

Organ Assembly Overview

Simultaneous 1st Steps

Frame Team

Assemble
Frame, side
panels first
(start with #'s 1)

1a

Keyboard Team

Arrange keys in
order

1b

Tracker Action Team

Attach trackers to
pull down pins on
windchest
(aka pallet box).
Investigate
mechanism.
Explore function of
sliders.

1c

Pipe Team

Sort pipes into
two groups:
open, closed.
Arrange pipes in
order & install on
toe board

1d

Wind Team

Become familiar
with components
and path of air
flow. Hook hose to
feeder bellows &
explore quality of
PRESSURE

1e

Some team's 1st steps will take less time than other team's. One activity students can pursue once they have completed their 1st step, while they wait, is to work with the 'Parts of the Pipe Organ' & 'Path of Wind' worksheets. They can start with the parts with which they are working.

Assembled Frame

2nd

Install keys into frame

3rd

Insert windchest into frame,
All Eyes on Mechanism,
install & explore sliders

"All Eyes" is a good opportunity for this team to show and demonstrate the mechanism of the windchest (before it all gets covered up)

4th

Attach trackers to keys

Tracker team can share this step with the Keyboard team

5th

Install toe board with pipes

6th

Install the Wind components:
reservoir bellows slides into frame, attach
wind trunk, and...

TEACHER: make sure sliders are in CLOSED position before they first attempt to play. When no sound is made, they will quickly use their new knowledge to determine the cause

Interchangeable. Install wind first and explore the wind through the windchest while the pipes are off

Now for some music!

What to do BEFORE class: SET UP

Arrange the materials and kit components by Team, in different areas of the room, if possible. See diagram below:

<u>Frame Team</u> • 12 frame component • 16 tusks 1a	<u>Keyboard Team</u> • Keys (out of their tray & out of order & in different orientations) • Tray • Keyboard retainer 1b	<u>Tracker Action Team</u> • Windchest (aka pallet box) • Sliders • Trackers 1c	<u>Pipe Team</u> • Pipes (mix closed pipes with open pipes, some upside down, not in order) • Toe board 1d	<u>Wind Team</u> • Feeder bellows (don't lift by handles) • Hose • Reservoir bellows • Wind trunk • Spare pipe 1e
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Do NOT put out the small wooden mallet(s) (if included in your kit). The mallets are for removing the tusks from the joints when disassembling, only, and usually not necessary.

What to do BEFORE class: continued

Short on time?

Some pre-assembly and sorting can greatly shorten the assembly (but also lessens the pedagogical experience, so use sparingly):

- Pre-sort the ranks of pipes into 'open' and 'closed' (grouped by type rather than mixed)
 - Extremely short on time? Have pipes arranged in order (as they are in the case)
- Arrange the keys of the keyboard in order, ready to be installed
- Pre-assemble the sides of the frame
- Have the trackers already attached to the windchest

What to watch out for, behaviors to avoid, ANNOUNCEMENTS to make before starting:

- Blowing on the pipes is A-Okay. Please **demonstrate** that they can wrap their hand around the foot (stalk at end) of the pipe and then put their mouth on **their** hand to blow, rather than putting their mouth **directly** on the pipe
- The screw hooks on the keys should NOT be turned or adjusted even though some face forwards and some face back and the keyboard might not be even at the end (that can be changed by swapping trackers between the lowest and highest hanging keys)
- Fingers do not need to be reaching into the windchest. Make the point that **only WIND should be passing through ANY holes in this kit** (no fingers, please).
- Pipes and keys and most parts need 2 hands
- There are heavy components that need to be lifted into or slid into the frame (windchest, toe board and reservoir bellows). Make sure they have help or enough hands & spotters.
- Bellows (both feeder and reservoir): need to be lifted as a whole and not carried by the handles on the feeder bellows or the weighted top of the reservoir... the bellows will tear!
- Before the build, put away all pencils and writing utensils capable of marking.

What to do AFTER assembly: (fill in your own ideas)

- Each participant can take turns playing & pumping
- While awaiting their turn, others can be completing the various worksheets or drawing the organ(s)

Potential Discussion Questions as a class:

- Who thinks their part of the organ was the most important piece? Why?

What to do AFTER class: See Packing Instructions