

Music Development Plan: The Lowry Academy

This summary sets out how The Lowry Academy delivers high-quality music provision in line with the **National Plan for Music Education**, the **MISST (Music Instrumental Specialist Support Team) programme**, and **United Learning's trust-wide vision for Music**.

Music at The Lowry Academy is inclusive, ambitious and knowledge-rich. All students are entitled to sustained musical learning that builds technical skill, cultural understanding and personal confidence.

MISST provision was introduced in **Year 7 2025–26**, extended to **Years 7–8 (2026–27)** and fully embedded across **Years 7–9 (2027–28)**.

Overview

Detail	Information
Academic year covered	2025–26 (with planned developments to 2027–28)
Date published	April 2026
Date for review	April 2027
School music lead	Josh Chapman, Head of Music
SLT responsibility	Molly Hindle - Assistant Principal – Curriculum
Local music hub	Greater Manchester Music Hub
Other partnerships	MISST partners; visiting peripatetic tutors from MAPAS (Music and Performing Arts Salford).

Curriculum Intent

In line with **United Learning's curriculum principles**, the intent of music education at The Lowry Academy is that:

- **Every student is a musician**, regardless of background or prior experience
- Students gain **secure musical knowledge** that enables confident performance and creative expression
- Music contributes to students' **cultural capital**, discipline and sense of belonging
- Instrumental learning is an **entitlement**, not an enrichment opportunity for the few

The curriculum is deliberately designed to ensure that students **know more, remember more and can do more in music over time**.

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Curriculum Implementation

Curriculum structure and time allocation

- All students in **Key Stage 3** receive a **minimum of one hour of timetabled music per week** across the school year.
- Music is compulsory in **Years 7–9**, ensuring continuity and equity of access.
- The curriculum is **carefully sequenced and knowledge-rich**, informed by the **Model Music Curriculum (DfE, 2021)** and United Learning guidance.

Students are taught to:

- Read and write staff notation fluently
- Sing and perform accurately, confidently and expressively
- Listen critically to a broad and diverse musical canon
- Understand how music is constructed across styles and traditions

MISST provision

MISST forms the **instrumental spine** of the KS3 curriculum:

- **2026–27:** Whole-class MISST instrumental tuition introduced in **Year 7 (Violin)**, with continuation for **Year 8 (trumpet)**
- **2027–28:** MISST embedded across **Years 7–9**, delivering a coherent three-year instrumental pathway

MISST lessons are integrated within curriculum time and taught by specialist teachers, ensuring high expectations, consistent pedagogy and musical rigour.

Singing and ensemble learning

- Singing is a **non-negotiable** feature of KS3 music
- Students sing regularly in lessons and performances
- Ensemble performance is used systematically to develop listening, accuracy, teamwork and resilience

Inclusion and SEND

Music is fully inclusive:

- Lessons are adapted through scaffolding, modelling and differentiated outcomes
- Practical music-making ensures multiple points of access for success
- Instruments and approaches are adapted where necessary

No student is withdrawn from music due to SEND, behaviour or disadvantage.

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KS4 progression

- Students may opt to study **GCSE Music** at Key Stage 4
- KS3 curriculum and MISST provision are explicitly designed to prepare students for GCSE demands
- Students are supported in working towards **graded instrumental and vocal examinations** where appropriate

Co-curricular Implementation

- One-to-one and small-group instrumental tuition is provided by visiting specialists from MAPAS (Music and Performing Arts Salford)
- Instruments offered include keyboard, guitar, strings, woodwind, brass, drums and voice (subject to availability)
- **Financial support and remission** are available for student premium students

Ensembles

- Whole-school choir
- KS3 MISST ensembles
- Band and small-group performance opportunities

Co-curricular provision reinforces curriculum learning and supports progression.

Musical Experiences and Wider Impact

- Regular singing in shared events
- Opportunities to perform both informally and formally – through the MISST Play Days and Together Days.

These experiences strengthen students' confidence, aspiration and engagement with school life.

Curriculum Impact

As a result of this provision, especially our implementation of the MISST programme, our aim is that:

- Students leave KS3 able to **perform confidently**, both individually and in ensembles
- Students demonstrate secure **musical literacy** and listening skills
- Disadvantaged students participate and achieve at the same rate as their peers
- Uptake of **GCSE Music** is sustained and supported by strong KS3 foundations
- Students value music as part of their personal and cultural development

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Impact is evaluated through performance outcomes, curriculum assessment, student voice, participation data and progression into KS4 and external opportunities.

Planned Development

- Full three-year MISST implementation across KS3 by 2028.
- Expansion of KS3 ensemble pathways linked to MISST instruments
- Stronger internal and trust-wide performance opportunities
- Continued removal of barriers to access and participation

This ensures ongoing alignment with **United Learning's ambition for excellence and equity**, and meets Ofsted expectations for a well-sequenced, inclusive and ambitious curriculum.

Further Information

Further details on curriculum content, SEND provision and enrichment opportunities are available on The Lowry Academy website and through the Greater Manchester Music Hub.