









	<p>* Indicators of the teacher's role in maintaining a productive classroom environment.</p> <p>* Indicators that instruction is designed to reach specified goals related to the Artistic Processes of Creating, performing, and Responding, as well as to the "connecting" embedded in those processes.</p> <p>* Indicators of teacher contribution to the school or district, as well as to the profession of teaching at large.</p>				
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**Materials & Equipment**

	<b>Basic</b>	<b>Check if Present for your Program</b>	<b>Quality</b>	<b>Check if Present for your Program</b>	<b>Notes</b>
Instruments	<p>1. Every room in which music is taught has convenient access to a high-quality acoustic or electronic piano, and sufficient sturdy music stands.</p> <p>2. Adaptive devices (such as adaptive picks, beaters) are available for use by students with special needs.</p> <p>3. All equipment is maintained in good repair, with pianos tuned at least three times each year. An annual budget is provided for repair and maintenance of instruments and equipment that is equal to</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>1. All instruments provided by the school exceed the quality generally understood to be that of undamaged "student line" instruments, and thus are appropriate for more advanced student learning and performance.</p> <p>2. Instruments are provided to develop emerging ensembles and classes, including non-traditional or non-western instruments. These could include many different instruments such as steel</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	



	development, research, and other communications needs. 3. The school program has a written depreciation and replacement plan for equipment.	<input type="checkbox"/>			
Content	Specific to grade level or strand		Specific to grade level or strand		
Technology	1. Every room in which music is taught is equipped with a high-quality sound and video reproduction system capable of using current recording technology. At least some of the audio equipment can be operated by students. Every teacher has convenient access to sound recordings representing a wide variety of music styles and cultures.	<input type="checkbox"/>	1. Teachers have quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other core academic content area classrooms.	<input type="checkbox"/>	
<b>Facilities</b>					
	<b>Basic</b>	<b>Check if Present for your Program</b>	<b>Quality</b>	<b>Check if Present for your Program</b>	<b>Notes</b>
	1. Spaces used for music instruction are adequate in size to accommodate the largest group taught, and have: * Appropriate acoustical properties. Each room is acoustically isolated from by an acoustical barrier or wall with a Sound Transmission Classification (STC) of 50 or	<input type="checkbox"/>	1. Separate spaces are provided for music instruction and music performance. Performance venues are adequate to accommodate the largest group taught and have appropriate properties of acoustics, lighting, secure storage, and sound. 2. At least one performance venue is available that provides	<input type="checkbox"/>	

	<p>more. * Appropriate lighting and ventilation: Lighting and ventilation systems do not exceed Noise Criterion levels of 20 for auditoria or other rooms designated for performances, and 30 for classrooms, rehearsal rooms, and practice rooms or studios.</p>		<p>seating for the entire school population.</p> <p>3. Individual areas, with access to recording equipment, are provided for the purpose of student assessment.</p> <p>4. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
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