

<p>Question: U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p>		<p>Critical Learning</p> <ul style="list-style-type: none"> • Knowing about and understanding religions and worldviews • Expressing and communicating ideas related to religions and worldviews • Gaining and deploying the skills for studying religions and worldviews <p>Key Vocabulary</p> <p>Christian aid, Muslim aid, special, sacred, holy building, cathedral, temple, mosque, church, Islam, Allah, Prophet Muhammad, calligraphy, architecture, painting, poetry, Al Ghazali, Jesus, worship, generosity, salvation, love, charity, poverty, Zakat</p>
<p>Strand Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>		
<p>Questions in this thread: N/A</p>		
<p>International Baccalaureate Learner Profile Link</p> <p><i>Inquirer: Learning about other religions from stories.</i></p> <p><i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i></p> <p><i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i>Open-minded: Appreciating the traditions of others.</i></p> <p><i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i></p>		
<p>Prior Skills</p>	<p>New Skills</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Respond with ideas of their own to the title question (B2). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). • Find out about religious teachings, charities and ways of expressing generosity (C3). 	<p>Future Skills</p>

Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<ul style="list-style-type: none">• Describe and recount two Muslim teachings about Charity and give an example of how these might affect the behaviour of a Muslim.• Find out about religious teachings, charities and ways of expressing generosity.• Respond with ideas of their own to the title question.	<ul style="list-style-type: none">• Notice, list and explain similarities and differences between different sacred buildings.• Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.• Describe and make connections between examples of religious creativity in Muslim buildings.• Describe why mosques matter to the Muslim community.• Understand different reasons why some buildings are sacred.• Consider, discuss and weigh up different views about why mosques are important.• Consider, discuss and weigh up different views about why Christian sacred buildings are important.• Consider, discuss and weigh up different views about why religious art is important.• Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important.• Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.• Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.• Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.	<ul style="list-style-type: none">• Outline how and why some Humanists criticise spending on religious buildings or art• Examine the title question from different perspectives, including their own• Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

<p>Resources</p> <p>N/A</p>	<p>Website/Apps</p> <ul style="list-style-type: none"> • Woking mosque http://www.wokingmosque.org.uk/ • Mosque pictures http://www.flickr.com/search/?q=mosque&f=hp • See the guidance from 'Learning Outside the Classroom' on sacred space at: www.lotc.org.uk/what-islotc/where-lotc/sacred-spaces/ • Examples of poetry https://www.yumpu.com/en/document/view/6335650/spirited-poetry-a-competition-for-creative-re-national-association- • Anglican cathedrals https://www.easterncathedrals.org.uk/links/anglican-cathedrals.php • Pictures of cardboard church http://www.cardboardcathedral.org.nz/ • Tree cathedral http://theparkstrust.com/parks/tree-cathedral • Teachers will find it helpful to spend ten minutes preparation looking at Muslim charities in the UK online. Start here: www.muslimcharitiesforum.org.uk/ • Muslim charity websites t: www.muslimaid.org/what-we-do/education/ • or at: www.islamic-relief.org.uk/about-us/what-we-do/
	<p>Suggested Quality Texts</p> <ul style="list-style-type: none"> • The Lion, The Witch and The Wardrobe – CS Lewis. • The Rich Young Ruler - Matthew 19:16-30 • The Good Samaritan - Luke 10:25-37
<p>Assessment ideas</p> <p>What have we learned from this unit of work?</p> <ul style="list-style-type: none"> • Recap the learning pupils have done about holy buildings, art and charity. What can they remember? What was most interesting? What has changed their thoughts (give the children the opening statement they wrote at the beginning of the unit. Do they want to add to it, or to change it?)? 	
<p>Writing Opportunities</p> <p>A good argument. Ask pupils to develop written reasons and arguments for and against: Religious people should sell their buildings and art works to help the poor because... Religious people should not sell all their places of worship and art to help the poor because...</p>	
<p>Cross Curricular Links</p>	

(These need to be linked with topics that are taught in the year group)