

**WAC**  
Performing  
Arts  
and Media  
College

# ANNUAL REPORT

06/07



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# CONTENTS

Aims and Objectives	Page 1
Summary of the Year	Page 1
Senior WAC	Page 2
Junior WAC	Page 4
WAC Nites	Page 6
Wonder WAC	Page 8
Oasis Residentials	Page 11
National Diploma in Professional Performing Arts	Page 12
ARCO Plus	Page 14
Social Inclusion Overview	Page 16
T-Time Club	Page 17
Holiday Projects	Page 18
Half term projects: October and February	Page 18
Easter projects	Page 19
May projects	Page 19
Wonder WAC holiday projects	Page 20
Summer programme '07	Page 21
Wonder WAC summer projects	Page 26
Senior summer school	Page 26
MediaBox	Page 27
Right Path	Page 28
Crossworker	Page 29
Liverpool WAC	Page 30
Last Mile	Page 32
International Field Trip	Page 33
Jack Petchey Award winners	Page 34
Mildred Ackerman Award winners	Page 35
Citizenship	Page 36
Production Manager Summary	Page 37
WAC Admin Team	Page 38
Quality Assurance	Page 38
Continuous Professional Development	Page 39
Work Experience Placements	Page 40
Volunteers	Page 41
WAC Board	Page 41
WAC Board Report	Page 42
WAC Staff	Page 43
WAC Sessional Tutors	Page 43
Funders	Page 48
Individual Donors	Page 48
Partners	Page 49
Statistics	Page 50
Interchange Trust Staff and Trustees	Page 52
Other Interchange Departments	Page 54

# AIMS AND OBJECTIVES

WAC Performing Arts and Media College provides arts and media education and training for two to twenty-five year olds. We particularly strive to include those young people who might otherwise miss out on their arts entitlement. We run a range of programmes and try to be flexible and responsive to the changing needs of the young people we serve.

Involvement in creative activities can also provide transferable skills, which help young people succeed in all areas of their life. So, we focus on communication skills, problem solving, working as a team and building self esteem. We strive to treat all our members as individuals and to provide a range of support systems to meet their particular needs. This includes our resident counsellor, careers advice and guidance, support to deal with housing, health and benefit claims, work placements, volunteering opportunities and mentoring.

# SUMMARY OF THE YEAR

This has been a challenging year financially. A number of funding programmes came to an end, and their replacements will not begin until next year, so many organisations in the youth arts sector have struggled. However, we have nevertheless been able to run all our regular programmes and deliver all our projected outputs. We have worked with more than a thousand young people who have worked hard, produced outstanding, imaginative work, tackled their difficulties with courage, and moved forward. We have also worked with more than a hundred tutors who have inspired and nurtured our students, giving far more than their contract demanded. We strive to give our students access to excellence, both in the quality of the work they do, but also in the environment, resources and equipment we provide.

We have also spent much of the year re-evaluating our plans to demerge and become a separate and stand-alone charity from Interchange Trust. With the retirement of the Interchange Chief Executive in April, following a period of absence due to ill health, the staff and trustees have been exploring the possibility of merging the WAC and Interchange Boards and ensuring that the work of WAC can flourish. Full demerger would be extremely costly and possibly destabilising for both parts of the organisation, so both parties are working hard to see if these issues can be productively resolved, without a full demerger. In the interim, staff have agreed that WAC will take priority in accessing the spaces they need to deliver programmes on-site, and, from September 2007, all our programmes have returned to the main building.

Next year is our 30th Anniversary and we are planning to celebrate in July 2008. If you are a former student, or parent of a student, please get in touch. Our current students are working on an archive project, collecting memories of former students, building a website to share all our photos and films, and making a documentary to collect living memories. We would like your stories to be part of it.

What follows here is the story of our year. We hope you enjoy it.

**Celia Greenwood**, WAC Director.



Photograph by Don Greenwood

## SENIOR WAC

SUNDAY CLASSES FOR 200, 14-25  
YEAR OLDS FOR 26 WEEKS PER YEAR

Senior WAC is a pre-vocational programme aimed at young people from fourteen to twenty-five who are thinking about a career in the creative industries. We aim to give students a taste of the rigours of full-time vocational training, so they can make informed judgements about their further education and training options. Average attendance for the year was 79%.

Joining the team this year were; Jonny Phillips as music level three tutor, Ben Mullon as music level one tutor, Mark Wraith as ballet tutor and Ade Lawrence as studio engineering tutor. Natalie Parchment joined us as student liaison and support officer, and Rachel Bennett (Senior WAC co-ordinator) returned as tutor for advanced singers. In term one, Vik Sivalingam tutored drama level two and was followed in term two by Che Walker.

The fresh ideas and energy that these new team members brought with them was more than evident throughout the year. Particularly notable was the effective and imaginative running of the student representative committee, with Natalie at the helm. Also important, was the increased attendance in ballet classes and the positive inclusion of more young men. The music department emphasised collaborative working and exploring different genres to create a new vibe and demonstrate transferability of skills. The advance musicians also really enjoyed the opportunity to identify their musical preferences.

Our career's day this year featured a practical approach: the musicians recorded tunes with the studio engineers; the physical theatre students did an exercise on how to build a touring company with Unclassified Arts; drama students interviewed their tutors on different paths in the industry; Angie Brown ran a singers workshop and answered questions on her career; and video and music technology students watched films and dissected their music and image content for artistic merit. It was an upside down timetable but everyone really enjoyed the day!

Street Level club continued at Cotton's Caribbean restaurant, in the autumn and spring terms, with a blend of Senior WAC and WAC Diploma students. The headline act for the autumn event in November was Senior WAC drama assistant and ex-advanced singer, Lail Arad. She performed a five-song set of innovative cabaret style tunes with a politically conscious edge! (following this extravaganza shortly after with a very successful showcase at Momos.) The headline act for spring was the wonderful Diana Pommils – another Senior WAC singer who accompanied herself on guitar for four

numbers, and added the skilled background vocals of Adwoa Asare and Simone James (both also from the advanced singers groups). The Sony 'street team' were in that night and they are now tracking Diana's progress.

Live music night was short but very sweet and it was great to hear the work of two new tutors, Ben and Jonny. Level one got their groove going with a couple of contemporary standards. Level two was beautifully prepared to work independently and covered a wide variety of genres. At level three, we were all 'out there' with a fairly avant-garde set. Music technology brought some tunes to the table and a couple of singers played a set to spice up the evening.

Drama night featured excellent performances from all students. There was particularly stunning work from Sarraounia Christianson and Daniel Kaluuya of level two. They demonstrated a high level of textual interpretation and character work in a scene from Macbeth. Professional approaches produced some very sophisticated work including two particularly stunning duologues – Syerra Bissessar and Nathan Anthony were totally convincing in a scene from Sarah Kane's Blasted, and Joseph Adalakun with Safaa Benson-Effiom were both hilarious and hard-hitting, in a scene from Roy Williams' Clubland.

Presentation night on 20th March was hosted by Celia Greenwood and certificates were presented by our guest of honour, successful actor of stage and screen (concurrently showing in West End production of Porgy and Bess) and WAC alumni member, Oti Fagbenle.

**The Peter Brinson award for 100% attendance went to nine students:**

Syerra Bissessar, Dan Paton, Yasmin Taib, Laila Baxter, Joycelyn Chung, Sarraounia Christianson, Elikem Jubey, Meneka Leon and Shereene Garrison.

**The Mildred Ackerman award**

The certificate winner was Dan Paton from music level three.

## SENIOR STUDENT FEEDBACK

"The course I took has been very useful for me and I have improved. All staff are extremely helpful. I have learnt a vast amount in each class and I'm now much more confident and able to choreograph."

"The teacher is wicked. It's quite fast paced and I was having a bit of difficulty picking it up to start with - she saw this and came to me after the class to tell me to stick with it and not to worry. She has a great sense of humour and teaching style which puts you at ease and makes each class really enjoyable!"

"Although I started this course half way through, I've enjoyed it so much and enjoy learning from everyone else and new techniques. I really want to stay on and I am eager to learn more! The class is very interesting and I've never felt 'wrong' or intimidated by the class, as I feel confident in this. Thank you!!!"

"I feel I have benefited from it. I have learnt new drama techniques. I have learned how to make a whole character out of one idea. I think that all the skills I have learnt will help me with my career in being an actor. I will remember all the things I have learnt."

"I've become more confident in my approach to work that I find difficult or challenging. I have also learnt about professionalism within the performing arts industry."

"The course has also helped me to learn different styles and also techniques to use when singing which are very helpful. I also feel confident to approach my tutor with any problems I may be facing or asking for any advice."

"The teacher was wicked and I learnt a great deal of knowledge and how to edit and use the camera. I was also able to play about with final cut pro and I would like to come back in September to do the same class and learn more about video production. The teacher made it easy to learn and enjoyable. It's my best class."



# JUNIOR WAC

SATURDAY CLASSES FOR 250, 5-14  
YEAR OLDS FOR 26 WEEKS PER YEAR

Junior WAC runs all day on Saturdays and emphasises fun and enjoyment of arts and media. We aim to encourage young people to develop a life-long interest in the arts. The programme is for five to fourteen year olds and includes ballet, drama, music, movement, percussion, singing, digital animation, video production and music technology. We also offer one-to-one instrumental tuition in drumming, guitar, keyboards and saxophone and, for the under fives, we run the Cyber Café. This year we had 339 students on roll.

During the year, we welcomed two new class tutors for drumming and ballet; both have managed the takeover without disruption to the smooth running of the programme. A number of new students were invited in from the waiting list and this is constantly being looked at, although January is the last point of intake until after the summer term.

The autumn term started with lots of new and exciting additions to the programme. Natasha Khamjani, Martina Barnett, Pascale Matherson-Fredrick, Shayanna Harris and Morgan Barlow all joined the staff team.

The term was ten weeks long and, in this time, some very good work was completed. Leon Hazlewood, the Junior WAC co-ordinator, managed to observe all of the classes and was very pleased with the level of teaching, as well as the progress of the young people.

At Christmas we had a special visit from Santa who presented gifts donated by Harper Collins Children's Books. The Christmas pantomime trip was to see 'Sleeping Beauty' at the Theatre Royal, Stratford. We took 130 people to see the show, including many parents. Our Christmas raffle raised £179 and the money was put towards the purchase of new instruments for WAC.

In the spring, we held a collection for 'Red Nose Day', and managed to raise £22.00! We also purchased lots of new games for the youth common room which is now being used by more students and has become a real place for debate!

After the Easter break, we had a great start back in April. Rise Phoenix ran an arts and drama project and produced some really nice artwork. We had two parent and carer meetings and all the feedback was very positive.

At the close of the year, the end-of-year music presentations were of a very high standard and both parents and students really enjoyed themselves. All of the other Junior WAC classes, and the level three music class, performed at the end-of-year show on the last day of term. Both performances were sold out and our special guest for the 'end of year show' was Cliff Parisi ('Minty' from Eastenders) who presented certificates and awards to the students. The Jack Petchey Foundation award for outstanding achievement was presented to Cree Odimah-Webster. Next term she will be busy organising a trip with her prize money.

The culmination of all our work meant that this term was very satisfying and fun was had by students, staff and parents.

**We asked our students how we could improve Junior WAC and they said ...**

"...Keep on doing what you are doing"

"...Nothing - it is a brilliant place"

"...Continue with the same enthusiasm"

"...I think WAC is great the way it is"

"...do a show on TV"





## WAC NITES

EVENING CLASSES FOR 150, 11-25  
YEAR OLDS FOR 30 WEEKS

The WAC Nites programme is a vibrant and diverse collection of performing arts and media projects for young people aged eleven to twenty-five years old (with a primary target age range of thirteen to nineteen year olds). Our aim is to provide affordable, high quality arts and media activities in the evening which can be scheduled around school, college or work.

We offer young people the chance to try new activities and gain more experience. The classes are led by professionals working in their field and, therefore, there is a strong focus on skills and developing good practice. However, tutors also hope that members will gain more confidence, raise their self esteem, have fun and enjoy themselves.

The autumn term began in late September, with all the classes up and running and well attended. The term ended with a small sharing of the students' work and a Christmas party with some great live music. This provided a great opportunity for the young people to get together and have fun.

The spring term saw increased attendance, especially in music technology which is always very popular. The vocals class also had high numbers and lots of interest. There have been a few extra projects this term; 'Dad & Lads Move' is an innovative project which supports young boys with male role models. This project has had good results and has continued into 2007. Another addition to the programme was a visual arts project as part of Camden's 'VisAbility' festival. Many of our students from Wonder WAC participated and performed a piece using the Soundbeam.

We held a youth forum on race-hate crime in conjunction with the Camden Community Police Consultative Group (CCPCG) which was very informative and resulted in some of the young people being asked to attend a further debate on 'Myths, Labels and Lies'. This was held at the Student Union of University College, London, and explored the relationship between young people from multi-faith communities and the police.

As part of the Crossworker project being run here, we had visitors from Norway who wanted to visit Camden and experience youth work in the UK for themselves. They were particularly interested in meeting and shadowing Camden detached youth workers. The young people visited the WAC Nites programme and got involved in a number of the classes.

All classes were well attended this quarter. Our theme for the term, and the Wonder WAC half term project, was Chinese New Year and the associated symbols. At the end of term all the groups took part in a sharing and had the opportunity to watch some of the varied Tuesday's at the Town Hall events.

All of the young people on our projects have achieved good progress in their chosen art forms and have enjoyed performing for their families and friends.

A number of young people have signed up for the Duke of Edinburgh award and one of our Wonder WAC students, Dean Parkins, was awarded by the Jack Petchey Foundation for outstanding achievement. Some of our young assistants and volunteers have also enhanced their skills by completing play work, youth work, Makaton and Passenger Assistants training.





# WONDER WAC

PERFORMING ARTS AND MEDIA WORKSHOP FOR UP TO 30 YOUNG PEOPLE WITH LEARNING DIFFICULTIES

Wonder WAC, for eleven to twenty-five year olds, offers performing arts and media courses for young people with learning difficulties. It provides the opportunity for members to develop their skills in various arts and media forms, to work creatively, build confidence and raise self-esteem. The young people have the opportunity to explore social education issues and develop independent living skills. Although the development of skills and process are given top priority, young people are also given the opportunity to both perform live and record their work.

## ELEVEN TO EIGHTEENS GROUP

Once again we had a very good and successful year. At the beginning of the autumn term, we all decided to work on the theme of celebrations. The art sessions were geared towards making decorations and were led by Ayesha Hart. Music sessions were led by Charles Matthews who worked on celebratory sounding music, and the drama sessions were led by Ayo Oyelami who initiated The Christmas Story to be shared at the end of term.

The story was based on three simple scenes which every student could relate to. Scene one was set on Christmas morning, followed by Christmas dinner and, finally, the Christmas party in scene three. Decorations made by the students were hung around the room and also used in the piece.

The spring term took the theme of the Chinese New Year. Emma Morgan, one of our new tutors, brought in a story explaining how the years are named after animals. This was a good starting point for Ayo to work from and everybody worked extremely hard on this project.

Ayesha, Jitendra Kulkarni and Emma helped the students to make puppets for the end of term sharing of work. The art workshops were facilitated by Jitendra for a number of weeks, followed by Ayesha and Emma. Some students also took part in workshops making storyboard cards. Whilst some of us were working on developing acting skills, others turned the story into a script and highlighted lines for the young people to learn. All of the students were fantastic and were amazed at their results. It was noted how they improved over the weeks of rehearsal.

Charles led the music workshops and assisted students in their sensory room slots. The sharing was cleverly lit by Charles for the use of the puppets which looked extremely impressive. This was the 'icing on the cake' of the sharing, where all the drama, artwork, music and puppetry came together. We spent a lot of time on the project and the results were outstanding; the young people and staff also had a lot of fun in the process.

For the summer term, we encouraged the young people to choose a theme to work on each week. There was a great deal of storytelling and discussion around growing up. The young people also had the opportunity to be an audience and viewed other performances and sharings in the building. They particularly enjoyed the sharing for WAC Band Nites. It was brilliant to see them getting involved, dancing with obvious glee, and big smiles on their faces!

## OVER EIGHTEENS GROUP

Our activities this year have included drumming the heartbeat and rumba rhythms and painting portraits of each other. We also developed drama pieces written by the group and illustrated them with slides which were then projected onto the wall and triggered by the Soundbeam.

The Soundbeam also triggered the sounds and music, making full use of the whole space in the drama room. As a young person approached the beam, the melodious notes would play higher pitches which were always in time. The second beam filtered the beats in a modernistic manner, making sounds and effects commonly associated with today's 'clubby' sounds. The young people were able to start and stop the music themselves and play the notes by moving around.

One by one, they learnt to control the application and, by the end of the sessions, everyone was dancing all around. Though it was impossible, by the end, to tell who was triggering which sound, the music captured the energy in the room and translated it into a joyful, if not tuneful, sound!

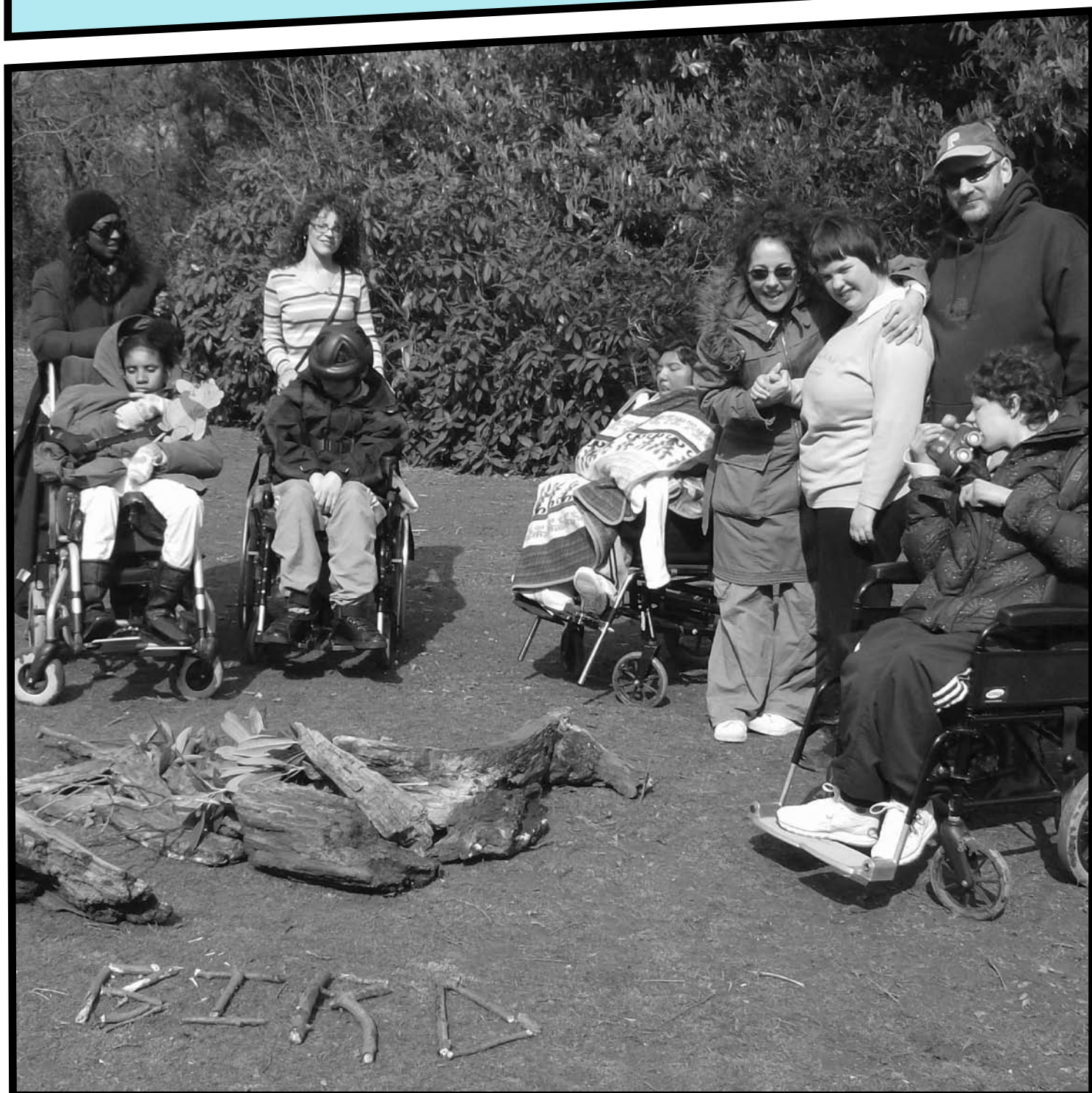


## SENSORY ROOM

The sensory room has recently been re-organised and fitted with up-to-date technology. This now includes video mixing software, interactive dance mats and a Lemur multiple touch screen interface.

This year, equipment has been used for larger group sessions both in and outside WAC. Sound triggering pads are now being employed on a regular basis in Wonder WAC music sessions and enable students who may not otherwise be able to play instruments or who are reluctant to participate. The pads are also used to play back video and scanned images created by the students, and to foster the development of communication skills.

In March a group of Wonder WAC students performed at the Camden Centre as part of the 'VisAbility' festival using Soundbeam and switch technology to create a soundtrack to their movement work. This was very successful and the performance was enjoyed by all.



## 'OASIS' RESIDENTIALS FOR WONDER WAC STUDENTS

We offer a series of week-long 'residential' during the summer holidays and also weekend trips once a term. These projects provide Wonder WAC students with a unique opportunity for combining outdoor adventure activities, performing arts and the development of group work, while also encouraging independent living skills. At the same time, parents, carers and families are provided with much needed respite.

This year, the eleven to seventeen year olds went on residential at three centres: Stubbers Outdoor Education Centre at Upminster, Essex; Woodrow High House, Amersham, Buckinghamshire; and Hindleap Warren, Forest Row, East Sussex. Each centre has something different to offer the young people.

At Stubbers, depending on the time of year, the accommodation is either in a lodge or in fully accessible tents. This year we spent a weekend in the lodge and a week camping. The location is rural and relatively flat with a great deal of open space in fields surrounded by three lakes. On both of these trips we self-cater, involving the young people in: selecting menus which are healthy and balanced; preparing shopping lists and budgeting; going shopping to a farm shop; preparing and cooking the food and; most importantly, clearing up afterwards!

The activities at Stubbers include powerboating, jet skiing, sailing, quadbiking, mountain boarding, tunnelling, canoeing, archery, high ropes and challenge course and team building. In the evenings, our staff organise workshops which include art, singing, drumming and storytelling - often around a camp fire after a barbeque.

Woodrow is beautiful country house within gardens and is set in rolling countryside. It has a brand new, fully accessible wing with en-suite facilities and our stays at Woodrow are fully catered. The activities we participated in this year were extremely varied.

Tie-dyeing and 'soft dough' (similar to clay modelling) both turned out really well and the young people were able to take their creations home. Swimming proved to be very popular and some young people were reluctant to leave the pool. The recording studio also proved very popular with both young people and staff, as did singing, which was a big hit with everyone. Archery in the woods was good for those wanting to be Robin Hood! Badge-making proved popular as it was very creative and, again, group members were able to take their badges home. The low rope and sisal trail meant that we had a great time in the woods and were able to go on some lovely walks.

A new activity for us was 'eggs will fly', with an egg, an envelope, cardboard, string, a balloon and tape - in small groups we had to work out how to make our egg fly, without it breaking. In the evenings we had camp fires and singing which put a smile on all our faces. Each trip finished off with really happy party at the disco and karaoke - some young people would have danced the whole night through.

Hindleap Warren is set in the middle of a forest with the accommodation being in fully catered log cabins and there is also an indoor pool. The activities we took part in included forest walks, nature trails, pond dipping, tunnelling, canoeing, rock climbing, zip wire and swimming. In the evenings, time was spent outside in the grounds doing singing and percussion workshops, playing parachute games or storytelling. On the last evening we all enjoyed a barbeque.

### **A letter of thanks from some parents:**

"Robert and I wanted to congratulate and thank you very much indeed for giving Eléonore such a splendid time. I can honestly say that I have never seen such a happy girl as I greeted her off the coach each time. Whether at Stubbers, Hindleap Warren or Woodrow High House she had a really active stimulating time amongst her peer group. Her buddies Sue, Carol and Emma were fantastic with her and we are so appreciative about their support during her epileptic seizures and also the feedback that we received. Carol especially wrote a really detailed diary which we really enjoy reading. I cannot tell you how heart warming it is for us to feel Eléonore is somewhere which is not simply safe but also appropriate for her age and abilities.

You have a great team there!"



Photograph by Dee Conway

# NATIONAL DIPLOMA IN PROFESSIONAL PERFORMING ARTS

This year, we taught thirty-two students under the new identity of WAC Diploma in Professional Performing Arts. With Arts Educational as our mentor school, we worked towards the Trinity validation of our three strand course. Trinity visited the course on the final two days of the autumn term and observed some class and preparation work for the end-of-term sharing. They were very complimentary about our student's general level of talent, as well as their potential to demonstrate individuality.

As Trinity feel that the work covered does not represent the genre of Musical Theatre, they have expressed an interest in one of their consultants working with us to develop the course as a brand new Trinity award. They are very excited about this possibility. Trinity returned to us after their visit in December and expressed an interest in continuing their validation procedure. Once again they praised the abilities and work of the students. We will certainly be working on into 2008 with our negotiations.

However, now that they have been able to ascertain our progress, it is clear that the process of 'getting on board' will take much longer than we had previously anticipated. Naturally, this has implications for the financial status of the course and the students, as well as for their educational routes. We are currently planning a three-year programme in response to the comments from and discussions with Trinity.

Though the process with Trinity has slowed somewhat, we continue to follow their advice and suggestions in our new academic year plans and have been busy rewriting the course document to this effect. We are concentrating on the deepening of work, alongside a reduction of options, and the extension or concentration of time spent in production rehearsal.

## THIRD YEARS

The third years concentrated on technique, professional portfolio-building and an array of master classes. These include dance workshops with artistes, Jeanfer Jean Charles of 'Bullies Ballerinas', Beverley Glean of 'Irie Dance Theatre' and Anne Marie Lennon. The drama specialists have included Dawn Walton of the National Theatre Studio, Jean Hart for 'the narrative' and Vik Sivalingam, of the Young Vic, for text work. Vocalists invited to teach included Angie Brown and Cleveland Watkiss.

Third years opened their showcase production, Dissonant World, at the Hampstead Town Hall Centre to full houses every evening. The piece was directed by Marie McCarthy and was based on short stories by Kate Atkinson. They toured London colleges and community centres with great success. They then moved on to their London opening, with a cross section of work at the Hampstead Town Hall Centre including solo dance work, choral song and contemporary scene studies and monologues. The drama work was directed by Dawn Walton (of the National Theatre) and showed again at the Jermyn Street Theatre and Downstairs at the Kings Head. Lynieve Austin (of M People and Curtis Mayfield) tutored the singing work and this was shown again at Cotton's Caribbean Restaurant, with Noel McKoy as host.

All of our third year students have accessed professional work since their showcase including theatre, singing and dance. Highlights include: work in Othello at the Globe, residency backing vocals and solo work for Jazz Café and Cottons Caribbean restaurant; street dance work with Boy Blue Entertainments at the Theatre Royal, Stratford; professional dance work in cabaret in Spain; parts in a live radio play written by Marie McCarthy... the list goes on. The dance technique classes bore fruit as we lengthened the classes in accordance with Trinity recommendations. Several students were moved to the more advanced class across the styles.

## FIRST AND SECOND YEARS

The first and second year students have had a very productive year. Assessment work demonstrated a high level of skill across a wide variety of genres. They benefited from a wonderful tutor team bringing a wealth of professional experience and diversity – street dance with Vicki Igbokwe, capoeira with Xara, Cuban song with Osvaldo Chacon, British and Jamaican reggae with Joy Mack and combat and conflict resolution with Unclassified Arts.

The singers studied blues with Dave Peabody and sang wonderful work hollers, as well as writing and recording their own modern blues in WAC's recording studio. This discipline in particular has encouraged many of them to grow in confidence as vocalists. They worked with mask and puppets – many found the discipline of both physically very challenging but fascinating and magical. The mask work in particular has facilitated a better awareness of inner rhythm and posture for many. Text work this term was with Che Walker who brought his recent Royal Court success, Been So Long - the Musical, into class for staging.

The first and second year students rehearsed and produced their final term shows:

The first years worked under the direction and tutelage of Chinyere Nwobani – storyteller. They devised a moving and striking piece of ensemble 'black box' theatre that dramatised stories taken from real research into the transatlantic slave trade. To tell the stories, the students utilised skills in various art forms that they had studied throughout the year including capoeira, Latin song, reggae, combat, mime and tableau. They were introduced to 'gumbo dance' during the rehearsal period.

The second year students were directed in Journey to Myself, an adaptation of Alice in Wonderland, written, directed and choreographed by Vik Sivalingam. The piece showed at Teatro Technis in Camden to full houses. Music was devised under the direction of Kevin Mark Trail. The work was quite stunning – particularly the casting of the characters which enabled each student to shine and have their 'moment'. The modernisation of the text and setting was very witty and was complemented with beautiful costume and set work from a fantastic team. Based on the performance of all our fantastic students, from first to third years, we are full of optimism for the future of the new Diploma in Professional Performing Arts.



## ARCO PLUS

ARTS AND MEDIA EDUCATION FOR 16-22  
YEAR OLDS FOR 28 WEEKS ON WEEK DAYS

The ARCO Plus programme is a seven-month, intensive course. It offers a flexible learning package aimed at young people aged sixteen to twenty-two years old who have a passion for the arts but who lack formal qualifications. The young people may also have previously struggled to find inspiration within formal educational settings. The arts are used to ignite motivation, to positively channel energy and to inspire students who have lost direction.

By providing training, structure, focus and encouragement, we aim to empower individuals to recognise and fulfil their aspirations. In this way, we can assist their progression to access employment, further or higher education, training and opportunities. We strive to provide quality pastoral support. We actively communicate with additional agencies and care providers to maximise the effectiveness of the response strategies implemented to support our students. Various issues, including childcare, housing, benefit and personal issues can impact many students' lives. Whilst they are on the course, our aim is to prevent life issues from creating barriers to success and learning.

The recruitment drive for 2007 began in September with visits to London-wide agencies to spread the good word of ARCO Plus. Forging and sustaining links with Connexions Personal Advisers, youth offending teams, careers centres, youth clubs, and other arts providers, is a vital part of the recruitment process. The ARCO Plus taster day in December provides students with the opportunity to gain an insight into the activities available on the course. The day was an energy filled hive of activity, which left all those who participated exhausted! It is always a joy to welcome potential new students to our building and see them experiment with and experience new things. Fifty-eight new faces were chosen to join the ARCO family and to begin the creative exploration that is inevitable on the course.

We welcomed several new tutors: digital arts - Paul Arye; video production - Kole Onile-ere; music technology - Mark Brown; step-up tutor - Latti Sakha; and mentor Ade Lawrence.

Returning tutors were: drama - Glenn Dallas; vocals - Lynieve Austin; music technology - Dan Cochrane; and step-up tutor - Seerina Antoine.

Class assistants were: Donna-Lee Lindo (ex ARCO); Tommy Clayton (ex ARCO); Nico Williams (ex ARCO and Senior WAC); Roxanne Cavaye (ex ARCO and Degree student); and Nejadda Benna (ex ARCO).

The subjects available on the course are digital arts, vocals, music production, video production, drama and step-up. Whilst receiving expert tuition in their chosen art form, each student is given opportunities to develop their understanding and experience of the performance arts through attending extra curricular activities. These include theatre trips, open mic events, in-house student performances, art galleries and visiting other arts providers.

The accreditation provider for ARCO Plus is the Open College Network (OCN). WAC became an approved centre for OCN this year. The infrastructure of the units provides a flexible framework for tutors and students, which allows students to accumulate units throughout the six months. Assessment methods are varied and are adapted to suit individual

student's needs and learning styles. Level three units in music ran successfully for a second year and were therefore available to a larger cohort of students.

We revisited Somerset House open-air ice rink to start the course and to get to know each other. The freezing temperatures were temporarily forgotten as people sipped hot chocolate and gained speed on the ice (not at the same time!). Theatre trips included: Township stories at the Tricycle Theatre; Sing your heart out to the lads at the Hackney Empire; Absolute Beginners at the Lyric theatre; Lord of the Rings at the Theatre Royal Drury Lane and Circus Front at the Roundhouse. We also went to see the vocals showcase, Nazarene, attended the BBC studios tour, went to the Gilbert and George exhibition at the Tate Modern and also went go-karting.

Tokumbo Ajasa-Oluwa, Kevin Leo, OT Fagbenle and Thembi were some of the industry professionals who gave up their time to encourage and inspire the ARCO students in their step-up classes. The guest tutors and speakers shared their industry expertise and motivated students to keep their own aspirations at the forefront of their vision. Tony Dallas and Robert Stephenson joined the drama team to deliver stage fighting and exploring text classes, whilst Orson Nava shared his directing skills with video students.

The last block of the programme incorporated the integrated project and the focus for this year's project was an original production. This was devised in response to the climate of violence that has surrounded the young people's journey whilst on ARCO. Under the direction of Glenn Dallas, all students contributed to the production. Original scripts, songs, music, visuals and film, all contributed to reinforce the theme and examine solutions. This project was technically challenging as the students worked with a set for the first time. It was an intense and challenging experience for all involved and students and tutors worked really hard to the last minute to deliver a thought provoking production.

Celebration of student achievement is a crucial part of the course; the three performance opportunities available on the course each serve a different purpose. During first performance, students show each other their new found skills and establish a framework for sharing, evaluating and supporting each others work. The second sharing provides opportunities to experiment with new skills, develop confidence and show the progression each individual has made in their chosen art form. The graduation is the third performance opportunity, and the culmination of their artistic journey. It is a landmark that seals the commitment, personal challenges, accomplishments, enthusiasm and enjoyment they have experienced on the course. At this year's graduation, an enthusiastic audience showed their appreciation and supported the amazing talent on ARCO Plus. The mayor of Camden joined the celebrations and our special guest, Mark Prince, gave a heartfelt and motivational speech. He then presented certificates and awards. ARCO graduation is such a blessing to anyone who attends. It reminds us how far our students have come, whilst also shining a light on their road ahead.

The end of the course seems to creep up so quickly and the focus then shifts to preparing and supporting students with exit and progression routes. A significant number of students have gained places on BTEC music and drama courses, others have entered employment, and several are returning to ARCO and other WAC programmes to study more subjects. WAC always strives to find alternative ways to re-engage students. Several students are already on board as volunteers, class assistants or training as play or youth workers.

52 out of 65 students achieved some form of accreditation, 6 students achieved 1-9 units at level 1, 40 students achieved 1-9 units at level 2 and 6 students achieved level 3 units.

## STUDENT FEEDBACK

"I thought the course was really good, it opened a lot of doors for me and builds up your confidence" Hevelino Tette

"I gained more knowledge of the multi media industry, got my life on track and upped my confidence" Kilhan Shar

"I hadn't graduated since primary school so this felt fantastic" Danny Chilton

"All the staff took a genuine interest in how I was doing in my personal and professional life, very appreciated" Shona Amobi

"Performing improved my self confidence, the course helped give me direction and motivation" William Lui

"ARCO helped me out so much in a way I didn't think was possible" Lauren Barry



# SOCIAL INCLUSION OVERVIEW

There were many successes and much programme development this last year...

ARCO Plus was challenging but still very effective, with many more young men enrolled this year and dealing with current community issues. Gun and knife crime was very prominent and relevant to our cohort. Students made short films and produced songs relevant to and dealing with combatting the situation. Some of our young men were inspired and have now been turned onto youth work, play work and legal employment to stay focused in today's society.

The integrated project worked fantastically across the five art forms tackling choices and the consequences of being involved with a negative peer group. Our guest speaker was Mark Prince who tragically lost his nineteen year old son, Kieran Prince, earlier in the year. He spoke very eloquently and powerfully to students and the audience about his loss and the importance of community cohesion.

ARCO Junior has been a fantastic journey. In total we had eight, year ten boys from Acland Burghley School for one day a week. They brought an abundance of energy and testosterone to the building! Working with Glenn Dallas, the lead tutor for this project, we produced some great projects throughout the academic year. This included a radio play, and visits to various radio stations to do our research (Talk Sport, BBC radio and the WAC studios). The boys split into two groups and made their own short films; one shot in St. Pancras Boxing Gym and the other at Hampstead Police Station. We also completed a cartoon project exploring the work of Banksy, in and around the area, and discussed 'what is art...?' Finally, we did a music video and a short film dedicated purely to free-running. The boys did a great job and our focuses for 2007 to 2008 will be to perform a scripted piece in front of an audience.

ARCO Xtra has blossomed from a pilot to an ongoing project. We now permanently run music technology sessions every Tuesday for the Eversholt Centre, with the young people consistently producing their own work on a CD and our website. We are now looking at offering IT sessions on a Wednesday for this cohort. The success of this relationship has also paved the way for rekindling a partnership with 115 (a Behaviour Support Service). We are now discussing doing a twelve-week project of video production and music technology with them.

We also have plans in the pipeline to work closely with Feltham Young Offenders Institution. We are going to pilot a week-long drama and video project with their fifteen to seventeen year olds, with a view to running similar projects every three months. Building this relationship means that we are on their 'Clink' Community Link of arts organisations in and around London for the young men to access when they are released – supporting the rehabilitation process and access to training, education and volunteering opportunities. This is an exciting development, as well as a challenging one.

The Social Inclusion department continues to work in the community, to maintain contacts and to make new ones. We are always happy to do projects off-site and to bring our services to the young people, introducing them to the special WAC family way of working.



## T-TIME CLUB

AFTER SCHOOL ARTS ACTIVITIES  
FOR 20, 8-13 YEAR OLDS

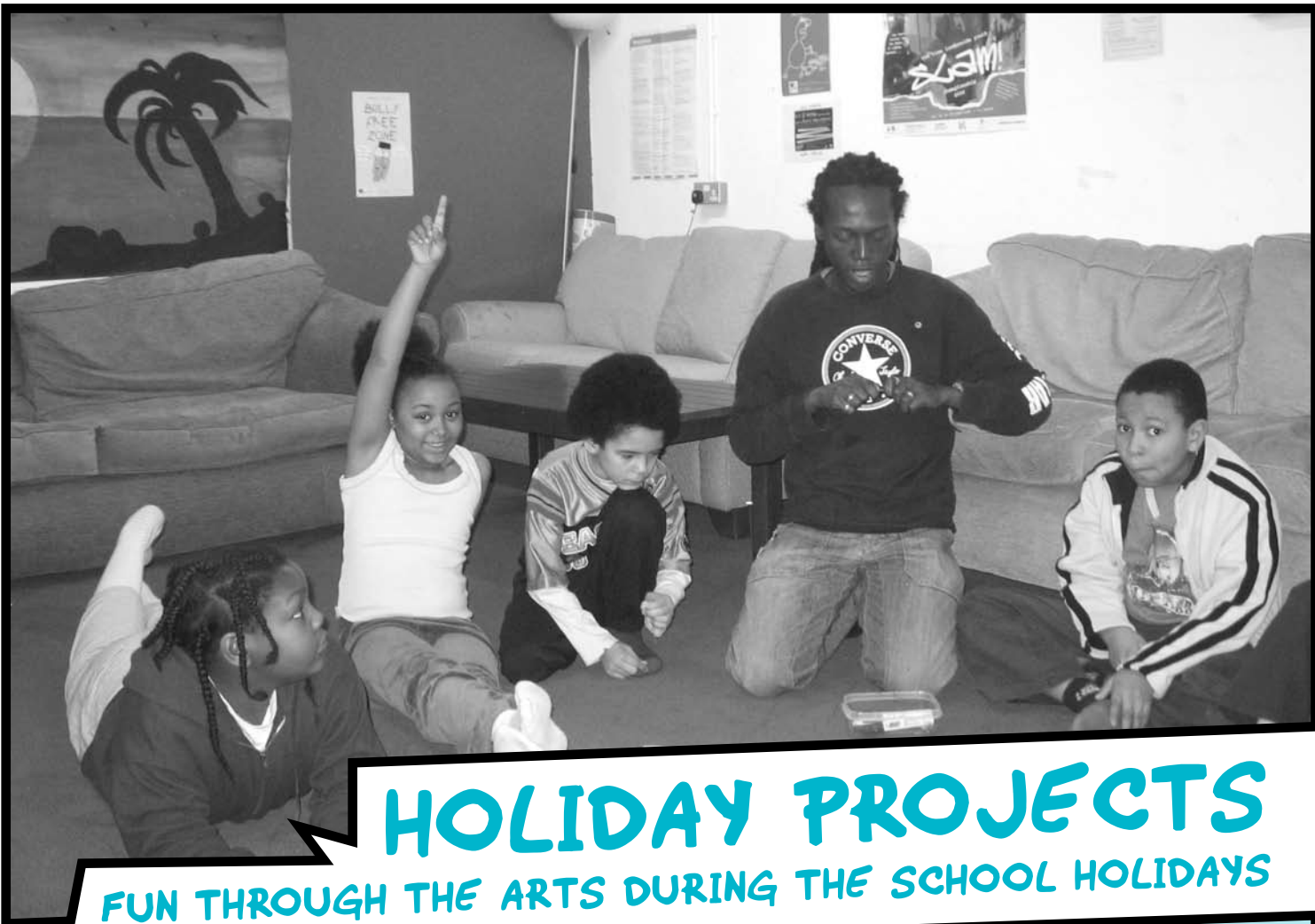
T-Time club is our after-schools provision for eight to thirteen year olds and takes place twice a week on Wednesdays and Thursdays from 3.30 – 6.00pm. The club supports around twenty young people who are at school locally. It provides one-hour classes where the young people are tutored in the arts by professionals. There is always time for discussion when many issues affecting the group are addressed by the playwork team. As well as building confidence, we aim to give the group fun experiences in which they learn, not just the arts, but how to work together to take their creative ideas forward.

T-Times has just completed another successful and fun-filled year. The young people opted to take drama yet again and we added a video class to accompany this. The use of video has enabled the young people to see how they look on camera and has helped tremendously with their 'stage presence', positioning and confidence.

The drama class has been very fruitful and the use of improvisation has brought many new issues to the surface, which we then address together. The group managed to put together a radio play which was then recorded using our studio facilities. In addition to this, the group has performed some short pieces for their parent and carers.

The video class has enabled them to learn a little about using a camera, as well as the process of editing and producing a finished product. Their sharing was videoed and a number of young people helped with the editing, choosing which pieces of their year to keep in, and what to discard. They have all been given a copy of the DVD which can also be viewed on our website.

Sadly, at the end of the summer term we had to end the T-Time club as the funding from the New Opportunities Fund (NOF) ended. Although we were able to keep the project going into 2007, with funding from Peabody Local Network Fund, we have been unable to secure the sustainable long term funding needed for the project to continue.



# HOLIDAY PROJECTS

FUN THROUGH THE ARTS DURING THE SCHOOL HOLIDAYS

Our holiday projects run each day from 10:00am to 4:00pm and are for eight to thirteen year olds. They run during the school holidays and the young people either have parents and carers who are at work, or who are looking after younger siblings.

## OCTOBER 2006

As October is Black history month, we decided on a programme which covered African and Caribbean story telling and vocals. The young people were invited to bring items in for 'show and tell' and discussed the story of Anansi which was then dramatised. The young people enjoyed this project and the variety of activities. The mornings were spent with games, drama, diary writing and drawing relating to the subject, whilst a big chunk of the afternoons were spent singing. Friday afternoon saw the group performing what they had learnt during the week, including two beautiful songs. The sharing was very well attended by parent and carers, WAC staff and members of Wonder WAC, our learning difficulties group. The young people did extremely well, much to the delight of parents and other audience members.

## FEBRUARY 2007

This project was designed to incorporate a number of activities including dance, drama, art and debate. We wanted to work on something which covered the abolition of slavery so that we may mark it with our young people. We used the medium of dance to portray slavery and, together with the tutor, the young people choreographed an amazing piece which also celebrated freedom. The young people were broken into two separate groups according to age. This is not something we would do ordinarily, but as we were to use some delicate subject matter we felt it should be an age-appropriate delivery.

The drama aspect was used very much to bring in issues regarding drug and alcohol abuse. We were quite surprised at how much some of our young people knew and were aware of. The drama work was a lot of fun, and anger management and understanding emotions were also big on the agenda. This all led to very healthy debate and discussion around useful strategies on prevention.

The young people were given a space in the WAC common room for the purpose of painting a frieze. They were allowed to draw or paint whatever they wished in an A4 space on the wall. This was a great break from the rest of the programme and was very much enjoyed by the young people. We also gained a lovely bright space courtesy of our wonderful young artists! The groups came together for the final two days in order that they could bring the work into a fluid presentation for their parents, carers, siblings and friends on Friday afternoon. As has become the norm, the young people invited our Wonder WAC (learning difficulties) group along as an audience. Our group then also viewed the Wonder WAC presentation.

## EASTER 2007

### Week one

This project was music based using percussion and African drums. It was open to all, including beginners and those who have never had the opportunity to explore music. The tutor led them through various rhythms and patterns of drum playing with the addition of students using the clave, tambourines, cow bells etc. This was very powerful and culminated in a harmonious musical sound!

All of the young people had the opportunity to try out the various instruments and find what they were comfortable with. The drums were immensely popular and, as we have many available, this did not cause any problems. A day's drama was also worked into the project and this gave the young people a welcome break and the variety that this age group needs to stay focused. Overall the young people learnt new skills and enjoyed the process. A small sharing of the week's work was performed for staff on Thursday afternoon. A slide show will be placed on the WAC website shortly.

### Week two

This project included a variety of activities for the young people to enjoy. The mornings were spent learning new skills in a street dance class, which is always popular. It is felt that, apart from being necessary for all young people, physical exercise also helps with the concentration needed when working in a focused environment, such as physical theatre, which took up the afternoon sessions. The young people learnt circus skills, acrobalance (building human pyramids etc) and mime. There was a sharing at the end of the week to which parents, friends, staff and the Wonder WAC group were invited. The young people did extremely well and treated us all to a fantastically creative performance.

We also took the opportunity to take the young people out at lunchtimes as the weather was much improved; we picnicked and played games on a local green space.

## MAY 2007

This was a very different project as we based every activity around 'the environment'. This worked really well and the staff team was pleasantly surprised by the knowledge of the young people, as well as their inspired input! We took a trip out to a nature reserve where it was arranged to partake in a scavenger hunt, with questionnaires and worksheets, which the young people became very excited about. We used this learning to work on drama pieces as well as dance. The young people used the digital arts room to research and to create a powerpoint presentation which can be viewed on our website [www.wac.co.uk](http://www.wac.co.uk), together with their comments on the week. This was a valuable learning and fun week and we are pleased to say our young people really do care about their environment. A short piece with regard to this project has also been placed in the autumn 2007 of Camden's magazine, Our Voice, in Issue 19.



# WONDER WAC HOLIDAY PROJECTS

Each school holiday we run intensive daytime projects which follow a theme. This autumn half term, the group looked at celebrations taking place at the time, including Eid, Halloween, Harvest Festival and Guy Fawkes.

During the spring half term, the Wonder WAC group took Chinese New Year as the theme and created some great artwork. In the workshops, a great deal of very productive work was done around communication. This included music without drums, sharing different greetings through movement, and looking at facial expression and body language when verbally communicating. We also used drama to explore the sharing of different greetings through movement and the use of sign language.

For some of the sessions the group worked on creating a dance piece, using the Soundbeam equipment to generate sounds to stimulate movement patterns. The piece they created was performed at Camden's 'VisAbility' festival on Saturday, 10th March.

At Easter, the theme for the week was 'feelings and emotions'. In the mornings the students divided into two groups, one for dance and one for drama. Each afternoon the group went out either to Hampstead Heath or Hampstead village and each looked at how changes in the weather or the environment affected the way they felt.

In the May half term, we adopted the theme of 'summer time'. This was a continuation of the Easter theme and, whether it was in drama, dance, music or art, the student's work was lively, colourful and energetic, as everyone shared the joy of some warm weather.

At the end of each week the groups shared their work with family and friends.



# SUMMER PROGRAMME '07

## WEEK ONE

### **Life Through A Lens**

The course started on Monday 23rd July with team-building and drama sessions. These helped the group to bond and to get to know each other. After some introductory film workshops and brain-storming sessions, it was clear that the group was bursting with energy and ideas, and filming started ahead of schedule!

A particular highlight was scriptwriting with award-winning scriptwriter Mo Blackwood. It was an intense process that gave the students the skills and opportunity to really focus their ideas and also gave the actors the chance to work with scripts, instead of improvisation and devising.

### **Playscheme (one)**

The first week of the summer saw flooding and all sorts of bad weather and, for this reason, we had to use some of our contingency plans. We did not let this bother us too much and enjoyed a variety of trips including; the cinema, the British museum, Hampstead Heath and Golders Hill Park. We also spent some time in the building, where the young people participated in drama sessions and games. Overall, regardless of the awful weather, the young people had a good, fun-filled week.

## WEEK TWO

### Cartoon School

Cartoon School was for young people aged over eleven. The aim was to combine the art forms of drama and digital arts, and to explore the themes and images originally inspired from some of the Japanese Manga cartoons.

The young people were split into two groups according to age and they alternated their art form sessions. In drama, the groups discussed cartoons that inspired them. They looked at characters that they liked and acted out their own characters; what they looked like, how they dressed, how they sounded and what their special powers were. In digital arts they researched their characters and scanned their own images into the computer. The aim of this was to get the images created or scanned in, in order for the students to manipulate them. They were then able to use Photoshop and Flash software to add different hair or accessories and eventually backdrops and cities.

The art forms of digital arts and drama worked together very well because, through drama, they could act out their characters and really get into the personalities. Then, coming to the digital arts class, they already had clear ideas of who and what they were drawing.

On the final day we had a guest speaker, Siku, who was involved in drawing the images for the cartoon character, Judge Dredd. He came in, brought some of his work and did a Q&A session around his personal progression. The students had their photos taken with him and also have their own folders of work which could be used to take this project further. Computer games and mobile phone graphics could be explored with the information already researched. Family and friends were invited to a sharing of the work.



### STUDENT FEEDBACK:

"It would be better if the course lasted longer, like two weeks"

"The course allowed you to be confident about drama or relaxed. It allowed you to flow"

"I learnt how to use Photoshop and make my characters come to life. I liked digi arts and colouring in"

**Junior Summer School**

The Junior Summer School ran for a week from 6th - 10th August. It was a performing arts week, targeted at nine to thirteen year olds. Each participant took daily classes in African and street dance, drama and devising, singing and song writing and African drumming. The theme for the week was 'journey', and tutor Lati Saka was assisted by Diploma student, Odilia Egyiawan; tutor Robert Stephenson by Diploma graduate, Terais Latore; tutor Lynieve Austin by ARCO Plus assistant, Roxanne Cavaye; and tutor Zedekiah by Senior WAC student, Zac Stanley.

The morning classes were aimed at the two different age groups focusing mainly on acquiring the technique and skills of the art form. The groups mixed and merged in the afternoons to work on the joint creative theme of 'journey'. This culminated on the last day with a performance of the work created: The Quest - a mini musical devised by participants. This included the hit song of the week the Undercover Children song! Of the fifty one participants that enrolled, the average daily attendance was forty-six.

**WEEK FOUR****Circus School**

Circus School began with forty-six children enrolled and ready for a jam packed week of activities. The aim of the project was for the children to have as much fun and enjoyment as possible, whilst acquiring basic level circus skills. We hoped that they would gain confidence and body awareness with the equipment, and that they would identify a character and then create a mask that represented their chosen character. Each day was structured to allow children to familiarise themselves with each other and their tutors, through a group game orientated warm-up session. Through this, the children became more confident within their groups and also let off steam before settling down to engage in workshops.

The key elements of the circus skills workshops were juggling, plate spinning, Diablo, clowning and stilt walking. Acrobalance focused on health and safety, human structures, balances, trust work and tumbling. Mask work explored characters, painting, three dimensions, texture and physical use of masks. All children had a sense of achievement and development throughout the project as they rehearsed their new skills and developed characters. Teamwork, negotiation, positive communication, sharing and supporting each other were also harnessed throughout the week. The hard work by all, culminated in a thoroughly entertaining performance in the main hall. This allowed children to participate at a level at which they felt most comfortable and to truly celebrate their achievements.

**Creative Communication**

The Creative Communication project was aimed at young people with autism, Aspergers syndrome and social communication difficulties. The workshops were planned and run by specialist practitioners who were supported by youth workers, Denzil Anderson, Grisha Malik and volunteer, Anna Hyman. Speech and language therapists also worked with the groups, including; Kate Bayley, Hannah Bailey, Jessica Clarke and Alex Millar, from Islington NHS Speech and Language Therapy team.

The project comprised two elements; one on podcasting and one on film:

**Podcasting**

This year's podcasting course was a huge success. By the end of the week students had teamed up to create several episodes of their own audio and video podcasts with subjects ranging from storytelling to video games.

Having looked at existing podcasts on iTunes, and researched subjects on the internet, we explored several programs (including Audacity, Photobooth and iMovie) to record and edit content. Some people chose to explore audio processing in depth, producing some interesting sound effects and experimental music. Each group was able to prepare and upload their podcasts independently using the Podcast Maker software.

Everyone was actively involved in the course and participated in group discussions and sharing of work.

### **Film Project**

This exciting film project was, to a certain extent, following on from last summer and helped to continue to develop social communication skills. Once again, the young people were provided with the opportunity to work with professional film makers, specialist youth workers and speech and language therapists.

The young people took part in sessions which included camera work, scriptwriting, storyboarding, acting, directing and editing. The group learnt the skills of filming in a range of locations, both in studios and outdoors on Hampstead Heath.

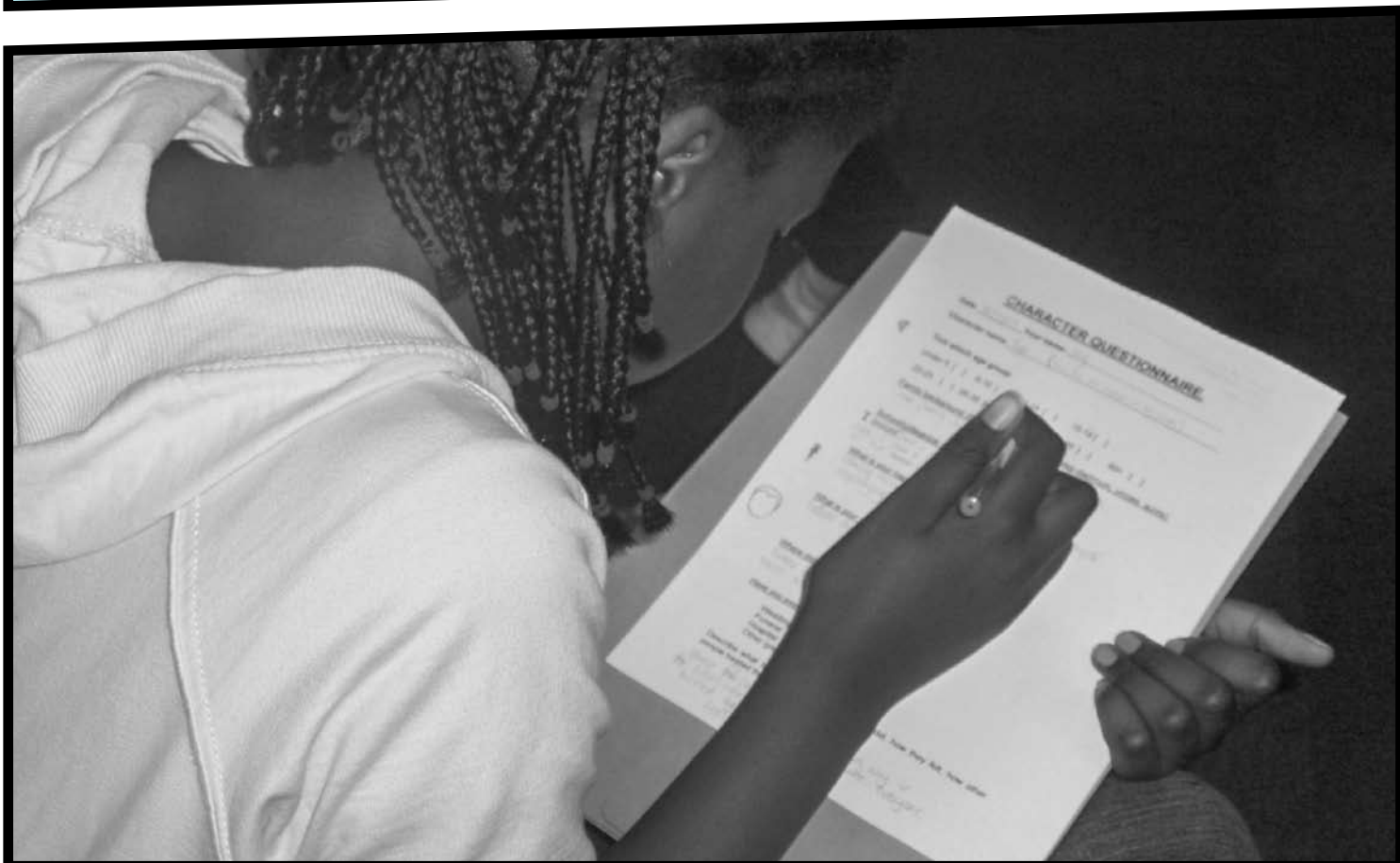
By the end of the project, the group had produced several short films, which will be shared with their friends and family in the autumn, when each student will also receive a DVD copy of the films.

Our thanks go to Mata Ayoub, Mick Kennedy and Toby Renton from Black Country Films who facilitated this project.

## **WEEK FIVE**

### **Playscheme (two)**

By week five of the holidays, the weather again was not too kind to us but we still managed to get the young people out and about. We visited the British Museum, the Museum of the Ragged School in Mile End, (which was a big hit) and the cinema, where we watched The Simpsons. We were also able to visit Golders Hill Park which is always much appreciated. We used our time in the building to undertake some drama sessions and to complete artwork based on 'summer holidays'. We also had access to the digital arts suite where the young people researched how children in other countries celebrate their summer and what kind of activities are available to them. This made for some useful discussion and left our young people feeling very lucky indeed. On evaluating this project, it would seem that the Ragged School was a place they would like to re-visit - they were intrigued by school life in the Victorian and Edwardian eras and thoroughly enjoyed this trip.



### **Playscheme (three)**

In the last week, a little piece of summer came back for us, which allowed us to pack our week with trips out. We visited the Science Museum and the 'Spy' exhibition and finally made it on to the heath for the day, having great fun in the adventure playground. We visited the seaside at Leigh-on-Sea, much to the delight of the young people who had a fantastic day paddling and building sandcastles. By the last day, everybody was exhausted so we made a group decision to take it easy. We transformed our drama studio into a cinema space, got use of our projector and viewed two films with all the trimmings, including popcorn. This was a great week and we hope was the 'icing on the cake' of their summer experience.

### **Fantastic Planet**

This summer we worked in partnership with 'Rise Phoenix @ WAC'. Together, we delivered a summer performance project for seventeen young people, as part of the 2007 Fantastic Planet environmental arts and theatre programme.

This year's site-specific show was called *The golden wings* and was a newly commissioned piece which explored the wildlife of Regents Park with specific focus on an endangered species: the sparrow.

The project was community based and designed to teach children age nine to eleven years (years four to six at school) to understand their environment, green spaces, local history and heritage. The aim of using the Regent's Park space to perform the devised show, was to attract the local community into using this environment more.

We recruited for the project through local schools, housing estates, Camden Play Service, and other youth and community networks in the neighbourhood.

The Fantastic Planet artistic team delivered two introductory Saturday sessions to recruit local children – these included a drama and art session (to teach core skills) plus an outing for the group to bond. The sessions aimed to build confidence, good communication, trust and support between the children – most of whom had never met before.

The programme also included a three-day residential camp at Pertwood Organic Farm, where the children participated in activities that taught them about nature and the countryside; environmental arts and poetry, music, drumming and singing.

The rehearsal process took place over three weeks at WAC and at the 'Wildlife Garden' at Regents Park - the site for the show. Children learnt to act with masks, develop imaginative movement work, dance, explore the past and the future, compose an original score of music for the show and contribute towards the props, set and costume designs.

On the artist team, there was a theatre director, assistant director, mask designer, prop and set designer, circus skill tutor, dancer and a musician. There was also one volunteer (who came to Pertwood Camp) and four, seventeen year old youth mentors involved on the project.

The show was performed on Saturday 18th August 2007 to a live audience at the 'Wildlife Garden' in Regents Park. The performance was based on the story of Tico and the golden wings by Leo Lionni. This is a story about identity, diversity and difference. Tico is a sparrow and born without wings. His friends look after him and feed him. He has a dream of golden wings. One night a wish-bird comes and grants him the dream. Tico is overjoyed and flies back to his friends. These friends envy him now and ostracise him so he flies away by himself. Over the course of the next few scenes, he discovers his strength and that his golden feathers can help people in hardship. He gives them away freely and, instead of the golden feathers, he has black ones growing now. Once all his feathers are gone he returns to his friends who love him.

The show was a novel way to teach the children about their identity and explore issues within the context of an environmental setting. All of the children who took part will remain involved with WAC.



## WONDER WAC SUMMER PROJECT

This summer project was based on a theme of 'a journey' and we journeyed with drama, drawings and drumming. We used the Soundbeam with trigger pads. This technology enables young people with physical and learning difficulties to trigger music and sound effects by treading on foot pads. The pads are primed to trigger the Soundscape device, element by element, giving them the timing and the choice of the sounds along the way. Charles Matthews led the Soundbeam workshop, skillfully incorporating slides projected onto the walls, which are also triggered by the Soundbeam. We also journeyed to Golders Hill Park on the bus, saw the animals in the zoo there and had ice cream in the sun. Ella Ritchie led our art workshop using objects found along our paths. For our performance on the last day, we journeyed in the drama room with our paintings and music, our destination reached and our week full of good memories of our travels.

## SENIOR SUMMER SCHOOL

This year, our Senior Summer School took the title Shake up, with the aim of breaking down Shakespeare's texts with rhythms, beats and body pops. The course ran for two weeks and was very fruitful. We worked intensively in groups for dance, drama and songwriting and rap, all exploring aspects of Shakespeare's work.

One group developed ideas from Romeo and Juliet and the second group delved into Othello.

We had a committed and superbly imaginative team of tutors on board including: Tamsin Kayembe - rapper; Monica Dhinn - street dancer; Sylvia Cohen - drama tutor; Lincoln Allert - jazz dancer and choreographer; Kevin Mark Trail - singer songwriter and Ben Bennett - project director.

The two weeks' study of the piece culminated in a snapshot performance for the Camden Summer University (CSU) showcase at the Central School of Speech and Drama. The students shared several beautiful songs with live instrumentation, two dance pieces and mask work.

Many of the young people who took part went on to attend Senior WAC Taster Day and have now acquired places at Senior WAC.



## MEDIABOX

### 'IT'S MY LIFE' SUMMER SCHOOL

'It's My Life', the MediaBox summer school, was an extra-special, longer programme that ran throughout the whole summer and into the autumn.

Twenty students, aged fourteen to nineteen, made a series of short films inspired by events and experiences from their life. The project used the starting point of Lonely Girl 15; a posting on YouTube, which had received much interest when viewers discovered it was not documentary film, but fiction. Participants began by making short film sequences, which were then posted on the internet to receive feedback and comments from around the world! These comments, plus improvisation and scriptwriting classes, helped students gradually develop the ideas they wanted to film.

The young people were introduced to the many aspects of short-film making, including using a camera, lighting, sound and editing. The group worked exceptionally well together. Students were responsible for the artistic content of their own film, but also worked to support the others, becoming multi-skilled in the film making process. They took responsibility for the post-production decision making for their own films and helped with voice-overs, and supported the editing process, for other films. The culmination of all this hard work was a very special screening of nine films at nearby Screen on the Hill cinema. It was a great thrill for the students to watch their films on the big screen!

Tutors on the course were; Glenn Dallas, Abdoullh Thiam, Fleeta Seigel, Maureen Blackwood.

# RIGHT PATH PROGRAMME

## MULTIMEDIA, COMMUNITY AND YOUTH WORK TRAINING FOR 20 SOMALI YOUNG PEOPLE

This was a pilot programme for Somali young people between the ages of sixteen and twenty-five. The aim was to help 'build bridges' in the community through career development and work experience placements in the youth and community work fields. The programme aimed to help young people take their first steps on their chosen career path. It provided opportunities to build confidence and raise self-esteem, through a range of workshops which were designed to provide the necessary building blocks to access other courses or employment. This included C.V. writing, interview technique and internet research.

The programme was unique as it involved Somali young people in all aspects of its development. It also involved workers of Somali, second generation, migrant groups, who delivered aspects of the programme designed to address cultural issues.

The project was successful in that some of the young people have gone on to train as play workers, two students joined our Crossworker programme (see below) and others have gone on to undertake additional training courses.





# CROSSWORKER

PILOT PROJECT TO DEVELOP A YOUTH AND COMMUNITY WORK QUALIFICATION, FOR USE THROUGHOUT EUROPE, WHICH RECOGNISES THE VALUE OF INFORMAL EDUCATION

The Crossworker project is part of the European Community, Leonardo da Vinci programme. WAC is one of a group of European partners from Denmark, Holland, Norway and Spain who are looking at developing a youth and community work qualification for people who work with marginalised young people.

The qualification will be recognised throughout Europe. Over its lifetime, the project will investigate examples of good practice of pedagogical work with marginalised young people. It will disseminate the knowledge and experiences shared with other European countries and will pilot the qualification in the partner organisations.

WAC has ten young people taking part in the pilot project. They have been meeting every Thursday evening with Melanie Ancliff and Maggie Mendy. At these meetings, they devise and work through the framework for the Crossworker qualification. In addition to the work in these sessions, the Crossworkers have been encouraged and supported in putting their knowledge and understanding to the test, on various practical projects and in placements.

In January, two members of staff and one of the Crossworkers, Kirsty Walker, attended a partners meeting in Kolding, Denmark. Here, preparations were made for each country to host a national conference and plans were made for the final international conference. It was agreed that this final conference would be held at WAC in October 2007.

At the end of March we hosted our national conference at which we were pleased to welcome a group of twelve Crossworkers from 'New Page' in Norway. Following the conference, our Crossworker group took them on a 'street' tour of Camden, during which they met up with members of the Camden detached youth work team (who they had met earlier in the day at the conference), and plans were made to exchange ideas and share good practice.

The summer term was spent in completing the Crossworker pilot programme and preparing for the international conference.



## LIVERPOOL WAC

This year has been a very successful year for Liverpool WAC. In September over 150 students auditioned for Senior WAC, due to a successful summer school at John Moores University. Of those who auditioned, 142 students were accepted onto the programme. In September 2006, we also began running Junior WAC on Saturdays, with over fifty students aged between eight and thirteen years old. They participate in dance, drama, music and physical theatre. There has been a high demand for WAC to provide classes for children from five years old in the future.

In September, we also ran a physical theatre workshop, led by Matt Rutter from Spike Theatre Company, for both Junior and Senior WAC. It was a great way for everyone to get to know each other and it was also useful in breaking down barriers between various groups. The total number of participants in classes was as follows:

Contemporary dance	37 young people
Beginners dance	30 young people
Dance techniques	31 young people
Street dance	30 young people
Physical theatre	31 young people
Beginners physical theatre	25 young people
Drama	21 young people
Beginners drama	18 young people
Singing levels 1 & 2	25 young people
Singing levels 3 & 4	25 young people
Song writing	30 young people
Bands	7 bands

In January 2007, Liverpool WAC moved from Hope Street Community Arts Centre to Liverpool Hope University as we had outgrown the facilities and needed more space. This was a milestone for us in that it allowed young people, from the age of five to twenty-five, to have access to the facilities of the university and also to some of the best professional artists in the region. Liverpool WAC prioritises work with young people from low-income families, and black and ethnic minority communities. These groups are currently under-represented at universities in Liverpool and Britain generally. This new partnership enables young people, who at present may not consider university as an option, the opportunity to explore it.

In March, thirty Liverpool WAC students went to London and performed to an audience of London WAC students at their end-of-year showcase. This cultural exchange took the young people out of their everyday lifestyle and environment and allowed them to experience new surroundings and young people from different backgrounds

Following the training, which corresponded with school terms, the students created an end-of-year performance at the Everyman Theatre in Liverpool, in April 2007. The standard of performance was excellent and everyone in the audience could see how much the students had improved and developed over the year.

**Additional performance opportunities included:**

Young Achievers Awards at Liverpool Philharmonic to over 2,500 young people

Intergenerational performance project with five performances across Liverpool

Mr. and Miss Liverpool

Radio City and Juice FM

Junior WAC @ Bootle Strand

Sound of Sites performance in Liverpool City Centre using live performance and the big screen

## ADDITIONAL LIVERPOOL WAC PROJECTS

'Sound of Sites' was a photographic, creative writing and music project for fifty people across three age-related groups including, fourteen to twenty-four year olds, twenty-five to forty-nine year olds, and the fifty plus age group. This included a high representation from low-income families, black and ethnic minority and other disadvantaged groups, who wanted to develop their talent in photography, creative writing, music and song. Young people and adults were recruited from across Liverpool and Merseyside with a strategy to include people from low-income families and the more severely deprived wards in Anfield, Everton, Granby, Dingle, and Toxteth. This intergenerational project encouraged people of all ages to take advantage of the opportunity to develop musical, photographic and writing skills.

Five people from each of the three age sectors participated in the first stage of the project in which they took photographs of diverse locations in Liverpool and Merseyside that depict culture, sculpture, nature, architecture, life and history. They selected a range of pictures to form an exhibition. The creative writers and musicians were encouraged to create pieces of writing, poetry, music and song in response to the photographic images taken by the trainee photographers. Inspired by Liverpool photographs, the artists of all ages performed their original work at the Liverpool 800th birthday celebration in the city centre and at several exhibitions across Liverpool in August 2007.

**Summer School 2007**

A four week summer school, offering classes in the creative arts, was held at Liverpool Hope University in August. There were eighteen classes available for young people aged between fourteen and twenty-five, and five classes for young people aged eight to thirteen years old. More than 200 young people took part in the summer school this year.

**Partnerships**

Many partnerships have been forged this year including those with Liverpool Hope University, Liverpool City Council, Life Long Learning, John Moores University, Active Age, Liverpool Everyman and Playhouse, Merseyside Fire Brigade, Street Cage Soccer, The Door, Connexions, Aim Higher, North West Disability Arts Forum, Clear Contact, Active8 and several schools across Greater Merseyside.

# LAST MILE

## TRANSITIONAL SUPPORT FOR INDIVIDUALS FROM TRAINING TO EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES

This year we have worked with partners from Birmingham, Slough, Manchester, Sheffield, Cumbria and London, as part of the Last Mile project funded by the European Social Fund, EQUAL programme. All partners had programmes of work aimed at reducing barriers to employment, in the cultural industries, for groups currently under-represented. Our work focused on black and ethnic minorities. It was multi-faceted and much of it has already been described in earlier sections of this report. The fund supported our Diploma Course and the master classes and work placements for ARCO Plus. In addition, however, we worked with ten small businesses and supported them with resources to run premises, buy essential equipment and develop business plans.

Those who completed the year were: Catch 22 - a new magazine offering journalism training and work experience for talented young people; Azteca Media - media production company; Eveolution - music business support and training company; Indigo - retail outlet for designer jewellery, stationary and cosmetics; Ghetto Fabulous - magazine for black and minority ethnic eighteen to thirty year olds; Creative Homeopathy - homeopathy for creative artists; Madrugada - Physical Theatre Company; NAC - Web design and IT support.

We also worked with a number of our partners to develop a deliverable apprenticeship programme. We ran three apprenticeships ourselves, placing them in a recording studio for a year and providing specialist training on a weekly basis. In the absence of an appropriate qualification framework, we recorded the progress of our apprentices through weekly 'blogs' by both tutor and student. All three completed the year and are now working full-time in the media industries. One is working in a studio in New York, the second is working as a DJ full-time and the third has set up his own business delivering music and video projects. In addition, working with the Institute of Education and the Creative Industries Sector Skills Council, we contributed to the debate around these issues and to the content of the Technical Certificate, which has now been validated. We hope to deliver eight accredited creative apprentices next year.

In addition, we have produced two pieces of research. The first, 'Creative Biographies', explores the nature and meaning of occupations in the creative and cultural industries for the people involved. It has produced between seven to ten 'creative biographies' of people who have passed through WAC at some stage of their career. The biographies represent different stages of career success and also comparative maturity - in terms of their place within a career trajectory. The individuals included in the study have worked across a range of creative industries (dance, theatre, etc.). Typically, they demonstrate fractured careers and 'portfolio' patterns of employment.

The biographical approach allows for a study of specific life-moments and subjective conceptualisations of the barriers, pathways and opportunities which supported and hindered employment.

The second research project relates to our engagement with small business support. WAC's recent work in supporting the growth of small business and working with ethnic minority entrepreneurs, within the creative and cultural industries, has very much been conducted in an experimental fashion. It is not clear what strategies for support work most effectively and what will develop long-term success. It is obvious that some 'failures' in business may be personally satisfying for some individuals, but others have found 'failure' challenging.

This research begins by summarising the literature and agencies available which support small business growth. It offers four detailed case studies of the businesses developed at WAC. These track key moments, which influenced the direction of the business, and analyse how the key individuals involved have used forms of social capital to develop their enterprises. The results are analysed to provide key strategies for supporting businesses of this kind and in this sphere.

# INTERNATIONAL FIELD TRIP

A report by Paul Chivers on the field trip to France, and in particular Vicki Lynch's contribution:

As the only student on the trip and as my volunteer assistant on a project which any sane person would refuse to take responsibility for, Vicki performed with distinction and handled herself and everything and everyone around her extremely well. Vicki's responsibilities included organising equipment before departure, setting up the stage area (involving assistance with scaffolding planks, plastic sheeting and canvas), setting up the PA system and backline, cabling, securing, sound checking, fetching and carrying, odd jobs, performing, sound balancing, de-rigging and packing up the whole lot at 3.00am!

Vicki's experienced and watched the creation of an event staged with no budget, but fought for tooth and nail with the will of just a few people and the goodwill and offers of support from others. Two days before the event there was no stage, no protection from the elements for an open-air event, during an unusually rainy week, and only three bands confirmed, one of which cancelled the day before.

On the night, there was a protected stage area, a covered area for the public and for the food, musicians from three local bands, two bands from Paris, one from London (Vicki herself) a local DJ and a small but appreciative crowd, eating freshly made local food. Vicki was at the centre of the organisation and met many locals, the mayor, musicians, villagers, a carpenter, restaurateurs, the owner of the jazz club, etc. She saw the artists perform, including a violinist, a country and western band, a techno group from Paris, jazz musicians jamming, and she performed solo and jammed herself with other musicians who were very complimentary about her. Some of the musicians from Paris encouraged her to approach the French Hip-Hop scene in Paris saying she would do well there.

For my part, I relied on Vicki's goodwill to join me to do what needed to be done for the sake of the event. She never let me down and when she needed an unscheduled break, which was only once, she let me know and handled me well. Vicki was so important to me as an assistant that I felt her absence during her short break as I had come to rely on her. Rarely have I allowed myself such a high expectation from a student. She earned it.

So I thank Vicki for her commitment, her support and her good company on this field trip. Without her, I would have had a much tougher time and a somewhat less enjoyable one during the harder parts. Vicki was a great house guest too and made herself welcome with my partner and even with the dog, who doesn't like anybody as a rule...

I also would like to thank WAC for enabling the whole project in the first place with the loan of equipment and with the support for Vicki's participation. I sincerely hope we can follow it up with another project in the future.

## VICKI'S VIEW

I had the privilege of being invited to join Paul, our studio manager, on a show he was putting on for the Fete de la Musique over in France. We were up against all kinds of problems, including no budget and additionally, the pouring rain. In the few days that we were there, so many people did lots to try and pull this show off. Despite all the mishaps, the show was a complete success and everyone who came was thanking and praising us for all our efforts.

I learnt so much while I was over there including some French. Paul and his family took me in and made me feel very welcome.

I want to take this opportunity to thank Paul Chivers for inviting me to such a great show and teaching me so much about the world of sound engineering. Thanx, Paul I hope we can do this again soon.



# JACK PETCHEY AWARDS

Each month, students on WAC projects nominate and elect a Jack Petchey Achievement Award winner. Winners do not have to be the best in their project, but they must have contributed to the project, or the whole of WAC, in a significant way. Achievement Award winners must be aged between eleven and twenty-five. They receive a certificate, a boxed medallion, and £200 to spend on a WAC or community project of their choice.

In addition, we can also nominate one adult each year for an annual Leader Award. The person must have at least two years service at WAC. Leader Award winners receive a gilt boxed medallion, a framed certificate and £1,000 to spend on a youth project of their choice.

## WINNERS

### 2006

September	Karifa Aaronovitch	Summer Schools
October	Jamie Dugdale	ARCO Junior
November	Makeda Carbon	Diploma Course
December	Zac Stanley	Senior WAC
	Maxine Bunting	Leader Award

### 2007

January	Viviana Silva	WAC Nites
February	Dean Parkins	Wonder WAC
March	Blake Sur	ARCO Junior
April	Leana Soldi	T-Time Club
May	Cree Odimah-Webster	Junior WAC
June	Isnardo Diaz	ARCO Plus
July	Aaron Adeyemi	Oasis
August	Naima Mao	Summer Schools

# MILDRED ACKERMAN AWARDS

This award is given each year to the student who, more than anyone else, has given more of themselves to WAC, than they ever expected to get back. The student holds the Mildred Ackerman Shield for twelve months and receives the sum of £50.00.

**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 and Eleni Stephanou** 1999

**Nyika Goremsandu** 2000

**Kevin Trail** 2001

**Leo Baker** 2002

**Rowland Samuel** 2003

**Maxine Fletcher** 2004

**Rebecca Day and Fasica Wolde Michael** 2005

**Daniel Paton** 2006

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

# CITIZENSHIP AT WAC

Citizenship continues to be part of the core of our work at WAC. Our emphasis on 'co-operation not competition', and our aim to reach the people that other people miss, has meant that many young people who started with us as young volunteers are now working in the community. They go on to work as classroom assistants, play workers, youth workers, passenger assistants and social care workers, often having gained formal accredited qualifications at WAC. We have provided opportunities for many young volunteers from Senior WAC and the ARCO social inclusion projects to work at Junior WAC, WAC Nites, Wonder WAC, on Oasis residentials, at the T-Time club and on our under five's projects. Volunteers have achieved a range of accreditation for their work including The Awards Service sections and Millennium Volunteers, 100 and 200 hours service.

Enabling young people to lead, and also to develop their own ideas and initiatives, is a vital part of WAC's programme. It also provides valuable help and support to vulnerable young people on our Wonder WAC and Oasis projects.



Photograph by Dee Conway



# PRODUCTION MANAGER SUMMARY

We were successful in funding some exciting upgrades and improvements this year at WAC!

## DIGITAL ARTS ROOM

At Easter the digital arts room was overhauled with nine new iMacs and Adobe Creative Suite software. Our students can now use the latest versions of Flash, Dreamweaver, Photoshop and Illustrator to design websites and create digital animation.

## MUSIC TECHNOLOGY ROOM

The transition to Ableton Live is now complete and all courses are now utilising its creative potential! Staff have commented on a noticeable change in the music being created by our young people. The diversity of sounds and textures that Ableton offers, and its unique approach to programming have encouraged fresh and creative music from our young artists. We have also completed the installation of a small vocal booth, which means that quality vocal sounds can now be achieved, without using the recording studio. This has meant increased flexibility in allowing students to complete their work and has also 'freed-up' time in the main studio. Ableton have also generously offered to sponsor WAC! This will help keep the music tech room software up-to-date and we are delighted that they want to be associated with WAC.

## VIDEO ROOM

Late summer saw a complete refurbishment of the video room. There are now four workstations on newly built, editing-suite style desks. Equipped with three brand new iMacs and a powerful Mac pro, we are now running the latest version of Final Cut Express and iMovie. This has brought the video room right up-to-date and we are excited about the positive effect this will have on our budding young film makers and editors.

## RECORDING STUDIO TRAINING

We are delighted to announce that Vicki Lynch has completed the first phase of her Recording Studio training! She is now supporting sessions and, in the coming months, we will be training her to engineer and produce complete band recording sessions!

# WAC ADMIN TEAM

The WAC Admin team provides administrative support to WAC projects, with Jitendra as the team leader and co-ordinator of the workload. Charmane administrates the Senior WAC and ARCO Projects, while Alison has supported the under-fives projects. Jitendra also works on Junior WAC, WAC Nites and the holiday projects, and is secretary to the WAC Board.

Over the past year, our team has actively supported a range of administration needs as they have come up. This has often meant prioritising important and urgent tasks over some of the routine workload.

We have also worked with Interchange departments to explore opportunities for team development activities. This culminated in a team-building day, where staff had input in deciding the nature of activities, to encourage ways forward for greater collaborative working. The Staff Communications Group has been revamped in order to accommodate the changing demands of the organisation and to encourage more staff input and ownership.

Our search for a tailor-made database continues and we would like to thank the WAC Board for their active support and advice on ways forward.

We would also like to thank Gavin Bedford for summer schools administration and Sylvia Begum and Shelley Portet for their temporary but reliable admin support with data entry and filing. Finally, we welcome Anne Devlin as our Diploma Administrator.

# QUALITY ASSURANCE

As part of our commitment to offer quality provision and support to all our students and staff, we place value a high value on the judgement of our work through both mandatory and voluntary quality assurance frameworks.

To this end, we successfully achieved Investor In People recognition for the second time in early 2006 and we continue to benchmark our work to the National Standards.

In August 2007, we had an 'on the spot' inspection of our early years Summer School provision by an Out of School care Ofsted inspector. We are very pleased to report that we achieved the best possible outcomes for a project of this nature and in our kind of setting. The overall quality and standards of care being 'good' and, in the area of 'Helping children to achieve well and enjoy what they do', the provision was judged to be 'outstanding'.

At the beginning of the summer we were invited by London Youth to join the Quality Mark pilot for youth work standards, which is being supported by the Jack Petchey Foundation. Throughout the coming academic year we will be assessing our provision to these standards, prior to being externally assessed.



# CONTINUOUS PROFESSIONAL DEVELOPMENT

As part of our commitment to maintain our Investors in People (IIP) status, we have ensured that all staff, both full and part-time, have an annual appraisal and regular supervision sessions.

We continue to provide appropriate, specialist training opportunities for staff, tutors and volunteers. We have offered a wide range of courses, which have been delivered in-house, by outside providers or bespoke for very specific and specialist needs. We are also working collaboratively with the Interchange Training Department to develop our future training plans.

In addition, we continued to develop our own training and accreditation system for issuing licences for staff, tutors, students and volunteers to use our specialist spaces and equipment.

This year we have offered the following training:

- |  |  |
|--|--|
| Appraisal skills                               | Arts award - assessor                                  |
| Assistants training                            | Branding and marketing                                 |
| Child protection and safeguarding children     | Copyright and Intellectual property training           |
| Crossworker training                           | Database management                                    |
| Detached youth work                            | Disability awareness                                   |
| Emergency First Aid                            | Financial management                                   |
| First Aid at work                              | Governance for management committees                   |
| Health and safety                              | Health and safety for off-site visits and residentials |
| Information and Communication Technology (ICT) | Leadership and decision making                         |
| Learning disability                            | Lifting and carrying                                   |
| Makaton  | Managing challenging behaviour                         |
| Music technology licence                       | Music studio licence                                   |
| Play work levels one and two                   | Risk assessment  |
| Right Path training                            | Senior management training                             |
| Sensory room licence                           | Video suite licence                                    |
| Youth work levels one and two                  |  |

# WORK EXPERIENCE PLACEMENTS

We have continued to provide students with work experience opportunities within WAC, to enable them to gain experience of working life. At the beginning of a placement, we meet with students individually, and agree a clear workplan. This focuses on their objectives within the placement, so that this is established from the beginning. The timetable generally includes a balance of general office administration and practical experience in assisting some of our classes. This often leads to students developing an interest in the field of education and youth work.

Placements are evaluated with the students, with some expressing an interest to return on a placement or as a volunteer at WAC. Students are sent on placements by their school or college. This year we welcomed a student from University of Derby and another on an internship from New York.

The following sixteen students have undertaken placements with us this year:

## **Work experience placement list academic year, 2006-2007**

Areetha Ameen	Whitefields School
Richard Charles	St George's School
Benjamin Dechamps	Pimlico Schools
Tito Fagbenle	Hendon School
Kairon Gordon	St. Thomas More School
Kyle Johnson	Acland Burghley School
Joanna Mobbs	Friern Barnet School
Lauren Murphy	Mill Hill County School
Emily Nakanda	Camden School for Girls
Clara Powell	Parliament Hill School
Dominique Stewart	Sion Manning School
Caldy Walton	Shrewsbury School
Eugene Ward	St Ignatius College
Casper Zialor	Alexandra Park School

## **Internship**

Sheena Velez	USA
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## **Student Placement**

Talid Khan	University of Derby
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# VOLUNTEERS

David Langdon	Wonder WAC Volunteer
Rachel Lobban	Wonder WAC Volunteer
Addia Cobourne	Support Worker
Nemo Omar	ARCO Volunteer
Claire Butler	ARCO Volunteer
Heckrun Haxhija	ARCO Volunteer
Varon Lewis	Wonder WAC Volunteer
Oliver Greenwood	Wonder WAC Volunteer
Sharna O'Keefe	Wonder WAC Volunteer
Hervalino Tete	Circus School Volunteer
Anna Hyman	Creative Communication Volunteer
Dominique Stewart	Wonder WAC Volunteer
Sharifa Edwards	Wonder WAC Volunteer
Oscar Cooper	Wonder WAC Volunteer
Emma Evans	Wonder WAC Volunteer
Luke Pearson	Wonder WAC Volunteer
Gemma Kissun	Wonder WAC Volunteer
Marek Dybusc	Wonder WAC Volunteer
Emily Nkanda	Wonder WAC Volunteer
Rudy Roberts	Wonder WAC Volunteer
Maisie Crossland	Wonder WAC Volunteer
Pheobe Montague	Wonder WAC Volunteer

# WAC BOARD

Charlotte Brown  
Natasha Bunbury  
Josephine Burns  
Ian Douglas (Chair)  
Malcolm Roberts  
Zina Rohan  
Duncan Sones  
Charles Worth (Observer)  
Julian Sefton-Green (Company Secretary)  
Jitendra Kulkarni (Board Secretary)

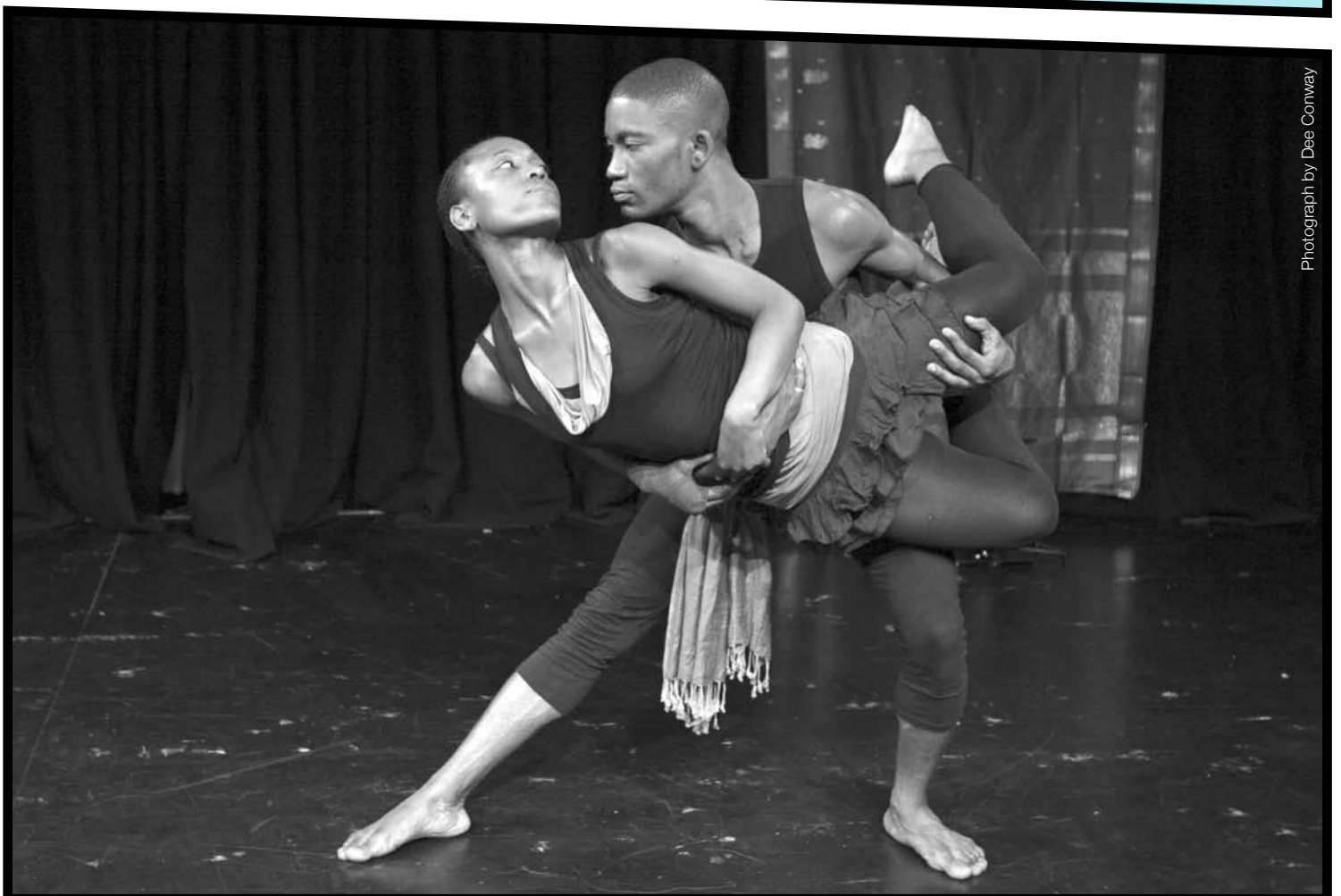
# WAC BOARD REPORT

2007 has not been an easy year for WAC with a funding environment that has become more difficult, and with ongoing uncertainty surrounding the relationship with Interchange Trust. However, before we make any comment on what we have been doing this year, WAC's Board of Directors would wish to put on record our thanks to all the staff of WAC who continue to provide first rate provision against a background that is less financially coherent or supportive than we would wish (and the rhetoric from government policy makers would suggest).

During 2007, the WAC Board of Directors has been pleased to assist and support the WAC staff in exploring and securing new sources of finance and in establishing new provision for local young people. The WAC Board has also been instrumental in securing WAC's own Charity No. and banking facilities as well as upgrading the website.

Through the course of the last year, we have continued to strengthen the WAC Board. We have expanded the number of Trustees to eleven, with, in addition to arts industry experience, skills ranging from public and commercial law, equalities, economics and finance. (Full details and brief biogs can be seen on WAC's website). We have run one major board development session, with further sessions planned for 2008.

WAC is a well established charity and has deepened its own legal and financial standing over this past year. The Board of Directors looks forward to 2008 with a sense of both optimism and pride. The target for the year has to be to further develop Rebrand WAC and to make sure that as many young people in the local area who could benefit from WAC's offering do so.



Photograph by Dee Conway

# WAC STAFF

Melanie Ancliff	Youth Officer
Rachel Bennett	Senior WAC Co-ordinator
Maxine Bunting	ARCO Co-ordinator
Alison Clixby	Administrator
Dan Cochrane	Production Manager
Anne Devlin	Diploma Administrator
Charmane Forbes	Administrator
Celia Greenwood	Joint Chief Executive and WAC Director
Leon Hazlewood	Junior WAC and WAC Nites Co-ordinator
Guy Heywood	Last Mile Studio Apprentice (until December 2006)
Will Joyce	Last Mile Studio Apprentice (until December 2006)
Amy Kinghorn	Early Years Co-ordinator
Jitendra Kulkarni	Administrator
Rebecca La-Croix	Loggies
Steve Medlin	Unclassified
Maggie Mendy	T-Times Co-ordinator and Youth Worker
Martha Stylianou	Diploma Course
Camille Van Dyke	ARCO Plus
Louise Vilstrup	WAC Diploma Administrator
Niamh Webb	Oasis Co-ordinator
Dove Williams	Liverpool WAC

# WAC SESSIONAL STAFF

Majid Abdunnassir	Oasis Residential Youth Worker, Wonder WAC Youth Worker
Tokumbo Aisa-Oluwa	ARCO Plus Guest Speaker
Yusuf Alao	Senior WAC Singing Tutor
Jamie Allan	Oasis Residential Assistant
Lincoln Allert	Senior WAC Summer School Dance Tutor
Frances Angol	Oasis Residential Tutor
Seerina Antoine	Assistant, ARCO Plus Step Up Tutor
Lail Arad	Senior WAC Assistant Professional Approaches to Drama
Sophia Armel-Evans	Oasis Residential Assistant
Corine Armstrong	WAC Nights Singing Tutor, Senior WAC Singing Assistant, Oasis Residential Assistant
Balal Arshad	Playworker
Lynieve Austin	WAC Diploma Singing Tutor, ARCO Vocals Tutor, WAC Diploma Gospels Voice Masterclass
Mata Ayoub	Multi Media Tutor
Paul Ayre	Digital Arts Tutor
Saphena Aziz (Sense of Sound)	Singing Tutor
Denzil Bailey	WAC Diploma Dance Technique Tutor
Natalie Bailey	Senior WAC Summer School Drama Assistant
Morgan Barlow	Junior WAC Ground Admin Support Worker

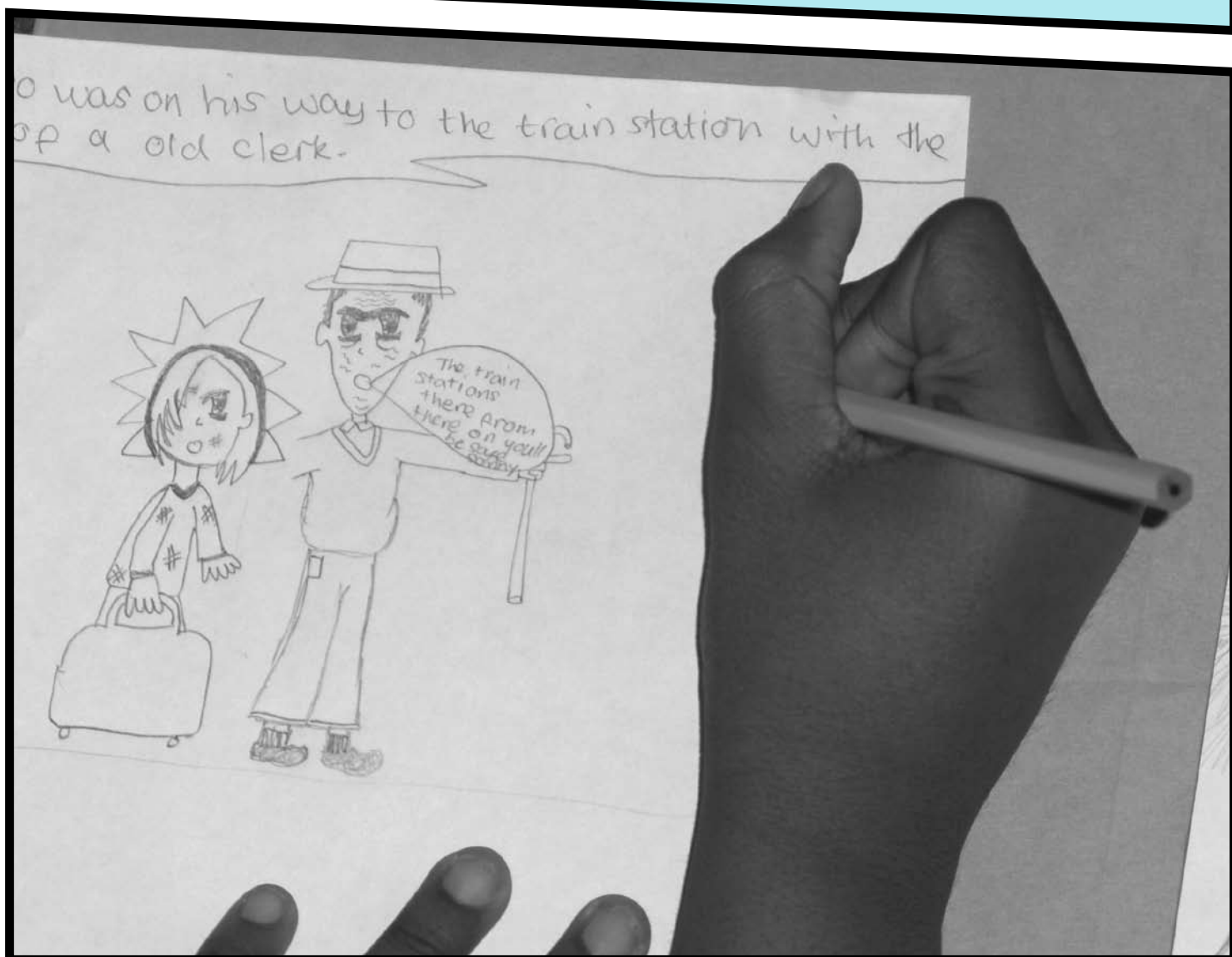
Martina (Ava-Monique) Barnett	Singing Assistant
Gavin Bedford	Admin Assistant
Sylvia Begum	Admin Assistant
Nejada Bena	Digital Arts Assistant
Ben Bennett	Senior WAC Professional Approaches to Drama Tutor, WAC Diploma Drama Technique Teacher, ARCO Junior Support Worker
Rachel Bennett	WAC Diploma Singing Tutor, Senior WAC Singing Tutor
Mo (Maureen) Blackwood	Script Writing Tutor
James Bolt	Oasis Residential Assistant
Kalan Booker-Quaintance	Oasis Residential Assistant, Wonder WAC Assistant
Maggie Bradley	Senior WAC Ground Administrator
Angie Brown	WAC Diploma Singing Masterclass Tutor
Marc Brown	Music Production Tutor, Oasis Residential Tutor
Carol Burke (Formerly Walton)	Oasis Residential Tutor, Wonder WAC Tutor
Claire Butler	Support Worker, Oasis Residential Assistant
Spencer Bygrave	Playworker
Sue Campbell-Bannerman	Oasis Residential Tutor, Assistant Leader
Makeda Carbon	Dance Assistant
Roxanne Cavaye	Vocals Assistant Summer School Assistant
Edmund Cavill	Music Technology Assistant, Summer School Assistant Vocals
Osvaldo Chacon-Guia	WAC Diploma Latin Song Tutor, WAC Diploma Cuban Song Masterclass
Danny Chilton	Volunteer
Paul Chivers	Studio Training Manager, Oasis Residential Tutor, Assistant Leader and Leader
Dwain Clarke	Oasis Assistant
Thomas Clayton	Music Tech Assistant, Music Tech Tutor, Junior and Senior WAC Comms. room Assistant



Dan Cochrane	Young Bands Night Tutor, ARCO Plus Music Production Tutor
Sylvia Cohen	Oasis Residential Tutor, Wonder WAC Tutor
Dave Collins	Video Production Tutor
Glenn Dallas	Lead Tutor - Drama, ARCO Plus Drama Tutor, T-Times Drama Tutor
Katerina Daniel-Smith	Trampoline Tutor
Snezana (aka Jana) Danilovic	Circus Skills Tutor
Kali Dass	Fantastic Planet Dance Tutor
Konni Deppe	WAC Diploma Sight Singing Skills
Sara Dhillon	Senior WAC Popular Music Tutor, WAC Diploma Theory Skills
Monica Dhinn	Senior WAC Dance Tutor
Isnardo Diaz	Video Assistant
Sophia Dick-Oyelami	Oasis Residential Assistant
Amy Ditchfield	Junior WAC Ground Administrator
Stacey Dore	Dance Assistant
Leon Dore	T-Times Assistant, Holiday Project Assistant
Carolyn Ebanks	Digital Animation Teacher
Odilia Egyiwan	Dance Assistant
O.T. Fagbenie	ARCO Plus Guest Speaker
Pippa Fairhead	Vocals Tutor
Fardowsa Farah	Right Path Tutor
Peter Fraser	Saxophone Tutor
Daniela Garcia Casilda	Mask Tutor
Nina Gebauer	Fantastic Planet Tutor, Fantastic Planet Artist and Carer
Arun Ghosh	Fantastic Planet Music Tutor
Beverley Glean	WAC Diploma Dance Masterclass Tutor
Elly Gordon	Youth Worker
Nyika Goremsandu	WAC Diploma Vocal Technique Tutor and Musician
Elaine Grant	Oasis Residential Assistant Leader and Leader
Louis Greenwood	Junior WAC Music Assistant
Nathan Greenwood	Admin Assistant
Paul Harris	Oasis Residential Leader
Shayanna Harris	Percussion Teacher
Ayesha Hart	Art Tutor, Oasis Residential Tutor, Assistant Leader
Wendy Hartley	Oasis Residential Youth Worker, Passenger Assistant, Circus School Assistant
Leon Hazlewood	Dance Master Class Teacher, Tutor
Jerome Hill	Music Tech Tutor
Nathan (Ross) Hughes	Keyboard Tutor
Victoria (Vicky) Igbokwe	WAC Diploma Street Dance Tutor
Irena Ivanova	WAC Diploma Piano Accompanist, Senior WAC Piano Accompanist
Samantha Jacobs	Oasis Residential Assistant
Jeanefer Jean-Charles	Performance Technique
Gary Jeans	Oasis Residential Assistant
La-Charne Jolly	Drama Assistant, General Assistant Dance
Vivianne Jonsson-Valenzia	Junior WAC Ballet Teacher
Thembi Jozana	ARCO Plus Guest Speaker
Anthony Kangaris	Senior WAC Studio Engineering Assistant
Katina Kangaris	Diploma Musical Director
Tamsin Martine Kayembe	Senior WAC Summer School Spoken Word Tutor
Natasha Khamjani	Junior WAC Dance Tutor Dance Technique Workshop
Talid Khan	Wonder WAC Art Tutor and Assistant
Gemma Kissun	Oasis Residential Assistant
Claire Lardner-Burke	Fantastic Planet Tutor and Designer

Terai LaTore	Drama Assistant
Ade Lawrence	Video Production Tutor, Senior WAC Studio Engineering Tutor, Mentor and Learning Support
Kevin Leo	WAC Diploma Applied Theory and Aural Skills, ARCO Plus Guest Speaker
Varon Lewis	Oasis Residential Assistant
Donna-Lee Lindo	ARCO Plus Video Assistant
Rachel Lobban	Oasis Residential Assistant
Daniele Lydon	Senior WAC Professional Approaches to Drama Tutor
Nadine MacLean	WAC Diploma Contemporary Dance Tutor, Senior WAC Contemporary Dance Tutor
Francesca Marco-Sendon	Keyboards Tutor Junior WAC Drumming Tutor, Oasis Residential Tutor
Pascal Matherson-Frederick	Junior WAC Drama Assistant
Charles Matthews	Sensory Tutor, Wonder WAC Tutor, Oasis Residential Tutor
Marie McCarthy	WAC Diploma Tutor
Camilla McCreedy-Pay	Play Worker, Oasis Residential Youth Worker, Wonder WAC Youth Worker and PA
Stephen Medlin	WAC Diploma Drama Technique Tutor
Bani Mendy	Oasis Youth Worker
Stacey Mendy	Playworker
Nelissa Mendy	Playroom Supervisor
Vineta Mitchell	Senior WAC Dance Assistant
Charles Mnene	ARCO Plus Guest Speaker
Bilal Mohammed	Playwork Assistant, Digital Arts Assistant, Oasis Residential Assistant
Chas Mollet	Oasis Residential Tutor, Wonder WAC Tutor
Emma Morgan	Wonder WAC Tutor, Oasis Residential Tutor
Cyroy Morgan	Drumming Tutor
Matthew Newton	Assistant
Isaac Ngugi	Drama Tutor
Glenn Noble (Spike Theatre)	Physical Theatre Tutor, Drama Tutor
Chinyere Nwobani	WAC Diploma First Year Show Director
Bonnie Oddie	WAC Diploma Dance Technique Tutor
Ellen O'Flaherty	Oasis Residential Tutor
Ola Onabule	WAC Diploma Soul Singing Masterclass
Kole Onile-ere	Video Production Tutor
Natasha Orson	Puppetry
Osi Osheku	Oasis Residential Assistant, Wonder WAC Assistant
Sinead Osheku	Oasis Residential Assistant
Terez Osztafi	Tutor
Ayo Oyelami	Wonder WAC Nites Leader, Drama Teacher, Oasis Residential Tutor and Leader
Natalie Parchment	Senior WAC Student Support Worker
Elizabeth Parker-Foskett	Cyber Café Facilitator
Dan Paton	Senior WAC Music Assistant
Dave Peabody	WAC Diploma Blues Song Tutor
Corin Pennington	Music Technology Tutor
Fredrick Persson	Ballet Tutor
Jonny Phillips	Senior WAC Popular Music Tutor
Shelley Portet	Admin Assistant Oasis Residential Assistant
Chris Preddie	Support Worker
Megan Purdie	Oasis Residential Assistant
Amanda Rice	Tutor
Daniel Richards	Support Worker and Assistant
Ella Ritchie	Oasis Residential Assistant Leader
Latifat Saka	Step Up Tutor, Wonder WAC Tutor, Oasis Residential Tutor
Ramona Samuels	Vocals Tutor

Fleeta Siegel	Multi media Tutor
Soraya Silarbi	Rise Phoenix Tutor
Vik Sivalingam	Senior WAC Drama Tutor
Lisa Sproat	Acrobatics Tutor, Senior WAC Physical Theatre Tutor
Robert Stephenson	WAC Diploma Drama Technique Tutor, Circus Tutor, ARCO Plus Stage Fighting Tutor
Hervelino Tete	Cartoon School Assistant, Circus School Volunteer
Abdoulaye Thiam	Senior WAC Video Tutor ARCO Extra Video Tutor
Nina Tipton	Oasis Residential Tutor
Kevin Mark Trail	WAC Diploma Aural Skills Tutor, Assistant, Music Tutor
Ashleigh Trezise	Senior WAC Jazz Dance Tutor
Isolyn (Joy) Tyndale (Mack)	WAC Diploma Jamaican and British Reggae Tutor
Arlene Vazquez	Mask Tutor
Kirsty Walker	Oasis Residential Youth Worker, Passenger Assistant, Ground Admin
Ché Walker	WAC Diploma Drama Technique Tutor, Senior WAC Drama Tutor
Dawn Walton	WAC Diploma Drama Master Class Tutor
Cleveland Watkiss	WAC Diploma Jazz Vocals Composition Master Class
Niamh Webb	Oasis Residential Tutor and Co-ordinator, Drama Tutor
Johnathan (Nico) Williams	Drama Assistant
Sam Wolfson	Sensory Assistant
Mark Wraith	Senior WAC Ballet Tutor
Jo Yeoman	Oasis Residential Tutor



# FUNDERS

Aldenham Trust  
Arts Council Of England  
BBC - Children in Need  
Camden LEA  
Camden Play Service  
Camden Summer University  
Camden Youth and Connexions Service  
Capital Radio - Help a London Child  
EQUAL Last Mile  
Friends of Hampstead Town Hall  
John Lyon's Trust  
Hedley Foundation  
Leonardo - Crossworker (European Commission - Education and Culture)  
London Borough of Camden Children, Schools and Families Directorate  
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 Development Agency  
London Youth  
Medburn Centre  
Media Box  
Neighbourhood Renewal Fund  
PAYP  
Peabody - Local Network Fund  
Socrates (Minerva) European Commission (Education & Culture)  
Surestart  
The Jack Petchey Foundation  
The Variety Club  
UK Online  
William Wates Memorial Trust  
Youth and Connexions Service  
Youth Opportunities Fund

# INDIVIDUAL DONORS

Jonathan Silver	Individual Donor
John Hartley	Individual Donor
Elorine Grant	Harper Collins Children's Books

# PARTNERS

Acland Burghley School  
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 Birmingham City Council  
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 British Institute of Learning Difficulties  
 British Red Cross  
 Burns Owen Partnership (BOP)  
 Camden Community & Police Consultative Group  
 Camden Society  
 Central London Connexions  
 Community Focus  
 Connections Communications Centre  
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 Dance UK  
 Equity UK  
 Haverstock School  
 Highgate Wood School  
 Hindleap Warren  
 Hogeschool Van Arnhem En Nijmegen  
 Hogeschool Van Arnhem en Nijmegen Han University  
 IMPACT  
 Independent Theatre Council  
 Islington NHS Speech and Language Therapy Service  
 Kolding Paedagogseminarium  
 London Youth

Media Training North West  
 Midi Music Company  
 Oslo Kommune, Rusmiddeletaten  
 Paddington Arts  
 Prevista  
 Rise Phoenix  
 Rollercoasters  
 Royal National Theatre  
 Slough Borough Council  
 Society of London Theatres  
 Somali Community Centre  
 South Camden Community School  
 Space Place  
 Spare Tyre  
 Stockholm University City University  
 Stubbers Adventure Centre  
 Talacre Action Group  
 Tavistock Clinic - NHS Trust  
 The Institute of Education, University of London  
 The Jutland Centre for Higher Education  
 The Sheffield Cultural Industries Quarter  
 Theatre Royal Stratford East  
 Training Institute Foundation Pere Tarres  
 Tribal  
 University for the Third Age  
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 Woodrow High House



New Opportunities Fund  
LOTTERY FUNDED



[www.jackpetceyfoundation.org.uk](http://www.jackpetceyfoundation.org.uk)



connexions



EUROPEAN UNION  
European Social Fund



SureStart



Leading learning and skills





# JUNIOR WAC STATISTICS

## Attendance Record (September – December 2006)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	23/09	30/09	07/10	14/10	21/10	04/11	11/11	18/11	25/11	02/12
ON ROLL	324	312	300	302	302	302	297	289	286	287
ATTEND	272	228	257	234	200	235	236	237	213	185
%	84%	73%	86%	77%	66%	78%	79%	82%	74%	64%

## Attendance Record (January – March 2007)

WEEK	1	2	3	4	5	6	7	8	9	10
DATE	13/01	20/01	27/01	03/02	10/02	17/02	03/03	10/03	17/03	24/03
ON ROLL	302	301	301	299	299	293	285	285	285	285
ATTEND	269	229	253	228	227	218	212	196	184	195
%	89%	76%	84%	76%	76%	74%	74%	69%	65%	68%

## Attendance Record (April – May 2007)

WEEK	1	2	3	4
DATE	21/04	28/04	05/05	12/05
ON ROLL	285	285	285	285
ATTEND	211	234	232	232
%	74%	82%	81%	81%



# SENIOR WAC STATISTICS

## Attendance Record (September – December 2006)

WEEK	1	2	3	4	5	6	7	8	9	10	11
DATE	24/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12
ON ROLL	235	249	249	251	251	251	194	186	186	177	177
ATTEND	156	190	199	194	192	201	151	146	151	138	151
%	66%	76%	80%	77%	76%	80%	78%	78%	81%	78%	85%

## Attendance Record (January – April 2007)

WEEK	1	2	3	4	5	6	7	8	9	10	11
DATE	14/01	21/01	28/01	04/02	11/02	18/02	25/02	04/03	11/03	18/03	25/03
ON ROLL	172	296	163	163	156	156	156	156	156	156	156
ATTEND	132	264	132	132	139	129	124	120	116	128	124
%	77%	89%	81%	81%	89%	83%	79%	77%	74%	82%	79%



# INTERCHANGE TRUST

## STAFF AND TRUSTEES LIST

### CENTRE TEAM

Donald Fowler	Caretaker
David Foy	Caretaker
Sue Gresley	Reception and Events Assistant
Shafiqul Islam	Caretaker
Kirsty Javedan	Duty Manager
Fergus Justice-Mills	Joint Chief Executive and Operations Director
Annette Loose	Reception and Events Assistant
Lucy Lupai	Duty Manager
Phyllis McIntyre	Reception and Events Assistant
John Murray	Caretaker
Ultan Nelson	Caretaker
Lorna O'Leary	Events Manager
Dela Nuworgah	Reception and Events Assistant
Alix Poscharsky	Reception and Events Assistant
Sharon Sober	Reception and Events Assistant

### CHIEF EXECUTIVES OFFICE

Alan Tomkins	Chief Executive (retired April 2007)
Peter Portway	Administration and Marketing
Sue Wilby	Acting Chief Executive (December 2006 – March 2007)

## COPYART

Carolyn Albuquerque	IT Support
Imam Anshory	IT Support (until March 2007)
Tobi Forsdyke	IT Support
Vicki Lynch	Volunteer

## FINANCE

Mary Carmody	Finance Officer
Rosemary Sewali	Finance Officer
Ken Shoults	Joint Chief Executive and Financial Controller
Rita Shukla	Senior Finance Officer

## LEGAL ADVISORY SERVICE

Julie Bann	Legal Advisor – National Developments
Tracey Blazdell	Solicitor – part-time (until February 2007)
Roger Bronkhurst	Principal Legal Advisor
Teressa Harrison	Solicitor – part-time (until June 2007)
Maxine Howard	Legal Administrator
Peter Korn	Head of Legal Department

## TRAINING

Lee Stewart	Administrator
Karen Tidsall	Head of Training

## TRUSTEES

Winifred Adeyemi	Trustee (from June 2007)
Mandy Berry	Trustee
Peter Davey	Trustee (from June 2007)
Brian Fagan	Trustee
Richard Gibson	Trustee
Russell Gilderson	Deputy Chair
Bob Harris	Trustee (until June 2007)
Peter Kysel	Trustee (from June 2007)
Sue Timothy	Trustee
Susan Triesman	Trustee
Janet Wallace	Chair
Sue Wilby	Trustee (from June 2007)



# ENTRANCE

## OTHER INTERCHANGE DEPARTMENTS

### COPYART

The Copyart Service is a part of the UK Online Centre and provides a range of Graphic design, media and IT support and planning services for charitable organisations.

Prices can be based hourly, daily or by project. Get in touch for a quote.

**We can provide help and advice on a range of IT and networking issues such as:**

- Purchasing advice
- Networking support
- Wireless setup
- Security planning
- Antivirus support and advice
- Server management

**We provide a high quality design and media support service in a range of areas such as:**

- Logo design
- Web design and maintenance
- Print design (leaflets, annual reports, business cards etc.)
- Image scanning
- Photo retouching/Image editing
- Illustrating
- Animation
- Video editing
- DVD authoring/creating
- CD copying

Email [copyart@interchange.org.uk](mailto:copyart@interchange.org.uk) for more information or call 020 7692 5817. [www.interchange.org.uk/copyart](http://www.interchange.org.uk/copyart)

## LEGAL ADVISORY SERVICE

Interchange Legal Advisory Service has over twenty years' experience of providing legal advice to charities and voluntary sector organisations.

### The main areas they work in are:

- Charity registration
- Setting up companies
- Drawing up constitutions
- Employment issues
- Property issues
- Service level agreements
- Dispute resolution.

They also offer training on legal issues affecting the voluntary sector and a 'health audit' on your organisation's internal procedures, employment contracts etc. The initial consultation is free, with no obligation to come back for further, paid advice. Follow-up advice is charged at highly subsidised rates (particularly for small organization).

Email [legal@interchange.org.uk](mailto:legal@interchange.org.uk) for more information or call **020 7692 5860**. [www.interchange.org.uk/training](http://www.interchange.org.uk/training)

## TRAINING AND DEVELOPMENT SERVICE

Interchange Training and Development has a twenty year track record of providing training and development to the public, 'not-for-profit' community and voluntary sectors.

They offer a strong team of experienced trainers and facilitators. Their work spans a wide range of areas including: management and leadership effectiveness; all forms of communications and coaching; human resources, accountancy, law, diversity and equal opportunities, organizational development, health and safety and IT.

Last year over 1,200 people attended Interchange courses and 98% said that they felt more confident and motivated as a result. The workshops are highly participative, interactive and informative.

Email [training@interchange.org.uk](mailto:training@interchange.org.uk) for more information or call **020 7692 5866**. [www.interchange.org.uk/legal](http://www.interchange.org.uk/legal)

## INTERCHANGE STUDIOS AT HAMPSTEAD OLD TOWN HALL

Interchange Studios at Hampstead Old Town Hall has a wide range of rooms for hire suitable for meetings, conferences, functions, parties, weddings, sales and theatre performances. Our Main Hall can hold up to 250 people seated for lecture style events, whilst our other rooms are suitable for a diverse number of smaller functions, (including young children's birthday parties), meetings, dance and theatre rehearsals or exercise classes. In addition we have two well equipped purpose built dance studios, music and practice rooms, perfect for vocal, drama and musical auditions, master classes or rehearsals.

Email [bookings@interchange.org.uk](mailto:bookings@interchange.org.uk) for more information or call **020 7692 5800**. [www.interchange.org.uk](http://www.interchange.org.uk)

InterChange Studios is a social enterprise charity which provides community services through departments; WAC Performing Arts and Media College, InterChange Legal Advisory Service, InterChange Financial Advisory Service, InterChange Training, The Camden Team running conference functions and rehearsal studios, Copyart Design / IT Team and Family Services Department.

Access these services by visiting our website at:

[www.interchange.org.uk](http://www.interchange.org.uk)

or alternatively telephone our main reception on:

020 7692 5800

We would like to thank the Friends of Hampstead Town Hall for sponsoring this report.

Designed by Copyart.

Printed at 4-Print.



WAC Performing Arts and Media College is a constituent part of Interchange Trust, Registered Charity No. 267043, and a Company Limited by guarantee No. 1158819 (registered in England and Wales)

"DANCE HAS PUSHED ME CREATIVELY. I HAD TO COME OUT OF MY COMFORT ZONE. I'VE ENJOYED EVERY DROP OF MY TIME AT WAC."

"I FEEL I HAVE GAINED A LOT FROM DRAMA. I HAVE GAINED MORE CONFIDENCE AND KNOWLEDGE ABOUT READING SCRIPTS AND EVALUATION. THE SKILLS I HAVE GAINED NOT ONLY HELP ME IN TERMS OF DRAMA BUT ALSO IN MY EVERYDAY LIFE."

"I THINK I HAVE PERHAPS ENJOYED THIS YEAR THE MOST IN RECENT YEARS OF WAC. I THINK THIS IS A COMBINATION OF TEACHING, MY FELLOW STUDENTS AND ALL THAT I HAVE LEARNED."

"I HAVE THOROUGHLY ENJOYED MY TIME SPENT AT WAC. OVER THE PAST 2 YEARS I HAVE DEVELOPED MANY MORE SKILLS IN MY SINGING. I AM HIGHLY PROUD TO BE A PART OF THE WAC TEAM AND I HOPE TO CONTINUE TO EXCEL AS A SINGER AND PERFORMER. MANY THANKS TO WAC AND I LOOK FORWARD TO ATTENDING MY 3RD YEAR AT WAC NEXT YEAR."

"THE CLASSES WERE GREAT! I HAD A NICE EXPERIENCE LEARNING THE PRODUCTION PROCESSES, FROM HOW TO INSTALL THE CAMERA, LIGHTS AND SOUND TO EDITING. RELAXED ATMOSPHERE, FUN AND HARD WORK... SO I WILL DEFINITELY COME BACK IN SEPTEMBER! SEE YOU SOON!"

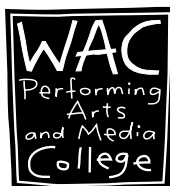


## WAC PERFORMING ARTS & MEDIA COLLEGE

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Web: [www.wac.co.uk](http://www.wac.co.uk)



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