

Year 6 unit: How is Art important in Christianity?

1

Big Question: How important are the similarities and differences between and within religions? Investigating the relationship between secular and religious world views

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Autumn term 1 Unit plan overview – How is art important in Christianity?	
How does this unit link to previous learning?	<p>In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living.</p> <p>In Year 3 pupils were taught:</p> <ul style="list-style-type: none">• about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals like Christmas• about the teaching of Jesus <p>In Year 4 pupils were taught:</p> <ul style="list-style-type: none">• about worship within the home and places of worship such as Easter and why the Bible is so special for Christians <p>In Year 5 pupils were taught:</p> <ul style="list-style-type: none">• about Jesus and how Christians follow his example in 21st century• about the festival of Christmas and textual criticism
What will pupils be learning in this unit?	<p>In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p>In Year 6 pupils will be taught to:</p> <ul style="list-style-type: none">• Write about different art forms used in Christianity to express beliefs about God,• Explain how this is similar or different to another religion.• Comment on the symbolic importance of colours and music, with specific examples. Associating these to specific Christian events and beliefs
How does this unit link to future learning?	<p>In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p>In Year 6 pupils are taught about:</p> <ul style="list-style-type: none">• how beliefs in the nature of God effects beliefs in life after death and what different religions and worldviews believe about life after death• how to draw upon their knowledge of similarities and differences between and within religions• the importance of leadership within religions and worldviews <p>In KS3 pupils will synthesise a range of worldviews within religions, focusing on how sacred texts are interpreted in a wide variety of ways within and across different faiths.</p>
Links with other subjects	
Trips and visitors	
Key vocabulary	Passion plays, Shrove Tuesday, Mardi Gras, Orthodox Church, Icon, liturgical colours, Ramayana, Denominations, Church of England; Catholic; Methodist; Baptist; Salvation Army; Pentecostal; Evangelical Church

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Overview: This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. This unit provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith. There are some religious traditions that do not use the arts as a means of religious expression e.g. Quakers, and some Muslim cultures - Remember that in Islam no images of Allah are used today. There is an opportunity for a local priest or Christian faith visitor to be used in lesson 3 of this unit to talk about colours in Christianity and what they symbolise.

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. How do people express their faith through art?</p> <p>2. How can colour express religious ideas or feelings?</p> <p>3. How is sculpture used in religion?</p> <p>4. How might music is used as worship?</p> <p>5. How might drama express faith?</p> <p>6. What is similar and different about Christian arts to other religions?</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these</p>	<p>Do look at different examples of Christian art and compare them with one another showing understanding of symbolic representation within the picture and key Christian beliefs.</p> <p>Investigating the symbolic use of colour within the Christian faith through dance.</p> <p>Pupils create their own Icon fir an Orthodox Christian</p> <p>Investigating Bible passages and their meaning and creating a sound track for a piece of scripture that is performed to the class.</p> <p>Watching a Christian drama, learning about what motivates a Christian to bring a Bible story to life. Pupils create their own piece of drama.</p> <p>Comparing Christianity to Islam and another religion or world view of their choice. What is similar and different about how the arts are used?</p>	<p>Pupils could research how the arts are used within the Hindu religion, through sculpture (murti's), dance and drama and compare this to how Christians use the arts.</p> <p>They could create a short presentation on their research to present to the class in the final lesson to help others to gain a step 6 in the assessment</p>	

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Year '6' Assessment I can's

Question/task: How are different art forms important to Christian worship, and how is this different to other faiths?

- Emerging** I can write about different art forms used in Christianity to express beliefs about God, and explain how this is similar or different to another religion. (step 4)
- Expected** I can write about different art forms used in Christianity to express beliefs about God, with some comparisons between them and other practices found inside and outside of religion. (step 5)
- Exceeding** I can write about different art forms used in Christianity to express beliefs about God, and explain how this is similar or different to another religion. I can comment on the symbolic importance of colours and music, with specific examples. I can associate these to specific Christian events and beliefs. (step 6)

A glossary of religious, cultural, educational and other terms used in this planning grid

Passion Plays	A dramatic presentation of the crucifixion of Jesus- a traditional part of Lent celebrations
Shrove Tuesday	Also known as 'Pancake Day', this day marks the beginning of Lent
Mardi Gras	The American celebration of Shrove Tuesday, a carnival-like celebration
Orthodox Church	A Christian church popular in Eastern Europe, Russia and Greece. Sometimes related to the Catholic Church.
Ramayana	A epic poem in Sanskrit, relating to Hindu beliefs

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Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>How do people express their faith through art?</p>	<p>To consider a variety of ways people express their faith in religion</p> <p>I can outline 2 ways in which a religious person can express their beliefs and why (step 4)</p> <p>I can explain the impact of expressing your beliefs through different methods for a believer (step 5)</p> <p>I can appreciate and appraise a range of different practices used to express religious beliefs (step 6)</p>	<ul style="list-style-type: none"> • Give the pupils a card with an emotion on it. Children to express this emotion without using words, and without revealing what is written on their card. Other children to guess emotion OR develop a drama activity e.g. mime or freeze frames, using examples of expressing fear, pleasure, dislike and joy based round a religious story • Watch a video of some form of dance from Christian (see resources) or Hindu tradition or Chinese New Year Dragon or the Lion Dance. Which feelings are being shown? How do we know what feeling they are portraying? • Ask the children to think about why do people express themselves in these ways? • Research other ways believers express themselves e.g German Passion Play in Obberammergau every 10 years. Religious Processions in Malta, Spain and Italy. Passion plays. Shrove Tuesday Mardi Gras and Carnival in West Indies • Feedback on what they have found out or teacher talks about one of their forms of expression. Why do people want to express themselves? (as a remembrance of an event, as being part of a community, or carrying on a tradition; to emotionally live a Bible event) 	<p>http://www.youtube.com/watch?v=alahJ21fN_c&feature=related</p> <p>https://www.youtube.com/watch?v=oHe8IWMO3KA Parousia Christian Dance School - "Glory" Christian dance example to watch</p>
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>How can colour express religious ideas or feelings</p>	<p>To investigate the religious use of colour</p> <p>I can design a banner or dance that express some key Christian beliefs using colour and symbol (step 4)</p> <p>I can design a banner or dance that expresses key Christian beliefs and practices using colour and symbols from</p>	<ul style="list-style-type: none"> • If possible ask a local Anglican priest to come in and show the coloured vestments for different times in the Christian Year and talk about what different colours stand for in terms of the Christian worship, alternatively show these from a website on the IWB • Encourage pupils to guess what colours might symbolise and/or what time of year they might be for, before they get to discover the answers • Give the pupils (either in groups or in pairs) the name of a festival (this could be differentiated so less familiar festivals 	<p>Colours of the church's year- www.request.org.uk/main/festivals/festivals.htm</p>

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	a festival or special day, comparing my design or dance to another's (step 5)	<p>are given to more able pupils). Ask pupils to design a banner or decorate a T-shirt for this festival. Encourage research using books or ICT, and think about symbols that they could use from other units across their primary learning</p> <ul style="list-style-type: none"> • Pupils could go on to make the banners/T-shirts if time and resources allow for this. Ask the pupils to write on their designs how the colours used reflect the festival they are representing • OR you could set them the task of creating a piece of dance using symbolic colours to express meaning for a specific Christian festival or saints day 	
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
How is sculpture used in religion?	<p>To create a modern Icon</p> <p>I can paint an icon that express some key Christian beliefs using colour and symbol (step 4)</p> <p>I can paint an icon that expresses key Christian beliefs and practices using colour and symbols from a festival or special day, comparing my work to another (step 5)</p>	<ul style="list-style-type: none"> • Introduce the pupils to an icon or statue of a deity from Christianity – through an artefact, poster or video. Perhaps link to modern day statues – West Ham football players after winning World Cup in 1966 in Barking Road. Explore through questioning. How does it make you feel? How do you think the artist felt? How are images used to teach beliefs? • Ask the pupils to suggest meanings for different symbols in the icons e.g. circles of light, colours, caves, size of people, mountains, objects they are holding. This activity could be done in pairs or groups, and then ideas fed back to the front • Pupils to use websites and lap-tops to explore the symbolism of different images or to find out more about the Orthodox Church • Pupils make modern icons for someone from a particular faith (an Orthodox Christian), focusing on the symbolism or they could paint in the style of iconography, painting on wood if possible • Pupils share their art work. Chose some children to explain the symbolism they used to portray their character 	<p>Artefacts</p> <p>The following sites have a selection of icons www.csg-i.com/icons/</p> <p>www.request.org.uk/main/churches/churches.htm</p> <p>http://www.skete.com/</p>
How might music is used as worship?	To consider the use of music in Christian worship	<ul style="list-style-type: none"> • Ask pupils to listen to a joyful piece of music e.g. from a Christian tradition. How does it make them feel? What is the reaction of the audience? Play the clip again and ask 	Britain's got talent audition of a gospel choir and the audience

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	<p>I can create musical sound track to a Biblical text that is appropriate (step 4)</p> <p>I can create musical sound track to a Biblical text that is appropriate and explain the impact to a believer listening to it (step 5)</p> <p>I can create musical sound track to a Biblical text that is appropriate, interpreting what is needed to help a believer to worship God (step 6)</p>	<p>them to respond using sketches, words, colours, patterns and movement. Discuss their responses. How might a religious believer feel when they hear this music?</p> <ul style="list-style-type: none"> • In groups ask the pupils to prepare a response to the music from the perspective of a religious believer i.e. expressing feelings of joy to their God • Listen to examples of music from different Christian denominations (E.g. Church of England; Catholic; Methodist; Baptist; Salvation Army; Pentecostal; Evangelical see resources internet link) that link to devotional scriptures. Ask them whether the music fits the words • Use the Lovely Jubbly (Doug Horley) CD to show how music and images have been used to express thanks for God's creation. Then give pupils some words or passages from the Bible (on MLE), ask them to express these using a range of musical instruments. Pupils can present their work to the whole class • Ask the pupils to record what they have learnt today about how music can be used to express a person's faith in God 	<p>reaction is a great clip to show https://www.youtube.com/watch?v=dK_FiuyVU2Y http://request.org.uk/life/art/music/ gives you explanations as well as 3 films to watch about Christian worship in 3 different types of churches year 2 @creation' folder you will find PP for Lovely Jubbly – play soundtrack from youtube or internet On MLE there is a worksheet giving Bible passages for pupils to use in music activity</p>
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>How might drama express faith?</p>	<p>To analyse the usefulness of drama to a believer</p> <p>I can use the right religious words to describe how useful watching a drama about Jesus is for a Christian's faith (step 4)</p> <p>I can describe what might be good or bad for a Christian in seeing the Bible come to life through a drama (step 5)</p> <p>I can thoughtfully appraise different</p>	<ul style="list-style-type: none"> • Show children a video or film of a Christian through drama. Discuss the following aspects: costumes, how people are portrayed, feelings, beliefs. Children could complete a chart about this • Pupils can design and make costumes/masks and write descriptive accounts of the feelings of one of the characters • Pupils could prepare a presentation about a Christian story. This could be presented to the whole school during assembly or local community. They could re-enact one of the parables in groups. E.g. The Prodigal Son: It could be a mime or drama. Teacher could freeze frame it and ask what the characters are thinking and feeling. What do they 	<p>http://www.anastasisproductions.org/library/baggage.htm example of a written Christian drama piece</p> <p>YouTube has lots of examples of Christian sketches and drama being performed e.g. http://www.youtube.com/watch?v=o2Afq6T</p>

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	<p>responses to Christian drama (step 6)</p>	<p>say. Teacher could video or take photos and play back to the class. Children could write a script to go with the play</p> <ul style="list-style-type: none"> • Pupils watch each other's plays and comment on its effectiveness, what was good and what could be improved and how • If possible take children to see a Christian passion play – see on-line film • Ask pupils to discuss how drama could help someone understand at a deeper level their faith 	<p>m3s&feature=related https://www.youtube.com/watch?v=xMlleNrefNQ Lighthouse drama team Passion play video done at Trafalgar Square 2016 http://www.theguardian.com/commentisfree/belief/video/2010/apr/01/trafalgar-square-passion-play-jesus https://www.youtube.com/watch?v=lZyXzew-0g8</p>
<p>Key question for a lesson:</p>	<p>Success criteria</p>	<p>Possible Teaching & Learning Activities</p>	<p>Resources</p>
<p>What is similar and different about Christian arts to other religions?</p>	<p>To consider what is similar and different between religions about expressing faith</p> <p>Emerging I can write about different art forms used in Christianity to express beliefs about God, and explain how this is similar or different to another religion. (step 4)</p> <p>Expected I can write about different art forms used in Christianity to express beliefs about God, with some comparisons between them and other practices found inside and outside of religion. (step 5)</p> <p>Exceeding I can write about</p>	<ul style="list-style-type: none"> • Show the children some pictures of Muslim art. Ask them to list similarities and differences between Christian and Muslim art. Ask them to explain why they think there might be differences. Discuss why Muslims have no images of animals or humans • Show how shape, pattern, calligraphy, the shapes of flowers and leaves can be seen as part of God's creation and are used in mosaics often in Mosques. Explain about how Rashid's are sung (Qur'an verses), but in mainstream Sunni worship there is no hymn singing. In Sufi Islam there is a lot of poetry and hymns written to express their feeling and beliefs about God. So Muslims have quite different practices, whereas all Christians tend to sing songs inspired from Bible verses to God. • Assessment opportunity: How are different art forms important to Christian worship, and how is this different to other faiths? 	<p>http://cards.islamicart.com</p> <p>RE Today pack 'Picturing Jesus' is a great source of modern Christian art from around the world. Edited by Lat Blaylock</p> <p>www.reonline.org.uk search for examples of Muslim patterns and art that the children could see</p>

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