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| Year Group  | 3  |
| Strand:   | Christian Worldviews<br>Reality and truth<br>(Links to Understanding Christianity unit Salvation LKS2)   |
| Key Question:   | Does art help with understanding stories?  |
| Focus of study:   | Holy week and depictions of Jesus to explore the key events and what type of person Jesus was.   |
| Background information for teachers:  |  |
| <p>This unit of work presumes that pupils have encountered a range of events in Holy Week:</p> <ol style="list-style-type: none"> <li>1. Entering Jerusalem</li> <li>2. Washing his disciple's feet</li> <li>3. The Last Supper</li> <li>4. Jesus' crucifixion</li> <li>5. Resurrection</li> </ol> <p>The images we have suggested and the concept of using art can be applied to other stories. There is a lot of symbolism of the colours used and this might be of interest to the pupils in your class. Think also about the colours of the church year – Green for ordinary time, purple for fasts, red for Holy week, Pentecost and in some traditions, Saints days with white or gold for the major feasts.</p> <p><b>Red:</b> Red is translated in the Old Testament as <i>oudem</i>, which means “red clay.” It is the root word for mankind. Biblical figures such as Adam (Genesis 2:7) and Esau (Genesis 25:25) have their names derived from the word <i>oudem</i>.</p> <p>Red is also associated with the blood of Jesus Christ (Colossians 1:20).</p> <p><b>Purple:</b> Purple represents royalty, majesty, and priesthood in the Bible (John 19:2). Purple and blue were also historically very expensive colours to make, both for painting and for clothing. This reinforces the link to royalty, majesty, and God.</p> <p><b>Blue:</b> Blue in the Bible represents the heavens and the Word of God. Blue is accredited with being the colour of God's healing and grace.</p> <p><b>Green:</b> Green symbolises life, restoration, and new beginnings (Psalm 1.3). Green is also the colour of resurrection, which we experience in Spring.</p> <p><b>Gold:</b> Gold represents the sovereignty of God. At Jesus' birth, one of the gifts He received was gold (Matthew 2:11). Additionally, in The Book of Revelations, the New Jerusalem is referred to as a city of pure gold (Revelation 21:18). Yellow and gold also represent the presence of God (Deuteronomy 4:24).</p> <p><b>White:</b> White refers to holiness, light, purity, redemption, and the righteousness of Jesus Christ (Mark 16:5).</p> <p><b>Black:</b> Black symbolizes sin, darkness, death, and catastrophe (Zephaniah 1:15).</p> <p><i>NB it would be possible to look at this unit from the perspective of Christmas, or a focus on the parables that Jesus told. Use the ideas in the unit to create a unit of work that suits your context.</i></p> |  |
| Prior learning:   | <p>This unit build on knowledge of Easter in Year 1 and 2 where pupils learnt about Easter.</p> <p>Year 1</p> <p>What do most Christians celebrate together?</p> <p><i>Christmas and Easter, but also communion if appropriate</i></p> <p>Year 2</p> |

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|                  | <p>Why do many Christians meet together regularly and what do they do? <i>Christmas, Easter and work of the church community – teaching, prayer and service - may have encountered Eucharist.</i></p> <p>Year 3</p> <p>How are different people inspired by the teachings of Jesus?</p> <p>How does the worldwide Christian family celebrate, worship and mark key events?</p>  |
| Building Blocks: | <ul style="list-style-type: none"> <li>• Stories and histories are often interpreted by artists.</li> <li>• The artistic interpretation of <i>stories</i> changes over time and between cultures.</li> <li>• Artistic interpretation can change how the reader feels about a text.</li> </ul>   |
| Outcomes:        | <ul style="list-style-type: none"> <li>• Pupils will understand that artists have depicted events from Holy Week for many years and each artist uses their painting to tell a story.</li> <li>• Pupils will explore and describe how beliefs are expressed in a range of styles by believers and suggest what they mean. They will ask questions about the events depicted. They will explore how a depiction makes them feel and explore what they like, what they dislike and why and be able to answer the question, 'Does art help with understanding stories and help us know what type of person Jesus was?'</li> <li>• Pupils will explore symbolism in each artwork and suggest ideas for the artist's intent. They will recognise the diversity in the images and understand that Christianity is a worldwide religion.</li> <li>• They will identify their response to the art work and explore what inspires and influences them.</li> </ul>   |
| Resources:       | <p>Pictures of events during Holy week from a variety of periods and cultures.</p> <p>Suggested websites for selecting images:</p> <p>Jesus is welcomed into Jerusalem - Fra Angelico<br/> <a href="https://charlottewilkins.fr/en/the-easter-story-told-by-art-history/">https://charlottewilkins.fr/en/the-easter-story-told-by-art-history/</a></p> <p>Jesus washing Peter's feet - Ford Madox Brown<br/> <a href="https://www.tate.org.uk/art/artworks/brown-jesus-washing-peters-feet-n01394">https://www.tate.org.uk/art/artworks/brown-jesus-washing-peters-feet-n01394</a></p> <p>The last supper - Da Vinci<br/> <a href="https://cenacolovinciano.org/en/museum/the-works/the-last-supper-leonardo-da-vinci-1452-1519/">https://cenacolovinciano.org/en/museum/the-works/the-last-supper-leonardo-da-vinci-1452-1519/</a></p> <p>The Last Supper - Ethiopian Folk art<br/> <a href="https://ethiopianfood.wordpress.com/2014/04/01/the-art-of-the-meal/">https://ethiopianfood.wordpress.com/2014/04/01/the-art-of-the-meal/</a></p> <p>The Last Supper - Ugolino da Siena (Ugolino di Nerio) Italian</p> |

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|   | <p>ca. 1325–30<br/> <a href="https://www.metmuseum.org/art/collection/search/459131">https://www.metmuseum.org/art/collection/search/459131</a></p> <p>The Last Supper by Trinidad and Tobago artist Rebecca Foster.<br/> <a href="https://bexfoster.com/2016/04/22/recent-artwork/">https://bexfoster.com/2016/04/22/recent-artwork/</a></p> <p>Kiss of Judas - Giotto<br/> <a href="https://simplykalaa.com/kiss-of-judas/">https://simplykalaa.com/kiss-of-judas/</a></p> <p>Christ Carrying the Cross by Hieronymus Bosch<br/> <a href="https://aleteia.org/2018/03/20/picturing-the-passion-christ-carrying-the-cross-by-hieronymus-bosch/">https://aleteia.org/2018/03/20/picturing-the-passion-christ-carrying-the-cross-by-hieronymus-bosch/</a></p> <p>Greg Weatherby, Crucifixion 2006 Aboriginal story telling.<br/> <a href="http://www.boomerangsdownunder.com/images/Crucifixion%20large.jpg">http://www.boomerangsdownunder.com/images/Crucifixion%20large.jpg</a></p> <p>Hanna Cheriyan Varghese (Malaysian, 1938–2009), Who will roll away the stone? 1999. Batik.<br/> <a href="http://www.hanna-artwork.com">www.hanna-artwork.com</a></p> <p>Jyoti Sahi (Indian, 1944–), Resurrection, 2007<br/> <a href="https://artandtheology.org/2016/03/30/three-resurrection-paintings-by-indian-artist-jyoti-sahi/">https://artandtheology.org/2016/03/30/three-resurrection-paintings-by-indian-artist-jyoti-sahi/</a></p> <p>The Easter Story by Brian Wildsmith:<br/> <a href="https://www.brianwildsmith.com/the-easter-story">https://www.brianwildsmith.com/the-easter-story</a></p> |
| Engagement:   | <b>LO: Sequence the events of Holy Week</b>   |
| <p>To start: sequence a collection of images depicting Holy Week by a variety of artists.<br/>         What events are being depicted?<br/>         What do the pupils know about the events?<br/>         Read a child friendly version of story of Holy Week – for example using Easter Story by Brian Wildsmith</p>  |   |
| Enquire and Explore:  |   |
| <p>Take one event from Holy week per lesson and using different images you have chosen (see links suggested) explore the artwork using the questions below.</p> <p>For example: Look at the last supper.<br/>         What do we see?<br/>         What do we think? Why do I think what I think?<br/>         What do we wonder?<br/>         Give the pupils a variety of representations of the Last Supper (different periods and cultures).<br/>         Why do different artists represent the image in different ways?<br/>         What might have influenced them?</p> |   |

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| <p>Ask pupils to look for similarities and differences.<br/>         What symbolism can they see?<br/>         How do the images make them feel?<br/>         What do we learn about Jesus from the images?<br/>         Is this real? How do we know?<br/>         Would this look different in a different time and place?<br/>         Is there a hidden meaning in this image? Does everyone find the same hidden meaning?</p> <p>Suggested activities to further challenge the pupils.<br/>         Diamond nine the images.<br/>         Match the images to texts in the Bible. (This can be across different Gospels.)<br/>         Give a piece of an image and pupils finish the other parts.<br/>         Have the image as a jigsaw and they put it together.<br/>         Say how the given image is important in a Christian's life today?</p> <p>Alternatively, you could read the text from the Bible about the event and get the pupils to create artwork for it. Then show them the images and they can compare their work to what others have done.<br/>         Give pupils an image to recreate - they can add themselves to the painting if they are comfortable doing this or be creative with Lego, drama (freeze frame) etc.</p> |   |
| Evaluate:   |   |
| <p>Independent work<br/>         Pupils choose an event in Holy Week to create an image. This could be as individuals or as groups. Groups could create the entire Holy Week with different pupils doing different events.<br/>         It could be a class piece of work.<br/>         Focus would be on Jesus in the art.<br/>         It could be how it might look if it happened today.</p>  |   |
| Reflect and communicate:  |   |
| <p>Return to the series of images depicting Holy week.<br/>         How do we know it is Jesus in the images?<br/>         What do the images say about Jesus?<br/>         Do they give us clues as to what he looked like or his personality / character?<br/>         Encourage observations about colour, location, body position etc and who Jesus is shown with as being clues about what he was like.<br/>         Give a new/unseen image of Jesus for pupils to explore in small groups.<br/>         Pupils can present their images to the class, sharing what they have learned or discovered or surmised e.g. 'We think Jesus may have been..... because in this image he is .....'</p> <p>Pupils to consider the question:<br/>         Does art help with understanding stories and help us know what type of person Jesus was?</p>  |   |
| Assessment opportunities:   | <p>Pupils will be able to answer the questions asked in this unit.<br/>         Pupils will be able to apply their thinking to other art works.</p>   |
| Notes   | <p>Suggested art works are in the resources section, but schools should select the representations they want to use.<br/>         If this unit were going to be taught at Christmas, use images of the Nativity story. The activities and ideas can be adapted.</p> |