Creative Creation Lesson Plan
2 Hour Visit (45 minute guided tour and 50 minute teacher led session)

RE Session: Creative Creation

Aim: Interpreting a religious text through Medieval Art

Objectives:
- To engage with the text of the Biblical Creation story.
- To analyse some medieval stained-glass panels depicting the creation story.
- To respond creatively with a personal interpretation of the creation story.

Enquiry Questions: What is the Biblical Creation story? And how has this story been interpreted through medieval art?

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<td>Welcome, Orientation &amp; Expectations</td>
<td>Students are welcomed to York Minster, given a quick introduction to the building and an outline of what they can expect from their visit. An explanation of the Minster as a living place of worship is made clear and expectations around behaviour are outlined. Groups over 20 pupils are divided in to 2. One to go to St Stephens Chapel for the Creation session and the other will start their guided tour with a learning guide.</td>
<td>Make sure the group are standing facing the East End to experience the ‘wow’ factor of the building. Stand facing the group so they can all hear clearly. Explain that there are hourly prayers and the expectation is we stand quietly out of respect.</td>
<td>Speaking &amp; Listening</td>
<td>RE: understanding the purpose of a place of worship and how Christians express their beliefs.</td>
<td>Main doorway at West Entrance</td>
<td>2 mins</td>
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<td>Move to St Stephens’s chapel</td>
<td>Move across the Minster to St Stephens Chapel. Feedback from the tour if second group.</td>
<td>Possible Questions: What is the most awesome thing they have seen? Any questions?</td>
<td>Speaking &amp; Listening</td>
<td>5 mins</td>
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| **To understand Christian beliefs about God** | **Question and Answer session**  
What do Christians believe about God?  
How might these beliefs have been reflected in the building of the Minster? | Possible answers:  
Creator, powerful, loving, judge, father, Trinity  
Grandeur of the building to reflect their belief about an awesome God (creating a piece of Heaven on Earth)  
Height – Heaven is ‘up there’ (roof bosses), cruciform shape of the building, Trinity, trefoil shapes. Examples of nature in the Minster | Critical thinking  
Speaking and Listening  
Religious literacy and use of keywords | Making sense of beliefs  
Identify and describe core beliefs and concepts. | 5 mins |
| **Engaging with the Biblical Text** | Focus on the idea of God as Creator.  
Encourage volunteers to read out the text from the A1 panels. Talk about what the story says and what it means. What does it teaches Christians about: a) the nature of God? And b) the responsibility of humans  
For older children, discuss ways of interpreting the text. Literal or metaphorical and the type of literature – as a creation myth. | **Nature of God**  
(Powerful/omnipotent - God speaks and it happens, the power of God’s word – link to the Bible being called the ‘Word of God’.  
**Loving** – God wanted to create humans to have a relationship with him. **Creative**, God thought of all of the varieties of nature)  
**Responsibility: Stewardship** - if God created the amazing world, humans have a responsibility to look after it. E.g. recycling, walking, alternative energy, impact of climate change. | Speaking and listening  
Reading Biblical text  
Critical thinking | Understanding the impact of beliefs, making connections between sources of authority and beliefs  
Show awareness of different methods of interpretation | A1 Great East Window panels of creation with the picture on one side and the text on the reverse.  
8 mins |
### Explore how the creation story has been interpreted in medieval stained glass art

**Discuss** how John Thornton might have interpreted the text. **Ask** how the pupils might have interpreted each of the days of creation. **Show** the picture panels. What details can they observe?

**Optional Activity**
Take turns in pairs: one close their eyes, the other describe the picture in detail then swap over with another panel. What do they like/not like? Any questions? Does anything surprise you?

**Possible questions**
- What is the artist portraying in this piece of art?
- How are light, colour, and lines used?
- What figures from the biblical account are portrayed?
- Which panel do you most connect with? Why?
- How is God portrayed in these panels?
- If using the temptation and Fall images, discuss Christian beliefs about the origins of sin.

**Speaking and listening**
Express how beliefs and practices are expressed in art.

### Contrasting a medieval image with a modern carving

**Optional Activity**
Hand round the Maquette of day 1 of creation. Discuss what it represents. (This is a modern sculpture from the 1990’s).

**Discuss how the Maquette represents God creating the world?**
Compare and contrast – what is similar/different. Do they like this model? What might they have created?

**Speaking and listening**
Contrasting ways of interpreting a text.

### Creative outcome

Respond by creating their own version of the creation story.

- Take one of the days of creation and interpret it creatively.

**Suggested activities:**
- Reproduce one of the panels
- Create an image that represents a day of creation.
- Write a description/poem about creation.
- Create an abstract image that represents Creation.

**Creative expression**
Expressing spiritual ideas through art

**Activity sheet**
Activity sheet with window frame and space for drawing and writing. Clip boards and pencils

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**Speaking and listening**
Explain how beliefs influence individuals and communities.

**Teaching pupils about great artists of history.**

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**Understanding how beliefs influence individuals and communities.**

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**Teaching pupils about great artists of history.**

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**5 mins**

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**5 mins**

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**20 mins**