

# UNIT35RESOURCES

RESOURCES REQUIRED FOR UNIT 35

## CHRISTIANITY AND ISLAM – RELIGION AND ART

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	TITLE	AUTHOR	PUBLISHER
<b>UNIT 35</b>	1. Posters of stained glass windows		
	2. The Christ We Share		Methodist Pub. House
	3. Easter Posters		CEM
	4. Dictionary of Saints	David Hugh Farmer	Oxford
	5. Jesus Through Art	Margaret Cooling	RMEP
	6. Creation Stories Video		Channel 4
	7. Islam in words and pictures	Sarah Thorley	RMEP
	8. Eid in the Early Years		Available from Exeter Diocesan Education Office
	9. Picturing Jesus	Lat Blaylock	CE Pub.
	10. Design and Technology from an Islamic perspective		Available from Exeter Diocesan Education Office
	11. Believe it or not Video 1		

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# UNIT35YR6

AN OVERVIEW OF THE TOPIC

## CHRISTIANITY AND ISLAM – RELIGION AND ART

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### EXPECTATIONS AT THE END OF THIS UNIT

*MOST CHILDREN WILL*

understand that expressing faith can involve feelings and emotions and that in religions the arts provide a context for this expression; understand that religious beliefs can be expressed through creative and expressive arts; identify the emotions of awe, peace, joy and wonder, which can be expressed through music, art and drama, and the significance and symbolism of these emotions to believers

*SOME CHILDREN WILL*

understand that music, art and drama are used in some religions as a means of expressing faith; make simple links between examples of religious expression and the beliefs, ideas and feelings that underlie them

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### ANY KEY CONTRIBUTIONS OF THE TOPIC TO ACHIEVING WHOLE SCHOOL AIMS

(E.G. EQUALITY OF OPPORTUNITY, CROSS-CURRICULAR THEMES ETC.)

*Citizenship*

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### SOME POSSIBLE OPPORTUNITIES FOR SPIRITUAL DEVELOPMENT

Express the sense of being moved by beauty or distress, success or disaster  
Be inspired by art, music, literature, technological creativity

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### SIGNIFICANT LINKS WITH CONCEPTS, KNOWLEDGE AND SKILLS OF –

**A) PREVIOUS TOPICS RELATING TO THE SAME SUBJECT**

KS1 Visits to places of worship  
KS2 Visits to places of worship

**B) OTHER SUBJECTS/AREAS**

English  
Art

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### VOCABULARY

vestments, stained glass, icons, festival, service, miracle plays, Pentecost, prayer mat, mosque, mosaic, calligraphy, Arabesque.

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# UNIT 35 YR6-PART 1

THE PLANNING AND ASSESSMENT OF LEARNING EXPERIENCES

**RESOURCES** 1 / 2 / 3 / 4 / 5

**TIME** 7HRs

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## LEARNING OBJECTIVES/Key questions

TO EXPLORE THE SYMBOLISM OF STAINED GLASS WINDOWS

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## PLANNED LEARNING EXPERIENCES (Subject context covered and nature of task)

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|-----------------------------|---|
| <b>STEP 1</b>               | <b>CHRISTIANITY</b><br>Visit a traditional church (with stained glass windows as preparation).  |
| <b>STEP 2</b>               | Whole group discussion on pupils' impressions, what were the special features?  |
| <b>STEP 3</b>               | Windows - Show posters with pupils and discuss what they see - stories in the window.<br><br>Give an explanation of the symbolism of stained glass windows telling a story. Explain that an icon is an image.   |
| <b>STEP 4</b><br>Share with | Split into groups and ask pupils to choose an icon and pick out what they see as its meaning - clues in it.<br>class, can others identify which window?<br><br>Ask the pupils to research their Saint, pick out important symbols of his/her life and design their own window.<br>Draft drawing first, followed by making the window.   |
| <b>STEP 5</b>               | Pupils hold the completed windows to the light, window, torches to highlight, and noting reflections. Look at it with no light. What is their response? How does it change the feeling of the window, - how does it come to life? Recall importance of light in Christianity (light from darkness) GENESIS Ch. 1 v3, MATTHEW 5 v14 - 16 |
| <b>STEP 6</b>               | In conclusion pupils to describe their feelings with the windows in darkness and in light - as a poem or descriptive writing. Description to include changing colours, moods.   |
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## LEARNING OUTCOMES

**CHILDREN**  
Explain the meaning of colour in many churches  
Identify and explain the significance of some symbols in Christianity

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## SUPPORT ACTIVITIES

Postcards of simple parables/events in stained -glass.  
Glossary.

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## EXTENSION ACTIVITIES

Research stained-glass windows in your local town. What do the windows in, for example, Exeter Cathedral represent?

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# UNIT 35 YR 6 - PART 2

THE PLANNING AND ASSESSMENT OF LEARNING EXPERIENCES

**RESOURCES** 6 / 7 / 8 / 9 / 10 / 11

**TIME** 7HRS

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## LEARNING OBJECTIVES/Key questions

UNDERSTAND THAT IN ISLAM, COLOUR AND PATTERN HAVE A RELIGIOUS SIGNIFICANCE AND THAT THEY SAY SOMETHING ABOUT ALLAH.

What do you think about God?

Can you find words to describe God, or describe what you think about God?

Colour is special at special times for Muslims.



## PLANNED LEARNING EXPERIENCES (Subject context covered and nature of task)

STEP 1

### ISLAM

Learn about the Islamic story of creation - view video. Understand that Muslims use elements of creation - flowers/leaves in art and designs.

Muslims do not have statues/pictures of God in Islamic religious places. God is perfect so it is impossible for people to copy God.

STEP 2

Look at the special patterns on a prayer mat. (Muslims believe that Allah is the creator of the world - the world has a pattern and a purpose)

**Task** - design a prayer mat.

STEP 3

Look at significance of colour - clothing - white, black. Learn about Hajj to see this. Invite a Muslim visitor to speak to pupils about their experience of Hajj.

STEP 4

Look at Mendhi patterns, their colour, how they are used at times of celebration.

**Task** - use brown felt tips to design a Mendhi pattern. Invite an adult to show/demonstrate how to create a pattern using henna paste.

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## LEARNING OUTCOMES

### CHILDREN

Show their understanding of Islamic pattern through their design of a prayer mat

Explain the importance of calligraphy and Arabesque to Muslims

Explain the significance of the design of a prayer mat

Evaluate how art is used differently in Christianity and Islam

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## SUPPORT ACTIVITIES

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## EXTENSION ACTIVITIES

Use the pack produced by the Commonwealth Institute "Design and Technology from an Islamic Perspective", for more design/pattern ideas

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# UNIT 35 YR 6 - PART 3

THE PLANNING AND ASSESSMENT OF LEARNING EXPERIENCES

**RESOURCES -**

**TIME -**

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## LEARNING OBJECTIVES/Key questions

SHOW THE WAY IN WHICH IMAGES ARE USED AS AN AID TO WORSHIP.

How can pictures, images in some faiths help people to learn about God?



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## PLANNED LEARNING EXPERIENCES (Subject context covered and nature of task)

STEP 5

Refer back to earlier work on Islam - words which describe God.

STEP 6

### ASSESSMENT TASK

(A possible focus for assessment could be – describe how religious beliefs, ideas and feelings are expressed through a variety of forms) Represent your thoughts about God using symbols and pictures. Can your friend/partner interpret these? Display your images, symbolism, pictures.

**NB: In Islam neither God nor Muhammad should ever be represented in pictorial form, pictures of people and animals can also cause offence**

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## LEARNING OUTCOMES

### CHILDREN

Explain and discuss their understanding and use of religious symbol

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## SUPPORT ACTIVITIES

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## EXTENSION ACTIVITIES

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