

Topic: Sound and Silence (Go and Stop)

Some thoughts on **GO AND STOP**:

In terms of musical performance at its most basic level, and for ease of classroom management in general, a solid base of classroom experience with “go and stop” is essential. It also introduces the rhythmic concepts of sound and silence.

==> **TIP:** Songs like Greg and Steve’s “The Freeze” can be helpful for exploring sound and silence. You can also take any song the children know and turn it into a “freeze song” by adding silences in the middle.

- 1. Demonstrate sound and silence:** By singing, clapping, or playing an instrument, demonstrate sound and then silence. Reinforce this by simultaneously using (Mayer-Johnson) symbols for “go” and “stop,” and by saying “go” and “stop” before taking those actions.
- 2. Students tell teachers/paras when to go and stop:** By speaking, pointing to (M-J) symbols, or using switches, children tell teachers/paras when to go and stop. Performers can make sounds vocally or with instruments or body percussion.
- 3. Children perform “go” and “stop:”** Through vocalizing, playing instruments, clapping, or pressing switches, children follow teacher/para’s “go” and “stop” instructions, made verbally and/or by indicating the (M-J) symbols.
- 4. Using hand signals to indicate “go” and “stop” (conducting):** Although there are many different ways to conduct “go” and “stop,” the following are recommended here --

GO: two index fingers pointed toward person or group to play

STOP: two fists side-by-side, palms down (as if holding on to a single stick), then pulled apart

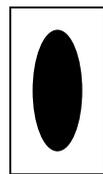
-- Of course, these may need to be adapted somewhat for those with physical disabilities prohibiting movement in this manner.

- a) A teacher/para can conduct while other adults assist children in following the conductor (vocally, or with instruments or switches).
- b) Children can take turns being the conductor. Teachers/paras and/or other students can be the “orchestra.”

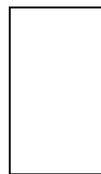
5. **Graphically notating sound and silence:** Although there are many ways to graphically notate tempo, the following system works effectively --

A symbol means “sound.” No symbol means no sound.

a) Go and Stop Cards: You can use (Mayer Johnson) symbols for this if the children have already been working with them; if not, make go and stop cards: cards with a symbol for “go,” a blank card for “no sound.”



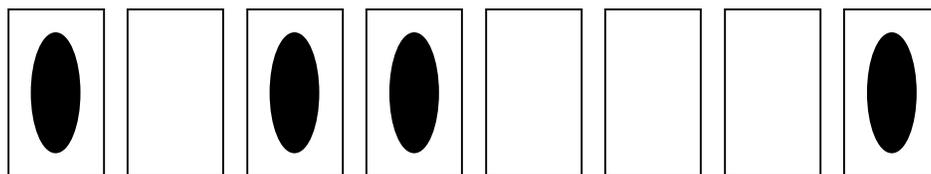
sound



no sound

- i. Post the cards on the wall. The leader points to the cards one at a time, in the order s/he desires, indicating to the players when to play and when to stop.
- ii. Using multiple copies of the cards as manipulatives, children can compose their own music by selecting a sequence of cards. The composer (or another leader) can then direct the performance by pointing to each card in the sequence selected by the child.

For example:



==> **TIP:** Cards can be laminated and Velcroed for ease of use. Bulletin boards and thumbtacks work for some populations as well.

b) Creating a score: using the same principles as for the Go and Stop Cards, create a score by writing the symbols horizontally on a paper.



-- To perform, one person leads by placing a stick (pointer, pencil, rhythm stick, etc.) vertically on the score, starting at the left side. The leader slowly moves the stick from left to right. Each time the stick passes a symbol, the performers play.

