



ANNUAL REPORT 04 05

WAC PERFORMING ARTS & MEDIA COLLEGE



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WAC PERFORMING ARTS & MEDIA COLLEGE

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INVESTOR IN PEOPLE

AIMS & OBJECTIVES

- To improve the office facilities for staff and the social areas for students
- To support the first year students of the foundation degree to successfully complete eight modules
- To develop the recording studio as a resource to support the creativity and learning of all WAC students
- To achieve long-term mainstream funding for all our social inclusion programmes

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The autumn term started with 248 students on role. The average attendance for the year was 74% with 166 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 Young Roots projects that fed into the class work. These were a writing project led by Tony Dallas as well as a Video and Music Production collaboration led by Simon Aeppli and Corin Pennington respectively. The students wrote script and worked music for film that explored their histories – work produced as part of the project - called ‘Know Your History’ - featured at both the Autumn and Spring Street Level Clubs as well as at the Christmas cabaret.

Joining the team this year were Paul Chivers as Studio Engineering tutor and Carla Dubois as Drama Level 2 tutor – both brought new and vital approaches to their classes and demonstrated exciting work at the end of the year. The Music Recording Studio is a fantastic new addition to WAC’s resources and has already been used well to record Senior WAC Level 4 Singers and Advanced Musicians, offering the Studio Engineering students a very special experience. We continued one-to-one drum tuition with Chris Wallington and this register has built to almost a full day of students from dance and live music backgrounds.

This Christmas we said goodbye to Elaine Dalton who has been the Senior WAC Student Liaison Officer for three years and has brought a great deal to the role. Elaine works with young offenders in her day job and has new responsibilities that mean her schedule has made too many demands on her time. In January the role was taken up by Sylvia Amanquah, a student from Central School of Speech and Drama. Sylvia’s special interests are in event organisation and seeking and supporting young performing talent. She offered a great deal of support and encouragement to the student body and managed both the Street Level Club in February and the final presentation with finesse.

The Christmas Cabaret took place on 14th December, opening with level 3 Singers choral welcome in South African ‘Akwaaba’ and a special tribute to Elaine. Maxine Fletcher, a Singing level 4 student performed a poem she had written especially for her and presented gifts with a moving speech. Highlights included Level 2 Ballet’s comic ‘Shopping Nightmare’ complete with designer bags! - a more pensive section including Dunni Alao’s thought-provoking poem about being young and black in London ‘Out There’ as well as Sophie Armel Reynolds, Dominique Liegertwood and Ross Askell’s wonderful arrangement of Marvin Gaye’s ‘What’s Goin’ On’. The evening’s most hilarious moments were with Drama Level 3’s slapstick rendition of ‘The Twelve Days of Christmas’ and finally Cleopatra Muchemwa Royer, accompanied by Tamsy Parris closed the evening proceedings with a beautiful and heartfelt version of ‘Silent Night’.

Street Level Club on 15th February featured some exciting new faces to the vocalists’ platform – highlights included Jamie Bailey accompanied by Matt singing his own compositions with an extraordinary and plaintive sound. We also enjoyed a unique approach to poetry by Natalie Leer who is currently making her presence felt at Apples and Snakes and the London poetry scene – Natalie’s piece was about the many voices that inhabit a microphone during a performance!

Drama night on 21st March was added to this year with a fantastic piece of writing – ‘X-RAY’ by James Hussein. This hard-hitting drama explored racism through the experience of a political prisoner and was performed by the Drama Level 3 students. Audition technique monologues featured superb highlights including Gemma Rogers playing Phoebe in Shakespeare’s ‘As You Like It’ and Anne Devlin as Anne in Sarah Daniel’s ‘Gut Girls’.

Presentation Night was on 4th April, hosted by Celia Greenwood and certificates were presented by guest of honour, ex WAC student and world-renowned Jazz pianist Julian Joseph. Particularly memorable was his speech of encouragement to the students. Ashleigh Hooten’s stunning choreography for the Jazz Dance class, levels 1 & 2 has spurred us on to fund a dance – led arts project for the Autumn term.

Rachel Bennett



The Peter Brinson Award for 100% attendance went to 5 students: David Adebowale, Sophie Armel-Reynolds, Tanya Matthews, Annie Parker and Maxine Alexis Ross.

The Mildred Ackerman Award went for the second time to an ex WAC ARCO Plus student, Maxine Fletcher whose work and dedication to WAC has been consistently outstanding, particularly her creative contributions to events.

STUDENT COMMITTEE

Aziz Raffai, Dunni Alao, Sarohn Jay Gibson, Tom Brennan, Elena Savva, Marie-Claire Stafford, Lara Rossi, Ayisha Davis, Natasha Morgan, Siobhan Ennis, Kemi Durosimi, Sherise Reid, Sylvia Begum, Michaela Matthew-Marius, Lasana Hodge-Lake-Mcmillan, Laura Harling, Maxine Fletcher, Dominique Leigertwood, Ebelah Tate, Ushila Dosieah, Sandra Engmann, Pete Frazer, Kelda Lyons, Tamsy Parris

STUDENT FEEDBACK

“I feel I am working towards a good career & WAC is a big part of it.”

“I feel I have gained valuable acting experience, more confidence in not only monologues but group work & improvisations.”

“I have improved on my confidence as I have sang lead with another member from my class in the Christmas cabaret.”

“I have enjoyed the class it has challenged me & I’m excited about the next year.”

“WAC has made me want to do something with my life instead of being on the streets. Thanks WAC.”

The autumn term started with lots of new and exciting additions to the programme: Leon Hazlewood, Co-ordinator; Vivian Johnson, Ballet tutor; Ivo Neame, Keyboard tutor.

There were 297 students attending and 27 staff members. During the first part of the term the 9 -11 year olds' movement class and the 12 - 14 year olds' drama class took part in the 'Know Your History' project, where the work was filmed for the archives.

At Christmas there was a special visit from Santa who presented gifts donated by The Help a London Child fund. The Confidence Club had a small party in the student common room, where the mince pies were a real treat and loads of fun was had by all. The Christmas pantomime was Aladdin at the Shaw Theatre where 180 people including parents visited the show, which was a new and exciting experience for some of the younger students. The Christmas raffle raised £260 the proceeds of which will contribute to the purchase of new instruments for WAC.

In the spring term new students were invited in from our very long waiting list, where they all fitted in straight away. The Co-ordinator and some of the tutors planned the end of year presentation with a theme. There were lots of great ideas for the music class and the individual instrumental classes to get together. Towards the end of term The Lego Robot Circus Workshop gave a great show and 12 young people worked with the Unclassified Mime Company and Fleeta Siegel for 8 sessions, making and programming their own Lego Robots. The head of Lego, grandson of the founder, Kjell Christiansen, himself attended the performance on 20th March in an event hosted by the Next Generation Foundation. Our Students all enjoyed themselves immensely and we plan to have another workshop next year.

Junior WAC had three presentations this year. The One to One presentations were a great success, which concentrated entirely on individual instruments and Music levels 1 & 2. Then all the 5-6 year olds & 7-8 year olds had their own afternoon end of term performance, which was great.

PHOTOGRAPH BY NEWSCAST





PHOTOGRAPH BY DEE CONWAY

Our celebrity for this year's presentation was JD from So Solid Crew, who was a great inspiration for our young people! There was talent in all of the presentations, which were very well supported by parents and guardians. The term ended with our annual outing on Hampstead Heath, which was a fun day out with lots of games and a delicious picnic.

Next year we plan to have more trips to Theatres and Music venues to broaden the experience of the 12 - 14 year olds students, to collaborate with Senior WAC, to get more involved with the Street Level Club and to have more activities for parent and carers.

Leon Hazlewood

STUDENT FEEDBACK

"I enjoy learning new skills and meeting all my friends." Tanique Rowe age 13

"I really love drums, drama and singing." Asher Anderson age 11

"I like learning." Kwame Momoh-Owusu age 12

"I love WAC." Tia Murray age 14

QUOTE

"I just wanted to let you know that the Annual Report (2002/3) contains a great deal of detailed information. It has been inspirational to hear the amount of work that is being carried out with such varied groups and interests. Well Done WAC and keep up the good work!! Laurel (Parent).

The aim of this programme is to encourage young people to develop their independent skills, enjoy each other's company, have fun as well as to create opportunities to work with and alongside professional artists. WAC Nites have classes Tuesdays and Wednesdays for young people aged 11-25 (but we target 13-19 year olds). Last autumn we had two very good sharings. Each class had the opportunity to show their work in progress and the whole evening was a great success and was very well supported. WAC Nites have increased our support for the young people with learning difficulties to socialise with their peers and to work on integrated projects.

AFRICAN DRUMMING CLASSES

Taught by Zedekiah. The group although quite small, have worked extremely hard to develop the hand-drumming skills necessary to take part and create rhythms. Understanding call and response and some basic drum language, form the foundation of our work together. The group will be working towards recording their work at the end of the summer term.

PERFORMING GROUP

Taught by Chrise Addesina, mixed dance and drama only for two terms. The young people have had great opportunities to perform at The Paddington Arts Centre, The day went very well and the feed back was positive.

DANCE NITES

Taught by Rachel Alleyne working the style of jazz dance and street dance in the sessions the young people also get a chance to create their own dances with the help of the tutors. The group has also had trips to the theatre.





DJ-ING & MIXING

Taught by Ian Williams and Kevin Tebbs given the young people the opportunity to learn new music skills which include vinyl and CD's beat and mixing skills, Hip-hop DJ skills and scratch DJ'ing. Some of the students had a chance to take part in The Greenwich Dance Agency festival summer 04, where they had a chance to show the skills they have developed in class. The day was a great Success.

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.

YOUNG BANDS NITES

Taught by Dan Cochrane. Young musicians meet weekly to practice and to develop song writing with help of the tutor. They also have to opportunities to record their work.

TRAMPOLINING

Katerina Daniel-Smith has been helping her class in working towards the BAGA trampoline awards. The tutor encourages all the young people to take an award at the appropriate level (Bronze, Silver or Gold) . The session is split into two groups, junior and senior and we also have a programme for young people with learning disabilities.

NEW CLASSES FOR NEXT YEAR

Planned for next year we have art workshops, drama classes and digital animation.

Leon Hazelwood

This programme is for young people with learning difficulties and provides the opportunity for members to develop their skills in performing arts and media. The groups have worked throughout the year on various artwork (which can be seen in the WAC student common room) and have recorded live music tracks in the Studio, with a range of their compositions available to listen to on the WAC website.

Off site visits have included trips to The South Bank, The London Aquarium, Hampstead Heath, The Fusion inclusive club night and The Beautiful Octopus Club run by people with learning disabilities. The group always have enjoyable and lively sessions developing their creativity, communication and independence skills.

Supported by our Millennium Volunteers through Changemakers and YouthBank projects, the group have also participated in youth fora 'Our lives, Our choices' at the Choices where the group were able to express their views to Councillors and 'Plus Bus' workshops promoting quality of life through mobility.

QUOTE

What is pollution? "It's like the sun is crying." Maegus Bell, Wonder WAC Student

STUDENT FEEDBACK

"By working with Wonder WAC I have achieved Camden's Young Citizenship Award. I am very grateful for all the help and support." Kirsty Walker

SENSORY ROOM LYMAZ/SOUND CONNECTIONS PROJECT

We have been running group sessions for young people with Learning Difficulties for 12 years and music has always been at the heart of our work. However our members have often found music making frustrating because they are unable to control conventional music making equipment.

This project, now in its third year, has used our new sensory room to offer them the chance for one to one support and some individual attention as well as the opportunity to work with multi media equipment designed to be used by people with disabilities. This has enabled them to experience music in a range of different less conventional ways and to have some control over the music they make. Through one to one and small group sessions using percussion and acoustic instruments in conjunction with the latest sensory technology e.g. Soundbeam, Vibrabed and Cyberlink the young people have been assisted in developing communication skills and enhancing creativity. We have also delivered sessions to under 5's and their parents and Junior WAC rhythm and percussion classes. Over 60 young people have benefited from the project so far.

An intrinsic part of the project has been training tutors to work both with young people with learning difficulties and new technology. Our lead tutors Kate Heath, Fleeta Siegel and Paul Chivers have devised a user licence to accredit the training. To date we have trained and awarded user licences to 10 tutors and three young students volunteers who have brought their own fresh ideas and dynamics to the work.

Melanie Ancliff

At WAC we emphasise co-operation not competition and aim to reach the people that other organisations miss! We are therefore ideally placed to provide young people with a range of opportunities to develop citizenship projects, which give young people the chance to come together to develop their ideas and see them through. For some young people their involvement in WAC and their experiences on these projects have, for the first time in their lives, opened the door to achievement. Several young people have gone on to further education or have trained as play and youth workers, and continue to be involved in the development of Changemakers, Duke of Edinburgh Awards, Millennium Volunteers and YouthBank.

A number of projects have been led by young volunteers for our Wonder WAC groups of young people with learning difficulties.

THESE HAVE INCLUDED

- A trip to Beautiful Octopus a club event for people with learning difficulties at Ocean in Hackney.
- A video production project with a shared screening followed by a meal out.
- A group to a Fusion club night at the Forum in Kentish Town.
- A senior Wonder WAC student facilitating a group cinema trip for the ARCO+ social inclusion project.

OTHER CHANGEMAKERS GROUPS HAVE

- Established a support group for young people finding and establishing themselves in hostel or bedsit accommodation.
- Formed a young band and recorded a demo CD to try to get gigs.
- Jointly set up a project to gain licenses to use a recording studio.
- Organised a dance performance project with a public performance at the Studio Theatre, North Westminster School.
- A group of students who could not afford to learn instruments on their own have organised a block of keyboard lessons with a tutor
- A group of volunteers have undertaken play and youthwork training courses and have offered each other peer support, they will now support the next cohort of trainees.

Through their involvement in these projects we now have many young people making individual contributions to a range of projects and have 17 young people undertaking Duke of Edinburgh Awards, 14 signed up as Millennium Volunteers with 3 students achieving recognition for over 100 hours service, Nathan Greenwood, Natalie Perez and Kirsty Walker with Duncan Parker recording an amazing 200 hours plus, and 9 young people who have benefited from YouthBank awards. Our YouthBank continues to operate led by a group of our original young Changemakers.

Both students and staff attended the National YouthBank Conference in Peterborough and the Changemakers 10th Anniversary Celebration Lecture

In the summer Camilla MacCready-Pay was appointed by Changemakers, as a Young Advocate and we look forward to new developments in the future.

Melanie Ancliff

T.Times is an after school club which runs two evenings a week for the 8-13 age group at the Harmood Community Centre.

The new term in September we ran a programme which included Drama and Circus skills. These sessions went down very well indeed. We managed to include a number of local children in the projects and were treated to amazing and talented performances. The performances were videoed and each young person received a copy.

We carried on in the new term with a dance/movement class and continued with Drama, which is very popular. We worked with the themes of bullying and safety in the home and on the street. We managed to have the local police safety unit come in and talk to the young people and also had a performance based around these subjects. Again the performance was videoed and copies given to the young people.

After Easter we introduced 'Street Dance' which was appreciated by the group and the second session was run by WAC staff and involved fun learning around local history. We had some trips out to local sites of interest and discussed what we had learned. This programme continued until the end of the school year and was very successful.

Maggie Mendy





The Time 4 Me Teenage and Lone Parent Project, led by ex-WAC students Ellen O'Flaherty and Katherine Gray, focused on the theme 'Who am I?' exploring the roles young women play, through group discussion, film and text including poetry. They made a film about, what it was like to have a baby and the difference it has made to their lives and learnt how to film edit and add titles, captions and credits. Once edited, the film was screened and their work shared with other groups and visiting Caversham Family Centre they The group gained confidence and strength and became incredibly supportive of one another, preparing funding applications to Camden Arts and Entertainments, GO Community Chest, for their Gala Night celebration of their work on 22nd April at the Harmood Centre and the Sure Start Parents Forum for a weekend residential.

The Gala Night, which included a screening of the film, presenting their stories, scripts, poetry and shared their Video phone (MPLV) the evening was very well attended with their presentation and performance skills put to the test.

The Time 4 Me groups gave, well received presentations, at the SureStart Annual Fun Day and Meeting at Talacre Sports Centre in June.

The groups continued to meet on a regular basis over the summer, until Loggies closed for the move to Talacre Action Group. The classes the parents took part in were drama, poetry, homeopathy and yoga. The homeopathy and yoga classes continued and the group held regular discussion and support sessions, during the school holidays. One afternoon/evening the group went to see the Tamara Lampicka exhibition at the Royal Academy followed by an evening out. Childcare was provided to enable the visit to take place.

Twenty-six parents and children took part in the project, the children attending the crèche while their parents took part in the workshops. The teenage and lone parents clearly benefit from this work and are learning a range of transferable skills and are benefiting from sharing their experiences. The children using the creche facility are getting used to being apart from their mothers, are learning to socialise and gaining in confidence.

Melanie Ancliff

AUTUMN HALF TERM

The autumn half term project was linked with two other ongoing projects at WAC 'Know Yr History' and Black History month. It was called Carnival Roots, and took place over five days. The young people learnt to play steel pans and make a carnival mask. 99% of the participants had never played pans, however they learnt and performed three pieces in three days! The other two days were spent with a textile artist who taught the young people about the history of carnival masks of Martinique and how to use recyclable materials to make traditional carnival masks. They all made their own masks and explored the construction and the design ideas for the mask. At the end of the project the young people really enjoyed themselves and worked together well as a team and learnt new and interesting aspects of Caribbean culture. They were also able to explore and discuss their own heritage. The project was well attended and many of the young people were very keen to take part in future projects.

Elaine Grant



SPRING HALF TERM

This project was formed around the theme of 'CARNIVAL', February being the carnival month around the world. It was an Art Workshop, which incorporated the use of many different materials and ideas. Rise Phoenix displayed a slide show depicting carnival costumes and invited the participants to come up with their own display.

The young people seemed to enjoy being creative in this way and some quite stunning work was produced, the end result of which was a 'frieze', a wonderful 3D, textured depiction of carnival.

Nelissa Adedeji also came in to take a writing/poetry workshop so that we had written work to go alongside the art work.

The work was finally presented at the Charlie Ratchford Centre in Belmont Street, which is a day centre for senior citizens situated 2 minutes from the Harmood. The young people presented their work and the display/presentations we videoed.



EASTER

The Easter project ran over a two week period and was drama based. We worked together with the senior citizens from the Charlie Ratchford Centre and based our Drama around 'youth in past times'. We heard some amazing stories which we then re-worked for the end of project sharing.

The young people learned a lot from their elders about being young during the war years, what school was like for them and the difference in terms of discipline! The 'cane' was a source of fascination!

We also held sessions around physical theatre with a separate tutor. The young people learned a little about stage presence, playing to an audience and miming, specifically around imaginary props. This really helped to break the day down and keep the students focused. All in all a very good project.

SUMMER HALF TERM

The playscheme was music based. This project allowed for total beginners, intermediates and advanced players. This was covered by two experienced tutors and planned with this in mind. The scheme was run in two sessions, morning 10.00-12.00 was spent learning rhythms and playing percussion instruments. The afternoon session 1pm – 3pm was spent learning African drumming and beats.

The final day was spent with both tutors coming together and creating a piece. We then transferred to our main building in Hampstead Town Hall in order to use the recording studio where the work of the young people was indeed recorded. Each student has been given a copy of their work and it is currently available to hear on the WAC website.

The project ran smoothly and was a great deal of fun for all. Video was taken of the group at work and evaluation was also done using this medium.



This year we held a programme spanning seven projects through the Summer holidays. These included the 'Swinging babies' project' an aerials programme for 0-3 year olds which went down extremely well.

The Circus School which is an annual feature at WAC was held for the 8-13 yr olds and was an enormous success. The young people performed new and old skills using the Diablo, juggling balls, devils sticks and plate spinning. They were also involved in an aerials class and had great fun flying around the Harmond Community Centre.

The following two weeks were occupied with play schemes which allowed us to be out of the building for most of the time. We visited the Foundling Museum, the Theatre Museum, the beach, on both weeks and many other trips including Primrose Hill and Hampstead Heath. The weather held out for us and a happy, sunny time was had by all.

We then ran an art based workshop in conjunction with Rise Phoenix. The young people created and produced a 'Giant Lizard' and 'Lanterns' which were used as part of the Lord Mayors Thames Festival Parade in September.

Finally we held a play-scheme based around music. This involved a variety of workshops, which were combined with relevant trips off site.

Overall a great summer was had by all the young people involved in the projects. We had a lot of fun, learned new skills both in the performing arts and socially and made lots of new friends.

Maggie Mendy

OXFORD SUMMER SCHOOL

As part of the government initiative to increase access to vocational conservatoire training, Oxford School of Drama invited us to collaborate with them in providing a two week summer programme to give students who might be thinking of applying to drama school, the chance to experience just what it would be like! It was felt that this would give applicants a realistic understanding of what schools were looking for in audition as well as what to expect if they were offered a place. This collaboration came from former students Che Walker and Stephen Medlin, now working professionally and teaching at the school, raising interest and awareness in our work. In addition one of our Senior students is now in her third year at the school and doing well.

As a first try, the programme achieved a great deal. Sixteen students were recruited and eight completed the course with 100% attendance, performing rehearsed scenes in a sharing on the last afternoon. All the feedback from the evaluations of these students was positive and many felt it had been a life changing experience which would equip them for the application process to drama school. They rose to new challenges, tried new ways of working with openness and integrity and discovered new ways to work in depth and explore more fully. They particularly enjoyed the voice work every day as well as working on the acting studies with Che Walker who is no longer involved in the senior programme and is still missed.

However as with all new ideas we got some things wrong. The course ran for the last two weeks of the Camden Summer Holidays, but some boroughs had different dates so students had to return to school half way through the second week. Some of the tutors found it very hard to work with younger students and had no experience of the age group so both parties found the gap in understanding frustrating. WAC students continued to struggle with punctuality which the tutors found intolerable but in addition we started the course too early for students to access cheap travel cards which meant that unless they were late they could not afford to come.

For the many years of WAC's existence we have been working to bridge the divide between our students and vocational conservatoire education. So far Oxford has been the only school to take up this challenge with us. Both parties learnt a lot from the experience and we hope to work together next summer, having learnt how to do this more effectively!

Celia Greenwood



This year we ran holiday projects, in performing arts and media, during each half-term, for a week at Easter and two weeks in the summer. Each course followed a theme for example Carnival, and workshops in drama, movement, singing, drumming and percussion, visual and digital arts, enabled the students to explore and develop their creative ideas around the theme.

During these projects the students have produced some beautiful artwork examples of which hang in the café and student common room and their digital designs adorn the sensory room.

Each project also take a day trip out of the building, these trips have included the Southbank, The British Museum and Hampstead Heath where the group viewed exhibitions or developed ideas related to the theme.

A special project took place in the Summer, in collaboration with the Hampstead Heath Management Committee and the Corporation of London, the group worked with sculptor Jeff Higley, to assist in the design and carving of a birdwatching seat carved from the remains of a fallen tree from the heath. With the assistance and support of the Rangers, the group spent several joyous, sunny afternoons at the site in Springetts Wood experiencing the wonders of the natural world, making music using percussion and recording bird song. The result is a beautiful seat with perches for all to land!

Melanie Ancliff





It was no real surprise to have familiar faces of young people and staff return to our summer projects once again!

In its 5th year, the Oasis Residential Project has proved a hit! The WAC staff consisted of experienced workers from Education, Performing Arts and Media and Care backgrounds. They are assisted by very enthusiastic young students and undergraduates who can't wait to join the world of work.

For 3 separate weeks a staff team and 12 young people meet on a Monday and set off on their week long journey of adventure, challenges and lots of fun. This year we returned to the lovely stately home at Woodrow High House in Amersham, Stubbers Adventure Centre in Essex (camping), and Hindleap Warren in Sussex.

Sessions lead by our WAC team included Jazz and Creative Dance, Percussion, Drama, Visual Arts and Storytelling. The centres also provided more adventure activities such as Quad Biking, Canoeing, Power Boating, Swimming, Archery, Climbing and much, much more.

Of course there is always food to think about and that is where we really got creative with our own meals at Stubbers where we self catered and encouraged the young people to develop their independent living skills. But that is not everyone's idea of fun, so Woodrow High House and Hindleap Warren's cooks were very popular at breakfast, lunch and dinner time as they served us a variety of meals of our choice.

Our motto is - Give It a Try! - and that is exactly what the young people did in the safety and security of our Oasis team along with the staff at each centre.

Jeanefer Jean-Charles

Students who were referred to KS4 ARCO fit into one or more of the following:

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

KS4 Arco offered alternative key stage 4 provision for year's 10 and 11 students from a range of Camden secondary School at risk of being excluded or under achieving in mainstream education.

Twelve Year 11's started in September with 6 girls and 6 boys, the majority of who attend Haverstock school 2 days a week for Maths, English and ICT.

Unfortunately for us and the students, this ESF project was due to run out of funding in April 2004, with no alternative funding possibilities for this time. We continued the programme until May 2004 to honour the work with the remaining cohort of students, who were in there final year and on route to also doing their GCSE's.

In December 2003, Alice Young sadly departed to a new post at the London Borough of Kensington and Chelsea and we welcomed a new Co-ordinator, Tony Dallas (Youth worker, Sports Leader, Drama Tutor & Story Teller) to inject some excitement and focus into the last 5 months.





This included taking some of the group to go on a residential with Red Hot Green - a local youth forum that undertakes work with council agencies to ensure young people have a voice at a decision making level. The group had specific tasks for the weekend, which included discussions, ideas and implementation of a council funded youth bank. There was a continual assessment on behaviour and attitudes. Completion of set tasks, e.g. navigation and problem solving, and the setting of individual and personal goals. Brathay Hall is an outdoor pursuit's centre set in the Lake District, and its ethos is about experiential learning allowing young people to express themselves in a positive, nurturing and safe environment. Young people and staff were asked to feed back after the weekend with regards to each other and self and the positive responses from all the group could do nothing but enhance the self esteem and growth of all that went. All of the KS4 group that went agreed they had learnt to be tolerant in a different setting than they were used to. All four people who completed the course learnt new skills and faced many fears.

Drama was taken out of the curriculum and replaced by Art. Rob Standing a local youth worker came on board. At first (like anything new) the students were a little apprehensive but once they saw their ideas coming to light, they really began to enjoy it, they seemed to focus a lot more when they could see the blank canvas take form and truly surprised themselves with the standard of work they produced. They started to make and decorate things in the class, many that they took home. They learnt about brush strokes and light and shade, of portraits and landscapes. A group picture stands pride of place in the centre of the back wall, in the student's common room. This truly highlighted a new found belief and pride in their work and stands as a reminder of what they achieved as an art group in such a short space of time.

Back to Basics DJ'ing continued with Kevin Tebbs, Students were able to express themselves on the wheels of steel, with some of the young people going on to play in under 18 club nights Sport carried on as usual and for the last term the young people did dance, making some video footage to go on their personal tapes. The main priority from March was ASDAN (a form of certification) , completing as much work as possible and supporting the students through their GCSE's (Maths, English & ICT). All hands on deck... the young people were obviously nervous coming up to their exams. The intensity taught them an invaluable lesson, it was hard for a lot of them but they kept coming and tried their very best. For some of them it was a mountain that they fought hard not to climb but they all tried.



PHOTOGRAPH BY DEE CONWAY

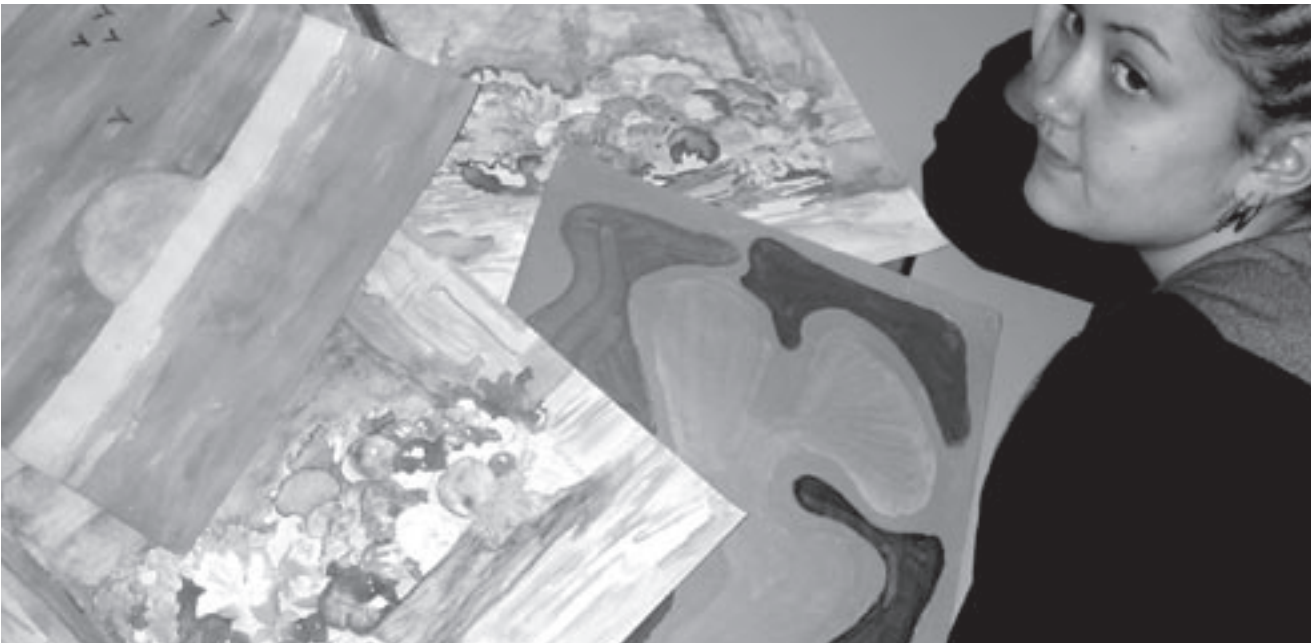
One of the students, Gary Jeans, began working voluntarily alongside Tony Dallas, and helped on a number of community initiatives. For instance, Gary was involved in a local Youth Art Project that managed to put up 7 framed graffiti picture boards on an old youth offending team building. Gary was also employed to work during the half term Easter break at the Harmond Centre which caters for children between the ages of 8 and 13. Gary worked with a creative writing teacher and a mime and movement teacher throughout this holiday scheme and was respected by staff and pupils alike.

Kirsty Walker, another of our bright students, was involved in a consultative capacity with the first youth bank in Camden. Young people sitting on this board have the permission of Local Government to distribute £20,000 by way of funding for ideas for local young people. This involves a process of interviewing said young people to ascertain whether they are successful in their bid. All initiatives funded have to benefit the community in some kind of way. Kirsty has also been working for some time with Wonder WAC, a disabilities group, where she has run workshops and residentials. She was recently honoured by an independent source for her work in the community.

Unfortunately we lost two students on this journey. One young lady went with our blessing and support to pursue a career in Hair & Beauty. The other young man had the opportunity to spend some quality with his Father working in the family Business. They both came away with Bronze certificates and our open door if ever needed.

The Graduation was a successful yet emotional event as this was not only a Graduation but the end of an era. The audience consisted of friends and family but also student advisers, teachers and the Deputy Head from Haverstock School, past and present WAC tutors, Connexions advisers and Funders who had seen the growth in these young people in the last 2 years. For some it was a sombre time, a time when the young people (in their own way) showed appreciation for the work done by all the above. For others it was a rite of passage, a realisation of their coming of age. And although not being thrown into the jungle with a spear and a loin cloth, they would still have to leave the safety of the village. A village that had been their sanctuary for 2 years so you can appreciate it was a very emotional time for all. There were performances, speeches and tears. This was an event where everyone could clearly see the hard work, dedication and success of this project.

Camille Curtis y Van Dyke



STUDENT FEEDBACK

“After two years I changed dramatically, I am focused, confident and determined to reach my highest potentials. I have achieved my Bronze as well as my Silver ASDAN. I have excelled in all my topics on KS4 ARCO. The Staff on KS4 ARCO have been very supportive towards my needs. I feel that I have grown from a child to a responsible young lady and I’m ready for the big wide world.” Vicky Mandla

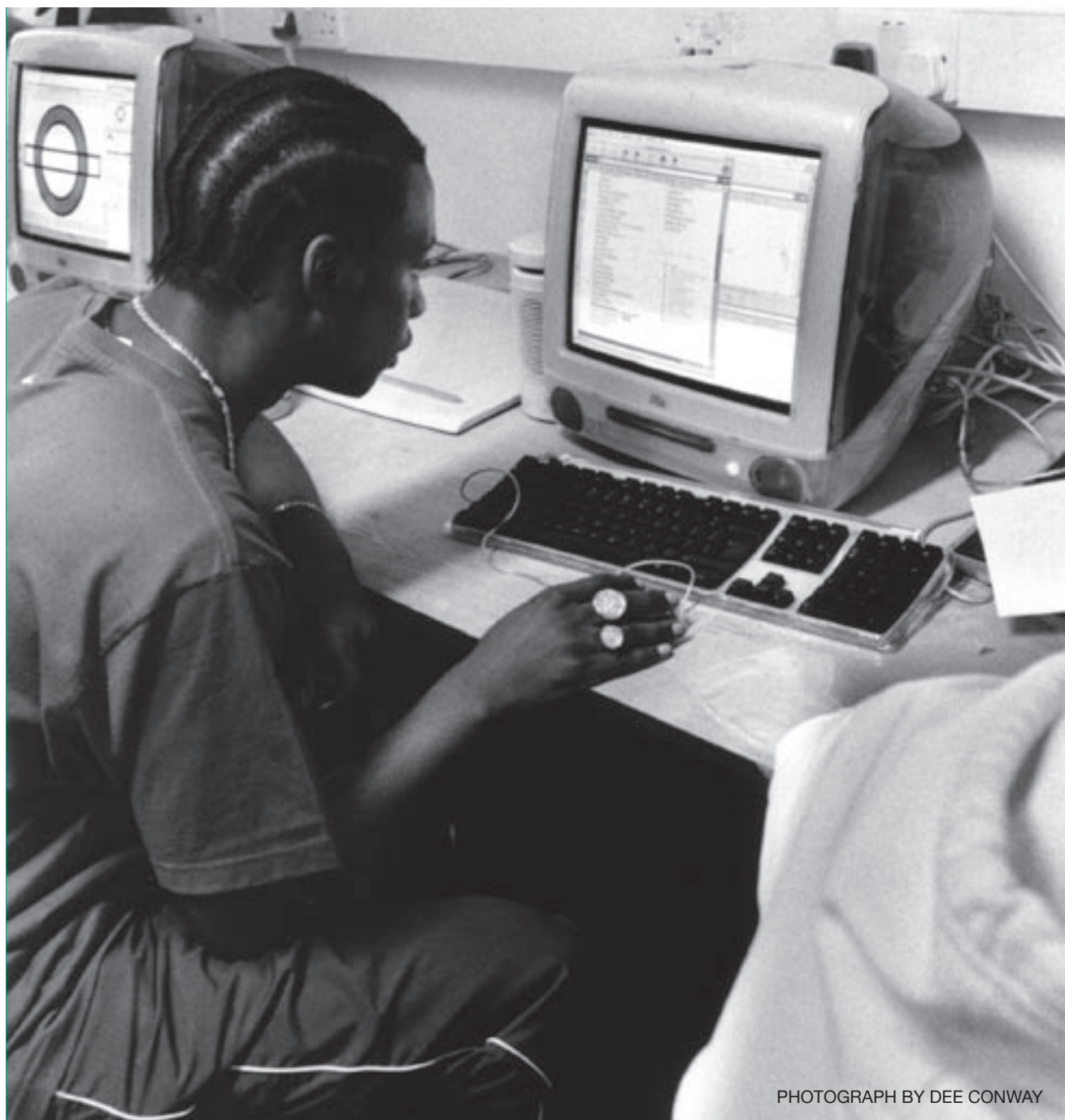
“When I first came here I was a quiet, shy and stroppy so and so as some people said. The reason I ended up here was because I didn’t do too well at school. Other people realised not everyone learns in the same way, so it was suggested I attended the course here... It hasn’t been easy, I’ve had battles with myself about attitude and behaviour, but being at WAC has allowed me to think about and do positive things to change... The work that I’ve been doing with wonder WAC, which is a group with learning difficulties has happened as a direct result from being at WAC and by working with wonder WAC I have achieved Camden’s Young Citizenship award... I’m not scared about going into the big wide world, in fact I cant wait to get out there and do my own thing.” Kirsty Walker

The aim of Camden Arco was to provide a non-conventional, vocationally focused course for young people from Camden that were not known to have progressed in education or employment after leaving school. Camden Arco was an opportunity to start an exciting new course and have access to continuing further education. Twenty students were recruited and sixteen completed the course.

Throughout the course students enjoyed a range of Performing Arts and Media experiences in Digital Arts, Video, Music Technology, Drama and Vocals. Also included were Self Presentation and Portfolio Building, Work Placements, Theatre trips and a week long Residential to Brathay in Wales.

The latter part of the course ended with a concentrated period of completing ASDAN (a form of certification) work. A variety of Bronze, Silver and/or Gold Awards were achieved by all students who completed the course, with one student having achieved all 3!

Each student now has a folder of all their work including a copy of all the music, video and digital arts work produced, along with a record of all their live performances.



PHOTOGRAPH BY DEE CONWAY



At the end of the course, we were proud to be able to say every student who completed the course had actually found a place in either further education, an apprenticeship, or remained in contact with WAC actively continuing to consider 'what next' in education.

For those where English is their second language, our link with a Learning Support worker helped these students take the final step to moving into a new education establishment knowing that further support was in place.

- '...Can I stay here at WAC to continue my education?'
- '...I want to study music technology full time now'
- '...What do I need to be able to qualify for the WAC Degree course?'
- '...I need a job. Can you help?'

These were just some of the questions and concerns from the students at the end of the course. And in the true WAC style, we now have some students very involved in other projects such as Wonder WAC Nites for Young People with Learning Difficulties. One student, who wants to do the Degree Course, will stay on to do Arco Plus as a stepping-stone to achieving her goal. As for the Music technology student, he has gone to Barnet College where many of our students have chosen to continue their education.

Jeanefer Jean-Charles

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 possess 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 our funding with ESF unfortunately ran out but it allowed us to embark on a new relationship with the London Metropolitan University. We also started a new qualification, LOCN (London Open College Network). This system of working towards units allowed us to deliver more digestible and easier bite size pieces of work to our client group. This means all abilities can get recognised for their effort & contribution rather than simply a pass or fail. By the end of the course each student had the opportunity to gain a maximum of nine units, 3 per block.

There were subtle changes to the ARCO Plus staff team, we still had the pleasure of working with musician and songwriter Dan Cochrane (Music Technology tutor); Singer and inspiration, Mary Pearce (Vocals) accompanied by Lorraine Barnes who ran several Master Classes and Phenom who injected an MC element. We welcomed teacher and filmmaker Simon Aeppli (Video Production tutor). Freelance senior designer, lecturer and MA student Terez Ozstafi (Digital Design tutor) went on maternity leave to be taken over by Jewellery maker, Artist and Designer Carolyn Ebanks. The skills and enthusiasm from Steve Medlin (Unclassified) and Glenn Dallas had a massive effect on students (Drama) and finally a double act of Photographer & youth worker, Marsha Smith & Youth worker Ellen O'Flaherty (Personal Focus Tutors). Ade Lawrence remained as Video Production support and by the end of the course has progressed on to running the Music Studio.

The recruitment drive for the 2004 course included networking with Connexions PA's, careers centre's and Youth Offending Teams and also a radio jingle broadcast on Choice FM & pirate stations, encouraged a number of applicants. After a series of taster and interview days, 55 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 art forms as well as one session a week in Personal Focus.



The ARCO Plus course was organised into three teaching blocks, each complemented by trips/ outings and guest speakers. Trips included going to the Tate Modern, exploring architecture & photo manipulation whilst at Canary Wharf, animation at the London IMAX, live recordings and interviews at MTV studios, Cinema trips to see 'Capturing the Friedman's' 'Fahrenheit 9/11' & 'Tupac Resurrected', Theatre trips to see 'A Big Life?' @ The theatre Royal, 'Bad Nuff' @ the Soho Theatre and 'Country music' @ the Royal Court, visited a series of Music venues/Open Mic events and a group activity of Bowling. Guest speakers included JD from the 'So Solid' Crew, a Performer & Producer, Connexions Career advisers...

The end of each block also provided learners with an opportunity to share their talent and successes by showcasing the terms work in the shape of a 'Sharing'. This process of performing in front of an audience only builds on an individual's confidence and gears them up for the Graduation evening which takes place in the main hall. The graduation was a huge success with every art form shown in its best light. We had over 100 friends and family supporting the event which only makes the performances & performers shine even more.

By the end of the course most learners had generated fun memories of the listed events, a healthy portfolio of work, CD's, videos, special awards and new friends. We had 34 students still on roll at the end of the course, although 49 (89%) in total out of the 55 students achieved some form of accreditation. Of those 49, 46 (83%) achieved 1-9 units at a level 2. Alongside the accreditation, students boast of self esteem, confidence, increased communication skills and a boost of self belief.

This success comes down to great work continually done by the tutors, the perseverance and support of WAC staff, the introduction of student support once a week to help combat issues (housing, benefits etc.), emergency child care service and a new partnership with the Gospel Oak dyslexia project providing assistance to local students identified with literacy needs. These support networks are continually needed and will be required for ARCO Plus 2005.

The process of tracking continues and so far reports of the learners entering employment, attending courses (Music Tech, Photography, Art Design, Broadcast Productions & Performing Arts) at a variety of levels including GCSE, BTEC First Diploma, BTEC National Diploma at a variety of Colleges. We also have one student who successfully got onto the BA Foundation Degree here at WAC. Some students will even come back and support classes and other projects. As they say, 'Once you're a part of the family, you never leave WAC...'

Camille Curtis y Van Dyke

STUDENT FEEDBACK

"Great Course & great staff." Jeff Juma

"Even though I had a child, WAC made me feel part of the family." Kelly Cahill

"Wicked, I loved it." Anton Wilson

"It was fun; I would love to do it again. The time went so fast." Natasha Dias

"WAC gives students the chance to discover themselves." Sharifa Edwards

"All staff, office, and tutors were great, helpful and friendly and I am looking forward to being on the WAC Foundation Degree course." Jan-ai El-Goni

"Thank you to everyone for their support and belief in me." Tarik Sakhi

On October 6th 2003 the new Foundation Degree in Performing Arts (validated by the London Metropolitan University) started at WAC. Twenty students were auditioned and accepted their place on the two year inter-disciplinary course covering Dance, Drama and Vocals. Over the two years the students will have the opportunity to study a range of styles such as Folkloric and social dance, improvisation and R'n'B and Hip Hop vocals. The course started with an induction week so they could get to know each other and experience the kind of work they would be studying on the programme. The first term was a groundbreaking experience for the students and the tutors. The focus for the first year is on progress, and many students struggled with this new way of study and had to overcome many personal and practical issues. As part of preparing the students for work in the industry, Ben Bennett, a young actor spoke to the students about his experience as a young black actor embarking on a career in the arts. The students were very inspired by his words of wisdom and his funny anecdotes. The students also performed two South African songs at the Metier Annual General Meeting which they were very excited about and helped them to develop their ensemble skills and bond as a year group. However by the end of the first term every student had completed two modules and worked extremely hard, and many had also gained enormous self-confidence in themselves and their abilities. Their knowledge and understanding of the artforms was evident from their high assessment results. The term as a whole was very successful and the students were supportive of each other and the motivation to work hard was beginning to show.

PHOTOGRAPH BY DEE CONWAY





The New Year saw the start of the second term. Rita Osei-Kusi had the unique opportunity of performing an original song with a live band as part of a collaborative event with Tribal tree at the Jazz Café. She was the first artist to perform and she sang with gutsy confidence and technique. Many tutors and her peers went along to support her and had a great evening watching new, urban singers and MCs. In February, we also took part in the Senior WAC careers day and used highlights from the induction week and assessments to create a short promotional film to advertise our unique course. The students took part in a documentary about their African vocals tutor Pinise Saul. The section was filmed at WAC and showed Pinise conducting and rehearsing the students for their ensemble assessments. The students continued to develop their techniques in the given artforms. They learned about Jazz vocals, African vocals, Text, Storytelling, Capoeira and Tap. The second term proved to be very intensive, as all the style class modules had to be assessed at the end of the term. Many students rose to the challenge, while others struggled with time management and priority of work. Many students found this term very stressful on lots of levels, however, they all worked hard, and this was evident in the grades of the modules. Many of the students were beginning to find the confidence to explore their levels of progress and some individuals attained goals they did not believe possible. The term as a whole was very demanding, but everyone tried their best to keep up with the work and commitment needed to succeed on the course.

After the Easter break saw the start of the third term and the end of the first year. The students continued to develop their techniques in the given artforms, and they focused on their first integrated project. The third term proved again to be very intensive, as all the remaining modules had to be internally and externally assessed at the end of the term. The term was an important step for everyone concerned as the students completed their first year and had a clearer concept as to their journey into year two. The integrated project 'Reprisals' was devised by the students and inspired by the Greek classics 'Agamemnon' and 'The Women of Troy'. The production had a contemporary setting and explored the issues of War through dance, drama and vocals. The module was a huge success, and helped to solidify the positive unity of the students. The production was performed at the Studio Theatre in Edgware to great critical acclaim. As part of the launch for the basement development on 11th May, Prunella Scales ran a workshop on speaking verse and assisted the students in their character developments. The students thoroughly enjoyed the experience and learnt a lot about classical theatre from such a veteran of the stage and screen.

Throughout the year the students saw a variety of shows at Sadlers Wells, Theatre Royal Stratford East, Hampstead theatre, the Cochrane theatre, the Barbican theatre, the studio theatre and the Jazz Cafe. As part of our recruitment drive and establishing progression routes for the students I visited Westminster Kingsway College, North Westminster School and East 15 acting school to talk to tutors and students about the course.

The course was highly commended by the external examiner in terms of student retention (17 students out of 20), and the culturally diverse programming and high grades of the students. The first year of this new course was a pleasant challenge and all the students and tutors gave positive feedback on all areas of the course. Although there will be a few slight changes to the new academic programme, everyone at WAC is happy and excited to have two year groups working alongside each other for the very first time. We are also optimistic that the course will continue to progress to a 3 year BA (Hons) degree programme in the future.

Elaine Grant



PHOTOGRAPH BY DEE CONWAY

STUDENT FEEDBACK

“I feel that storytelling is a module that’s made my experience at WAC an interesting, inspiring journey where I have learnt a great deal about myself as a person and performer. It sets WAC above the rest of the performing Arts colleges because it brings such a rich and deep perspective.”

“(The integrated project) was a great experience, hard but exciting and really challenging.”

Now in the second year in this post, this past year has allowed me to reflect and digest just how important the Social Inclusion role is;

Each project has its own Co-ordinator who individually plans, prepares, implements and supports each programme and the students involved. Although this alone is a huge responsibility and can be incredibly mentally, emotionally and physically taxing as the particular client group that we work with have a range of personal and social needs (housing, child care, financial issues, drug abuse, family issues, court convictions, literacy needs etc..). With this in mind alongside our commitment to each student, I am in a position to offer that additional support to co-ordinators.

Part of the role is to also provide additional managerial support to tutors and have an overview of our plans and preparation for coming months rather than focusing solely on the day to day. This has allowed for more thorough evaluations of programme and the implementation of more support services (Connexions, Dyslexia project, IMPACT Drug support). These services and relationships are ongoing and need to be continually updated.

The end of 2003 the main focuses were to create a safe environment for students & tutors, to create as many interesting experiences for the students (trips & outings, residential, guest speakers, master workshops etc.) and get as many young people through the programmes with as many qualifications as possible.

Unfortunately, as we entered 2004 (Dec-Jan) we lost KS4 ARCO Co-ordinator, Alice Young (who took up a post in Kensington & Chelsea), although she was replaced with the creative Tony Dallas (Youth worker, Sports Leader, Drama Tutor & Story Teller). Luckily he knew many of the young people from the projects that he worked on at Castlehaven Youth Centre or in and around the area. This made building relationships a lot easier for him and he worked hard at inspiring the young people to the end and instilling in them that they could accomplish and achieve anything that they set their minds to.

We then had to say goodbye to Lindsey Coyle (Camden ARCO) in February who went to live and work in Brighton, but she was replaced by a strong female leader, Jeanefer Jean-Charles who has had extensive experience working within the Arts as well as with the client group. She dived in head first and made it a priority to understand the young people and the qualification. She organised trips and a residential which was a huge success. Funding has come to end for this project although we are hoping for other Social Inclusion projects to fill that void for the 16/17 year olds in the area.

Then Andrea Davis (ARCO Plus) left in May to work for the Princes Trust. I took over directly the ARCO Plus programme and with support from colleagues, we saw the students grow, blossom and prepare for the third successful and entertaining ARCO Graduation that year. I was proud to have been involved and had the relationships with all of those young people across all of the ARCO projects.

We devised and accredited programmes with LOCN – new qualification which should be able to deliver across the ARCO programmes – or other projects (Recording Studio, Sensory room, youth work etc..). This will offer recognised qualifications to our graduates and enable us to meet funding targets set by the government.

As the Social Inclusion Project Co-ordinator my role is to oversee the Social Inclusion Programmes but I also try to provide support to any programme or any young person that may require it. This could include students on The Foundation Degree, Senior WAC or students past and to be present.

Camille Curtis y Van Dyke

The Camden LEAP projects continue to develop and our partnership with local schools are getting stronger. The tutors were challenged on various levels i.e.. 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 thing unique from the skills and techniques they have learnt. WAC is looking forward to completing the second year of this Arts initiative and continuing to establish ourselves as a driving force in youth arts education.

In September the programme focused on Dance and Songwriting. The creative dance in WHICH? primary school continued to flourish as the years 1 & 2 had the opportunity to learn street dance. They had lots of fun and were able to create their own movements. At the end of the project they were able to share their newfound skills with their families and the Ofsted inspector. The children's co-ordination, musicality and self-confidence improved greatly from this project. The school is very excited to be working with WAC next year where they will be focusing on World Dance starting with Indian Dance for years 3-6.

The songwriting project took place in a local secondary school and was a huge success. The supporting tutor showed real interest in the work and encouraged and supported the students and the visiting tutor throughout the project. The students benefited by learning about the structure of creating songs and also that they could be supportive to each other. The songs created were of a very high standard, in terms of structure, content and rhythmical and melodic phrasing. The students performed their songs at the Creative Writing presentation in December and were greatly received by their peers and other supporters of the projects. The school has shown strong interest in working with WAC next term on another songwriting project!

In January the focus of creative dance in the primary school was World Dance and years 3 & 4 started with Indian dance. They learnt a variety of movements, which were performed to a Bhangra track. At the end of the project they performed the piece to their families and other members of school staff. The young people also learnt about the origins of Bhangra dance, as well as spatial awareness and co-ordination. Next term the theme will be Caribbean dance with years 2 & 3 and they are hoping to incorporate costume as well!

The Songwriting projects took place in a secondary and primary school. The groups were mixed ability and the content of the workshops had to be varied in order to challenge the various needs within the groups. The students benefited by learning about the structure of creating songs, poems and raps and also that they could be supportive to each other. The pieces created were of a very high standard in terms of structure, content and rhythmical and melodic phrasing. The students performed their songs at the Creative Writing presentation in March and were greatly received by their peers and other supporters of the projects. Working with artists in this type of setting inspired and motivated the young people and encourage them to build their self - confidence and pleasure in writing.

As part of the one to one projects WAC worked with a WHICH? primary school and through using drama techniques tackled the issues of bullying. The tutor used drama games and improvisation to engage the students and encourage creativity in this area. The digital Arts project in a special school continued with the launch of their school website. The students used personal experiences in and out of school, school activities and current affairs to influence the content of the site. The group was small in numbers, but the students gained a lot from working closely with an experienced artist and built up a lot of trust and respect for each other work.

The focal point of the project in March till the end of the academic year was Music, Drama, Dance and Songwriting. World Dance continued in the primary school and years 1 & 2 explored



Caribbean dance. They learnt a variety of movements, which were performed to an instrumental drumming and percussive backing track. At the end of the project they performed the piece in the assembly to their families and other members of school staff. The young people also learnt about the origins of Caribbean dance and stories, and well as rhythm and working as a team.

The Creative Writing strand took place in a secondary school this term. The Songwriting group had worked with the tutor before so the creative process was very successful and the atmosphere very relaxed and easy. The theme of the project was Graffiti, and the students were able to deepen their working relationships with their peers and the visiting tutor, and their appreciation of the art-form was also challenged. The pieces created were of a very high standard, in terms of structure, content and rhythmical and melodic phrasing. They worked with a musician and a producer in the WAC recording studio to record their tracks, and so were able to access new skills and have a personal CD of their work.

As part of the one to one projects WAC worked with three primary schools. The first area was music; the school worked with a musician playing popular music on the glockenspiel and other percussive instruments. The children really enjoyed the process of learning the tunes, as they were able to have valuable input in the selection of the tracks. The tutor was extremely supportive and guided the children on to a wonderful assembly performance at the end of term.

The other primary school focused on Street dance. The children thoroughly enjoyed the fast and vibrant movements and shapes created for the final piece which was performed to their peers, and families and teachers at the end of year presentation. The attendance for this class was excellent because the children enjoyed the process of creating a dance piece that they helped to choreograph and style for the performance.

The third school focused on drama. The tutor used games and improvisation to engage the students and encourage creativity on a variety of different themes. The project was a challenge for the children as they got used to working as a team, and working individually to stimulate ideas. The project ended with an assembly performance, and all participants were excited and willing to share their ideas with their audience.

Elaine Grant

The Young Roots – Know U'r History project supported by the Heritage Lottery has involved all of the WAC programmes who have contributed greatly to the whole collaboration. Throughout this report the project is referenced by the project co-ordinators. We have fulfilled most of our objectives and we are in the process of creating a documentary which will include samples of work, vox pop contributions from students, parents, tutors and staff, together with selected archive footage. The film will form part of a multi-media exhibition in the Spring of 2005.

Melanie Ancliff



CERTIFICATE IN PROFESSIONAL PRACTICE IN YOUTH ARTS DEVELOPMENT

Entering its fifth year we recruited 16 artists and youth workers who started the course in September. The programme was delivered at the Midi Music Company in Deptford. Four candidates never really started the course; new work commitments and personal issues meant they were not ready for the intensive work of the programme but the remaining students attended the sessions regularly and enjoyed working with a wide range of Youth arts professional who ran some of the sessions. In the Spring Term they began to focus on their projects and apply for funding to run them. Several candidates were able to broker partnerships who had funding for projects and so did not need to raise the money themselves. Others were so successful in their fundraising that they have been able to continue their work through the summer and into the autumn.

Once again we had an exciting range of new projects in challenging settings. Two students ran a video project on the Isle of Dogs, another taught music and dance to a group of Somali boys as a way of exploring their concerns while delivering English as a second language teaching. There was a poetry and lyric writing project in a UK On-line Centre and an Acting for the Camera project with young people at risk of involvement in crime.

The group shared their work with the External Examiner, Nick Randall, in June and at the Goldsmiths Exam Board in July seven students completed and two deferred until next year. During the course of the year Arts Council England, London made it clear that they no longer wanted to support the course as they had other training initiatives they wanted to develop. Wozzy Brewster and I decided that we too needed to develop new ideas to support the sector. As a result Goldsmiths are not recruiting for the next academic year and will review the programme with a view to incorporating the content into their Community Arts MA programme. Many of the graduates of this programme are now playing a strategic role in the development of Youth Arts in the capital. Some have begun their own organisations, some are working for local authorities and arts funders to support work with young people while others are running a diverse range of programmes for the informal youth arts sector. We are disappointed that the programme will not continue as we feel there is still a real need for intensive high quality training in this area.

Celia Greenwood



Following the intensive programme of workshop leadership skills training for artists earlier in the year during the autumn term we ran Module 4 of the project which we called the professional Sessions. These focused on a range of skills to enable artists to work effectively as freelancers and included:

Desktop Publishing for creating promotional materials

Personal finance – guidance and advice on financial status of freelance/self employed artists

An introduction to Fundraising – a guide to what money is available and how to access it

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 data base 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 was narrowed down to 56.

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.

In the autumn 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.

CONCLUSION

This project, has in the last 2 years, realised 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.

Vik Sivalingham

Making Playful Learning Visible (MPLV) was initiated and funded by 'The Next Generation Foundation' <www.ngf.org.uk> and implemented and evaluated by WAC during the first 6 months of 2004. Two pilot projects were carried out during this period, the first working with the Time4Me group based at the Harmood, the second working with a group of Saturday WAC parents.

MPLV set out with the aim of investigating the use of video mobile phones as tools with which to engage groups of parents in documenting, sharing and reflecting upon aspects of their children's learning outside of formal education settings. By using informal 'everyday' technologies (i.e. mobile phones) as opposed to more conspicuous tools such as video cameras and/or audio recording equipment, the aim was to create a framework that could facilitate the capture and consideration of spontaneous and playful instances of young children's everyday learning experiences.

The idea underpinning the project was that through using these 'novel' technologies, an active, networked community of parents could be encouraged and developed, and through this, a range of focused observations about children's learning could be exchanged and discussed in a dynamic and interactive online forum. The process of exchange and reflective discussion facilitated through this networked community could potentially result in the accumulation of a unique collection, or archive, of documented, informal learning 'moments', that on further analysis might provide new insights into the processes of learning itself.

At the end of the project we evaluated how MPLV was set up and run, how the participants interacted during the project, what they may have learnt and how MPLV might be developed further in later incarnations. We examined the nature of the learning experienced during the project and how such principles might be further articulated. The project finally offered a set of final recommendations for taking the idea further.

Julian Sefton-Green

The rest of my day is spent doing loads of different things....



Playing piano with Vanessa....



Trying Mummy's shoes on for size!



Hangin' out with my mate FRED





As part of the Equal Bettercup Project hosted by Camden EYDCP (Early Years Childcare Development Partnership), we piloted the Emergency Childcare programme with our first project in January. As we developed the programme we addressed a range of issues around providing childcare for parents in emergency situations. The aim of the project was to assist parents back into work/study or to support those already working, when their regular childcare provision broke down for reasons like temporary closure of a nursery, childminder illness, INSET days, extra duties at work or extra-curricular study.

We established play schemes to cover all of Camden's inset days/polling days this year as well as care for individual clients on an emergency basis. The project was much needed in the borough and we catered for over 70 young people in this short space of time.

Provision included pick ups from schools, nurseries as well as the homes of the children. As an Arts based college we also integrated art forms into our projects.

Our staff have been involved in a number of partnership meetings and will share their experiences with our European partners, from at a conference in September

Maggie Wendy & Melanie Ancliff

WAC hosted a fastrack placement during this year. Fastrack is an initiative led by the Independent Theatre Council (ITC) to support and develop senior black managers in the Arts. WAC was selected as a suitable host and Deborah Vaughan worked with us for 3 months with Elaine Grant as her mentor.

Deborah's main objective was to liaise with all the project co-ordinators, and with the archivist to collate all the student material from each project into the final documentary and exhibition for the Heritage Lottery Fund - Young Roots 'Know Yr History' project. She also assisted in the monitoring and evaluation process of the project throughout the course of her placement. Deborah was able to observe and be involved in as any projects she was interested in at WAC. She was also able to observe and shadow Celia Greenwood, Julian Sefton-Green and attended several core staff meetings and our Annual staff conference. With WAC's help and advice she was able to attend seminars about setting up your own business in the Arts and is currently developing a radio drama project, hopefully to carry out in our studio and using our actors.

Elaine Grant

PHOTOGRAPH BY DEE CONWAY





We have now nearly completed CHICAM, (children in communication about migration) a three-year project, running from November 2001 to October 2004.

WAC is one of 7 partners involved in the project; Centre for the Study of Children, Youth and Media, Institute of Education, University of London (co-ordinator); WAC Performing Arts and Media College, London; Fondazione Centro Studi Investimenti Sociali (CENSIS), Rome; Centre for Research in International Migration and Ethnic Relations (CEIFO) Stockholm University; Department of Media Education/Media Centre, University of Ludwigsburg, Germany; Forum Institute of Multicultural Development, Utrecht, The Netherlands; Greek Council for Refugees, Athens.

CHICAM's main focus involves studying groups of migrant/refugee children, aged 10-14, who are using new communications media in order to communicate with each other across national boundaries. In each participating country, researchers are collaborating with media artists and youth/community workers who are working directly with such children. Using the internet, we 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. <www.chicam.net> During this period we have attended several meetings in fellow European countries. We worked with Simon Aeppli, Stephen O'Hear and Tobi Forsdyke. We have co-authored a report for media educators describing how the clubs (running 02/03) worked in practice supporting young refugees to make and share videos. We have published all the research reports with accompanying CDs; made and produced a DVD comprising a promotional video describing the project and an archive of the film-work; and finally worked on the project website <www.chicam.net>

Julian Sefton-Green



WAC is a partner in an EU funded project , under the MINERVA initiative. The project , Animated Debate is led by partners in Poland (Teatr Grodzki) with colleagues in Romania and Sicily. The project target group consists of:

- youth with psychological and physical disabilities
- adolescents on the edge of social pathology
- victims of addiction

The main objective of the project is to run computer animation workshops for children and youth aged 10 - 20 from November 2003 to June 2005. The workshop programme includes a wide range of artistic activities and pursuits. Its main rationale is to enable each of the participants to find his/her own place in the workshop team and have a chance to develop his/her individual artistic talents, passions and needs.

The project is also addressed to educators and therapists providing care for socially excluded dysfunctional groups. In the dissemination campaign they will be introduced to new innovative methods of using ICT to be applied in their daily work. For this purpose, Animated Debate Guide for Educators will be published and 10 seminars for teachers from the Malopolska and Silesia region will be organized.

This period saw ongoing work in this project with Carolyn Ebanks as our digital arts tutor. WAC attended project meets in Bielska-Bala near Krakow in Poland and hosted a meeting for partners at the end of the first year's work.

Julian Sefton-Green

The project, part of the Exposure Festival facilitated by Jacksons Lane Community Centre, was aimed at people with physical, sensory and learning difficulties, interested in performing arts and possibly leading workshops in a range of other settings. The project was led by specialist arts practitioners and trainers, who have national and international reputations for innovative ways of teaching and learning.

The two day project was facilitated by Kate Heath, musician, Zedekiah (Cyroy Morgan), musician and Robert Stephenson, physical theatre, supported by volunteers and assistants all of whom had experience of working with young people with learning difficulties and/or physical disabilities.

The first day included a lively drumming sessions as an introduction to open the session. This was followed by vocal and movement warm-ups and an introduction to Soundbeam technology, working in pairs creating movement patterns to trigger the beams. A number of volunteers and trainees provided additional support for the project. Very interesting work was created by the end of the day with a fascinating sharing of ideas between the students, volunteers, trainees and tutors.

The second session was led by Robert Stephenson (physical performance artist) and Kate Heath (musician). During the morning the group experimented with rhythm and percussion which was then linked through switches to the Soundbeam. In the afternoon physical theatre motifs were used to break and trigger the beams.

Everyone thoroughly enjoyed the project and a longer course will follow these introductory sessions.

Melanie Ancliff

PARTICIPANTS FEEDBACK

“It was a wonderful experience for all, with the professionalism really starting to show through on the second week. I only wish it would be possible to continue this experience more and therefore develop even more.”

“I agree, but only having attended the second week I’ve not seen the development, but can see the enthusiasm in Karl and Ting from knowing them. I feel everyone would gain from the session if they run for more weeks. I enjoyed it.”

“It’s really good. We experienced different arts in the workshop. But it was just an introduction. I think more in-depth and more specific workshops would be beneficial to every one.”



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; 1-to-1 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. In this first year we worked with 25 clients. We ran a small programme of events and informal meetings, both to attract and advertise the service as well as to network and advise prospective clients. These events involved talks by Creative Partnerships; (Mark Robertson); A history of running your own Arts Business (Isaac Ngugi); and an introduction to marketing (Kubi Springer –GEM)

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

Julian Sefton-Green



SUPPORTING TALENT INTO ENTERPRISE BOARD

In Autumn 2003 WAC was invited to participate in a piece of research into the non-formal learning sector in arts and media in London commissioned by the LDA as part of the Creative Capital initiative. This report identified WAC as one of seven Tier One training providers from a selection of 270 organisations in the sector. The leaders of these projects were invited to form the STEP Leadership Board with the brief of identifying and driving strategic initiatives to strengthen and consolidate this sector. With LDA funding WAC will host the coordinator of the programme and over the next two years will support the Board in a range of initiative which will develop infrastructure and capacity building for smaller organisation as well as commission research to raise the profile of the work of the sector. The Board also hopes to advise on government policy and benchmark best practice in the sector with a view to mainstreaming the innovatory practice delivered throughout the sector. This is an exciting project with opportunities for well established projects to share and disseminate their expertise.

Celia Greenwood

In May 2002 WAC opened as a UKOnline Centre part of the nationwide initiative to support the use of ICT in low income communities. WAC received nearly £73K to provide dedicated sensory room with adapted technologies for our learning difficulties programme; new machines and software to teach digital arts, music machines). We have 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. WE have set up projectors in the main teaching rooms to facilitate whole class teaching.

From May 2003-August 2004 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. Jason Jean-Charles has worked with us all year as an IT apprentice. 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 September 2004

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

Julian Sefton-Green



RESEARCH AND DISSEMINATION

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

WAC staff wrote a review of how young people use software whilst learning to use computers for creative purposes for an academic journal. We gave a series of lectures in Montreal, Canada on WAC and informal learning. We also wrote up a study of Senior WAC student' experiences of participating on an online artwork forum to explore how new technologies support the development of communities which can underpin kinds of collaborative learning. This will be published in book in 2005 In addition we co-lead on a half day seminar at the Institute of Education, CHANGING IMAGES bringing together an international panel to discuss youth media production. We were on an international panel talking about digital creativity at an European conference 'Media-Educ' in Belfast in May 2004 and participated in an international 4 continent webcast on media education in November 03.

All of these talks celebrated the achievements of our work at WAC and tried to show how we are in the forefront of innovation and curriculum development

Julian Sefton-Green

THE WAC ADMIN TEAM

The WAC admin team provides administrative support to WAC projects. Since the turn of 2004, the team has changed with Jitendra joining in January after Rose Blackmore left in December 2003 to take up an demanding post at the Royal Free Hospital. Lisa Sproat left the admin team in May this year as the WAC administrator and we welcomed Charmane Forbes in her place. Charmane has now settled into her role, with Senior WAC administration as one of her key responsibilities. Emma continues to administer our Foundation Degree course.

We enjoy working alongside project co-ordinators to help achieve a range of our objectives. Alison, for example, worked closely with our Youth Officer, Melanie Ancliff, in setting up the new SureStart funded Sunflower Room project at the nearby Talacre Sports and Leisure Centre. In future months, Alison will be developing administration procedures for WAC Nites so that more young people can become involved in our evening classes and make full use of the extensive facilities we have at WAC.

Jitendra will be co-ordinating the development of a new, tailor-made database for WAC. In the short term, he has set up databases for individual project to meet their different but immediate needs. As a departmental objective, we will all continue to work towards standardising administration procedures over the forthcoming year.

Jitendra Kulkarni & Alison Clixby

WAC FEASIBILITY STUDY

As a result of the steady growth of WAC, which has meant that since the completion of the basement we continue to need more teaching space than the Town Hall can provide we applied for funding from the LDA to conduct a feasibility study to look as the proposal that WAC should become a separate charity as the first step to acquiring an additional building to house the bulk of our activities.

Burns Owens partnership were appointed by the LDA to conduct the study and spent three months talking to the Interchange senior management team, Trustees and users of the programme. The report was completed in the summer and outlined the potential risks and gains from a potential de-merger. The Board has instructed the senior management team to continue to explore potential partners and new premises before any decision is made.

Celia Greenwood

THE FILM COUNCIL – OFCOM EVENT

WAC was commissioned by the Film Council and The British Film Institute to make a short film for an event on Media held at BAFTA in January 2004 organised by the new media regulatory body, OFCOM. This event was a lead industry event with the Secretary of State for Culture, Tessa Jowell and a host of media leaders.

Working with Michael Troxell and Leo Baker we filmed a series of vox pops with WAC staff, parents and students. The film was very well received and WAC certainly contributed to setting the tone and content of what promised to be a new and important agenda.

Julian Sefton-Green

WAC AND TRIBAL TREE

AT THE JAZZ CAFE: JAN 2004

With funding from CABAC WAC and Tribal Tree collaborated on a project to give talented young people the opportunity to work with musicians to prepare for live performance. The project was aimed at vocalists and rappers who were ready to leave their backing tracks behind and experience the excitement of performing with a live band. Auditions were held in the autumn and ten young people were selected. They had vocal tuition, one to one sessions on performance and presentation including fashion and makeup advice. They also had rehearsals with the band and a chance to develop their piece with creative input from the director of the band, Philip Harper. Tribal handled the marketing and production of the event and did a wonderful job. The event was sold out and many eager supporters were turned away. The performances were very professional and demonstrated the wide range of musical styles that influenced these young artists. It was fantastic to see their work presented in such a professional way. The band were amazing, the backing singers outstanding and the young performers rose to the occasion. This was a very special night for WAC. The director of Tribal Tree and several staff are former WAC students as is Philip Harper and several musicians in the band, so it was wonderful to see the two logos hanging above the stage celebrating the achievements of young people.

Celia Greenwood



PHOTOGRAPH BY DEE CONWAY

OPENING OF THE RECORDING STUDIO

On May 11th we formally opened our new recording studio. This state of the art facility was part of the LDA's investment in WAC and we now have a fully fledged studio <www.wac.co.uk/studio>. The opening ceremony was led by Estelle Morris (minister for the arts) and Prunella Scales. Prunella Scales then led a master class for the foundation degree. Around 40 dignitaries accompanied Estelle Morris as she met past and present students, young entrepreneurs in the business basement and witnessed a live recording by a Camden ARCO student.

The Studio became fully operational in September 2004 and we look forward to describing its activities next year.

Julian Sefton-Green

WORK EXPERIENCE PLACEMENTS

We have continued to provide work experience and student placements to many young people. Placements at WAC are so popular that schools, colleges and students often reserve a slot over a year in advance. We were delighted to hear from our current student from Central School of Speech and Drama that a placement at WAC is viewed as one of the most sought after.

This year we have been able to offer 19 placements to students from year 10 to degree level from a range of educational establishments throughout the UK. Students have worked in every area of WAC's work and we have all benefited from the range of insight and shared experiences.

The following students have undertaken placements with us:

Gyasi Patterson	Acland Burghley School
Ocean Bell-Grey	Alexandra Park School
Micha Banjo	Bishop Douglas School
Gail Wood	Camden School for Girls
Sylvie Amanquah	Central School of Speech and Drama
Janet Gray	Central School of Speech and Drama
Royston Hill	Claremont School
Alistair Lichten	Claremont School
Cory Mc Ketter	Copland Community School
Shakirah Alexander	Hampstead School
Frankii Richardson-Forrester	Highgate Wood School
Sherine Chalhie	Highgate Wood School
Melanie Solomon	Mill Hill County High School
Chiazo Vgwvegbulam	North Westminster School
Natalie Ofosu-Mireku	North Westminster School
Loui Ebanks	Stoke Newington School
Stacey Wallington	Toot Hill School
Lee O'Sullivan	William Ellis School
Ryan Oakley	William Ellis School

Melanie Ancliff

QUOTE

"We were wondering if we could do work experience with you again next week because we enjoyed working here very much. Thank you for looking after us."



PHOTOGRAPH BY DEE CONWAY



PHOTOGRAPH BY DEE CONWAY

PROFESSIONAL DEVELOPMENT TRAINING

As part of our commitment to staff, to provide appropriate specialist training opportunities for their continued professional development, we have continued to develop our training programme. We have offered a wide range of courses provided by outside providers, in-house training and tailor made courses for very specific specialised needs. This year we have provided training for 21 core staff (during our staff training week over the summer period), 26 part-time tutors, 21 volunteers and assistants in the following:

- First Aid
- Mini Bus Driver Assessment
- Youth Work
- Play Work
- NVQ A1/A2 Assessors Award
- Health and Safety
- Risk Assessment
- Child Protection
- Disability Equality
- Oasis Residential Training
- Studio Induction
- Customer Care
- Managing for the First Time
- Team Building
- Fundraising

Melanie Ancliff

At the beginning of the year we moved into the newly refurbished basement area. This provides three offices, a small meeting room, a student common room and a larger sensory room. This dramatically improved the working conditions for staff who can now work effectively in much quieter accommodation. The common room provides our students with a home to relax and socialise particularly during the week when there are so many people from other programmes in the buildings. There have been far fewer conflicts between our students and other users this year and because the common room is next to the offices, we have been able to diffuse moments of conflict because we are aware of them before they have had a chance to develop. The meeting room has enable us to talk to students individually and has also been effective in managing challenging behaviour as we have been able to take a student away from their audience and thus calm the situation much more quickly.

One of our big achievements for the year has been the successful launch of the foundation degree course. The twenty students we recruited began their training in October, taking a leap of faith that we could train them to work professionally. Of course everyone involved in the course has been learning; tutors, course leaders and students as a new curriculum has been delivered at university level. However it was clear from the end of year performance in June that these young people will be employable by the end of their second year and that many of the foundation stones of performing arts training at WAC, diversity, collaboration, cross arts work and devising, have a crucial role to play in vocational training.

We successfully opened the recording studio in may and with LDA funding have appointed a Modern Apprentice to train in sound engineering and develop the resources as a small business. The studio serves all the programmes we run and every course has had the opportunity to record their music (check out the web site). We have big plans to develop this part of our work including starting a WAC label, record live performances as well as train many more young people and develop qualifications.

We have been less successful at securing permanent funding for our social inclusion programmes, all of which were funded by the European Social Fund, which ran out during the year. In this funding round the 14 – 17 year old age group was no longer a special priority and the levels of funding available were not enough to run the holistic and comprehensive programme that we have run so successfully for the past three years in the form of KS4 Arco and Camden Arco. We have been able to secure reduced funding for Arco Plus and hope to achieve match funding from a new European bid, but even this programme has not yet achieved real security despite its six successful years.

We need to work with our partners to improve the funding opportunities for organisations like WAC. We continually develop expertise and then lose it because we do not have access to long term funding. We develop new innovative programmes, which transform the lives of young people and when we have completed the evaluation and demonstrated that the programmes were successful, instead of funders continuing the programme, they ask for the next new idea. Several members of staff are now participating in strategic partnerships in an attempt to disseminate our work more effectively and try to influence government policies to address these issues.

Celia Greenwood

MILDRED ACKERMAN AWARDS

Alec Cuffy
1987

Marianne Jean-Baptiste
1988

Stephen Thomas
1989

Stephen Medlin
1990

Yolande Charles
1991

Lynieve Austin
1992

Andrea Franklin
1993

Clive Cherrington
1994

Steve Bowyer
1995

Hannah Green
1996

Kizzy Augustin
1997

Yusuf Alao
1998

Ben Mullon/Eleni Stephanou
1999

Nyika Goremsandu
2000

Kevin Trail
2001

Leo Baker
2002

Rowland Samuel
2003

Maxine Fletcher
2004

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

JUNIOR WAC

ATTENDANCE RECORD (SEPTEMBER-DECEMBER 2003)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	27/09	04/10	11/10	18/10	01/11	08/11	15/11	22/11	29/11	6/12
ON ROLL	312	290	290	290	290	290	261	291	294	277
ATTEND	223	197	214	236	167	233	197	201	227	208
%	68%	74%	81%	58%	80%	75%	69%	77%	75%	

ATTENDANCE RECORD (JANUARY-MARCH 2004)

WEEK	1	2	3	4	5	6	7	8	9
DATE	17/01	24/01	31/01	07/02	14/02	28/02	06/03	13/03	20/03
ON ROLL	280	281	283	280	277	269	270	270	270
ATTEND	219	225	197	218	239	136	132	146	154
%	78%	80%	69%	77%	86%	51%	59%	54%	57%

ATTENDANCE RECORD (MAY 2004)

WEEK	1	2	3	4	5
DATE	01/05	08/05	15/05	22/05	29/05
ON ROLL	271	271	271	269	280
ATTEND	105	114	140	116	218
%	39%	42%	52%	43%	77%

SENIOR WAC

ATTENDANCE RECORD (SEPTEMBER-DECEMBER 2003)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	5/10	12/10	19/10	26/10	2/11	9/11	16/11	23/11	30/11	7/12
ON ROLL	248	240	241	235	229	228	229	232	232	234
ATTEND	190	180	159	139	184	180	195	182	189	209
%	76%	75%	66%	59%	80%	79%	85%	78%	81%	89%

ATTENDANCE RECORD (JANUARY-MARCH 2004)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	18/01	25/01	31/01	08/02	15/02	29/02	07/03	14/03	21/03	28/03
ON ROLL	221	215	210	167	167	166	166	166	166	166
ATTEND	195	178	163	111	90	98	102	101	106	135
%	88%	83%	77%	66%	54%	59%	61%	61%	64%	81%

FUNDERS

Arts Council England, London
 BBC Children In Need
 Camden Arts and Business Consortium
 Camden LEAP
 Changemakers
 Drugs Action Team- Camden
 Early Years Childcare Development Partnership
 Esmee Fairbairn Trust
 European Commission (Framework 5)
 European Social Fund:
 Socrates (Minerva) European Commission (Education & Culture)
 EQUAL Bettercup
 EQUAL Creative Renewal
 Friends of Hampstead Town Hall
 Help a London Child
 Heritage Lottery
 John Lyon's Trust
 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 Metropolitan University
 London Youth
 Marks and Spencer plc
 National Foundation for Youth Music
 Neighbourhood Renewal Fund
 Next Generation Foundation
 Surestart
 The Levy Foundation
 The Variety Club of Great Britain
 Youth Bank In Schools

PARTNERS

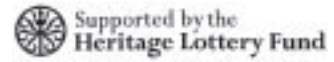
ADFED
 Akademi
 Art of Regeneration
 Arts Council of England
 Arts Marketing Association
 AXIS
 Bigga Fish
 British Red Cross
 Camden Society
 Cape UK
 Centre for Research in International Migration and Ethnic Relations (CEIFO)
 Stockholm University City University
 Capital Quality Limited
 Changemakers
 Circus Space
 Collage Arts
 Community Music
 Connections Communications Centre

Corporation of London
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, The Netherlands Foundation for
Community Dance
Goldsmith's College, University of London
Graeae
Greek Council for Refugees, Athens
Hampstead and Heath Society
Haverstock School
IMPACT- addiction
Independent Theatre Council
The Institute of Education, University of London
Jackson's Lane Community Centre
Jubilee Arts
Kala Sangam
Learndirect / Ufi Ltd
London Youth Arts Network
London Youth Music Action Zone / Community Music
Marylebone Birdwatchers Society
Metropolitan Police
Midi Music Company
Millennium 2000
Mentoring Plus
Metier
Musician's In Focus
Musicians' Union
National Association for Literature Development
National Association of Writers in Education
London Metropolitan University
Overtones
Prevista Ltd
Quality and Equality
Raw Material
Rise Pheonix
Rollercoasters
Royal National Theatre
Scarabeus
Showhow
Society of London Theatres
Somali Community Centre
Soundsense
Space Place
Spare Tyre Theatre Company
SureStart
The Roundhouse
The Video College
Tate

Theatre Royal Stratford East
 Theatrical Management Association
 Total Theatre Network
 Tavistock Clinic - NHS Trust
 Tribal Tree
 University for the Third Age
 Urban Development
 VET
 Women in Music
 Writernet
 YCTV Foundation
 Youth Offending Team



New Opportunities Fund
LOTTERY FUNDED



PHOTOGRAPH BY DEE CONWAY

CORE STAFF

Celia Greenwood	Director
Melanie Ancliff	Youth Officer
Rachel Bennett	Senior WAC Co-ordinator
Rose Blackmore	Senior Administrator (to December 2003)
Oliver Burdajewicz	Media Resources Officer
Alison Clixby	Administrator P/T
Lindsey Coyle	Camden ARCO Co-ordinator (to Feb 04)
Camille Curtis y Van Dyke	Social Inclusion Project Officer
Tony Dallas	KS4 ARCO Co-ordinator (from Nov 03 – June 04)
Andrea Davis	ARCO Plus Co-ordinator to May 2004
Charmane Forbes	Administrator (from July 2004)
Tobi Forsdyke	Media/ IT Support
Elaine Grant	Foundation Degree Course Leader
Leon Hazlewood	Junior WAC Co-ordinator & WAC Nites Co-ordinator
Jason Jean-Charles	IT Apprentice
Jeanfer Jean-Charles	Camden ARCO & Oasis Coordinator
Jitendra Kulkarni	Senior Administrator (from January 2004)
Maggie Mendy	Youth Worker
Jitesh Mistry	Fair Play/Metier - Apprenticeships
Ade Olatunji	IT Training Manager
Julian Sefton-Green	Head of Media Arts Education
Vik Sivilingham	Future Proof Project Co-ordinator (to Dec 04)
Lisa Sproat	Administrator (to June 2004 2004)
Martha Stylianou	Education Officer (on sabbatical)
Emma Tugman	Administrator (Foundation Degree)
Alice Young	KS4 ARCO Co-ordinator (to Nov 03)



Simon Aepli	Senior WAC Video Production Tutor & Chicam editor
Yusuf Alao	Senior WAC Singing Levels 1 & 2 Tutor
Lincoln Allert	Foundation Degree Dance Tutor
Rachael Alleyne	Senior WAC Street Dance Levels 1 & 2 Tutor & Summer School Tutor
Sylvia Amanquah	Senior WAC Student Liaison Officer
Christine Aspell	Oasis Worker
Mike Aspell	Oasis Worker
Nelissa Adedeji	Creative Writing
Chantelle Ajujiste	Oasis Worker
Shiri Avarahampour	Oasis Worker
Feyi Babalola	Junior WAC Ballet assistant
Fiona Bailey	MPLV
Victoria Bailey	Oasis Worker
Allan Baptiste	Harmood Worker
Lorraine Barnes	Arco Plus Vocals Tutor
Ben Bennett	Senior WAC Drama Level 3 Tutor
Sascha Bird	Loggies Tutor
Tom Brennan	Junior WAC Digital Arts Assistant
Paul Brett	Senior WAC Contemporary accompanist
Natasha Bruzon	Time 4 Me Creche Worker, Loggies Worker & Sunflower Room worker
Charlotte Burke	Junior WAC Drumming Tutor
Sheena Callender	KS4 & Camden Arco Video Production Tutor
Sue Campbell	Oasis Worker
Benjamin Carter	Wonder WAC Tutor & Oasis Worker
Paul Chivers	Oasis Worker & Studio engineering tutor
Dwain Clarke	Wonder WAC Assistant & Oasis worker
Maire Clerkin	Oasis Worker & Wonder WAC Tutor
Dan Cochrane	Music Technology Tutor & Music level 1 tutor
Shayne Cuffy	Arco Plus Digital Arts Tutor
Glenn Dallas	Arco Plus Drama Tutor & Highgate Wood School Creative Writing Tutor
Tony Dallas	Senior WAC Drama level 1 tutor
Katerina Daniel-Smith	WAC Nites Trampoline Tutor & Wonder WAC Escort
Aris Daryano	Wonder WAC tutor
Carl Davis	Junior WAC Saxophone Tutor & WAC Nites Tutor
Samantha Day	Under 5's Coordinator
Sara Dhillon	Senior WAC Music Levels 2 & 3 Tutor
Amy Ditchfield	Weekend Ground Administrator
Mxolisi Dube	Oasis Worker
Carla Dubois	Senior WAC Drama level 2 tutor
Jocelyn Dunleavy	Wonder WAC tutor & Senior WAC Singing Level 4 tutor
Carolyn Ebanks	Junior WAC, Camden Arco & Arco Plus Digital Arts Tutor
Yolanda York-Edgell	Senior WAC Contemporary Dance & Foundation Degree Tutor
Sharifa Edwards	Oasis Worker
Jennifer Ellison	Time 4 Me Tutor
Pippa Fairhead	Junior WAC Singing Assistant
Flora Finch	Junior WAC Percussion Tutor & Singing Level 4 Tutor
Elvina Flower	Digital Design Tutor
Donald Fowler	Weekend Security
Steve Fry	Emergency Childcare Playworker
Ama Gordon	Emergency childcare assistant & Junior WAC Assistant
Katherine Gray	Time 4 Me Tutor
David Greenwood	Wonder WAC Holiday Programme Volunteer
Louis Greenwood	Wonder WAC Sensory Room Volunteer

Nathan Greenwood	Junior WAC Music Assistant
Tonie Grelet	Harmood Worker
John Gunter	Junior & Senior WAC Ballet Accompanist
Wendy Hartley	Wonder WAC Assistant, Oasis Assistant, T.Times assistant & Emergency childcare worker
Lloyd Heath	Loggies Tutor
Kate Heath	Sensory Room Tutor, Wonder WAC tutor & WAC Nites Keyboard Tutor
Ashleigh Hooten	Senior WAC Jazz Dance Tutor
James Houston	Junior WAC Guitar Tutor
Nathan Hughes	Junior WAC Music Tutor
Koby Israelit	Junior WAC Drum Tutor
Benny Jackson	Summer School Tutor
Charlotte Jago	Volunteer & Oasis Assistant
Jason Jean-Charles	Oasis Assistant
Jeanfer Jean-Charles	Oasis Co-ordinator
Gary Jeans	Wonder WAC Assistant, T.Times Assistant, Summer playscheme Assistant & Emergency childcare worker
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Vivianne Jonsson	Junior WAC Ballet Tutor
Catherine Jordan-Dunne	WAC Counsellor
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Natasha Khamjani	Street Dance Tutor
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Rebecca LaCroix	Loggies worker
David Langdon	Oasis Worker
Ade Lawrence	Video Production Tutor
Jenny Lazenby	Time 4 Me Tutor
Rachel Lennard	Time 4 Me Tutor
Kevin Leo	Foundation Degree Vocals Tutor
Joel Lewis	Junior WAC Youth Assistant & Oasis Worker
Luyanda Lipere	Junior WAC Dance Assistant
Dan Livette	Accompanist & Foundation Degree Tutor
Danielle Lydon	Senior WAC Audition Technique Tutor & Loggies Tutor
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Noel Mascoll	Junior WAC Singing Assistant
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Tionne McMorrow	Wonder WAC Assistant & Oasis Assistant
Stephen Medlin	Senior WAC & Foundation Degree Physical Theatre Tutor Foundation Degree Integrated Project Director
Stacey Mendy	Loggies worker, Playscheme worker & Emergency childcare worker
Banigantchul Mendy	Junior WAC Video Assistant
Nelissa Mendy	Junior WAC Playroom Supervisor, Playscheme worker & Emergency childcare worker
Bilal Mohammed	Oasis Worker
Tony Momoh	ICT Tutor
Cyroy Morgan	Foundation Degree Audition Accompanist, WAC Nites & Highgate Wood School African Drum Tutor
Emma Murray	Loggies worker & Time 4 Me worker
Ivo Neame	Junior WAC Keyboards Tutor
Isaac Ngugi	Drama Tutor & Summer School Tutor
Michael Noble	Oasis Worker & Senior WAC Contemporary Dance Tutor
Ellen O'Flaherty	Drama Tutor, Time 4 Me worker & Oasis worker
Ayo Ogun	Camden ARCO Dance Tutor
Stephen O'Hear	Senior WAC Digital Design Tutor

Akin Okussami	ARCO Plus Personal Focus Tutor
Terez Osztafi	ARCO Plus Digital Design Tutor
Ayo Oyelami	Junior WAC Drama Tutor & Time 4 Me Tutor
Eve Paez	Time 4 Me Tutor
Duncan Parker	Junior WAC Cybercafe Assistant
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Mary Pearce	Senior WAC and ARCO Vocals Tutor
Corin Pennington	Senior WAC Music Technology Tutor
Dorna Peters	Wonder WAC Tutor
Domonic Phelan	Holiday Course Volunteer
Sophia Reynolds	Oasis Worker
Ella Ritchie	Wonder WAC Tutor & Oasis Worker
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Kirsty Walker	Volunteer, Oasis Worker & Junior WAC Playroom Assistant
Che Walker	Summer School Drama Tutor
Chris Wallington	Senior WAC Drums Tutor
Carol Walton	Wonder WAC Tutor & Oasis Worker
Tim Whitehead	Senior WAC Music Levels 2 & 3 Tutor & WAC Nites Tutor
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WAC PERFORMING ARTS & MEDIA COLLEGE

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