

Unit: Questions of Identity: How is worship expressed through art, music and literature?

Key areas of enquiry: C + D

This is a compulsory unit.

About this unit: This unit will explore the way in which Christians and others have sought to express religious concepts through the Arts. It could be delivered as a stand alone unit probably in year 7 or it could be integrated into other units. The examples used are based on resources current at the time of writing. These will change over time but the approach should remain valid.

(Suggested Assessment Task: Included in teaching activities)

Prior learning	Technical Vocabulary	Resources
It would be helpful if learners had some experience of analysing Music and Art.	In this unit learners will have an opportunity to use words and phrases related to:-	<p>This is RE Teachers book 2 Cath Large</p> <p>Lat Blaylock: Picturing Jesus pack: RE Today Services</p> <p><u>For the following try Amazon!</u></p> <p>Martyn Joseph: Thunder and Rainbows Pipe Records.</p> <p>Marilyn Manson: Personal Jesus</p> <p>Johnny Cash: Personal Jesus</p> <p>Best Worship Songs Ever : EMI</p> <p>DVD The Chronicles of Narnia: The Lion the Witch and the Wardrobe</p> <p>Analysis worksheet from resources disc shoes</p>

Skills	Attitudes
<p>Interpretation: I can interpret words, symbols and artefacts</p> <p>Communication: I can communicate my thoughts, ideas and beliefs and values</p>	<p>Self Awareness</p> <p>Appreciation and wonder</p>

Expectations At the end of this unit	
<p><i>Core:</i></p> <p><i>Level 4/5</i></p>	<ul style="list-style-type: none"> • Students are able to describe in more detail the meanings of symbolism within religion, showing how religious belief can be expressed in a variety of ways (e.g. literature and Film: The Lion, the Witch and the Wardrobe; Art 'Picturing Jesus'). • Students are able to apply their own and others' ideas to the way in which they make sense of their own experience and how they and others, including those belonging to a faith community, choose to express difficult ideas and feelings (e.g. perception of pictures. Students are able to explain, by demonstrating detailed knowledge and understanding, the reasons for similarity and difference in some of the ways in which principal religious beliefs and ideas are expressed in art, music and literature (e.g., Christian worship music, Christian art, Islamic art, Buddha Rupas, Divali's expression of good over evil, . • Students are able to explain why a particular piece of art, music or literature has particular meaning to them and inspires them. How does music arouse emotions?).
<p><i>Reinforcement</i></p> <p><i>Level 3:</i></p>	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe how the meanings of symbolism used in religious art etc • Describe some forms of religious expression in Art etc • Students are able to identify why a particular piece of Art, Music or story has meaning to them and inspires them.
<p><i>Enrichment:</i></p> <p><i>Level 6</i></p>	<ul style="list-style-type: none"> • Students are able to offer critical analysis of a range of expressions

	<p>of religious belief.</p> <ul style="list-style-type: none">• Students are able to evaluate both secular and religious expressions of belief.
--	---

Learning Objectives	Possible Teaching Activities (<i>Select from</i>)	Learning outcomes	Cross Curricular links
<p>Learners should:-</p> <ul style="list-style-type: none"> Consider the way in which colour, Music and Art can be used express feelings Reflect on music that has meaning for them 	<p>How do you/religious believers create an appropriate atmosphere for Worship?</p> <p>Based on a task in This is RE Teachers book 2. Chose 4 words such as Peaceful, Joyful, Inspiring, Holy, etc Individual Learners chose a colour that expresses each word, ask learners to justify their choice.</p> <p>Ask the learners to draw a colour Journal for yesterday i.e. Woke up late had to rush to catch bus feeling :Hassled Colour: Red maths lesson 1 feeling Bored colour Grey etc</p> <p>From their personal knowledge chose a piece of music that expresses each word, ask learners to justify their choice. These may be secular or religious. You may need to provide personal examples. Do the same for materials, use of space etc if you wish.</p> <p>Show a selection of pieces of art work that reflect the four chosen words. <i>You will need to prepare this in advance..a trip to google search images may be needed unless there is a very strong art department in your school.</i> Follow up: Learners produce an open ended piece of writing about a piece of music that has particular meaning for them. This should include why the music has meaning for them. References to the feeling of the music, power of the lyrics,</p>	<ul style="list-style-type: none"> Reinforcement Learners are able to identify why a particular piece of Art, Music or story has meaning to them and inspires them. Core Learners are able to describe (level4) explain (level 5) why a particular piece of art, music or literature has particular meaning to them and inspires them. Enrichment Learners are able to evaluate (both secular and/or religious) expressions of belief. 	<p>Art Music Link to Design/technology</p> <p>Spiritual Development</p> <p>Attitudes: Appreciation and Wonder by appreciating the sense of wonder at the world in which they live.</p> <p>Interpretation: I can interpret meanings from the use of colour, music and art.</p>

	<p>personal reflection this reminds me of a timeetc. .</p> <p><i>Again the teacher may need to model this with learners to gain high level responses from all students</i></p> <p><u>Extension</u> Learners should be able to evaluate the effectiveness of piece music either by evaluating their own piece of music or by being given a piece of music to review in this way: e.g. Search for the Hero inside yourself by Heather Small.</p> <p><i>This section of work could link Expression of Worship : Interpreting Christian Worship, Expression of worship: Hinduism, Expression of worship : Buddhism incorporating the Sangha</i></p>		
<p>Learners should:-</p> <ul style="list-style-type: none"> • Interpret the symbolism used in selected pieces of art • Consider the value of Art to express complex religious ideas • Communicate their own ideas about a piece of religious art. 	<p>Can complex religious ideas be expressed through Art?</p> <p>Based on the Lat Blaylock Pack: Picturing Jesus.</p> <p>Select a suitable piece of Christian Art. e.g. Jesus on the Tube by Or the Mocking of Christ by Peter Koenig.</p> <p>Working in pairs or in groups. Learners answer a series of questions on the piece of Art i.e. Chose 4 words to describe the picture, What did the Artist take from the Bible/Christian story, How do you know? What has the artist added? What is surprising or interesting about this picture? What do you think the Artist is trying to say? Do you think the Artist likes Jesus? What is the best thing about this picture? etc.</p>	<ul style="list-style-type: none"> • Reinforcement Learners are able to describe some forms of religious expression in Art e.g. 'Picturing Jesus'). • Core Learners are able to describe in more detail the meanings of symbolism within religious piece of art, (e.g. Art 'Picturing 	<p>Art Music</p> <p>Spiritual Development</p> <p>Attitudes: Appreciation and Wonder by appreciating the sense of wonder at the world in which they live.</p> <p>Interpretation: I can interpret</p>

	<p>Write an art catalogue entry for the piece of art chosen. Explain What an art Catalogue is. That their entry should both describe/explain the picture and a review of what they think of the picture. This should be given a fixed word limit i.e. 200 words and the task should be drafted first.</p> <p>To enable learners to achieve level 5 or above they will need to compare two pieces of art either within or between religious traditions. E.g. A piece of art from a Catholic or Orthodox tradition and a piece of art from a Protestant tradition.</p> <p><i>Depending upon the pieces of art work chosen this could be linked to several areas of the syllabus or used a suitable RE lessons building up to Festivals. E.g. the use of Jesus on the Tube could be used to explore Incarnation at Christmas especially with use of the Song What if God were 'One of Us' by Joan Osbourne or Martyn Joseph (probably the better version). The Mocking of Christ would link to Easter.</i></p>	<p>Jesus'). Learners are able to explain, by demonstrating detailed knowledge and understanding, the reasons for similarity and difference in some of the ways in which principal religious beliefs and ideas are expressed in art.</p> <ul style="list-style-type: none"> • Enrichment Learners are able to offer critical analysis of a range of expressions of religious belief in Art. 	<p>meanings from the use of colour, music and art.</p>
<p>Learners should:-</p> <p>Listen to arrange of music with religious themes</p> <p>Reflect on the ways in which music can be used to convey</p>	<p>How can Music be used to express religious ideas?</p> <p>Personal Jesus: based on an idea by Lat Blaylock taken from Creative RE for 14-19 year olds in RE Today 2006</p> <p>Listen to the version of the song Personal Jesus by Marilyn Manson.</p> <p>Learners write down 4 words to reflect the atmosphere of the song (refer back to the earlier lesson on music). Justify their choice of word in groups. (<i>The Single comes with a video that</i></p>	<ul style="list-style-type: none"> • Reinforcement Learners are able to describe some forms of musical religious expression • Core Learners are able to apply their own and others' ideas to the way in which they make 	<p>Music</p> <p>Spiritual development</p> <p>Cultural development</p> <p>Skills interpretation I</p>

<p>different meanings and feelings</p> <p>Explore a range of contemporary Christian music.</p>	<p><i>could be used but view first to consider if you think it suitable)</i></p> <p>Ask a series of questions, similar to those you asked for the Art Work. E.g. Chose 4 words to describe the picture, How does it make you feel? What is surprising or interesting about this song? What do you think the Artist is trying to say? Do you think the Artist likes Jesus? What is the best thing about this song? etc.</p> <p>Now play the version of the same song by Johnny Cash. First give the back-story. Johnny Cash was a famous Country singer who came to a Christian faith after battling against drugs and being imprisoned for possession. He recorded this version of the song on his last album, his wife had just died and he was suffering form a terminal illness. Ask the same questions as above.</p> <p>Write a review of the two versions for a Music Magazine.</p> <p>Use the same approach to explore a range of contemporary religious music.</p> <p>This could be done by listening to a range of modern Christian Worship Songs. A good source is 'best worship songs ever! (and More best worship songs ever !)' available in Tesco's.</p> <p>Or for Christian songs Use Martyn Joseph in particular 'He never said', 'Liberal Backslider' 'Treasure the Questions'</p> <p><i>This section could be integrated into Expression of Worship: Interpreting Christian symbol. Depending on the selection of</i></p>	<p>sense of their own experience and how they and others, including those belonging to a faith community, choose to express difficult ideas and feelings</p> <ul style="list-style-type: none"> • Enrichment <p>Learners are able to evaluate both secular and religious expressions of belief.</p>	<p>can interpret meanings from musical styles.</p>
--	--	--	--

	<i>music used this approach could be integrated into Applying and interpreting Teachings: Justice and injustice.</i>		
<p>Learners should</p> <p>Explore the Christian Symbolism in the story of the Lion The Witch and The Wardrobe.</p> <p>Reflect on the ways in which Film and Literature can be used to convey different meanings and feelings</p>	<p>How can film and Literature be used to express religious ideas: The Lion, The Witch and the Wardrobe</p> <p>Explain that the Lion the Witch and the wardrobe was written by C.S.Lewis, a great friend and contemporary of J.R Tolkien (author of the Lord of the Rings saga). They both liked to use stories of mythical lands to express deeper truths and ideas. Lewis was a Christian and his stories reflect many key Christian ideas. He wrote this book during the second world war. Some claim he came up with the story when he had to entertain evacuee children that he had had to take in during the Blitz.</p> <p>Show a section from the Film the Lion the Witch and the Wardrobe. (start 128 mins in or scene selection 16 on my DVD copy, stop after Aslan has released extra troops for the battle from the castle)</p> <p>Use an analysis worksheet like the one supplied on the resources disc to ensure understanding of the narrative. The sheet includes some follow up questions at different levels.</p> <p>As an extension the same approach could used to see how a secular film expresses ideas and values. Or a film or book from a different religious tradition.</p>	<ul style="list-style-type: none"> • Reinforcement Use a developing religious vocabulary to describe how the meanings of symbolism used in religious literature • Core <p>Students are able to describe in more detail the meanings of symbolism within religion, showing how religious belief can be expressed in a variety of ways (e.g. literature and Film: The Lion, the Witch and the Wardrobe. Students are able to apply their own and others' ideas to the way in which a faith</p>	

	<p><i>This section could be included in work on Exploring Sacred Literature: exploring a theme within the Bible or Asking difficult questions: What do we believe about life after death?</i></p>	<p>community chooses to express difficult ideas.</p> <ul style="list-style-type: none"> • Enrichment <p>Students are able to offer critical analysis of a range of expressions of religious belief.</p> <p>Students are able to evaluate both secular and religious expressions of belief.</p>	
--	---	---	--