



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

P212 Worship & the Arts

3 credits. Prerequisites: none

👤 On Campus

April 25-29, 2022
Mon-Fri: 9AM-noon; 1-4PM

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

Course Goals

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:* Reading Response, Reflection Paper



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, Reading Response, Design Project
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)

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

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.
- 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 end of each of the two sections, summarize your conclusions in a well-written paragraph.

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

- Related learning outcome: #3.
- **Assignment Length:** 3 pages.
- **Due date:** April 25, 2022 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. Assessment of this assignment will not be on an objective sense of quality of art but rather a thoughtful attempt to engage artistically with the text chosen (below). In other words, you don't have to be a super artist to do this assignment. **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 your 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 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 so please bring the physical artwork to class. Assessment will be based on completion of the visual image and thoughtfulness of the reflection paper.

- Related learning outcome: #4.
- **Assignment Length:** 2 pieces of visual art plus a 1-page explanation to accompany each piece.
- **Due dates:** First piece—Mon., April 25 at 9AM; Second piece—Thurs., April 28 at 9AM

DURING THE WEEK OF CLASS

- **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 WEEK OF CLASS

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. On the title page, please indicate that you have completed the reading of one of the textbooks. Please use footnotes and a bibliography for this assignment.

- Related learning outcomes: #1, 3.
- **Assignment Length:** 2-3 pages (500 – 750 words).
- **Due date:** May 16, 2022.

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 or the same as 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?
- 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.
- Conclude your paper with a concise summary paragraph.
- This paper should contain examples of interaction with other students in the class, both during the week of class and after the module.

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

- Related learning outcome: #1.
- **Assignment Length:** 4-5 pages (1,000 – 1,250 words).
- **Due date:** May 30, 2022.

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.” 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:** June 10, 2022.

Estimate of Time Investment

Classroom time	30 hours	April 25-29, 2022
1. Pre-course description of ministry context	3 hours	April 25 at 9AM
2. Pre-course artwork/description	2 hours	April 25 at 9AM
3. During-course artwork/description	2 hours	April 28 at 9AM
4. Reading and response	25 hours	May 16, 2022
5. Reflection paper	12 hours	May 30, 2022
6. Design project	16 hours	June 10, 2022
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 (field trip)
- Developing aesthetics for the worship space
- Team art as response to Scripture
- Imagining potential worship spaces
- Student art presentations (Monday and Thursday)
- Discussion around post-course assignments

PLEASE NOTE:

- First submissions of assignments will not be accepted after **June 10, 2022**

Revision Due Date	Assignment
May 9, 2022	Resubmissions of <i>Describe Your Ministry Context</i> (as necessary) Resubmissions of <i>Create Two Pieces of Visual Art</i> (as necessary)
June 6, 2022	Resubmissions of <i>Reading Response</i> (as necessary) Resubmissions of <i>Reflection Paper</i> (as necessary)
June 13, 2022	Resubmissions of <i>Design Project</i> (as necessary)
June 20, 2022	Secondary Resubmissions (as necessary)
June 24, 2022	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **June 24, 2022**

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 more than 40% of the	A+	4.0	90-100
			A	4.0	85-89

		learning outcomes and met requirements for all remaining learning outcomes.	A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	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

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or

through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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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