



From the Heart

CMP Summer 2016

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“There are times when we must work for money rather than meaning, and we may never have the luxury of quitting a job because it does not make us glad. But that does not release us from continually checking the violence we do to others and ourselves by working in ways that violate our souls. Nor does it relieve us from wondering whether preserving integrity is a luxury. What brings more security in the long run: holding this job or honoring my soul?”

- Parker Palmer (The Courage to Teach, p.32)

It **broadens** our vision of what's important to teach
in/through music

yet

It **concentrates** our thinking by tethering
strategies/assessments firmly to well-crafted outcomes

It **broadens** our vision of what's important to teach in/through music

“Our end goal, then, is not just a fantastic concert (although our concerts are moving and musically powerful events in themselves). Our “product” is a certain kind of kid, whose life and experience has been shaped by studying and playing the greatest music in the world.”

- Randy Swiggum

“For most of us the problem isn't that we aim too high and fail - it's just the opposite - we aim too low and succeed.”

- Ken Robinson (The Element: How Finding Your Passion Changes Everything)

It concentrates our thinking by tethering strategies/assessments firmly to well-crafted outcomes

“That's been one of my mantras - focus and simplicity. Simple can be harder than complex: You have to work hard to get your thinking clean to make it simple. But it's worth it in the end because once you get there, you can move mountains.”

- Steve Jobs

Flexible enough to honor *who you are as a teacher* (you choose music, you select assessments, you choose how/when you implement the plan)

yet

Rigid enough to require the you to honor the *composer's intent* (careful analysis and selection of high quality works of art) and your *students' voices* (Do your strategies hit all learning styles? How do you know what the 3rd clarinet player in the 2nd concert band is actually learning?)

Flexible enough to honor *who you are as a teacher*

“When one is pretending, the entire body revolts.”

- Anaïs Nin

“If the work we do lacks integrity for us, then we, the work, and the people we do it with will suffer.”

- Parker Palmer (The Courage to Teach, p. 16)

Rigid enough to require you to honor the *composer's intent* and your *students' voices*

“Without craftsmanship, inspiration is a mere reed shaken in the wind.”

- Johannes Brahms

“Some teachers taught the curriculum today. Other teachers taught students today. And there's a big difference.”

- @BluntEducator (Twitter username)

Practical enough for any teacher to comprehend and begin using at any point in their career

yet

Idealistic enough (in philosophy and teaching pedagogy) to engage teachers in refining their craft throughout a lifetime

Practical enough for any teacher to comprehend and begin using at any point in their career

“We like to think of our champions and idols as superheroes who were born different from us. We don’t like to think of them as relatively ordinary people who made themselves extraordinary.”

- Carol Dweck (Mindset: The New Psychology of Success, p. 90)

Idealistic enough (in philosophy and teaching pedagogy) to engage teachers in refining their craft throughout a lifetime

For anyone in the business or professional world looking for an effective approach to improvement, my basic advice is to look for one that follows the principles of deliberate practice: Does it push people outside their comfort zones and attempt to do things that are not easy for them? Does it offer immediate feedback on the performance and on what can be done to improve it? Have those who have developed the approach identified the best performers in that particular area and determined what sets them apart from everyone else? Is the practice designed to develop the particular skills that experts in the field possess?

- Anders Ericsson (Peak: Secrets from the New Science of Expertise, p. 124)



In this community, “the connective core of all our relationships is the significant subject itself...a subject that continually calls us deeper into its secret, a subject that refuses to be reduced to our conclusions about it.”

- Parker Palmer (The Courage to Teach, p.106-108)



Music



**Craft of
Teaching**




“Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it’s not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.”

- Carol Dweck (Mindset: The New Psychology of Success, p. 7)



“Competitions are for horses, not artists.”

- Bela Bartok

A circular, textured white surface, possibly a piece of paper or a small object, is centered against a black background. The surface has a slightly grainy, fibrous appearance. In the center of this circle, the text "and the thing what to do is..." is written in a simple, black, sans-serif font. The text is slightly offset to the left and bottom of the center of the circle.

and the thing what to do is...