

Class Five | Learning Journey & Curriculum Map

Class Five | Child Development

In Class 5, history, geography and science were the various aspects of the Home Surroundings Main Lesson, woven together, intertwined and very close to home; a reflection of a world in which the children were still completely immersed. As they grow, they slowly come out of that world and develop an expanding picture of it; by Class 3, they can look back at the past and imagine the future; they can measure things both outwardly and inwardly; by Class 5 they can begin to draw their own conclusions and notice for themselves how things relate to each other. The ‘oneness’ of the world is becoming something they can observe more and more clearly. This change in their consciousness is mirrored in the curriculum, which becomes more differentiated as they develop the capacity to look more closely at things. In Class 5 there are Main Lesson blocks in Local (London) or sometimes British Geography, Maths, Geometry, Man and Animal (Zoology), Botany and Mythology of Ancient Civilisations. In Class 6 we add European Geography, Roman and Medieval History and Physics, and beyond that, Chemistry, Physiology, World Geography and Modern History, expanding the world that we present to them in every direction, yet still carefully following the threads that connect the things they are learning, so that they understand the world as a whole and can move freely, in their thoughts and imagination, between different areas of study and interest. In contrast, much of modern education is made up of fragmented and disjointed pieces of information that give a confused impression of the world as a place made up of lots of isolated units - like lego. In addition to this, little consideration is given to whether what they are being taught is relevant to the children’s age or stage of development, and when they are given information with which they can’t make an inner connection, they can’t make any sense of it and they can’t do anything with it except remember it. The gradual, development related expansion and differentiation of the curriculum is one of the most important aspects of Steiner Waldorf education.

Class Five | Eurythmy

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
Establishes good learning habits: <ul style="list-style-type: none"> ● Enters the hall quietly ● Sustains a reverent mood in the verse at 	<ul style="list-style-type: none"> ● Practice and encourage good learning habits. Let children to be models for lower classes. 	<ul style="list-style-type: none"> ● Provide pianist with the folder including lesson structure and suitable age appropriate musical

<p>the beginning and at the end of the lesson</p> <ul style="list-style-type: none"> ● 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 ● Demonstrates artistry and grace <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:</p> <ul style="list-style-type: none"> ● Completes Waterfall exercise with agility, dexterity and rhythm <p>Speech Eurythmy</p> <ul style="list-style-type: none"> ● Knows whole alphabet in sound gestures ● Demonstrates orientation in spatial speech forms ● Can execute sound gestures and apply them on the form <p>Tone Eurythmy</p> <ul style="list-style-type: none"> ● Knows and executes tone gestures and applies them on spatial form <p>Ancient Civilisations</p> <ul style="list-style-type: none"> ● Engagement in gestures and forms <p>Harmonious Eight</p> <p>Demonstrates social awareness and spatial orientation</p>	<ul style="list-style-type: none"> ● Encourage strict discipline and safety rules 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 and complex rod exercises challenging children's abilities. Teach throwing of the rod. ● Demonstrate geometrical forms embedded in the story or poem. Teach the spatial forms gradually unfolding through several lessons. ● Deepen the knowledge of the eurythmy sounds. Demonstrate whole alphabeth. ● Demonstrate c-major, g-major scale eurythmy gestures and deepen their knowledge. Let children become conscious of them in simple musical pieces. ● Draw children's attention to a harmonious movement together with the whole group <p>Follow the structure of the lesson: Verse,</p>	<p>pieces to accompany exercises, stories and poems. Cooperate closely with pianist regarding musical pieces, repertoire, tempo of the pieces.</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 ● Resource, learn by heart and provide imaginative age appropriate stories, poems and musical exercises ● Learn whole lesson by heart to ensure flow ● Cooperate with class teacher to accompany main lesson subject when needed ● Plan, Organise and create a performance with Ancient Civilization's theme in the autumn term ● 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
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	<p>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>other children's work.</p> <ul style="list-style-type: none"> ● Provide a choice of 3 dramatic poems for children to work with ● Prepare a performance of a dramatic poem at the Youth Eurythmy Festival in the Rudolf Steiner House Theater in the spring term. Cooperate with parents to prepare suitable costumes and props. Plan and organise a trip.
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Class Five | Eurythmy | Curriculum Narrative

Handcraft: At this age, the children of class 5 have a new need for harmony: they seem to rest within themselves. A new technique to learn that fits into and aids this notion is round knitting on multiple needles. (5 & 4) Over the next two years it is the turn of the hands and feet to receive garments. and the children make their own designs called for by the use of the object. This element of purposeful design is used when creating ancient Greek patterns, which are applied to the togas for the olympics. Aim of tasks is to train awareness and dexterity of both hands, reawakening and developing knitting skills learnt in class one and two, as well as promoting mental processes. Handwork develops the will through the use of meeting challenges, working rhythmically.

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. Spacial and social awareness are raised.

Sports: The overall aim of the movement curriculum for the 11 to 12 year old is to work with rhythm in movement, to find a balance between levity and gravity, between imagination and intellect and between individual and group challenges. The children need to be challenged and show both courage and caution. The children enter a brief golden age of harmony and balance – within themselves and also with those around them. Their sense of justice and fairness is developing and the children pull together to sort things out amongst themselves, creating a strong bond of friendship. The games we play at this age are not yet sports and at the same time no longer the games of younger children. There is an important transition stage before team games are introduced. The children need to hold their centre, to stay in their own space. The Bothmer exercise, the “light beat” is used to help the children find this middle point, holding the centre in a rapid alternation of rhythms. The Ancient Greek Olympics stand as a leitmotiv for Class 5 and we will therefore strive to permeate each games lesson with the ideals of truth, beauty and goodness, the ideals of the original games in which the individual sought to give expression to the creative powers of the Gods.