

Mind the tones - playing with senses, movement and mindfulness in tone eurythmy as a means to de-stress for teenagers

Susanne Fonser

Rudolf Steinerhögskolan, Järna, Sweden

April 2020

susanne.fonser@gmail.com



This thesis developed from a work with my fellow students in eurythmy teacher training into an on-going context-based study in how highschool students in a Waldorf-school in a segregated suburb to Stockholm could possibly acquire an understanding of, and create a relation of their own to tones and tone-gestures. The emphasis is on students completely new to Waldorf pedagogy and eurythmy.

The more traditional teaching of tone gestures in eurythmy have been consciously mixed with concepts from other modalities such as mindfulness, sound meditation and always underlying the so called muse-ical learning, all with the aim to see if stimulation of different senses and an add of playfulness towards the tones per se and the eurythmy subject in large also would make students de-stress a little.

Muse-ical learning is shortly introduced, the similarities with Waldorf pedagogy is touched upon. The classroom/eurythmy hall work is explored and the different ways and forms when learning the tones of C major and A minor scales, a short conclusion but eyes are more set on further work and explorations.

This work is written in Swedish.

Keywords: Tone eurythmy, Teenagers, Muse-ical learning, Waldorf pedagogy, Mindfulness, Sound meditation, Interdisciplinary Approach