

Niburu Recordings

Youth Music

Project Evaluation



June 2026

EVALUATION REPORT

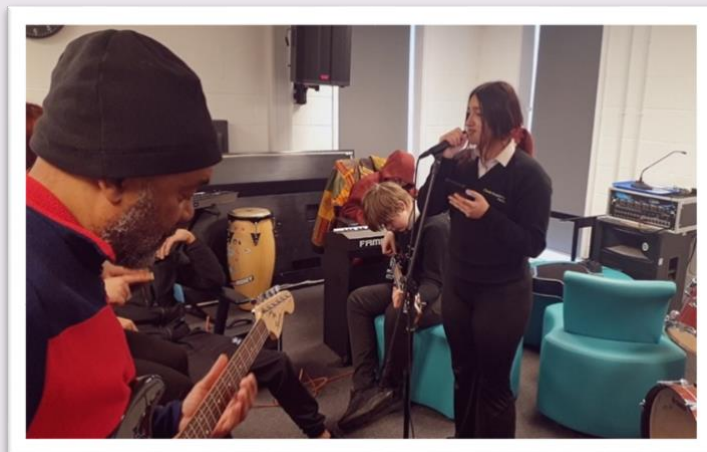


In our application, we sought to examine why Black bands are virtually absent from the UK music industry, and whether this disparity is reflected in mainstream education and extra-curricular activities offered by schools and youth clubs.

Our project findings revealed that most participants, aged 12 to 15, were unaware of this issue. They naturally reflected the multicultural makeup of their local area, a diversity that remains conspicuously absent from the pop music landscape. These young people collaborate musically as authentic representatives of their community's cultural mix, with no need for the "tokenism" that often characterises industry representation.

Without question, the talent, commitment, and dedication among young people in our area are abundant.

However, the support systems and role models needed to turn aspirations into reality are not. It is also clear that many young people — particularly Black youths — lack awareness of their own musical heritage and its profound influence on modern music.



Ultimately, this is no longer simply a Black issue; it is a community issue that demands collective resolution.

PROJECT DATA COLLECTION METHODOLOGY

We were very pleased with our project plan, as it created ample opportunity for team



discussion and reflection. It also allowed us to hold reflective moments with the young people, enabling us to build upon their ideas.

We followed the data collection methods outlined in our application, though in some instances we were restricted in what information we could gather and what

public imagery we could use, as certain young people were unable to share data due to their domestic circumstances. This was a valuable lesson learned and part of our learning curve, as this was our first music project delivery in some time. Nevertheless, it has proven to be one of our best, providing important connections and opportunities that will help us improve our music provision in future.

We found that filming sessions and reflecting on achievements during lessons was an invaluable feedback tool. Some young people were astonished by their own progress, often commenting, "Was that me, Sir?"

Our only disappointment which will be discussed later in what we have learnt section, was the missed opportunity to work with a group for the full length of the project.



On future Youth Music projects, we would like to add, the Youth Music Evaluation Scales



feedback sheet as part of our Music program. Due to factors around the length of time we had for each session, it was difficult to incorporate the Youth Music Evaluation Scales feedback sheet as

the focus was primarily, music, the playing of music and developing learning. We considered allowing the young people to take home the feedback sheets and providing us with their thoughts, but we thought better of it, based on our previous experiences in getting image release forms returned.

Fortunately, our relationships and levels of trust with Youth Centres have grown. They now feel comfortable in allowing us increased session/workshop times with the young people, which can only be of great benefit for all concerned in the future.

WHAT DID WE LEARN



1. The value of continuity over rigid scheduling
We learned that once a cohesive group forms, it's worth bending the schedule to keep them

together. Our first group developed a remarkable musical connection and commitment, but because we adhered strictly to our 17-week delivery plan, we moved on too soon. In hindsight, we should have continued with them — their enthusiasm, progress, and parental backing were too strong to let go. The lesson: organic group chemistry is a resource to nurture, not a milestone to leave behind.

2. Adding formal recognition to increase engagement

Viburno London **YOUTH MUSIC**

MUSIC TASTER SESSION!
Want to learn to sing or play an instrument? Come along and enjoy a **FREE TASTER SESSION!**

All abilities are welcome!

TASTER TOPICS!
Using instruments or voice to make music, participants will learn to:

- Play a piece of music on their choice of instrument
- Play in an ensemble
- Experience music recording and production

MUSIC WORKSHOPS!

Following the taster session, budding musicians will be offered the opportunity to take part in a **FREE 12 week programme** of music workshops, run by professional musicians, exploring music theory, composition, music recording and much more!

Locations: NYCC, 34 The Market Square, London N9 9T
Date: TBC
Time: TBC

LIVE PERFORMANCE!
The **12 week course** will culminate in a live professional performance, recorded at Niburu London's studio. In addition to the performance, participants will gain experience in recording, lighting, interview techniques and social media.

The programme is funded by Youth Music, and held in collaboration with Niburu London, Exodus Youth Work UK and Northside Youth & Community Connections.

To sign up or more information, please contact: info@exodusyouthwork.london or WhatsApp 07903 972 453

We realised that offering a qualification — like the Arts Award — would give our drop-in sessions more structure and purpose. Participants are more likely to attend regularly if there's a tangible goal and recognised achievement at the end. We're now working with a tutor to embed this into our music delivery, which we believe will boost retention and motivation.

3. Tailoring provision for SEN participants

Working with two SEN participants taught us a lot.

One had extraordinary natural ability, picking up instruments and playing in different keys instantly something we'd never experienced with a young person previously. The

other young person had severe Learning Needs which required more one-to-one support. This meant tutor time was not evenly shared out amongst the young people. We learnt from this that we need to provide dedicated workshops for participants with more severe learning needs, to ensure tutors and learner are receiving equal time for learning.



A Case Study

Martin, 13, lives in Edmonton N9 with his single mum from Eastern Europe, who struggles to find work. Youth workers described him as self-absorbed, avoiding eye contact and barely speaking to anyone. His mum clearly welcomed the respite when dropping him off.

Martin attended a taster session with his own guitar, revealing a genuine passion for playing music. However, he had no experience playing with others or understanding group dynamics. He continued attending all sessions, as he lived around the corner, though he had never visited the Youth Club before.

His isolated approach to music mirrored his daily behaviour, but over time he began to change. He started understanding the value of collaboration, smiling more, making eye

contact, and helping others struggling with songs. His mother and tutors all noted this transformation, which was also reflected in his playing. He had gained transferable skills.

We encouraged him to listen to others, slow down, and explore genres beyond heavy metal. Eventually, Martin brought in songs from different styles he had learned himself. He rarely gave verbal feedback, shrugging and saying, "its alright," but he returned immediately when sessions relaunched—though things did not turn out as hoped.

Martin is just one example of this project's impact. Many young people now actively ask to participate, saying things like "Sir, can I be involved please?" and "I can sing, Sir." This is exactly what we aimed to achieve—getting young people playing instruments together again.

The music being played ranges from soul, R&B, rock, punk, pop, and neo-soul. Next, we hope to develop their appreciation of jazz, funk, blues, and rock, looking at music in a historical context and exploring its relationships across genres.



Project Evaluation

Image Gallery

Whilst evaluations are able to share data and statistics, the fullness of the experience cannot be expressed simply in words. We hope that the images will share a little of the joys and achievements enjoyed by both tutors and young people during the sessions.

We have been honoured to work with such an abundance of natural talent and watch confidence of these young people grow beyond purely musical achievements.



1:1 Sessions



Core Group Practice



1:1 Sessions



Group Vocals Sessions

New Group Formed



1:1 Session



First time on drums!

A Proud Tutor



Student shows a teacher how the cymbals work

Swapping
Instruments



Proud as punch of our group!



An Iconic image for the project!