

Origins of the Curriculum

Our Key Stage 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 the Raedwald Pathway's commitment to delivering a high-quality, culturally rich curriculum that ensures all students, regardless of placement length or educational pathway, have access to broad and challenging learning opportunities that support successful futures.

Our curriculum is designed to complement the music education provided by students' previous or dual-registered settings while offering practical and theoretical depth that supports progression into post-16 education, training, employment, or the creative industries.

Students within the Raedwald Pathway come from a wide range of educational backgrounds and bring diverse musical experiences. We therefore deliver a flexible, balanced programme informed by the National Curriculum and functional skills principles, without aligning rigidly to one single examination specification. This ensures students develop core musical knowledge, practical performance skills, and cultural understanding that are relevant across multiple pathways and awarding organisations.

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

At the Raedwald Pathway, Music is delivered flexibly to respond to individual needs. Our setting enables teachers to adapt and personalise the curriculum so that each student can progress at an appropriate pace according to their interests, aspirations, and starting points.

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 curriculum is designed to:

- Develop musical creativity, confidence, and self-expression.
- Foster understanding of a wide range of musical traditions, genres, and cultural influences.
- Build practical performance and music technology skills.
- Support personal development through collaboration, resilience, and self-reflection.
- Prepare students for further education, training, employment, and participation in the creative industries.
- Support progression through the Arts Award framework (Explore, Bronze, Silver and Gold where appropriate), encouraging 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.

Key Stage 4 Progression

Year 10

Students develop and refine their practical and theoretical knowledge through music production projects, performance opportunities, and exploration of music history and genres. They create increasingly sophisticated arrangements using music software, compose original music, and evaluate their own and others' work. Opportunities to undertake Bronze Arts Award units encourage independent research, presentation skills, skill-sharing, and audience engagement.

Year 11

Students consolidate and extend their learning through advanced production and performance projects. They apply their musical knowledge creatively and independently, producing final portfolio pieces and performances where appropriate. Students complete Arts Award work where applicable and develop the transferable skills needed for successful transition into post-16 education, training, or employment.

Learning objectives are sequenced to ensure that knowledge and skills build logically over time. Students regularly revisit and consolidate prior learning, securing long-term understanding and fluency. Teaching is scaffolded and adapted to support all learners, drawing upon evidence-informed approaches, including principles from cognitive science, to ensure lessons are accessible, stimulating, and appropriately challenging.

It is recognised that this policy describes the full-time curriculum offer. Adaptations are made for students accessing short-term, part-time, outreach, or alternative pathways to ensure learning remains relevant, responsive, and personalised.

Overview of Units of Study

Year	Autumn Term	Spring Term	Summer Term
10	Advanced Music Production and Software	Solo and Group Performance	Bronze Arts Award Project Work
11	Final Music Production Project	Arts Award Completion	Performance and Post-16 Transition Planning

Assessment and Outcomes

Formative assessment is embedded throughout the Music curriculum. Teachers use classroom observation, discussion, practical activities, and regular feedback to monitor progress and identify next steps in learning.

Summative assessment takes place through performances, presentations, recordings, compositions, portfolio work, and practical projects aligned with learning objectives. These assessments inform future planning, identify areas requiring intervention or extension, and support transitions between provisions, placements, or reintegration opportunities where appropriate.

Students' progress is tracked systematically. Assessment information is used to support personalised learning and ensure that students leave the Raedwald Pathway equipped with musical knowledge, practical skills, confidence, self-expression, and cultural understanding.

Where appropriate, students achieve Arts Award units, providing recognised accreditation and celebrating their creative achievements.

Music and the Wider Curriculum

Cultural Capital

The Music curriculum develops students' cultural knowledge by exposing them to a diverse range of musical traditions, genres, cultures, and creative practices. Students use contemporary music technologies, study influential artists and composers, and learn about music's role in society, identity, and culture. Enrichment opportunities and external experiences, where available, further extend cultural capital and inspire engagement.

SMSC

Music contributes significantly to students' Spiritual, Moral, Social, and Cultural development. Students reflect on the meaning and purpose of music, express aspects of their identity, and work collaboratively through performance and creative projects. They learn to appreciate differing viewpoints and explore themes relevant to their lives, communities, and wider society.

British Values

Through music, students develop resilience, creativity, teamwork, and respect for others. They learn to listen actively, value differing opinions, and improve through practice and constructive feedback. Composition, song writing, and performance activities help students develop their voice and confidence while promoting democracy, mutual respect, individual liberty, and tolerance.

Careers

Music provides insight into a wide range of careers within the creative industries and beyond. Students develop practical and transferable skills in technology, communication, project management, creative thinking, collaboration, and presentation, supporting progression into further education, training, apprenticeships, and employment.

Reading

Reading and literacy are reinforced through the study of song lyrics, musical notation, research activities, critical listening tasks, and presentation work. Students develop subject-specific vocabulary, reading comprehension, and written communication skills through project work, reflective writing, analysis, and Arts Award research.

Wider School Life

Music enriches the wider life of the Raedwald Pathway. Students are encouraged to engage creatively beyond timetabled lessons through independent practice, collaborative projects, performances, and exploration of personal musical interests. These opportunities support wellbeing, confidence, personal development, and enjoyment of learning within a supportive and inclusive environment.