

SoundPlay Outdoor Musical Instruments

... bringing the sound of music to playgrounds



SSP

SoundPlay

Made up of three groups: Melodic Percussion, Animal Drums and Sound Sculptures, the equipment offers unique opportunities to develop skills as wide ranging as non-verbal communication, gross motor development and peer group/intergenerational interaction.

Instruments can be used in stand-alone formats or combined into a unique playscape offering children the chance to explore music in a fun and exciting way in playground, forest or park environments.

Sound Sculptures

SSP SoundPlay provides a variety of structures and sculptures that draw upon the array and depth of other musical cultures around the world.



Rain Wheel

Based on the rain stick tube rattle of the Americas, the Rain Wheel is a 56cm diameter PVC pipe wheel.

Kalimba

A giant (152cm tall) thumb piano (Sansa, Mbira or Rumba box). Six pitches, pentatonic scale.



Customer's Designs

If you have ideas for instruments and would like Bond Anderson to make them a reality just let us know.



Melodic Percussion

Marimbas and Metallophones are related instruments that produce their sound when their tone bars are struck; both have PVC resonators (tuned hollow tubes) suspended under the tone bars for amplifying the sounds.

Metallophones have metal (aluminium) tone bars producing a sustained bell-like sound that provides a good harmonic foundation in the lower range (bass and tenor) and a bright ringing tone that carries well in the upper range (soprano). There is a choice of 8 bass, tenor and soprano models

Marimbas have wood (pressure treated Southern Yellow Pine) tone bars producing rich, full tones which are shorter in duration than those of a metallophone. There is a choice of 4 tenor or soprano models.



Amadindas are xylophones with African roots made from Ipê hardwood, they consist of tone bars without resonators. There is a choice of 3 models with a varying number of pitches.

Drums

Animal Drums are inspired by the “Teponatzli” of the Aztecs, alligators, dragons and turtles become sculptural tongue drums, a type of drum distinguished by U-shaped cuts that form longer and shorter tongues which play lower and higher sounds.

The hollow body of the animal resonates and amplifies the sound of the drum while other sculptural elements (heads, shoulders, tails and feet) offer a variety of sounding surfaces for rhythmic play. Heads and tails are carved from “Trex”, a highly durable, non-splintering wood/polymer lumber manufactured from recycled materials.

Tongue Drums are wooden box drums with ratio tuning: two pitches per drum. The tone-producing surface is made from Ipê hardwood. 2 mallets are supplied per drum.



Palm Pipe Drum consists of dome top PVC pipes in a stand, played with the palm of the hand.

A new dimension in Playground design

Over the years, playground manufacturers and designers have found many innovative and exciting ways of adding fun, learning and creativity into play schemes. Much of this innovation has been driven by the need to increase play value and make play schemes fully inclusive; to cater for the needs of all children in the community.

Sound and music have long been recognised for their ability to act as a creative outlet but the use of sound and music within playground designs has always been limited by the delicate nature of the instruments available and their unsuitability for outdoor environments. That is until now!

SoundPlay from SSP is a robust and beautiful range of hand-crafted outdoor musical instruments created by US-based musician/artist/craftsman Bond Anderson specifically to bring music, communication and creativity into outdoor playgrounds. Able to withstand the rigours of the playground and the worst extremes of the British weather, these finely tuned percussion instruments and sound sculptures are easy to play and allow children of all ages and abilities to express themselves with creativity and confidence.



SoundPlay in Education

The introduction of the Special Educational Needs and Disability Act (2001) has led to increasing integration of children with special needs and disabilities into mainstream education. This has presented challenges to many schools and has led to an examination of the physical and educational needs of these children in and around school buildings.

Recent surveys have revealed that little attention has been paid to disabled children's experiences in primary school playgrounds and as a result children can feel excluded from a key part of their educational experience.

Sound and music are recognised for their ability to provide sensory stimulation. Children of all ages and abilities benefit on physical, cognitive and emotional levels from these responsive mediums. Yet these modes of play are rarely available for pupils to use on an on-demand basis, outside the confines of a structured session.

SoundPlay acts as a creative outlet, heightening self-esteem and listening skills. But it also provides real learning, enabling pupils to develop an understanding of vibration, resonance, pitch and tone. SSP SoundPlay equipment complies with DDA requirements (all of the components are accessible from a wheelchair) as well as meeting NCCA guidelines for special educational needs. These structures can be used to achieve concrete learning objectives, enabling pupils to increase their spatial awareness, hone their fine and gross motor skills, and increase their levels of concentration on an individual basis. But they are also an excellent means of encouraging pupils to interact with and take control of their environment through exploratory play.

All instruments are available in completed form, shipped to the site ready for installation.



“We’ve found that the equipment is exciting and interesting for all the children allowing them to interact with each other very well and play on an equal footing. Autistic and Downs Syndrome children are often frightened by loud noises and at first some of them were reluctant to use the instruments. It was noticeable, however, that the surprisingly mellow tones produced by the equipment encouraged these children to become more actively involved and to start enjoying the experience”.

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