

## How has belief in Christianity/Islam impacted on music and art throughout history?

### (Intention) What we intend to cover in our learning: (Topic web of concepts here)

Engage

Session 1: Look at some examples of how emotions/feelings can be expressed in different ways, such as writing poems, diaries, letters, stories, paintings, sculpture, music, and dance. How do these media communicate?

Session 2: Introduce the 'Big Question'. Collect questions that they have (KWL Chart) to look at again in Evaluate part. Using the 'Knowledge' part of the chart, add to the 'Wonder Wall' - display their questions and add knowledge through the Enquire and Explore lessons.

Session 3: Christian art – Where might you find a picture of Jesus? What would be its purpose? Children might suggest in an illustrated Bible or in a church. Do all Bibles have pictures? Do all churches have artwork? Remind children of learning from Unit 4.4 (the change that happened in how God's message was shared because of Martin Luther). In the past, the church decided what was communicated and how. In the past, many people were illiterate so artwork played an important role. Compare photos of the inside of churches (local examples) of different denominations. What similarities/differences are there? Why? Why do some have no artwork?

Enquire and Explore

Session 4: Christian music – Listen to two different versions of Psalm 51 (see resources). The Renaissance version was written to inspire awe and wonder, the heavenly sound is designed to glorify God. What emphasis does the modern version have? Why? What change has taken place in belief since the Renaissance version?

Session 5: Muslim art – Use videos to glimpse into the large topic of Islamic art. What can the children see and appreciate? <https://www.youtube.com/watch?v=8nx6Cm1DdW0>  
<https://www.youtube.com/watch?v=eWRkhKNCdOI> Use Silent Conversation technique to directly compare inside of a Mosque to the inside of an Orthodox or Catholic church. What do they not see? Out of respect for Allah, no images of living creatures are depicted. The term for this is aniconism, the absence of direct representation of nature, especially animals or people, in art.

Session 6: Muslim music – Listen to the Call to Prayer. Some Muslims believe that music is haram (forbidden by Islamic law). Others say only vocal music is permissible and that instrumental music is forbidden. This has led to a tradition of acappella devotional singing in Islam. But it has been pointed out that the Qur'an itself makes no explicit mention of music being forbidden.

Evaluate

Session 7: Use the video clip about the Hagia Sophia as an Evaluation discussion. What religious art traditions can be found? Does a place of worship need art?

Express

Session 8: Use video clip <https://www.youtube.com/watch?v=t4U30h0852M> up to 4min5sec. Design a presentation to make a case for the future of the Hagia Sophia. Should it be a place of worship or not? Which religion? Is this just a religious debate or is more involved?

### **(Implementation) Key words I will use and need to know:**

Aniconism

Architecture

Church

Expression

Hadith

Hymn

Iconoclasm

Mosque

Prophet

Symbolic

### **(Implementation) Key information we will learn:**

- ✓ Explain divergent role of music in worship in the history of the Christian Church.
- ✓ Explain how art has been used in Christianity to reflect key events and facilitate worship.
- ✓ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.
- ✓ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.

### **(Implementation) Things to do and find out at home:**

How do Christians use music in worship (3 videos to watch)

<https://request.org.uk/life/art/music/>

My Life, My Religion – The Mosque

[https://www.youtube.com/watch?v=hg\\_CbiGE9kk&list=PLcvEcrsF\\_9zIOMts7w1FRLb1pVFYaEo20&index=6](https://www.youtube.com/watch?v=hg_CbiGE9kk&list=PLcvEcrsF_9zIOMts7w1FRLb1pVFYaEo20&index=6)

Try designing your own piece of art in the style of Islamic geometric patterns

<http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/>

## (Implementation) Some key information you can find more out about:

Martin Luther – History of Reformation

<https://www.youtube.com/watch?v=FhGGjRjvq7w&t=6s>

A brief history of religion in art <https://www.youtube.com/watch?v=qfITRYcnP84&t=89s>

Iconoclasm <https://www.nga.gov/features/byzantine/iconoclasm-.html>

Aniconism <https://www.britannica.com/topic/aniconism>

## (Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Show awareness that talking about religion and belief can be complex.
- ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- ✓ Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.

## (Impact) The RE Age Related Expectations we will cover and be assessed against:

### Social Human Sciences

	Year 5	Year 6
<b>A. The diverse nature of religion</b>	Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.  Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
<b>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</b>	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

## Supplementary Ideas:

Aniconism is **the idea of avoiding or banning the visualisation of divine or human beings**. The word aniconic, derived from Aniconism is used to suggest or state the absence of figurative representations in a particular belief system.

Iconoclasm refers to **the destruction of images or hostility toward visual representations in general**. In a more specifically, the word is used for the Iconoclastic Controversy that shook the Byzantine Empire for more than 100 years.

A brief history of religion in art

<https://www.youtube.com/watch?v=qfITRYcnP84>

The audacity of Christian art: the problem with Christ – National Gallery

<https://www.youtube.com/watch?v=XKg7YILYBkc>

Link to full series:

<https://www.youtube.com/playlist?list=PLvb2y26xK6Y586x-Sh-9EPASCo8ZGsHja>

The History of Art in the Church (information for teachers)

<https://www.youtube.com/watch?v=N1AZeY7t4cM>

The Face of Jesus through the ages <http://www.bible-reflections.net/resource/the-face-of-jesus-through-the-ages/2854/>

Art under Attack: Religion – Reformation <https://www.tate.org.uk/whats-on/tate-britain/exhibition/art-under-attack-histories-british-iconoclasm/art-under-attack-1>

### **Psalm 51:**

Modern Version – Rend Collective: Create in Me

<https://www.youtube.com/watch?v=it4BHq6DYKs>

Renaissance music – Allegri: Miserere Me

<https://www.youtube.com/watch?v=IX1zicNRLmY> Composed around 1638 – written in Latin

Albukhary Islamic Art Gallery of the British Museum

<https://www.youtube.com/watch?v=fZ2lhCDDfqc>

Baghdad in 900AD, the golden age of Islam (gives insight into Golden Age in Middle East and Dark Ages in Britain)

<https://www.youtube.com/watch?v=WVM1xEdp83Q>

Inspired by the East at the British Museum

<https://www.youtube.com/watch?v=APN20IGUMyA>

It's a church. It's a mosque. It's Hagia Sophia

<https://www.youtube.com/watch?v=KRpp3jzv1Tw>

The Islamic World in the Middle Ages

<https://www.bbc.co.uk/bitesize/guides/zx9xsbk/video>

Why is Writing so important in Islamic Art?

<https://www.youtube.com/watch?v=8nx6Cm1DdW0>

Step Inside Iran's Kaleidoscope Mosque

<https://www.youtube.com/watch?v=eWRkhKNCdOI&t=6s>

Music in the Islamic World (teacher reference)

[https://www.youtube.com/watch?v=IFj2YEuwZ\\_8](https://www.youtube.com/watch?v=IFj2YEuwZ_8)

**Call to Prayer:**

<https://www.youtube.com/watch?v=3paZoyU-1aE>

<https://www.youtube.com/watch?v=c7d5oaG9Xyo>

**Silent Conversation:**

<https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>

