

# Lost Tools of Learning

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A Journey to the Heart (HART) of Music

# EDUCATION is.....

**Atmosphere (Heart)**- Atmosphere of your classroom: **What *ideas* rule your life as an educator?** What is the climate? How does it feel/look? This focuses on you as an educator and what you bring to the table.

**Discipline (Hands)**- The *habits* of your classroom: The virtues that students develop: what are they making, doing, and knowing?

**Life (Head)**- The *ideas* that shape who they are becoming as a person: What are you thinking about? (I am..., I can..., I ought..., I will...) This focuses on the student and developing as a human.

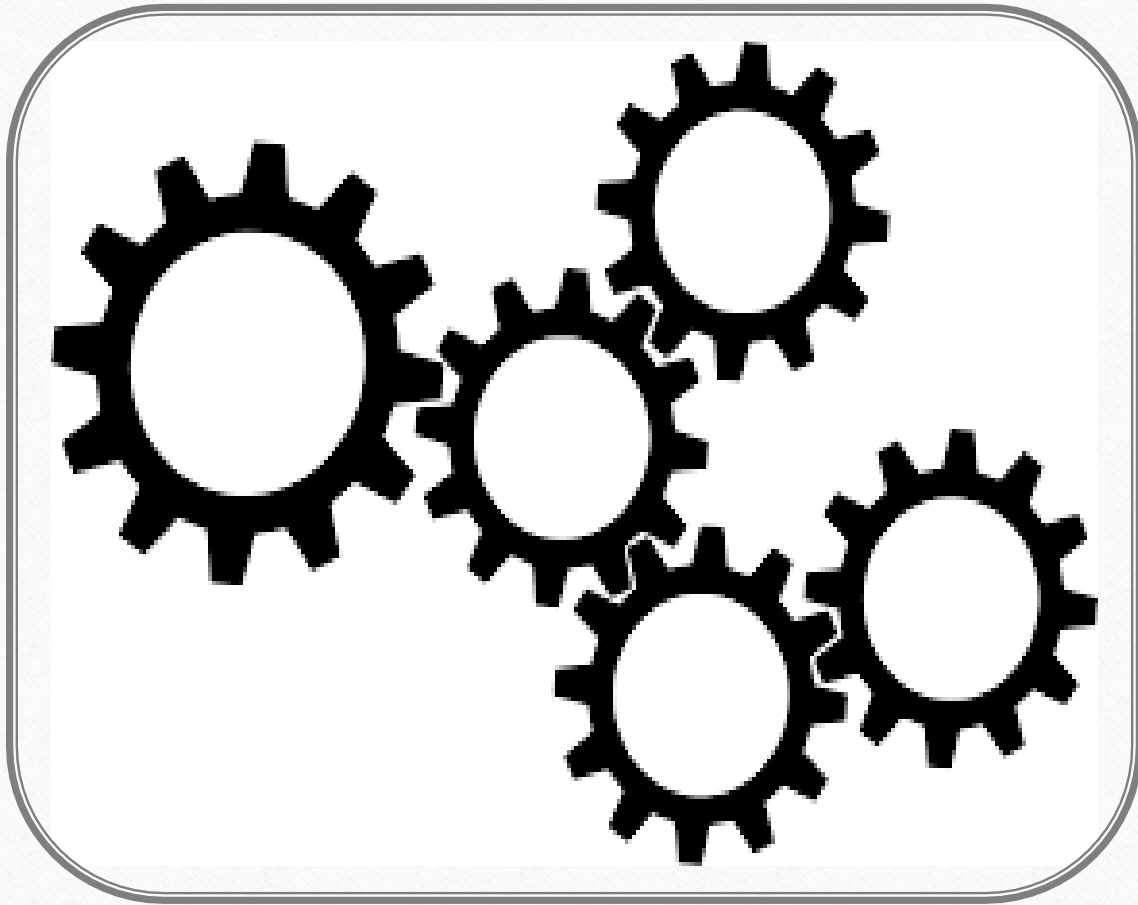


Atmosphere

Life

Discipline





## THE SYSTEM

Mr. Jones and Doc would always talk about the system and it took 26 years of research and countless hours of diligent work to realize what the “system” truly is....







# The Goal of the System is to get to the....

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- Holistic
- Approach to
- Research-based
- Teaching

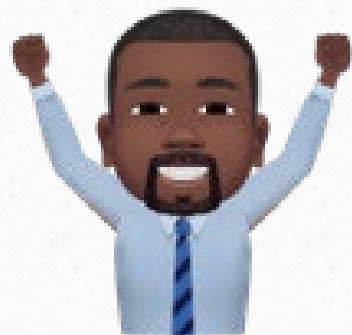






Now touch your index fingers and imagine looking through them  
until you see this

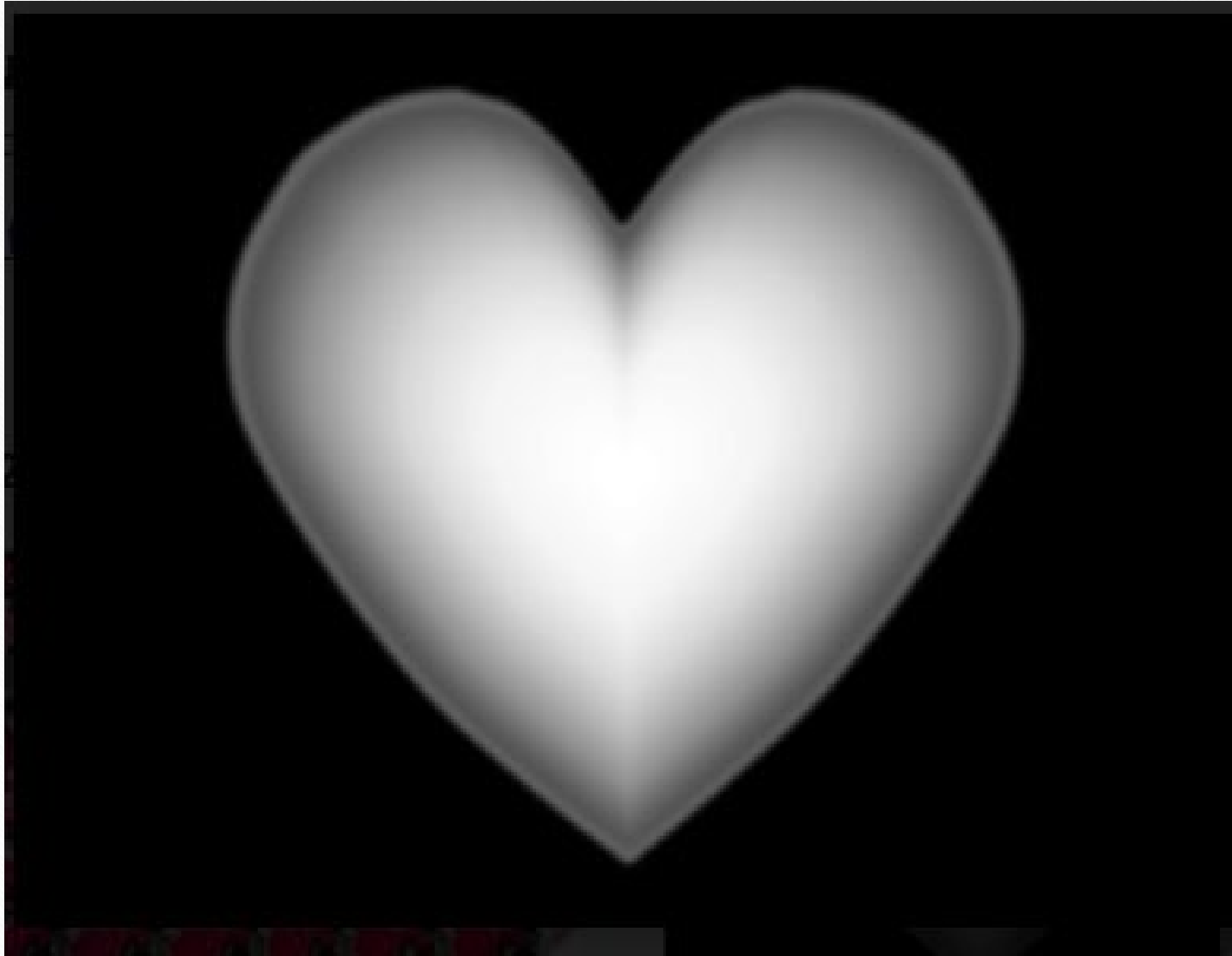




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TIME • FOCUS • **STRATEGY** • RESOURCEFULNESS • USE OF FEEDBACK • COMMITMENT



TIME



## FOCUS



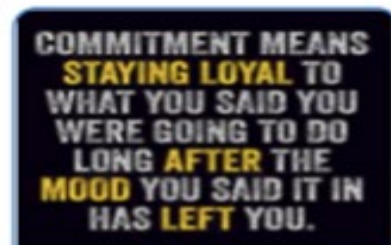
STRATEGY



## RESOURCEFULNESS



## USE OF FEEDBACK



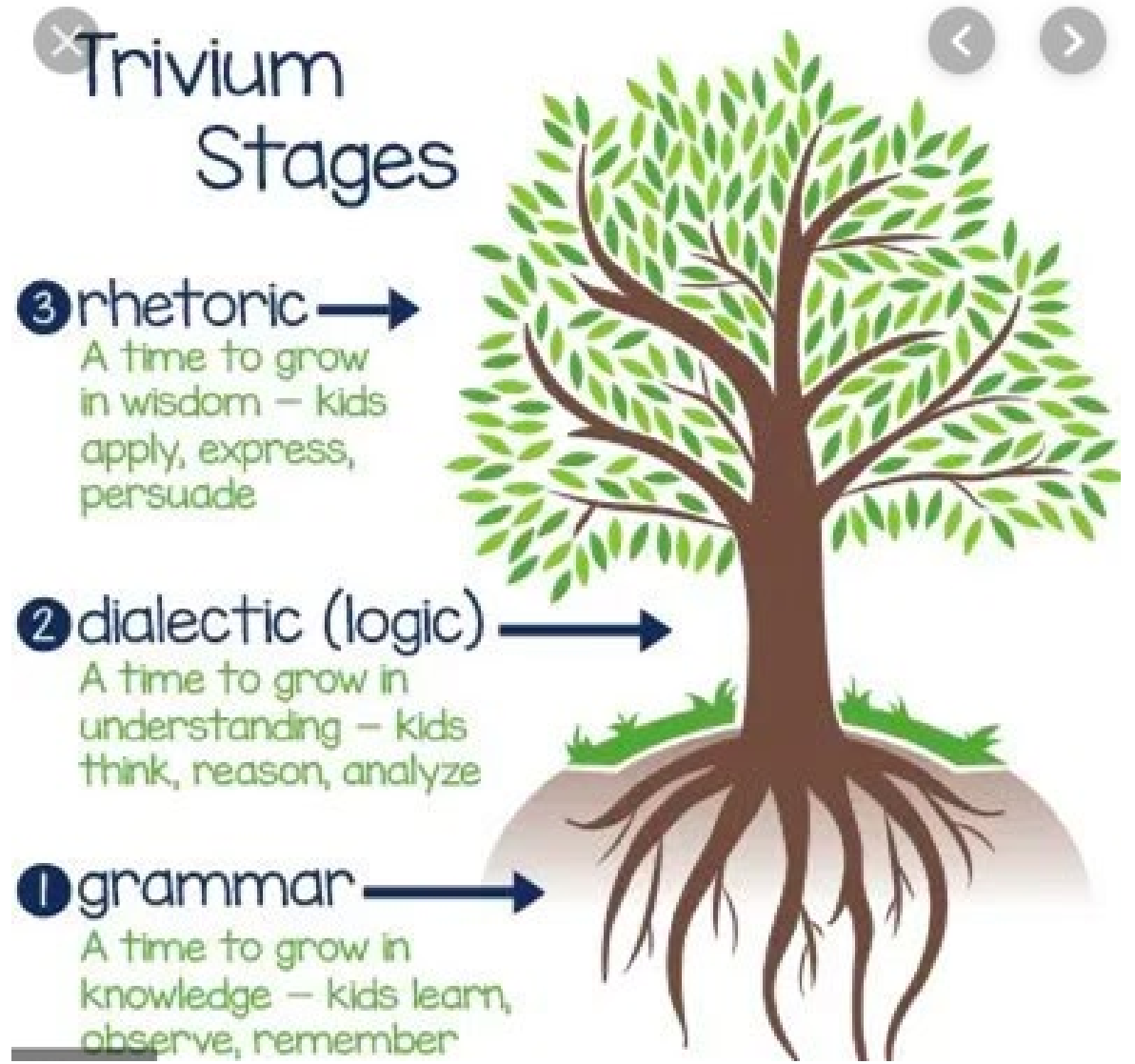
## COMMITMENT





# The System: Lost Tools of Learning

The goal of education is to teach children how to think, so that, in turn, they can teach themselves.





## How do you THINK?

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- How is it done?
- How do you make your mind do that?
- How do you use your brain?

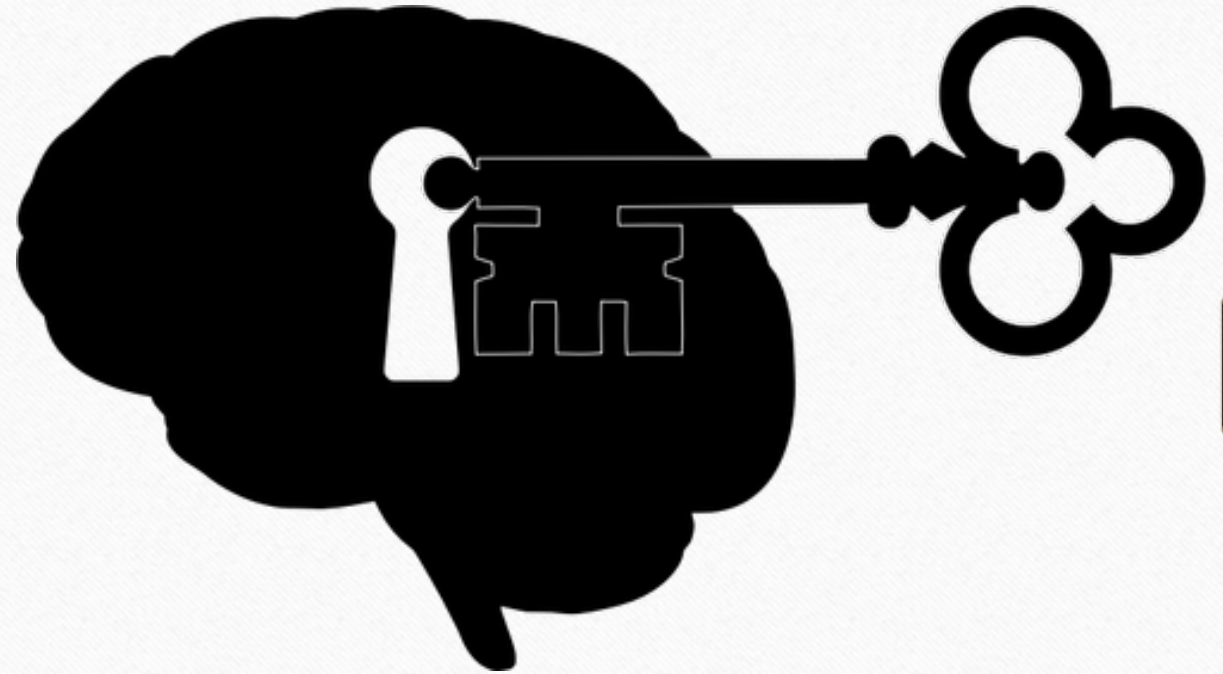




Thinking is getting stuff  
out of your Brain...

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Imitate your Mom  
and become a  
MASTER  
QUESTION  
ASKER!

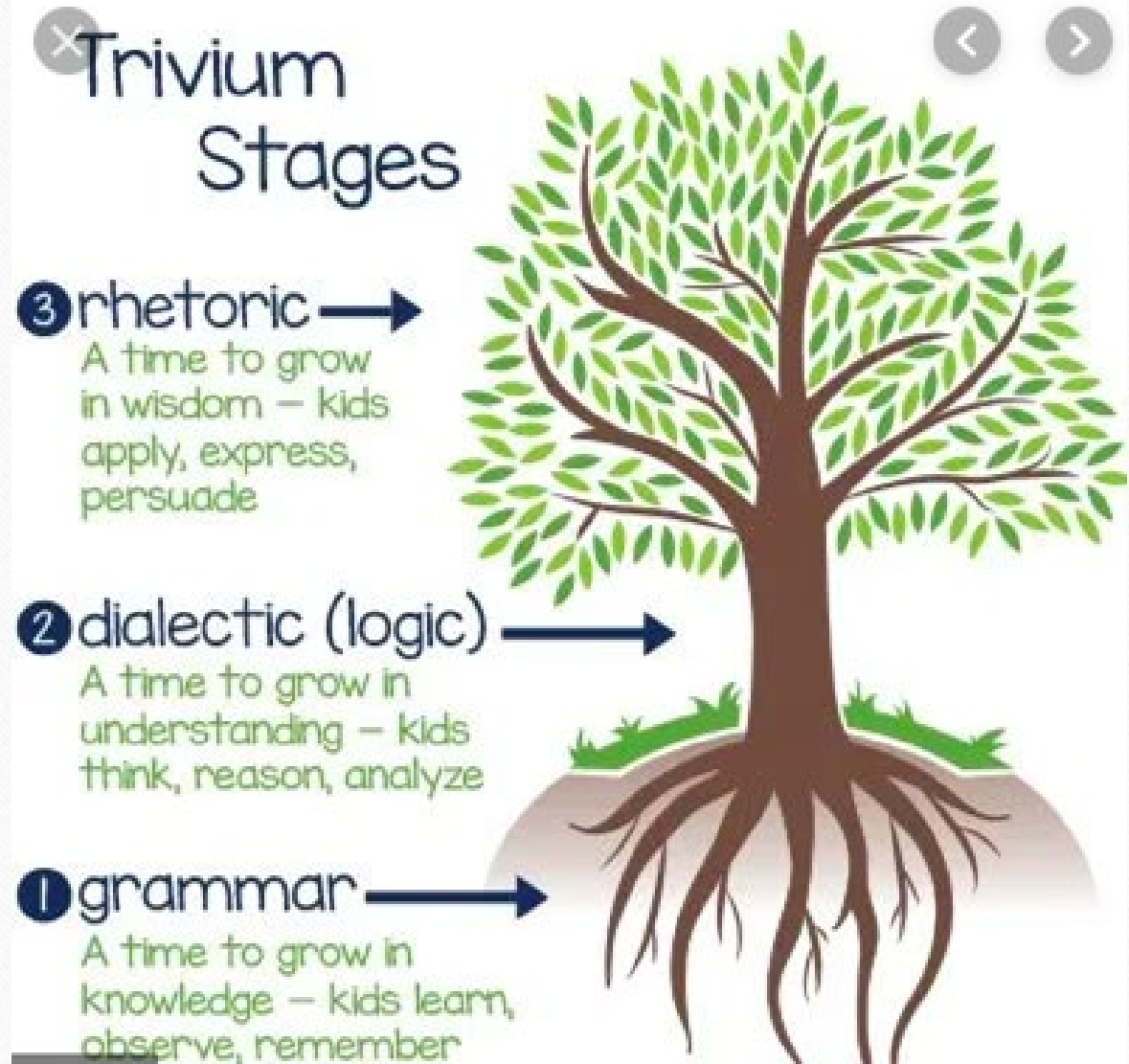


THE KEY THAT UNLOCKS  
UNDERSTANDING



THE H(E)ART OF THE  
SYSTEM:

**Making thinking  
visible by  
ASKING  
BEAUTIFUL  
QUESTIONS**





“ As we become more skillful as teachers, we become more efficient at the task of helping, and we develop the ability to take learners from the first conception of a goal to its accomplishment in shorter and shorter periods, with less and less error on the learners’ part, and diminishing frustration on ours. ”

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“THEIR OWN BEST TEACHERS:

How we help and hinder the Development of Learners’ Independence”.-by Robert A. Duke

MUSIC EDUCATORS JOURNAL page 36 (Vol 99 Number 2-2015)

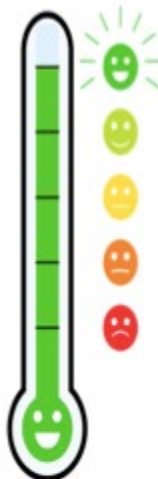




## Welcome to Class



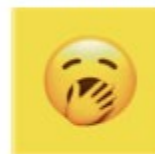
EMOJI Check-in  
Faces Seen & Voices heard



Excited



Meh



Tired

21 <sup>st</sup> Century Learning						
Hartboard						
The International Newsweekly of Mr. Hart's Music Class						
TOP TEN		MON	TUE	WED	THUR	FRI
1	Effective Set-up <small>For you, April 15th, 2015, 10:00 AM, 10:00 AM, 10:00 AM</small>					
2	Effective Effort					

# Grammar

## TRIVIUM "LOST TOOLS OF LEARNING"

AIM I-MWBAT develop inner ear by singing random pitches

AIM II- MWBAT Apply Logic and reasoning to unfold "TRUTH". (DIALECTIC)

\*AIM III- MWBAT use language to synthesize music (All Truths are one)

KEY LEVER- "HOW YOU LEARN DETERMINES WHAT YOU'VE LEARNED"

Do Now- "LOOKING BACK TO MOVE FORWARD" (TOP 100)

- Entrance Ticket - Analyze
- Review Do Now
- Practice Log Check-In

Written Completion

COLOR CODE KEY

GRAMMAR- AIM I INTERDEPENDENT (21st century)

- Tone Tech/ Chord- PASSOUT
- \*\*Eb\* Concert Scale- ROTE
- Sigs and Symbols/ Piano Keyboard
- Chromatic Scale Degree #'s 2-4-7-9-11

Ear Training

-KEY LEVER

DALECTIC- AIM II

Performance

- Articulations/ Flash Cards / Keys
- \*Hal Leonard Pg. 10,14,19,23,32
- Cooperative Grouping

Formative Assessment / *Churking*  
Performance Assessment

RETORG- AIM III COLLABORATIVE GROUPING (21st century)

- Happy, Hello (POP)
- Sherandeah, Holiday Padeet, (CLASSICAL)
- All of Me, Mas Que Nada, So What, Blues for all (JAZZ)
- Closure *DOWN THE LINE*

Summative Assessment

Student Effective Effort Checklist - INDEPENDENT ☒ (21st century)

TIME- Did I put in sufficient time to get the job done?	Resourcefulness- Did I reach out for help and know where to go for it?	
FOCUS- Did I focus efficiently and without distraction?	Use of feedback- Did I get and use feedback during my work?	
Strategies- Did I use different strategies and alternatives?	Commitment- Did I stick with it even when it was hard?	

## Gather

Memorize, Repeat

List, State

## Remember

Duplicate

Define

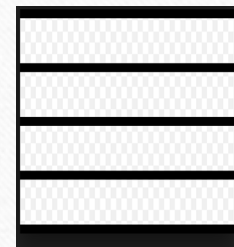
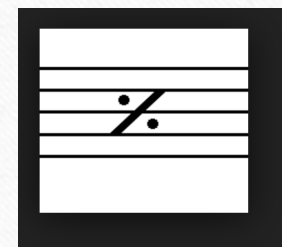
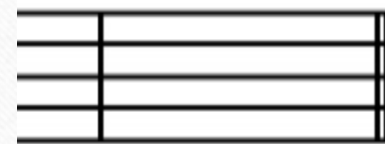
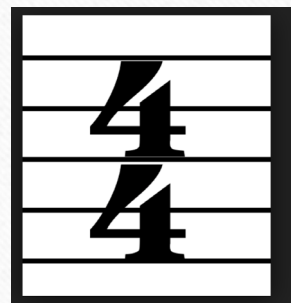
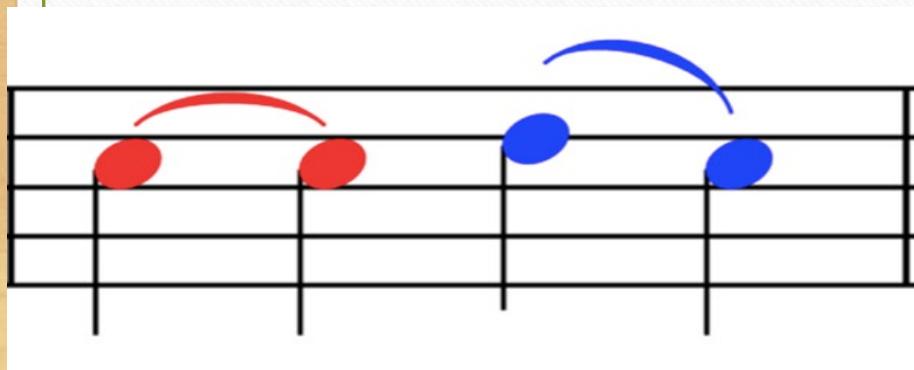
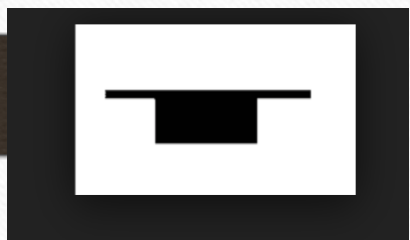
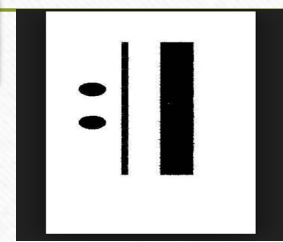
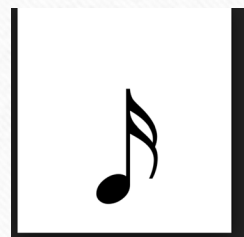
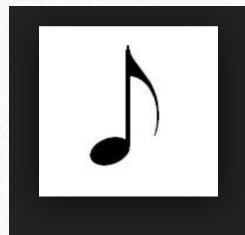
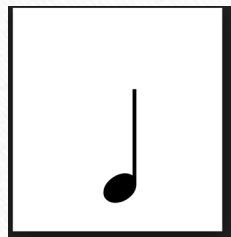
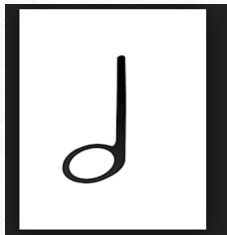
## Understand

Classify, Describe, Locate

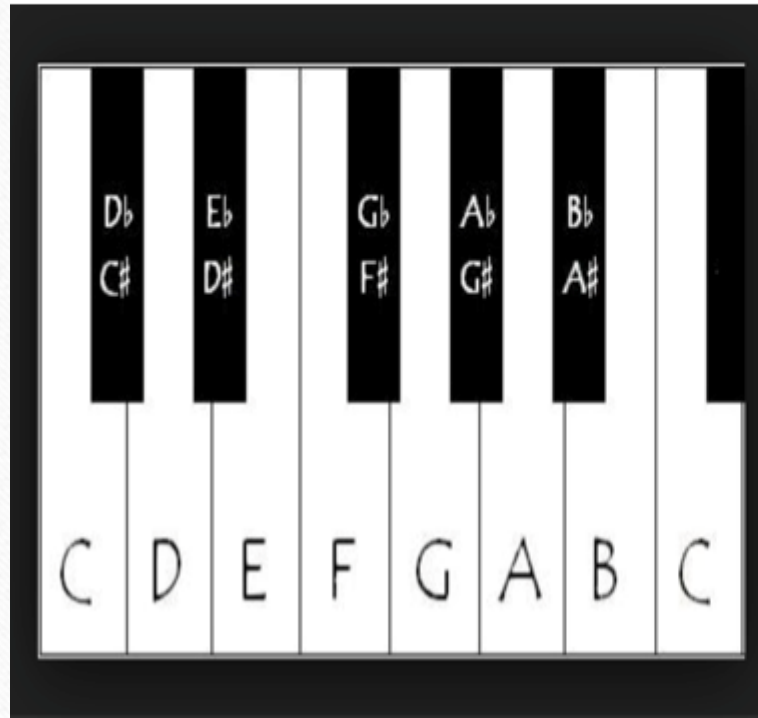
Translate, Identify, Explain



# G-SIGNS AND SYMBOLS



# Say #'up b's!Down



- C $\sharp$  is enharmonic to\_\_
- D $\flat$  is enharmonic to\_\_
- F $\sharp$  is enharmonic to\_\_
- G $\flat$  is enharmonic to\_\_
- A $\sharp$  is enharmonic to\_\_
- G $\sharp$  is enharmonic to\_\_
- A $\flat$  is enharmonic to\_\_
- D $\sharp$  is enharmonic to\_\_
- E $\flat$  is enharmonic to\_\_



# BASIC RHYTHM SHEET

HART/TONES

(1) (2) (3) (4)

5 (5) (6) (7) (8)

9 (9) (10) (11)

1+2+3+4+ 1+2+ 3+4+ 1+ 2+ 3+ 4+ 1 + 2 + 3 + 4 +

1+2 + 3+4 + 1 e+ a 2 e+ a 3 e+ a 4 e+ a 1 + a 2 + a 3 + a 4 + a 1 e+ 2 e+ 3 e+ 4 e+

1 e+ a 2 e+ a 3 e+ a 4 e+ a 1 + a 2 + a 3 + a 4 + a 1 + 2 + 3 + 4 +

# Dialectic

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Do Now- "LOOKING BACK TO MOVE FORWARD" (TOP 10)

Entrance Ticket - Analyze

Written Completion

Review Do Now

Practice Log Check-In

COLOR CODE KEY

GRAMMAR- AIM I INTERDEPENDENT (21<sup>st</sup> century)

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RETORIC- AIM III COLLABORATIVE GROUPING (21<sup>st</sup> century)

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Closure DOWN THE LINE

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Commitment- Did I stick with it even when it was hard?

Make connections

- Analyze, Examine, Question
- Differentiate, Compare

5 common topics

- Definition
- Comparison
- Relationship
- Circumstance
- Testimony

Meaning of Facts

- Expand the Flashcards





**The harder the conflict,  
the more glorious the triumph.  
What we obtain too cheap,  
we esteem too lightly.**

*- Thomas Paine, American Revolutionary Writer*

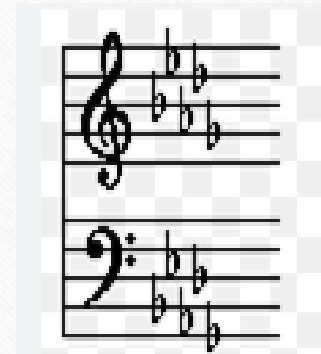
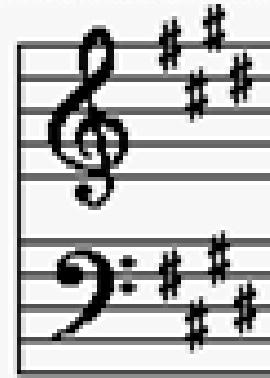
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# Productive Struggle

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“....productive struggle---effortful practice that goes beyond passive reading, listening, or watching—that builds useful, lasting understanding and skill.” Heibert, J. & Grown

# D-KEY SIGNATURES





## Rhythm Values

Criteria for Success:

1. Correct value given to each note.
2. Align note to bottom number that gets 1 count.

Remember the  
bottom number  
tells you how  
many counts the  
whole note

Short Answer: Write the value of each note in  $4/4$ ,  $6/8$ ,  $2/2$  Time Signatures.

DRAW NOTES

$4/4$

$6/8$

$2/2$

Draw note that gets 1  
count next to bottom  
Number

4-

4-

6-

8-

2-

2-

Whole Note



Half Note



Quarter Note



Eighth Note



Sixteenth  
Note



# Rhetoric

## Ethic of Excellence

- Apply, Express, Judge, Present, Investigate
- Strategy Matching
  - Jigsaw Sectional
  - Down the Line
  - Revision
  - Self-Correcting
  - Annotation
  - Diagnose and Prescribe

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RHETORIC- AIM III COLLABORATIVE GROUPING (21<sup>st</sup> century)

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# Assessments:

Types of leveled questions used to cement learning:

Assessment questions are used to unscramble confusions,  
Check for Understanding, engage students in productive struggle.

Grammar Stage

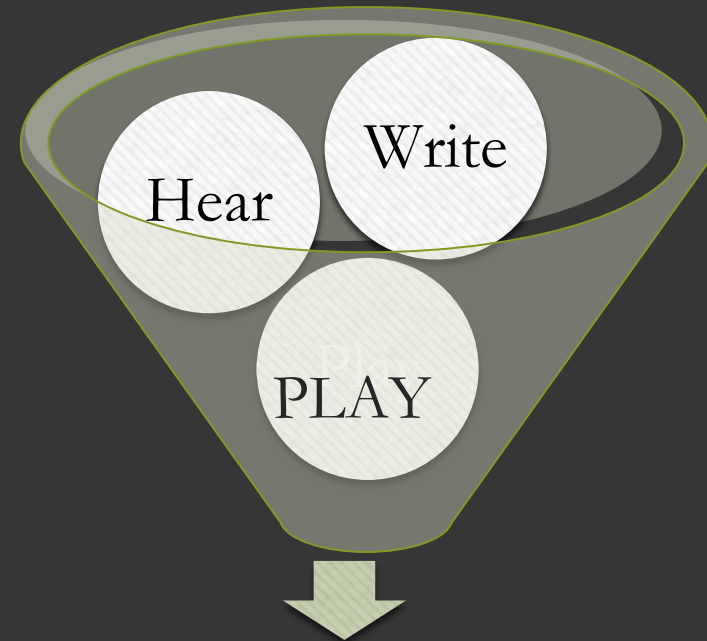
- Memorize, Duplicate, Classify, Locate, Repeat

Dialectic

- Analyze, Examine, Question Differentiate, Compare

Rhetoric

- Apply, Express, Judge, Present, Investigate



Making Students Thinking Visible



## ASSESSMENT RHETORIC DELIVERABLES- DESKTOP

RHETORIC - Beginning stages



For more information on  
TEACHING WITH H.A.R.T c o n t a c t :

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Keith O. Hart, sr., NBCT,  
Teaching and Learning with H.A.R.T.  
or

[keithohart@gmail.com](mailto:keithohart@gmail.com) 504-2315 045

Limited slots available for the spring session of small group or individual coaching-see Mrs. Hart for details (504)6215 234

# THANKS!





## Picture this

- late 1980's, early 90's
- Young Baritone player, following in my older brothers' footsteps in New Orleans
- Under the System and Direction of Mr. Herman Jones
- Later to Join the band of the late Walter Harris Sr. (Doc)
- Eager and ready to be the next generation to carry the torch

➤  
(not me)

