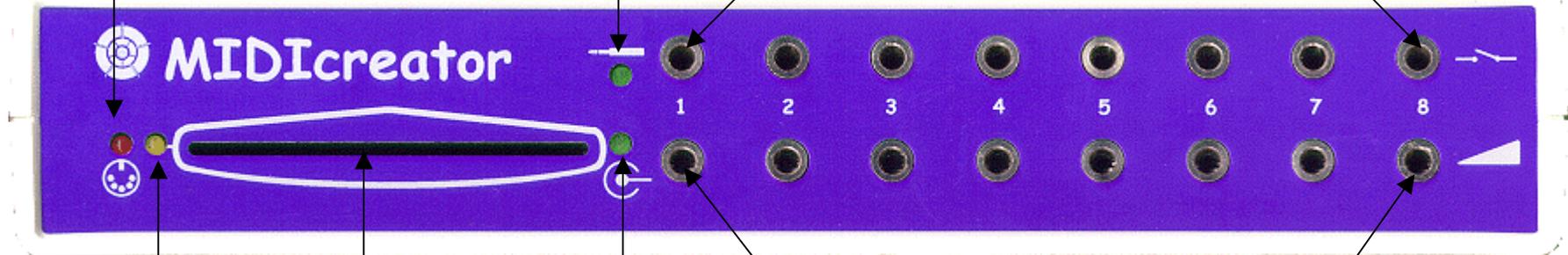


# MIDIcreator

This light flashes when sensors are being used

This light goes off if a faulty sensor is plugged in the top row

Top row – switch sockets



This light flashes when you insert a new card

This light goes off if a faulty sensor is plugged in the bottom row

Bottom row – proportional sockets

Card slot for Config Cards

# Switch

A switch is like a light switch – it can have two actions ON or OFF.

It can play sounds like drums, chords or single notes.



# Sensor

A proportional sensor is like a light dimmer switch – it can have lots of levels between ON and OFF.

It can play sounds like a series of notes, scales or a number of chords.



Description:

Type:

Playing:

Mounting:

Example:

**Card:**

**Socket No:**

Information:

# Choosing a switch or sensor

- Where is the student most likely to move / make gestures?
- Is the movement consistent?
- Is the movement repeatable?
- How considerable is the action?

## Other considerations:

• **The size of a sensor:** Smaller sensors are easy to position, less obtrusive and often require smaller controlled movements. Larger sensors may act as a better target or be easier to play, providing a good starting point.

• **The feel of a sensor:** Sensors vary in texture and a student may respond to one more than another. Sensors can always be covered with other materials to make them more acceptable or usable. This is particularly useful for people with visual impairments.

• **The area of operation:** Some sensors contain a specific area of operation such as a main target, indicated by a symbol or different material such as the MIDI sensor and MIDI target switch. Others can be operated from contact anywhere on the sensor such as the MIDI floor pad and MIDI block, which could offer more advantages for students with visual impairments. The MIDI gesture has a beam in which the gesture is to be made for operation, therefore the notion of cause and effect may appear less obvious.

# Mounting a switch or sensor

- How will the student be comfortably positioned for music sessions?
- Are there any areas where obstruction should be avoided?
- What type of sensor is to be mounted?

- **MIDIsensor** - is very versatile and can be mounted onto plates easily using Velcro, often with the aid of poles for added height. As a result of its light weight and size, the MIDIsensor can be easily adjusted with the student in place, without unnecessary disruption.
- **MIDitargetswitch** - has its own built in strap that is suitable for attachment to an arm, leg or proximate object such as a pillar or table leg.
- **MIDicompass** - operates through movement of the sensor itself, requiring contact with the student. There are Velcro straps available for attaching sensors to a leg, arm, head etc.
- **MIDIfloorpad** tends to remain static on the floor while students can step, jump, lay or roll on it for activation. Velcro or reusable adhesive may be a solution for attaching it to anything other than the floor, such as a flat pillar, table, or chair.



**Name:**

**Date of birth:**

**Movement range:**

**Preferred movement:**

**Movements to avoid:**

**Playing position:**

**Preferred switches:**

**Preferred sensors:**

**Other:**

# Musical ideas to promote communication

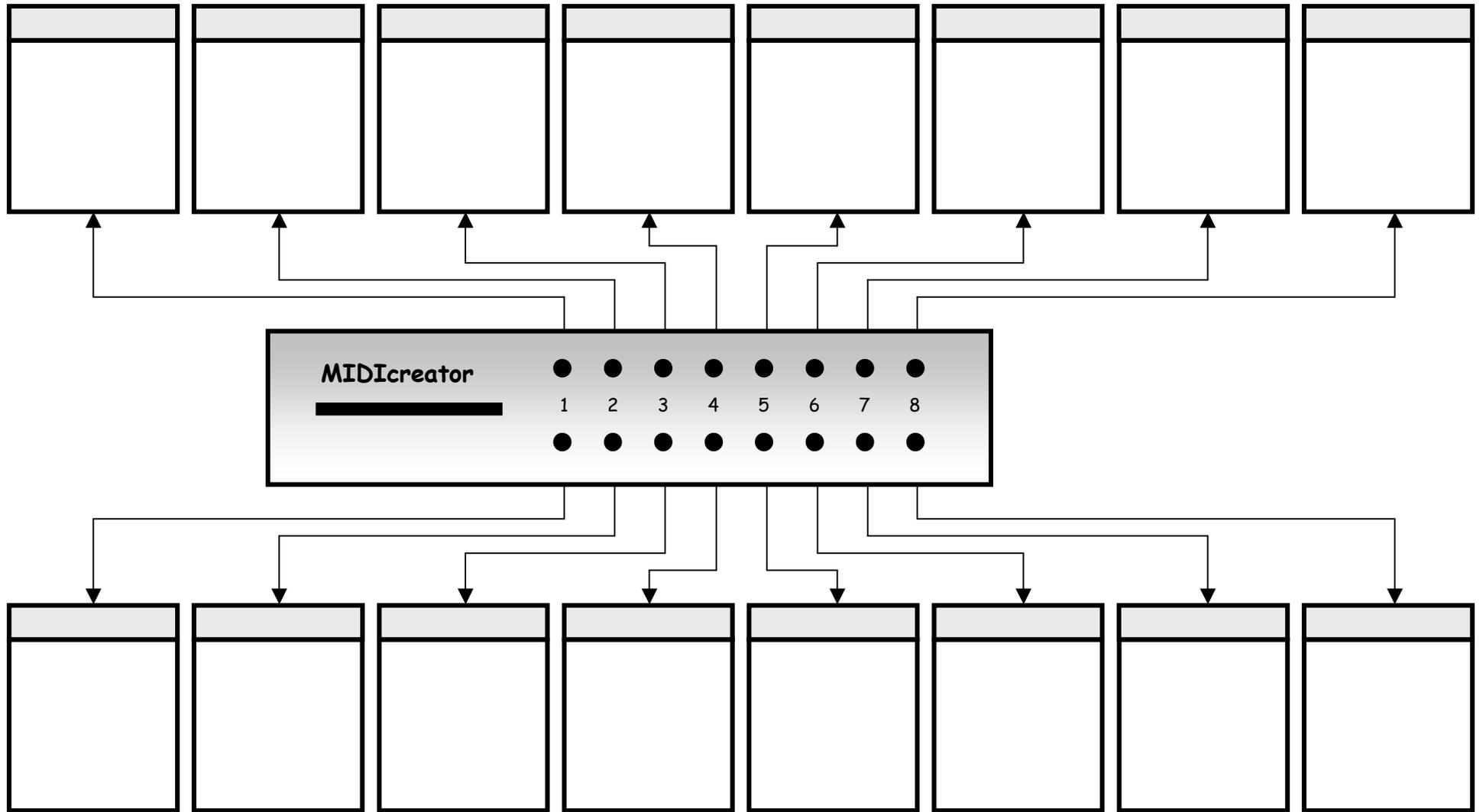
## Work individually (one-to-one)

- Explore switches and sensors
  - Try different positions
- Give a choice of sounds or switches
  
- Call and response
  - Try singing the sound back
  - Play your own sensor or switch
- Encourage eye contact & vocalisations
- Try reinforcing sounds by touch i.e. provide another sensory stimulus
  
- Incorporate motivating textures to promote handling the switches and sensors
  - Wrap switches in materials
  
- Give the child space and time to experiment with the sounds
- Respond to their actions, rather than trying to direct

**Be creative - there is no set way to use the equipment.**

# Performance ideas

- Establish a theme and objective
  - Curriculum theme
  - Piece of music, story, poem, play
- Decide on the sounds to use, including acoustic sounds such as percussion
- Give each child an instrument to play.
- Explore individual sounds. Make each child aware of the sound that their switch makes.
  - Keep other children quiet and allowing each to play on their own
- Develop cues for stopping and starting.
  - This could be visual (i.e. Widge symbols) and/or spoken or signing.
- Experiment with layering sounds.
  - Which ones go together, which ones clash etc
- Put together a structure for the piece
  - How do we start and finish?
  - Are there going to be soloists?
  - Are there going to be sections?
  - Is the piece going to speed up and slow down?
  - When will different instruments come in?
- Create a 'score' using symbols and a simple timeline
  - A series of symbols to show when instruments start or play
  - Choose someone to conduct this
- Practice
  - Week to week
- Perform!
  - Class assembly?
  - Video record
  - Audio recording
- Listen back to the performance
  - Evaluate





Switched Sockets - 1-8 Top Row		Proportional Sockets - 1-8 Bottom Row	
Socket	Sound	Socket	Sound
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	