AMV Assessment Exemplar: Key Stage 2 (Upper) Unit 4

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| **Title: What does it mean to belong to a religion: Christianity? Areas of Enquiry: B&D**  **Key Question:** How do Christians express beliefs about the first Easter in different ways?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *b:* ask important questions about religious experience [and life after death] and suggest answers that refer to traditions of religion and belief; **Ch*ristianity*** *b:* describe how Christians express beliefs about Jesus as ‘Son of God’ and ‘Saviour’ in worship and art; ***Throughout:*** provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have learnt that Christians believe that Jesus was the son of God and know the term ‘incarnation’. They have learnt about the belief that through crucifixion and resurrection human beings can have a new relationship with God. They have studied Gospel accounts of Holy Week and Easter and explored Christian teaching about Jesus as Saviour, e.g. I Cor. 15:22. See the Scheme of Work for this unit – Exemplar 2041. Pupils look at examples of religious art, e.g., Dali, Spencer, van Eyck, icons, and hear examples of religious music, e.g., Stabat Mater, Easter hymns/songs). | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * write some ‘exhibition notes’ for a museum showing paintings and playing music based on the events of the first Easter. Responses should include reference to:   + the experiences of Jesus’ mother, Mary, or his friends, through the crucifixion and resurrection;   + St Paul’s teaching in his 1st Letter to the Corinthians, ‘For as in Adam all die, so in Christ all will be made alive’ (1 Corinthians 15:22);   + examples of the symbolism used by Christian artists to show the importance of Jesus’ sacrifice;   + Christian beliefs about the saving action of Jesus, the resurrection and life after death. | | * use simple phrases such as ”This is a special picture for Christians”. * make simple connections such as, “This shows Jesus on the cross. Christians believe he died, but came back to life”. | * ask important questions about why a Christian might be inspired by a religious painting, or religious music, or use it for reflection/prayer; * provide answers that refer to relevant biblical texts; * explain what a particular image shows, e.g. “The painting shows the crucifixion of Jesus. Christians believe that Jesus was the Son of God and it was part of God’s plan he should die”. * articulate how this historical event has ongoing significance for Christians today, e.g., “Christians would look the painting and it would remind them that Jesus died for them. They might say that Jesus rose from the dead and so they believe they are saved through him”. * use empathy in responding to how Mary and the friends of Jesus might have reacted to the events of the first Easter. | * use the term ‘incarnation’ to explain the importance of Jesus in the Christian understanding of God’s plan; * show, with examples, how artists use symbolic forms to show how Christians feel about the crucifixion and why it is important. |
| **Key Concepts**   * salvation / saviour * resurrection * relationship with God | **Pupils’ Attainment (names)** |  |  |  |