ABOUT THIS UNIT:

This unit focuses on some of the ways in which Music, Art and Drama are used to express aspects of faith. The main focus is on Christianity and Buddhism. It will also help pupils understand how religious buildings can exemplify the beliefs and values of religious communities.

Estimated time for this unit: 10 weeks

Focused Religions: Christianity and Buddhism

Where this unit fits in: Year 5 Term 1: This unit builds on previous work done on Christian beliefs and introduces further learning about expression of belief.

KEY LEARNING OUTCOMES (from the programmes of study)
AT1 (h) use and interpret information about religions from a range of sources.
AT2 (e) reflect on sources of inspiration in their own and others lives.

KEY STRANDS ADDRESSED BY THIS UNIT
AT1 Forms of Beliefs, expression, teachings and sources
AT2 Identity and belonging

LINKS TO THE EVERY CHILD MATTERS AGENDA

- **Being healthy** (mind) – develop important skills of investigation, communication and evaluation.
- **Enjoyment and achievement** – providing lively, challenging learning activities, including story, music and drama, which stimulates pupils mental and emotional development.
- **Making a positive contribution** – developing the key attitude of open-mindedness.

CONTRIBUTIONS TO PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- **Spiritual** – considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to human and natural sciences, thereby contributing to personal and communal ideas.
- **Cultural** – promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures.

KEY SKILLS

- **Reflection** – on belief shown through Art, Music and Drama
- **Communication** – of ideas portrayed through pieces of art, drama and music.
- **Evaluation** – of own ideas and ideas of others.
- **Enquiry** – gather evidence about religions from many different sources.

KEY ATTITUDES

**Appreciation and wonder** – developing pupils’ imagination and curiosity, reflecting on the importance of silence and stillness
### Prior learning

It is helpful if children have:

- Participated in drama, role play and art work
- Visited different places of worship
- Participated in group work
- An appropriate level of understanding of the Christian religion, in particular Symbols and Religious Expression (Year 3)

### Vocabulary

In this unit, children will have an opportunity to use words and phrases related to:

- Icons
- Vestments
- Stained glass
- Festivals
- Dress
- Music
- Costumes
- Decorations

### Resources

- Music from different religions
- Religious buildings (virtual tours)
- Paintings and icons – Christian and Buddhist
- Internet sites for Christianity and Buddhism
- Miracle Plays – Margaret Cooling (Pub RMEP)
- Artefacts from Christianity and Buddhism
- Life of the Buddha
- Spirited Arts Project (REToday at [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts))
- Spirited Poetry (Pub RMEP)

### EXPECTATIONS at the end of this unit:

**Nearly all can:** (at level 3)

- use a developing vocabulary to describe key features of religions (AT1)
- describe some forms of religious expression (AT1)
- ask important questions about religion and beliefs (AT2)

**Pupil friendly version:** I can ...

- use religious words to describe some of the different ways in which people show their beliefs. (AT1)
- compare some of the things that influence them with those that influence other people (AT2)

**Many can:** (at level 4)

- use a developing vocabulary to show an understanding of sources, beliefs, practices and feelings in religion (AT1)
- suggest meaning for a range of forms of religious expression (AT1)
- describe what inspires and influences themselves and others (AT2)

**Pupil friendly version:** I can ...........

- describe how beliefs are expressed in a range of styles by believers and suggest what they mean. (AT1)
- ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. (AT2)

**Some children will have progressed further and can:** (at level 5)

- use a whole vocabulary to explain the impact of beliefs on individuals and communities (AT1)
- recognize diversity in forms of religious and spiritual expression within and between religions (AT1)
- explain what inspires and influences them expressing their own and others’ views on the challenges of belonging to a religion (AT2)
Pupil friendly version: I can ..........

- use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways that people express their faith. (AT1)

- give their own and others’ views on questions about who we are and where we belong, and on the challenges of belonging to a religion, and explain what inspires and influences me. (AT2)
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<th>LEARNING OBJECTIVES Pupils should learn:</th>
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| **How do we express our feelings?** | • to recognize that expressing faith involves feelings and emotions. (AT1) • to express their own beliefs, experiences and emotions (AT2) | • Explore with pupils facial expressions, body language and tone of voice such as shouting and whispering • Develop a drama activity, for example tell a story, using examples of expressing fear, pleasure, dislike and joy • Discuss other ways of expressing our feelings to others such as poetry, diaries, letters, stories etc. | | *Be aware that some religions do not use art as a means of expressions for their faith.  
The poem ‘Life is like a rainbow’ by Alesha Kinnear (age 10) in spirited Poetry is an excellent stimulus on relating colours to feelings* |

| **How is music a way of expressing worship and feelings for some believers and non-believers alike?** | • that in many religions, music is a form of expressing faith. (AT1) • to reflect on how music can affect emotions and feelings (AT2) | • Listen to a joyful piece of music. Choose a piece of classical music and ask pupils to reflect on it. Discuss how it makes them feel. Pupils choose a way of expressing how the music makes them feel such as a picture, a poem or some movement. • Ask pupils to prepare a response to the music from the perspective of believers expressing feelings of joy to their God. | • Let the pupils compose their own music to express feelings of joy or thanksgiving, sorrow or peace. Pupils can present their work to the class. | *Music – reflect on how music is a powerful tool for conveying key beliefs, values and ideas in religion and beliefs.  
DVD Places of Worship ([www.reonline.org.uk](http://www.reonline.org.uk)) has some good examples of the use of music in worship.*** |

<p>| <strong>How can colour express religious feelings and ideas?</strong> | • that art can be sacred and spiritual for believers. (AT1) | • Ask an appropriate member of a local church to bring coloured vestments for different seasons of the Christian year. What do the colours used in Church symbolise? • Pupils to carry out research into stories and symbols in some Christian festivals. Design and create a banner for a festival such as Pentecost | • Children can complete a ‘Wheel of the Christian Year’ highlighting appropriately the different ‘seasons’ and festivals, and considering their meaning. • This activity could be assessed at group or individual level. | <em>Vestments are mainly used in the Anglican, Roman Catholic and Orthodox traditions with Christianity.</em> |</p>
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| How do artists express religious beliefs? | • that art can be used to express religious feelings and ideas. | • Study pictures of famous artists’ work on the life, death and resurrection of Jesus, and his teachings. Explore how they use symbolism and colour to express meaning. Explore by questioning.  
• Plan a visit to a Church to investigate above – symbolism, colour (such as stained glass etc)  
• Pupils make their own ‘stained glass’ to illustrate a Bible story or feelings generated by music, sound stimulus. | | *Art and Design* – recognize how art and sculpture can convey key religious beliefs and ideas  
• ‘The Bible through Art + Jesus through Art’ – both (RMEP) by Margaret Cooling [www.request](http://www.request) (virtual visits)  
• Possible link to Christmas – cards that show Christian belief. |
| How can I express my beliefs? | • to express their key ideas and beliefs through art. | • Invite the children to create their own art work which expresses their own important beliefs, feelings and experiences, possibly with some written text which explains their art. | • Dialogue with children can assess their understanding of how beliefs can be expressed | [The spirit and arts website](http://www.natre.org.uk/spiritedarts) has some really stimulating art work from children to support this learning activity |
| Key questions | LEARNING OBJECTIVES  
Pupils should learn: | Teaching and Learning Activities | Assessment Opportunities | Links / points to note |
|---------------|-------------------------------------------------|---------------------------------|-------------------------|----------------------|
| How is faith expressed through drama? | • that drama is a means of reinforcing important stories and teachings in religions (AT1)  
• to link stories from religions to their own lives (AT2) | • Research ‘ Miracle Plays’.  
• Read and present a Miracle play. | • Present a play/drama that helps to answer questions about right and wrong. KS2 AT2 (e) Ask questions about the meaning and purpose of life. | • Ten Minute Miracle Plays Vol. 1 and 2 by Margaret Cooling (for KS2).  
• This unit might include Nativity activities. |
| Follow lesson plans from Festival Matters – Harvest Y5 | | | | |
| Who was the Buddha?  
Why are images of the Buddha important for Buddhists? | • to reflect on the key themes of the Buddha’s life. (AT1)  
• that images of the Buddha are a focus for Buddhist worship (AT1)  
• that different qualities can be expressed through the images of the Buddha. (AT1)  
• that images are symbols of qualities such as wisdom, compassion, patience etc. 9AT1) | • Briefly outline the life of the Buddha in terms of The Prince - 4 signs – The search – The Teacher.  
• Children can research a short biography of the Buddha on the Internet or using available resources.  
• Children can re-enact these key moments in the Buddha’s life.  
• Children can reflect on what we learn from the 4 signs that wake us up to what is important to Buddhists/us?  
• Use pictures and/or statues as a focus into further questions about the Buddha and his teachings.  
• Invite a Buddhist Faith Speaker to set up a shrine and talk about the importance of Buddhist images. | • In groups use Internet and other resources to produce a short presentation on the answers to key questions.  
• Look at work covered so far – what are the similarities and differences between Christians and Buddhists? How do Christians and Buddhists express their faith and beliefs? | • Search Google under ‘Buddhist art’ and ‘Life of the Buddha’ for excellent background information and illustrations.  
• The first symbol for the Buddha was a footprint. Children can explore why. (One must walk the Path)  
• When dealing with Buddha statues it is important that the children realize that these are helpful symbols and reminders for Buddhists.  
• Images should be treated with respect and in a special way. |
Children can be invited to think of their own symbols for important qualities such as: generosity, patience, compassion and wisdom.

| Follow lesson Plans from Festival Matters – Christmas Y5 |  |  |  |
Music I like is
……………………
……………………

In religion I think people express their beliefs by
……………………
……………………
……………………

I think the most important feelings I have are
……………………
……………………
……………………

My favourite colour is
……………………
because
……………………

Music is important in religion because
……………………
……………………
……………………

A piece of Art I really like is
……………………
……………………
……………………
Key moments in the life of the Buddha include ……………… and ………………

When I made my own ‘stained glass’ it was linked to the story of ……………… because ………………

The key message of this story is ………………

Music is used in Christian worship to ………………

It is important for many Christians because ………………

I think the word miracle means ………………

A ‘miracle’ story I remember is ………………

The key message of this story is ………………

Colours can sometimes express how we feel.

Examples include ……………… ………………

It is important for many Christians because ………………

SUMMATIVE

FAITH AND
THE ARTS