

Recommended Materials and Facilities for Learning--Music

See [NAfME](#) Opportunity to Learn Standards for specific recommendations for each level:

General Overview:

- All instructional activities at all levels are directed toward achieving the national voluntary content and achievement standards.
- All classes at all levels are taught by certified music educators who are qualified to teach every course to which they are assigned.
- The music curriculum should be described and outlined in a series of sequential and articulated curriculum guides for each grade level and class (e.g. general music, ensembles). General Music is required of all students through Grade 8.
- Each level of the curriculum (PreK/Kindergarten, Elementary, and grades 1-4, 1-5, or 1-6, Middle School, High School) should provide the foundation for a sequential program at the next level. High school should provide a foundation for lifelong participation in and enjoyment of music.
- Every music room at all levels should have access to high quality equipment including classroom instruments, technology, high quality sound reproduction equipment that students can utilize.
- At all levels, students with disabilities are given the same opportunities in classroom music and ensembles as their peers. Adaptations (accommodations and modifications) should be provided so that students can reach success at whatever level they are capable.¹ Special experiences are designed for those exceeding standards according to their abilities and interests.
- The repertoire taught at each level should represent diverse genres and styles from various periods and cultures.
- Musicians and music institutions of the greater community should be utilized, whenever possible, to enhance and strengthen the school music curriculum.
- Performing groups present a series of performances or open rehearsals for parents, peers and/or the community that reflect the students' learning experiences and focus on education rather than entertainment.
- Teachers at all levels should receive adequate and equitable (with peers in general education) preparation time, travel time, dedicated lunch time, professional learning opportunities (in-service or paid leave for out-of-district training and education), access to instructional aides for students who are eligible, training for special education strategies, and administrative assistance in the form of a department coordinator or time for teachers to provide leadership to the music staff districtwide.

¹ See NAfME Opportunity to Learn Standards for specific recommendations for each level: <http://www.nafme.org/my-classroom/standards/opportunity-to-learn-standards-for-music-instruction-grades-prek-12/>

Grade Level-Specific Information

	Curriculum and Scheduling	Staffing	Materials and Equipment	Facilities
PreK-Kindergarten	<ul style="list-style-type: none"> ● Music integrated throughout the day ● At least 12% of contact time devoted to music ● Experiences include singing, playing instruments, listening to, creating, and moving to music 	<ul style="list-style-type: none"> ● Music instruction in every Pre-Kindergarten and Kindergarten is provided by teachers who have received formal training in early childhood music 	<ul style="list-style-type: none"> ● Every music in which music is taught is equipped with a variety of classroom instruments: drums, rhythm sticks, finger cymbals, triangles, cymbals, gongs, jingle bells, resonator bells, step bells, xylophone-type instruments with removable bars, chorded zithers, fretted instruments, electronic keyboard instruments, and assorted instruments representing a variety of cultures. Adaptive devices (e.g., adaptive picks, beaters, bells) are available for use by children with disabilities. 	<ul style="list-style-type: none"> ● Every Pre-Kindergarten and Kindergarten has a “music center” or similar area where children have easy access to music resources and headphones. ● Every Pre-Kindergarten and Kindergarten has an uncluttered area large enough to accommodate the largest group of children taught and to provide ample space for creative and structured activities.

			<ul style="list-style-type: none"> ● Every room in which music is taught is equipped with children's books containing songs and with other instructional materials in music. 	
Elementary School	<ul style="list-style-type: none"> ● Experiences include singing, playing instruments (including at least two of the following: recorder, fretted instruments, keyboards, electronic instruments, world percussion), listening to, improvising, composing, and moving to music ● Experiences include learning to read music, make informed evaluations, and understanding music and music practices in relation to other disciplines, history, 	<ul style="list-style-type: none"> ● Music is taught by music specialists in collaboration with classroom teachers. 	<ul style="list-style-type: none"> ● In addition to the list above, all rooms where music is taught are equipped with: appropriate computers and software, including notation and sequencing software, electronic instruments (keyboards), textbooks (published not more than six years previously), library containing print and digital resources (fulfilling copyright rules), acoustic or electric piano, music stands, fretted 	<ul style="list-style-type: none"> ● For the teaching of general music, a room large enough to accommodate the largest group of children taught and to provide ample space for creative and structured activities. ● For the teaching of instrumental music, a room large enough to accommodate the largest group of children taught and equipped with appropriate acoustics, quiet, ventilated, and with adequate lighting. Running water is

	<p>and culture.</p> <ul style="list-style-type: none"> ● Every student receives general music instruction at least 90 minutes each week (excluding chorus and instrumental ensembles instruction): 20-30 minutes in grades 1 and 2, 25-45 minutes in grades 3 - 6. Classes should not be longer than general education classes for the same age group. ● Instruction in string (no later than 4th grade), and wind/percussion (no later than 5th grade) classes should be included with homogeneous classes at least the first year. ● At least one general music teacher is available for every 400 students 		<p>instruments (guitars, ukuleles), band and orchestra instruments provided where students have difficulty purchasing or renting due to financial restrictions, band percussion and larger instruments (French horns, baritones, tubas, percussion) for use by students in class.</p> <ul style="list-style-type: none"> ● An annual budget is provided for the purchase of supplies, materials, and equipment necessary for the teaching of music and maintenance (repair, regular piano tuning) of supplies and instruments. A replacement budget equivalent to at least 5% of the 	<p>available for cleaning and maintenance of instruments.</p> <ul style="list-style-type: none"> ● Sufficient storage space is afforded all music rooms and those rooms are located adjacent to each other in the building, acoustically isolated, readily accessible to the auditorium stage, and accessible to persons with disabilities.
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			current replacement value of the total inventory of instruments is available.	
Middle School	<ul style="list-style-type: none"> • Every music course, including performance courses, provides experiences in creating, performing, listening to, and analyzing music, describing music, reading and notating music, making informed evaluations, and connecting music to other disciplines and history/culture. • Every music course meets at least every other day in periods of at least forty-five minutes in a school day which includes 	<ul style="list-style-type: none"> • An accompanist is provided for choral ensembles exceeding fifty students. 	<ul style="list-style-type: none"> • All rooms where music is taught are equipped with: appropriate computers and software, including notation and sequencing software, electronic instruments (keyboards), textbooks (published not more than six years previously) for general music and instruction books for students in instrumental performing groups, a library containing print and digital 	<ul style="list-style-type: none"> • A suitable room is provided for teaching general music (with ample space for physical movement) and choral and instrumental ensembles. Rehearsal rooms are acoustically appropriate, with sufficient storage space and lockers for instruments. Rooms are also equipped with whiteboards, SmartBoards, and sufficient bulletin board space.² • Students should have access to

² See NAFME Opportunity to Learn Standards for specific recommendations for each level: <http://www.nafme.org/my-classroom/standards/opportunity-to-learn-standards-for-music-instruction-grades-prek-12/>

	<p>no fewer than eight periods per day.</p> <ul style="list-style-type: none"> ● Music class size in general music does not exceed the average class size for the school by more than 10%. 		<p>resources (fulfilling copyright rules) , acoustic or electric piano, music stands, fretted instruments (guitars, ukuleles).</p> <ul style="list-style-type: none"> ● The following are provided in sufficient quantity: 15-1/2-inch and 16-inch violas, 3/4-size and full-size cellos, 1/2-size and 3/4-size double basses, C piccolos, bass clarinets, tenor saxophones, baritone saxophones, oboes, bassoons, double French horns, baritone horns, tubas, concert snare drums, pedal timpani, concert bass drums, crash cymbals, suspended cymbals, tambourines, triangles, xylophones or 	<p>private practice spaces and spaces for consultation with teacher, such as office or workroom space.</p> <ul style="list-style-type: none"> ● Music facilities are adjacent to one another and accessible to the auditorium stage. The stage is large enough to accommodate the various needs to the performing arts and the auditorium is equipped with adjustable acoustics for music and speech requirements and adequate lighting and mechanical systems.
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			<p>marimbas, orchestra bells, assorted percussion equipment, drum stands, movable percussion cabinets, tuba chairs, bass stools, conductors' stands, tuning devices, music folders, chairs designed for music classes. Additional instruments are provided for each additional large ensemble and in situations where students have difficulty in purchasing instruments due to financial hardship.</p> <ul style="list-style-type: none">● An annual budget is provided for the purchase of supplies, materials, and equipment necessary for the teaching of music and maintenance (repair, regular	
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			<p>piano tuning) of supplies and instruments. A replacement budget equivalent to at least 5% of the current replacement value of the total inventory of instruments is available.</p>	
<p>High School</p>	<ul style="list-style-type: none"> ● Every music course, including performance courses, provides experiences in creating, performing, listening to, and analyzing music, describing music, reading and notating music, making informed evaluations, and connecting music to other disciplines and history/culture. ● Every music course meets at least every other day in periods 	<ul style="list-style-type: none"> ● An accompanist is provided for choral ensembles exceeding fifty students. 	<ul style="list-style-type: none"> ● All rooms where music is taught are equipped with: appropriate computers and software, including notation and sequencing software, electronic instruments (keyboards), textbooks (published not more than six years previously) for general music and instruction books for students in instrumental performing groups, 	

	<p>of at least forty-five minutes in a school day which includes no fewer than eight periods per day.</p> <ul style="list-style-type: none">● Music class size in general music does not exceed the average class size for the school by more than ten percent.		<p>a, library containing print and digital resources (fulfilling copyright rules), acoustic or electric piano, music stands, fretted instruments (guitars, ukuleles).</p> <ul style="list-style-type: none">● The following are provided in sufficient quantity: 15-1/2-inch and 16-inch violas, 3/4-size and full-size cellos, 1/2-size and 3/4-size double basses, C piccolos, bass clarinets, tenor saxophones, baritone saxophones, oboes, bassoons, double French horns, baritone horns, tubas, concert snare drums, pedal timpani, concert bass drums, crash cymbals, suspended cymbals,	
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			<p>tambourines, triangles, xylophones or marimbas, orchestra bells, assorted percussion equipment, drum stands, movable percussion cabinets, tuba chairs, bass stools, conductors' stands, tuning devices, music folders, chairs designed for music classes. Additional instruments are provided for each additional large ensemble and in situations where students have difficulty in purchasing instruments due to financial hardship.</p> <ul style="list-style-type: none">● An annual budget is provided for the purchase of supplies, materials, and equipment necessary for the	
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			teaching of music and maintenance (repair, regular piano tuning) of supplies and instruments. A replacement budget equivalent to at least 5% of the current replacement value of the total inventory of instruments is available.	
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