

## Curriculum themes for C3

<p><b>Child development and lemotif for this class</b></p> <p>In class 3 the developmental tasks are to learn to work with others, recognising that this requires cooperation, team work, rules, roles and tools. The 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.</p> <p>The psychological and social challenge of the developmental process Steiner called 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. The metaphor behind the notion of Rubicon is that of a transition from one state to a radically different one and crisis in the sense of an opportunity for fundamental change. 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, though does not have to be experienced in a negative way. 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.</p> <p>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.</p> <p>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. Key themes include origins of human communities, building and caring for homes, farming and animal husbandry, basic structure of sentences (nouns, verbs, adverbs etc.), units of measurement based on the human being.</p>
<p><b>Narrative Themes</b></p> <p>Archetypal practical life and living. Stories from the Abrahamic tradition.</p>
<p><b>Musical Themes</b></p> <p>Qualities:</p> <ul style="list-style-type: none"> <li>• Heptatonic, modal, or major key.</li> <li>• More rhythmic variation.</li> <li>• Songs in compound time.</li> <li>• Songs which can also be played on pipe/recorder.</li> <li>• Rounds IF THEY ARE READY – ie if they can hold melody, pitch 5th.</li> </ul> <p>Topics: Seasonal and farming. Songs for rhythmic activities. Songs with different moods for a variety of activities.</p>
<p><b>Artistic Themes</b></p> <p>Beginnings of perspective (foreground/background), diagrammatic elements,</p>

### C3 Curriculum Themes

Painting – forms emerging from colour, Materials: wax sticks and blocks, thick (Lyra) pencils, coloured chalks, watercolour paints, beeswax/organic plasticine/clay
---

<b>Physical Themes</b>