Forth Studio

Rhythm Clip 1 Discussion Guide (10–15 minutes) V1

Rhythm Clip 1 - Natomas Drumline

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BEFORE PLAYING THE CLIP (read aloud, 30–45 sec)

"Some context: this clip comes from Rhythm, a short documentary about Floyd Kennedy, a percussion teacher who built the Natomas High School drumline from scratch, starting with buckets and boards. In the film, you also meet Isaiah, one of Floyd's former students and now a parent, who credits Floyd's mentorship with changing his life.

As you watch, notice what makes this program work on the ground. What pulls students in, what keeps them showing up, and what adults, families, educators, and community partners did behind the scenes to make it real.

This is not about copying one program exactly. It's about asking: what could belonging, creativity, and family-school partnership look like in our own school community?"

PLAY CLIP (3 minutes)

OPENING (read aloud, 15 sec)

"We're going to keep this practical. Let's name what works, what families and schools can learn from it, and one small next step we can take locally."

1) The "One Adult or Program" Effect

"Some students who didn't even want to come to school were showing up early because of Floyd Kennedy. Where have you seen one adult, one program, or one creative opportunity make a real difference for a student? What changed specifically: attendance, behavior, belonging, confidence, leadership, or relationships?"

2) The Arts Effect

"Isaiah talks about learning social skills, math skills, critical thinking, and life skills through drumming. How have you seen music, art, dance, theater, or another creative program support the whole child?"

Optional student-facing follow-up:

"What is something you've learned through the arts that helped you outside of the arts?"

3) Welcoming More Families Into the Conversation

"Programs like this often grow when families feel invited, needed, and valued. Who might not normally come to a meeting or school event, but might show up for something like this?"

"What would make an event like this feel welcoming to more families: the time, food, childcare, translation, student performances, a shorter format, transportation, personal invitations, or something else?"

4) What Makes a Program Last?

“Sometimes a great program disappears when one teacher, parent, administrator, or volunteer leaves. What would help a program survive transitions?”

Examples:

- Shared ownership between families, educators, and administrators.
- A simple written playbook.
- Student leadership roles.
- A calendar of performances or events.
- A small budget or equipment plan.
- Community partners.
- A community leader or caregiver support team.

5) What Needs Support Right Now?

“What creative opportunity at our school is most under-supported, or what opportunity do students wish existed?”

“What kind of support would actually help: volunteers, attendance, equipment, fundraising, advocacy, visibility, community partners, or a clearer plan?”

6) The “Buckets and Boards” Question

“Floyd’s program started with buckets and boards. If we started with what we already have, what is our school’s version of ‘buckets and boards’?”

“What is one small step we could take in the next 30 days to make that idea real?”

7) Close with One Local Action

“What is one action you are willing to take after today?”

Options:

- Invite one more family to the next school, PTA, or community event.
- Help host an arts night or student showcase.
- Volunteer once for an arts-related activity.
- Ask students what creative opportunities they want.
- Connect the school with a local artist, musician, college, business, or community partner.
- Help identify equipment or space needs.
- Share a student or family story that shows why the arts matter.
- Join or support a parent group, PTA, or local arts organization.

CLOSE (read aloud, 30 sec)

“Whatever your role, whether you’re a parent, teacher, student, or community member, you can be part of the next step. Start where you are, with the one action you named today. Families, students, educators, and community partners can all help move this forward.”