

Anyone Can Play Unit 1–6 Knowledge and Skills

Refer to the documents 'Delivering the Scheme' and 'About the Anyone Can Play Scheme' for additional guidance

Unit	1	2	3	4	5	6
Title	Introducing Instruments	Exploring Instruments	Choosing Instruments	Introducing Sway	Introducing March	Introducing Loud and Quiet
Greeting	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C
Coordination	Wake Up	See What I Can Do	Can You Sway?	Can You Sway?	Roly Poly	You've Gotta
Taking Turns			Look In The Box	I Can Choose	Making A Choice	Can You Play?
Solo (this is the main learning activity)	Can You Hear?	Step Up	My Beat	Hazy Sway	Piccolo March	Big/Soft Sound
Goodbye	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C

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Title	Introducing Instruments	Exploring Instruments	Choosing Instruments	Introducing Sway	Introducing March	Introducing Loud and Quiet
Outcomes for Solo time. Depending on which option, a student:						
	Stills/animates to sounds Works coactively Works independently Passes on Makes choices with assistance Makes choices independently	Stills/animates to sounds Works coactively Works independently	Animates/stills to sounds Works coactively Plays one instrument only Alternates between both drums	Touches/plays for short time Plays for longer Plays with confidence	Moves/plays coactively Moves/plays independently Moves/responds to the beat Plays with awareness of style	Reacts to change Plays an instrument in the 'Big Sound' section Plays with awareness of style

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Sounds Of Intent: inclusive framework of musical engagement (six levels 1-6)						
Domains: R = reactive listening and responding to sounds and music P = proactive making sounds, singing and playing alone I = interactive making sounds and music with other people	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds I.1 relates unwittingly through sound I.2 interacts with others using sound	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds I.1 relates unwittingly through sound I.2 interacts with others using sound	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds I.1 relates unwittingly through sound I.2 interacts with others using sound	R.1 encounters sounds R.2 shows an awareness to sound P.1 makes sounds unknowingly P.2 intentionally makes or controls sounds I.1 relates unwittingly through sound I.2 interacts with others using sound

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Areas of Engagement for the whole unit (DfE). A student: (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
Exploration	Explores different instruments	Explores different instrument sounds using hands or beaters	Chooses an instrument to play a solo spot	Chooses a tuned percussion instrument/wind chimes to play a solo spot	Plays a drum with the beat using a choice of hands or beaters	Explores instruments during the 'Big Sound' section
Realisation	Stills/animates to sounds	Stills/animates to sounds	Stills/animates to sounds	Touches/plays instrument for a short time	Moves with the beat	Reacts to change
Anticipation	Anticipates the sounds the instruments make	Anticipates the sounds the instruments make with different beaters/ways of playing or any other response	Anticipates the sounds the instruments make	Anticipates the sounds the tuned instruments make and the changes in pitch	Will anticipate the pulse/beat through movement or any other response	Will anticipate and recognise the loud/soft sections in a piece of music
Persistence	Interacts with the instruments	Shares instruments	Interacts with the instruments	Interacts with the instruments for longer periods of time	Interacts with music through movement or any other response	Interacts with the instruments for longer periods of time
Initiation	Works independently	Works independently	Plays a solo spot with spontaneity	Plays a solo spot with spontaneity	Can play instruments with some awareness of style using a beater	Can play instruments with an awareness of style

Listen and Respond	
Knowledge	Skills
<ul style="list-style-type: none"> To know a variety of songs 	<ul style="list-style-type: none"> To be able to move, play or respond to the songs

Explore and Create (Musical Activities)	
Knowledge	Skills
<ul style="list-style-type: none"> To know that we can respond to the pulse of the music To know the sounds of tuned and untuned percussion instruments To know some songs with instructions 	<ul style="list-style-type: none"> To be able to respond to the pulse of the music To be able to control the sounds of percussion or digital instruments To explore high and low sounds on tuned percussion or digital instruments To be able to play percussion or digital instruments with an awareness of style To be able to sing, sign or make a sound for their names in correct places

Share and Perform	
Knowledge	Skills
<ul style="list-style-type: none"> A performance is sharing music 	<ul style="list-style-type: none"> Perform any of the 'Solo Time' pieces taking turns in the solo spot using percussion instruments, vocals, or digital instruments