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Section 2
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**Reading Response 3 (Ayers Ch 3)**

 This chapter focused on creating an environment that encourages learning. Ayers describes how he would have his classroom set up for various age groups and how this set-up would benefit his students. What I really liked was that he always displays his student’s artwork around the classroom. Even though this would be hard to do in a music classroom (I mean, you can’t really visually display music) I can think of many ways how this idea could be incorporated. For example, we could hang pictures of each student playing their instrument. In addition, a music room could have a bulletin board of concert programs or a wall full of posters for various music camps. Ayers liked to fill his classrooms with things that would spark experimentation such as blocks and art easels. In a music room, I would have computers with notation software, for kids who may be interested in composition, as well as a variety of fun instrument that students could play with. Similar to Ayers classroom, these items would encourage students to explore music in different ways and have fun doing it. Ayers describes how his student’s experimentation led to many projects and assignments. Again, in a music setting, the same could apply. We could assign some sort of composition project or a project exploring different rhythms using percussion instruments. The possibilities are literally limitless and, most importantly, we could use these projects to get students excited about music.