

Class Seven | Learning Journey & Curriculum Map

Class Seven | Child Development

In their thirteenth year, the children’s thinking is developing rapidly. There is a hunger to find out for themselves. As a reflection of this, ‘Discovery’ is a strong, central theme in Class 7. It runs through the year as we examine the goings-on inside our own bodies, the chemical processes at work in everyday substances and phenomena, the origins of things we take for granted, and emerges explicitly as we follow the Portuguese and Spanish explorers of the so-called ‘Great Age of Discovery’, to Africa and America. Generally, this year we work on developing the students’ independence in thinking and in their work and behaviour. They have more freedom in many ways, but also more guidance in how to make the right choices. For example, they are asked to include their own views in their writing, and to pick out aspects that appeal to them from what they hear or read, but only after we have had a comprehensive class discussion, so that they have a more rounded picture, made rich by a variety of different points of view. Without this, the strong wish to form judgments that began to develop in Class 6 can lead to prejudice and unconsidered opinions.

Class Seven | 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 	<ul style="list-style-type: none"> ● Practice and encourage good learning habits. Let children to be models for lower classes. Let children demonstrate independence in their discipline. ● Encourage strict discipline and safety rules while working with rods. ● Model consciously and precisely all 	<ul style="list-style-type: none"> ● Provide pianist with the folder including lesson structure and suitable age appropriate musical pieces to accompany exercises, stories and poems. Cooperate closely with pianist regarding musical pieces, repertoire,

<p>Eurythmy order</p> <ul style="list-style-type: none"> ● Shows disciplined eurythmy rod procedure ● Demonstrates artistry and grace <p>Warm up and Concentration Exercises</p> <ul style="list-style-type: none"> ● Demonstrates precision, balance, co-ordination; good posture and rhythm ● Participates in group <p>Rod Exercises:</p> <ul style="list-style-type: none"> ● Knows the 7-fold and 12-fold routines, showing dexterity, laterality, spatial orientation, and group participation in the canon ● Knows complex large waterfall routine, showing dexterity, laterality, spatial orientation, and group participation in the canon ● “So ist es” exercise <p>Speech Eurythmy</p> <ul style="list-style-type: none"> ● Knows sound gestures and executes them ● Completes independent work with sound gestures ● Demonstrates social skills and co-operation in creative process <p>Tone Eurythmy</p> <ul style="list-style-type: none"> ● Listens to and recognises intervals/musicality ● Knows and executes interval gestures ● Shows orientation in spatial forms 	<p>eurythmy gestures and movements, draw attention to a precision and grace of the movement.</p> <ul style="list-style-type: none"> ● Encourage any graceful movement, care and effort put into children’s work. ● Teach complex rod exercises. ● Encourage independent creativity in rod and concentration exercises, poems and musical pieces. Let children create whole parts by themselves. Encourage peaceful cooperation with their peers. ● Teach the spatial forms gradually unfolding through several lessons. Make them gradually more challenging and complex. ● Deepen the knowledge of the eurythmy sounds. Encourage their independent use in poems and verses. ● Draw children’s attention to intervals in the music. Deepen their listening skills and teach them to recognise them. Recall the gestures and spatial forms of intervals. Let children to create musical forms independently. ● Draw children’s attention to a harmonious movement together with the whole group <p>Follow the structure of the lesson: Verse,</p>	<p>tempo of the pieces.</p> <ul style="list-style-type: none"> ● Allow the class to have their own order in the line and in the circle. Take that privilege away if class does not manage. ● Resource, learn by heart and provide imaginative age appropriate poems and musical exercises ● Learn whole lesson by heart to ensure flow ● Cooperate with class teacher to accompany main lesson subject when needed ● 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. ● Provide a choice of 3 dramatic poems for children to work with. Encourage children to find their own poems or musical pieces playable on the piano according to their liking. ● Prepare a performance of a
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<ul style="list-style-type: none"> ● Participates in group and shows social awareness <p>Creative and independent work</p> <ul style="list-style-type: none"> ● Displays social skills and cooperates in creative process ● Artistic achievement and grace <p>Is able to apply principles of eurythmy in the creative process independently</p>	<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>dramatic poem and a musical piece 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.</p>
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Class Seven | Eurythmy | Curriculum Narrative

Handcraft: Class 7 is introduced to traditional pottery techniques, modelling pinch pots first. They learn about the properties of clay and how important it is to wrap up work either in airtight plastic to keep it soft and workable, or loosely covered to let it dry slowly. They are shown how to store unwanted used clay; how to wedge clay; how to roll an even slab; how to make slip; how to roll even coils; how to build coil and slab pots.

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 pupils have the strength and supple flexibility to move quickly from one activity to another. They have the ability to separate themselves from the group and enough personal standing in the world to be ready for the challenge of competitive sport. They are capable of the individual standpoint and this allows them not only to take a position but also to oversee the game and its tactics.