



PATENT SPECIFICATION

(11) S85809

(21) Application No. S2010/0648

(22) Date of Filing of Application: 11/10/2010

(45) Specification Published: 06 July 2011

(51) Int. Cl. (2011)
G10D 13/00

(54) Title: Interactive musical educational learning centre

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TITLE**INTERACTIVE MUSICAL EDUCATIONAL LEARNING CENTRE****DESCRIPTION**

5 Accordingly, there is provided an interactive musical educational learning centre comprising a main frame, protruding brackets from each side surrounded by independent sub-frames, a support assembly consisting of legs coming down from the bottom of the main frame into stabilising leg bases which in turn may be standing or as a mobile unit
10 for ease of movement; a variety of percussion instruments fixed on the protruding brackets; four or more tubes suspended individually or in whole by suitable cord like material running horizontally through side holes in the tubing and back up to suspend through an eye in the top frame and back through the side holes of the next tube and so on and then secured at both ends.

15 The same applies at the bottom of the main frame with the cord to prevent the tubes from swaying or hitting each other in transporting; letters of the alphabet fixed via two-sided sticking mechanism to any part of the tubes for easy application and removal; same applies with numbers and shapes like animal figures.

20 The novel idea relates to musical instruments, letters, numbers and shapes like animal figures, all affixed on a designed frame. In particular the ideal relates to the fun tuition of music, maths, equations, colours and spellings to children of all ages and special needs. The product is adaptable for interior and exterior use.

25 Chimes are a musical instrument that can be found and played in orchestras. They are normally freestanding and vary in height and manufacturing composition. Orchestral chimes are unique in that they are rarely played in everyday music settings but yet awkward because they are so tall and hard to move thanks to their dead
30 weight.

They are most commonly played by a professional musician and can be very expensive to purchase.

Percussion instruments are vast and varied and can be used in many settings.

Children are rarely introduced to even the most basic of these instruments used in an orchestral setting or other. Accordingly there exists a need for a simpler design of

5 chimes incorporating percussion that offer some of the advantages of more expensive chimes but can be used everyday in a more practical and educational way in mainstream and special needs schools.

The advantages of the interactive musical educational learning centre is that it acts as

10 a mini orchestra and learning centre allowing kids to play instruments from different cultures and settings whilst making everyday educational requirements fun and easy for teacher and pupil alike.

The novel idea aims to enhance hand-eye co-ordination, interaction, focus, timing,

15 stimulation and enjoyment and encourages use on both a leisurely and educational scale. Frame design may vary on different models while the overall principle will be the same. The product will be more clearly understood with reference to the accompanying drawings.

20 In one embodiment the main frame 1 can be assembled by a click in system comprising of sections or a ball-in-socket system whereby the end of one section fits into a slightly larger open ended other section and secured or by a bolting system. The top horizontal section has gradual rounded corners on both ends facing the same direction downward and has a number of lugs 3 fixed to the underside to carry the suspension cord 4
25 between each chime 2.

In one embodiment the bottom horizontal section is a mirror type image of the top horizontal one with the rounded corners facing upwards towards the top and the lugs 3 evenly spaced along the inside again to carry the suspension cord 4.

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In one embodiment the bottom horizontal section may be raised and adjustable and the chimes 2 shortened to allow wheelchair access underneath.

In one embodiment the side sections 5, 6 and holding brackets 7, 8 may be rotatable in a 180° plane to allow close proximity access.

5 In one embodiment the long vertical side section 5 is fixed into top horizontal end and bottom horizontal end of the mainframe and has several protruding brackets 7 made up of a flat or tubular sturdy material with a hole at the end to allow for fixation of various instruments. This long section also has a sub frame, protruding out past the brackets 7 from each end of the long section with rounded corners to protect instru-
10 ments.

In one embodiment the short vertical side section 6 is fixed into top horizontal end and bottom horizontal end of the mainframe and has several protruding brackets 8, round or flat, again to allow various instruments with different fixings to be put on. This short
15 section also has a sub frame, protruding out past the brackets 8 from each end of the short section with rounded corners to protect instruments

In one embodiment the legs 9 will be attached or snapped on or clicked into the underside of the lower horizontal section of the main frame and in turn attached by any
20 of the means above to the stabilising leg base 10, made up from a heavy duty like material to keep a low centre of gravity for stability and transport purposes.

In one embodiment the frames may be made mobile by utilising braked wheels attached to the leg base of the unit, with wheels and leg bases having the capability to
25 swivel 360°. These wheels may be fixed permanently or be removable.

In one embodiment the chimes 2 are made from various materials, drilled at both ends and suspended by the aforementioned cord 4 and are cut to various precise lengths to give it a scale and can number from four to twenty.

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In one embodiment the main frames 1 and side frames 5 and 6 can be assembled and disassembled easily for flat packing or can be assembled in one complete unit. It can also be single or multi-coloured.

In one embodiment the educational numbers, figures, shapes and letters can be applied or removed by means of a double sided sticking mechanism or may be permanently stamped or engraved. They can be manufactured from a variety of materials.

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In one embodiment there is attached a list of activities which can be used in conjunction with the interactive musical educational learning centre i.e. numerical rhymes, equations, spellings and songs.

10 In one embodiment the main frame 1, and the vertical side sections 5 and 6 may or may not have curves as an option for appearances purposes.

DESCRIPTION OF DRAWINGS

The product will be more clearly understood with reference to the accompanying drawings in which Figure 1 is a 3D drawing of the invention accompanied by some of the aforementioned chime and percussion instruments. Figure 2 is an elevation drawing of the product.

Referring to Figure 1 there is illustrated a main frame 1 comprised of a frame surrounding chimes 2. The main frame 1 has a number of lugs 3 to which in turn carry a suitable cord like material 4 to suspend the chimes. The lugs may be attached individually to the main frame 1 as shown in Fig 1 or alternatively may be attached in whole form as shown in Fig 2.

Referring still to Fig 1 the long vertical side section 5 will have, attached to one side, protruding side brackets 7 made up of a flat or tubular sturdy like material with a hole at the end to allow fixation of various instruments , e.g. cymbals, bells, etc. The short vertical side section 6 also has protruding brackets 8 made up of a flat or tubular sturdy like material again to allow fixation of various instruments.

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The legs 9 will be attached to the underside of the bottom section of the main frame 1 by the aforementioned means to which in turn are attached to the leg base 10 which may or may not have a mobile option.

25 The invention has been explained with reference to a non-limiting embodiment. A skilled person will understand that there may be made alterations and modifications to the explained embodiments which are within the scope of the invention as defined in the claims.

CLAIMS

1. An interactive musical educational learning centre for the purpose of entertaining and educating children in mainstream and special needs schools comprising:

5 a mainframe (1) which includes lugs (3) on its inner (upper and lower horizontal) side for fixing of musical chimes (2), wherein the lugs may be adhered individually or in a whole multiple unit form;

10 an attachment means (4) for suspending the musical chimes (2) from the lugs (3);

a long vertical side section (5) comprising a long sub frame including protruding brackets (7) of flat or tubular construction for fixing of various musical instruments;

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a short vertical side section (6) comprising a short sub frame including protruding brackets (8) of flat or tubular construction for fixing of various musical instruments and

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a stabilising unit in the shape of two legs and leg base combinations (9, 10) adhered to the lower section of the mainframe.

2. An interactive musical educational learning centre, as claimed in Claim 1, wherein:

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the mainframe (1), the vertical side sections (5, 6) and the stabilising unit (9, 10) are connected via a click in/out system for ease of assembly/disassembly or may be assembled as one whole unit;

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the bottom horizontal side of the mainframe may be raised and adjustable in height, and the chimes shortened, to allow wheelchair access underneath;

the vertical side sections (5, 6) may be rotatable in a 180 degree plane for ease of use.

3. An interactive musical educational learning centre, as claimed in Claim 2, wherein the stabilising unit (9, 10) may be made mobile by attaching wheels and wheels braces to the leg base section (10) of the unit; the wheels having the capability to swivel 360°.
4. An interactive musical educational learning centre, as claimed in Claim 3, wherein a range of musical instruments may be attached to the protruding brackets (7, 8) of the vertical side sections (5, 6).
5. An interactive musical educational learning centre, as substantially hereinbefore described with reference to the accompanying drawings.

FIG. 2

