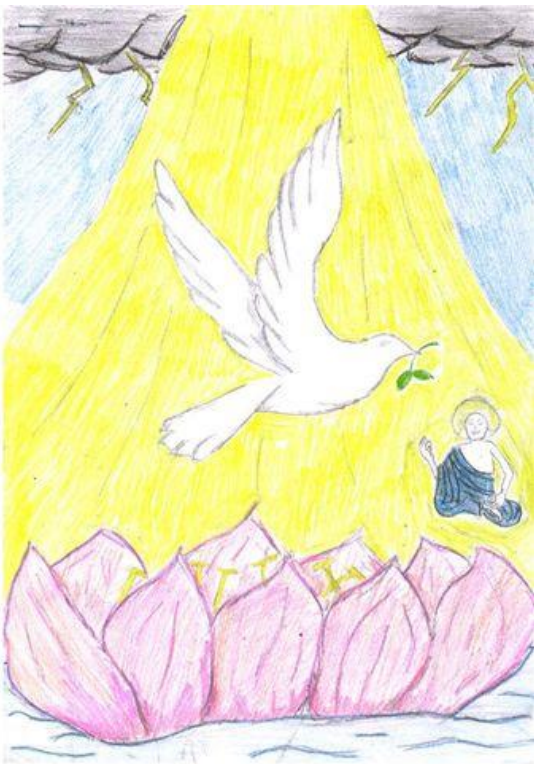




How do people express their spiritual ideas through the arts? (Christianity)

Year Group: 6



This unit of work for Religious Education provides non-statutory exemplification of some good teaching and learning for any school to use. Teachers need to check carefully that they work from their locally agreed syllabus or faith community requirements

How do people express their faith or their spiritual ideas through the arts?

Year Groups: 3 - 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: Christianity, like all religions, engages its beliefs and values in the arts in many ways, and it is illuminating for learners to consider these examples of creativity, and make creative expressions of their own.

Pupils are enabled to think for themselves about questions to do with the meaning, history and spirituality behind the works of art, drama, and music 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 should consider using artists in residence, or visiting creative educators to enhance the approaches.

Where this unit fits in

This unit will help teachers to implement the requirements for RE 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 pupil's knowledge of Christianity from other units. This unit also has strong links with the art and literacy curriculum.

Estimated teaching time for this unit: 8 – 10 hours

It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Key strands addressed by this unit

AT 1: Learning about Religion

- Beliefs, teachings and sources
- Expressing meaning

AT 2: Learning from Religion

- Meaning, purpose and truth

Attitudes focus

Pupils will explore attitudes of:

- **Open-mindedness** by engaging in positive discussion and debate about the ideas of faith expressed in the works of art studied.
- **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.

Curriculum opportunities

The unit will provide opportunities for pupils to:

- consider the concepts of worship, meditation and celebration.
- consider a diverse range of views about questions of expression and meaning in relation to spirituality and faith.
- think about their own experiences and views in relation to questions of spirituality in the arts, drawing on their study of **Christianity**
- explore Christian arts through a range of media; discuss the significance of this art to Christian communities; respond personally to the artwork they have seen and heard.

Background information for the teacher

This unit gives the pupils 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 may have great meaning and history behind them and this unit offers a taster and should link in with the pupils' knowledge of Christianity from other units. This unit has strong links with the art and literacy curriculum. There is a vast literature on Christian ideas about aesthetics, which some teachers may find useful and inspiring, but this unit of work can proceed with the ordinary professional tools of good teaching: specialist knowledge is helpful, but is acquired easily at a suitable level by the professional teacher.

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, and considering their own self expression of deep ideas and beliefs.
- Opportunities for **cultural development** come from discussing the significance of wide ranging and varied art and music to Christian communities.


Vocabulary & concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to studying religions generally:</p> <ul style="list-style-type: none"> • belief • faith • sacred • spiritual • commitment • worship <p>Specific religions:</p> <p>Christianity</p> <ul style="list-style-type: none"> • church • Psalms • scripture • Mystery Play <p>The language of shared human experience:</p> <ul style="list-style-type: none"> • expression • art • vision • dreams 	<p>Websites</p> <ul style="list-style-type: none"> • The National Association of Teachers of RE's 'Art in Heaven' gallery show cases over 100 pupils' responses to the questions 'Where is God?' and gives access to a free download of usable PPT sequences on this topic. It is a core resource for this module: www.natre.org.uk/spiritedarts • REQuest provides a large collection of resources to support teaching Christianity: www.request.org.uk • CLEO (Cumbria and Lancashire Education Online) has a collection of excellent online video resources for RE in all key stages: www.cleo.net.uk • The BBC's Learning Zone Broadband Clips Library provides short clips on aspects of Christian belief and practice: www.bbc.co.uk/learningzone/clips • The Welsh Virtual Teacher Centre has a collection of materials useful for teaching this age group. The KS3 sound presentation on Worship is useful in this unit for our age group i.e. Y 3 – 6: www.ngfl-cymru.org.uk • REonline is a good gateway to RE resources: www.reonline.org.uk • The Bible Gateway is a searchable online Bible which offers 100 versions: www.biblegateway.com • Ishwar is an online searchable database of sacred texts from different religions: www.ishwar.com • Jesus Mafa shows images of Jesus from the Cameroon: www.jesusmafa.com • Vanpoules, a Christian vestment producer, provides useful visuals to support the work on page 9: www.vanpoules.co.uk • The University of Strathclyde's online database of drawing of religious artefacts for download provides useful stimulus for this unit: www.strath.ac.uk/redb • York Mystery Plays: www.yorkmysteryplays.org • Chester Mystery Plays: www.chestermysteryplays.com • Lincoln Mystery Plays: www.lincolnmysterries.co.uk • Durham Mysteries: www.durhammysteries.co.uk <p>Books and resource packs</p> <ul style="list-style-type: none"> • <i>Picturing Jesus Fresh Ideas</i>, Lat Blaylock, RE Today, ISBN 978-1-905893-19-5. This pack presents 24 images from the global art of contemporary Christians on a CD and on A4 picture cards, with full teacher's notes. • <i>Picturing Easter</i>, Lat Blaylock, RE Today, ISBN 978-1-905893-04-1. This pack presents Christian art work from around the world on A4 picture cards, teacher's book and CD-ROM. • <i>The Christ We Share</i>, CMS/USPG. This pack presents Jesus as he is shown through the eyes of Christian artists from Africa, Asia and Latin America. • <i>Easter: a whole-school scheme of work</i>, Diocese of Bath & Wells. From: The Old Deanery RE Resources Centre. • <i>Dimensions in Religion: Spaces and Places</i>, Wood, Logan and Rose, Nelson Thornes, ISBN 978-0-174370-66-6. • <i>Lion Storyteller Bible</i>, Bob Hartman, Lion Hudson, ISBN 978-0-745949-80-2. Lion also publishes a variety of books which tell Bible stories in interesting ways for pupils. • Christian Artefact cards, Religion in Evidence, from www.tts-group.co.uk <p>Video, CD/DVD, Audio</p> <ul style="list-style-type: none"> • Contemporary classical spiritual music is good to use in this area: John Tavener, John Rutter, Andrew Lloyd Webber are examples. • Some contemporary artists such as Bill Viola (www.billviola.com) or Mark Wallinger (www.markwallinger.com) offer challenging imagery. • Stephen Fischbacher is an excellent source of classroom-friendly contemporary Christian music: www.fischy.com • Schools will do well to connect with local examples of Christian architecture and music in this unit. Local parish churches, chapels and your nearest Cathedral may be excellent sources.

Expectations: at the end of this unit		
Pupils working at level 2 will be able to: <ul style="list-style-type: none"> • retell some Bible stories through drama, giving some thought to characters' actions (AT1) • identify some meanings of church liturgical colours (AT1) • <i>ask questions about some expressions of Christian vision and belief (AT2)</i> • <i>respond sensitively to the ideas of the artist (AT2)</i> 	Pupils working at level 3 will be able to: <ul style="list-style-type: none"> • describe the symbolism and teaching behind church liturgical colours (AT1) • use religious or spiritual vocabulary which expresses some of the feelings described in Christian writing and expressed through art (AT1) • <i>ask good questions of their own about beliefs expressed in the arts (AT2)</i> • <i>make links between story and values in Christianity and in their own experience (AT2)</i> 	Pupils working at level 4 will be able to <ul style="list-style-type: none"> • use a widening religious vocabulary to show that they understand some ways that key events in the Christian calendar relate to church liturgical colours and the feelings and ideas expressed (AT1) • <i>suggest various answers to questions about the meanings and beliefs that art works carry (AT2)</i> • <i>apply ideas from the Christian art forms studied to their own life experience (AT2)</i>
Assessment suggestions		
<p>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.</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: allowing pupils to respond through drama, dance, painting, writing and music; '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, then interviewing pupils to discuss why they have chosen a particular image, media, mode of expression. A detailed outline for this can be found on page 11 below. Links to scripture and the concepts of Christian belief are helpful here.</p> <p>G&T: 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.</p>		

Key questions	Learning Objectives	Teaching and Learning	Learning Outcomes	Points to note
Spiritual – what's that?	<p>Pupils will:</p> <ul style="list-style-type: none"> use a working definition or description of the spiritual, e.g 'spiritual is about the deepest ideas we have about life', or 'spiritual is to do with how we relate to ourselves, God the Earth and other people.' notice that different people find that different things are spiritual at different times. 	<p>What is the spirit? What is spiritual?</p> <ul style="list-style-type: none"> Ask pupils to look at some works of art in which pupils have tried to show what their spirit means to them. There is a good selection on the website www.natre.org.uk/spiritedarts. The words matter as much as the images. A good way to introduce this is to select six images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness. It is easy to copy and print these images and texts – computer studies skills in RE for your pupils. 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 is a useful word. 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. There is a suitable graphic at the end of the unit. 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. 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 	<p>I can...</p> <ul style="list-style-type: none"> say what I think 'the human spirit' means (L2) make a link between the word 'spiritual' and some images (L3) describe why an image is spiritual for me (L3) show that I understand that people use the word 'spiritual' in different ways (L4) apply the idea of the spiritual for myself, simply (L4) 	<p><i>The descriptions of the spiritual given by Prof David Hay are all about 'relational consciousness' in relation to the self, others, the planet and the transcendent. This is the description shared simply with pupils in this activity. It is hard, but no harder than many concepts we use in science and literacy.</i></p>

<p>How do Christians use music in worship to express a variety of ideas and feelings to God and about God?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • explore music as a means of expressing worship • discuss the significance of this music to Christian communities • respond personally to the music they have heard. 	<p>Music: What is spiritual about music? How do Christians make spiritual music?</p> <ul style="list-style-type: none"> • Listen to some contrasting pieces of music (e.g. The Planets by Holst, The Four Seasons by Vivaldi, or contemporary music) and 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. <p>What is a Psalm? What do Psalms express?</p> <ul style="list-style-type: none"> • 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 variety. 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 music software), working from one of the Psalms. • 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. Online resources are freely available, but a CD may be worth the investment. <p>Making judgements about music: what do you think?</p> <ul style="list-style-type: none"> • 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? • Ask pupils some questions of wonder: I wonder: Can a song be a prayer? Is all music 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. 	<p>I can...</p> <ul style="list-style-type: none"> • develop sensitive responses to the ways music makes people feel (L2) • describe how music enables Christians to express their thoughts and feelings in worship (L3) • use music / poetry creatively to explore some stories and beliefs of the Christian faith for myself (L4) • explore my own thoughts and feelings about and through these art forms, applying ideas and methods for myself (L4) 	<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> <p><i>Short extracts of 20 seconds or so are good for this, but some longer pieces enable deeper appreciation.</i></p> <p><i>‘Questions of Wonder’ – this strategy has the teacher posing rich, textured questions, open in style, and giving thinking time – say the question twice, with 15 seconds thinking time between the speaking!</i></p>
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<p>How do Christians use objects to help them concentrate on and think about God?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • explore the use of a variety of objects in times of reflection • develop skills of imagination in making sense of symbols 	<p>Reflection: what is it, and how do Christians use the art of reflection?</p> <ul style="list-style-type: none"> • Collect a variety of natural objects: pebbles, shells, leaves, twigs, flowers, pine cones, stones, feathers. 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? How has it come to be just like this? Can they imagine the story of their object? Draw the pupils together to share their thoughts with the group if they wish. • Explain that Christians often use objects to help them concentrate on and think about God. Slowly and carefully, show pupils some Christian artefacts, and tell their 'stories' – how are they made, used and revered? Why do they remind Christians for their faith? Alternatively, use a candle, sculpture or picture for the pupils to respond to in short silent reflection (a minute is good going for some classes). • Provide pupils with a range of 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 why Jesus matters to Christians. • 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. • Tell pupils that they will be doing some creative work of their own later in this RE unit. 	<p>I can...</p> <ul style="list-style-type: none"> • explore and describe their own thoughts and feelings about and through this activity (L3) • develop and show understanding of the way objects enable Christians to express their thoughts and feelings in reflection times (L4) 	<p><i>'Picturing Jesus' packs from RE Today and 'The Christ we Share' from USPG are good sources for images of Jesus.</i></p>
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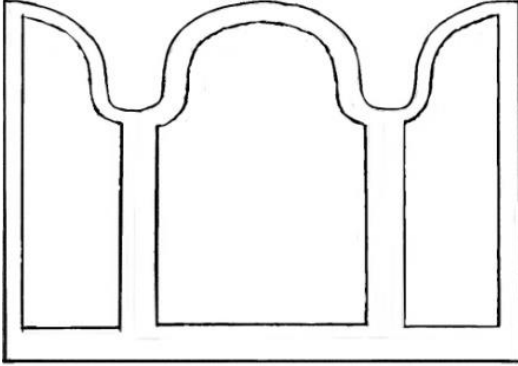
<p>How do colours help us to express our feelings?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> match feelings to colours explore the meanings of colour in the church year 	<p>Colours: What meanings can we find in colours?</p> <ul style="list-style-type: none"> Give a selection of colours and feelings ask the pupils to match them in the way they feel they want to, or (for more kinaesthetic learning) have coloured paper around the room, say a feeling and pupils respond by standing next to that colour, and sharing their reason. Try these: CALM / ANGRY / THOUGHTFUL / WISE / TROUBLED / PUZZLED / EXCITED / ANXIOUS / SORRY / GLAD / SAD / FRIENDLY / JEALOUS / YOUNG / GROWING / COSY / SCARED / SPIRITUAL / OVERWHELMED / MYSTIFIED. Pupils choose a colour each and collect words they associate with it. They write a poem based on that colour (share the simple example on the left). An art activity extension: pupils use paints to mix various shades of their chosen colour to go with their poem. 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. The website of Vanpoules, a vestment manufacturer, is useful for a range of visuals for this work: www.vanpoules.co.uk Use a wheel to show the colours throughout the year and their meanings to the church. The REQuest website provides explanation and a worksheet: www.request.org.uk/main/festivals. Pupils could represent a Bible story in their own way using creative materials and different colours to make the meaning clear, or put them in four groups to create a large cross in one of the colours with appropriate imagery and words. Note that the liturgical colours here are used mostly by Anglicans and Catholics, rather less, or not at all in the Free Churches. 	<p>I can:</p> <ul style="list-style-type: none"> use creative materials to tell stories and beliefs of the Christian faith (L2) explore and describe their own thoughts and feelings about colour and emotion through these art forms (L3) develop and show understanding of the way colour enables Christians to express their thoughts and feelings (L4) 	<p><i>There are clear links with the SEAL programme in this work, connecting to pupils' emotional vocabulary.</i></p> <p><i>The art curriculum uses the concept of 'drawing to express' and links well with this lesson.</i></p>
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The Red Poem







Red shirt says 'Goal'
Red robe says 'Royal'
Red face says 'Shy'
Red light says 'Danger'

Red line says 'Stop'
Red pen says 'Wrong'
Red mist says 'Anger'
Red handed says 'Caught'

Red sky says 'Look'
Red blood says 'Life'
Red glow says 'Fire'
Red rose says 'Love'

<p>How do banners, triptychs, icons and stained glass windows help Christians to worship?</p> <p>Do these art forms show beliefs?</p> <p>Do they show spiritual ideas?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • explore the meaning behind the use of banners and stained glass windows in churches • explore the symbolism associated with icons • enjoy the variety of artistic forms used in Christian worship, and to think about them for themselves 	<p>Banners, icons and stained glass windows: meanings in objects?</p> <ul style="list-style-type: none"> • Use online resources or church visits 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? Give pupils a Bible story or verse and ask them to design and make a 'stained glass' window or banner. • Drawn in a particular style and used predominantly by Orthodox Church in worship, icons symbolise beliefs and are designed to draw in the worshipper. The CLEO website 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: www.cleo.net.uk. • 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. • Create a display, and ask pupils to interview each other, and write the 'art gallery notes' for their partner's design. • 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. 	<p>I can...</p> <ul style="list-style-type: none"> • use creative materials to tell a story and identify a belief from the Christian faith (L2) • explore and describe their own thoughts and feelings about colour through these art forms (L3) • develop and show understanding of the way triptychs, banners, icons and / or stained glass windows enable Christians to express their worship, beliefs, thoughts and / or feelings (L4) 	<p><i>Keep referring pupils to the description of the spiritual from lesson 1. Expect them to be increasingly confident in using the word, through the many examples given.</i></p> <p><i>Ask of any work of art: is this spiritual then? Why? How does it show?</i></p>
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<p>How can mystery plays teach us about God, people and human nature?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • explore the meaning of a Bible story or a Christian belief through the use of mystery plays • work creatively and purposefully in a team to create a simple drama performance • increase awareness of the ways biblical stories express beliefs 	<p>Mystery Plays: why have Christians dramatised the Bible so often?</p> <ul style="list-style-type: none"> • 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. • 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? • Ask the 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. • 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). • In small groups, of perhaps 5-6 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. • Pupils could 'hot seat' a character from a Bible story to find out how they feel/felt about something. • To extend higher achieving pupils, ask them to explain the similarities and differences between bible text, mystery play, and another art form – such as visual art or music. An excellent example which only takes 2 minutes to watch: www.youtube.com/watch?v=OD0nF8oluCg. 	<p>I can...</p> <ul style="list-style-type: none"> • describe some ways in which the spirit of Christianity is seen in drama and story (L3) • show, using the right words, that I understand how different art forms can express Christian beliefs (L4) • express my own views about some of the different ways Christian spirituality is expressed in the arts and drama (L5) 	<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> <p><i>Is it possible to plan a trip, or watch video extracts? This would enhance the work.</i></p>
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<p>What spiritual expression can we see in examples of Christian art?</p>	<p>Pupils will learn: that six artists' works, found in the Methodist Collection of Christian Art, all show the artist's commitment in action. They are forms of spiritual expression.</p> <p>That stories from the life of Jesus are often used to create works of art, which are themselves expressions of the spiritual.</p> <p>To understand some variety of symbolic meanings in paintings.</p>	<p>Looking at 6 stories of Jesus shown in works of art: what do we notice? What do we like? What is going on?</p> <ul style="list-style-type: none">▪ The Methodist Collection of Modern Christian Art is the main resource for this lesson (not least because it is free to use). It can be seen online in the excellent website: http://www.methodist.org.uk/static/artcollection▪ Through six paintings, (thumbnails below) of key stories from Jesus' life (annunciation, nativity, flight into Egypt, washing the disciple's feet, trial, crucifixion), pupils will explore texts, images and the relations between them. This is rich learning material. Here's one approach.▪ Put the class into six learning groups. Each group has one picture, and the accompanying Biblical story. Their job is to create a 'what happened next?' image, in the same style as the artist's work they are looking at. So for example the nativity painting might lead to a painting of the visit of the shepherds. The crucifixion painting might lead to a resurrection painting. They present their finished work to the class. <p>Investigating art works and Presenting to the class</p> <ul style="list-style-type: none">▪ To do the task, pupils will need to investigate questions like these: what did the artist take from the Bible? Add to the Bible? How does the painting make sense of the story? What is the style of this painting? It is good to focus the work by asking: .What spiritual idea does the artist express? What is this painter committed to? Jesus? Colour? The Bible? Pattern? Clarity? Depth? How does the painter express ideas?▪ When the task is done, the group must make a short presentation to the class, in two parts. First, in 90 seconds, explain all about the painting they looked at and the story behind it. Second, using the image they have created, explain what happened next.▪ After hearing about all the pictures, ask children to think in pairs about these two questions: Why is it a good idea to have a Methodist art collection? If they had to sell some paintings to raise money, which would be the last one to sell, the most important one to keep?▪ The two concepts given to go with each picture below can be used to challenge pupils: what dies the artist express about these two ideas in each case?	<p>To describe some ways in which art can express commitments, beliefs and emotions (L3).</p> <p>To describe and show that I understand the ways in which some Christian artists express their beliefs about Jesus through their work (L3/4).</p> <p>To work in a team to express some views, beliefs and ideas of our own in a piece of art work that is spiritual (L5).</p>	<p>There are cross-curricular links with art and design, using the correct colours, styles and textures for painting images of Jesus.</p> <p>These works are all 20th Century – the activity is about the art of faith in the contemporary world.</p> <p>The paintings are laid out in pupil response sheets for schools to use, asking deep questions. They are best tackled in pairs.</p>	
 <p>Holiness, Sacrifice</p>	 <p>Love, Security</p>	 <p>Danger, Safety</p>	 <p>Humility, Service</p>	 <p>Silence, Forgiveness</p>	 <p>History, Sacrifice</p>

<p>What have we learned in this unit of RE?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> reflect for themselves on their own ideas about spiritual life and self expression respond to the challenge of self expression of the spiritual in a way they choose. 	<p>Expressing my learning: how can my own spiritual ideas be shared?</p> <ul style="list-style-type: none"> Spend some circle time with the class reviewing the unit and its stimuli. Ask each pupil to choose: if they could select one piece of music, drama, poetry, art, to sum up Christian beliefs about God, which ones would they choose and why? Ask pupils to make a small booklet of 8 pages. Four 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) Ask them to use all they found out about colour and symbol to make the booklet expressive. This booklet is a suitable item for an assessment if you need one for this unit. <p>Challenge: Can you make a piece of creative work to express your own spirituality?</p> <ul style="list-style-type: none"> 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. Pupils might express their sense of the spiritual with reference to self, others, the earth or God ('the transcendent' if you prefer). This work will be enhanced by good modelling. www.natre.org.uk/spiritedarts showcases some brilliant pupils' work in the web gallery for the NATRE 'Art in Heaven' competition. A gallery or exhibition of the pupils' work would be a great starting point for younger children to see in their work on 'talking about God' (Y1). 	<p>I can...</p> <ul style="list-style-type: none"> describe some things that express the spirit of Christianity. (L3) show, using the right words, that I understand how different art works express Christian belief (L4) express my own views about the ways Christian spirituality is expressed in the arts and architecture. I can explain different views as well (L5) 	<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>
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