

How the Waldorf grade school subject classes help develop all of the nine intelligences

Intelligence	EURYTHMY	FOREIGN LANGUAGE	GAMES/GYM & GYMNASTICS	HANDWORK	MUSIC	PRACTICAL ARTS, GARDENING	WOODWORK
Visual/Spatial	◆◆◆ Large-group choreographic forms; angles of movement	◆ Recognition and identification of pictures; movement & gestures	◆◆◆ All movement is space/time related	◆◆◆ Design, patterns, beauty; ability to move between 2 dimensions and 3	◆ Musical notation, instrument fingering patterns, awareness of surrounding musicians	◆◆ Form and detail	◆◆◆ Balance of form, function and beauty
Math/Logical	◆◆ Dance elements support math*	◆ Grammar/logic connections; counting and applying 4 operations	◆◆◆ Lower senses as foundations for math*; sequencing, rules	◆◆◆ Success in math requires neat and orderly processes	◆◆◆ Notation requires knowledge of basic math; internal counting in all music	◆◆ Measurement, ratio, project steps, garden grid	◆◆ Measuring, leveling, calculating; geometry of parts; steps sequence
Language	◆◆◆ Language made visible; stories, poetry, rhythmical and picture language	◆◆◆ Enhancing vocabulary abilities through constant stimulation	◆◆ Links between movement development and speech articulation	◆ Learning technical vocabulary; asking process questions	◆◆ Lyrics, prose, poetry & music from different lands builds literacy	◆ Terminology for tools and processes	◆ New vocabulary for technical aspects
Intra-personal	◆◆◆ Whole being becomes vehicle of personal expression	◆ Sense of accomplishment in mastery of foreign language	◆◆ Opportunities for self-evaluation and actualization; life sense	◆◆ Meeting oneself in the work and adjusting for personal abilities	◆◆ Listening to oneself; bringing inner to outer	◆◆ Awareness of personal capacities; overcoming obstacles; patience	◆◆ Awareness of capacities; reaching beyond expectations; patience
Inter-personal	◆◆◆ Coordinated and cooperative group movement	◆◆ Learning to communicate effectively with new conventions of thought	◆◆◆ Cooperative and coordinated movements; gaze and teasing; sportsmanship	◆◆ Helping or being helped; appreciation for others' abilities	◆◆◆ Being "in harmony"; give and take with other voices; staying in unison	◆◆◆ Collaboration, taking turns, helping others, service to community	◆◆ Projects usually require group effort; or can be compared
Bodily/Kineshetic	◆◆◆ Physically very demanding – lightness, agility, awareness of own and group motion	◆ Classes include games to help students who are movement-style learners	◆◆◆ Widest variety of movement	◆◆◆ Eye-hand coordination, eye tracking, fine and gross motor, posture for work	◆◆ Postural control; fine & gross motor for vision, speech, and playing instruments	◆◆◆ Fine and gross motor skills; stamina	◆◆◆ Fine and gross motor; tools as extensions of hand and eye
Nature	◆ Many forms (stars, spirals, etc.) drawn from nature	◆ Interaction outdoors Cycle of nature through poetry, prose and music	◆◆ Outdoor classes	◆◆ Use of natural materials	◆ Songs to celebrate seasons, life, growth and humanity	◆◆◆ Outdoor work, natural materials (wood, seeds, beeswax, clay, etc.)	◆◆ Finding beauty "hidden" in a block of wood and other materials
Musical	◆◆◆ Melody, beat, different voice tones	◆◆ Rhythmic movement to sounds, singing in rounds and in harmony	◆ Circle games, folk dance, games with sequencing and rhythm elements	◆ Rhythm in movement of stitching "creates music in the soul"	◆◆◆ Music promotes whole-brain learning	◆ Rhythmic movements in many tasks; sequencing; singing at work	◆ Rhythmic movements in many tasks; sequencing
Meta-physical	◆◆◆ Language and movement become soul experiences; the universe in movement	◆◆ Furthering understanding of the world and others	◆◆ Experiencing the beauty of human movement	◆◆ Projects that help awaken the intellect	◆◆ Experiencing the beauty of the tone world	◆◆ All work is good for the soul; service to the earth and mankind	◆◆ Morality of finished projects

KEY: ◆ = Somewhat ◆◆ = Quite a bit! ◆◆◆ = Tons FOR EXTRA CREDIT: add a column for lunch and outdoor recess and see how many diamonds you can add!
 * To learn more about the reasons that math abilities arise from and are strengthened through movement in general, through folk dance, and through the lower senses, see "For Teachers: Conferences and Seminars on Arithmetic" by Karl König – available online at www.waldorfresearchinstitute.org/pdf/Arithmetic.pdf