# L4) Curriculum *Content*: Progress and Assessment Schemes

Following on from the **progression of *abilities***, we come to that of the **progression of curriculum *content*.** Again the learning aims are related to the specific phases of development that are indicative of Steiner / Waldorf Education. The content is that part of the Steiner / Waldorf curriculum that bears some similarity to mainstream. Having said that, there is a good degree of difference in terms of the choice of content as well as the way the elements of that content are formed. For example, in the lower school, the approach to the physical sciences would be more phenomenological than theoretical, emphasising the direct experience of the students over the metaphysical components of the content.

The following gives a brief overview of the Student Learning Aims and general content progression, which is then developed in the following slides. In each case, the Student Learning Goals can be translated into questions concerning the assessment schemes of the Students and the Teacher's own Self-Assessment. This is done in relationship to the three sub-phases of development in the first slide, the following also includes each class.

***To revise your knowledge of the pedagogy and the curriculum, read modules 5 to 7.***

Also in the following slides, the word "***indicative***" is used frequently. The reason for this is that the idea is simply to present some possible ideas for the curriculum rather than define the curriculum in these specifics. This is to acknowledge the autonomy of teachers to create their own curriculum suitable for the children that they teach. The goal is to avoid the rigidity of a fixed system. Most of the examples given are drawn from the "First Teachers' Course", particularly the first, second and third curriculum lectures. No doubt, now, a century later, teachers will wish to bring this up to date, but some of the indications presented in the Course still have validity.

Within the following slides there is also the question of ***progress*** across the years and for each subject. In general, the descriptions shown present: ***a progress from wholeness, through to the parts of a subject and back to wholeness through integration***. It is of course more complicated than this in that this process can occur on many levels and over greater or smaller time periods for each subject. It is preferable that, working within this generic framework, that each teacher defines their own specifics.

| | Indicative *Generic* Content: the Student's Learning Aims & Progression: | | |
|---|---|---|---|
| **Subject** | **Sub-phase 1: has the student learned to:** | **Sub-phase 2 : has the student learned to:** | **Sub-Phase 3 : has the student learned to:** |
| **1)Literature/Language/Literacy** | Understand and use language developed from out of world and experienced wholes. Correct Holistic "Human – Centred" use of language. Developing a holistic sense for the origins of literature, language and literacy. | Understand grammar and syntax within the context of a whole piece of literature. Employ Descriptive "I-centred" understanding & thinking element; Beauty of language and grammar. Beginning conditionals and subjunctives. | Understand Syntax and the Linguistic / Conceptual command of Language. Developing conditionals and subjunctives in the context of greater wholes such as poems and dramas. |
| **2) Mathematics** | Develop awareness of numbers and arithmetic processes through imaginative anthropomorphisms. | Further develop awareness of numbers, arithmetic processes and introduce geometry through imaginative description approach. | Understand the spherical geometry of the Earth as an integration of the elements of mathematics: counting, arithmetic, algebra, geometry. |
| **3) Nature Studies: Human – Animals, Plants & Bio-Geography, Mineralogy.** | Develop an imaginative understanding of the place of human beings in the natural environment. | Develop a differentiated picture & facts about the place of the human being in relationship to animals. Develop an understanding of the 7 major plant types and their mineral environment. | Understand the holistic connection between humans, animals, plants and minerals. Extending the understanding of plant types in local contexts and that of the holistic global context. |
| **4) Physical Sciences** | An understanding in unity with home environment, about the physical world through imaginative anthropomorphic learning. | In connection with the natural environment studies, learn about the physical world through imaginative facts learning. | Understand the unity of the physical and chemical processes in relationship to individual whole objects or physical reality as a whole. Learn about the physical world through imaginative ideas, cause-effect learning. |
| **5) History** | Develop an imaginative sense of time/ historical stories . | Develop some understanding of Biographies of historical persons, and historical Events forming a whole. | Understand the unity of the streams of history in so far as they play into World events today. Symptomatology, concepts, ideas, impulses in history, causes and effects. |
| **6) Geography: from Natural to Human** | Develop an understanding of Imaginative Stories as introducing geographical relationships. Create a story of a geographical situation, event or being. | Understand Geographic Narratives / Descriptions of local places, processes and events and their extension to nation. | Understand Systematic Geography of national & global places, processes and events. Understand the unified connection between the natural World and the human social life in economics, political/rights and cultural/spiritual. |
| **7) Spiritual, Moral, Social and Cultural Education: Integrated in above.** | Develop an imaginative understanding of SMSC through imaginative stories | Develop an imaginative understanding of SMSC through events and biographies. | Develop an imaginative understanding of SMSC through imaginative ideas. |

# Indicative Literature-Language-Literacy: the Student's Learning Aims & Progression

| Sub-Phase 1<br>Class 1 to 3 | Sub-Phase 2<br>Class 3 to 6 | Sub-Phase 3<br>Class 6 to 8 |
|---|---|---|
| **Pedagogy/Methodology:** | | |
| **Anthropomorphic Learning** | **Imaginative Facts Learning** | **Imaginative Ideas Learning** |
| **Curriculum Content:** | | |
| Understand and use language developed from out of world and experienced wholes. Correct Holistic "Human – Centred" use of language. Developing a holistic sense for the origins of literature, language and literacy. | Understanding grammar and syntax within the context of a whole piece of literature. Descriptive "I-centred" understanding & thinking element; Beauty of language and grammar. Beginning conditionals and subjunctives. | Syntax and the Linguistic / Conceptual command of Language. Developing conditionals and subjunctives in the context of greater wholes such as poems and dramas. |

| Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 |
|---|---|---|---|---|---|---|---|
| Telling and Re-telling stories.<br><br>Correct Listening and Speaking.<br><br>Singing and music leading to auditory understanding.<br><br>Form Drawing.<br><br>Introduction to the alphabet.<br><br>Writing from the spoken word.<br><br>Reading from writing. | Writing down heard stories.<br><br>Writing descriptions of the natural world.<br><br>The role of noun, verb and adjective in the construction of sentences.<br><br>Poetry and the role of rhyme and meter. | Continuation of lessons from previous classes.<br><br>Develop feeling for length of sounds in speech articulation and for the structure and meaning of language.<br><br>Types of words.<br><br>Punctuation. | Continuation of lessons from previous classes.<br><br>Composition of letters.<br><br>Awareness of tenses, past, present and future.<br><br>Use of prepositions. | Review and expand.<br><br>Active and passive verbs.<br><br>Reproduce accurately what they have heard.<br><br>The use of quotation marks.<br><br>Writing assignments & clarity of who said what and when.<br><br>Development of punctuation. | Review and expand.<br><br>Develop awareness of subjunctive mode.<br><br>Composing simple business letters. | Review and expand.<br><br>Develop linguistic expressions for emotions.<br><br>Cultivate sense for the flexibility of language.<br><br>Develop awareness of language in business as a further development of the use of language in the descriptions of Nature. | Review and expand.<br><br>Develop awareness of longer pieces of prose and poetry.<br><br>Reading and enacting dramas and epics..<br><br>Drama. |

# Indicative Human and Animal Studies: the Student's Learning Aims & Progression

| Sub-Phase 1<br>Class 1 to 3 | Sub-Phase 2<br>Class 3 to 6 | Sub-Phase 3<br>Class 6 to 8 |
|---|---|---|
| **Pedagogy/Methodology:** | | |
| **Anthropomorphic Learning** | **Imaginative – Facts Learning** | **Imaginative Ideas Learning** |
| **Curriculum Content:** | | |
| To develop an imaginative understanding of the place of human beings in the natural environment. | To develop a differentiated picture & facts about the place of the human being in relationship to animals. | To develop an integrated understanding of the holistic three-fold human body in relationship to animals and nature. |

| Class 1<br>6-7 yrs | Class 2<br>7-8 yrs | Class 3<br>8-9 yrs | Class 4<br>9-10 yrs | Class 5<br>10-11 yrs | Class 6<br>11-12 yrs | Class 7<br>12-13 yrs | Class 8<br>12-14 yrs |
|---|---|---|---|---|---|---|---|
| Awakening to the local environment: plants, animals, meadows, mountains, etc | Continuation of class 1. | Study of meadows & fields.<br><br>Extension to business. Building Farming<br><br>Animals in connection with the human being. | Recent Natural History and business.<br><br>Human & animal study continuation. | Less familiar animals. | Human beings in relation to the natural world. | Human beings in relation to health and nutrition. | The whole human being: nerve/brain skeleton, metabolism / muscular system, etc.<br><br>The inner structure of the senses, such as the eye. |

# Indicative Plant Curriculum: the Student's Learning Aims & Progression

| Sub-phase 1: 7th – 10th yrs | Sub-phase 2: 10th -12th yrs | Sub-phase 3: 12th -14 yrs |
|---|---|---|
| **Pedagogy / Methodology:** | | |
| **Imaginative Plant & Bio-Geographic Stories.** | **Characterisations.** | **Understanding.** |
| **Curriculum Content:** | | |
| **Imaginative Plant Studies**<br><br>1) **Imaginative Stories** as introducing plants and their geographical relationships.<br><br>2) Creating a story of plants in a geographical situation, event or being. | **Local and National Plant Studies**<br><br>**Geographic Narratives / Descriptions** of plants & local places, processes and events and their extension to nation: | **World Plant Studies**<br><br>**Systematic Geography** of plants in national & global places, processes and events. Introduction to Bio-Geography in the World context. |

| Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 |
|---|---|---|---|---|---|---|---|
| Imaginative Plant & Geographic stories of the kingdoms of nature. | Imaginative Plant & Geographic stories of the kingdoms of nature. | As per class 2 and as per class 3. | Local Plant & plant Geography,<br><br>Botany & Geography and the foundations of the economy | Wider Local Plant & Geography studies ,<br><br>Plant & Geography studies and the beginnings of their connection to the mineral world as in soils. | As per class 5 and as per class 7. | From National Plant & Geography studies to the Beginnings of Global Geography | From National Plant & Geography to the Beginnings of Global Plant Geography. |

# Indicative Geography Curriculum: the Student's Learning Aims & Progression

| Sub-phase 1: 7th – 10th yrs | Sub-phase 2: 10th -12th yrs | Sub-phase 3: 12th -14 yrs |
|---|---|---|
| **Pedagogy / Methodology:** | | |
| **Imaginative Geographic Stories:** | **Characterisations:** | **Understanding:** |
| **Curriculum Content:** | | |
| **Imaginative Geography**<br><br>1) **Imaginative Stories** as introducing geographical relationships.<br><br>2) Creating a story of a geographical situation, event or being. | **Local and National Geography**<br><br>**Geographic Narratives / Descriptions** of local places, processes and events and their extension to nation: | **World Geography**<br><br>**Systematic Geography** of national & global places, processes and events: |

| Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 |
|---|---|---|---|---|---|---|---|
| Imaginative Geographic stories of the kingdoms of nature. | Imaginative Geographic stories of the kingdoms of nature. | As per class 2 and as per class 3. | Local Geography,<br><br>Geography and the foundations of the economy | Wider Local Geography,<br><br>Geography and the broader foundations of the economy | As per class 5 and as per class 7. | From National Geography to the Beginnings of Global Geography<br><br>Geographic Foundations of the economy, culture and the beginnings of rights questions. | From National Geography to the Beginnings of Global Geography<br><br>Geographic Foundations of the economy, culture and the beginnings of rights questions. |

# Indicative History Curriculum: the Student's Learning Aims & Progression

| Sub-phase 1: 7th – 10th yrs | Sub-phase 2: 10th -12th yrs | Sub-phase 3: 12th -14 yrs |
|---|---|---|
| **Pedagogy / Methodology** | | |
| History Stories for Imagination | Imaginative Characterisations | Imaginative Understanding |
| **Curriculum Content** | | |
| Imaginative Story Telling | Biographies of historical persons, Historical Events forming a whole. | Streams of history and its Symptomatology, concepts, ideas, impulses in history, causes and effects. |

| Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 |
|---|---|---|---|---|---|---|---|
| Story telling as introducing time based imaginative experience.<br><br>Re-creating a historical person or historical event as an imaginative story. | Story telling as introducing time based imaginative experience.<br><br>Re-creating a historical person or historical event as an imaginative story. | Story telling as introducing time based imaginative experience.<br><br>Re-creating a historical person or historical event as an imaginative story. | History of the local regions:<br><br>History of land use,<br><br>History of elemental industry,<br><br>The connection with local geography. | Ancient India, Persia, Egypt to Greek History.<br><br>Connect to the geography of those regions and their related economies. | Greek and Roman history.<br><br>Middle Ages. | The Renaissance: fifteenth to seventeenth centuries. | Consider the streams of Modern History and how they flow into the Present.<br><br>Cultural History.<br><br>The Industrial Revolution.<br><br>The spiritual & religious undercurrents of history. |

# Indicative Physical Sciences Curriculum: the Student's Learning Aims & Progression

| Sub-phase 1: 7th – 10th yrs | Sub-phase 2: 10th -12th yrs | Sub-phase 3: 12th -14 yrs |
|---|---|---|
| **Pedagogy / Methodology:** | | |
| **Anthropomorphic Learning** | **Imaginative – Facts Learning** | **Imaginative Ideas Learning** |
| **Curriculum Content:** | | |
| In unity with home environment, learn about the physical world through imaginative anthropomorphic learning. | In unity with natural environment studies, learn about the physical world through imaginative facts learning. | Understand the unity of the physical and chemical processes in relationship to individual whole objects or physical reality as a whole. |

| Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 |
|---|---|---|---|---|---|---|---|
| | | | | | Physics from out of music: acoustics.<br><br>The human larynx from the point of view of physics.<br><br>Optics<br><br>Thermodynamics<br><br>Electricity and Magnetism. | Expand on previous years.<br><br>Continue to study the basics of mechanics.<br><br>Introduce the chemistry of combustion.<br><br>Connect physics, chemistry and geography to industrial processes. | Expand and proceed to hydraulics.<br><br>Continue to connect physics, chemistry and geography to industrial processes.<br><br>Physics of aerodynamics and climatology.<br><br>Chemistry of industrial processes.<br><br>Organic chemistry |

# Indicative Mathematics Curriculum: the Student's Learning Aims & Progression

| Sub-Phase 1: | Sub-Phase 2: | Sub-Phase 3: |
|---|---|---|
| **Pedagogy / Methodology:** | | |
| **Imaginative Anthropomorphisms** | **Descriptive Facts Method** | **Imaginative Proof as Method** |
| **Curriculum Content:** | | |
| To develop awareness of numbers and arithmetic processes through imaginative anthropomorphisms. | To further develop awareness of numbers, arithmetic processes and introduce geometry through imaginative description approach. | To further develop awareness of numbers, arithmetic processes and develop geometry through imaginative proof approach. |

| Class 1<br>6-7 yrs | Class 2<br>7-8 yrs | Class 3<br>8-9 yrs | Class 4<br>9-10 yrs | Class 5<br>10-11 yrs | Class 6<br>11-12 yrs | Class 7<br>12-13 yrs | Class 8<br>13-14 yrs |
|---|---|---|---|---|---|---|---|
| Introduction to counting and numbers. Deriving the parts from the whole.<br><br>The four arithmetic processes: from whole to parts and reverse.<br><br>Learning the times tables by heart. | Continuing from class 1 with a higher range of numbers.<br><br>Introducing unknowns and their calculation. | More complicated numbers.<br><br>More complicated arithmetic processes. | Developing earlier classes, introducing fractions and decimals.<br><br>Introducing geometry: circles, ellipses and other forms through observation, painting, modelling and drawing.<br><br>Three dimensional forms in art and nature as above. | Develop further fractions and decimals.<br><br>Develop independent ability to do calculations in topics introduced. | Calculate percentages, interest, discounts.<br><br>Geometry: squares, triangles, circles. Three-dimensional forms. Mathematical Projections and shadows, etc.<br><br>Mathematics of the connection between the technical and the beautiful. | Introduction to algebra. Powers and roots. Positive and negative numbers. Applying maths to real life situations.<br><br>Mathematics of object penetrations and interjections.<br><br>Development of the connection between the technical and the beautiful. | Continue algebra, powers, roots, positive and negative numbers, practical applications.<br><br>Calculating areas and volumes.<br><br>Geometric Loci.<br><br>Geometry as far as possible. |

# Student Assessment Schemes & Profiles

Naturally, teachers will need to specialise the previous learning aims and progression for each student to give an assessment for each individual. This will probably be best using the following levels:

1) **Continuously, during each day and week, using instantaneous verbal and practical feedback and**
2) **After each specific type of main lesson. During each main lesson block, the student will make a little "booklet" covering the block topic with artistic as well as "academic" content included(see next slide and module 5, L1b). Together with in-class participation, activities and "assignments", these booklets can provide the foundation of assessment.**
3) **At the end of the year there will then be a student profile giving an account of where they are in their learning development. This may also be done to some degree each week.**
4) **A kind of assessment form can then be made which enables teachers to be aware of what they need to do in order to help the children develop. A variant of this can also be made available to parents who may be helpful participants in this process.**


7th Grade
Main Lesson

By using the concepts from the previous slides, we can create a student assessment profile for each subject in each year. We can simply take the above slides for the generic learning aims for each sub-phase as well as the specific ones for each subject and create an assessment scheme for each student and each main lesson subject. The teacher will also have collated evidence throughout the year from: in - class participation, activities and “assignments”. This evidence may be acquired during and at the end of each main lesson and then assembled at the end of the year. Feedback to parents may also be given throughout. The below are intended as an outline of a profile, obviously each teacher may wish to alter this in accordance with their own situation and needs. This has therefore been left largely as an exercise (see end) for each participant of this module. The following format may give some ideas about a possible assessment profile for the end of a year:

| | Student Name: *Name* summary comments on the Student's Learning Aims & Progression (end of year based on main lesson block information): |
|---|---|
| Subject | Class 8: (see previous main lesson descriptors) |
| 1)Literature/Language/Literacy | |
| 2) Mathematics | |
| 3) Nature Studies:<br>Human – Animals,<br>Plants & Bio-Geography, Mineralogy. | |
| 4) Physical Sciences | |
| 5) History | |
| 6) Geography: from Natural to Human | |
| 7) Spiritual, Moral, Social and Cultural Education: Integrated in above. | |

## Exercises:

1) On the basis of the above and an in-depth study of the three "Curriculum Lectures" from "The First Teacher's Course", pp 330-346, design an overview of a curriculum for the eight years of the Lower School. You can also use Lecture 1d from module 5. The idea is to carry this out free of presuppositions of what the various curricula look like today. Put another way, imagine that you had been a teacher at this First Teachers' Course and you had the task of converting Steiner's suggestions into a potential 8-year program. Try to think how you might design this in a way that is relevant for the contemporary World.

In doing this design, try to identify the different **Aims** from the **Content** and **Method** as indicated in the texts above. Have in mind the main lesson block descriptor sent with this information and how it might meet the requirements of Ofsted concerning the **documentation** of the category of "Quality of Education". This also needs to be designed in such as way that the essence of Steiner / Waldorf education philosophy is maintained.

2) Imagine you are a teacher of class 3 in a Steiner / Waldorf school. It is the end of the year and it is time to write your student assessment records for each student. Using the previous curriculum slides, imagine a student for whom you are to write a report for each subject you have taught them. Assuming you have kept your records for the whole year, create an imaginary report for this imaginary student.