

# **SHEARWATER**

**THE MULLUMBIMBY STEINER SCHOOL**

## **EDUCATION & CURRICULUM HANDBOOK**

### **PRIMARY SCHOOL**

*Classes 1 to 6*

SHEARWATER  
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Mullumbimby, NSW, Australia

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General website: [www.shearwater.nsw.edu.au](http://www.shearwater.nsw.edu.au)

On our website you can access all the newsletters,  
all the information contained in the General Handbook  
as well as the other three “Education and Curriculum” handbooks  
*WAVE*’s website: <http://wearables.shearwater.nsw.edu.au>

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For more information about  
Steiner education & Shearwater  
(general information and practical details)  
please read the General Handbook

For more information about  
*Under sevens – Play and Craft Group / Pre-school / Kindergarten*  
*Middle School – Classes 7 to 10*  
*High School: Advanced and Continued Studies for Years 11 & 12*  
please read the separate “Education and Curriculum” handbooks

## *Primary School – Classes 1 to 6*

### *Who for?*

- Class 1 for children turning 7 in that year
- Class 2 for children turning 8 in that year
- Class 3 for children turning 9 in that year
- Class 4 for children turning 10 in that year
- Class 5 for children turning 11 in that year
- Class 6 for children turning 12 in that year

### *Class Teachers in 2006*

- Class 1a Celia Linklater
- Class 1b Cathy Jones
- Class 2 Dymphna Parkes
- Class 3 Julie Marx
- Class 4 Michael Lester
- Class 5 Undine Fieck
- Class 6 Adam Alcorn

### *Welcome*

Just as Kindergarten children learn through imitation, Primary School children learn best through the authority of a person whom they know and trust.

Each Class Teacher stays with his or her Class right through the Primary grades. The continuity of this important personal relationship provides a secure basis for the children to mature in later years, confident in their own independent judgement and action.

The Class Teacher is responsible for the Main Lesson period each day, with specialist teachers giving instruction in areas such as languages, crafts, music and Eurythmy. The Main Lesson stays with the same subject for a few weeks, allowing the children to explore issues in depth and from many different angles.

The teacher works creatively, always seeking to find a fresh connection with his or her subject matter and to recognise readiness for learning.

The background to the lessons' themes is drawn from the major epochs of History, and through the medium of stories the children experience the development of mankind.

All subjects in the 'Class Teacher period' are approached through the realm of art and imagination as the primary school child lives and thinks in a world of pictures.

An artistic, imaginative approach is the teachers' key to giving 'bread' instead of dry abstract stones. No conventional textbooks are used until High School, and then very few. Instead, students make their own, and exercise books become an artistic record of what they have learnt.

The study of human nature is of paramount importance in the preparation of Steiner Teachers. Knowledge of human temperament, personality formation, physiognomy

and child psychology based on soul/spiritual knowledge help the teacher understand the most profound mystery of creation – the human being.

Except where enforced by circumstance such as small schools, the vocation and the art of class teaching is unique to the primary classes of Steiner Schools. To accompany a class of 30 pupils through seven years of Primary School is a challenging, adventurous, sometimes daunting but always inspiring journey through the educationally important years of childhood. In today's fragmented world of specialisation, high employee turnover, employer opportunism and the self-interest of personal advancement, the Steiner School Class Teacher has become a rare vocational survivor. The challenge of teaching the same children over a seven-year learning program requires a serious commitment to a vocation with a reputation for conservatism and mediocrity: "Those that can, do; those that can't, teach!" In Steiner Schools teachers are encouraged to take initiative and assume responsibility for their teaching. A prescriptive syllabus and teaching from the text book in the Primary School is a wooden and dusty process that has no appeal to the child who wants to experience everything that comes to it through inner measure and rhythm which corresponds with the activity of its heart and breathing – instrumental in the growth of its muscles and bones. Then its whole body vibrates in harmony. If what is given to the child from without cannot be assimilated by its inner organic vital forces, there is a danger of the child becoming crippled in its soul life, though this may not be apparent physically at the time. Steiner Education is an art and the teacher is required to be an artist who appreciates and understands the artistic instrument of the body. A violin vibrates to the waves of the melody. A strummer ruins a violin. An inartistic teacher without insight can implant false principles in his/her pupils that become part of their growth and have harmful results in their development. Creativity inspires enthusiasm, ownership and commitment. Following the imitative processes of early childhood, the child experiences a new faculty of soul that leads to belief in adults, a susceptibility to guidance and a recognition of the educator for what he/she should be, namely an authority. This acceptance of authority is accompanied by the love of the children for their teacher. To maintain the integrity of this process, the teacher accompanies the Class from dentition (Class 1) to puberty (Class 7). The continuity of this important relationship provides security for the children to confidently mature in later years in their own independent judgement and action and is also a wonderful opportunity for personal growth and professional development for the teacher. In fact a Primary Steiner Teacher is not regarded as being fully experienced until he has taken through such a Class. This long-term relationship also allows the teacher to be introduced as an intimate third party to the child's family.

And at the end of seven years together, the Teacher and the Class truly experience a sense of completion and fulfilment.

Over the seven-year cycle, the teacher is able to artistically sequence the children's learning program and weave through it recognisable themes, images and stories. For example, the geophysical inspired Class 1 story of "Mother Magma and her Fiery,

Rambunctious Sons” becomes the basis of the Geology lesson in Year 6. Continuity also allows the teacher to monitor the development and progress of the children and for economy of teaching – no unnecessary repetition and re-establishment of relationships with children and their parents. Morality in children is part of their instinctive process of growth, development and unfoldment. As the child grows, together with their maturing physicality, the extraordinary wisdom of their development is externalised and unfolds into moral tendencies. Through appropriate content, sensitive and artistic teaching responses, the teacher will fortify and nourish the child’s natural development. In this process he/she will bring to consciousness and externalise this indwelling morality of the child that they may choose to work with as independent adults in later life. The stories that we bring to the children will be explored in the next section.

### *Curriculum*

#### ★ General

Up to the age of ten, teachers should strive to make everything live for the child. Let them make the plants speak, and the animals act as moral beings. Let them turn the whole world into imaginative stories and fables, not as a well-read bookworm, but as creative poets. However interestingly the scholar who has devoured whole libraries may tell a story, the child will yet smell the parchment, which betrays the pedant. But artists, who think for themselves, have creative force in their words and pass this onto the children. Dr. Steiner described a vivid picture of the Teacher hurrying off to School with a new story to tell the children and how their faces radiated in the listening of it, as they were themselves part of the story.

Stories are the medium through which the world and all the things in it are communicated to primary school children and the art of story creation and storytelling is something that teachers are encouraged to develop. If only you could realise what an immense difference there is between merely reading a story and making up one yourself! However many stories you may at first read and then retell your children, they will not have the same impact as stories invented by yourselves, even if your own efforts are far inferior to the existing stories. It is this imaginative process of creating, the living element, which will communicate itself and work on the child.

There are three types of stories told to the children in primary school:

- Age and Development Appropriate Stories
- Lesson Stories inspired by lesson content
- Curative Stories

All good stories will contain all three of these elements but we will employ the above distinctions as starting points. They may manifest as episodic narratives, fables, legends, myths, poetry and verse, plays, songs or fantasy. Fundamental to locating the content of stories is a thorough understanding of the Primary School Learning Program, based as it is on an understanding of Child Development in those years.

This Learning Program or more fondly termed the Curriculum was initially developed at the Waldorf School in Stuttgart and subsequently in Steiner Schools throughout the world. As Steiner Schools spread to other continents, the Euro-centric curriculum always followed. In 1971, Lorien Novalis School was established as Australia's second Steiner School. Part of its charter was to take into account its regional and local geography and culture. This it did successfully and developed a Learning Program appropriate to its location. Shearwater has continued this lively process and has also developed its own program to include an appreciation of time and place. This creative approach has provided a source of inspiration to teachers who look to local geography, flora and fauna.

Put simply, the truth of a story with local animals – e.g. black cockatoos – will have more impact when children see them fly overhead than a tale of blue jackals in a country where no jackals live. A story involving the black cockatoos witnesses the marriage of the Arts and the Sciences. The truth of the Gang Gangs will reinforce the student's certainty in the world, the authority of the teacher and help keep at bay the cynicism of disappointment in adolescence. Despite the inherent wisdom in Grimm's Folk Tales, what is an adolescent student to make of the contradictions found in his concern for an endangered environment when, in today's contemporary world, the Huntsman Hero of Little Red Riding Hood would be considered an environmental terrorist?

★ The Learning Program for Class 1

	Main Lesson	Middle Lesson
English	Capital letters Letter Combinations (Phonics) Writing Practice	Writing of the Bush Story Retelling Recitation & News Telling
Mathematics	Counting from 1 to 12  The Equation  The 4 Operations	Radial Form Drawing (Diagrammatic Number) Paper folding and cutting (Applied Number) Games with Counters (Problem Solving)
Human Society and Its Environment (H.S.I.E.)	Flood Stories Local Geography The Four Temperaments	Aboriginal Creation Myths
Science and Technology	The Four Elements Plant Stories Physics	Gardening Rock Cycle
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: Swim and Survive. Water safety & swimming in preparation for summer. Team Games. Circle Games. Dance: Bush and Circle Dances	
Field Excursions	Overnight Stay. Camp suggestion: Fingal Heads - include Minjumbal Museum.	
Cooking	Biscuits and Cakes.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Exploring Rainbow Colours and their intrinsic qualities. Possible themes: Painting the vowels. Painting the plant. Colour harmony in the Elemental World.	
Drawing:	Block Crayons: Exploring Rainbow Colours. Possible Themes: The Rainbow, The Rainbow Serpent, Water and the Undines.	
Sculpture:	Clay: Hand modelling (coil and pinch).	

	Wax: Modelling, Candles: coloured twist candles.
Music:	Learning to play the recorder. Instrumental accompaniment with percussion. Simple notation.
Craft:	Soft crafts    Wool: weaving a shoulder bag, knitting a recorder bag and a gnome. Calico: embroidering a calico bag with blanket stitch. Silk: gutta-drawn outline, silk dye picture: scarf or streamers on a stick, silk frame. Felt: felt frames for photos, felt patches with embroidery, felt eggs or small felt toy.
	Hard crafts    Wood: toy making. Making a breadboard. Decorating own crayon boxes. Sanding & varnishing desk.
Technical	Building and Construction: building a shelter, cubby or tree house, using recycled timber & bamboo. Printing: Leaf Patterns
Drama	Set and Costume Preparation. Rehearsals. Performance. Possible theme: Elementals.

With such a program in mind, these are the kind of stories told in Class 1

- Stories of power and magic that involve transformation and metamorphism. Transformed earth science lessons. For example, the geographic phenomena of a tidal wave can be transformed into an all-powerful Oriental potentate: The Tsunami Lord.
- Physics stories, e.g. for colour: The story of Ruby, Marina and Topaz
- Rock stories
- The Alphabet – consonant and vowel stories
- Number Stories
- Stories of the elemental beings
- Aboriginal stories and stories of place

★ The Learning Program for Class 2

	Main Lesson	Middle Lesson
English	Lower Case letters Descriptive Expression Letter Combinations (Phonics, Blends, Spelling)	Word Families Writing Practice Verse Speaking
Mathematics	Times Tables - 1 to 12  Money  The Algorithm	Linear Dynamic Drawing (Diagrammatic Number) Number in the Home –Time (Applied Number) Using counters as money (Problem Solving)
Human Society and Its Environment (H.S.I.E.)	Ancient India South East Quatrosphere Local Geography: Aboriginal Sacred Sites	Stories of Wisdom Animal Fables
Science and Technology	The Four Kingdoms Local Flora and Fauna The Seasons	Gardening Water Cycle Animal Homes and Shelters
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: As for Class 1, plus ball Games. Dance: Indian Folk Dances. Line Dances	
Field Excursions	Bushcraft: Fire lighting, Tent pitching, Pocket-knife care. Camp suggestion: Wollumbin or lake Ainsworth.	
Cooking	Simple Dishes. Cooking on an Open Fire.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Exploring Rainbow Colours. Making Magenta. Possible themes: Serum Spectrals. Water Plants.	
Drawing:	Block and stick crayons. Introducing form using the stick crayons. Line drawing. Possible Theme: The jungles of S.E. Africa.	
Sculpture:	Clay: Hand modelling (coil, pinch), e.g. Animals of Asia.	

	Wax: Simple Mandalas (patterns between sheets of plastic). Candles: twist and cut-away.
Music:	Recorder playing in rounds. Two part instrumentals. Notation. Class band.
Craft:	Soft crafts    Wool: weaving a carry-bag, knitting a scarf, making a stitch sampler. Cotton: individual chalk-bag, with elephant-print motif and Sequin decoration. Silk: silk picture for hanging, shibori tie-dying technique. Felt: soft toy (mouse, elephant), lotus pincushion, hand puppet, sewing needle case, sewing booklet for knitting needles. Papier-maché: simple bowl with shiny veneer finish. Hard crafts    Wood: Black boards, jigsaw puzzles, mobile, breadboards. Mixed craft    Jewellery: beading necklaces and wristbands.
Technical	Building and Construction: building a billy cart with wheels, a portable wooden lap top-drawing board. Printing: Potato print patterns Mixed: String patterns (geometry) involving measuring, hammering, nailing and wool winding.
Drama	Prop making. Set and costume preparation. Speech practice. Rehearsals. Possible theme: Ancient India.

With such a program in mind, these are the kind of stories told in Class 2

- Fables – stories of wisdom
- Stories of Ancient India: The Mahabarata, the Ramayana
- Water stories: stories depicting the water cycle
- Plant stories: stories of plants in which their names, forms, colour and blossoms as reflections of human soul life, e.g. the refined egoism of the crucifix orchid, the good-natured larrikinism of the callistemon (red bottlebrush), and the “don’t look at me but notice me” of the Forget-Me Nots.

★ The Learning Program for Class 3

	Main Lesson	Middle Lesson
English	12 Points of Punctuation 7 Sentence Types Stories of the Saints	Spelling Rules Reading and Spelling Story Writing
Mathematics	Linear Measurement Number Symbols and Terms Patterns (e.g. Celtic)	Free Form and Dynamic Drawing Number on the Farm (Quantities) Time and Distance Exercises
Human Society and Its Environment (H.S.I.E.)	Ancient Persia Australian Settlement: Capt. Cook's Voyages of Discovery The Cultures of the Hunters & Gatherers	Creation Stories Stories of Love
Science and Technology	The History of Agriculture Earth's Topography - Mapping The 12 Senses	Gardening Air Cycle
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: As for Class 2, plus Soccer, Rollerblading and Ten Pin Bowling. Dance: Middle Eastern Folk Dances. Pairs Dancing.	
Field Excursions	Bushcraft: Bush Walking, Raft Construction (using bamboo & plastic milk bottles). Camp suggestion: O'Rielly's Lamington National Park.	
Cooking	Cooking with grains: Rice, Corn, Wheat and Rye. Pulping fruit in season to make ice-blocks.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Colour Families. Possible Themes: Persia, Fire. Glass Painting, e.g. a water bottle or jug.	
Drawing:	Introduction to Derwent pencils: shading with pencils. Possible Themes: Board drawing, The Domestication of Animals.	
Sculpture:	Clay: Hand modelling (coil, pinch, wedge, slab).	

Painted after firing, e.g. farm animals and farm buildings.

Wax: Coloured picture scenes.

Candles: Twist, cut-away and form exploration.

Music: Children divided into groups: recorders, string instruments and percussion. Simple musical pieces put together and performed.

Craft: Soft crafts Wool: Magic Carpet (latch hooking). Purse and coat-hanger Cover (crochet), Picture weaving.

Cotton: sewn fabric pencil-case for Derwent pencils.

Silk: silk dying and painting of sarongs & scarves.

Felt: Felting, stitching & braiding a library-book bag.

Paper: paper making (letter writing-paper).

Hard crafts Wood: Wood carving, bird feeder, art folder (using taping, thonging, woodwork)

Mixed craft Shadow Puppets.

Technical Building: a wooden table.

Constructing: a pair of stilts.

Printing: Plant stencil. Stencil cutting & printing. Batik and Tie Dying

Mixed: Basket weaving. Cane work.

Drama Set and Costume Preparation. Acting, Mime, Music, Dance, Speech Practice, Rehearsals, Performance. Possible theme: The settlement of Australia.

With such a program in mind, these are the kind of stories told in Class 3

– Stories of Love and Sacrifice: e.g. St Francis of Assisi, Old Testament stories

– Stories of Morality – law and consequence

– Creation stories

– Stories of Ancient Persia: the story of Zarathustra, of Good (Ahura Mazda) and Evil (Ahriman)

– Farming: Stories around crop cultivation and the domestication of animals.

– Settlement of Australia

– Stories of the Twelve Senses

★ The Learning Program for Class 4

	Main Lesson	Middle Lesson
English	The History of Writing 7 Parts of Speech Comprehension, Reading and Spelling	Writing Sentences (Letters, Plays, Journals, Stories) Dictionary Skills Extension of Vocabulary
Mathematics	Measurement of Area Fractions The History of Numbers	Free-hand Geometric Drawing Maths in Building (Fence Pickets, etc.) Space & Quantity Exercises
Human Society and Its Environment (H.S.I.E.)	Egypto-Chaldean Epoch: stories of initiation Maritime Exploration of Australia The Geography and Culture of the South Pacific	The Individual: qualities, virtues & quests.
Science and Technology	Man and Animal - Head, Chest and Limbs Plants and the Earth Inter-relationships between Plants/Animals /Insects	The Ecology of S.E. Queensland Gardening Fire Studies
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: As for Class 3, plus Snorkelling, Roller-skating, Juggling and Diabolo Dance: Australian Bush Dancing.	
Field Excursions	Camp suggestion: Great Keppel Island or Evans Head.	
Cooking	Tuckshop for fund-raising. Preparing and serving nutritious food. Writing down and following a recipe.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Application and expansion of previous techniques. Possible Themes: Egyptian images.	
Drawing:	Derwent pencils: Shading and form. Possible Themes: From Shelf to Abyss. Freehand Geometric Drawing, e.g. The Invertebrates.	

- Freehand Map Drawing, e.g. Australia using ink, pencil & watercolour.
- Sculpture: Clay: Hand modelling (coil, pinch, wedge, slab). Glazing, e.g. Sea Creatures.  
Wax: candles, decorative and embellished (e.g. with glitter).
- Music: Group work continues and is built upon. Notation. Slightly more complex pieces encouraged.
- Craft: Soft crafts Wool: cushion covers for class chairs (crochet).  
Making a vest (knitting & crochet).  
Cotton: sewing lining for cushion cover.  
Sewing individual squares for couch cover.  
Silk: sewing Reef Fish banners. Creating a silk aquarium with individual silk sea-life (sewn & stuffed). Painting silk costumes.  
Felt: soft toys.  
Paper: paper making with petals as texture (stationery gift set).  
Hard crafts Wood: Carving wooden bowls, carving & painting a softwood reef fish, carving a picture frame.  
Mixed craft Carving a Sumerian Seal out of plaster, sea creatures out of soapstone.
- Technical Building: a wooden toy box with a lid.  
Constructing: wooden spirals and birds using principles of area <sup>2</sup> and fractions.  
Printing: Potato stamp. Stencils - positive & negative forms. Spacing arrangements. Aesthetics.  
Mixed: Leatherwork, making place mats, belts, key tags, & individual items of children's choice.
- Drama Scripting, Character's speech & movement. Sets & Costume preparation, Lighting, Rehearsals, Performance. Possible theme: A South Pacific Story.

With such a program in mind, these are the kind of stories told in Class 4

- Stories of Ancient Egypt and Mesopotamia
- Biographies and Stories of the Ego:
  - Ancient: Gilgamesh and Enkidu, Akenaton, Alexander the Great, etc.
  - Modern: Australian Maritime Exploration – Hartog, Dampier, Tasman, Cook, Bass, Flinders.
- Man and Animal Stories

★ The Learning Program for Class 5

	Main Lesson	Middle Lesson
English	The History of language Written English Structure Study of Novels	Spelling and Dictation Dictionary Use and Etymology Debating
Mathematics	Decimals Volume and Mass Graphs	Instrument Geometric Drawing Maths in Geography: depth, height Weight and Value Exercises
Human Society and Its Environment (H.S.I.E.)	Ancient Greece: Stories of Beauty and Heroic quests Inland Exploration of Australia Cities of the World	Famous Australians
Science and Technology	Human Physiology Weather Studies Animal Studies	Antarctica - The Frigid Zone Light Studies Gardening
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: As for Class 4, plus Gymnastics, Sprinting, High jumping, Javelin, Discus, Track Events and Horse riding Dance: Greek Folk Dances. The History & Geography of Folk Dances around the World.	
Field Excursions	Camp suggestion: Fraser Island or the snow (Southern Highlands).	
Cooking	Nutritional Awareness. Kitchen Care. Finance.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Possible Theme: Greek Myths. Variation: Painted background and Derwent drawn image. Painting in a print, e.g. Lino cut. Drawing: Derwent pencils: Shading, tone and form. Possible Themes: Greek Myths, Greece-centred map. Writing styles: Illuminated letters. Sculpture: Clay: Coil and slab pots, slip glazed with scarif design, e.g. Greek Pottery and Design.	

	Wax: Decorative candles, with form variations & other embellishments.
Music:	Class orchestra of string, percussion, wind instruments and keyboards. Study of several musical pieces culminating in a performance.
Craft:	Soft crafts   Wool: knitting a scarf, stocking stitch with integrated pattern and fringe. Cotton: dolls in ethnic costume, sewn & embellished according to research. Silk: painting Greek key border on costumes, silk pictures for cards. Felt: dolls hair, aspects of costume. Leather: dolls shoes, belts, pouches.
	Hard crafts   Wood: Carving leaf-shaped bowls, wooden bird mobile, chiselling a boat from a slab.
	Mixed craft   Doll making: using stuffing & stocking fabric for body shaping, costume making, doll stand design. Possible themes: World Dress Angels.
Technical	Construction: Bas-relief copper shield with plywood backing. Printing: Lino print (e.g. flora & fauna theme), to make a series of lino-cut printed cards. Mixed: Copper shim: carving and beating copper
Drama	Scripting, Character Analysis, Speech & Movement, Set & Costume Design, Working Backstage, Lighting, Music, Dance, Rehearsals & Performance. Possible Theme: Greek Tragedy.

With such a program in mind, these are the kind of stories told in Class 5

- Stories of Ancient Greece: The myths and legends; Odysseus; Stories of idealism (antigravity forces), heroism, bravery, valour, courage.
- Stories of Travel: Bird and animal migration; The travels of Marco Polo; The Explorers of Antarctica.
- Australian Land Exploration
- The Story of Rivers and Cities

★ The Learning Program for Class 6

	Main Lesson	Middle Lesson
English	History of literature 60 Grammatical Rules Descriptions Writing Styles: Explanations, Reviews, Recounts	Media Studies Biographies Grammar Exercises.
Mathematics	Percentages Area and Volume Ratio and Dimensions	Construction of Geometric Solids Number in Nature Set Theory
Human Society and Its Environment (H.S.I.E.)	Australian History Ancient Rome: stories of civilising influences Oceans of the World	Flora and Fauna of Outback N.S.W
Science and Technology	Human Reproduction Mineral Studies Man The Inventor	Mapping the Oceans of the World Sound Studies Human Physiology
Personal Development, Health and Physical Education (P.D.H.P.E.)	Sport: As for Class 5 plus Volleyball, Netball, Newcombball, Canoeing, Bike-riding, Bush Walking and Circus Skills. Dance: Italian Folk Dances.	
Field Excursions	Camp suggestion: The snow (Southern Highlands) or Lightning Ridge, Siding Springs. Dubbo Zoo/Sydney, Katoomba, Jenolan Caves, Carnarvon Gorge.	
Cooking	Italian regional cooking.	
Creative And Performing Arts (CAPA)	Painting: Wet on Wet. Possible Theme: Roman. Acrylic Mosaic Painting. Using Dot method on canvas. Art and Design Elements include paint, shape, colour, tone and texture. Drawing: Derwent pencils: Shading, tone, form. Possible Themes: Beowulf – Dragon Slayer. Felt-tip pens. Stroke drawings, inking in. Calligraphy, Roman lettering.	

- Sculpture: Clay: Modelling a Roman head. The Body: a Torso.  
 Wax: Decorative and group theme candle, e.g. Sailing boat upon the Sea
- Music: Class orchestra. Theory. Composition. Song writing. Drum making.
- Craft: Soft crafts Wool: knit squares for vest (weave wool on drop spindle and spinning wheel)  
 Cotton: sew simple vest lining  
 Silk: dyed & used to create features on wool & felt-squares of jacket or vest (e.g. roses).  
 Felt: felt a large piece in 2/3 colours, cut into squares for vest, embroider & embellish.
- Hard crafts Wood: Joinery.  
 Mixed craft Carving: Roman Columns out of plaster
- Technical Building and Construction: Mosaic Paving or Feature Slab, using wooden form frame, coloured glass tiles and cement. Paper Construction of Platonic solids.  
 Printing: Screen printing in 2 and 3 colours.  
 Mixed: The properties of copper explored through beating, annealing, shaping, soldering, cutting, cleaning, decorating and polishing. Copper chalice. Design and make candle holder or oil burner. Leather craft: pouch to hold geometry set.
- Drama Oratory skills, Speech & Gesture, Character Analysis & Portrayal, Movement, Pace, Props, Sets & Costume, Lighting, Stage work, Rehearsals, Performance. Possible theme: Rome & Its Emperors.

With such a program in mind, these are the kind of stories told in Class 6

- Stories of Rome: The Aeneas; Romulus and Remus and the first seven Kings; Stories of honour and duty and service, Julius Caesar; Roman law; Organization, administration SPQR.
- Stories of World maritime exploration: Henry the Navigator, Da Gama, Magellan, Drake, Cook.

### ★ More about Music in Primary

– Music program for Upper Primary – classes 3, 4 and 5

All children in these three classes will learn to play a stringed instrument. (Class 3's music program commences in Term 3). The string family consists of the Violin, Viola, Cello and Double Bass. Weekly tuition will be held in groups of five students, and the Class will come together as an orchestra. The program will cover the areas of technique, reading, repertoire and performance. The School will issue each student an instrument. Hire of an instrument and tuition will be covered by a surcharge, which will be added to the School fees. It needs to be pointed out that the group lessons do not replace the benefits of learning in a private lesson. If a student shows an interest in learning an instrument well, then a private lesson is recommended.

– Music program for Upper Primary – Class 6

Class 6 students will be involved in a similar music program, however they will choose between a stringed instrument, a wind instrument (flute, clarinet, trumpet) or the guitar. The program will cover the areas of technique, reading, repertoire and performance.

(Any damage to or loss of these instruments will be the parents' responsibility.)

– General Music Classes for Upper Primary – Classes 3, 4, 5 and 6

At different times in the year children will have Class music lessons with a music teacher. In these lessons a broad experience with music is explored, with an emphasis on creativity. The program encompasses: singing, playing, creating/composing, performance, reading and writing music, exploring instruments, music of other cultures, music and other performing arts.

– Choir

A performing ensemble continues to build, drawing upon singers from Upper Primary.

– Private Tuition

Private lessons are available in class time and after school to students in Primary and High School. Please contact the School regarding lessons. Instruments to choose from are: Violin, Irish Violin, Viola, Brass, Saxophone, Flute, Clarinet, Guitar, Bass, Cello, Piano, Keyboard and Voice.

### ★ Assessment

In the early Primary School years artistic activities in particular are introduced to the children, which lay down the basis for more conceptual/intellectual skills. For example, drawing, precedes writing, writing, precedes reading.

Accordingly, any over-emphasis on the assessment of intellectual skills at this age would be considered contrary to the developmental needs of the children. Pressure on children to prematurely acquire reading skills, and to push numerical skills in an

intellectual way, which would require continual testing, has been known to cause distress in children and often a psychological barrier to learning at a later date.

Any testing of these learning skills is done discreetly and no pressure is put to bear on children who show no great interest in intellectual pursuits. An experienced teacher can quickly ascertain whether children have learning problems and therefore take remedial action in a variety of ways, e.g. early signs of dyslexia can be corrected by walking, moving, and drawing mirror pictures.

Far more importance is given to the capacity to focus, listen, follow instructions, the cultivation of memory, and the ability to finish an assigned task.

The teacher keeps records of completed work with emphasis being placed on quality and the ability to work to the full extent of the child's capacity.

By the end of Class 3 most students are expected to have mastered basic literacy and numeracy skills. Any students found to be struggling with these skills are quickly identified and directed to the Literacy and Numeracy Assistance Program, which is partially funded by the Federal Government. (The two Literacy/Numeracy assistance teachers work in close liaison with the teachers and spend time with the classes and help monitor the progress of the students.)

Assessment and evaluation of the children, their health and development, their work and skills and the performance and effectiveness of the teacher is regarded as being of great consequence in the Steiner-inspired Art of Education.

Assessment and evaluation at Shearwater is viewed as part of the on-going process of our holistic education program. Taking many forms, it determines the basis of a healthy communication between teacher, students, parents, community and the natural, cultural and social environment. Crucial to this process is the capacity of the Class Teacher and his ability to meet the needs of his Class and the parents' expectations.

### Assessment reports

In order to receive the recurrent Commonwealth funding, the Federal Government requires schools to furnish parents with bi-annual reports on the academic progress of their enrolled children.

Shearwater, which recognizes the importance of reporting students' progress and values highly parent/teacher communication, already has been issuing reports on a regular basis. However, the reports now insisted on by the Commonwealth Government, are required to take a particular format and grade students' performances in all subjects taught, as well as place them in a system of quartile ranking.

Shearwater is expected to comply with this demand and will do so, even if it has also voiced its objection, along with many other independent schools and state school teachers who see this as an invasion of the child's freedom to learn according to their individual capacity and need – particularly so in the early years of Primary School.