



# Curriculum for Crafts, Design and Handwork

## Aims

Craft activities bring the students into contact with more than fabric, colour, and form. A creative activity engages the emotional life, puts the individual in touch with themselves and allows for the experience and realisation of purely universal human principles. The outward, material form, colour and expression of art provides sensory experiences that can go beyond the physical plane. The experience of the abstract content of the artwork provides experience on an ideal level.

There are two sides to arts and crafts: learning in the arts and learning through art activities. In Waldorf schools, learning through art activities takes place from the first day of school. During the school programme, individual art subjects are separated out as separate subjects, in addition to the continued use of these activities across subjects.

Through a diverse range of subjects, students gain experience with a wide variety of materials. The characteristics of the material and the tools needed to work with it stimulate students in a variety of ways through the physical senses and through the emotional experiences they have. When moulding a material, it is as much the material that shapes the student's understanding of possibilities and limitations. Students learn to think both practically and aesthetically; the result should be both beautiful and functional. And here it is life itself that tells the student whether the goal has been achieved - the object must function in practical use.

The work requires activity on all levels: In terms of thought, from planning to frequent observation and assessment. Volitional because the student's dialogue with materials and tools requires stamina and develops fine and gross motor skills. Emotionally through the students' experience of the aesthetic qualities and their inner response to them. In this way, the meeting between conceptualisation and implementation - the meeting between abstract imagination and concrete reality - becomes a field for the development of concepts and the development of thinking.

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Craft activities foster skills and self-awareness. They develop interpersonal skills, respect, responsibility and tolerance, creating values that must underpin the development of social and cultural understanding.

One of the people who developed the clearest concepts for the nature and meaning of art is Friedrich Schiller. In his letters "On the Aesthetic Education of Man" he puts forward the three motives of material drive, form drive and play drive. In the dynamics between these three forces lies the principle of creative activity, whether it is professional activity at the highest level or pedagogically adapted activity with artistic elements.

The tangible benefits of working with arts and crafts are manifold:

- Practise precise observation and sensing.
- Increased ability to perceive beauty and other qualities in nature and cultural expressions.
- Recognise and understand the possibilities and limitations of different materials.
- Expanding the range of experience when encountering your own and others' creations.
- Stimulating spontaneity, skill and confidence in creative processes.
- Strengthening a sense of reality and self-assessment when dealing with tasks.
- Developing social skills, especially through simultaneous actions in artistic projects.
- Experiencing and practicing "flow", focused motivation; getting into that mental state where you are at one with what you are working on, where the distinction between self and environment is blurred and you act intuitively and learn and perform on a different level of consciousness.

Research has shown that these experiences and skills have great value for all learning and understanding, across conventional subject boundaries.

Crafts begin right from the start of school as integrated activities that later, at varying paces, get their own lessons in the timetable. In primary school, crafts are covered by the classic term needlework, i.e. with soft materials, and woodwork with hard materials such as wood and other materials. From grade 8 onwards, there is further specialisation and immersion, with crafts often taking on the character of arts and crafts. Through age-appropriate challenges, knowledge of tools and materials is increased, endurance is practised and mastery is experienced.



<b>Objectives and Final Goals of Craft</b>	
<b>Competence Areas</b>	<b>Final Goals</b>
<b>Craft - Processing (CP)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>● Use tools, instruments, and machinery purposefully and safely for material processing.</li></ul>
<b>Craft - Materials (CM)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>● Independently process a variety of materials in relation to the product's shape, function, and expression.</li></ul>
<b>Craft - Design (CD)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>● Work with various design processes related to their own product creation.</li></ul>



Development of the Craft Subject		
Content and Focus	Objectives	Final Goals
<p><b>Class 1 to 3</b> Wax figures, clay figures, etc. are created to illustrate the various topics, characters and more in connection with narrative material and subjects in the main subject teaching.</p> <p>In 3rd grade, students make wooden and copper weights for maths lessons, carve tools for their own subsequent use in crafts lessons (e.g. teas), forge iron knives during home economics and build a house, pizza oven or similar as a class project</p> <p>The competences CP, CM, CD are trained here.</p>	<p><b>Craft - Processing (CP)</b></p> <p><b>Crafts - Materials (CM)</b></p> <p><b>Crafts - Design (CD)</b></p>	<p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- Use basic tools such as a carving knife, modelling sticks and hammer</li> </ul> <p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- Gain insight into small construction project processes</li> <li>- Get to know and try out old craft traditions</li> </ul> <p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- Create simple figures and figure groups in wax and clay</li> </ul>
<p><b>Class 4</b> The 4th grade Viking period often includes some green crafts, where students make objects for Viking games, such as decorated fighting sticks. Other activities in this context can include nail smithing, making wooden shields and clay beads. In conjunction with zoology lessons, animals and animal groups can be made from the treated animals in clay, which are then fired into pottery.</p>	<p><b>Craft - Processing (CP)</b></p>	<p><i>The teaching gives students the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- Know and be able to use basic hand tools and utensils and select them appropriately</li> <li>- Have knowledge and master basic woodworking techniques</li> <li>- Independently process wood materials according to instructions</li> </ul>



<p><b>Class 5</b> In connection with the main subject teaching, there may be practical work. For example, making clay reliefs in connection with the historical periods covered in 5th grade, or shields in connection with 6th grade lessons on the Middle Ages.</p> <p>In the dedicated craft class, carpentry, which begins in 5th grade, students work with fresh wood, natural branches, sawn wood and birch plywood. Students make clavas, butter knives and, for the more advanced, hair sticks and small animals. They also make jigsaw puzzles, candle holders and advanced students can make simple animals like Dalar horses.</p> <p><b>Class 6</b> In 6th grade, students work with fresh wood, sawn dry wood and different types of wood. The students make utilitarian objects and toys in a manageable size out of wood. These can be salad servers, salt shakers, kalaha, chopping boards and simple moving toys.</p> <p>The trainee learns to use tools such as a carving knife, saw, forest saw, bow saw, fretsaw, chisel, gouge, mallet, rasp, file, sandpaper, and treat with oil and stain.</p> <p>The student will learn how to perform a task in wood based on a sketch. This is an important step towards learning a craftsman's approach to work. Completing a task requires willpower and the student develops perseverance in overcoming the resistance of the material.</p> <p>Craft tasks and lessons are evaluated at the end of each year by the students and the craft teacher. The evaluation is used to plan tasks and themes for the coming school year.</p> <p>The competences CP, CM, CD are trained here.</p>	<p><b>Crafts - Materials (CM)</b></p> <p><b>Crafts - Design (CD)</b></p>	<p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- Recognise and differentiate between soft and hard material applications</li> <li>- Have knowledge of the origin of materials</li> </ul> <p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>- be able to use their own ideas when making objects of use</li> <li>- Be able to test your own ideas in terms of form and function</li> <li>- Work with design within a given framework: size, balance, durability, function and aesthetics</li> <li>- have knowledge of the purpose and structure of outlines</li> </ul>
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<p><b>Class 7</b> The 7th grade woodworking class works on creating shapes and transferring power from pendulums, cranks and levers to moving toys. Students work with sawn dry wood and different types of wood. The student makes a utility object from a sketch or drawing, an object that involves shaping with both internal and external form. This could be a bowl made from a larger piece of wood. They will also make a moving toy with mechanics involving power transmission. Along the way, the student is allowed to try out a limited number of machines.</p> <p>The student must learn how to turn an idea into reality. Thoughts and imaginations are translated into a three-dimensional result. When working with hammers and chisels, there are now higher demands on stamina. In addition to this, the apprentice also learns about the responsible use of workshop machinery.</p> <p><b>In General for Class 8 and 9</b> In 8th and 9th grade, there are a number of different crafts that students have for periods of between 3 and 10 weeks, 4 lessons per week. What they all have in common is that the students are faced with a material to work with and a task to solve, as well as tools to get to know and use in the process. The way they solve the task is individually different - as there are usually no drawings or target requirements. This means that each student solves the task in their own way during the work process, and their work is therefore unique. In other words, this is craftsmanship.</p> <p>What is then required of the student is an immersion in which he/she forgets him/herself in order to concentrate fully on the material and the work with it. The student must, so to speak, act with their hands based on a realisation or experience of the material's uniqueness. In this process, the student enters into</p>	<p><b>Craft - Processing (CP)</b></p>	<p><i>Teaching gives students the opportunity to:</i></p> <ul style="list-style-type: none"><li>● have achieved proficiency in hands after patient practice</li><li>● Be able to follow written work descriptions</li><li>● Choose appropriate techniques and work tools and machines</li><li>● be able to use specialised tools for e.g. willow braiding, forging and ceramics appropriately and safely</li><li>● Be able to work with precision and use measuring tools with accuracy</li><li>● Have knowledge of the processing possibilities of a wide range of materials</li><li>● Be able to move safely in the workshops</li><li>● have knowledge of basic safety measures and the safe use of tools, equipment, machinery and materials and be able to select and use them appropriately</li><li>● Be able to manage time and effort in a workshop context</li><li>● be able to work persistently, develop presence in the work process, develop self-control and</li></ul>
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<p>a dialogue - where the material responds to his/her actions in the form of a concrete result of, for example, a hammer blow, and if the result is not satisfactory, corrections must be attempted. This means that craftsmanship allows for feedback in a completely different way than the thinking process in subjects such as history, geography and social studies. In crafts, judgement is practised, not after feedback from the teacher, but here and now in the work process, and it is the student who judges their own efforts. Working with crafts can thus be seen as a tool to strengthen thinking and professionalism through the will (i.e. observing, thinking, correcting and acting in a continuous process).</p> <p>Each student must make an effort of will as they go through the long, arduous process necessary to process material into a result. Overcoming barriers of error, resistance and inadequacy is a long, tough process - but when they succeed, students enter a state of rhythmic flow that carries them through. The social community is also important here. This community in a workshop has a special character, as all students are simultaneously in a work situation where each individual is immersed in and concentrated on the work of processing the material; this is visible or heard by everyone in the workshop and creates a good and warm atmosphere.</p> <p><b>Class 8</b>  <i>2-month assignment:</i> In a 2-month independent assignment "From raw material to product", students will practise organising a longer independent assignment. They must make a personal choice of product, and part of the task is to manufacture the product themselves. This takes place partly at school. Furthermore, the process and product must be presented at a large exhibition with a poster and exhibition stand. This is prepared in the craft classes.  <i>Acting:</i> In 8th grade acting, students can now be more independently involved in the practical work of building sets and hanging lighting, and in the independent product assignment, students often produce their own products or prototypes of their topics.</p>	<p><b>Crafts -            Materials (CM)</b></p> <p><b>Crafts - Design            (CD)</b></p>	<p>willpower as well as observation skills</p> <ul style="list-style-type: none"> <li>● be able to assess their own work and efforts in relation to goals and ideas</li> <li>● Use relevant technical terms</li> <li>● Be able to plan a workflow before starting</li> <li>● Learn from your own experiences in the work and adjust the subsequent process yourself</li> </ul> <p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>● have gained an understanding of the properties and qualities of different materials</li> <li>● Read the condition of a material (e.g. temperature of iron or dryness of clay) and react appropriately</li> </ul> <p><i>The teaching gives the student the opportunity to:</i></p> <ul style="list-style-type: none"> <li>● be able to manufacture products based on their own ideas and have knowledge of a design process - from idea to product</li> <li>● be able to work with aesthetic expression in a product</li> </ul>
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<p><i>Hand-carved stools:</i> The student will make simple furniture, in 9th grade for example a stool with either a wooden seat or a seat woven with string. The wood is felled on a forest trip at the end of the school year in 8th grade and prepared.</p> <p><b>Class 9</b></p> <p><i>Hand-carved stools:</i> Students complete stools with legs and wicker seat. Students practice spatial awareness in assembly, accuracy, precision, persistence and they learn weaving techniques.</p> <p><i>Copper:</i> Students learn to work with the soft copper and practice sustained hand-eye coordination as they drive a copper bowl with a ball peen hammer. They finish with polishing strokes and sanding. The level of difficulty can be adjusted by driving the bowl higher by impact and driving hammer.</p> <p><i>Poster drawing and art viewing:</i> See the visual arts curriculum.</p> <p>The competences CP, CM, CD are trained here.</p>		<ul style="list-style-type: none"><li>• Develop practical judgement</li><li>• be able to evaluate your own design process and product based on the design idea</li></ul>
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## The purpose of Handwork

In handwork, as in any other holistic pedagogy, the aim is to take into account all aspects of the student. Through creative handicraft work, practical skills are practised while aesthetic sense and practical thinking are encouraged.

Emphasis is placed on good, appropriate materials, tools and utensils, which are a prerequisite for good work and enjoyment of the finished product.

Initially, teaching is based on the master teacher principle. This is later supplemented with written instructions to train the student to understand and use a professional text.

In the textile design process, students experience challenge, joy and emotional engagement as ideas are transformed through processed materials into concrete products with functional and aesthetic value for themselves and others. Through the creative process, students develop experience and confidence in their own abilities.

We use our culture - both local and global - as inspiration for many design processes.

Students should become familiar with and have an understanding of both the textile culture that reaches back in history towards the craft traditions of earlier times, but also that which has a contemporary dimension.



<b>Subject Competence Areas and Final Goals for Handwork</b>	
<b>Competence Areas</b>	<b>Final Goals</b>
<b>Handwork - Processing (HP)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>• Use tools, instruments, and machinery (i.g. sewing machine) purposefully and safely for material processing.</li></ul>
<b>Handwork - Materials (HM)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>• Independently process a variety of materials in relation to the product's shape, function, and expression.</li></ul>
<b>Handwork - Design (HD)</b>	<i>The teaching enables the student to:</i> <ul style="list-style-type: none"><li>• Work with various design processes related to their own product creation.</li></ul>



Development of the Handwork Subject		
Content and focus Grade level: Class 1 to 9	Competence Areas	Intermediate Goals
<p><b>Class 1</b> Knitting is an important element of teaching. It requires fine motor skills and is a good exercise in coordination of both hands. Through effort and patient work, routine is acquired and the child's willpower is strengthened.</p> <p>In 1st grade, the main theme is to learn to knit with 2 needles. The material is mainly wool yarn, preferably plant-coloured. The student makes their own knitting needles. Knitting is done in simple shapes and the first piece can be, for example, a small ball. The big knitting project is a teddy bear or a doll. Initially, strings of wool yarn in different colour combinations are twisted, twisted and tied. Students are involved to some extent in the subsequent assemblies and stuffing. Practising threading a needle and tacking ends.</p> <p><b>Class 2</b> In 2nd grade, you work with crochet. The material is mainly cotton yarns. They practise the difficult art of casting on chain stitches in the right size, both with and without a crochet hook. Crochet opens up almost unlimited possibilities for shaping. The first project could be making potholders, for example. Practise crocheting chain stitches, single crochets and possibly double crochets.</p>	<p><b>Handwork - Processing (HP)</b></p> <p><b>Handwork - Materials (HM)</b></p> <p><b>Handwork - Design (HD)</b></p>	<p><i>Teaching gives students the opportunity to:</i></p> <ul style="list-style-type: none"> <li>● Be able to use basic tools such as knitting needles, crochet hooks, sewing needles, hands, hand charts.</li> <li>● Be able to make simple tools (knitting needles, simple handles).</li> <li>● Apply basic techniques for knitting, carding, spinning, weaving and sewing by hand.</li> <li>● Be able to develop fine motor skills.</li> </ul> <p><i>Teaching gives students the opportunity to:</i></p> <ul style="list-style-type: none"> <li>● Know the process from wool to yarn.</li> <li>● Know the properties of materials, preferably wool, silk and cotton.</li> <li>● Get to know and try out old craft traditions.</li> </ul> <p><i>Teaching gives students the opportunity to:</i></p>



<p>The student will then learn to crochet round shapes for a ball net, a summer hat or other useful items. Along the way, they will work with increases and decreases, make buttonholes and buttons, and learn how to back tack.</p> <p>Subsequently, other projects can be free embroidery with simple stitches on fabric painted by the student.</p> <p><b>Class 3</b></p> <p>The recurring theme is the main subject of home economics, which forms the basis for part of the handicraft lessons in 3rd grade. Often the student makes their own hand mitten. The wool must be processed before it can be used: it may need to be washed, then carded and finally spun onto the mitten. It takes a feel for the material and lots of practice to spin wool into usable thread or yarn. The finished spun yarn is used to weave a shepherd's bag.</p> <p>Crochet is picked up again when completing the bag, and students are introduced to an old method of making cords when they "slingshot" the handle.</p> <p>The competences HB, HM, HD are trained here.</p>		<ul style="list-style-type: none"> <li>● The student can produce products on their own or in a team according to a presentation.</li> </ul>
<p><b>Class 4</b></p> <p>In 4th grade, the theme is cross stitch embroidery. It requires patience and a sense of precision to sew small, uniform stitches, and the aim is for the student to become aware of the uniform direction of the stitches. At the same time, the right and wrong sides must be kept in order. Students make a draft of what they want to embroider.</p> <p>The patterns are geometric and abstract in shape and symmetrical when reversed. The work results in a purse, bag, pencil case or similar utility item.</p>	<p><b>Handwork - Processing (HP)</b></p>	<p><i>Skill objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"> <li>● master knitting with 5 needles for spacious objects - think three-dimensionally.</li> <li>● Be able to use cross stitch.</li> <li>● Be able to start and finish a knitting project more independently</li> <li>● Be able to knit patterns.</li> </ul>



<p><b>Class 5</b> In 5th grade, knitting resumes with 5 needles and possibly circular needles for knitting more complicated pieces such as hats, mittens, socks etc. where the spacious aspect of knitting is the new challenge. The yarn is thinner than before and preferably plant-coloured. Where possible, students are involved in the plant dyeing process. Increases, decreases and rib knitting are learnt. As a starting point for their work, the student has drawn a draft of the desired model with indications of colours and patterns.</p> <p><b>Class 6</b> In 6th grade, students work with three-dimensional textile design. This could be making herd animals from the African savannah or the northern hemisphere, tying in with geography lessons. Inspiration can be found in books and on the internet.</p> <p>Students create their animals with lifelike proportions and preferably in motion. From their drawing, a three-dimensional pattern is created.</p> <p>They place their pattern pieces on fabric and sew with small, even stitches by hand. It is important that they learn to hold the work by hand while sewing instead of flat on the table. The right side is turned right side out and the animal must be tucked firmly enough to stand. The whole process requires thoughtfulness, patience and perseverance.</p> <p>The material can be cotton fabric that the students dye themselves or wool felt that they have made themselves. Details such as eyes, stripes on the zebra and spots on the giraffe are embroidered and felted - the finishing touches.</p>	<p><b>Handwork - Materials (HM)</b></p> <p><b>Handwork - Design (HD)</b></p>	<p><i>Knowledge objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"><li>● Know the names of basic stitches and techniques.</li><li>● Know the names of basic tools and use them appropriately for the chosen task.</li></ul> <p><i>Skill objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"><li>● Be able to use different decoration techniques and combine materials.</li></ul> <p><i>Knowledge objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"><li>● Have knowledge of combining materials, e.g. for decoration.</li><li>● Know the origin of materials.</li></ul> <p><i>Skill objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"><li>● Be able to use your own ideas when creating an embroidery design.</li><li>● Be able to work with design within a given framework: composition, colours.</li><li>● Be able to create a product such as an animal according to your own sketch and pattern design.</li><li>● Be able to exercise patience and persistence to complete a job.</li></ul>
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<p>Learning how to sew on a sewing machine can be revisited at this grade level at the end of the year in preparation for the new challenges of the coming year.</p> <p>The competences HP, HM,HD are trained here.</p>		<p><i>Knowledge objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"> <li>● Have knowledge of the purpose of sketches.</li> <li>● Have knowledge of simple work organisation.</li> </ul>
<p><b>Class 7</b></p> <p>In 7th grade, they continue their design work by making a garment - often an anorak, a bag or similar. Now sewing is done on a sewing machine, which opens up a whole new range of possibilities. Initially, a "sewing licence" is taken to gain knowledge and practice in the various functions of the machine.</p> <p>The idea is that students can modify the pattern for a more personalised design. Measurements are taken, the pattern is traced, the fabric is cut out and the pieces are put together (correctly) and sewn. Pockets, zips, buttons and ribbons are sewn in.</p> <p>Students learn how to handle an iron and ironing board and that ironing is often an important element of a sewing project. It is also a challenge to iron spacious shapes on a flat board.</p> <p>The work involves following simple written work descriptions and instructions, and students gain an idea and knowledge of the workflow of a sewing project.</p> <p>They realise that thorough preparation, precision and patience are important elements for a usable and beautiful result.</p> <p>In connection with the drama period, it may be necessary to sew/change costumes.</p>	<p><b>Handwork - Processing (HP)</b></p>	<p><i>Skill objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"> <li>● Have gained hand skills through patient practice.</li> <li>● Be able to sew on a sewing machine with some routine, including using the different functions and stitches appropriately.</li> <li>● Be able to use given patterns, which involves putting patterns on fabric, Mark and cut out.</li> <li>● Apply decoration techniques including embroidery, fabric painting, textile printing and appliqué.</li> <li>● Choose appropriate techniques and work tools.</li> <li>● Be able to use specialised tools for leather work appropriately.</li> </ul> <p><i>Knowledge objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"> <li>● Have knowledge of safe use of tools and sewing machines.</li> <li>● Have knowledge of the purpose of sketches.</li> </ul> <p><i>Skill objectives: The teaching enables the student to:</i></p>





		<ul style="list-style-type: none"><li>● Able to work with precision.</li><li>● Evaluate own work and efforts in relation to goals and ideas.</li><li>● Use relevant technical terms.</li><li>● Be able to plan before you start.</li><li>● Be able to work with the aesthetic expression of the product.</li></ul> <p><i>Knowledge objectives: The teaching enables the student to:</i></p> <ul style="list-style-type: none"><li>● Have knowledge of a design process - from idea to product.</li></ul>
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