**School name: ROXWELL C OF E PRIMARY SCHOOL FOUNDATION PLANNING YEAR A**

**BRONZE**

**Theme: Christianity Year: 5 and 6 Term: Autumn 2**

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| **ART** | **D&T** | **Geography** | **History** | **ICT** | **MFL** | **MUSIC** | **PE & SPORT** | **PSHE/SMSC** | **RE****X** | **SCIENCE** |

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| **Key Question** | **How has belief in God impacted on music and art through history?**  |
| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **1** | **L.O.****To explore expressions of religion through music and art.** **Success Criteria:**1. I must list ways that religion is expressed 2. I should compare different forms of expressions3. I could speak about where these may be found in the wider society  | **Input:**(Keep discussions short)Give the children the key question for this topic. What does the question mean?Explain that we re not just focusing on Christianity today but religion in general.**Task:**<https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j> Give the children time to explore the link above on Chromebooks, laptops or iPads.. Children read the information and create a mindmap of information and ideas based on what they read. **Plenary:**Children share their initial findings to answer the key question (based on all religions and world views, not just Christianity)  |  |  |
| **2** | **L.O.****To compare images of Christian creation****Success Criteria:**1. I must identify the elements of the creation story within art2. I should compare these images3. I could explain how the images have changed over time | **Input:**What does the word ‘creation’ mean?Read Genesis 1: 1 - 2:3 and recap the Christian Creation Story. **Task:**Allow the children time to study the given images.Michelangelo – The creation of Adam (cover the inappropriate parts of the image) <https://pixels.com/featured/seven-days-of-creation-i-sushobha-jenner.html><https://biblethingsinbibleways.files.wordpress.com/2018/10/7000years-7-days-creation-01.jpg> What do the children notice about the images, can they spot the elements of the creation story? Which of the images do they think was created first, why? What similarities and differences do the images have?In groups of 6, children create their own pieces of creation art based on either modern-day styles or historical styles. Each child to focus on a different day. **Plenary:**Gallery viewing of all art pieces |   | Classical and contemporary art forms  |

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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **3** | **L.O.** **To compare expressions of God through music**Success Criteria:1. I must describe the difference between older and modern Christian music
2. I should be able to link the music to the different time periods it was written/composed in

I could explain how Christian music has changed | **Input**: Recap last lesson – Revisit the lesson from last summer about Chrisitan music – can anyone in year 6 remember anything? Listen to the following pieces of music, whilst looking at the lyrics. After each piece discuss as a class. How do they differ? What has changed? (Other pieces could be used but a wide variety should be covered). Create a class list of comments for each piece (print or photo for book evidence)**Oxyrhynchus Hymn****Year Created:**c. end of the 3rd century CE**Country of Origin:**Oxyrhynchus, Egypt**Written By:** Unknown**Corde Natus Ex Parentis****Year Created:**348-c.413**Written By:** Aurelius Clemens Prudentius**Amazing Grace****Year Created:** 1779, with words written in 1772 by the and Anglican clergyman  **Country of Origin:** England **Written By:** [John Newton](https://en.wikipedia.org/wiki/John_Newton)**I Thank God****Year Created:** 2021  **Country of Origin:**USA**Written By:**Maverick City Music (Jesse Cline, Maryanne J George, Dante Bowe, Aaron Moses, and Chuck Butler)**Activity**: Imagine you are writing an article for a music magazine on ‘The History of Christian Music’. Children write a piece for the magazine talking about the similarities and differences of the[pieces and how they have changed with time. **Plenary**: Children read their pieces to the class. | Oxy, Hymn <https://www.youtube.com/watch?v=ENj_OWfinPU> Corde Natus Ex Parentis (Of The Father’s Heart Begotten)<https://www.youtube.com/watch?v=8LCKzBIDF0c> Amazing Grace<https://www.youtube.com/watch?v=AtteRD5bBNQ> I Thank God<https://www.youtube.com/watch?v=LM1qrx0Huds&list=PLyORnIW1xT6wsEc82uNr_bGEbv5uaI_Yj&index=2> | Oxy. English Lyrics: .. Let it be silentLet the Luminous stars not shine,Let the winds (?) and all the noisy rivers die down;And as we hymn the Father, the Son and the Holy Spirit,Let all the powers add "Amen Amen"Empire, praise always, and glory to God,The sole giver of good things, Amen AmenOf the Father’s Heart. English LyricsOf the Father's heart begottenEre the world from chaos roseHe is Alpha from that fountainAll that is and hath been flowsHe is Omega, of all thingsYet to come the mystic closeEvermore and evermoreThis is He, whom seer and sibylSang in ages long gone byThis is he of old revealedIn the page of prophecyLo! He comes, the promised SaviourLet the world his praises cryEvermore and evermoreSing, ye heights of heaven, his praisesAngels and Archangels, singWheresoe'er ye be, ye faithfulLet your joyous anthems ringEvery tongue his name confessingCountless voices answeringEvermore and ever-, evermoreAmazing Grace LyricsAmazing Grace, how sweet the soundThat saved a wretch like meI once was lost, but now am foundWas blind but now I seeWas Grace that taught my heart to fearAnd Grace, my fears relievedHow precious did that Grace appearThe hour I first believedThrough many dangers, toils and snaresWe have already comeT'was Grace that brought us safe thus farAnd Grace will lead us homeAnd Grace will lead us homeAmazing Grace, how sweet the soundThat saved a wretch like meI once was lost but now am foundWas blind but now I seeWas blind, but now I seeI Thank God Lyrics<https://www.google.com/search?q=i+thank+god+maverick+city+lyrics&rlz=1C1CHBF_en-GBGB899GB899&oq=I+thank+god&aqs=chrome.1.69i57j0l4j46j0j69i60.3738j0j7&sourceid=chrome&ie=UTF-8> |

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| **4** | **L.O.****To compare how Christian music has changed over time.** **Success Criteria:**1. I must know that psalms are normally sung2. I should list similarities and differences between traditional and modern music pieces3. I could express an opinion on how these have changed and why | **Input:**Recap last lesson.Read Psalm 8 – how do you think it would have sounded? Listen to the first link attached and discuss that psalms are readings from the Bible that are usually sung. This is a very traditional version.Then listen to the second link – a new, modern day version. How has it changed? How have the words changed?  **Task:**Children read the words to Psalm 8 again (the same psalm used in the link). In groups, children create their own modern-day melody. They could use a thesaurus to change some of the words into more modern-day words.  **Plenary:**Children perform their psalms to the class.How many pieces of music do we hear nowadays that contain lyrics about Christians and God? Why do we think this is? | [**https://www.youtube.com/watch?v=gDE9R0HiZHc**](https://www.youtube.com/watch?v=gDE9R0HiZHc)[**https://www.youtube.com/watch?v=l2mxl5iGGUo**](https://www.youtube.com/watch?v=l2mxl5iGGUo) |  |

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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **5** | **L.O.****To compare images of God, within art, throughout history****Success Criteria:**1. I must list ways that God is shown through artwork2. I should compare the art using similarities and differences3. I could link concepts in the modern world to the reasons behind the art changing  | **Input:**Recap prior learning **Task:**Allow the children to explore the paintings on the link attached. Read the information about the paintings and make notes. In small groups, children imagine they are to give a tour of these National Gallery paintings focusing on how the expressions of God have changed across the years. **Plenary:**Children give their ‘tours’ to the class. Look at the other images in the gallery – how many images contain a God and how many don’t? What do we think the reasoning behind this is?  | [**https://www.nationalgallery.org.uk/paintings/short-tour-life-of-christ**](https://www.nationalgallery.org.uk/paintings/short-tour-life-of-christ) |  |
| 6 | **L.O.****To justify my answers.** **Success Criteria:**1. I must identify ways that the belief of God has impacted music and art2. I should justify my answers with my prior learning3. I could explain how these things are shown in the world around us (human and social science discipline)  | **Input:**Recap all prior learning and mindmap any thoughts or ideas that arrise**Task:**Give the children the key question:**How has belief in God impacted on music and art through history?**Allow them to answer the question in any way they would like.**Plenary:** Children share their answers.  |  |  |

**NOTE:**

**During this topic, the children will be celebrating Diwali in school. This should be linked to their RE learning and can be used as evidence to answer their key question!**

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