MUSIC DEVELOPMENT PLAN

FAIRISLE JUNIOR SCHOOL, SOUTHAMPTON

2026-2027

DETAILS	INFORMATION
Academic Year	2026-2027
Date this summary will be reviewed	September 2027
Name of school lead responsible for music	Holly Cleveley
Name of music education partners / organisations	Discover the Music Ltd

This Music Development Plan summarises how Fairisle Junior School delivers music education across three connected areas: curriculum music, co-curricular provision and musical experiences. It also identifies the priorities that will strengthen provision during 2026–2027.

The plan is designed to help pupils, parents and carers understand the musical opportunities available across the school and how the school works with Discover the Music Ltd to support pupils' musical development.

PART A – CURRICULUM MUSIC

Our music curriculum overview is published on the school website. The school's curriculum is modelled on the Model Music Curriculum (March 2021) non-statutory guidance.

All classes across Years 3–6 receive a weekly music curriculum lesson lasting one hour, delivered by a visiting music teacher from Discover the Music Ltd. The curriculum follows a progressive, practical roadmap so that pupils build knowledge, skills, confidence and musical independence over time.

Discover the Music provides a structured online curriculum programme that is accessible to visiting teachers and school staff. This supports consistency, enables progress to be identified and encourages class teachers to remain informed regarding musical learning.

As a junior school, new Year 3 cohorts undertake a carefully planned 'catch-up' year. This enables staff to identify prior learning and match pupils to an appropriate starting point rather than assuming that all children begin with the same experience.

Curriculum progression by year group

Year 3

- Children learn to play the recorder and develop their singing skills.
- Recorder tuition establishes a foundation in musical knowledge, technique, posture, breath control and disciplined practice.
- Pupils begin reading traditional notation from the outset, developing secure habits and understanding of the stave, notes and rhythm.
- Singing focuses on singing in tune and in unison, with attention to posture, listening and vocal technique.

Year 4

- Children learn to play a range of orchestral and classroom instruments, including trombone, trumpet, clarinet, flute, glockenspiel and guitar.
- Classes are split into two groups of approximately 15 pupils to improve access, engagement and practical participation.
- Learning places a strong emphasis on classical music, ensemble skills and opportunities to perform as a year-group orchestra or ensemble.
- Pupils broaden their understanding of the stave and notation, including longer pieces, note values, fluency and independent reading.
- Units provide an opportunity to try instruments that pupils may later choose to pursue through the peripatetic programme.

Year 5

- Pupils continue to develop singing and rhythmic reading through music from around the world, including Brazil, Hawaii and Africa.
- Children sing, speak and chant in authentic languages where appropriate to the learning.
- Percussion units develop the ability to read and perform increasingly complex rhythms, including triplets and semiquavers.
- Pupils work in unison and ensemble groups, developing listening, coordination, independence and awareness of multiple parts.
- Singing develops through melody and harmony groups, supporting understanding of timbre and texture.

Year 6

- Pupils bring together previously learned skills to create their own arrangements of well-known songs.
- Using the BBC Radio 1 Live Lounge project as inspiration, pupils compare original recordings with acoustic arrangements.
- Children explore guitar, piano, drums, recorders, glockenspiels, boomwhackers and other accessible instruments.
- An introductory songwriting unit develops understanding of song structure, bass lines, chord changes, tempo, instrumentation, melody and harmony.
- Pupils lead as much of the creative process as possible, developing ownership, collaboration, decision-making and performance confidence.

Other key musical skills

Across all year groups, pupils have regular opportunities to:

- Compose and arrange music;
- Improvise using voice, body percussion and instruments;
- Listen to and watch live performances and recordings across a broad range of genres;
- Develop musical vocabulary, notation, rhythm, melody, harmony, timbre, texture and ensemble awareness;
- Perform both individually and collaboratively.

Performances within curriculum music

Children in all year groups have opportunities to perform to families throughout the year, particularly at Christmas and in the summer. Discover the Music hosts an annual MusicFest concert, where a professional teacher orchestra accompanies pupils as they sing and play. This provides a high-quality, fully live musical experience and brings together the whole school community.

PART B – EXTRA-CURRICULAR MUSIC

The school offers an after-school instrumental lesson programme delivered by Discover the Music Ltd. Currently, 30 children take lessons across the week, learning a wide range of rhythmic and orchestral instruments.

- Pupils can loan instruments to support home practice and continued development.
- Several pupils participate in local ensembles outside school, including Hear Our Voice Children's Choir, the Young Players Orchestra, Jazz Orchestra and Fiddlesticks String Ensemble
- Discover the Music hosts Saturday groups, providing additional music-making, social and performance opportunities.
- Several pupils have taken graded examinations, and the school aims to celebrate these achievements publicly.

During 2026–2027, the school will explore how to widen participation in extra-curricular music, including the possible reintroduction of music-based after-school clubs and ensembles.

PART C – MUSICAL EXPERIENCES

- Concerts are hosted for parents and families at various points throughout the year.
- Discover the Music teachers model specialist instruments in lessons and performances.
- MusicFest provides an opportunity for children to perform alongside a teacher orchestra.

MusicFest usually lasts approximately one hour and includes around 10–12 pieces. The whole school sings each song, with arrangements designed to include practical instrumental sections so that pupils can showcase their developing musical skills.

ACTION PLAN – PRIORITIES

PRIORITY	KEY ACTION	SUCCESS MEASURE / EVIDENCE
1. Whole-school music review	Undertake a fresh deep dive of music across curriculum, co-curricular provision and musical experiences.	Completed review identifying strengths, gaps and agreed next steps; findings shared with SLT/governors.
2. Assessment and progression	Clarify end-of-year expectations and how progress in singing, performing, composing, improvising, listening and notation is recorded.	Year-group progression and assessment information available to staff; examples of pupil work retained. Children to be assessed at the end of each half term.
3. SEND and accessibility	Review and strengthen adaptations, instruments, resources and participation routes for pupils with disabilities and SEND.	SEND audit completed; agreed adaptations implemented and reviewed with relevant staff.
4. Wider participation	Consider reintroducing music-based after-school clubs and ensembles.	At least one additional accessible club/ensemble established where staffing and demand allow.
5. Performance opportunities	Create more opportunities for pupils, including peripatetic learners, to perform in assemblies and to parents.	Additional performance opportunities recorded across the year; participation is broadened.
6. Celebrate achievement	Celebrate graded examinations and musical achievements outside school in celebration assemblies and communications.	Pupil achievements recognised and recorded, with family consent where appropriate.
7. Live music experiences	Introduce pupils to more live performances by local visiting musicians.	At least two visiting musician or live performance experiences planned, subject to availability and funding.
8. Resources and partnership	Review instruments, resources, staffing and the effectiveness of the Discover the Music partnership.	Resource and partnership review completed; actions agreed and monitored by the music lead.

MONITORING AND REVIEW

The music lead, Holly Cleveley, will oversee implementation of this plan, working with Discover the Music Ltd and school leaders. Progress will be reviewed during the year through curriculum monitoring, pupil voice, staff feedback, review of participation and performance opportunities, and evaluation of the action plan.

This plan will be formally reviewed in September 2027. The review will identify the impact of the planned improvements and inform the next Music Development Plan.