

WAC
Performing
Arts
and Media
College



Annual Report
2001 / 2002

Overview

2001 / 2

This has been a very successful year for WAC. We have been able to consolidate all our programmes and mainstream new projects. We now have 850 young people coming through our doors each week and this year our tutors worked with a further 100 young people working within their schools and youth clubs. We have already outgrown our new home and we are waiting for the basement refurbishment to be completed. This will provide a real base for WAC in the form of a student common room, staff room, a new home for the sensory room and a small meeting room. We will also gain an IT access room so our media graduates can continue to access digital equipment to support them in their transition to running their own small business.

We were also able to invest fully in our full time and sessional staff. Instead of running a summer programme this year we closed to run a range of training initiatives for our staff. We also used this time to plan effectively for the next year and consolidate the infrastructure needed to gain an Investor in People award which we hope to achieve in the new year. We recognise that the real strength of our organisation comes from the exceptional talent, experience and commitment of our staff so we wanted to make sure we acknowledged this institutionally.

Once we have achieved the Investors in People Award we hope to gain an Investors in Children Award. This is a new award which we hope to be one of the first organisations to achieve.

Finally, next year is our 25th Anniversary and we are planning a range of events to celebrate this.

WATCH THIS SPACE!



The autumn term started with 232 students on role, 158 of these were new students, and the remainder 74 were students returning from the previous year. The average attendance for the year was 71% with 158 students on role at the end of the course in March 2002.

Year 2 in at the Town Hall Centre saw some significant changes to the programme. We had to withdraw Drama level 3 and Tap dance at the start of the term due to financial restrictions made across the WAC departments. Whilst students were disappointed, they were very supportive of our financial dilemma and in fact we lost only 1 student as a result of this.

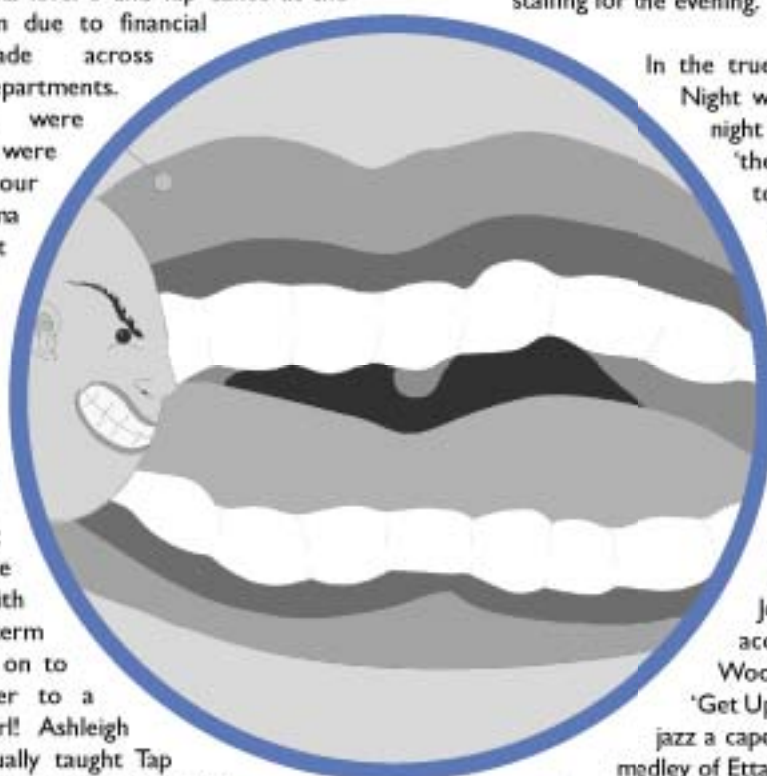
Elaine Dalton joined the team taking over as Student Liaison Officer from Alice Young. Jazz dance tutor Bonnie Oddie was with us for the first term only as she went on to become a mother to a beautiful baby girl! Ashleigh Hooten who actually taught Tap dance the previous year took over from Bonnie in term 2 continuing to work on the Mattox technique. Sadly we said goodbye to Kevin Leo whose busy work schedule meant he could not commit to Sundays. Singing level 1 – 3 had tutors Lynieve Austin, Tony Clarke and Manuela Mogavero.

The arrival of Mama's Café made a huge impact on the students' free time at WAC. There was a range of affordable snacks and meals, with special seasonal offers around Christmas and Valentines Day, and a warm and friendly atmosphere that encouraged new friendships!

With the music studios still out of action, all the music classes remained in the U3A classrooms. We were able to introduce individual tuition in drums, bass and keyboards as part of the music maker fund which was managed by singing tutor Rachel Bennett.

By January, we were able to programme in a third of the teaching hours we had lost in September. Street dance was introduced and at mixed ability level. We had an overwhelming response to this class, with 30 students on the register and an additional 30 waiting for a place. Rachel Alleyne taught this class, with the focus being on the different street dance styles.

The Christmas Cabaret took place on Sunday 16th December. With the bleacher seating in place, the event was sold out. There were 24 acts, including dance, drama, singing and DJing. The student committee organised all the refreshments and staffing for the evening.



In the true WAC tradition Singer's Night was as close to Valentine's night as possible and it was also 'the boom!' We were treated to an evening of skill, talent and the most beautiful songs – a full house. Encores and surprises too!

Highlights of the evening were Abi Falana's truly captivating rendition of 'Moonlight In Vermont' – Sophie Robinson – an emerging talent sang Jewel's 'Foolish Games' accompanied by Alexandra Wood – Rochelle Ferguson's 'Get Up' a snappy original piece in jazz a capella style and an ensemble medley of Etta James classics from Level 4 singers and Tim Whitehead's advanced jazz players. The evening was sweetly rounded off with an impromptu performance of his new song 'Friend' by our very own Kevin Mark Trail – Camden's 'Up and Coming' Composer of the Year'.

Unable to secure the main theatre here, Drama Nite took place at the Hampstead Theatre. This was the first time a performance took place off site. Whilst this was difficult in terms of scheduling rehearsals, the rewards were worth it. The performance was very well received and the representatives of the Hampstead Theatre were extremely impressed with the high standard of work. 24 students from level 2 drama and audition technique took part in the performance with a selection of text work ranging from Shakespeare to Dario Foe. Thank you to Johnny Siddall – Director of Education at the Hampstead Theatre.

Presentation Nite was a week later here at the Hampstead Town Centre. The presentation of work was of a very high standard. We now had the blinds for the main hall as well as the seating in place and although we had to use the video lighting which was minimal for the space, evening had a professional feel to it. With so much work to be shared it was of course a long evening. Martina Laird ex WAC tutor and well known for her paramedic role in 'Casualty' was the guest of honour. She gave out certificates for:

The Special Award - this went to Isean Kinghorn for being nominated for the most certificates.

The Peter Brinson Award - for 100% attendance this went to 14 students:

David Adebowale, Anna Bennett, Tom Brennan, Spencer Bygrave, Leon Dore, Lipton Durham, Sadie Galindez, Ziggy Grier, Dominique, Geraldine Merzovk, Gesella Ohaka, Jacqueline Oppon, Con Parker, Nadine Tetteh.

The Mildred Ackerman Award - went to long time member Leo Baker who was actually videoing the event.

Student Committee

Teniece Edwards
Ziggy Grier
James Henderson
Isean Kinghorn
Sarah Kydd
Dominique Liegertwood
Lerato Lipere
Luyanda Lipere
Omoye Oken
Lisa Perrus
Helen Rand
Rachel Reid
Maria St. Louis
Jack Stevens

Senior Student Feedback

When I started WAC last year I came with a narrow mind and found myself putting up a barrier with students and teachers. This year I felt I have become part of a family and have grown close with many of my fellow students. The barrier has now disintegrated and I feel ready to pursue a career in acting. Thank you

Since studying drama at WAC, I feel I have gained the ability to respect other people's ideas and opinions. I've also learnt to co-operate to create great team work. I have achieved more confidence and become more creative within me. I've also discovered how fun and rewarding drama can be. I enjoyed attending the WAC and would love to come back again.

I feel I have more knowledge of producing music. I have achieved one of my goals to producing a track and performed in front of an audience and I overcame my shyness and performed.



The autumn term started with new students, tutors and classes. The media class changed to computer games to appeal to a wider audience and introduce the students to new and exciting software and programmes.



Ayo Oyelami, the drama tutor, returned from maternity leave and fired up the students with lots of innovative themes and creative ideas. However a few weeks into the term the dance tutor was injured and had to be replaced with a new tutor. Students took a while to adapt to the changes but they soon settled down into a new Contemporary dance form and created some great experimental dance pieces.

On 12th January, the Junior WAC Video Production class were invited to attend the Bett Show at Olympia as part of the [BETT Goes to the Movies](#) feature by the BFI Education Department. The aims of the project were to:

- edit a range of short news and general items about the show and the people at it
- undertake editing activities in iMovie2 with pre-loaded material and explain these tasks to visitors and encouraging them to "have a go".

Even though the students had to overcome various technical difficulties, they worked quickly and efficiently to complete their tasks, communicate with the public, stream their edited work and still find time to collect freebies from the various exhibition stands. The students demonstrated their creative skills in using current R'n'B Tracks as soundtracks to news-reels from 1910 and the 'Monsters Inc' movie.

The project proved to be a real success because it showed young people engaged in real creative work and also taking the lead rather than being led. Although it was a long day the students worked extremely hard, learnt a lot of new techniques and had loads of fun. The students were true ambassadors of WAC performing Arts and Media and left Olympia buzzing with excitement.

As a result of the excellent work at Olympia three young people from the group were chosen to take part in a new CBBC programme called [Call the shots](#). The experience was unforgettable for them as they discovered about the world of TV editing, reviewing and special effects. The students performed professional and were able to demonstrate their media and drama skills in front and behind the camera.

The Christmas activities consisted of a variety of small sharings, a visit from Santa and a lively party and disco which the students thoroughly enjoyed.

In the Summer term a group of students and parents went to see the RSC production of 'The Tempest' at the Roundhouse. Everyone enjoyed the show as it was very atmospheric and the audience

really felt part of the action.

In May, Junior WAC held its first one to one instrumental recital evening, which celebrated the outstanding work by the students and supported by the tutors to create a very high standard of musicianship.

In June, a group of drama students took part in a series of drama workshops with an independent TV company, Squeeze Productions. The whole project proved to be invaluable to the students, as they learnt about all aspects of creating a drama programme from the devising stage to performing the characters they helped to create.

The Junior WAC year ended with its annual presentation day, which showed a culmination of the students class work. The standard of work and the students' creativity and performance skills had risen from previous years. The themes covered were wide and varied. Everyone, performers and audience alike had a wonderful fun filled afternoon, and the year ended how it had began, filled with excitement and vigour!

The years programme was progressive and the students coped well with the changes and so helped them to develop their performance and inter-personal skills. All the tutors worked extremely hard creating really inspiring pieces for the performance. A few students were given wonderful opportunities with our ever-increasing professional links with major organisations and so rising our profile in the community and the performing arts and media world throughout the UK and abroad.

Q u o t e s

"Working with Squeeze was a great experience. Squeeze gave me the chance to see what it was like working with the film crew. I would also like to thank WAC for making this such an enjoyable experience."

Ebony King aged 12

"We were so impressed by the students' understanding of the requirements of the activities and the ways in which they dealt with the pressures of time and circumstance. They should be proud of the work they produced."

Jane Dickson, Head of Media, Film Education

"It has been a real pleasure working with you and the contributions of your colleagues and the students were brilliant...Apple, EMAP AND Film Education are very appreciative of your contributions."

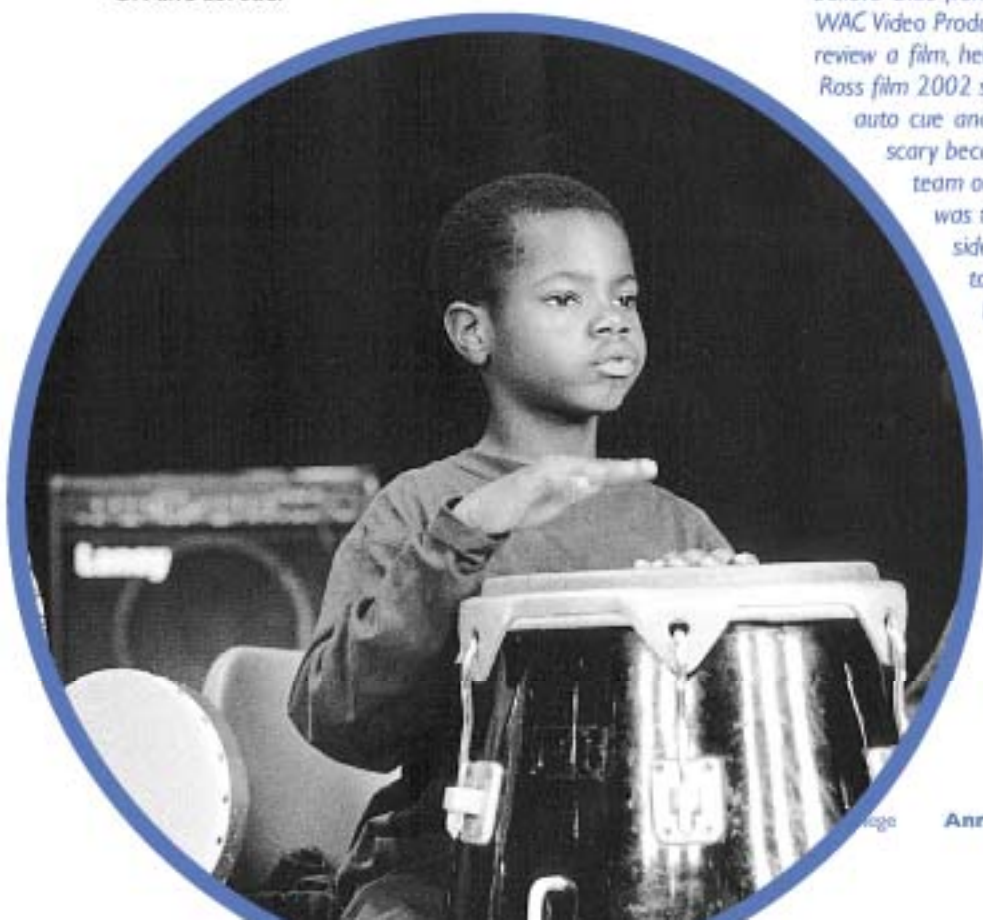
Cary Bazalgette, Head of BFI Education Projects

"When I went to Canada to film 'Call the shots' for CBBC I was so excited to go half way across the world, let alone visit one of my favourite sci-fi shows, Stargate SG1. It was really fun because every one was really friendly and even let the presenter appear on the show as an extra!"

Evie Mahoney aged 12

"Taking part in the BBC series 'Call the shots' was a very exciting and challenging experience. I still can't believe that from a simple interview in the Saturday WAC Video Production class, I was given the chance to review a film, help to develop a script, go to Jonathan Ross film 2002 set, work with top TV professionals, use auto cue and present a film review on TV. It was scary because I didn't want to let WAC, the BBC team or myself down, having to learn my lines was the only mind straining and frustrating side to it, but boy it was wicked. Thank you to my video production teacher David Laird, WAC, Sarah (co-presenter) Jason the director and his team for all their help. I learnt so much from this fun and educating experience."

Naome Jones aged 11





After half-term the workshops which started on a Tuesday and Wednesday evening at WAC are well supported by young people.

The development of WAC Nites has provided increased opportunities for our young people with learning difficulties to socialise with their peers and to work on integrated projects.

Dance Nites

Taught by Curtis James, Ashleigh Hooten and Bonnie Oddie have worked on contemporary dance with a mixture of street dance and capoeira to hip hop music and jazz dance based workshops - a fusion of styles to rhythmic and dynamic workshops. During the spring term the group created an original piece of choreography which was premiered at the WAC Nites Sharing of work in April. In May the group went to see Jonzi D's *Aeroplane Man* at Theatre Royal Stratford East.

WAC Nites

In response to our ever growing waiting lists and the need for young people to experience a range of different styles and experiences in the various art forms in the Autumn term we began the WAC Nites Programme. WAC Nites, (which incorporates our other evening projects; trampolining and performing arts workshops for young people with learning difficulties), provides the opportunity for students aged from 11-25 (but targeted at the 13-19 age group) to participate in classes and workshops which focus on developing both individual and group needs, working creatively and offers opportunities to perform and participate in wider youth forums.

In the Autumn Term we organised a range of outreach projects in dance, music and singing which took place in local schools and youth projects.



DJ-ing & Mixing

Ian Williams has given groups of young people the opportunity to learn new music skills, which are in trend with today's young urban culture. Young people are encouraged to learn from each other and are given the opportunity to learn vinyl DJ'ing, beat mixing skills, garage DJ skills and scratch DJ'ing. Group members had the opportunity to join the young people from Dance Nites to perform at the Roundhouse.

Music Nites

Led by Tim Whitehead these workshops have enabled members to play in a band and experiment with Jazz, Fusion and create contemporary sounds. They have learned standards and worked towards creating original pieces, which they played at the WAC Nites sharing.



Song Nites

The group have worked with Monica George and have had the opportunity to sing in a choir, on occasions with 'Vibrant Voices', and have developed harmony and solos for soul, gospel and jazz ensemble. The group wrote their own songs which again were premiered at the sharing of work.

Trampolining

Trampolining has continued to prove popular with a junior and senior group, students have been encouraged to take their BAGA trampoline awards and older members to accredit their work through the Duke of Edinburgh Award scheme. We have been working towards making the connections between trampolining

and circus and stunt work. During the first half of the Spring term the sessions were combined with Circus Skills workshops led by Unclassified Mime. Trampolining continues to be part of Camden Society's termly programme for young people with disabilities with our senior students providing encouragement and support to the group during their visits.

Quotes

"I would like to express my appreciation for letting me participate at WAC for my work experience. I learnt a great deal in the time I spent there."

The kids were great to work with and at the end I was sad to say goodbye.

I hope you will carry on giving work experience placements to others, giving them the same opportunities that you gave me. Thank you."

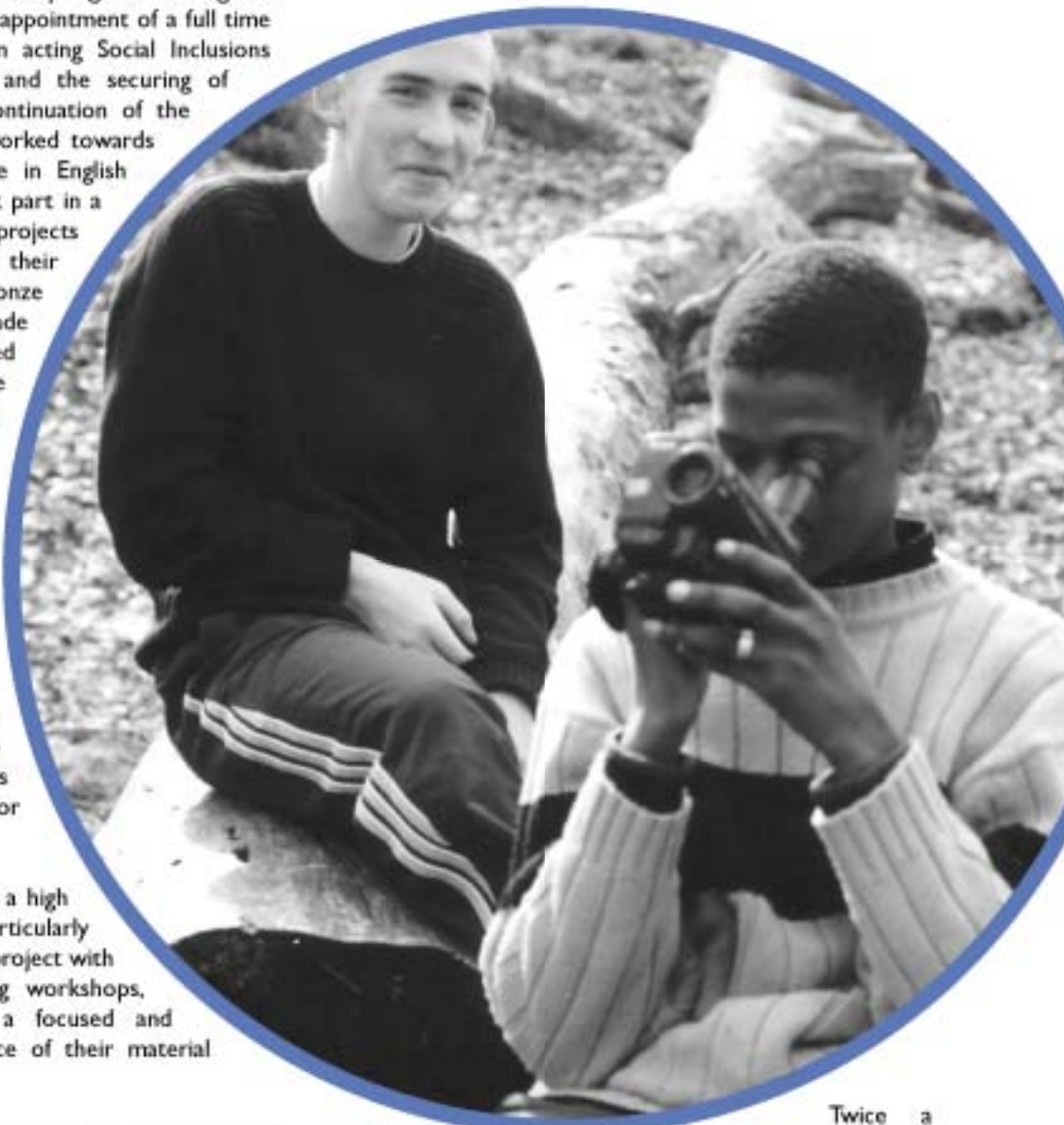


Haverstock Arco entered its second year of offering alternative key stage 4 provisions for 10 year 11's students from Haverstock School at risk of being permanently excluded. The spring term brought a lot of changes with the appointment of a full time project co-ordinator, an acting Social Inclusions Projects Co-ordinator and the securing of ESF funding for the continuation of the course. The students worked towards gaining their Certificate in English and Maths GCSE's, took part in a range of arts and media projects and worked towards their Duke of Edinburgh Bronze award. The Year 10's made a good start and settled in well, having made the ambitious move from mainstream to alternative provision in the middle of the academic year. With the secured funding for the project a thorough review process took place and many staff, students, parents and partners were asked to comment on what was working and to plan for the future.

Work produced was of a high standard with a particularly creative and successful project with the year 10 drumming workshops, which culminated in a focused and professional performance of their material led by Zedekiah.

Haverstock Arco ran its first residential trip in April to Brathay in Ambleside, Lake District. The year 11's took full advantage and enjoyed every bit of the trip, the favourite activity was walking up a flowing waterfall- head to toe in waterproofs we began by treading carefully, within minutes the whole group, including staff were jumping in pools and swimming in freezing cold waters to get through the challenge, the group were exhilarated and extremely pleased with themselves for achieving this great feat. The entire experience for the students was highly valuable and motivation and self-esteem was at an all time high. It helped with motivation to finish coursework and see their exams through to the end.

The year 11's began to work on achieving their Duke of Edinburgh bronze award in January and set out to re-design the outside of the town hall with ideas of bike sheds, graffiti walls and shrub planting. Without permission we couldn't continue- but we transferred our plans to the Harwood Community Centre Garden whose users were happy with the help.



Twice a week for more than four months the group planned, prepared, designed, budgeted, shopped, painted, and planted, creating a safe and colourful play area for the Harwood nursery. Duke of Edinburgh and Change Makers saw our project as a unique opportunity to run a pilot project to encourage more socially excluded young

people and groups to take part in the award scheme. With this mantle we were asked to host an event to not only launch our new garden but also to set an example to other young people in Camden. The students planned, shopped and prepared a BBQ

for 50 guests, designed their own invitation and displayed the process to show the progress that had been made. The Director of Change Makers was there to present certificates to the group. A number were successful in achieving their entire Duke of Edinburgh bronze award. Here's to getting your silver guys!

The Year 10's did well with their work placements – Urban Development, Turnkey, Istik Builders and Perves and Perves designer shop on Tottenham Court Road, gaining real working life experiences with early mornings, travelling across London and wearing suits! Parents and Carers were invited to a number of end of term work share events which went well and demonstrated a high standard of work in Music technology and Digital arts. The Year 11's as the first successful graduates of Haverstock ARCO finished the course with a formal presentation of their certificates, qualifications, and WAC portfolio of work and references. John Dowd, the Head teacher at Haverstock School attended the presentation and in his speech commended the students and the project for their success and achievements. The completing students have now gone on to pastures new some with much success as an electricians modern apprentice, motor spares employee, ICT GNVQ at Westminster Kingsway student, a retail NVQ student, and to the decision to apply for further arts training.

Camden LEA, Drugs Action Team, and Ofstead all visited the project to monitor progress in relation to other alternative key stage 4 projects and with this the profile of Haverstock ARCO has begun to really develop and flourish.

The referral/recruiting procedure was thorough and two taster days including interviews and parents session took place. Students were able to make an informed decision about joining the project as an alternative to their mainstream GCSE years and staff was able in partnership with the schools to ensure that students that fitted into the criteria were filling the places.

- Are 14-16 yr. olds at school
- have a keen interest in the arts and media
- are under achieving in academic subjects
- would benefit from smaller groups and more pastoral care
- would benefit from non-traditional school setting
- have had a number of temporary exclusions/ or repeatedly been on report
- are non or irregular attendees

The new academic year brings the chance to broaden our partnerships to other schools in Camden, consolidate our good practice and welcome girls onto Haverstock ARCO as it turns into Key Stage 4 ARCO (KS4)

Quotes

"I feel as if the course and the staff have really made the difference for our son, his whole attitude is more positive and we have really good hopes for him doing something good after school now."

Mr Mohammed · Parent

"I'm extremely pleased with what my son is doing and how he has progressed Keep it up!"

Parent

Learning mentor: "I feel they really valued their experience on the residential. Each one of them found new things out about themselves and the group and had the time of their lives."

Selom Pomeyie · Learning Mentor

"I have been given opportunities that I wouldn't usually have, I've got really confident with all the computer technology. It was much better for me to come here than to stay at school."

Bilal - Student

"It is good here the tutors are safe and it feels like home."

Rory - Student



Camden Arco a new project aimed at YR 12 students interested in Performing Arts and Media that started in October 2001. This project aims to give young people who may not have attained at school the chance to develop their creative and social skills.

A total of 16 young people attended the course at some stage during the 18 weeks between the end of October 2001 and late March 2002. Seven of the original eleven students attended throughout the whole course; two commenced after Christmas and attended for the Spring term, two completed 13 weeks up until February and one completed 8 weeks either side of Christmas. The remaining four students, who attended only for a short period of time, were for a variety of external reasons early leavers.

The programme comprises of 10 sessions in-house sessions a week these included: Digital Arts, Digital Video, Music Technology, Drama, Music Appreciation, ICT and Portfolio Building. Some elements were based at the Haverstock School - a PSHE programme and the Community Sports Leadership Award. Within the course, students were given the opportunity to obtain a number of externally accredited certificates. These were as follows:

- 'Profile of Achievement Award' accredited by City and Guilds
- Certificate of Emergency First Aid, awarded by the British Red Cross
- Certificate in Customer Care, awarded by the London Tourist Board (1-day course - see 2.4 below)
- City and Guilds 'ICT Basics 4242'

An objective of the programme was to offer opportunities for the group to experience vocational areas that are relevant to employment routes in Camden and which are not traditionally available in schools. The in-house course, being based as it is within the Performing Arts and Media College, covers the range of employment possibilities within multi-media, digital imaging and sound engineering.



In addition, students have been able to enhance their ICT skills.

Springboard UK, the organisation attracting people into careers and jobs in the world of hospitality, travel, tourism and leisure ran a three-day taster course that was (100%) attended by eight of the students. All the students completed the Customer Care 1-day certified course. The three-day course looked at career possibilities in the hospitality, catering and leisure industry in Central London. Students also worked on the Community Sports Leadership Award, although this was discontinued as the focus was not appropriate for the needs of the group. Nevertheless, they gained some insight into the sports and leisure area.

A final presentation was held at the end of the Spring term (March); nine students were present - including seven from the original eleven recruited. This showing several pieces of video, produced through both the Video and Drama work, and tapes produced through Music Technology - even an impromptu First Aid demonstration. The Drama work exploring dreams worked well as it was creative, expressive and showed that the students were now comfortable with each other being able to share such personal and often frightening dreams. Further work was displayed around the room and all the students were presented with the certificates they had gained through the course. They were supportive of the work which others had produced.

In addition, a one-week programme of work experience was set up in March 2002. Eight out of the nine students present at that stage completed up to five days with an employer – the ninth student's placement fell through. All of the reports from employers were good with two being excellent. For one student it was the first time ever he had been given the chance of a work experience placement. The students were placed in a variety of settings from Woolworths to a TV production company.

An initial project objective was to offer clear progression routes for the young people with a programme of support into further education or training or to support entry into employment or training. At the end of October this year two had enrolled on GNVQ courses, two were employed, two were attending a modern apprentice course and one student was involved in voluntary work.



Quotes

"I was very worried when I left school because I didn't know what to do with myself, but this course has turned things around for me completely. It's taught me a lot of new things and given me options for what I can do in the future."

"It also boosted my confidence a lot I used to be quite shy but after doing the course I feel I could talk to anyone now. I'm really enjoying working with children at the play centre and I'm excited about starting a career in it. This course has given me the opportunity to get started."





ARCO Plus

Arco Plus is WACs performing arts and media course aimed at young people aged 16-22 who have no or low level qualifications and who want to gain art-form skills, knowledge and personal confidence to move on to further education, work experience placements or employment.

This project is run in collaboration with Westminster Kingsway College. In October 2002 WAC received confirmation that the ARCO Plus programme had two years ESF Objective 3 funding. This gave the project additional funds to increase staffing and support students while on the project. Pastoral support was also part-financed by a grant from the Esmee Fairbairn Foundation.

Kate Child became the Acting Social Inclusions Projects Coordinator, overseeing the ARCO Plus and ARCO Junior programmes and Isaac Ngugi became the ARCO Plus Coordinator, with Robert Stephenson as his deputy.

Recruitment was successful with a record number of applications (106) and 54 places were offered. Applicants from 15 London boroughs were referred through Connexions Service, Youth Offending Teams and Careers centres as well as self-referrals in response to a radio jingle on Choice FM, ads in The Stage and The Voice and through word of mouth recommendation.

During contractual negotiations with Westminster Kingsway College, we reviewed the qualifications on offer. Since we first started the ARCO project in 1998, we have always offered Key Skills (at first these were NVQs and since 2000 they have been Awards) which were delivered through the performing arts and media subjects. While we firmly believe that the arts are an excellent way to improve key/transferable skills such as problem-solving, communication, improving own learning and working with others, our Key Skill Awards results have never reflected the development made by our students. This year we introduced the Intermediate level NCFE Certificate in Performing Arts for the Vocals and Drama courses as well as the OCR Wider Key Skills Awards. The students responded very well to the NCFE qualifications and all registered students but one achieved this qualification.

There were two new tutors on the ARCO Plus team this year. Joining stalwarts Stephen O'Hear, who had been teaching Digital Design since the start (1998), Paul Chivers, teaching music technology since 2000, David Laird, teaching Video Production since 2000 and Rachel Bennett teaching Vocals since 1998, were Tracy O'Flaherty, an actor, playwright, director and experienced tutor to teach Drama and Jon Dawe, a gifted Youth Worker who supported Isaac in the Portfolio and Careers sessions. Ade Lawrence, ARCO Plus student from 2001, proved to be an excellent assistant for Video Production and Music Technology and Kevin Trail, ex-WAC Member (and Mildred Ackerman award winner was a highly popular Assistant Tutor in the Vocals classes.

Curriculum development included standardisation of course paperwork, and improved quality assurance, in line with requirements in the FE sector and Common Inspection Framework. Our getting up to speed was assisted by the fact that Westminster Kingsway College had an OFSTED inspection in May.

Students were as lively as ever on this rich programme of mixed personalities, abilities and talents. After gaining basic skills in their two chosen subjects, students worked on original pieces before coming together on the cross artform final project which was on the theme of 'Elsewhere'. Ideas for the final project took place on the three-day residential at Hindleap Warren – where students had a gruelling schedule of outdoor team-building activities and creative workshops, to develop songs with music tracks, drama pieces that were performed live as well as recorded as short films. The ideas were further developed in the final part of the course with original contributions by the digital design students in the form of an interactive WAP phone drama and promotional tools.

The students went on theatre trips for inspiration: to the Shakespeare productions at the Roundhouse, 'Jesus hopped the A-Train' and the new production of 'Raggamuffin' at Stratford Circus. Masterclasses were held by Noel McKoy and guest speakers from the industry and drama college included Che Walker and recent drama graduate Ben Bennett.

A peer mentoring training programme took place in June and July and seven peer mentors were trained (by RPS Rainer) and matched to students from the course. The aim was to support them to their next step. Most peer mentors were matched with students but we have learnt that peers should be trained earlier in the programme in order to build a relationship before the end of the course. We have funds to run this scheme again next year.

Retention figures improved greatly this year with 31 students completing the course, 22 of which achieved the Course Certificate. Our achievement record also improved. 12 students gained Key Skill Awards in Working with Others, Improving own Learning and Performance and Problem Solving, 11 students achieved the NCFE in Performing Arts (Drama) and 7 students achieved the NCFE Performing Arts (Music).

By September many students went on to higher level courses including 'A' Levels, BTECs and Degree courses. Others went to a variety of work experience placements including songwriting at Urban Development, technical support on the Kosh's Performance Event of 'A Square of Sky' at the Round Chapel, Hackney and acting in a theatre in education project at the Lyric Theatre, Hammersmith. A record number of students were offered assistantships on other WAC projects including Junior WAC, Senior WAC and Wonder WAC. Students will be tracked until the end of the ESF programme in October 2003.

Q u o t e s

"My confidence and self esteem has grown amazingly. I've always wanted to improve and further my acting abilities as I had done some acting at school. This subject has helped me gain a lot more knowledge and understanding and helped me improve my acting skills"

Sanya Ogunlade - Drama Student

"I am very happy with how much I have learned since I joined the course. I had no musical experience when I came but I now have produced a track working alongside a vocalist which I am very proud of"

Will Joyce - Music Technology Student

"The skills I gained were confidence in music and my performance. The course helped me rekindle my confidence because I was surrounded by other positive musicians who wanted to share their music - just like me. This taught me that I am an artist. All I needed to do was just keep focussed on my goal."

Albert Johnson - Vocals Student



New Opportunities Funding

The Camden LEAP initiative started in January 2002. As one of the creative partners, WAC has been involved with several out of school hour's projects throughout the borough of Camden.

The Creative Writing projects took us into several primary and secondary schools and most groups created one or more songs with either pre-recorded backing tracks, or they used percussive instruments to support the songs. The tutors used a wide variety of inspirational sources and materials to create and develop the students song-writing and lyrical work.

The songs were performed at a special performance at the Hampstead Theatre in April and July. The majority of the students had never performed in a professional theatre, so the experience was exciting and exhilarating for them all. The groups also had the opportunity to perform their songs during their assembly's in front of their peers, parents and teachers.

The one to one projects focused on music, dance, drama, music technology and video. St Dominics primary school followed a music programme involving African drumming and acoustic instruments. They worked with two experienced musicians and were closely supported by the link tutor. The group also had the opportunity to perform as the opening act in the first ever WAC Music Festival in April. They performed a classic jazz piece, and although they were very nervous, they did extremely well and performed like true professionals! Swiss Cottage school started the year with an African drumming project, which the students related to extremely well. In the summer term they did a storytelling project based on fantasy and mythical characters. We worked at the Royal Free Hospital School during term time and school holidays. The various projects focused on developing the students' music technology, song-writing, video and drama skills. The tutors collaborated to pull all the elements of the term's work together and used the medium of film to document the process. All the projects were very successful, and the students gained tremendously from the experience.

St. Aloysius and Holy Trinity focused on Dance. The tutors were able to teach a variety of dance forms from street dance to experimental creative

movements. All the students were enthusiastic to learn, and they performed their pieces at special end of term assemblies.

WAC was also involved in the Exhibition project working with seven primary schools. High Art was an exhibition of funky monsters and imaginative creatures installed in the gardens of Lauderdale house, and the Labyrinth project was an installation at the Rounhouse in Camden based on the story of 'Theseus and the Minotaur'. Fleeta Siegel, the media facilitator, documented all the projects in the schools and the exhibition using video and photographic stills. He also took part in the performance of the Labyrinth as a roman soldier!

The LEAP projects started well and are going from strength to strength. The tutors are also developing their own professional practice and using their skills in a wide variety of creative ways. As an organisation we are excited about working with new tutors and expanding our database with new and stimulating teaching methods. The students are being creative and learning new skills, which will support and help them with their plans for the future. The partnership links with the schools within the borough are developing at an even pace. I feel confident that they will lead to better teaching practice of the arts and media in schools. I also feel that our projects have raised self-esteem and self-confidence by the pupils participation in the development of group ideas and public events. We are looking forward to completing our first year, and continuing to develop and structure this important educational initiative.

Quotes

"I was impressed with the way (the tutors) managed a mixed age and ability group of pupils, many of whom had additional medical or emotional needs."

Headteacher - Royal Free Hospital Children's School

"I enjoyed this club because it was brilliant, writing songs and having fun!"

Student - Christchurch Primary School

"I really enjoyed making up my own ideas, putting them together, and performing in front of people."

Student - Christchurch Primary School

"I enjoyed seeing the children grow in confidence and trying a new skill. Faron was excellent - committed and enthusiastic. The children enjoyed working with him."

Support Tutor - Christchurch Primary School



Music Maker

The WAC Music forum held in July 2001 identified various areas of potential growth and need. Since then Music Maker at WAC has extensively developed music provision within WAC's traditional weekend programme as well as effecting it's wider curriculum in areas such as outreach work, showcase events and extra evening workshops.

These include The WAC Nites music and song workshop where excellent practice culminated in the Spring of 2002 with a sharing of choral and band work.

The outreach programme via NOF has seen an innovative series of workshops in schools such as St. Dominic's, Maria Fidelis and Swiss Cottage School – though funding for the projects was raised from NOF and Camden Youth Service, careful work was carried out with Music Maker to ascertain the needs of local schools and after school slots.

Special projects that were developed with Music Maker include *Tell it Like it Was* - a week of events around Black History Month that involved both Junior and Senior WAC students, culminating in an afternoon of music and dance by Junior WAC students and an evening of original song, rap and poetry hosted by Amani Naphtali.

The ongoing Junior WAC one to one instrumental classes showcased their developing skills in May 2002 with *ONE TO ONE* a recital of excellent work.

In June 2002 Music Maker co-ordinated the WAC Music Festival, a successful day long event of music, song and rap featuring both current and ex WAC students and ranging from primary school outreach work to professional artiste Kevin Mark Trail. This event was recorded live (CD currently being mastered) by Overtones Sound outfit for WAC.

Research was co-ordinated by Music Maker into the building of dedicated live studio space in WAC's current music room area. The results of this work are in plan form and further funding is currently being investigated.

WAC's new Street Level Club, a tri-annual showcase event is now launched and has so far successfully organised two events to offer a platform to young semi professional singers, rappers and musicians.

Developmental work in partnership with our sister company, MIDI MUSIC CO., has resulted in the CATS programme - advisory sessions available for young musicians, singers - being brought to WAC on a regular basis.

Loggies Under 5s

Based at the Harwood Community Centre we provide a safe and friendly environment in which children under 5 can investigate creative play opportunities while their parents / carers can meet, socialise, gain peer support, develop parenting skills and seek advice without excluding their children. The project is specifically targeted at those parent/carers who lack support or are isolated; lone parents, teenage parents, carers and others affected by social exclusion.

We offer young children the chance to play, explore and learn, while developing the sharing and socialisation skills so vital when children start nursery or school. In addition to providing a range of structured play opportunities e.g. paints, puzzles, bricks etc. we have a range of specialist soft play equipment especially suitable for babies and children with disabilities.

In September we decided to run a pilot project for one term offering parent/carers and toddler classes. These classes are aimed at children and adults learning together, while providing ideas which parent/carers may use at home. The classes provided, taught by specialist tutors, included arts and crafts, rhythm and singing, drama and story telling. The pilot project was so successful that we have been able secure funding to continue to run the classes, every morning during term time and have added two more, movement and sport skills. Tutors are encouraged to follow thematic projects celebrating the richness of cultural diversity of the community e.g. exploring World music, celebrating festivals and events.

Every weekday afternoon drop-in sessions are held in the nursery, which is purpose built with a large garden, providing the chance for the children to play outside safely. For many of the children using the



centre this is their only opportunity for outdoor play; to learn to ride a bike and enjoy messy but crucially educational play – painting, play with water, sand etc. Indoors, we have activity tables, a home corner and a quiet reading room.

Staff at the Loggies are experienced, friendly, they aim to ensure that all runs well, that the children get the best opportunities available and that parents/carers get the appropriate support they need and deserve.

Everyone involved in the project was extremely sorry to see Pauline Young, the Loggies Manager for the last ten years, leave to lead a more leisurely life on the Essex coast. In true 'Loggies' style Pauline was thanked and her work with us celebrated with a big party, an indoor bouncy castle, lots of noise, fun and laughter!

In August, we welcomed Rebecca La Croix as Loggies under 5s worker, who will work with us to implement new and exciting plans for Loggies next year, including a teenage and lone parent project and more opportunities for parent / carers and toddlers.

Black History Events

The events during Black History month at WAC were aimed to:

- raise awareness of African History at WAC
- learn new and exciting art forms
- explore and present a personal expression of African History
- begin a tradition of annual events in October at WAC for Black History month
- bring WAC students and their families together in a celebration of the Young Black British experience

LOOK BACK JUMP FORWARD was a series of three days of workshops during the Junior WAC autumn half term. Artforms included: African drumming, poetry and rap, and Caribbean dance. The workshops started with an introductory talk by Paul Aiken, an African historian, about the 'Windrush' experience and ended with a question and answer session. The talk was also attended by the student's parents and the other workshop tutors. One of the students commented later that it was great "learning about Black History" and how she had never addressed these issues before.

The standard of performances was excellent - The drummers performed an eclectic set of rhythms and call and response patterns. The poets, 'The Famous Five', created three poems and songs called 'Life', 'Advice' and 'Remember'. All the poems were a true expression of the Young Black British experience. Finally, the Quadrille dancers waltzed and mimicked their imaginary land-owners with a quality and gentile style they performed the dance pieces superbly in traditional folk dress, especially as none of the students had never performed this style of dance before.

The workshops and performances were thoroughly enjoyed by the students and tutors alike. Everybody involved was totally committed to making this project a success. The general feeling from all the students were that "the teachers were patient and very encouraging".

On Sunday 4th November, the students were invited to take part in the Platform Zero 'Keep Britain Talented' showcase at the Bloomsbury Theatre. This performance was a new challenging experience for the students, as many had never performed in a theatre. However, they all coped well with the technical difficulties on the day, and came away feeling a great sense of achievement of being able to share their work with a wider audience.

Street Level Club

TELL IT LIKE IT WAS, An evening of original rap, song and poetry performed by WAC's semi professional musicians in collaboration with WAC's Street Level club

Amani Naphthali was a superb host. He brought humour and weight to give the evening a historical significance and we learned a new and vital part of African History at the introduction of each performer. The standard of work was superb - all but two artistes performed original work.

Performers included Zedekiah's Accra Drummers - an ensemble of thirteen young players whose timing and presentation of modern African drum was outstanding

There was three and seven part a cappella harmony from Jleish and WAC's own Vibrant Voices, inspirational hip-hop/R&B and newly written soul sounds from Noreen Stewart as well as Kevin Mark Trail with Ben Mullan. Jacqui Oppon inspired us with original jazz song and scat and the jazz theme continued with two arrangements from the renowned WAC Band; original poems included a stunning allegorical piece from Luyanda Lipere.

We hope to stage regular events at Street Level Club and to run creative workshops prior to African History month 2002 so as to feed various art forms into a bigger event than this year's

We would like to integrate creative work about African History month into the Junior and Senior WAC programmes throughout the month of October.





Weekend for Under 18^s

Just after Easter we took a group of under 18 Wonder WAC students on a residential weekend to Butlins, in Bognor Regis. Some of the group travelled down by mini-bus, whilst the rest went with their 'buddies' by train. Miraculously we all arrived about the same time, amidst an atmosphere of great excitement. In small groups of members and their buddies we stayed in chalets which was great fun. We did not self-cater but went half-board taking our meals in the camp restaurant. Each young person and their buddy were given a small allowance for their activities and lunches, having to agree how they were going to spend their limited budget. Everyone seemed to enjoy deciding how to spend their money some electing for sandwiches and fun packed afternoons of activities, while other preferred a more leisurely restaurant lunch, leisurely strolls and afternoon naps! The group enjoyed the relative freedom and had a wider range of experiences to share.

There were many activities available and between us we enjoyed go-karting, crazy golf, roller blading, the swings, beach walks, taking afternoon tea, swimming and watching the many shows on throughout the day. The highlight of the trip was the evening out, which included a visit to the cinema to see 'Bend it Like Beckham', followed by a hot drink in the coffee shop.

Butlins was a wonderful, if exhausting, weekend trip. The Butlins staff were very accommodating and the trip ran very smoothly. It proved to be a very valuable weekend and gave our students the opportunity to develop a sense of independence and to participate in activities both with their buddy and as a group. The weekend was a great success and we are looking forward to the next one.

Wonder WAC Residential^s

The Wonder WAC 'Oasis' residentials are a fantastic opportunity for our young people with learning difficulties to stay for several nights out of London, in rural settings, either under canvas or in chalet accommodation. They have the chance to try new and exciting outdoor activities, socialise with other young people and develop their independent living skills, while their parents and carers are able to have some much needed respite.

Weekend for Over 18^s

As part of the **Transitions Programme** (funded by Camden Social Services Adult Learning Difficulties Team) for the over 18's group, we went on a residential weekend to Center Parcs at Elveden Forest, near Thetford, in March. We travelled by mini-bus in the dark and had to find our chalets in the forest without street lights which proved quite a challenge! In small groups of members and their buddies we stayed in chalets. We were self-catering, a decision made by the group following their trip to Butlins last year, each chalet was allocated a budget and had to decide on their menus, shop, cook and wash up, dividing tasks up equally. This proved easier for some chalets than others!

Each member and their buddy was also given a small budget for their entertainment and activities.

We were spoilt for choice of activities, crazy golf, cycling, long walks, swimming, pool and shopping were the favourites. After dinner in the evening we all met up in the centre and watched the entertaining live acts.

Clearly the group gained enormously from the experience and have further developed their independent living skills.

Of the many happy memories of the trip perhaps the most memorable was when Charlotte and Graham, each in huge plastic rings, discovered the freedom and liberation of the jetstream in the pool, they would have stayed there forever.



Future Proof

Future proof is a continuing professional project for artists who want to maximise their earnings by increasing their skills in self presentation and maintaining themselves in their profession, as well as offering training in workshop leadership skills. We were working in partnership with Space Place, Midi Music Company, Haringay Arts Council and Metier. The programme is aimed at under-employed artists and in particular artists from black and ethnic minority backgrounds. In January we began an assessment of the candidates requirements for this particular client group. Danielle Rappaport agreed to take on the position as project co-ordinator starting in March by which time the first draft of the programme was complete and ready to be discussed with the project partners at the partners meeting that month. The partners meeting also gave the partners a chance to discuss and agree on the different projects that they would be offering collectively as part of the programme as a whole.

In April the senior tutors and the co-ordinator met to do a detailed breakdown of the course content alongside the development of the timetable and publicity information. Recruitment began in April, mailing out to tutors, assistants, volunteers and other organisations and interested parties on our database, whilst the design of the programme continued as tutors and workshops were confirmed throughout April until July.

June – August saw the recruitment process in full swing with an intensive round of interviews, with the final list of accepted candidates notified by the end of August for the start of the programme on September 14th.

RAGE Project

WAC supported a film made by group of young people in Islington called RAGE. This group of young people are in the process of leaving care and they made a video about their experiences addressed to all kinds of workers and managers who affect young people in care, young people in care and care leavers' organisations.

The video aimed to 'be a voice for young people show them they are not alone, what to do if you are unhappy and to show how very unhappy some young people in care are but that they are strong too. It covered issues like drugs, homelessness young asylum seekers, and how things can be overwhelming.'

The video aimed to increase understanding of young people's experiences and views, to get up-to-date information about legislation - new care leavers Act. It was made with the support of Beverly Nelson and Leo Baker and was premiered at the Arsenal Football club in October 2002. The video will be distributed by the NSPCC and Islington Social services (the funders) and be part of new training around the Act,

Accreditations

DUKE OF EDINBURGH AWARDS,
CHANGEMAKERS, ACTION PAYS AND
MILLENNIUM VOLUNTEERS.

Many students have achieved accreditation through a range of award scheme including Duke of Edinburgh Awards, Changemakers, Action Pays and Millennium volunteers. This is one example of the work undertaken:

In the Spring we were invited to participate in a national pilot project by The Duke of Edinburgh Award (DofE's) and Changemakers to develop a youth-led approach to the DofE's Award Service Section, which could lead to this approach being extended throughout the award scheme. The scheme involved WAC, Richmond Open Award Centre and Parliament Hill School. The work was to focus on empowering young people to identify a community need, plan and implement a solution and then evaluate their work. Our additional aim was to breakdown the perceived and in some cases real elitism of the DofE's Awards.

Our group consisted of a group of Haverstock ARCO students, who had been introduced to DofE's in January. The group had already achieved the Skills Section of the Bronze award through their participation in drama and video production courses and the Expedition/Exploration Section during a residential to Brathay house in the Lake District. They were working towards their Physical Recreation Section by attending a local gym, martial arts, football and basketball sessions.

Involvement in the pilot project provided our group with the opportunities to gain their Service Section through a Changemakers project. Initially the group wanted to landscape and plant the side garden of InterChange Studios but were thwarted by planning regulations, instead they chose to renovate the outside play area used by the Loggies Under 5's drop-in and the on-site nursery.

The group drew up extensive plans and undertook a great deal of research before starting the work which included re-painting the exterior walls, designing fixed playground games and re-planting the garden. With an award from



Action Pays and some persuasive fundraising efforts they managed to achieve their aims.

The proud group of students then undertook a further Changemakers project to assist with the evaluation, they planned and hosted a barbecue in the newly refurbished garden to which they invited the other groups involved in the pilot and their families.

Four of the students completed their entire Bronze Award and one has now started working towards his Silver. They gave a presentation at the Changemakers South East Review and Celebration in July.

Key skills units at level 2 were achieved as follows: Working with Others x 12, Improving Own Learning x 2 and Problem Solving x 1.

Assessment Centre

We are now accredited by the following awarding bodies:

- Edexcel offering Arts Development and Training NVQ's (formerly DADS/P).
- NCFE - Certificate in Performing Arts
- ASDAN – Youth Awards
- City & Guilds – ICT Basics & Profile of achievement
- OCR - Key Skills

A great deal of time was spent setting up additional and updating existing systems of quality assurance set out by each awarding body. The centre co-ordinator worked in close relation with coordinators from the 3 ARCO projects, to track their students' progress through the qualification.

The ICT Basics certificate was awarded to 5 Haverstock Arco Students and 6 Camden Arco students.

The Profile of Achievement was awarded to 6 Camden Arco students.

NCFE certificate in Performing Arts specializing in Drama was awarded to 7 Arco Plus students and the same certificate specializing in Music (vocals) was awarded to 7 students.



Finally we were to support our long distance learning musician through to completion of the Delivering Art form Development Sessions NVQ. All in all a busy year accreditation wise!

Quotes

"I saw a good range and level of work. The centre actively promotes inclusive learning and attracts a wide range of learners, some from very disadvantaged backgrounds. The work sampled suggests that the centre manages to deliver open access learning to all who attend. Tutors are supported well and the internal verification procedures appear robust and conceptually sound. The centre has a lot to be proud of and justifiably so."

NCFE External Verifier



Creative Renewal

This is a programme funded by EQUAL, a European fund which aims to reduce barriers to employment for women, disabled and black and ethnic minority workers. Led by Metier the NTO for the arts and entertainment industry, this project brings together forty UK partners who will be working together to address these issues in the cultural industries. In January we met with all the partners for a two day planning seminar. Then each organisation drew up their individual work plan and identified the areas of enquiry that they wanted to contribute to within the partnership. For WAC this made it possible for us to start to plan our Foundation degree programme as well as exploring the accreditation of our artists training possibly leading to an MA in Youth Arts.

The idea of running an undergraduate course in the performing arts has long been a dream of WAC's. An advisory team made up of representatives from the industry including artists & educationalists, was set up in the autumn of 2001 to discuss the justification for a degree in non-western art forms and the curriculum content of such a course. Through these

discussions a rationale emerged, which would go some way to addressing institutional racism within higher education, a dearth of professionally trained inter-disciplinary artists, the argument that non western arts companies acknowledge a deficit in the training of their specific skills.

In May 2002, an application to run a foundation degree in Non Western Performing Arts was made to UNL College of London.

A proposal outlining the rationale, aims, course outlines learning and teaching styles followed shortly. Whilst we waited to hear from UNL the advisory board met to discuss the range of stylistic art forms and the integration these, the relevant assessment methods and procedures. Outline planning approval was given by the London Metropolitan University in Late October 02 and we hope to recruit students in February 2003 for a September start.

Meanwhile we are continuing to explore accreditation options for our artists training with both Goldsmiths and London Metropolitan and hope to submit for an in principle commitment for an MA in Youth Arts from one of them early in the new year.

In May 2002 WAC opened as a UKOnline Centre part of the nationwide initiative to support the use of ICT in low income communities. WAC received nearly £73K to provide dedicated sensory room with adapted technologies for our learning difficulties programme; new machines and software to teach digital arts, music machines). We have a 12 fully specc'd machines in the digital arts studio, and 4 superb portable music technology suites. The video production area has 6 cameras and 5 editing stations. In addition our ICT infrastructure has been strengthened and consolidated.

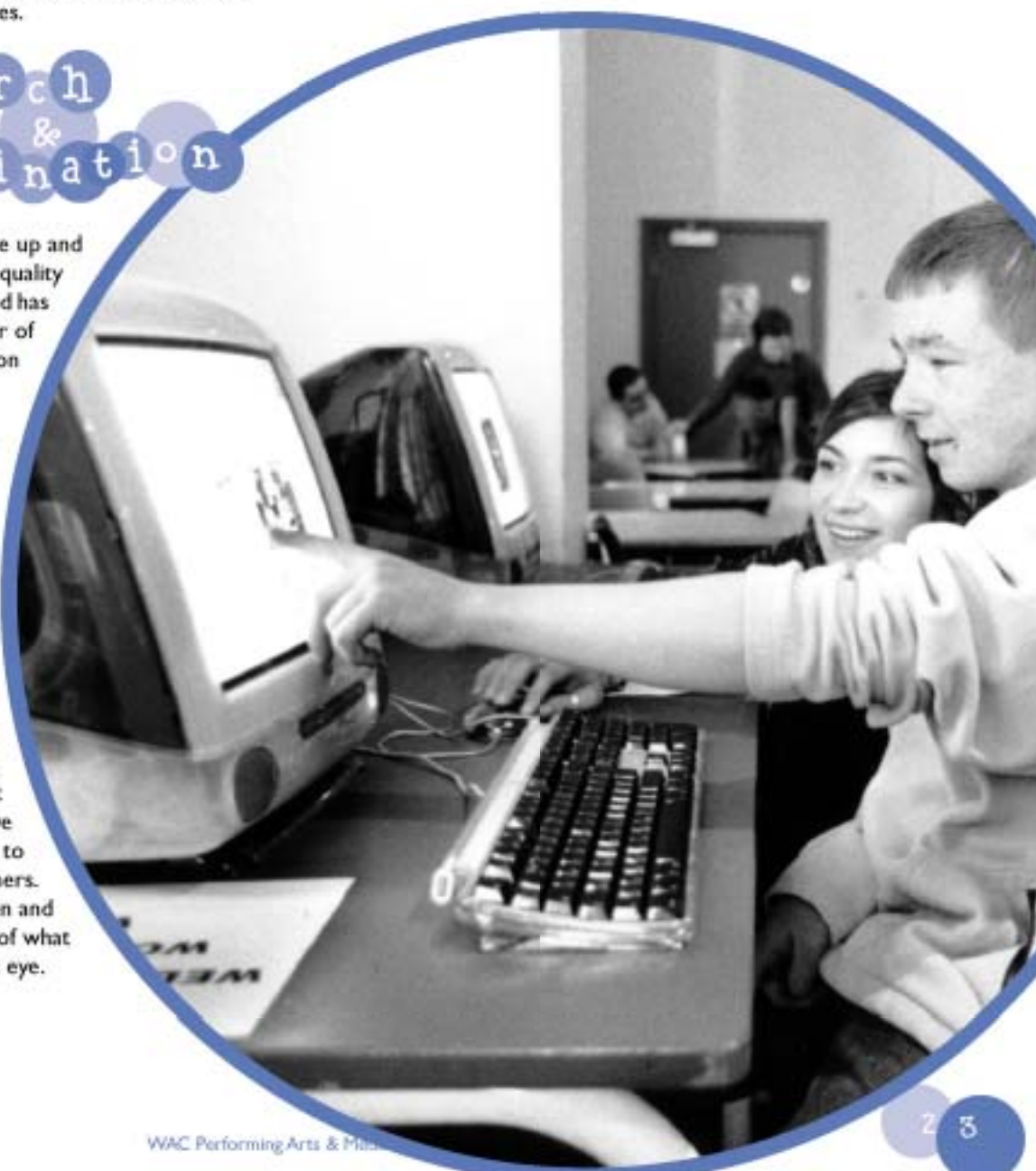
In January 2002 a new member of staff, Oliver Burdajewicz started full time as our media resources officer and working alongside Tobi Forsdyke in the comms room, WAC now has an excellent range of IT and media production equipment and resources for use on our programmes.

CONNECT 2000 finished this year. The project involved comparing and contrasting a the delivery of informal education to disaffected and marginalised groups of young people with a special emphasis on arts and/or media education activities. Organisations in Spain and France along with WAC were researched over a 2 year period. The life-trajectories of many of the students attending these sites reveal real dangers of social exclusion and the prospect of a life time of being ill equipped for the demands of adult life. The research showed how in their different ways, all the providers seek to offer innovative and accessible learning opportunities, delivering transferable skills which will lead to employment, while at the same time empowering young people to celebrate their cultural difference as negotiating their place as citizens of Europe.

Research
&
Dissemination

WAC works hard to write up and advocate the distinctive quality of education it provides and has been involved in a number of research and dissemination projects over the year.

We jointly facilitated a PhD. Studentship with the Economic Social Research Council (ESRC) with the Institute of Education. Lisa Alexander worked for the year exploring learning in dance. Staff from WAC gave talks in Seoul, S. Korea and worked in Brisbane, Australia, talking about the original and innovative work we do at WAC to governments and teachers. Other talks in Copenhagen and Exeter keep the message of what we are doing in the public eye.



While there is much anecdotal evidence that the arts and media can play a crucial role in the lives of young people encountered in enabling them to move on to mainstream education and employment, this project will left behind a full scale study documenting such processes.

This year saw the final stages of writing up and dissemination. The completed account of this project is available as a short book, 'Making Connections: Informal Media Education Projects for Young People' by P. Lord, P. Doherty and J. Sefton-Green is published by THE NATIONAL YOUTH AGENCY in the UK. It contains a detailed analysis and description of all the direct activities undertaken with young people at all three main sites across Europe. This includes details about students, recruitment, course delivery and evaluation of learning. Other outcomes during the project include, seminar and conferences and a series of publications.



Informal Learning and Digital Cultures

WAC jointly led a project, shared spaces looking at informal education and its implications for changing schools.

As schools and families increasingly equip themselves with digital technology, the ways children play, learn and are taught are bound to change. In contrast with the formal space of schools, many children's experiences of the digital world take place in informal settings such as libraries, homes, or community centres. This project looked at a range of learning situations involving digital technology and asked how educators can engage with children's informal knowledge and learning of digital cultures. This project aimed to develop innovative curriculum strategies, based on the new knowledge and experiences digital culture can offer young people. By investigating a range of learning situations, the project suggested how the informal styles of learning that characterise young people's out-of-school experiences with technology can be drawn upon and developed in schools. The project involves piloting, documenting and evaluating new approaches to creative teaching and learning, using digital media.

During this period we completed a chatroom project 'pure chat' with girls and the computer game and cybercafe work: all of these were based at Saturday WAC. Papers discussing the project have been presented in Copenhagen and Stockholm and London and will be published in French and Australian journals. The next period of the project will involve further writing and dissemination

www.wac.co.uk/sharedspaces



This year saw the beginning of CHICAM, (children in communication about migration) a three-year project, running from November 2001 to October 2004.

WAC is one of 7 partners:

- Centre for the Study of Children, Youth and Media, Institute of Education, University of London (co-ordinator)
- WAC Performing Arts and Media College, London
- Fondazione Centro Studi Investimenti Sociali (CENSIS), Rome
- Centre for Research in International Migration and Ethnic Relations (CEIRO) Stockholm University
- Department of Media Education/Media Centre, University of Ludwigsburg, Germany
- Forum Institute of Multicultural Development, Utrecht, The Netherlands
- Greek Council for Refugees, Athens





CHICAM's main focus involves studying groups of migrant/refugee children, aged 10-14, who are using new communications media in order to communicate with each other across national boundaries. In each participating country, researchers are collaborating with media artists and youth/community workers who are working directly with such children. Using the internet, we are establishing a communications network to facilitate the sharing of children's media productions, and generate ongoing dialogues between them. We will investigate how these children represent and express their experiences of migration into the different host countries, and how their use of new media might enable their perspectives to inform the development of European educational and cultural policies. In the process, we will seek to identify how particular experiences of reception, educational practice, family re-unification and community involvement may more effectively promote social inclusion and economic and cultural integration.

CHICAM is conceived as a form of 'action research'. It will generate a range of original data that will provide new insights into the experiences and perspectives of migrant and refugee children; and it will also provide innovative, evidence-based models of educational and cultural practice involving new media of communication.

WAC is responsible for the technical infrastructure of the project. <www.chicam.net> During this period We hosted a 5 day working seminar to examine the film-making elements of the project and ran the first pilot film-making experience with refugee children based in Kingsford Community School, Newham working with Pervaiz Khan. We will be running a CHICAM club at the school from September 2002. WAC staff have been involved in developing the project and working to ensure it is set up and works smoothly.



WAC is also proud to share in the success of Stephen O'hear who was appointed a fellow of the National Endowment of Science, Technology and the Arts. Stephen has worked at WAC for 5 years and his fellowship will benefit us enormously over the next 3 years.

Here is an extract from NESTA's press release:

A selfproclaimed 'new technology evangelist', Stephen O'Hear, has received a NESTA Fellowship of £74,704 to embark on a project aimed at inspiring and empowering teachers and learners, to explore fully the creative potential of Information Communication Technology (ICT) in education.

A talented multimedia artist and teacher, Stephen formed his own consultancy, Antialias, after receiving his degree in Media Production from Bournemouth University in 1996. Antialias fast gained a reputation for developing web sites with a particular emphasis on accessibility and online learning. Through his work with Antialias, Stephen has developed on-line resources and produced multimedia for the BBC, CLPE (a New Opportunities Fund approved supplier of ICT training) and the Institute of Education. Stephen is currently working as a Consultant for the Open University, developing innovative online learning environments for teachers and pupils using new technologies to deliver and foster learning. The first of these projects 'Moving Words' was recently short listed for a 2002 BETT award. Stephen is also employed on a freelance basis at the WAC Performing Arts and Media College in Hampstead as a Digital Arts Tutor and as a Tutor for a project aimed at young unemployed people in web design and video technology. Outside of his paid work Stephen is the editor for stage4 (stage4.co.uk) a community web site that dedicated to news and comment on art and technology.

The three-year Fellowship will help Stephen to complete two cutting edge research and development projects. The first will be to develop a student production company based at WAC Performing Arts and Media College. The aim of the project is to create a learning environment for students to develop entrepreneurial and technical skills in a creative and professional context. The potential of this type of learning will be tracked through the use of personal online production diaries as well as through the products they produce. The second proposal is to work with young music technology artists to develop a DVD ROM that explores the possibilities of this new medium as a learning tool and will combine animation, video, audio and text.



Harmond Community Centre Development

Plans for a 'family centre' have been drawn up, which includes refurbishment of the existing building, built in 1975 and now in major need of updating, and additional community spaces. In addition to the existing resources in the main building, the new facilities will provide:

- additional community arts and recreation rooms
- specialist indoor and outdoor facilities for under 5's
- specialist play and youth work provision for under 14's
- specialist facilities for people with disabilities
- additional community recreation rooms
- project spaces for other Camden based charities whose purposes relate to family welfare, health and education

The proposals have been well received and supported by the Board of the Trust, Councillors and Council Officers and a feasibility study has been carried out. During the summer of 2001 we successfully secured Neighbourhood Renewal Funding providing the capacity to develop the project, make bids to generate the capital funding needed, undertake further consultation with the community and realise the plan.

With the support of SureStart, EYCCDP and NOF we will be able to extend the range of programme offered at the centre next year to include increased Loggies Under 5's Provision, a teenage and lone parent project, an after school club and school holiday provision. All of which will create employment opportunities for local people and parents returning to work.

Work Experience & Student Placements



Over the years we have worked with many volunteers, both those who are current or ex WAC members and those who contact us to develop their knowledge and expertise in a particular area of work. This year we have been able to accredit the work that volunteers have undertaken through registering them with the Millennium Volunteers and the achievement of the Service Section of Duke of Edinburgh Awards. We have several sessional paid staff who started at WAC as volunteers, are now qualified workers and continue to work with us.

We have been able to offer fifteen work experience placements to students from a range of local schools through to higher education institutions both in the UK and USA.

Students have worked in every area of WAC's work and we have all gained an enormous amount of insight and a range of valuable experience.

This year we have had student placements from CAPA (Centers for Academic Programs Abroad, UK division) in the USA, Central School of Speech and Drama, City University, Hampstead School, Highgate Woods School, John Loughborough School, La Sainte Union Convent School, Liverpool Institute of Performing Arts (LIPA), Mill Hill County High School, Westminster Kingsway College.

CAPA, USA

Amy Hooker

Central School of Speech and Drama

Robert Puzone

Central School of Speech and Drama

Laura Matthews

City University

Ceri Bevan-Jones

City University

Aimee Pook

Coloma Convent Girls School

Chipochashe Garwer

Hampstead School

Behnaz Firooz

Highgate Wood School

Ruby Baker

Highgate Wood School

Marriana Conteh

John Loughborough School

Dwayne Smith

La Sainte Union Convent School

Stephanie Paulo

Liverpool Institute of Performing Arts

Sophia Ireland

Mill Hill County High School

Elena Peter-Savva

Westminster Kingsway College

Stacey Davis

Mildred Ackerman Award Recipients

- 1987 **ALEC CUFFY**
- 1988 **MARIANNE JEAN-BAPTISTE**
- 1989 **STEPHEN THOMAS**
- 1990 **STEPHEN MEDLIN**
- 1991 **YOLANDE CHARLES**
- 1992 **LYNIEVE AUSTIN**
- 1993 **ANDREA FRANKLIN**
- 1994 **CLIVE CHERRINGTON**
- 1995 **STEVE BOWYER**
- 1996 **HANNAH GREEN**
- 1997 **KIZZY AUGUSTIN**
- 1998 **YUSUF ALAO**
- 1999 **BEN MULLON/ELENI STEPHANOU**
- 2000 **NYIKA GOREMSANDU**
- 2001 **KEVIN TRAIL**
- 2002 **LEO BAKER**

The award for long term senior students who gave more to WAC than they could ever expect to get back.



WAC Performing Arts & Media College is made up of the following members of staff:

Permanent Staff

Melanie Ancliff
Rose Blackmore
Oliver Budajewicz
Kate Child
Lindsey Coyle
Robyn Goldsmith
Celia Greenwood
Danielle Rappaport
Julian Sefton Green
Martha Stylianou
Alice Young

Youth Officer
Senior Administrator
Media Resources Officer
ARCO Plus Coordinator
Camden ARCO Coordinator
Administrator
Director
Future Proof Coordinator
Head of Media Arts & Education
Education Officer
Haverstock ARCO Coordinator

Seasonal Staff

Rachel Alleyne
Polly Agg-Manning
Francis Angol

Cassandra Annan
Christine Aspell
Michael Aspell
Lynieve Austin

Hanaa Awatta
Nardo Bailey

Stacey Balfe
Hannah Bates
Sascha Bird

Rachel Bennett

Paul Blackmore
Natasha Bunbury

Maxine Bunting

Ben Carter
Sarah Chernaik
Paul Chivers

Tony Clarke
Katy Coe

Ian Coulson
Lindsey Coyle

Senior WAC Street Dance Tutor
Junior WAC Ground administrator
Loggies Movement and Drumming Tutor

Junior WAC Work experience
Oasis Residential Worker
Oasis Residential Worker
Senior WAC & Camden Arco
Singing Tutor, NOF Singing Tutor
for Our Lady's Primary School
Junior WAC Work experience
Senior WAC and NOF Music
Technology Tutor for The Royal
Free Hospital school

Junior WAC Singing assistant
Junior WAC Keyboards tutor
Loggies Singing and Percussion
Tutor

Senior WAC & ARCO Plus Vocals
Tutor, Oasis Residential Worker,
NOF Singing and Song Writing
Tutor for Maria Fidels and The
Royal Free Hospital School
Oasis Residential Worker
Senior WAC Contemporary Dance
Assistant

Loggies Movement Tutor, Junior
WAC Movement and Dance Tutor
Oasis Residential Worker
Loggies Arts and Crafts Tutor
Senior WAC and Arco Plus Music
Technology Tutor
Senior WAC Singing Tutor
Junior WAC Movement and Dance
Tutor

Wonder WAC Tutor
Wonder WAC Tutor, NOF Drama
Tutor for the Royal Free Hospital
School

Lena Cullen
Lauren Dalrymple

Elaine Dalton

Bill Danby

Katerina Daniel-Smith

Jason David

Ayisha Davis

Jon Dawe

Sara Dhillon
Mary Doyle
Carla Dubois
Esther Duggan
Abi Falana
Cecillie Farrar
Halima Farah
Farbrizio
Milo Fell
Flora Finch

Tobi Forsdyke
Donald Fowler
Sadie Galindez
Monica George

Elaine Grant

John Gunter

Jean Hart
Leon Hazlewood

Kate Heath
Lloyd Heath

Joanne Hensor
Ashleigh Hooten

Rose Hooten
Gerry Hunt

Curtis James
Jeanefer Jean-Charles

Kevin Jones
Catherine Jordan-Dunne
Pearl Jordan
Raife Keller Cooper
Islean Kinghorn
Rebecca La Croix
David Laird

Ade Lawrence

Mark Linton
Lerato Lipere
Danielle Lydon

Camilla Macready
Terence Maloney
Barry Mann

Junior WAC Singing assistant
Junior WAC Singing tutor, NOF
Song writing Tutor for Torriano
Juniors School
Senior WAC Student Support
Worker
Wonder WAC Tutor, Oasis
Residential Worker
WAC Nites Trampoline Tutor,
Wonder WAC Escort, Oasis
Residential worker
Haverstock Arco English and
Maths Tutor
MaMa's café for Junior and Senior
WAC

Support Worker for Haverstock
Arco, Arco Plus Portfolio and
Careers Assistant Tutor
Senior WAC Music Tutor
Harwood Caretaker
Senior WAC Drama Assistant
Oasis Residential worker
Junior WAC Singing assistant
Junior WAC Ballet Tutor
Junior WAC Work experience
Wonder WAC Tutor
Senior WAC Drumming Tutor
Junior WAC Music Assistant and
Percussion Tutor

Junior WAC Technical Support
Senior and Junior WAC Caretaker
Junior WAC Dance assistant
WAC Nites Singing Tutor, Wonder
WAC Tutor

Junior WAC co-ordinator,
Haverstock Arco Mentor,
NOF Co-ordinator
Senior and Junior WAC Ballet
Accompanist

Wonder WAC Tutor
Wonder WAC Tutor, Oasis
Residential Worker
Wonder WAC Tutor
Loggies Sports Activities Tutor,
Harwood Security and Gardener
Junior WAC Drama assistant
Senior WAC Jazz Tutor, WAC
Nites Dance Tutor
Wonder WAC Escort
WAC Music Maker, Junior WAC
Music Tutor

WAC Nites Dance Tutor
Oasis Coordinator and Residential
Worker

Junior WAC Cyberspace Facilitator
Junior WAC Ground administrator
Oasis Co-ordinator
Junior WAC Video assistant
Junior WAC Drama assistant
Junior WAC Playroom supervisor
Wonder WAC Tutor, Junior WAC,
Haverstock Arco, Camden Arco &
Arco Plus Video Tutor

Arco Plus Music technology and
Digital Video Tutor Assistant
Wonder WAC Tutor
Junior WAC Ballet Assistant
Senior WAC Audition Technique
Tutor, Loggies & Haverstock Arco
Drama Tutor

Oasis Residential Worker
Camden Arco
Haverstock Arco Martial Arts
Tutor

Laura Matthews Stephen Medlin	Junior WAC Drama assistant Senior WAC Physical Theatre Tutor, Oasis Residential Worker, Camden Arco Drama Tutor, NOF Drama Tutor for The Royal Free Hospital School
Maggie Mendy	Wonder WAC Youth Worker, Junior WAC Pastoral Support Worker, Haverstock Arco Support Worker
Mariette Mensah	MaMa's Café for Junior and Senior WAC
Manuela Mogavera Bilal Mohammed Zedekiah Morgan	Senior WAC Singing Tutor Oasis Residential Worker Senior WAC Contemporary Accompanist, Oasis Residential Worker, Haverstock Arco African Drumming Tutor, NOF Music Tutor Swiss Cottage School & St Dominic's primary school
Ben Mullan	Senior WAC Bass Tutor, Junior WAC Music Co-tutor and Guitar Tutor
Beverley Nelson Isaac Ngugi	Senior WAC Video Tutor Haverstock Arco & Camden Arco Drama Tutor, Arco Plus Coordinator and Portfolio and Careers Tutor
Frank Obeng Marcia Offel	Camden Arco Support Worker MaMa's Café for Senior and Junior WAC
Ellen O'Flaherty Tracy O'Flaherty Stephen O'Hear	Oasis Residential Worker Arco Plus Drama tutor Senior WAC & Arco Plus Digital Design Tutor
Jacqueline Oppon Ayo Oyelami Ishmael Pamphile Flo Peluso Vivian Perez Sel Pomlejo Roberto Puzone Nixon R	Senior EAC Singing Assistant Junior WAC Drama Tutor Junior WAC Drumming tutor Oasis residential Worker Oasis residential Worker Haverstock Arco Mentor Haverstock Arco Senior WAC Music Technology Tutor
Zoe Rahman Helen Rand	Junior WAC Keyboards tutor Wonder WAC Escort, Oasis Residential Worker
Danielle Rappaport Ella Ritchie	Haverstock Arco Mentor Wonder WAC Tutor, Oasis Residential Worker
Polly Roberts Sophie Robinson Vanessa Robinson Steve Rolle	Senior WAC Ballet Tutor Junior WAC Singing assistant Junior WAC Drama assistant Haverstock Arco & Camden ARCO Music Technology Tutor
Adriano Rosetti-Bonell	WAC Nites Music Tutor, Junior WAC Saxophone Tutor
Mark Sands Brendan Saayman Fleeta Siegel	Wonder WAC Tutor Oasis Residential Worker Digital Design Tutor for The Royal Free Hospital school, Primrose Hill & Torriano Infants primary schools
Sonia Sexton	Wonder WAC Volunteer/Escort, Oasis Residential Worker
Feryal Shadi	Junior WAC Ground Administrator
Vik Sivalingam	NOF Dance Tutor for Holy Trinity Primary school
Maggie Smith Matt Smith Jason Spiteri Lisa Sproat	Wonder WAC Volunteer/Escort Junior WAC Guitar tutor Harmood Security Senior WAC Ground Administrator

Robert Stephenson	Oasis Residential Worker, Arco Plus Project Coordinator (deputy), NOF Drama Tutor for Swiss Cottage School
Sheila Stocking	Wonder WAC Tutor, Oasis Residential Worker
Martha Stylianou	Senior WAC Contemporary Tutor, NOF Dance Tutor for St Aloysius Infants & Holy Trinity Primary schools
Tyrone Thomas	Wonder WAC Tutor, Oasis Residential Worker
Kevin Trail Sue Underwood	Arco Plus Vocals Assistant tutor Wonder WAC Tutor, Haverstock Arco & Camden ARCO Digital Design Tutor, Junior WAC Computer Games Tutor
Che Walker	Senior WAC Drama Tutor, Camden Arco Drama Tutor
Carol Walton Victoria Wellor Tim Whitehead	Oasis Residential Worker Junior WAC Playroom supervisor Senior WAC & WAC Nites Music Tutor, NOF Music Tutor for St Dominic's primary school
Phillip Wilkinson Rebekah Willett Ian Williams	WAC Nites Music Tutor Shared Spaces Researcher WAC Nites DJ Tutor, Oasis Residential Worker
Faron Woodbridge	NOF Song Writing Tutor for Christchurch Primary & Swiss Cottage School
Alice Young	Wonder WAC Tutor, Oasis Residential Worker
Pauline Young	Loggies Project Manager

Steering Committee Members

Barney Efthimiou	Friend of WAC
Katherine Gray	Friend of WAC
Jean Hart	Friend of WAC
Jeanfer Jean-Charles	Friend of WAC
Kevin Jones	Tutor Rep.
Pearl Jordan	Friend of WAC
Jane King	Friend of WAC
Julie Madden	Parent Rep.
Lesley Smith	Friend of WAC
Gloria Stott	Friend of WAC
Mark Trezona	Friend of WAC

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 London Youth Arts Network
 London Youth Music Action Zone /
 Community Music
 Midi Music Company
 Mentoring Plus
 Metier
 Musician's In Focus
 Musicians' Union
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 Development
 National Association of Writers in
 Education
 North London University
 Prevista Ltd
 Quality and Equality
 Royal National Theatre
 Showhow
 Society of London Theatres
 Somali Community Centre
 Soundsense
 Space Place
 Spare Tyre Theatre Company
 Stockholm University
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 Theatrical Management Association
 Total Theatre Network
 Tavistock Clinic - NHS Trust
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 University for the Third Age
 University of Ludwigsburg
 Women in Music
 Writernet
 YCTV Foundation
 Youth Offending Team



Funders

Action Pays NCVYS
 Camden Arts and Business Consortium
 Changemakers
 CONNECT 2000
 Drugs Action Team- Camden
 Early Years Childcare Development Partnership
 Esmée Fairbairn Trust
 EU Framework 5
 European Social Fund
 Capital Radio Help a London Child
 John Lyon's Trust
 London Arts Board
 London Borough of Camden Education Services
 London Borough of Camden Social Services
 London Borough of Camden Voluntary Sector Unit
 London Borough of Camden Youth and Connexions Service
 London Borough of Islington Connexions Service
 London Youth
 National Foundation for Youth Music
 Neighbourhood Renewal Fund
 Surestart
 Westminster Kingsway Further Education College



EUROPEAN UNION
 European Social Fund



CONNECT Initiative



Senior WAC Attendance Record - September to December 2001

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	30/9	7/10	14/10	21/10	28/10	11/11	18/11	25/11	2/12	9/12
ON ROLE	232	232	243	222	223	214	210	200	201	196
ATTEND	172	179	192	157	152	163	153	143	146	140
% ATTEND	74	77	79	71	68	76	73	72	73	71

Senior WAC Attendance Record - January to March 2002

WEEK	1	2	3	4	5	6	7	8	9
DATE	13/1	20/1	27/1	3/2	10/2	17/2	24/2	3/3	10/3
ON ROLE	192	194	175	175	170	172	168	157	154
ATTEND	114	125	126	121	131	118	114	118	123
% ATTEND	59	64	72	69	77	69	68	75	80

Junior WAC Attendance Record - September to December 2001

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	29/9	6/10	13/10	14/10	20/10	10/11	17/11	24/11	1/12	8/12
ON ROLE	258	258	262	247	242	240	239	236	238	231
ATTEND	196	190	214	197	149	194	175	179	191	177
% ATTEND	76	74	82	80	62	81	73	76	80	77

Junior WAC Attendance Record - January to March 2002

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	12/1	19/1	26/1	2/2	9/2	23/2	2/3	9/3	16/3	23/3
ON ROLE	284	283	252	252	255	252	252	245	240	237
ATTEND	194	194	193	201	183	176	197	176	197	173
% ATTEND	68	69	77	80	72	70	78	72	82	73

Junior WAC Attendance Record - April to May 2002

WEEK	1	2	3	4	5	6
DATE	20/4	27/4	4/5	11/5	18/5	25/5
ON ROLE	241	241	241	241	241	241
ATTEND	196	220	199	220	228	231
% ATTEND	81	91	83	91	95	96

Haverstock ARCO

Year 11's - 10 started
 2 were early leavers
 8 completed with average attendance of 65%
 8 gained WAC Portfolio of Achievement
 6 gained Duke of Edinburgh bronze award
 5 gained ICT BASICS City & Guilds
 6 gained GCSE pass mark in Maths
 10 achieved Certificate of Education Achievement in English 3-
 passes 3-merits 4-distinctions
 Special awards: Billy Higgins - Special Achievement Award

Year 10's - 4 started
 4 continuing with an average attendance of 80%
 Special awards: Mark Webster - Most Improved Student Award

Camden ARCO

of the completers
 78% received a Customer Care Certificate from London Tourist
 Board
 89% received City and Guilds 'Profile of Achievement' award
 6 students opted to do the City and Guilds ICT Basics 4242
 course and 100% achieved this award
 78% completed the First Aid Emergency Course
 1 student has 100% attendance
 71% actual attendance
 83% including excused absence

ARCO Plus

Retention
 54 students enrolled between January and February 2002
 Retention rate at the second census point (15 May) was:
 31 students completed the course: 57%

Achievement
 of the 31 completers, 22 students achieved the Westminster
 Kingsway ARCC Certificate of Achievement: 71%
 In addition, please see the Accreditation Centre section for
 results in Wider Key Skills, NCFE Certificate in Performing Arts

Destinations
 of the 31 completers
 Further Education / Higher Education or Further Training: 55%
 Employment: 21%
 Work Experience / Voluntary Work: 15%
 Unknown: 9%

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