



Digital Learners



Engineers



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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

Medium Term Plan: Cultural Explorers: RE

What can religious art tell us about faith?

Using the K,S,U you have learnt in this unit of work, what can be learned about faith by looking at religious art? Demonstrate your personal response to the pieces you have studied and your understanding of faith communities.



Cultural Explorers

Aspect of Study

Faith communities and belonging
Personal resonance
Comparing religious ideas and traditions
Religions: Christianity, Islam, Hinduism, Judaism

Transferable Knowledge:

That art can present a point of view or belief
That there are many ways to present views or beliefs

Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

During this area of study students should be taught to:

Explain the meanings and challenges religion can pose for individuals and communities.

Discuss sensitively and thoughtfully personal and other people's responses to religious ideas.

Consider features of religion that demonstrate similarities and differences between different religions.



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Substantive Knowledge (subject-specific)

That Christian art typically depicts God, Jesus or holy people and includes paintings, woodwork, stone carving and stained glass windows.

That Hindu art typically depicts a part of God and usually includes symbols representing aspects of God.

That Muslim art does not depict God or people because they believe only God can create people.

That Muslim art depicts geometry and floral patterns instead to show the beauty of creation.

That Jewish art has changed over centuries as religious ideas have changed.

Disciplinary Knowledge?

Real World Links:

Pupils will explore cultural traditions shared by children in the Trust.

Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).

Pupils to experience different types of art from around the world.



Communication – understand and respect that people have different views.

Team-working – respect and listen to other
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

- Michaelangelo - what message did he have in his art?
- Da Vinci - Why did he paint this particular scene?
- Ganesh - how is he depicted and why?

OPAL links

Pupils to have access to a wide range of art and craft materials to create their own images and pictures with meaning.

Curriculum Coverage

(Previous, expected and what follows on)

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> • <i>Stories and festivals having meaning [R-Y2]</i> • <i>Hindu stories [R]</i> • <i>Christian stories [R-Y2]</i> • <i>The Easter story [Y2]</i> • <i>Muslim beliefs about God and prayer [Y2]</i> • <i>Jewish beliefs about God and commitment</i> 	<ul style="list-style-type: none"> • That Christian art typically depicts God, Jesus or holy people and includes paintings, woodwork, stone carving and stained glass windows. • That Hindu art typically depicts a part of God and usually includes symbols representing aspects of God. • That Muslim art does not depict God or people because they believe only God can create people. • That Muslim art depicts geometry and floral patterns instead to show the beauty of creation. • That Jewish art has changed over centuries as religious ideas have changed 	<ul style="list-style-type: none"> • Religious texts and belonging/identity for Hindus and Jews [Y3] • Mosques and belonging for Muslims [Y3] • How Jews can show commitment to God [Y3] • What do religious communities have in common? [Y3] • Symbolism in the Christmas Story [Y4] • Study of the Northern Saints and how saints are remembered [Y4]

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Christian Hindu Muslim Jewish God / Allah /Brahman Stained glass Idolatry Symbol / symbolism Reflected Represent Creation Medieval Renaissance Modern	Community Belonging Identity	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning

At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.

Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, Khanda), Buddhism (Buddhist, Dharmachakra).

1

- NC OBJ: Explain the meanings and challenges religion can pose for individuals and communities.
- Discuss sensitively and thoughtfully personal and other people's responses to religious ideas.

LO: How can religious art have meaning?

Show children a range of pieces by religious and non-religious artists. Explore what meaning they can find in them. **Art link: Discussing meaning of art.**

Explain to children that religious art can also be used to explain what religious individuals and communities think about a religious idea. Show the children examples of these and discuss.

Explore a range of religious symbols and how they represent religious ideas.

Opportunities for:

Knowledge - Identify the traditions that the art comes from based on the images and symbols.

Empathy - Explain how a religious and non-religious person would react to a piece of art.

Response - Express own views on meaning behind a piece of art.

Comparison - Recognise that people may react differently between and within religious traditions.

2

- NC OBJ: Discuss sensitively and thoughtfully personal and other people's responses to religious ideas.

LO: How can art reflect religious views on God? (Hindu-Christian)

Recap that art can have meaning for religious and non-religious people.

Explore with children a range of Christian art pieces (Michaelangelo, Raphael, Da Vinci) as well as stained glass windows. Children discuss what they might mean. **History link: Differences between medieval and renaissance styles.**

Now compare these with Hindu examples - how do they compare? Ask children to gather similarities and differences. **Literacy link: Infer about religion from the images.**

Opportunities for:

Knowledge - Explain how Hindu and Christian art reflects their ideas about God.

Empathy - Identify how Hindu art impacts on a Hindu's day to day life

Response - Explain a personal reflection on a piece of religious art

Comparison - Identify what can be learned about differing or similar Hindu and Christian beliefs about God

Sequence of Teaching and Learning

3	<ul style="list-style-type: none"> • NC OBJ: Discuss sensitively and thoughtfully personal and other people’s responses to religious ideas. • Consider features of religion that demonstrate similarities and differences between different religions. <p>LO: How can art reflect religious views on God? (Judeo-Muslim)</p>	<p>Recap that art can have meaning for religious and non-religious people. Discuss some of the meanings behind Christian and Hindu art explored last week.</p> <p>Show children images of Jewish art through the ages. Explore with the children how Jewish art has changed, reflecting changing Jewish traditions and understandings of religion.</p> <p>Children explore Muslim art and the reasons why Muslims do not depict God or Mohammad in their pieces of art. Discuss: British Values; Mutual respect and tolerance</p> <p><u>Opportunities for:</u> Knowledge - Explain how Jewish and Muslim art reflects their ideas about God. Empathy - Identify how Jewish art has changed with Jewish understanding of God Response - Explain a personal reflection on a piece of religious art Comparison - Explore how a Muslim might react to Christian or Jewish images of God</p>
4	<ul style="list-style-type: none"> • NC OBJ: Discuss sensitively and thoughtfully personal and other people’s responses to religious ideas. <p>LO: What can religious art tell us about faith?</p>	<p>Recap knowledge of different types of art and the meaning behind them.</p> <p>Explore with children in more depth the ideas of community and belonging. Art is not the only religious tradition that bring people these ideas and tell us about ideas about God. Children might also identify and discuss; worship, festivals, sacred texts, sacred spaces/buildings and rituals.</p> <p>Answer the enquiry question - that art reflects ideas about God and the symbols and meaning behind religion..</p> <p><u>Children then given opportunity to create a piece of spiritual art - something that has a special meaning to them and reflects their ideas</u> Art Link - creating meaning through art</p> <p><u>Opportunities for:</u> Knowledge - Identify the features of a range of art types and their deeper meaning Empathy - Explore how art brings a sense of community and belonging Response - Explain a personal response to all of the art Comparison - Explore the similarities and differences between the art studied.</p>