

Anyone Can Play Units 19–24 Knowledge and Skills

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

Unit	19	20	21	22	23	24
Title	Playing Quietly	Using Flash Cards	Composition	Patterns	Pulse	Pitch
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	Can You Move	Feel Your Whole Body Move	Feel Your Whole Body Move	Select a coordination song that you enjoyed	Select a coordination song that you enjoyed	Select a coordination song that you enjoyed
Taking Turns	All Join In	Anyone Can Play	Do You Wanna	Come On And Play	Turns To Eight	Choosing
Solo (this is the main learning activity)	Night Time	African Instrumental	Latin Instrumental	Swing Instrumental	Take It Slowly and Give Me The Beat	Ups And Downs
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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Outcomes for Solo time. Depending on which option, a child:						
	<p>Listens carefully to the verse</p> <p>Plays with appropriate dynamic level</p> <p>Accepts solo role</p> <p>Demonstrates dexterity and awareness in the solo</p> <p>Accepts group role: waiting, turn-taking, makes independent choices</p>	<p>Matches a flash card to an instrument</p> <p>Responds when they see their card</p> <p>Starts on sight of their card</p> <p>Stops when their card is out of sight</p> <p>Shows clear leadership using flash cards</p>	<p>Recognises instrument flash cards</p> <p>Responds when they see their card.</p> <p>Starts on sight of their card</p> <p>Stops when their card is out of sight</p> <p>Directs the group using flash cards</p> <p>Gives clear indication from left to right</p> <p>Tracks 3-5 cards in a horizontal line left to right</p>	<p>Follows direction</p> <p>Anticipates direction</p> <p>Creates a pattern using flash cards with support</p> <p>Creates a pattern using flash cards independently</p>	<p>Shows fine motor skills</p> <p>Shows stylistic awareness</p> <p>Shows sense of structure</p> <p>Shows a sense of ensemble</p> <p>Can maintain a regular slow pulse</p> <p>Maintains a fast regular pulse in balance with the track</p>	<p>Shows a partial awareness of stepwise motion</p> <p>Shows a clear understanding of stepwise motion</p> <p>Improvises fluently using stepwise motion</p> <p>Shows refined coordination</p> <p>Follows directions by gesture accurately</p>

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Sounds Of Intent: inclusive framework of musical engagement (six levels 1-6)						
<p>Domains:</p> <p>R = reactive listening and responding to sounds and music</p> <p>P = proactive making sounds, singing and playing alone</p> <p>I = interactive making sounds and music with other people</p>	<p>R.2 shows an awareness to sound</p> <p>R.3 reacts to simple patterns in sound</p> <p>P.2 intentionally makes or controls sounds</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>R.3 reacts to simple patterns in sound</p> <p>P.2 intentionally makes or controls sounds</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>R.3 reacts to simple patterns in sound</p> <p>P.2 intentionally makes or controls sounds</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>R.3 reacts to simple patterns in 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>R.3 reacts to simple patterns in 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>R.3 reacts to simple patterns in sound</p> <p>P.2 intentionally makes or controls sounds</p> <p>P.3 intentionally makes simple patterns in sound</p> <p>P.4 reproduces or creates musical motifs and potentially links them together</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>I.4 engages in musical dialogues using motifs</p>

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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 great alternatives to instruments and voice.)						
Exploration	Explores quiet dynamics whilst playing an instrument	Reacts to different flash cards by matching the image to the instrument	Explores instrument sounds by choosing the order in which sounds happen and when to play	Explores patterns in sound using flash cards	Explores different tempi in music whilst playing instruments	Explores different pitches in music using tuned percussion instruments
Realisation	Can interact with instruments and control them to be able to play quiet sounds	Responds to others in the group, following direction of others as well as directing others	Discovers the effect of placing flash cards in different orders	Develops an understanding of more complex structures in music and the effect of repetition	Can recognise fast and slow pulses and respond appropriately to them	Can recognise different pitches and is able to improvise using stepwise motion
Anticipation	Will anticipate when to change dynamics and play quietly. They will choose instruments that can play quietly	Will respond appropriately to their cue card following the visual instruction	Will respond appropriately to their cue card following the visual instruction	Anticipates direction from their peers and follows these instructions	Feels the pulse of the music and can anticipate it to maintain this pulse in balance with the track	Can choose what notes to play and can improvise in a stepwise motion.
Persistence	Demonstrates dexterity when playing in a solo role	Can play specified instruments with control	Can play specified instruments with control	Can play longer pieces of music following different structure patterns	Can maintain a regular slow or fast pulse throughout a piece of music	Has developed the skills to be able to improvise on tuned instruments
Initiation	Can work as part of a group playing at the appropriate time independently without waiting for direction	Can take on a leadership role to direct the group	Can make decisions regarding the order of the piece of music	Can make decisions regarding the order of the piece of music, making more complex patterns	Can work independently to find the pulse of the music and recognise a fast or slow pulse	Acts with spontaneity when improvising on tuned instruments

Listen and Respond	
Knowledge	Skills
<ul style="list-style-type: none"> To know what a verse is 	<ul style="list-style-type: none"> To be able to recognise different sections of music when listening carefully to music
Explore and Create (Musical Activities)	
Knowledge	Skills
<ul style="list-style-type: none"> To understand how to control a beater / adapted beater / controller when playing a percussion or digital instrument To recognise a variety of percussion instruments To know how to follow direction To know how to direct an ensemble 	<ul style="list-style-type: none"> To be able to respond appropriately when they see their prompt (eg flash card) To be able to create patterns in music using a variety of percussion or digital instruments / sounds If appropriate – to be able to demonstrate fine motor skills when playing an instrument To be able to maintain a regular pulse on an instrument To be able to play in a stepwise motion on tuned percussion or digital instrument
Share and Perform	
Knowledge	Skills
When performing: <ul style="list-style-type: none"> Understand the role of the director Understand when to give direction and follow direction 	When performing: <ul style="list-style-type: none"> Show clear leadership Can improvise fluently using stepwise motion on tuned percussion / digital instrument