

# Ethics and Religious Culture

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Learning and Evaluation Situation

## Art and Religion

Secondary Cycle Two

Competency 2

**Demonstrates an understanding of the phenomenon of religion**

Competency 3

**Engages in dialogue**

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**Mai 2012**

# TABLE OF CONTENTS

<b>Presentation of the situation</b>	<b>1</b>
<b>Overview of tasks</b>	<b>3</b>
<b>Suggested procedure</b>	<b>4</b>
<b>Rubric</b>	<b>7</b>
<b>Documents to be photocopied</b>	
<b>Worksheet 1 – Suggestions for religious works of art</b>	<b>8</b>
<b>Worksheet 2 – Ways of thinking reflected in religious works of art</b>	<b>9</b>
<b>Worksheet 3 – Preparation</b>	<b>10</b>
<b>Worksheet 4 – Elements in the analysis of a religious work of art</b>	<b>11</b>
<b>Worksheet 5 – Note taking</b>	<b>13</b>
<b>Worksheet 6 – Comparison of two religious works of art</b>	<b>14</b>
<b>Worksheet 7 – Summary of learning</b>	<b>15</b>
<b>Suggested reading list</b>	<b>16</b>

## PRESENTATION OF THE SITUATION

Throughout this learning and evaluation situation (LES), students become aware that many religious and nonreligious works of art can refer to religious writings, scenes, figures or objects. They are asked to analyze a religious work of art and to interpret its symbolism.

### WHAT IS EXPECTED OF STUDENTS

An analysis of a religious work of art

*This work can come from several disciplines: architecture, painting, sculpture, music, drama, dance or literature.*

### EVALUATION

The following can be taken into consideration when evaluating students' work:

RELIGIOUS CULTURE AND DIALOGUE	CORRESPONDING TASKS
<b>Criterion 1 – Appropriate treatment of forms of religious expression</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Description of the forms of religious expression studied</li><li><input type="checkbox"/> Explanation of the role and meaning of the forms of religious expression</li></ul>	Worksheet 4 Worksheet 6 Worksheet 7, questions 1 and 2
<b>Criterion 2 – Appropriate consideration of diversity</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Presentation of secular or religious ways of thinking and acting in society</li></ul>	Worksheet 6 Worksheet 7, questions 3 and 4
<b>Criterion 3 – Appropriate practice of dialogue</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Appropriate questioning (selection of relevant resources and the distinction between essential and secondary elements)</li></ul>	Worksheet 4 (information source) Worksheet 5 (evaluate the essential elements)

Note:

These indicators can be found in the rubric on page 7. They are the most easily observable indicators for making a judgment on student success in the required task. Teachers may target other criteria and indicators, depending on their use of the LES.

## CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

<b>Broad area of learning covered</b>	Citizenship and Community Life
<b>Cross-curricular competencies targeted</b>	Uses information and communication technologies *The teacher could focus on another cross-curricular competency (see the <i>Québec Education Program</i> , ch. 3).
<b>Subject-specific competencies evaluated</b>	<input type="checkbox"/> Demonstrates an understanding of the phenomenon of religion <input type="checkbox"/> Engages in dialogue
<b>Targeted program content</b>	
<p><b>Theme and related content in religious culture:</b>            Religious references in culture and the arts</p> <ul style="list-style-type: none"> <li>• Religious works of art</li> </ul> <p><b>Essential knowledge of religious culture:</b></p> <ul style="list-style-type: none"> <li>• Religious works of art, nonreligious works of art with religious references</li> <li>• Religious symbols and symbolism</li> <li>• Meaning and role of an art object or work</li> <li>• Types of works of art</li> </ul> <p><small>*The teacher could target other knowledge to be mobilized, based on the <i>Progression of Learning in Secondary School</i>.            [http://www.mels.gouv.qc.ca/progression/seconde/ethiqueCultureReligieuse/index_en.asp]</small></p>	
<p><b>Content related to the practice of dialogue:</b></p> <ul style="list-style-type: none"> <li>• Forms of dialogue: conversation, discussion, roundtable</li> <li>• Means for developing a point of view: description, explanation, summary</li> <li>• Means for questioning a point of view: recognizing and questioning judgments and reasoning that make it possible to develop a point of view; procedures likely to hinder dialogue</li> </ul>	

## SUGGESTED LEARNING SITUATION

As part of a week devoted to the theme of culture in his school, Mark is preparing a display stand on the topic of world heritage. As a trip around the world is out of the question, he decides to visit the UNESCO Web site. He quickly notices the fact that several of the cultural sites on the world heritage list are associated with religious traditions. He is especially impressed by Michelangelo's frescoes. He is also moved by images representing gigantic statues of the Buddha in Sri Lanka. Mark remembers having read that not all religions allow these forms of art. For some believers, a statue or an illustration of a divine being can be perceived as idolatry. There are so many riches to be discovered in studying religious works of art!

# OVERVIEW OF TASKS

Length: About 4 hours

PREPARATION – about 60 minutes	PERFORMANCE – about 150 minutes
<p><b>Whole class</b> Become familiar with the subject of dialogue, the tasks to be completed and the rubric.</p> <p><b>Individually</b> Write down what he/she knows (and their initial thoughts) about the subject of religious works of art, or about nonreligious works of art containing religious references. Locate works of art in their community. <i>(Worksheet 3 – Preparation)</i></p> <p><b>Whole class</b> Learn about the role and meaning of religious and nonreligious works of art.</p> <p>Become aware of religious symbolism through various examples of works of art presented by the teacher.</p> <p>Learn the meaning of some forms of religious expression found in the works of art observed.</p> <p>Become aware of the elements involved in analyzing a work of art. <i>(Worksheet 4 – Elements involved in analyzing a religious work of art)</i></p>	<p style="text-align: center;"><b>TASK 1</b></p> <p><b>Individually</b> Look for information to use in analyzing the selected work of art and write down any relevant points. Choose reliable sources of information.</p> <p>Analyze the selected work of art. Make a summary of the analysis. Present the elements analyzed by means of a multimedia slide show.</p> <p style="text-align: center;"><b>TASK 2</b></p> <p><b>In teams</b> Present his/her analysis to team members. Each team must present and analyze works of art of the same type (architectural, pictorial, sculptural, musical, dramatic or literary).</p> <p><b>Individually</b> Write down the points covered in the analysis of a work presented by a team member. <i>(Worksheet 5 – Note taking)</i></p> <p>Compare two works of art: one of his/her choosing and one selected by a team member. <i>(Worksheet 6 – Comparison of two religious works of art)</i></p> <p><b>Whole class</b> Become aware of the fact that religious works of art from different religious traditions reflect diverse ways of thinking.</p>
INTEGRATION – about 30 minutes	
<p><b>Individually</b> Review what he/she has learned. <i>(Worksheet 7 – Summary of learning)</i></p> <p><b>Whole class</b> Consolidate their understanding of the following concepts: religious works of art; nonreligious works of art containing religious references; religious symbols and symbolism; and the meaning and role of an art object or work.</p>	

# SUGGESTED PROCEDURE

## PREPARATION

Explore various types of religious works of art.

Learn about the elements normally involved in analyzing a religious work of art.

*About 60 minutes*

### Whole class

- Outline the learning and evaluation situation for the students, including the competencies targeted and evaluated, the topics covered, and the procedure and work methods involved.
- Explain to the students that they will have to analyze a religious work of art.
- Inform the students of the elements they will have to take into consideration in order to perform this task:
  - ✓ *Appropriate description of the forms of religious expression studied*
  - ✓ *Accurate explanation of the role and meaning of forms of religious expression*
  - ✓ *Appropriate explanation of the connections between elements of the social and cultural environment and forms of religious expression*
  - ✓ *Adequate use of one or more means for developing a point of view*
- Present the learning context.

### Individually

- Ask the students in the class to write down their general ideas concerning religious works of art or nonreligious works of art containing religious references in their environment.  
See **Worksheet 3 – Preparation**, p. 10. *Keep this worksheet for further use.*
- Ask the class to write down what it knows about different types of works of art relating specifically to religious traditions. See **Worksheet 1 – Suggestions for religious works of art**, p. 8.

### Whole class

- Make sure that the students understand what it meant by the “**role**” and the “**meaning**” of a work of art.
- Ask the class to look at reproductions of works of art (religious works of art and nonreligious works of art containing religious references) to identify the religious elements in them. These works can come from several disciplines including architecture, painting, sculpture, music, drama, dance and literature.  
*This task leads the students to distinguish between religious works of art and nonreligious works of art containing religious references. This is a key distinction since this LES pertains mainly to religious works of art.*
- Invite the students to highlight some symbolic elements in the works of art they have observed. Ask them to associate these works with specific religious writings, figures or objects with which they are familiar.  
*It may be useful to read the introduction to the Encyclopedia of Religion with the class in order to explore the concept of symbolism. The teacher is asked to give a few examples of the forms of religious expression presented in the works observed.*
- Ask the class to explain orally their observations and hypotheses regarding the meaning of the works presented. Ask the students to take notes.
- Explain the procedure involved in analyzing a religious work of art. See **Worksheet 4 – Elements in the analysis of a religious work of art**, p. 11.
- Present resources relevant to the students, if necessary.

## PERFORMANCE

### Analyze a religious work of art.

About 75 minutes

#### Whole class

- Show the students a selection of religious art works and have each student pick one.  
*Students could also pick an art work from the Internet, a book or an encyclopedia, or they could take a picture of a work of art in their environment.*
  - *Make sure that the students give the sources of the works they chose.**The teacher is asked to consult the list of suggested works of art on page 9 of this document.*
  - *Make sure that the religious works of art suggested to the students comply with the requirement pertaining to content in religious culture. (See page 41 of the Ethics and Religious Culture program.)*
- Group the students according to the types of works of art they have to analyze.  
*A number of small teams could study the same type of work of art. For example, three teams of four students each could analyze architectural works. However, it would be preferable to have the students in a given team analyze different works.*

#### Individually

- Set aside sufficient time for the students to look up the information required for their analyses. Ensure that the students are able to recognize reliable sources of information. Remind them to refer to the tips for analysis suggested on **Worksheet 3** when gathering information.
- Ask the students to be organized when recording the information they have gathered.
- Ask the students to analyze the works they have selected.
- Allow the students to summarize their analyses in a multimedia slide show. Encourage them to include images of the work they have selected in their presentations (an authorized reproduction or a digital image).  
*By using multimedia slide shows, students are able to present the results of their analyses in a succinct and effective manner. They must also ensure that their summaries are clear and precise and that the slides in their multimedia presentations are not encumbered by irrelevant explanations.*  
  
*If the material environment is not conducive to the use of information and communication technologies, students can produce effective summaries by using the paper worksheets. (See page 49 of the Ethics and Religious Culture program.)*
- Check the students' work before they present it to their teammates.

#### PEDAGOGICAL DIFFERENTIATION: SOME AVENUES FOR REFLECTION

For students who find it easier than others to perform the task:

- Ask them to also analyze a nonreligious work of art containing religious references.
- Ask the students to pick a religious story, figure or object and find it in various religious works of art. For example, they could find representations of Bible stories in religious or nonreligious works of art OR find depictions of Jesus in different types of religious works of art.

For students who find it harder than others to perform the task:

- Ask them to focus on a single element for their analysis (e.g. a description of the work).
- Direct them toward a few forms of religious expression found in the work to be analyzed, instead of leaving them to identify these forms on their own.
- Provide them with the information they need for their analyses. Present an adapted text, if necessary.

## PERFORMANCE (cont.)

**Present the summary of the analysis to his/her teammates.**

**Make connections between the work analyzed and another work of art of the same type.**

*About 75 minutes*

### In teams

- Ask the students to present summaries of their analyses to their teammates. It is suggested that students be given a set amount of time (from five to seven minutes, for example) for their presentations.

*The teacher could collate the multimedia summaries in an electronic file and consider them relevant evidence for the purposes of evaluation. Students could view the presentations, should they wish.*

- Ask the class to identify conditions conducive to dialogue and ensure that these conditions are created.
- During the presentations, the students are asked to:
  - ✓ seek and understand the meaning and role of the works presented
  - ✓ ask questions to deepen their understanding, if necessary
  - ✓ pay attention to the types of judgments expressed and question them as needed
- Remind the students that they are all responsible for avoiding procedures likely to hinder dialogue.

### Individually

- During the presentations, the students are asked to write down key elements in a team member's analysis of a work of art. See **Worksheet 5 – Note taking**, p. 13.

- Following the presentations, ask the students to compare the work of art they analyzed with another work of the same type analyzed by a teammate. See **Worksheet 6 – Comparison of two religious works of art**, p. 14.

### Whole class

- Ask the students to note how various ways of thinking are reflected in religious works of art, based on the tradition in which they originated and their role.

*The teacher is asked to consult **Worksheet 2 – Ways of thinking reflected in religious works of art**, p. 9.*

## INTEGRATION

**Activity B: Reflect on what was learned.**

*About 30 minutes*

### Individually

- Ask the students to reflect on what they learned, using the questions on **Worksheet 7 – Summary of learning**, p. 15.

### Whole class

- Give the students an opportunity to discuss their understanding of the subject of dialogue (references to religion in works of art) and what they learned.
- Review with the students the concepts of religious symbolism, the role and meaning of forms of religious expression and distinctions between religious and nonreligious works of art.

Rubric **C2-C3 RELIGIOUS CULTURE AND DIALOGUE**

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Title of the task: **Art and Religion**

Date: \_\_\_\_\_

Criteria	The elements evaluated in this task are checked off below.	Observable Elements	Performance Requirement	Meets the requirements to an outstanding degree.				
				Meets the requirements in a satisfactory manner.	Meets a minimum number of requirements.	Meets few of the requirements.	Meets none of the requirements.	
Appropriate treatment of forms of religious expression	<input checked="" type="checkbox"/>	The student <b>describes</b> forms of religious expression in an <b>appropriate manner</b> .	<i>An appropriate description includes:</i> - the main characteristics of the form of religious expression studied (who, what, when, how, where) - the use of accurate vocabulary to describe these main characteristics - references to reliable and valid sources	5	4	3	2	1
	<input type="checkbox"/>	The student <b>makes appropriate connections</b> between forms of religious expression and their respective traditions.	<i>Appropriate connections involve:</i> - associating the forms of religious expression studied with their respective traditions - associating the forms of religious expression studied with other forms of religious expression from the same tradition	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student <b>accurately explains</b> the meaning and role of forms of religious expression.	<i>An accurate explanation includes:</i> - the origins of the forms of religious expression studied - the meaning and role that these forms of religious expression have according to their religious tradition of origin	5	4	3	2	1
	<input type="checkbox"/>	The student <b>explains connections</b> between forms of religious expression and the environment.	<i>Relevant connections involve:</i> - identifying forms of religious expression (signs, symbols, heritage elements, etc.) found in the environment - relating these forms of religious expression to aspects of culture and society	5	4	3	2	1
Appropriate consideration of diversity	<input checked="" type="checkbox"/>	The student <b>describes</b> various religious or secular ways of thinking and acting in society.	<i>An appropriate description features:</i> - a variety of religious and secular ways of thinking (concepts, ideas) and acting evident in society <i>e.g. Presents various ways of conceiving of religious experience in a single religious tradition.</i> <i>e.g. Presents various religious references in secular art.</i> - the influence of culture on various forms of religious expression	5	4	3	2	1
	<input type="checkbox"/>	The student <b>describes</b> some effects of various ways of thinking and acting in society.	<i>An appropriate description features:</i> - coherent links between a religious or secular vision of the world and human beings, and its impact on life in society (beliefs, norms, behaviours, etc.) <i>e.g. Presents the effects of various beliefs about death on secular and religious funeral rituals.</i>	5	4	3	2	1
Appropriate practice of dialogue	<input type="checkbox"/>	The student <b>interacts in a way that fosters</b> dialogue.	<i>Appropriate interaction, orally or in writing, can be observed in one or more of the following actions:</i> - correctly using means for developing a point of view (p. 509) - correctly using forms of dialogue (p. 508) - creating and complying with conditions that foster dialogue (p. 508)	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student <b>questions</b> points of view in an <b>appropriate manner</b> .	<i>Appropriate questioning, orally or in writing, can be observed in one or more of the following actions:</i> - selecting and using relevant resources (related to the subject of dialogue) - distinguishing between essential and secondary elements - identifying and examining processes likely to hinder dialogue (p. 512) - identifying and examining judgments expressed in a point of view (p. 511) - anticipating and formulating clarifying questions	5	4	3	2	1

Teacher's comments:

Student's reflections:

**Result:**

## Worksheet 1 – Suggestions for religious works of art

RELIGIOUS TRADITION	ARCHITECTURE	PAINTING	SCULPTURE (or any type of three-dimensional object)	MUSIC	DANCE
<b>Catholicism</b>	Basilicas Cathedrals Churches Monasteries	Paintings	Stained glass Numerous statues	Gregorian chants Liturgical chants Sacred music	
<b>Protestantism</b>	Churches	Paintings (in Lutheran churches)		Hymns Canticles Choral works	Religious gestures
<b>Orthodox Christianity</b>	Cathedrals, churches	Icons		Liturgical chants	
<b>Judaism</b>	Synagogues	Illustrations Illuminated manuscripts and sacred books	Objects related to rituals (e.g. candle holders)	Liturgical chants	
<b>Native spirituality</b>		Illustrations	Totems	Traditional music and chants	Traditional dances
<b>Islam</b>	Mosques	Calligraphy Illuminations in the Koran Miniatures	Weaving Pottery	Traditional music and chants Drumming Chanting of the Koran	Sufi dances Whirling dervishes
<b>Hinduism</b>	Temples	Illustrations of deities	Sculptures and statues of deities	Hymns	The Tandava dance (creation) Religious dances
<b>Buddhism</b>	Temples Monasteries	Illustrations Mandalas	Sculptures of the Buddha and bodhisattvas	Traditional music	Traditional dances

### Notes:

- This is not an exhaustive list.
- Some forms of artistic expression may differ within the same religious tradition.

## Worksheet 2 – Ways of thinking reflected in religious works of art

### Form of religious expression: The depiction of figures in paintings

CHRISTIANITY: Representations of Jesus and scenes from his life

- The scenes depicted are fairly realistic. Jesus is shown with human traits. The paintings represent moments of his life or highlight a significant event.

Examples:

*Saint Joseph With the Infant Jesus* by Guido Reni, c. 1635

*The Baptism of Christ* by Piero della Francesca, 1448-1450

*Saint Peter Attempting to Walk on Water* by François Boucher, 1766

*Calvary Triptych* by Hugo van der Goes, 1465-1468

HINDUISM: Representations of deities

- The illustrations are fantastical in nature and often appeal to the imagination. The deities are anthropomorphic. Their characteristics are often exaggerated in order to stress their difference from human beings.

Examples:

Brahma, with four heads and four arms

Vishnu or Shiva, with blue skin and four arms

Ganesh, with the head of an elephant and four arms

Durga, with ten arms

ISLAM: The prohibition against religious representations

- There are few images in Islamic religious art. In fact, Islam strictly forbids the making of images, photographs or statues representing people. The creation and representation of human beings is seen as belonging to God alone. (However, an art of miniature painting has developed in Persia and Turkey; it features depictions of human beings, although their faces are sometimes veiled.)

## Worksheet 3 – Preparation

✂ Please take the time to answer the following questions in order to clarify your knowledge and understanding of religious works of art.

✂ Write down what you observed and discovered during the group discussion.

### Write down what you know about religious works of art.

- Can you name different types of works of art?
- Can you associate works of art with specific religious traditions?
- Where are religious works of art found?
- What is the difference between religious works of art and nonreligious works of art containing religious references?
- Can you identify in your environment examples of objects, songs, films, posters, etc., that refer to religion? What do you think they mean?
- Can you identify, in your environment, works of art that refer to religion? What do you think they mean?
- Does art serve a purpose?

## Worksheet 4 – Elements in the analysis of a religious work of art

Certain elements should be considered when analyzing the work of art you have selected. Your analysis must include:

- a description of the most important elements in the selected work
- an explanation of the work's role and the meaning of the religious symbols it contains (writings, stories, figures, religious objects, etc.)

✎ For each point in your analysis, select the statements that best represent the type of work you selected.

✎ Make sure that the sources of information you have selected are reliable.

*Examples of reliable sources of information: a dictionary of religious symbols, a regular dictionary, specialized magazines or art books, encyclopaedias of religious art, etc. It should be noted that some Web sites do not give reliable or validated information. It is suggested, therefore, that students do their research using online encyclopaedias, for example, instead of blogs or personal Web sites.*

### Elements for the first analysis: Description of a religious work of art

Specify:

- a) the type of work of art (architecture, painting, sculpture, music, dance, drama or literature)
- b) the name or title of the work of art
- c) the name(s) of the artist(s)
- d) the technical aspects (dimensions, media and means of expression used)
- e) the context in which the work was created (time devoted to its creation, period, origin)
- f) current location (is this work in your environment?)
- g) the religious tradition(s) associated with the work
- h) the forms of religious expression found in it (story, figure, object, etc.)
- i) other aspect, optional: \_\_\_\_\_

**Give your source of information.**

## Worksheet 4 – Elements in the analysis of a religious work of art (Cont.)

### Elements for a second analysis: Explanation of the role and general meaning of a religious work of art

- What religious symbolism is associated with the elements presented in the work?

*For example:*

If the work refers to a figure, explain the:

- facial expression and the gaze
- colour of the clothing
- jewellery
- hair and headdress
- body posture, gestures, positions of the hands and feet
- surrounding objects
- other

- Does the meaning of the work vary from one person or group to the next?
- Does the work have the same meaning for believers and nonbelievers?
- Are viewers expected to assume any specific attitudes or act in a particular way when viewing this work?
- Does this work of art have a purpose?  
(Is it conducive to meditation? Is it simply a means of artistic expression?)
- Who is the intended audience of this work? Why was it made?  
(Was it made to depict a moment in the life of a prophet or holy person?  
Is it a source of inspiration for believers?  
Was the work commissioned?)

**Give your source of information.**

## Worksheet 5 – Note taking

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

✎ Write down the elements for analyzing a work of art presented by one of your team members.

**Title or name of the religious work of art:**

**Religious tradition of origin:**

**Description of the work of art:**

**General meaning of the work of art and the religious symbols it contains:**

**Role attributed to the work of art:**

## Worksheet 6 – Comparison of two religious works of art

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

- ✎ Make connections between the work of art you analyzed and one presented by a fellow team member.

Title or name of work 1: Religious tradition of origin:	↓ ↓	Title or name of work 2: Religious tradition of origin:
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How are these works similar or different?

	<b>Description of the work of art</b>	
	<b>General meaning of the work of art and the religious symbols it contains</b>	
	<b>Role attributed to the work of art</b>	

## Worksheet 7 – Summary of learning

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Reflections on religious works of art

1. Summarize your understanding of the meaning of the religious symbols (figures, writings, objects, etc.) found in the works of art.
2. Summarize your understanding of the various possible roles of religious works of art. Make connections between a religious work of art, its role and the religious tradition in which it originated.
3. What is the difference between a religious work of art and a nonreligious work of art containing religious references?
4. Explain the meaning of the following statement: “Religious works of art are part of a society’s heritage.”

### Reflections on the practice of dialogue

5. What means have you used to interact effectively with others?
6. What means have you used to better understand the subject of dialogue? (References to religion in the arts)

### Reflections on the work method and the task carried out

7. What strategies did you use to perform the task effectively?
8. What strategies could you improve or reapply next time?
9. Are you generally satisfied with your work? If so, why?

## SUGGESTED READING LIST

Baigell, Matthew. *Jewish Art in America: An Introduction*. Lanham, MD: Rowan & Littlefield Publishers, 2006.

Baker, Patricia L. *Islam and the Religious Arts*. New York: Continuum Publishing, 2004.

Eliade, Mircea. *Symbolism, the Sacred, and the Arts*. New York: Continuum International Publishing Group, 1992.

Guide to Imagery Series (L.A.: The Getty Museum Publishing Co., 2005) which includes the following titles:

*Saints in Art* by Rosa Giorgi

*Gods and Heroes in Art* by Lucia Impelluso

*Gospel Figures in Art* by Stefano Zuffi

*The History of the Church in Art* by Rosa Giorgi

*Icons and Saints of the Eastern Orthodox Church* by Alfredo Tradigo

*Angels and Demons in Art* by Rosa Giorgi

*Death and Resurrection in Art* by Enrico de Pascale

*Old Testament Figures in Art* by Museum Staff

*Symbols and Allegories in Art* by Matilde Battistini

Hagedorn, Annette. *Islamic Art*. Los Angeles: Taschen America Llc., 2009.

Howes, Graham. *The Art of the Sacred: An Introduction to the Aesthetics of Art and Belief*. London: I.B. Taurius, 2007.

Korp, Maureen. *Sacred Art of the Earth: Ancient and Contemporary*. New York: Continuum, 1997.

Kretschmer, Hildegard. *How Noah Saved the Animals: Scenes from the Old Testament*. New York: Prestel Publishing, 2004.

Levenson, Claude. *Symbols of Tibetan Buddhism*. New York: Assouline Publishing, 2000.

Oren, Michael (ed.). *The Foundations of Christian Art*. Bloomington, Ind.: World Wisdom, 2006

Schuon, Frithjof. *Art from the Sacred to the Profane: East and West*. Bloomington, Ind.: World Wisdom, 2007.

Soltes, Ori. *Our Sacred Signs: How Jewish, Christian, and Muslim Art Draw from the Same Source*. New York: Basic Books, 2005.

Stemp, Richard. *The Secret Language of the Renaissance: Decoding the Hidden Symbolism of Italian Art*. London: Duncan Baird Publisher, 2006.

Wilkinson, Philip, and Douglas Charing. *Encyclopedia of Religion*. New York: Dorling Kindersley, 2008.