

MUSIC

ANYONE CAN PLAY

TLC Music Curriculum

An inclusive pathway for musical engagement, participation and progression



GREETING



COORDINATION



TAKING TURNS



SOLO TIME



GOODBYE

EVERY RESPONSE MATTERS • EVERY CONTRIBUTION IS VALUED



ENGAGE

Listen • Notice • Respond



PARTICIPATE

Explore • Choose • Play



PROGRESS

Interact • Create • Perform

TLC FOUNDATIONS • TLC THRIVE

EXPLORE • RESPOND • CONNECT • CREATE • PERFORM

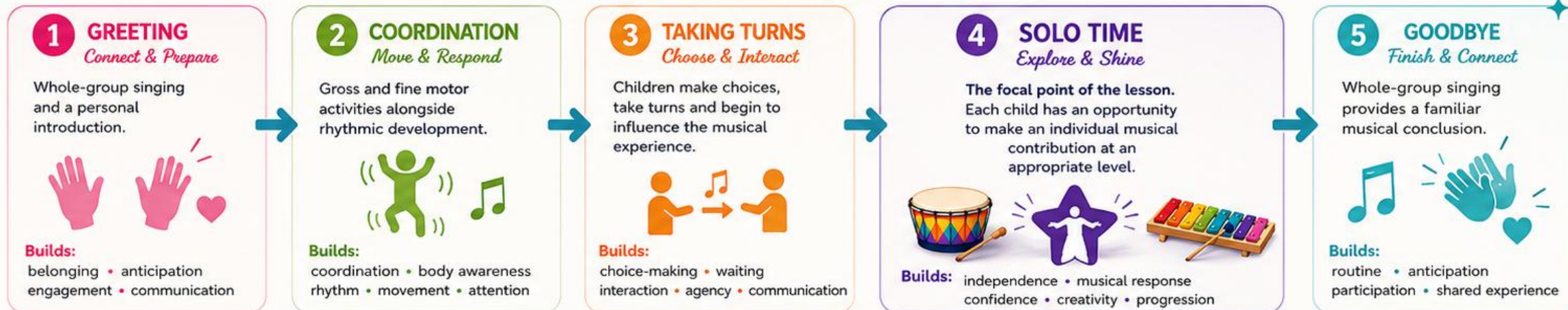


Our Approach to Music in TLC

Everyone can engage. Everyone can participate. Everyone can progress.

In TLC, musical progress begins with the individual learner. **Anyone Can Play** provides a flexible, student-centred pathway in which children can engage, respond, make choices, interact, create and perform at a level that is meaningful to them.

THE 5-ACTIVITY SEQUENCE



Activities may be omitted when appropriate, but the order remains the same.

Taking Turns is introduced from Unit 3 onwards.

SOLO TIME – THE HEART OF DIFFERENTIATION

ONE ACTIVITY • DIFFERENT RESPONSES • MEANINGFUL PROGRESS



Examples of ways participation may develop – not fixed levels.

OUR TLC PRINCIPLES



CHILD-CENTRED

Start with the learner, not their age or year group.



FLEXIBLE

Adapt resources, response mode and level of challenge.



NOTICE PROGRESS

Recognise subtle changes in engagement, anticipation, choice and independence.



AMBITIOUS

Provide opportunities to develop from response towards increasingly purposeful music-making.

♥ Progress may be heard, seen, felt or communicated in different ways. ♥

OUR ANYONE CAN PLAY CURRICULUM PATHWAY

24 progressive units • one flexible musical journey

Anyone Can Play contains 24 broadly progressive units.

Children do not follow the pathway according to age or year group. Staff select an appropriate starting point and move through, revisit or adapt units according to each learner's musical engagement, knowledge and skills.

PATHWAY 1

EXPLORE & RESPOND

Units 1–6

- 1 Introducing Instruments
- 2 Exploring Instruments
- 3 Choosing Instruments
- 4 Introducing Sway
- 5 Introducing March
- 6 Introducing Loud and Quiet



Developing:



ENCOUNTER → EXPLORE → CHOOSE

PATHWAY 2

IMITATE & PARTICIPATE

Units 7–12

- 7 Contrast
- 8 Imitation
- 9 Waltz
- 10 March
- 11 Loud and Quiet
- 12 Boogie Train



Developing:



RESPOND → IMITATE → PARTICIPATE

PATHWAY 3

INTERACT & CONTROL

Units 13–18

- 13 Instrumental Skills
- 14 Right Sound – Right Time
- 15 Playing in a Group
- 16 Directing
- 17 Shake–Tap–Ring
- 18 Shhh!



Developing:



CONTROL → INTERACT → DIRECT

PATHWAY 4

CREATE & LEAD

Units 19–24

- 19 Playing Quietly
- 20 Using Flash Cards
- 21 Composition
- 22 Patterns
- 23 Pulse
- 24 Pitch



Developing:



CREATE → LEAD → IMPROVISE



EXPLORE
& RESPOND



IMITATE
& PARTICIPATE



INTERACT
& CONTROL



CREATE
& LEAD

A PATHWAY – NOT AN AGE LADDER

TLC Foundations and TLC Thrive pupils may work within any appropriate part of the pathway. Starting points and next steps are determined by the individual child's musical engagement and development – not their chronological age.



REVISIT



ADAPT



MOVE FORWARD WHEN READY



Compassion



Ambition



Rejoice



Excellence



Service

RECOGNISING MUSICAL PROGRESS

Notice the small steps. Celebrate the musical journey.

Progress in *Anyone Can Play* is individual and may be demonstrated through subtle changes in engagement, response, interaction, control and independence. Staff observe what the learner does, how independently they do it and how their musical engagement develops over time.

THE 5 AREAS OF ENGAGEMENT



EXPLORATION

How does the child explore music?

- noticing and investigating sounds
- exploring instruments
- experimenting with movement or voice
- trying different ways of producing sound
- exploring musical contrasts

We might notice:



REALISATION

Does the child recognise that their actions make something happen?

- intentionally creating or controlling sound
- recognising cause and effect
- changing the way an instrument is played
- responding differently to musical features
- beginning to understand musical structures

We might notice:



ANTICIPATION

Does the child know what is coming next?

- anticipating a familiar musical moment
- preparing to play
- responding to a cue
- anticipating their turn
- anticipating changes in pulse, dynamics or structure

We might notice:



PERSISTENCE

Does the child sustain their musical engagement?

- staying engaged for longer
- repeating an action
- sustaining playing
- maintaining a pulse
- completing increasingly extended musical activities
- refining control

We might notice:



INITIATION

Does the child act independently?

- starting an action without prompting
- independently choosing an instrument
- initiating interaction through sound
- making musical decisions
- directing others
- creating or improvising spontaneously

We might notice:



SOUNDS OF INTENT – HOW WE UNDERSTAND MUSICAL ENGAGEMENT



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

A learner's musical profile may develop differently across R, P and I.

HOW WE CAPTURE PROGRESS IN TLC



OBSERVE

Notice what the child does and how they respond.



RECORD

Make brief notes at the point of observation.



CAPTURE

Use photos, video or audio to capture moments.



REVISIT

Review regularly to recognise change and development.



CELEBRATE

Share successes and build confidence and motivation.

EVIDENCE COULD INCLUDE:



PROGRESS IS MORE THAN THE FINAL SOUND.

ENGAGEMENT • COMMUNICATION • INTERACTION • ANTICIPATION • CONTROL • INDEPENDENCE • CREATIVITY

Small changes can represent significant musical progress.

PROGRESSION OF MUSICAL KNOWLEDGE & SKILLS

From musical awareness to purposeful, independent music-making

This progression shows how pupils may develop their musical knowledge and skills as they move through *Anyone Can Play*. Learners can begin at any point and progress at their own pace.

1 EXPLORE & RESPOND Units 1-6

Children are developing awareness that sound and music exist and that they can influence them.



LISTEN & RESPOND

- show awareness of sound and music
- respond to contrasting sounds
- respond through movement, gesture or vocalisation
- begin to recognise familiar musical experiences



EXPLORE & CREATE

- explore different instruments and sounds
- intentionally make or control a sound
- begin to make choices
- explore loud/quiet and different ways of playing



SHARE & PERFORM

- participate alongside an adult
- tolerate and begin to enjoy shared music-making
- make an individual contribution
- begin to recognise their own turn



I NOTICE → I RESPOND → I EXPLORE

2 IMITATE & PARTICIPATE Units 7-12

Children increasingly respond purposefully to musical patterns and other people.



LISTEN & RESPOND

- recognise contrasting musical features
- respond to beat and changes in music
- imitate simple sounds, actions or patterns
- demonstrate increasing awareness of pulse



EXPLORE & CREATE

- imitate another person's sound
- control an instrument with increasing purpose
- vary how they play
- make increasingly independent musical choices



SHARE & PERFORM

- take turns
- play alongside another person
- respond to a musical partner
- recognise solo and group opportunities
- participate for increasing periods



I IMITATE → I TAKE TURNS → I PARTICIPATE

3 INTERACT & CONTROL Units 13-18

Children use growing musical understanding to interact, control and contribute within an ensemble.



LISTEN & RESPOND

- recognise mood and style
- find and respond to pulse
- recognise loud and soft
- hear changes in dynamics
- anticipate musical events



EXPLORE & CREATE

- control instruments with increasing accuracy
- know when to play as soloist or ensemble
- play quietly when required
- follow musical directions
- give directions to others
- anticipate when to make sound



SHARE & PERFORM

- follow stop/start/loud/soft directions
- contribute within an ensemble
- take a solo role
- begin to lead or direct others



I CONTROL → I INTERACT → I DIRECT

4 CREATE & LEAD Units 19-24

Children increasingly make purposeful musical decisions and work with independence.



LISTEN & RESPOND

- recognise fast and slow pulse
- recognise different pitches
- respond appropriately to cues
- understand increasingly complex structures
- recognise repetition and pattern



EXPLORE & CREATE

- create musical patterns
- make decisions about musical order
- maintain a regular pulse
- control dynamics
- improvise using tuned instruments
- use stepwise movement in pitch



SHARE & PERFORM

- perform independently within a group
- sustain longer musical experiences
- respond to and give visual directions
- lead an ensemble
- make spontaneous musical decisions
- improvise with increasing fluency



I CREATE → I LEAD → I IMPROVISE

THE MUSICAL JOURNEY – DEVELOPING OVER TIME (NOT LINEAR)



AWARENESS

I notice
I become aware of sound and music.



INTENTION

I make something happen
I intentionally make or control a sound.



INTERACTION

I make music with others
I take part, take turns and respond to others.



CONTROL

I control my musical response
I play with purpose and follow direction.



INDEPENDENCE

I make musical decisions
I act and choose with increasing independence.



CREATIVITY

I create, lead and improvise
I use my musical understanding creatively.



PROGRESSION IS INDIVIDUAL

A learner may demonstrate different levels of development across listening, playing, interaction and performance. Staff use observation and knowledge of the individual child to identify appropriate next steps.



INCLUSIVE PRACTICE & ADAPTATION

Removing barriers • enabling participation • maintaining musical ambition

In **Anyone Can Play**, we adapt how children access music – not the value of their musical contribution.

Staff respond to each learner's physical, sensory, communication and learning needs so that every child can participate meaningfully and make musical progress.

1 ACCESS TO INSTRUMENTS

Make playing physically possible

- offer a range of instrument sizes and types
- position instruments within comfortable reach
- stabilise instruments where required
- use adapted beaters or alternative methods of sound-making
- consider electronic/assistive technology



Key question:
How can this child make something happen?

2 VISUAL & COMMUNICATION SUPPORT

Make musical choices understandable

- use photographs, symbols and visual cues
- offer clear instrument choices
- use cue cards for stop/start, instruments and musical roles
- model actions alongside language
- recognise gesture, eye gaze, movement, vocalisation or AAC as valid communication



3 PROMPTING & INDEPENDENCE

Give the least support needed



Move back or forward through the levels as needed.

4 SENSORY ACCESS

Respond to the individual learner

- consider volume and sound sensitivity
- introduce unfamiliar sounds gradually
- allow time to process and respond
- provide space to move where appropriate
- offer quieter instruments or ways to control volume
- recognise that engagement may look different for different children



5 CHOICE & AGENCY

Let the child influence the music

- choose between instruments
- indicate when or what to play
- select sounds
- choose a solo role
- make decisions about musical order
- progress towards directing others



FROM:
music happening around me
↓
TO:
I influence the music

6 ADAPT THE CHALLENGE – NOT THE AMBITION

Different routes into the same musical experience

One musical activity might involve:

- one child noticing the sound
- another choosing the instrument
- another playing at the appropriate time
- another responding to a partner
- another leading the group

All are participating in the same musical experience at an appropriate level of challenge.

OUR TLC MUSIC TOOLKIT



Visuals support understanding



Processing Time
allow time to respond



Sensory Adaptation
create the right environment



Accessible Instruments
a range of tools to make sound



AAC / Communication
many ways to express choice



Appropriate Prompting
least support needed



Choice & Agency
children influence the music



Assistive Technology
support access and participation

ACCESS ≠ LOWER EXPECTATIONS



We remove the barrier, preserve the musical learning and celebrate every meaningful response.



EXPLORE

RESPOND

CONNECT

CREATE

PERFORM



Compassion



Ambition



Rejoice



Excellence



Service