

Class Three | Learning Journey & Curriculum Map

Class Three | Child Development

One can imagine the children of classes one and two still existing somewhat ‘in the clouds’ - they have a dreamlike consciousness, compared with older children and adults, and do not sharply distinguish the separation between themselves and the world around them. In class three, and on into class four, the child begins to wake up and become more conscious of themselves as existing as a ‘self’ which is separate from the world. This can sometimes be an unsettling experience, as they feel themselves to be losing the magic of early childhood. They may have doubts and anxieties which they are not able to clearly express, and it is important that the adult world around them works to remain for them a loving and positive picture of authority in which they can place their trust. Whilst this ‘crossing of the Rubicon’, as Rudolf Steiner called it, can be a difficult experience for the children, it is also of course a necessary and important step towards eventually becoming a free and independent human being. The curriculum for class three works to strengthen the children as they step out of the clouds and on to the earth. Through the practical Main Lessons on Farming and Building the children see and participate in the basic activities of human survival on the earth and build a more conscious connection to the work that adults do. In the Main Lessons on Measurement the children begin to wake up to the dimensions and qualities of the world they inhabit by practically engaging with the measurement of distance, time, liquid volume and weight. In the stories of the Old Testament the children experience in grand pictures an echo of their own journey – they too are experiencing a little fall from paradise like Adam and Eve, and they see that as the Israelites followed Moses into the loneliness of the desert, they drew strength from their absolute trust in the guidance of the authority above them. The children will now test us more and more, but they need us more than ever to remain their strong guides, knowing what is right for them; only as adolescents do they begin to develop the necessary capacities for true independent judgement.

Class Three | Eurythmy

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
Establishes good learning habits:	<ul style="list-style-type: none"> Practice and encourage good learning 	<ul style="list-style-type: none"> Provide pianist with the folder

<ul style="list-style-type: none"> ● Enters the hall quietly ● Sustains a reverent mood in the verse at the beginning and at the end of the lesson ● Attentive and quiet throughout the lesson ● Demonstrates anticipation and joy. ● Can make a circle and a line in the special Eurythmy order ● Follows the rules if working with eurythmy rods ● Eurythmy walk <p>Spatial exercises/Developmental needs, for example:</p> <ul style="list-style-type: none"> ● Completes contraction and expansion exercise ● Completes nimble E exercise ● Completes “Question and answer” exercise using spiral forms. ● Completes simple rod and concentration exercises. ● Is able to move on the crossing figure of eight in the space with his peers <p>Learns consciously meaning of some sound eurythmy gestures, for example:</p> <ul style="list-style-type: none"> ● Knows “Evolutionary sequence” sound gestures or vowel sound gestures ● Recognises their own name and names of their peers ● Imitates eurythmical movements which 	<p>habits</p> <ul style="list-style-type: none"> ● Practice getting quickly into the special eurythmy line and circle ● Encourage discipline while working with rods. Share the rods while children are standing. ● Model consciously and precisely all eurythmy gestures and movements, draw attention to a precision of the movement through imaginative instruction. ● Encourage any graceful movement, care and effort put into children’s work. ● Demonstrate geometrical forms embedded in the story or poem. Teach the spatial forms gradually unfolding through several lessons. ● Teach evolutionary sequence in a poem. Play “Name game” for children to learn to recognise eurythmy sound gestures in their own names. ● Draw children’s attention to a harmonious movement together with the whole group <p>Follow the structure of the lesson: Verse, Concentration and warm up exercises, work part - core of the lesson, lighthearted activity</p>	<p>including lesson structure and suitable age appropriate musical pieces to accompany exercises and stories</p> <ul style="list-style-type: none"> ● Put the class in the special eurythmy line and circle order, plan special place for each child according to their needs ● Learn whole lesson by heart to ensure flow ● Resource, provide and teach by heart imaginative age appropriate stories, poems and musical exercises ● Plan the lesson in such a way that it lets children to experience balance between active and quiet eurythmy movements as a result of well structured lesson ● Organise a performance 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. ● Cooperate with class teacher to
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<p>meaningfully portray elements of speech, music and imagery</p> <p>Tone Eurythmy, for example</p> <ul style="list-style-type: none"> • Demonstrates some rhythmical abilities • Follows major and minor mood <p>Is able to move in harmony with music</p>	<p>or game, Verse. Lesson should be finished with a quiet moment. Children should be out of breath and leave the lesson in a joyful mood.</p>	<p>accompany main lesson subject when needed</p> <ul style="list-style-type: none"> •
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Class Three | Eurythmy | Curriculum Narrative

Handcraft: In Class 3 the children have a double lesson for the first time and it is difficult for some of them to work for an hour and a half on one project. Second projects include origami, weaving, embroidery and seasonal crafts. Gifted children are challenged with different sized needles and wool, new stitches and patterns. Children who struggle have more one to one time as the rest of the class becomes more competent.

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.

Games: Class 3 marks the beginning of a more formal education in movement and the start of a Games lesson where previously movement and games formed part of each day's main lessons. As such, a transition is made to the teaching approach and the foundations of good habits are laid for the subsequent years of games lessons. In Class 3, the emphasis is on the experience of "we". The tasks are given using verbal pictures, strong in imagery which enhance their experience of a game and can be highly effective as an approach to discipline. The stories provide simple rules and bring warmth, humour, excitement and imagination to the children's play.