

## Class One | Learning Journey & Curriculum Map

### Class One | Child Development

In Class 1 children there is a general mood of dreamy wholeness, with more broad awareness than focussed concentration. Children experience themselves and the world as one. The sense of oneness gradually transforms as they begin to discover themselves as unique beings. Children still learn most effectively through practical activity and imitation. The intent of the curriculum is to cultivate the child's imagination, their ability to create vivid mental images, a reverence for nature, care for the environment, respect for others and a keen interest in the world around them.

### Class One | Eurythmy

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<p><b>Establishes good learning habits:</b></p> <ul style="list-style-type: none"> <li>● Enters the hall quietly</li> <li>● Sustains a respectful mood in the verse at the beginning and at the end of the lesson</li> <li>● Attentive and quiet throughout the lesson</li> <li>● Is able to create and stand in well formed circle</li> <li>● Demonstrates anticipation and joy.</li> </ul> <p><b>Coordination/Dexterity of hands/Agility of feet</b></p> <ul style="list-style-type: none"> <li>● Shows consciousness in arms and fingers</li> <li>● Can complete vowel jumps</li> <li>● Can skip and gallop</li> </ul>	<ul style="list-style-type: none"> <li>● Draw attention to a special rules in the eurythmy, for example 1. Put the hand up before you speak 2. Walk with toes first</li> <li>● Model consciously eurythmy gestures and movements, draw attention to a precision of the movement through imaginative instruction.</li> <li>● Encourage any graceful movement, care and effort put into children's work.Praise the children for their effort.</li> <li>● Observe children's progress, give</li> </ul>	<ul style="list-style-type: none"> <li>● Provide pianist with the folder including lesson structure and suitable age appropriate musical pieces to accompany exercises and stories</li> <li>● Start the class with the musical/listening mood f.e. 5th interval played on the piano</li> <li>● Put the class in the special eurythmy line and circle order, plan or choose special place for each child (according to their</li> </ul>

<ul style="list-style-type: none"> <li>● Eurythmy walk with toes first</li> </ul> <p><b>Orientation in simple geometrical spatial forms</b></p> <ul style="list-style-type: none"> <li>● Is able to walk in the space: straight line and curve/ squares and circles/ spiral following the group</li> <li>● Applying principles of chaos and order: can find their place in the circle/line</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Moves in time with the music and/ or spoken word</li> <li>● Imitates and en-souls eurythmy gestures</li> <li>● Moves harmoniously together with the others</li> </ul>	<p>feedback in each lesson and raise the degree of challenge accordingly</p> <ul style="list-style-type: none"> <li>● Demonstrate geometrical forms embedded in the story or poem. Teach the spatial forms gradually unfolding through several lessons. Keep the mood of the story in your instruction.</li> </ul>	<p>needs)</p> <ul style="list-style-type: none"> <li>● Learn the whole lesson by heart to ensure it's flow</li> <li>● Teach by heart and provide imaginative age appropriate stories, poems and musical exercises</li> <li>● Learn whole lesson by heart to ensure flow</li> <li>● Follow the structure of the lesson, for example: Verse, Concentration and warm up exercises, work part - core of the lesson, lighthearted activity or game, Verse. Lesson should be finished with a quiet moment/quiet respectful mood. Children should be out of breath and leave the lesson in a joyful mood. ???</li> <li>● School provides a pianist for every lesson</li> </ul>
--	--	---

## Class One | Eurythmy | Curriculum Narrative

**Handwork:** The aims of handwork lessons in Classes 1 and 2 are to enable the children to use their hands in a practical and constructive way; to learn to use simple tools safely; to develop an eye for colour and design; to develop will power, concentration, and perseverance in seeing a project to completion; to develop finger dexterity, left and right coordination, logic and sequencing; to develop an appreciation for the raw materials and the process of making handmade objects.

**Eurythmy:** Children work towards learning how to walk several geometrical forms in space when presented via imaginative pictures (e.g. the square is a house or castle), having basic body awareness and dexterity, recognising some of the Eurythmy alphabet gestures, being aware and able to follow rules and safely handle copper rods, having good listening skills and a well-developed sense of rhythm.

**Sports:** In Classes 1 and 2, the children do not have formal games lessons but have free play most afternoons and play games with their Class Teachers.