

## Class Two | Learning Journey & Curriculum Map

### Class Two | Child Development

After their first year of formal education, the children in Class 2 visibly grow and change, both outwardly and inwardly. Their school, their classmates, their teacher, are all very familiar now; they become more confident and, in comparison with the contentment of Class I, more talkative, louder and more cheeky; they push boundaries more than before; they begin to notice and question things. The authority of teachers who are clear in themselves about what is acceptable and what is not, is vital now; as the scope for self-directed work and behaviour widens, boundaries must remain firm. Slowly, through the course of this year and the next, the impulse to just follow - to imitate - will be replaced by the growing wish for independence. The challenging behaviour of the 8-year-old signals the beginning of that process, which will lead them eventually to become free thinking, empathetic, responsible adults.

### Class Two | Eurythmy

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<p><b>Establishes good learning habits, for example:</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. Can make a circle and a line in the special Eurythmy order</li> <li>● Demonstrates anticipation and joy.</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</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 5th interval played on the piano</li> <li>● Put the class in the special eurythmy line and circle order,</li> </ul>

<ul style="list-style-type: none"> <li>● Follows given rules if working with rods</li> </ul> <p><b>Coordination/Dexterity of hands/Agility of feet</b></p> <ul style="list-style-type: none"> <li>● Has consciousness in arms and fingers</li> <li>● Imitates and en-souls eurythmy gestures</li> <li>● Can complete vowel jumps</li> <li>● Eurythmy walk</li> </ul> <p><b>Orientation in Spatial/Geometrical Eurythmy forms, for example:</b></p> <ul style="list-style-type: none"> <li>● Walks backwards</li> <li>● “We look for one another”</li> <li>● Is able to walk Cassini curve</li> <li>● Is able to walk 5-point star</li> <li>● Mirror picture forms with a partner</li> <li>● “I and You”</li> </ul> <p><b>Musical Consciousness, for example:</b></p> <ul style="list-style-type: none"> <li>● Follows simple rhythm</li> <li>● Follows pitch in melody</li> <li>● Move in time with the music</li> </ul> <p><b>Developing social skills/awareness</b> Moves harmoniously with the others</p>	<p>and effort put into children’s work.Praise the children for their effort.</p> <ul style="list-style-type: none"> <li>● Observe children’s progress, give feedback in each lesson and raise the degree of challenge accordingly</li> <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> <li>● Draw children’s attention to a harmonious movement together with the whole group</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> </ul>	<p>plan special place for each child according to their needs</p> <ul style="list-style-type: none"> <li>● Resource, learn by heart and provide imaginative age appropriate stories, poems and musical exercises, for example Fairytales, Fables.</li> <li>● Plan and teach the lesson in such a way to ensure it follows the breathing rhythmical pattern</li> <li>● Learn whole lesson by heart to ensure flow</li> <li>● Invite parents into the lesson to show the children’s work at the end of the autumn term</li> <li>● Organise a performance to be shown to be shown to the whole school community at the school Eurythmy Festival at the end of the spring term. Let the children show their work and admire other children’s work.</li> </ul>
--	--	---

**Handcraft:** 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.