



YMI Formula Fund

**Application Form
2021/22**



Application Form for Youth Music Initiative - Formula Fund 2021/22

Advice and Information

Please read the [Formula Fund Guidelines](#) before making an application. If you have any general enquiries about the application process, guidelines or application form please contact us as follows:

Email: kelsey.jubin@creativescotland.com

Telephone: 07970 962319

Have you have read the YMI Formula Fund Guidelines before completing this application form? (Delete as appropriate)	Yes
	No

Alternative Formats, Languages and Access Support

Creative Scotland is committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations. We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application. The Equalities Team can offer additional one-to-one support to applicants with access requirements.

Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

If you have any general enquiries about alternative formats, languages and access support, please contact our Enquiries Service:

Email: enquiries@creativescotland.com

Telephone: 0345 603 6000¹ (10am-12pm & 2-4pm, Mon – Fri)

¹ Please note: Calls to our 0345 number are charged at the same rate as calling national 01 or 02 numbers. Approximate charges are up to 9p per minute from landlines and between 3p – 55p per minute from mobiles. However, calls to this number are also part of inclusive allowances. Please check with your phone line provider for exact charges.

If you are a D/deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to www.contactscotland-bsl.org/deaf-bsl-users for more information.

A: Contact page

Name of Local Authority	Moray Council
Lead contact name	Alexander Davidson / Joanna Shirriffs
Lead contact position	Acting Head of Instrumental Instruction / Head of Education Resources and Communities
Lead contact email address	alexander.davidson@moray.gov.uk / joanna.shirriffs@moray.gov.uk
Telephone number Work:	01343 563095
Mobile:	07817 955665
Contact name, telephone number and email of any other staff member who helps to support the coordination or delivery of the YMI programme (not including delivery staff)	Morag Cantlay Business Support Assistant morag.cantlay@moray.gov.uk 01343 563171 07929 784859
Address	Moray Council Offices. High Street, Elgin, Moray
Postcode	IV30 1BX
If applicable, please give details of any special communication or physical access needs you may have	N/A

Synopsis

Please provide a short description of your YMI programme which we can share with YMI Lead Contacts in other local authorities and organisations in the wider youth music sector. Please include detail regarding your projects, focus and priorities for your YMI programme (maximum of 150 words).

A small team of YMI instructors (2.59 FTE) will offer P5 pupils in Moray the opportunity to take part in 12 hours of recorder/ukulele tuition over a 20 week block of weekly lessons in order to deliver the Scottish Government's commitment. In addition, singing, classroom percussion (tuned and untuned) will be incorporated in these lessons helping to provide a solid foundation in pitch and rhythm, embedding a love of music and a desire for further musical study. Elements of music theory will also be included, contributing to Moray's goal of improving literacy and numeracy.

Provision will target the 36 primary schools in Moray with no specialist class music teacher, ensuring we tackle inequality and support the needs and health & wellbeing of Moray's P5 cohort through music making.

Over and above this our YMI team will offer weekly group guitar lessons to S3-6 pupils at Elgin High School, a secondary school serving an ASG where a high percentage of pupils are from backgrounds with the highest percentages of multiple deprivation; as well as weekly ukulele lessons for S1-6 pupils referred to the Moray Council SEBN service.

Dates	
When is the expected start date of your programme?	Monday 16 August 2021
When do you expect the programme to end?	Friday 1 July 2022

B: YMI programme overview

The following questions should be answered in the context of your YMI programme as a whole.

1. Please state how your YMI programme will reinstate the Scottish Government commitment in relation to your local authority area, that 'every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school'. If you are also planning to offer activities to pupils who missed out on YMI provision last year, please provide details.

By focusing YMI provision on the 36 primary schools in Moray with no specialist class music teacher, YMI instructors will offer all of the P5 children in these schools, as well as the P6 children where timetabling allows, weekly ukulele/recorder lessons over the course of a 20 week block – ensuring that ‘every school pupil in Scotland’ is offered the equivalent of ‘a year of free music tuition by the time they leave primary school’.

2. Please describe how your YMI programme will provide an appropriate offer to all young people with additional support needs, disabilities and those in non-mainstream schools (e.g. secure units, behavioural units etc). Please also clearly outline how the Scottish Government commitment will be reinstated for young people in all non-mainstream settings in your region.

All P5 pupils in the primary schools targeted, regardless of additional support needs or disabilities will be offered the opportunity to take part in our YMI programme. There are no non-mainstream schools or secure or behavioural units in Moray, thus by offering our YMI programme alongside the provision already in place we ensure all P5s are given the opportunity to benefit from a year of free music making before leaving primary school.

By offering ukulele/recorder, singing, classroom percussion (tuned and untuned) and an introduction to music theory we ensure pupils with physical disabilities are provided with an appropriate offer and are included in music making at all levels. For many this may be their first access to music – by providing a range of access opportunities we aim to ensure pupils are given as broad an opportunity to benefit as possible.

Appropriate support, where available in schools, will be given to pupils with additional support needs and disabilities to ensure they have the opportunity to take part and benefit from the proposed activities and be included in the main provision alongside their peers. Where necessary special equipment will be provided, i.e. right or left hand only ukuleles/recorders, large print music etc. All steps will be taken to ensure an inclusive opportunity is offered to all P5s guaranteeing all are able to participate regardless of ability, needs or circumstances. Moreover, it should be noted that pupils with additional support needs as a result of special talent will be encouraged to continue their learning and to develop their skills and understanding and will be given performance opportunities alongside their peers as outlined in the submission and End of Project Monitoring Report.

All pupils will be offered opportunities to perform/showcase their learning and achievements throughout the 20 week block of lessons. All pupils will be encouraged to take leadership in their learning – choosing the pieces they want to learn and given the choice whether or not they wish to take part in performances thus giving them a responsibility in the design and delivery of the project. By encouraging some pupils to take on YMI Young Ambassador responsibilities we aim to give our children and young people the confidence and voice to shape delivery and provide valued feedback.

Participation will be promoted throughout our programme via opportunities provided by access to music making and performance activities, primarily informally at school and ASG level. At the end of

each 20 week period all YMI pupils will be given the opportunity to take part in formal and/or informal performance, including an End of Project YMI Showcases for family, peers and the wider community.

Furthermore, all children will be involved in the organisation and advocacy of their learning within their individual schools. These opportunities advocate the social, educational and cultural benefits of participating in music activites and opens up new avenues for young people with additional support needs to participate alongside their peers in formal and informal settings.

3. Please describe any non YMI funded music provision that your local authority will offer to young people that contributes to delivering the Scottish Government commitment. Only include provision which is free, with no indirect costs or selection process, that directly contributes to the Scottish Government commitment.

Four visiting class music specialists provide classroom music tuition during school hours to pupils P1-P7 in 10 of Moray's primary schools mainly through singing, but also including classroom percussion where available. Pupils in these schools take weekly class music lessons throughout the year.

These visiting class music specialists are managed by school head teachers, not by the Instrumental Instruction Service, and are funded from individual school budgets. Instrumental music and YMI instructors work closely with visiting music specialists to provide pupils, the schools and their local communities with the best musical opportunities possible.

4. Please provide details of the ways you will raise awareness of the impact and profile of YMI activities within your area. Please provide a timeline of any planned press releases, parent/carer events, social media campaigns and the avenues (websites, social media profiles) you will use to promote activities.

All news, updates, promotional material and advocacy of YMI supported music making opportunities relating to Moray Council's Instrumental Instruction Service and Youth Music Initiative activities will be posted, as in previous years, on our service Facebook page (@moraymsucicentre) for all young people/parents/carers, social and education community members, invested parties and local/national colleagues to view and share. In order to broaden the reach of these posts and raise awareness, individual schools, teachers and parents will be encouraged to share and post on their own social media outlets.

Youth Music Initiative instructors and engaged school based colleagues will continue to be encouraged to take pictures and videos of YMI funded opportunities and activities which evidence

the impact and raise the profile of YMI. In turn, media will be shared online on a regular basis, i.e. once a week during term to ensure the parents/carers and the wider community continue to be aware of YMI funded opportunities/activities in Moray. These posts will also advocate the wide ranging benefits and impact YMI funding has in our local authority area.

A press release will be issued on the Moray Council '[News Desk](#)' promoting YMI opportunities being offered to young people in Moray to coincide with the beginning of the academic year. This will include information advocating the benefits and impact of these musical opportunities. Further press releases will be issued to coincide with Christmas, End of Project Showcases and to celebrate 'good news stories' throughout the year.

Reports from the Instrumental Instruction Service to local councillors, as in previous years, will continue to include information relating to YMI funded activities and opportunities where appropriate. Local councillors will again be made aware of Creative Scotland funding and the positive impact this has on our ability to offer quality music making opportunities across Moray.

A Youth Music Initiative banner will be displayed at all relevant performances and used in all YMI video recordings to raise awareness of YMI/Creative Scotland support. The banner will also be used for any photo opportunities ensuring maximum exposure, promotion and awareness of Creative Scotland/YMI support.

All parents/carers of young people participating in YMI funded music making opportunities will be given an information pack at the beginning of the academic year explaining the opportunities/activities on offer and how these opportunities/activities help meet the Scottish Government's target/benefit their children. This pack will include direct links to Creative Scotland/YMI webpages and the Moray Music Centre Facebook page for further information and periodic updates.

All young people involved in YMI funded opportunities will become advocates for YMI and the opportunities offered via this funding route and will be invited to Instrumental Instruction Service/Moray Music Centre concerts where appropriate. Small groups of children from each school will become 'YMI Young Ambassadors' who will be encouraged to share their thoughts, feelings and progress each week – some of which will be used on social media.

All news, updates, promotional material and advocacy of YMI supported music making opportunities will feature the YMI logo.

5a. Does your programme include projects which reach any of the groups listed below? If so, please indicate this using the relevant tick box provided. Please also indicate whether you reach each group selected through:

- **Targeted work**, i.e. projects that have been designed specifically with the particular priority

group in mind and that are delivered only to young people within that group.

- **Non-targeted work**, i.e. projects that have been designed to be delivered in mainstream school settings and that include young people from a priority group as participants as well as young people who do not belong to the priority group.

	Yes, through targeted work Please mark all that apply	Yes, through non-targeted work Please mark all that apply
Young people resident in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD)	<input checked="" type="checkbox"/>	
Young people experiencing or at risk of experiencing harm and neglect		<input checked="" type="checkbox"/>
Looked after children and young people (as defined by the Children (Scotland) Act 1995) and care leavers (as defined by the Children and Young People (Scotland) Act 2014)		<input checked="" type="checkbox"/>
Children in the early years (0 to 5 years) of their life		
Young people from minority ethnic backgrounds		<input checked="" type="checkbox"/>
Young people who are disabled and/or have additional support needs		<input checked="" type="checkbox"/>
Young people who are at risk of offending or who have previously offended		<input checked="" type="checkbox"/>
Young carers as defined by the Young Carers (Scotland) Act 2016 or young parents		<input checked="" type="checkbox"/>
Young people experiencing homelessness or who have been homeless		<input checked="" type="checkbox"/>
Young people experiencing mental ill health		<input checked="" type="checkbox"/>
5b. Please describe any partnerships, referral routes or other mechanisms you have developed to reach groups selected above:		

Young people involved in Project 3: SEBN Ukulele are referred to the SEBN service by their school.

6. Please describe the steps you are taking to ensure projects which do not contribute to the Scottish Government commitment for YMI, e.g. those delivered at secondary level, are addressing inequality or reaching young people less likely to participate.

Project 2: Guitar will offer groups lessons to S3-S6 pupils at Elgin High School where a high percentage of young people reside in areas of social and economic deprivation. 190 pupils are from SIMD deciles 1-4, representing 25% of the school roll.

Project 3: SEBN Ukulele will offer weekly group ukulele lessons to secondary school pupils disengaged from mainstream learning and less likely to participate in quality music making opportunities who have been referred to the SEBN service by their school.

Lessons will be offered during the school day with no barriers to participation, ensure these projects address inequality and increases engagement from young people who are less likely to participate in quality music making opportunities outwith school.

7. Please describe how your YMI programme addresses the priorities of this funding route

Please describe how your programme will contribute to tackling inequality and supporting the needs, health and wellbeing of young people most adversely affected by Covid-19.

Project 1: Ukulele/Recorder, Singing and Classroom Percussion and Introduction to Music Theory

- By offering free music tuition to P5 children in primary schools where there is no visiting class music specialist the children in these schools will be offered equal opportunities and experiences as their peers across Moray regardless of postcode or financial circumstances and in turn tackling inequalities.
- YMI music lessons will be open to all P5 children, regardless of additional support needs or disabilities ensuring equal access to opportunities.

Project 2: Guitar

- A large proportion of pupils at Elgin High School reside in areas of social and economic deprivation, 14% of the pupil roll from the 30% most deprived areas in Scotland. Offering group guitar lessons to pupils here will engage young people who otherwise would not participate in meaningful, quality music making opportunities outside school.
- Project 3: SEBN Guitar
Offering ukulele lessons to S1-6 pupils referred to the SEBN service ensures these pupils do not miss out on opportunities offered to their peers engaged in mainstream learning.

As children and young people return to school we acknowledge their experiences of home learning and lockdown will vary significantly and that some will have been adversely affected by COVID-19 in a variety of ways. Given there is an abundance of evidence which suggests group music making has a positive impact on health and wellbeing in terms of reducing stress levels; improving sleep, motivation and mood; and helping to build confidence and resilience, our programme of YMI group music making will ensure pupils can benefit in these ways. Pupils will also have the opportunity to learn from and support each other, make mistakes and celebrate successes together in a safe, nurturing and warm learning environment. YMI music making activities will play an important part in Moray's COVID-19 recovery.

Via a programme of CLPL sessions instructors will build upon a variety of training opportunities already undertaken and work with mental health and behavioural specialists, such as Moray Wellbeing Hub professionals, Educational Psychologists and the principle teachers of SEBN service to gain a greater understanding of mental health and behavioural issues, gaining a greater knowledge and adding to their toolbox of supportive behaviours and resources.

Please describe how you will develop connections between your YMI programme and your authority's work to raise attainment and close the poverty-related attainment gap.

With regards to the connections between our YMI programme and the authority's work to raise attainment and close the poverty-related attainment gap a number of the schools have been using the Pupil Equity Fund to focus on numeracy and literacy. Given this, and in order to embrace the current priorities for the National Improvement Framework for Scottish Education, our YMI programme have endeavoured to make the following connections to link to the target of raising attainment and close the poverty-related attainment gap in literacy and numeracy.

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The first priority is addressed and contributed to in all projects through the reading of words in songs, note time values and sub-divisions of notes; an introduction to the reading of notation; composition

and improvisation; listening; an introduction to historical and cultural contexts of music; rudimentary music theory, form and structure. An abundance of research shows that music education grows, hones and permanently improves neural networks like no other activity. Children who undertake formal, ongoing musical education have significantly higher levels of cognitive capacity, specifically in their language acquisition and numerical problem solving skills.

The second priority is addressed and contributed to in Project 1 as all pupils are entitled to and receive one year of free instruction giving equal access to the most and least disadvantaged children thus seeking to close the attainment gap. Projects 2 specifically targets deprived areas aiming to engage and motivate young people who may not otherwise participate in formal education. Project 3 ensures pupils disengaged from mainstream learning for social, emotional or behavioural reasons have the opportunity to benefit socially, emotionally and behaviourally from group music making, in turn helping to reintroduce them to mainstream learning.

Again, decades of research shows that pupils in music education also continue in education for longer, reverse the cognitive issues related to disadvantage and earn and contribute more on average across their lifetime.

The third priority is addressed and contributed to in all projects as the skills learned through music are transferable to other areas of the curriculum including literacy and numeracy. Furthermore, the employability skills gained through music education include the four capacities from the Curriculum for Excellence, i.e. successful learners, effective contributors, confident individuals and responsible citizens. These skills, including learning a new skill and working through challenges and gaining an appreciation of achievement over a sustained period, provide the opportunity for children and young people to achieve their self-determined potential depending on their level of commitment, as well as improved confidence and resilience through public performance and team work.

Please describe how you will sustain and carry forward learning in relation to digital innovation for the benefit of delivery of YMI activities.

Instructors will utilise the access and skills both they and Moray's children and young people now have in relation to Glow and Microsoft Teams to bring new benefits to the delivery of YMI activities.

All pupils offered YMI music making activities will be encouraged to join specific YMI teams in Microsoft Teams – instructors will upload digital resources used in lessons as well as additional resources, supporting materials and additional differentiated learning opportunities for pupils to access from home. Pupils will also be encouraged to upload audio/video recording of their progress to share with their instructor/peers. Time will be built in to instructors timetables to allow them to monitor their teams and provide feedback and remote asynchronous instruction for pupils between lessons.

In school, instructors will have access to technology such as promethean boards on which to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube,

backing tracks, digital music related challenges and the applications within Glow. Instructors will also use ipads to enhance and sustain learning in a digitally innovative way.

Class teachers and school staff will also have access to YMI teams in Microsoft Teams where instructors will share supportive material for class teachers to use with their classes between lessons.

In Year 19 YMI instructors will be involved in delivering ukulele/recorder training for teachers which will be delivered virtually. Instructors are keen to use video technology to help chart groups of pupils' progress in order to produce learning journey videos for promoting YMI activites to others.

Please describe how you will contribute to the wider youth arts sector through connecting with external organisations and providers in your region and establishing clear progression pathways for participants. Please describe how you will contribute to the wider cultural sector by engaging with and protecting the rights of freelance practitioners.

Given Moray Council employs 4 part-time YMI instructors on permanent contracts we will contribute to the wider youth arts sector by connecting with external organisations and providers in our region to support and promote youth music making activites, both private and YMI funded; deliver CLPL sessions; and to share good practice. By encouraging the children and young people in Moray to contribute musically to externally organised events we can ensure our YMI activities are part of the wider local and national cultural sector.

By contributing to a local youth arts network and working collegiately with external organisations and providers in Moray to share music making opportunities for all, we can establish clear progression pathways for participants.

Children and young people participating in YMI funded activities will be encouraged to join Moray Music Centre ensembles where they can continue to progress their music learning.

8. Please describe how your YMI programme will be managed, detailing the roles and responsibilities of staff and project partners.

Moray Council's YMI programme will be managed by the Acting Head of Instrumental Instruction as part of his wider responsibilities.

The Acting Head of Instrumental Instruction will be responsible for line managing staff, timetabling, budget management/monitoring, completion of the Formula Funding Application and End of Project Reports, parental enquiries, liasing with Creative Scotland/YMI contacts/national bodies and school staff, promotion and advocacy of YMI funded activities and opportunities, delivering and arranging

training and CLPL opportunities to ensure sustained learning, and developing YMI funded musical opportunities and experiences for Moray's children and young people.

The YMI instructor team will be responsible for delivering YMI projects to Moray's children and young people, i.e teaching ukulele/recorder/guitar, classroom percussion, singing and an introduction to music theory. Instructors will also be responsible for liaising with class teachers, monitoring pupil progress, arranging rehearsals and school/community based performances, taking photos and videos of activities for promotional purposes, issuing and collecting pupils surveys and YMI Young Ambassador Diaries, facilitating pupil influenced learning opportunities and delivering CLPL sessions for primary school staff.

9. Please describe the changes that will be made to your programme in 2021/22. Please describe any challenges you foresee for the year ahead in terms of delivery, reinstatement of the Scottish Government commitment or any other aspect of your programme.

The following changes will be made to our YMI programme for 2021-22:

Project 1

- Delivery – to relieve some of the pressure on our small team of instructors who in previous years have visited every school every week, schools will be split in to two delivery blocks: Block 1 and Block 2. Groups of P5 pupils in Block 1 schools will be offered weekly 45min lessons over the course of 20 weeks, between August and January. Groups of pupils in Block 2 schools will be offered weekly 45min lessons over the course of 20 weeks between January and July. Instructors will be able to spend more time in each school and with pupils, allowing pupils to spend more time making music and allowing them to make more progress over a shorter period of time. Given the benefits music making can have on health and wellbeing we believe this will support pupils' mental health and attainment as we move from emergency to recovery, contributing to Moray's local priorities.
- Weekly YMI lessons will not be offered in primary schools where there is a visiting class music specialist. There are four visiting class music specialists in Moray delivering weekly classroom music making for pupils in 10 of Moray's primary schools. By targeting the schools where pupils are not offered class music making this will ensure equality across Moray.
- Digital learning – YMI instructors will maintain a proportion of remote asynchronous contact with pupils and class teachers, using Glow/Microsoft Teams to share additional learning opportunities and support between lessons and for pupils in the schools they are not visiting.

Project 2

- Given the overwhelming demand for guitar lessons at Elgin High School it is necessary to manage the year groups offered lessons – from August we propose guitar lessons will be open to S3-6 pupils interested in participating, rather than S1-6. Lessons will continue to be offered during the school day and there will be no barriers to participation ensuring any

pupil interested in participating has the opportunity to do so. By focusing the offer on S3-6 pupils we can ensure our YMI guitar instructors knowledge and expertise are shared with the pupils most committed. Given availability of suitable teaching space amid current COVID restrictions this will ensure our YMI instructor is not overwhelmed with pupils at any one time, supporting his health and wellbeing.

Project 3

- This is a new project on offer to young people from secondary schools referred to the SEBN service by their school. Pupils disengaged from mainstream learning or experiencing social, emotional or behavioural challenges will be offered groups ukulele lessons similar to Project 1, during the school day. Group music making will allow them the opportunity to develop their team working skills, confidence, literacy and numeracy skills through music, as well as having a positive impact on their mental health and wellbeing.

Should Education Scotland guidance continue to discourage young people from playing wind and brass instruments, and sing, around others due to perceived COVID transmission children, young people and whole school communities will lose out on these opportunities.

10. Please use the space below to provide any further information that you feel will enhance your application.

The YMI has improved the provision of music in our local authority by providing primary and secondary school children with a variety of new musical opportunities and experiences. Since the introduction of YMI in 2004 and with the exception of 2020-21, all children in P5 have been given the opportunity to benefit from group music tuition in recorder, classroom percussion (tuned and untuned) and voice, including ukulele in selected primary schools, without any selection process or fees, therefore ensuring the target that “every school pupil should be offered a year of free music instruction by the time they leave primary school” is achieved. Alongside pupils in primary schools with class music specialists, all primary school children will be offered a year of free music tuition and the opportunity to learn to play a musical instrument by the time they leave primary school.

Funding has opened up new partnerships with DrumFun, MEPG, SAME, Associated Board of the Royal Schools of Music, Banffshire Partnership Trust, British Dyslexia Association, Friendly Access, Royal Conservatoire of Scotland, Scottish Opera, National Youth Choir of Scotland and Drake Music, as well as providing opportunities to strengthen links and work collegiately with neighbouring local authorities. In addition, partnerships with local musicians and well established musical groups who have provided us with workshops and interactive concerts. This has increased the diversity of musical activities for children in our area, offering a broader range of services meaning that a wide age group of children have benefited from these opportunities. YMI funding has meant that children and young people in Moray have benefitted from a whole range of new musical activities where they may not have had the same opportunities otherwise.

With funding from YMI, local musicians have been employed enhancing the opportunities offered to our young people and supporting freelancers. Ukulele was previously unavailable prior to funding. Guitar in the Elgin High School ASG had only been available to pupils from families able to pay for tuition. Local professionals have been engaged in delivering CLPL for all YMI and Instrumental Instruction staff helping to develop the skill set, knowledge and understanding of both teams. With this we have been able to share good practice and empower school staff to continue delivering music tuition over and above the opportunities we have been able to offer.

Given the nature of Moray's YMI being heavily focusing on recorder lessons and the Scottish Government restrictions on wind and brass playing, YMI funding allowed us to facilitate DrumFun training for instructors, developing their confidence in delivering group music making using both tuned and untuned classroom percussion in order to bring alternative opportunities to children and young people.

YMI funded activities have raised the awareness of instrumental instruction in Moray and the benefits learning an instrument has to a young persons social and mental wellbeing, as well as the benefits music education has in a wider educational perspective, including raising attainment and contributing to closing the poverty related attainment gap. Year on year the number of children wishing to learn a musical instrument increases. Music activities are more prominent in primary schools taking on a central role in school life and the celebration of educational success at all school levels. Music making in Moray makes a significant contribution to raising attainment by developing literacy and numeracy skills through music, and meeting local and national priorities.

The local community have become more aware of the diverse range of musical activities taking place and opportunities on offer to our children and young people in Moray because of YMI funding.

Throughout the COVID-19 pandemic YMI instructors had to quickly develop and enhance their digital skills and knowledge, helping to grow their confidence in using technology and highlighting new ways to embed digital resources and platforms in their learning and teaching. As we move from emergency to recovery instructors will carry forward this digital innovation and utilise digital platforms and resources to have a sustained positive impact for learners and to enhance and benefit the delivery of YMI activities.

C: Individual project details

In this section, we would like you to tell us about the projects you propose to deliver in 2021/22.

Please provide a clear project outline which includes details of the number of sessions delivered per project, duration of sessions, age level/year(s) of participants and instruments and genres taught.

If you have more than one project, please duplicate the template as required.

Project details	
Project number/name:	Project 1: Ukulele/Recorder, Singing and Classroom Percussion and Introduction to Music Theory
Please describe the activity that will take place.	<p>Project 1 provides children in P5 with the opportunity to learn ukulele/recorder, singing, classroom percussion (tuned and untuned) and gain a understanding of rudimentary music theory. Every child will be provided with a ukulele for their lessons and access to digital resources (paper copies where necessary). Three YMI instructors will deliver the project during school hours in 37 of Moray's primary schools. Each lesson will last 45 mins and each group of pupils will receive weekly lessons over the course of 20 weeks.</p> <p>As well as being given instruction on the above instruments, lessons will include composition and improvisation, listening, historical and cultural aspects of music, and an introduction to notation, musical theory, form and structure. Each instructor will use their own resources, have access to shared resources created by their colleagues and a combination of materials from various sources.</p> <p>Following 2020-21 and the Education Scotland guidelines discouraging the playing of wind instruments, instructors will focus on delivery on Soprano Ukulele instruction instead of recorder in the 37 primary offer YMI music making throughout Moray in conjunction with singing and classroom percussion (tuned and untuned). When wind playing is encouraged recorder will gradually be reintroduced. Ukulele and guitar are linked with</p>

	<p>transferrable techniques to help develop manual and motor skills. Additional benefits include the opportunity for pupils to sing and play at the same time. Guitar provides a clear progression pathway for pupils learning ukulele who wish to continue with lessons.</p> <p>The YMI Guitar Instructor will focus on delivering Project 2: Guitar through terms 1, 2 & 3 before delivering Project 1 during term 4. Throughout term 4 P5 pupils in his schools will be offered 60 minute sessions once a week over a 12 week period.</p> <p>The YMI Guitar instructor will use a programme of study he developed in previous years using the same tab system that he uses for guitar where every tune is a set of numbers e.g. Smoke on the water. In addition, chords made up out of single fingers to start with e.g. stand by me; can be taken to National three, four and five SQA and higher level.</p> <p>Where practicable, the YMI instructors will have access to technology such as promethean boards on which to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube, backing tracks, digital music related challenges and the applications within Glow. We will also purchase an iPad for each instructor to allow further digital innovation in learning and teaching. Pupils will have access to YMI Microsoft Teams via Glow from which they will have access to additional resources, i.e. backing tracks; duet, trio or quartet parts; supporting materials, i.e. additional instructions/guidance, tutorial videos etc; and additional differentiated opportunities. Paper packs will also be available where necessary,</p> <p>YMI Instructors will continue to use a ring binder booklet produced by the Council's reprographics unit, based on freely available online resources, for the YMI Instructors to use in the classroom.</p>
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<p>Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at least one outcome. If you are unable to access the drop-down menu please type the outcomes selected.</p> <p><i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i></p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
<p>Is this a new project for 2021/22? If not, for how many years has this project been running (an estimate is fine)?</p>	<p>No. This project has been running for 18 years.</p>
<p>Please tell us why you value this project in relation to the context of your wider YMI programme.</p>	<ul style="list-style-type: none"> • P5 pupils are given the opportunity to benefit from quality music making opportunities with experienced instructors and gain a firm grounding in the foundations of music making. • Pupils will have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the CfE helping them grow up into well rounded young people. • This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate.</i></p>	<p>Four YMI instructors.</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one; residential?</p>	<p>In year 19, instructors will focus delivery in 37 primary schools in Moray – the schools with no class music specialist. All children in P5 in these schools will be given</p>

	<p>the opportunity to undertake lessons in ukulele/recorder, singing, classroom percussion (tuned and untuned) and gain an understanding of rudimentary music theory during the school day. In year 19 it is anticipated that approximately 635 children will participate in this project. Instruction is offered without selection and free of charge to pupils in groups.</p> <ul style="list-style-type: none"> • Lessons involve learning practical musical skills, encouraging creativity with composition and improvisation, and an introduction to notation and music theory. • In addition there may be the option for children in P6 and P7 to continue this musical experience in group lessons where timetabling allows and in extra-curricular groups, during the school day, with an emphasis on ensemble playing and music making. • The children will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community and local education network • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years.
<p>Has this project been timetabled outside of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	<p>No.</p>
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>10 of Moray's primary schools have specialist classroom music teachers who deliver weekly classroom music lessons to all pupils. By targetting the schools where there is no classroom music teacher, all P5 pupils across Moray will be offered music lessons free of charge and without barriers to participation.</p>

	Due to a national increase in teachers pay and no increase in YMI funding for 18 years, a saving in instructor hours had to be made for 2020-21 in order to delivery YMI within budget. The reduction in delivery hours has added considerable pressure on timetabling and travel. The decision to focus delivery in schools with no class music specialist will alleviate this pressure significantly.
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All budget information should be included in the relevant Excel spreadsheet.

Project details	
Project number/name:	Project 2: Guitar
Please describe the activity that will take place.	<p>This project will provide young people in S3-6 with group guitar tuition, free of charge and during the school day. Originally piloted in Year 5, this project continues to cover all aspects of modern guitar playing.</p> <p>As well as being given instruction on the guitar, the lessons also involve composition and improvisation, listening, historical and cultural aspects of music, and an introduction to tab, notation, musical theory, form and structure.</p>
<p>Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at least one outcome. If you are unable to access the drop-down menu please type the outcomes selected.</p> <p><i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i></p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
Is this a new project for 2021/22? If not, for how many years has this project been running (an estimate is fine)?	No. This project has been running for 14 years.

<p>Please tell us why you value this project in relation to the context of your wider YMI programme.</p>	<ul style="list-style-type: none"> • This project offers pupils who might not otherwise be able to participate in quality music making opportunities because of their socio-economic background. • Pupils will have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the CfE helping them grow up into well rounded young people. • This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate.</i></p>	<p>One YMI instructor (also involved in delivering Project 1).</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one; residential?</p>	<p>Year 19 sees the continuation of our guitar project which aims to give young people the option in S3-S6 to participate in group guitar lessons during the school day. The lessons take place at Elgin High School. Pupils will be provided with guitars and music resources.</p> <ul style="list-style-type: none"> • The style of music taught is modern, incorporating folk, pop and rock genres. • All pupils are provided with guitars and music resources, and have access to additional learning opportunities and support via Microsoft Teams. • The lessons involve learning practical musical skills, encouraging creativity with composition and improvisation, and an introduction to notation and music theory. • In addition there may be the options for young people involved to take part in extra-curricular groups, during the school day, with an emphasis on

	<p>ensemble playing and music making.</p> <ul style="list-style-type: none"> • The young people will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community and local education network • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years.
<p>Has this project been timetabled outside of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	<p>No.</p>
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>The fund's priority group that we will engage through our programme's Project 2 (Guitar) are young people resident in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD).</p> <p>Project 2 will be delivered in the Elgin High School where 14% of the pupils reside in an area of Moray that is in the 30% most deprived in Scotland. Elgin High School has a high proportion of students with a disability and/or additional support need above the Moray average.</p> <p>Project 2 will engage young people from S3-S6 through group Guitar tuition at Elgin High School and was initially developed in partnership working with local musicians. This project has proven very popular and supports the aim "to tackle inequality and engage young people who otherwise would not participate in meaningful, quality music making opportunities".</p> <p>Instruction is free and offered without selection or barriers to participation to pupils in small groups of 2 to 20. Originally piloted in Year 5, this project continues to teach young people in all aspects of modern guitar playing such as rock and pop thus appealing to potentially</p>

	<p>disaffected pupils.</p> <p>The guitar instructor ensures that he involves all pupils, including pupils who would not normally be part of the instrumental experience, and performances are given within the schools at whatever level the pupils have achieved. The instructor encourages performing and recording at any level, including a basic level, once they have learned their first songs.</p> <p>In addition, the guitar instructor will continue the programme, as in 2020-2021, to offer trial blocks of lessons ('taster' sessions) to the students to gauge interest. This development aims to continue giving opportunities to try guitar without any prior knowledge or skill required and gives a flexible approach for the young people with the option to opt-in and opt-out. To encourage uptake of this provision it will be open to all students between S3-6 during short terms. At the end of each block the pupil will be given the option to continue to further block(s). It is recognised that as the lessons progress that there may be a range of skills within the group i.e. those that started and gained skills together with new pupils into that block. As the group develops and individual skills improve pupils can be mixed and matched to accommodate their skill levels by re-grouping where and when necessary. Moreover, this year as in the previous years, the Guitar Instructor proposes to continue to further develop project 2 ('taster' sessions) by introducing lessons that are multi-instrumental to host larger group sizes of around 20 pupils. That is, guitar, ukulele, bass, percussion and vocals. Songs will be chosen, in consultation with the young people, and arranged by the Guitar Instructor.</p>
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All budget information should be included in the relevant Excel spreadsheet.

Project details	
Project number/name:	Project 3: SEBN Ukulele

<p>Please describe the activity that will take place.</p>	<p>Project 3 will provide young people in S1-6 referred to Moray's SEBN service by their schools the same opportunity to learn ukulele/recorder, singing, classroom percussion and gain a basic level of music theory as Project 1. Every child will be provided with a ukulele for their lessons and access to digital resources (paper copies where necessary). One YMI instructor will deliver the project during school hours. Each session will last 45 mins and groups of young people will receive weekly sessions during their period of time with the dedicated SEBN teacher.</p> <p>As well as being given instruction on the above instruments, lessons will include composition and improvisation, listening, history of music, and an introduction to notation, musical theory, form and structure. The instructor will use their own resources, have access to shared resources created by their colleagues and a combination of materials from various sources.</p> <p>Where practicable, the YMI instructor will have access to technology such as a promethean board on which to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube, backing tracks, digital music related challenges and the applications within Glow. We will also purchase an iPad for each instructor to allow further digital innovation in learning and teaching. Pupils will have access to specific YMI Microsoft Teams via Glow from which they will have access to additional resources, i.e. backing tracks; duet, trio or quartet parts; supporting materials, i.e. additional instructions/guidance, tutorial videos etc; and additional differentiated opportunities.</p>
<p>Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at</p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p>

<p>least one outcome. If you are unable to access the drop-down menu please type the outcomes selected.</p> <p><i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i></p>	<p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
<p>Is this a new project for 2021/22? If not, for how many years has this project been running (an estimate is fine)?</p>	<p>Yes.</p>
<p>Please tell us why you value this project in relation to the context of your wider YMI programme.</p>	<ul style="list-style-type: none"> • This project offers pupils who might not otherwise be able to participate in quality music making opportunities because of their socio-economic background, and increases engagement from young people who are less likely to participate or have disengaged from mainstream learning for social, emotional or behavioural reasons the opportunity to participate. • Pupils will have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the CfE helping them grow up into well rounded young people. • This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate.</i></p>	<p>One YMI instructor (also involved in delivering guitar in Project 2).</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one;</p>	<p>The aim is to target S1-6 pupils referred to the Moray Council's SEBN service by their schools. Young people</p>

residential?	<p>working with the SEBN teacher will be given the opportunity to undertake lessons in ukulele, classroom percussion and voice, within the school day.</p> <p>Given the number of young people referred to the SEBN service will fluctuate throughout the year is is difficult to predict how many pupils will participate in this project. Each participating young person will be given a ukulele for the duration of their lessons and will have access to digital and paper resources and additional learning opportunities. Instruction will be offered without selection to pupils in small groups.</p> <p>Project 3 will contribute to tackling inequality and supporting the needs, health and wellbeing of young people in Moray most adversely affected by Covid-19, and will strengthen connections between our YMI programme and our authority's work to raise attainment and close the poverty-related attainment gap.</p> <ul style="list-style-type: none"> • Lessons will involve learning practical musical skills, encouraging creativity with composition and improvisation, and an introduction to notation and music theory. • In addition there may be the option for participants to continue this musical experience with extra-curricular groups, during the school day, with an emphasis on ensemble playing and music making. • The young people will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community and local education network • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years.
Has this project been timetabled outside	No.

<p>of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>No. Pupils from all secondary schools referred to the SEBN will have the opportunity to participate.</p>
<p>All budget information should be included in the relevant Excel spreadsheet.</p>	

D: Individual outcome details

In this section, we would like you to tell us about how you will monitor and evaluate progress towards the outcomes you aim to achieve in 2021/22.

Evaluating programmes in relation to medium-term outcomes

We are asking Lead Contacts to select **one medium-term outcome** from the YMI logic model your feel your programme contributes towards. At the end of your project, you will be asked to provide a high-

quality case study.

Case study	
Please select the outcome you are aiming to respond to through your case study	More young people from a range of backgrounds take part in quality music-making
Please state who you hope to involve in the creation of your case study For example, a particular teacher, pupil or class group	<ul style="list-style-type: none">• Two or three pupils from each YMI group will be nominated as YMI Young Ambassadors. Young Ambassadors will be encouraged to share their thoughts, feelings and progress each week in a journal format. Some pupils may also wish to create video diaries.• YMI instructor feedback will also be used.• Class and Head Teachers will be encouraged to share their thoughts in terms of impact and involvement.• Moreover, young peoples' family feedback will be key to our case study.
Please state the medium your case study will take For example, a report or film	Our case study will take the form of a report and short film with supplementary pictures, videos, interviews etc.
Please state if you have set YMI funding aside to support the creation of your case study We encourage you to set aside resource for photographers and filmmakers to support the creation of your case study	Yes, some budget has been set aside for photographers and a filmmaker to support the creation of our study, as well as budget for ipads to facilitate digital sustainability, evidence gathering and the digital preparation of case study media.

Evaluating individual projects in relation to short-term outcomes

For each **project** you plan to deliver, you will be asked to select a **maximum of two short-term** outcomes from the YMI logic model you are aiming to achieve. Please take each of the outcomes you have selected in Section C – across your whole programme – and use the template below to list indicators and methods you will use. You should complete one Project outcomes template per short-term outcome selected. For example, if you have selected **three** outcomes across your whole programme, you should have **three** templates.

Project outcomes	
Outcome <i>Please select the outcome from the drop-down box</i>	Young people have more opportunities to take part in enjoyable and quality music making opportunities
How we are going to contribute towards this <i>Please provide a very brief description of what activity will link with this outcome</i>	Project 1: Ukulele/Recorder, Singing and Classroom Percussion and Introduction to Music Theory delivered to P5 pupils in 37 of Moray's primary before they leave school. This activity is open to all P5 pupils at no cost through weekly 45 minute lessons over a 20 week block, during the school day with no barrier to participation or selection process.
What we want to measure (for example music skills)	<ul style="list-style-type: none">• The increase in opportunities, young people's enjoyment, and the quality of the music making opportunities.• Skill development in composition and improvisation, listening, history of music, and an introduction to notation, musical theory, form and structure.• Ensure that all P5s in the 37 primary schools targeted received quality instruction from degree qualified Instructors.
Potential indicators that skills are improving	Potential methods
The number of pupils benefiting from the additional opportunities that YMI offers.	All 653 P5 pupils are provided the opportunity, provided in the End of Project Report. Registers. Timetables.
Pupils enjoy the opportunity on offer.	Enjoyment evidence, pupil survey, Young Ambassador diaries, class and Head Teacher feedback and impact reports, as well as comments and feedback from pupils and families.

Project outcomes	
Outcome <i>Please select the outcome from the drop-down box</i>	
Young people who would not normally have the chance to participate take part in music making opportunities	
How we are going to contribute towards this <i>Please provide a very brief description of what activity will link with this outcome</i>	
<p>Projects 1, 2 & 3.</p> <ul style="list-style-type: none"> • Project 1: Ukulele/Recorder, Singing and Classroom Percussion and Introduction to Music Theory delivered to pupils in primary before they leave school. • Project 2: Group guitar lessons offered at Elgin High School where a the highest percentage of pupils living in Moray live in an area of multiply deprivation. • Project 3: SEBN Ukulele increases engagement from young people who are less likely to participate or have disengaged from mainstream learning for social, emotional or behavioural reasons the opportunity to benefit from participation. 	
What we want to measure (for example music skills)	
<ul style="list-style-type: none"> • Pupil uptake of additional music making activities. • Engagement of pupils who may not normally be involved in a musical activity during school such as the service of the visiting specialists. • Engagement of pupils from areas of multiple deprivation according to the SIMD index. • Engagement of pupils disengaged from mainstream learning for social, emotional or behavioural reasons. 	
Potential indicators that skills are improving	
Pupils indicate that they have become involved in music when they may not have done previously. (Project 1, 2 & 3).	
Ensuring all P5 pupils are given opportunity to participate in free music instruction. (Project 1).	
Increased participation in music making following participation in YMI activities.	
Increase in literacy and numeracy skills.	
Potential methods	
Enjoyment evidence, pupil survey, Young Ambassador diaries, class and Head Teacher feedback and impact reports, as well as comments and feedback from pupils and families.	
Issue Instructor timetables/keep pupil registers/timetables.	
Uptake of guitar and number of pupils continuing after taster sessions. Tracking and monitoring engament in Moray Music Centre ensembles and externally organised events.	
Class teacher reports and feedback.	

E: Supporting documents

Please detail all of the supporting material you have submitted and note where Creative Scotland can access this material. For more information on how you can submit your supporting material, and our preferred formats, see www.creativescotland.com/preferred-formats

Supporting materials	Please advise if the material has been attached to the application or where we can access it.
Whole Programme Planner and Budget (Essential)	Attached.
Remits/job descriptions for any new tutors engaged through YMI funding (Essential)	N/A
CVs of any new freelance tutors and creative practitioners involved in project delivery. (Essential)	N/A
Other supporting material – (Optional)	N/A

NB Please ensure that you comply with data protection law if providing CS with personal information contained in Remits/Job Descriptions and CVs and that you share CS' [Funding Privacy Notice](#) with the respective individual(s).

F: Your local authority statement and acceptance

Your statement (Please mark with an X in the relevant boxes)	X
I confirm that I have read and understood the guidelines which accompany this form.	X
I confirm that I have read and understood Creative Scotland's Privacy Notice	X
I confirm that my local authority will reinstate the Scottish Government YMI commitment in the 2021/22 academic year.	X
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	X
I confirm that all the information in this application, and any documents provided to support it, is true and correct.	X
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	X
I note that any grant awarded will be subject to standard and specific conditions and I confirm that I have the power to accept the grant under any conditions you set and to repay the grant if we do not meet them.	X
I hereby confirm that all Project Staff / Trainees (if applicable) engaged in any of the projects outlined will be members of the Protection of Vulnerable Groups Scheme administered by Disclosure Scotland before the project begins.	X
Please check this box to receive regular email updates from the Youth Music Initiative and Creative Scotland.	X

Statement of Acceptance

Please state the name of the person who has delegated authority to apply for this funding. This person must be an authorised signatory of the company or organisation applying or, in the case of an individual applicant, be the person named in Section A.

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the **terms and conditions** of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

I confirm that all cash and in-kind contributions from the company or my own personal resources as stated in the Whole Project Budget Overview are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds

until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, Funding Privacy Notice, this Application Form and the Conditions of Funding of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents.
(please tick or mark with a x)

.....
Name of Authorised Person

.....
Position of Authorised Person

.....
Date

Please submit your completed application form to: ymiformulafund@creativescotland.com