

Class Four | Learning Journey & Curriculum Map

Class Four | Child Development

The successive school years in Waldorf Steiner education can be seen as a process of breathing: breathing in one year to breathe out the next year. One can see this when one surveys the classes across the school – some years have a definite introspective quality whilst others a more lively, outward-looking character. Growth and learning does not happen in a straight line. A new development in a child’s maturing soul is marked by a period of challenge or even turmoil followed by a steadier time in which the child enjoys and demonstrates newly acquired capacities or a new view of the world, before the next wave arrives and a new challenge presents itself. Children go through this individually and as a class. Whilst individual classes of course vary depending on the relative age of the children and their individual stories, as well as on the temperament of the Class Teacher, one can say that the odd years generally have a quieter, more unified quality compared with the even years, which can be more exuberant and sometimes more fractious. The harmony of class one usually breaks in class two. The children become cheekier and start to differentiate more between boys and girls, for example. In class three the children become quieter and more inward. They are beginning to wake up and become aware of their individuality, which can also lead to a feeling of separateness and doubt. The mood of class three is met by the reverence of the Old Testament stories with their austere and sure moral authority. Class four is exuberant, wild, funny, argumentative, clever, quick and hard-working. Of course there are still moments of individual doubt and uncertainty as well, because class four is a continuation of that process which began in class three. Some children go through the ‘Rubicon’ of the nine/ten year change well into class four. The overall impression when one stands before the class though is of confidence and enthusiasm. The children are now really here. You can see it in the way they greet and look at you. We can have a much stronger sense this year that we are standing in front of individual personalities. The children develop strong likes and dislikes and become more consciously interested in - and critical of - each other and their similarities and differences. They also become much more interested in the world. We hear many more pop songs being sung, or current events being discussed. The children are now really aware of everything going on around them. They take in the world at this age very intensely and are sensitive to the adult world surrounding them and project this back out without much of a filter. On a subtle level, one could say that they are very aware but not yet fully awake, and still experience life as a wakeful dream, which is why the curriculum must meet them with powerful stories, rich pictures and engaging activity.

Class Four | Eurythmy

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Establishes good learning habits:</p> <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 ● Shows disciplined eurythmy rod procedure <p>Warm up and Concentration Exercises</p> <ul style="list-style-type: none"> ● Demonstrates precision, dexterity/co-ordination, rhythm and balance ● Responds to challenge in speed <p>Rod Exercises, for example:</p> <ul style="list-style-type: none"> ● Demonstrates familiarity with the 7-fold and 12-fold exercises, showing dexterity, laterality and spatial orientation <p>Chain Form:</p> <ul style="list-style-type: none"> ● Demonstrates social awareness, dexterity <p>Tone Eurythmy</p> <ul style="list-style-type: none"> ● Knows and executes tone gestures of C-major scale. 	<ul style="list-style-type: none"> ● Practice and encourage good learning habits ● Encourage discipline while working with rods. ● 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. ● Teach basic rod exercises ● Demonstrate geometrical forms embedded in the story or poem. Teach the spatial forms gradually unfolding through several lessons. ● Draw children’s attention to a harmonious movement together with the whole group ● Deepen the knowledge of the eurythmy sounds. Play “Riddle game” - answer to the riddle is done in eurythmy sound gestures. 	<ul style="list-style-type: none"> ● Provide pianist with the folder including lesson structure and suitable age appropriate musical pieces to accompany exercises and stories ● Put the class in the special eurythmy line and circle order, plan special place for each child according to their needs ● Resource, learn by heart and provide imaginative age appropriate stories, poems and musical exercises ● Learn whole lesson by heart to ensure flow ● 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

<ul style="list-style-type: none"> ● Applies tone gestures to spatial form. ● Shows spatial orientation in musical forms. ● Shows social awareness. ● Recognises major and minor ● Demonstrates artistry and grace <p>Speech Eurythmy</p> <ul style="list-style-type: none"> ● Executes sound gestures in poems and verses ● Recognises basic grammatical elements and their spatial forms <p>Other</p> <ul style="list-style-type: none"> ● Imitates eurythmical movements which meaningfully portray elements of speech, music and imagery ● Works creatively and independently in group ● Shows artistry and grace ● Moves harmoniously with the others <p>Faces forwards while walking simple spatial forms</p>	<ul style="list-style-type: none"> ● Demonstrate c-major scale eurythmy gestures. Let children become conscious of them for the first time in simple musical piece. <p>Follow the structure of the lesson: 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. Children should be out of breath and leave the lesson in a joyful mood.</p>	<p>accompany main lesson subject when needed</p>
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Class Four | Eurythmy | Curriculum Narrative

Handcraft: With its symmetry and supported by colour and form, cross stitch helps children to gain confidence and inner firmness in this initial phase of their becoming independent. An understanding of a meaningful design to suit the purpose of the object begins to awaken. Aim of tasks is to train awareness and dexterity of both hands, awakening and promoting mental processes, and at the same time as producing final projects which have a practical use and function, as well as being aesthetically pleasing.

Eurythmy: Children work towards being able to work semi-independently with the basic Eurythmical elements in both speech and music Eurythmy. They contribute to a group form and work towards a short performance, with age appropriate geometrical transition forms as indicated by Rudolf Steiner being mastered and performed. Spatial and social awareness are raised.

Sports: At this time, the emphasis shifts from the group to the individual “I”. “You are there, I am here” is what the children are experiencing. The breathing element, the polarities between being awake and asleep, safety and danger, weak and strong are emphasised in games as a rhythm for contraction and expansion. At the same time, children at this age start to challenge adult authority or feel isolated from the group context and the social and moral aspects of learning and respecting the rules become very important. Games are still introduced with a story to give an overall picture but the principle of separation becomes stronger and often involves one against the group. There is more tension and the children must wake up if they are not to get caught or tagged!