

Unit 6

**The Early Church to
Byzantine Era**

(& Character Trait - Honour)

**Prep to
Grade 6**

Enrichment

(Character Training, Picture Study & Composer Study)



Enrichment Subjects

(Prep to Year 6)

Unit 6 – The Early Church to the Byzantine Era (+ Honour & Reverence)”

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions and writing activities). Students should place their special Assessment Portfolio activities into the History Journal along with the activities from History, Civics & Geography.

It is also helpful to have a good **dictionary** and a **Timeline or ‘Book of Centuries’**.

You will also need a way of playing Youtube clips of the sections of music from Handel’s Messiah.

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Course Outline

Enrichment Lessons for Unit 6: “The Early Church to the Byzantine Era”

Year Levels: Foundation – Year 6

Course Length: 1 Term

Structure: 8 Topics + 1 Culminating Assessment Topic

Historical Period: c. AD 30 – Early Byzantine Era

Character Focus: Honour & Reverence

Course Overview

This Home-tutor Guide includes weekly Enrichment lessons that are aligned to the History focus for the term,.

The overall course traces the development of Christianity from the life of Jesus through the growth of the early Church and into the Byzantine era. Students explore how **belief shaped community life**, how Christianity spread across places, how persecution and public acceptance changed practice, and how values of **honour and reverence** influenced worship, behaviour, learning, and shared spaces.

The learning in this Enrichment Guide integrates the following subjects into the History topic for the term....

- **Character Formation**
- **Visual Arts (Picture Study)**
- **Music (Composer Study)**

Understanding is built gradually through **narration, thinking questions, art appreciation, music appreciation interpretation, reflection, and a cumulative assessment portfolio.**

Topic-by-Topic Sequence

TOPIC 1 – Good News

Lessons

1. **Honour: Responding to God's Gift** (Character)
 2. **Early Christian Symbols & Imagery** (Picture Study)
 3. **Sacred Song as Story** (Composer Study)
-

TOPIC 2 – Acts of the Apostles

1. **Reverence in Gathering Together** (Character)
 2. **Narrative Art of the Apostles** (Picture Study)
 3. **Music for Gathering Believers** (Composer Study)
-

TOPIC 3 – A Steady Faith Under Pressure

Lessons

1. **Honour Through Suffering** (Character)
 2. **Art of Witness & Courage** (Picture Study)
 3. **Songs of Lament and Trust** (Composer Study)
-

TOPIC 4 – Constantine

Lessons

1. **Honour in Leadership and Belief** (Character)
 2. **Imperial Christian Art** (Picture Study)
 3. **Music of Public Worship** (Composer Study)
-

TOPIC 5 – Attributes of God & of Christians

Lessons

1. **Honour in Daily Living** (Character)
2. **Symbolic Christian Art** (Picture Study)
3. **Music of Reflection and Teaching** (Composer Study)

TOPIC 6 – Growth as a Disciple

Lessons

1. **Reverence in Learning and Rest** (Character)
 2. **Art in Worship Spaces** (Picture Study)
 3. **Sacred Music and Memory** (Composer Study)
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TOPIC 7 – Cathedral Church

Lessons

1. **Honour in Sacred Spaces** (Character)
 2. **Cathedral Art Study** (Picture Study)
 3. **Reverent Music in Large Spaces** (Composer Study)
-

TOPIC 8 – Love, Kindness & Generosity

Lessons

1. **Living with Honour** (Character)
 2. **Art of Compassion** (Picture Study)
 3. **Music of Praise and Service** (Composer Study)
-

TOPIC 9 – Culminating Assessment

A Living History of the Church

Assessment Type:

Cumulative Creative Inquiry Project (Portfolio or Exhibition)

Students demonstrate understanding of:

- Role of honour and reverence in belief and behaviour
- Use of art and music in worship and teaching

Evidence collected progressively across all topics.

Lesson 1.1 – Character: Honour & Reverence (Sacred and Respect Spaces)

Subject Focus: Civics & Citizenship (community norms, shared expectations) and Character Formation

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: *Respect Spaces Code* (personal or family charter)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Honour and reverence describe **how people choose to behave** in response to purpose, people, and place
- Christians use the word **Church** in more than one way:
 - *The Church* – all Christian believers throughout time
 - *The local church* – a gathered community of believers in a particular place
- Respectful behaviour supports the functioning of communities, even outside religious settings
- Shared expectations about behaviour help people feel safe, valued, and able to participate
- Students can apply these ideas by creating a simple, practical code for respectful behaviour

This lesson completes Topic 1 by explicitly connecting **belief, behaviour, and community life**.

Parent Preparation (For the Parent)

You will need:

- Paper or notebooks
- Pencils or coloured pencils
- Optional: a quiet corner for short role-play activities

A) Introduction

Parent/Tutor Says

“Today’s lesson is about how we behave, not just what we know.”

“We are learning about *honour* and *reverence* – words that describe how we show deep respect.”

“Reverence is not about being stiff or fearful. It is about understanding where we are, what is happening, and how our behaviour affects others.”

B) Vocabulary

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

Teach orally:

- **Honour** – showing respect through words and actions
- **Reverence** – deep respect, often shown through quietness and care
- **Sacred** – set apart for a special or serious purpose
- **Community** – a group of people who belong together
- **Purpose** – the reason something exists

Quick Oral Checks

- “Is reverence loud or thoughtful?”
 - “Does a place’s purpose affect how we act there?”
-

C) Explicit Teaching – Understanding ‘Church’

(This section explicitly teaches civic and religious language distinctions.)

Parent/Tutor Says

“When Christians say *The Church*, they do not only mean a building.”

“They mean all Christian believers throughout time.”

“The *local church* is when believers gather together. This could be in a church building, a hall, a home, or even a nature park – like many early Christians described in the book of Acts who met in the house of one of the believers..”

“Church buildings can be important and special, but reverence is first about people and purpose, not bricks and walls.”

D) Informational Story (Read Aloud Once)

(This story provides concrete, everyday examples of honour and reverence applied to place and purpose.)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a short story. Please listen carefully, because I will only read it once. After the story, I want you to tell me what you remember.”

Story: Learning to Act with Respect

When people enter a place, they often change how they behave — even without being told. In a playground, voices are loud and movement is free. In a bedroom at home, behaviour might be relaxed. But in other places, people naturally slow down, speak more quietly, and act with care.

Christians believe that honour and reverence begin inside a person’s heart, but they are shown through outward actions. When believers gather to worship God, they often choose quiet voices, attentive listening, and respectful posture. These behaviours help everyone focus and show honour to God and to one another.

However, reverence is not limited to church gatherings. Many places have an important purpose that deserves respect. A library, for example, is a place for learning and concentration. Speaking quietly and moving carefully shows respect for others who are reading and studying. A theatre is a place where performers and audience members work together. Sitting attentively and staying quiet honours the effort and skill of those performing and helps others enjoy the experience. A restaurant is a place where people serve and share meals. Using polite words, waiting patiently, and treating staff kindly shows honour for the people working there and for those dining nearby.

These places are not sacred in the same way Christians think about worship, but they are still respect spaces. They function well only when people behave thoughtfully. Learning how to act in these places teaches self-control, empathy, and awareness of others.

Christians believe that showing reverence in everyday places is one way of loving others well. Honour is not only shown in special moments, but in daily habits — listening carefully, speaking kindly, and behaving in ways that match the purpose of the place.

E) Narration

(This narration supports comprehension and application of character concepts.)

Parent/Tutor Says

“Close your eyes and picture the different places from the story.”

Narration Prompt

“Tell me about one place and how people should behave there.”

Differentiation

- **Foundation – Year 2:** Name a place and one respectful behaviour
 - **Years 3–4:** Describe a place and explain why behaviour matters
 - **Years 5–6:** Explain how honour and reverence help communities function well
-

F) Thinking Questions

(These questions move from practical examples to community-level reasoning.)

Foundation – Year 2

- Should we shout in a library?
- How do we sit in a theatre?
- Can being kind show respect?

Years 3–4

- Why do different places need different behaviour?
- How does quiet help others?
- How does respect show honour?

Years 5–6

- Why is reverence connected to purpose, not just religion?
 - How does respectful behaviour affect community trust?
 - Why might Christians practise reverence in everyday life?
-

G) Learning Activity – Assessment Portfolio Task

(This activity applies learning and contributes directly to the Topic 1 portfolio.)

Parent/Tutor Says

“We are going to create a simple guide for respectful behaviour.”

Task: My Respect Spaces Code

Choose **three places** (for example: church gathering, library, theatre, restaurant, art gallery, our dinner table, my Dad’s office or study room, someone else’s bedroom) and write or draw:

- The **purpose** of the place
- **Two respectful behaviours** for that place
- Are there any official **‘rules’** that apply to this place? Why are these rules important? What happens if you don’t follow the rules of this place?

- How do people in the community work together to care for that place and make that space a place of respect? Is there anything you can do to improve the place?

Differentiation

- **Foundation – Year 2:** Draw pictures with adult help
- **Years 3–4:** Write short sentences
- **Years 5–6:** Write a short explanation for each place

(Add this page to the Topic 1 portfolio.)

H) Guided Practice (Optional Role-Play)

(This optional activity reinforces learning through embodied practice.)

Parent/Tutor Says

“Let’s practise.”

- Pretend to enter a library
- Pretend to sit in a theatre
- Pretend to order food politely
- ...other spaces of respect?....

Discuss briefly:

- “What felt respectful?”
 - “What would feel disrespectful?”
-

I) Wrap-Up

Parent/Tutor Says

“Honour and reverence are not about rules for their own sake.”

“They are about recognising that people and places matter.”

(Optional quiet prayer or reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K06** – who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed
- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 1.2 – Picture Study: Seeing with Attention & Reverence

Subject Focus: Visual Arts (Picture Study) & Character Formation

Character Focus: Honour & Reverence (quiet attention; careful observation)

Assessment Portfolio Evidence: Picture Study Narration Page

Lesson Purpose (For the Parent)

In this lesson, students:

- practise careful, silent observation of a single artwork
- describe what they see using accurate detail, without guessing
- learn that honour and reverence are shown through *how* we look and listen
- produce a narration (oral, drawn, or written) for the portfolio

This lesson strengthens habits of **attention, stillness, and respect**, which underpin all later learning.

Parent Preparation (For the Parent)

You will need:

- A clear reproduction of the chosen artwork (screen or print)
- Paper or notebooks
- Pencils or coloured pencils

Important

- Show **one artwork only**
 - Do **not** explain the picture in advance
 - Do **not** allow copying or tracing
-

A) Introduction

(This introduction prepares students for reverent attention rather than artistic technique.)

Parent/Tutor Says

“Today we are going to do a Picture Study. This is not an art lesson where we learn techniques. It is a lesson where we learn how to look carefully.”

“Reverence means giving something our full attention. During this lesson, we will be quiet, still, and thoughtful.”

B) Vocabulary

(This vocabulary supports accurate observation and narration.)

Parent/Tutor Says

“Here are a few terms to understand before we look at and discuss the painting.”

Teach orally:

- **Observe** – to look carefully and notice details
- **Detail** – a small part that matters
- **Composition** – how things are arranged in a picture
- **Narration** – telling back what you remember

(Children repeat each word once.)

C) Artist Context

(This brief context situates the artwork without interpreting it.)

Parent/Tutor Says

“The artist we are looking at today is **Rembrandt**.”

“He lived hundreds of years ago and was known for painting people with great care and honesty. He used light and shadow to help us notice what matters most.”

D) Silent Observation

(This section trains attention and self-control.)

Parent/Tutor Says

Ok. Here’s what we are going to do. A ‘Picture Study’ is a bit like a game. So, I am going to show you a famous painting from Rembrandt. I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I’m going to turn it over so you can’t see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I’ll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture



Title: *The Ascension of Christ*

Artist: Rembrandt van Rijn

Date: 1636

(Do not discuss the scene yet. Simply display the image.)

E) Guided Looking

(This section trains students to observe rather than guess.)

Parent/Tutor Says

“Now I will ask a few questions. Answer only what you can see.”

Ask slowly, one at a time:

- “How many people can you see?”
- “Where does the light seem to come from?”
- “What are people doing with their hands?”
- “Where are the people looking?”
- “What part of the picture draws your eyes first?”

Important

- Accept all accurate observations
- Gently redirect guessing:
 “That might be possible – what do you see that makes you think that?”

F) Narration

(This narration develops memory, language, and truthful recall.)

Parent/Tutor Says

“Now close your eyes and picture the painting in your mind.”

(Pause briefly.)

Narration Prompt

“Tell me everything you remember about the picture.”

Differentiation

- **Foundation – Year 2:** Oral narration only; adult scribes if needed
- **Years 3–4:** Oral narration, then draw one remembered detail
- **Years 5–6:** Written narration (one short paragraph), focusing on light, people, and mood

G) Discuss Meaning

(This section connects observation to reverence without over-explaining.)

Parent/Tutor Says

“This painting shows Jesus being taken up from the earth, while His followers watch.”

“Notice how the artist uses light and upward movement to draw our attention.”

“Looking at great works of art helps us practise honour and reverence – we slow down, notice carefully, and respect what we are looking at.”

H) Portfolio Activity

Picture Study Narration Page

Students add **one** of the following to their portfolio:

- **Foundation – Year 2:** A drawing of one remembered part of the picture
- **Years 3–4:** Drawing + one descriptive sentence
- **Years 5–6:** Written narration (5–7 sentences)

Portfolio Label

Topic 1 – Picture Study: Seeing with Attention

I) Wrap-Up Reflection

Parent/Tutor Says

“Honour and reverence can be practised with our eyes and ears, not just our actions.”

“Learning to look carefully helps us learn to listen carefully too.”

(Optional quiet moment.)

Lesson 1.3 – Composer Study

George Frideric Handel: Introducing *Messiah*

Composer: George Frideric Handel

Major Work: *Messiah*

Focus: Understanding what *Messiah* is and why it was written

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson introduces students to *Messiah* as a **sacred musical work based entirely on Scripture**, not a fictional story. The aim is not musical analysis, but **attentive listening**, imagination, and meaningful narration.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“Today we are beginning a composer study about a man named George Frideric Handel.

Handel lived over 300 years ago and wrote many kinds of music, but one of his most famous works is called *Messiah*.

Messiah is not an opera, and it is not a play. It does not have costumes, characters acting on a stage, or a story you watch. Instead, it is something called an *oratorio*.

An oratorio is music that tells God’s truth using singing, instruments, and Bible words.

Handel chose verses straight from the Bible – especially from Isaiah, the Psalms, the Gospels, and Revelation – and set them to music so people could hear Scripture in a powerful way.”

Section B – What Is an Oratorio? (Guided Explanation)

Parent/Tutor Says:

“An opera tells a story with characters acting and pretending to be someone else.

An oratorio is different. It does not pretend. Instead, it proclaims truth.

In *Messiah*, there is no one acting as Jesus. No one plays Isaiah. The music itself speaks the words of the Bible.”

Explain simply:

- Opera = acted story
 - Oratorio = sung Scripture and reflection
-

Section C – Listening Preparation

Parent/Tutor Says:

“I am going to play the beginning of *Messiah*. This part is called the Overture.

There are no words yet. An overture is an introduction where they play some of the tunes that will come up later in the music. I want you to listen carefully and imagine what kind of story this music might be preparing us for.

I will only play it once, so listen carefully.”

Section D – Listening

Listening Selection:

Messiah – **Overture** (first 2–3 minutes only)

(Ensure quiet, no movement, no drawing, no talking.)

Section E – Silent Thinking Pause (30 seconds)

Allow a short silence.

Parent/Tutor Says softly:

“Picture the music in your mind.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me what the music sounded like.

Was it quiet or strong?

How did it make you feel?”

(Allow oral narration only.)

Years 3–4

Prompt:

“Tell me what kind of message you think this music is getting ready to tell. Does it sound happy, serious, important, or gentle? Why?”

(Oral narration; one or two complete thoughts.)

Years 5–6

Prompt:

“Tell me what you think Handel wanted people to feel before hearing the Bible words. Why do you think he began *Messiah* with music instead of singing right away?”

(Oral narration; encourage sequencing of ideas.)

Section G – Scripture Connection (Brief)

Parent/Tutor Says:

“The first words that will be sung later in *Messiah* come from the Bible.”

Read aloud **Isaiah 40:1** (one verse only):

“Comfort ye, comfort ye my people, saith your God.”

Explain simply:

- *Messiah* begins with **comfort**, not excitement
 - God speaks before people respond
-

Section H – Closing Reflection

Parent/Tutor Says:

“As we continue this composer study, we will hear how Handel uses music to help people listen carefully to God’s Word.

Today, you listened well – and listening carefully is the most important part of composer study.”

(No worksheet. No written work.)





Lesson 2.1 – Character: Honour & Reverence in Community & Communication

Subject Focus: Civics & Character Formation

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: *Speaking & Listening with Honour – Reflection Page*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Honour and reverence shape how communities speak, listen, and make decisions
- Respectful communication was essential for unity in the early Church
- Disagreement does not have to lead to conflict when handled with patience and care
- Speaking and listening are civic skills that help communities function well
- Expectations for respectful communication can be clearly stated and practised

This lesson draws together **Topics 2.1–2.3** by focusing on *how* early Christians maintained unity in everyday interactions.

Parent Preparation (For the Parent)

You will need:

- Paper or notebooks
 - Pencils or coloured pencils
 - A quiet space suitable for short discussion or role-play
-

A) Introduction

(Thinking about communication as a civic responsibility.)

Parent/Tutor Says

“In Topic 2, we are learning about how the early Church lived together.”

“Today’s lesson is about how people speak and listen when they are part of a community.”

“Honour and reverence are not only shown in quiet moments of worship. They are also shown when people talk, disagree, make decisions, and work together.”

B) Vocabulary

(Talking about communication and relationships accurately.)

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Respect** – treating others as valuable
- **Listening** – giving full attention to someone speaking
- **Disagreement** – having different opinions
- **Dismissive** – serving to dismiss or reject someone or something : having the attitude toward someone or something that regards them as not worthy of serious attention
- **Patience** – waiting calmly without anger
- **Unity** – working together with shared purpose

Quick Oral Checks

- “Can people disagree and still be respectful?”
 - “Does listening mean waiting to talk, or really hearing to understand the other person?”
-

C) Explicit Teaching – Civics Skill: Group Decision-Making

(How communities function through communication.)

Parent/Tutor Says

“In Civics, we learn that communities must make decisions together.”

“This requires clear communication, careful listening, and respectful behaviour.”

“The early Church learned that unity does not mean everyone is the same. It means people treat one another with honour even when they think differently.”

D) Informational Story (Read Aloud Once)

(This story provides historical insight into communication challenges in the early Church.)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a short story. Please listen carefully, because I will only read it once. After the story, I want you to tell me what you remember.”

Story: Learning to Speak and Listen Well

As the early Church grew, Christians came from different backgrounds. Some were Jews who had grown up following God’s law closely. Others were Gentiles who were new to Jewish customs. They lived in different cities, spoke different languages, and had different expectations about daily life.

These differences sometimes caused tension. Believers did not always agree about how things should be done. Questions arose about teaching, behaviour, and leadership. The early Church had to learn how to talk about difficult issues without becoming divided.

Honour and reverence guided these conversations. Christians were encouraged to listen carefully, speak thoughtfully, and show patience. Leaders reminded believers that their words mattered. Harsh speech could damage trust, but respectful communication could strengthen unity.

Letters played an important role in this process. When letters were read aloud, everyone listened quietly. This showed reverence – not only for the message, but for the community gathered together. Discussions often followed, but they were meant to be calm and purposeful, not angry or dismissive.

The early Church learned that unity required effort. It meant choosing kindness over pride, patience over frustration, and listening over shouting. When believers practised honour and reverence, their communities became places of safety, learning, and growth.

This way of communicating helped the Church remain connected across long distances and difficult situations. It also taught believers how to live well together in everyday life.

E) Narration

Parent/Tutor Says

“Close your eyes and picture people gathered together, listening and speaking respectfully.”

“Tell me what you remember about how people communicated in the early Church.”

Differentiation

- **Foundation – Year 2:** Name one respectful behaviour
- **Years 3–4:** Describe how listening helped community life
- **Years 5–6:** Explain why honour matters during disagreement

F) Thinking Questions

(These questions move from identifying respectful behaviour to analysing its importance.)

Foundation – Year 2

- Is it kind to interrupt?
- Should we listen to others?
- Can we use gentle voices?

Years 3–4

- Why did the early Church need patience?
- How do words affect feelings?
- What happens when people do not listen?

Years 5–6

- Why is respectful communication essential for unity?
- How can disagreement be handled with reverence?
- What skills help communities stay healthy?

G) Learning Activity – Assessment Portfolio Task

(This activity applies historical understanding to present-day community behaviour.)

Task: Our Community Communication Guide

Parent/Tutor Says

“We are going to make a simple guide for speaking and listening well.”

Instructions:

Create a short list titled “**Speaking & Listening with Honour**”, including:

- **Three respectful speaking behaviours**
- **Three respectful listening behaviours**

Differentiation

- **Foundation – Year 2:** Draw pictures showing good behaviour
- **Years 3–4:** Write short sentences
- **Years 5–6:** Write a short explanation for each rule

(Add this page to the Topic 2 portfolio.)

H) Guided Practice (Optional Role-Play)

(This section allows students to practise civic skills in a safe setting.)

Parent/Tutor Says

“Let’s practise.”

Possible scenarios:

- Taking turns sharing an idea
- Disagreeing politely
- Listening without interrupting

Discuss together:

- “What showed honour?”
 - “What would break trust?”
-

I) Wrap-Up

Parent/Tutor Says

“Honour and reverence are not only shown in special places.”

Parent/Tutor Says

“They are shown whenever people speak and listen with care.”

(Optional quiet prayer or reflection.)

Australian Curriculum v9 Content Descriptions Addressed

Foundation – Year 2

- AC9HSFS01 – pose questions about familiar objects, people, places and events
- AC9HSFS03 – share a perspective on information, such as stories about significant events and special places
- AC9EFLY02 – use appropriate interaction skills *(Respectful listening & communication)*
- AC9EILY02 – use appropriate interaction skills *(Respectful listening & communication)*
- AC9E2LY02 – use appropriate interaction skills *(Respectful listening & communication)*

Years 3–4

- AC9HS3K07 – why people participate within communities and how students can actively participate and contribute to communities *(through respectful communication)*
- AC9E3LY02 – use appropriate interaction skills *(Respectful listening & communication)*
- AC9E4LY02 – use appropriate interaction skills *(Respectful listening & communication)*

Years 5–6

- AC9HS5K07 – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal

- **AC9HS5S05** – develop evidence-based conclusions
- **AC9E5LY02** – use appropriate interaction skills (*Respectful listening & communication*)
- **AC9E6LY02** – use appropriate interaction skills (*Respectful listening & communication*)

Lesson 2.2 – Picture Study: Learning Together in Community

Subject Focus: Visual Arts (Picture Study) & Character Formation

Character Focus: Honour & Reverence (attention, listening, respect for teaching)

Portfolio Connection: Picture Study Narration Page – Topic 2

1) Lesson Purpose (For the Parent)

By the end of this lesson, students should be able to:

- Observe a historical artwork carefully and quietly.
 - Notice how **posture, faces, and arrangement** show community and learning.
 - Practise reverent attention through silent looking and careful narration.
 - Create a narration (oral, drawn, or written) for the portfolio.
-

2) Parent Preparation

You will need:

- A clear reproduction of the artwork (screen or print)
- Paper or notebooks
- Pencils or coloured pencils

Charlotte Mason Guidance

- Do **not** explain the painting beforehand.
 - Do **not** correct children's observations unless they are inaccurate.
 - Value *seeing* over *explaining*.
-

A) Introduction

Parent/Tutor Says

“Today we are going to practise learning through **careful looking**.
Picture Study helps us slow down and give something our full attention.”

“This kind of attention is one way we practise **honour and reverence**, especially when learning together.”

B) Vocabulary

Parent/Tutor Says

“Here are a few terms to understand before we look at and discuss the painting.”

1. **Observe** – to look carefully and notice.
 2. **Expression** – what a face shows about feelings or thoughts.
 3. **Gesture** – what hands or bodies show.
 4. **Arrangement** – how people or objects are placed.
 5. **Attention** – focused looking or listening.
-

C) Artist Context

Parent/Tutor Says

“The artist we are looking at today is not a famous artist. The piece was created by a group called housechurch.me.

The scene in this picture shows how the early church met in people’s homes to worship, have meals together and to carefully listen and learn from more experienced Christians.”

D) Silent Observation

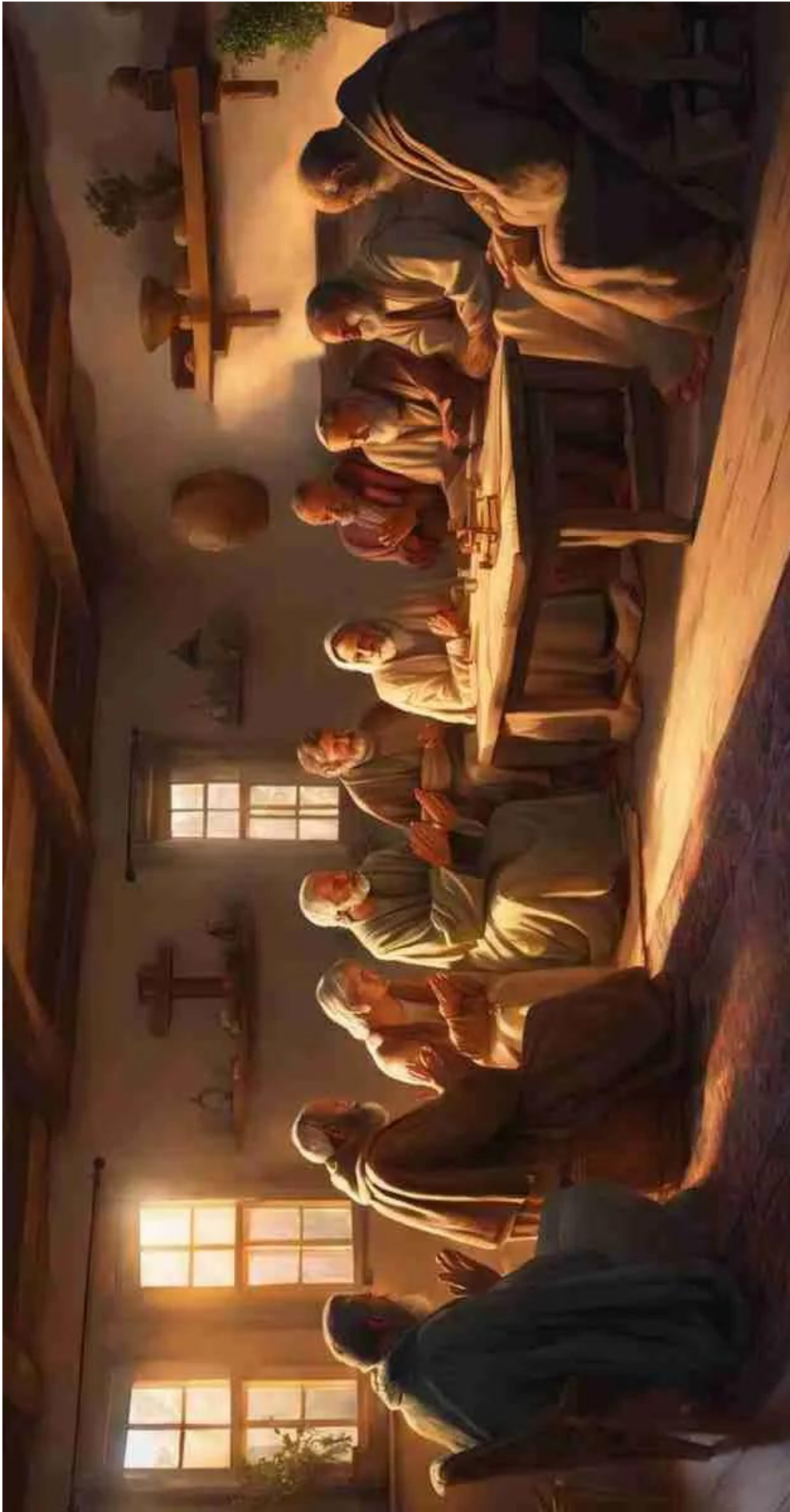
Parent/Tutor Says

Ok. Here’s what we are going to do. As I said last time - ‘Picture Study’ is a bit like a game. So, I am going to show you a special painting. I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I’m going to turn it over so you can’t see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I’ll give you a short time to look at the picture, before I hide it.

..... 1 to 2 minutes looking at picture on the next page.....



“Early Christians” from www.homechurch.me

E) Guided Looking

Parent/Tutor Says

“I will ask some questions. Only answer what you can see.”

Ask slowly:

- “How many people are there?”
- “Who is speaking? Who is listening?”
- “Where are people standing or sitting?”
- “What do their faces and hands tell us?”

If guessing occurs, gently say:

“What do you see that makes you think that?”

F) Narration

Parent/Tutor Says

“Now close your eyes and picture the painting in your mind.”

(Pause briefly.)

Narration Prompt

“Tell me everything you remember about the picture.”

Differentiation

- **F–2:** Oral narration; name people and actions.
 - **Years 3–4:** Oral narration, then draw one remembered detail.
 - **Years 5–6:** Can you tell me about the picture, and something about community and learning.
-

G) Connection to the Early Church

Parent/Tutor Says

“This painting shows people gathered to learn and think together.

In the early Church, believers also gathered closely, listened carefully, and learned together.”

“This term, through all our lessons we are also learning the character trait of honour and reverence. In the painting honour and reverence were shown by attention – by listening and learning as a community.”

H) Portfolio Activity

Picture Study Page – Topic 2

Students add one of the following:

- **F–2:** Drawing of one person or group in the picture
- **Years 3–4:** Drawing + one sentence about listening or learning
- **Years 5–6:** Written narration describing how the painting shows community learning

Portfolio Label:

Topic 2 – Picture Study: Learning Together

I) Wrap-Up Reflection

Parent/Tutor Says

“When we look carefully and listen well, we show respect to teachers, parents and to one another. That kind of attention helps communities grow strong.”

(Optional quiet moment.)

Lesson 2.3 – Composer Study:

George Frideric Handel – *Messiah*, Part I

Comfort and Promise

Composer: George Frideric Handel

Major Work: *Messiah*

Focus: God’s promise of comfort and hope

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson introduces the **opening sung words of *Messiah*** and explores how Handel uses music to express **comfort, assurance, and hope**. Students listen attentively to short excerpts and narrate their understanding without technical analysis.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“Last lesson, we learned that *Messiah* is an oratorio made from Bible verses.

Today, we will hear the very first words that are sung in *Messiah*. These words come from the book of Isaiah and are meant to bring comfort to God’s people.

Handel wanted listeners to hear these words not as a lecture, but as something gentle and reassuring – almost as if God Himself were speaking.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“Before we listen, I will read the Bible words that Handel set to music.”

Read aloud **Isaiah 40:1–5** (slowly, clearly).

“Comfort ye, comfort ye my people, saith your God...”

(Do not explain yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You will hear two short pieces of music.

The first is called *Comfort ye, my people*.

The second is called *Every valley shall be exalted*.

As you listen, think about how the music helps the words feel comforting and hopeful.
I will play each piece only once.”

Section D – Listening

Listening Selections:

1. “*Comfort ye, my people*” (tenor solo)
2. “*Every valley shall be exalted*” (tenor aria)

(Ensure stillness and attentive listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow a brief silence.

Parent/Tutor Says softly:

“Hold the music in your mind.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me how the music sounded.

Did it sound gentle or loud?

Did it feel kind or exciting?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me what kind of message the music was giving.
How did the music help the words sound comforting?”

(Encourage complete sentences.)

Years 5–6

Prompt:

“Tell me how Handel used music to make God’s promises sound clear and hopeful.
Why do you think this was the first sung message in *Messiah*?”

(Allow sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“In the Bible, God often speaks words of comfort (or courage or peace) before He asks people to act.

Handel chose music that rises and moves smoothly, helping listeners feel that God’s promises are steady and sure.”

Briefly note:

- Smooth melodies = reassurance
- Rising notes = hope and lifting burdens

(No technical terms.)

Section H – Closing Scripture Connection

Re-read **Isaiah 40:5**:

“And the glory of the Lord shall be revealed...”

Parent/Tutor Says:

“As we continue, we will hear how these promises lead to joy and celebration.”

Section I – Closing Thought

Parent/Tutor Says:

“Today, you listened carefully and told back what you heard.
That is the heart of composer study – listening well and remembering truth.”

TOPIC 3	A STEADY FAITH UNDER PRESSURE

Lesson 3.1 – Character & Civics: Honour and Reverence in Difficult Spaces

Subject Focus: Civics & Citizenship (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: *Honour & Reverence in Community Spaces Reflection*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Honour and reverence guide behaviour **especially when situations are tense or uncomfortable**
- Early Christians showed reverence not only in worship, but in **public and pressured spaces**
- Communities are shaped by how people behave in **shared spaces**
- Respectful behaviour supports cooperation, safety, and trust

A) Introduction

Parent/Tutor Says

“In Topic 3, we have learned that early Christians faced opposition, pressure, and difficult choices.”

“Today we are going to think carefully about **how honour and reverence guide behaviour**, especially in places where emotions run high or where people disagree.”

“In History & Geography, we learn that communities depend on people behaving responsibly in shared spaces.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Reverence** – deep respect shown through careful behaviour

- **Honour** – treating people and places as valuable
 - **Public space** – a place shared by many people
 - **Responsibility** – something we are expected to take care of
 - **Self-control** – managing words and actions carefully
-

C) Explicit Teaching – Shared Spaces and Civic Behaviour

(Thinking about civic responsibility and behaviour in shared environments.)

Parent/Tutor Says

“Every community has shared spaces. These can include church buildings, homes, libraries, theatres, classrooms, and meeting places.”

“Some places are considered *sacred* because of worship. Other places are not religious, but they still require reverent behaviour because people are learning, listening, performing, or sharing space. Even a road or footpath, hallway, the kitchen or bathroom can be a shared space that needs respect.”

“When people behave without honour in shared spaces, trust breaks down. When people act with reverence, communities function more peacefully.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read you a history and civics story. Please listen carefully, because I will only read it once. After the story, I want you to tell me what you remember.”

Story: Living with Honour When It Was Not Easy

As Christians spread into new cities and regions, they did not always meet in safe or quiet places. Some gathered in homes that were closely watched. Others met in busy towns where rumours spread quickly. Many believers lived daily life among people who disagreed strongly with them.

In these situations, behaviour mattered greatly. Mostly, the Christians were not hidden from view. How they spoke, listened, and acted shaped how others understood their beliefs. Anger or chaos would have increased suspicion. Careful behaviour helped maintain peace. Eventually, of course, the persecution was so intense that Christians hid in caves called “The Catacombs”. But even there they tried to act with respect towards others.

Honour and reverence guided their choices. Believers learned to speak calmly, even when criticised. They listened respectfully, even when treated unfairly. They followed local rules where possible and avoided unnecessary conflict.

Christians also understood that reverence extended beyond worship gatherings. Shared meals, public conversations, and everyday interactions all required care. Behaviour in these spaces could either strengthen trust or destroy it.

This way of living did not remove hardship, but it helped communities survive pressure. People noticed patience, self-control, and mutual care. Over time, these qualities helped Christian communities remain stable in difficult environments.

The early Church learned that honour and reverence were not limited to sacred buildings. They were lived out wherever people gathered, spoke, listened, and shared space.

E) Narration

Narration Prompt

“Tell me everything you remember about how honour and reverence guided behaviour in difficult or public places.”

Differentiation

- **F–2:** Oral narration; identify one respectful behaviour
- **Years 3–4:** Oral or short written narration describing why behaviour mattered
- **Years 5–6:** Oral or written narration explaining how behaviour affected community trust

This narration (if written) forms part of the Assessment Portfolio.

F) Thinking Questions

Foundation – Year 2

(Identifying respectful behaviour in shared spaces)

- Where did Christians gather?
- Did their behaviour matter?
- What is one way to show respect in shared places?

Years 3–4

(Explaining responsibility and consequences)

- Why was behaviour important in public spaces?
- How could poor behaviour cause problems?
- How does respect help people live together?

Years 5–6

(Analysing civic responsibility and impact)

- Why does behaviour in shared spaces affect trust?
 - How can honour reduce conflict during disagreement?
 - Why is self-control important in communities under pressure?
-

G) Learning Activity – Honour & Reverence in Shared Spaces **(Portfolio Task)**

Parent/Tutor Says

“We are going to think about how honour and reverence guide behaviour in different shared places.”

Task

Create a reflection titled ‘**Honour and Reverence in Shared Spaces**’.

Choose **one** setting:

- A church building
- A library
- A theatre or performance
- A classroom or learning space

Differentiation

- **F–2:** Draw the place and show one respectful behaviour
- **Years 3–4:** Write 2–3 sentences describing respectful behaviour
- **Years 5–6:** Write a paragraph explaining *why* reverence matters in that space.

This completed reflection is added to the Assessment Portfolio.

H) Character Reflection – Extending Reverence Beyond Worship

Parent/Tutor Says

“Reverence is not limited to religious spaces. It is shown wherever people gather to learn, listen, or share.”

“Is there any way you could improve the way you speak and act towards others – especially in shared spaces?”

“When we practise honour and reverence in everyday places, we help communities remain safe, calm, and respectful.”

I) Wrap-Up

Parent/Tutor Says

“Topic 3 has shown us that faith under pressure requires courage, unity, and reverence. These qualities help people live well together, even when life is difficult.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS01** – pose questions about familiar objects, people, places and events
- **AC9HSFS04** – identify and describe how people cooperate and work together in groups
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S04** – interpret information and data to identify perspectives
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 3.2 – Picture Study: Art of Witness & Courage

Lesson Type: Picture Study (Visual source used for HASS learning)

Character Focus: Honour & Reverence (faithfulness under pressure)

Assessment Portfolio Evidence: Observational Drawing + Narration (Witness & Courage)

Lesson Purpose (For the Parent)

In this lesson, students will:

- Study **one historical artwork** as a visual source
 - Practise **careful, silent observation** and accurate narration
 - Identify how **courage, witness, and faithfulness** are shown visually
 - Connect art to the **historical experiences of persecution in the early Church**
 - Show **honour and reverence** through attention, restraint, and truthfulness
-

A) Introduction (Setting the Context)

Parent/Tutor Says:

“In our topic this week, we have learned that some Christians were willing to suffer, and even die, rather than deny their faith.”

“Artists have helped people remember these stories by painting them. Today we will study one painting very carefully, just as students have done for hundreds of years.”

“Picture Study is about looking carefully, remembering truthfully, and showing reverence through attention.”

B) Vocabulary

“Here are a few terms to understand before we look at and discuss the painting.”

- **Witness** – remaining faithful to the truth, even when it is difficult
- **Martyr** – someone who is killed because of their faith
- **Persecution** – being harmed or punished for beliefs
- **Courage** – choosing what is right despite fear
- **Reverence** – deep respect shown through careful attention

(Do not write definitions; keep this a spoken memory activity.)

C) Picture Study Focus - Silent Observation

Parent/Tutor Says:

Are you ready for our 'Picture Study' game..... Ok, I am going to show you a famous painting. I want you to look carefully at this painting for a short time, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture on the next page.....

Artwork for Study



Title: *The Stoning of Saint Stephen*

Artist: Rembrandt van Rijn

Date: c. 1625

Subject: The martyrdom of Stephen, the first Christian martyr (Acts 7)

D) Narration

Parent/Tutor Says:

“Now, close your eyes and picture the painting in your mind. Tell me everything you remember.”

Differentiated prompts (spoken, not labelled to children):

- **Foundation–Year 2:**
 - Describe people, actions, and emotions
 - “What is happening?” “How does Stephen look?”
- **Years 3–4:**
 - Describe details, expressions, and contrast
 - “Who is calm?” “Who is angry?” “What shows courage?”
- **Years 5–6:**
 - Describe symbolism, focus, and message
 - “Why do you think the artist painted Stephen this way?”
 - “How does light or posture show faithfulness?”

Parent records brief notes if helpful, but narration may remain oral.

E) Second Viewing & Discussion

Reveal the image again.

Guided Discussion Prompts (choose a few):

- “Where is Stephen in the picture? Why do you think the artist placed him there?”
- “What do you notice about Stephen’s face and body?”
- “How are the people around him behaving?”
- “Does this painting feel loud or quiet? Why?”
- “How does this painting help us understand what persecution was like for early Christians?”

Gently reinforce that this is a **historical experience**, not a fantasy scene.

F) Character Connection: Honour & Reverence

Parent/Tutor Says:

“This painting shows Stephen remaining faithful to God while being attacked for his witness about Jesus.

Stephen honoured God by remaining faithful, even when others tried to silence him.”

Discuss briefly:

- Honour is not about comfort or safety

- Reverence is shown through faithfulness to God
- Courage often looks calm, not dramatic

Optional Reflection Question (oral):

- “How can we show honour and reverence today, even when it is hard?”
-

G) Assessment Task (Portfolio Evidence)

Task: Observational Drawing + Narration

Students complete **one** of the following (age-appropriate):

- **Foundation–Year 2:**
 - Draw Stephen and one other figure
 - Orally narrate what is happening
- **Years 3–4:**
 - Draw the scene with attention to posture and action
 - Write or dictate 2–3 sentences explaining courage or witness
- **Years 5–6:**
 - Draw a focused section of the painting
 - Write a short paragraph explaining how the artwork shows faithfulness under persecution

Emphasise **accuracy over decoration**.

H) Wrap-Up

Parent/Tutor Says:

“This painting helps us remember that the early Church grew through faithfulness, not force.”

Lesson 3.3 – Composer Study:

George Frideric Handel – *Messiah*, Part I

The Coming King

Composer: George Frideric Handel

Major Work: Messiah

Focus: Joy and anticipation at the coming of the promised King

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson explores how Handel uses **joyful, confident choral music** to express the long-awaited fulfilment of God’s promises. Students listen for **energy, confidence, and celebration** rather than musical technique.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“So far, we have heard music of comfort and promise.

Today, the music begins to sound more joyful and confident. The promises are no longer only spoken – they are being celebrated.

Handel now moves from quiet reassurance to music that sounds like people joining together to rejoice.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“These next Bible words tell us about the promised Child – the one God’s people had been waiting for.”

Read aloud **Isaiah 9:6**:

“For unto us a child is born, unto us a son is given...”

(No explanation yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You will hear two pieces of music.

The first is called *And the glory of the Lord*.

The second is called *For unto us a Child is born*.

Listen for joy. Listen for confidence. Listen for how many voices are singing together.

I will play each piece only once.”

Section D – Listening

Listening Selections:

1. “*And the glory of the Lord*” (chorus)
2. “*For unto us a Child is born*” (chorus)

(Ensure stillness and attentive listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow silence.

Parent/Tutor Says softly:

“Picture the music like a celebration.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me what the music sounded like.

Was it happy or quiet?

Did it sound like many people singing?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me how this music felt different from the music we heard last lesson.
Why do you think Handel used louder, happier music here?”

(Encourage complete thoughts.)

Years 5–6

Prompt:

“Tell me how Handel used many voices to show joy and celebration.
Why do you think the birth of the Child is sung by a full chorus instead of one voice?”

(Encourage sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“When something joyful happens, people often want to share it together.

Handel used a full chorus because this message was meant for everyone – not just one person.”

Briefly note:

- Chorus = shared joy
 - Repeated phrases = celebration and certainty
-

Section H – Scripture Connection

Re-read **Isaiah 9:6** slowly.

Parent/Tutor Says:

“This Child is not just a baby – He is a King sent by God.”

Section I – Closing Thought

Parent/Tutor Says:

“As we continue *Messiah*, we will hear how joy leads to praise – and praise leads to glory.”

Lesson 4.1 – Character: Honour & Reverence in Times of Power

Subject Focus: Character (HASS – Civics & Citizenship aligned)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Character Reflection Panel (written or oral)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Character is tested not only in hardship, but also when life becomes easier
 - Power and influence bring responsibility as well as opportunity
 - Honour and reverence guide how believers respond to authority and freedom
 - Communities are shaped by how people use influence and privilege
 - Faithfulness requires humility, not just courage
-

A) Introduction

Parent/Tutor Says

“In earlier lessons, we learned that Christians were once persecuted for their beliefs.”

“Then we learned that Christianity became legal and even supported by leaders.”

“Today we are going to think about how honour and reverence guide behaviour when faith has freedom and influence.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Honour** – showing respect through right actions
- **Reverence** – deep respect for God, shown through humility and obedience
- **Power** – the ability to influence others

- **Authority** – the right to lead or make decisions
 - **Humility** – understanding that power does not make someone greater
-

C) Explicit Teaching – Power, Freedom, and Responsibility

(Linking authority and power to ethical responsibility.)

Parent/Tutor Says

“When people gain power or freedom, they also gain responsibility.”

“Power can be used to help others – or to benefit oneself.”

“Honour and reverence help people use power wisely, with humility and care.”

D) Guided Historical Connection

(This section connects character learning directly to the historical context of Topic 4.)

Parent/Tutor Says

“After Christianity became legal, churches could meet openly and leaders could speak freely.”

“This was a blessing, but it also created new challenges.”

Discuss briefly:

- Faith was no longer dangerous
 - Christianity gained influence
 - Believers needed wisdom, not fearlessness
-

E) Narration

Narration Prompt

“Tell me what you remember about why honour and reverence matter when people have power or freedom.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing respectful behaviour
- **Years 5–6:**
Oral or written narration explaining how character guides the use of power

F) Thinking Questions

Foundation – Year 2

(Identifying respectful actions)

- What does it look like to be respectful?
 - Who should we honour?
-

Years 3–4

(Explaining responsibility)

- When people are slaves or are not free, they don't always have the power to do and say the things they know are good and right. So when they do have the power of freedom, how can this power be used to help others?
 - Why is humility important when people have power?
-

Years 5–6

(Analysing influence and character)

- Why is character sometimes tested more in times of comfort than in times of hardship?
 - How can honour and reverence guide leaders and communities?
-

G) Learning Activity – Using Power Wisely (Portfolio Task)

(This activity integrates Civics understanding with character formation and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to think about how people can use power and influence wisely.”

Task

Create a **Character Reflection Panel** titled:

“Honour & Reverence When Life Is Easy”

A **reflection panel** is a **single box, section, or area on a page** where you can record a short written or visual reflection focused on one idea.

Panels may be:

- Drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include in your 'Character Reflection Panel'...

- A situation where someone has influence or freedom
- A response that shows honour and reverence

Differentiation

- **Foundation–Year 2:**
Draw one situation and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining a respectful choice
- **Years 5–6:**
Write a paragraph explaining why humility and reverence matter when people have power

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Community Life

Parent/Tutor Says

“Communities are shaped by how people use freedom and influence.”

“Honour and reverence help keep communities fair, humble, and caring.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that true character does not change when circumstances change.”

“Honour and reverence guide how we act whether faith is opposed or supported.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 4.2 – Picture Study: Faith, Authority, and Public Witness

Lesson Type: Picture Study (Charlotte Mason method)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Observational Drawing + Oral/Written Narration

Artwork Focus: Christianity becomes visible and public

Lesson Purpose (For the Parent)

In this lesson, students:

- study one historical artwork as a **visual source**
- practise careful attention, memory, and truthful narration
- consider how Christian faith became **public and visible** after persecution ended
- reflect on **honour and reverence** shown through worship and public witness

This lesson complements Topic 4 by helping students **see** the historical shift they have been studying.

A) Introduction (Preparing for Picture Study)

Parent/Tutor Says

“In earlier lessons, we learned that Christianity was once hidden and persecuted.”

“After Constantine, Christians could worship openly. Artists later painted scenes that showed faith as public, confident, and honoured.”

“Today we will study one painting very carefully. Picture Study is about quiet attention and remembering accurately.”

B) Vocabulary

“Here are a few terms to understand before we look at and discuss the painting.”

- **Public worship** – worship that happens openly
- **Authority** – power or leadership
- **Witness** – showing belief through words and actions
- **Reverence** – deep respect shown through posture, attention, and humility

(No written definitions.)

C) Artwork for Study

Title: *The Disputation of the Holy Sacrament*

Artist: Raphael (Raffaello Sanzio)

Date: 1509–1510

Location: Vatican, Rome

Caption (read aloud):

This painting shows Christian belief discussed openly and honoured in a public space, reflecting a time when faith was no longer hidden.

D) Silent Observation

Are you ready for our ‘Picture Study’ game..... Ok, I am going to show you a famous painting. I want you to look carefully at this painting for a short time, silently taking it all in. This one is quite complicated with a lot going on, so try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I’m going to turn it over so you can’t see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I’ll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture on the next page.....



E) Narration (Oral First)

Parent/Tutor Says

“Close your eyes and picture the painting. Tell me everything you remember.”

Extra Questions for Differentiation

- **Younger students:**
 - People, colours, actions
 - “Who is there?” “What are they doing?”
- **Middle students:**
 - Grouping, posture, expressions
 - “Who seems important?” “Who is listening?”
- **Older students:**
 - Meaning and message
 - “What does this painting say about faith and authority?”
 - “How is belief treated in this scene?”

Parent may scribe briefly if helpful.

F) Second Viewing & Focused Looking

Reveal the image again.

Invite students to notice:

- where attention is directed
- who speaks and who listens
- posture (standing, sitting, looking upward)

Ask:

- “Does this feel hidden or public?”
 - “Does it feel careful or chaotic?”
 - “What tells you that faith is honoured here?”
-

G) Character Connection – Honour & Reverence

Parent/Tutor Says

“This painting shows people treating belief seriously and respectfully.”

“Honour and reverence are shown not only in suffering, but also when faith is respected and discussed openly.”

Brief reflection:

- Reverence can be quiet and thoughtful.
 - Honour includes listening carefully and speaking confidently but humbly respectful.
-

H) Portfolio Connection

Students may add **one** of the following to their **portfolio**:

- **Foundation–Year 2:**
 - Simple drawing of one person or group
 - Oral narration recorded by parent
- **Years 3–4:**
 - Drawing with 2–3 narrated sentences
- **Years 5–6:**
 - Drawing or written reflection explaining how the painting shows faith becoming public

Accuracy and attention matter more than artistic skill.

I) Wrap-Up

Parent/Tutor Says

“This painting helps us see how much changed for Christians after persecution ended.”

Lesson 4.3 Composer Study

George Frideric Handel – *Messiah*, Part I

Glory to God

Composer: George Frideric Handel

Major Work: Messiah

Focus: Heaven's response to Christ's birth

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson explores how Handel uses **contrast in sound** – quiet and loud, few voices and many – to help listeners imagine the **angelic announcement** of Christ's birth. Students are encouraged to picture the scene and narrate what they hear and imagine.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“The music we heard last lesson was joyful and strong, celebrating the birth of the promised Child.

Today, the music helps us imagine what happened when angels announced this news.

Handel uses music to show both the greatness of God in heaven and the peace He brings to the earth.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“Before we listen, hear the Bible words that describe this moment.”

Read aloud **Luke 2:13–14:**

“And suddenly there was with the angel a multitude of the heavenly host praising God...”

Section C – Listening Preparation

Parent/Tutor Says:

“The music you will hear is called *Glory to God in the highest*.

Listen carefully for changes in the music.

Some parts sound bright and powerful, and other parts sound gentle and peaceful.

I will play it only once.”

Section D – Listening

Listening Selection:

“*Glory to God in the highest*” (chorus)

(Ensure stillness and focused listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow silence.

Parent/Tutor Says softly:

“Picture what might be happening as the music changes.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me what the music sounded like.

Did it get loud?

Did it get quiet?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me about the different parts of the music.

Why do you think some parts sounded gentle and others sounded strong?” (Encourage clear sentences.)

Years 5–6

Prompt:

“Tell me how Handel used different sounds to show heaven and earth.
Which part do you think showed the angels? Which part showed peace on earth?”

(Encourage sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“When the angels praise God, the music is bright and strong.

When the words speak about peace on earth, the music becomes gentler and calmer.

Handel helps us hear the meaning of the words through the sound of the music.”

Brief notes (spoken, not written):

- Loud, joyful sound = heaven praising
 - Soft, calm sound = peace on earth
-

Section H – Scripture Connection

Re-read **Luke 2:14**:

“Glory to God in the highest, and on earth peace, good will toward men.”

Parent/Tutor Says:

“This is why the angels rejoiced – and why Handel wanted people to listen carefully.”

Section I – Closing Thought

Parent/Tutor Says:

“Today, you listened for changes and pictured the scene in your mind.
That careful listening helps music tell its story.”

TOPIC 5	ATTRIBUTES OF GOD & OF CHRISTIANS

Lesson 5.1 Character – Growing in Christlike Character

Subject Focus: Character (HASS – Civics & Citizenship aligned)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Christlike Character Growth Panel (reflection + application task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Character growth is a gradual process shaped by repeated choices
 - Early Christians believe character should reflect their faith, not just their beliefs
 - Communities are strengthened when individuals practise good character consistently
 - Honour and reverence guide behaviour even when no rules are being enforced
 - Growing in character helps communities remain peaceful, caring, and stable
-

A) Introduction

Parent/Tutor Says

“In this topic, we have learned about what Christians believed and how those beliefs shaped behaviour.”

“Today we will think about how people *grow* in good character over time.”

“This lesson helps us understand that communities are shaped by daily choices, not just big events.”

B) Vocabulary

(Vocabulary for discussing character growth and responsibility clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Character** – the kind of person someone is shown through actions
- **Growth** – developing over time

- **Habit** – something done regularly
 - **Integrity** – doing what is right even when no one is watching
 - **Responsibility** – being careful with choices that affect others
-

C) Explicit Teaching – Character Is Formed Over Time

(Understanding that character is developed gradually through repeated actions.)

Parent/Tutor Says

“Character does not change all at once.”

“People grow in character by making small, good choices again and again.”

“Early Christians believed their daily actions should reflect their faith, whether life was difficult or comfortable.”

D) Guided Historical Connection

Parent/Tutor Says

“After Christianity became more accepted, believers were not tested by danger as often.”

“This meant they needed self-control and humility to continue growing in good character.”

Discuss briefly:

- Faithfulness when no one is watching
 - Consistency in behaviour
 - Responsibility in freedom
-

E) Narration

Narration Prompt

“Tell me what you remember about how people grow in good character.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing a good habit
- **Years 5–6:**
Oral or written narration explaining why character growth takes time

F) Thinking Questions

Foundation – Year 2

(Identifying good actions)

- What is one good habit?
 - How can we show respect to others?
-

Years 3–4

(Explaining habits and responsibility)

- Why are good habits important?
 - How do repeated choices shape who we become?
-

Years 5–6

(Analysing character and community impact)

- Why is character growth sometimes harder when life is easy?
 - How does personal character affect the strength of a community?
-

G) Learning Activity – Christlike Character Growth Panel (Portfolio Task)

Parent/Tutor Says

“We are going to think about how good character grows through daily choices.”

Task

Create a **Christlike Character Growth Panel** showing:

- One good character quality that you could have more of
- One habit that you might practice to help grow that character trait
- One way this character quality helps a community

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw the character quality and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the habit and its effect
- **Years 5–6:**
Write one or more paragraphs explaining
- One good character quality that you could have more of
- One habit that you might practice to help grow that character trait
- One way this character quality helps a community

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Daily Life

(Linking character to everyday decision-making.)

Parent/Tutor Says

“Honour and reverence are shown through daily habits.”

“Growing in character helps us treat others with care and respect.”

I) Wrap-Up

Parent/Tutor Says

“This lesson reminds us that good character grows over time.”

“Communities are strongest when people practise honour and reverence consistently.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 5.2 – Picture Study:

Charity as Christlike Character

Lesson Type: Picture Study (Charlotte Mason method)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Observational Drawing + Oral/Written Narration

Artwork Theme: Love and generosity expressed through action

Lesson Purpose (For the Parent)

In this lesson, students:

- practise careful, silent observation of a single artwork
- develop attention, memory, and truthful narration
- consider how **Christlike character** is shown through love and generosity
- reflect on honour and reverence expressed through humble action

This lesson visually supports Topic 5 by helping students *see* what Christlike character looks like when lived out.

A) Introduction (Preparing for Picture Study)

Parent/Tutor Says

“In our recent lessons, we have learned that good character grows through daily choices.”

“Artists have often shown these character qualities in pictures, so people can remember and reflect on them.”

“Today we will study one painting very carefully.”

B) Vocabulary

“We need to know a few terms before we start”...

- **Charity** – love shown through giving and care
 - **Generosity** – freely sharing with others
 - **Humility** – not seeking attention or praise
 - **Reverence** – deep respect shown through action
-

C) Artwork for Study

Title: *St Francis Giving His Cloak to a Poor Man*

Artist: Giotto di Bondone

Date: c. 1297–1300

Location: Basilica of St Francis, Assisi

Caption (read aloud):

This painting shows a moment of generosity, where St Francis gives his cloak to a poor man, demonstrating love through action rather than words.

D) Silent Observation

Parent/Tutor Says

Are you ready for our ‘Picture Study’ game..... Ok, I am going to show you a famous painting. I want you to look carefully at this painting for a short time, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I’m going to turn it over so you can’t see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I’ll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture on the next page.....



E) Narration (Oral First)

Parent/Tutor Says

“Close your eyes and picture the painting. Tell me everything you remember.”

Differentiation (for the parent)

- **Younger students:**
 - People, actions, clothing
 - “What is happening?”

- **Middle students:**
 - Expressions, posture, relationship between figures
 - “Who is giving?” “Who is receiving?”
- **Older students:**
 - Meaning and message
 - “What does this painting teach about charity?”
 - “How is honour shown in this action?”

Parent may scribe briefly if helpful.

F) Second Viewing & Focused Looking

Reveal the image again.

Invite students to notice:

- where attention is directed
- the body language of giving and receiving
- expressions of humility or need

Ask quietly:

- “Is this act loud or quiet?”
 - “Does the giver expect praise?”
 - “How does this show reverence?”
-

G) Character Connection – Honour & Reverence Through Charity

Parent/Tutor Says

“This painting shows that honour and reverence can be expressed through simple acts of kindness.”

“Christlike character is often shown quietly, through generosity and care for others.”

Brief reflection:

- Charity as action, not just feeling
- Reverence lived out in daily choices

Can you think of any situations in life where you might be able to show simple acts of kindness?

H) Portfolio Connection (Optional)

Students may add **one** of the following to their portfolio:

- **Foundation–Year 2:**
 - Simple drawing of the giving scene
 - Oral narration recorded by the parent
- **Years 3–4:**
 - Drawing with 2–3 narrated sentences
- **Years 5–6:**
 - Drawing or short written reflection explaining how the painting shows Christlike character

Accuracy and attention are more important than artistic detail.

I) Wrap-Up

Parent/Tutor Says

“This painting helps us remember that good character is shown through action.”

Lesson 5.3 Composer Study

George Frideric Handel – Messiah, Part II

The Suffering Servant

Composer: George Frideric Handel

Major Work: Messiah

Focus: Christ's suffering and sacrifice

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson introduces **Part II of *Messiah***, where the mood changes from joy and celebration to **sorrow, injustice, and sacrifice**. Students are guided to listen with sensitivity and to recognise how music can express grief and compassion without needing explanation.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“So far in *Messiah*, we have heard music about promise, joy, and praise.

Now the music changes.

Part II of *Messiah* tells us about suffering – about the cost of saving God's people.

Handel did not rush through this part. He wanted listeners to feel the weight of what Christ endured.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“The Bible words you will hear today were written hundreds of years before Jesus lived on earth.”

Read aloud **Isaiah 53:3–5** (slowly):

“He is despised and rejected of men; a man of sorrows, and acquainted with grief...”

(Do not explain yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You will hear two pieces of music.

The first is called *Surely He hath borne our griefs*.

The second is called *He was despised*.

Listen for sadness.

Listen for heaviness.

Listen for how the music slows and becomes more serious.

I will play each piece only once.”

Section D – Listening

Listening Selections:

1. “*Surely He hath borne our griefs*” (chorus)
2. “*He was despised*” (aria – short excerpt only)

(Ensure stillness and focused listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow silence.

Parent/Tutor Says softly:

“Hold the feeling of the music in your heart.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me how the music made you feel.

Did it sound happy or sad?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me why you think the music sounded sad and slow.
What do you think Handel wanted people to understand?”

(Encourage simple explanations.)

Years 5–6

Prompt:

“Tell me how Handel used slow, heavy music to help listeners understand Christ’s suffering.
Why was it important not to hurry through this part of *Messiah*?”

(Encourage thoughtful sequencing.)

Section G – Guided Reflection

Parent/Tutor Says:

“When something is painful or unfair, people often speak more slowly and quietly.

Handel used slow music so listeners would stop, think, and remember the cost of love.”

Brief spoken notes:

- Slow tempo = seriousness
 - Heavy sound = sorrow and weight
-

Section H – Scripture Connection

Re-read **Isaiah 53:5**:

“But He was wounded for our transgressions...”

Parent/Tutor Says:

“This suffering was not pointless. It was part of God’s plan to heal and save.”

Section I – Closing Thought

Parent/Tutor Says:

“Today, you listened carefully to music that was meant to be hard to hear.
That kind of listening helps us understand why the joy later in *Messiah* is so great.”

Lesson 6.1 – Character Training: Living Faithfully in Community

Subject Focus: Character (HASS – Civics & Citizenship aligned)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Faithful Community Living Reflection Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Living faithfully is not only a personal choice but a **community responsibility**
 - Early Christians learned how to treat one another with care, patience, and respect
 - Communities remain healthy when members act with honour and reverence
 - Faithfulness is shown through everyday actions within families, groups, and communities
 - Shared beliefs guide how people live together peacefully and responsibly
-

A) Introduction

(Thinking about how personal behaviour affects community wellbeing.)

Parent/Tutor Says

“In this topic, we have learned about Christian practices like prayer, learning, rest, and fellowship.”

“Today we will think about what it means to live faithfully *together* in a community.”

“This lesson helps us understand that communities are shaped by how people treat one another.”

B) Vocabulary

(Discussing community life and responsibility clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Faithful** – trustworthy and dependable
 - **Community** – people living or working together
 - **Responsibility** – caring about how choices affect others
 - **Respect** – treating others with care
 - **Cooperation** – working together peacefully
-

C) Explicit Teaching – Faithfulness Is Lived in Community

Parent/Tutor Says

“Faithfulness is not shown only in what people believe, but in how they act toward others.”

“In communities, people must choose patience, forgiveness, and cooperation.”

“Early Christians believed living faithfully meant caring for one another every day.”

D) Guided Historical Connection

Parent/Tutor Says

“Early Christian communities shared meals, helped those in need, and supported one another.”

“They learned that living faithfully meant serving others, not only themselves.”

Discuss briefly:

- Helping the vulnerable
 - Sharing resources
 - Resolving disagreements peacefully
-

E) Narration

Narration Prompt

“Tell me what you remember about how people lived faithfully together in a community.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing a helpful action
- **Years 5–6:**
Oral or written narration explaining why faithfulness matters in community life

F) Thinking Questions

Foundation – Year 2

(Identifying faithful actions)

- How can we help others?
 - What does it look like to be respectful?
-

Years 3–4

(Explaining responsibility and cooperation)

- Why is cooperation important in communities?
 - How do our choices affect others?
-

Years 5–6

(Analysing character and community wellbeing)

- Why is faithfulness important for healthy communities?
 - How can honour and reverence guide how people resolve conflict?
-

G) Learning Activity – Faithful Community Living Reflection Panel (Portfolio Task)

(This activity integrates character learning with civic responsibility and contributes directly to the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to think about how people can live faithfully in a community.”

Task

Create a **Faithful Community Living Reflection Panel** including:

- One way to show faithfulness in a community
- One action that shows honour and reverence
- One benefit this brings to the community

What is a 'Panel'?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your 'Panel'...

Differentiation

- **Foundation–Year 2:**
Draw the action and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining a faithful action and its benefit
- **Years 5–6:**
Write one or more paragraphs explaining how honour and reverence support strong communities

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Relationships

Parent/Tutor Says

“Honour and reverence guide how we speak, listen, and respond to others.”

“Living faithfully means caring for people even when it is difficult.”

I) Wrap-Up

Parent/Tutor Says

“This lesson reminds us that communities are shaped by everyday choices.”

“Honour and reverence help people live faithfully together.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 6.2 – Picture Study:

Fellowship and Shared Life

Lesson Type: Picture Study (Charlotte Mason method)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Observational Drawing + Oral/Written Narration

Artwork Theme: Fellowship, shared meals, and community life

Lesson Purpose (For the Parent)

In this lesson, students:

- practise careful, silent observation of a single historical artwork
- develop attention, memory, and truthful narration
- reflect on how **fellowship** strengthened early Christian communities
- consider how honour and reverence are shown through shared life and hospitality

This lesson visually reinforces Topic 6 by helping students *see* community life rather than only reading about it.

A) Introduction (Preparing for Picture Study)

Parent/Tutor Says

“In the topic this week, we have learned that Christians prayed together, learned together, rested together, and cared for one another.”

“One important way they did this was by sharing meals and time together. This is called fellowship.”

B) Vocabulary

“We need to know a few terms before we start”...

- **Fellowship** – sharing life, food, and care together
 - **Hospitality** – welcoming others
 - **Community** – people living and sharing life together
 - **Reverence** – deep respect shown through actions and attitude
-

C) Artwork for Study

Context (read aloud):

This painting shows a shared meal where fellowship, recognition, and reverence are expressed through quiet attention and hospitality.

D) Silent Observation

Parent/Tutor Says

Are you ready for our 'Picture Study' game..... Ok, I am going to show you a painting. I want you to look carefully at this painting for a short time, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture on the next page.....



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E) Narration (Oral First)

Parent/Tutor Says

“Close your eyes and picture the painting. Tell me everything you remember.”

Gentle Differentiation (for the parent)

- **Younger students:**
 - People, objects, light and dark
 - “Who is at the table?” “What do you see?”
- **Middle students:**
 - Actions, posture, expressions
 - “What are the people doing?” “Who seems calm or focused?”
- **Older students:**
 - Meaning and mood
 - “What does this painting say about fellowship?”
 - “How is reverence shown without words?”

Parent may scribe briefly if helpful.

F) Second Viewing & Focused Looking

Reveal the image again.

Invite students to notice:

- use of light and shadow
- body language and stillness
- the atmosphere of the room

Ask quietly:

- “Is this a busy or peaceful moment?”
 - “How do the people treat one another?”
 - “What tells you this moment matters?”
-

G) Character Connection – Honour & Reverence in Fellowship

Parent/Tutor Says

“This painting shows that fellowship is not only about eating together, but about attention and care.”

“Honour and reverence can be shown through listening, sharing, and being present with others.”

Brief reflection:

- Fellowship builds trust and belonging

- Reverence can be quiet and gentle
-

H) Portfolio Connection

Students may add **one** of the following to their portfolio:

- **Foundation–Year 2:**
 - Simple drawing of people sharing a meal
 - Oral narration recorded by the parent
- **Years 3–4:**
 - Drawing with 2–3 narrated sentences about fellowship
- **Years 5–6:**
 - Drawing or short written reflection explaining how the painting shows community life and reverence

Accuracy and attention matter more than artistic skill.

I) Wrap-Up

Parent/Tutor Says

“This painting helps us see how shared life builds strong communities.”

Lesson 6.3 Composer Study

George Frideric Handel – *Messiah*, Part II

Rejection and Sacrifice

Composer: George Frideric Handel

Major Work: *Messiah*

Focus: Human sin, rejection of Christ, and the meaning of sacrifice

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson helps students hear how Handel uses **contrast within the same piece of music** to show both **human failure** and **God’s healing work**. The emphasis is on listening for changes in feeling and meaning rather than identifying musical terms.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“In the previous lesson, we heard music that helped us feel the sorrow and weight of Christ’s suffering.

Today, the music shows us something important about people – and about God.

It reminds us that people often go their own way, but God still works to heal and save.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“These Bible words explain why Christ suffered.”

Read aloud **Isaiah 53:6**:

“All we like sheep have gone astray; we have turned every one to his own way...”

(Read slowly. Do not explain yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You will hear two pieces of music.

The first is called *All we like sheep have gone astray*.

The second is called *And with His stripes we are healed*.

Listen carefully to how the music changes.

At first, it may sound light or wandering. Later, it becomes serious and strong.

I will play each piece only once.”

Section D – Listening

Listening Selections:

1. “*All we like sheep have gone astray*” (chorus)
2. “*And with His stripes we are healed*” (chorus – short excerpt)

(Ensure stillness and focused listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow silence.

Parent/Tutor Says softly:

“Picture what the music is showing.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me if the music sounded the same the whole time, or if it changed.”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me how the music changed from the beginning to the end.
Why do you think Handel made it sound different?”

(Encourage clear explanations.)

Years 5–6

Prompt:

“Tell me how Handel used changing music to show people going the wrong way and then being healed.
Why is that change important in the story of *Messiah*?”

(Encourage sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“When people go their own way, life can feel messy and uncontrolled.

Handel lets the music wander at first.

When the music becomes strong and serious, it reminds us that healing came through sacrifice.”

Brief spoken notes:

- Wandering sound = going astray
 - Strong, steady sound = healing and purpose
-

Section H – Scripture Connection

Re-read the second half of **Isaiah 53:6**:

“...and the Lord hath laid on Him the iniquity of us all.”

Parent/Tutor Says:

“This is why the music becomes serious – because the cost was real.”

Section I – Closing Thought

Parent/Tutor Says:

“Today, you listened for change and meaning in the music.
That careful listening helps us understand both the problem and God’s answer.”

Lesson 7.1 Character – Honour & Reverence in Sacred Spaces

Subject Focus: Character (HASS – Civics & Citizenship aligned)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Sacred Space Behaviour Reflection Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Honour and reverence guide how people behave in shared and sacred spaces
 - Sacred spaces invite thoughtful behaviour, not because of the building itself, but because of what happens there
 - Communities develop expectations about conduct in important places
 - Respectful behaviour helps shared spaces serve everyone well
 - Character is revealed through posture, speech, and self-control
-

A) Introduction

(Thinking about how behaviour reflects values and respect)

Parent/Tutor Says

“In the last lessons, we learned why Christians built sacred spaces and how those spaces shaped community life.”

“Today we will think about how people are expected to behave in those spaces.”

“This lesson helps us understand that honour and reverence are shown through actions.”

B) Vocabulary

(Discussing behaviour and respect clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Honour** – showing respect through actions
 - **Reverence** – deep respect shown through attitude and behaviour
 - **Posture** – how the body is held
 - **Conduct** – behaviour
 - **Self-control** – choosing how to act
-

C) Explicit Teaching – Behaviour Reflects Values

(Respectful behaviour communicates meaning and shared values.)

Parent/Tutor Says

“People behave differently in different places.”

“In places that matter to a community, behaviour is often more careful and respectful.”

“Honour and reverence are shown through quiet voices, attentive posture, and self-control.”

D) Guided Historical Connection

Parent/Tutor Says

“In churches and cathedrals, people gathered to worship, learn, and reflect.”

“Communities taught children how to behave in these spaces so everyone could focus and participate.”

Discuss briefly:

- Quiet listening
 - Respectful movement
 - Awareness of others
-

E) Narration

Narration Prompt

“Tell me what you remember about how people should behave in sacred spaces and why.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)

- **Years 3–4:**
Oral or short written narration describing one respectful behaviour
- **Years 5–6:**
Oral or written narration explaining why behaviour matters in shared spaces

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying behaviour)

- How should we act in a quiet place?
 - What does respect look like?
-

Years 3–4

(Explaining expectations)

- Why are rules important in shared spaces?
 - How does behaviour affect others?
-

Years 5–6

(Analysing character and community impact)

- Why do communities expect different behaviour in sacred spaces?
 - How do honour and reverence help shared spaces serve everyone well?
-

G) Learning Activity – Sacred Space Behaviour Reflection Panel (Portfolio Task)

Parent/Tutor Says

“We are going to think about how behaviour shows honour and reverence.”

Task

Create a **Sacred Space Behaviour Reflection Panel** including:

- One example of respectful behaviour
- Why it shows honour and reverence
- How it helps others in the space

What is a 'Panel'?

A *panel* is a *single box*, on paper and may include a drawing, diagram, plus words to explain the idea. .

Include these things in your 'Panel'...

Differentiation

- **Foundation–Year 2:**
Draw the behaviour and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the behaviour and its effect
- **Years 5–6:**
Write a paragraph explaining how respectful behaviour supports community use of sacred spaces

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Everyday Life

Parent/Tutor Says

“Honour and reverence are shown not only in churches, but in any shared space, such as a library, a restaurant or theatre – even in another person’s car or house.

Can you think about a time that you were in a shared space? How did you behave?.....

Next time you are in a special shared space, how could you act more reverently or respectfully?”

“When people act with care and self-control, communities become peaceful and welcoming.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that behaviour matters.”

“Honour and reverence help people share important spaces well.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 7.2 – Picture Study: Sacred Space and Reverent Worship

Lesson Type: Picture Study (Charlotte Mason method)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Observational Drawing + Oral/Written Narration

Artwork Theme: Stillness, order, and reverence within a sacred space

Lesson Purpose (For the Parent)

In this lesson, students:

- practise careful, silent observation of a **sacred interior space**
- develop attention, memory, and truthful narration
- reflect on how **architecture and space encourage reverence**
- consider how honour is expressed through stillness, posture, and order

This lesson visually supports Topic 7 by helping students *see* how sacred spaces shape behaviour and worship.

A) Introduction (Preparing for Picture Study)

Parent/Tutor Says

“In this topic, we have learned why Christians built sacred spaces and how people behaved within them.”

“Some artists painted these spaces to show stillness, order, and reverence.”

B) Vocabulary

“We need to know a few terms before we start”...

- **Sacred space** – a place set apart for worship or contemplation
 - **Stillness** – quiet, calm presence
 - **Order** – careful arrangement and balance
 - **Reverence** – deep respect shown through behaviour
-

C) Artwork for Study

Title: *Interior of the Sint-Bavokerk (Church of Saint Bavo), Haarlem* (Oil on panel, 200 x 140 cm)

Artist: Pieter Saenredam

Date: c. 1648

Location: National Gallery of Scotland, Edinburgh

Accessed at www.wga.hu (Web Gallery of Art, created by Emil Krén and Daniel Marx.)

D) Silent Observation

Parent/Tutor Says

Are you ready for our ‘Picture Study’ game..... Ok, I am going to show you a famous painting. I want you to look carefully at this painting for a short time, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I’m going to turn it over so you can’t see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I’ll give you a short time to look at the picture, before I hide it.

..... 1 or 2 minutes looking at picture on the next page.....



Context (read aloud):

This painting shows a church interior designed to encourage stillness, order, and reverent attention.

E) Narration

Parent/Tutor Says

“Close your eyes and picture the painting. Tell me everything you remember.”

Differentiation Prompts (for the parent)

- **Younger students:**
 - Shapes, colours, size of the space
 - “What do you see?”
- **Middle students:**
 - Lines, light, emptiness, balance
 - “How does the space feel?”
- **Older students:**
 - Mood and purpose
 - “Why might this space help people act reverently?”
 - “What does the artist want us to notice?”

Parent may scribe briefly if helpful.

F) Second Viewing & Focused Looking

Reveal the image again.

Invite students to notice:

- the height and openness of the space
- use of light and shadow
- absence of clutter or distraction

Ask quietly:

- “Is this space busy or calm?”
 - “How might people behave here?”
 - “What helps this space feel reverent?”
-

G) Character Connection – Honour & Reverence in Sacred Space

Parent/Tutor Says

“This painting shows that sacred spaces are designed to help people slow down and pay attention.”

“Honour and reverence are supported by order, stillness, and care.”

Brief reflection:

- Reverence can be encouraged by environment

- Honour is shown through posture and attentiveness
-

H) Portfolio Connection (Optional)

Students may add **one** of the following to their portfolio:

- **Foundation–Year 2:**
 - Simple drawing of the interior space
 - Oral narration recorded by the parent
- **Years 3–4:**
 - Drawing with 2–3 sentences describing how the space feels
- **Years 5–6:**
 - Drawing or written reflection explaining how the space encourages reverence

Accuracy and careful observation matter more than artistic detail.

I) Wrap-Up

Parent/Tutor Says

“This painting helps us see how space can guide behaviour.”

‘Apart from cathedrals and church buildings are there any other types of spaces or places where you should show honour & respect?’

(Answers might include... Libraries, Art galleries, Museums, Restaurants, Theatres, School Classrooms or outdoor learning session, Someone else’s home, or just when two other people are having a conversation.)

Lesson 7.3 Composer Study

George Frideric Handel – *Messiah*, Part II

Victory and Kingship

Composer: George Frideric Handel

Major Work: *Messiah*

Focus: Christ's victory and rightful kingship

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 20–30 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson marks a **turning point** in *Messiah*. After sorrow and sacrifice, the music now begins to sound **confident, strong, and victorious**. Students listen for how Handel prepares the listener to proclaim Christ as King.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“We have listened to music that helped us understand suffering and sacrifice.

Today, the music changes again.

Handel now helps us hear that Christ's suffering was not the end.

The music begins to sound strong, confident, and victorious – like a king taking His rightful place.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“These Bible words speak about Christ as King.”

Read aloud **Psalm 24:7–10**:

“Lift up your heads, O ye gates; and be ye lift up, ye everlasting doors...”

(Read slowly. Do not explain yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You will hear two pieces of music.

The first is called *Lift up your heads, O ye gates*.

The second is called *The Lord gave the word*.

Listen for strength.

Listen for confidence.

Listen for how the music sounds as if it is moving upward.

I will play each piece only once.”

Section D – Listening

Listening Selections:

1. “*Lift up your heads, O ye gates*” (chorus)
2. “*The Lord gave the word*” (chorus – short excerpt)

(Ensure stillness and focused listening.)

Section E – Silent Thinking Pause (30 seconds)

Allow silence.

Parent/Tutor Says softly:

“Picture a great King entering.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me if the music sounded strong or gentle.

Did it sound like something important was happening?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me how the music sounded different from the sad music we heard earlier. Why do you think Handel changed the sound?”

(Encourage clear explanation.)

Years 5–6

Prompt:

“Tell me how Handel used strong, rising music to show Christ as King. How does this music prepare us for the great chorus that comes next?”

(Encourage sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“After suffering comes victory.

Handel did not jump straight to celebration.

He let the music grow strong first – so listeners would understand why Christ deserves praise.”

Brief spoken notes:

- Rising sound = victory
 - Strong chorus = authority and kingship
-

Section H – Scripture Connection

Re-read **Psalm 24:10**:

“Who is this King of glory? The Lord of hosts, He is the King of glory.”

Parent/Tutor Says:

“This question leads us directly to the next lesson.”

Section I – Closing Thought

Parent/Tutor Says:

“Next time, we will hear the most famous music Handel ever wrote.

Listen carefully today – because everything has been leading to that moment.”

TOPIC 8	LOVE, KINDNESS, GENEROSITY

Lesson 8.1 – Character: Choosing to Serve Others with Kindness and Generosity

Subject Focus: Character (HASS – Civics & Citizenship aligned)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Personal Choice & Community Impact Reflection Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Kindness and generosity are **choices**, not accidents
- Communities are shaped by the everyday decisions people make
- Early Christians were encouraged to choose generosity even when it was costly
- Honour and reverence are shown through willing service, not obligation
- Thoughtful choices help communities become safer, fairer, and more caring

A) Introduction

(Thinking about choice, responsibility, and moral decision-making.)

Parent/Tutor Says

“In this topic, we have learned that love was shown through kindness and generosity.”

“Today we will think about how people *choose* to act kindly and generously.”

“This lesson helps us understand that communities are shaped by the choices people make every day.”

B) Vocabulary

(Discussing choice and responsibility clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Choice** – deciding between actions
 - **Willing** – choosing freely, not forced
 - **Sacrifice** – giving up something for others
 - **Impact** – the effect an action has
 - **Responsibility** – being accountable for choices
-

C) Explicit Teaching & Story – Choices Shape Communities

(Communities are formed through repeated personal decisions.)

Parent/Tutor Says

“Every day, people make choices that affect others.”

“Kindness and generosity require noticing needs and responding willingly.”

“Early Christians believed choosing generosity showed honour toward God and care for people.”

Today we are going to read a story that is not from the Early Church period, but it is an example of how true Christians through all generations show kindness.

This is a message from Bob & Debby Gass at ‘Vision Word for Today’ on January 24, 2026

LOVE & SERVE OTHERS:

The Bible verse (Galatians 5:13 NKJV) says “Through love serve one another.”

In 1881, shortly after Booker T. Washington became head of the Tuskegee Institute in Alabama that trained schoolteachers, he was walking past the house of a wealthy family. Assuming that Washington was one of the yard workers her husband had hired, the woman of the house asked him if he would chop some wood for her.

Professor Washington smiled, nodded, took off his coat, and chopped the wood. When he carried the armload of wood into the woman’s kitchen, a servant girl recognised him and rushed to her mistress to tell her of his identity. The next morning the woman appeared in Washington’s office. Apologising profusely, she said repeatedly, “I did not know it was you I put to work.” Washington replied with generosity, “It’s entirely alright, madam. I like to work, and I’m delighted to do favours for my friends.” The woman was so taken with his manner and his willingness to forgive that she gave generous gifts to the institute. She also persuaded many of her wealthy friends and acquaintances to do likewise. In the end, Washington raised as much money for the institute from this one act of chopping wood as he did from many other fundraising events.

The Bible says, “*Through love serve one another. For all the law is fulfilled in one word, even in this: ‘You shall love your neighbour as yourself’*” (vv. 13-14 NKJV).

What can we learn from Booker T. Washington?

Two things:

- (1) **Every seed of kindness you sow brings an eventual harvest of blessing into your life.**
 - (2) **The way to get ahead in life is to love and to serve others.**
-

D) Guided Historical Connection

Parent/Tutor Says

“Christian teachings encouraged people to give freely, forgive quickly, and help others.”

“These choices were not always easy, but they helped communities remain united and caring.”

Discuss briefly:

- Choosing patience & forgiveness
 - Sharing resources
 - Helping without recognition
-

E) Narration

Narration Prompt

“Tell me what you remember about why choosing kindness and generosity matters.”

Differentiation

- **Foundation – Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing a kind choice
- **Years 5–6:**
Oral or written narration explaining how choices affect communities

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying kind choices)

- What is a kind choice?
 - How can we help others?
-

Years 3–4

(Explaining impact)

- Why does generosity help people feel safe?

- How do choices affect others?
-

Years 5–6

(Analysing responsibility and community wellbeing)

- Why are willing choices more meaningful than forced ones?
 - How do repeated choices shape the character of a community?
-

G) Learning Activity – Personal Choice & Community Impact Reflection Panel (Portfolio Task)

(This activity integrates character learning with civic responsibility and contributes directly to the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to think about how our choices affect others.”

Task

Create a **Personal Choice & Community Impact Reflection Panel** including:

- One example of a kind or generous choice
- Why the choice shows honour and reverence
- How the choice helps others or the community

Differentiation

- **Foundation – Year 2:**
Draw the choice and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the choice and its effect
- **Years 5–6:**
Write a paragraph explaining how personal choices shape community life

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence Through Willing Choice

Parent/Tutor Says

“Honour and reverence are shown when we choose to care for others.”

“Generosity means acting with willingness and humility.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that kindness and generosity begin with choice.”

“When people choose to care for others, communities grow strong and trusting.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal (*making the world a better place through kindness*)
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 8.2 – Picture Study: Love and Service in Action

Lesson Type: Picture Study (Charlotte Mason method)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Observational Drawing + Oral/Written Narration

Artwork Theme: Love expressed through humble service

Lesson Purpose (For the Parent)

In this lesson, students:

- practise careful, silent observation of one artwork
- strengthen attention, memory, and truthful narration
- reflect on how **love is shown through service**, not status
- consider how honour and reverence are expressed through humility

This lesson visually completes Topic 8 by helping students *see* love, kindness, and generosity lived out.

A) Introduction (Preparing for Picture Study)

Parent/Tutor Says

“In this topic, we have learned that love was shown through kindness and generosity.”

“Artists have often painted moments of service to help people remember what love looks like in action.”

“Today we will study another painting very carefully. Picture Study is about quiet attention and remembering truthfully.”

B) Vocabulary

“We need to know a few terms before we start”...

- **Service** – helping others
 - **Humility** – not seeking attention or praise
 - **Compassion** – caring deeply about others
 - **Reverence** – deep respect shown through actions
-

C) Silent Observation

Parent/Tutor Says

“I will show you the picture for a short time. Look carefully and quietly. Try to notice as much as you can. When I remove it, I will ask you to tell me what you remember.”

- Allow silent viewing (about a minute or so)
- Remove or cover the image

(Stillness and attention are essential to Picture Study.)



Title: *Jesus Washing Peter's Feet*

Artist: Ford Madox Brown

Date: 1852–1856

Location: Tate Britain, London

E) Narration (Oral First)

Parent/Tutor Says

“Close your eyes and picture the painting. Tell me everything you remember.”

Gentle Differentiation (for the parent)

- **Younger students:**
 - People, actions, objects
 - “What is happening?”
- **Middle students:**
 - Expressions, posture, relationships
 - “Who is serving?” “Who is surprised?”
- **Older students:**
 - Meaning and message
 - “What does this painting teach about love and service?”
 - “Why might this act have been unexpected?”

Parent may scribe briefly if helpful.

F) Second Viewing & Focused Looking

Reveal the image again.

Invite students to notice:

- body language and facial expressions
- who is standing and who is kneeling
- use of space and attention

Ask quietly:

- “Who has power in this moment?”
 - “How does this show humility?”
 - “What feelings does this scene create?”
-

G) Character Connection – Honour & Reverence Through Service

Parent/Tutor Says

“This painting shows love expressed through humble service, challenging ideas of power and importance.

Love is often shown through serving others.

Honour and reverence are expressed when people choose humility instead of their own importance.”

Brief reflection:

- Service as a form of leadership
 - Reverence shown through action, not words
-

H) Portfolio Connection (Optional)

Students may add **one** of the following to their portfolio:

- **Foundation – Year 2:**
 - Simple drawing of the act of service
 - Oral narration recorded by the parent
- **Years 3–4:**
 - Drawing with 2–3 sentences describing the act of service
- **Years 5–6:**
 - Drawing or written reflection explaining how the painting shows love, humility, and reverence

Accuracy and careful observation matter more than artistic detail.

I) Wrap-Up

Parent/Tutor Says

“This painting helps us see what love looks like in action.”

Lesson 8.3 Composer Study

George Frideric Handel – *Messiah*, Part II

Hallelujah: Christ the King

Composer: George Frideric Handel

Major Work: *Messiah*

Focus: Christ proclaimed as King of Kings

Lesson Type: Listening & Narration (Charlotte Mason style)

Time: 25–35 minutes

Lesson Purpose (for the Parent/Tutor)

This lesson completes the journey through **Part I and Part II of *Messiah***. Students listen to the **Hallelujah Chorus** as a proclamation – not entertainment – recognising how Handel gathers all previous themes (promise, suffering, victory) into one declaration of praise.

Section A – Composer Context

Parent/Tutor Says (read aloud):

“Everything we have heard so far in *Messiah* has been leading to today’s music.

Handel did not write the *Hallelujah Chorus* to be surprising or noisy. He wrote it to declare truth.

By this point, listeners have heard about promise, birth, suffering, sacrifice, and victory.

Now the response is praise.”

Section B – Scripture Before Listening

Parent/Tutor Says:

“These are the Bible words that Handel set to music.”

Read aloud **Revelation 19:6** and **Revelation 19:16**:

“Alleluia: for the Lord God omnipotent reigneth.”

“And He hath on His vesture and on His thigh a name written, KING OF KINGS, AND LORD OF LORDS.”

(Read slowly. No explanation yet.)

Section C – Listening Preparation

Parent/Tutor Says:

“You are about to hear the *Hallelujah Chorus*.

Many people stand when this music is played – not because they have to, but because they want to show respect and joy.

You may stand if you wish, or you may sit very still.

Listen for strong words, repeated praise, and the sound of many voices declaring one truth.

I will play it once, from beginning to end.”

Section D – Listening

Listening Selection:

“Hallelujah Chorus” (full)

(Ensure stillness and attentive listening throughout.)

Section E – Silent Thinking Pause (30–60 seconds)

Allow silence.

Parent/Tutor Says softly:

“Hold the music in your mind.”

Section F – Narration (Differentiated)

Foundation–Year 2

Prompt:

“Tell me what the music sounded like.
Did it sound strong and happy?”

(Oral narration only.)

Years 3–4

Prompt:

“Tell me what words or sounds you remember most.
Why do you think this music is called *Hallelujah*?”

(Encourage complete sentences.)

Years 5–6

Prompt:

“Tell me how the music showed Christ as King.
Why do you think Handel repeated the words so many times?”

(Encourage sequenced narration.)

Section G – Guided Reflection

Parent/Tutor Says:

“The word *Hallelujah* means ‘Praise the Lord.’

Handel repeats it because this praise is not quiet or uncertain.

The music is strong because Christ’s kingship is sure.”

Brief spoken notes:

- Repetition = certainty
 - Loud chorus = universal praise
 - Strong rhythm = authority
-

Section H – Scripture Connection

Re-read **Revelation 19:6**:

“For the Lord God omnipotent reigneth.”

Parent/Tutor Says:

“This is not just a song. It is a declaration.”

Section I – Closing Thought

Parent/Tutor Says:

“You have listened carefully through promise, sorrow, and victory.

The *Hallelujah Chorus* reminds us that the story does not end in sadness, but in praise.”

Optional Gentle Extension (Choose One)

- **Quiet Drawing:** Draw what the music made you imagine.
- **Copywork (Years 3–6):** Copy one line from Revelation 19.
- **Listening Again (All Ages):** Re-listen later in the week and narrate again briefly.

TOPIC 9

CULMINATING PROJECT OR ASSESSMENT

ASSESSMENT BRIEF

STUDENT TASK

Across the term, students will create a **portfolio or exhibition** in their History Journal, that may include:

- Illustrated timelines
- Simple maps and journey routes
- Short written or oral narrations
- Artwork observations and responses (Picture Study)
- Music listening reflections (Composer Study)
- Character reflections linked to Honour & Reverence

The project may be presented as:

- A booklet or lapbook
- A wall or table exhibition
- A digital slideshow
- An oral presentation supported by visuals

EVIDENCE COLLECTED OVER TIME

Area	Evidence Examples
History & Civics	Timelines, narrated summaries, cause-and-effect explanations
Geography	Annotated maps, journey routes, place connections
Character	Reflections on honour, reverence, worship, service
Picture Study	Observational drawings, visual narrations
Composer Study	Listening reflections, mood descriptions
Communication	Oral explanations, labelled visuals, short written texts

Collect samples of your learning activities from this Tutor Guide, and include them in your History Portfolio.