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**What do your head, hands and heart tell you?**

**Towards an actualization of the Waldorf art curriculum on the basis of it's primary principles**

My research focuses on the renewal of the art curriculum of the so-called Waldorf education. In order to do so, I re-examined its content by studying the theory underlying Waldorf education, the principles of artistic research, Gert Biesta's view on education and close reading the work of the founder of Waldorf education: Rudolf Steiner. For me this study had two major purposes: firstly to build further on this research by developing an education project for the Waldorf teacher training programme, providing them tangible suggestions to renew their lesson content. And secondly, to provide a new view on the traditional materials used within the Waldorf arts and craft curriculum.

I interviewed, observed and discussed these issues with tutors, students and alumni of the Waldorf teacher-training programme. I had to conclude that much content in Waldorf art education has become fixed; either by repetition and established form or by lack of background information and connection with the contemporary art world. This can be overcome if students are given opportunities to explore, discover, design and think for themselves by encouraging an investigative approach.

This in turn requires that teachers alternate between productive and receptive arts education, which will create opportunities for free thinking and making unexpected connections. In addition, assignments should be underpinned with background information by approaching art as an image of the world-today, merging science, spirituality and art and making connections between Waldorf content and present time.

**External critic: Daphne Da Ponte (Expert in the field of management, art and reorganization in a Waldorf context)**

*Within the space of the Graduation Presentation, Sita makes the role of the hand, and with that tactility, in art education manifest through a series of photographs which visitors are able to hold and study closely. As a second part, a question is offered to each visitor, inviting them to consider that without asking questions and being curious, content and curricula have the tendency to become entrenched.*

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