and friendships assume greater significance. This brings significant changes in the social and communicative processes the child is embedded in, which can also mean that children can be vulnerable if such relationships are broken or denied and the risk of marginalization becomes greater.</p> <p>Key themes at this age include the transition to abstraction in geometry, complex form drawing, expressive art that does not try to copy nature but give expression to essential qualities, the expressive possibilities of language in poetry and description, other cultures through their myths and pre-modern culture and the transition from myth to history, the world of plants and how they relate to their environments.</p>
<p>Narrative Themes</p> <p>Multicultural mythology</p>
<p>Musical Themes</p> <p>Qualities:</p> <ul style="list-style-type: none"> • Major key, major and minor modes, some pentatonic (eg Scots) • Songs for dancing, songs that carry a strong mood. • Any simple timing or compound timing including compound triple. • Rhythms for walking, running, skipping. • Two part songs and more challenging rounds, solo lines <p>Topics: Songs from all around British Isles. Songs for traditions of these islands. Songs for M/L on India, Persia, Ancient Greece. Songs for class play. Songs about plants/animals.</p>
<p>Artistic Themes</p> <p>Integrating illustration and text, detailed and accurate drawing, beginning shadows</p> <p>Painting – layering, receding landscapes</p> <p>Modelling human figures</p> <p>Materials: coloured pencils, coloured chinks, watercolour paints, clay, Caran d'ache pencils</p>

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Physical Themes