

ABOUT THIS UNIT:

In this unit, students learn about human spirituality and how it is expressed through the creative arts. Examples are taken from Christianity, Sikhism and Buddhism, though many of the activities could be adapted to focus on the art of other cultures. Students build on their understanding of symbolism to interpret artistic representations of beliefs, ideas and aspects of spirituality. They examine specific examples of Sikh portraiture, Christian iconography and Buddhist symbology. At the same time, they reflect on their own spirituality and consider ways of expressing it graphically.

Students have opportunities to investigate, interpret and compare artistic forms of expression. They also ask questions about, discuss and evaluate the significance of them.

Estimated time for this unit: 10 – 12 lessons

Focused Religions: Christianity, Sikhism, Buddhism

Where this unit fits in: This unit links particularly with Theme 3h in the Agreed Syllabus (expressions of spirituality), and more generally with 3f (teachings and authority).

It builds on what students have learnt about the use of symbols to express religious meaning in Key Stages 1 and 2, and what they have learnt about beliefs about God and religious leaders. It forms a background for the work students will do on human rights and injustice in the summer term of Year 7 in the Rights and Responsibilities unit.

KEY LEARNING OUTCOMES

1b analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions

1h interpret a variety of forms of religious and spiritual expression

2c *express insights into the significance and value of religion and other world views on human relationships, personally, locally and globally*

2e *express their own beliefs and ideas, using a variety of forms of expression*

KEY STRANDS ADDRESSED BY THIS UNIT

1c Forms of expression

2d *Meaning, purpose and truth*

LINKS TO THE EVERY CHILD MATTERS AGENDA

- **Being healthy** - healthy mind, healthy spirit
- **Enjoyment and achievement**
- **Making a positive contribution**

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SPIRITUAL

- Discussing and reflecting upon key questions of meaning and truth
- Learning about and reflecting upon important concepts, experiences and beliefs
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts

MORAL

- Valuing diversity and engaging in issues of justice
- Studying moral issues, focusing on justice

SOCIAL

- Investigating social issues from religious perspectives

CULTURAL

- Promoting cultural understanding from a religious perspective through encounters with the creative and expressive arts

KEY SKILLS

Communication, Interpretation, Analysis and evaluation

KEY ATTITUDES

Respect, Open-mindedness/sensitivity, Appreciation and Wonder

Prior learning	Vocabulary	Resources
It is helpful if pupils have: studied the lives of Jesus, Guru Nanak and the Buddha gained an understanding of how symbols can express beliefs and commitment	In this unit, pupils will have an opportunity to use words and phrases related to: Spirituality in general, e.g. <i>awe, hope, liberation</i> Religion in general, e.g. <i>prayer, meditation</i> Christianity, Sikhism and Buddhism specifically, e.g. <i>crucifixion, Guru, mudra</i>	Helpful resources are indicated in the Links/Points to Note The spirited arts project (www.natre.org.uk/spiritedarts) is an excellent resource in terms of introducing how beliefs and ideas can be expressed in art.

EXPECTATIONS at the end of this unit:

Nearly all can: (at level 4)

- suggest a meaning for the term *spiritual*
- use religious vocabulary to describe similarities and differences in the ways in which the creative arts can express religious and spiritual ideas
- describe the possible impact of religious art or music on a believer's life
- describe spiritual stimuli.

Many can: (at level 5)

- recognize differences in ways of defining the term *spiritual*
- use an increasingly wide religious vocabulary to suggest reasons for the similarities and differences in the ways in which the creative arts can express religious and spiritual ideas
- explain the possible impact of religious art or music on a believer's life
- describe and explain a range of spiritual stimuli.

Some pupils will have progressed further and can: (at level 6)

- interpret the significance of different meanings of the term *spiritual*
- use a religious and philosophical vocabulary to interpret the significances of the similarities and differences in the ways in which the creative arts can express religious and spiritual ideas
- explain why the impact of religious art or music on a believer's life may vary
- express insights into their own and others' views on a wide range of spiritual stimuli.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What is spirituality? (One lesson)	- that human spirituality has a range of meanings - ways in which human beings are different from (other) animals - how to compare ideas, stressing points of commonality and diversity.	- Ask students, <i>What does it mean to be human?</i> - Present them with the following facts: The average human body contains enough: iron to make a 3 inch nail, sulphur to kill all fleas on an average dog, carbon to make 900 pencils, potassium to fire a toy cannon, fat to make 7 bars of soap, phosphorous to make 2,200 match heads, and water to fill a ten-gallon tank. Ask them, <i>Is this all a human is?</i> - In pairs, students write a list of what distinguishes humans from (other) animals (examples: reason, language, inquiry, wonder, transcendence, longing, religion, morality, aesthetics, creativity, imagination, aspiration and humour). Ask them to compare lists and reach a consensus. - Individually, students attempt to define the word <i>spirituality</i>. Ask students to analyse a variety of quotations or statements that express ideas about spirituality from religious and secular sources. Students compare ideas expressed in the statements with their own.	- Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. - Students: - ask questions and suggest answers to questions concerning interpretations of the term <i>spirituality</i> - compare ideas about spirituality - evaluate views about the importance of the spiritual dimension.	- There are many published resources that detail the minerals contained in the human body. - Students could present their ideas about what it means to be human as a Venn diagram, showing distinctively human qualities, distinctively animal qualities, and points of commonality.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What inspires people spiritually? (One lesson)	- that spirituality can be inspired by external stimuli - a wide vocabulary of aspects of spirituality - how to extrapolate from biblical text.	- Ask students to suggest sights or experiences that have inspired a) amazement, b) fear, c) compassion, d) loneliness. - Show students slides of natural wonders (e.g. spectacular scenery, microscopic patterns, photographs from space); human-made wonders (e.g. great architecture, drawings by M^cEscher, ice sculptures); and scenes of suffering (e.g. Holocaust photographs, bereavement, a bullfight). - Ask them to suggest words to describe their feelings about the images. - Play musical extracts, each evoking a different emotion or mental image. Ask students to think of words/colours/textures to describe what they think the music is about. Present students with passages from the Bible that describe feelings and emotions inspired by God or the belief in God. Students should analyse the quotations and explain how religion may inspire people spiritually.	- Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. - Students: - compare ranges of feelings inspired by different stimuli - use a wide range of spiritual and emotional vocabulary - generalize from an analysis of biblical text.	- Examples of music might include: Gorecki's 3rd Symphony, Gershwin's American in Paris, Beethoven's 6th Symphony. - Examples of biblical passages might include: Exod 20:18, Mark 9:15, Luke 1:14, Psalm 116:16, 2 Tim 4:18, 2 Thess 2:16.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do people express their spirituality? (Two lessons)	- ways in which people express themselves spiritually - about symbolic means of communication - to interpret symbolic acts.	- Present small groups (4 or 5) of students with a love poem, an abstract painting, a photograph of a dancer, a photograph of a thrash metal band, a photograph of religious worship. Ask them what aspects of spirituality are being expressed. - Ask students how people might express feelings of a) frustration, b) empathy, c) hope. Encourage them to think of non-verbal actions they may make. - Individually students should think of symbolic actions that express a) welcome, b) love, c) farewell, d) other symbolic actions. In pairs, they should show each other their responses to d), and try to work out what is being expressed. - Students could go on to devise short dramas using symbolic actions. - Show students photographs of symbolic acts used in worship. Ask them what each of them means, and suggest reasons. (Examples: hands in prayer, kneeling, prostration, eyes closed, raised hands.)	- Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. - Students: - compare media of spiritual expression - suggest meanings of symbolic acts - interpret symbolic acts in religious contexts.	

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How are religious beliefs expressed through art? (One lesson)	• how religious ideas about special people can be expressed through art • what Sikhs believe about Guru Nanak • what Christians believe about Jesus • why Jesus is portrayed in a number of different ways.	• Show students a portrait of Guru Nanak. Ask them to explain what the picture says about the Guru. • Show students an artistic representation of Jesus, e.g. Holman Hunt's <i>Light of the World</i>. Ask them to explain what the picture says about Jesus. • Ask students to compare Sikh ideas about Guru Nanak with Christian ideas about Jesus. • Show students pictures of Jesus from various cultures. Ask the, <i>Why is Jesus portrayed in this way?</i> in each case. • Students could write an index of religious symbolism.	Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. Students: • interpret symbols in paintings • compare religious ideas expressed through art • explain reasons for religious symbols.	 • Students should interpret the symbolism of the painting, specifically the halo, the beard, the mat that separates the Guru from the ground, the actions of his companions, his position in front of and between his companions, the tree.  • Students should think about the halo, the lamp, the darkness, the door, the knock. • Images of Jesus from a range of cultures can be found at http://www.religionfacts.com/jesus/image_gallery.htm.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How can images of Jesus affect people's spiritual lives? (Two lessons)	- Christian teachings about oppression and liberation - different ways in which Christians interpret the meaning of Jesus' life within different social, historical and cultural contexts - how images of Jesus can be inspirational to some Christians.	- Ask students to find definitions of the following words: <i>persecution, oppression, injustice, liberation</i>. They could use dictionaries, encyclopaedias, online resources. - Discuss with students some statements from the Universal Declaration of Human Rights. Ask them, <i>Who would you turn to if your rights were being violated?</i> Ask them to imagine living in a society in which the agencies that should support the rights of individuals are the ones who violate them. <i>Who would you turn to then?</i> - Present students with quotations from the Bible that express ideas about hope, courage, justice, liberation and salvation. Ask them to explain why oppressed Christians might be inspired by these passages. - Ask students to draw or describe a Jesus that represents the spirit of the quotations from the previous exercise.	Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. Students: - interpret passages from the Bible - make links between the ideas expressed in art and the social, historical and cultural contexts from which they arose - use symbols to express aspects of spirituality - interpret religious imagery.	- Human rights organizations (such as Amnesty International) have case studies and video of rights violations. - Quotations about liberation might include: Psalm 25:25, 2 Sam 22:3, Luke 4:18, Isaiah 33:2, Eph 3:16, Deut 26:7 - Use examples of artistic portrayals of the crucifixion of Jesus to emphasize feelings about persecution, injustice, suffering and courage.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		▪ Let students examine images of Jesus from Latin America. Ask them, <i>What does the image say about Jesus? What does it say about the artist? Who might the target audience be, and why?</i> • Ask students to give examples of how people use hand gestures to communicate to others.	Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives.	

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Buddhists use images of the Buddha? (One lesson)	- a range of symbols on Buddha <i>rupas</i> including <i>mudras</i> - what Buddhist symbols mean and how they acquired their form - how Buddhists use <i>mudras</i> in worship - how Buddhists represent the higher qualities in art.	- Show students a range of examples of Buddha <i>rupas</i> (statues). Ask them to describe some bodily features of the <i>rupas</i>, including hand positions (<i>mudras</i>). - Students should use reference materials to find out what the symbols on Buddha <i>rupas</i> mean and how Buddhists emulate them in worship. They could draw up a chart to display the results of their investigations. - Show students pictures of Bodhisattvas from the Mahayana and Vajrayana traditions of Buddhism. Ask them to link the images with the qualities they represent. Ask them to explain how the qualities are represented in the images. - Students could draw images of mythical beings that represent other aspirational qualities (for example, the Six Perfections), giving reasons for their choice of symbols.	Students: - investigate Buddhism symbolism - explain the use of symbols in Buddhist art and worship - represent spiritual qualities symbolically.	- If students have not encountered Buddhism before, it will be necessary to explain the status of the Buddha in Buddhist thought. - Explanations of <i>rupas</i> and <i>mudras</i> can be found in a number of textbooks and on the internet, e.g. http://www2.bremen.de/info/nepal/Icono/Mudras/Mudras.htm. - Examples of Bodhisattvas include: Avalokitesvara (compassion) The Taras (green and white) (charity), Manjusri (wisdom) - The Six Perfections are: - Generosity - Morality - Patience - Enthusiastic effort - Concentration - Wisdom. Instructions on how to draw Buddhist icons can be found at http://www2.bremen.de/info/nepal/Icono/raster-0.htm

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Buddhists represent life through art? (Two lessons)	• how some Buddhists represent life in a graphic form • how some Buddhists use <i>thankas</i> in worship • about significant features of their own lives.	• Show students a range of examples of <i>thankas</i> depicting the Wheel of Life. In groups they can compare them. • Ask students (in their groups) what they want to know about the <i>thankas</i>. Ask them to compile a list of questions. • Each group should pass its list of questions to another group. They should then conduct some research to answer them. They should investigate the meanings of the various panels in the Wheel. They could find out about the significance of the colours. • Ask students to reflect on significant aspects of their own lives. They should try to represent them in a <i>thanka</i>.	Assessment opportunities are related to learning outcomes, through which students demonstrate that they have met the learning objectives. Students: • compare examples of Buddhist <i>thankas</i> • investigate and explain the meaning of the Wheel of Life • reflect on significant aspects of their own lives.	• An interactive way of explaining the Wheel of Life can be found at http://www.buddhanet.net/wheel2.htm • examples of Wheels of Life and information on the painting of them can be found at http://www2.bremen.de/info/nepal/sm-wheel.htm http://www2.bremen.de/info/nepal/Icono/backgrounds.htm has information about the use of colour. • In designing their own <i>thankas</i> of life, they need not follow the traditional Buddhist format of the wheel.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
Why is music sometimes important in religion?	• how religious and spiritual ideas can be expressed in music • how music can reflect feelings and emotions • to reflect on the importance of music in their own lives	• In groups students identify different types of music and how music conveys moods and emotions • Students share their own favourite music and why they like particular music (students bring in examples of music which the class listen to) Lesson 2 • Using a variety of music from Christianity (e.g. Gregorian, chant, classical music such as Handel's Messiah, contemporary rock such as U2) and Buddhist traditions. Students listen and respond to how music can convey beliefs, emotions and ideas	• Mini-assessment:- using a selection of songs students compile a CD ROM with commentary and musical extracts on how music conveys beliefs and ideas.	The main focus here is on auditory learners. A range of useful websites appears if teachers <i>google</i> Christian music and Buddhist music.

FORMATIVE GRID

The diagram consists of a central box with a blue border containing the question: "How do people express their spirituality through the creative arts?". Six lines radiate from this central box to six surrounding rectangular boxes, each with a black border. Each of these surrounding boxes contains a specific question followed by three dotted lines for writing.

Central Question: How do people express their spirituality through the creative arts?

Surrounding Questions:

- I think the word spiritual means
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- My view on the importance of art is
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- In religion people could express their beliefs by
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- Music can express beliefs and emotions by
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- Art might be important in religion because
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- Art might Be important in religion
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SUMMATIVE GRID

The diagram is a summative grid with a central box and seven surrounding boxes, all connected by lines. The central box is titled "How do people express their spirituality through the creative arts ?". The surrounding boxes are:

- Top:** Artists in Christianity have expressed their beliefs by
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- Top-Right:** Art and music are important in religion because
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- Right:** Music can be important in religion because
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- Bottom-Right:** The parts of the unit I found the most challenging were
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- Bottom:** I would like to know more about
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- Bottom-Left:** The most valuable things I have learnt from this unit are
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- Left:** Buddhists can express beliefs through art by
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- Top-Left:** I would now describe spirituality as
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