



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P212 Worship & the Arts

3 credits. Prerequisites: none

Please note: This course requires work before the first class.

August 24-28, 2020
Mon-Fri: 9AM-noon; 1-4PM

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Course Description

This course explores historical and biblical ways that the arts (including, but not limited to, music) have served as expressions of worship. During this course, students will develop an understanding and philosophy of the aesthetics and the arts as they relate to corporate worship practice and church ministry, while also practicing ways of integrating the arts and worship.

Relationship to Horizon's Mission

As culture in general is moving toward a post-print understanding of communication, the place of the arts in worship is increasingly important. Visual and musical expression as combined with words is increasingly normative for church life. This course will be valuable in encouraging students carefully to consider their current ministry context and to dream of possible ways to include music and the arts in healthy, positive, new (or ancient) ways. Assignments are designed so the course content will be immediately applicable to the student's ministry context.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy* students will:

1. Articulate a theology and philosophy of art in worship in the church.
 - *Assessment:* Reflection Paper, Reading Response

To demonstrate competency in *Ministry Development*, students will:

2. Choose creative, holistic ways of integrating art and worship in the contemporary church in order to enhance the beauty of a worship space.
 - *Assessment:* Design Project
3. Identify examples of the aesthetic in a worship context.
 - *Assessment:* Describe your Ministry Context, Design Project, Reading Response
4. Develop a piece of visual art suitable for corporate worship.
 - *Assessment:* Create Two Pieces of Visual Art

Course Work

Course Textbooks (choose one):

Best, Harold M. *Music Through The Eyes of Faith*. San Francisco, CA: Harper, 1993.
(ISBN: 9780060608620)

Jensen, Robin. *The Substance of Things Seen: Art, Faith, and the Christian Community*. Grand Rapids, MI: Eerdmans, 2004.
(ISBN: 9780802827968)

Course Assignments and Activities

Portfolio Components. *Art Piece and Explanation* * **OR** *Design Project*. This assignment must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

**Art Piece and Explanation* will come from the assignment Create Two Pieces of Visual Art. For Portfolio, only ONE piece of art and the accompanying explanation is required.

PRE-COURSE WORK

These assignments will be due at 9AM on or before the first day of class (or as indicated).

1. *Describe your Ministry Context.*

This assignment will be about the church where you are currently worshipping. Please complete this assignment first – prior to any reading for this course. Reflect upon and describe your current ministry context as it relates to the use of music and the arts. Do not worry about making value judgments at this point. Simply attempt to be honest. Use actual examples from your context that support your assessment. Make sure you talk about what you feel is beautiful or not (the aesthetic).

Write your paper in two sections:

- Part 1: Describing the current place of the arts in your context (1-1.5 pages).
- Part 2: Describe what might be (a vision) for the place of music and the arts in your ministry context. Try to think “outside of the box” in this section. At the conclusion of each of the two sections, summarize your conclusions in a well-written paragraph (1-1.5 pages).

Each part of the paper should be 1-1.5 pages in length (for a total of 2-3 pages).

- Related learning outcomes: #3.
- **Assignment Length:** 2-3 pages. **Due date:** August 24, 2020 at 9AM.

2. *Create Two Pieces of Visual Art.*

In an effort to help the student gain sensitivity to the power of the visual and the process of creating visual art, each student is asked to produce two pieces of visual art to share in class. **One will be due at 9AM the first day of class; the other will be due on Thursday of the week of class.**

Choose one of these stories as a starting point for each piece of art. Identify a theme or point you would like to convey visually. The three biblical texts from which to choose are:

- a) the story of the expulsion of Hagar (Genesis 21; Genesis 16);
- b) the story of Judah and Tamar (Genesis 38);
- c) the story of the betrayal of Christ (Mark 14.32-52 or Matthew 26.36-56 or Luke 22.39-53 or John 18.1-14).

You may choose any visual way of conveying the image(s) related to one of the above stories. This could include a two-dimensional surface of paper/poster board/matte, three-dimensional image, abstract or realistic images, colors or no color, collage, stained glass, mosaic, fabric, etc. Materials used to create the images might include pencil, ink, charcoal, crayon, pastel, broken glass, paint, digital technology, etc. Any size format greater than six inches by eight inches is acceptable.

Include a one-page typed explanation for each piece indicating reasons for choices to depict the story the way you did (choice of technique and materials) and how you felt about relating the theme or point through a visual medium will accompany the piece of art. Please do not retell the biblical story in this reflection paper (avoid words) but focus on your own choices for depicting the issue of the story, the materials and techniques used, and thoughts about relating theological ideas through a visual medium. This assignment will be shared with the class. Assessment will be based on completion of the visual image and thoughtfulness of the reflection paper.

- Related learning outcomes: #4.
- **Assignment Length:** 1 page plus artwork for each piece. **Due dates:** The first piece—Monday, August 24 at 9AM; The second piece—Thursday, August 27 at 9AM

DURING THE MODULE

- **Create a second piece of visual art**
 - See description above. Choose a different Scripture passage than the one you used in your first piece.

AFTER THE MODULE

3. *Reading Response.*

Choose and carefully read one of the course textbooks. Write a 2-3 page response to your reading. Please include a brief critique/summary of the book, how it relates to your current ministry context (if at all), and how your own personal ministry might be affected by the content of the book. Include at least 5 references to specific material in multiple sections of the book. Please use footnotes and a bibliography for this assignment.

- Related learning outcomes: #1 and #3.
- **Assignment Length:** 2-3 pages (500 – 750 words). **Due date:** September 17, 2020.

4. *Reflection Paper.*

Write a paper that reflects upon and integrates the content of the course (in-class content as well as course readings).

Please include the following things:

- Describe how *your thinking has changed*. What new assumptions about the place of aesthetics, music and the arts in worship do you have as a result of your participation in the class? How is art in the worship space different than other spaces? How is your thinking different than it was prior to taking the class? What are biases you had coming into this course that were challenged? On what basis/authority are you now willing to make these assumptions? What questions do you still have? Conclude your paper with two or three paragraphs summarizing these things.
- Describe how *you have changed*. What do you believe God has changed in you personally as a result of submitting your learning experience to God in prayer? What spiritual disciplines did you employ through this process?
- Include a theology/philosophy of the arts in the church. This should be approximately two pages of the paper and should include reference to Scripture and the other sources read for this class.
- This paper should contain examples of interaction with your peers, both during the week of class and after the class.

The paper will be 4-5 pages in length (1,000-1,250 words). Please document with footnotes.

- Related learning outcomes: #1.
- **Assignment Length:** 4-5 pages (1,000 – 1,250 words). **Due date:** October 1, 2020.

5. *Design Project.*

Design a worship space that might be used in your ministry context. This worship space should include one to two-page description of the potential use of the arts. Include drawings, floor plan, potential images and sounds that might be used, etc. Feel free to find images from the internet that might be usable in your imaginary context. Include these in the project. The purpose of this project is to help students put their pre-course vision on paper, after interacting with course material. It is a “dreaming project.” Students will have the option of proposing a design for the new chapel space in the Horizon building currently under construction.

We will discuss this project in more detail during the class.

The final project submission will include the following:

- Overall description of the “worship space” in light of the arts. Describe specific examples of the arts that will be used. Make sure to talk about how this space differs from other similar kinds of spaces that might be used for other purposes. (1-2 pages)
- Describe the place of beauty and aesthetics in your design (1 page)

- Floor plan/vertical plan (drawing)
- Examples of images, banners, etc. you might use (from web or other sources)
- Other related ideas you might have about this worship space
- Related learning outcomes: #2, 3
- **Assignment Length:** 4-5 pages. **Due date:** October 13, 2020.

Time Investment

Classroom time	30 hours	Aug 24-28, 2020
1. Pre-course Description	3 hours	Aug 24 at 9AM
2. Pre-course artwork/description	2 hours	Aug 24 at 9AM
3. During-course artwork/description	2 hours	Aug 27 at 9AM
4. Reading and response	25 hours	Sept 17, 2020
5. Reflection paper	12 hours	Oct 1, 2020
6. Design project	16 hours	Oct 13, 2020
Total =		90 hours

Assessment Rubrics

Assessment Rubrics will be available on Populi under the Lesson “P212 Assessment Rubrics”

Tentative Course Outline

- Introductions and syllabus clarification (write due dates in calendar)
- Course Introduction – defining worship, some historical perspectives, defining art, concern for aesthetics, a Christian meta-narrative
- The Arts in the Bible
- Aesthetics and the Worship Space – including some history of worship space
- The Functions of Music and Art in Worship – differences from other similar spaces that are not used for worship – e.g. art gallery or theatre
- Understanding a biblical/theological aesthetic
- Holism and the arts
- The Relationship of Church Music and Culture
- Popular Culture and Congregational Song
- Leading your congregation when introducing new arts
- Using various possible mediums for the arts in worship
 - Music and worship
 - The visual arts in worship
 - Drama and dance in worship
 - Digital art and worship
 - Other developing art forms and worship
- Looking at and assessing some examples of worship spaces
- Developing aesthetics for the worship space
- Imagining potential worship spaces
- Student presentations (Monday and Thursday)
- Discussion around post-course assignments

PLEASE NOTE:

- First submissions of assignments will not be accepted after **October 16, 2020**.

Revision Due Date	Assignment
Monday, October 19, 2020	Resubmissions of <i>Describe Your Ministry Context</i> (as necessary) Resubmissions of <i>Create Two Pieces of Art</i> (as necessary)
Tuesday, October 20, 2020	Resubmissions of <i>Reading Response</i> (as necessary) Resubmissions of <i>Reflection Paper</i> (as necessary)
Wednesday, October 21, 2020	Resubmissions of <i>Design Project</i> (as necessary)
Thursday, October 22, 2020	Secondary Resubmissions (as necessary)
Friday, October 23, 2020	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **October 23, 2020**.

Academic Policies**General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: all assignments will be submitted on [Populi](#) in **MSWord format** (doc or docx is fine).

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Professor's Note: Students are expected to submit work by the due dates. Timeliness of work is an important life competency. For this class, no extensions will be granted. Late work will be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor as soon as you know an assignment might be late.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Disability Services Information

If a student has pre-existing physical or mental health conditions or learning disabilities that require accommodations, he or she contact the Academic or Student Life departments at the

beginning of the course so that learning and/or physical needs can be met appropriately. If any conditions arise during the course that the student wishes to disclose, please contact the above departments as soon as possible. In all cases students will need to provide current documentation of the disability or condition he or she wishes to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, please contact Andrew Gabriel, Academic Dean, at agabriel@horizon.edu; Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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