**Awareness Mystery Value (AMV)**

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| **Key Stage 3 Unit 7: How do people express their beliefs and identities? [C&D]****This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways** |
| **About this example**This example is intended to be taught as a program of study that contributes towards students’ understanding of their own and others’ identities, both on an individual basis and in relation to the local and wider community. It could be used in RE lessons or as part of a ‘skills-based’ approach where a number of subjects, including RE, contribute to students’ understanding of identity (e.g. Opening Minds curriculum). This programme of study was written by Emma Teasdale of Ashton Park School, Bristol, for Yr 9 students and consists of 14 x 50 minute lessons; however this is by no means prescriptive, since the scheme of learning can be delivered at any point during Key Stage 3. This programme will result in students producing a creative project that expresses their own beliefs and identity, specifically the role that religion plays in their life - whether that role is large, small or non-existent. Projects could be in the form of video, podcast, collage, sculpture, painting, essay, or music. The aim should be an artistic interpretation of what it is to be human, especially in relation to the beliefs and teachings studied in this unit.The programme of learning aims to engage students through activities that may, e.g:* grab attention, produce amazement, engage imagination or create a sense of wonder;
* involve a real-life choice or inspire action;
* affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out;
* offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;
* introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.
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| **Where the example fits into the AMV programme of study** This example connects with the key concepts of ‘Forms of Expressions’ (Area C) and ‘Identity, diversity and Belonging’ (Area D). Here there is a particular focus on the unit’s supplementary questions (a) and (d) – see next page. Therefore it will be important for teachers to add further lessons to cover supplementary questions (b) and (c) at some point in the KS3 programme of study, perhaps through a local study.In terms of ‘experiences and opportunities’ this unit connects with ‘using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully’ and ‘exploring the connections between religious education and other subject areas, such as the arts, humanities and literature’. It makes cross-curricular links with Art, Music and English. |
| **Prior Learning**Students may have studied the topic of *‘Being Unique’*, exploring the questions of personal identity and expression, in terms of the individual and their place in the community. In *RE*, students have investigated beliefs and practices of Christianity, Judaism, Hinduism and Islam.  |

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| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** |
| Christianity | **AT 1: Learning ABOUT religion** | **AT 2: Learning FROM religion** |
| Islam | A. Beliefs, teachings and sources |  | D. Identity, diversity and belonging | 🗸 |
|  | B. Practices and ways of life |  | E. Meaning, purpose and truth |  |
|  | C. Forms of expression | 🗸 | F. Values and commitments |  |
| **Key Question: *How do people express their beliefs and identities?*** |
| **Supplementary Questions** |
| 1. What are the different ways in which individuals express their sense of identity and key beliefs?
2. [How do faith and belief communities express their identity and key beliefs?]
3. [What influences do religious and other leaders have in local, national and global communities?]
4. How might I best express my own identity and beliefs?
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| **Resources** The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their students. * Picasso Self-portraits, e.g., from [www.artexpertswebsite.com/pages/artists/picasso-gallery.php](http://www.artexpertswebsite.com/pages/artists/picasso-gallery.php)
* [isyusaywesay](http://awarenessmysteryvalue.org/wp-content/uploads/2021/10/isayusaywesay.zip) a resource for interfaith dialogue through art
* Selection of portraits / self-portraits
* Blaylock, L., 2009, [*Picturing Jesus: Fresh Ideas*](https://shop.retoday.org.uk/9781905893195), RE Today Services.
* Large, C. and Brown, A., 2004, *This is RE 3,* John Murray, pp. 2-19.
* Sticky notes.
* Examples of Christian and Islamic art, with brief information about each piece.
* A range of web-based resources as listed in the text.
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| **Expectations****By the end of this sequence of learning:** |
| **[Developing] Students:** | **[Secure] Students:**  | **[Exceeding] Students:**  |
| * describe why people of different faiths express their beliefs in different ways;
* give reasons for why they have designed a piece of art to communicate belief as they have.
 | * describe why different people within a faith and in different faiths may express their beliefs in different ways;
* explain the beliefs expressed by Muslims and Christians through art and how this may affect their sense of identity;
* express your own beliefs in art and give reasons and examples siting influences as to why you have designed it that way.
 | * explain the reasons different people communicate their beliefs in different ways (referring to at least two religions) and analyse the effectiveness of these different methods;
* summarise the key theological beliefs that Christians and Muslims hold surrounding what is appropriate in representation in Art. Explain how this might affect their sense of identity;
* explain the influences and key ideas that helped them create a piece of art work to communicate some personal beliefs;
* explain what response they hope the art will illicit from a viewer.
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| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Question:** **(a) What are the different ways in which individuals express their sense of identity and key beliefs?**  |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1***How can we express identity through self-portrait?*Students will:* explore artistic and symbolic ways of expressing beliefs and identities;
* discuss as a class the value of self-portrait as a means of self-expression;
* create their own ‘express self-portrait’;
* reflect on the human spirit and how it might be expressed through art.
 | 1. Introduce students to the key question, ‘How do people express their beliefs and identities?’ and suggest reasons for asking it. Explain that students will be addressing the question in relation to artistic expression, particularly from a variety of Christian and Muslim traditions.Display students’ suggestions as they make them for the different ways in which art can be used to express feelings, beliefs and identity, e.g. colour, content, facial expression etc.Encourage the students to begin their investigation by looking at two very different [self-portraits by Picasso](http://www.artexpertswebsite.com/pages/artists/picasso-gallery.php) – one realistic, one abstract – and ask them to compare. Prompt their thinking with such questions as: Do they each reveal parts of the artist’s identity? Are these portraits equally valid as an expression of identity? Does a portrait have to be ‘realistic’ in order to express a person’s identity? What are the differences between a painted self-portrait and a ‘selfie’ photograph? What might be better about a self-portrait than when someone else does the painting? What is a person’s ‘inner’ or ‘essential’ self or ‘soul’? Can this be in any way captured in a painting or photograph?Ask students to write down three words that they would use to describe themselves – these could be related to appearance, lifestyle, likes, dislikes, beliefs, feelings, etc. Inform them that they can keep these words secret if they wish, or disclose them at a later point.Now ask students to work individually to create two self-portraits\* in 30 minutes on A4 or A3 paper - one figurative and one abstract - referring to Picasso’s two paintings for inspiration. These self-portraits should:* express the three qualities that they wrote down, using ONLY picture, no words or numbers;
* use at least 2 different colours (encourage them to think about the meaning of colours used).
* add their own reflections on how far each represents their ‘true’ self.
 | Students:* suggest reasons for similarities and differences in the ways people express ideas and beliefs
 | **Key vocabulary:** portrait, identity, abstract, qualities, spirit, soul, inspiration.\* Some sensitivity may be required here for any students who may feel uncomfortable with a self-portrait task. An alternative activity might be to explore the nature of Islamic calligraphy and architecture, commenting on their symbolism, meaning and representational power.**Homework:** Students could add to their collage for homework. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Questions:** **(a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2***What can portraits reveal to others about personal identity?*Students will:* reflect on the contents of their self-portraits and what they might reveal about themselves;
* explore the idea of representing identity and belief through self-portraits.
 | 2. Ask students to put their self-portraits out on the desk. Ask if they think people might give subconscious clues in their drawings about their identity, e.g. the size of their body, whether they draw a head or whole body, etc.Encourage students to work in groups of four and to take turns to show their portrait to the rest of the group and, if they wish, to point out some of the features they were trying to capture. At this point they may decide to withhold or disclose the three words that each person wrote about themselves. This can then be fed into the general discussion in terms of such questions as: How do we express ourselves? Do we reveal things about ourselves in these portraits without realising? What qualities do others identify from our portraits which we didn’t? Is it possible to represent people’s *beliefs* through portraiture?Ask students to add to their basic self-portraits by using magazine and newspaper clippings (they can now use words as well as pictures) to develop the expression of (a) personal identity and (b) key beliefs about what is important in life, into a multi-media collage.End the lesson by asking several volunteers if they would be happy to list their initial three ‘describing’ words and show their self-portrait collage; encourage them to reflect on how accurately they have expressed their own description of their identity and beliefs in the collage. | Students:* suggest reasons for similarities and differences in the ways people express ideas and beliefs;
* ... explain what inspires and influences them.
 | **Key vocabulary:** subconscious, portraiture. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Questions: (a) What are the different ways in which individuals express their sense of identity and key beliefs?**  |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3***What can we find out about artists from their self-portraits?*Students will:* analyse a range of self-portraits for clues about what the artists may be trying to express about themselves;
* consider some of the deeper questions of human personality and experience that may be involved in creative self-expression.
 | 3. Remind students of the key question and how they will be using what they learn in RE to answer it. Ask students to have their collages out on the desk so they can refer back to them throughout the lesson. Using a selection of self-portraits (there is a section on this in *This is RE 3,* pp. 4-5, or other paintings can be used, e.g., Frida Kahlo, Vincent van Gogh, LS Lowry, Paula Rego), ask students to just look at them in groups and reflect on the different ways in which people might express their identity and most important beliefs.Ask students: What kind of person do you think the artist is? What frame of mind might they have been in when they created this work? What might they be trying to communicate about themselves to the viewer? What religious and/or spiritual points might be being made by each artist? Do you think the artist is saying anything about the *suffering* that artist may endure? Could these things be said in artistic/creative ways other than through painting? What might be *unique* in expressing oneself through self-portrait?Encourage them to choose the portrait that interests them most and then to write up their own answers to the questions above.  | Students:* use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be (for believers) .
 | **Key vocabulary:** spiritual, suffering. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Questions: (a) What are the different ways in which individuals express their sense of identity and key beliefs?**  |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4***What can we find out about Jesus from his images in art?*Students will:* compare and contrast images from ‘Picturing Jesus’ with some artists’ self-portraits;
* identify key points about Jesus that are communicated in the paintings;
* reflect on the responses of others to the paintings;
* explain some of the beliefs about Jesus that the painters are trying to communicate.
 | 4. Introduce the *‘Picturing Jesus’* series of pictures (or find alternatives) – they should be displayed around the room for students to look at as they enter. Give students time to wander and look and ask them to identify one painting that they find striking or interesting – for any reason.Ask everyone to feedback to the class about the painting they chose – what is striking about the images?Now lay the images of Jesus out on the tables together with the artists’ self-portraits from last lesson. In pairs, ask students to identify and discuss similarities and differences between the two sets of images – are there any striking differences? What could this mean?Ask students to work in teams to study a selection of the images of Jesus. They should have time just to look at and contemplate the pictures closely, first quietly then in their groups.Challenge students with this thought: ‘What I see might be different from what you see’, then give each group a pack of sticky notes and ask everyone to write comments on *‘What I can see?’* in the pictures. Sticky notes should be posted around the relevant pictures for later reference. Ask student to then comment on how the portraits of Jesus may be different from the artists’ self-portraits. Prompt further thinking with such questions as: What religious imagery/symbolism is used? What is the painter trying to communicate about Jesus and their own beliefs? Can they identify some specific Christian beliefs about Jesus that are being shown in the art? Why might this be important to Christians?Encourage students to choose one of the images of Jesus and use their sticky notes and discussion points to answer the questions above in writing. | Students:* use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be (for believers).
 | **Key vocabulary:** image, icon, Christ, Messiah, incarnation, resurrection.For alternative pictures of Jesus, see, e.g. the BBC article, [‘What did Jesus really look like’](https://www.bbc.co.uk/news/magazine-35120965), an example of the [Shroud of Turin](https://en.wikipedia.org/wiki/Shroud_of_Turin#/media/File:Turin_shroud_positive_and_negative_displaying_original_color_information_708_x_465_pixels_94_KB.jpg) images and Katrina Riddick’s [‘Black Jesus’](https://fineartamerica.com/featured/black-jesus-katrina-riddick.html) painting. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Questions: (a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 5*** *How can individuals best express their key beliefs?*

Students will:* begin to reflect on a range of beliefs about life and how they could be expressed.
* explore some beliefs about human nature and society that might be expressed through artwork;
* create their own graffiti-style artwork to express an important issue for young people today;
* express their own reflections on those issues.
 | 5. Arrange students to work in small groups to study a selection of [Banksy artwork](https://www.banksy.co.uk/). Explain that Banksy has used his graffiti art to communicate social messages, and the fact that often the graffiti style is a message in itself. Ask students to work out what beliefs Banksy might be trying to communicate in each painting. Encourage them to consider deeper questions, such as: is this a good way of communicating this type of message? Will people respond a certain way to the style of this artwork? What comments might viewers think that Banksy is making about *human nature*? What do you imagine the major influences on Banksy’s art might be? What do you think *inspires* Banksy to produce his graffiti art? Can you identify any religious or philosophical *beliefs* underpinning Banksy’s work?Using the Banksy pieces as inspiration, ask students to reflect on the major influences on the lives of young people such as themselves today and to design an individual graffiti-style piece of work that expresses something that they find important in young people’s lives today. Encourage them to choose something related to an ethical, religious or spiritual issue, e.g., the environment, technology, family and community loyalties and influences, suffering etc. and refer them to prior learning for inspiration here. The graffiti should express this issue. Explain that this draft will later be used to contribute to the final creative piece.End the lesson by displaying all of the graffiti art around the classroom and allowing students to reflect on how each of them has expressed their key ideas. Using sticky notes again, ask students to add two comments on one of the art pieces: (a) the issue they think is being pictured and (b) one thing about the art that gave them a new insight or something new to reflect upon. | Students:* give their own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences them.
 | **Key vocabulary:** human nature, inspiration, ethical, religious, spiritual. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Questions: (a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 6***How can religious believers express their key beliefs in art?*Students will:* study examples of Christian and Islamic art;
* investigate how key Christian and Muslim beliefs are expressed in artwork.
 | 6. Display images of different sorts of Christian and Islamic art (e.g. modern, contemporary, medieval, classical) around the room for students to look at as they come in. Next to each picture on the wall stick a piece of A3 paper. Ask students to go around and write one word to describe what they can see in each picture – this could be related to the colour, content, faith, etc.When all of the pictures have some responses written next to them, stick the A3 sheets up at the front of the room for everyone to see.Transfer the pictures to a PowerPoint presentation and display the them on the board. Distribute copies around the room (making sure that each table has at least one Christian and one Islamic example). Use the responses on the A3 sheets to spark a quick class discussion – what were the students’ immediate responses to the pictures? Why did they have those responses? Before knowing anything about the artist, their faith or that faith’s artistic tradition, what information can we glean from these pictures initially?Possible discussion activity – wheels within wheels:Arrange chairs in two concentric circles so everyone can sit opposite a partner - inside circle face outwards, outside face inwards. Give each pair one of the pictures and ask them to swap ideas about it – they could write a question for the artist, make up a title for the piece, or explain what they like about it (you may want to designate the inner circle as the ‘scribes’ as they stay still). After 1-2 minutes, the outer circle moves round one seat and do the same with the next person – at the end every student should have had up to 15 short discussions about the different paintings.Now ask the students to break into teams. Give each team a copy of one Islamic painting, one Christian painting and the information sheet on each. Encourage them to answer research questions (see notes on right) on their two paintings, then feedback their responses to the class – encouraging them to explain the content of their paintings based on the information they have been given. | Students have:* researched different examples of Christian and Islamic art;
* identified similarities and differences between the two artistic and religious traditions;
* understood how religious believers can express their key beliefs through art.
 | **Preparation:** You will need to prepare brief information sheets about each piece of art being featured in this lesson.Research questions for students:1. What religious imagery / symbolism is used? 2. What can you tell about the historical context in which the art work was painted?2. What is the painter trying to communicate about Christianity / Islam? 3. Why might this art work be important to Christians / Muslims?4. What might a non-Christian / non-Muslim learn from this art work? |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Question:** **(a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 7***How can art be used to express the beliefs of a faith community?*Students will:* compare and contrast Christian and Muslim artwork;
* choose the piece they think best expresses the beliefs of that faith.
 | 7. Show the ‘exhibitionexperience’ [PowerPoint](http://awarenessmysteryvalue.org/wp-content/uploads/2021/10/isayusaywesay-exhibitionexperience.ppt) or [pdf](http://awarenessmysteryvalue.org/wp-content/uploads/2021/10/isayusaywesay-exhibitionexperience.pdf) from the isay:usay:wesay Bristol project. Bring out key points about the [purposes of the project](http://awarenessmysteryvalue.org/wp-content/uploads/2021/10/isayusaywesay-purposes.pdf) and the students explanations of their art work.Ask the students to choose one of the Islamic or Christian paintings that they think would be most suitable as the winner of a competition to bring a new piece of artwork to either Bristol Cathedral or Easton Mosque. They should give reasons why their chosen piece is suitable and why it expresses that religion so well. This can be written up as either a letter to the mosque or cathedral, or a newspaper article reporting the choice of painting.  | Students have:* identified the key beliefs expressed in Christian and Islamic art;
* evaluated the artwork for the purpose of display in the faith community.
 | The [complete isay:usay:wesay resource](http://awarenessmysteryvalue.org/wp-content/uploads/2021/10/isayusaywesay.zip).There are lots of ideas, lesson plans and further presentational materials for extending the work of this unit, including a debate on whether public money should be spent on such projects and exhibitions. |
| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Question:** **(a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 8***What factors contribute to my personal identity?*Students will: * create a diagram of the factors that contribute to their identity;
* create a mind map that illustrates the elements of themselves that make them unique.
 | 8. Now would be a good time to set the project for this unit – it will be completed for homework over the next 6 sessions and submitted towards the end of next term, so students can apply their learning from the previous sessions. You may want to insert a supplementary project lesson during this time, in which to check progress and suggest improvements.The task is to produce a creative piece of work that expresses their own beliefs and identity, specifically the role that their religion or worldview plays in their life - whether that role is large, small or non-existent. Projects could be in the form of video, podcast, collage, sculpture, painting, or music (i.e. a song with lyrics). The aim should be an artistic interpretation of who they think they are, but it must include specific reference to the role of religion in their life, incorporating the religious concepts explored in the next 6 week programme of study, **‘Forms of Expression’**. Refer back to the self-portraits and graffiti art that students did earlier on in the unit – these will contribute to the final assessed piece so students should have them out on the desk in front of them.Use the ‘How do I respond to the world?’ diagram to analyse their own feelings, thoughts, likes, dislikes, the things they love and value, etc. This should be done individually and quietly - encourage students to make it completely their own thoughts. They could refer back to the previous artwork as a reminder.Explain that in a group of friends we often have the same or similar likes, dislikes, values etc. But there are factors which makes each of us unique, no matter how much we try to blend in with the crowd. Encourage students to think about what makes us unique – what unique combination of factors makes each of us different from any other person? Model the diagram on the board based on yourself – using the ‘my identity’ mind map. Students then complete the mind map themselves, including as many factors as possible – this can be extended onto an A3 sheet.Ask students to gather up their personal expression work to help inspire their assessed piece – these can be taken home so that students can start planning their final piece for homework. | Students have: * analysed the key elements of their own identity;
* understood that their identity is made up of an infinite number of factors.
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| **Key Question: How do people express their beliefs and identities?** |
| **Supplementary Question:** **(a) What are the different ways in which individuals express their sense of identity and key beliefs?** **(d) How might I best express my own identity and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lessons 9-14***What is the best way to express my identity in a creative piece?*Students will:* experiment with several styles of creative expression;
* begin to plan their final assessed piece.
 | 9-14. Students should have the four pieces of personal expression work (self-portrait, graffiti, ‘How do I respond to the world?’ and ‘My Identity’) out on the desk in front of them, along with the planning they did for homework.Mind-map on the board the different styles in which their creative work could be expressed (as a reminder only as they have this information on the task sheet), e.g. painting, self-portrait, drawing, sculpture, poem, song, etc. Model examples from previous students if available.**Remind students that they should be working on their assessed piece over the next 5 sessions, and need to incorporate their previous learning.**Give students the opportunity to experiment with several styles of creative expression – have a different type on each table and do a 10-minute rotation so students get to try several different styles.By the end of the lesson students should have chosen the style of their creative piece and have a basic plan of what they want to achieve. Get each student to give a very brief verbal description of what they intend to do for their project.  | Students have:* sampled and evaluated different styles of artistic expression;
* chosen the style that best suits their own expression of identity.
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| **Title: How do people express their beliefs and identities Areas of Enquiry: C&D****Key Question: How do Christians and Muslims express their beliefs and identity? How do I express my beliefs and identity?****Outcomes: Students can :*** give different views on how faith may play and important part in people’s identity and how they express that identity
* describe and compare the ways in which different Christians express their beliefs and identities
* explain how people of the Islamic (and another faith?) express their beliefs and ideas of spirituality through art.
* use reasoning and examples to express their own views on how Christian and Islamic (and possible art of one other belief or worldview) have affected the way people regard the world.
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| **Context / Prior Learning:** Students have studied Christian and Muslim teaching about art and human expression. They have understood the different reasons people have for expressing their beliefs as they do and the restrictions there may be and how their art communicates a belief about God and becomes important as a object of focus to forge identity. |
| **Assessment Activity – Students:** | **[Developing] Students:**  | **[Secure] Students:**  | **[Exceeding] Students:** |
| * design a piece of their own symbolic art work, explaining why they have designed it as they have and what response they hope it will elicit from a viewer;
* explain Christian and Muslim ideas about how to express beliefs about God / Allah in art;
* explain their preferences and give reasons and examples for their views.
 | * describe why people of different faiths express their beliefs in different ways;
* give reasons for why they have designed a piece of art to communicate belief as they have.
 | * describe why different people within a faith and in different faiths may express their beliefs in different ways;
* explain the beliefs expressed by Muslims and Christians through art and how this may affect their sense of identity;
* express your own beliefs in art and give reasons and examples siting influences as to why you have designed it that way.
 | * explain the reasons different people communicate their beliefs in different ways (referring to at least two religions) and analyse the effectiveness of these different methods;
* summarise the key theological beliefs that Christians and Muslims hold surrounding what is appropriate in representation in Art. Explain how this might affect their sense of identity;
* explain the influences and key ideas that helped them create a piece of art work to communicate some personal beliefs;
* explain what response they hope the art will illicit from a viewer.
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| **Key Concepts*** Incarnation
* Trinity
* Salvation
* Tawhid
* Iman
* Idolatry
 | **Students’ Attainment (names)** |  |  |  |
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