

Rebuilding certainty through sensing, encounter and creativity – a co-creative exploration through eurythmy

By Szilvia Budai

My intention for the workshop was to tackle “stress related apathy” in the classroom. How to create a compassionate space where the faculties and forces of creativity, vitality and will are rekindled and at the same time curriculum specific learning also takes place? The goal was to demonstrate one possible way of working in eurythmy, and then discuss and explore if this approach can be applied to other disciplines.

I. Encounter

We began our session with the classic eurythmy exercise “I and you, you and I, are we”. This is a straightforward group exercise that captures the miracle of meeting another person, the dynamics between point and circle and the experiences of I, you and we. Without too many words, just through through moving together, a mood of joy and cooperation was created.

We then introduced ourselves and shared our intentions, questions and hopes for our work together. Hearing some of the hardships that participants endured while traveling and crossing borders, it became evident that it was truly a miracle that we were able to be in each others’ presence.

II. Less is more, Creativity

The pandemic forced us all to teach in new ways. In my teaching, providing basic tools (introducing principles), and then giving time to the students to take the experiences away and make them their own individually or in smaller groups, and then sharing it back into the bigger group became the most successful strategy in the classroom. It gave students more flexibility and freedom to engage with the material on their own terms (time, space, ways of expression), and also provided opportunity for creativity, individual mentoring or quiet, alone time.

For this workshop we worked with the consonant sequences DFGKH and LMNPQ. On Day 1 we first explored the consonants d, f, g, k, h together. Then, each student worked on their own to create or find related words, sentences, a poem or a story. We then came together and shared, listened to and moved the creations together.

We repeated this process with the l, m, n, p, q sequence on Day 2.

III. Vitality, Learning

The inspiring richness and inherent forces in sounds, language and movement were palpable in space, and were the real teachers. The creativity and the dedication of the participants were astonishing. The experiences, questions and reflections shared by the participants reflected insight into the qualities of the consonants, and the balancing, life-giving potentials of these particular sequences. Feedback and reflection also confirmed that the structure of the sessions (balance of group and individual activities, instruction and individual creativity/application, and setting the tone with a social exercise and verbal check-in) was experienced as healing and energizing.

Due to time limitations and the common wish to keep engaging with eurythmy, we did not discuss the potential applicability of a similar approach to other disciplines.