

Origins of the Curriculum

Our Key Stage 3 and 4 Music Programme of Study is derived from the National Curriculum for Music and shaped by best practice in inclusive, engaging music education within an Alternative Provision setting. It reflects Parkside Haven's commitment to delivering a high-quality, culturally rich curriculum that ensures all students, regardless of placement length, have access to broad and challenging learning opportunities that mirror the expectations of mainstream schools.

Our curriculum is designed to complement the music education provided by pupils' home schools while offering practical and theoretical depth that supports successful progression into post-16 education, training, or creative industries.

Parkside Haven's pupils come from a wide range of home schools and bring diverse musical experiences. We therefore deliver a flexible, balanced programme informed by the National Curriculum and functional skills content, without aligning rigidly to one single specification. This ensures pupils develop core musical knowledge, practical performance skills, and cultural understanding relevant across multiple pathways and exam boards.

The curriculum is structured to identify and address gaps in learning, ensuring pupils develop a secure foundation in music production, performance, theory, history, and genres. Pupils are encouraged to apply their learning practically through projects, performances, and creative work that build confidence and transferable skills. Where appropriate, pupils are supported to complete Arts Award units to gain nationally recognised accreditation in the arts.

At Parkside Haven, Music is delivered flexibly to respond to individual needs. Our Alternative Provision setting enables teachers to adapt and personalise the curriculum so that each pupil can progress at their own pace and according to their interests and starting points.

Designed for Alternative Provision (AP) this curriculum is deliberately tailored for the Raedwald Trust's AP context and Pathways available at Parkside Keys Stage 3 (see table below) to meet a wide range of needs, with short term and fractional placements. Practical activities, real-world applications, and topic-based learning help engage students who may have previously disengaged from mainstream science education. The inclusion of personalised content ensures that reintegration into mainstream schools is as smooth and academically aligned as possible.

**Where the support is offered in their mainstream setting (or agreed as part of their pathway offer) pupils will follow the curriculum provided by their home schools or music may be omitted from their fractional offer entirely.*

Pathways	Roll Status (full time/fractional)
KS3 Haven (6-24 weeks)	Dual Roll – fractional placement
Haven Highly Complex Yr9 (up to 2 years)	Dual Roll – fractional placement

Intent

To provide an inclusive, ambitious, and engaging music curriculum that equips all students with the skills, knowledge, and understanding needed to participate fully in musical life — whether as creators, performers, informed listeners, or arts leaders. The programme supports the delivery of the Arts Award framework (Explore, Bronze, Silver, Gold) to encourage progression, achievement, and personal growth through music.

Content and Sequencing

The core areas of our Music curriculum include:

- **Music Production:** Using music technology, loops, samples, and professional software to create and structure arrangements.
- **Music Performance:** Playing instruments, singing, rapping, and performing with confidence in solo and ensemble contexts.
- **Music History:** Understanding the development of music through time, its historical context, and significant composers and artists.
- **Music Theory:** Learning musical notation, rhythmic and melodic structures, and how music is communicated.
- **Music Genres:** Exploring how genres are formed, their cultural contexts, and their defining musical features.

Throughout Key Stages 3 and 4, students build their skills progressively:

Years 7–9: Pupils develop foundational skills in music technology and production, gain confidence in singing and instrumental performance, and deepen their knowledge of music history and theory. They learn to listen with discrimination, evaluate music across periods and styles, and understand the cultural contexts that shape music genres. Notation and basic theory are embedded, with increasing complexity each year.

Learning objectives are sequenced to ensure that skills and knowledge build logically over time. Pupils revisit and consolidate prior learning regularly, helping secure long-term understanding. Teaching is scaffolded and adapted to support all learners, drawing on cognitive science principles (e.g., Rosenshine; Fiorella & Mayer) to ensure lessons are accessible, stimulating, and challenging.

It is recognised that this policy describes the full-time offer; refinements are made for pupils accessing short-term or fractional placements to ensure relevance and responsiveness to their individual circumstances.

Overview of Units of Study

Year	Autumn Term	Spring Term	Summer Term
7	Music Production: Loops & Samples	Music Performance: Vocal & Instrumental Skills	Music History & Genres: Context & Culture
8	Advanced Production & Arrangement	Ensemble Performance	Theory & Notation Development
9	Song Writing & Composition	Performance Showcase	Music History: Genres in Context

Assessment and Outcomes

Formative assessment is embedded throughout the Music curriculum. Teachers use classroom observation, practical tasks, and discussion to monitor progress continuously and provide feedback that informs next steps. Termly summative assessments may include performances, presentations, and practical projects that align with learning objectives. These assessments guide future planning, highlight areas for intervention or extension, and support reintegration to mainstream settings.

Pupils' progress is tracked systematically. Assessment data informs personalised support and ensures that students leave Parkside Haven equipped not only with musical knowledge and skills but also with increased confidence, self-expression, and cultural understanding. Where appropriate, pupils achieve Arts Award units, adding value and recognition to their creative achievements.

Music and the Wider Curriculum

Cultural Capital The Music curriculum develops cultural knowledge by exposing pupils to a diverse range of music, genres, and creative practices. Pupils use current music technologies, study influential artists and composers, and learn about music's impact on society. Visits and enrichment activities further extend cultural capital and inspire engagement.

SMSC Music at Parkside Haven contributes powerfully to students' Spiritual, Moral, Social, and Cultural development. Students reflect on the meanings behind music, express their own identity, and work collaboratively in ensembles and performances. They learn to value different perspectives and use music to explore themes relevant to their lives and communities.

British Values Through music, pupils develop resilience, creativity, and teamwork. They learn to listen actively, respect others' contributions, and improve through practice and constructive critique. Song writing and performance help students develop their voice and confidence while promoting the values of democracy, mutual respect, and individual liberty.

Careers Music opens pathways to creative industries and a range of future roles. Pupils learn practical and transferable skills in technology, communication, and collaboration, equipping them for further education or careers within and beyond the arts.

Reading Reading and literacy are reinforced through song lyrics, notation, research, and presentation tasks. Pupils are supported to develop their vocabulary, reading comprehension, and written skills through project work, reflective writing, and Arts Award research.

Wider School Life Music enriches daily life at Parkside Haven. Pupils are encouraged to use break and lunchtime creatively, practising their skills or exploring new musical ideas informally. This supports confidence, collaboration, and enjoyment of learning in a supportive environment.