

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), *Diocesan RE Adviser*

The questions we might ask:

- *How do religious and non-religious people understand the value of creativity?*
- *How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?*
- *How do religious and non-religious people express their beliefs creatively?*
- *Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people*
- *Spirited Arts competition run by NATRE (National Association of Teachers of RE)*

The ideas we might explore

- The importance of creativity as a way to express meaning, emotion, knowledge, etc.
- Creativity as connected with what it means to be human; one of the key ways in which humans are different from other animals
- The different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts
- The challenges of communication: the same word/symbol can mean different things to different people (e.g. 'field' means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetism; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq)
- The difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words
- The other ways in which people try to express their understanding of these ideas: the value of creation expression as a key element of what it means to be human and to try to communicate meaning
- Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism)
- Reasons why some religious people will depict God/key religious figures visually and

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser

others will not (e.g. **Christianity**: it is acceptable to draw pictures of God because the material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; **Islam** and **Judaism**: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God

- Examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim *adhaan* [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.)
- Produce work as part of the [NATRE Spirited Arts competition](#)

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



<p><i>Creation and Creativity</i></p>	<p>Thinking: How are humans different from other animals? Mind map similarities and differences – see if pupils identify creativity as one of the characteristics of being human.</p> <p>The importance of creativity as a way to express meaning, emotion, knowledge, etc.: ask pupils to play <i>Give us a Clue</i> – the must get their team to guess the word or phrase on the card without using speech. How easy is it to communicate without words? Would it have been easier if they could have tried to describe the word/phrase to help their teammates?</p> <p>Explore different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.). Give pupils scenarios: what form of expression would they use to communicate, e.g., the numbers of pupils in school who enjoy reading, the feeling of excitement when you finally solve a problem that you haven't been able to solve, the French words for, 'hello', 'goodbye' and 'how are you', etc. Highlight the fact that different forms of expression are more suited to particular contexts.</p> <p>Explore some of the challenges of communication: the same word/symbol can mean different things to different people (e.g. 'field' means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetics; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq).</p> <p>Explore some of the difficulties of communicating about ideas connected with religion and belief, e.g. God, hope, justice, truth, love, etc., using words. Ask pupils to imagine an alien from Mars is visiting – how would they explain 'God' or 'love' to this alien? If they can't manage it with words, how else might they try to communicate what these things mean?</p>
---------------------------------------	--

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



<p><i>Creative expression in religion: art, architecture and sculpture</i></p>	<p><u>Believing</u> and <u>Living</u>:</p> <p>Art</p> <p>Explore artistic representation of key religious beliefs/stories/people. Ask pupils to analyse these works of art as they would analyse a text in literacy: who has produced this? When? Why? What is going on in the work of art? How does it connect with beliefs from this religion? How does it relate to the text on which it is based? How might different people understand the meaning of this work of art differently? Etc.</p> <p><u>Christianity</u>:</p> <p>https://www.methodist.org.uk/our-faith/reflecting-on-faith/the-methodist-modern-art-collection/index-of-works/the-feeding-of-the-five-thousand-john-reilly/ https://www.methodist.org.uk/our-faith/reflecting-on-faith/the-methodist-modern-art-collection/index-of-works/the-five-thousand-eularia-clarke/ http://collections.vam.ac.uk/item/O8575/christ-feeding-the-five-thousand-panel-unknown/ http://globalworship.tumblr.com/post/93542012895/loaves-fishes-in-global-art</p> <p><u>Judaism</u>:</p> <p>https://www.myjewishlearning.com/article/marc-chagall/ http://www.yivoencyclopedia.org/article.aspx/Chagall_Marc https://blog.oup.com/2017/07/marc-chagall-religious-artist/ https://hesedweemet.wordpress.com/2009/09/18/the-religious-art-of-marc-chagall/</p>
--	---

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p>Architecture Explore different ways in which religious people express their beliefs by the way in which they construct their places of worship. What does the shape, height, building materials, colour, direction, etc., tell us about beliefs about God, the world and human beings?</p> <p><u>Christianity:</u> https://www.khanacademy.org/humanities/medieval-world/early-christian1/a/early-christian-art-and-architecture-after-constantine http://www.beliefnet.com/faiths/christianity/the-architecture-of-faith.aspx https://lincolncathedral.com/history-conservation/timeline/ http://www.bbc.co.uk/history/british/architecture_cathedral_01.shtml https://www.dezeen.com/tag/churches/ http://www.cardboardcathedral.org.nz/ https://www.liverpoolmetrocathedral.org.uk/history-heritage/a-brief-history/</p> <p><u>Islam:</u> https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic-art/a/introduction-to-mosque-architecture https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic-art/a/common-types-of-mosque-architecture https://www.dezeen.com/tag/mosques/ https://www.architecturaldigest.com/gallery/worlds-most-beautiful-mosques http://www.bbc.co.uk/guides/z297hv4</p>
--	---

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p>Sculpture</p> <p>Explore different ways in which people express their different beliefs through the medium of sculpture. Ask pupils to analyse these sculptures as they would analyse a text in literacy: who has produced this? When? Why? What is going on in the work of art? How does it connect with beliefs from this religion? Is the material used telling us something about this religion? How might different people understand the meaning of this sculpture differently? Etc.</p> <p><u>Christianity:</u> https://www.stmartin-in-the-fields.org/visit/things-to-see-and-do/art-and-exhibitions/ http://www.mikechapmansculptor.com/photo_6382992.html#photos_id=6382992 https://thelincolnite.co.uk/2014/05/giant-virgin-mary-statue-unveiled-lincoln-cathedral/ http://www.jonathonhemingray.co.uk/</p> <p><u>Buddhism:</u> http://www.vam.ac.uk/content/articles/b/buddhist-sculpture-v-and-a/ https://www.metmuseum.org/toah/hd/budd/hd_budd.htm http://www.buddhanet.net/gallery.htm http://www.asiasocietymuseum.org/default.asp https://www.himalayanart.org/collections/photographic_archives.cfm</p>
--	--

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By Gillian Georgiou, Diocesan RE Adviser



<p><i>Creative expression in religion: music, dance and drama</i></p>	<p><u>Believing</u> and <u>Living</u>:</p> <p>Music Explore different ways in which people express their different beliefs through music. Ask pupils to analyse these pieces of music as they would analyse a text in literacy: who has produced this? When? Why? Will it be used for worship? How does it connect with beliefs from this religion? How is it connected with a particular culture or period in history? How does the music make us feel? How might different people respond to the music differently? Etc.</p> <p><u>Christianity</u> https://www.rca.org/resources/theology-and-place-music-worship https://www.bbc.co.uk/news/entertainment-arts-43547436 https://www.bbc.co.uk/programmes/b006ttc5 https://www.youtube.com/channel/UCVvRF2O1DMiQqaXALhU_afA https://www.youtube.com/watch?v=qnN9Zz6BBzs&list=PLssZy5BJs9Bcn03tXwql-Z1k61iB3t1jN https://www.youtube.com/watch?v=I5fYXDsh_YU https://www.quaker.org.uk/about-quakers/our-faith/how-quakers-worship</p> <p><u>Judaism</u> https://www.myjewishlearning.com/article/music-101/ https://www.myjewishlearning.com/article/klezmer-music/ https://www.jewishvirtuallibrary.org/an-overview-of-jewish-music https://www.youtube.com/channel/UCMsWQVBqInLcUJZssNevj9mQ</p>
---	--

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p>Dance Explore different ways in which people express their different beliefs through dance. Ask pupils to analyse these dances as they would analyse a text in literacy: who has choreographed or is dancing in this? When? Why? Will it be used for worship? How does it connect with beliefs from this religion? How is it connected with a particular culture or period in history? How does the dance make us feel? How might different people respond to the dance differently? How do the movements of the dance reflect the accompanying music? Etc.</p> <p><u>Christianity</u> https://springsdancecompany.org.uk/about/ http://www.cdfb.org.uk/</p> <p><u>Judaism</u> https://www.myjewishlearning.com/article/theatre-dance-101/ https://cssh.northeastern.edu/jewishstudies/wp-content/uploads/sites/12/2017/05/Dance-and-Judaism.pdf</p> <p><u>Islam</u> https://www.britannica.com/topic/dervish https://www.britannica.com/topic/Islamic-arts/Dance-and-theatre#ref316683 https://www.youtube.com/watch?v=fHjFgOf0Z7M</p> <p><u>Hinduism</u> https://www.britannica.com/list/6-classical-dances-of-india</p>
--	---

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p>https://iskconeducationalservices.org/HoH/lifestyle/803.htm https://www.youtube.com/watch?v=-b-M1V_ONAw https://www.youtube.com/watch?v=pbCTXUGWB7Q</p> <p>Drama Explore different ways in which people express their different beliefs through drama. Ask pupils to analyse these dramatic performances as they would analyse a text in literacy: who has written/is performing in this? When? Why? Will it be used for worship? How does it connect with beliefs from this religion? How is it connected with a particular culture or period in history? How does the performance make us feel? How might different people respond to the performance differently? Etc.</p> <p><u>Christianity</u> https://www.bl.uk/medieval-literature/articles/medieval-drama-and-the-mystery-plays http://www.lincolnmysteries.co.uk/about/ https://www.passionsspiele-oberammergau.de/en/home http://www.richmondparkchurch.org.uk/drama-scripts.html</p> <p><u>Judaism</u> https://www.myjewishlearning.com/article/theatre-dance-101/ https://www.theguardian.com/stage/2012/feb/14/jewish-dramatists-modern-drama https://www.bfi.org.uk/news-opinion/news-bfi/lists/10-great-jewish-films</p>
--	--

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Additional Unit: Expressing Beliefs through the Arts

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser

	<p><u>Hinduism</u> https://iskconeducationalservices.org/HoH/lifestyle/803.htm https://www.britannica.com/topic/lila https://www.britannica.com/topic/Hinduism/The-arts http://abith.weebly.com/hinduism-and-bollywood.html</p>
--	--

<p><i>Spirited Arts Competition</i></p>	<p>NATRE Spirited Arts competition Ask pupils to choose a theme and create an artwork that reflects that theme. They must ensure they also include a description to explain how their work reflects the theme.</p>
---	---