POSY KNIGHT

LEADERSHIP IS CONTAGIOUS

1st Grade | 3D & Music
Name: Posy Knight  
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Lesson Title: Leadership is Contagious  
# of Sessions 2 - 45 min/3 30 min  
Level/Grade/Age: 1st grade (adaptable for any elementary grade)

**BIG IDEA**
(Describe how the big idea is important to this age group in relation to student assets and the content area):

Leadership: Young students often seek personal and social power through inappropriate methods and for inappropriate reasons. Guiding students to understand positive leadership and to begin to identify social issues that will require leadership and cooperation to solve is important to expanding students view of themselves as change-makers within a community, and to empower students to find leadership skills through helping others.

**OBJECTIVES AND NATIONAL STANDARDS:**

**Form & Structure** (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

- Students will witness good leadership through the lens of classical music. (VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.)
- Students will create their own unique instrument using found/recycled objects. (VA:Cr1.1.PKa: Engage in exploration and imaginative play with materials)
- Students will be able to demonstrate leadership within their community by guiding friends and family to create their own instruments at a community event. (VA:Cn11.1.Ka: Identify a purpose of an artwork)

**Production** (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

This lesson provides an opportunity for students to analyze how traditional instruments work and then attempt to reproduce different styles of instruments (string, percussion, wind) using recycled materials and attachment techniques (tying, glueing, weaving/binding.) Students may sit or stand to work. They will share areas of materials based on which type of instrument they choose to design and make. They may discover partner work to resolve problems or prefer to work independently. Students who work quickly may choose to create a second instrument or move to the decorating station.
<table>
<thead>
<tr>
<th>Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)</th>
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<tbody>
<tr>
<td>1) Bilingual, hispanic, low-income protagonists “Landfill Harmonic” documentary clip/inspiration</td>
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<tr>
<td>2) Music and design integration</td>
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<tr>
<td>3) Community engagement activity at family event - practice learning segment by teaching others</td>
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<th>Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)</th>
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<tr>
<td>The art-making part of the lesson allows for total freedom, although students may learn from observing others succeeding during the art-making process - mimicry through observation. Teacher may encourage students to continue to seek new more creative solutions (“we already have maracas, is there some other instrument we can create for our orchestra that hasn’t been made?), as well as intentionally selecting recycled objects that are all different so that no two instruments are the same.</td>
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**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

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<th>Academic language to be used:</th>
<th>Community: a group of people living in the same place or having a particular characteristic or feeling in common.</th>
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<tr>
<td>Orchestra: a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.</td>
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<td>Leader: the person who leads a group.</td>
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<td>Leadership: the act of leading.</td>
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<tr>
<td>Conductor: a person who directs the performance of an orchestra or choir.</td>
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| Where academic language will be practiced (i.e., through writing and art making): | Introductions to learning segments 1 & 2, discussion following “Landfill Harmonic” movie clip and as preparation for family activity. |

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

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<th>Type of language function:</th>
<th>Interrogative and analytical</th>
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<tr>
<td>Emphasis of language function (describe the main purpose of using this language function for your lesson):</td>
<td>Good leaders lead by...</td>
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<td>I don’t like when leaders ...</td>
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<td></td>
<td>The hardest thing about being a leader is...</td>
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<tr>
<td></td>
<td>To succeed a leader must remember to...</td>
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| Where language function will be practiced (i.e., through writing and art making): | Students can be encouraged throughout that exhibiting expected behaviors is an example of modeling good leadership, including sharing and celebrating other’s work during share-out at end of lesson. The incorporation of leadership games at end of class (using instruments for call and response). |
UNIT or LESSON OVERVIEW:

Day/segment 1:
1) Front load the lesson 2) watch the “documentary” 3) discuss what we saw 4) connect with ideas of leadership

Day/segment 2:
1) Show & pass around examples of recycled instruments 2) Discuss different types and parts of instruments 3) Begin art-making at tables

Day/segment 3:
1) Students will model how to make recycled instruments to the attendees of a family event.

UNIT or LESSON DETAIL #1:

Motivation/introduction: What problems did the community in Cateura face? Who helped solve these problems? What makes a good leader? Why are artists good leaders?

Art Making (Prep):
Supplies:
Smartboard with video link
White board to write cue words or questions

Teacher instruction:
Share samples - ask students to identify objects they recognize (coffee cup, butter box) also point out the function of objects and the distinct sounds created by different instruments

Objective:
to create a cycle of leadership using the story of the youth orchestra “Landfill Harmonic” from Cateura, Paraguay.

Students at work:
Practicing listening/participating appropriately

ADAPTATIONS: Subtitles ON during movie, allow students to touch samples, write contributions to discussion on smartboard

RELEVANT THEORIES:

ASSESSMENTS: Initial (formal/informal): Prime students with questions/big idea: What is good leadership?

Progressive/Formative (formal/informal): Who exhibited good leadership in the movie? What did we see?
UNIT or LESSON DETAIL #2:

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<tr>
<th>Motivation/introduction:</th>
<th>What kinds of instruments did we see? How do they work?</th>
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| Art Making (Prep):       | Supplies:  
Traditional and recycled instrument examples  
Assorted recycled and sculptural art goods for the bodies and parts of instruments  
rubber bands, tapes, glue, hot glue, string  
Scissors (cutting tool for adults)  
Teacher instruction:  
Share samples - ask students to identify objects they recognize (coffee cup, butter box) also point out the function of objects and the distinct sounds created by different instruments  
Objective:  
to design and create instruments using recycled and found objects.  
Students at work:  
Engaged experimentation and design of instruments with assistance from teacher. Students who complete an instrument early may decorate it, or create additional instruments, or join the “parade” |

ADAPTATIONS: Students may work standing or sitting, they may move around room to find objects/solution materials, they may collaborate with a partner or copy another student’s idea to complete project.

RELEVANT THEORIES:

ASSESSMENTS: Initial: Students’ knowledge and understanding of how parts of instruments work tested during discussion and demonstration using sample instruments.

Formative: Student work is examined and suggestions made liberally during design and exploration process.

Summative: Instruments are examined following class, small structural improvements made to some instruments.
Day 1 Instructional Resources

Landfill Harmonic Documentary Clip
Instrument samples

But-tar (string instrument)
Recycled box, tape, popsicle sticks and rubber bands.

Tambourine (percussion)
Recyclable bowls, tape, yarn, and rice.

2 stringed bass (string)
Paper towel tube, craft sticks, tape, paper

Rain stick (percussion)
Styrofoam, rubber bands, cup, tape
Day 2 Instructional Resources

*My Family Plays Music* written by Judy Cox, illustrated by Elbrite Brown