

CLIP

Mission

CLIP use sonic experiments, improvisation and performance as a way to improve confidence and increase musical knowledge at all levels of ability.

Purpose

CLIP create experiences which spark curiosity by encouraging participants to experiment with sound and explore the creation of music from unexpected sources. We use fun and engaging experiments, games and challenges to encourage a playful approach to music making, ensuring that self perceived “musical ability” is never a barrier to musical creativity. Improvisation and collaboration are key elements to our workshops, which we use to increase listening skills, empathy and self-awareness. Supporting participants to take creative risks, in turn boosting confidence and self expression.

What we do

CLIP deliver a diverse programme of activities and projects to a wide range of individuals and partner organisations including schools, galleries and museums. We run free weekly workshops and host specialist workshops for different community groups. Our work enables participants access to professional instruments, recording equipment and performance opportunities. We also offer mentorship and guidance from professional artists and musicians.

All our tutors have received training in e-safety, safeguarding and working with young people with autism spectrum condition.

Educational Workshops

We have experience working with students from KS1 through to KS4, from small groups to whole classrooms. Our learning objectives are closely tied to the curriculum for subjects such as Music, Art and STEM.

Youth Music Funded Workshops

In partnership with Firstsite, and funded by Youth Music, we run weekly term time young peoples workshops. Our diverse variety of workshop formats include: live coding music, how a synthesiser works, circuit bending charity shop toys, musical robot building and multiple public performances.

Projects

Our one-off projects usually engage a specific community group, focusing on a performance or exhibition output. For example, our project with Colchester Zoo where we recorded a variety of animals for an exhibition at Firstsite. Or “In (the) C” performance project where we performed Terry Riley’s “In C” but quite literally in the sea. These projects marry contemporary music with a unique educational experience. Teaching participants a defined musical learning objective, whilst also creating a unique output opportunity which encourages creative risk taking and boosts confidence.

Case Study & Evaluation

Originally created by a committed group of artists in 2015 and based at Firstsite Colchester, the programme was initiated during Circuit, led by Tate and funded by Paul Hamlyn Foundation. After various iterations, and subsequently led by artists Frazer Merrick and Simon Keep, in 2018 CLIP was successfully funded by Youth Music and began offering weekly workshops at Firstsite, as part of their young peoples programme. Through this CLIP has established an intergenerational community of musicians, as well as developing workshop formats and techniques which have seen them delivering activities across East Anglia at galleries, museums and schools. CLIP take an outcome based approach to evaluation and using the Youth Musical evaluation toolkit identify three areas.

Personal Outcomes

CLIP enable participants to strengthen and develop their emotional and psychological capabilities particularly confidence, empathy, self-awareness and creativity. Our focus on group improvisation, collaboration and regular performances all aim increase the confidence of our participants, which is evidenced by feedback from both participants and parents, "CLIP has shown [Student-A] that its fine to try new things, make mistakes, get creative, be a bit crazy or experimental. He had never taken part in a performance before joining CLIP and was very shy and anxious about doing anything in public that might seem unusual or draw attention to himself! I was amazed to see him take part in public performances, improvising quite avant-garde music, and being quite happy to take part in front of an audience."

[Student-B], a participant with ADHD, commented that "[CLIP] definitely helped me get over some stage fright and performing in a small group.", with his parents adding "he is more confident about performing, both solo and in a small group, and open to learning from and sharing with other people."

Social Outcomes

CLIP support participants in engaging with, and collaborating with, a range of other community groups, plus performing to the local and wider community. Through our weekly sessions, participants are introduced to a variety of guest artists from different background, including; vocal training from sound artist Louisa Yorke and generating live visuals with digital artist Henry Driver, plus engaging with a range of nature/outdoors activities at Fingringhoe Wick Nature Reserve through a partnership with Signals, an arts education charity in Colchester. Here the participants took part in sound based activities lead by Education Coordinator Kirsty Groves, including bat walks, badger watching and listening walks during the Nightingale mating season.

Musical Outcomes

CLIP expands young people's musical understanding, expression and skills including improvisation, experimentation, listening, composition and performance and developing technical skills in the use of digital technology and software. This is achieved through a diverse variety of music and sound experiments, encouraging participants to explore sound from unexpected sources, including; coding musical robots, sampling inanimate objects, circuit bending toys, using bicycles as percussion. Participants are encourage to never fear an instrument they don't know, instead embrace the unknown as exciting creative possibilities yet to be discovered. [Student-A]'s parents said that "He takes a wonderfully creative approach to his music and, for instance, is completely happy improvising on the keyboard despite never having had a formal lesson with it." Adding that "CLIP has had a large part to play in the fact that he has been accepted to do a Level 3 BTCE course at the age of 15". A year earlier than his peers.



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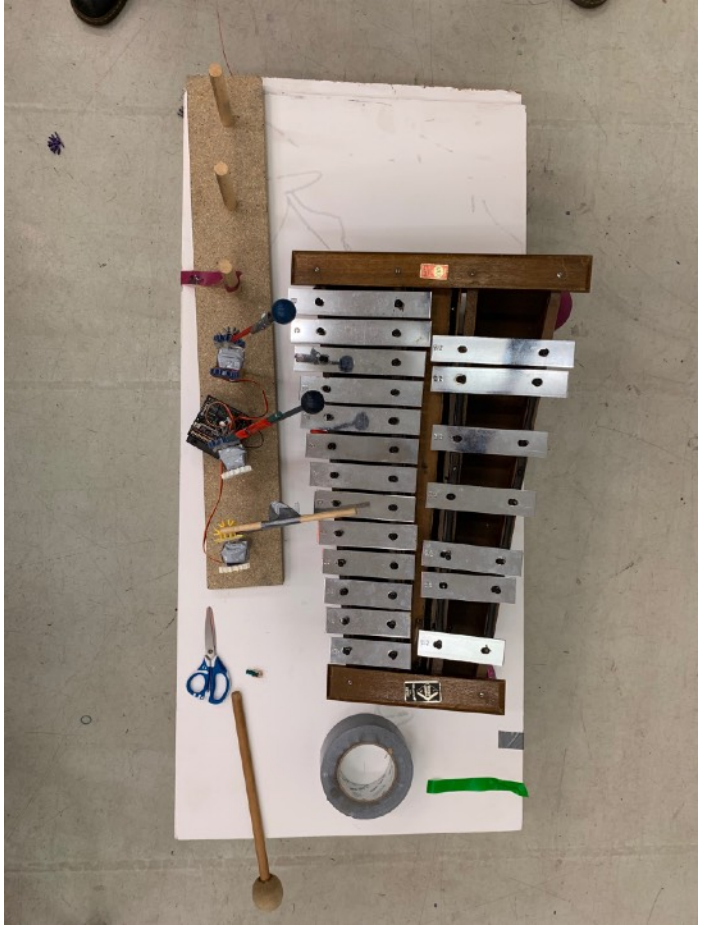
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3.



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Captions

1. Circuit bending charity shop toys at Firstsite
2. Participants talking with artist Ish Shehrawat as he installed a multi-channel sound installation at Firstsite
3. Badger watching at Fingringhoe Wick Nature Reserve
4. Improvising music and performing live visuals with artist Henry Driver
5. Robotic glockenspiel, powered by a micro:bit and programmed by CLIP member
6. Performing Terry Riley's In C in the North Sea, at Yarmonics Festival in Great Yarmouth.

Who We Are

Frazer Merrick

Is a sound artist working across a variety of mediums including film, video games and interactive art. He has worked on BBC Human Planet with composer Nitin Sawhney, designed video games featured by Apple and exhibited interactive installations both in the UK and Spain (Catalonia). His fascination with technology has seen him incorporate interactive elements into his practice as both an artist and facilitator - running creative digital workshops with, amongst others, The Mercury Theatre, Pacitti Company and Firstsite. In 2015 he joined Signals, a digital arts charity, as Education Coordinator - where he has received training in e-safety, level 2 safeguarding and working with young people with autism spectrum condition.

Simon Keep

Is a sound designer with twelve years of experience working on a diverse range of projects with artists, filmmakers and choreographers. He has worked internationally in Memphis, New York, Berlin and China. He runs a post-production company working with clients including BBC, MTV and Blackberry. His portfolio ranges prime-time commercials and ringtones to art installations and short films. He is also a composer of electro-acoustic music and plays the accordion in various folk bands. He currently lectures in experimental sound on the Art Foundation course at Suffolk New College and Fine Art BA at the University of Suffolk. He also has experience in further education with Level 1 and 2 teaching teenagers with Special Educational Needs. His qualifications and training include a PGCE, safeguarding, e-safety and prevent.