

## Anyone Can Play Units 13–18 Knowledge and Skills

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

Unit	13	14	15	16	17	18
Title	Instrumental Skills	Right Sound – Right Time	Playing in a Group	Directing	Shake–Tap–Ring	Shhh!
<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>	Wake Up	Tropical Island	Tropical Island	C'mon	I Can Move	I Can Move
<b>Taking Turns</b>	Big Noise	Under The Sea	Under The Sea	Big Noise	Shake-Tap-Ring	Choosing
<b>Solo</b> (this is the main learning activity)	This Is How	The Whale	Jellyfish Chorus The Jellyfish	March To The Ring	Come On And Play	The Gorilla
<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>						
	<p>Makes an independent choice</p> <p>Matches cards to instruments</p> <p>Recognises their cue to play</p> <p>Shows awareness of mood and style</p> <p>Plays with a partner</p>	<p>Anticipates “Whoosh”</p> <p>Vocalises “Whoosh” or imitates “Whoosh” on an instrument</p> <p>Uses gesture on “Whoosh”</p> <p>Creates an appropriate sound on a cymbal</p> <p>Plays an appropriate sound on a cymbal</p> <p>Controls ocean drum effectively</p> <p>Plays specified drum at the correct time</p> <p>Plays specified instrument with control</p>	<p>Joins in actions</p> <p>Anticipates “Splash”</p> <p>Vocalises “Splash” or imitates “Splash” on an instrument</p> <p>Creates an appropriate sound on a cymbal</p> <p>Plays an appropriate sound in the correct place</p> <p>Plays with awareness of style</p> <p>Shows an awareness of pulse</p> <p>Plays with an appropriate volume</p> <p>Accepts and executes role of: cymbal player, glockenspiel player, group player, solo vocalist</p>	<p>Follows directions to play</p> <p>Follows direction to play solo</p> <p>Directs the group using flash cards</p> <p>Directs the group using gesture</p>	<p>Recognises and reacts to flash cards: with physical and verbal prompts, with subtle prompt, without prompt</p> <p>Selects a card and finds the associated instrument with: physical and verbal prompts, with subtle prompt, without prompt</p>	<p>Anticipates getting quieter</p> <p>Shows awareness of getting quieter</p> <p>Shows gross motor control</p> <p>Shows fine motor control</p> <p>Gives clear example of getting quieter</p> <p>Follows clear example of getting quieter</p>

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

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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 textures when combining instruments in a group	Explores different vocal sounds and/or imitate vocal sounds on instruments	Explores different dynamics whilst playing in a group	Explores different gestures and flash cards to direct the group	Explores the different timbres of the cymbal and drum	Explores changes in dynamics whilst playing instruments
<b>Realisation</b>	Interacts with instruments trying different ways to play them	Discovers different ways to vocalise sounds and/or imitate vocal sounds on instruments	Responds to others in the group, interacting with what others do	Responds to others in the group, following direction of others as well as directing others	Will react to flash card directions	Will react to audible prompts when playing instruments
<b>Anticipation</b>	Matches images of instruments to the real thing, they anticipate the sound the instrument will make	Anticipates and vocalises or plays the “Whoosh” sound and knows when to play appropriate sounds in the correct place	Anticipates and vocalises or plays the “Splash” sound and knows when to play appropriate sounds in the correct place	Follows a ‘musical director’s’ visual directions and gestures	Associates images with instruments and responds to visual prompts. They can also predict when to play without prompt	Will anticipate when to change dynamics
<b>Persistence</b>	Plays instruments with increasing attention to the mood and style of the music	Can play specified instruments with control	Can play specified instruments with control including dynamics	Uses hand movements and other gestures to direct others in their class	Can play specified instruments with control	Can play a variety of instruments with greater control including dynamics
<b>Initiation</b>	Recognises their cue to play their section of music	Can play within a group at the appropriate time without needing direction	Can play within a group at the appropriate time without needing direction	Acts with spontaneity, using a variety of gestures to direct their class	Can play within a group at the appropriate time without needing direction	Can play within a group at the appropriate time without needing direction

<b>Listen and Respond</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● To have an awareness of the mood and style of a piece of music</li> <li>● To find the pulse of the music</li> <li>● To recognise loud and soft in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>● To respond to music – for example by moving different parts of the body with an increased understanding of pulse</li> <li>● To be able to hear (or determine) when a piece of music gets quieter/louder</li> </ul>

<b>Explore and Create (Musical Activities)</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● To know when to be the soloist and when to be a part of the ensemble</li> <li>● To know how to direct the ensemble</li> <li>● To know how to play quietly</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to follow directions given by others when playing a piece of music</li> <li>● To be able to give directions to the ensemble</li> <li>● To be able to get quieter when playing an instrument</li> <li>● To be able to anticipate when to make sounds in a piece of music</li> </ul>

<b>Share and Perform</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● To know how to follow directions</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to follow directions from others when performing music that include directions such as stop, start, loud, and soft</li> </ul>