



heartbeat

OCTOBER 2015



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*John Paul synthesizes 11+ years of Waldorf movement curriculum into an impromptu handstand during a HS Movement class.
Photo|Jesse Michener*

Movement through the Grades

BY VALERIE PUFAHL, MOVEMENT TEACHER

Peek into any classroom during math, music, language or woodwork lessons and you'll see how movement permeates the Waldorf curriculum in many forms. For our youngest students, movement is encouraged through play and structured around verses, stories and songs. Here at PWS, formal Games and Movement classes begin in Grade 2 and are held twice weekly through Grade 12. Each grade focuses on different elements in movement, play, sport, social, and gestures as students grow through their various stages of physical and social development.

Beginning in Grade 2, we continue to develop and broaden the children's movement abilities, spatial awareness and orientation. Most games begin in a circle, but we begin to introduce the idea of a counter movement. We explore call and response activities, and dive into imaginative play that reflects the fables and fairy tales of the 2nd grade curriculum. Activities aim to develop patience, self-control, and coordination through balance, animal walks, tumbling, jump rope, parachute, bean bag work, chase games and rhythm activities.

Grade 3 focuses on games and activities that further develop large motor skills, including tumbling, bean bag and ball work. Students begin to take another step outside the circle and even begin to form opposing lines. More call and response games are introduced, many of which have a home element, reflecting the child's increasing ability to go out and return home to stillness. We also begin activities in aiming, throwing, and catching. Our opening verse and movement also reflects the home element by standing, walking, running, leaping, halting, springing, reaching far and wide, and returning to standing. In our games we work to develop fair and honest play.

In Grade 4, students warm up their bodies by running, often with obstacles and challenges along the way. The year begins with cooperative challenge games that set the tone for working together even as they begin to play games that involve teams and thus a sense of friendly competition. Students build basic athletic skills through games that prepare them for the sports that lie ahead. Tumbling activities become more challenging, as do the games that they play. Fourth grade students



Movement, continued

also have the opportunity to participate in an extracurricular Circus Arts program for half of the school year.

The ideals of the Olympiad (truth, beauty, and goodness) are carried throughout the entire movement program for 5th Grade. Students learn to participate in discus and javelin events, long jump, wrestling, running and relays. In addition to Olympiad skills, students play more sport-centered games as well as advancing challenges in skills from earlier grades. They work on tumbling & partner balancing, Bothmer and Spacial Dynamics exercises, jump rope, juggling, net and ball games. Students are also invited to continue in the extracurricular Circus Arts program.

The Grade 6 curriculum responds to the maturing physical bodies of 6th grade students, who are often growing rapidly. Activities encourage uprightness, inner balancing of forces, and strengthening. Students begin to dress out for movement classes and take up more traditional sports, learning the rules and practicing the skills, to reflect their studies of Ancient Rome. The 6th grade year culminates in the regional Medieval Games, where students from Portland area Waldorf schools participate together in cooperative and competitive activities. Students can continue in the extra-curricular Circus Arts program and may begin to play on the MS Ultimate Frisbee team.

In the upper grades, each class has a performance element. Grades 6-10 share acrobatic and circus skill routines at a mid-March assembly, while Grade 11 shares a movement offering in an assembly or festival and Grade 12 makes in-class presentations. Grades 7-12 also have the opportunity to participate in a rigorous after-school athletics program that includes cross country, volleyball, basketball, track & field, and ultimate Frisbee. Spacial Dynamics and Bothmer Gymnastic exercises are also included as part of warm-ups or class endings. In grades 6-8, those activities focus more on inner elements of the physical body (muscle, tendon, bone); while in high school grades, the activity extends beyond the body, exploring planes of physical space (frontal, horizontal, symmetry).

Grades 7 and 8 movement classes are combined and then divided by gender. Movement blocks include traditional and

non-traditional sports and activities, where much of the learning takes place on the field throughout the activity. Both 7th and 8th Grades culminate their year with a regional Track & Field meet with neighboring Waldorf Schools.

Grades 9 and 10 explore polarities and balance, looking at posture, accuracy, gravity/levity, line/spiral and movement/countermovement. Students continue to develop skills and sport-specific drills, including vigorous activities in balance, acrobatics, strength and conditioning, ultimate Frisbee, flag football, volleyball, basketball, advanced circus routines, and jump rope routines, among others.

Grade 11 focuses on analysis and identity. We look at contrasting, comparing and categorizing movement patterns. Goals of strength, flexibility, speed and endurance become more individually directed as students are guided to understand and give their best. Strategy, teamwork, and leadership become elements of field and court sports and games, dance, fitness, archery, acrobatics, rock climbing, track and field and softball.

For Grade 12, the emphasis is on synthesis and evaluation. We continue with blocks of traditional sports and non-traditional movement activities, focusing on making movement their own in a conscious way. Grade 12 focuses on the joy of movement, a review of activities through the lens of developmental stages, and workouts as fun yet rigorous and balanced. In one block called Games through the Grades, each student presents a game from childhood, connected to their human development studies.

Overall, our movement classes aim to develop the social character of each individual student and class, as well as develop the students' physical bodies and skills. At the end of class for Grades 2-5, students are asked three questions: Did you try your best? Were you kind to your classmates? Did you play to have fun? In Grade 6 and up, those questions become: Did you play hard? Did you play fair? Did you play to have fun? As well as sharing a play of the day to recognize each other's performance and effort.

As I return to the role of Movement teacher and expand my horizons to include Grades 2-12, I am excited to bring this picture of the movement curriculum to my work with the students, and to move with them as they grow and explore.



Growing through Mentorship

BY KELLY O'HALOGAN, FACULTY CHAIR

Greetings! Our 2015-16 school year is underway with much joy and enthusiasm. As we share reflections on these first weeks of school among our community, we are delighted hear the words “positive changes” and “happy hallways”. After many thoughtful hours spent hard at work over the summer months, we couldn’t be happier to watch that work blossom.

If you were present at the Back to School meeting you probably noticed a number of new teachers. We are fortunate to have so many vibrant new faces among us. As an established school with many experienced faculty, and as an AWSNA-member school with responsibilities to further Waldorf education beyond our own walls, we have for years mentored new teachers and new schools in our region.

This year, with so many new teachers on our staff, many of our veteran teachers have stepped into mentoring roles within our school. Each new employee has a mentor for the school year; they meet weekly to assist the new colleague with any student, parent, classroom and/or school-wide questions that arise. The strength of this support and engagement between colleagues weaves together the social fabric of our collegial relations and fortifies the delivery of the curriculum to our students.

In addition to the on-going mentorship program, we are thrilled to announce that we have three new high school teachers who have entered into the Foundation Year training through the Center for Anthroposophy, and one who started the high school teacher training in Humanities this past summer. This foundational and teacher training deepens the understanding of the “why”, “how” and “when” of our work. It is the very core of our curriculum from Pre-K through Grade 12.

As we continue our work and enjoy our happy hallways, we are grateful for the continuous professional development opportunities that support PWS in offering our students the best possible curriculum, and in promoting a thriving Waldorf movement in our region and the world.

upcoming events | OCTOBER

Walk Through the Grades
OCT 7 | 9-10:30AM

Harvest Festival
OCT 17 | 11AM-4PM

Kindergarten Open House
OCT 17 | 10-11:30AM

Play! Symposium Lecture
OCT 23 | 7PM

Play! Symposium Workshops
OCT 24 | 9AM-12:30PM

Artists and Scholars: How Arts Strengthen Academic Education
OCT 30 | 7PM

Walk Through the Grades
NOV 4 | 9-10:30AM

Martinmas Play & Lantern Walk
NOV 6 | 4:30PM

High School Open House
NOV 8 | 1-3PM

For more information about these or other school events, please visit www.portlandwaldorf.org or contact our office.

Gratitude Corner

Much autumn gratitude for all the hands that spent summer hours reinvigorating our school spaces! We especially thank **ANNIE LIGHTHART**, who begins her second year as our Lost & Found fairy; **GWEN HOLLE** for her help creating the new parent cozy corner in the front hallway; **NICOLE RAYMOND** for her above-and-beyond care for our locker rooms; **DAVE RENZEMA** for his offerings and expertise in the high school; and last but not least, **TOM MYERS**, whose steadfast vision, spectacular craftsmanship and hours of dedicated work never stop transforming our school into a more beautiful and inspiring space.

Know someone else who has gone above and beyond? Send suggestions for our Gratitude Corner to Grace at grace.evans@portlandwaldorf.org.



ALUMNI CORNER

SAVE THE DATE

As the Alumni Committee enters its second full year of expanded activity, we would love to see your faces at PWS festivals and events this fall! Save the date for:

Harvest Festival
OCT 17 | 11AM-4PM

Spiral of Lights
DEC 1 | 6:30PM

Winter Assembly & Solstice Feast
DEC 18 | 11AM

Alumni Basketball Game & Social
DATE & TIME TBD

KEEP IN TOUCH

Interested in keeping in touch with PWS? Send us stories, poems, photos or watercolor renderings of what you've been up to:

email:

alumni@portlandwaldorf.org

snail mail:

Portland Waldorf School
Attn: Alumni
2300 SE Harrison Street
Milwaukie, OR 97222-5727

social media:

www.facebook.com/portlandwaldorfschool
Instagram @portlandwaldorfschool

JOIN THE ALUMNI COMMITTEE

Have ideas to help the school better serve its students or alumni? Have special skills or interests to offer? Share your thoughts, ideas or questions with us! Consider joining the Alumni Committee... We meet once a month to plan fun activities, parties and service opportunities where alumni can connect with old friends and teachers. Ask us some questions and share your interest at alumni@portlandwaldorf.org.

DID YOU KNOW?

PWS currently boasts 6 alumni employees?

Mariama Loos-Diallo '03

Grades Handwork

Tristiane Masterson-Miller '03

Grades Handwork Assistant

Sadie Lifton '07

*Grades Aftercare Teacher &
Grades Handwork Assistant*

Jack Hoiland '07

HS Outdoor Program Coordinator

Grace Evans '08

Communications Coordinator

Sam Wasko '08

HS Math & Life Sciences



The Class of 2005 celebrated their ten-year reunion this summer!

Photos | Mariama Loos-Diallo & Sadie Lifton



Martinmas

BY ELIZABETH WEBBER, GRADE 2 TEACHER

*Shining Forth into the Darkness
Strengthening our Inner Light*

Each November, Waldorf schools around the world celebrate the life of St. Martin. At Portland Waldorf School, we commemorate St. Martin with a Martinmas play by Grades 1, 2 and 3 and a lantern walk at dusk. Who was St. Martin? Why do Waldorf schools honor him? And what is his significance for us today?

St. Martin of Tours (316-397 AD)

was the son of a Roman general. Early in his life, Martin began to have spiritual yearnings and held a desire to be part of the church.



Photo|Nicole Spring

Already engaging in contemplative prayer by age ten, he wanted nothing more than to be a Christian monk.

Martin's father, however, had different plans for him. At age fifteen, Martin was taken against his will and conscripted into the Roman army. He was forced to take an oath that he felt he had no choice but to honor. Even as a soldier, however, Martin tried his best to live as a monk would live.

Martin's unit rarely saw battle, as they were mostly charged with guarding the emperor. On one particularly cold winter's day, while on garrison's duty, eighteen year-old Martin passed by the city gates in Amiens, France. Dressed in the regalia of his unit - shining armor, helmet and beautiful white cloak lined in soft lambswool, Martin noticed a poor beggar in the street. The man shivered from the cold, as he wore clothes so ragged, he was nearly naked.

City dwellers and soldiers passed by, without any offers of help - leaving the man in the icy cold of the street. Seeing this, young Martin, overcome with compassion, removed his own cape, drew his sword and in one quick stroke, cut the garment in half. He lovingly placed half the cape over the poor man to warm him and wrapped the remainder on his own shoulders.

The city dwellers and soldiers laughed at Martin. But there were some who recognized the goodness in what he had done. That night, Martin dreamt that he saw an angel

wearing the half cloak that he had given to the beggar. This vision confirmed for Martin his dedication to all humanity, regardless of their station in life.

Martin went on to become the patron saint of beggars and outcasts. He was known not only for the compassion and selflessness that he showed the beggar in Amiens, but for his gentleness, humility and ability to bring warmth and light to those in need.

On the evening of Martinmas, St. Martin is remembered in many French households with a festival of lanterns - as people carry light through darkened homes and villages and sing songs. Martinmas celebrations in Waldorf schools are inspired by these customs. As we approach the darkest time of year, it is increasingly important to cultivate warmth and light within ourselves. Martin's act of kindness reminds us to share with those in need. And as nature begins to go to sleep, we as human beings are called upon to awaken.

Martinmas is a quiet, contemplative celebration. After our play, as the sun sets, parents maintain the mood of the evening by joining in singing with their children and modeling reverence. Handmade lanterns are lit as symbols of our own inner light. Our walk into the cool, dark evening gives children and adults an experience of quiet introspection as we move toward the darkness of winter. Parents are encouraged to take the festival home with them - relighting the lanterns and sharing a quiet evening. Perhaps, like St. Martin, the singing, memory of the lanterns and mood of the evening will follow us all into sleep.

This year, we will return our Martinmas play to our beautiful campus.

On Friday, November 6, at 4:30 pm, Grades 1, 2 and 3 will perform a Martinmas play at dusk, have a lantern walk and gather for light snacks afterwards.



Photo|Nicole Spring

Inspired by St. Martin, Grade 2 will also organize a coat drive and another special project to spread kindness and warmth to community members in need.



Join PWS Bike Commute Team!

BY JUPE SCHIAVO, TEAM CAPTAIN

In August, Portland Waldorf staff revitalized its bike commute team. This team participates in Bicycle Transportation Alliance's (BTA)

"Bike Commute Challenge", an initiative which encourages Oregonians to commute by bicycle instead of using automotive transportation.

The reasons for bike commuting are plentiful: fun, fitness and a positive environmental impact encourage us to saddle up to a bicycle on weekday mornings.



Staff teammates (L to R) Frau Fretz, Ms. Shupack, Gardener Brendan, Mr. Zinn, Mrs. McCarter, Jupe, Ms. Taylor & Ms. Webber

With the help of Mary Beaton and Kathleen Taylor, an original bike commute teammate, we recruited more than 10 new members over the past 8 weeks, and logged 80 bike commutes and more than 600 miles during the month of August. At the end of the month we held the lead among 150 registered school teams. We were so encouraged by our August result it inspired us to create a "sister" team for PWS students and families interested in joining the bike commute cause.

September is an especially challenging month for Bike Commute Challenge participants. Competition is stepped up among participating organizations as more bike commuters log miles in September than any other month. Based on our current trajectory, by the end of September we'll reach 130 bike commutes and 1,000 miles! Corey Averill logs the most daily commute miles, contributing a whopping 20 miles per day. We're proud to be hanging in with the top 5 schools during September. Portland Public Schools, with 35 separate teams, is a tough competitor.

We look forward to logging more bike commute miles, even as fall is ushered in and rain descends upon us. If you or your student is already a bike commuter and interested in joining the PWS team you can get started by providing the rider's email address to a team captain; Kelly Hogan, Living Lab director, captains the family-student team, and John Schiavo captains the staff team. Bike commute families may log miles as a unit, or separately. We hope to see you out on the Trolley Trail!

Bike Milwaukie Repair Stand

Bike Milwaukie, a local advocacy group co-founded by Waldorf parents Greg Baartz-Bowman and Matt Menely, has great news for PWS bike commuters. Via a KickStarter campaign, Bike Milwaukie was able to raise the required funds to purchase and install a bike repair stand in front of Milwaukie City Hall. The repair stand is equipped with a floor pump and tools to handle minor mechanical issues. The repair stand is free to use and available 24/7/365. Stop by Milwaukie City Hall and check it out.



More information at BikeMilwaukie.com.

PWS 8th Grader Alden Baartz-Bowman and Bike Milwaukie co-founder Matt Menely install repair stand! Photo|Greg Baartz-Bowman

After School Musical Theater Club

PWS students in Grades 2-8 are welcome to come play theater games, enjoy acting exercises, sing songs and prepare a final performance with staff from



Photo|Torsti Rovainen

Waldorf-inspired Inspirations Theater Camps.

Club runs Thursdays Oct. 22, 29; Nov. 5, 12 and 19; 1:30-3:00pm in the 5th Grade classroom, with a final performance on Sunday, Nov. 22. The first Thursday is a look-see for students and parents to decide if this is something they want to continue. After that, we ask students to commit through the final performance. Each class, including the first, is a suggested \$5-15 sliding scale donation.

Our autumn show is a sneak peek of the camp's 2016 production *The Ramayana*. The final show will unite the casts of 3-4 musical theater clubs from area Waldorf schools for one grand performance.

Visit www.rovainenmusicals.com/theaterclub/ for more information, or contact Director Torsti at info@rovainenmusicals.com or 503-895-4705. You can register online, at our table on Thursday Oct. 15 @ PWS, or in person on the club's first day.

