

WAC
25

WAC

PERFORMING ARTS & MEDIA COLLEGE

ANNUAL REPORT 2002 / 2003



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FOREWORD

This has been a very positive year for WAC. In March we were awarded Investors in People. All our projects have grown and developed and we have served more young people than ever before. We have provided more professional development for our sessional staff and associated artists and we ran a wonderful performing arts festival to celebrate our 25th birthday. We also been developing new programmes which will begin in the next academic year.

Most importantly, as part of the Creative Renewal programme funded by Equal, we consulted, devised, wrote and gained validation for the first Foundation Degree in Performing Arts which gives equal status to non-western art forms and began in September 2003. We also worked on developing an MA in Youth Arts as part of this programme. We are also exploring Modern Apprenticeships to support our student in accessing employment once they leave our programmes.

We all believe that WAC has the potential to continue to create opportunities for young people for another 25 years! We could expand all our programmes if we had the space and have ever growing waiting lists.

This has been a year in which we have all reflected on the positive contribution made by the young people we work with and have celebrated the achievements of our members, past and present. In the year in which the number of sessional staff reached 200 we have also been amazed by the professionalism and specialist expertise of our staff. We hope you enjoy reading the accounts of the wonderful and diverse projects that have happened this year. If you have contributed in some way as a student, a parent, a tutor or support worker, a volunteer, funder or partner, we thank you.



Celia Greenwood
WAC Director



INVESTOR IN PEOPLE

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SENIOR WAC

The autumn term started with 199 students on role, 77 of these were new students and 124 were returning from the previous year. The average attendance for the year was 77% with 151 students on role at the end of the year.

We were able to make exciting additions to the programme including the return of Drama level 3, as well as two separate projects that fed into the class work. These were a writing project led by Ade Solanke from the Writers Workshop and involving the Somali group at InterChange with several drama students from level 2 drama. After initial research the students wrote a script exploring the issues surrounding refugee status in Britain for Somali people. This moving and insightful piece featured both at the Christmas cabaret and again at the end of year work share.

Our second project explored Shakespeare's sonnets through music, song and dance as well as speech. The project was led by Che Walker and classes included Singing level 4, Advanced Music and Jazz level 2 with Drama level 3 students reciting sonnets in duologue settings.

Joining the team this year were Simon Aepli as Video tutor and Corin Pennington as Music Technology tutor, both brought exciting and innovative approaches that resulted in very well attended classes and students who produced a refreshingly representative style of work during the year.

We also invited Yusuf Alao to join us as Singing tutor for levels 1 & 2 in January. As an ex WAC singing student himself, this was a real bonus for all concerned and Yusuf's particular style of tuition made positive changes to the programme.

We continued with one-to-one drum tuition with Chris Wallington but other one-to-one instrument tuition was not possible due to financial constraints.

This year we said goodbye to Martha Stylianou who has co-ordinated the Senior WAC programme with huge success for several years and managed the move to the new building while maintaining WAC's very own style of delivery. Martha has moved on to co-ordinate WAC's own BA in Performing Arts as well as to internally verify WAC's ARCO Plus programme for NCFE qualifications. Rachel Bennett took over as co-ordinator in September as well as being singing tutor for level 4.

The Christmas Cabaret took place on 15th December, opening with a special tribute to Martha. Maxine Fletcher, a Singing level 4 student, performed a song she had written especially for her and Sadie Galindez and a Dance level 2 student presented gifts with a moving speech. The Cabaret was inhabited by wonderful 'lab clowns' from Physical Theatre level 2 who joined in presentations from Ballet to choirs. In their white coats and red noses they brought hilarity and mischief to the evening! ➤



Photograph by Dee Conway

There was a real festive air with wine and pies in the café and the evening's highlights included the stunning Shakespeare ensemble work as well as innovative Rappers Duane and Aziz with their original tracks from Music Technology.

Singer's night on 16th February doubled with Street Level Club as a 25th anniversary special featuring students and tutors from the Singing, Music Technology and Music classes. Highlights included Ursula Charles with her stunning original piece 'Rock Steady' accompanied by David Preston, Laurent Rowland brought the house down with his electric rendition of Michael Jackson's 'I'll be There' and we were honoured to invite back to WAC Kevin Mark Trail, just off tour with The Streets, he performed a beautiful original solo piece with piano, 'I Want To Be With You'. There wasn't a dry eye in the house!

Drama night on 30th March was added to this year with work by Physical Theatre featuring great stage fighting routines and a fantastic interpretation of the Greek classic Agamemnon. Audition technique monologues featured two great highlights including Schikeille Flood playing 'The Country Wife' as well as a hard-hitting contemporary piece by Nathan Anthony.

Presentation Night was a special 25th anniversary event, hosted by Celia Greenwood and certificates were presented by guest of honour and WAC's co-founder with Celia, Teresa Noble. Particularly memorable was the stunning opening to the night, three films from the Video class demonstrating unique and exciting talent. The evening was a real acknowledgement of 25 years of wonderful arts work with young people and there was a great deal to celebrate.

The Peter Brinson Award for 100% attendance went to 9 students: David Adebowale, Sophia Dick Oyelami, Lipton Durham, Ollie Haydon Mulligan, Araz Jamalfar, Islean Kinghorn, Alexandra Knight, Calvin Lee, Nancy Louise Maguire

The Mildred Ackerman Award went for the first time to an ex WAC ARCO Plus student, Rowland Samuel whose work and dedication to WAC has been consistently outstanding. ●

QUOTES

I'm so pleased to have been given the opportunity to join the class. Ashley's a great teacher with lots of patience. She makes you believe in yourself and I feel it's important for me to learn a form of dancing as it will help me with regards to acting.

Yusuf is encouraging & inspiring. This is my second favourite class after ballet. This class is very inspirational to me as I write & sing at home. The teacher teaches me things that I would never have known about singing.

I have struggled at times with this class mainly due to my performance insecurities. I chose this class in order to overcome them, & I genuinely feel that I have addressed some issues with myself & gained confidence.

I have gained a tremendous amount from this class. I feel that the practical emphasis on this course has reinforced the theoretical principles explored in my film degree. It also has made our first practical production (at university) easier, as I have grasped the mechanics of their equipment quickly due to the experience at WAC. I'm kind of amazed that I am editing my first short film & extremely grateful for the opportunity. Thank you Simon, Rachel & Leo. I hope there will be a level two next term.

STUDENT COMMITTEE

Lail Arad, Sylvia Begum, Maxine Fletcher, Ziggy Grier, Matthew Huggett, Islean Kinghorn, Alexandra Knight, Jahleen Macauley, Jack Nissan, Natalie Parchment, Alisha Ramkhelawan, Rowland Samuel, Duane Smith, Chloe Stylianou, Leon Dore, Maria St. Louis, Sophia Dick Oyelami. ●

JUNIOR WAC

The start of the Junior WAC anniversary year, the buzz returns, lots of new students and class changes. Due to the vast number of 7-8 year olds who wanted to do dance and drama, a class was created which combined both disciplines. The Cybercafe moved to the Atrium in the heart of the activities. We also introduced a new facility for students under 5 and parents. It started slowly with parents and young children learning computer skills together, they were supported by the staff, but it is "a learning process for them (the parents) as well as their child".

At Christmas we invited the Little Angel Theatre Company to perform their unique version of 'Jonah and the whale' for the 5-7 year group. The students enjoyed the show and were fascinated by the use of lighting and puppetry. We also took another group to see 'Beauty and the Beast' at the Cochrane Theatre. It wasn't a pantomime as expected, but as a Christmas family show everyone still thoroughly enjoyed it.

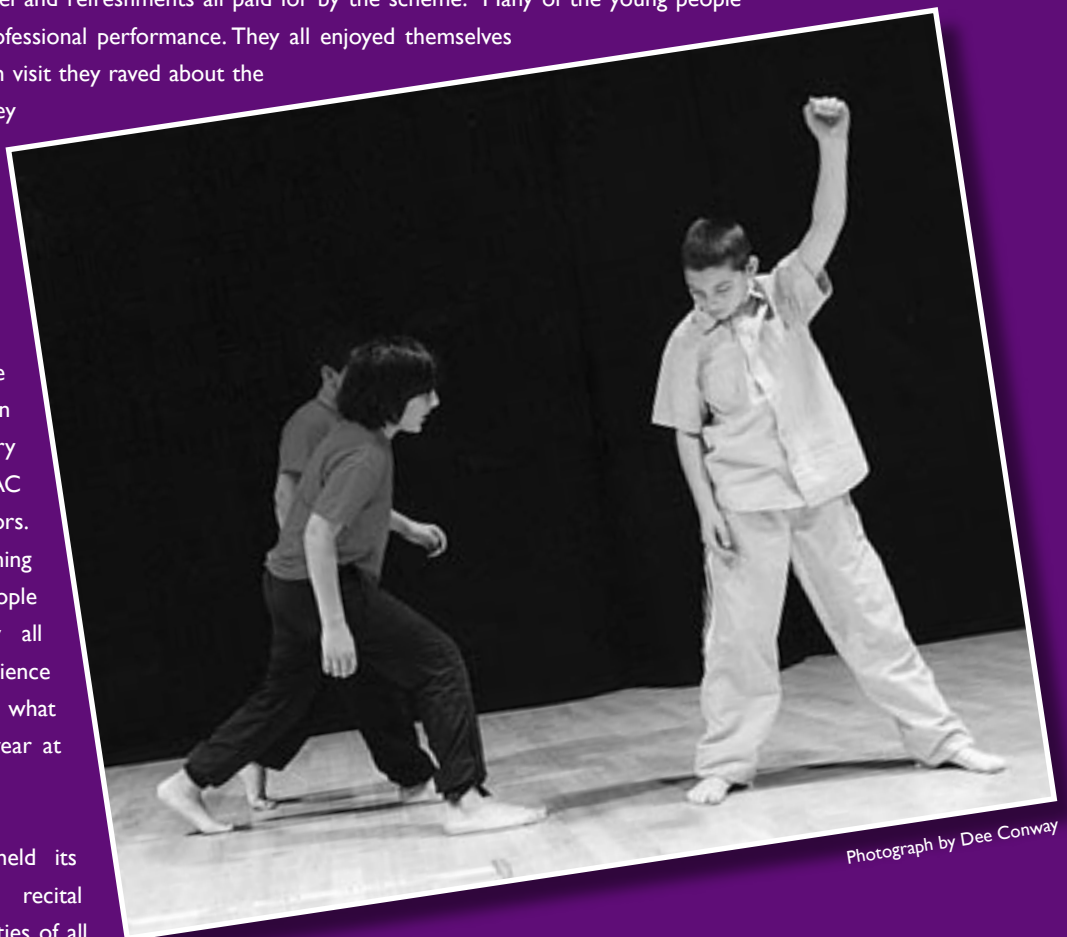
In January we had two staff changes. Chrissie Adesina (dance) and Ricky Mian (music) were past students and it was great to welcome them back as experienced tutors in their field. They both fitted in very quickly and the process of work appeared seamless. We also passed our Ofsted inspection and so continue to promote good arts practice for young people in the Arts.

The spring term saw our students seeing two major West End musicals as part of the Millennium Encore scheme. 80 young people had the opportunity to see The Lion King and Chitty Chitty Bang Bang, the visits were part of a complete package which included great seats, travel and refreshments all paid for by the scheme. Many of the young people had never been to a professional performance. They all enjoyed themselves immensely and after each visit they raved about the shows for weeks. They even claimed that they preferred to see live theatre than TV and cinema!

In April 12-14 year olds were able to attend the first Senior WAC Open day where they could try all the level 1 Senior WAC classes taught by the tutors. It was a very enlightening day for all the young people who participated. They all really enjoyed the experience and got a real flavour of what to expect later in the year at Senior WAC.

In May, Junior WAC held its second one-to-one recital evening, the musical abilities of all the students had improved greatly.

The performances were outstanding and very professional in delivery. Praise has to go to all to the instrumental tutors who worked tirelessly to improve and raise the standard of music at Junior WAC. All the tutors, students and parents regarded the evening as a huge success. ➤



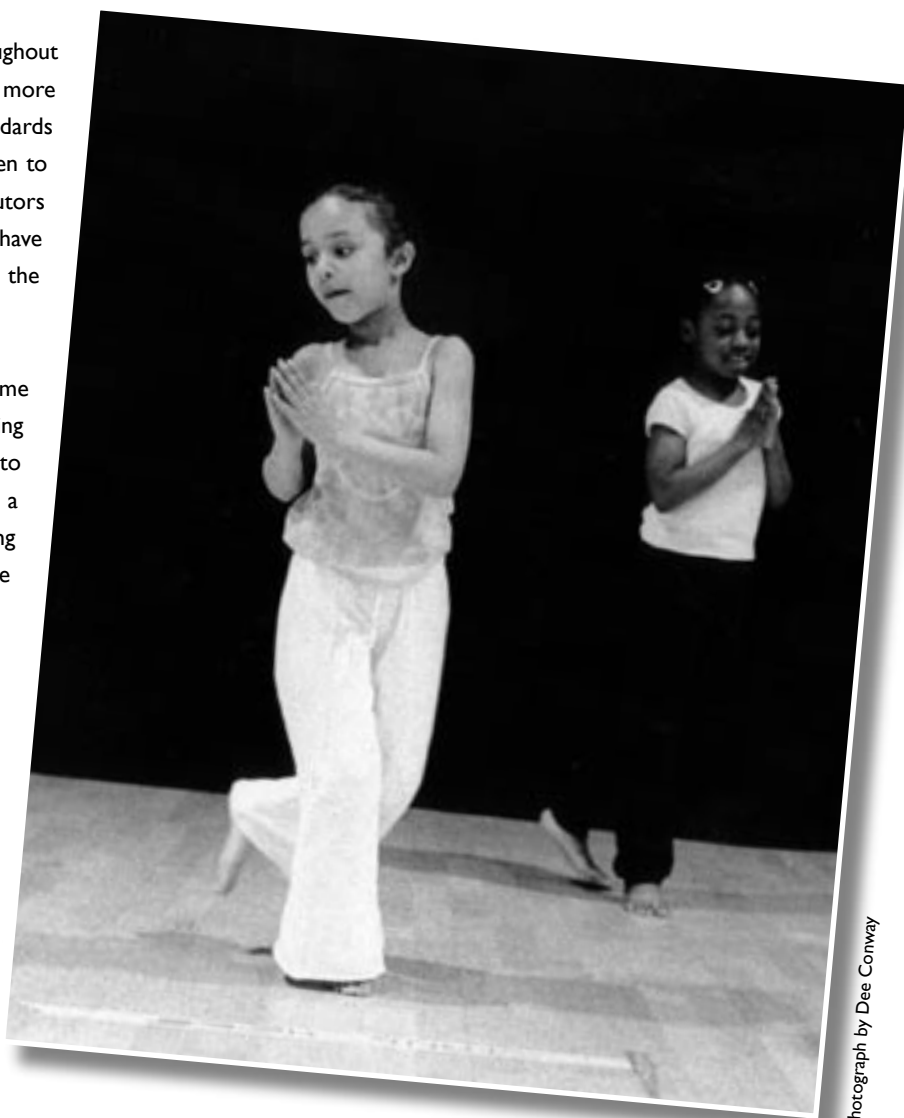
Photograph by Dee Conway



The year ended with the annual presentation of the student's class-work throughout the Anniversary year. This theme was carried through in the creative and media process of the class-work. The performances were split into two age groups (5-7 years and 9-14 years). All the students had an opportunity to share their skills and experiences with their families and friends.

JuniorWAC has continued to grow throughout the year as the students are demanding more and varied work. The teaching standards remain high and as we continue to listen to the needs of the students, parents and tutors alike. In order to remain at this level we have to be willing to change and so shape the future.

This year JuniorWAC have been given some great opportunities and our networking and creative partnerships continue to grow stronger. The programme is a powerful and solid foundation for young people to develop an appreciation of the Arts and Media. ●



Photograph by Dee Conway

QUOTES

Trying out classes gave me a much better idea about what the classes are like.
Harriett Owen, 14

The fact that I had to try hard and make an effort meant that I was even happier when I got the result.
Shashu Graves, 13

I don't just want to end WAC after JuniorWAC, I want to carry on and get somewhere with it.
Tanya Matthews, 15

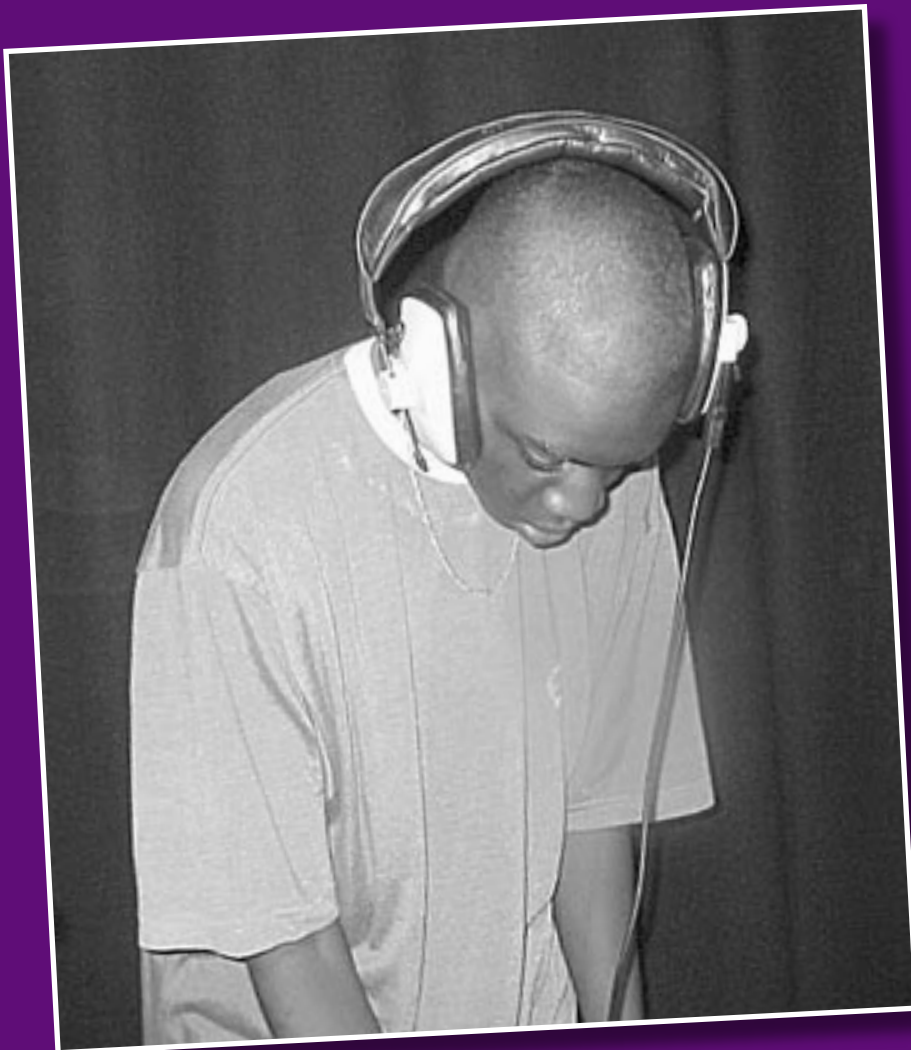
I thought the open day was excellent and there is no way I think you could improve it.
Natalie Lewis-McLeod, 14

WAC NITES

The aim was to provide a safe and secure environment where young people can work together creatively, enjoy each other's company and have fun. To create opportunities to work with and alongside professional artists. WAC NITES classes are on Tuesdays and Wednesdays for young people aged 11-25 (but we target 13-19 year olds) Last autumn we had a very good sharing which took work in progress and the whole evening was a great success. We have increased our support for the young people with learning difficulties to socialize with their peers and to work on integrated projects. ●

Taught by Ashleigh Hooten and Rachel Alleyne working the style of jazz dance and street dance in these sessions the young people also get a chance to create their own dances with the help of the tutors. The group has been to the theatre to see Unique showcase marking the launch of Camden Youth & Connexions Youth Charter. And it was great. ●

DANCE NITES



DJ-ING & MIXING

Taught by Ian Williams and Kevin Tebbs given the young people the opportunity to learn new music skills. Vinyl and CD's beat and mixing skills, Hip-hop DJ skills and scratch Dj-ing. They demonstrated their skills at the Showcase marking the launch of Camden Youth & Connexions Youth Charter. ●

MUSIC NITES

Taught by Tim Whitehead these workshops have enabled the young people to play in a band and experiment with Jazz, Fusion and a chance to write some of their own music. They have also been learning some standards. ●

SONG NITES

Taught By Manuela Mogavera developing harmony and solos and warm up techniques. The group has also for been working on standards and creating their own work. Some of the sessions involved the Music and Song groups getting together and working on ideas. ●



Photograph by Dee Conway

TRAMPOLINING



Katherine Daniel-Smith working towards the BAGA trampoline awards the tutor encourages the young people to take the awards. The session is split in two junior and senior groups, and we also have a programme for young people with learning disabilities.

New classes for next year include a performing group, young bands and a drum percussion group. ●

QUOTES

It's good I like the beats and grooves in the DJ Mixing class.
Micha Banjo age 14

I love writing music and I want to put on my own musical. I all so love singing.
Lilly Corrigan age 14

DJ it's good, I love it.
Ryan francois age 11

WONDER WAC

The autumn and spring terms saw the beginning of us really starting to use the 'sensory room' both in one-to-one and small group situations, we are keen to explore and develop the creative potential of our students as well as assisting them in developing their communication skills. We have also used these sessions to provide tutors with additional training in the practical educational uses of the equipment.

We also included for 45 minutes of each session the opportunity for our students to have one-to-one or small group instrumental tuition in keyboard, drums and bass guitar. As they have gained more skills and experience these have been fed back into the larger group music elements of the workshop. The students have really enjoyed this new dimension to our work and have made fantastic progress.

During the summer term group sessions continued for two evenings per week as well as individual sessions in the sensory room. We continued LYMAZ training for 11 music tutors in use of the facilities and to work on Saturdays for 5-14 year olds with learning difficulties and on Sundays for Under 5's. The individual and small group instrumental tuition part of our regular workshops continued to be popular. In April the younger students enjoyed the performance and workshop by Spare Tyre Theatre Company of 'Ridiculous Recipes'. The older students went for a night out to The Beautiful Octopus Club at Ocean in Hackney, where they were delighted to see one of the DJ's who was an ex-member of the group.



Photograph by Paul Chivers

Wonder WAC members were delighted to take part in the festival events, in particular the parade and fun day on the last Sunday. One of our volunteers Camilla McCready-Pay received the Award of Excellence from Millennium Volunteers for completing 200 hours volunteering with Wonder WAC, she also collected the prestigious Young Volunteer of the Year Award at the UK Charity Awards ceremony at Grosvenor House. ●

Students who were referred to KS4 ARCO fit into one or more of the following categories: they are 14-16 year olds and at school, they have a keen interest in the arts and media, they are under achieving in academic subjects, they would benefit from smaller groups and more pastoral care, they would benefit from a non-traditional school setting, they have had a number of temporary exclusions or repeatedly been on report, they are non or irregular attendees.

KS4 ARCO

KS4 Arco entered its third year of offering alternative key stage 4 provision for 10 year 11's students from a range of Camden secondary School at risk of being excluded or under achieving in mainstream education. The four Year 11's who had been with us in year 10 were joined by two girls from Ackland Burghley and one student who had been out of school and was funded by Camden LEA to attend WAC. We were able to offer English classes on a Friday to these new students. 13 Year 10's started in September with 7 girls and 6 boys the majority of which attend Haverstock school 2 days a week for Maths, English and ICT, 2 students also attended Agin Court House, the Camden key stage 4 behavioural support unit, and 1 student Ackland Burghley.

This was the first year that KS4 ARCO had two full year groups and a full time co-ordinator, the ESF Objective 3 funding enabled the now experienced staff team made up of Maggie Mendy - youth support, and Steven Rolle - Music Tech, to expand with the arrival of Sheena Callender, teaching Video production, Elvina Flower, teaching digital arts, Elvina left in February half term and was replaced by Carolyn Ebanks. Barry Kingston-Trotman joined the team as our support worker. Marsha Smith returned to the project as the music tech support worker, Afolabi 'Flame' Lipede joined as digital arts support worker, and June Walker as the Drama tutor. The team has been joined by many fantastic sessional tutors working with the group over the year, including Faron Woodbridge, Kevin Leo, Rachel Bennet, Leo Kay, Che Walker and all three members of Unclassified Mime Stephen Medlin, Isaac Ngugi and Robert Stephenson. The opportunities and access to a range of artforms has enabled the students to produce a very high quality of work and we should pay tribute to the energy given by all tutors and young people.

Alongside a full performing arts and media curriculum students benefited from a comprehensive programme of personal and social development, including residentials, trips out, and life skills sessions. We returned to Brathay in the Lake District for the year 11 residential trip in November, and year 10 residential in May. Both were a great success, all students participated fully and were a pleasure to be with. A lot of fun was had by students and staff alike and we had a real breakthrough in working as a team and supporting one another. Many individuals took risks that they would never have dreamt of taking and the level of success and achievement was high.

The group went to see 'Bounce' at Sadlers Wells Theatre and enjoyed it to such an extent that they were dancing and singing all the way home, it was such an inspiring performance that the students are still talking about it a year on. Then there was 'Game on', an interactive computers games exhibition held at the Barbican Centre where students got the chance to try out a number of new and exiting games. This inspired the first project in digital arts on designing computer games.

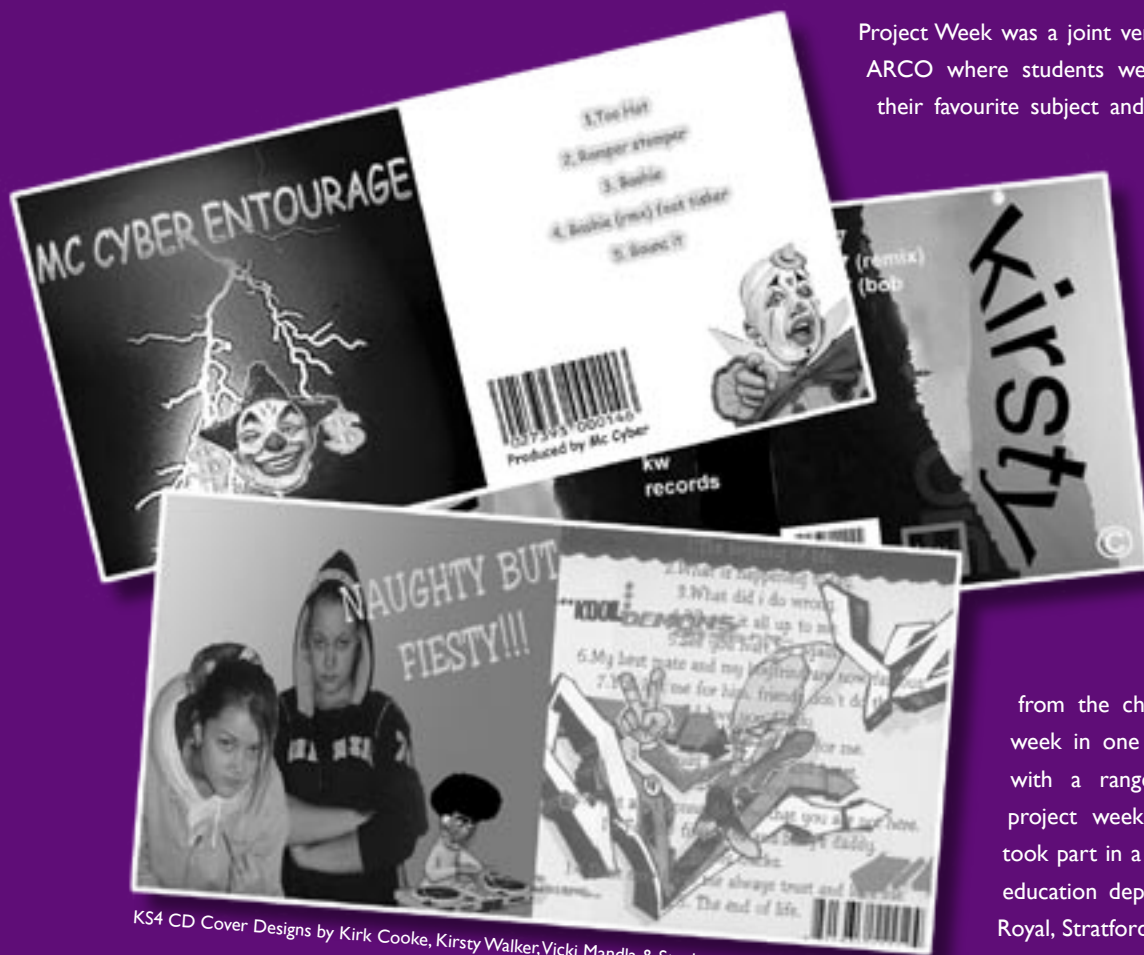


The schools team from the local police visited a number of times during the year to do 'question and answer' sessions, and even featured in one of the short films. The portfolio accreditation scheme, ASDAN, which KS4 put into place for this year required students to action plan and review modules set within each artform, keep evidence of how they carried out the task, >

learn from it and produce a product. It also introduced students to the wider key skills. As a pilot year of ASDAN we found it very successful and students achieved Bronze and Gold Awards. We were also able to write our own modules in music technology, digital arts and for the residential which were approved by ASDAN.

During the first term the whole of KS4 ARCO went Paintballing in Essex. Students head to toe in their combat gear took on the team challenge. Over sheds, and hay bails, deserted cars and tyres students and staff went all out to cover as many people in paint as possible. The next day there were the odd bruise to show off.

In December Spare Tyre Theatre Company took KS4 Year 10's for a two day drama workshop exploring such themes as relationships and families. The theatre company then returned in February to perform 'Other Peoples Shoes' for a combined ARCO student audience in the Main Hall theatre at InterChange. The workshop that followed the performance was very successful and students participated fully and improvised some revised scenes of the play. The issues the play rose were around asylum seekers, gay and lesbian young people and disabled young people. Through the lifeskills classes KS4 students were able to do follow up work around these areas. In the spring term the group went to Stubbers Adventure Centre in Upminster, Essex. The group took part in mountain boarding and quad biking for the full day and took turns in filming the whole event and interviewing each other.



KS4 CD Cover Designs by Kirk Cooke, Kirsty Walker, Vicki Mandla & Stephanie Lennox

Project Week was a joint venture with Camden ARCO where students were able to choose their favourite subject and specialise in it for a whole week, the umbrella theme was "Peace" which was interpreted in many different ways, the quality of work at the presentation at the end of the week was high and students

had really benefited from the chance to spend the week in one art form area and with a range of ages. During project week the drama group took part in a workshop with the education department at Theatre Royal, Stratford East. It was led by 'Peaches' from the cast of Da Boyz. In the evening all of Camden ARCO

and KS4 joined them at the theatre to see the performance, which they really enjoyed. The music group took a visit to Raw Material studio and the video group to OneXtra Digital Radio Station and Air Studios. All visits were filmed and reviewed and students got to interview producers, technicians, DJ's and sound engineers. Throughout the second two terms a DJ lunchtime session was put in place for students to access as an option, many students took up the opportunity and made good progress and got a taste for Dj-ing. ➤

KS4 has worked closely with School Learning Mentors and Connexion Personal Advisors throughout the year and this has worked well and benefited the young peoples personal development and centralised their support structure. As part of Camden LEA's Vulnerable Young People Drug Education Project and Lifeskills network, the KS4 co-ordinator met on a regular basis with the other alternative provisions in Camden I15 and Agin Court.

The Year 10's did well with their work placements - Rooftops Nursery, Rhyl primary Reception, Reckless Records, Phoenicia-Mediterranean Food Hall, Totally Fitness, Ed's Diner, Somers Town Sports Centre, White Lion Connexions, Kentish Town SureStart, Swiss Cottage Special Needs School, Maitland Park Gym, Camden Sports Development, Loggies Under 5's and I15 - Key Stage 3 Behavioural support. Students gained real working life experiences and we received some excellent feedback from employers. Over the year we had 12 half term work share events and a graduation ceremony for year 11 students, Parents and Carers were invited and attendance was good, the standard of work produced was high, with adverts and dramas, live music performances and singing. The completing students have moved on to their next steps, one student to a motor mechanics modern apprenticeship, one to do carpentry at Camden Job Train. Two students plan to continue with music technology and apply for ARCO Plus. ●

QUOTES

I think I've gained more confidence and am a more open minded person. It has made me fix up which was good.

I think since being at WAC I've got better at solving problems and taking responsibility for myself and my learning

I learnt how to work on a camera and got the courage to go out and interview people on the street

It is now my dream to become a music producer

Very impressive work share from the year 10 group, a lot of hard work must have gone into the process and produced some very thought-provoking work.
Gill Morris, Camden LEA



Illustration by Henry Gallardo, KS4

CAMDEN ARCO

Camden Arco entered its second year, offering year 12s an opportunity to gain a foundation in Performing Arts and Media and learn about a variety of vocational areas. This course aims to develop the students' creative and social skills.

26 Camden Arco students started in October and studied Dance, Drama, Digital Arts, Music Technology, Sports, Video and Vocals. Dance was a new element to the course this year and proved very successful with students learning new techniques and choreographing several Street Dance routines.

In addition to all the performing arts and media subjects covered students took part in a residential in the lake district, two work experience placements, trips to stubbers for outdoor activities, theatre trips and a hospitality and leisure course run by Springboard.

The residential involved a range of exciting team building activities such as T-shirt printing and Ghyll Scrambling. Many of the students have since commented on the trust and environment created through this residential experience and a video was made that demonstrates key skills such as working with others and problem solving.

On the 14th of March many of the students took part in a Wacky Hair-do competition to raise money for Comic Relief and the winner won a months free membership to Soho Gym in Camden. Another competition that was entered by a group of the Camden Arco students was 'The Peter Kittel Memorial Film /Video Competition' Harrow Cine & Video Society. The film that was submitted (Three girls and a boy) in January won the privilege of being screened in Harrow.

A YouthBank was set up this year by four of the Camden Arco students. This scheme allows the students to award money for projects and equipment that are beneficial to the WAC community. The process of setting up this scheme involved students deciding on their own funding guidelines and setting limits. The scheme is now up and running and has given students the opportunity to organise their own events and be able to purchase appropriate equipment.

Project Week was a new piloted integrated project in the final term. Camden Arco students worked with KS4 Arco students on a subject of their choice creating work centred around the theme of peace. This week included a whole group outing to Stratford East to see 'Da Boyz' and many smaller group outings such as visiting filming locations and Raw Material recording studio. At the end of the week students presented their work to the whole group at a sharing. This week was successful in developing the students' skills in a chosen subject area and introducing collaborative work between the Arco projects. ➤



At the end of each block students shared their work with one another, staff and friends. There were five 'sharings' throughout this Camden Arco year and students performed live dance, drama and vocals and presented films, animation and music tracks created in class. As part of their drama class students produced a soap opera that explored the social issues relevant to many of the young people and as part of Vocals class a small group of students wrote and performed their own original song.

All of the elements to the course were structured around the ASDAN awards. Students worked towards the Expressive Arts, Bronze, Silver and Gold ASDAN awards and 75% of the completers have passed one or more of these ASDAN awards

The overall attendance rate has been excellent with 80% actual attendance.

Overall, Camden Arco has given the students a sense of achievement with 80% of the students who started the course completing. Many of the students still have an involvement here at WAC with several working on the Wonder WAC project as assistants and a couple have applied and been invited to the tasters for ARCO Plus. There have been a range of other student destinations for example Intermediate GNVQs in IT and Retail apprenticeships. ●



It has been a pleasure and an honour to come to WAC and I think more young people should come here if they want to improve their learning.

QUOTES

This in a way has helped me get myself straight because it has helped me work harder and I have managed to concentrate a lot more than I would have done.

From the moment I came to WAC I felt welcome and I was happy to meet new teachers and friends.

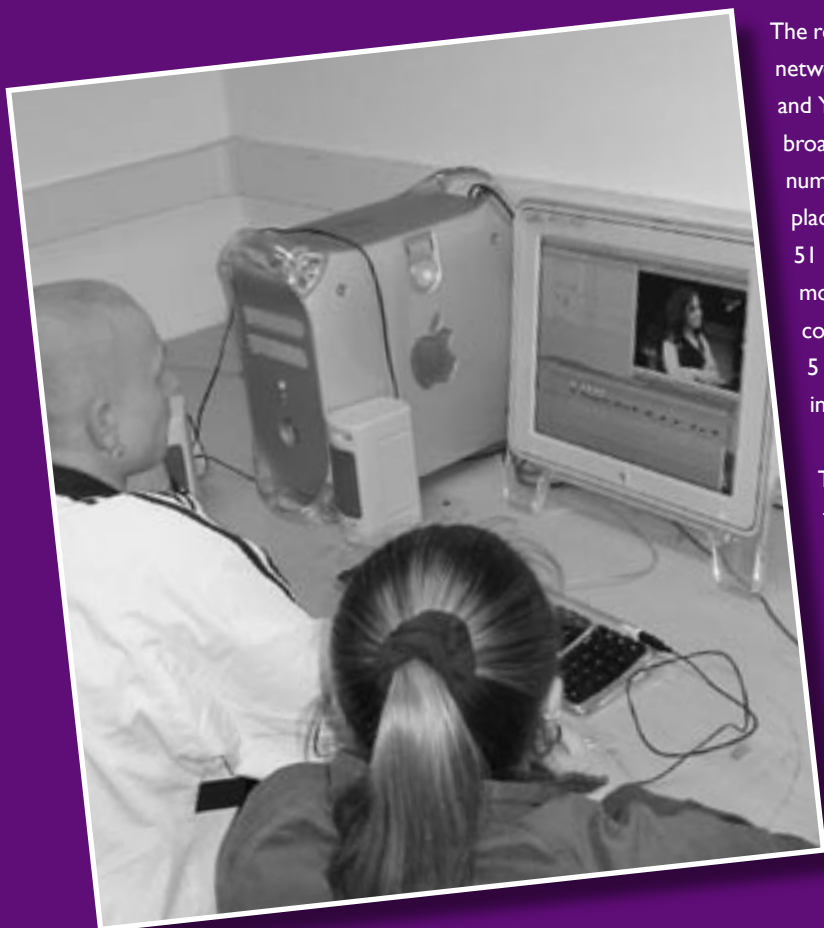
ARCO PLUS

The ARCO Plus course is aimed at young people who have a passion for the arts but require training, encouragement and guidance to help translate their dreams into a reality. The ARCO Plus course has been specifically designed to attract and enthuse young people aged 16-22 who have struggled to find inspiration within more formal educational settings and subsequently possessing low level or no qualifications. Our main objective is to empower these individuals and those who may also have childcare responsibilities, housing issues, a history of unemployment, financial insecurity or intolerance's to authority and help them access further education, training, or employment.

This year we continued to receive funding and guidance in the delivery of the course from Westminster Kingsway, which again motivated further curriculum development and improved quality assurance in line with the requirements set by the FE sector and Common Inspection Framework. In addition to the financial support provided by Westminster Kingsway, we also utilised our final year of ESF funding, which began in 2002.

Sadly during the latter part of February 2003, Kate Child who was the ARCO Plus Co-ordinator (and pioneer of this trailblazing project) left our organisation, which opened up the door for Andrea Davis to take over the leadership, working under the supervision of Camille Curtis y Van Dyke, the new Social Inclusion Projects Co-ordinator.

In addition to welcoming Andrea to the ARCO Plus team, we also newly greeted musician and songwriter Dan Cochrane (Music Technology tutor), qualified teacher and filmmaker Judith Burrows (Video Production tutor), freelance senior designer, lecturer and MA student Terez Ostafi (Digital Design tutor), and finally, qualified journalist and youth worker Tokunbo Ajasa-Oluwa (Portfolio and Careers tutor). We were also delighted to welcome back Rachel Bennett who has shared her time and inspiring energy with the ARCO Plus learners since the course began in 1998 as a vocals tutor and the talented actor, writer and director Tracy O'Flaherty, who joined us for a second year teaching drama. Also, not forgetting the growing talents of our Video Production Support Assistant Ade Lawrence, whose experience with WAC began as an ARCO Plus student.



The recruitment drive for the 2003 course (including networking with Connexions PA's, careers centres and Youth Offending Teams and also a radio jingle broadcast on Choice FM) encouraged a record number of applicants (116) for the 51 available places. After a series of taster and interview days, 51 young people were recruited to begin six months of inspiring learning on the ARCO Plus course where they received training in two of the 5 available artforms and also one session a week in Portfolio & Careers.

The ARCO Plus course was organised into four teaching blocks, each culminating in a stimulating week of Masterclasses and guest speakers, which included inspiration from existing friends of WAC and professionals who were embracing our organisation for the first time. A number of guest speakers offered their time, experience and knowledge to our learners, which included a BBC filmmaker, a female rap artist, a theatre director, a music producer, a Hip Hop



documentary film maker and also a connexions PA. The Masterclass tutors included Noel McKoy (vocals), Cyroy Morgan (Drumming), Steve Rolle (Music Technology), Steven O'Hear (Digital Design), Fleeta Siegel (Video Production), Rachael Allegne (Dance) and Simon Greenberg (Video Production), Steve Medlin and Isaac Ngugi (Physical Theatre), Mathew Dunster (Drama).

The end of each block also provided learners with an opportunity to share their talent and successes by showcasing the terms work, which proudly revealed each persons continuing growth. The final ARCO Plus sharing formed part of the schedule for WAC's 25th Anniversary Festival, which had a paying audience. A three day residential to the beautiful grounds of Avon Tyrrell again highlighted the energy and free flowing talent of our learners, who as well as engaging in abseiling, rock climbing, swimming, archery, problem solving and a high ropes course, also held a campfire debate, wrote and performed an urban musical and then entertained each other with an amazing talent competition. All the events were filmed by Ade Lawrence, which he was commissioned to make into a 30 minute documentary.



In addition to enjoying each others skills the ARCO Plus learners were taken to a number of events, which included theatre visits to see Da Boyz, Dallas Ink, Stomp and the Crucible (at Westminster Kingsway College) as well as careers outings to Air Recording Studios, Raw Material Studio's, a Backstage tour of the BBC and to the filming of a BBC drama and workshops provided by The Theatre Royal Haymarket (Drama Masterclass), Dallas Ink (drama and writing) and Ade Solanke (film). We also had the great honour of supporting the successes of Natalie Leer, who lyrically fought her way to the finals of the 'Respect Slam Poetry Festival', which was sponsored by The Poetry Society and The Lord Mayor of London. Natalie was taken on an amazing journey throughout this competition, which included being interviewed on BBC London (94.9FM), recording the Respect Slam CD, attending a weekend performance poetry workshop, taking part in the Respect Slam verses Chicago Slam! Event and performing in the finals, which took place at the Millennium Dome!

By the end of the course most learners had generated fun memories of the listed events, a healthy portfolio of work adhering to the standards outlined by NCFE (National Certificate in Further Education) awarding body and also evidence of their personal and careers development, (which was an additional requirement set by Westminster Kingsway). Out of the 33 students who were still on roll at the end of the course, 78% achieved either the Westminster Kingsway certificate or NCFE qualification. Also, an amazing 76% of our learners achieved at least one NCFE qualification, which is a glowing tribute to all the efforts of the ARCO Plus tutors and the hard work put in by the learners.

Even though this years ARCO Plus course was a great success, we still experienced slight difficulty with punctuality and retention, which we have recognised as a characteristic of the learner profile we recruit. A number of components including the learners access to a peer mentoring programme, personal tutors, a learning support assistant, careers advice and travel and lunch expenses continued to be available this year to help combat this problem. We also experienced a great learning curve adapting to the new NCFE qualification, which at times overly challenged the abilities of our learners (some of whom had very significant needs (including literacy requirements, learning disabilities, physical disabilities and also mental health issues) and also the tutors' ability to assess the abundance of learning outcomes. ➤

The process of tracking continues and so far reports of the learners entering employment, striving to start their own businesses and attending courses, at a variety of levels including GCSE, BTEC First Diploma, BTEC National Diploma and also the BA Foundation Degree (at WAC) continue to surface. ●



QUOTES

It was my first positive educational experience and it encouraged me to aim higher and provided me with dreams and ambitions that I never knew I had. It made me realise that there were things that could turn out well in my life, which in itself increased my self esteem and confidence.
Katerina Annis - Student

As long as you're willing to put in the work then you'll achieve what you set out to do.
Irene Priestnal - Student

The staff are very supportive and always willing to help. I would recommend this project to all my friends.
Omar Barghout - Student

A very good experience meeting new people and a chance to gain a qualification.
Ali Alam - Student

ARCO has helped me to be more open with people through raising my self-esteem and confidence.
Shivon Bollers - Student

WAC's involvement in the Camden LEAP is now in its second year. The creative writing projects took us into several new primary and secondary schools and most groups created one or more songs and raps with either pre-recorded backing tracks or acapella. The tutors used a wide variety of inspirational sources and materials to create and develop the students song-writing and lyrical work. The workshops helped the students to increase their self-esteem, share their ideas and work as a team. They also gained an understanding of new concepts of ways into the songwriting process and music appreciation.

NOF CAMDEN LEAP

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 assemblies in front of their peers, parents and teachers.

The one-to-one projects focused this year on dance and drama. We continued our dance classes at Holy Trinity with years 2, 3 and 4, and all the students made huge improvements in their confidence and creative skills and they were able to work a lot better in group situations. In the Spring term we started working in two new primary schools, St George the Martyr took part in a drama and dance project, the students benefited from working on various characters and trying out a variety of dance styles. We took a dance project into Kingsgate Primary School where the students had the opportunity to improve on their spatial awareness and have lots of fun creating their own dance steps. All the students were enthusiastic to learn and performed their pieces at special end of term assemblies.

We worked at the Royal Free Hospital School during the school holidays. The various projects focused on developing the students' songwriting, drama, video, circus and musical theatre skills. All the projects were very successful, and the students gained tremendously from the experience. Many of them wanted the projects to go on for longer. The tutors felt the students benefited greatly in building their confidence and creativity. The projects were also a challenge to the tutors working with young people with a mixture of physical, medical and learning restrictions.

The LEAP projects continue to develop and our partnership with local schools are getting stronger. The tutors were challenged on various levels such as working with young people with SEN, medical, and various learning difficulties. They also had the opportunity to develop their teaching practice working in a variety of learning environments. The tutors also got the opportunity to work across all the key stages throughout the educational system, and this not only gave them an insight into mainstream education but a certainty of having a positive impact on young peoples lives. This year we have worked with new tutors who have brought a fresh and exciting input to the work in our chosen schools. All the students have enjoyed their projects and were able to take away some unique experiences from the skills and techniques they have learnt. WAC is looking forward to completing the second year of this special project and continuing to establish ourselves as a driving force in Youth Arts education. ●

QUOTES

I regained my deeper sense of worth regarding what a project like this can do.

This project has meant they have improved the spatial awareness and physical well being.

It was an excellent project with many benefits to the pupils and staff involved.

The tutors from WAC were excellent.

A valuable point I gained is that children have some very definite ideas that work.

T-TIME CLUB

The Harmood T-Time Club has been set up to provide interesting and exciting activities for children from the local community in an after school environment setting.

On Wednesday afternoons we facilitate a circus club. The children can learn a variety of circus skills including Stilts, Poise, Diablo, Juggling, Hoops, Spinning Plates, Acrobatics, Acrobalance and Stage Fighting. We have found this class to be popular and successful and are now building a regular client group.

The children in this club have produced some fabulous work and on the way have gained many social skills. They have gained great trust in one another and the tutor, which has been achieved by some of the acrobatics and complex physical work that they have been taught and created, they are able to take their work seriously whilst still having fun and they can now evaluate each others work more effectively.



The parents have been very supportive on this project and have supplied materials on occasions and also accompanied us on a trip and have come to see showcases of their children's work. ●

TIME 4 ME

The Time 4 Me project started in October 2002 for teenage mums and lone parents. The groups are aimed to build confidence, to give a voice and a chance for the mums to explore and express themselves creatively through

Drama, Film making, Photography and Creative writing. There is a creche, which gives the mums their 'self time'. The groups discuss and explore all kinds of social issues that affect them and the environment in which they live. The two groups have centred their work on fiction and non-fiction concepts. The teenage mums have looked at urban

contemporary plays, and they have explored text, different acting techniques, and through

discussion and improvisation, the mums create their own dramatic pieces. They also filmed the pieces on location around Camden. The lone parents focused their sessions on creating a documentary about being a mother and their experiences of giving birth. Each of the group were interviewed on camera, the result was very touching, revealing, heart warming and quite emotive. Both groups went to see 'Flesh Wound', a play by Che Walker at the Royal Court theatre. After the show the mums were able to talk with the writer and the cast, they found this experience very exciting. As a result of attending the sessions, a few of the mums have joined the Senior WAC programme.

The sessions have started slowly but with a very positive edge. Everyone in the group is extremely supportive of each other. It has become a strong network where they swap ideas and advice. Many of them have established a long lasting friendship as well. We see the group growing and next year we will be looking at recruiting more members and building on this already solid foundation. ●

GURI...Home was a week-long project during the autumn half term in collaboration with the Somali Community Centre to celebrate black history month. The programme was a cross arts project, which encouraged young people to express themselves through song-writing, African drumming, storytelling, poetry and video. The young people were given the opportunity to explore the concept of home and Somali culture through discussion, drawing, poetry, rap and song.

HARMOOD HOLIDAY PROJECTS

Working in small groups, the young people produced pieces of artwork, creative writing and songs based on the central theme. They also explored the techniques and skills of African drumming, musical improvisation and rap with Somalian musicians. They also interviewed each other on camera about their feelings of what 'home' meant to them. At the end of the week, the young people performed their work as part of a sharing for their families and friends. The poems, stories and songs were well written and beautifully presented. The young people learnt a lot about themselves, working as a team and supporting each other's ideas. Everyone enjoyed the creative process of music making, creative writing and learning about a new and richly diverse culture. ●

TALKING DRUMS

The February half term project ran for five days and it was split into two sessions. In the morning the young people created great vibrant and intricate African rhythms and in the afternoon they worked with a rap poet and created two very catchy rap poems to celebrate WAC's 25th Anniversary. Many of the young people had never experienced these two very different art-forms before and they gained a lot of pleasure creating and working together to form a musical piece and performance poems. The week culminated in a presentation of the work for family and friends. Everyone was extremely proud and excited about how quickly great work can come together when you are focused and inspired by artists who are passionate about their work. ●

The Easter projects ran for two weeks and were split into two different projects. The first was a scriptwriting and drama characterisation workshop. The young people learnt basic script and editing skills. They also worked in teams and individually to develop scripts, and rewrite original short screenplays which was presented on the final day of the first week. All the students enjoyed the project, especially writing their own scripts and watching the films, which the tutor used to demonstrate storytelling, characterisation, plot and dialogue. ●

SCRIPT TIME

CIRCUS ON THE MOVE

The May half term project ran for four days. It was designed to give young people the experience of using circus skills and playing percussive instruments as part of a procession for WAC's 25th Festival in July. They learnt juggling, stilt-walking, rhythmic gymnastics and played various percussive instruments. The two main tutors taking into consideration the mixed ability of the group meticulously planned the content of the project. All the young people developed their team building and individual learning skills, and they showed overall progress and enthusiasm throughout the project. The project was a great success, as the young people stayed focused and concentrated as a group on the move. They all enjoyed learning the new skills and they worked hard to create a positive and fun vibe. On the final day they also made masks and dressed up in brightly coloured costumes for the sharing for parents and friends. The audience were set in the middle of the space as the young people proudly paraded their newly acquired circus and percussion skills. ●

THE GIANT CELIA

The second project was giant building. The project was designed to create a papier-mache giant for WAC's 25th Anniversary festival procession. The artist from Rise Phoenix worked with a group of young people to create the giant in four days. The young people learnt about the challenges of scale, construction and completing a structure over a period of time to a high standard. They learnt about the techniques of using bamboo and how paper and glue is used to build and form shapes and structure. The young people thoroughly enjoyed the processes of the project and they all worked really hard to complete the giant in the time given. On the final day they proudly presented the giant to their community. They paraded the giant around the local estate and sports centre. The giant created a warm and friendly response from everyone who encountered it. 🌟



QUOTES

Extract from The WAC Rap

At WAC you learn to be the best you can be
 Individually and as a team
 All different religions and cultures come together as one
 Whether you're from a cold country or you come from the land of the sun

At WAC we dance and sing
 At WAC we do everything
 At WAC come and see
 At WAC join the family

Extract from Do's and Don'ts

Be the greatest you can be
 In a few years time you will see
 That it pays to work hard,
 have a goal in life
 So you can achieve your paradise

WONDER WAC HOLIDAY PROJECTS

During the October half term we ran a three day performing arts and media course for Wonder WAC students which included drama, movement, singing, percussion, visual and digital arts and a visit to the Barbican and the Museum of London.

We ran a similar three day course for students during the February and May half terms which included a visit to the South Bank and Tate Modern.

This years Easter Project was as energetic and creative as ever. Young people had the opportunity to participate in workshops in drama, music, dance and visual art over three packed days of activities. Using digital cameras the group took images during a group excursion to Hampstead Heath and developed further imagery in the digital arts room at WAC. Music is always enjoyed by all and a great group activity using vocals and percussion. Young people using the Sound Beam and sensory equipment created beautiful work. The sensory room created a space for young people to work on a one-to-one basis to develop individual skills using the sound beam. An important element of the Wonder WAC Project is the support from young people who volunteer their time as assistants to support students with learning difficulties to actively participate in the workshops. The project came to a close with a sharing of work with peers and the staff team and the presenting of certificates of achievement. ●



WAC SUMMER PROJECTS

WEEK 1

(21st - 27th July)

Junior Circus School (6-10 years)

The week focused on discovering the enjoyment of physical creativity through participation in the circus arts. They learnt various skills such as clowning, tight-wire, ribbon / plate spinning, juggling, diabolo, acrobatics and acro-balance. The week culminated in a sharing of the work based on the theme 'Water Adventure'. The quality of work was high and all the students thoroughly enjoyed learning new skills and making friends. Each person was given a certificate of participation.

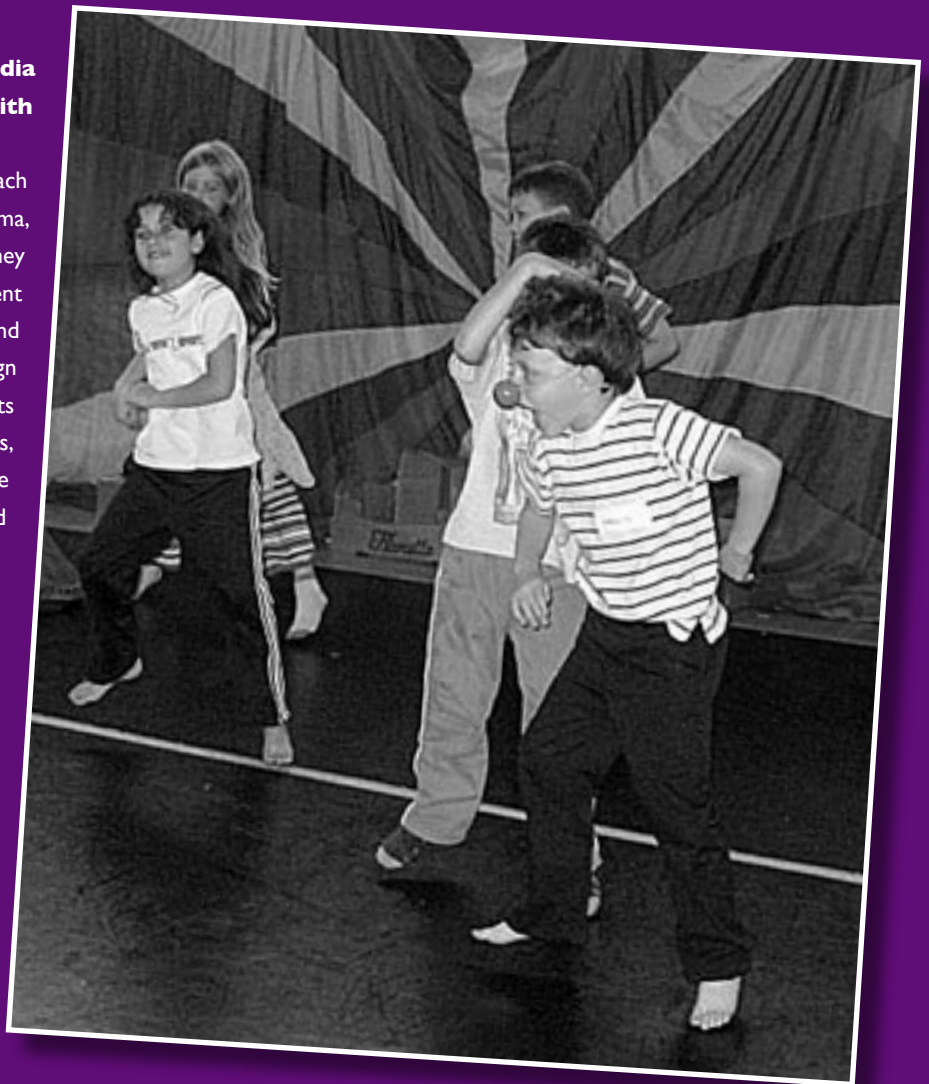
Wonder WAC (11-14 years)

Performing Arts and Media workshops for young people with learning difficulties.

The theme of the week was Circus. Each morning students took part in drama, music and movement sessions when they were encouraged to explore different rhythm and movement patterns and research circus images in digital design workshops. In the afternoons students did aerials workshops with Scarabeus, a professional circus company, where they learnt to swing upside down and walk up the walls!

Highgate Wood Summer School (12-16 years)

Working in partnership with the school we ran a two week performing arts programme including Street and Jazz dance, Drama, Circus Skills, DJ and MC-ing, Vocals, African Drumming and Capoeira for 40 young people. Following the achievement of Performing Arts Specialist School status, the aim was to encourage young people who had not yet had a positive experience in the wider arts curriculum, particularly focusing on those having difficulties in school who needed to develop confidence and self esteem. Tutors were supported by sixth formers from Highgate Wood and North Westminster School and the course concluded with a sharing of work on the last afternoon. Most of the participants completed the two weeks and made amazing progress achieving a very high standard of work. We hope to continue to work with these young people in after schools clubs to continue their involvement in the arts in school. >



Swinging Babies Project

This exciting aerials project with Scarbeus, for parents / carers and under 5s, took place at the Harmood Community Centre. Both children and adults were able to use specialist aerials equipment, harnesses and cradles to be in a state of non-gravity and freedom, which proved to be totally exhilarating and challenging. The project promoted health and well-being, developed self confidence and encouraged self development and socialisation. For the 4-5 year old children a high ropes course was set in the trees in the nursery garden, they loved this project and would have happily stayed all day!



WEEK 2

(28th July - 1st August)

Junior Summer School (10-14 years)

The group was split into two groups which concentrated on Cuban dance and Physical theatre. The dancers learnt a wide range of Cuban dances such as Cha Cha Cha, Pilon, Salsa and Conga. All the young people had never experienced these dances and found the classes fun, interesting and hard work, and they also learnt about the history of the dances and some Spanish words as well! The actors learnt about storytelling, improvisation, capoeira and creative movement. The young people took on the challenges, and enjoyed devising and creating the pieces. The week ended with a sharing of work 'Luna Stories and Cuban Panorama', the students had worked really hard and this was evident by the standard of work presented. The dancers wore traditional costume and the actors created a piece that incorporated all the skills they had learnt during the week. Each person was given a certificate of participation. ➤



WEEK 3

(4th - 8th August)

Wonder WAC

The summer heat-wave was a major feature of this week, most of the project took place in the local park where we were able to do drama activities and parachute games, indoor sessions concentrated on singing, drumming, movement and percussion. Everyone worked hard despite the demands of the weather and challenges for the group were met with enthusiasm. The rewards were evident at the end of a tiring week when the group performed a new piece that they had written and devised for percussion and dance.

Intermediate Circus School

(11-16 years)

Intermediate Circus School concentrated on acro-balance, flight and aerials. This was an exciting project aimed at those young people who had previous experience of circus skills and activities and who were keen to experience new challenges. The students had the opportunity to use springboards, trampettes and suspended ropes to develop their skills and to produce a spectacular interactive performance piece, which they shared at the end of the week with their parents and friends.

WEEK 4

(11th - 15th August)

Mosaic and Lantern Project

This project was run in collaboration with Rise Phoenix. The group was split into two groups as the mosaic artist could only work with a certain number of young people at any one time. The first part of the workshops was a mosaic project which was designed to reflect all the activities which take place at the Harwood Community Centre. The young people learnt the different skills of creating a mosaic including sorting the tiles, colour schemes, cutting tiles, and creating different effects by placing the tiles in different patterns. They also learnt to use the materials and equipment with skill and confidence. The various small groups worked together as a team to produce the final piece. The young people all enjoyed the process of creating the unique and original artwork. ➤



The second part of the workshops was a lantern project for the Lord Mayor's Thames Festival on 14th September. The theme was called 'Wonderful World' and the project was designed to create papier-mache fireflies for the procession. Artists from Rise Phoenix worked with the group of young people to create the lanterns in four days. The young people learnt about the challenges of scale, construction and completing structures over a period of time to a high standard. They learnt about the techniques of using willow and how paper and glue is used to build and form shapes and structure. The young people thoroughly enjoyed the processes of the project and they all worked really hard to complete the bugs in the time given. On the final day they all worked with a performing artist who taught them creative movement and writing and how to use percussive instruments to stimulate atmosphere and rhythm. At the end of the day they proudly presented the mosaic and fireflies to their friends and families and performed their poems and played a lively percussive piece. Each person was given a certificate of participation.

WEEK 5 & 6

(18th - 30th August)

Junior Play-scheme

This activity based project was designed for the young people to have fun and learn new skills. There were many creative art projects incorporated during the two weeks such as box making, cooking, sewing, painting and frame making. They took part in a lantern building project with 'Same Sky' for the Lismore Festival in September. They also took trips to local parks and played a variety of team games such as football, basketball and cricket, Leigh-on-Sea, the London Transport museum and the Theatre museum where they participated in an interactive story-telling session and the stage make-up workshop. All the young people and staff had a great time on this project and the young people wanted it to go for longer, but unfortunately it was time for them to return to school. ●



OASIS RESIDENTIALS

Just after Easter we took a group of Wonder WAC students on a weekend residential to Stubbers Outdoor Education Centre in Essex. The group stayed in a lodge where they self-catered and took part in a range of

outdoor activities including quadbiking, mountain boarding, power boating, archery and the challenge course in addition to a range of performing arts workshops including drumming and singing.

During the summer we ran three week long residentials for our Wonder WAC students. Week one was spent at Woodrow House in Buckinghamshire, a wonderful old house in beautiful grounds with a swimming pool and multi-purpose sports hall and theatre space. This group had greater care needs and many had physical disabilities as well as learning difficulties, therefore the accommodation was ideal and meals were provided. The group participated in a range of activities and workshops, but had the added advantage of being able to share their performance work on stage and had access to the heated indoor pool, which for many provided the opportunity for independent movement and freedom! The second week a different group of young people went to Hindleap Warren Outdoor Education Centre in East Sussex, where the accommodation was in log cabins. The group took part in challenging outdoor pursuits during the day and performing arts workshops in the evening. Week three found us under canvas and self-catering at Stubbers Outdoor Education Centre in Essex, with our more experienced Oasis trippers! Again the group took part in challenging outdoor pursuits during the day and performing arts workshops in the evening, but also developed their independent living skills through budgeting, shopping, cooking, clearing up and maintaining a tidy camp! ●



STREET LEVEL CLUB

'Where Ya Comin' From - Where Ya Goin' To' was our first Street Level Club of the new Autumn term and brought together the talents of WAC, Roundhouse and MIDI Music Company students in a 'LYAN Festival Meets Street Level at WAC' presentation - an exhilarating evening of song, rap, live band sets and innovative tracks!

In the true tradition of Street Level, the main body of the work was original and demonstrated yet again the wealth of young talent we have in our midst. Particular highlights of the evening included Akatriel, a hip hop rapper and songwriter 'extraordinaire' from Midi Music Company whose tale of street life and mama's warnings blended heavy beats with a unique style of female rap - watch this space!

We were hugely entertained by '29' a live hip hop band set whose blend of song and poetry / rap experimented with high drama, comedy and hard hitting truths about London life - a selection of solo artistes feature in this exciting outfit who are currently hitting the hip hop scene. Our own Level 4 choir sang their version of Mary J Blige and DMX original 'If I Don't Know Where I'm Comin' From', the evening's theme title track, an energised and soulful piece blending at least five part harmony and swelling to rock the place! There were 16 top acts throughout the evening and the interval was played out with WAC's own Advanced Music Band.

Street Level Club is everything it promised to be at it's birth and really does transform the space at InterChange from concert hall austerity to get down home funky! Consistent high quality staging of events is a sure way to grow audience numbers. This was proven at the following Street Level Club event that was organised as part of WAC's 25th anniversary festivities, the walls were bursting, extra seating was brought in for the upper balcony and some were even turned away at the door! We staged one less club event this year due to festival pressures and it was clearly long overdue!

Ivor Etienne hosted this 'boom' night with the panache that only the managing director of Choice FM can muster. He amused us with anecdotes of his years as a Senior WAC Student and did the 'host show bit' with each performer, affording them all a moment to tell us about their piece and it's related history, their dreams and achievements. It was a moving and significant experience for participants and audience alike. Many ex WAC students accepted invitations to perform and amongst them was Marc Armstrong whose angelic tenor voice blended in harmony with Legato, a trio formed in senior WAC Singing Level 3 days, his piece 'Butterfly' was dedicated to his mother and her first struggles in England. Aside from recording his first album, Marc has been writing for publishing companies and recording artistes including Tom Jones.



Photograph by Dee Conway

Nyika Goremsandu, a student of Ian Carr's Advanced Music class and Julie Dexter's Advanced Singers, returned to enchant us with her uniquely mercurial style. Her outfit, 'Moonchild' is a gentle duo blend of rhythm and bass guitar, thought based lyrics about life's everyday struggles with a jazz / blues feel and a super relaxed presentation style. Nyika continues to record and gig regularly in London. It was also another opportunity to welcome Kevin Mark Trail to the stage and to celebrate with him his new material as well as his recent signing of a Singer / Songwriting deal with EMI! Years of determination, graft and a superb and unique gift are finally earning Kevin his long awaited dividends. Street Level Club will continue to be a tri-annual event at WAC, look out for publicity. ●

THE FULL WAC 25 WAC

Performing Arts Festival to celebrate 25 years of WAC
11th - 20th July

This was our 25th Anniversary and we agreed that the best way to celebrate it was to showcase the achievements of our former students alongside our current students as well as provide an exciting and pleasurable 10 days of celebration to say thank you to all those who have contributed to our success.

During the summer term we ran a range of training programmes for current students in sound engineering, front of house and stage management so that 25 students worked over the festival to run the events. In addition several groups rehearsed through the summer term so that their work could be showcased alongside professionals. We also commissioned four new works and were able to fund rehearsal and devising time so that artists could explore new ways of working and new partnerships. Unclassified Mime Company worked with Jazz pianist Nikki Yeoh, Sara Dhillon worked with Asian and African musicians, Jacki Cobham performed a new one woman show and Dawn Botchway choreographed a new work.

The festival opened with a launch party for alumni which was attended by three hundred former students and concluded with a family day which six hundred people attended. In between we had an amazing array of the best performances you could find in London. Every night was different yet equally amazing. We tried to entertain all the diverse groups we work with so the programme was very varied in content. For £2 a ticket WAC members saw international artists performing innovative cutting edge work. ➔



Photograph by Dee Conway

All the professional artists started their training at WAC and current students who performed alongside them demonstrated that WAC is still nurturing the professionals of the future. With the exception of one night all the performances were well attended, indeed we sold out on four nights. Although we failed to attract the general public, many current students and their families came to several performances and were overwhelmed by the quality of the work they saw. ●



Photograph by Dee Conway

FESTIVAL TIMETABLE

DATE	EVENTS & PERFORMANCES
Friday 11th July 2003	Dallas Ink presented 22 Stories High written and performed by brothers Glenn and Tony Dallas
Saturday 12th July 2003	Unclassified Mime in collaboration with Nikki Yeoh and her trio Infinitum presented a special WAC commission - Play
Sunday 13th July 2003	Julian Joseph Big Band presented a special WAC commission - a new work composed by Julian Joseph for the Big Band
Monday 14th July 2003	True Colours Theatre presented This Is Me... Josie Levene written by P.J. Cobham
Tuesday 15th July 2003	Dance Divas three amazing women showcased their individual brilliance as choreographers in an evening of extraordinary dance. Maxine Bunting, Twitch Dance Company and Dawn Botchway showcased
Wednesday 16th July 2003	Tim Whitehead presented Far Away From Home performed by Senior WAC Level 4 Singers and Level 2 Musicians
Thursday 17th July 2003	Ivor Etienne presented Street Level Club
Friday 18th July 2003	ARCO Plus 2003 presented their Final Sharing a celebration of raw talent and freeflowing energy and after that there was Club Night
Saturday 19th July 2003	Leo Kay in collaboration with Marc Brown presented A Geographic and Stop two solo physical performances with live musical accompaniment commissioned by WAC and in the evening JazzXChange Music and Dance Theatre presented Lucky For Some
Sunday 20th July 2003	Fun Day Street Carnival a parade through the streets and a fun day for children and parents

FUTURE PROOF

January of 2003 saw the appointment of the new Project Co-ordinator for the programme.

The aim of the project was to offer arts practitioners who were interested in gaining workshop leadership skills specific to teaching in schools and community settings.

Recruitment established no lack of interested candidates. Some of the people contacting us included returning candidates who missed previous sessions, students / tutor assistants on our database who we felt would benefit from the training and possible candidates referred by organisations like Akademi and our partners at Midi Music, Collage Arts and Space. In total, 110 potential candidates were in contact with us. After exhaustive phone conversations and interviews, the number of candidates who took part in this year's programme were narrowed down to 51.

While the recruitment was underway, the programme co-ordinator met with core tutors, to review and finalise the programme content. It was decided that the previous year's programme would be adopted with a few minor adaptations. These being Generic Sessions (design and planning, workshop delivery, evaluation and assessment), Artform Sessions (technique versus creativity, physical theatre, mixed ability and group dynamics, safe-guarding your work, diversity and accessibility), Additional Sessions (first aid, disability awareness, child protection, health and safety, risk assessment) and Professional Sessions (desktop publishing, personal finance, fundraising). We also decided to present the sessions as one-day sessions (Saturdays) and run the sessions in two halves (Generic, Artform and Additional Sessions from 12th April - 26th July and Professional Sessions in the evenings from 12th October - 30th October). We also decided to implement a fee of £10 for registration and £5 per session (refundable based on attendance). All three amendments were put in place to best serve the needs of candidates and the programme.

All Generic Sessions were taught by 2 of the core tutors. For the Artform sessions, tutors were contracted for each session (19 in all) and these were presented as one-off workshops. As such, we were also able to open them to practising artists and teachers as a refresher course. Additional modules went forward with no major hitches.

Although there was still some issues with attendance (the major reason being last minute employment opportunities), the number of candidates completing all sessions or a majority of sessions was greater than last year. The evaluations received in feedback sessions from these candidates testify to the validity of this course and its' content in advancing and reinforcing their teaching skills.

At the end of the summer, we were informed that future funding for this programme was unavailable. This disappointing news meant that we had to slightly rethink our exit strategy for the programme. Most importantly, we wanted to ensure as many candidates as possible received a cohesive training. While we were unable to run all the modules again, we scheduled in a second Generic module, for candidates who missed these sessions the first time around, running Module 1 and 4 simultaneously, on Saturdays and evenings.

This project, germinated in Celia's mind, has in the last 2 years been realised as a real and absolute need in professional arts training. Testament for this need is reflected in the high numbers across the board, from recruitment to participation. As such, despite the present funding situation, WAC intends to develop the programme with a view to fill this gap. ●



NESTA FELLOW

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.

Stephen O'Hear has entered his second year as a fellow for the National Endowment for Science, Technology and the Arts (NESTA). Stephen's remit is to develop innovative and practical uses of interactive / multimedia technologies within education and to make digital technology dynamic and purposeful for a range of learners.

Stephen O'Hear

www.ohear.net

Stephen's first project (based at WAC) was to set up student production company 'NewForms' in which 5 students have taken on formal creative and technical roles; working as a team to produce a range of new media projects for various clients. These have included 'It's A Naturel Thing' an online community for young talent in the music industry, and WAC25 a website promoting the 25th Anniversary of WAC. As well as taking the role of project leader, Stephen has provided mentoring for members of the group and all involved are making excellent individual progress.

NewForms

www.nforms.co.uk

A second project has been the research and development of iCritique a web based application that allows for the creation of an online community of viewers. Put simply, it's an online tool that streamlines the process of publishing and viewing Digital Video work on the Internet, and that easily enables online discussions of the work published. Throughout the development of iCritique, Stephen has worked closely with his NESTA mentor Julian Sefton-Green and together they recently held a seminar at WAC to introduce iCritique to an invited audience of individuals who are working in the field of digital video in education. The seminar was a great success and initial feedback for iCritique has been overwhelmingly positive.

iCritique

www.icritique.net



Outside his fellowship, Stephen continues to teach Digital Design as part of Senior WAC and has regularly represented WAC including attending a consultation meeting which discussed the potential of a national platform for young people's media production work, and chairing the second meeting of the Creative Renewal ICT working group. ●

CHICAM

We are now half way through CHICAM, (children in communication about migration) a three-year project, running from November 2001 to October 2004.

WAC is one of 7 partners which consist of (1) Centre for the Study of Children, Youth and Media, Institute of Education, University of London (co-ordinator) (2) WAC Performing Arts and Media College, London (3) Fondazione Centro Studi Investimenti Sociali (CENSIS), Rome (4) Centre for Research in International Migration and Ethnic Relations (CEIFO) Stockholm University (5) Department of Media Education / Media Centre, University of Ludwigsburg, Germany (6) Forum Institute of Multicultural Development, Utrecht, The Netherlands and (7) 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 established a communications network to facilitate the sharing of children's media productions, and generate ongoing dialogues between them. We investigated 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. During this period have attended several meeting in fellow European countries and run a year long Chicam club with refugee children based in Kingsford Community School, Newham. We worked with Sebari Diette-Spiff and Simon Aeppli. WAC staff have been involved in developing the project and working to ensure it is set up and works smoothly. We have co-authored the first publication from the project describing how the clubs and the exchange worked in practice. Next year we will work on writing up a report for media educators describing this making-process. ●

SHARED SPACES

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 wrote up accounts of three projects running at WAC the previous year. These were the computer games class run on Saturday WAC and a chat-room project run with the same age group and observation from the Saturday WAC cybercafe. The 3 articles are available online on the web site and have been published in Several international Education journals. The material from this project also informed talks given in Europe and Australia. ●

www.wac.co.uk/sharedspaces

RESEARCH & DISSEMINATION

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

We wrote a study about our students online writing or web design to be published in an international scholarly collection and co-authored an account of the CHICAM project. WAC staff have given talks in

Copenhagen, Stockholm and Adelaide and Melbourne. All of these talks celebrated the achievements of our work at WAC and tried to show how it is in the forefront to innovation ad curriculum development ●

IN May 2002 WAC opened as a UKOnline Centre part of the nationwide initiative to support he use of ICT in low income communicates. 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 spec'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 May 2002 a new member of staff ,Ade Olatunji began working part time at WAC as the IT training officer. Ade has worked as an IT professional for a number of years and he has fully overhauled the whole IT system. Ade has been researching training programmes for IT professionals this year with a view to WAC offering apprenticeships in IT. This opportunity is funded by the LDA.

The LDA also funded the development and build of a recording studio which will be open for business in October 2003.

WAC now has an excellent range of IT and media production equipment and resources for use on our programmes. ●

IT / MEDIA



BUSINESS BASEMENT

The business basement is a project funded by the London Development Agency (LDA) at WAC. It enables us to support the development and growth of small businesses in the arts and cultural industries. Our aim is to help current or ex students and / or staff who want to turn an idea into a business venture. It does not have money to invest directly in these ventures but does have a range of support and training on offer, including shared office space in the business basement, one-to-one advice and guidance and, if appropriate, access to partnership funding as well as use of studios and media production resources.

At the moment we offer prospective businesses a personal mentor and facilitate introductions to support the business development and incubation process. We will also be establishing a programme of events and informal meetings, both to attract and advertise the service as well as to network and advise prospective clients.

The funding should allow us to support businesses for up to 3 years in this way and we will take on new projects dependent on our resources. ●



Photograph by Dee Conway

Senior WAC

Attendance Record (September - December 2002)

WEEK	1	2	3	4	5	6	7	8	9	10	11
DATE	28/9/02	5/10/02	12/10/02	19/10/02	26/10/02	3/11/02	10/11/02	17/11/02	24/11/02	01/12/02	8/12/02
ON ROLE	191	191	191	191	191	189	186	188	188	187	187
ATTEND	176	179	176	177	171	170	170	166	162	159	159
%	92%	94%	92%	93%	90%	90%	91%	88%	86%	85%	85%

Attendance Record (January - April 2003)

WEEK	1	2	3	4	5	6	7	8	9	10	11
DATE	19/1/03	26/1/03	2/2/03	9/2/03	16/2/03	23/2/03	2/3/03	9/3/03	16/3/03	23/3/03	30/3/03
ON ROLE	170	168	167	166	166	167	163	156	152	152	150
ATTEND	156	143	153	155	144	149	152	143	141	141	137
%	94%	85%	92%	93%	87%	89%	93%	92%	93%	93%	91%

Junior WAC

Attendance Record (September - December 2002)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	28/9/02	5/10/02	12/10/02	19/10/02	2/11/02	9/11/02	16/11/02	23/11/02	30/11/02	7/12/02
ON ROLE	246	246	246	245	244	244	244	244	244	244
ATTEND	229	221	223	223	222	223	224	220	224	132
%	93%	92%	91%	91%	91%	91%	92%	90%	92%	54%

Attendance Record (January - March 2003)

WEEK	1	2	3	4	5	6	7	8	9	10	11
DATE	18/1/03	25/1/03	1/2/03	8/2/03	15/2/03	1/3/03	8/3/03	15/3/03	22/3/03	29/3/03	5/4/03
ON ROLE	224	224	224	224	223	223	217	214	214	214	214
ATTEND	219	197	201	196	182	200	196	183	179	188	190
%	97%	88%	90%	88%	82%	90%	90%	86%	84%	88%	89%

Attendance Record (April - May 2003)

WEEK	1	2	3	4
DATE	3/5/03	10/5/03	17/5/03	24/5/03
ON ROLE	190	190	190	190
ATTEND	122	131	144	120
%	64%	69%	76%	63%

ARCO Procects

	EARLY LEAVERS	ATTEND	COMPLETERS	GOLD ASDAN	SILVER ASDAN	BRONZE ASDAN	EXPRESSIVE ARTS ASDAN	GCSE ENGLISH	GCSE MATHS	NCFE	WK
KS4YR 10s	2	85%	13			6					
KS4YR 11s	1	75%	6	4		1		2	4		
CAMDEN ARCO	4	80%	21	2	2	6	13				
ARCO Plus	18	68%	33							25	23

WK = Westminster Kingsway

Celia Greenwood	-	WAC Director / Drama Core Tutor
Melanie Ancliff	-	Youth Officer / Oasis
Rachel Bennett	-	Senior Wac Coordinator / Singing Level 4 / Vocals Tutor / Oasis
Rose Blackmore	-	Senior Administrator
Oliver Burdajewicz	-	Media Resources Officer
Kate Child	-	ARCO Plus Coordinator (up to Feb 2003)
Lindsey Coyle	-	Camden ARCO Coordinator / Oasis
Camille Curtis y Van Dyke	-	Social Inclusion Project Officer
Tony Dallas	-	KS4 ARCO Coordinator / Drama Tutor
Andrea Davis	-	ARCO Plus Coordinator (from Feb 2003)
Tobi Forsdyke	-	Media / IT Support
Elaine Grant	-	Junior WAC Coordinator / NOF Coordinator / Harmood After Schools Coordinator
Leon Hazlewood	-	WAC Nites Coordinator / Summer School Tutor
Maggie Mendy	-	WAC Nites Youth Worker / T-Time Project Worker / Junior WAC Support Worker
Julian Sefton-Green	-	Head of Media Arts & Education / Media Core Tutor
Vik Sivalingam	-	Future Proof Project Coordinator / Wonder WAC Tutor
Lisa Sproat	-	Assistant Physical Theatre / WAC Administrator
Martha Stylianou	-	Education Officer / Dance Core Tutor
Alice Young	-	KS4 ARCO Coordinator

WAC STAFF TEAM

Chrissie Adesina	-	Dance Tutor
Simon Aeppli	-	Video Production Tutor
Polly Agg-Manning	-	Ground administrator
Tokunbo Ajasa-Oluwa	-	Portfolio & Careers Tutor
Yusuf Alao	-	Singing Levels 1 & 2 Tutor
Georgia Alexander	-	Ballet Assistant
Alam Ali	-	Percussion Assistant
Gwynn Allen	-	Vocals Tutor
Rachael Alleyne	-	Street Dance tutor; Summer School tutor
Edward Amuzu	-	Video Assistant
Denise Arthur	-	Digital Arts assistant
Christine Aspell	-	Oasis Assistant Leader
Michael Aspell	-	Oasis worker
Lynieve Austin	-	Singing Level 3 Tutor
Musa Bailey	-	Music Tech Support Worker
Lorraine Barnes	-	Vocals Tutor
Jermaine Barnes	-	ARCO Projects Assistant
Anna Bennett	-	Drama Assistant
Tom Bentall	-	Music Tutor
Sacha Bird	-	Loggies tutor
Stephen Blagore	-	Summer School tutor
Alan Brady	-	Oasis assistant
Robert Breckman	-	Personal Finance Consultant
British Red Cross	-	First Aid Training
Natasha Bruzon	-	Time 4 Me creche worker; Loggies worker
Maxine Bunting	-	Summer School tutor/Dance Tutor
Judith Burrows	-	Video Production Tutor
Sheena Callendar	-	Video Production Tutor
Julia Campbell	-	Video Tutor
Dominique Cappuccio	-	Oasis worker
Ben Carter	-	Wonder WAC tutor; Oasis worker
Tony Cealy	-	Drama Tutor
Zoe Charles	-	Summer School tutor
Sara Chernaik	-	Loggies tutor
Emma Chimonidou	-	Youth Worker
Paul Chivers	-	Oasis worker

STAFF AND TUTORS

Mark Civil	-	Drama Tutor
Maire Clerkin	-	Future Proof Scribe, Oasis worker, Wonder WAC tutor
Daniel Cochrane	-	Music Technology Tutor
Suzanne Cohen	-	Computer Games Tutor
Michelle Cornelius	-	Ballet Tutor
Ian Coulson	-	Wonder wac Tutor, Oasis worker
Lucy Cotton	-	Oasis worker
Elaine Dalton	-	Student Liaison Worker
Bill Danby	-	Oasis leader
Katrina Daniel-Smith	-	Trampoline Tutor, Wonder WAC escort
Maggie Daniel-Smith	-	Wonder WAC
Aris Daryano	-	Wonder wac Tutor
Ayisha Davis	-	MaMa'S Cafe Assistant
Joao De Silva	-	Summer School tutor
Sara Dhillon	-	Music Level I Tutor
Sophia Dick-Oyelami	-	Oasis
Sebari Diете-Spiff	-	Video Prodduction Tutor
Leon Dore	-	Assistant Music Technology
Matthew Dunster	-	Drama Tutor
Carolyn Ebanks	-	Digital Design Tutor
Zena Edwards	-	Summer School tutor
Flora Finch	-	Percussion, Singing Level 4 Tutor
Elvina Flower	-	Digital Design Tutor
Haroon Ford	-	Summer School tutor
Donald Fowler	-	Weekend Security
Fanny Frenea	-	Volunteer
Sadie Galindez	-	Dance Assistant
Monica George	-	Vocals Tutor, Summer School tutor
Robyn Goldsmith	-	WAC Administrator
Catherine Gray	-	Time 4 Me Tutor
Simon Greenberg	-	Video Production Tutor
Mercedes Grower	-	Loggies tutor
John Gunter	-	Accompanist
Paul Harris	-	Oasis worker
Josie Harris-Taylor	-	Summer School assistant
Wendy Hartley	-	Wonder WAC Assistant, Oasis assistant
Kate Heath	-	Wonder Wac, Future Proof tutor, LYMAZ Coordinator
Lloyd Heath	-	Loggies tutor
Kate Heath	-	SoundBeam Tutor
Mandy Hill	-	Learning Support Worker
Ashleigh Hooten	-	Jazz Dance tutor, WAC Nites tutor
Rose Hooten	-	Wonder WAC bus escort
Emma Huggins	-	Summer School assistant
Gerry Hunt	-	Music Tutor
Madeline Hutchins	-	Health & Safety Tutor
Benny Jackson	-	Summer school tutor
Charlotte Jago	-	Volunteer, Oasis assistant
Jason Jean Charles	-	Oasis assistant
Jeanefer Jean Charles	-	Oasis co-ordinator
Kevin Jones	-	Cybercafe Faciliator
Pearl Jordan	-	Dance Tutor, Oasis
Catherine Jordan- Dunne	-	Ground administrator
Rafal Kaniewski	-	Video Tutor
Julian Kapitze	-	Wonder WAC Assistant, Digital Arts assistant
Natasha Khamjani	-	Street Dance Tutor
Pervais Khan	-	Drama, Video Tutor
Amy Kinghorn	-	Playroom Assistant ➤

Barry Kingston-Trotman	-	Support Worker
David Laird	-	Oasis worker
David Langdon	-	Wonder WAC Assistant
Ade Lawrence	-	Video Production Assistant/Music Technology Assistant
Jennie Lazenby	-	Loggies tutor
Kevin Leo	-	Vocals Tutor
Amanda Ling	-	Oasis worker
Afolabi Lipede	-	Digital Design Support Worker
Gary Littlefield	-	Sports Tutor
Daniele Lydon	-	Audition Technique Tutor, Loggies tutor
Kelda Lyons	-	Music Assistant
Seth Malcolm	-	Assistant Music Technology
Terrence Maloney	-	Sports Tutor
Caroline Marsh	-	Safety in Dance Specialist
Noel Mascoll	-	Singing Assistant
Casey Matthews	-	Admin Assistant
Camilla McCready-Pay	-	Volunteer, Oasis assistant
Orla McLaughlin	-	Assistant Ballet/Dance-Drama Tutor
Charlotte McNerlan	-	WAC Administrator
Stephen Medlin	-	Physical Theatre Tutor/Drama Tutor
Nelissa Mendy	-	Playroom Supervisor
Mariette Mensah	-	MaMa's Café
Ricky Mian	-	Music Tutor
Manuela Mogavero	-	WAC Nites Singing tutor
Bilal Mohammed	-	Oasis assistant
Tony Momoh	-	ICT Tutor
Croy Morgan	-	Accompanist / Drum Tutor
Ben Mullon	-	Music Tutor
Emma Murray	-	Time 4 Me creche worker, Loggies worker
Isaac Ngugi	-	Drama Tutor, Summer School tutor
Michael Noble	-	Contemporary Tutor, Oasis worker
Caroline O'Hear	-	Under 5's Cybercafe Faciliator
Bonnie Oddie	-	Jazz Tutor, WAC Nites Tutor
Marcia Offei	-	MaMa's Café
Tracey O'Flaherty	-	Drama Tutor
Ellen O'Flaherty	-	Time 4 Me tutor, wonder WAC tutor, Oasis worker
Ayo Ogun	-	Dance Tutor
Stephen O'Hear	-	Digital Design Tutor
Terez Osztafi	-	Digital Design Tutor
Ayo Oyelami	-	Drama Tutor
Ishmael Pamphille	-	Drumming Tutor
Natalie Parchment	-	Assistant Contemporary/Dance-Drama Assistant
Duncan Parker	-	Cybercafe Assistant
Mary Pearce	-	Vocals Tutor
Jennifer Pearce	-	Child Protection Tutor
Corin Pennington	-	Music Technology Tutor
Christian Piers- Betley	-	Video Tutor
Alpha Pond	-	Oasis assistant
Alisha Ramkhelawan	-	Oasis assistant
Helen Rand	-	Wonder WAC, Oasis worker, ARCO Work Experience Co-ordinator
Danielle Rappaport	-	Work Experience Co-ordinator, Songwriting Tutor
Ella Ritchie	-	Wonder WAC tutor, Oasis worker
Caroline Roberts	-	Ballet Tutor
Sophie Robinson	-	Singing Assistant
Steve Rolle	-	Music Technology Tutor
Adriano Rossetti-Bonell	-	Saxophone Tutor
Rubba	-	Summer School Tutor ➔

Rowland Samuel	-	WAC Nites technician
Paul Sanders	-	Oasis worker
Charlie Sheldon	-	Summer School assistant
Fleeta Siegel	-	Video Production Tutor, LYMAZ Co-ordinator
Dena Simpson	-	Summer School assistant
Desta Smith	-	Ballet Assistant
Matt Smith	-	Guitar Tutor/Oasis Assistant
Marsha Smith	-	Support Worker, Summer School tutor
Robert Stephenson	-	Drama Tutor
Abigail Strachan	-	Work Experience Co-ordinator/Ground Admin
Kevin Tebbs	-	DJ ing Tutor
Maria Thacker	-	Wonder WAC Tutor
Tyrone Thomas	-	Wonder WAC Tutor, Oasis
Paul Tomkins	-	Volunteer
Donna Travis	-	Video Production Support
June Walker	-	Drama Tutor
Kirsty Walker	-	Volunteer, Oasis
Che Walker	-	Drama Tutor
Carol Walton	-	Wonder WAC Tutor, Oasis worker
Charlie Ward	-	Desk Top Publishing Tutor
Tim Whitehead	-	Music Levels 2 & 3 Tutor, Future Proof, WAC Nites tutor
Ian Williams	-	Dj-ing Tutor, Support worker, Oasis worker, Summer School tutor
Frank Wilson	-	Street Dance Tutor
Faron Woodbridge	-	Percussion Tutor, Songwriting Tutor
Susan Woods	-	Dance Assistant
Ellie Young	-	Oasis assistant ●

We continue to value the many hours of time donated to our projects by pupils on school work experience placements, student placements from further and higher education institutions and volunteers. In return we hope that all of our placements gain valuable experience, develop their transferable skills and gain additionality.

STUDENT PLACEMENTS

The demand for these opportunities at WAC continues to grow, with organisations reserving their placement a year in advance. This year again we have been fortunate to have some fantastic young people to work with these include:

Nafeesah Stewart	-	Preston Manor High School, Harrow
Lucy McCurdy	-	The Warriner School, Deddington, Oxon.
Natasha Vassiliou	-	St. Annes +16, Enfield
Kamaljeet Kaur	-	Ernest Bevin College, Tooting
Olamide Oladjide	-	Highgate Wood School, Haringey
Lydia Newman	-	Highgate Wood School, Haringey
Dominique Cappucio	-	The Central School of Speech and Drama
Johanna Niesyto	-	Karlsruhe, Germany
Sabiha Rashid	-	Haverstock School, Camden
Olivia Brown	-	Bishop Stopford's School, Enfield
Karla Crome	-	Mill Hill County High School
Max Tordecilla	-	Haverstock School, Camden
Oswald Leslie	-	Acland Burghley School, Camden ●

BOARD OF TRUSTEES

INTERCHANGE
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Janet Wallace	- Chair ●

INTERCHANGE TRUST STAFF

Alan Tomkins	-	Chief Executive
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Lorna O'Leary	-	Assistant Centre Manager
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Mary Carmody	-	Administrator
Parry Roberts	-	Finance
Rita Shukla	-	Finance
Sharon Moffat	-	Finance
Sarah Morrell	-	Reception / Bookings
Phyllis McIntyre	-	Reception / Bookings
Hedi Dori	-	Reception / Bookings
Paul Blackmore	-	Caretaker
John Murray	-	Caretaker
Kieran Sweeney	-	Caretaker
David Foy	-	Caretaker
Mary Doyle	-	Harmood Centre Caretaker
Ultan Nelson	-	Harmood Centre Caretaker ●

ADFED
 Akademi
 Arts Council of England
 Arts Marketing Association
 AXIS
 Bigga Fish
 Cape UK
 Centre for Research in International Migration and Ethnic Relations (CEIFO)
 Capital Quality Limited
 City University
 Community Music
 Connections Communications Centre
 Creative Partnerships
 Dance UK
 Decibel
 Department for Culture, Media and Sport
 Department of Media Education / Media Centre, University of Ludwigsburg, Germany
 Eastern Touring Agency / Local Promoters for Cultural Diversity
 Engage
 Equity UK
 European Social Fund (ESF)
 Fondazione Centro Studi Investimenti Sociali (CENSIS), Rome
 Forum Institute of Multicultural Development, Utrecht
 Goldsmith's College, University of London
 Graeae
 Greek Council for Refugees, Athens Haringay Arts Council
 Haverstock School
 IMPACT- addiction
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 The Institute of Education, University of London
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 London Youth Arts Network
 London Youth Music Action Zone / Community Music
 Metropolitan Police
 Midi Music Company
 Mentoring Plus
 Metier
 Musician's In Focus
 Musicians' Union
 National Association for Literature Development
 National Association of Writers in Education
 North London University
 Overtones
 Prevista Ltd
 Quality and Equality
 Raw Material
 Rise Pheonix
 Royal National Theatre
 Showhow
 Society of London Theatres
 Somali Community Centre
 Soundsense
 Space Place
 Spare Tyre Theatre Company
 Stockholm University ➤

SureStart
 The Roundhouse
 The Netherlands Foundation for Community Dance
 Tate
 Theatre Royal Stratford East
 Theatrical Management Association
 Total Theatre Network
 Tavistock Clinic - NHS Trust
 Tribal Tree
 University for the Third Age
 Urban Development
 Women in Music
 Writernet
 YCTV Foundation
 Youth Offending Team ●

FUNDERS

BBC Children In Need
 Camden Arts and Business Consortium
 Changemakers
 CONNECT 2000
 Drugs Action Team- Camden
 Early Years Childcare Development Partnership
 Esmee Fairbairn Trust
 EU Framework 5
 European Social Fund
 Help a London Child
 John Lyon's Trust
 London Arts Board
 London Borough of Camden Education Services
 London Borough of Camden Leisure and Tourism
 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
 The Levy Foundation
 The Variety Club of Great Britain
 Westminster Kingsway Further Education College
 Youth Bank In Schools ●

connexions

ISLINGTON

Camden

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EUROPEAN UNION
 European Social Fund

ef Esmée Fairbairn FOUNDATION

Supported by the Heritage Lottery Fund

THE HOSPI+AL
 A MUSIC, ART AND FILM SPACE

wk
 WestminsterKingswayCollege



New Opportunities Fund
 LOTTERY FUNDED

LONDON ARTS
 ARTS COUNCIL ENGLAND
 LOTTERY FUNDED

YOUTH MUSIC ACTION ZONES



Learning+Skills Council

SOUND CONNECTIONS

SureStart



For more information on WAC please contact us by writing to:

WAC Performing Arts & Media College
InterChange Studios
Hampstead Town Hall Centre
213 Haverstock Hill
London NW3 4QP

Alternatively you can find more information on us by visiting our website at:

www.wac.co.uk

Now turn to the back of this report for your free WAC 2004 Calendar.

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