

# DISCOVER THE WALDORF DIFFERENCE

*Kindergarten through High School*



EST 1980





## MISSION STATEMENT

*“Our highest endeavor must be to develop free human beings who, of themselves, are able to give purpose and direction to their lives.”*

— **RUDOLF STEINER,**  
Founder of the Waldorf education movement

By creating a school environment that balances academic, artistic, and practical disciplines, the Austin Waldorf School cultivates a love of learning, creative thinking, a sympathetic interest in the world, self-confidence, and an abiding moral purpose.



## THE AUSTIN WALDORF SCHOOL

Nestled on twenty-four acres in the beautiful hill country of central Texas, celebrating educational excellence since 1980, the Austin Waldorf School provides a unique education to students in kindergarten through twelfth grade. The school is accredited through the Association of Waldorf Schools of North America (AWSNA), the Independent Schools Association of the Southwest (ISAS), and the National Council of Private School Accreditation (NCPSA).

The curriculum is designed to meet each stage of a student's development from early childhood, through adolescence, into young adulthood. The programs demonstrate a continued commitment to providing a well-rounded educational experience integrating academic, artistic, and practical disciplines. The Austin Waldorf School cultivates a love of learning, creative thinking, a sympathetic interest in the world, self-confidence, and an abiding moral purpose.

In addition to a rich academic curriculum, the students are taught two foreign languages, vocal and instrumental music, handwork, woodwork, blacksmithing, fine arts, drama, and sports and games from around the world.

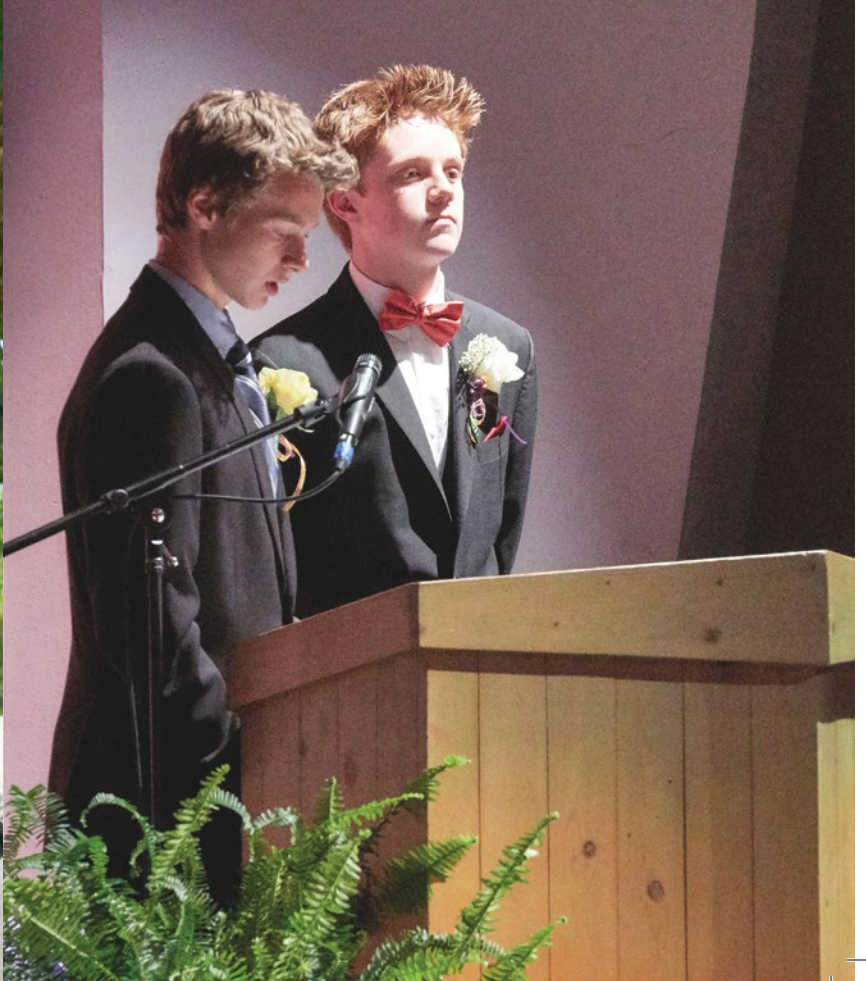
At the center of the school experience is the relationship of the individual to the greater community. While this is cultivated differently at different ages, it is an important part of being a student here and of being a citizen of the world. The students participate in community service and work experience programs all geared to foster a sense of responsibility and empowerment in effecting change in society as a whole or simply in the life of a single person. Such meaningful engagement with people is one of the many extraordinary elements of being an Austin Waldorf School student.

The faculty at the Austin Waldorf School is dedicated to excellence and artistry in education and many of the teachers have decades of professional experience in their fields. The parent body is stalwart and generous, and the community life is filled with student performances, festivals, a vibrant parent society, and an exciting adult education program.

*To learn more about the school visit the website at [www.austinwaldorf.org](http://www.austinwaldorf.org).*

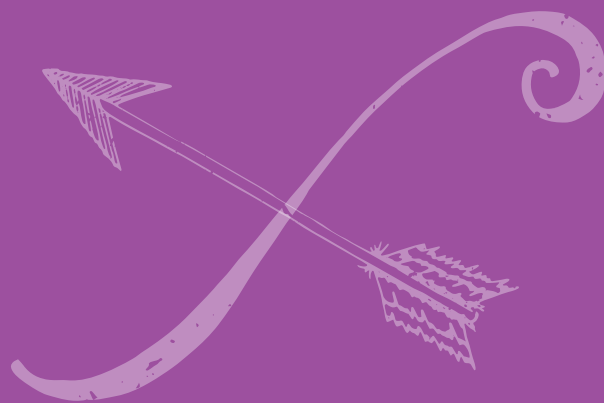






*“What I love most about Waldorf education is that they show you where to look but not what to see.”*

Jessica L’Hoste, Class of 2014, attended the Austin Waldorf School from Kindergarten through Grade Twelve







## HIGH SCHOOL

The high school student is ready to meet abstract concepts with heightened cognitive capacities. The main lesson curriculum is designed to respond to the questions that are being asked by the developing adolescent. In the ninth grade, observation skills are further cultivated and the teacher approaches the curriculum through the lens of polarities: Comedy and Tragedy, Combinations and Probability, Anatomy and Physiology, and Revolutions. The capacity to compare and contrast is fostered in the tenth grade with a focus on process. Writing skills are honed, Euclidean Geometry is introduced, Mechanics and Endocrinology are brought through the science curriculum, and Ancient Civilizations in the history curriculum. Analytical skills are developed in the eleventh grade as the student moves through rich works of literature, Trigonometry, Physics, Civics and History. As the twelfth grade student prepares to move into the world, powers of synthesis are explored and developed: Goethe's Faust, Russian Literature, Biochemistry, Economics, and American History.

The arts and practical disciplines continue to offer the opportunity to encounter beauty and experience different mediums. Our students enjoy blacksmithing, Navajo weaving, stained glass, painting, sand sculpture, and stone carving as well as classes in: foreign languages, music, drama, movement and athletics in the high school.

Waldorf graduates are recognized as being creative, flexible, and critical thinkers. They are confident young people with the courage to take intellectual risks and the moral and social compass to be global citizens of the world.



**HIGH SCHOOL CURRICULUM** The high school offers a curriculum integrating critical thinking and writing with studies in literature, science, history, mathematics, world languages and a rich and varied art, music and movement program. To prepare for the world outside the classroom, students are involved with work experience projects, which reflect their personal interests. Graduates from AWS are prepared to meet young adulthood with self-confidence, competence and a developed capacity for inquiry and further learning. Not only are AWS graduates prepared to meet the challenges of adulthood, they are ready to help shape the future.

| Each day begins with main lesson, a 1.75-hour intensive course that lasts 3 to 4 weeks. Skills classes meet 4 days per week during the school year. |  |  |  |   |
|---|--|--|--|---|
| CLASSES   | 9TH GRADE<br>Trains powers of observation  | 10TH GRADE<br>Trains powers of differentiation   | 11TH GRADE<br>Trains powers of analysis and discernment  | 12TH GRADE<br>Trains powers of synthesis and critical thinking  |
| ENGLISH   | English I: Comedy and Tragedy, The Novel, Grammar, Fiction Writing                                       | English II: Art of Poetry, Comparative Mythology<br><i>The Odyssey</i> , The Double in Literature        | English III: Parzival, Dante/Hamlet, Romanticism, Comparative Religion   | English IV: Faust, Russian Literature, Transcendentalists, Rhetoric   |
| MATHEMATICS   | Math I: Introduction to Geometry, Combinatorics, Algebra I   | Math II: Euclidean Geometry, Conic Sections, Algebra II  | Math III: Geometry: Functions, graphs, circles, Pre-calculus   | Math IV: Projective Geometry, Calculus  |
| PHYSICS   | Physics I: Thermal Physics   | Physics II: Mechanics & Kinematics   | Physics III: Electricity & Magnetism, Science Skills Elective: Physics   | Physics IV: Optics, 20th Century Physics  |
| CHEMISTRY   | Chemistry I: Organic Chemistry   | Chemistry II: Acids, Bases, Salts  | Chemistry III: Atomic Theory   | Chemistry IV: Biochemistry<br>Science Skills Elective: Chemistry  |
| ENVIRONMENTAL SCIENCE   | Environmental Science I: Geology   | Environmental Science II   | Environmental Science III: Botany  | Environmental Science IV: Astronomy   |
| BIOLOGY   | Biology I: Comparative Anatomy   | Biology II, Human Physiology: Health & Embryology  | Biology III: Cell Biology  | Biology IV: Evolution and Genetics  |
| HISTORY   | History I: Revolutions & World History, History of Art   | History II: World History–Ancient Civilizations, Age of Faith  | History III: US History I, History of Science, Latin American History, History Through Music                       | History IV: US History II, History through Architecture   |
| SOCIAL STUDIES  | Social Studies I: Geography, Native American Studies   | Social Studies II: Economics I   | Social Studies III: Civics   | Social Studies IV: Race, Class and Gender, Economics II, Liberal Studies: Science Fiction, Documentary Film |
| WORLD LANGUAGES   | Spanish I<br>Advanced Spanish I<br>German I  | Spanish II<br>Advanced Spanish II<br>German II   | Spanish III<br>Advanced Spanish III<br>German III  | Spanish IV<br>Advanced Spanish IV<br>German IV  |
| COMPUTER SCIENCE  | Computer Science I: Introduction to Computers  | Computer Science II: Introduction to Programming   | Computer Science Elective: Computer Graphics and Digital Arts  | Computer Science Elective: Programming, Data Structures, and Algorithms                                     |
| FINE & PRACTICAL ARTS   | Fine & Practical Arts I: Clay, Black & White Drawing, Spinning, Blacksmithing, Chip Carving, Printmaking | Fine & Practical Arts II: Joinery, Pottery, Navajo Weaving, Veil Painting, Printmaking, Play Performance | Fine & Practical Arts III: Bookbinding, Painting, Sand Sculpting, Stained Glass, Wood Carving, World Language Play | Fine & Practical Art IV: Self-Portrait Painting, Stone Carving, Clay Sculpture, Play Performance            |
| MUSIC   | Music I: Chorus I or Orchestra I, Vocal Instrumental Elective  | Music I: Chorus II or Orchestra II, Vocal Instrumental Elective  | Music I: Chorus III or Orchestra III, Vocal Instrumental Elective  | Music IV: Chorus IV or Orchestra IV, Vocal Instrumental Elective  |
| PHYSICAL EDUCATION & ATHLETICS  | Physical Education I: Fitness, Team Sports, Dance, Posture, Speed Jump Rope                              | Physical Education II: Fitness, Team Sports, Dance, Posture, Discus                                      | Physical Education III: Fitness, Team Sports, Dance, Posture, Javelin  | Physical Education IV: Fitness, Team Sports, Dance, Posture, Child Development Through Movement             |
| EURYTHMY  | Eurythmy I: Summary of eurythmic technique, musical and poetic gestures and choreography                 | Eurythmy II: Poetic styles- epic, lyric, dramatic, rhythm and color, large musical works, humoresque     | Eurythmy III: Small group/solos/duets, large scale choreography  | Eurythmy IV: Modern music and poetry, solo pieces, summation of the art                                     |
| WORK EXPERIENCE & COMMUNITY SERVICE   | Work Experience I: Farming<br>Community Service I: 20 Hours  | Work Experience II: Small Business, Craft Studios, Trades<br>Community Service II: 20 Hours              | Work Experience III: Human Services<br>Community Service III: 20 Hours   | Work Experience IV: Choice of Job Shadowing or Apprenticeship, Senior Trip, Community Service IV:20 Hours   |
| ELECTIVES   | Electives I  | Electives II   | Electives III  | Senior Project  |

$$\frac{C'P}{PC}$$

$$\frac{CA}{AR} = -1$$

$$\frac{RA'}{A'D'}$$

$$\frac{D'P}{PD}$$

$$\frac{DA}{AR}$$

$$\frac{C'P}{PC}$$

$$\frac{CB}{BR} = -1$$

$$\frac{B'D'}{B'D'}$$

$$\frac{D'P}{PD}$$

$$\frac{DB}{BR} = -1$$

$$\frac{RB'}{B'C'} \quad \frac{CA}{AR} \quad \frac{CB}{BR}$$

*By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet."*

**Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College**





## COLLEGE COUNSELING PROGRAM

The college counseling office at the Austin Waldorf School fulfills the mission of the school by helping students find purpose to their lives. Through a process of self-discovery with a focus on the future, students reflect upon their growth at the Waldorf School and how they can best use their talents beyond our campus for the betterment of society. Our individualized programming supports students and their parents in exploring post-high school options, with an emphasis on finding a student's best fit in college, the workforce, and the world.

The formal post-secondary process begins in the junior year, as juniors and seniors attend a weekly guidance class focusing on the appropriate steps for college admissions. In addition, students in ninth and tenth grade are supported and encouraged to think about the future and have access to the counselor, college visits to our campus, and standardized test preparation. Families of all grades are able to attend evening programming focused on the application process, standardized testing, financial aid, and gap year options, and meet individually with the counselor to maintain supportive communication centered on each student's goals.

Waldorf students attend a diverse mix of colleges and universities across the nation and world, while others participate in volunteer and work opportunities through life-enriching gap years. A great success, the counseling program sees over 95% of AWS graduates attend college immediately after high school.





## ABOUT WALDORF GRADUATES...

### According to a recent study of Waldorf graduates:

- 94% attended college or university
- 47% chose humanities or arts as a major
- 42% chose sciences or math as a major
- 89% are highly satisfied in choice of occupation
- 91% are active in lifelong education
- 92% placed a high value on critical thinking
- 90% highly value tolerance of other viewpoints

### Graduates of Waldorf education demonstrate the following:

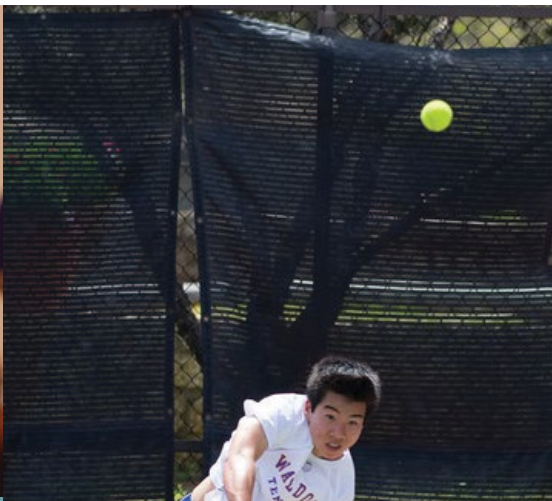
- Multiple Intelligences and Cross Disciplinary Learners
- Global Consciousness and Sustainability
- Basis for Moral Navigation
- Creative Problem Solving
- High Levels of Social Intelligence
- Environmental Stewardship
- High Levels of Emotional Intelligence
- Outside of the box thinking











## AUSTIN WALDORF SCHOOL ATHLETICS

**Middle School** athletic teams participate as members of the Austin Inter-Parochial League (AIPL). All students in seventh and eighth grade are invited to join any team of interest.

FALL: Volleyball, Flag football // WINTER: Basketball, Swimming // SPRING: Track and Field, Tennis, Golf

**High School** athletic teams, with the exception of flag football, participate as members of the Texas Association of Private and Parochial Schools (TAPPS). Schools are placed in different classes of TAPPS depending on high school enrollment numbers. There are five classes ranging from 5A to 1A. Our varsity teams compete in the 2A class of TAPPS. Generally, 2A schools have enrollment ranging from 60–105 students. Our high school flag football team competes in the Greater Austin High School Flag Football League and won the championship in the first three years of the league's existence.

FALL: Volleyball, Flag football, Cross Country, Soccer // WINTER: Basketball, Swimming  
SPRING: Track and Field, Tennis, Golf







## INTERNATIONAL STUDIES PROGRAM

The Austin Waldorf School was certified by SEVIS (Student and Exchange Visitor Program) in 2006 as a designated High School foreign exchange school. Our International Studies Program matches a student from the Austin Waldorf High School with a student from overseas. The Austin Waldorf High School offers guidance to students wishing to study abroad for one school semester. The high school faculty, in partnership with the International Studies Program Committee, has elected to consider this opportunity for enrolled students during the spring semester of a student's tenth grade year. Students attend Waldorf schools in German and Spanish speaking countries so as to support the world language programs offered at the Austin Waldorf High School.

This exciting program has allowed our German language students to study abroad in Freiburg, Darmstadt, Stuttgart, and Bern. Our Spanish language students have the opportunity to study at Waldorf high schools in Spain, Argentina, Chile, Colombia, and Peru.

Additional information concerning eligibility and the application process is available on our website.











## GRADE SCHOOL

In the grade school we are working to develop the children's sense of observation. The students live very deeply in their feeling life from age seven to fourteen. The curriculum is designed to be meaningful, valuable, and to encourage curiosity. Science is taught based on the observation of phenomenon. History reveals itself through biographies. The language arts are developed through masterful vocabulary. Spatial orientation and motor skills are developed through eurythmy, handwork, rhythmic work, and games. All learning is enlivened and inspired by artistic and practical disciplines: drawing, painting, woodworking, foreign languages, and music.

The main lesson blocks, spanning three to five weeks, allow the teacher to focus on a particular area of study and delve deeply into the subject with the students. Waldorf students do not use traditional textbooks. Instead, they create their individual lesson books for each block of study. Imagine how different the learning experience is when he or she is the author and illustrator of their own textbook.

Through kinesthetic, auditory, and visual presentation of curriculum, the students have the opportunity to experience each subject fully. A spark is ignited, the imagination stimulated, and memory is strengthened by virtue of the breadth and depth of the experiences.



# GRADE SCHOOL

Learning in a Waldorf school is an imaginative, enlivening, and creative process. The common thread in every subject is the artistic element. Art, music, drama, storytelling, poetry, and crafts are woven into the academic curriculum to support the learning experience for the children. Our students learn with their heads, their hearts, and their hands.

| CLASSES                        | 1ST GRADE  | 2ND GRADE   | 3RD GRADE  | 4TH GRADE  |
|--------------------------------|--|---|--|--|
| LANGUAGE ARTS                  | Introduction to writing through story and picture, phonics and sight, vocabulary, fairy tales, and nature stories.                               | Expanded writing and reading, beginning grammar, cursive writing, fables, and saints' legends.  | Composition, reading, speech; grammar: basic parts of speech, sentence building and structure, punctuation, and capitalization; and Old Testament stories.   | Composition, alliterative poetry; continued grammar: basic parts of speech; Norse mythology, and other northern European sagas; and Native American legends.                         |
| MATHEMATICS                    | Simple addition, subtraction, multiplication, and division.  | Arithmetic with larger numbers, numerical patterns and forms, and times tables.   | Arithmetic with complicated numbers and practical examples.  | Long multiplication, long division, and factoring.   |
| SCIENCE                        | The phenomenal world is brought to the young child through lively stories and folk tales that portray the interactions within natural processes. | Nature stories and folk tales, including Native American tales and fables continue to offer a little window on the natural world.                     | Farming and gardening, shelter and building.   | Zoology.   |
| SOCIAL STUDIES                 | Students' attention is directed to the local environment through informal walks and descriptive stories.   | Nature walks and description further develop the young child's growing awareness of his or her surroundings.  | Farming and gardening, shelter and building.   | Local geography and history.   |
| WORLD LANGUAGES                | Study both Spanish and German.   | Study both Spanish and German.  | Study both Spanish and German.   | Study both Spanish and German.   |
| LIBRARY SKILLS                 | Library Skills classes begin in second grade.  | Introduction to library, care of library books, checkout and return protocol.   | Introduction to title page, copyright information, call numbers, and organization of books.  | Identification of glossaries and indexes, differentiation between fiction and non-fiction, and introduction to card catalog.   |
| FINE AND PRACTICAL ARTS        | Knitting, painting, drawing, beeswax modeling, and form drawing.   | Knitting and purling, painting, drawing, beeswax modeling, and form drawing.  | Crocheting, painting, drawing, and form drawing.   | Cross-stitch, sewing, painting, drawing, and three dimensional projects.   |
| MUSIC                          | Pentatonic flute and singing.  | Pentatonic flute and singing.   | Diatonic flute, general music studies, string instrument instruction (violin, viola, cello), and singing.  | Diatonic flute, song construction studies, string instrument instruction, and chorus.  |
| PHYSICAL EDUCATION & ATHLETICS | Social games, circle games, line games, and group movement.  | Social games, circle games, line games, and group movement.   | Relays, catching, throwing, balancing and jumping activities.  | Relays, balance, throwing, catching, team games.   |
| EURYTHMY                       | Fairytales with eurythmy gestures. Choreography based on straight and curved lines, rhythm, and body geography exercises.                        | Fables and saint legends with eurythmic gestures. Mirror image forms and simple choreography are developed. Skill and rhythm exercises are continued. | Old Testament stories with eurythmic gestures. Curve of Cassini form, dexterity, skills, and rhythm exercises. Learning the eurythmy alphabet tone gestures. | Development of spatial awareness through four directional forms. Poetical element of alliteration and grammar from the language arts curriculum. Rhythm and concentration exercises. |

# CURRICULUM

Each day begins with main lesson, a 1.75-hour intensive course that lasts 3 to 4 weeks.  
Subject classes meet 4 days per week during the school year.

| CLASSES                        | 5TH GRADE   | 6TH GRADE  | 7TH GRADE   | 8TH GRADE   |
|--------------------------------|---|--|---|---|
| LANGUAGE ARTS                  | Composition, grammar, and literature.   | Composition, grammar, and literature.  | Composition, grammar, and literature.   | Practical writing, literature, and Shakespeare.   |
| MATHEMATICS                    | Fractions, the metric system, decimals, and freehand geometry.  | Constructive geometry, mathematical word problems; business math and algebra: interest, percentage, and discount.  | Algebra and geometry.   | Algebra and solid geometry.   |
| SCIENCE                        | Botany.   | Physics: optics, heat and acoustics, astronomy, and geology.   | Physics: electricity and magnetism, organic chemistry, meteorology and climatology, and anatomy.  | Physics: energy, transportation, communications, organic chemistry, biology, anatomy and physiology.  |
| HISTORY                        | Ancient civilizations: India, Persia, Babylonia, Egypt, and Greece.   | Roman and medieval.  | Renaissance, the Reformation, the Age of Exploration.   | Revolutions and modern world: 20th century.   |
| SOCIAL STUDIES                 | North American geography.   | World geography.   | World geography: South America.   | World geography: Africa, Asia and Australia.  |
| WORLD LANGUAGES                | Study both Spanish and German.  | Study both Spanish and German.   | Study both Spanish and German.  | Study either Spanish or German.   |
| LIBRARY SKILLS                 | Introduction to encyclopedias, practice using card catalog, discussion of non-fiction.                                  | Introduction to biographies, using encyclopedias, searching periodicals.   | Introduction to computer catalogs used at public libraries, locating periodical guides on computer, and use of specialized encyclopedias.   | Introduction to using online databases and discussion about citations and plagiarism.   |
| FINE AND PRACTICAL ARTS        | Knitting mittens and socks, painting, drawing, clay modeling, and form drawing.   | Needle felting, painting, drawing, charcoal drawing, clay modeling, and introduction to sand sculpture.  | Wet felting, painting, perspective drawing, clay modeling, plaster casting, and sand sculpture.   | Garment sewing by machine, painting, drawing, clay modeling, plaster casting, and sand sculpture.   |
| MUSIC                          | Diatonic flute, major scales and scale construction studies, string instrument instruction (bass is added), and chorus. | Baroque recorders, music history and theory, Orchestra, Band, Girl's Chorus, and Boy's Chorus.   | Baroque recorders, music history and theory, Orchestra, Band, Girl's Chorus, and Boy's Chorus.  | Baroque recorders, music history and theory, Orchestra, Band, Girl's Chorus, and Boy's Chorus.  |
| PHYSICAL EDUCATION & ATHLETICS | Team games, tag games, and ball games. Javelin, discus, wrestling, long jump, and running.                              | Team games, gymnastic skills, speedball, basketball, volleyball, track and field, flag football, cricket, floor hockey, ultimate Frisbee, and Circus Arts. | Archery, acrobatics, juggling, basketball, volleyball, track and field, flag football, and ultimate Frisbee.  | Tumbling, acrobatics, juggling, team sports, track and field, team handball, and games.   |
| EURYTHMY                       | More complicated geometric forms, flowing, changing forms, Greek dances, and complex rhythmic exercises.                | Beat and rhythm exercises, exploration of octaves and complex keys, complex transformations of simple geometric forms and large-scale group choreography.  | Interval gestures learned and mastered, Renaissance music and poetry, moods in music and poetry, ballads and humoresques in poetry and music, complex geometry and concentration exercises. | Romantic poetry and music, lyric and dramatic, harmonic progressions, complex geometric forms, concentration exercises, group choreography, gestural combinations, and rhythmic copper rod exercises. |





## ARTS & MUSIC

Art and music are an integral part of the curriculum at the Austin Waldorf School. These subjects are interwoven into the academic life of the students providing opportunities for experience, engagement, and aesthetic appreciation.

Austin Waldorf School students explore the arts through a variety of media and disciplines including: drawing, clay modeling, sand sculpting, painting, stone carving, and blacksmithing. Each art block requires flexibility of thinking as the students become acquainted with new materials, techniques, concepts and vocabulary. Students approach art scientifically, with an emphasis on process and careful observation. Led by masters of craft, Waldorf experts, and community participants, students build self-confidence and adaptability for new challenges. In the spring of each year, our eleventh grade students travel to Port Aransas to compete in the Texas Sand Sculpture Festival in Port Aransas.

Music provides a means of expression and enjoyment that can last a lifetime. Music is first introduced to the students through song in the early grades. Beginning in third grade all students choose a stringed instrument and by fourth grade all are performing in ensembles. Singing and instruction in basic music theory continues during these middle grades. In sixth grade and continuing through the middle school years, students may move to a band instrument (woodwind, brass or percussion) or stay with strings. In addition, middle school students are divided into boys and girls choruses. The high school students choose to continue their musical education through either instrumental or choral music ensembles. Jazz band is an option in both middle and high school.









¡Estoy listo!



Tengo frío



el quetzal

Parajes temporales de 5º

1. Jol
2. Kain
3. Aibon
4. Suro
5. Jari

En mi mochila hay...

- una goma
- un lápiz
- un borrador
- libro
- sacapuntas
- la pluma
- lonchera
- lito-
- la
- ypeta

¿y tú?

8º páginas

1. Yo miro el mundo
2. Un millón de Amigos
3. Ser y Estar

Dos Heroes

delgado = thin







## WORLD LANGUAGES

The primary objective of the world languages curriculum is to generate a positive attitude toward other cultures and to provide students with the opportunity to develop command of a foreign language. Through learning other languages, children experience the world from different viewpoints and perspectives, gaining multiple points of access to what is universally human in each of us.

At the Austin Waldorf School, German and Spanish are taught to all students from first grade through eighth grade. In the first three grades, the children are totally immersed in the spoken language. The students learn through their innate ability to imitate and memorize. In fourth grade, formal instruction in reading, writing, and grammar begins. During middle school, the study of grammar deepens and the expectations for expressing themselves through speech and writing matches the children's growing ability to objectify the world around them.

Ultimately, Waldorf students should be able to use their practical skills to manage simple communication in a foreign country by the end of eighth grade. Culturally, they will have been introduced to the literature, music, and customs of the foreign country and will have studied different societies, lands, lifestyles, and traditions.

Language instruction continues in the high school with students choosing either German or Spanish. Through our International Studies Program, high school sophomore students may apply to study abroad for a semester. These exchange opportunities are coordinated with Waldorf schools in Spanish and German speaking countries.





## SUMMER CAMP

Since 2000, Summer garden and Camp Roadrunner have provided Austin Waldorf School families, and families from the greater community, with wholesome summer fun. We strive to offer unique activities that create lasting memories for the children in our program.

Built upon the Waldorf understanding of the developing child, Summer garden provides children ages four to five with a nurturing environment, allowing the imagination to unfold. Our camp is led by experienced teachers who are enthusiastic for all the fun that summer may bring. Our natural hill country setting is the ideal place for children to experience a Texas summer and the majority of our day is spent outside on a well shaded playground. Activities include swimming, crafts, circle games, cooking, and story time. Within the rhythm of our day, time for snack, lunch, and nap is also included.

Camp Roadrunner, designed for grade school aged children, has been consistently recognized by several local organizations as an outstanding camp. Activities vary each week and may include circus arts, obstacle courses, cooking, hand crafts, and more. Camp Roadrunner is a wonderful opportunity for children from all backgrounds and each week encourages self-expression and creativity in a friendly and fun environment.















## KINDERGARTEN

Young children live in a world of activity. To them, play is work and work is play. At this young age, the children live strongly in their imaginative life and eagerly imitate the behaviors of those around them. The adults surrounding the young child must always be worthy of imitation. Every encounter must be meaningful and thoughtful.

The environment surrounding the kindergarten child must also reflect the innocence and beauty that they inherently possess. Great attention is given to creating a space that feels safe, warm, and welcoming. The children are surrounded by natural materials: baskets of magic stones and seashells, polished logs, silks, woolen dolls, yarn and gifts from nature. These organic materials enhance wholesome play and free imaginative exploration.

While there is an absence of formal academics in a Waldorf kindergarten, a valuable and necessary foundation is being laid. The Waldorf kindergarten fosters and nurtures the young child's innate and powerful imagination while offering abundant opportunities to engage in meaningful social activities. Through a rich language environment, the child's capacities for attentive listening, comprehension, and memory are developed. These skills, enlivened by enthusiasm, pave the way for the cognitive work of the grade school.

*“Ideal for the child and society in the best of times, Rudolf Steiner’s brilliant process of education is critically needed and profoundly relevant now at this time of childhood crisis and educational breakdown. Waldorf Education nurtures the intellectual, psychological and spiritual unfolding of the child. The concerned parent and teacher will find a multitude of problems clearly addressed in this practical, artistic approach.”*

**Joseph Chilton Pearce, Author, *Magical Child***





## *The Waldorf Kindergarten (Ages 4 – 6)*

### **A SAMPLE DAILY RHYTHM**

|                      |   |
|----------------------|---|
| <b>7:30 – 8:30</b>   | <b>Arrival and outside play.</b>  |
| <b>8:30 – 9:45</b>   | <b>Creative play indoors; artistic activity: watercolor painting, block-crayon drawing, beeswax modeling; baking; seasonal and home crafts.</b> |
| <b>9:45 – 10:00</b>  | <b>Clean the room.</b>  |
| <b>10:00 – 10:15</b> | <b>Circle time: good morning, seasonal songs and verses, and rhythm games.</b>  |
| <b>10:15 – 10:40</b> | <b>Wash hands, healthy snack, and dishwashing.</b>  |
| <b>10:40 – 11:40</b> | <b>Outside play.</b>  |
| <b>11:45 – 12:00</b> | <b>Storytelling and closing of the morning.</b>   |
| <b>Noon</b>          | <b>Children in the half-day program are picked-up from the classroom.<br/>Children in the full-day program have lunch.</b>                      |
| <b>12:30 – 2:15</b>  | <b>Wash-up, make beds, and enjoy a nap time.</b>  |
| <b>2:15 – 3:30</b>   | <b>Wake-up, put the bedding away, and outside play.</b>   |

A sense of wonder, discovery, and whole-hearted participation in the world are the special gifts of the young child. The Waldorf play-oriented kindergarten program fosters these natural capacities. When young children are given the freedom to explore all possibilities in their environment, their approach to learning in later years will be fresh and alive. Through actively imitating the purposeful work and actions of the adults around them, they gain self-confidence and a deep connection to all that life has to offer. To begin academic study at this time is to rush them through the stage of life when their most natural and effective way of learning is through creative play.

Warm, home-like classrooms and a beautifully landscaped play yard provide the setting for the kindergarten day. The teachers create a balance between imaginative free play and group activities. The children learn not only to relate to one another, but also to develop a sense of self. The experience of seasonal changes through nature walks, crafts, and festivals enhances the natural flow between active and quiet times in the daily, weekly, and yearly rhythms. The children's ability to observe subtle changes in the natural environment is strengthened, laying the groundwork for future scientific study.

Children learn responsibility and the joy of working when they join the teachers in washing their dishes and napkins, grinding grain in autumn, or planting flowers in spring. The children help in caring for the room and toys, and often participate in snack preparation.

There is a strong emphasis on hearing and speaking beautiful, well-articulated language with a rich vocabulary. The children readily imitate and absorb what they hear, and a firm foundation is laid for further work in language arts in the elementary grades.

Active outside play, circle games, and crafts increase physical strength, agility, and grace. In the kindergarten, the child's physical body is tuned in readiness for the emotional and intellectual skills to be mastered in future years.











## The Austin Waldorf School

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