

Play And Stop

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With energy  round 50

The musical score is written on a single treble clef staff in the key of D major (one sharp). It consists of three lines of music. The first line starts in common time (C) and changes to 2/4 time. The second line starts in 2/4 time and changes to common time (C) and back to 2/4. The third line starts in 2/4 time and ends with a glissando. Chord symbols D, G, and A are placed above the staff. Lyrics are written below the staff, including 'Play and play and play and STOP (sil- ence) Play and play and play and STOP (sil ence) Play and play and play and STOP (sil ence) Play and play un til we DROP _____'. A 'Glissando' marking is present at the end of the third line.

Play and play and play and STOP
(silence)
Play and play and play and STOP
(silence)
Play and play and play and STOP
(silence)
Play and play until we dro - p

You can either sing this song in relatively strict tempo as given here, or extend each silence until a member of the group signals that you should sing the next line.

After one repetition of the lyrics, you may want to get everyone to practise "playing until they drop" . . . if (as leader) you can stand the brief chaos it should be fun. Try using a long breath in and group SSHH to regain calm before starting again!

Explore different sounds, textures / timbres and instruments, or you could try substituting -"CLAP" or "SHAKE" as the group clap or shake their hands.



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Play and play and play and STOP
(silence)

Play and play and play and STOP
(silence)

Play and play and play and STOP
(silence)

Play and play until we dro – p

*Try extending each silence until a member of the group signals that you should sing the next line. Explore different sounds or instruments, for example try **CLAP** or **SHAKE** instead of **PLAY** as the group clap or shake their hands.*

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Some suggestions on how to use this song

This song is written in the familiar 'burst-pause' format and can be used effectively with groups or individuals. There is a burst of activity and then a pause as we sing the first three lines. On the last line, 'Play and play until we.....drop,' we raise our shakers or whatever we are singing about higher in the air, and then drop our hands down to the floor.

You can make large symbols for 'play' and 'stop' in order to teach learners the words and their meanings. If you use a Velcro fabric apron, then you can place the symbols on your front and point to the appropriate action.

An AAC 'conductor' can use a simple voice output switch or other communication aid to direct the activity. The sequence of messages would be something like:

AAC singer 'We're going to ...	<u>Group 'Play and play and play and stop'</u>
AAC singer 'And now we ...	<u>Group 'Play and play and play and stop'</u>
AAC singer 'And again we'll ...	<u>Group 'Play and play and play and stop'</u>
AAC singer 'And then we'll ...	<u>Group 'Play and play until – we – drop.'</u>

I always offer each learner two shakers, so they can choose which they would like. And all adult helpers should have shakers too, so we all participate and are involved on an equal footing.

Shakers can be cheaply made from small containers like vitamin containers and clear plastic bottles. After you have washed them, put in some suitable beads or seeds or small coins. Use super glue to fix on the cap. Then cover with holographic sticky back covering.

The song is flexible as you can introduce other actions. You can make symbols for these actions, or make an overlay for an AAC device, so learners can choose what to do next. Other actions that work well are clap, stamp, wave, nod, smile (when you get to 'stop' put on a really cross face!), tap, bang, sleep (sing the line sleepily, then look wide awake at 'stop') drive (pretending to drive a car) and anything else you can think of.

Notes written by Shan Greabe

Speech & Language Therapist

Play and stop

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.
- To explore objects and materials provided.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Mathematics – shape space and measures

PLevels P1(i) - P3 (ii) as for English

P4-5

- To search intentionally for objects in their usual place

Music –

KS 1 & 2

Unit 1 Ongoing Skills

Unit 2 Sounds interesting – exploring sounds

Unit 4 Feel the Pulse and rhythm

Unit 6 What's the score? – exploring instruments and symbols.

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

Unit 15 Ongoing Skills

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises, any participation is fully prompted.
- To show emerging awareness of activities and experiences, may give intermittent reactions. To engage in coactive exploration.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others. To perform actions, often by trial and improvement.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity. To actively explore objects and events for more extended periods.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To be aware of cause and effect in familiar events.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances
- To listen to and imitate distinctive sounds played on a particular instrument.

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support