

# ART AND RE TEACHING RESOURCES

These packs provide teaching resources based on a selection of religious works of art housed in the Wallace Collection in London.

We take you through eight ways to look at art and go on to apply them in detail to two objects especially chosen to support the RE curriculum at Key Stages 3 and 4.

## Resources for each theme include:

- High-resolution images and details of the artworks
- Fuller information about each artwork
- Introductory questions to ask of the paintings or object
- Suggested cross-curricular activities
- An editable presentation

This resource was created by Alexis Stones with the Wallace Collection Learning team.

## AN INTRODUCTION

**ART AND RE  
AN INTRODUCTION**

If you want to use objects from the Wallace Collection you may be ready to visit in person, search the website and get going. This resource is for any Religious Education (RE) teacher with these questions:

- Where do I start?
- How can I make sure I know enough about the object?
- How would people have seen the object at the time?
- How can I make it relevant to KS3?
- How can I help students make their own meaning of the object?

Humans have made art since the beginning of time. The earliest forms of art we still see today are cave, cliff or decorated pot or tablet resources like clay or stone. These artworks are often shrouded in mystery and can cause our imagination about who might have created them, interacted with them, and for what reasons. The earliest object in the Wallace Collection is around 24000 years old, while the majority of the collection includes objects and paintings from between 1400 and 1900. Curators, restorers and art historians have studied these objects since the collection began in the 18th century. Today, the collection is available for the public to visit in person and through the website.

In this introduction, we take you through eight ways to look at and think about art. Then we apply these approaches in depth to two objects that have been chosen to support the RE curriculum at Key Stages 3 and 4: the **Mosque Lamp** and the **Good Shepherd** statuette, each explored in a separate resource.

The different ways of looking and thinking are explained first to familiarise you with the opportunities they provide when planning meaningful encounters for your students. Questions are posed to open up discussions that bring in students' experiences and reflections.

**KEY WORKS**


**MAKER DATES** Possibly Workshop of Pierre Raymond c. 1513 - after 1584

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## THE GOOD SHEPHERD

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THE GOOD SHEPHERD**

Here we see Jesus shown as the Good Shepherd, symbolising his care for and guidance of his flock. It belongs to a small group of rock crystal figures of Jesus portrayed as a child.

This group of sculptures were produced in Goa or Ceylon (present-day Sri Lanka). Images of Jesus as a child were introduced there by Christian missionaries who accompanied Portuguese invaders, in an effort to convert them. This image was assumed to appeal to local Buddhist people who were accustomed to similarly seated images of the Buddha.

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## MOSQUE LAMP

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MOSQUE LAMP**

Imagine you are in a mosque seven hundred years ago. It is early morning and still dark. You hear the beautiful sound of sacred prayers being sung and small incense. As you look up, you see the bright glow of hanging lamps that remind you of the description of Allah's light in the holy Qur'an and you return to your prayers.

This mosque lamp from the area of Egypt and Syria is an iconic sacred object from the period when the sultans (royal rulers) ruled with the help of the Mamluks, a community of ex-slaves who became the military protectors of the sultan from the mid-13th to early 16th centuries CE.

We know that this lamp was one of about 20 that were commissioned by the Great Amir Sayf al-Din Shaykh al-Umari, one of the most powerful Mamluk amirs (military rulers) in the mid-14th century CE. On the lamp we see a red cup - the official blazon (emblem) of Shaykh al-Umari - which reminds us the amir was cup bearer to the sultan and had his greatest trust.

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