

Appendix C

Facilities and Equipment

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Physical Environment

In order to realize the curriculum outcomes for music education, and to provide an appropriate learning environment, consideration must be given to the special requirements involved in music instruction. The primary/elementary music program is diverse and includes singing, writing, moving, creating and choral and instrumental performance.

Movement is an essential component of the music program and requires a large open space where large classes can engage in free unstructured movement, as well as folk dance. Such a space can be adapted for other music activities. If space allows, chairs, which can be stacked and rearranged, are desirable, as are tables for writing. The room should be large enough to accommodate the playing of Orff instruments and choral and instrumental groups. Choral groups will require room for choral risers (collapsible) and band and string programs require space to accommodate chairs and music stands. Sufficient and appropriate storage space for musical instruments and instructional equipment, which is expensive and easily damaged, is necessary. Equipment, resources, and physical equipment are discussed further in Chapter 3 of **Teaching Towards Musical Understanding**.

Location

Because music instruction involves critical listening, performing, and creating, music rooms should be acoustically isolated from the rest of the school so that extraneous sounds cannot enter the instructional environment. Learning outcomes cannot be realized when music instruction takes place on gymnasium stages, in gymnasiums, or cafeterias. These are not appropriate environments for music education. The acoustics of the room are extremely important when students are required to respond, aurally identify and/or produce pitch, articulation, blend, balance, rhythm, melody, etc.

Furnishings and Equipment

Furnishings and equipment should include

- sound system with recording capacity
- piano/keyboard
- overhead projector
- appropriate storage for musical instruments
- student chairs, tables, music stands for recorder and band/string instruction

- appropriate storage for musical scores, resource materials, CDs
- electronic/MIDI music work stations (computer, printer, MIDI keyboard, pc viewer)
- portable risers

Instructional Materials

The following list provides the basic requirements, but is not intended to be exhaustive

- Compact discs
- Videos/DVDs
- Choral scores, multiple copies
- Song books
- Class sets of instructional materials
 - song books with unison pieces, songs in two or more parts, descants, partner songs
 - recorder pieces for solo and small ensembles
 - arrangements using classroom instruments (pitched and unpitched)
 - staves for students (see this appendix)
 - baggie kits for students (see this appendix)
- Teacher's demonstration board and felt shapes (see this appendix)
- Flying note (see this appendix)
- Tone ladder
- Multimedia hardware and software

Teacher's Felt Demonstrator Staff

- Two pieces of dark felt, approximately 24 x 30 inches
- Styrofoam (20 x 28 inches) for the base - 1½ inch insulation is ideal
- One side of felt is blank, and the other side side has the five lines of the staff
- Leave room at the top and bottom
- Felt shapes should be able to fit between the lines
- Make lines with iron-on tape, yarn, or all-purpose marker
- Felt shapes (hearts, notes, snails, stars, umbrellas, pockets)

Note: A variety of demonstrator staves and boards are available for purchase from various companies.

Teacher's Flying Note

Use a pointer stick with a felt note on the end.

Student Felt Staff

- Dark felt, 16 x 10 inches
- Stiches for five lines in contrasting colours
- Small pocket in left hand corner for notes (3½ x 1½ inches)
- Eight or ten notes

Note: student staffs may be made from other materials

Baggie Kits for Students

A class set of baggie kits may be prepared to contain the materials needed by students for rhythmic activities during music class.
(Note: good Zip-Lock baggies work the best)

Contents

- 24 sticks for rhythm construction (popsicle sticks or pipe cleaners)
- Straws or pipe cleaners for bar lines
- Four-eight teacher-made hearts for showing the beats while constructing rhythm patterns (hearts may be made out of construction paper and laminated, or made out of felt)
- Singing strings for vocal exploration activities
- Notes for staff work may also be placed in baggie kits if desired

Classroom Instruments

Classroom instruments provide opportunities for students to enhance their musical understanding through a “hands on” experience. Playing instruments is also important in the improvising and creating of music. Please see chapter 5, in **Teaching Towards Musical Understanding** for more information on classroom instruments.

The following list outlines the **recommended** set of instruments for the primary/elementary music program. Unless otherwise indicated, two or three of each instrument in desirable.

Unpitched

- woodblocks
- tambourine
- pairs of rhythm sticks (class set)
- hand drum
- maracas
- triangle

- jingle bells
- guiro (one)
- finger cymbals
- castanets
- claves
- sandblocks
- bongos
- agogo bells
- vibraslap
- temple blocks (one set)
- rain stick
- wind chime
- cabasa
- suspended cymbal, felt head mallet (one)
- drums - gathering, djembe, congo, tubano

Pitched

- bass xylophone or metallophone (diatonic)
- soprano glockenspiel (diatonic)
- alto xylophone or metallophone (diatonic)
- soprano xylophone or metallophone (diatonic)
- mallets (varied)

Schools may wish to add

- additional orchestration: soprano and alto glockenspiels/xylophones/metallophones, bass xylophones/metallophones
- bass bars
- resonator bells
- tympani (14" and 18")
- boomwhackers (diatonic)

Schools should consider buying the best available pitched instruments. These instruments are constantly in use by all primary/elementary children in the school. Barred melodic instruments are particularly susceptible to damage and must be handled and stored properly. They also require maintenance on a regular basis.