Music Development Plan

Federation of Fairfield Infant School and Colneis Junior School

Published summary | Academic year 2026–27

Our vision

At Fairfield and Colneis, we believe music is a universal language and one of the highest forms of creativity. We want every child to enjoy music, develop confidence and a sense of achievement, and feel part of a musical community. Through singing, listening, playing, composing and performing, children encounter music from different cultures and traditions and learn to express themselves. We recognise that children develop at different rates and strive to ensure that all pupils can participate and flourish.

Overview

Academic year	2026–27
Publication date	October 2026
Review date	July 2027 (with update before September 2027)
Schools	Fairfield Infant School and Colneis Junior School
School music leads	Miss Cruse and Mrs Adams
Local music hub	Norfolk & Suffolk Music Hub
Music service partner	Suffolk County Music Service
Curriculum information	Federation KS1 & KS2 Curriculum Progression Document, Music pp. 116–124; https://www.fairfieldandcolneis.co.uk/our-curriculum/

This summary explains the music education available through curriculum teaching, opportunities beyond lessons and wider musical experiences, together with our priorities for further development.

Part A: Curriculum music

Music is taught throughout EYFS, Key Stage 1 at Fairfield and Key Stage 2 at Colneis. Teachers use the Charanga music platform alongside our school curriculum progression document to plan a coherent sequence of learning in which pupils sing, listen, play instruments, improvise, compose and perform. Singing has a particularly important place in our provision, supported by regular singing assemblies.

Our progression document sets out age-related expectations across Years 1–6. Children begin by exploring pulse, rhythmic patterns, contrasting sounds and expressive singing, then develop increasingly accurate pitch, instrumental technique, ensemble awareness, musical vocabulary, notation, improvisation and composition.

Year 1–2 (Fairfield)	**Songs, chants and actions; steady beat and simple rhythmic patterns; percussion; expressive use of the voice; selecting and organising sounds; responding to and discussing a variety of music.**
Year 3–4 (Colneis)	Increasingly controlled singing; simple melodic and rhythmic parts; recorder and glockenspiel skills described

	in the curriculum progression; short improvisations and compositions; listening to music from different cultures and periods.
Year 5–6 (Colneis)	More confident solo/group performance; maintaining parts and developing harmony; more sophisticated rhythmic and melodic composition and notation; informed listening, comparison and appraisal across musical styles.

Pupils are supported to participate through appropriate adaptation of musical tasks, instruments and performing opportunities. Teachers take account of pupils' SEND, confidence, communication and sensory needs. Our aim is to maintain high expectations while providing accessible routes into musical learning.

Music lesson allocation: One hour per week. The national plan recommends at least one hour of timetabled curriculum music weekly across the school year in KS1 and KS2; assemblies and instrumental tuition should be identified separately from this allocation.

Our full year-by-year music progression can be found in the published curriculum document: https://www.fairfieldandcolneis.co.uk/our-curriculum/

Part B: Co-curricular music

Children are encouraged to extend their musical interests beyond classroom teaching. We work with Suffolk County Music Service to facilitate instrumental tuition during the school day, predominantly for pupils at Colneis. Instruments offered can vary by year and according to demand and tutor availability; guitar and violin are anticipated for 2026–27, subject to confirmation. Pupils who learn instruments have opportunities to share their progress with others, including at summer concerts for parents and carers.

We provide opportunities for group singing, including choir participation linked to school and community events. Pupils are encouraged to develop confidence singing together and, where appropriate, to perform to audiences outside school.

Details of instrumental tuition, fees, remissions, instrument hire and availability are communicated to families through the school and/or Suffolk County Music Service, as applicable to the current arrangement. Families requiring financial assistance are encouraged to contact the school confidentially so that available support can be explored; eligible Suffolk families may also qualify for music service fee remissions. We aim to ensure that family income does not unnecessarily prevent participation.

Further information: https://www.suffolkcountymusicservice.co.uk/ and https://www.nmhub.co.uk/.

Part C: Musical experiences

Musical performance is an important part of life at both schools. Weekly music and singing assemblies allow pupils to sing together, broaden their musical repertoire and experience the enjoyment of shared music-making. Concerts, celebrations and events provide opportunities to rehearse and perform for classmates, families and wider audiences.

- Summer music concerts at each school offer opportunities for pupils to perform to parents and carers, including children receiving instrumental tuition through Suffolk County Music Service, especially at Colneis.
- Choirs and groups of pupils contribute to events within the Felixstowe community, including singing for residents in local care and nursing homes.

- Pupils have contributed to community music projects, including the Litter-Free Felixstowe song and the school's musical contribution marking Sir David Attenborough's 100th birthday, which is featured on the school website. These projects demonstrate how pupils can use music to contribute to shared local and wider causes.
- The schools seek opportunities for children to listen to performances by other musicians and to engage with a range of styles, cultures and traditions.

Participation is planned to be inclusive, with accessible roles for children of differing confidence, interests and needs. Arrangements and any event charges are communicated directly to families.

In the future: priorities for development

We will review progress against the following priorities during 2026–27, informing our plan for 2027–28.

Priority and proposed action	How we will review impact
1. Review curriculum consistency and progression. Confirm weekly lesson allocation, audit Charanga use against the Federation progression document and identify any gaps in coverage.	By July 2027: agreed timetables and subject-leader review of planning, pupils' work and pupil voice.
2. Widen participation in instrumental and vocal opportunities. Review tuition uptake and barriers, communicate instrument choices and financial support clearly, and explore a broader range of ensemble opportunities.	By July 2027: participation by year group and pupil group reviewed; next year's provision agreed with Suffolk County Music Service.
3. Develop frequent, inclusive performance opportunities. Map opportunities for each year group, including school concerts and community singing, and consider a termly performance opportunity for each school.	By July 2027: performance calendar and participation records reviewed; feedback from pupils, staff and families.
4. Broaden encounters with live music. Identify a realistic opportunity each year for pupils to hear live music, through visiting musicians, events or suitable trips.	By July 2027: live music experiences recorded and evaluated, with next steps identified.

Further information

Our school music curriculum is set out in the Federation's KS1 & KS2 Curriculum Progression Document (Music, pages 116–124). School news and website posts share examples of our pupils' musical performances and community involvement. Families can ask the school office about current instrumental lessons and singing opportunities.

Norfolk & Suffolk Music Hub: https://www.nmhub.co.uk/ | Suffolk County Music Service: https://www.suffolkcountymusicservice.co.uk/