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| Suitable for Key Stage 2: Lower | | |
| **What is beauty?** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To consider what is meant by ‘beauty’? * To consider the phrase ‘beauty is in the eye of the beholder.’ | **PSHE –** Preparing to play an active role as citizens.  **History** – To understand events that are beyond living memory that are significant nationally or globally.  **Art** – The work of a range of artists, craft makers and designers. | * Fact File (R1) * Pictures (R2) * Repton’s before and after pictures (R3) * Camera * Picture Frame (R4) |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Children will need to know:   Who Humphry Repton was? When did he live? What did he do? Why was he famous? Where is he buried?  Why do we remember him today? Where can we see his work today?   * As a class produce a fact file (R1) * Introduce the idea of ‘beauty’. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Introduction to the church building.  Discuss – Where are we? What is the building used for? Who is likely to use the building? How does the building make you feel? What can you see in the building?  Discuss what we mean by ‘beauty’? What things do you find beautiful? | | |
| **Main activity *(30 mins)*:**  Introduce and discuss the phrase ‘beauty is in the eye of the beholder’.  Show the pictures (R2) and discuss. “Who thinks picture 1 is beautiful?” or “Who thinks both are beautiful?”  Explain that Humphry Repton wanted to improve gardens to display natural beauties and hide defects.  Show Repton’s ‘before’ and ‘after’ pictures (R3). What has he changed? Why do you think he did this? Do you agree that his second picture is more beautiful? For Repton, he didn’t want functional aspects, he only wanted beauty.  Explore the building and look for something beautiful. Use the sentence: “I think this is beautiful because…” Share their findings.  Discuss ‘should we remove all the ‘non-perfect’ things from the world’.  Explore the church again, finding non-perfect things (ie a cracked stone, a broken window, a chipped carving).  As a class, share findings and ask, “Are the ‘non-perfect’ things just as beautiful?”  Children could take photographs of or draw two beautiful things from the church: one ‘perfect’ and one ‘non-perfect’. | | |
| **Plenary:**  Discuss – Is beauty always perfect. Can we apply the same to people? Should we not have people who have a broken arm or glasses? Is it important that we are all different?  Emphasise that we are all different, we all have different talents.  Repton thought that ‘beauty is the most important thing’ from what we have looked at today, do you agree? | | |
| **After your visit** | | |
| * Create picture frames (R4) and then take a photograph of each child and place in the frame. * Discuss how the pictures in the frames look different – do they make the picture more beautiful? | | |

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| **Examples: ‘beauty’ in a church** |
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