



Theme 1	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme - Performance	Performance: Rhythm and beat - start to play together	Performance: Rhythm and beat – begin to play in front of each other (classroom environment)	Performance: Small group ensembles – tuned percussion or simple tuned instruments (whole school environment)	Performance: Whole class performance – tuned percussion or simple tuned instruments with parts (wider community)
Question (based on specific components of knowledge and	Can you repeat a rhythm?	Can you keep a steady pulse?	Can you keep a steady pulse at different volumes?	Can you keep a steady pulse while changing the volume (dynamics) from loud to soft/soft to loud?
Vocabulary (progressive – so what are the new words?)	Repeat, Fast, Slow, Loud, Soft	Steady Beat, Pattern,	Ostinato, Speed up/slow down, Improve,	Notation, Accompaniments, Audience, Venue
Theme 2	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme - Composition and improvisation	Composition: Compose simple rhythms	Composition and Improvisation: Compose simple rhythms using graphic notation	Composition and Improvisation: Compose rhythms using standard notation	Composition and Improvisation: Compose rhythms and simple melodies using standard notation
Question (based on specific components of knowledge and	Can you compose a simple rhythm?	Can you compose a short repeated rhythm?	Can you compose a short repeated rhythm using a mixture of fast and long held notes?	Can you combine different melodies and rhythms to suit a particular theme?
Vocabulary (progressive – so what are the new words?)	Fast, Slow, Loud Soft	Beat, repetition, Graphic notation, Pitch, melody	Layers, Notation, Pitch,	Chords, Wide/narrow range, Scale,
Theme 3	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6

Theme - Listening and understanding	Listening and understanding: Exploring instrument sounds	Listening and Understanding: The Elements of Music	Listening and Understanding: Orchestral and World music	Listening and Understanding: Film music
Question (based on specific components of knowledge and	How do different instruments sound?	How does music create different effects and moods?	Can you recognise different musical instruments when you hear them?	How can musical elements such as chords, melodies and rhythms be used to accompany a film?
Vocabulary (progressive – so what are the new words?)	Timbral terms, eg: soft, scratchy, squeaky	Fast, slow, loud, soft, Pitch, High, low, repetition,	Instrument families: Strings, Woodwind, Brass, Percussion, Orchestra,	Chords, Happy, Sad,

Theme 1	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme - Performance	Performance: sing simple nursery rhymes.	Performance: Songs, Rounds and Chants	Performance: 2-part Singing	Performance: Multi-part Singing
Question (based on specific components of knowledge and	Can you sing a simple tune?	Can you sing a simple tune with others and hold your part?	Can you sing your own part in a group with expression?	Can you sing more complicated pieces of music with expression?
Vocabulary (progressive – so what are the new words?)	Steady Beat, Pattern, Chant	Chant, High, Low, repetition	Crescendo, Ensemble, decrescendo	Posture Projection, Expression,
Theme 2	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme - Composition and Improvisation	Composition and Improvisation: Explore percussion instruments.	Composition and Improvisation: Add body percussion to learned songs	Composition and Improvisation: Compose own songs based on learned songs with body percussion accompaniment	Composition and Improvisation: Compose own songs with body percussion or simple percussion accompaniment

Question (based on specific components of knowledge and	Can you create a percussive rhythm?	Can you start to compose your own body percussion piece?	Can you improvise within a given structure?	Can you compose your own body percussion piece with a clear structure?
Vocabulary (progressive – so what are the new words?)	Beat, Pattern, Repetition	Pattern, High, Low, Steady beat,	Ostinati, Improvise, Gradual, Sudden	Accompaniment, Beats in a bar, structure (verse/chorus)
Theme 3	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme - Listening and understanding	Listening and understanding: exploring instruments.	Listening and Understanding: Instruments of the orchestra	Listening and Understanding: Contemporary music	Listening and Understanding: Jazz and blues
Question (based on specific components of knowledge and	How do different instruments sound?	Can you name instruments from the orchestra when you hear them?	Can you recognise different instruments when heard and describe how they are played?	Can you recognise jazz and blues features when listening?
Vocabulary (progressive – so what are the new words?)	Fast, slow, loud, soft	Gradual, sudden, Rhythm, Tempo, Accelerate, Slow down	Dynamics, Tempo, Pitch	Beats in bar, ostinati, repetition