

**Essential Questions:** What are the skills of natural leaders? Who are the individuals in art who display leadership skills? How did they lead? How are artists sometimes thrust in to the role of leader by others? How can the arts enhance, assist, or hone abilities through self-expression? How does right and left brain functioning influence successful leaders in the arts? What skills are learned in different art disciplines that come become leadership skills? How can involvement in the arts enhance and develop leadership in individuals? What does one need to know about oneself in order to become an effective leader? What is the artist's role in society?

**Texts/Films:** *On Becoming a Leader*, Warren Bennis  
*The Arts and Creation of Mind*, Elliot Eisner  
*How Art Made the World*, Nigel Spivey  
*Maya Lin: A Strong Clear Vision*, Freida Lee Mock  
*Assorted Film Clips: Hillary Swank*  
*The Last Verse: Is There Any Folk Music Still Out There?*, Burkhard Bilger  
(*The New Yorker*; April 28, 2008)  
*Essays*, Ralph Waldo Emerson

**Overview:** Monet, Picasso, Kandinsky, Coco Chanel, Philip Glass, Frank Lloyd Wright, Isadora Duncan, Martha Graham, Bob Dylan, Duke Ellington, Pete Seeger. The word "leader" often conjures up images of presidents, powerful businessmen, or military commanders, but these and others have used creativity and art to lead. Arts and Leadership in the 21st Century explores how artists from all disciplines and media are also leaders in society. Students discover what makes a leader in the 21st century, consider the role of creativity in leadership, and explore how artists can combine their unique leadership and artistic skills to play an important role in society. The class environment will be one where the variety of student's opinions and artistic expression will be respected by everyone.

**Methods:** : Faculty and students discuss leadership qualities in general and consider those qualities which specifically apply to visual artists, writers, musicians, and actors/actresses. Each teacher presents examples of a leader from their discipline. Ralph Waldo Emerson, Maya Lin, Hilary Swank, Lance Ledbetter and Art Rosenbaum were five and leaders in the arts presented to students as role models. The presentations allow students to see that there is not one profile of leadership in the arts or for each discipline, since artists are quite diverse, but appreciate the idea that artists can combine their unique leadership and artistic skills to play an important role in society. Students are then asked to research a leader in the arts of their choosing and do a presentation to the class including biographical information about their leader, as well as samples of their work and an explanation of why the student choose their role model. Students then explore more specifically the leadership skills learned in the arts: To be a leader, one has to become knowledgeable about oneself and one's abilities. Participating in the arts is one way that students learn about themselves and their capabilities. Some of the other skills learned in the

arts include communication, creative problem solving, collaboration, using one's imagination, positive risk taking, persistence, and integrity and community service. In this portion of the class, students explore how art, music, theater and writing prepare students to be leaders. The different skills that are learned and applied in all of the arts are examined. Students participate in hands-on activities during this segment to develop leadership skills through self-expression. These activities include visual arts activities, music and performance, writing, and improvisational acting and other drama and theatrical activities. During the last segment of the term, students work together to create a culminating piece on the theme of leadership using visual art, music, writing and drama. The project is student driven. Students are lead through brainstorming sessions to create numerous ideas and then examine each idea in more depth. The class is also exposed to visiting artists and thinkers, such as Alastair Moock and Jeff Lieberman. A final idea is chosen and made in to a creative and achievable project. Students then plan and execute their final project with guidance from the team of teachers. Students end the class by doing a reflective writing piece on how their ideas of leadership have evolved throughout the term.

### **Term Breakdown:**

#### **Week One**

Theme: Leadership Qualities: What Are They?

Introduction to Class Concepts and Schedule

Leadership exercises to stimulate discussion

Discussion of Leadership Qualities

#### **Week Two**

Theme: Examples of Leaders in the Arts and Humanities

Faculty present their role models as examples of leaders in the arts.

#### **Week Three**

Theme: Individual Research Project

Faculty present options and parameters for project

Students begin their research and choose their role model

#### **Week Four**

Theme: Students Present Individual Research Projects

### **Week Five**

Theme: How Art Skills are Leadership Skills

Student participate in Art/Music/Theater/Writing Skills that explore leadership skills with hands-on activities, musical performance, and theater exercises that explore collaboration, communication, positive risk taking, integrity, discipline and other skills.

### **Week Six:**

Theme: Discussion and Planning for Culminating Piece

Creative Brainstorming

### **Week Seven**

Theme: Putting the Culminating Piece Together

Work out details for final execution

### **Week Eight**

Theme: Continue Refining the Culminating Piece

Work out technical details, gather materials, and assign specific roles

### **Week Nine**

Theme: Presentation of Culminating Piece/Final Project

Reflective Writing on Arts and Leadership