

# Anyone Can Play Unit 7–12 Knowledge and Skills

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

Unit	7	8	9	10	11	12
Title	Contrast	Imitation	Waltz	March	Loud and Quiet	Boogie Train
<b>Greeting</b>	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C	A, B or C
<b>Coordination</b>	See What I Can Do	Wake Up	Can You Sway?	Roly Poly	You've Gotta	You've Gotta
<b>Taking Turns</b>	Look In The Box	Listen To My Sound	I Can Choose	Making A Choice	Can You Play	Can You Play
<b>Solo</b> (this is the main learning activity)	Step Up	Strolling Through The Jungle Lion and Crocodile	Swaying	Marching Band	Big/Soft Sound	Boogie Train: Rainforest/ Seaside/Space/ Full Journey
<b>Goodbye</b>	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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<b>Outcomes for Solo time. Depending on which option, a child:</b>						
	Plays coactively Plays independently with a beater Plays with an awareness of style with a beater Shows a preference for wooden/metal instruments	Vocalises or makes their sound on cue Vocalises or makes their sound with an awareness of style Vocalises or makes their sound with clarity Makes their sound on cue Stops their sound on cue Shows a preference to a sound	Imitates the modelled sound Plays with a sense of beat Imitates the demonstrated sound Plays with a sense of their partner	Imitates the modelled sound Plays with a sense of beat Imitates the demonstrated sound Follows prompts or flash card directions	Accepts a given role in solo and group work Plays with an awareness of their role in solo and group work Chooses a solo instrument Plays chosen instrument at the appropriate time	Plays with group Stops when music stops Accepts their role as part of the main group Accepts their role as part of the solo group Anticipates cyclic structure

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<b>Sounds Of Intent: inclusive framework of musical engagement (six levels 1-6)</b>						
<p><b>Domains:</b></p> <p><b>R = reactive</b> listening and responding to sounds and music</p> <p><b>P = proactive</b> making sounds, singing and playing alone</p> <p><b>I = interactive</b> making sounds and music with other people</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>I.2 interacts with others using sound</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>P.3 intentionally makes simple patterns in sound</p> <p>I.2 interacts with others using sound</p> <p>I.3 copies others' sounds and/is aware of own sounds being copied</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>P.3 intentionally makes simple patterns in sound</p> <p>I.2 interacts with others using sound</p> <p>I.3 copies others' sounds and/is aware of own sounds being copied</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>P.3 intentionally makes simple patterns in sound</p> <p>I.2 interacts with others using sound</p>	<p>R.2 shows an awareness to sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>P.3 intentionally makes simple patterns in sound</p> <p>I.2 interacts with others using sound</p> <p>I.3 copies others' sounds and/is aware of own sounds being copied</p>

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<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for great alternatives to instruments and voice.)						
<b>Exploration</b>	Explores the different sounds using a variety of beaters	Explores the different sounds using their voice and/or instruments to imitate different animals	Imitates modelled sounds making a choice from different instruments	Imitates modelled sounds to follow the beat of the music	Explores and recognises when to start and when to stop playing their instruments	Explores the different sounds using their instruments to imitate different environments such as the seaside, rainforest and space
<b>Realisation</b>	Reacts to the different sounds and may show preference to the different beaters	Reacts to the different sounds and may show a preference to the different instruments or voice	Reacts to music by following and feeling a beat	Reacts to music by following and feeling a beat	Interacts with visual and audio cues	Reacts to the different sounds and may show preference to the different instruments
<b>Anticipation</b>	May predict the sounds different beaters make	Interprets auditory cues by imitating animal sounds using their voice or instruments	Anticipates the beat of the music	Anticipates the beat of the music	Anticipates when to play and when to stop playing through visual and audio cues	Anticipates when to play their section of the music; when to play in the chorus, when to play in the other sections
<b>Persistence</b>	Interacts with the instruments and shows an interest in the sounds being produced by different beaters	Interacts with the instruments or voice and shows an interest in the sounds being produced	Plays instruments with increasing attention to the pulse of the music	Plays instruments with increasing attention to the pulse of the music	Interacts with the instruments and shows an interest in the sounds being produced	Plays with sustained attention and the ability to change between section of music
<b>Initiation</b>	Plays instruments with some awareness of style using different beaters	Plays instruments and/or their voice with some awareness of style	Investigates the pulse of the music with some degree of independence	Investigates the pulse of the music with some degree of independence	Investigates their instruments and play with an awareness of their role in the group	Plays their section of music independently taking their cues from the music they hear

<b>Listen and Respond</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● To know a variety of different songs and styles</li> <li>● To be able to recognise the beat/pulse of the music</li> <li>● To recognise loud and soft in music</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to demonstrate a response to different songs</li> <li>● To be able to create loud and soft musical sounds</li> </ul>

<b>Explore and Create (Musical Activities)</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● To know the different timbres of instruments</li> <li>● To know when to play the instruments and/or vocalise</li> <li>● To know how to imitate sounds</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to make music with a sense of beat and rhythm</li> <li>● To be able to make music with a sense of style</li> <li>● To explore loud and soft sounds on percussion or digital instruments</li> <li>● To be able to imitate sounds vocally, or on percussion or digital instruments</li> </ul>

<b>Share and Perform</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● Know how to take turns to play / make musical sounds in the solo spots – and then join in together with the group</li> <li>● To know when to play loud and soft</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to perform in a group setting, taking turns to perform solo spots, join in with the group, with an increased ability to play loud and soft</li> </ul>