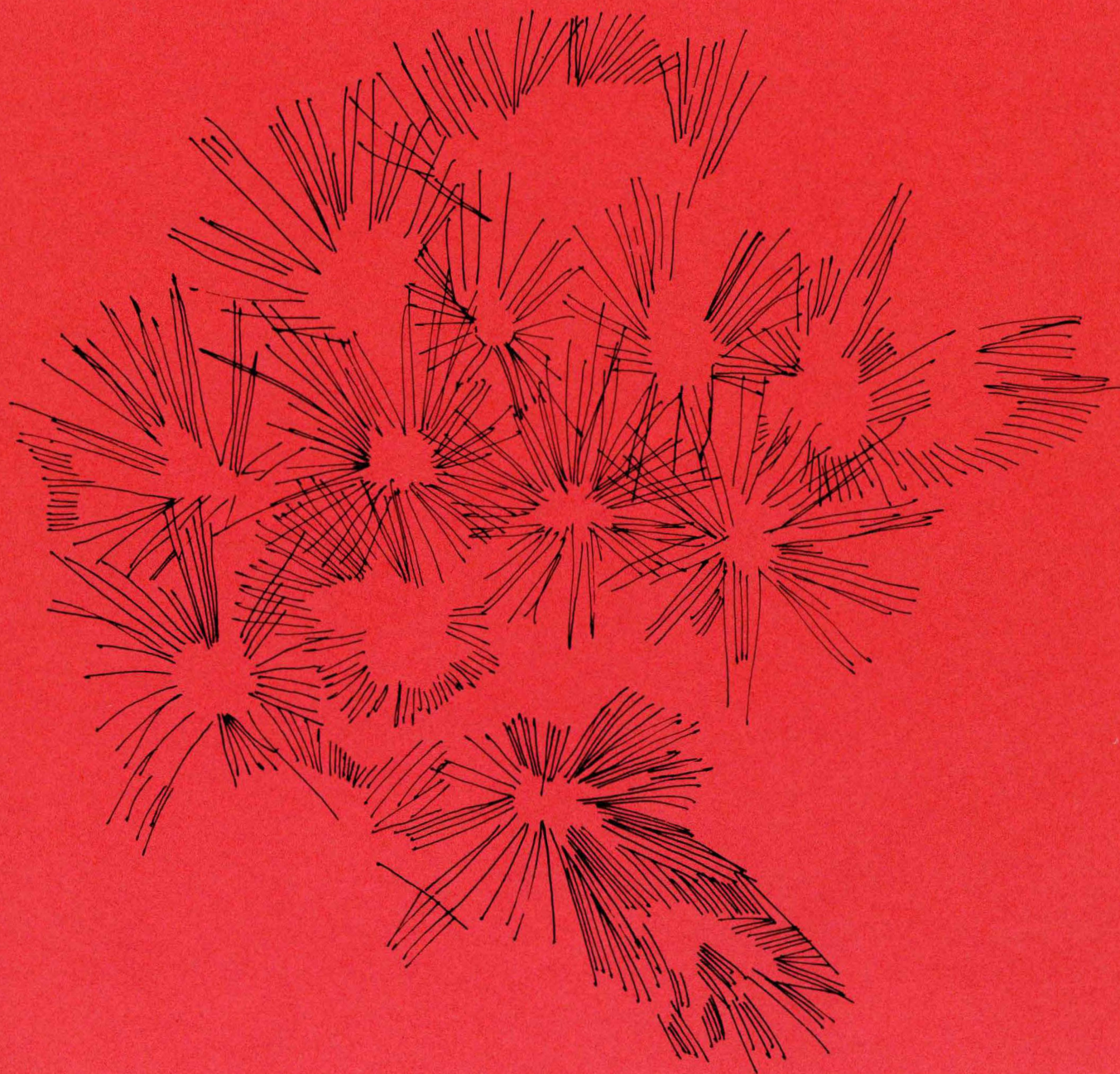


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A Profile for Music Programs in Iowa Schools



State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
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PREFACE

A Profile for Music Programs in Iowa Schools is both descriptive and prescriptive. There is general consensus among those who helped develop it that the basic program describes minimum characteristics of programs for helping students learn in and about music. Many of these programs currently exist in a large number of schools. On the other hand, the quality program prescribes characteristics of a program which will greatly increase student musical knowledge and skills. By comparing the profiles of basic and quality programs to specific school music situations, both music teachers and administrators will be able to determine where and how they can improve music opportunities for their students. At the same time the individual needs of students and the community should be considered.

The process of developing this publication involved the time, energy and expertise of many music educators throughout the state, especially Dr. Erwin Schneider, President of Iowa Music Educators Association, 1980-81. He and each individual who assisted him should be commended for this important document. Iowa has established a reputation for excellence in education and Iowa school music programs have been considered among the best in the nation. It is the hope of Iowa Music Educators Association and Iowa Department of Public Instruction that this document will aid all educators in maintaining and deserving this reputation.

Laura Magee
Arts Education Consultant

Acknowledgements

The development of *A Profile for Music Programs In Iowa Schools*, as indicated by the standards contained in this document, involved the completion of four major tasks. First, Part 2 of the publication entitled *The School Music Program: Description and Standards* (available from the Music Educators National Conference, Reston, Virginia) was reviewed to identify program standards which could be applicable to music programs in Iowa schools. Second, the types of standards thus identified were reviewed and refined for Iowa schools by a group of music teachers participating in a two-day workshop in Fort Dodge, Iowa, during the summer of 1980. Third, the standards, as revised, then were submitted to a random sample (stratified) of 2,011 music teachers in Iowa to further determine their validity for Iowa school music programs. Finally, suggestions received from those music teachers indicating that revisions were necessary for some standard statements (total of 479 music teachers), were incorporated (when warranted by the number of teachers recommending the same revision) into the earlier revised standard statements. The list of standards, thus produced, then was considered to contain viable standards for music programs in all Iowa schools, and this final document was prepared.

The Iowa Music Educators Association is grateful to the Music Educators National Conference for permission to reprint standard statements as found in Part 2 of the publication, *The School Music Program: Description and Standards*. We encourage all school administrators and music teachers to add this volume to their professional libraries as a major source for descriptions and standards of contemporary music program development in American schools. We also thank the many Iowa music teachers who assisted in the development of these standards--standards which truly reflect the beliefs of Iowa music educators. Finally, it is our hope that these recommended standards will serve to further improve the programs of music in Iowa schools.

Erwin H. Schneider
IMEA President, 1980-81

Permission by the Music Educators National Conference to reprint standards statements from the following publication is acknowledged with gratitude: Paul R. Lehman (ed.), *The School Music Program: Description and Standards* (Reston, Virginia: Music Educators National Conference, 1974).

Introduction

The quality of an instructional program is determined by interactions among the students, the teacher, and the learning environment. Although no set of quantitative specifications for staff, equipment, or facilities can ensure the success or failure of an educational program, adequate staff and satisfactory facilities and equipment do increase the likelihood of excellence to the point that the establishment of standards is desirable.

Two levels of profiles or standards are suggested -- one is a **Basic** program, which is considered minimal by the Iowa Music Educators Association, while the other is a **Quality** program. It is hoped that the overwhelming majority of school districts in the state will insist on a standard higher than the **Basic** program. Similarly, it is hoped that many districts in the state will function at a level higher than that described by the **Quality** program. At any rate, each district should develop a plan to ensure systematic progress toward the **Basic** program (if they have not yet attained that level), the **Quality** program (if they have attained the Basic level), or beyond (if they have already attained the Quality level).

Profile for Curriculum

The music program provides instruction to every student through the sixth grade and for at least two additional years in junior high/middle school or high school. Music is incorporated in the curriculum on an equal basis with other subject-matter fields.

Basic Program

1. General music is offered three times a week to each student in grades K-6.
2. At least one general music type class is offered at the seventh and eighth grade level in the junior high/middle school.
 - a. An additional general music type class is offered for each 300 students above 300 in the total school enrollment.
3. At least one general music type class is offered in the high school.
 - a. An additional general music type class is offered for each 300 students above 300 in the total school enrollment.
4. Academic credit is offered for general music type classes on the same basis as for other courses meeting for the same amount of time.
5. Attention is paid to the indigenous musical idioms and media of the area, if any.
6. A mixed chorus is offered in the junior high/middle school and high school.
7. Beginning and intermediate class instruction in voice is available in the junior high/middle school and high school to any student desiring such instruction.
8. Experience in small vocal ensembles is available in the junior high/middle school and high school to any student desiring such experience.
9. At least one supplementary vocal performing organization (for example, show choir) is available in the junior high/middle school and high school.
10. Instruction on band instruments (and orchestra instruments when interest warrants) is provided beginning in grade 4 or 5.
11. Band or wind ensemble is offered in the junior high/middle school and high school.

Quality Program

1. General music is offered daily to each student in grades K-6.
 - a. Choral experiences are offered beginning in grade 5.
2. At least two types of general music classes are offered at each grade level in the junior high/middle school.
 - a. An additional general music type class is offered for each 250 students above 500 in the total school enrollment.
3. At least two types of general music classes are offered in the high school.
 - a. An additional general music type class is offered for each 250 students above 500 in the total school enrollment.
4. Academic credit is offered for general music type classes on the same basis as for other courses meeting for the same amount of time.
5. Attention is paid to the indigenous musical idioms and media of the area, if any.
6. At least two choral ensembles are offered in the junior high/middle school and high school so that all who desire have the opportunity to participate.
7. Beginning, intermediate and advanced class instruction in voice is available in the junior high/middle school and high school to any student desiring such instruction.
8. Regular participation in a program of small vocal ensembles during school time is available in the junior high/middle school and high school to any student desiring such experience.
9. At least one supplementary vocal performing organization (for example, show choir) is available in the junior high/middle school and high school.
10. Instruction on band instruments (and orchestra instruments when interest warrants), guitar and keyboard instruments is provided beginning in grade 4 or 5.
 - a. Exploratory instrumental classes are offered beginning not later than grade 4.
11. At least two bands or wind ensembles are offered in the junior high/middle school and high school.

Basic Program

Quality Program

12. Orchestra or string orchestra is offered in the junior high/middle school and high school when interest warrants.
 13. Experience in small instrumental ensembles is available in the junior high/middle school and high school to any student desiring such experience.
 14. Beginning and intermediate class instruction on instruments is available in the junior high/middle school and high school to any student desiring such instruction.
 15. At least one supplementary instrumental performing organization (for example, stage band) is available in the junior high/middle school and high school.
 16. Academic credit is offered for vocal and instrumental performance-emphasis courses on the same basis as for laboratory courses.
- a. An additional band or wind ensemble is offered for each 300 students above 600 in the total population of the school. These groups are differentiated by the experience, ability or degree of interest of the members.
 12. Full orchestra is offered in the junior high/middle school and high school when interest warrants.
 - a. An additional orchestral ensemble is offered for each 300 students above 600 in the total enrollment of the school.
 13. Regular participation in a program of small instrumental ensembles during school time is available in the junior high/middle school and high school to any student desiring such experience.
 14. Beginning, intermediate and advanced class instruction on instruments is available in the junior high/middle school and high school to any student desiring such instruction.
 15. At least two supplementary instrumental performing organizations (for example, stage band, pep band) are available in the junior high/middle school and high school.
 16. Academic credit is offered for vocal and instrumental performance-emphasis courses on the same basis as for other courses meeting for the same amount of class time.

Profile for Class Size and Staff

Instruction in music can best be provided by music specialists, i.e., persons with a music education degree or a strong minor in music education. These specialists may be greatly assisted by classroom teachers who create an atmosphere favorable to music, and who provide music activities between visits by the specialists. Successful attainment of the Basic or Quality level requires: (1) carefully prepared job descriptions to ensure the employment of high-quality faculty; (2) a long-range plan for staffing based on program objectives and on the present and projected student populations; (3) the employment of administrative personnel trained in music; and (4) the employment of persons committed to teaching general music for that assignment.

Basic Program

Quality Program

1. The average class size, for general classroom music in traditional settings, does not exceed thirty or does not exceed the average for all classroom teachers.
 2. The teacher-pupil ratio in general classroom music is no greater than 1:420 for grades K-3, or 1:270 for grades 4 and higher.
 3. Teacher-pupil ratio in general music type classes in the junior high/middle school and high school is 1:25.
 4. The music teaching staff is sufficient to offer at least one general music type class at each grade level in the junior high/middle school for each 300 students in the school.
1. The average class size, for general classroom music in traditional settings, does not exceed twenty-five pupils.
 2. The teacher-pupil ratio in general classroom music is no greater than 1:225 for grades K-3, or 1:175 for grades 4 and higher.
 3. Teacher-pupil ratio in general music type classes in the junior high/middle school and high school is 1:15.
 4. The music teaching staff is sufficient to offer at least two types of general music classes at each grade level in the junior high/middle school for each 250 students in the school.

Basic Program

5. The music teaching staff is sufficient to offer at least one general music type class in the high school.
6. The music teaching staff is sufficient at the junior high/middle school and high school level to offer at least one choral group.
7. The music teaching staff is sufficient to offer instruction in small choral ensembles in the junior high/middle school and high school to any student desiring such instruction.
8. The music teaching staff is sufficient to provide class voice instruction at least twice weekly to any student desiring such instruction in the junior high/middle school and high school.
9. The music teaching staff is sufficient at the junior high/middle school and high school level to offer at least one band or wind ensemble; and, when warranted, one orchestra or string orchestra.
10. The music teaching staff is sufficient to offer instruction in small instrumental ensembles in the junior high/middle school and high school to any student desiring such instruction.
11. The music teaching staff is sufficient to provide beginning and intermediate class instruction on instruments of the band and orchestra at least twice weekly in the elementary school, junior high/middle school and high school.
12. No music teacher teaches more than twenty-four contact hours per week, or more than the maximum number of hours for other teachers in the school.
13. Each music teacher has at least forty-five minutes daily, excluding travel time, for preparation and evaluation.
14. Each music teacher is permitted at least two days of professional leave with pay each year for inservice education. These days may be devoted to programs arranged by the district or to activities proposed by the teacher.

Quality Program

5. The music teaching staff is sufficient to offer at least two types of general music classes in the high school.
6. The music teaching staff is sufficient at the junior high/middle school and high school level to offer at least two choral groups.
7. The music teaching staff is sufficient to offer a regular program of instruction in small choral ensembles during school time in the junior high/middle school and high school to any student desiring such instruction.
8. The music teaching staff is sufficient to provide class voice instruction at least three times a week throughout the school year, in groups of comparable age, vocal maturity, and experience, to any student desiring such instruction in the junior high/middle school and high school.
9. The music teaching staff is sufficient at the junior high/middle school and high school level to offer at least two bands or wind ensembles; and, when warranted, full orchestra.
10. The music teaching staff is sufficient to offer a regular program of instruction in small instrumental ensembles during school time in the junior high/middle school and high school to any student desiring such instruction.
11. The music teaching staff is sufficient to provide beginning, intermediate and advanced class instruction on instruments of the band and orchestra three times a week in the elementary school, junior high/middle school and high school.
12. No music teacher teaches more than twenty-four contact hours per week or more than the maximum number of hours for other teachers in the school.
13. Each music teacher has at least sixty minutes daily, excluding travel time, for preparation and evaluation.
14. The district provides a regular program of inservice education that includes at least two days of professional activities arranged by the district, with pay, each year for each music teacher.
 - a. Each teacher is permitted at least two additional days of leave with pay each year for professional activities proposed by the teacher and approved by the district.
15. The music program in each school system is guided by a music coordinator who has time scheduled for meetings and planning.

Profile for Scheduling

Successful attainment of the Basic or Quality level requires the following: (1) provision in the daily schedule for both large-group and small-group instruction; (2) a relatively large number of periods per day at the secondary level; and (3) lack of conflict in scheduling among performing organizations and other single-section courses.

Basic Program

1. Each child, K-3, has music experiences three times a week for a total of not less than 75 minutes per week (25 minutes/day).
2. Each child in grades 4-6 has music experiences three times a week for a total of not less than 90 minutes per week (30 minutes/day).
3. Each student enrolled in a general music type class in grades 7-9 has music experiences at least twice weekly for a total of not less than 100 minutes.
4. General music type classes in the high school meet as frequently and for as many minutes as comparable elective offerings in other subject-matter fields.
5. Instrumental music classes in the elementary school are scheduled at least twice weekly for a total of not less than sixty minutes.
6. Choral and instrumental performance-emphasis classes in the junior high/middle school and high school meet at least three times a week for a total of not less than 150 minutes.

Quality Program

1. Each child, K-3, has music experiences in school daily for a total of not less than 150 minutes per week (30 minutes/day).
2. Each child in grades 4-6 has music experiences in school daily for a total of not less than 175 minutes per week (35 minutes/day).
3. Each student enrolled in a general music type class in grades 7-9 has music experiences at least three times weekly for a total of not less than 150 minutes.
4. General music type classes in the high school meet as frequently and for as many minutes as regular academic offerings.
5. Instrumental music classes in the elementary school are scheduled at least three times weekly for a total of not less than ninety minutes.
6. Choral and instrumental performance-emphasis classes in the junior high/middle school and high school meet daily for a total of not less than 250 minutes per week.

Profile for Facilities

Facilities designed expressly for music instruction are necessary, with particular consideration for early childhood, continuing education and special education facilities. Moreover, the music staff should be involved from the early stages in the planning of new facilities.

Basic Program

1. There is a well-ventilated, acoustically-treated facility (room) for teaching general music in each elementary school.
 - a. This area is large enough to accommodate the largest class, and provides ample space for movement.
2. There is a well-ventilated, acoustically-treated facility for teaching instrumental music in each elementary school.
 - a. This facility is large enough to accommodate the largest group taught.

Quality Program

1. In addition to the requirements for the basic program, there is a music resource room in each elementary school.
 - a. This area is equipped for independent, self-directed study, and includes at least two stations with listening equipment.
 - b. Its floor space provides at least 12-15 square feet per pupil.
2. Where a string program exists, there are two well-ventilated, acoustically-treated facilities for teaching instrumental music in each elementary school in order that wind and string instruction may occur simultaneously.
 - a. Each facility is large enough to accommodate the largest group taught.

Basic Program

3. One room of at least 55 square feet is available in each elementary school for individualized activities or practice.
4. The music facilities in the elementary school are acoustically isolated from one another and from the rest of the school.
5. A desk and file cabinet are provided for each general music teacher in the elementary school.
6. Each junior high/middle school and high school contains acoustically isolated classroom space for general music classes.
 - a. These facilities also may be used by students for music listening and for independent study.
7. Each junior high/middle school and high school with more than one music teacher, contains a rehearsal facility for instrumental groups and another rehearsal facility for choral groups.
8. Each junior high/middle school and high school choral rehearsal facility contains at least 1200 square feet of floor space.
 - a. The ceilings are at least 12 feet high (higher if the use of risers is anticipated).
9. Each junior high/middle school instrumental rehearsal facility contains at least 1600 square feet of floor space.
 - a. The ceilings are at least 14 feet high (higher if the use of risers is anticipated).
10. Each high school instrumental rehearsal facility contains at least 2000 square feet of floor space.
 - a. The ceilings are at least 14 feet high (higher if the use of risers is anticipated).
11. Each junior high/middle school and high school contains at least 1 practice room of at least 55 square feet for each 40 students enrolled in performing groups.

Quality Program

3. Two rooms of at least 55 square feet each are available in each elementary school for individualized activities or practice.
 - a. One additional such room is available for each 200 students above 400 in the total school enrollment.
 - b. An ensemble rehearsal room of at least 100 square feet is available in each elementary school.
4. The music facilities in the elementary school are acoustically isolated from one another and from the rest of the school.
5. In addition to the items listed under the basic program, an office or studio is provided for each general music teacher in the elementary school.
6. Each junior high/middle school and high school contains acoustically isolated classroom space for general music classes, including specialized facilities for the following, if offered: electronic music, piano laboratory, and music theater.
 - a. There is a music resource center with at least sixteen carrels or listening stations.
 - b. These facilities may be used by students for music listening and for independent study.
7. Each junior high/middle school and high school with more than one music teacher contains a rehearsal facility for instrumental groups and another rehearsal facility for choral groups.
8. Each junior high/middle school and high school choral rehearsal facility contains at least 1800 square feet of floor space.
 - a. The ceilings are at least 14 feet high (higher if the use of risers is anticipated).
9. Each junior high/middle school instrumental rehearsal facility contains at least 2500 square feet of floor space.
 - a. The ceilings are at least 18 feet high (higher if the use of risers is anticipated).
10. Each high school instrumental rehearsal facility contains at least 2500 square feet of floor space.
 - a. The ceilings are at least 18 feet high (higher if the use of risers is anticipated).
11. Each junior high/middle school and high school contains at least 1 practice room of at least 55 square feet for each 20 students enrolled in performing groups.

Basic Program

12. Each junior high/middle school and high school contains an ensemble room of at least 350 square feet.
13. Each junior high/middle school and high school rehearsal facility provides a year-round temperature between 65 and 72 degrees Fahrenheit.
 - a. Lighting provides at least 70 footcandles of illumination on each student's music.
14. Each junior high/middle school and high school contains a desk and file cabinet for each music teacher in the school.
15. Each junior high/middle school and high school contains office or studio space for each music teacher in the school.
16. The music facilities in each junior high/middle school and high school are adjacent to one another.
17. Each junior high/middle school and high school rehearsal and practice facility is sufficiently isolated acoustically so that external sounds do not disturb students and rehearsals do not disturb persons in adjacent areas.
18. Each elementary school, junior high/middle school and high school contains sufficient secured storage space to store necessary instructional materials, instruments, and equipment.
19. Each elementary school, junior high/middle school and high school music classroom and rehearsal facility contains at least 32 square feet of chalkboard and at least 24 square feet of bulletin board.

Quality Program

12. Each junior high/middle school and high school contains at least 2 ensemble rehearsal rooms, each of at least 350 square feet.
13. In addition, to the requirements for the basic program, humidity control provides a year-round range of from 40 to 50 percent humidity. Doors and windows may be kept closed.
14. Each junior high/middle school and high school contains a desk and file cabinet for each music teacher in the school.
15. Each junior high/middle school and high school contains office or studio space for each music teacher in the school.
 - a. Such space is adjacent to the rehearsal facility or instructional area in which the teacher teaches and is designed so that the teacher may supervise the area.
16. The music facilities in each junior high/middle school and high school are adjacent to one another.
 - a. The facilities are immediately accessible to the auditorium stage.
17. The interior and exterior walls of each junior high/middle school and high school rehearsal and practice facility provide a sound transmission loss of at least 50 decibels.
 - a. Doors and windows provide a sound transmission loss of at least 45 decibels.
 - b. Reverberation time is between 1.2 and 1.6 seconds for choral facilities and between 0.8 and 1.2 seconds for instrumental facilities.
18. In addition to the requirements for the basic program, proper cabinets and shelving are provided, together with lockers for the storage of instruments in daily use.
 - a. Such space is located immediately adjacent to the rehearsal facility of each group.
 - b. There is a room for the repair and maintenance of instruments.
19. Each elementary school, junior high/middle school and high school music classroom and rehearsal facility contains at least 48 square feet of chalkboard and at least 32 square feet of bulletin board.

Profile for Materials and Equipment

Materials and equipment necessary for the achievement of instructional objectives should be provided by each school district, as well as an annual budget for the repair, maintenance, replacement, and updating of materials and equipment. Every teacher and every student should have convenient access to the materials and equipment needed.

Basic Program

Quality Program

A. Materials

1. Each elementary school and junior high/middle school provides texts from one current basal series (not more than five years old) for each general music class.
 - a. A copy of each text is provided for each student.
 - b. The accompanying recordings and teacher's books are also provided.
 2. Although students provide their own instruction books, a variety of supplementary materials are available for instruction of instrumental students at the elementary, junior high/middle school and high school levels.
 3. A library of large and small ensemble music for beginning and intermediate string, wind, and percussion players is provided in each elementary school.
 - a. The library increases in size by at least five percent annually.
 - b. Necessary storage space and equipment to process music and maintain the library are provided.
 4. Each junior high/middle school contains a library of vocal music for large and small ensembles.
 - a. The library contains a wide variety of music.
 5. Each high school contains a library of vocal music for large and small ensembles.
 - a. The library contains a wide variety of music.
 - b. It consists of at least three titles for each student enrolled in each of the types of ensembles.
1. In addition to the requirements for the basic program, each elementary school and junior high/middle school provides convenient access to texts of at least one other current basal series and to a variety of supplementary books and materials.
 - a. A copy of each text is provided for each student.
 - b. The accompanying recordings and teacher's books are also provided.
 2. A beginning, intermediate or advanced instruction book is provided for each student enrolled in instrumental classes at the elementary, junior high/middle school and high school levels.
 3. A library of large and small ensemble music for beginning and intermediate string, wind, and percussion players is provided in each elementary school.
 - a. The library contains at least two titles for each student enrolled in the respective programs.
 - b. The library increases in size by at least five percent annually.
 - c. Necessary storage space and equipment to process music and maintain the library are provided.
 4. Each junior high/middle school contains a library of vocal music for large and small ensembles.
 - a. The library contains a wide variety of music.
 - b. It consists of at least three titles for each student enrolled in each of the types of ensembles.
 - c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
 5. Each high school contains a library of vocal music for large and small ensembles.
 - a. The library contains a wide variety of music.
 - b. It consists of at least five titles for each student enrolled in each of the types of ensembles.

Basic Program

- c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
6. Each junior high/middle school contains a library of instrumental music for large and small ensembles and for beginning, intermediate and advanced instrumental classes.
- a. The library contains a wide variety of music.
 - b. It consists of at least three titles for each student enrolled in each of the respective types of ensembles.
 - c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
7. Each high school contains a library of instrumental music for large and small ensembles and for beginning, intermediate and advanced instrumental classes.
- a. The library contains a wide variety of music.
 - b. It consists of at least three titles for each student enrolled in each of the respective types of ensembles.
 - c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
8. Each elementary school, junior high/middle school and high school includes, in its library or learning resource center, a variety of music books, recordings, scores, films, filmstrips, transparencies, and programmed and self-instructional materials.
9. In classes emphasizing independent study or music laboratories at the junior high/middle school and high school level, sufficient materials and equipment are provided for at least two learning stations.

Quality Program

- c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
6. Each junior high/middle school contains a library of instrumental music for large and small ensembles and for beginning, intermediate and advanced instrumental classes.
- a. The library contains a wide variety of music.
 - b. It consists of at least three titles for each student enrolled in each of the respective types of ensembles.
 - c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
7. Each high school contains a library of instrumental music for large and small ensembles and for beginning, intermediate and advanced instrumental classes.
- a. The library contains a wide variety of music.
 - b. It consists of at least five titles for each student enrolled in each of the respective types of ensembles.
 - c. It increases in size by at least five percent annually.
 - d. Necessary storage space and equipment to process music and maintain the library are provided.
8. Each elementary school, junior high/middle school and high school includes, in its library or learning resource center, a variety of music books, recordings, scores, films, filmstrips, transparencies, and programmed and self-instructional materials.
- a. At least five percent of the holdings and a specific percentage of the annual budget for acquisitions of the library or learning resource center is devoted to music materials.
 - b. In addition to materials for general use, there is also a library of music materials for the professional growth of the teacher in each school.
9. In classes emphasizing independent study or music laboratories at the junior high/middle school and high school level, sufficient materials and equipment are provided for enough learning stations to accommodate fifty percent of the entire class.

B. Equipment

10. Each room in the elementary school where music is taught contains, or has convenient access to, at least the following: assorted drums; woodblocks; six pairs of sticks; sandblocks; maracas; claves; cymbals; finger cymbals; tambourines; triangles; cowbell; two sets of resonator bells; jingle bells; jingle clogs; gong; slide whistle; four soprano recorders; assorted xylophone-type instruments; four autoharps; guitar; ukelele. The total number of instruments is sufficient to accommodate the largest group taught.
 11. Each elementary school where stringed instruments are taught has at least the following in sufficient quantity to accommodate the largest group taught: one-half-size, three-quarter-size and full-size violins, violas, cellos and string basses. Each elementary school where wind and percussion instruments are taught has at least the following in sufficient quantity to accommodate the largest group taught: horns; small tubas; concert snare drums; double-tension bass drum; crash cymbals; tambourines; triangles; woodblocks; castanets; maracas; claves; orchestra bells; drum stands; heavy-duty music stands; conductor's stand; and a tuning device.
 12. Each room in the junior high/middle school and high school where general music is taught has convenient access to at least the following: assorted drums; woodblocks; maracas; claves; cymbals; cowbells; three sets of resonator bells; gong; slide whistle; two autoharps; recorders; six guitars; five soprano ukeleles; baritone ukelele; soprano, alto, tenor and bass melody instruments of varying timbres including glockenspiels, xylophones, and metallophones.
 13. Each junior high/middle school offering an orchestra program has at least the following: four three-quarter-size or full-size violins; four one-half-size, three-quarter-size or full-size violas; four one-half-size, three-quarter-size or full-size cellos; four one-half-size, three-quarter-size or full-size string basses and bass stools. Each junior high/middle school offering a band program has at least the following: C piccolo; two bass clarinets; two oboes; two bassoons; baritone saxophone; four horns; two baritone horns; bass trombone; three small or full-size tubas; two concert snare drums; double-tension concert bass drum; crash cymbals; suspended cymbals; three pedal timpani; tambourines; triangles; assorted percussion equipment; orchestra bells; drum stands; xylophone or marimba; tuba chairs; sufficient heavy-duty music stands for the largest group; conductor's stand and podium; tuning device; and sets of music folders.
10. In addition to the requirements for the basic program, each room in the elementary school where music is taught contains, or has convenient access to, at least the following: two additional sets of resonator bells; five additional soprano recorders; soprano, alto, tenor, and bass melody instruments of varying timbres including glockenspiels, xylophones and metallophones; four additional soprano ukeleles; four additional autoharps; five additional guitars; baritone ukelele; plus equipment for creating electronic music.
 11. In addition to the requirements for the basic program, each elementary school has at least the following: one oboe; one bassoon; and one xylophone.
 12. In addition to the requirements for the basic program, each room in the junior high/middle school and high school where general music is taught has convenient access to equipment necessary for the creation of electronic music.
 13. In addition to the requirements for the basic program, each junior high/middle school offering a band program has at least the following: two alto clarinets; two horns; two baritone horns; two tubas; chimes; and a gong.

Basic Program

14. Each high school offering an orchestra program has at least the following: four violas; four string basses; and four cellos. Each high school offering a band program has at least the following: C piccolo; two alto clarinets; two bass clarinets; two oboes; two bassoons; baritone saxophone; four horns; two baritone horns; bass trombone; three tubas; two concert snare drums; double-tension concert bass drum; crash cymbals; three pedal timpani; tambourines; triangles; assorted percussion equipment; drum stands; orchestra bells; marimba; tuba chairs; bass stools; drums for marching band, if offered; sufficient heavy-duty music stands for the largest group; conductor's stand and podium; tuning device; and sets of music folders.
15. Each facility in the junior high/middle school and high school where class piano is taught has at least six pianos or six electronic pianos and a teacher's console.
16. Each facility in the junior high/middle school and high school where class guitar is taught has at least twelve guitars.
17. Each room in the elementary school, junior high/middle school and high school where music instruction takes place contains good quality sound reproduction equipment.
18. Each room in the elementary school, junior high/middle school and high school where music is taught has convenient access to the following: overhead projector; filmstrip projector; two cassette tape recorders; and a metronome.
19. Each room in the elementary school, junior high/middle school and high school where music instruction takes place contains a good quality piano, tuned at least twice annually.
20. A budget is provided for the special supplies and equipment needed in the teaching of music.

Quality Program

14. In addition to the requirements for the basic program, each high school has at least the following: C piccolo; two A clarinets; E-flat clarinet; two oboes; two bassoons; English horn; two alto clarinets; two bass clarinets; two contrabass clarinets; four horns; two baritone horns; bass trombone; three tubas; pedal timpanum; xylophone; vibraphone; chimes; gong; harp; concert snare drum; tray drum set; electronic piano; electric bass guitar; adequate microphones, amplifiers, and speakers for stage band.
15. Each facility in the junior high/middle school and high school where class piano is taught has at least twelve pianos or twelve electronic pianos and a teacher's console.
16. Each facility in the junior high/middle school and high school where class guitar is taught has at least eighteen guitars.
17. Each room in the elementary school, junior high/middle school and high school where music instruction takes place contains good quality sound reproduction equipment, including a tape recorder or a tape deck, amplifier and microphones, all of professional quality.
18. In addition to the requirements for the basic program, each room in the elementary school, junior high/middle school and high school where music is taught has convenient access to the following: opaque projector; television receiver; videotape equipment, including camera and recording/playback unit.
19. Each room in the elementary school, junior high/middle school and high school where music instruction takes place contains a good quality piano, tuned at least three times annually.
 - a. Each such room has convenient access to a set of portable choral risers.
 - b. Each practice room contains a good quality piano, tuned at least twice annually.
 - c. The auditorium of each junior high/middle school and high school contains a good quality piano, with cover and glider, tuned at least three times annually.
 - d. An auditorium-type room in the elementary school contains a good quality piano, with cover and glider, tuned at least three times annually.
20. A budget is provided for the special supplies and equipment needed in the teaching of music.

Basic Program

- a. The district provides an annual budget for the repair and maintenance of instruments and equipment equal to at least 4 percent of the current replacement value of the total inventory of instruments and equipment.
21. The district maintains a fund for the replacement and repair of school-owned instruments and contributes annually to this fund an amount equal to at least 7 percent of the current replacement value of the total inventory of instruments.

Quality Program

- a. The district provides an annual budget for the repair and maintenance of instruments and equipment equal to at least 8 percent of the current replacement value of the total inventory of instruments and equipment.
21. The district maintains a fund for the replacement and repair of school-owned instruments and contributes annually to this fund an amount equal to at least 10 percent of the current replacement value of the total inventory of instruments.

