

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 1

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To explore messages in religious art Cross curricular links: Art, RE, History, Literacy</p> <p>Introduce the main topic to the children. (How do people express their faith through the arts?) Explain that Christians worship God in many ways - in dance, drama and ritual, in liturgy, song and prayer, through poetry, story, art and architecture - all these can be worship. Today, we will focus on art.</p> <p>Q What do you think Jesus looks like? Q What do you think the mother of Jesus looks like? Q What do you think a Saint looks like?</p> <p>Ask children to quickly sketch a drawing of these people. Share and discuss with their talk partner and then as a whole class.</p> <p>Discuss with the children how they and where they got their ideas from e.g., paintings they've seen, the bible illustrations, what they've been told etc.</p> <p>Discuss with the children what art is and why people make art pieces. Explain that art has always been an important element of religion. Explain that Christian figures like Jesus, Mother of Jesus and many Saints lived before the time of cameras so there is no record of what they looked like. Artists have decided for themselves and shown this in their work, they often have also shared messages about these religious figures by the way they have drawn them, the colours they have used and the symbols that they have included in the image.</p> <p>Introduce the term 'Byzantine icons' and display a range of Byzantine icon images to the children. Explain that Byzantine icons are sacred paintings. They often depict Christ, his mother (Mary), scenes from the Bible or the lives of Saints. Usually they are elaborate, two dimensional paintings which are of great importance in Orthodox Christianity. They are used as a spiritual link between God and the worshipper.</p>	<p>Activities: Mixed Ability Groups. Children to examine Byzantine icons. Text mark responses to the following questions around the image</p> <p>Q Who do you think is being represented here? Why? Q How are the images used to convey meaning about this person or religious beliefs? Q What religious message do you think is being portrayed? Q What do you think the colours represent? Why? Q How does this art work make you feel? Why? Q How do you think the artist felt? Why? Q Do you like this painting? Why?</p> <p>EAL / SEN: Focus on one painting only and use the writing frame. They do not need to justify their opinions. Supported through mixed ability pairing</p> <p>Writing frame: <i>I think this painting is of...</i> <i>The picture of represents...</i> <i>I think the message is...</i> <i>The colour... represents...</i> <i>This painting makes me feel...</i> <i>I think the artist felt...</i> <i>I like / dislike this painting....because...</i></p> <p>G&T: Q What is similar about these icons? Q What painting do you prefer? Why?</p> <p>Success Criteria: I know what a Byzantine Icon is; I can talk about religious paintings, commenting on style, colours and messages; I understand the importance of art in religion.</p>	<p>Focus the children back on the use of colour within the paintings. Briefly discuss with children what they thought the colours in the paintings represented and why.</p> <p>Introduce the poem 'Paint box' to the children. Explain that it was written by a 9 year old boy who has only known war since he was born.</p> <p>According to the boy's description of the colours for peace, which Byzantine icon best represents peace? Why?</p> <p>RESOURCES</p> <p>Images of Byzantine Icons from the Two Temple Place exhibition and the Blackburn Museum and Art Gallery.</p> <p>Poem – 'Paint box' taken from: http://www.ely.anglican.org/education/schools/collective_worship/christian_worship.html</p> <p>Key vocabulary: Jesus Mother Mary Saint Byzantine Icon Message Meaning Orthodox Christian</p>

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 1

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>Refer to http://www.iconsexplained.com/iec/byz_about_byzantine_icons.htm for further information.</p> <p>Explain to the children that the icons often have a gold leaf background and are usually on wood. Q Why do you think 'gold leaf' is used?</p> <p>Focus on one of the images more closely with the children.</p> <p>Q Who do you think is being represented here? Why? (once children have responded provide them with the actual answer)</p> <p>Q How are the images used to convey meaning about this person or religious beliefs? Q What religious message do you think is being portrayed? (consider positioning of image, use of colour, symbols etc)</p> <p>Q What do you think the colours represent? Why?</p> <p>Q How does this art work make you feel? Why?</p> <p>Q How do you think the artist felt? Why?</p> <p>Q Do you like this painting? Why?</p> <p>Class teacher to model text marking these ideas around the image</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: Visuals, mixed ability pair work, questioning, modelling, writing scaffold.</p> <p>Every Child Matters: Enjoy and achieve, make a positive contribution.</p>		

Lesson 1 Resource - Images of Byzantine Icons



The Kykko Mother of God or Eleousa, early 19th century, Icon. Blackburn Museum and Art Gallery



Virgin and Child Enthroned, 18-19th century, Icon. Blackburn Museum and Art Gallery

Lesson 1 Resource - Images of Byzantine Icons

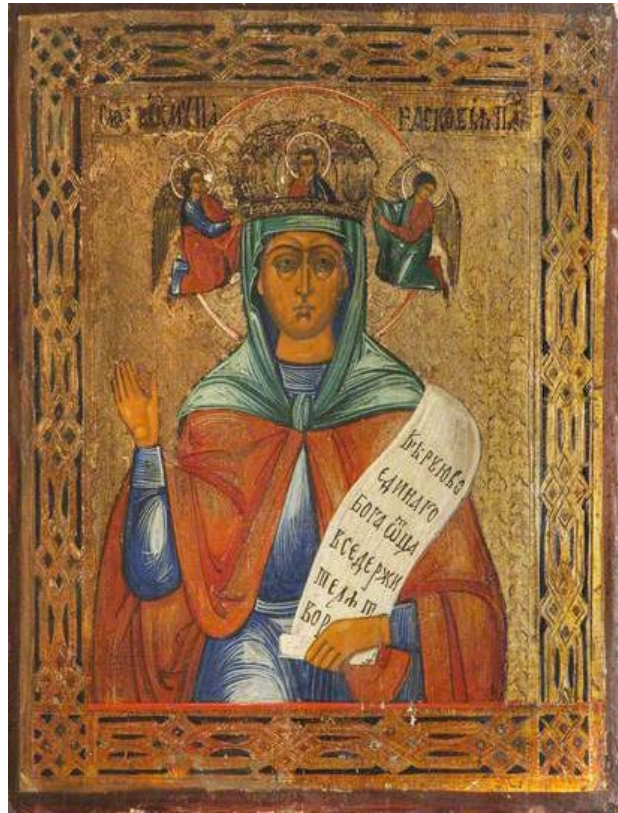


The Virgin of the Unfading Rose, 19th century, Icon. Blackburn Museum and Art Gallery



Virgin Hodegetria, 17th century, Icon. Blackburn Museum and Art Gallery

Lesson 1 Resource - Images of Byzantine Icons



www.bbc.co.uk/arts/yourpaintings/paintings/saint-paraskeva
Blackburn Museum and Art Gallery

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 2

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To create my own messages in religious art Cross curricular links: Art, RE, History</p> <p>Explain that icons are often referred to as 'The windows to the Kingdom of Heaven'. Q What do you think this means? (see the Icons information sheet for actual definition)</p> <p>Q What did you learn about Byzantine icons yesterday? (purpose, use of colour, images, meanings etc)</p> <p>Refer to the Icons information sheet to provide further background information about Byzantine Icons to the children</p> <p>Inform the children that today they will be using their art skills to create their own icon. They will need to follow the Icon Rules (see Icons information sheet)</p> <p>Read through the information sheet with the children and model creating an icon painting. As you model the process to the children, think aloud the meaning behind the painting that you are trying to convey through your chosen images and use of colour.</p> <p>Model writing a few sentences to accompany the artwork to explain the meaning behind the represented icon.</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: visuals, modelling Every Child Matters: Enjoy and achieve, make a positive contribution.</p>	<p>Activities: Follow the Icon Rules to create your own version of a Byzantine icon. Write a few sentences to explain the meaning behind your icon image.</p> <p>EAL / SEN: Adult support to understand the rule list. Verbally explain the meaning behind the image to an adult.</p> <p>G&T: Investigate traditional symbols that are used to represent their chosen religious figure.</p> <p>Success Criteria: I can use appropriate colour, symbols and images to represent a meaning in a piece of religious art.</p>	<p>Share an appreciation of each others work</p> <hr/> <p>RESOURCES</p> <p>Icons information sheet Icon Rules (taken from: http://www.ely.anglican.org/education/schools/collective_worship/christian_worship.html)</p> <p>Not provided in the pack: Egg yolks, vinegar and water Powder paints Card (approx.. 30cm x 20cm) Paintbrushes Gold leaf (opt)</p> <p>Key vocabulary: Jesus Mother Mary Saint Byzantine Icon Message Meaning Orthodox Christian</p>

Creating Icons in the Classroom

- Icons are usually painted on board or wood – use the thickest card available. Size approx. 30 cm x 20 cm.
- Draw a frame about 2 cm wide around the card – the frame represents earth, and the picture within represents heaven. The frame may be patterned or gold – it should make the finished result look like a window.
- Sketch the picture using the “rules” below as guidelines. Remember to include the symbol which tells you who the person is.
- Make up a mixture of egg yolks, vinegar and water. Use this mixture to make up your powder paints. This may require some experimenting to get the proportions right. (You should need no more than one teaspoon of vinegar)
- When painting your icon always paint the haloes and “gold” areas last. As you probably do not have enough real gold leaf to go round, you may have to improvise with either gold paper or glitter!

The meaning of the colours you use:

- **Red** is the colour of the presence of God. Of majesty and power
- **Blue** is the colour of humankind. Jesus should wear both blue and red, as he is both human and divine.
- **White** means a miracle
- **Green** is earth and growth
- **Gold** is heaven and the place of God.

Icons - What you do	And why you do it
<p>The main figure you are painting should be right at the very front of the picture, facing front, so that they are looking straight at you.</p>	<p>When people look at an icon they are entering into a relationship with the saint, so you need to see their full face and know they are looking at you.</p>
<p>The faces of the saints have large, almond-shaped eyes, enlarged ears, long thin noses, and small mouths.</p>	<p>Icon painters are trying to show that the saints are holy, so they do not look like normal people. Their senses (speech, hearing, sight) have all been changed by their relationship with God.</p>
<p>The painting must be flat, without any perspective or 3D effects. Important objects in the background can be larger than less important objects in the foreground, or they can be strange shapes. There should be no shadows.</p>	<p>Icon painters are using a different kind of technique which experts call "reverse perspective". The figure should look as if they are shining with light because Christ is inside them, so the light comes from them, not from the sun or a lamp.</p>
<p>The most important figure in the painting should be the largest and in the centre.</p>	<p>This is a way of showing what is the most important thing in the painting.</p>
<p>If you are painting an event or story which took place indoors you should paint your figures outside with the walls of the house or city etc behind them. You can show several moments of the same story in one icon. E.g. if you are painting the Christmas story you could show Jesus' birth, the arrival of the Wise Men, and the shepherds spreading the good news all in the same picture. This is rather like a cartoon strip and is called "continuous style"</p>	<p>This is to allow you to concentrate on the people and the meaning of the event, rather than worrying about getting the details of the background right.</p>

ICONS

Icons are a very special form of Christian art, found particularly in the Eastern Orthodox Churches. The Greek word eikon means “image” or “to represent”, but icons are not just pictures created for the sake of art, they are ways of teaching about the Christian faith, they are literally “windows into heaven”. To Western eyes icons can appear unhelpful because of their overemphasized flatness, unreal colours, lack of perspective, and strange proportions – but the painter is not trying to depict beauty, they are depicting holiness, which demands a different artistic language.

Icons are made from animals, vegetables and minerals. The animal is egg yolk, which is mixed with the paints. The vegetable is the wood (or paper) on which the icon is painted. The minerals are the pigments used to make the paints. In this way the whole earth is involved in the making of an icon.

The artist must prepare himself before he begins his work with fasting and prayer and living the right kind of life. As he paints he continues to pray to God and to the saint the icon represents. The icon is made with prayer, for prayer. It is prayer.

Traditionally icons are painted on solid, well-aged wood, or thick board. First, because an icon is “holy space”, there needs to be something to separate the icon from the world of the viewer, so it has either a decorative border or a raised edge of wood. This “protects” the icon, like a jewel case protects a necklace. Many layers of gesso (white agent and glue) are then applied to the wood and sanded to give a smooth ivory like surface on

which to paint – this is very time-consuming. The paint is egg tempera, which is the preferred medium for creating traditional icons because of the medium's greater luminosity and brilliance.... ideal for the unique characteristics of the icon. The yolk acts as a glue that suspends and holds together the pigments in water – the “binder”. The delicacy of the mixture of egg and water makes it possible to create very fine lines and superb detail. Finally the artist adds the gold leaf. Gold leaf comes in small little “books” that contain many very thin sheets of gold. Each piece of gold leaf is laid carefully on a dampened base of gilder's clay, which will cement the gold to the surface. The gold then requires burnishing, which is time consuming but enhances the beauty of the final effect. Sometimes the whole of the background of an icon will be covered in gold leaf. Finally the icon is varnished to improve the adhesiveness and brilliance of the paint.

In icons Jesus and the saints are always shown with haloes which shows their holiness, but also the Christian belief in life after death, they should literally glow in the painting. In the formalised imagery Mary is usually painted wearing blue and surrounded by stars (“Queen of Heaven”). Jesus is usually shown blessing with his right hand and holding the Gospels in his left hand. If he is portrayed as a child held by Mary, he looks like a miniature adult (to show that even though he was a baby he was still God). God is usually shown only as a hand.

Icons are called “windows to the kingdom of heaven” because they represent the spiritual world and the Kingdom of God that is within us. Icons are one of the ways God is revealed to us. Through icons, the Orthodox Christian receives a vision of the spiritual world. In Orthodox

Churches you will find an iconostasis, which is a wall of icons that separates the ordinary people from the priests in the inner sanctuary. The iconostasis plays an important role in the Liturgy. The priests recite prayers and cense the icons, especially those left and right of the royal doors through to the sanctuary. Believers will come forward to kiss icons, including those in the lower rows of the iconostasis, or light candles in front of them. They are not worshipping the icons, they are using them as a way of focussing their prayers. The icons bind this world to heaven. The icons are “speaking”.

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 3

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To explore how Christians show their faith through prayer Cross curricular links: RE, History</p> <p>Q What is prayer? Brainstorm words which describe prayer Q Why do people pray? What might people pray for? Q Do you know of any well known prayers? E.g., The Lord's Prayer Q Are there different positions for different kinds of prayer? Display some photographs or paintings of people praying (believers of any faith) and find how they may kneel, sit or stand, and how the hands may be used in different postures. Q For you, what might help you to pray, or make it harder to pray? <i>(Sensitivity is required here over differing religious beliefs and practices)</i></p> <p><i>Explain that there are different types of prayer – display the prayer hand notes and read through the information with the children explaining any unknown terms as necessary.</i></p> <p>Activity 1: Examining prayers.</p> <p>Bring the class back together and discuss responses to activity 1</p> <p>Remind the children that prayer surrounds the creation of an icon painting. Refer back to the Icon information sheet in Lesson 1 – <i>‘The artist must prepare himself before he begins his work with fasting and prayer and living the right kind of life. As he paints he continues to pray to God and to the saint the icon represents. The icon is made with prayer, for prayer. It is prayer Icons are called “windows to the kingdom of heaven” because they represent the spiritual world and the Kingdom of God that is within us. Icons are one of the ways God is revealed to us. Through icons, the Orthodox Christian receives a vision of the spiritual world. In Orthodox Churches you will find an iconostasis, which is a wall of icons that separates the ordinary people from the priests in the inner sanctuary. The iconostasis plays an important role in the Liturgy. The priests recite prayers</i></p>	<p>Activities: Mixed Ability Groups. Children to examine Byzantine icons. Text mark responses to the following questions around the image Q Who do you think is being represented here? Why? Q How are the images used to convey meaning about this person or religious beliefs? Q What religious message do you think is being portrayed? Q What do you think the colours represent? Why? Q How does this art work make you feel? Why? Q How do you think the artist felt? Why? Q Do you like this painting? Why?</p> <p>EAL / SEN: Focus on one painting only and use the writing frame. They do not need to justify their opinions. Supported through mixed ability pairing</p> <p>Writing frame: <i>I think this painting is of...</i> <i>The picture of represents...</i> <i>I think the message is...</i> <i>The colour... represents...</i> <i>This painting makes me feel...</i> <i>I think the artist felt...</i> <i>I like / dislike this painting....because...</i></p> <p>G&T: Q What is similar about these icons? Q What painting do you prefer? Why?</p> <p>Success Criteria: I know what a Byzantine Icon is; I can talk about religious paintings, commenting on style, colours and messages; I understand the importance of art in religion.</p>	<p>Allow children to read out some of their prayers. Draw out any intercessions that they have included which refer to the needs of the world, e.g. food for the poor Explain that true prayer is action as well as words. Q How you could “make prayer real”? e.g., by raising funds for a linked charity (e.g. a cake stall). Explain that people of all faiths believe that they similarly should express their prayer relationship with God in action.</p> <p>RESOURCES</p> <p>Photographs of people praying Prayer hand notes (taken from: http://www.ely.anglican.org/education/schools/collective_worship/christian_worship.html) Prayers from around the world (taken from: http://www.ely.anglican.org/education/schools/collective_worship/pdf/worldprayers.pdf) Writing frame Children's icons from the previous lesson Word bank</p> <p>Key vocabulary: Pray Prayer Icon Christian</p>

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 3

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><i>and cense the icons, especially those left and right of the royal doors through to the sanctuary. Believers will come forward to kiss icons, including those in the lower rows of the iconostasis, or light candles in front of them. They are not worshipping the icons; they are using them as a way of focussing their prayers. The icons bind this world to heaven. The icons are "speaking"</i></p> <p>Explain to the children that today they will be writing a prayer to accompany their paintings of icons from yesterday. They will be using the prayer from Pakistan (on the resource sheet) to structure their prayer. Model using the writing frame to write a prayer for the icon designed yesterday.</p> <p>Writing frame: O, You have promised for the for the for the for thefrom O, Help us to continue in your presence.</p> <p>Activity 2: Writing a prayer</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: Modelling, writing frames, mixed ability paired work</p> <p>Every Child Matters: Enjoy and achieve, make a positive contribution</p>	<p>Activities:</p> <p>Activity 1: Examining prayers Circulate a selection of prayers (see resource sheets) Pupils select the prayer they like best from those available. In pairs discuss why they chose their particular prayer, how the writer may have been feeling when they wrote the prayer. Match the prayer to the prayer hand</p> <p>Activity 2: Writing a prayer Use the writing frame to write your own prayer to match your icon design from yesterday.</p> <p>EAL / SEN: Use the word bank to help complete the writing frame.</p> <p>G&T: Write their own prayer for their icon. They should aim to include each element of the prayer hand (not using the writing frame)</p> <p>Success Criteria: I know how and why people pray I can name the different elements of prayer I can write a prayer</p>	

Lesson 3 Resource Prayers

Some Comments on Prayer

“Prayer is simply a two-way conversation between you and God.”

Billy Graham

“Everyone prays in their own language, and there is no language that God does not understand.”

Duke Ellington

Some Well Known Prayers

The Prayer of Saint Francis

Lord, make me an instrument of Your peace.

Where there is hatred, let me sow love;

Where there is injury, pardon;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy.

O, Divine Master, grant that I may

Not so much seek to be consoled as to console;

To be understood as to understand;

To be loved as to love;

For it is in giving that we receive;

It is in pardoning that we are pardoned;

It is in dying that we are born again to eternal life.

The Prayer of Ignatius of Loyola

Teach us, good Lord,

to serve you as you deserve.

To give and not to count the cost;

to fight and not to heed the wounds;

to toil and not to seek for rest;

to labour and to look for no reward

save that of knowing that we do your will

through Jesus Christ our Lord. Amen.

Almighty God, our heavenly father,

we have sinned against you and against our fellow men,

in thought and word and deed,

through negligence, through weakness,

through our own deliberate fault.

We are truly sorry and repent of all our sins.

For the sake of your Son, Jesus Christ, who died for us,

forgive us all that is past;

and grant that we may serve you in newness of life;

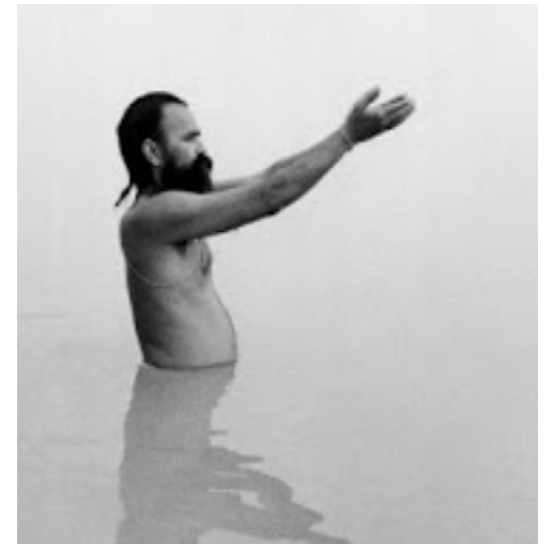
to the glory of your Name. Amen.

The Prayer of Saint Patrick

Christ be beside me,
Christ be before me,
Christ be behind me,
King of my heart.
Christ be within me,
Christ be below me,
Christ be above me,
Never to part.
Christ on my right hand,
Christ on my left hand,
Christ all around me,
Shield in the strife.
Christ in my sleeping,
Christ in my sitting,
Christ in my rising,
Light of my life.
Christ be in all hearts thinking about me;
Christ be on all tongues telling of me;
Christ be the vision in eyes that see me;
In ears that hear me, Christ ever be.

Almighty God, our heavenly father,
we have sinned against you and against our fellow men,
in thought and word and deed,
through negligence, through weakness,
through our own deliberate fault.
We are truly sorry
and repent of all our sins.
For the sake of your Son, Jesus Christ, who died for us,
forgive us all that is past;
and grant that we may serve you in newness of life;
to the glory of your Name. Amen.
Almighty God, our heavenly father,
we have sinned against you and against our fellow men,
in thought and word and deed,
through negligence, through weakness,
through our own deliberate fault.
We are truly sorry and repent of all our sins.
For the sake of your Son, Jesus Christ, who died for us,
forgive us all that is past;
and grant that we may serve you in newness of life;
to the glory of your Name. Amen.

Lesson 3 People Praying



Writing Frame

O,

You have promised

.... for the

.... for the

.... for the

.... for the

Jesus Christ	Mother Mary
Saint...	
<p>Food</p> 	<p>Children</p> 
<p>Shelter</p> 	<p>Sick</p> 
<p>Education</p> 	<p>Poor</p> 
<p>Medicine</p> 	<p>Homeless</p> 

Original Prayer:

O Creator and Mighty God,
You have promised
Strength for the weak,
Rest for the labourers,
Light for the way,
Grace for the trials,
Help from above,
Unfailing sympathy,
Undying love.
O Creator and Mighty God,
Help us to continue in your presence.

Writing Frame:

O,
You have promised
.... for the
.... for the
.... for the
.... for the
.....from
.....
.....
O,
Help us to continue in your presence.

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 4

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To explore how music can be used as a form of expressing faith Cross curricular links: RE, Art, Music, History</p> <p>Q When and why do you listen to music? Listen to a piece of joyful music.</p> <p>Q How does the music make you feel? Why? Q How does it make you want to respond? Why? Repeat this with different types of music e.g., sorrowful, quiet, loud, fast, slow etc.</p> <p>Explain that for many religions, music is used as a form of worship.</p> <p>Q What is worship? Q What sorts of feelings might people of faith experience in worship? E.g. love, peace, awe, tranquillity Listen to pieces of music from different religions. You could also play music set to words like the Lord's Prayer (linking back to the previous lesson)</p> <p>Q How does the music make you feel? Why? Q How does it make you want to respond? Why? Q Are your responses similar or different to the previous examples of music? Why?</p> <p>Q Who might Christians think about during worship? Direct the children back to the images of the Byzantine icons from Lesson 1. Choose one image to focus on.</p> <p>Q What do you think is happening in this painting? Q What kind of mood do you think is being reflected in this painting? Why? Q What instruments do you think could represent this mood? (Have a range of instruments available for the children to choose from)</p> <p>Q Why did you choose these instruments? Q How could these instruments be played to represent this mood / event from the painting?</p>	<p>Activities: Mixed Ability Groups. Give each group a different Byzantine icon to focus on. (Use the images from Lesson 1). They must decide what event is being depicted in the painting and what kind of mood the artists wished to convey. Then work together to create a piece of music that Christians could use in worship to remember this person / event.</p> <p>EAL / SEN: All children should be able to access this activity. Visual emotion cards could be used with severe SEN / EAL children.</p> <p>G&T: Act as the lead for the group. Ensuring all children are involved and ensuring that a range of techniques are used when playing the instruments.</p> <p>Success Criteria: I know that music can be used to express faith I can compose music that could be used in worship by a Christian I can work collaboratively to perform my musical composition</p>	<p>Children to share their musical compositions. They should explain the thought process behind their composition ideas.</p> <p>Class teacher to record their compositions as evidence of work</p> <hr/> <p>RESOURCES</p> <p>Music tracks (not provided) Images of the icons from Lesson 1 Visual emotion cards</p> <p>Key vocabulary: Music Faith Worship Icon Christian</p>

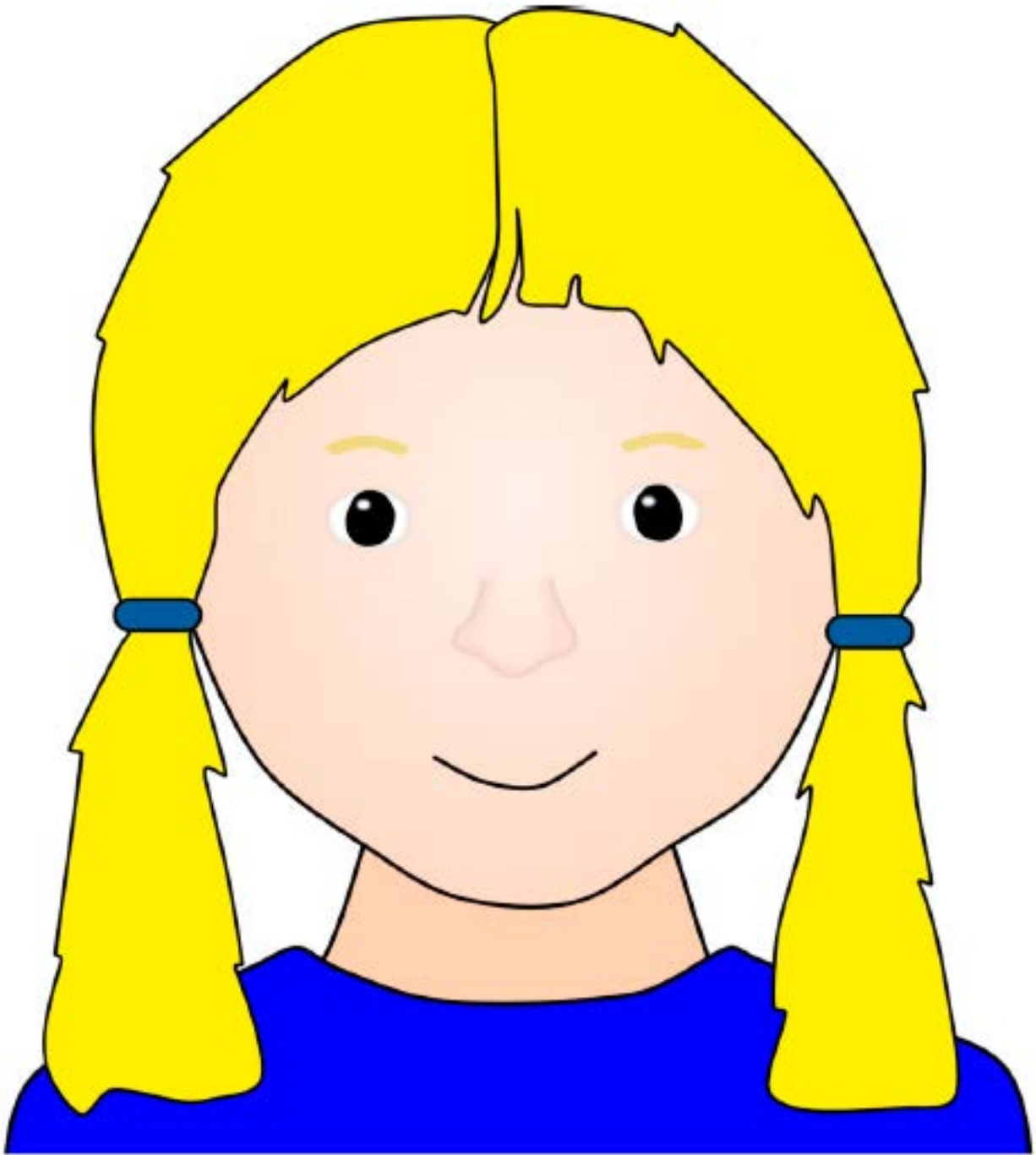
Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 4

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

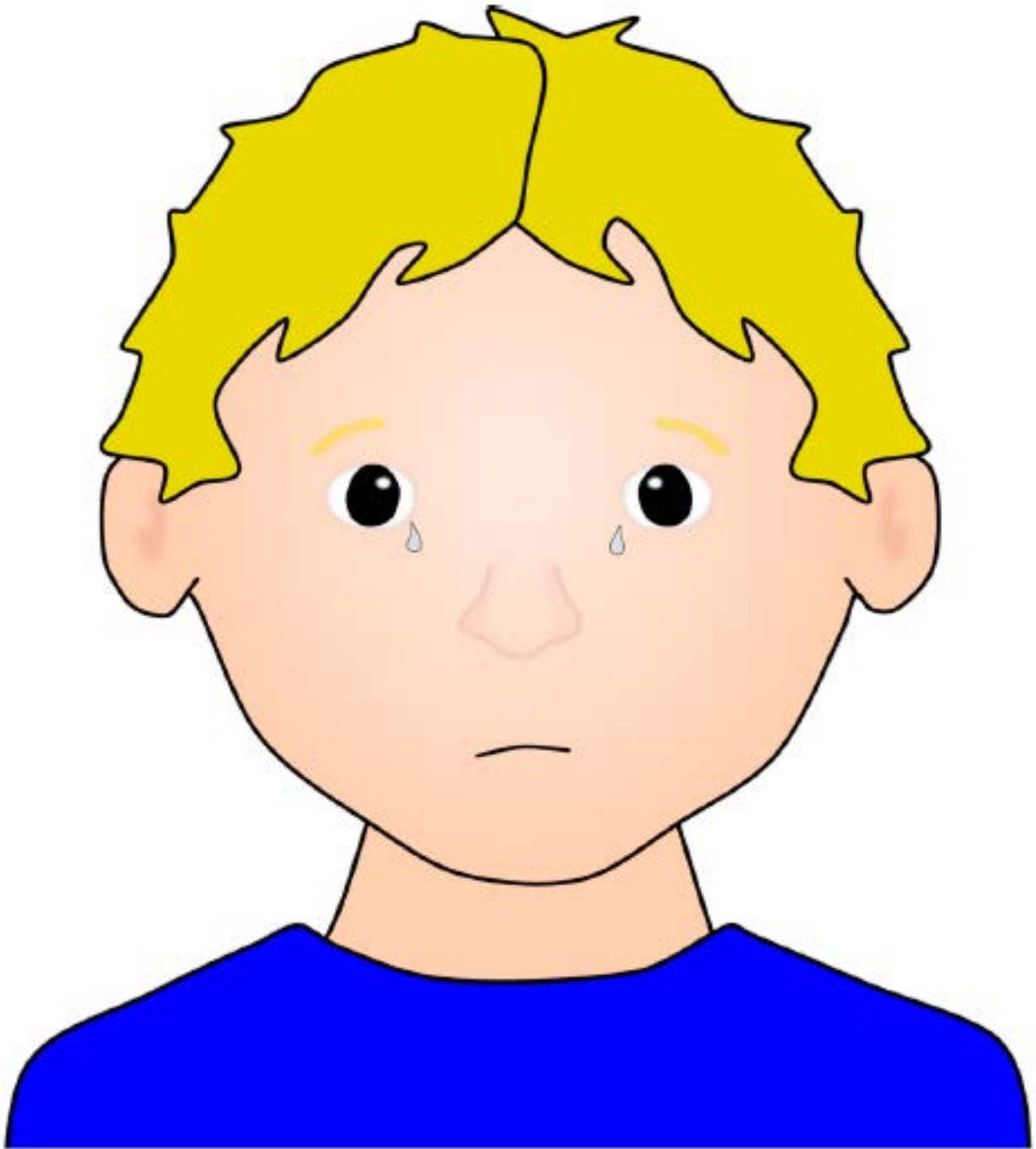
Main teaching	Activities - Differentiation	Plenary
<p>Choose a few children to help model how to compose and play the instruments to create a piece of music to match the painting. Draw children's attention to the use of volume, pitch, and length of notes, speed, the use of overlapping sounds and the use of silence.</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: Modelling, real objects, mixed ability groups</p> <p>Every Child Matters: Enjoy and achieve, make a positive contribution</p>		

Feelings and Facial Expressions



happy

Feelings and Facial Expressions



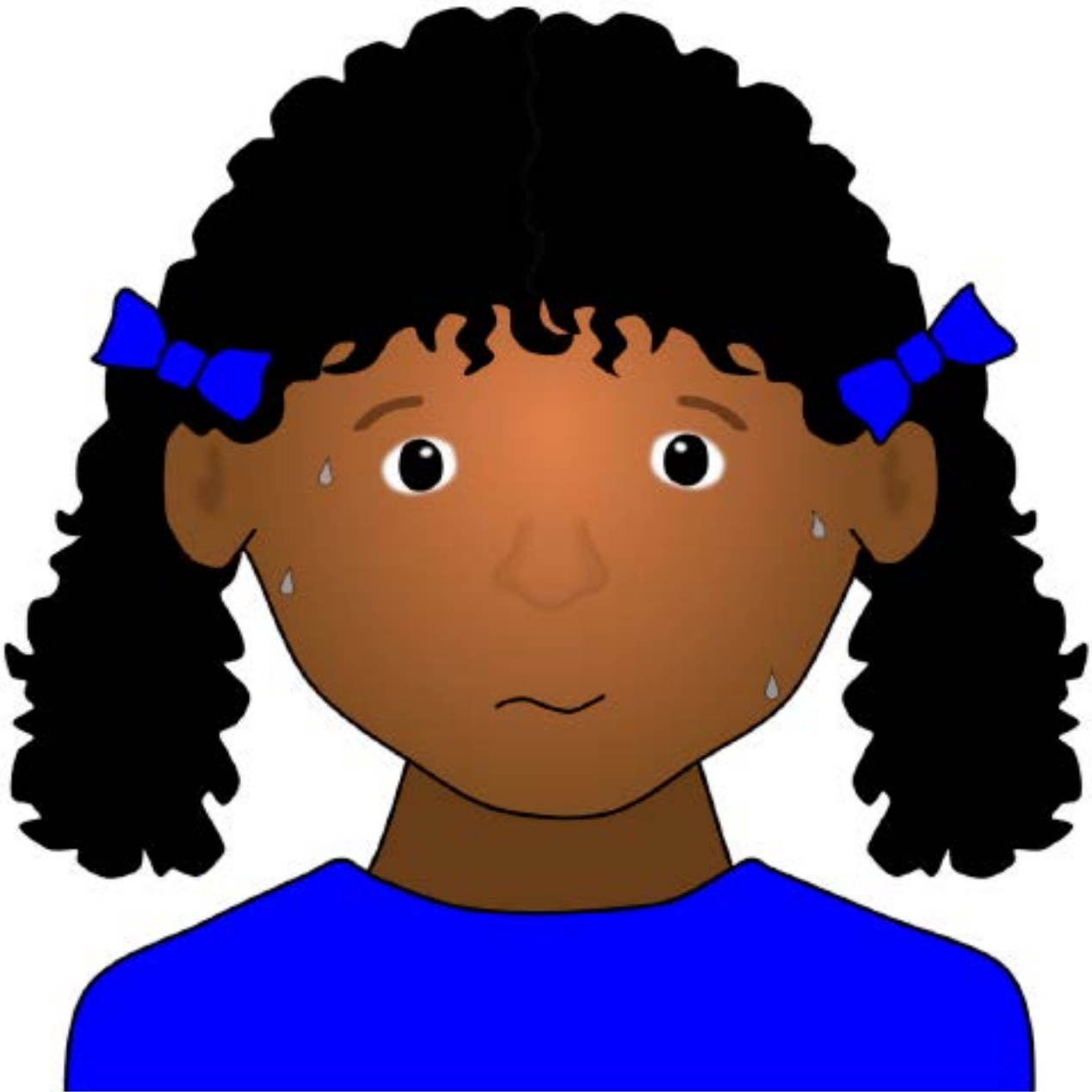
sad

Feelings and Facial Expressions



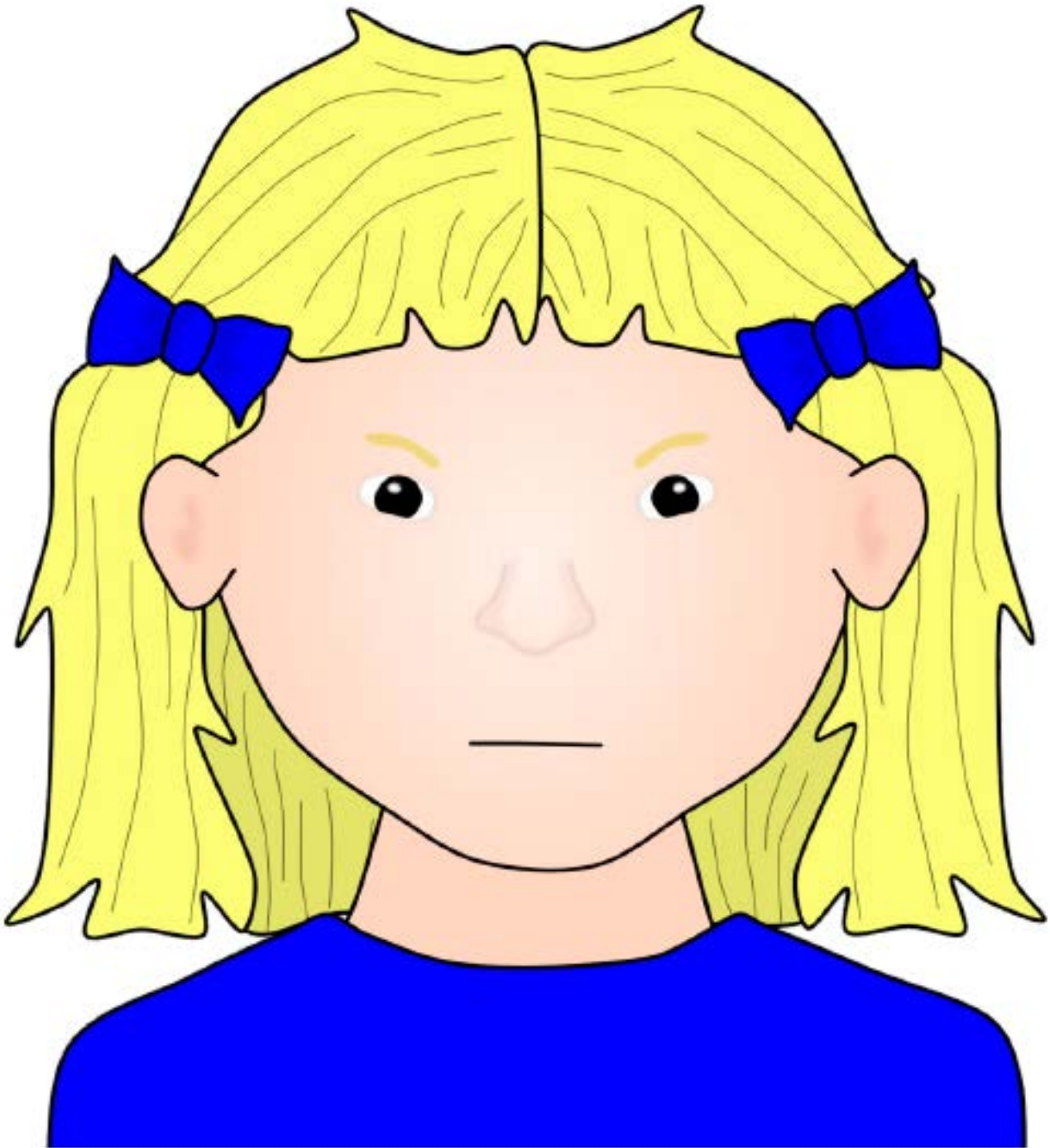
overjoyed

Feelings and Facial Expressions



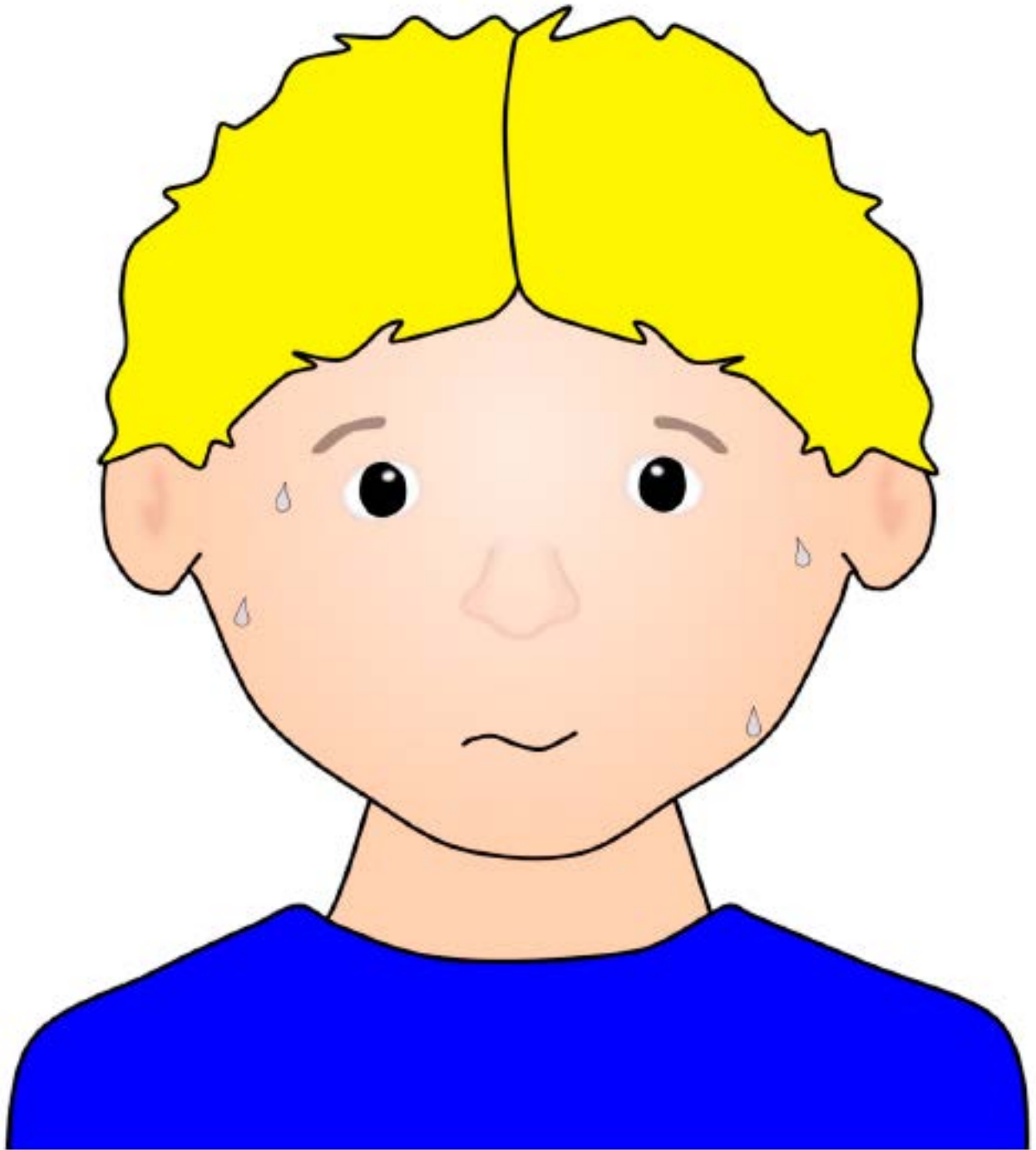
worried

Feelings and Facial Expressions



cross

Feelings and Facial Expressions



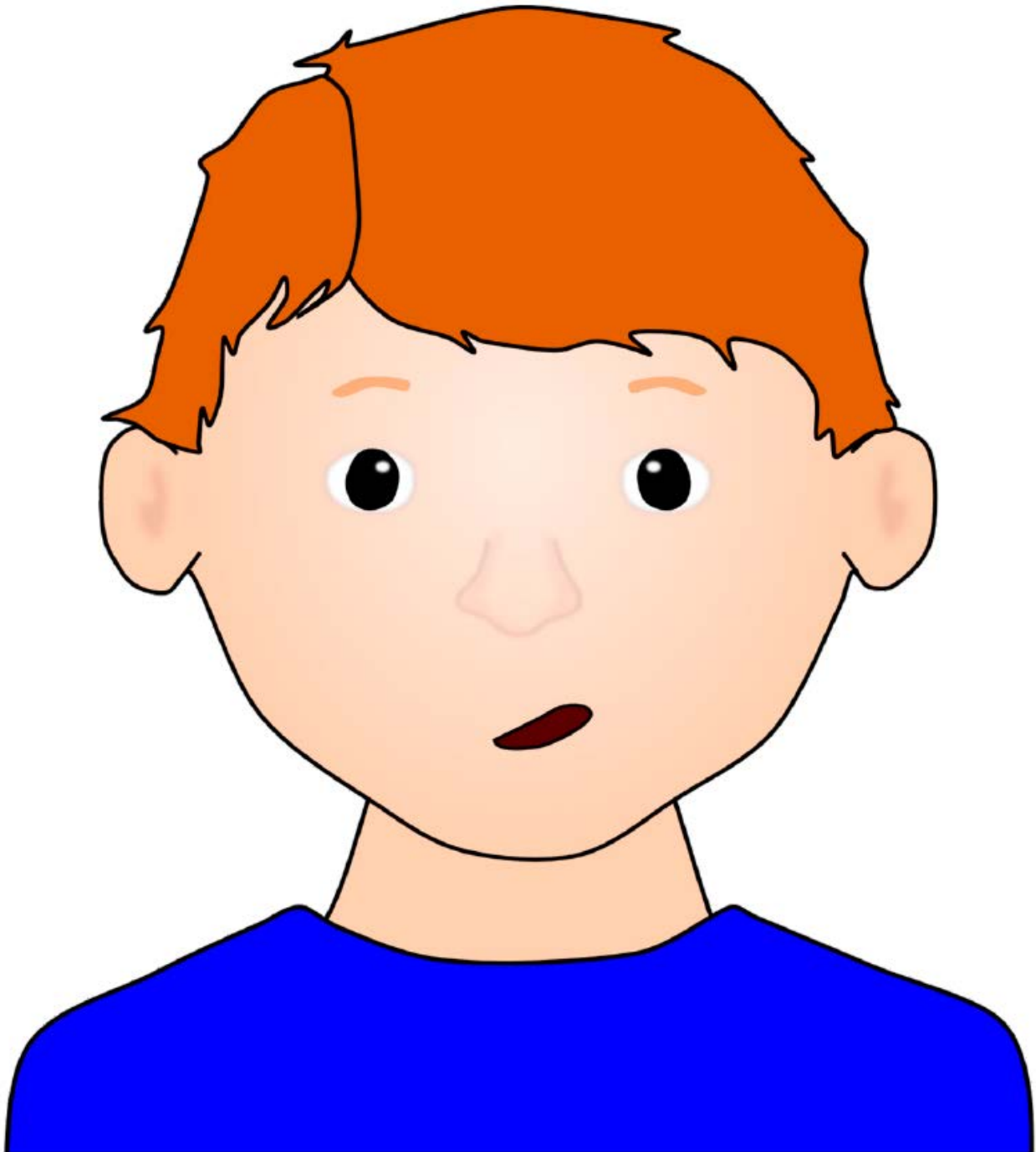
afraid

Feelings and Facial Expressions



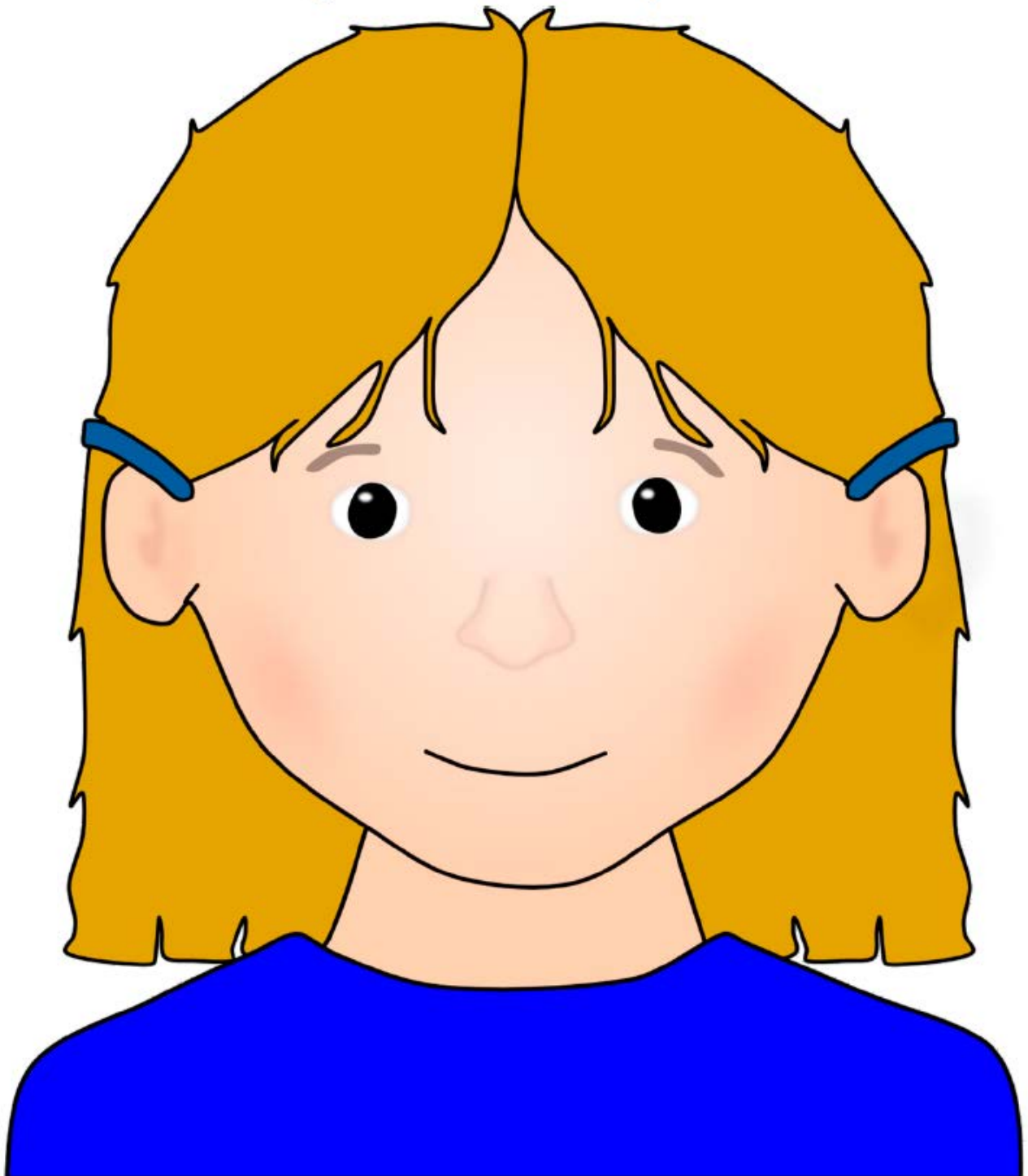
excited

Feelings and Facial Expressions



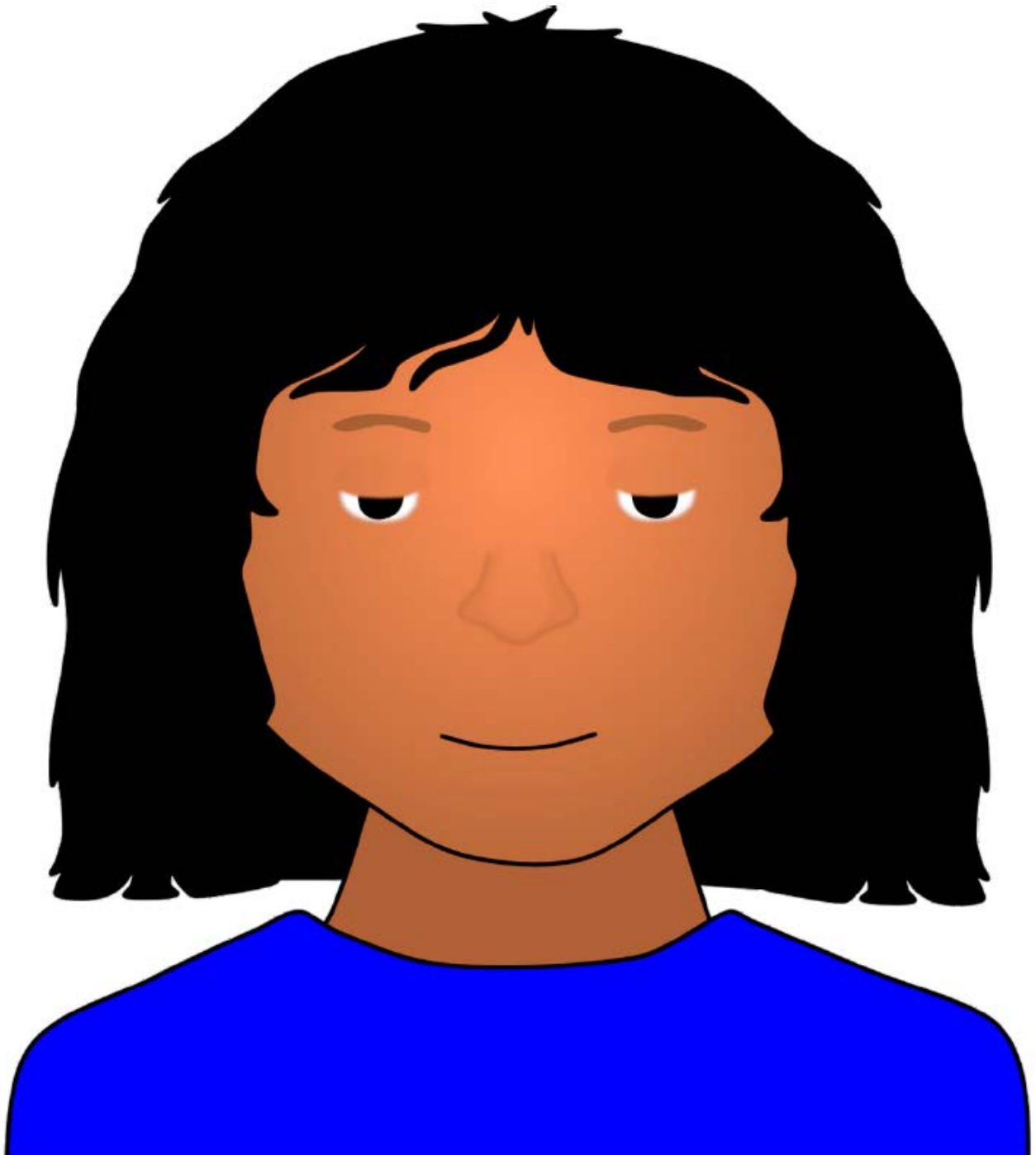
confused

Feelings and Facial Expressions



comfortable

Feelings and Facial Expressions



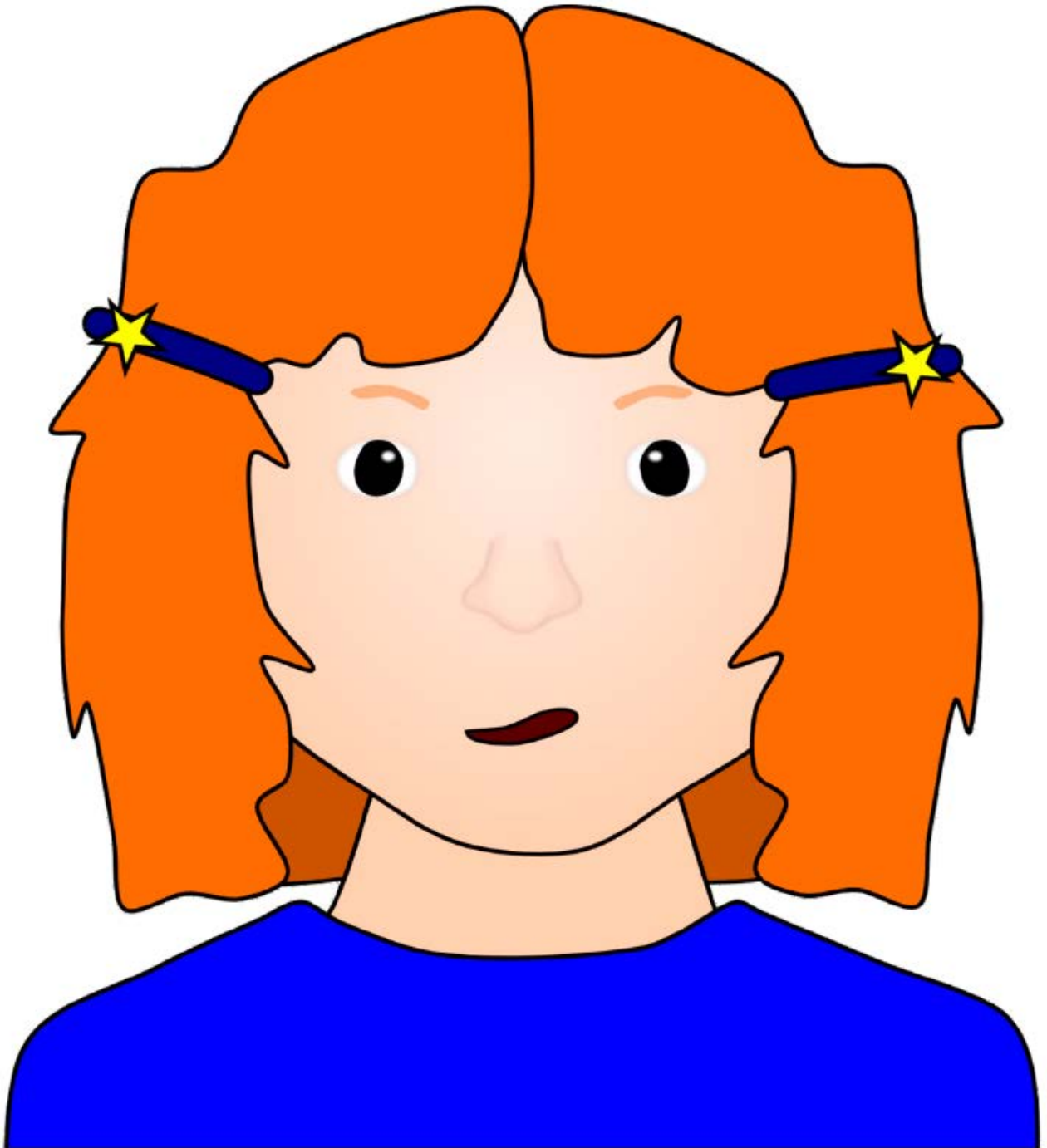
sleepy

Feelings and Facial Expressions



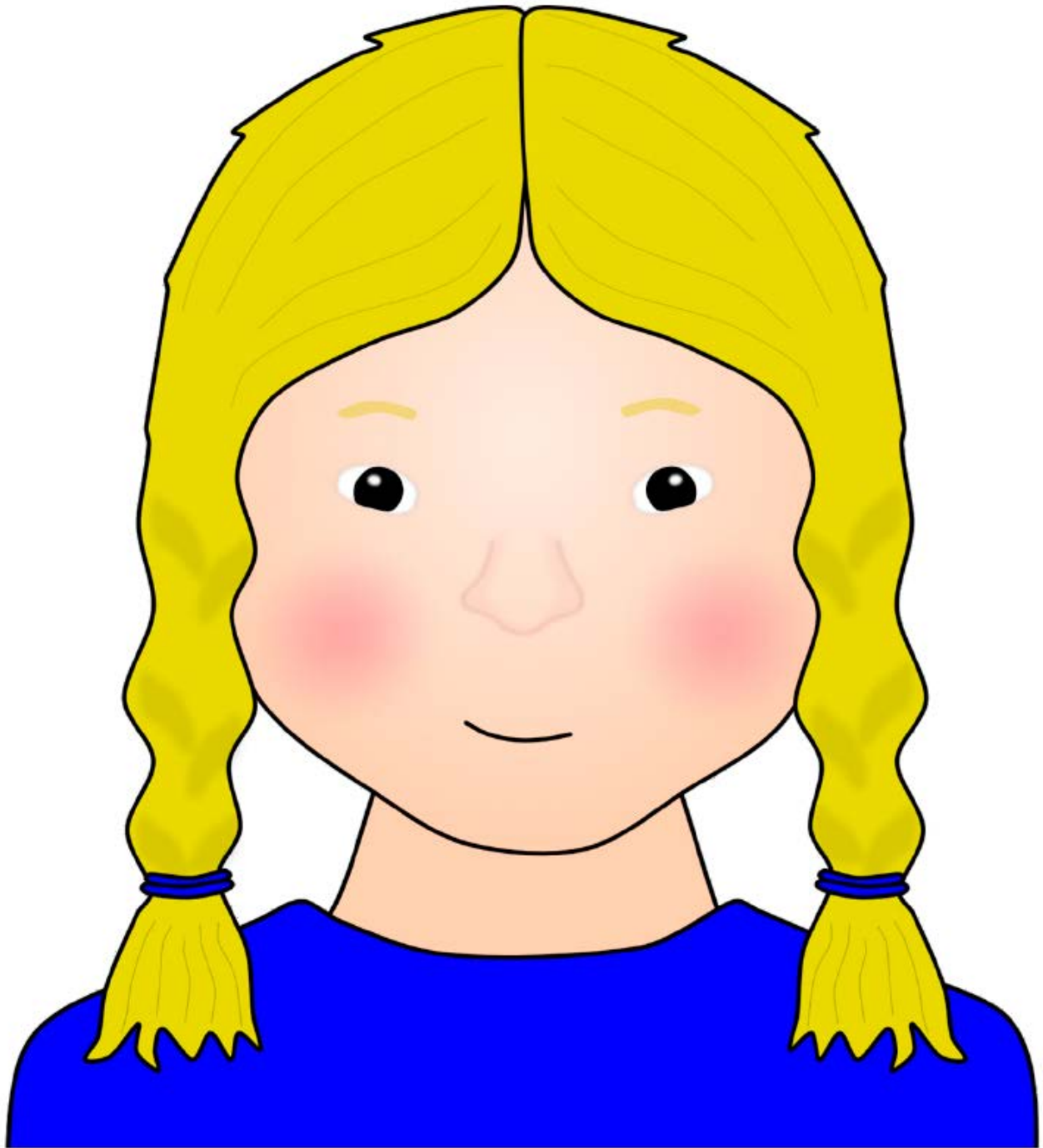
glad

Feelings and Facial Expressions



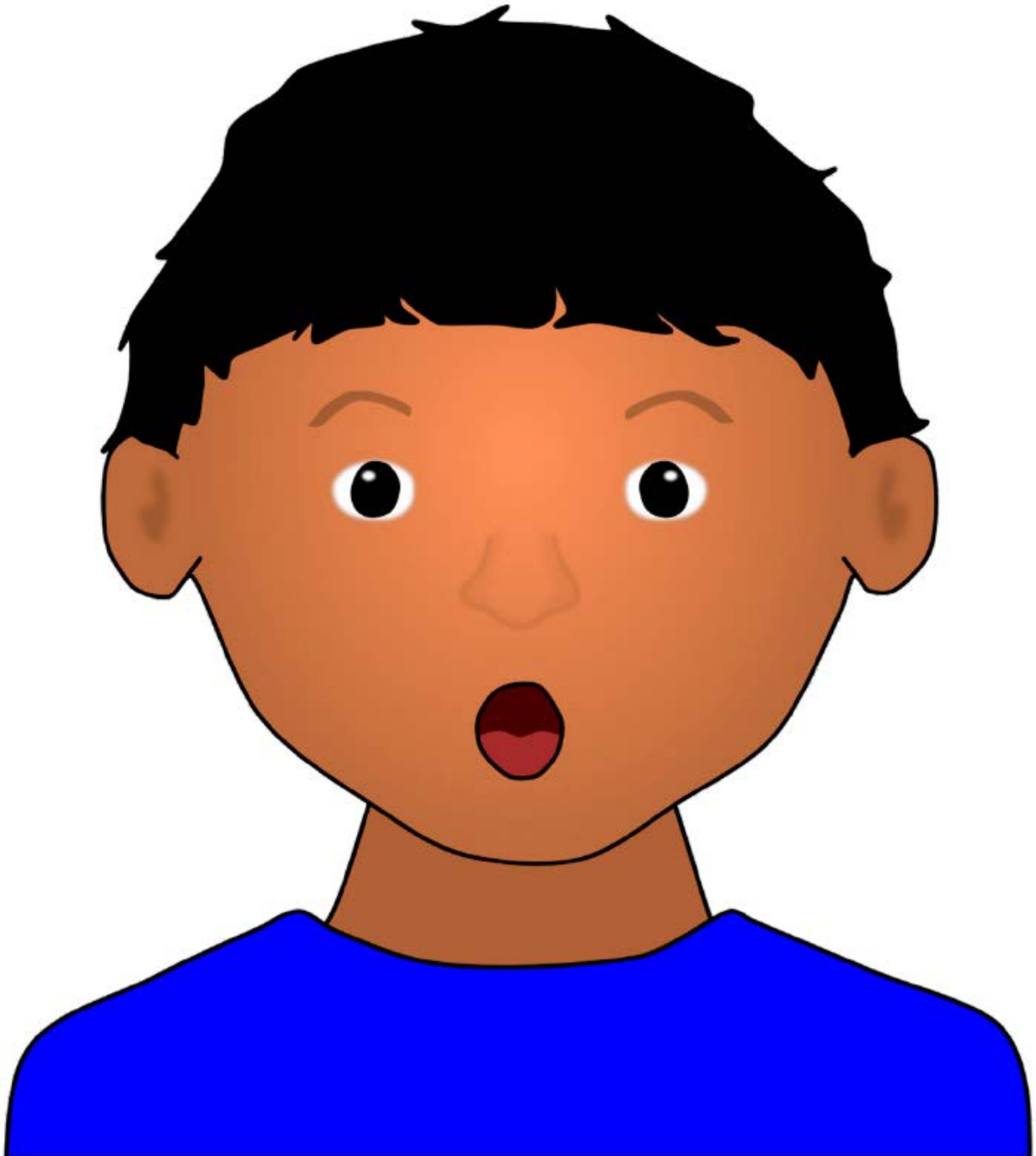
awkward

Feelings and Facial Expressions



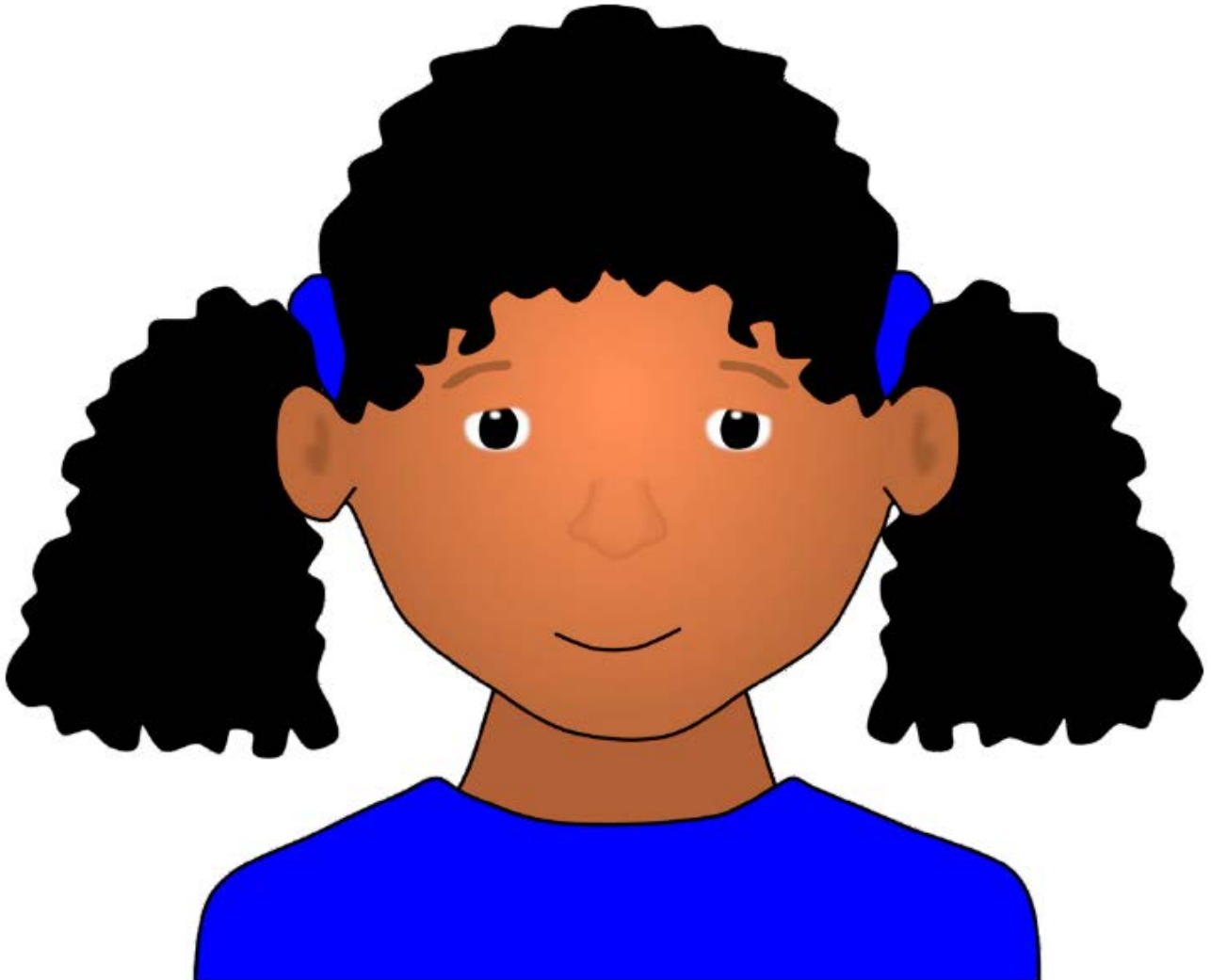
embarrassed

Feelings and Facial Expressions



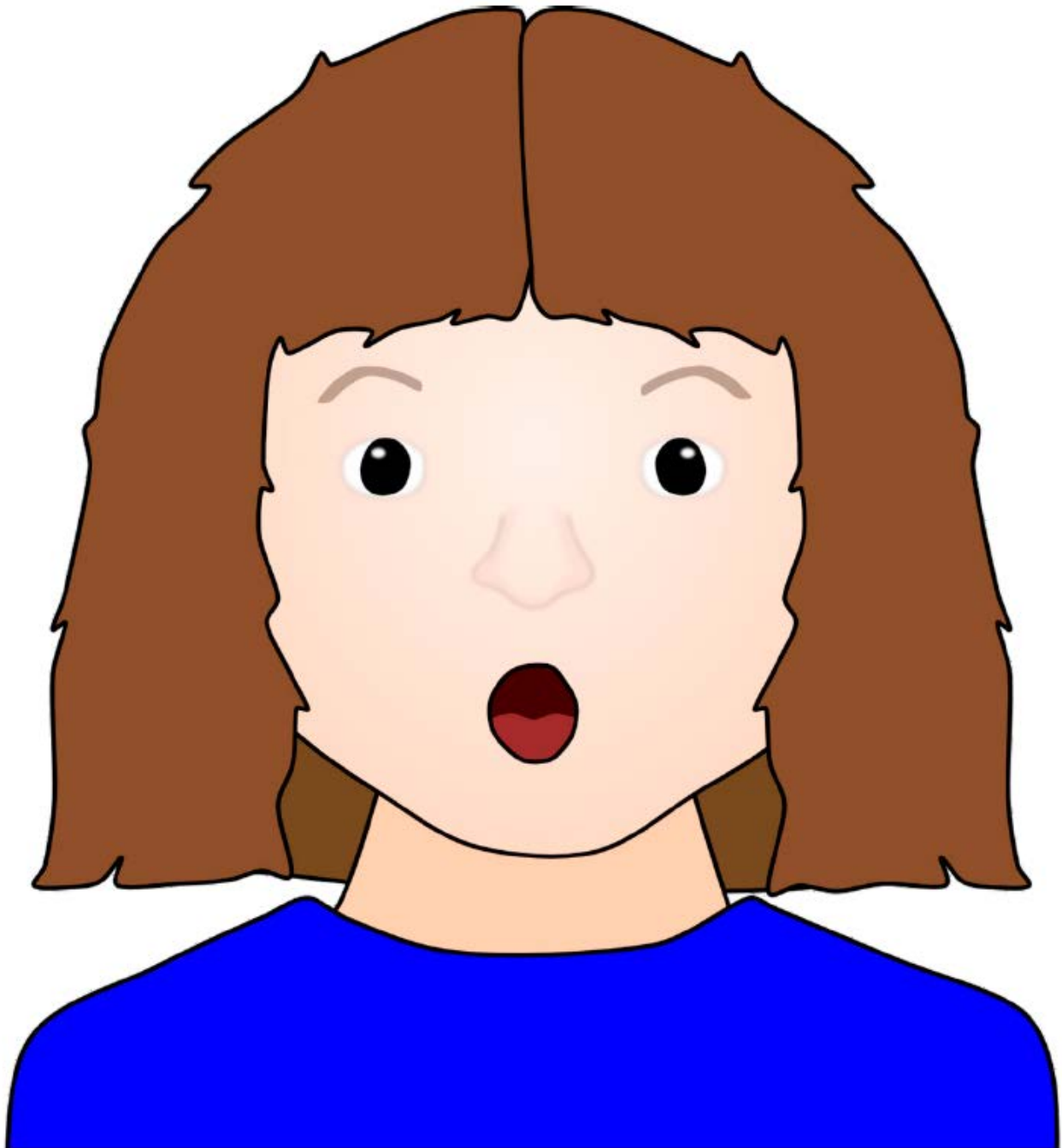
surprised

Feelings and Facial Expressions



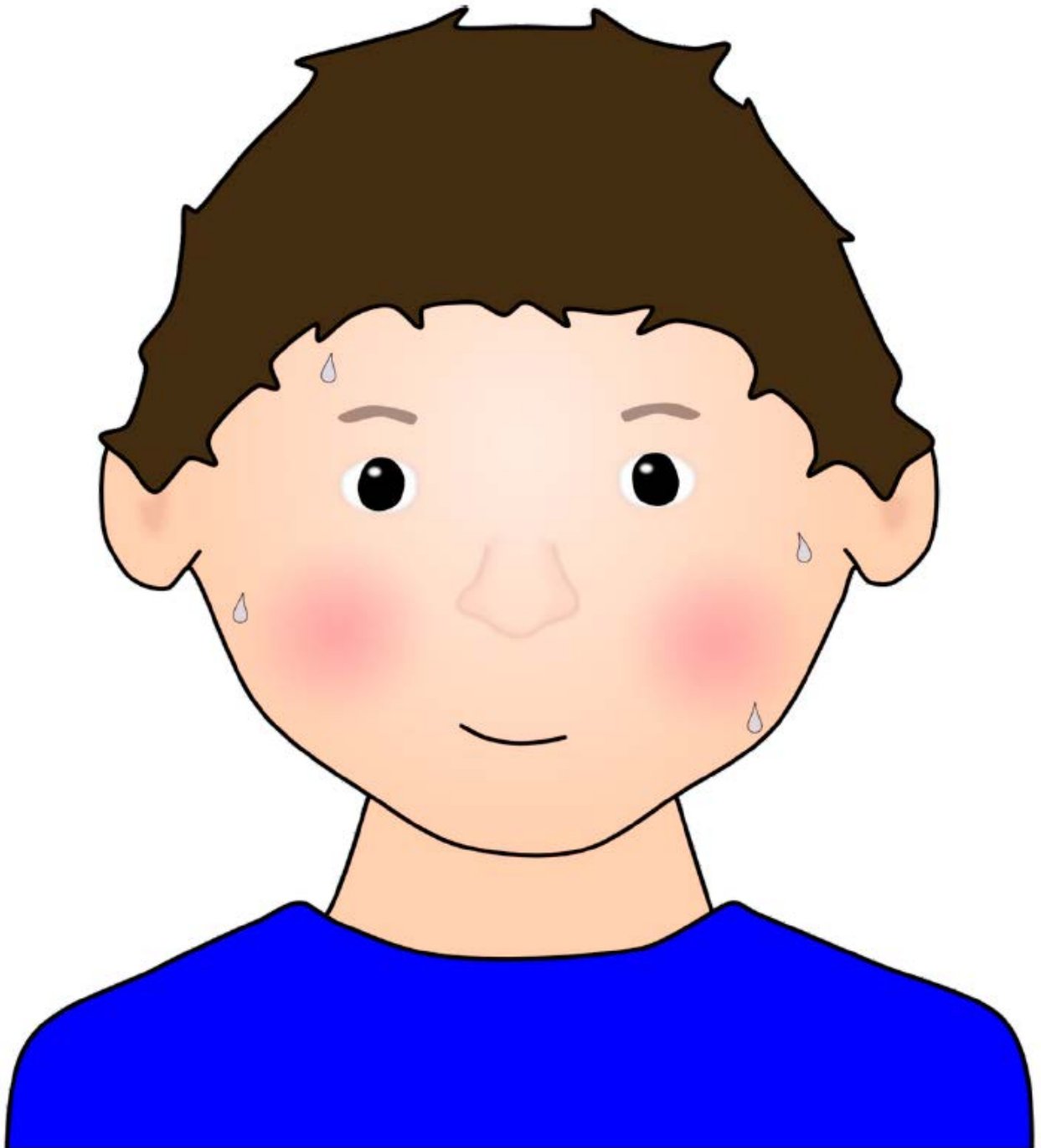
peaceful

Feelings and Facial Expressions



astonished

Feelings and Facial Expressions



hot

Feelings and Facial Expressions



cold

Year 6: How do people express their faith through the arts? – Byzantine Icons Lesson 5

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To explore how faith can be expressed through dance Cross curricular links: PE, Music, Art, RE</p> <p>Q When and why do you dance? Explain that Christians use dance in worship as Psalm 149 says <i>"Let them praise his name in the dance: let them sing praises unto him with the timbrel and harp"</i> (Explain that Psalms is one of the books in the Bible)</p> <p>Briefly introduce the song – 'Worthy is the Lamb' and discuss the meaning behind the song lyrics</p> <p>Watch the video of Christian worship dance group dancing to this song https://www.youtube.com/watch?v=xB3uDpkivJM http://vimeo.com/2247596 (If You Tube is unavailable)</p> <p>Q What kinds of emotions are created through the music / Lyrics? Why? Q What kind of movements do the dancers use? Q How do these movements compliment the emotion evoked in the music / the message behind the lyrics? Q How do the dancers work individually? As a group? How do they link their dance actions together?</p> <p>Q What other actions could have been used? Encourage children from other faiths to share dance moves that are used in their religion too. Q What other positions could the dancers have stood in?</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: modelling, mixed ability groups Every Child Matters: Enjoy and achieve, make a positive contribution.</p>	<p>Activities: Mixed Ability Groups. In groups create their own dance to the song 'Worthy is the Lamb' (NB// For non Christian children, reinforce that they are not worshipping by taking part in this activity)</p> <p>Each group to present their dances to the class. If time is short, the track could be split according to the number of groups. Each group could perform their section of the song only.</p> <p>EAL / SEN: All children should be able to access this activity without further support</p> <p>G&T: To take the lead as choreographer. Ensure that movements, facial expressions match the tone and message of the song</p> <p>Success Criteria: I know that dance can be a form of worship I can create dance movements that could be used as part of a worship dance I can work as part of a group to share my ideas.</p>	<p>CT to select one of the Icon images. Challenge children to create a freeze frame of a dance move that could be used as part of a worship dance to remember the person portrayed in the painting.</p> <p>Children to use the speaking frame to explain their reasoning behind this still image.</p> <p>Speaking frame: I choose this freeze frame because....</p> <p>RESOURCES</p> <p>Music track from the internet https://www.youtube.com/watch?v=xB3uDpkivJM http://vimeo.com/2247596 Icon Images from Lesson 1</p> <p>Key vocabulary: Dance Worship</p>