

# Religious Education



## Enquiry: How has belief in Christianity and Islam impacted on music and art throughout history?

### Learning Through a Lens



#### Human & Social Science Lens – Thinking through Living



Ask Questions  
as a Scientist

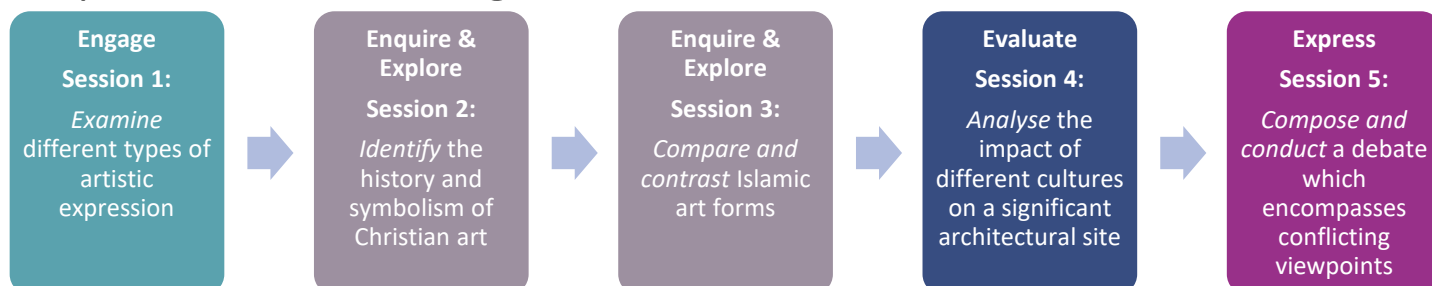


Think like a  
Scientist



Explore People  
& their Lives

### Sequence of Learning




### Key Vocabulary









Word	Definition
Hadith	A report of the words and actions of the Prophet Muhammad
Mosque	A Muslim place of worship
Expression	The act of showing thoughts, feelings and emotions
Aniconism	Not representing humans or animals in art
Architecture	The act or practice of designing and constructing buildings
Iconoclasm	The deliberate destruction of religious icons, images and monuments
Symbolic	Representing something by using a symbol






Year Group:	Term:	Religion:
5	Autumn – Unit 5.2	Christianity/Islam
Prior learning:	Y1 – How does a celebration bring a community together? (Muslim / Christian) Y3 – What do Muslims believe about God? (Muslim) Y3 – What difference does being a Muslim make to daily life? (Muslim)	
Key vocabulary	Word	Definition
	Hadith	A report of the words and actions of the Prophet Muhammad
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Disciplinary Lens	Human and Social Sciences	Main enquiry question:	How has belief in Christianity/Islam impacted on music and art throughout history?
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Core knowledge - Children will learn about:	Essential Outcomes - Children will be able to:
<ul style="list-style-type: none"> <li>Explain divergent role of music in worship in the history of the Christian Church.</li> <li>Explain how art has been used in Christianity to reflect key events and facilitate worship.</li> <li>Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.</li> <li>Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness that talking about religion and belief can be complex.</li> <li>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</li> <li>Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.</li> </ul>
Resources	
<ul style="list-style-type: none"> <li>Guide to saying Shahada: <a href="https://www.youtube.com/watch?v=ONjxt65RKhA">https://www.youtube.com/watch?v=ONjxt65RKhA</a></li> <li>Additional resources for mosaic tiles: <a href="http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/">http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/</a></li> </ul>	

Session	Sequence	Teaching and Learning
Session 1 – Examine different types of artistic expression		
Session 1 - Engage		<b>Explore</b> <ul style="list-style-type: none"> <li>Begin session by reviewing the 3 lenses of Religious Education and explain that we will be focussing this unit on Human &amp; Social Science.</li> <li>Introduce the Core Question and review key vocabulary for the unit. Pupils should write down key vocabulary and definition in their books</li> <li>Introduce the concept of expression – first exploring how we might express our emotions through physical gesture, moving onto more elaborate and sophisticated expression</li> <li>In groups, pupils create a mind map – <i>Ways of expressing</i>. Gather ideas, and feedback to the class to create a Master list.</li> <li>Explain that <i>sophisticated expressions of emotions</i> are often curated in galleries – Take a virtual tour: <a href="https://youtu.be/5ZLL0dQC30w">https://youtu.be/5ZLL0dQC30w</a> encouraging children to note different works (sculpture, paintings, print, photographs etc) and how works are described</li> <li>Further develop by taking a ‘tour’ of the classroom / school and identifying different form of expression – novels, poetry, artwork, awards, trophies etc. Create a table in books to capture the form and what it is expressing</li> </ul>

		<b>Model</b> <ul style="list-style-type: none"> <li>Show example picture of a living room, complete with annotated labels (one is provided, but teachers may wish to use their own)</li> <li>Share with class and discuss the different forms of expression and what emotions it creates</li> </ul>
		<b>Guided Practice</b> <ul style="list-style-type: none"> <li>Discuss the impression that this example room and its contents give about the person</li> <li>Give structured talk time, and then ask pupils to give an oral summary</li> </ul>
		<b>Independent Practice</b> <ul style="list-style-type: none"> <li>Pupils to draw a plan / picture of a room in their home</li> <li>Include details of belongings from TV / iPad/ Phone/ Stereo / Gaming Consoles / Pictures / Ornaments etc</li> <li>Annotate with explanations of the form of expression, and what it means to them</li> </ul>
		<b>Reflect &amp; Challenge</b> <ul style="list-style-type: none"> <li>Share examples of plans across the class</li> <li>How many different forms of expression did we identify? Did they all reflect the same thoughts, feelings and emotions?</li> <li>Summarise that emotions, thoughts and feelings can be expressed in a wide variety of ways</li> </ul>
Session 2 – Investigate the history and symbolism of Christian art		
Session 2. Enquire & Explore 1 – Investigate the history and symbolism of Christian art		<b>Explore</b> <ul style="list-style-type: none"> <li>Recap the media discussed in the previous session and pose the questions: <i>Would we expect a church to contain the same kind of media as the settings we looked at? Why/why not? What might we expect to find in one?</i> Discuss responses</li> <li>Where would we expect to find a picture of Jesus? – Steer answers towards Churches and bibles. Who / what else is depicted in churches and bibles?</li> <li>As a class, explore physical copies of an illustrated bible, and make a note of the different people, scenes and places explored – if unavailable, an example can be found here: <a href="https://www.dk.com/us/book/9780756602611-the-childrens-illustrated-bible/">https://www.dk.com/us/book/9780756602611-the-childrens-illustrated-bible/</a></li> <li>Explain that it is not just physical art which is used to express religious beliefs and views: listen to 2 contrasting versions of Psalm 51: <b>Renaissance version – designed to inspire awe and wonder and glorify God</b> <a href="https://www.youtube.com/watch?v=IX1zicNRLmY">https://www.youtube.com/watch?v=IX1zicNRLmY</a> and a contemporary version: <a href="https://www.youtube.com/watch?v=it4BHq6DYKs">https://www.youtube.com/watch?v=it4BHq6DYKs</a> Discuss why the two versions are so different in sound, despite the ‘art form’ being the same</li> <li>Explore the vast range of artistic forms of Westminster Abbey – and compare and contrast to our own designs from the previous session: <a href="https://www.youtube.com/watch?v=Mv9Xk5bCcAg">https://www.youtube.com/watch?v=Mv9Xk5bCcAg</a></li> </ul>
		<b>Model</b> <ul style="list-style-type: none"> <li>Explain that historically, many people were not literate, could not read the bible and did not have access to the same media platforms we enjoy today, so religious artforms from paintings to written words, prayer and song we used to share messages of belief and religion.</li> <li>Show image of <i>The Incredulity of Saint Thomas</i> and capture your initial thoughts about who is in the picture</li> <li>Model annotating the image with ‘known’ information responding to: Who, What, When, Where, Why – e.g.: <i>the title of the piece references Saint Thomas – so one of the people must be Saint Thomas</i></li> </ul>
		<b>Guided Practice</b> <ul style="list-style-type: none"> <li>What else could we deduce from the picture? What biblical event might it be referencing? Who are the other ‘people’ in the picture?</li> <li>As a class, discuss details we ‘know’ and add to the exemplar</li> </ul>
		<b>Independent Practice</b> <ul style="list-style-type: none"> <li>Pupils have their own copy of the painting in books – Give 3 minutes to capture details from the exemplar and discussions</li> <li>Watch <i>The Audacity of Christian Art</i> - National Gallery: <a href="https://www.youtube.com/watch?v=XKg7YILYBkc">https://www.youtube.com/watch?v=XKg7YILYBkc</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Play and pause</b> at various points to capture details, information and history of the picture - WWWWW</li> <li>• Following the video, pupils can also use the accompanying notes in <b>Resources</b> to add more details</li> </ul>
		<p><b>Reflect &amp; Challenge</b></p> <ul style="list-style-type: none"> <li>• Explain that while some churches (like Westminster Abbey) are beautifully adorned with art, sculpture, light and music, some churches are designed to be <i>iconoclastic</i>: simple churches with as little art as possible.</li> <li>• Show examples on board. What do pupils think of this? Is art and music a distraction from God's message?</li> <li>• Use structured talk (e.g.: Traverse Line) to share a range of opinions and reflections</li> </ul>
Session 3 – Compare and contrast Islamic art forms		
Session 3 - Enquire & Explore		<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Explain that in this session, we will look at examples of Islamic art. Pose the question: <i>What would we expect to be the same? What might be different?</i> Take examples from the class and record for later in the session.</li> </ul> <p><i>Emphasise that, just like with Christianity, Islam has many followers, a long history and wide geographic range. Consequently, we can expect significant diversity in religious Islamic art.</i></p> <ul style="list-style-type: none"> <li>• Revisit Prior Learning (Five Pillars of Islam) – show children the shahada. Elicit/teach it is the profession of faith and one of the <i>Five pillars of Islam</i>.</li> <li>• Translate the message into English – <i>pupils should stick an example in their books</i> (see Resources) and write the translation underneath</li> <li>• Ask pupils to describe the appearance of the shahada. Why is it so often displayed and written in such an eye-catching and beautiful way?</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=8nx6Cm1DdW0">https://www.youtube.com/watch?v=8nx6Cm1DdW0</a> to explain the significance of Islamic calligraphy</li> <li>• Look at Gallery of the Grand Mosque in Bradford <a href="https://www.bradfordgrandmosque.co.uk/gallery.html">https://www.bradfordgrandmosque.co.uk/gallery.html</a> Focus on the Exterior and Interior pictures. Discuss what can we see? Point out minarets, why do you think they are there? Explain that they would traditionally be used for the <i>adhan</i> – the call to prayer. Recap from Year 3 learning about <i>salat</i> – praying five times a day and one of the five pillars of Islam.</li> <li>• Explore: <a href="https://www.youtube.com/watch?v=eWRkhKNCdOI">https://www.youtube.com/watch?v=eWRkhKNCdOI</a> and <a href="https://www.youtube.com/watch?v=j1xir8mvxk">https://www.youtube.com/watch?v=j1xir8mvxk</a> – make notes of what features are seen in each of the examples – what styles and types of art are displayed</li> <li>• Ask if anyone saw any pictures of animals/people? Introduce the term: <b>aniconism</b>. This is the practice of not depicting humans or animals, out of respect for Allah to avoid the sin of idolatry.</li> <li>• Due to this, Islamic art has generally focused on abstract, geometric shapes and patterns.</li> </ul>
		<p><b>Model</b></p> <ul style="list-style-type: none"> <li>• Explain that we will be creating our own Islamic inspired tile, using geometric shapes.</li> <li>• Show different templates in resources, or model drawing a repeating geometric pattern within a selected shape</li> <li>• Consider colours – taking inspiration from the Mosques seen in videos</li> </ul>
		<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Consider colours – taking inspiration from the Mosques seen in videos – ask the class which colours would complement and / or contrast</li> </ul>
		<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Children create their own geometric art – either <b>using templates from resources</b>, or if additional time allows, follow examples in this guide <a href="http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/">http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/</a></li> </ul> <p><i>While the activity is taking place, immerse pupils in Islamic music – Adhan (Call to Prayer)</i>  <a href="https://www.youtube.com/watch?v=qolcUyloL5Q">https://www.youtube.com/watch?v=qolcUyloL5Q</a> <a href="https://www.youtube.com/watch?v=0UOzfymY6_M">https://www.youtube.com/watch?v=0UOzfymY6_M</a>  <a href="https://www.youtube.com/watch?v=bFqYcdQVlto">https://www.youtube.com/watch?v=bFqYcdQVlto</a> these two are performed in a concert hall – show the musical nature. Explain that some Muslims believe that music is haram (forbidden by Islamic law). Others say only vocal music is permissible and that instrumental music is forbidden. This has led to a tradition of acappella devotional singing in Islam. But it has been pointed out that the Qur'an itself makes no explicit mention of music being forbidden.</p>

		<p><b>Reflect &amp; Challenge</b></p> <ul style="list-style-type: none"> <li>• Reflect on the idea of aniconism.</li> <li>• Talk about differences between Christian and Islamic art, but also similarities – eg: during the Reformation, factions wanted to remove stained glass and other ornamentation from churches.</li> <li>• What do children think of the idea of not showing a ‘picture’ of a god? How might this impact understanding and belief?</li> </ul>
Session 4 – Analyse the impact of different cultures on a significant architectural site		
Session 4 - Evaluate		<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Explore the Hagia Sophia (Holy Wisdom) as a class: <a href="https://www.youtube.com/watch?v=WYSsOHFXiko">https://www.youtube.com/watch?v=WYSsOHFXiko</a> What type of building is this? What evidence do you have? Why isn’t everyone praying? Should tourists be filming?</li> <li>• Encourage use of vocabulary terms already covered, e.g. calligraphy, shahada, geometrical patterns.</li> <li>• Explain that this is the Hagia Sophia – a building of enormous importance and history for many reasons</li> <li>• Discuss that while the Hagia Sophia looks like a Mosque, it is now a museum.</li> </ul>
		<p><b>Model</b></p> <ul style="list-style-type: none"> <li>• Show the map of Europe &amp; Asia (see Resources) – highlighting where the Hagia Sophia is located</li> <li>• <i>Explain that we will be identifying and labelling different countries who have influenced and impacted the building over the centuries</i></li> <li>• Begin to watch: <a href="https://www.youtube.com/watch?v=KRpp3jzv1Tw">https://www.youtube.com/watch?v=KRpp3jzv1Tw</a></li> <li>• <b>Pause at 46 seconds</b> and note that the city was first founded by Greek Colonists in 657 BCE</li> <li>• Using an atlas for cross reference – model locating Greece on the map, labelling it, and adding a short timeline sentence below the map: 657 BCE – City founded as Byzantium by Greece</li> </ul>
		<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Pupils to complete the same on their own maps, creating a vertical timeline of events in their books as per exemplar</li> <li>• Continue to watch as a class <a href="https://www.youtube.com/watch?v=KRpp3jzv1Tw">https://www.youtube.com/watch?v=KRpp3jzv1Tw</a>– pausing at significant points to note down information and details</li> </ul>
		<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Pupils work in pairs or small groups to complete the mapping activity – labelling and colouring countries on the map</li> <li>• Include a vertical timeline in books which details key dates, and a summary of what took place for each entry</li> </ul>
		<p><b>Reflect &amp; Challenge</b></p> <ul style="list-style-type: none"> <li>• Introduce the term ‘secular’</li> <li>• As a result of the Hagia Sophia being turned into a museum, it is now Secular</li> <li>• Was making this a secular museum a good idea? Why? Why not?</li> </ul>
Session 5 – Compose and conduct a debate which encompasses conflicting viewpoints		
Session 5 - Express		<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Review learning from the previous session where we studied the history of Hagia Sophia - explain that although it stopped being a mosque in the 1930’s, it has recently been turned back into a mosque.</li> <li>• This has been a controversial decision – why do we think that might be? What might people for and against this say?</li> <li>• As a class, create a T Chart – with one column FOR and another AGAINST</li> <li>• Pupils also create their own t-charts</li> <li>• Watch <a href="https://www.youtube.com/watch?v=t4U30h0852M">https://www.youtube.com/watch?v=t4U30h0852M</a> (up to 4 mins 5 seconds)</li> <li>• While watching the video, pause and summarise arguments <b>for and against</b> turning Hagia Sophia into a mosque</li> </ul>

	<p><b>Model</b></p> <ul style="list-style-type: none"> <li>• Explain that we will be ‘debating’ the issue of Hagia Sophia – with some people speaking FOR and others speaking AGAINST</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=1TSkku8on0">https://www.youtube.com/watch?v=1TSkku8on0</a> to learn about how to conduct the debate and identify the motion: Should the Hagia Sophia be a secular museum?</li> <li>• Model taking an example of ‘FOR’ from the T-Chart and present this argument</li> <li>• Invite an adult (or another pupil) to present an AGAINST</li> <li>• Set out Structure Talk Roles (see resources) and agree tactics which ensure that pupils listen carefully, show respect for other viewpoints, and ask meaningful questions</li> </ul>
	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Split pupils into groups of 6 - 8</li> <li>• Designate the For and Against teams, a chair and a summariser – everyone should have an active role</li> <li>• The Chair should invite each team to take turns to speak – for, against, for, against....</li> <li>• The summariser should keep time and summarise each ‘argument’</li> <li>• <b>Practice with an exemplar group before setting children to work independently</b></li> </ul>
	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Pupils should debate in their teams – ideally not all within the same space</li> <li>• If space / structure allows, there could be larger groups or a central debate</li> <li>• Adults could record elements of the debate</li> <li>• Share and showcase excellence at points in the debate by stopping proceedings to share how a member or team is responding to the challenge</li> </ul>
	<p><b>Reflect &amp; Challenge</b></p> <ul style="list-style-type: none"> <li>• Every year, around 20 churches in this country close. What should happen to the building? You can find ones to buy here <a href="https://www.churchofengland.org/resources/parish-reorganisation-and-church-property/closed-churches/closed-church-buildings">https://www.churchofengland.org/resources/parish-reorganisation-and-church-property/closed-churches/closed-church-buildings</a> What do we think of this? Is this OK? Should someone be allowed to buy and live in a church?</li> <li>• Following the conclusion of the debate, pupils should write a brief summary of their opinion regarding the use of faith buildings being used for other purposes. How might this impact others access to the art and expressive forms which are contained within?</li> </ul>



## Saffron Academy Trust – RE Unit Planning 5.2

### Resources

### Enquire & Explore – Session 2

#### The Incredulity of Saint Thomas

**Giovanni Battista Cima da Conegliano**

The rich colours of this large altarpiece were designed to make maximum impact. It was commissioned by the Scuola di San Tommaso dei Battuti, a confraternity which ran four hospitals in Portogruaro, north of Venice, and was dedicated to Saint Thomas. It shows the moment that the doubting saint was convinced of the truth of the Resurrection. We see him place his fingers in Christ's wound, checking that Christ had indeed risen from the dead.

According to the New Testament, after his crucifixion Christ appeared to his disciples and showed them his wounds. Thomas was absent and doubted what had happened: 'Except I shall see in his hands the print of the nails, and put my finger into the print of the nails, and thrust my hand into his side, I will not believe.' Christ appeared again eight days later and invited Thomas touch him (John 20: 19–27). In this painting we see Saint Thomas place his fingers in the wound in Christ's side, surrounded by the astonished apostles: the young and fair-haired John the Evangelist in blue, immediately on Christ's right, and the balding Saint Peter, with short curly beard and hair, on his left.

The painting is signed and dated in the small cartellino on the right: Joanes Baptiste Conegliane[n]sis / opus 1504 ('the work of John Baptist of Conegliano 1504'). The date is a later addition. The larger cartellino in the centre, below Christ's feet, gives the names of the officers of the scuola.



## Saffron Academy Trust – RE Unit Planning 5.2

### Resources

#### Enquire & Explore – Session 3

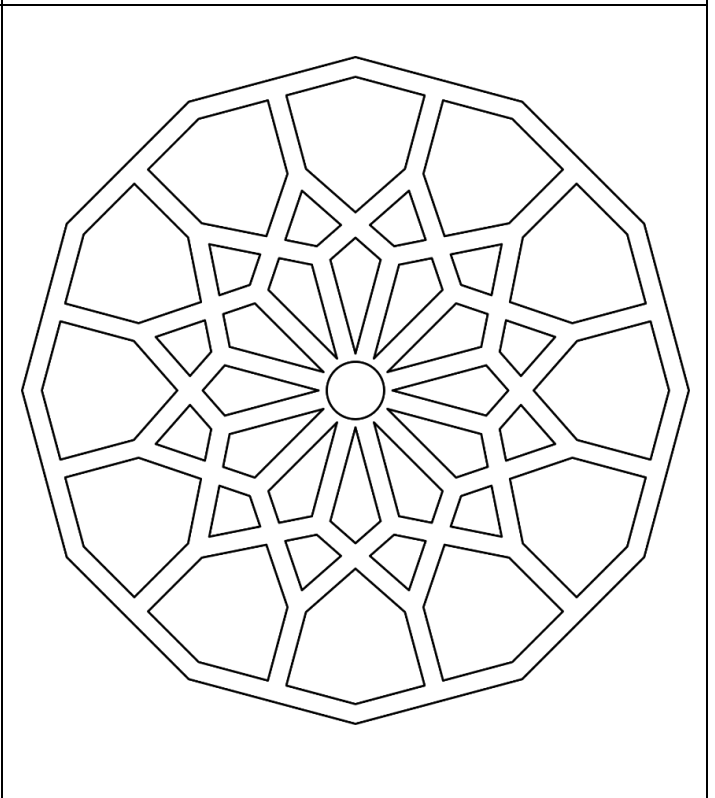
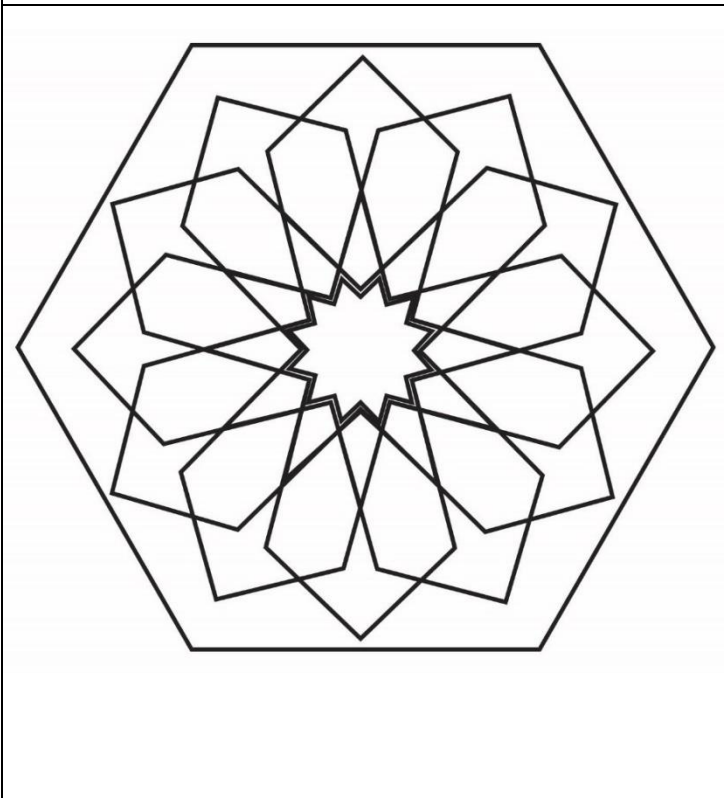
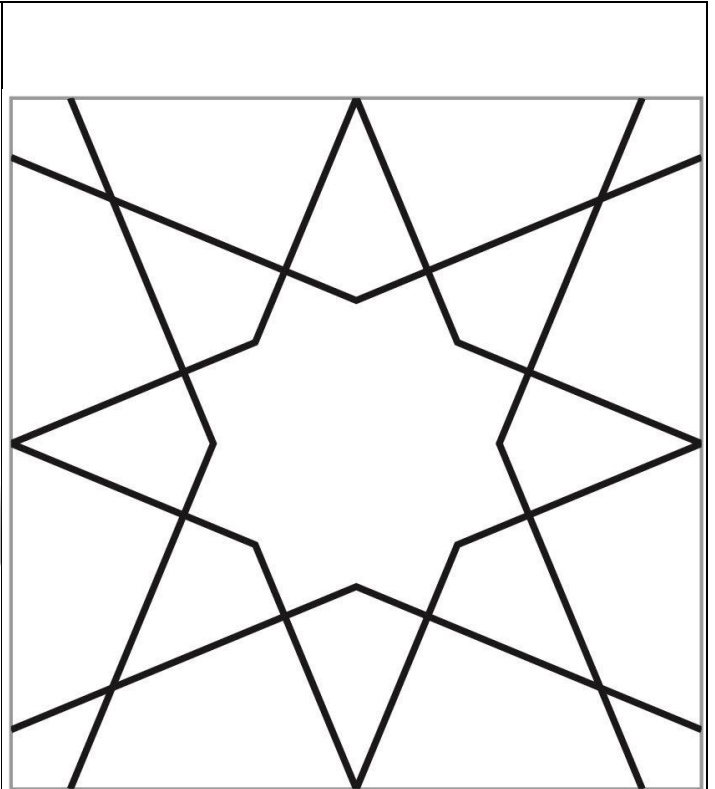
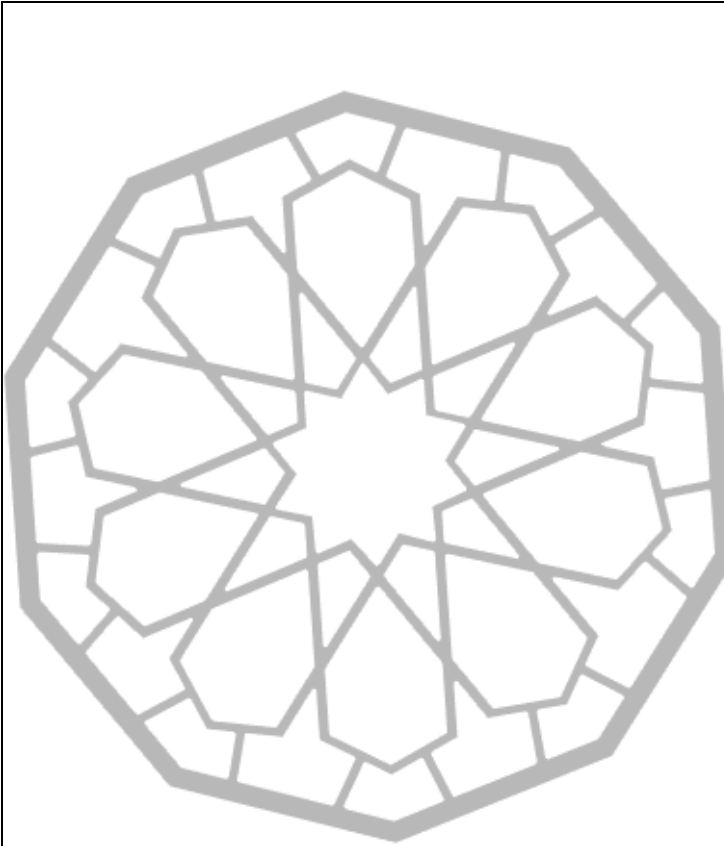




## Saffron Academy Trust – RE Unit Planning 5.2

### Resources

### Enquire & Explore – Session 3



## Saffron Academy Trust – RE Unit Planning 5.2

### Resources

### Evaluate – Session 4



## Saffron Academy Trust – RE Unit Planning 5.2

### Resources

### Express – Session 5

#### Targeted Talk: Role Card

### Initiator



Begins the discussion or opens up new topics for discussion

#### Will Say:

I would like to start by saying...  
I think we should consider...  
Let's also think about...



#### Targeted Talk: Role Card

### Developer



Builds on, adds to or agrees with an idea

#### Will Say:

I agree, and would also add...  
Building on that idea, I think...  
Linking to that, I think...



#### Targeted Talk: Role Card

### Challenger



Gives reasons to disagree or presents an alternative view point

#### Will Say:

I disagree because...  
You mentioned X but what about...  
I respect your view, but have you considered...



#### Targeted Talk: Role Card

### Questioner



Makes things clearer and simplifies thing by asking questions

#### Will Say:

What do you mean when you say...?  
Can you explain more about...?  
Does that mean...?



#### Targeted Talk: Role Card

### Detective



Asks for evidence to support or justification of ideas

#### Will Say:

What would be the effect of...?  
Why do you believe that...?  
Can you provide an example...?



#### Targeted Talk: Role Card

### Summariser



Identifies the main ideas – during the discussion to help move forward, or at the end

#### Will Say:

Overall, the main points were...  
Our discussion focused on...  
The two things we talked about were...

