



Religious Education

Year 5 – Unit 2

Enquiry – How has belief in Christianity & Islam impacted on music and art through history?



Stage 1 – Engage

Learning Objective: *Examine* different types of artistic expression

RE - Learning Through a Lens



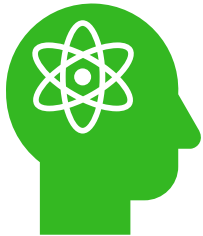
Theology Lens - Thinking through Believing

- Ask questions that believers would ask
- Think like theologians
- Explore questions and answers that arise from inside religions and worldviews



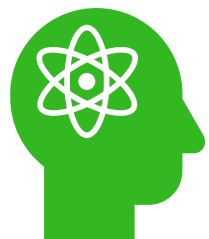
Philosophy Lens – Thinking through Thinking

- Ask questions that thinkers would ask
- Think like philosophers
- Explore questions and answers raised through considering the nature of knowledge, existence and morality



Human & Social Science Lens – Thinking through Living

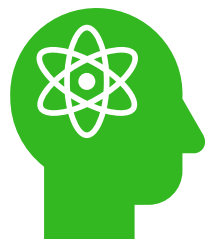
- Ask questions that people who study reality would ask
- Think like human and social scientists
- Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives



Human & Social Science – Thinking through Living

Human & Social Science Lens – Thinking through Living

- **Ask** questions that people who study reality would ask
- **Think** like human and social scientists
- **Explore** questions and answers raised in relation to the impact of religions and worldviews on people and their lives



Key Vocabulary

Hadith



Mosque



Expression



Architecture



Iconoclasm

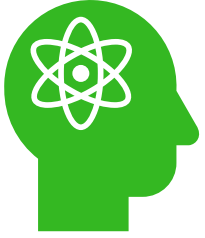


Aniconism



Symbolic

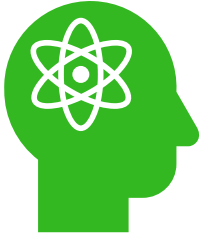




Explore - Expression



- Expressing ourselves is something we do every day
- We use 'expression' to demonstrate our thoughts, feelings and emotions
- What expressions can you see here? How do you 'know' that is how the person is feeling?

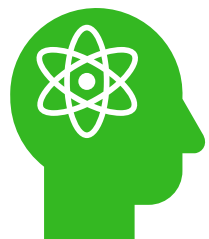


Explore - Expression

Thoughts, feelings and emotions are also be expressed in other ways

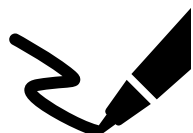
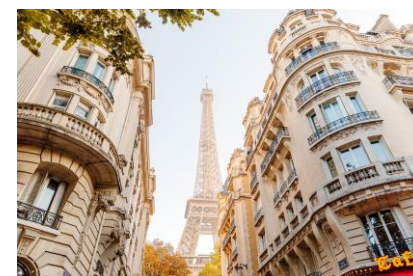


Work in groups to list all of the different ways in which people express themselves.

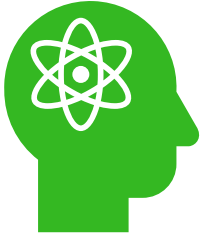


Explore – Forms of Expression

All of these ‘art forms’ are used creatively to convey a strong emotion

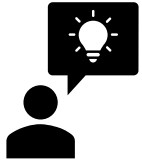


Let's create a class list of creative forms of expression



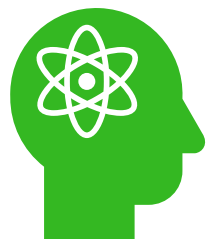
Explore – Forms of Expression

Where would we find these creative art forms? Let's take a tour!



- How are the works described?
- What 'connections' are made between pieces?
- Which emotions do you think they are conveying?





Explore – Forms of Expression

Look around our classroom or school - what creative forms of expression can you find?
What feeling or emotion the 'piece' expressing?

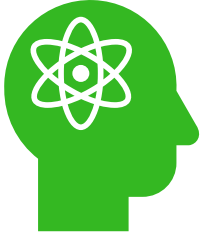


Draw a table in your books like this:

Form	Expression
Eg: Class Photograph	Community & Togetherness

Capture as many different forms and expressions as you can in 5 minutes.





Model – My Turn

This canvas makes me think of London in the rain, and reminds me of my time living in the city – I actually love London in the rain. I think it feels romantic.

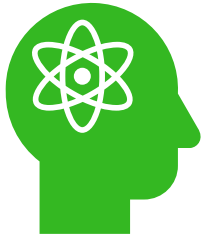
A collection of poems for each day of the year – which I read when I am relaxing and reflecting on life.



A glass vase, a gift from my grandmother for my wedding, which I always keep filled with fresh lilies, which were her favourite

Ceramic Pot: This flower pot was bought on the day my daughter was born, and to me it symbolises new life

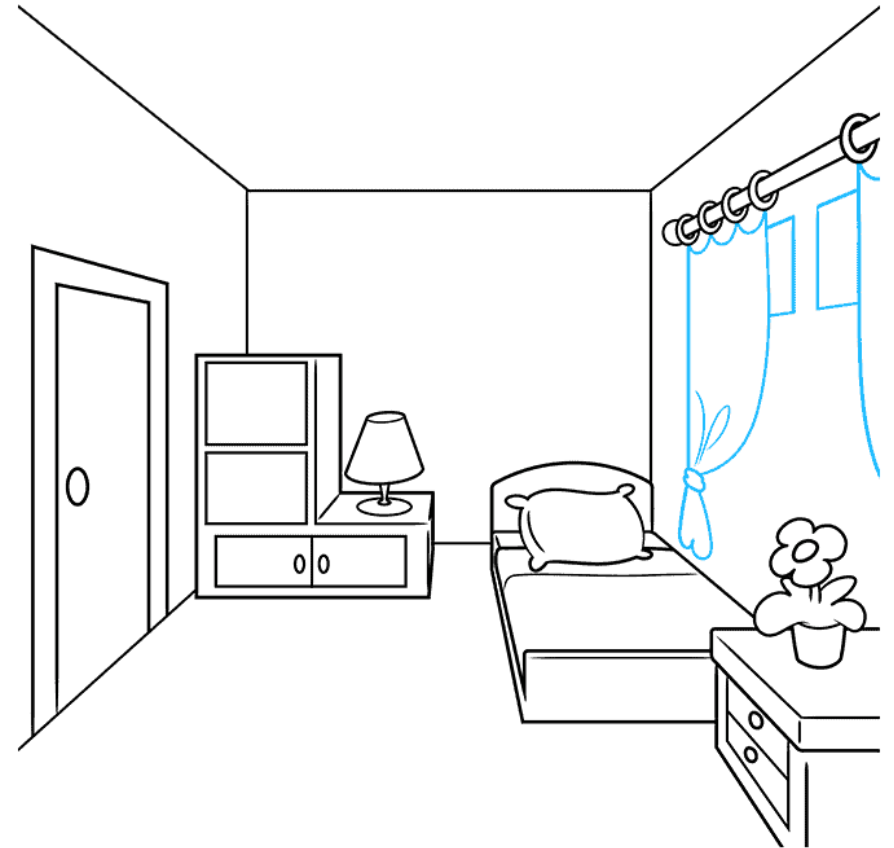
What does this room say about the person? Discuss with your partner.

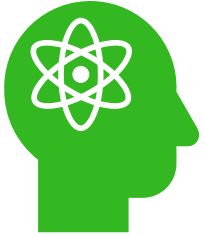


Independent Practice – Your Turn

Draw a picture of a room in your home

- **Label** all the different forms of expression you can find in there
- **Annotate** in detail why it is there, and what it means to you
- **Write** a brief summary explaining what your room expresses about you





Reflect & Challenge



- Share your annotated drawing with your partner
- Explain what your most treasured art form means to you

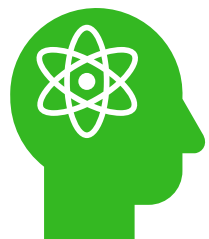
How many different form of expression have we identified?
Why do you think that is?





Stage 2 – Enquire & Explore

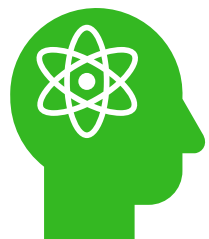
Learning Objective: *Identify* the history and symbolism of Christian art



Human & Social Science – Thinking through Living

Human & Social Science Lens – Thinking through Living

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Key Vocabulary

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Mosque



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Architecture



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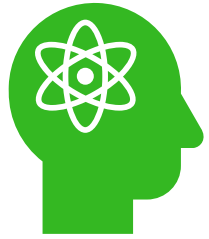


Aniconism



Symbolic

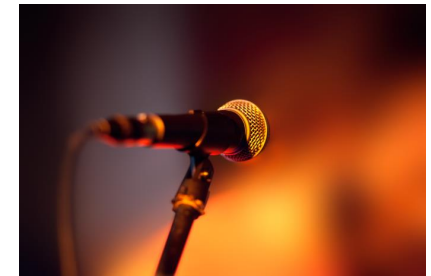




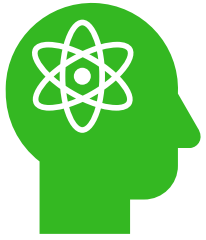
Explore – Christian Artform

In our previous session, we explored a range of media and art forms

Would we expect to see this kind of art or media in a church? Why do you think that?

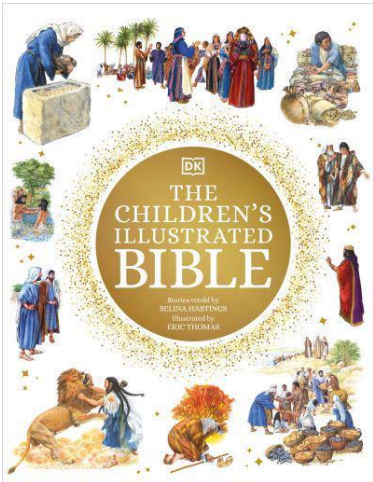
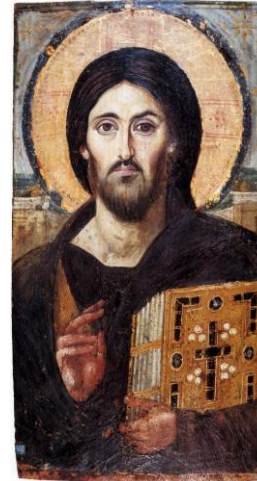


What art might we see in a church?



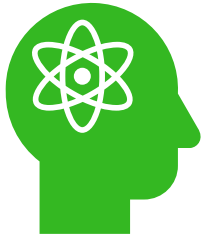
Explore – Christian Artform

- Where might we find picture of Jesus?
- Would this always be the case?
- Would he always look the same? Why?



- With a partner, you have 5 minutes to explore your illustrated bible
- As well as Jesus, what other people, places and events are pictured?

Share your examples with the class



Explore – Christian Artform

- It is not just drawing, sculpture and paintings which express the beliefs and views of Christians
- Music and song – *hymns* – have been used for centuries to share Gods message
- Listen to these two contrasting compositions, both from Psalm 51

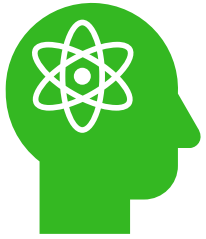


Renaissance Allegri – Kings College

*What is the same?
What is different?
How does each piece make
you feel?
Which do you prefer?
Which 'speaks' to you?*

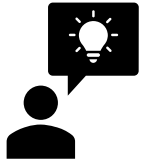


Create in Me – Rend Collective



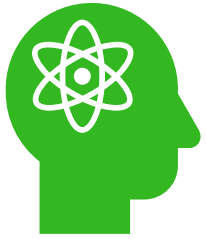
Explore – Christian Artform

Westminster Abbey is one of the most famous churches in the world and is full of expressions of Christian faith



- What different forms of art do you see?
- What else has the church been used for?
- Is this the same as your local church? What is different?





Model – My Turn

Historically, many people were not literate, could not read the bible and did not have access to the same media platforms we enjoy today.

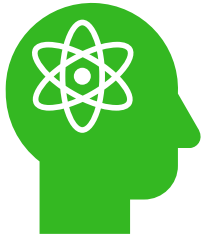
Religious artforms from: paintings to written words, prayer and song were used to share teachings of religion.

Works of art in all forms told a story and conveyed a message.

What story is this painting telling?



The Incredulity of Saint Thomas



Independent Practice – Your Turn

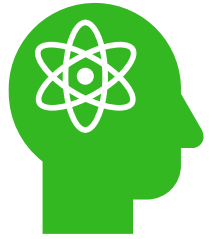
Watch this video from The National Gallery, explaining the story, history and importance of this particular picture.

Annotate your picture with information from the video.



The Incredulity of Saint Thomas





Reflect & Challenge

While some churches (*like Westminster Abbey*) are beautifully adorned with art, sculpture, light and music, some churches are designed to be *iconoclastic*: simple churches with as little art as possible.

Iconoclasm



Throughout the history of the church, *iconoclasts* have destroyed religious artefacts, defaced works of art and striped some churches bare so that they are simple and plain.

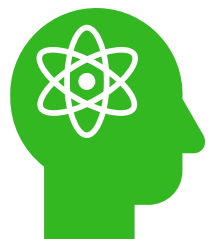


*Do you think art and music is a distraction from religion?
Should churches be 'simple'?
What value does art and music bring to the Christian religion?*



Stage 2 – Enquire & Explore

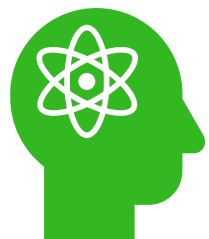
Learning Objective: *Compare and contrast* Islamic art forms



Human & Social Science – Thinking through Living

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Key Vocabulary

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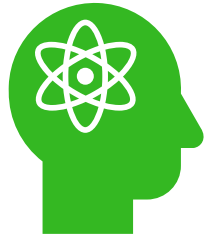


Aniconism



Symbolic

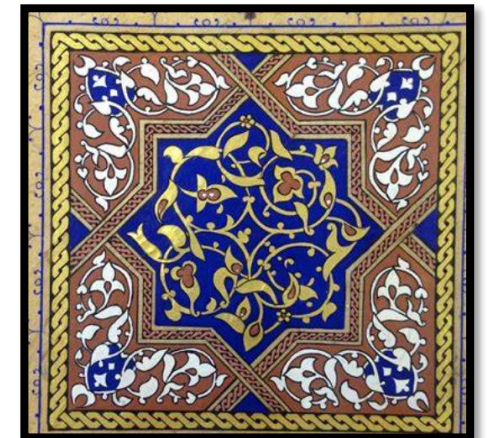
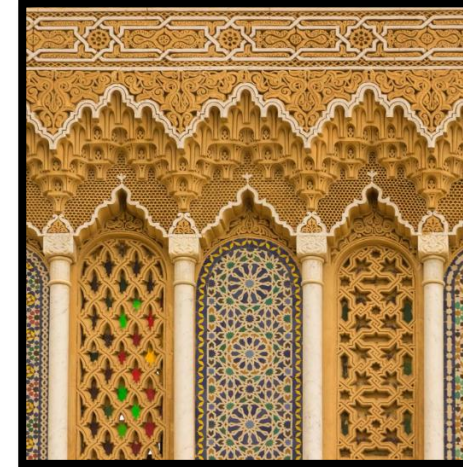


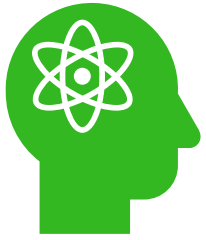


Explore – Islamic Artform

In this session, we will explore Islamic art.
What similarities might there be with Christian art?
What might be different?

I see...
I notice...
I wonder...

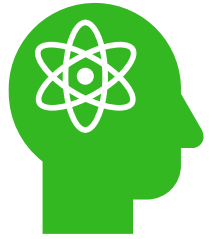




Explore – Islamic Artform

Do you recognise this?





Explore – Islamic Artform

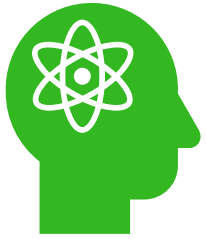
This is the *Shahadah* – the testimony and oath - one of the **Five Pillars of Islam**.

It reads:

"I bear witness that there is no god but God, and I bear witness that Muhammad is the messenger of God."



Under the Islamic wording, write this translation in your book in your neatest handwriting



Explore – Islamic Artform

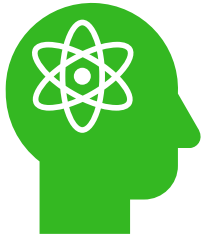
Calligraphy is an artform in itself in Islamic culture.

Let's find out why:

"I bear witness that there is no god but God, and I bear witness that Muhammad is the messenger of God."



Under the Islamic wording of *Shahadah*, write this translation in your book in your neatest handwriting

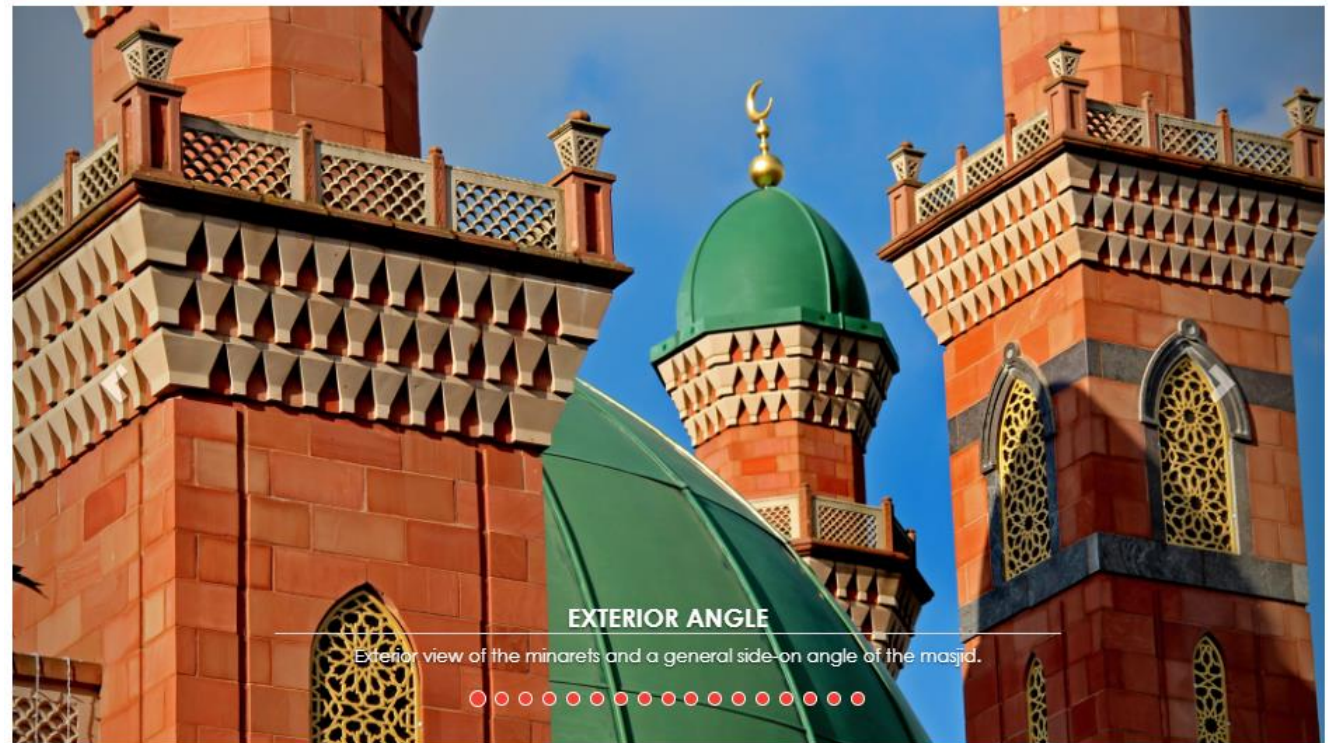


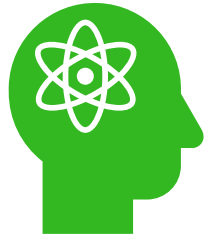
Explore – Islamic Artform

Let's explore the exterior and interior features of The Grand Mosque in Bradford.

What similarities and differences do you notice between the mosque and the churches we explored in our last session?

GRAND MOSQUE EXTERIOR



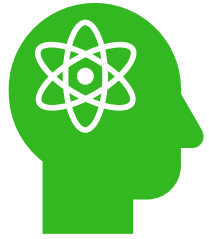


Explore – Islamic Artform

Compare and contrast these two famous Mosques in Iran and Afghanistan.



What types of art forms do you notice? What styles and types of art do you see? Are they the same or different to those found in Christian churches?



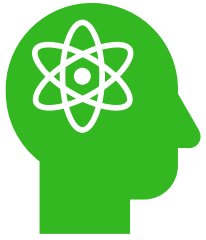
Explore – Islamic Artform

- Islamic culture is different to that of the Christian faith
- Muslims believe in ***aniconism*** – the practice of not depicting or representing humans or animals in religious artform
- This is out of respect for Allah – and to avoid the sin of idolising others

Aniconism

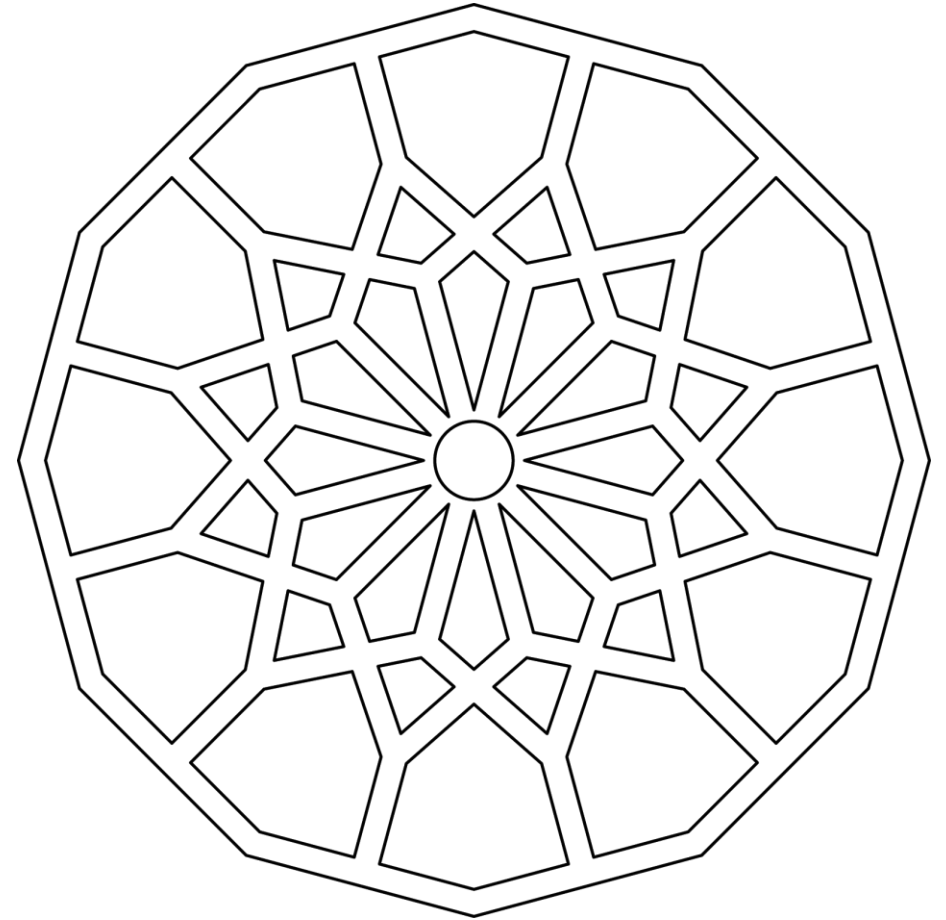
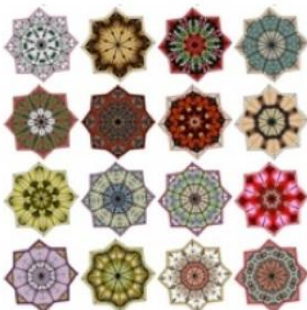


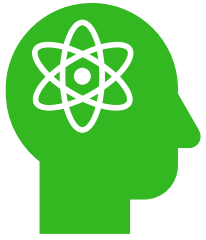
Due to this, Islamic art focussed on abstract, geometric shapes and patterns.



Model – My Turn

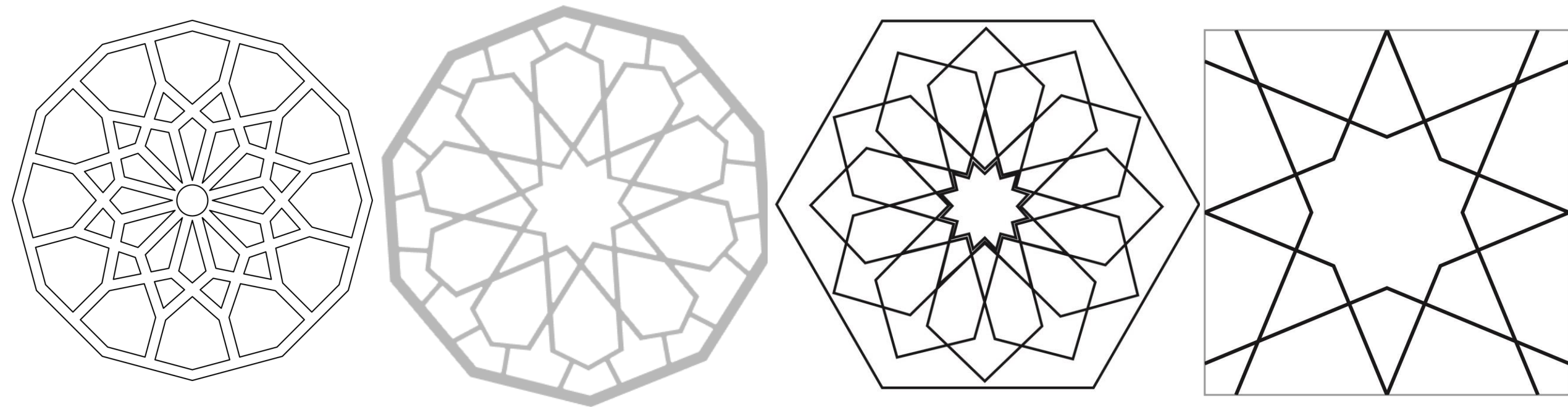
- This geometric tile is typical of patterns we would see in Islamic art.
- I can personalise this by adding complementing or contrasting colours.

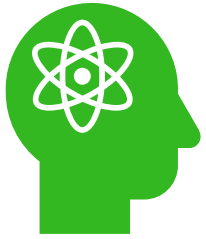




Independent Practice – Your Turn

- Using a template of your choice, create your own geometric tile
- What will you 'express' through your choice of pattern and colour?



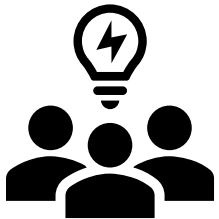


Reflect & Challenge

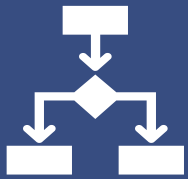
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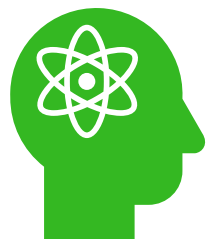


- There are many differences in Christian and Islamic art, but also similarities
- During the Reformation, factions from the Christian faith wanted to remove stained glass and other ornamentation from churches
- Islamic faith forbids the use of an image of God.
- What do you think of not showing a 'picture' of God or Jesus? How might this impact understanding and belief in the Christian religion?



Stage 3 - Evaluate

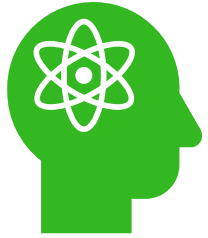
Learning Objective: *Analyse* the impact of different cultures on a significant architectural site



Human & Social Science – Thinking through Living

Human & Social Science Lens – Thinking through Living

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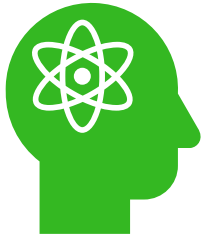


Aniconism



Symbolic



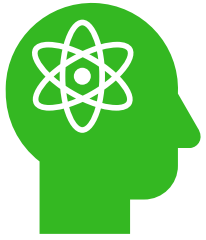


Explore – Religious Architecture



What do you think this building is?
What is it being used for?
Why do you think that?
What do you recognise?





Explore – Religious Architecture

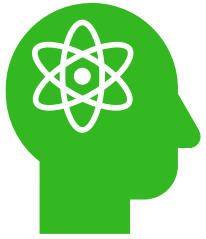
- This building is called the Hagia Sophia – which means ‘Holy Wisdom’
- It is one of the most iconic and symbolic buildings in the Islamic faith
- It is of significant cultural and historic importance across the world!



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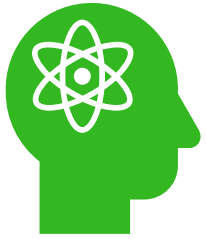
Let's find out about the Hagia Sophia's fascinating and surprising history!



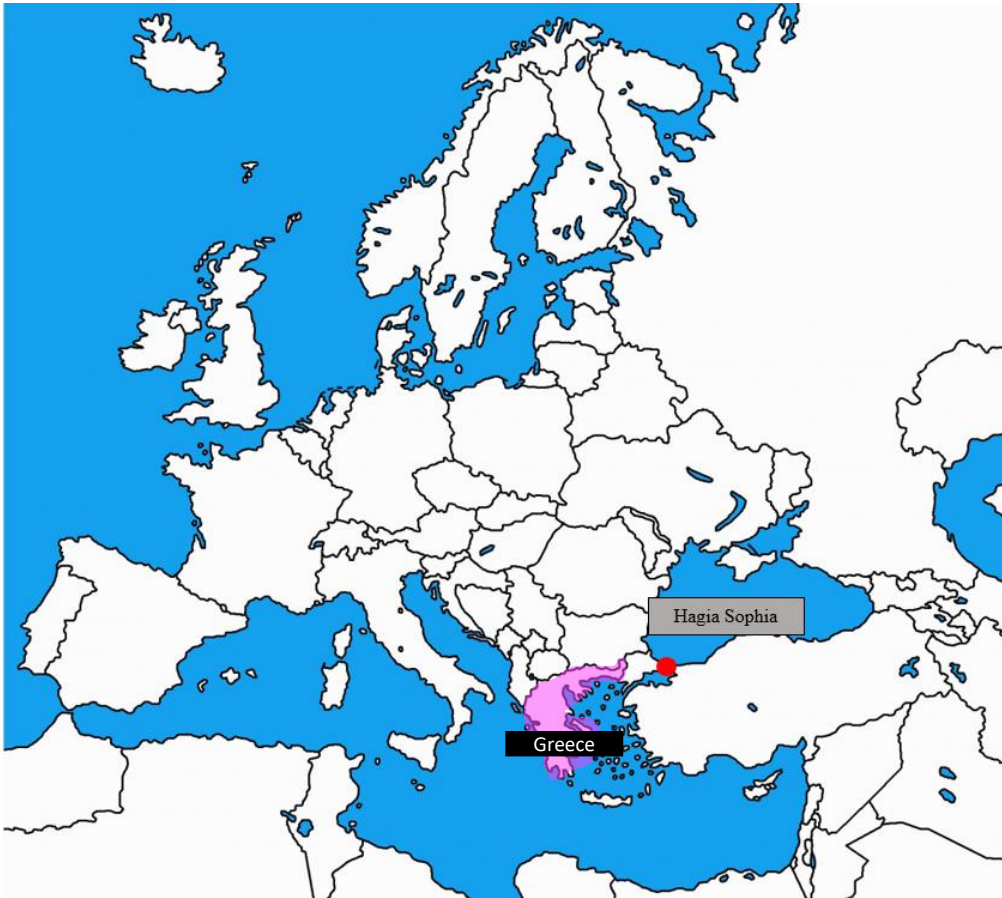
Explore – Religious Architecture

- It is located in Istanbul – the gateway between continents
- But it is not just the Islamic world which has influenced this unique building





Model - My Turn

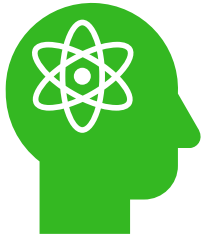


— 657 BCE – City founded as Byzantium by *Greece*

First, find the location of Greece on your own maps

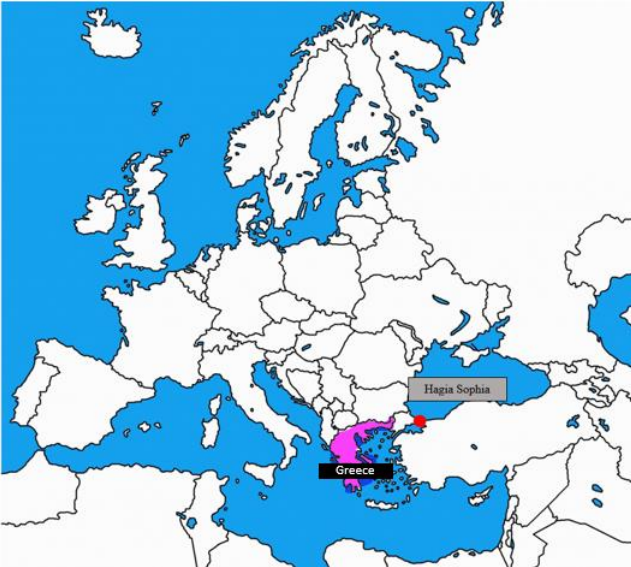
Next, shade the land mass and label with the name

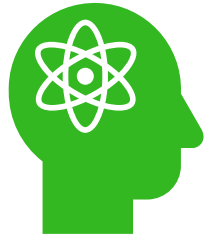
Then, write the date in your margin, and a short summary sentence to explain the impact



Our Turn – Your Turn

- Let's continue to watch, noting down key details
- Don't forget to use your Atlas to identify the country





Reflect & Challenge



secular

/ˈsekjʊlə/

See definitions in:

All

Religion

Astronomy

Economics

Roman History

Horology

adjective

1. not connected with religious or spiritual matters.
"secular buildings"

By becoming a museum, the Hagia Sophia is a *secular* building. By definition, it is no longer connected with religious or spiritual matters.

Do you think this is accurate? Think back to the video with so many people praying.
Could it ever be completely removed from its religious history?

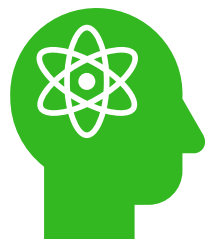


Do you think this is right?
Should the focus be on sharing its history, rather than divinity?
Is it a building that belongs to the world, or to Islam?



Stage 4 – Express

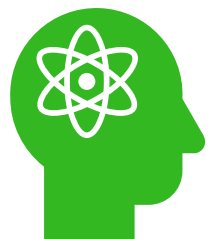
Learning Objective: *Compose and conduct* a debate which encompasses conflicting viewpoints



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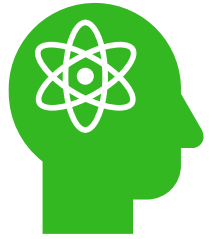


Aniconism



Symbolic





Explore – Controversial Decisions

- In our previous session, we explored the Hagia Sophia.
- The building stopped being a Mosque in the 1930's, and became a museum.
- Recently, it has changed back into a Mosque.

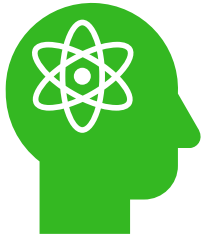


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This has been a ***controversial*** decision. Why do you think this might be?



What reasons are there for keeping the building as a museum?
What reasons are there for changing it back to its 'original' purpose?



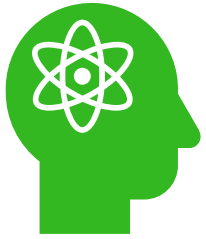
Explore – Controversial Decisions

- Draw a T Chart in your books
- Label 2 columns – *For & Against*

Let's find out some reasons why this decision is do divisive.

For	Against

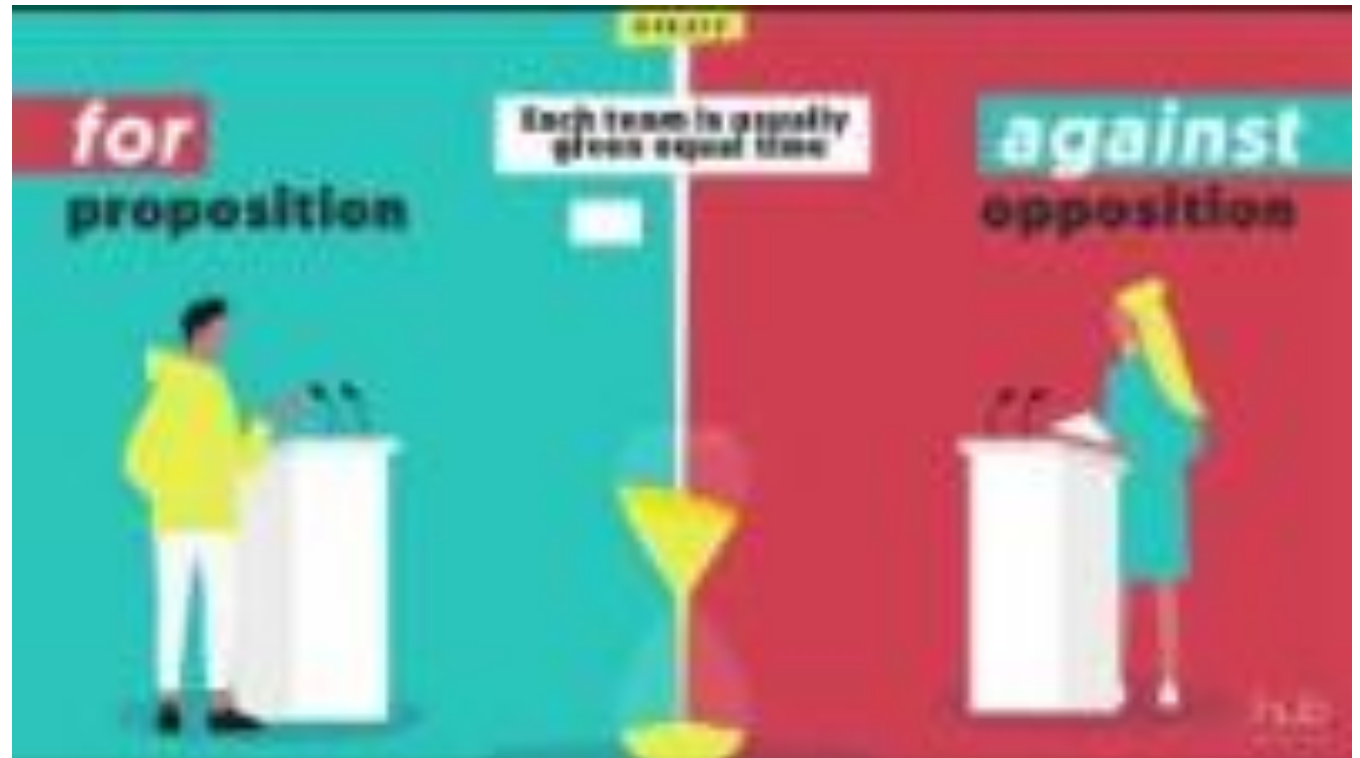


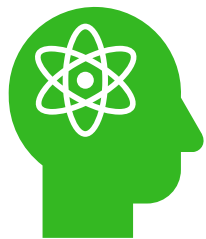


Model – Debate

Argument: Should the Hagia Sophia be a secular museum?

For	Against
Eg: It is an important decision for the Muslim world as the Hagia Sophia is a vital part of their heritage and history	Eg: The building is one of the original and most prominent Christian churches and that connection could be lost
Eg: The people of Turkey are delighted at the decision as the Hagia Sophia is their Mosque	Eg: It is a world heritage site which should be open to all





Our Turn – Talk Roles

What should Responsible Talk:

- Look like?
- Sound like?
- Feel like?

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

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

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

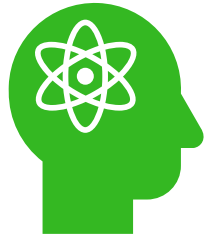


Identifies the main ideas – during the discussion to help move forward, or at the end

Will Say:

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

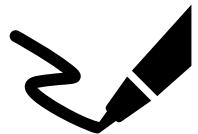




Reflect & Challenge

Every year, 20 churches in England close to worship.

They are often sold to the public, and turned into homes, shops or offices.



Do you think this is right? Should churches and mosques be 'repurposed'? Or should they remain as places of worship?

