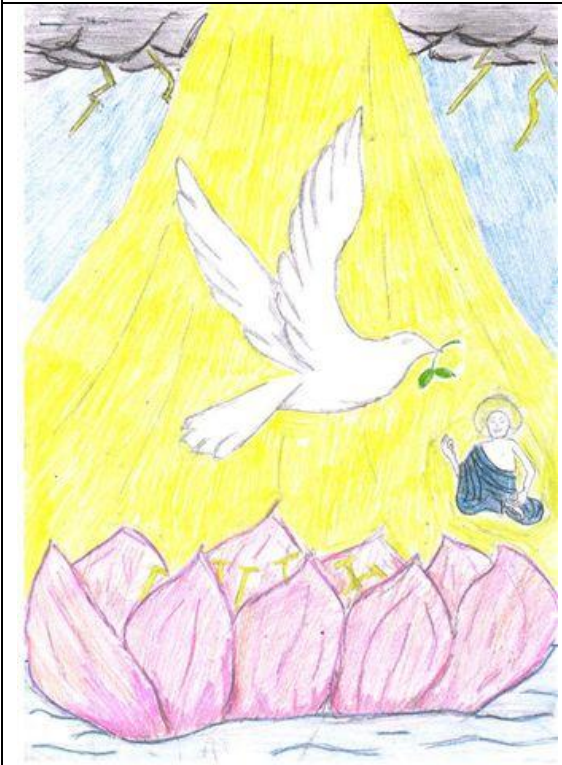


**TITLE:**

**How do people  
express their  
spiritual ideas  
through the arts?**

**YEAR GROUP: 3 / 4 / 5 / 6**



***Nottingham  
City and County City  
SACRE RE Syllabus:  
Non-statutory exemplification***

**Nottingham City and County SACRE RE Syllabus:  
Non-statutory exemplification**

**TITLE:**

**How do people express their faith or their spiritual ideas through the arts?**

**YEAR GROUP:3/4/5/6**

**About this unit:**

**Year Group: 3/4/5/6**

This unit enables pupils to engage with spiritual ideas through the arts.

The focus is on engagement with Christian ideas explored through the arts.

Pupils are enabled to think for themselves about questions to do with the meaning, history and spirituality behind the works studied. Pupils are encouraged to consider what can be learned from these expressions of faith by referring to their own experiences, beliefs and values. The unit can work across a wide age range, and makes an exciting focus for an 'arts and RE' week, or some other way of working in intense time periods.

Schools could consider using artists in residence, or visiting creative educators to enhance the approaches.

**Where this unit fits in**

This unit will help teachers to implement the Nottingham City and County Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of spirituality in the arts by using the concepts of worship, meditation and celebration.

This unit contributes to the continuity and progression of pupils' learning by developing pupil's knowledge of Christianity from other units.

The unit builds upon the learning in Units 1.2, 1.8, 1.11, 2.1, 2.2, 2.8, 2.9, 2.12, 2.13, 2.15.

This unit also has strong links with the art and literacy curriculum.

**Estimated teaching time for this unit: 7 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

**KEY STRANDS ADDRESSED BY THIS UNIT**

**AT 1: Learning about Religion**

- Beliefs, Values and Teaching
- Ways of expressing meaning

**AT 2: Learning from Religion**

- Questions of Meaning, Purpose and Truth

**ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Open mindedness** by engaging in positive discussion and debate about the ideas of faith expressed in the works of art studied.
- **Appreciation and wonder** by developing their capacity to respond to works of art, to be creative and to enter into life's mysteries with imagination.

**The unit will provide these opportunities :**

- Pupils have opportunities to consider the concepts of worship, meditation and celebration.
- Pupils have opportunities to consider a diverse range of views about questions of expression and meaning in relation to spirituality and faith.
- From the study of **Christianity**, pupils will be able to think about their own experiences and views in relation to questions of spirituality in the arts.
- Experiences and opportunities provided by this unit include; exploring Christian arts through a range of media; discussing the significance of this art to Christian communities; responding personally to the artwork they have seen and heard.

**Background information for the teacher:**

This unit gives the children an opportunity to engage with Christian ideas through the arts and to encourage them to express their own opinions about the arts explored. Many of the art works explored have great meaning and history behind them and this unit offers a taster and should link in with the children's knowledge of Christianity from other units. This unit has strong links with the art and literacy curriculum.

<b>Vocabulary + concepts</b>	<b>Resources: Teachers might use:</b>
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Belief</b> <b>Faith</b> <b>Spirituality</b> <b>Commitment</b></p> <p><b>Specific religions:</b> <b>Christianity</b></p> <p><b>The language of shared human experience</b></p>	<p><b>Web</b> The National Association of Teachers of RE's 'Art in Heaven' gallery on the web show cases over 100 brilliant pupils responses to the questions 'Where is God?' and gives access to a free download of usable PPT sequences on this topic. It is a core resource for this module. <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> Websites on Christianity, e.g. <a href="http://www.request.org.uk/">http://www.request.org.uk/</a>.</p> <p><b>Artefacts</b> [religious artefacts available to purchase from: Articles of Faith (Tel: 0161 763 6232) Religion in Evidence (Freephone 0800 137525)] Icon – 'Jesus through Art', Margaret Cooling. Vanpouilles is a supplier of vestments and textiles to churches. They have a very easy to use visual website: <a href="http://www.vanpouilles.co.uk">www.vanpouilles.co.uk</a>. <a href="http://www.theresite.org.uk">www.theresite.org.uk</a> <a href="http://www.re-xs.ucsm.ac.uk/schools/">www.re-xs.ucsm.ac.uk/schools/</a></p> <p><b>Audio, visual and video resources</b> Contemporary classical spiritual music is good to use in this area: John Tavener, John Rutter, Andrew Lloyd Webber are examples.. Some contemporary artists such as Bill Viola or Mark Wallinger offer challenging imagery as well. (Web links) Cumbria and Lancashire Learning Online has excellent resources for RE: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> Look in Subjects, RE, KS2. <a href="http://www.ngfl-cymru.org.uk">www.ngfl-cymru.org.uk</a> is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group. Look at the KS3 sound presentation on Worship (very useful in this unit for Y3-6).  <ul style="list-style-type: none"> <li>• examples of music from different religions</li> <li>• posters, photographs and postcards of paintings</li> <li>• miracle plays translated for children</li> <li>• internet sites</li> <li>• museums and art galleries</li> </ul> <a href="http://www.fischy.com">www.fischy.com</a> provides some of the best contemporary music for children in Christianity.</p> <p><b>Architecture and music:</b> Schools will do well to connect with local examples of Christian architecture and music in this unit. The parish church and the Cathedral of St Albans may be excellent sources.</p> <p><b>Text</b> Margaret Cooling, 1998, <i>'Jesus Through Art'</i>, RMEP; Wood, Logan and Rose, 1997, <i>Dimensions in Religion: Places and Spaces</i>, Nelson Thornes; Phil Grice, Active Resources for Christianity 1, Heinemann, ISBN 435303724; 'I Wonder' (story of St Alban) A useful pack of materials for exploring Easter at different levels is published by the Diocese of Bath &amp; Wells, 2002, <i>Easter: a whole-school scheme of work</i>, Wells: The Old Deanery RE Resources Centre. Price £10. Picturing Jesus and Picturing Easter (RE Today, 2003 / 2008) provide good ideas for visual learning here. <i>Jesus Through Art</i> by Margaret Cooling RMEP <i>Images of Jesus in Art</i> (BBC) ISBN 1 9017 10246 (Video and Booklet) <i>The Christ we Share</i> (CMS/USPG) Lion publish a variety of Bible stories that are useful for retelling. <i>The Lion Storyteller Bible</i> ISBN 780745929217 RE Today Publications : <i>Picturing Jesus</i> - Photographs/ pictures of Jesus with questions and reflections for pupils. Christian Artefact cards – <i>Religion in Evidence</i> series - published TTS , Monk Road, Alfreton, Derbyshire, DE55 7RL CD Roms are available for a range of Christian music – both traditional and contemporary.  <ul style="list-style-type: none"> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ <a href="http://www.jesumafa.com">www.jesumafa.com</a> – images of Jesus from the Cameroon</li> <li>▪ <a href="http://www.gallery.euroweb.hu">www.gallery.euroweb.hu</a> – an online database of thousands of paintings all digitally reproduced</li> </ul> </p>


<p><b>Contributions to spiritual, moral, social and cultural development of pupils</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from understanding how art enables Christians to express their feelings and thoughts in worship.</li> <li>• Opportunities for <b>cultural development</b> come from discussing the significance of this art to Christian communities.</li> </ul>		
<p><b>EXPECTATIONS At the end of this unit</b></p>		
<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Retell some Bible stories through drama, giving some thought to characters' actions (AT1)</li> <li>• Identify some meanings of church liturgical colours (AT1)</li> <li>• <i>Respond sensitively to the ideas of the artist (AT2)</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the symbolism and teaching behind church liturgical colours (AT1).</li> <li>• Use religious or spiritual vocabulary which expresses some of the feelings described in Christian writing and expressed through art (AT1).</li> <li>• <i>Make links between story and values in Christianity and in their own experience (AT2).</i></li> </ul>	<p><b>Pupils working at level 4 will be able to</b></p> <ul style="list-style-type: none"> <li>• Use a widening religious vocabulary to show that they understand the way that key events in the Christian calendar relate to church liturgical colours and the feelings and ideas expressed (AT1).</li> <li>• <i>Apply ideas from the Christian art forms studied to their own life experience (AT2).</i></li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.</p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <p>Assessment opportunities might include; allowing pupils to respond through drama, dance, painting, writing and music; 'commissioning' pupils to produce a picture / sculpture of Jesus or the cross for a church / organisation, using ideas and inspiration from the unit to do this, then interviewing pupils to discuss why they have chosen a particular image, media.</p> <p>G&amp;T: To extend this work, ask pupils to represent a Bible story in their own way using creative materials, and to show two different ways the story might have a meaning.</p>		

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<p><b>Spiritual – what’s that?</b></p>	<p>To be able to use a working definition or description of the spiritual</p> <p>To notice that different people find that different things are spiritual at different time.</p>	<p><b>What is the spirit? What is spiritual?</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the website <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> The words matter as much as the images. A good way to introduce this is to select 6 images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness.</li> <li>• Tell pupils that musicians cannot agree what music is, but they all know about it, and can make it. ‘Spiritual’ is also a word that makes people argue sometimes, but a useful word.</li> <li>• Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God). This is a useful ‘working description.’ Put it on a poster for the duration of this unit, and keep referring to it. There is a suitable graphic at the end of the unit.</li> <li>• Use a collection of photos and postcards, spread out on desks around the room: include some of the natural world and its wonders, the environment and some of people of all ages and races. Put some religious pictures from different faiths there as well, and some that are more abstract.</li> <li>• Ask pupils to walk round and think: which four cards would I like on my wall? Which two are spiritual for me today? What would a person who cared about the spirituality of the earth choose? What would a person who cared about God choose? Children need to record their thoughts and share in a pair the images that were spiritual for them</li> </ul>	<p>I can say what I think ‘the human spirit’ means (L2)</p> <p>I can make a link between the word ‘spiritual’ and some images (L3)</p> <p>I can describe why an image is spiritual for me (L3)</p> <p>I can show that I understand that people use the word ‘spiritual’ in different ways (L4)</p> <p>I can apply the idea of the spiritual for myself, simply (L4)</p>	<p><i>The descriptions of the spiritual given by Prof David Hay are all about ‘relational consciousness’ in relation to the self, others, the planet and the transcendent. This is the description shared simply with children in this activity. It is hard, but no harder than many concepts we use in science and literacy.</i></p>

<p><b>How do Christians use music in worship to express a variety of ideas and feelings to and about God?</b></p>	<p>To explore music as a means of expressing worship. To discuss the significance of this music to Christian communities. To respond personally to the music they have heard.</p>	<p><b>Music: What is spiritual about music? How do Christians make spiritual music?</b></p> <ul style="list-style-type: none"> <li>Listen to some contrasting pieces of music (The Planets, Holst, Four Seasons, Vivaldi or contemporary music) allow the children to respond in drawing / taking a line for a walk as they listen. Respond in words or through dance or drama afterwards, considering what it made them think of and how it made them feel. Explain that music is important in creating moods and that Christians use music in worship to express a variety of feelings, especially about God and their spiritual lives.</li> </ul> <p><b>What is a Psalm? What do Psalms express?</b></p> <ul style="list-style-type: none"> <li>Collect a list of different feelings that children think worshippers might have. Explain that Christians are able to express their feelings to God. Then look at a variety of Psalms which express different feelings: Psalms 13, 23, 40 and 98 give a good variation. These could be used as literacy texts, alongside their RE use. They are poems. Children could write a Psalm / Reflection / Meditation in their own words with accompanying illustrations or add appropriate percussion (or use ICT music programs), working from one of the Psalms.</li> <li>Listen to a variety of Christian music that gives something of the message of the Christian faith. This could be either / both traditional or contemporary.</li> </ul> <p><b>Making judgements about music: what do you think?</b></p> <ul style="list-style-type: none"> <li>Ask pupils to make some judgements: who would use this music? Who would like it? What music would Christians play for a birth of a baby, a wedding, a funeral? Why? What would they choose for weekly sharing of bread and wine to remember Jesus, and for thanking God any day of the week? Why?</li> <li>Ask pupils some questions of wonder: I wonder: Can a song be a prayer? Is all music spiritual? Could human life survive without music? What if there was no music? How do other religions, and non-religious people use music for their spiritual lives? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p>Develop sensitive responses to the ways music makes people feel (L2)</p> <p>Describe how music enables Christians to express their thoughts and feelings in worship (L3).</p> <p>Use music / poetry creatively to explore some stories and beliefs of the Christian faith for myself (L4).</p> <p>Explore my own thoughts and feelings about and through these art forms, applying ideas and methods for myself (L4).</p>	<p><i>Cross curricular linking: in Music pupils are to develop cultural and critical understanding through listening and evaluating music from a wide range of sources. RE is doing this in this lesson.</i></p> <p><i>Keep referring pupils to the description of the spiritual from lesson 1.</i></p> <p><i>I-Tunes sized extracts of 20 seconds or so are good for this, but some longer pieces enable deeper appreciation.</i></p>
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<p><b>How do Christians use objects to help them concentrate on and think about God?</b></p>	<p>To explore the use of a variety of objects in times of reflection;</p> <p>To develop skills of imagination in making sense of symbols.</p>	<p><b>Reflection: what is it, and how do Christians use the art of reflection?</b></p> <ul style="list-style-type: none"> <li>• Collect a variety of natural objects: pebbles, shells, leaves, twigs, flowers, pine cones, stones. As a circle time activity, ask the children to select an object and sit quietly looking at and touching the object. Ask them to think about how it looks and feels, does it remind them of other things? Can they imagine the story of their object? Draw the children together to share with the group if they wish.</li> <li>• Explain that Christians often use objects to help them concentrate on and think about God. Slowly and carefully, show children some Christian artefacts, and tell their 'stories' – how are they made, used and revered? Alternatively, use a candle, sculpture or picture for the children to respond to.</li> <li>• Links can be made to unit 1.11 and use the prayer palette activity.</li> <li>• Provide pupils with pictures of Jesus from different cultures or different artistic interpretations of Jesus and allow time for reflection on these. Pupils could write or talk about how the picture helps them to understand more about Jesus.</li> <li>• Ask pupils some questions of wonder: I wonder: Can a pebble tell a story? Can a stone give humans an emotion? Do we all make symbols from natural objects? What if these objects could talk, and say just one sentence: what would they say? What do the objects Christians use 'say'? How do other religions, and non-religious people use symbols and object for their spiritual lives? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p>Explore and describe their own thoughts and feelings about and through this activity (L3).</p> <p>Develop and show understanding of the way objects enable Christians to express their thoughts and feelings in reflection times (L4)</p>	<p><i>'Picturing Jesus' packs from RE Today and 'The Christ we Share' from USPG are good sources for images of Jesus. Or search the web.</i></p>
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<p><b>How do colours help us to express our feelings?</b></p>	<p>To match feelings to colours.</p> <p>To explore the meanings of colour in the church year.</p>	<p><b>Colours: What meanings can we find in colours?</b></p> <ul style="list-style-type: none"> <li>• Give a selection of colours and feelings ask the children to match them in the way they feel they want to or have coloured paper around the room, say a feeling and children respond by standing next to that colour. Try these: CALM / ANGRY / THOUGHTFUL / WISE / TROUBLED / EXCITED / ANXIOUS / SORRY / GLAD / SAD / FRIENDLY / JEALOUS / YOUNG / GROWING / COSY / SCARED</li> <li>• Children choose a colour each and collect words they associate with it, write a poem based on that colour.</li> <li>• Use paints to mix various shades of their chosen colour to go with the poem.</li> <li>• Show pictures of churches, particularly altars with a variety of church colours displayed. Teach the children that many churches use these colours throughout the seasons of the year: Green for growth, red for spiritual fire, the Holy Spirit, white for forgiveness and purity, purple for passion, suffering and sorrow (see <a href="http://www.vanpoules.co.uk">www.vanpoules.co.uk</a>, a vestment manufacturer, for a great range of visuals for this work).</li> <li>• Use a wheel to show the colours throughout the year and their meanings to the church. (See <a href="http://www.request.org.uk/main/festivals">www.request.org.uk/main/festivals</a> for explanation and worksheet.)</li> <li>• Pupils could represent a Bible story in their own way using creative materials, or put them in four groups to create a large cross in one of the colours with appropriate imagery and words.</li> </ul>	<p>Use creative materials to tell stories and beliefs of the Christian faith (L2).</p> <p>Explore and describe their own thoughts and feelings about colour and emotion through these art forms (L3).</p> <p>Develop and show understanding of the way colour enables Christians to express their thoughts and feelings (L4).</p> 	<p><i>There are clear links with the SEAL programme in this work, connecting to pupils' emotional vocabulary.</i></p> <p><i>The art curriculum uses the concept of 'drawing to express' and links well with this lesson.</i></p>
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<p><b>How do banners, icons and stained glass windows help Christians to worship?</b></p>	<p>To explore the meaning behind the use of banners and stained glass windows in churches.</p> <p>To explore the symbolism associated with icons.</p>	<p><b>Banners, icons and stained glass windows: meanings in objects?</b></p> <ul style="list-style-type: none"> <li>• Use ICT or church visit to look at a variety of banners and stained glass windows. What do they show? (Usually a Bible story or words from scripture). How might these help the worshipping community? Take a Bible story or verse and design and make a 'stained glass' window or banner.</li> <li>• Drawn in a particular style and used predominantly by Orthodox Church in worship, icons symbolise beliefs and are designed to draw in the worshipper. <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> has a small amount of information on icons and explains perspective particularly well. Look at the features of icons and try to draw and paint in that style.</li> <li>• Give pupils a choice of either a stained glass window, or an iconic triptych to design. They could make their design based on one of these concepts: Holy Spirit / Love / Celebration / Mysteries.</li> <li>• Create a display, and ask pupils to interview each other, and write the 'art gallery notes' for their partner's design.</li> <li>• Ask pupils some questions of wonder: I wonder: Can a banner make a person think of God? Does an icon make the worshipper a more spiritual person? Can anyone be spiritual? How do other religions, and non-religious people worship, or be spiritual? Accept all the ideas pupils offer in response to these questions.</li> </ul>	<p>Use creative materials to tell stories and beliefs of the Christian faith (L2).</p> <p>Explore and describe their own thoughts and feelings about colour through these art forms (L3).</p> <p>Develop and show understanding of the way banners, icons and stained glass windows enable Christians to express their worship, thoughts and feelings (L4).</p>	<p><i>Keep referring pupils to the description of the spiritual from lesson 1. Expect them to be increasingly confident in using the word, through the many examples given.</i></p>
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<p><b>How can mystery plays teach us about God, people and human nature?</b></p>	<p>To explore the meaning of a Bible story or a Christian belief through the use of mystery plays.</p> <p>To work creatively and purposefully in a team to create a simple drama performance</p> <p>To increase awareness of the ways biblical stories express beliefs</p>	<p><b>Mystery Plays: why have Christians dramatised the Bible so often?</b></p> <ul style="list-style-type: none"> <li>• In groups or as a whole class, collect ideas of stories the children know and where they are known from. Fairy tales, classic tales, family stories from books, film, Disney, television.</li> <li>• In pairs, tell one another a story known from when they were younger or about a recent film or television programme. Do the children enjoy telling stories to one another?</li> <li>• Ask the children to think about a time when there was no television and many people could not read. How were stories shared? Through telling one another, through stained glass windows, music and plays.</li> <li>• The Bible tells stories not only of God, but of people and of human nature. It was extremely important to Christian people (and still is today) and needed to be shared amongst communities. Mystery plays are plays that tell these stories and teach people about God and human nature. They are often performed in churches or cathedrals. (York, Coventry and Lincoln have some good information and pictures – search the web for this year’s examples)</li> <li>• In small groups, of perhaps 5-6 pupils, take a story from Genesis, Exodus or the gospels to act out. Ask pupils to develop an improvised drama, with a narrator, lots of action, good thinking particularly about the characters and how they behave, and the idea of god ‘behind’ the story. Some mystery plays have god as a character, or just a voice. After the first phase of improvisation, get two groups to see each other’s plays and make suggestions for improvements, before showing them to the whole class. Or an audience of younger pupils, or parents.</li> <li>• Pupils could ‘hot seat’ a character from a Bible story to find out how they feel/felt about something.</li> <li>• To extend higher achieving pupils, ask them to explain the similarities and differences between bible text, mystery play, and another art form – such as visual art or music.</li> </ul>	<p>I can describe some ways in which the spirit of Christianity is seen in drama and story (L3)</p> <p>I can show, using the right words, that I understand how different art forms can express Christian beliefs (L4)</p> <p>I can express my own views about some of the different ways Christian spirituality is expressed in the arts and drama (L5)</p>	<p><i>Look on the internet to see what mystery play cycles are running in the year you teach this work. There are usually some interesting pictures to see. Video and streamed recordings are useful. Lincoln, Chester, Wakefield, London, York and Coventry have all hosted Mystery Plays in recent years.</i></p> <p><i>Is it possible to plan a trip, or watch video extracts? This would enhance the work.</i></p>
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<p><b>What have we learned in this unit of RE?</b></p>	<p>To reflect for themselves on their own ideas about spiritual life and self expression</p> <p>To respond to the challenge of self expression of the spiritual in a way they choose.</p>	<p><b>Expressing my learning: how can my own spiritual ideas be shared?</b></p> <ul style="list-style-type: none"> <li>▪ Spend some circle time with the class reviewing the unit and its stimuli.</li> <li>▪ Ask each child to choose: if they could select one piece of music, drama, poetry, art and architecture to sum up Christian beliefs about God, which ones would they choose and why?</li> <li>▪ Ask pupils to make a small booklet of 10 pages. 5 pages should have a picture of the five things they selected above. The facing page in each case should answer the question: why does this express spirituality to me? (Or similar)</li> <li>▪ This booklet is a suitable item for an assessment if you need one for this unit.</li> </ul> <p><b>Challenge: Can you make a piece of creative work to express your own spirituality?</b></p> <ul style="list-style-type: none"> <li>▪ In association with the wider creative arts curriculum, enable pupils to plan, design and make a painting, poem, dance, drama or sculpture that expresses their own sense of the spirit or their own idea of spiritual life.</li> <li>▪ Pupils might express their sense of the spiritual with reference to self, others, the earth or God ('the transcendent' if you prefer)</li> <li>▪ This work will be enhanced by good modelling. <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> showcases some brilliant children's work in the web gallery for the NATRE 'Art in Heaven' competition.</li> <li>▪ A gallery or exhibition of the pupils' work would be a great starting point for younger children to see in their work on 'talking about God' (Y1)</li> </ul>	<p>I can describe some things that express the spirit of Christianity. (L3)</p> <p>I can show, using the right words, that I understand how different art works express Christian belief (L4)</p> <p>I can express my own views about the ways Christians spirituality is expressed in the arts and architecture. (L5)</p>	<p>Use a broad definition of 'spiritual' for this work – model inclusivity so that anyone can be 'spiritual' whether they are conventionally 'religious' or not.</p> <p>This task meets objectives at L4 in the art curriculum: making purposeful images and artefacts, drawing to express / visualise / dream / imagine.</p>
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