

Programme of Study KS4: Music

Students following the Music curriculum may work towards nationally recognised Arts Award qualifications, providing opportunities to develop creativity, leadership, communication, and artistic skills alongside their musical studies.

The Arts Award pathway offers progressive levels of accreditation:

- Arts Award Explore (Entry Level 3) – An introductory qualification where pupils explore different art forms, participate in creative activities, and record their experiences and achievements.
- Bronze Arts Award (Level 1) – Pupils develop artistic skills, investigate the work of artists and arts organisations, share their skills with others, and review their progress.
- Silver Arts Award (Level 2) – Pupils take greater responsibility for planning, developing, and leading arts projects while developing research, leadership, and evaluation skills.
- Gold Arts Award (Level 3) – This advanced qualification develops independent arts practice, research, leadership, and project management skills and carries UCAS tariff points for progression to higher education.

Within the Raedwald Pathway, students may access Arts Award qualifications where appropriate to their interests, abilities, length of placement, and future aspirations. These awards provide meaningful accreditation and support progression into further education, training, employment, and the creative industries.

Music – PROGRAMME OF STUDY – EXPLORE, BONZE, GOLD & SILVER				
EXPLORE				
	 Part A: Take Part	 Part B: Explore	 Part C: Create	 Part D: Share
Prior Learning	Some experience of participating in creative activities (e.g. school clubs, home projects). Basic awareness of different art forms.	Awareness of artists and arts organisations through school, media, or community.	Some experience in making or performing art.	Experience talking about or showing creative work to others.
Taught Knowledge & skills	Participate in at least two different arts activities (e.g. painting, dance, music, drama). Learn how to reflect on what was done and what was learned. Record participation using photos, notes, drawings, or	Research the work of at least one artist (e.g. painter, musician, dancer). Explore the work of at least one arts organisation (e.g. theatre, gallery, music group). Record findings using drawings,	Take part in an arts activity that leads to the creation of a final piece of work. Apply skills learned in Part A or new techniques. Record the creative process (e.g. sketches, drafts, rehearsals).	Identify what was most enjoyable or meaningful about the award journey. Communicate achievements and enjoyment to others (e.g. through a presentation, display, or conversation).

	videos. Identify new skills, techniques, or knowledge gained from each activity.	writing, photos, or digital media. Understand the role of artists and organisations in the arts world.	Present the final piece (e.g. performance, exhibition, display).	Record what was shared and how (e.g. photos, video, written summary). Reflect on what was learned and how it felt to share the experience.
Subsequent learning	Broader understanding of different art forms. Increased confidence in trying new creative activities. Awareness of personal preferences and strengths in the arts.	Greater appreciation of how artists and organisations contribute to the arts. Inspiration for personal creative work. Improved research and observation skills.	Improved ability to plan and complete a creative project. Stronger understanding of the creative process. Sense of achievement in producing and presenting original work.	Increased confidence in sharing creative work. Better communication and reflection skills. Motivation to continue exploring the arts.
BRONZE				
	 Part A: Explore the Arts as a Participant	 Part B: Explore the Arts as an Audience Member	 Part C: Arts Inspiration	 Part D: Arts Skills Share
Prior Learning	Basic exposure to one or more art forms (e.g. music, drama, dance, visual arts). Some experience of participating in creative activities in or outside school.	Experience attending or viewing performances, exhibitions, or digital arts content. Basic ability to express opinions about creative work.	Awareness of artists or creative figures through school or media. Curiosity about how artists work and what inspires them.	Some confidence in a specific arts skill or technique. Basic experience of helping or demonstrating to others.
Taught Knowledge & skills	Engage in a chosen art form through practical participation. Keep a record of progress using logs, photos, or feedback. Reflect on personal development in skills, confidence, and creativity. Describe the activity clearly and evaluate personal improvement.	Attend or experience at least one arts event (live or recorded). Reflect on the quality and impact of the event. Express personal opinions and communicate them to others (e.g. through discussion, writing, or media). Collect and present evidence of attendance and reflection.	Research an artist, craftsperson, or arts practitioner. Explore their life, career, and creative practice. Present findings in a clear and engaging format (e.g. poster, video, blog). Reflect on what was learned and why the artist was inspiring.	Plan and deliver a skills-sharing activity (e.g. workshop, tutorial, demonstration). Discuss plans with an adviser or arts professional. Reflect on how well the skill was shared and received. Document the process and outcomes.
Subsequent	Increased confidence in artistic expression.	Improved critical thinking and evaluative skills.	Deeper understanding of artistic careers and pathways.	Enhanced communication and leadership skills.

learning	Greater self-awareness of strengths and areas for development. Readiness to explore more advanced or diverse art forms.	Broader understanding of different art forms and their impact. Greater appreciation of the role of the audience in the arts.	Inspiration for personal creative goals. Improved research and presentation skills.	Greater confidence in teaching and collaboration. Readiness to mentor or support others in creative settings.
SILVER				
	 Part A: Plan an Arts Challenge	 Part B: Implement and Review the Arts Challenge	 Part C: Review Arts Events	 Part D: Arts Research
Prior Learning	Awareness of personal interests and basic skills in a chosen art form. Some experience in setting personal goals or participating in creative projects.	Basic understanding of how to follow a plan and track progress. Some experience in seeking help or feedback during creative work.	Experience attending or viewing arts events (live or digital). Basic ability to describe and respond to creative work.	Awareness of arts careers or practitioners through school or media. Curiosity about how artists work and develop their careers.
Taught Knowledge & skills	Reflect on personal strengths, weaknesses, and aspirations in the chosen art form. Learn how to set a realistic and challenging arts goal. Develop an action plan with specific, measurable targets. Understand how to manage time and resources to achieve the challenge.	Record progress using logs, photos, videos, or blogs. Identify sources of support (mentors, peers, online resources). Monitor progress and adjust targets as needed. Share work with others and gather feedback. Reflect on the process and evaluate outcomes.	Understand the purpose and structure of an arts review. Learn how to use appropriate language and criteria for reviewing. Practice writing or presenting reviews in different formats. Share reviews with others (e.g. blog, social media, class discussion).	Research the career paths and practices of arts professionals. Explore education and training opportunities in the arts. Learn how to access and participate in arts provision (e.g. workshops, events). Summarize findings and reflect on their influence.
Subsequent learning	Improved goal-setting and planning skills. Greater self-awareness and motivation in artistic development. Readiness to take ownership of personal learning and creative growth.	Enhanced ability to self-monitor and adapt during creative projects. Improved communication and feedback-handling skills. Stronger reflective practice and critical thinking.	Improved analytical and evaluative skills. Greater appreciation of artistic quality and audience experience. Confidence in expressing and sharing personal opinions.	Broader understanding of the arts industry and career options. Inspiration and direction for future education or creative goals. Improved research, summarization, and presentation skills.

GOLD				
	 Part A: Extend Own Arts Practice	 Part B: Career Development Opportunities in the Arts	 Part C: Research Practitioners and Review Arts Events	 Part D: Form and Communicate a View on an Arts Issue
Prior Learning	Proficiency in a main art form or arts practice. Experience creating and sharing original work. Basic understanding of professional arts practice.	Awareness of arts careers and some experience in arts-related activities. Basic research and reflection skills.	Experience researching artists and reviewing arts events. Basic understanding of artistic qualities and creative impact.	Awareness of current issues in the arts. Some experience forming and expressing opinions.
Taught Knowledge & skills	Identify a new art form, genre, or practice to explore. Understand how this new area relates to and enhances their main art form. Create a new piece of work in the new art form. Work with a professional practitioner for guidance and feedback. Develop a skills development plan and track progress. Share the new work and collect feedback. Evaluate the impact of the new skills on their overall practice.	Research sources of information about arts careers and development opportunities. Participate in placements, volunteering, training, or workshops. Learn how to evaluate professional experiences. Reflect on how these experiences support personal and artistic growth. Collect feedback from professionals involved in the activities.	Conduct in-depth research into advanced practitioners and arts organisations. Understand how professionals manage and sustain their practice. Attend and critically review arts events using appropriate language and criteria. Reflect on how research and experiences influence personal practice and future plans.	Identify and research a relevant arts issue. Explore a range of viewpoints, including those that differ from their own. Develop and present a well-reasoned argument. Share their views with others and gather feedback. Reflect on how research influenced their perspective.
Subsequent learning	Broader artistic skillset and creative versatility. Deeper understanding of interdisciplinary practice. Increased confidence in professional-level collaboration and reflection.	Clearer understanding of career pathways in the arts. Practical experience in professional arts environments. Stronger ability to evaluate and act on development opportunities.	Advanced research and analytical skills. Greater insight into the professional arts world. Ability to apply learning from others to personal artistic development.	Stronger critical thinking and persuasive communication skills. Deeper engagement with the social and cultural context of the arts. Confidence in contributing to public discourse on arts-related issues.

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Broken down into KEY STAGES BELOW specifically for music:

Music – Programme of Study					
	Music Production	Music Performance	Music History	Music Theory	Music Genres
Year 10 & 11	- Develop skills exercising use of music technology appropriately. - Develop skills understanding music loops and samples. - Use professional music software to structure music arrangements. Listen with increasing discrimination to a wide range of music from great composers and musicians.	- Play and perform confidently in a range of solo and ensemble contexts. - Exercise vocal skills singing/ rapping including song writing. - Play instrument/s fluently and with accuracy and expression including use of tonalities, and to understand other musical devices.	- Develop a deepening understanding of the music in that they listen, and its history. - Listen with increasing discrimination to a wide range of music artists. - To recognise historical music in its style and context. - Evaluate music across a range of historical periods.	- Understand how music is produced and communicated through musical notations. - To learn the first 4 basic note values and names. - Develop notating music values on a stave. - To understand the difference between a bass and treble stave and its values.	- Understand how music genres were established. - The culture in which the music was formed - Recognise the rhythmic and melodic structure assigned to that specific genre. - Listen with increasing discrimination to a wide range of music.
Bronze Arts Awards	Singing: Explore the arts as a participant: Develop singing/ rapping techniques and instrumentation skills for section- A Explore the arts as an audience member: Develop presentation skills to meet the criteria of section- B Arts inspiration. Develop research skills via internet/ books to meet criteria for section- C Arts skill share: Develop musicianship and communication skills to meet criteria for section- D				
Greater Depth	- Develop ICT skills using computer technology and software. - Develop reading skills.	- Develop ICT skills using computer technology and software. - Develop knowledge and confidence in	Develop knowledge in music which may impact future development in musicianship.	- Develop reading and writing skills. - Notation skills	Develop knowledge in music which may impact future development in musicianship.

		communication skills and reading skills through song writing, rap, and poetry.			
Careers KS4: Week 6 - Creative Careers: Introduction to the creative industries. Week 13 - Career and opportunities with ‘Snape Maltings’ Week 20 - Singing Career Paths (entry requirements & courses) Week 26 - Music Productions careers paths and courses. Week 32 - Music engineering career paths and courses. Week 39 - Live performance career paths and courses.					