ST HILDA'S
CE HIGH SCHOOL

LABORARE EST ORARE

School Music Development Plan

Approved by Governing Committee: Curriculum & Teaching Committee
Ratified by Full Governing Body: November 2026
Next Review Month: November 2027
Policy Owner / Author: EC/JP
Review Frequency: Annual

This policy remains in force until superseded by a revised policy approved by the Governing Board.

CHRIST JES**US AS** OUR CORNERST**ONE**

Ephesians 2:20

THE ST HILDA'S FAMILY

We are the St Hilda's family, with **Jesus Christ** as our **cornerstone**.
Building on foundations of **wisdom** **hope** **community** **dignity** and **equality**
we nurture and support one another to be our very best.
We rejoice in our **diversity** and celebrate our many achievements.

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	1st September 2026
Date this summary will be reviewed	June 2027
Name of the school music lead	Ms J Paxton
Name of school leadership team member with responsibility for music (if different)	Mrs E Cowdell
Name of local music hub	Resonate
Name of other music education organisation(s) (if partnership in place)	Schools Music Service

This is a summary of how our school delivers music education to all our students across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help students and parents or carers understand what our school offers and who we work with to support our students' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that students can achieve.

Key Stage 3 Curriculum

The St Hilda's School music curriculum is informed by the model music curriculum (March 2021).

Year 7 is an important year in which to establish the foundations of music as an academic subject with students. More time is given to build confidence in this year, so students feel safe to perform and explore musical concepts. In addition to building students' confidence, the schemes of work are structured in a way to increase students' holistic enjoyment and awareness of the music that surrounds them in everyday life as well as during their music lessons.

Schemes of Work are organised into a teaching sequence that allows all students to make progress with the skills they learn, predominantly going back to basics in understanding music to bridge the gaps in learning from primary school music. We introduce the basic skills and techniques, such as five-finger keyboard technique, in Y7 and mainly focus on getting the students used to terminology and performing in front of an audience. Years 7-9 students are given opportunities to create music during lessons using the voice, using keyboards, guitars,

ukuleles, classroom percussion and at times other instruments such as drum kits, bass guitars and glockenspiels. The students look at a range of topics and learn to perform as part of a solo/ensemble and discuss the dimensions through:

Year 7

- Musical Dimensions: The Building Bricks
- Keyboard Skills
- Programme Music – Composition
- Baroque Music
- Pop Music
- Reggae Music

Year 8

- Blues and Jazz Music
- The Rise of Britpop
- Classical Music
- Folk Music – Ukulele playing
- Musical Theatre
- St Hilda's on Stage

Year 9

- Advertising and Film Music
- Minimalist Music
- Musical Eras (1980s – 2010s)
- Music for Ensemble
- Electronic Dance Music
- Songwriting – Using GarageBand

SEND students can be supported through strategic seating within the classroom. This can include paired work or individual work that decreases any additional pressures.

Sheet music for students with Dyslexia/Irlen's syndrome is available on different coloured paper/card.

Key Stage 4 Curriculum & Academic Qualifications

Students have the option to study towards the Eduqas GCSE in Music. The Eduqas GCSE in Music offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources

- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent students with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

GCSE

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Key Stage 5 Curriculum & Academic Qualifications

The AQA A-level in Music offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of music study
- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation, and expression
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening.
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians.

- Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- Develop as effective, independent students and as critical and reflective thinkers with enquiring minds
- Reflect critically and make personal judgements on their own and others' music
- Engage with, and extend appreciation of, the diverse heritage of music to promote personal, social, intellectual, and cultural development.

The AQA A-level music course specification is designed to allow students to pursue their own musical interests. Students develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing.

The AQA specification is designed to offer contrast and breadth as well as depth of study. Students will engage with both classical and popular music.

Graded music exams:

Students are encouraged by their peripatetic teacher to take graded exams under the following boards:

- ABRSM
- Trinity
- LCM
- Rock School

Students are also encouraged to enter competitions such as:

- Rushworth Young Composer
- Wirral Festival of Music

Part B: Co-curricular music

This is about opportunities for students to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

Music tuition is offered outside of lessons through a plethora of peripatetic teachers – some self-employed and others through Schools Music Service.

Maria Nielsen – Self-employed Voice lessons Weekly 20 minutes per student

Megan Rowlands – Self-employed Piano Lessons Weekly 20 minutes per student

Phillipa Rowlands – Self-employed Woodwind Lessons Weekly 20 minutes per student

Billy Price – Self-employed Bass and Guitar Lessons Weekly 20 minutes per student

Violin Teacher – Schools Music Service Violin Teacher Weekly 20 minutes per student

Drum Teacher – Schools Music Service Drum Teacher Weekly 20 minutes per student

Brass Teacher – Schools Music Service Brass Teacher Weekly 20 minutes per student

Students receive weekly notifications as to when and where their lessons are via their teacher to parent contact, Synergy and the Music Department Instagram. Students who are eligible for free school meals receive a subsidy for instrumental lessons. For more information, please contact the school via Synergy.

Ensembles

We have a range of ensembles at St Hilda's for all levels of ability with no fees or additional charges. These include:

- GCSE Clinic
- Chamber Choir
- Session Band
- Assembly Band
- Woodwind Ensemble
- Auditioned Choir
- Junior Choir

Due to the split lunch arrangement, teacher-led ensembles are currently limited during lunchtime. However, students are provided with supervised opportunities to rehearse independently in smaller groups and bands. Several rock bands and smaller ensembles use the space to rehearse – they are supervised by JPA/MNE from Room 25 through the teaching window. There is a rotating timetable each day.

Access to Resources

Students can join any of the ensembles above, with the Chamber Choir being through audition/invitation only. All students have access to instrumental/vocal lessons regardless of year group. As a department, we have a small selection of instruments available for students to borrow and are in contact with the local music hub, should we need any additional instruments. Over half-term holidays, students can borrow ukuleles and guitars to aid their progress.

Both music teachers are constantly looking for opportunities for students to create music outside of school, with many students being part of the following ensembles:

- Liverpool Philharmonic Youth Choir
- Liverpool Anglican Cathedral Choir
- Liverpool Gilbert School Choir
- Liverpool Philharmonic Session Orchestra
- National Youth Orchestra of Great Britain

We are proud of the number of students who are making music both in and outside of school. We have excellent links with the Anglican Cathedral, Resonate and Schools Music Service.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

In 2026-2027 the following events are booked in our school calendar:

- Christmas Showcase at St Hilda's
- Annual Carol Service at Liverpool Anglican Cathedral
- High School Musical – School Production (Small charge for audience)
- Atrium performances throughout the year
- St Hilda's Live Lounge (acoustic acts every Friday breaktime)
- Local community performances
- Regular assembly and Eucharist performances

In the future

This is about what the school is planning for subsequent years.

We aim to continue the excellent provision for music that St Hilda's has on offer and build on it year upon year. We aim to encourage more students to play orchestral instruments by strengthening our relationship with Schools Music Service and Resonate. We hope to secure visiting musicians to come and perform in our school, in a range of genres, for all year groups to enjoy.

We hope the introduction of AQA for A-level continues to attract students to our flourishing Sixth Form to continue their musical journey.