

CONTEXT Since piloting our [Culture, Community, and the Classroom \(CCC\)](#) series in 2018, we have engaged traditional artists from diverse communities and connected them with public school teachers and museum educators in learning residencies. CCC uses a three-phase series model, starting with a 12-hour professional development workshop that includes artists, culture bearers, and regional educators learning together. The second phase pairs artists and teachers working together in a classroom. The final phase brings everyone who participated together in a program showcase to reflect on what was learned and to strengthen peer networks and connections. This lesson plan was shared with us by a teacher who participated in the CCC program. It can be adapted for use with a local artist in another region. Or, [Contact Us](#) to learn how to invite the named artist in this lesson to your learning space.

WHAT WE LOVE In this lesson plan Katelyn Stocum makes room for her guest artist to take the lead and interact with the students authentically. While she provides some context and structure as the facilitator of a question and answer session, she allows the conversation to be directed by her students' questions and Kevin LaDue's responses. We love that this lesson builds on students' interviewing skills over the course of two artist conversations. Students have a chance to think about follow-up questions based on what they retained from the first visit allowing their initial curiosity to deepen into inquiry.

CULTURE, COMMUNITY, AND THE CLASSROOM GUEST ARTIST LESSON PLAN

LESSON TITLE: Learning from a Luthier

AUTHOR AND TEACHER: Katelyn (Church) Stocum

GRADE LEVEL: 1st Grade

SCHOOL: Port Dickinson Elementary, Chenango Valley, NY

ARTIST COLLABORATOR: Kevin LaDue

ART FORM: Luthier, guitar maker

LENGTH: Two 45-minute sessions

NEW YORK STANDARD(S) ADDRESSED:
General Music Standards:

Create Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Respond Anchor Standard 7: Perceive and analyze artistic work.

New York State ELA Speaking and Listening Standards:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

MATERIALS

- Projector board
- Paper, pencil, crayons/colored pencils

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THE TEACHING POINT:

Over the course of these two sessions, we will be teaching the students what a luthier is, what different guitars a luthier can make, and the process of building a guitar from start to finish. Prior to the visit, I will tell my students that a guitar maker will be visiting our classroom to help them build curiosity.

PURPOSE/CONNECTION:

In a holistic sense, we would like to convey to the students how important it is to work hard, have passion for what you are doing, and value the things around us, instead of viewing items as disposable or insignificant. This connects to students' prior knowledge because they have all seen instruments or guitars before, but they likely do not know how they are made, or that they can be made by a person.

INSTRUCTIONAL PLAN--Visit One

Engagement:

I will initially gain the students attention by asking them to start thinking about what a guitar maker might do and why a person might choose to do this before the artist visits. When the artist arrives and starts to set up his guitars and materials, this process will be very engaging and grab their attention right away.

Model/Demonstration:

For the initial portion, I will give control to the artist to explain his work and give demonstrations of his guitars. He will have time to explain a little about his background, why he became interested in guitars, and his process. I will be there to facilitate the conversation as needed, but the idea is to let the conversation go where it is most important to my students, and for the artist to share. The artist, Kevin LaDue, will take some opportunities to play the different instruments he brought with him, encouraging my students to notice the differences in sound they noticed. He will also bring a guitar in the process of being made so that they can discuss the building process.

Share/Closure:

Students will have the opportunity to share with the group a question that they have about the artist's work, or to share one thing they learned or enjoyed about the presentation.

INSTRUCTIONAL PLAN--Visit Two**Engagement:**

We will engage students' attention by having different guitars displayed than the first visit. We will recap the first visit to activate their prior knowledge.

Interview:

Prior to the artist visiting, I will have my students write a question that they have on an index card. To prompt them, I will ask if they are wondering about his childhood, how he first started making guitars, his workshop, etc. During the visit, I will hand these questions out to the students for them to ask the artist directly.

Independent Exploration:

With a partner, students will have a conversation about what they liked most about meeting Mr. LaDue, what they learned, and how they can learn from his passion and hard work. They will practice their interviewing skills with each other while they are sharing their thoughts.

Share/Closure:

Students will have the chance to say one final thing they learned about Mr. LaDue's life and experiences, or the process of guitar making.

Assessment:

After the artist leaves, students will write a final piece to reflect about their experience. They will write and draw about the most significant thing they learned from the experience.

These will serve as the final piece of the learning experience, and they will be given to the artist as a thank you.



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