



# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification (School Selected Unit)



**Title:** *Belief Through Art: How do people express their spiritual ideas through the arts?*

**Year Group:** 3/4 (But could also be 5/6)



## Guidance for Teaching Religious Education in Special Schools and Designated Special Provision Units (DSPs)

Special Schools and Designated Special Provision Units (DSPs) are required to teach the Agreed Syllabus as far as it is practicable. Curriculum entitlement for pupils in Special Schools means that they should be encouraged to use the syllabus as a resource and select work from the Programmes of Study that is appropriate and practicable.

Teachers in Special Schools and DSPs should modify and adapt the Programmes of Study to meet the range of needs of the pupils, which will include profound and multiple learning difficulties, moderate and severe learning difficulties, emotional and behavioural difficulties, and physical disabilities.

Expectations of attainment in Religious Education for pupils in Special Schools or DSPs and for those pupils identified with special educational needs in mainstream schools will be different.

In order to support teachers to incorporate the principles of inclusion in their planning, “P” Levels are identified in the Agreed Syllabus, based upon work from the Qualifications and Curriculum Development Agency (QCDA). These Performance Descriptions outline early learning and attainment before Level 1 in eight levels from P1 to P8.

This guidance is offered to support the planning, development and implementation of the Religious Education curriculum for pupils with learning difficulties. Much of the guidance in this Appendix is taken from QCDA's publication, “Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties - Religious Education” (2009). (This document can be found in the Support Materials).

Pupils in Special Schools have the same entitlement to Religious Education as pupils in mainstream schools.

Learning about and learning from religion and beliefs are important for all pupils because Religious Education helps pupils develop an understanding of themselves and others.

Religious Education offers pupils with learning difficulties opportunities to:

- Develop their self-confidence and awareness;
- Understand the world they live in as individuals and as members of groups;
- Bring their own experiences and understanding of life into the classroom;
- Develop positive attitudes towards others, respecting their beliefs and experience;
- Reflect on and consider their own values and those of others;
- Deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in Religious Education by:

- Moving from a personal to a wider perspective;
- Increasing their knowledge of religious beliefs, practices and experiences;
- Developing understanding of the meaning of stories, symbols, events and pictures;
- Developing and communicating their individual responses to a range of views.

## Modifying the Curriculum for Religious Education

- Schools are expected to plan a programme of Religious Education that follows the Agreed Syllabus.
- Schools may modify the units of work in order to give all pupils relevant and appropriately challenging work at each key stage.
- The teachers in each school are in the best position to know what their pupils are capable of achieving in Religious Education and the best way of helping them to get there.

**Teachers can modify the units of work by:**

- Approaching the content at a very simple or basic level;
- Focusing on one aspect or multiples of aspects of the unit of work, in depth or in outline;
- Integrating, for pupils at the early stages of learning, Religious Education with other subjects and as part of their everyday activities, including routines and shared events;
- Accessing Religious Education through personal exploration and contact with a range of people;
- Providing a variety of learning environments and contexts in which content can be delivered;
- Providing a range of teaching approaches to meet the needs of individuals and groups;
- Maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding.

## Learning about Religion and Belief (AT1)

For all pupils, their knowledge and understanding of different religions and beliefs begins with awareness that some objects and people are special. They start to experience different religions and beliefs in their own community and wider world.

They learn about similarities and differences and recognise the value of contact with people practising different religions and beliefs.

Teaching this attainment target across key stages can help pupils to:

- Encounter religious ideas expressed in a range of ways, for example, through pictures and sounds;
- Explore the special elements in Christianity and other religions represented in the UK, for example, music, food and artefacts;
- Find out how people express their religious beliefs, for example, singing and prayer;
- Discover how religions deal with loss and bereavement;
- Meet and communicate with people practising Christianity and other religions represented in the UK;
- Find out about religion in their community;
- Recognise and celebrate the similarities and differences in people and religions;
- Become familiar with a range of stories from Christianity and other religions and cultures.

## Learning from Religion and Belief (AT2)

Learning from religion and belief begins with awareness that each pupil is personally valued and that others are special too. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their ideas and feeling in a variety of ways.

Teaching this attainment target across key stages can help pupils to:

- Appreciate the world;
- Explore the significance of, and ask questions about, what they learn;
- Explore the things, times and events that are special in their lives, for example, music, food and celebrations;
- Experience times of stillness and quietness and develop the skill of reflection;
- Share feelings, experiences and their work with others;
- Appreciate the value of others and being part of a group;
- Develop an understanding of moral values.

## Improving access to the Religious Education Curriculum

**Staff can make Religious Education more accessible by focusing on the senses.**

Access can be improved by:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden;
- Giving pupils first hand experiences, for example, visitors to schools, visits to religious buildings, involvement in festivals;
- Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using a range of resources, (for example, interactive / sensory stimuli, information and communication technology) to increase pupils' knowledge of religions and the elements in them;
- Using specialist aids and equipment;
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves;
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing;
- Being aware of the pace at which pupils work and of the physical and mental effort required;
- Balancing consistency and challenge, according to individual needs.

Teaching Religious Education can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, for example, large print, symbols and symbol text. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills will develop as they use alternative and augmentative communication, for example, body movements, eye gaze, facial expressions and gestures including pointing and signing.

## Performance Descriptions (“P Levels”)

For many pupils in Special Schools and DSPs, the Level Descriptions will not be an appropriate means to measure their progress. Where pupils' attainment is likely to be below Level One in the Level Description, schools should use the Performance Descriptions. They outline early learning and attainment before Level One in eight levels from P1 to P8.

The Performance Descriptions can be used by teachers in the same way as the Agreed Syllabus Level Descriptions to:

- Decide which description best fits a pupil's performance over a period of time and in different contexts.
- Develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long, medium and short term planning.
- Track linear progress towards attainment at Level One.
- Identify lateral progress by looking for related skills at similar levels across their subjects.
- Record pupils' overall development and achievement, for example, at the end of a year or key stage.

### P Levels

- P levels 1-3: **early development** expected across the curriculum
- P levels 4-8: development specifically **related to Religious Education**

### Early Development (P levels 1-3)

- P1** Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, *e.g. startling at sudden noises or movements.*
- P2** Pupils begin to respond to familiar people, events and objects, *e.g. reaching and holding objects, smiling and turning to familiar voices.* They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, *e.g. protesting or requesting, using facial expressions to enhance meaning.*
- P3** Pupils begin to communicate intentionally. They show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys, artefacts or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.



## Performance Descriptions in RE (P levels 4-8)

Levels P4 to P8 describe pupils' performance in terms of the development of skills, knowledge and understanding in Religious Education. The descriptions provide an example of how this can be done.

- P4** Pupils use single elements of communication, *for example, words, gestures, signs or symbols*, to express their feelings. They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.
- P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, *for example, involving music, drama, colour, lights, food or tactile objects*. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.
- P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.
- P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.
- P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religions and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.



## P Scale Descriptions in action: Pupil-Friendly Version with Exemplars

Level	I can...	I can...	I can...	I can...	I can...	I can...
<b>P1</b>	lie, sit, be part of my group whilst an RE session is running	turn my head or eye point towards an auditory/visual stimulus	smile and look towards an adult	turn towards/away from an olfactory stimulus.	become very quiet in response to worship music	become very quiet and still in response to a situation where there is silence
<b>e.g.</b>	experience the RE session	turn to guitar, human voice, white board, light	child makes definite response to adult speaking or singing	candle, incense, spices	child moving body/limbs in normal fashion will cease movement	church, sensory room
<b>P2</b>	clap, vocalise, hum, sing in response to songs and music	move my body towards light, sound or scent	enjoy celebrations with my class group (Passover, birthdays, Christmas)	show response to touching or holding a religious artefact	recognise familiar people (regular visitors, class staff)	perform a simple, repetitive action with an artefact
<b>e.g.</b>	clap to a song being used in the RE lesson	child reaches out arms, leans forward in wheelchair or rolls body towards stimuli	child may smile, clap, make vocal sounds	child may grasp, stroke, accept prolonged contact with object or may drop and discard object	smile, eye contact, reach to touch	put prayer cap on head, ring bell, wave flag

<b>P3</b>	request events or activities	sustain concentration for short periods	explore materials in a more complex way	anticipate events or activities	actively explore events and objects for longer periods	greet known people
<b>e.g.</b>	touch guitar, pull adult in direction of activity, point, perform action that is a known part of an activity	child sits voluntarily in circle for some part of story or activity	make marks in sand or clay	after music or candle, child may point to story book, whiteboard, RE box or symbol	hold, turn and explore an object and pass to another child	by pointing to photo, finger-spelling or saying name

Level	AT1	AT1	AT2	AT2	AT2
<b>P4</b>	use simple elements of communication to express my feelings	join in with activities by starting ritual actions or sounds	<i>show an understanding of yes or no</i>	<i>respond to the feelings of others</i>	<i>demonstrate an appreciation of stillness and quiet</i>
<b>e.g.</b>	communicate to your teacher you liked the piece of music from religion	join in with a song about celebration	<i>communicate a response to a simple question with a visual cue when looking at a religious book</i>	<i>join in with laughter at a funny puppet show which is illustrating a religious story</i>	<i>join in with the class candle time (quiet reflection time)</i>
<b>P5</b>	use words, gestures, signs and symbols in response to a simple, familiar question or experience connected to RE	use simple phrases to talk about a story or picture	<i>respond to a variety of new religious experiences</i>	<i>take part in an activity involving two or three others</i>	<i>engage in moments of individual reflection</i>
<b>e.g.</b>	close hands as a symbol of prayer	'Sita gone.' in the story of Rama and Sita	<i>taste some new food, or respond to music from religion</i>	<i>use gestures, symbols or signs to show a like or dislike, move away / towards an artefact</i>	<i>sit still in a quiet moment in the RE lesson</i>

Level	AT1	AT1	AT2	AT2	AT2	AT2
<b>P6</b>	carry out ritualised actions in familiar circumstances	contribute to celebrations and festivals	<i>respond to others in a group and co-operate when in a group</i>	<i>respond to familiar stories, poems and music from religions</i>	<i>express and communicate my feelings in different ways</i>	<i>See that my actions affect others.  Show concern and sympathy for others in distress</i>
<b>e.g.</b>	join in with a happy birthday song	take part in the Christmas play	<i>look at the speaker and or the person holding the resource</i>	<i>answer a simple question about a religious story – ‘Where is Jesus in the picture?’</i>	<i>choose a sad face symbol to show unhappiness</i>	<i>clapping as a positive response to another’s success, comforting someone who is crying</i>
<b>P7</b>	listen to and follow a religious story	communicate my ideas about religion, life events and experiences using simple phrases	<i>find out about different aspects of religion through stories, music, visits and drama and respond to questions</i>	<i>evaluate my work and behaviour in simple ways and know some actions as right or wrong according to their consequences</i>	<i>communicate my feelings on what is special to me</i>	<i>make a purposeful relationship, recognising that other people have different needs</i>

e.g.	name at least one key religious person within the story	'I miss my pet dog'	<i>go to a synagogue and share what they have discovered</i>	<i>make a comment on their work or behaviour: 'I concentrated on the DVD' / 'Sorry I hurt you'</i>	<i>I had a party and presents for my birthday</i>	<i>make a collage with others, respecting other people's choices</i>
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Level	AT1	AT1	AT2	AT2	AT2	AT2
<b>P8</b>	listen attentively to religious stories or to people talking about religion	communicate simple facts about religion and its importance for some people	<i>understand that religious stories can carry moral and religious meaning</i>  <i>Retell a religious story</i>	<i>communicate ideas, feelings or responses to experiences</i>  <i>Demonstrate a basic understanding of what is 'right' and 'wrong' in familiar situations</i>	<i>realise the significance of religious artefacts symbols and places</i>	<i>reflect on what makes me happy sad, excited or lonely</i>  <i>Show sensitivity and respect to others and their environment</i>
<b>e.g.</b>	ask 'Why did the father welcome back his son with open arms?' (story of the Prodigal Son)	know the Torah is a special text for Jews	<i>talk about how David showed courage when he met Goliath</i>	<i>tell a friend about your visit to a local church</i>  <i>Think about whether people were right or wrong when they met the injured man in the story of the Good Samaritan</i>	<i>cover head, wash hands and feet before entering a Mosque</i>  <i>Change behaviour within the Mosque</i>	<i>'I was lonely when my friend was away sick'</i>  <i>Be friendly to someone feeling sad</i>

# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification – School Selected Unit

**Title:** **Belief Through Art: *How do people express their faith or their spiritual ideas through the arts?***

**Year Group:** **3/4 (But could also be 5/6)**

### **About this unit:**

This unit enables pupils to engage with spiritual ideas through the arts. The focus is on engagement with Christian ideas explored through the arts. Pupils are enabled to think for themselves about questions to do with the meaning, history and spirituality behind the works studied. Pupils are encouraged to consider what can be learned from these expressions of faith by referring to their own experiences, beliefs and values. The unit can work across a wide age range, and makes an exciting focus for an 'arts and RE' week, or some other way of working in intense time periods.

Schools could consider using artists in residence or visiting creative educators to enhance the pupils learning.

### **Where this unit fits in:**

**This is a unit that can be selected by schools in addition to the mandatory units.**

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of spirituality in the arts by using the concepts of worship, meditation and celebration.

This unit contributes to the continuity and progression of pupils' learning by developing their knowledge of Christianity from other units.

The unit builds upon the learning from the Foundation Stage and KS1 units such as "Celebrations and Special Times" and 'What Makes a Place Special for Christian People?' It also links with aspects from other KS2 units involving the church year, light and dark and the wonder of creation. The unit also has strong links with the arts and the literacy curriculum.

**Estimated teaching time for this unit: 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum as appropriate to maximise learning opportunities and experiences.

### **Key Fields of Enquiry addressed in this unit:**

#### **AT 1: Learning about Religion and Belief**

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

#### **AT 2: Learning from Religion and Belief**

- *Questions of Meaning, Purpose and Truth*



**The core RE concepts that the unit develops are:**

**Beliefs** (Beliefs can be expressed in many different forms and many different ways);

**Commitment** (People do things because of their beliefs);

**Symbolism** (Symbols can convey meanings).

**Attitudes Focus**

This unit will help pupils to explore attitudes of:

- **Appreciation and wonder** by developing their capacity to respond to works of art, to be creative and to enter into life's mysteries with imagination;
- **Open mindedness** by engaging in positive discussion and debate about the ideas of faith expressed in the works of art studied.

**The unit will provide these opportunities for pupils:**

- To consider the concepts of worship, meditation and celebration developing their understanding of what people do because of their beliefs and commitments;
- To consider how beliefs can be expressed through symbolism;
- To consider a diverse range of views about questions of expression and meaning in relation to spirituality and faith;
- From the study of Christianity, pupils will be able to think about their own experiences and views in relation to questions of spirituality in the arts;
- Exploring Christian arts through a range of media; discussing the significance of this art to Christian communities and reflecting and responding personally to the artwork they have seen and heard.

**Background information for the teacher:**

This unit gives the children an opportunity to engage with Christian ideas through the arts and to encourage them to express their own opinions about the arts explored. Many of the art works explored have great meaning and history behind them and this unit offers a taster and should link in with the children's knowledge of Christianity from other units.

Many religious traditions use art as a way of engaging with followers and believers.

- In Muslim thinking, patterns and colour are used but not representations of people.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b><i>Religions and human experience</i></b>            Belief            Christian            Commitment            Faith            Spiritual            Spirituality</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ Christian visitors to talk about their favourite piece of religious art.</li> <li>▪ A visit to a church or cathedral to see stained glass windows and other artwork contained within them.</li> <li>▪ Percussion instruments.</li> <li>▪ Icon - "Jesus through Art", Mary Cooling.</li> <li>▪ Contemporary classical spiritual music is good to use in this area: John Tavener, John Rutter, and Andrew Lloyd Webber are examples.</li> <li>▪ Some contemporary artists such as Bill Viola or Mark Wallinger offer challenging imagery. (Web links).</li> <li>▪ <a href="http://www.ngfl-cymru.org.uk">www.ngfl-cymru.org.uk</a> is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group. Look at the KS3 sound presentation on Worship (very useful in this unit for Y3-6).</li> <li>▪ Examples of music from different religions.</li> <li>▪ Posters, photographs and postcards of paintings from galleries etc.</li> <li>▪ Miracle plays translated for children.</li> <li>▪ Internet sites.</li> <li>▪ Museums and art galleries.</li> <li>▪ <a href="http://www.fischy.com">www.fischy.com</a> provides some of the best contemporary music for children in Christianity.</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.request.co.uk">www.request.co.uk</a></li> <li>▪ <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>▪ <a href="http://www.vanpouilles.co.uk">www.vanpouilles.co.uk</a> A supplier of vestments and textiles to churches. This is an easy to use visual website.</li> <li>▪ <a href="http://www.theresite.org.uk">www.theresite.org.uk</a></li> </ul> <p><b>Books</b></p> <p>Wood, Logan and Rose, 1997, <i>Dimensions in Religion: Places and Spaces</i>, Nelson Thornes</p> <p>Phil Grice, <i>Active Resources for Christianity 1</i>, Heinemann, ISBN 435303724</p> <p>'<i>I Wonder</i>' (story of St Alban)</p> <p>A useful pack of materials for exploring Easter at different levels is published by the Diocese of Bath &amp; Wells, 2002, <i>Easter: a whole-school scheme of work</i>, Wells: (The Old Deanery RE Resources Centre. Price £10)</p> <p><i>Picturing Easter</i> (RE Today 2008) provide good ideas for visual learning here.</p> <p><i>Jesus Through Art</i> by Margaret Cooling RMEP</p> <p><i>Images of Jesus in Art</i> (BBC) ISBN 1 9017 10246 (Video and Booklet)</p>

*The Christ we Share* (CMS/USPG)  
Lion publish a variety of Bible stories that are useful for retelling. *The Lion Storyteller Bible* ISBN 780745929217  
RE Today Publications: *Picturing Jesus* 2003 - Photographs/ pictures of Jesus with questions and reflections for pupils.  
Christian Artefact cards – *Religion in Evidence* series - published TTS, Monk Road, Alfreton, Derbyshire, DE55 7RL  
CD Roms are available for a range of Christian music – both traditional and contemporary.

Online searchable sacred texts from different religions at:  
[www.ishwar.com](http://www.ishwar.com)  
[www.jesusmafa.com](http://www.jesusmafa.com) – images of Jesus from the Cameroon  
[www.gallery.euroweb.hu](http://www.gallery.euroweb.hu) – an online database of thousands of paintings all digitally reproduced.

**Contributions to spiritual, moral, social and cultural development of pupils:**

- Opportunities for **spiritual development** come from understanding how art enables Christians to express their feelings and thoughts in worship;
- Opportunities for **cultural development** come from recognising the impact of both culture and belief on the art explored and the significance on Christian communities of this art.

<b>EXPECTATIONS: At the end of this unit....</b>		
<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Retell some Bible stories through drama, giving some thought to characters' actions (AT1).</li> <li>▪ Identify some meanings of church liturgical colours (AT1).</li> <li>▪ <i>Respond sensitively to the ideas of the artist (AT2).</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the symbolism and teaching behind church liturgical colours (AT1).</li> <li>▪ Use religious or spiritual vocabulary which expresses some of the feelings described in Christian writing and expressed through art (AT1).</li> <li>▪ <i>Make links between story and values in Christianity and in their own experience (AT2).</i></li> </ul>	<p><b>Pupils working at level 4 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Use a widening religious vocabulary to show that they understand the way that key events in the Christian calendar relate to church liturgical colours and the feelings and ideas expressed (AT1).</li> <li>▪ <i>Apply ideas from the Christian art forms studied to their own life experience (AT2).</i></li> </ul>
<p><b>Teachers would also need to plan for Level 5 if working with Upper Key Stage 2</b></p>		
<p><b>ASSESSMENT SUGGESTIONS</b></p>		
<p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p>		
<p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.</p>		
<p>Assessment opportunities might include:</p>		
<ul style="list-style-type: none"> <li>▪ allowing pupils to respond through drama, dance, painting, writing and music;</li> <li>▪ 'commissioning' pupils to produce a picture / sculpture of Jesus or the cross for a church / organisation, using ideas and inspiration from the unit to do this, and then interviewing pupils to discuss why they have chosen a particular image, media.</li> </ul>		
<p><i>Higher attaining pupils: To extend this work, ask pupils to represent a Bible story in their own way using creative materials, and to show two different ways the story might have a meaning.</i></p>		

## UNIT TITLE: Belief Through Art: *How do people express their spiritual ideas through the arts?*

**Key Questions:** *What is the spirit? What is spiritual?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest what spiritual might mean.</p> <p>To show understanding of how different people may find different things spiritual at different times.</p>	<ul style="list-style-type: none"> <li>• Have the word “spirit” or “spiritual” up on the board. In pairs, invite pupils to discuss what the word could mean. Ask pupils to write their ideas on a sticky note and say and place on the board in turn.</li> <li>• Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the website <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a>. The words matter as much as the images. A good way to introduce this is to select 6 images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness.</li> <li>• Tell pupils that musicians cannot agree what music is, but they all know about it, and can make it. ‘Spiritual’ is also a word that makes people argue sometimes, but a useful word.</li> <li>• Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God). This is a useful ‘working description.’ Put it on a poster for the duration of this unit, and keep referring to it.</li> <li>• Use a collection of photos and postcards, spread out on desks around the room: include some of the natural world and its wonders, the environment and some of people of all ages and races. Put some religious pictures from different faiths there as well, and some that are more abstract.</li> <li>• Ask pupils to walk round and think: which four cards would I like on my wall? Which two are spiritual for me today? What would a person who cared about the spirituality of the earth choose? What would a person who cared about God choose? Pupils need to record their thoughts and share in a pair the images that were spiritual for them.</li> </ul>	<p>I can say what I think ‘the human spirit’ means. (AT1 L2)</p> <p>I can make a link between the word ‘spiritual’ and some images. (AT1 L3)</p> <p><i>I can describe why an image is spiritual for me. (AT2 L3)</i></p> <p><i>I can show that I understand that people use the word ‘spiritual’ in different ways. (AT2 L4)</i></p> <p><i>I can apply the idea of the spiritual for myself, simply. (AT2 L4)</i></p>	

**Key Question: How do Christians use music in worship to express a variety of ideas and feelings to and about God?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know why music is important to Christian communities.</p> <p>To describe or show how the music makes me feel.</p>	<p><b>Music: What is spiritual about music? How do Christians make spiritual music?</b></p> <ul style="list-style-type: none"> <li>Listen to some contrasting pieces of music (The Planets, Holst, Four Seasons, Vivaldi or contemporary music). Allow the pupils to respond in drawing / taking a line for a walk as they listen. Respond in words or through dance or drama afterwards, considering what it made them think of and how it made them feel. Explain that music is important in creating moods and that Christians use music in worship to express a variety of feelings, especially about God and their spiritual lives.</li> </ul> <p><b>What is a Psalm? What do Psalms express?</b></p> <ul style="list-style-type: none"> <li>Collect a list of different feelings that pupils think worshippers might have. Explain that Christians are able to express their feelings to God. Then look at a variety of Psalms which express different feelings: Psalms 13, 23, 40 and 98 give a good variation. These could be used as literacy texts, alongside their RE use. They are poems. Pupils could write a Psalm / Reflection / Meditation in their own words with accompanying illustrations or add appropriate percussion (or use ICT music programs), working from one of the Psalms.</li> <li>Listen to a variety of Christian music that gives something of the message of the Christian faith. This could be either / both traditional or contemporary.</li> </ul> <p><b>Making judgments about music: what do you think?</b></p> <ul style="list-style-type: none"> <li>Ask pupils to make some judgements: who would use this music? Who would like it? What music would Christians play for a birth of a baby, a wedding, a funeral? Why? What would they choose for weekly sharing of bread and wine to remember Jesus, and for thanking God any day of the week? Why?</li> <li>Ask pupils some questions of wonder: I wonder: Can a song be a prayer? Is all musical spiritual? Could human life survive without music? What if there was no music? How do other religions and non-religious people use music for their spiritual lives? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p><i>I can make sensitive responses to the way music makes people feel. (AT2 L2)</i></p> <p>I can describe how music enables Christians to express their thoughts and feelings in worship. (AT1 L3)</p> <p><i>I can use music / poetry creatively to explore some stories and beliefs of the Christian faith for myself. (AT2 L4)</i></p> <p><i>I can explore my own thoughts and feelings about and through these art forms, applying ideas and methods for myself. (AT2 L4)</i></p>	<p><i>Cross curricular linking: in music pupils are to develop cultural and critical understanding through listening and evaluating music from a wide range of sources. RE is doing this in this lesson.</i></p> <p><i>Keep referring pupils to the description of the spiritual from lesson 1.</i></p>

**Key Question: *How do Christians use objects to help them concentrate on and think about God?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the use of a variety of objects in times of reflection.</p> <p>To interpret and give reasons for the use of symbolism.</p>	<p><b>Reflection: what is it, and how do Christians use the art of reflection?</b></p> <ul style="list-style-type: none"> <li>• Collect a variety of natural objects: pebbles, shells, leaves, twigs, flowers, pine cones, stones. As a circle time activity, ask the pupils to select an object and sit quietly looking at and touching the object. Ask them to think about how it looks and feels, does it remind them of other things? Can they imagine the story of their object? Draw the pupils together to share with the group if they wish.</li> <li>• Explain that Christians often use objects to help them concentrate on and think about God. Slowly and carefully, show children some Christian artefacts, and tell their 'stories' – how are they made, used and revered? Alternatively, use a candle, sculpture or picture for the children to respond to.</li> <li>• Provide pupils with pictures of Jesus from different cultures or different artistic interpretations of Jesus and allow time for reflection on these. Pupils could write or talk about how the picture helps them to understand more about Jesus.</li> <li>• Ask pupils some questions of wonder: I wonder: Can a pebble tell a story? Can a stone give humans an emotion? Do we all make symbols from natural objects? What if these objects could talk, and say just one sentence: what would they say? What do the objects Christians use 'say'? How do other religions and non-religious people use symbols and object for their spiritual lives? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p>I can explore and describe my own thoughts and feelings about and through this activity. (AT1 L3)</p> <p>I can show understanding of the way objects enables Christians to express their thoughts and feelings in reflection times. (AT1 L4)</p>	<p><i>'Picturing Jesus' packs from RE Today and 'The Christ We Share' from USPG are good sources for images of Jesus.</i></p>



**Key Question: How do colours help us to express our feelings?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To represent feelings through symbolic colours.</p> <p>To know the meanings of colours associated with the church year.</p>	<p><b>Colours: What meanings can we find in colours?</b></p> <ul style="list-style-type: none"> <li>• Give a selection of colours and feelings then ask the pupils to match them in the way they feel they want to. Alternatively, have coloured paper around the room, say a feeling and pupils respond by standing next to that colour. Try these: Calm / Angry / Thoughtful / Wise / Troubled / Excited / Anxious / Sorry / Glad / Sad / Friendly / Jealous / Young / Growing / Cosy / Scared.</li> <li>• Pupils choose a colour each and collect words they associate with it then write a poem based on that colour.</li> <li>• Use paints to mix various shades of their chosen colour to go with the poem.</li> <li>• Show pictures of churches, particularly altars with a variety of church colours displayed. Teach the pupils that many churches use these colours throughout the seasons of the year: Green for growth, red for spiritual fire, the Holy Spirit, white for forgiveness and purity, purple for passion, suffering and sorrow (see <a href="http://www.vanpoules.co.uk">www.vanpoules.co.uk</a>, a vestment manufacturer, for a great range of visuals for this work.)</li> <li>• Use a wheel to show the colours throughout the year and their meanings to the church. (See <a href="http://www.request.org.uk/main/festivals">www.request.org.uk/main/festivals</a> for explanation and worksheet.)</li> <li>• Pupils could represent a Bible story in their own way using creative materials.</li> </ul>	<p>I can use creative materials to tell stories and beliefs of the Christian faith. (AT1 L2)</p> <p><i>I can explore and describe my own thoughts and feelings about colour and emotion through this art form. (AT2 L3)</i></p> <p>I can show understanding of the way colour enables Christians to express their thoughts and feelings. (AT1 L4)</p>	<p><i>There are clear links with the SEAL programme in this work, connecting to pupils' emotional vocabulary. The art curriculum uses the concept of 'drawing to express' and links well with this lesson.</i></p>

**Key Question: How do banners, icons and stained glass windows help Christians to worship?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest the meaning behind the use of banners and stained glass windows in churches.</p> <p>To explore and reflect upon the symbolism associated with icons.</p>	<p><b>Banners, icons and stained glass windows: meanings in objects?</b></p> <ul style="list-style-type: none"> <li>• Use ICT or church visit to look at a variety of banners and stained glass windows. What do they show? (Usually a Bible story or words from scripture). How might these help the worshipping community? Take a Bible story or verse and design and make a 'stained glass' window or banner.</li> <li>• Drawn in a particular style and used predominantly by Orthodox Church in worship, icons symbolise beliefs and are designed to draw in the worshipper. <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> has a small amount of information on icons and explains perspective particularly well. Look at the features of icons and try to draw and paint in that style.</li> <li>• Give pupils a choice of either a stained glass window, or an iconic triptych to design. They could make their design based on one of these concepts: Holy Spirit / Love / Celebration / Mysteries.</li> <li>• Create a display, and ask pupils to interview each other, and write the 'art gallery notes' for their partner's design.</li> <li>• Ask pupils some questions of wonder: I wonder: Can a banner make a person think of God? Does an icon make the worshipper a more spiritual person? Can anyone be spiritual? How do other religions and non-religious people worship, or be spiritual? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p>I can use creative materials to tell stories and beliefs of the Christian faith. (AT1 L2)</p> <p><i>I can explore and describe my own thoughts and feelings about colour through these art forms. (AT2 L3)</i></p> <p>I can explain how the use of banners, icons and stained glass windows enable Christians to express their worship, thoughts and feelings. (AT1 L4)</p>	

**Key Question: *How can mystery plays teach us about God, people and human nature?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest the meaning of a Bible story or a Christian belief through the use of mystery plays.</p> <p>To work creatively and purposefully in a team to create a simple drama performance.</p> <p>To suggest the ways biblical stories express beliefs.</p>	<p><b>Mystery Plays: why have Christians dramatised the Bible so often?</b></p> <ul style="list-style-type: none"> <li>• In groups or as a whole class, collect ideas of stories the pupils know and where they are known from. Fairy tales, classic tales, family stories from books, film, Disney, television.</li> <li>• In pairs, tell one another a story known from when they were younger or about a recent film or television programme. Do the pupils enjoy telling stories to one another?</li> <li>• Ask pupils to think about a time when there was no television and many people could not read. How were stories shared? Through telling one another, through stained glass windows, music and plays.</li> <li>• The Bible tells stories not only of God, but of people and of human nature. It was extremely important to Christian people (and still is today) and needed to be shared amongst communities. Mystery plays are plays that tell these stories and teach people about God and human nature. They are often performed in churches or cathedrals. (York, Coventry and Lincoln have some good information and pictures.)</li> <li>• In small groups, of perhaps five - six pupils, take a story from Genesis, Exodus or the gospels to act out. Ask pupils to develop an improvised drama, with a narrator, lots of action, good thinking particularly about the characters and how they behave, and the idea of God 'behind' the story. Some mystery plays have God as a character, or just a voice. After the first phase of improvisation, get two groups to see each other's plays and make suggestions for improvements, before showing them to the whole class, or an audience of younger pupils, or parents.</li> <li>• Pupils could 'hot seat' a character from a Bible story to find out how they felt about something.</li> <li>• To extend higher attaining pupils, ask them to explain the similarities and differences between Bible text, mystery play, and another art form such as visual art or music.</li> </ul>	<p><i>I can describe some ways in which the spirit of Christianity is seen in drama and story. (AT2 L3)</i></p> <p>I can show, using the right words, that I understand how different art forms can express Christian beliefs. (AT1 L4)</p> <p>I can express my own views about some of the different ways Christian spirituality is expressed in the arts and drama. (AT1 L5)</p>	<p><i>Look on the internet to see what mystery play cycles are running in the year you teach this work. There are usually some interesting pictures to see. Video and streamed recordings are useful. Lincoln, Chester, Wakefield, London, York and Coventry have all hosted Mystery Plays in recent years.</i></p>

**Key Question: *What have we learned in this unit of RE?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on my own ideas about spiritual life and self expression.</p> <p>To respond to the challenge of self expression of the spiritual in a way I choose.</p>	<p><b>Expressing my learning: how can my own spiritual ideas be shared?</b></p> <ul style="list-style-type: none"> <li>• Spend some circle time with the class reviewing the unit and its stimuli.</li> <li>• Ask each pupil to choose: if they could select one piece of music, drama, poetry, art and architecture to sum up Christian beliefs about God, which ones would they choose and why?</li> <li>• Ask pupils to make a small booklet of 10 pages. 5 pages should have a picture of the five things they selected above. The facing page in each case should answer the question: why does this express spirituality to me? (Or similar)</li> <li>• This booklet is a suitable item for an assessment if you need one for this unit.</li> </ul> <p><b>Challenge: Can you make a piece of creative work to express your own spirituality?</b></p> <ul style="list-style-type: none"> <li>• In association with the wider creative arts curriculum, enable pupils to plan, design and make a painting, poem, dance, drama or sculpture that expresses their own sense of the spirit or their own idea of spiritual life.</li> <li>• Pupils might express their sense of the spiritual with reference to self, others, the earth or God ('the transcendent,' if you prefer)</li> <li>• This work will be enhanced by good modelling.</li> </ul> <p><a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> showcases some brilliant children's work in the web gallery for the NATRE 'Art in Heaven' competition.</p>	<p>I can describe some things that express the spirit of Christianity. (AT1 L3)</p> <p>I can show, using the right words, that I understand how different art works express Christian belief. (AT1 L4)</p> <p>I can express my own views about the ways Christians' spirituality is expressed in the arts and architecture. (AT1 L5)</p>	<p><i>Use a broad definition of 'spiritual' for this work – model inclusivity so that anyone can be 'spiritual' whether they are conventionally 'religious' or not.</i></p> <p><i>This task meets objectives at L4 in the art curriculum: making purposeful images and artefacts, drawing to express / visualise / dream / imagine.</i></p>