

How has belief in Christianity/Islam impacted on music and art throughout history?

Substantive Knowledge to test:

- Explain divergent role of music in worship in the history of the Christian Church.
- Explain how art has been used in Christianity to reflect key events and facilitate worship.
- Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.
- Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.

Disciplinary Knowledge to test:

- ✓ Show awareness that talking about religion and belief can be complex.
- ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- ✓ Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.

Substantive Retrieval Questions:

- How might music be used in Christian worship?
- Where might you find Christian artwork in a church?
- What is the Quran / Hadith?
- What do Al-Ghazali say about art and music in Islam?
- What are not depicted in Islamic art?

Disciplinary Retrieval Questions:

- Why is it hard to identify the differences of belief and religion?
- What are the main purposes and differences between the Quran and Hadith?
- How do Muslims view their community and identity differently to Christians? What is also similar?
- How does the Bible / Hadith shape the daily lived of Christians/ Muslims?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against:

Human and Social Sciences

- A. **The diverse nature of religion** Show awareness that talking about religion and belief can be complex.
- C. **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.