

## Park School, Bolton Impact Trust Music Curriculum

### Rationale

We know that music can be a powerful and transformational tool for children and young people; it can both engage and inspire, assist emotional regulation and facilitate therapeutic self-expression in a profound way. We want to provide our pupils at Park School the opportunity to express themselves through music and to develop their skills and confidence in self-expression. We want our pupils to develop key musical skills and knowledge and to broaden their cultural understanding as they will listen and reflect upon a variety of music and media forms that have evolved from a wealth of cultural, geographical and historical backgrounds.

The Music offer at Bolton Impact Trust is versatile and adaptive in order to cater for a wide range of ages, interests and needs. There are three Music 'pathways' available and each Academy will chose the pathway(s) that is/are most appropriate for their learners. The pathways are as follows:

- Pathway 1: Music for personal and social development
- Pathway 2: Developing Musical Knowledge
- Pathway 3: Music Accreditation/Future Proofing

All three Music pathways have been curated in line with the Trust wide curriculum design and are underpinned with the following facets:



### Knowledge

Pupils will develop key musical skills and knowledge. Pathway 2 and 3 will particularly emphasise the importance of the following musical skills, in line with the national curriculum:

- Listening to music and developing a secure understanding musical vocabulary
- Composing/improvising music with stylistic understanding
- Performing music on an instrument/singing with fluency and expression

Pupils will also develop knowledge of ICT as the majority of learners opt to use ICT/Music Technology to compose and perform music.



### Character

Pupils will broaden their cultural understanding as they will listen and reflect upon a variety of music and media forms that have evolved from a wealth of cultural, geographical and historical backgrounds. Group work and collaboration skills are nurtured and the consistent and creative performance opportunities will encourage confidence and self-esteem development. High quality creative experiences both in and out of the classroom (through a diverse and responsive enrichment program) develops musical skills and helps to increase self-belief and raise aspirations, aligning with BIT Trusts values. All KS2 and 3 pupils will be given the opportunity to visit Mere Hall (headquarters of

Bolton Music Service (BMS)) at least once a year for a bespoke music workshop and will receive multiple workshops/masterclasses from resident musicians. When appropriate, pupils can record their work at Airtight Recording Studio, Chorlton.



### **Creativity**

Project-based learning plays an essential part in music sessions, as it allows for creative personalisation, which maximises engagement and encourages independence and musical autonomy. In some settings, pupils set their own learning goals and review these at the end of the session. Pupils are encouraged to use music as a form of creative self-expression and bespoke song writing/production workshops are delivered to those who take an interest in this area of music-making. Regular pupil voice is gathered and reviewed to ensure the resources/instruments/apps are appropriate for the musical interests of the learners.



### **Innovative Thinking**

Pupils have access to a wealth of innovative music technologies, instruments and apps (carefully selected to meet pupil needs/interest levels). They also can utilise multi-media apps such as CapCut and I-Movie in order to add visuals to their music. Problem solving skills are developed in project based learning tasks and pupils are encouraged to edit their work and analyse misconceptions. Cross-curricular projects are delivered in music pathway 2 which embed and enhance prior knowledge of English /Humanities topic, often bringing together music and a visual/film based stimulus. When appropriate, completed projects are uploaded to YouTube so work can be shared with parents/carers/the young person themselves. The BIT Music YouTube channel can be accessed [here](#).



### **Transform**

Music has the potential to transform the social and personal outcomes of BIT pupils. When pupils leave their Academies and venture into adulthood, they will have a 'music for wellbeing' tool kit they can take with them to aid emotional regulation, enhance wellbeing and evoke creativity/memories.

Pathway 3 is responsive to those pupils who wish to undertake a qualification in Music. For those pupils who enjoy/excel in musical performance, free music tuition from Bolton Music Service is offered and music bursaries (via trust music) can be accessed to break down any other financial burden that may be a barrier for pupils music achievement (ensemble membership, instrumental hire etc.). BIT Musicians can access Trinity College Musical Performance Accreditations or create personalised music portfolios that they can share with colleges, mainstream schools, record labels or on social media. GCSE Music and BTEC Tech Award in Music Practice (Level 1/ 2) delivery is also available upon request.

As very few pupils arrive at the Academies with an understanding of formal notation or experience playing an instrument, there is a strong focus on music technology which removes the barriers of formal music making and allows for truly inclusive and rewarding

musical experiences. Retrieval and spaced practice are sequenced into lessons to help narrow the gap in musical knowledge/understanding/disciplinary literacy caused by the pandemic/school movement.

## Music at Park School

At Park School Music is a core subject for all students. Each group has a 1-hour music lesson every week and work through pathway 1 and 2. There is room for personalisation of the music curriculum for all pupils as set out in the pathway descriptors in this document. Students can also access weekly guitar/keyboard tuition from Bolton Music Service if requested.

## Music Pathways

### Pathway 1a: Music for personal and social development (groups)

Evidence based research continues to suggest “music is a powerful tool that can be used to help repair damage caused by developmental trauma” (Joy Hasler). Pathway 1a explicitly links with developing wellbeing in a group setting. Pupils will use music to develop:

- Self-expression: Pupils in each year group or stage (entering, emerging, developing and securing) will listen to a breadth of musical examples and learn how music can help people express themselves. They will be given opportunities to find their voice by learning how to perform and produce music from various creative media forms (e.g. films/computer games/songs). Pupils will learn how to express emotions and atmosphere within the medium. Pupils may progress to writing music and lyrics to express their own emotions and experiences.
- Self-esteem: Pupils in each year group or stage (entering, emerging, developing and securing) will learn that music and other creative subjects can help people increase self-esteem and make them feel better. Learning activities will give pupils the opportunity to work alongside each other ‘playfully’ and creatively, helping pupils to develop confidence and independence whilst also becoming a greater collaborator. Regular performance opportunities will allow pupils to share their work with teacher(s) and peers and when appropriate, to others in the community via YouTube and pupils may progress to be able to perform publicly for a larger group of people (class, assembly, BMS concert/ensemble).
- Working with others: Pupils in each year group or stage (entering, emerging, developing and securing) will learn that many musical styles can only be performed in a group. They will have the opportunity to work collaboratively and recognise that taking turns in musical activities and sharing equipment is important. Pupils will be given opportunities to perform solos/improvisation in order to add more detail to group performances. Pupils may progress to being able to suggesting ideas/collaborate with others to co-lead group music making.

### Pathway 1b: Music for personal and social development (Intervention)

Pathway 1b is a bespoke 1:2:1 intervention where therapeutic music-making is used to build personal development and offers support strategies for SEND and SEMH difficulties. Pupils in each year group or stage (entering, emerging, developing and securing) will know that musical performance, composition and listening can be used as a tool for self-expression and boosting mood. Affect-attunement from the psychodynamic model of music therapy is central to delivery.

In most Academies, music provision will start with pathway 1 delivery. Personal/social outcomes of the group are regularly reviewed and if appropriate, pupil(s) progress to Pathway 2 or 3.

### Pathway 2: Developing Musical Skills

Pathway 2 is informed by the National Curriculum for Music and the 'Model Music Curriculum'. It aims to develop musical knowledge in listening, performance and composition, whilst simultaneously making meaningful cross-curricular links to other subjects (English and Humanities), enhancing the pupils' cultural capital and touching on the theme of identity. Project-based learning is central to delivery. This pathway is organised into three key topics each term which link to the Trust's termly themes of 'Identity', the 'Wider World' and 'Making an Impact'.

1. Music and Me: Pupils in each year group or stage (entering, emerging, developing and securing) know the music they like/don't like and will learn how to perform the music that they like on an instrument (including singing). Pupils will learn how to add fluency and expression as they develop confidence. Pupils will learn how to compose a music track in their preferred style/genre, firstly by using samples. Pupils will progress to using live instruments, structure and FX. Pupils will listen to a variety of music and will have the opportunity to appraise this using disciplinary vocabulary.
2. Music beyond the 'now': Pupils in each year group or stage (entering, emerging, developing and securing) will learn that music sounds differently depending on its origins – (where and/or when). Pupils will learn how to perform music that originates from various historical/geographical backgrounds, adding fluency and expression as they develop confidence. Pupils will learn how to compose a track that has been influenced by such 'world'/'historical' music, firstly by exploring appropriate sounds and samples. Pupils will progress to using live instruments, structure and FX. Pupils will listen to a variety of music from different time periods/cultures and understand the link between this music and the music they listen to. They will have the opportunity to appraise this using disciplinary vocabulary.
3. The Power of Music: Pupils in each stage year group or (entering, emerging, developing and securing) know that music can be used as means of expression in different media forms (film scenes, character, image etc.) and will learn how to perform music from different media forms, adding fluency and expression as they develop confidence. They will learn how to produce music in response to a brief, firstly using sounds and samples – progressing to using

live instruments, structure and FX. Pupils will listen to a variety of film/programme/gaming music and will have the opportunity to appraise this using disciplinary vocabulary.

### Pathway 3: Music Accreditation/ Future Proofing

Pathway 3 is for those pupils that would like a qualification/career in music-making. The aim of the pathway is to harness musical talent and prepare pupils for any next steps of musical progression.

Academies can select from one of the following options – all catering for a range of musical interests, need and musicianship level;

#### Option ai) Trinity College Musical Performance Accreditations

This pathway will provide pupils with a qualification for musical performance on an instrument of their choice and will be delivered in collaboration with Bolton Music Service (the pupils who achieve these qualifications will have weekly instrumental/singing lessons by a BMS leader). Trinity's Rock School Grades/Certificates are available for those pupils who enjoy musical performance and can commit to regular rehearsals and practice to pieces that are given to them by the exam board. Pupils in each year group or stage (entering, emerging, developing and securing) will rehearse the 'Premier'/'Debut' pieces for their instrument with an understanding of expression and fluency which can then lead to learning the grade 1 pieces. If appropriate, pupils can sit a formal exam (which includes additional tasks such as aural tests, sight-reading, technical exercises and general musicianship questions) or opt to do a Performance Certificate in which they just have to perform 5 pieces. If they have completed grade 1, they can then progress up to the other grades (from grade 2-8). To read more about the Rock School accreditation, please [click here](#). This pathway will be delivered in collaboration with Bolton Music Service.

#### Option aii) Trinity's Awards and Certificates in Music Development

This pathway is available for pupils who enjoy and excel in music performance, but need a flexible approach to assessment. It links to the Sound of Intent music framework and enables learners to demonstrate musical engagement in a range of different ways, according to their varying musical abilities, interests, preferences and needs. Learners are assessed through a process of ongoing observation within regular music-learning opportunities. Pupils in each stage (entering, emerging, developing and securing) will demonstrate 'emerging' competencies in the Level 1 and Level 2 assessment criteria, but can progress to 'achieving' and 'excelling' practice if appropriate. To read more about Trinity's Award and Certificate in Music Development, please [click here](#).

#### Option b) BTEC Music/GCSE Music

A GCSE/ BTEC in Music can be delivered to KS4 pupils who want to leave school with a formal music qualification which can lead to a post 16 career pathway to studying Music at College and beyond. The BTEC Tech Award in Music Practice (Level 1/ 2) is appropriate for popular musicians who have learnt to read music by ear, as opposed to music notation. Pupils in each year group or stage (entering, emerging, developing and securing) will build on the knowledge and skills that was delivered in KS3 in music performance, composition and listening. They will know how to analyse different styles of popular and world music and apply this understanding to their own performances and compositions, using music technology appropriately throughout all creative processes. Pupils will also learn about the music industry and develop the professional and commercial skills needed to succeed in this business.

OCR GCSE Music can be offered to KS4 musicians who can read music and are competent in music theory. Pupils in each key stage 4 year group or stage (entering, emerging, developing and securing) will build on the knowledge and skills that was delivered in KS3 in music performance, composition and listening. They will know how to analyse different styles of popular, classical and world music using musical theory concepts, notation and vocabulary.

#### c) BIT Portfolio in Music

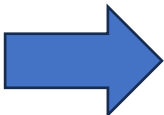
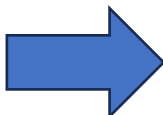
For those musicians whom a formal qualification is not appropriate (due to time limitations / incompatibility with the specifications outlined above) a personalised portfolio of musical work can be curated. This portfolio can then be shared with mainstream schools, colleges, record labels or on social media to demonstrate the musical skills of the young person and open up opportunities for music making outside of school/post 16. Pupils in each key stage 4 year group or stage (entering, emerging, developing and securing) will build on the knowledge and skills that was delivered in KS3 music performance (developing expression and fluency) and, if appropriate, composition skills will be developed through song writing or music production. Pupils will be given the opportunity to formally record their tracks in a recording studio and mentored by appropriate professional musicians (e.g. producers, rappers).

Each pathway has its own knowledge and skills descriptors associated with each stage.

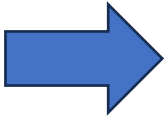
## Pathway 1a: Music for personal and social development (groups)

	Self-expression	Self-esteem	Working with others
<b>Entering</b>	I know that music can help people express themselves.	I know that music and other creative subjects can help people increase self-esteem and make them feel better.	I recognise that group work is an effective way to make some styles of music.
<b>Emerging</b>	I can create music to express a different range of emotions (third person)	I have developed the confidence to perform my work to my teacher and peers	I have worked together with others and followed my teacher's instructions as to how to perform music. I recognise that taking turns in musical activities and sharing equipment is important.
<b>Developing</b>	I can create music to express my own emotions and experiences.	I have developed the confidence to consent to have my work showcased on YouTube so others in the community can hear this.	I have worked together with others and opted to do a solo/improvisation to add more detail to my music making. I can take turns in musical activities and can share equipment with peers.
<b>Securing</b>	I can write lyrics to express my own emotions/experiences and add them to my music.	I have performed publicly in front of a larger group of people (assembly, BMS concert)	I have worked together with others and suggested my ideas/collaborated with others to co-lead the music making.

## Pathway 1b: Music for personal and social development (intervention)

	Therapeutic/Well-Being		Musical Knowledge
<b>Entering/Emerging</b>	<p><b>Listen</b> I can identify songs that help boost my mood/express myself.</p> <p><b>Performance</b> I know that musical performance can be used in a way to boost my mood/ express myself.</p> <p><b>Composition/Production</b> I can use sample based music production as a way to express myself.</p>	<p>May lead to</p> 	<p><b>Performing:</b> <b>Instrumentalists:</b> I can perform a piece of music with an understanding of correct notes and rhythm (keyboard: single line melody) <b>Singers:</b> I can sing a song by singing along with a YouTube track</p> <p><b>Composing/Improvising:</b> I can produce a simple piece of music using samples.</p>
<b>Developing</b>	<p><b>Performance</b> I can rehearse/perform songs that will boost my mood/help me express myself.</p> <p><b>Composition/Production</b> I can compose a simple part on an instrument to help boost my mood/express myself.</p> <p>I can write some simple lyrics to help boost my mood/express myself.</p> <p>I am developing confidence to share my work with others (if appropriate)</p>	<p>May lead to</p> 	<p><b>Performing:</b> <b>Instrumentalists</b> I can perform a piece of music with an awareness of appropriate instrumental technique (keyboard: melody and accompaniment, awareness of right hand and appropriate fingers).</p> <p><b>Singers:</b> I can sing a song with a live piano accompaniment and can stay in time for the majority of the performance.</p> <p><b>Composing/Improvising:</b> I can produce piece of music that is stylistic to an existing genres/style using live instruments, structure and FX.</p>



<p><b>Securing</b></p>	<p><b>Performance</b> I can use music performance as a way to regulate my emotions.</p> <p><b>Composition/Production</b> I can compose a song with lyrics that help boost my mood/express how I'm feeling</p> <p>I can compose a detailed piece of music on an instrument to help boost my mood/express myself.</p> <p>I am developing confidence to share my work with others.</p>	<p><b>May lead to</b></p> 	<p><b>Performing:</b> <b>Instrumentalists</b> I can perform a piece of technically demanding music with an awareness of expression and fluency.</p> <p><b>Singers:</b> I can sing a technically demanding song with awareness of vocal technique/control and add expression/fluency to the performance.</p> <p><b>Composing/Improvising:</b> I can produce a detailed piece of music that is structured appropriately and includes complex rhythmic, harmonic and melodic parts to this using live instruments.</p> <p><b>Mastering:</b> <b>See Pathway 3</b></p>
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## Pathway 2: Developing Musical Knowledge

	Music and Me	Music beyond the 'now'	The Power of Music
<b>Entering</b>	I know the music I like/don't like and am developing the confidence to explore this in my music sessions.	I know that music sounds different depending on where it comes from.	I know that music can be used as a way to express different starting points (film scenes, character, image etc.)
<b>Entering/Emerging</b>	<p><b>Performing/composing:</b> I can make a clear sound on an instrument/voice and can explore different sounds/timbes that come from a musical style I know and enjoy listening to</p> <p><b>Listening</b> I can listen to different types of music and explain if I like it or not.</p>	<p><b>Performing/Composing/Improvising:</b> I can explore different sounds/timbes on an instrument <b>that</b> come from musical genres from different time periods/cultures, making a clear sound.</p> <p><b>Listening</b> I can listen to (and respect) music from different time periods/cultures and understand the link between this music and the music I listen to.</p>	<p><b>Performing/Composing/Improvising:</b> I can explore different sounds/timbes that would be appropriate for a given starting point (film, character, image etc.)</p> <p><b>Listening</b> I can listen to different types of film/programme/gaming music and express my opinion of what I think it represents.</p>
<b>Developing</b>	<p><b>Performing:</b> I can perform a piece of music I like with some fluency (keyboard: single line melody)</p> <p><b>Composing/Improvising:</b> I can produce music that sounds similar to music I enjoy listening to/ helps me express myself using samples.</p> <p><b>Listening</b> I can listen to and identify some elements of music</p>	<p><b>Performing:</b> I can perform a simple piece of music that comes from a musical genre from different time periods/cultures.</p> <p><b>Composing/Improvising:</b> I can produce music that sounds similar to a musical genre from different time periods/cultures using samples. I can improvise new musical ideas.</p> <p><b>Listening</b> I can listen to (and respect) music from different time periods/cultures and identify some elements of music.</p>	<p><b>Performing:</b> I can perform a simple piece of music that comes from film/television/computer game.</p> <p><b>Composing/Improvising:</b> I can produce music that responds appropriately to a given brief using samples. I can improvise new musical ideas.</p> <p><b>Listening</b> I can listen to different types of film/programme/gaming music and identify some elements of music.</p>

<p><b>Securing</b></p>	<p><b>Performing:</b> I can perform a piece of music I like with fluency and expression (keyboard: melody and accompaniment).</p> <p><b>Composing/Improvising:</b> I can produce music that sounds like the music I enjoy listening to/ helps me express myself using live instruments, structure and FX.</p> <p><b>Listening</b> I can listen to and identify some elements of music, as well as other musical vocabulary.</p>	<p><b>Performing:</b> I can perform a piece of music from a musical genre of a different time periods/cultures using fluency and expression (keyboard: melody and accompaniment)</p> <p><b>Composing/Improvising:</b> I can produce music that sounds like a musical genre from a different time period/culture using live instruments, structure and FX. I can improvise new musical ideas, staying in time to a pulse.</p> <p><b>Listening</b> I can listen to (and respect) music from different time periods/cultures and identify elements of music, as well as other musical vocabulary.</p>	<p><b>Performing:</b> I can perform a simple piece of music that comes from film/television/computer game using fluency and expression (keyboard: right and left hand)</p> <p><b>Composing/Improvising:</b> I can produce music that responds appropriately to a given brief using live instruments, structure and FX. I can improvise new musical ideas, staying in time to a pulse</p> <p><b>Listening</b> I can listen to different types of film/programme/gaming music and identify elements of music as well as other musical vocabulary.</p>
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## Pathway 3: 'Music Accreditation/Future Proofing' pathway

	Trinity College Musical Performance Accreditations	B-Tec Music/GSCE Music	Personalised portfolio
<b>Entering and Emerging</b>	<p><b>Rock School:</b> Rehearse Grade 1 Rock school with some understanding of the assessment criteria (fluency and expression).</p> <p><b>Trinity's Awards and Certificates in Music Development</b></p> <p>Meets 'emerging' criteria for Level 1 (Sounds of Intent level 5: Emerging and Achieving) and Level 2 (Sounds of Intent level 5: Excelling)</p>	<p><b>BTEC</b> Pearson BTEC Tech Award in Music Practice (Level 1). For each of the three compulsory components, pupils will receive a grade of Level 1 pass/ merit.</p> <p><b>GCSE Music (OCR)</b> - Complete first performance from Integrated Portfolio. Listening topics- Rhythms of the World, My Music</p>	Professional recording of 2/3 songs in a recording studio.
<b>Developing</b>	<p><b>Rock School</b> Complete grade 1 formal assessment. Rehearse grade 2 Rock school with some understanding of the assessment criteria (fluency and expression).</p>	<p><b>BTEC</b> Pearson BTEC Tech Award in Music Practice (Level 1/ 2). For each of the three compulsory components, pupils will</p>	Professional recording of 3/4 songs in a recording studio (1 of which is a pupil composition).

	Meets 'achieving' criteria for Level 1 (Sounds of Intent level 5: Emerging and Achieving) and Level 2 (Sounds of Intent level 5: Excelling)	receive a grade of Level 1 distinction/ Level 2 pass.  <b>GCSE Music</b> Complete Integrated Portfolio. Listening topics- Concerto Through Time, Film Music	
<b>Securing</b>	<p><b>Rock School</b> Complete grade 2 formal assessment. Rehearse/complete grade 3 (plus) Rock school/ pieces with some understanding of the assessment criteria (fluency and expression).</p> <p><b>Trinity's Awards and Certificates in Music Development</b></p> <p>Meets 'excelling' criteria for Level 1 (Sounds of Intent level 5: Emerging and Achieving) and Level 2 (Sounds of Intent level 5: Excelling)</p>	<p><b>BTEC</b> Pearson BTEC Tech Award in Music Practice (Level 1/ 2). For each of the three compulsory components, pupils will receive a grade of Level 2 merit/distinction.</p> <p><b>GCSE Music</b> Complete practical portfolio. Re-visit all listening topic to consolidate learning and prepare for listening exams</p>	Professional recording of 4/5 songs in a recording studio (2 or more of which is a pupil composition).

## Assessment in Music

For **pathway 1** learners, the progression of a student's personal and social development is captured through various formats. Engagement and behaviour levels are tracked after each music session via the Academies bespoke pastoral tracking system. In addition to this, regular pupil voice activities are carried out ensuring student engagement is monitored and giving students and opportunity to self-reflect upon if/how music session are impacting on areas such as self-confidence, self-expression and working with others. Attendance and punctuality data are also valid ways to measure the impact music sessions are having on students' personal and social development, especially in the context of case studies.

For learners who are accessing **pathway 2 and 3**, the musical outcome becomes a key indicator of progression as highlighted in the pathway 2 learning log. Formative assessment is central to diagnosing success/understanding during session delivery. The teacher uses tiered and targeted questioning to check security of understanding and fluency and expertise to observe the security of understanding during composition and performance. When appropriate, recordings of students' performances enable teacher and self-assessment to be conducted. The most effective of these performances can be 'banked' to demonstrate to others' What a Good One Looks Like. Regular and specific verbal feedback is given whilst students carry out a practical activity. This feedback contains action steps that enable students to improve their performance.

For learners accessing **pathway 3**, assessment is conducted in line with the assessment frameworks connected to the appropriate accreditation. This assessment information is monitored in line with each academies reporting system. Student progress towards achieving the standards outlined in the awarding body assessment frameworks is also periodically reported to students and their parents/carers. For example, following a centre-controlled assessment. Engagement in enrichment is also a valid indicator that students are preparing well for the next phase of their musical education. Examples of this include students' engagement in Bolton Music Service provision, learning an instrument at home, performances at recording studios and progressing into Further Education to study a music qualification.

To track student progression across each pathway, the BIT music learning logs can be used. Each pathway has its own learning log that details the knowledge and competencies that students need to master in order to demonstrate fluency/secure understanding. Each learning log contains a series of statements that reflect student mastery. These statements can be used to assess student attainment and can be supplemented by evidence (via hyperlink to the relevant audio/video file.)

## SEND

SEND students are supported in various ways to ensure they can access and thrive through a broad and ambitious BIT music offer. Music sessions are personalised to ensure practical activities are appropriate for the needs and interest of the student. Tasks and resources are adapted to help students access the curriculum. For example, students can learn the keyboards through 'number' if letter names are problematic or might opt to learn this instrument through video tutorials which allows them to work at an appropriate pace. Music production tasks are scaffolded through 'template' tracks and music technology is employed purposefully to reduce barriers and can provide learners with almost immediate musical success, which increases motivation and engagement levels. Sensory and physical difficulties are considered carefully and instruments such as novation launch pads are utilised regularly with this cohort of students due to their accessibility and multi-sensory function. Frequent modelling of effective practice allows students to see what excellence looks like. This is broken down into manageable chunks so that students can better plan, monitor and evaluate their own learning. Regular and specific verbal feedback is provided by the teacher to highlight students' success and respond to any misconceptions or misunderstandings.

The Trinity Award in Musical Development is an ideal qualification for pathway 3 learners with SEND. It offers a tailored approach to music education and is assessed through informal teacher observations, accommodating unique learning styles and abilities whilst ensuring students remain in the environment they feel most comfortable to creatively thrive in. The BIT music portfolio is also personalised to ensure any SEND barriers are reduced and students are given the appropriate resources, opportunities and environments they need to achieve their musical potential.