



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Spring 1 Subject: RE

Enquiry Question: How are religion and worldviews shaped and expressed through art and architecture?

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	<p>Theology & Human & Social Sciences</p> <p>Understand how religion and worldviews can be shared with other people through art and architecture</p>	<p>Begin by looking at different examples of Christian icons (Byzantium, Ethiopian, Coptic) showing the same concepts (e.g. Nativity, Madonna and Child, Jesus Washing Disciples Feet) - what is similar about each and what is different? Explore the impact the worldview of the artist has on the icons (Christian beliefs about God/Jesus) and the influence the historical-geographical context of the artist has on the art (time and place the artist is living in when they create the image) by engaging in some 'engaged looking' at these images. Look at modern equivalents of these icons- what is similar and different to older icons? How are modern artists expressing today's world as well as their own worldview through their art? Explain the purpose of icons to pupils using the SACRE resource. Why would people with Christian worldviews find having art like this helpful? What beliefs are being conveyed through them? How are they used? For a diagram explaining the different types of churches, including all the branches of Orthodox Christianity see this website. https://qph.cf2.quoracdn.net/main-qimg-0831fcf670e2b62ba8f430c5fb465791-lq</p>	<p>Icon Architecture Worldview Orthodox</p>
2	<p>Understand how a building represent a theological idea</p>	<p>Begin by explaining that religious buildings are full of meaning and are deliberately designed to express beliefs and concepts from whichever religious worldview community they belong to. Some religious buildings also have artwork in them that also share beliefs or 'truths' about the religion's founders. • Coventry Cathedral is a brilliant example of a building (or buildings) with rich theological significance. What places of worship are you aware of in the local area?</p>	<p>Architecture Cathedral Represent Incarnation Salvation Reconciliation</p>

		<p>Briefly explain the history of Coventry Cathedral - Blitz led to the ruin of the old cathedral and the building of the new. Explain the shape and parts of a building (its architecture) and the art within it can express the important beliefs of that place.</p> <p>Use the SACRE resource to explore incarnation through the cathedral's art and architecture. Incarnation = the flesh - people with Christian worldviews believe that Jesus came 'in the flesh' as a baby at the Nativity and then grew to be a human in the same way as others. This concept is evident in the Baptistery window and font at the cathedral. The journey from the font is forwards to the high altar, representing the life of a Christian. If a visitor turns back from the high altar to face the font and recall their life as a Christian, they will see the other stained-glass windows that represent the stages of life.</p> <p>Continue to discuss how salvation & reconciliation are shown through the Cathedral ruins - see the SACRE resource</p>	
3	Understand how ideas about Allah are represented in Islamic art and architecture	<p>Possible visit to a mosque</p> <p>Explain how a mosque is a holy building for those with Islamic worldviews just like the cathedral for those with Christian worldviews.</p> <p>Use the SACRE resource to explore the different types of Islamic artwork. Explain that humans and animals in designs is generally considered 'haram' (forbidden) as Allah is seen to be the only perfect Creator. The oneness of God is created through geometric patterns and beautiful calligraphy such as the 99 Names of Allah.</p> <p>Children to match examples of Islamic artwork to descriptions. How does each piece of Islamic artwork communicate a belief sacred to Islam?</p> <p>Children to have an Islamic pattern to continue and finish.</p>	Calligraphy, geometric patterns, represent, Allah,
4	Understand how sacred buildings invite movement of the body	<p>Discuss different religious buildings' architecture and how the layout directs people to do certain things.</p> <p>Catholic - bless themselves on entering with holy water as holy water placed at entrance</p> <p>Orthodox Christians - cross themselves on entering church then the icons - bowing to them as they make the sign of the cross, then light candle.</p> <p>Muslim - remove shoes and cover heads when entering mosque. Ceremonial washing (wudu) before entering prayer hall. In prayer hall - bow and position their prayer mats towards Mecca</p> <p>Sikh - cover heads & remove shoes on entering the gurdwara and visitors as a sign of respect. In the Siwan Hall they bow and kneel in respect before the Guru Granth Sahib.</p> <p>Hindu - in the mandir having removed shoes, Hindu worldviews may choose to ring a bell hanging in front of the murti (sacred statues of gods and goddesses) to communicate their intention of worshipping the deity.</p>	

		Do you have any experiences of worshipping from different traditions?	
5	Understand why sacred buildings are so important for communities.	Show how the Jewish Community in Coventry are restoring the synagogue which was built in 1870. Show images pre renovation and watch the short film (link in original planning 6) explain the history of the building Listen to Avi Tordjman talk using the link on original planning. https://youtu.be/pwFaSXXNHyo	Synagogue
6	Understand how an artist shares their worldviews.	Look at the artist Marc Chagall - an artist with Jewish worldviews. Often depicts scenes from Jewish life and mythology, including the Torah, Jewish Festivals and shtetl life. Show pupils some examples of Chagall's artwork and ask them to do some 'engaged looking' to look for Jewish symbolism in the paintings. Giving them some photographs of Jewish artefacts will help. Invite pupils to attempt to explore and express their own worldview through artistic means (paint, sketching, sculpture, dance, music). Can they show their own worldview to somebody else? How easy is it to do?	symbolism
7	Understand how symbols might communicate religion and worldviews.	Invite pupils to find examples of symbols in the school environment. What role do symbols play in our daily lives? Why do we have symbols? Explore some religious symbols and their meaning with pupils. The NATRE YouTube channel has some short videos on symbols: Islamic worldviews, Jewish worldviews, Christian symbols, Buddhist symbols, Humanist symbols, Baha'i symbols. Do pupils have any of these symbols as important for them as part of their worldview? Are they wearing any of these symbols or do they have any of them in their homes? You might create a class worldviews symbols collection with photographs or symbols found in school and also in the homes of pupils or worn on their person. The SACRE resources shows examples of religious tattoos and a clip of the oldest tattoo shop in the world in Jerusalem (see). Explain that those with non-religious worldviews also have important symbols that they may choose to wear. Invite pupils to create a symbol for themselves that shows something important and special about their own worldview. It might express a particular belief or value that is important to them or be their own version of a religious symbol if they hold a worldview that overlaps/aligns with an organised worldview.	symbol