

# Images of Jesus

Focus Concept – Imagery / Icon (Type A)

Year 6, Summer 2

## Learning Objectives / Intended Learning Outcomes

Pupils should be able to:

- **Enquire:** explain the concept of *imagery*. (L4) Explain the concept of *icon*. (L5)
- **Contextualise:** explain how *Images of Jesus* express important Christian beliefs. (L4)
- **Evaluate:** the importance of *Images of Jesus* by explaining their value to believers and by describing some issues that they raise. (L4) Evaluate the importance of *icons* by explaining their value to believers and by describing some issues that they raise. (L5)
- **Communicate:** express a personal response to the concept of imagery within their own experience. (L4)
- **Apply:** explain examples of how their responses to imagery can be applied to their own and others' lives. (L4) Explain significant examples of how their responses do or would affect their own lives and the lives of others. (L5)

## Assessment Opportunities

Evidence can be gathered

- During class debate.
- Discussion at step 4.
- Step 5 when children devise own ritual to mark a rite of passage.

## Sequence of Activities

### Step 1: Enquire - What does imagery mean?

- Show images of famous people either alive or from history. Pupils discuss what each says about the person. Show a variety of images of the Queen during her reign. Discuss the different images that are being portrayed. Pupils put words around the different images and compare as a class.
- Pupils imagine that they are professional artists who are asked to create imagery of Jesus for a Christian book about Jesus. They should consider what they want the picture to convey for Christians. Can classmates read the imagery of each others' pictures?
- **EXT** (L5) brainstorm term *icon*. Show icon of Jesus (see websites). Look at in relation to class definition. Read descriptions of icon. Discuss understanding of icon after reading description in relation to image of Christ. Complete writing frame.

### Step 2: Contextualise - How do Christians use imagery to express ideas and beliefs about Jesus?

- In groups, study some of the images (3 per group). Discuss - are the images what you would expect? Any surprises? Make notes. Research any stories connected with the images. (Mat Ch 19 v 13-15; Ch 4 v 18-22; John Ch 2 v1-10 Luke Ch 19 v 1-10 etc) are the images an effective interpretation of the story? Why/why not?
- Choose one image and write few sentences "In this picture the artist has used a particular style of imagery for Jesus to show..."
- **EXT:** show picture no 24 alongside a traditional icon from the orthodox tradition. Note similarities and differences. Questions: What has the artist M Galovic achieved with this image do you think? Do you think he has created an icon or an image? Why? Give reasons for your answer.

### Step 3: Evaluate – What is the value of the different imagery of Jesus for Christians?

- Discuss: if you lived in Papua New Guinea or the Solomon Islands or Malaysia, would the images of Jesus that you have seen help you? Why/ why not? Do you think the imagery of Jesus should only show Jesus as a Jew? Why/ why not?
- Have a class debate: Imagery of Jesus from different cultures is inaccurate and misleading and should be discouraged.
- **EXT:** pupils act in role as artist M Galovic (he is trained in the traditions of iconic art). He has been asked to produce an icon which conflicts with that tradition. Complete thought bubble for him.

### Step 4: Communicate – What is my response to imagery in my experience?

- Pupils consider imagery of people that has affected or had impact on them. They bring them in and talk about their responses to the images. Create a display. Pupils annotate "This image makes me think about..."

### Step 5: Apply – How does imagery affect my life and the lives of others?

- Using the imagery from Step 1, pupils consider how it affects their lives and what they think. If the imagery were different, would they think differently? Impairs, select an image which has had an impact on them and discuss how they would change it to make people think differently. Share ideas. Discuss: **How does imagery affect what people think and do?"**

Resources - <http://religiousicons.com>, <http://www.cenacle.co.uk/lists/Icons.htm>

## Key Concepts

- Concepts in human experience.
- Concepts in religions.
- Concepts specific to particular religions.

## Skills

- Reflection.
- Empathy.
- Comprehension.
- Investigation.
- Interpretation and analysis.
- Evaluation.

## Attitudes

- Curiosity.
- Open mindedness.
- Self understanding.
- Respect.
- Wonder and appreciation.

## Programme of Study

Enquiry and skills.

Pupils should be taught how to:

- Enquire into concepts that are significant in religious and non-religious experiences.
- Contextualise the concept within religious practise and explore diversity of practice and belief.
- Evaluate the concept within one or more religions.
- Communicate their own understanding and respond to the concept.
- Apply their own understanding of the concept to situations in their own and others' lives.