

Make the Leap...



Introduction

Welcome to the ninth issue of 'Make the Leap', the Ada Lovelace School magazine. For this issue pupils reflect how they have 'made the leap' during the term, both in and outside the classroom.

The school magazine is curated by Ms Sullivan, Head of Art, and features several submissions from pupils who attend the new Magazine Club at school, as well as other pupil and staff contributions.



Somerset House visit

Year 9 and Year 10 were given the exciting opportunity to visit Somerset House to celebrate Ada Lovelace's contribution to Art and Science. Students attended a workshop which explored emerging trends in artificial intelligence and participated in thought-provoking discussions about computer vision technology and the forensics of online imagery. Attending the workshop were the artists who created the new bronze statue of Ada Lovelace, situated in Westminster. They talked through the concept of their sculpture and the iconic Ada Lovelace punch cards that accompany it.

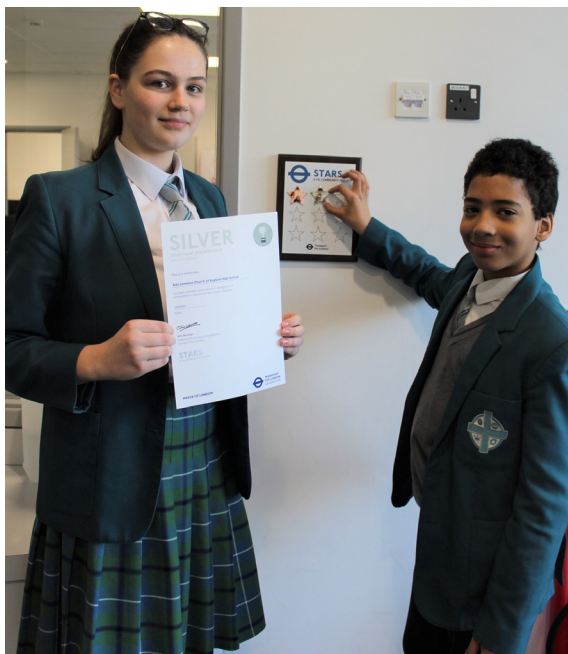
Students also heard from an assistant professor in Mathematics at The University of Warwick and Turing fellow, Marya Bazzi, who discussed her interest in developing models and algorithms to extract information from time-dependent data sets. Our students represented the Ada Lovelace school community proudly and I was so impressed with the complex and inspiring conversations they got involved with.



TFL Stars

Ada Lovelace was thrilled to learn that our school was nominated by Ealing council School Travel Team for Tfl STARS Top Schools Awards thanks to all the work we do for active, responsible and safe travel. The judges were very impressed with our work even though we weren't chosen as a regional winner on this occasion.

The nomination was for our School Travel Champion member of staff, Ms Rodgers, as well as our STARS Ambassadors who delivered a range of safe and sustainable travel activities during the last academic year to engage their peers.



Activities included bikers breakfasts, the golden lock and an Active Travel week where the Ambassadors encouraged fellow students to walk to school or 'Drop a Stop' or 'Park and Stride' if they lived further away.

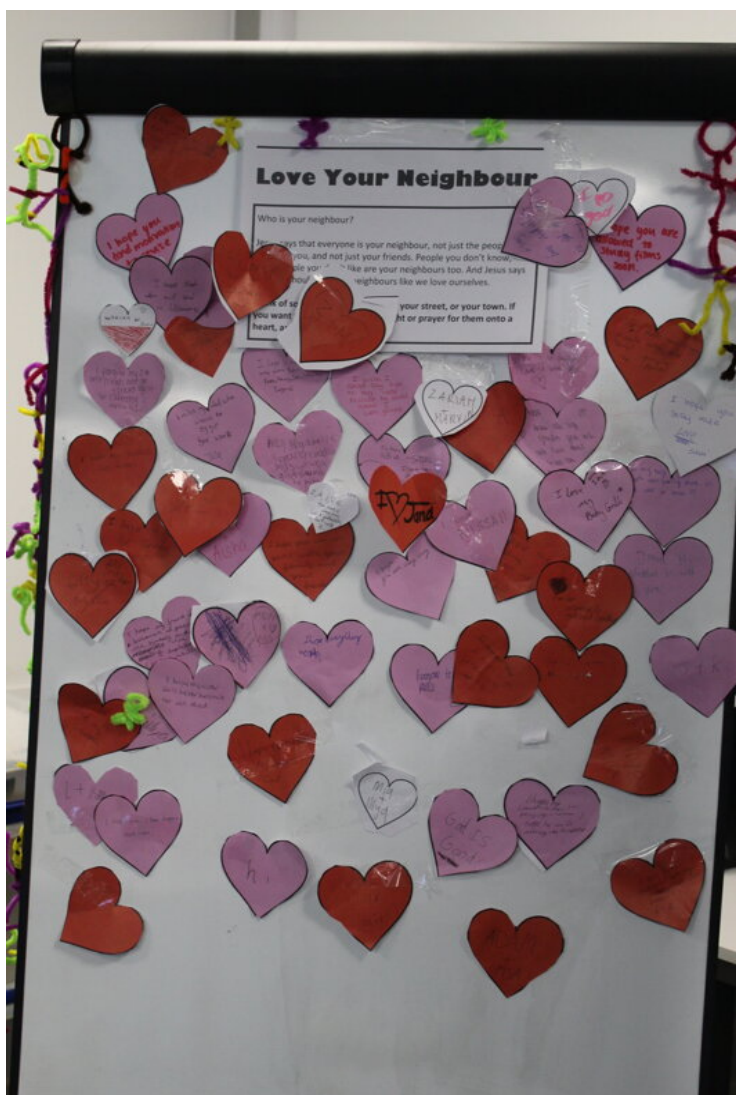
The Ambassadors have also given a number of engaging assemblies covering interesting topics such as Road Safety and the health and environmental benefits of active travel. They have left a great legacy for the current group of Ambassadors who have continued this important work since September.

Lent Labyrinth

The Lent Labyrinth is an annual creative prayer and reflection installation. Each year interactive activities are set up in one space on the school site, this year in the LRC, where students can participate to help them to reflect on and, if they choose to, pray about a particular theme – this year's Lent Labyrinth theme was forgiveness and reconciliation. As a school we hugely value individual and collective reflection, and challenging ourselves and one another to consider how we can have a positive impact upon those around us.

All year 7 students had an opportunity to visit the Lent Labyrinth during one period on Wednesday 1st March. Father David then showed them how they could participate in the different activities to help them to explore the theme of forgiveness and reconciliation together in the time of Lent, the Christian period of reflection leading up to the festival of Easter. As is always the case, this year's year 7 students had a brilliant time and found great enjoyment and comfort in the opportunity to creatively participate. Please do have a look at the photos to see some of the wonderful things they created during their time there.

A particular thank you to Father David, the Trust chaplain, for all his work in organising, setting up and leading the Lent Labyrinth at Ada this year.



Romeo & Juliet - School production by Ms Pennell

"But, soft, what light through yonder window breaks?
It is the east, and Juliet is the sun."
(Romeo, Act 2 Scene 1)

This year's school production told Shakespeare's classic tale of romance and tragedy – Romeo and Juliet. Students from Year 7 to 10 began rehearsing in September to create an amazing show. At the start of rehearsals, the cast was surprised to be thrown into a stage combat workshop to develop the opening fight scene between the rival Montague and Capulet gangs. They soon realised this was not a traditional Shakespearean production. The long rehearsal period resulted in a modern dress production with a soundtrack of indie classics.

The audience were captivated by wonderful performance from all of the cast with particular mention to Juliet (Nelly) and Romeo (James) who brought these tragic teenagers to life. The audience were also moved by the pointless deaths of Mercutio (Hannah) and Tybalt (Tom). This was truly a memorable show for all.



Reflection by Hannah (Year 10)

Getting a bunch of high school teenagers to put on a fully Shakespearean version of one of the bard's greatest tragedies is a feat that many theatre directors would tremble at the thought of. *Romeo and Juliet* is a complex, emotional play, full of lengthy monologues and confusing wordplay, soliloquies stuffed full of metaphors upon metaphors and a fair share of Jacobean cultural references. Often, whilst reading the script, I would come across a line and just think to myself "what on earth does that even mean?" Shakespearean can often sound like complete gibberish to our modern ears, and I have to admit that even now I don't truly know the difference between "thou", "thee" and "thy". What I do know, however, is how much of an amazing experience putting on *Romeo and Juliet* was.

From the first rehearsal, where we got straight into the thick of it through learning how to effectively perform stage combat, to the final dress runs, this production was an emotional high, to say the least. Mix an incredibly determined director and a close-knit cast who genuinely enjoy spending a lot of time with one another, and your show is bound to be a success. *Romeo & Juliet* was no exception. Thanks to the outstanding willpower of Ms Pennell, Mrs Pilcher, Mr Ashcroft and Miss Howarth, the 1 hour and 15 minute rehearsals every Tuesday and Wednesday since October created a fully fledged, 2 night show. It was amazing to see the whole thing slowly come together, and it really felt like we had properly made something special, built something from nothing. That is always a magical feeling.

I played Mercutio, a rare character in the play, not actually being from either the Montagues nor the Capulets. He is a friend of Romeo's, however, and actually ends up dying in his name, after Tybalt of the Capulets challenges Romeo to a deadly duel, which the son of Montague repeatedly declines. Mercutio was an incredibly fun character to portray, to say the least. His flirtatious and outspoken nature is incredibly different to my usual personality, so I always felt like a completely new person whenever I stood up on stage. Mercutio is your classic attention seeker, and even though he is featured in only 4 scenes of the play, he has the 6th most lines, totalling 2108 words. He certainly loves to talk, and I spent many days during Easter memorising the extensive lines of this provocative character. His famous Queen Mab speech, Mercutio's descent into madness as he lambasts society through the elaborate story of a fairy queen, is one of the best in Shakespeare, and I thoroughly enjoyed it (even if it was a pain to learn. Mercutio is one of my favourite characters in all of Shakespeare's plays, and is known to be a fun and fantastic part to portray, so I am thoroughly grateful for receiving the chance to play him. It was very emotionally freeing, to just become completely extravagant. Who doesn't love to be a drama queen?

After the production ended, I remember thinking to myself "what will I do now?" *Romeo & Juliet* had become such an integral part of mine and the casts' school week, it is incredibly strange without it. Although I cannot take part in the school musical next year, being in year 10, I am looking forward to it incredibly. But for now, in the words of Romeo: "Farewell, farewell."

Reflection by Nelly (Year 9)

I highly enjoyed spending time on Romeo and Juliet, and I will look back on this production with fond memories. This was my first big production, so there were lots of things that were new to me. One of the newest things was how much time was spent on rehearsing and preparing for the show (from November to our show at the end of May!).

Overall, it really paid off as we had a wonderful show. Especially in the last week of rehearsing, everything came together splendidly. It's thrilling seeing the lights go up and being in costume with an audience awaiting your performance. It's truly an adrenaline rush knowing that something you've been preparing for goes well and it's so rewarding too. If you love the spotlight or simply love to act, there's no harm in auditioning for the production next year which will be a musical, so it's time to get ready to sing your heart out!

Reflection by Amy (Year 9)

Doing Romeo and Juliet was an amazing but admittedly stressful experience. Most of us hadn't done a show in Shakespearean English before so dealing with a vastly different system of grammar and speaking was tricky. When we first started out I didn't know what half the script meant, let alone how to say it! I honestly didn't expect us all to do as well as we did with it!

Doing this play also meant we got to interact and talk with people we wouldn't normally. That was fun and let us all make some new friends. Overall, it was an awesome time and I'd definitely recommend anyone who's interested in performing to try out next year. I've been congratulated many, many times, it's an achievement to be proud of. I'm sure that everybody who watched the play really enjoyed it, I sure did but, it's kind of obvious since I'm writing about how good it was. I can't wait for next year when the next play (or musical) is announced and I'm sure, since this play's success, there will be loads of new people auditioning next year.'



English Department by Ms Gould

Book Buzz!

In English this half term, every Yr 7 has been issued with a reading book to take home with them. The books have been carefully selected to be challenging, engaging texts that will inspire an enthusiasm for reading for pleasure among Yr 7. After half term, students will have the opportunity to swap books with another student so they can immerse themselves in another great story.

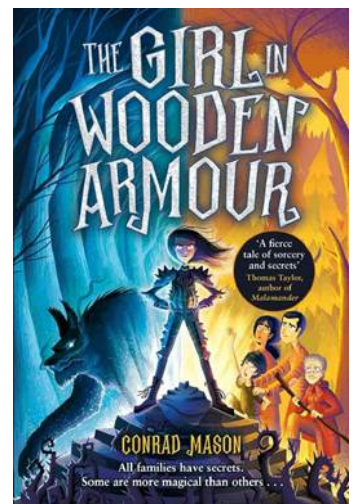
At the end of this year, students will be preparing presentations about the books they have read to share with their classmates. We hope this project reignites a love of reading for pleasure among our Yr 7s; it is an activity with countless benefits for mental and emotional wellbeing, as well as vocabulary acquisition.

See below for a peek at some of the books we have been sent!

The Girl in the Wooden Armour

Hattie knows her grandmother Dee is quite eccentric. But even after receiving a cryptic note from her, asking the family to visit, when Hattie arrives in the town of Brokewood, the last thing she expects to discover is a magical legacy she knew nothing about, and that Brokewood shares an other worldly border with a nightmare world called the Un Forest.

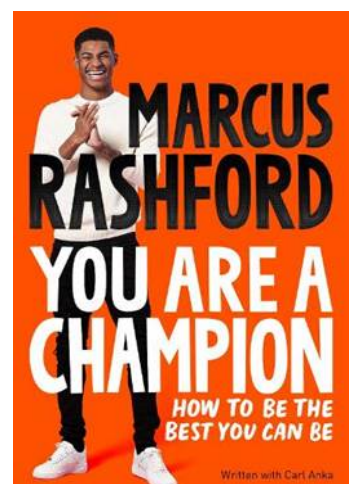
A deadly creature has slipped through from the Un Forest and stolen Dee away. It's searching for something and soon Hattie will become its target. But all this monster and magic stuff is new to Hattie, and she's got a bunch of other things to deal with too, like her mum's death, and her dad's surprise new girlfriend turning up 'to get to know her'.



You are a Champion

Marcus Rashford is arguably England's best-loved footballer; not only for his amazing talent on the pitch, but also for his tireless activism fighting for the rights of children in the UK to receive free school meals over lockdown – which led to a government policy U-turn.

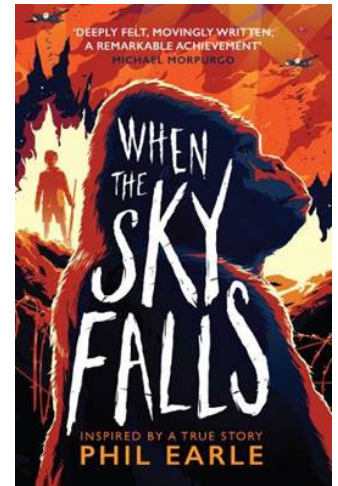
In this gentle and encouraging book, co-written by journalist Carl Anka, Marcus assures young fans that anything is possible with hard work, good friends, and a positive attitude. He talks candidly about growing up in awe of his football-mad brother in Manchester, struggling at school and the life lessons he learned from his Nanna; as well as what he learned on his incredible journey from playing after-school football to becoming one of the star players on the England team and a role model for millions of children everywhere.



When the Sky Falls

It's 1941 during the Second World War. While everyone else seems to be evacuated to the countryside, 12-year-old Joseph is sent from rural Yorkshire to stay with his gran's friend, Mrs F, in the city. She's a gruff, unfriendly woman and he's an angry boy who kicks out at everything and feels totally abandoned.

Now Joseph also finds himself in the centre of the Blitz, where bombs rain down every night. The only thing Mrs F cares about is the rundown zoo that she owns, and particularly a huge silverback gorilla called Adonis. Adonis and Joseph at first seem to take an immediate dislike to each other but over the course of the story, their bonds deepen to a remarkable relationship. Joseph has other battles with school, in particular bullying and his serious troubles with reading. Like so many children of his generation, his dyslexia is not recognised or understood.



Gardening Club by Daniel (Year 7)

Personally I really enjoy gardening club because you can make friends there and there is so much to do. You can also grow things like carrots and beans and you can also grow flowers and watch them grow over the years. There is so much fun to have and enjoy your Monday evening.



Country character designs by Mr Nicolas (Year 10)



MFL Department by Ms Lyon and Ms Wells

German Exchange

We started this term with our first German exchange, hosting students from our partner school in Bavaria. Visiting students explored the sights in London, but more importantly spent the week experiencing a typical week in the life of a UK teenager, including a day at school. Host and visiting students spent the weekend together, worked on a joint project, and celebrated the week with a joint meal. Ada students also enjoyed their return trip to Germany at the beginning of the Summer Term.



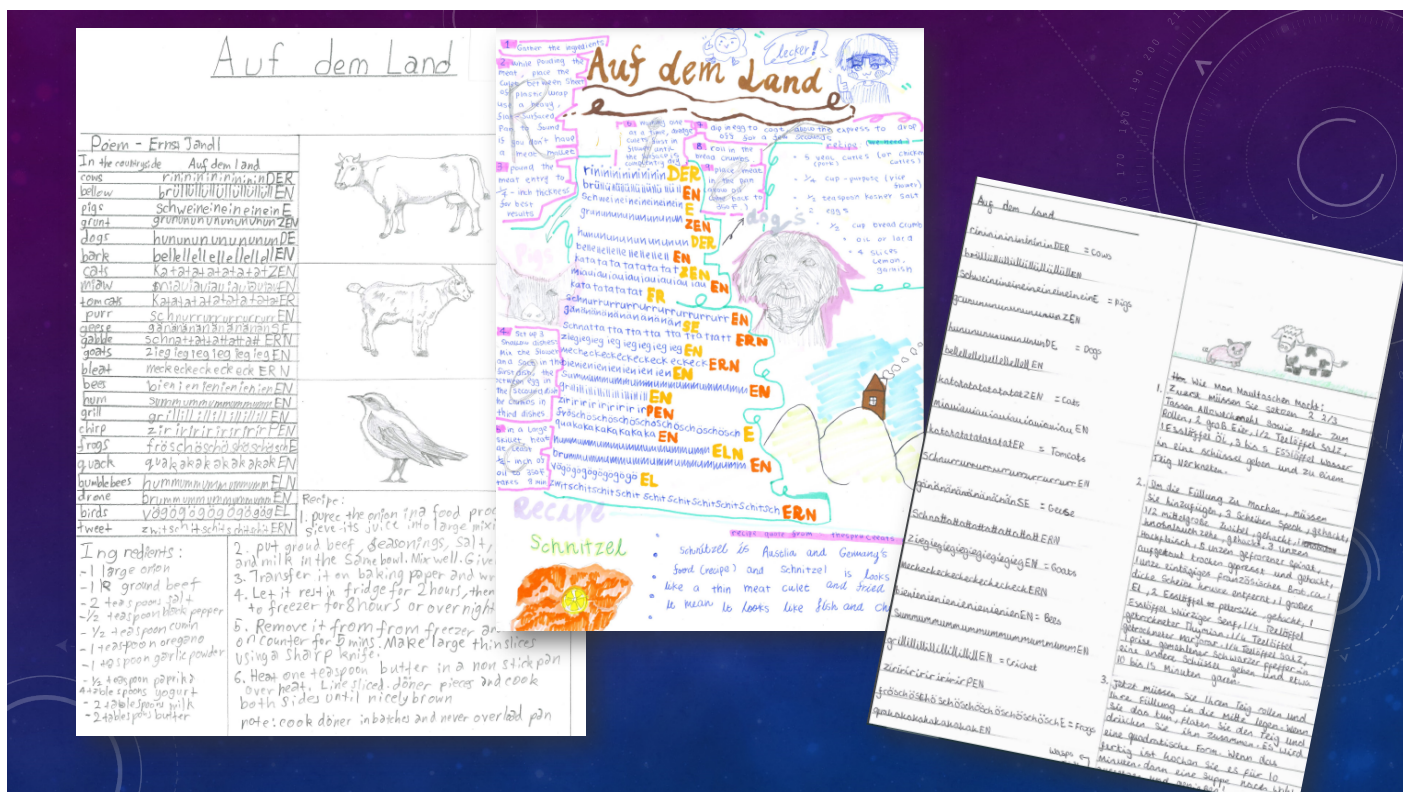
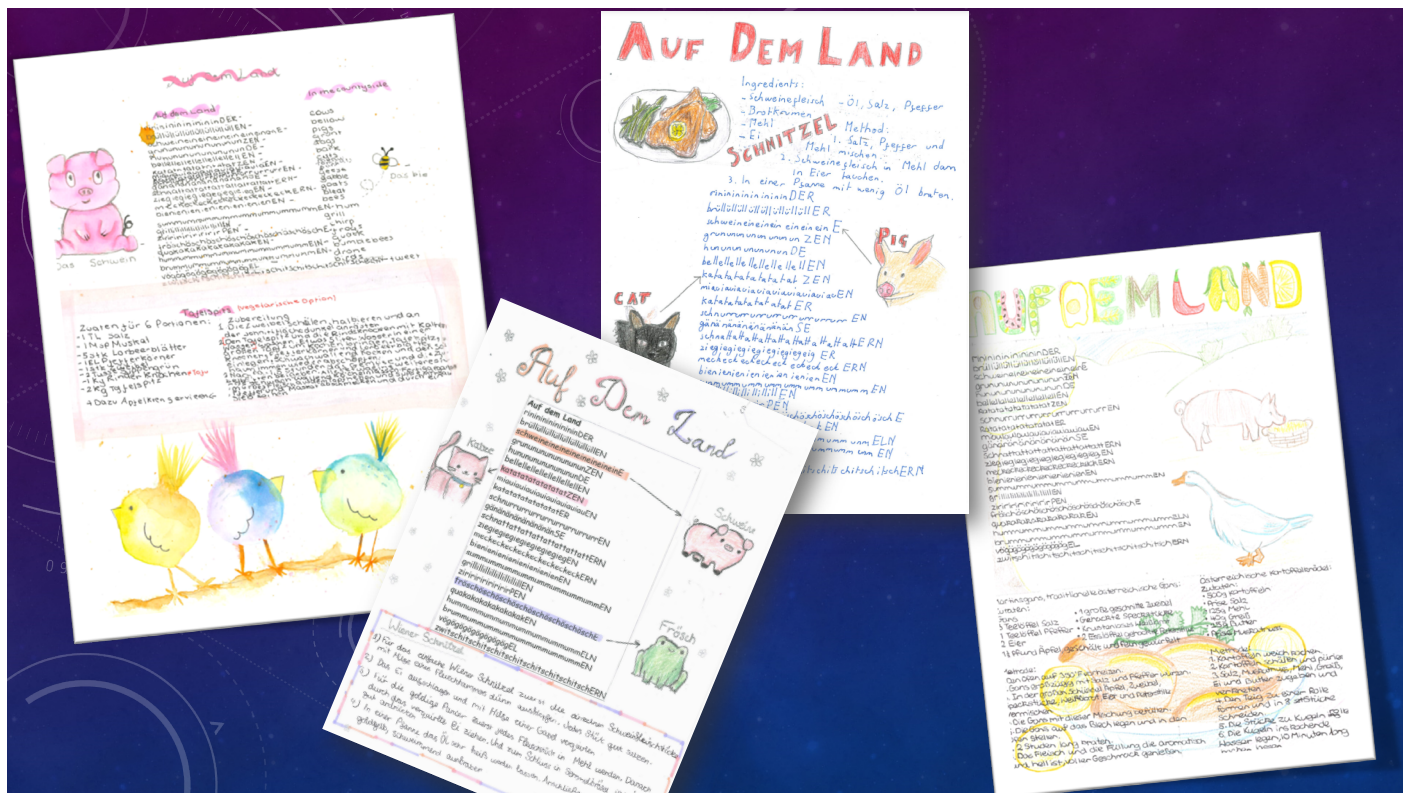
German Play

Ada Lovelace hosted both William Perkin and Twyford for the German play. This was a chance for all Year 8 students to hear authentic language as the play was performed completely in German. The French students didn't miss out either. Year 9 French students travelled to WP to watch a French play called "La Maison Hantée", all about two friends who spent the night in a haunted house.



German Olympiad by Ms Thellusson

Year 7-9 students competed in the German Oxford Olympiad Competition. They decoded and translated a challenging poem in German, before creating posters which required them to test their artistic and culinary skills! Congratulations to everyone for their fantastic designs.



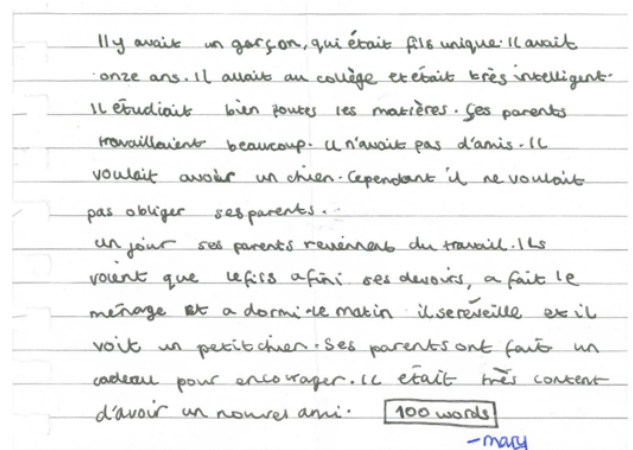
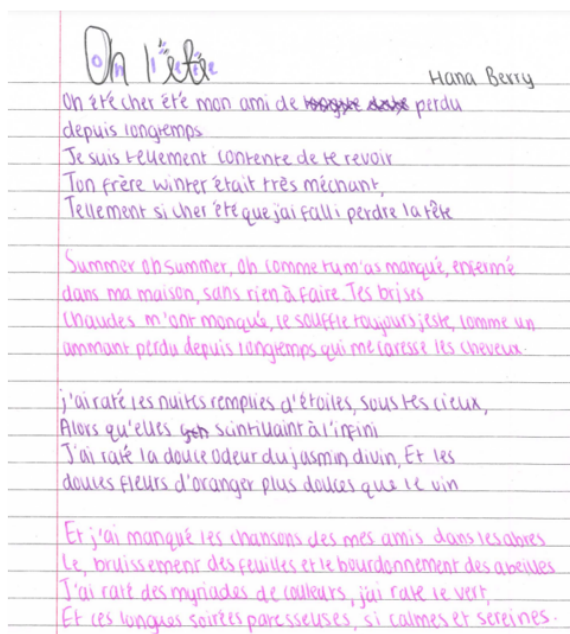
German Olympiad Winners!

Congratulations to the winners in each year group: Gabriella in Year 7, Emilia in Year 8 and Kira in Year 9.



French Flash Fiction

Year 8 and 9 students took part in the French Oxford Flash Fiction competition where they wrote a short story in French. Well done to our school winners, Hana in Year 9 and Mary and Nina in Year 8, who not only demonstrated their creative writing skills, but did so in another language!



Computing Department by Mrs Young

The Spring term was busy again for the Computing department.

KS3:

For the **Year 7** extended elective for the first half of the Spring term, students carried on completing more advanced programming using the Python Turtle. Students enjoyed using the Turtle to learn about the basic building blocks of programming in a textual language. For the second half of the Spring term students created webpages by using HTML.



Away from the extended electives, four **Year 8** girls took part in the tough cybersecurity challenge run by the National Cyber Security Centre (NCSC), which is part GCHQ. The aim of the competition was to inspire girls aged 12 and 13 to pursue their interest in technology and take up a career in cybersecurity, where women make up just 22% of the workforce.

This year's contest, which was entered by over 8,700 girls from across the UK, saw students tackle challenges covering topics from cryptography and logic to artificial intelligence and networking in the initial qualifying round.

We were very fortunate to have our Ada Lovelace team go through the final due to their resilience, teamwork, and commitment to trying something new. Ada Lovelace was amongst the 130 schools that made it to the final, which took place on the 4th February at Head office of Deloitte, in the City of London.



Our finalist were: Malika 8C,
Isobel 8O, Emilia 8A, Olivia 8L.

The four girls demonstrated
outstanding commitment, and
we are in the process of
recruiting a new team of
superstars for next year's
competition.

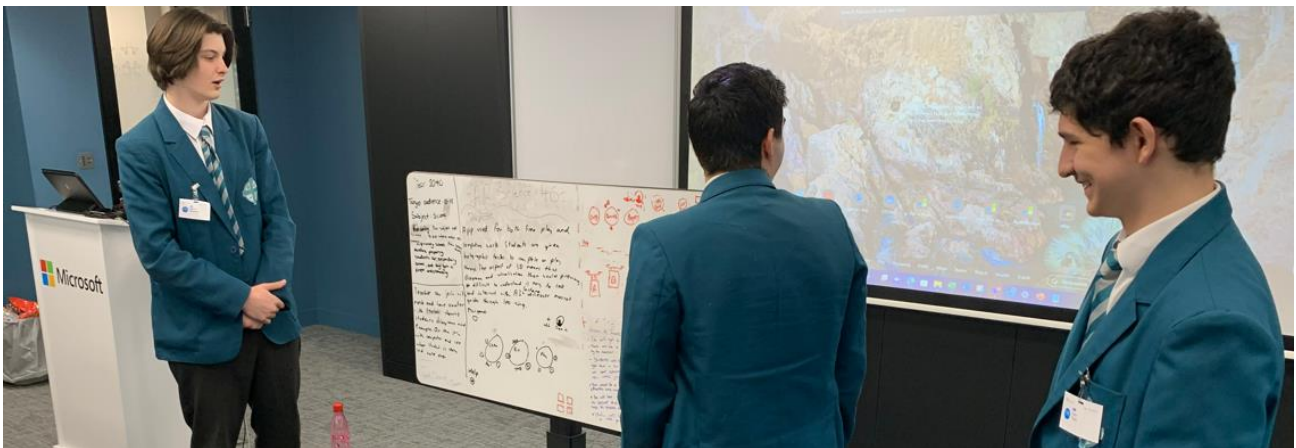
Please speak to Mrs Young if
you are in Year 7 and want to
participate next year.



KS4:

Year 10 Computer Science students were given the exciting opportunity to visit the Microsoft Experience Centre in Oxford Circus on the 9th March. The day involved a tour of the impressive facility and learning about the new technology Microsoft have on offer.

The students ended the day completing a Dragon's Den style presentation to show off their idea of an Educational Virtual Reality application. Jad, Daniel and Sam's group were joint winners so had a go on Microsoft's VR headset which was very impressive.



Year 10 students were given a fantastic opportunity to attend an afternoon workshop led by volunteers from IBM on the 22nd March.



They learnt about working in a professional setting and understanding how to stand out from the crowd when applying for jobs and writing their CVs.



Year 10 were also given access to IBM's impressive self-guided learning platform: Skills Build. Students will be encouraged to complete a number of specific badges between now and the summer term which they can write about on their CVs, and help them demonstrate a wider commitment to their studies.



Finally, throughout the Spring Term each **Year 11** form class have been given the great opportunity of visiting IBM's London HQ in Central London.

The new office boasted a huge number of impressive displays showing the students what a modern tech company works on in the day to day. This included:

An AI powered Yacht which travelled the globe collecting vast amounts of vital data concerning climate change.



A Boston Dynamics robotic dog which was trained to detect early signs of electrical failures and prevent potentially catastrophic fires.



A mock up of a cutting edge Quantum Computer which IBM uses to solve complex real-world problems.



The trip ended with the students taking part in a very useful practice assessment centre exercise where they gained a vital understanding of how they would be successful hunting for a job in a tech company.

PE Lessons and Extended Electives by Johnny (Year 9)

YEAR 7

Firstly, the Year 7 Girls Football team have finished the season in first place in the Inter-Trust Football tournament through beating Twyford on penalties as well as beating all other Trust schools to secure the achievement!

In addition, for Year 7 the Boys Rugby has also been a success for with the team placing 1st at the Inter-Trust tournament as well as representing their school during a weekend trust competition at Ealing Trail finders' ground.

Finishing off with year 7, the year has also excelled individually with Pheovos who competed in the English Tae Kwando Championship placing 2nd in sparing!

YEAR 8

Onto Year 8 who managed an exasperating win in the borough finals against Ealing Fields, putting in a great performance allowing them to control most of the game through co-ordinated passing retention of the ball and the ability to play up the wings of the pitch. Two outstanding free kicks from Shunya enabled the Ada team to be 2-0 up before half time, unfortunately Ealing Fields managed to place two goals at the back of the net. Despite that, the Year 8 boys had the resilience to score twice again. Finishing the score at a comfortable 4-2 victory. The final scorers being Shunya with 2 goals and Ismael and Matteo scoring 1 each individually.

Onto the Year 8 girls with Netball league coming to an end this term with the Ada girls winning convincingly against Greenford and Villiers. The girls also competed in a borough Netball tournament showing great teamwork and resilience – especially due to team illness. The Year 8 Girls have also shown excellent teamwork in football by completing league matches against Cardinal Wiseman and beating Twyford on penalties as well as placing 3rd in the inter-trust tournament.



YEAR 9

The Year 9 Netball league has come to an end this term with the Ada Girls winning against Greenford, Villiers and Twyford finishing 3rd in the league above Ealing Fields and Twyford! Additionally, the Girls placed 3rd in the borough Netball tournament, narrowly missing out on 2nd place.

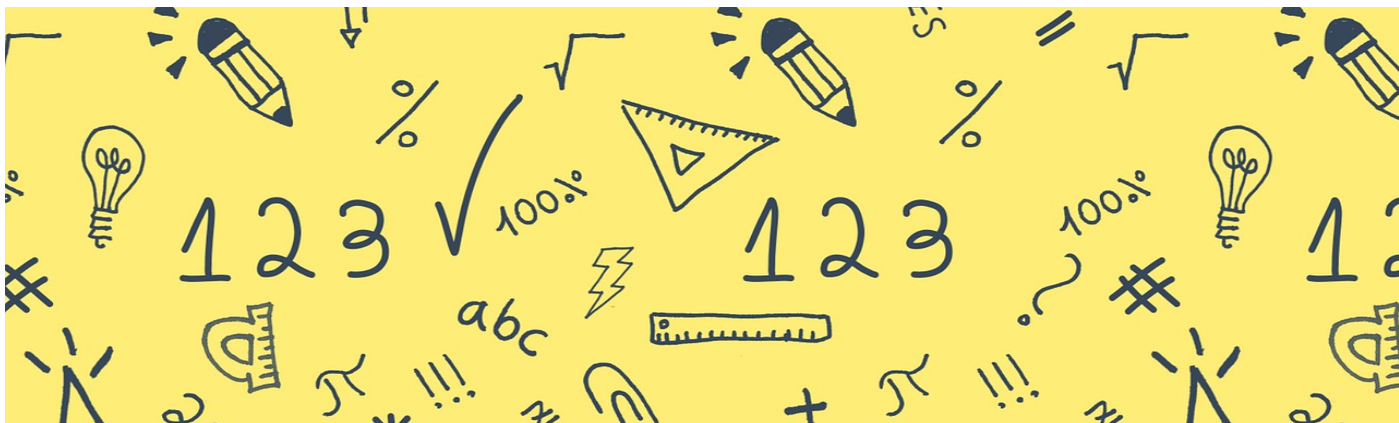
For the year 9 football The Y9 Girls Football league has come to an end with the team showing excellent teamwork completing league matches against Cardinal Wiseman and beating Twyford on penalties. The Boys Football team have also finished their season this term showing great progression in their teamwork and communication, completing matches against Brentside and Ealing Fields.

YEAR 10

The Year 10 girls Netball league has come to an end this term with the Ada Girls completing matches against Greenford, Elthorne Park and Brentside finishing 3rd in the league.

In terms of football the teams have also finished their season this term showing excellent teamwork and determination when completing matches against Ealing Fields and Twyford. Additionally, the Year 10s have also completed their Duke of Edinburgh training weekend this term in preparation for their assessed expedition in July! We look forward to seeing what our Year 10 teams can do in the summer term.

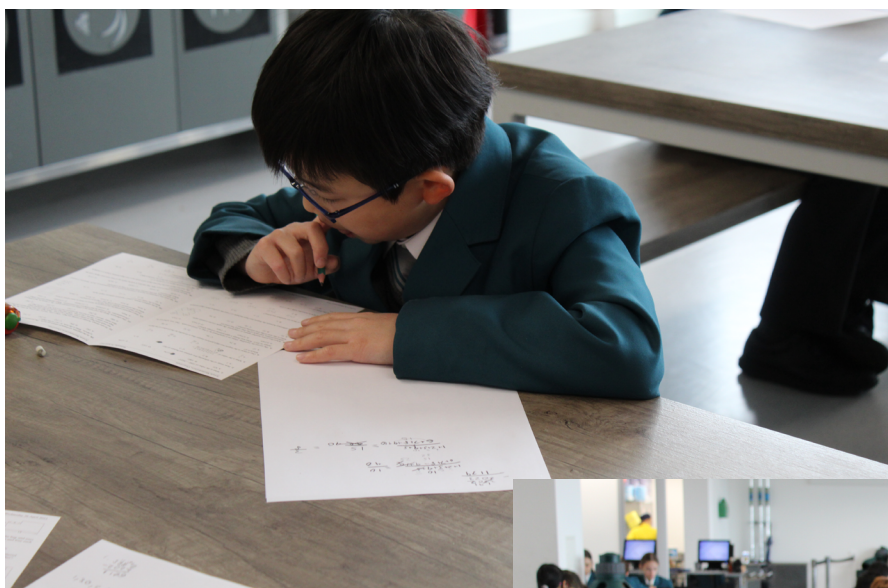




Maths Department by Ms Cumming

We had 147 pupils in Year 7 and Year 8 taking part in the Junior UK Maths Challenge on Wednesday 26th April. The challenge encourages mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems.

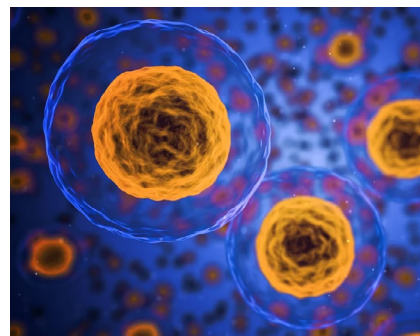
The problems on the Junior Mathematical Challenge are designed to make students think deeply about what they learn in lessons. The top-scoring 50% of participants nationally are awarded a Bronze, Silver and Gold certificate. Students that are 'Best in Year' or 'Best in School' will also receive a badge to denote this on their certificates. We are looking forward to seeing some great results!



Science Department by Daniel (Year 10)

These past terms, the science department have organised an incredible variety of activities and speakers, all at the top of their field, from many different areas of advanced science for students to attend and interact with.

Meet the Researcher



So far, we have met Kosuke, a PhD student in Earth Science and Engineering from Imperial College London who discussed interesting applications in how they can be used in the settlements of Mars and the Moon. We have also met with Jacob, a PhD student in Natural Sciences for Chemistry from Imperial College London. He discussed the advanced (and quite confusing! concept of molecular editing, where certain molecules can be shaped and formed into other molecules which can be useful in applications in medicine and pharmaceuticals. We also met with Leah Charlotte Redmond, a PhD student in Bioengineering from Imperial College London who talked about her research in Pluripotent Stem Cells and how they can be applied in regenerative medicine. All the speakers who kindly gave their time up to come into school and speak with us gave students a good picture of what academic journey they took to become a PhD student in Imperial College London as well as providing us with an idea of what we would be researching if we chose to take the route they did.

Rat Dissection

The second time Leah Charlotte Redmond visited was for the rat dissection! This was an exclusive (and gory opportunity for those who had been regularly attending the 'Meet the Researcher' talks after school. During the dissection, Leah explained to us the different parts of the rat and how they are used in research as they have similar organs to humans. Students learned how to work with a partner safely and respectfully (towards both your partner and the rat) Students learned about the different ways rats are used for research in medicine and science.

Ada Lovelace Day

Miss Fernandez was kind enough to organise a school trip for Ada Lovelace Day at Somerset House. During the trip, we attended the Ada S.T.E.A.M workshop in the Lancaster room. This is where the Kindness Studio's representatives showed us an exciting demonstration of how AI can be used in many areas such as Art and Programming. We then visited the gallery of all the art and sculptures of Ada Lovelace while having some of the free food the gallery provided. We were then given presentations on how AI is already used in areas such as statistics and the concepts of networking. The students left with a deeper understanding and interest on the possibilities of AI which wouldn't be possible without the contributions Ada Lovelace made towards the areas of computer science.

Things to look forward to:

Year 10 will be invited to several A-Level taster sessions to learn about what A-Level science entails. There will be more gory practicals after school for KS4 as well as more speakers again from Imperial College London but also from Brunel and Kings College.

Art and Graphics Department by Ms Sullivan

This term pupils in Year 7 have been looking at the work of Jill Pelto and creating watercolour graphs around climate change and endangered species (range of Year 7 examples seen below). They have now started their History of Dolly project ready to create a textiles final piece in the Summer.

In Year 8 pupils have been designing their own lino cuts based on environmental issues (example from Julia in Year 8 below). In their new project they are creating their own mini zine (comic) about a hidden hero from their culture or sub-culture.

In Year 9 Art pupils have been studying the topic of distortion using photography manipulation with a final painted or drawn piece. In Year 9 Graphics pupils have combined their skills used throughout the year to create a re-branding of the famous Animal Bar.

In Year 10 Graphics and Art, pupils have now begun their own personal project that they will complete in Year 11. It has been wonderful to see the pupils flourish with their skills and confidence as they work through their project.



Coronation bunting winners!

Well done to Imke, Yuna and Emma in Year 8, who won Make It Ealing's competition to design bunting for the King's Coronation. The pupils' work was made into real bunting and displayed in shops and spaces around Ealing town centre. The winners received their own bunting to keep as well as the school displaying the work in the cafe and office.

<https://www.makeitealing.co.uk/kings-coronation-bunting>



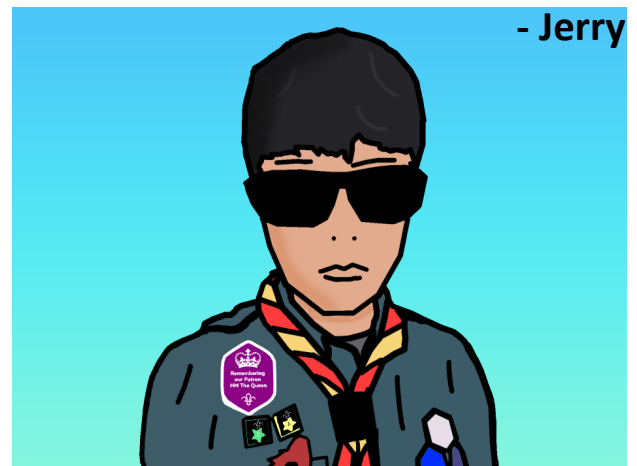
Year 10 Art & Graphics



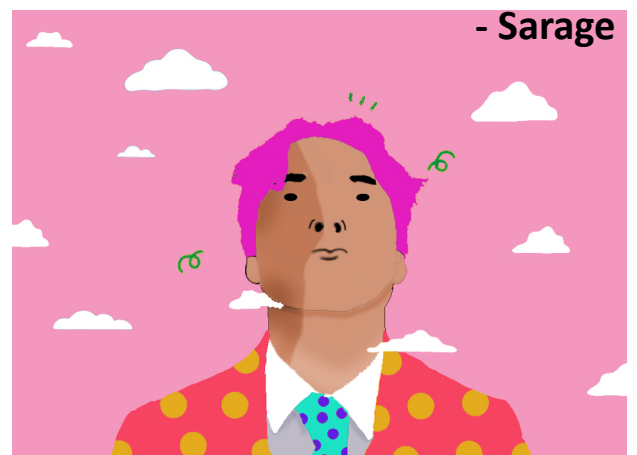
- Dalia, Rintaro,
Selena, Lottie,
Lorraine, Keana, Lili



- Barbara



- Jerry



- Sarage

Year 9 Graphics

Chocolate Bar Wrapper Template

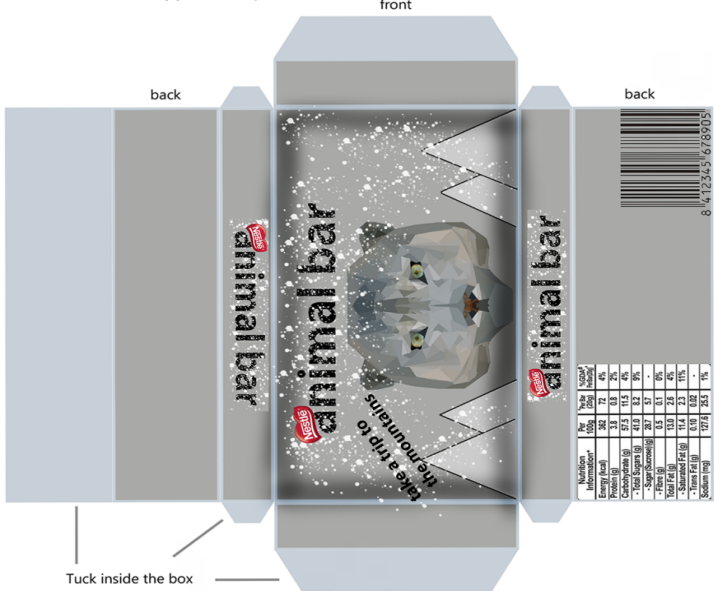


Chocolate Bar Wrapper Template



- Ella

Chocolate Bar Wrapper Template



- Roman



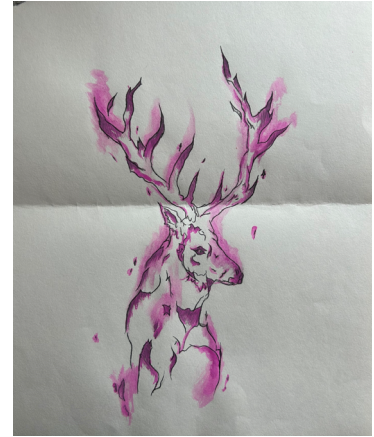
- Christo

Wildlife competition winners!

10 positives/work exhibited in the school magazine



1st Place: Levon- 8C



1st place-
Matylda 9A

Wildlife competition runner up and third place!

5 positives/ work exhibited in the school magazine



2nd Place: Hana – 7C



3rd Place: Karen – 8E

Wildlife competition- extra positives awarded!



Alex 7V

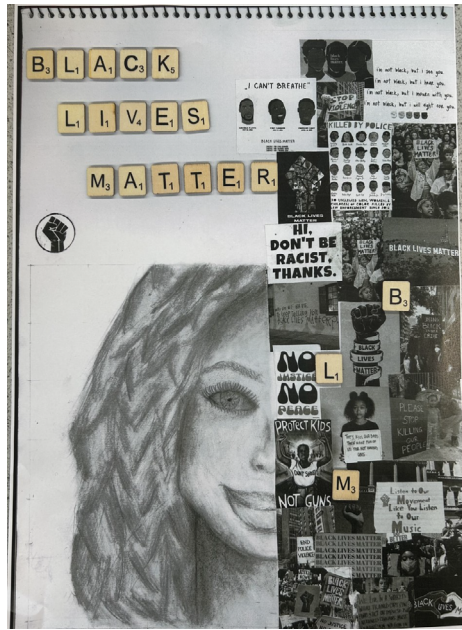


Yara 7C

Show racism the red card competition winner!

10 positives/work exhibited in the school magazine

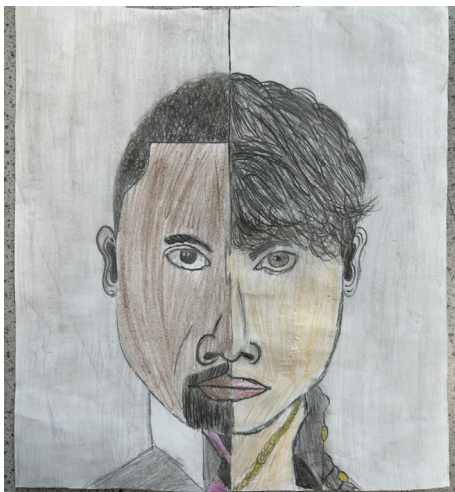
Thank you to all who entered 😊



1st Place: Ava 9E & Norah 9E

Show racism the red card competition runner up and third place!

5 positives/ work exhibited in the school magazine



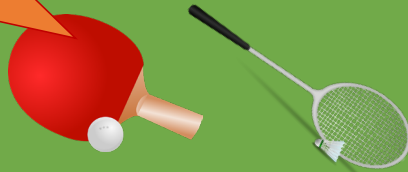
2nd Place: David – 7D



3rd Place: Ismael – 8A

Club recommendations by Ken (Year 7)

This is a new article series! In this series, I will explain and tell you about clubs, in which I will review about them as well! Don't forget to look at this section every issue!



Club recommendations

The recommended club 1 this issue is Tennis and Badminton!

This club is a sports club where you can play table tennis and/or badminton, and I really recommend this club. This is because you can choose to play between two games, one more active than the other.

Also, this amazing club is on both Tuesdays and Thursdays! This club is run by Mr Brinsmead on Tuesdays, and by Mr Knox on Thursdays.

Secondly, the recommended club 2 this issue is Choir! This club is, of course, a music club, and you get the opportunity to sing a song different to the normal singing lessons. I really like this club, because I enjoy singing more now, as well as making lots more friends.

Also, you can audition for a special choir called the harmony choir, although it is hard! This club is always run by Miss Baltovich, with often Mr Smith doing the Piano.



Club recommendations

The recommended club is Ada Attenborough Club!

This club is where you do different eco-friendly things every week by working together with the people in the club, and I really like this club. This is as you do many things good for the environment, such as making bird houses.

Also, in this super club we went to the solar panels on the school site a few weeks ago! This club is run by Miss Sherlock on after school Mondays every week.



WHAT?

Secondly, the recommended is Big Questions Club!

At this club you watch a show called Alpha, which is a very interesting series of shows about faith. The show is varied and is not just about Christianity, therefore, it can be viewed by any religion or faith. After watching you answer many questions in regards to the show. I really recommend this club, because you can learn more about your faith, and have time to reflect.

This club is always run by Father David and Ms Pilcher on every week's Wednesday lunchtime.

The reality of the music industry by Maleyka (Year 8)

We all love listening to music, right? From pop to rock to thousands of other genres, there is music for anyone and everyone. However, there may be a dark side to all your favourite songs.... In this article, we will delve into how nasty the industry can be and what you, the consumer, can do to help!

The music industry has a long history of mistreating artists, particularly those who are just starting out or lack the power and resources to push back against industry insiders. Despite the glamorous image of the music business, many artists struggle to receive fair compensation and recognition for their work, while facing various forms of abuse and injustice at the hands of industry executives.

One of the most high-profile examples of this mistreatment has been the case of Britney Spears, who was placed under a restrictive conservatorship that severely limited her autonomy and control over her career. However, Britney Spears is not the only artist who has faced such issues. Taylor Swift is another artist who has been vocal about the mistreatment she has faced in the music industry. In 2019, Swift spoke out against her former label, Big Machine Label



Group, and its owner, Scott Borchetta, for preventing her from performing her own songs at the American Music Awards and from using her old music in a Netflix documentary. This incident shed light on the issue of artists not having control over their own songs.

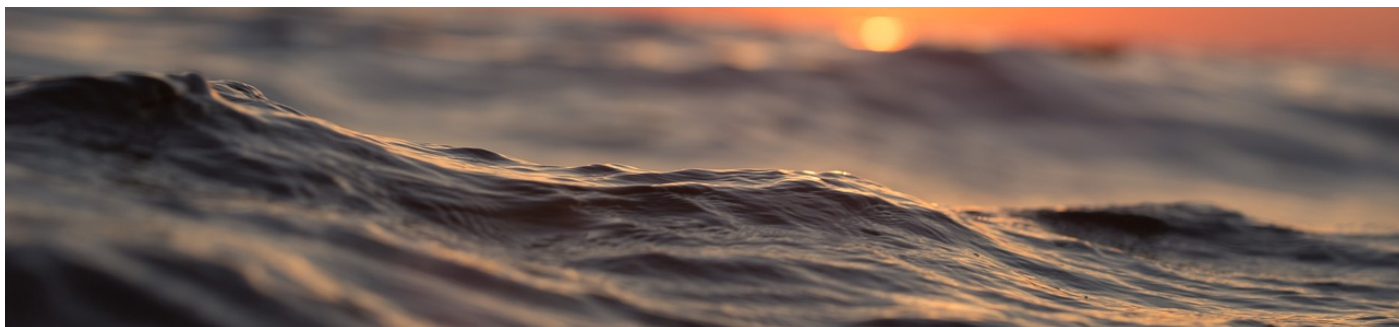
These cases illustrate just a small fraction of the issues plaguing the music industry. Artists are often being taken advantage of by record labels and other industry insiders, be it restrictive contracts or limiting an artist's potential income. The problem is compounded by the fact that many artists are young or inexperienced and may not have the financial resources to fight back against unfair or abusive industry practices.

It may seem like we cannot do anything, but we can! Here are a few of the ways where we can make a difference in this ruthless industry:

- Support and amplify the voices of artists being mistreated (especially smaller artists)
- Being more conscious of big record labels and where our money is going
- Demand accountability and complete transparency from companies on how they treat artists
- If you find out about a particularly controversial company, you can boycott (a great example of this is the Loona boycotting case, you should search it up)

At the end of the day, we must recognise that change will not happen overnight and will require ongoing advocacy and pressure from artists and their supporters to push for reforms in the industry. Hopefully, the music industry can be a space where artists can thrive creatively and financially, without fear of mistreatment or exploitation.

Happy listening!



Avatar: The Way of Water

SPOILER FREE movie review by Chloe – Year 9

Avatar: The Way of Water, the highly anticipated sequel to the 2009 blockbuster film Avatar, has been making waves for its stunning visual effects. Directed by James Cameron, the film takes viewers back to the magical world of Pandora, where the Na'vi people and their unique way of life are under threat from human exploitation.

The Avatar films have had a significant environmental impact, both positive and negative. On one hand, the films promote environmental conservation and preservation, emphasizing the interconnectedness of all living beings and the importance of protecting natural habitats. However, the films' production has had a notable carbon footprint, with the extensive use of computer-generated imagery (CGI) and special effects requiring copious amounts of energy and resources. Additionally, the construction of sets and props, transportation of cast and crew, and other aspects of film production can contribute to greenhouse gas emissions and other environmental impacts. It is important for filmmakers and production companies to consider and mitigate the environmental impact of their projects, while also using their platform to promote sustainable practices and raise awareness about pressing environmental issues.

The film's visual effects were created by Weta FX – previously Weta Digital, the same team behind the VFX in the first Avatar film. The team has once again pushed the boundaries of what is possible in cinema, with breathtaking landscapes, realistic creatures, and intricate details that transport viewers to the world of Pandora.

One of the most impressive aspects of the VFX in Avatar: The Way of Water is the underwater sequences. The film is set in an oceanic environment, and the team has gone to great lengths to create a believable and immersive underwater world. The Na'vi characters move gracefully through the water, and the creatures they

encounter are realistically rendered, with shimmering scales, intricate patterns, and fluid movements.

To create the underwater scenes, the team at Weta Digital developed a new VFX tool called DeepSea. This tool allowed them to create realistic water effects, such as light refraction, caustics, and volumetric lighting. The result is a stunningly realistic underwater world that is both beautiful and dangerous.

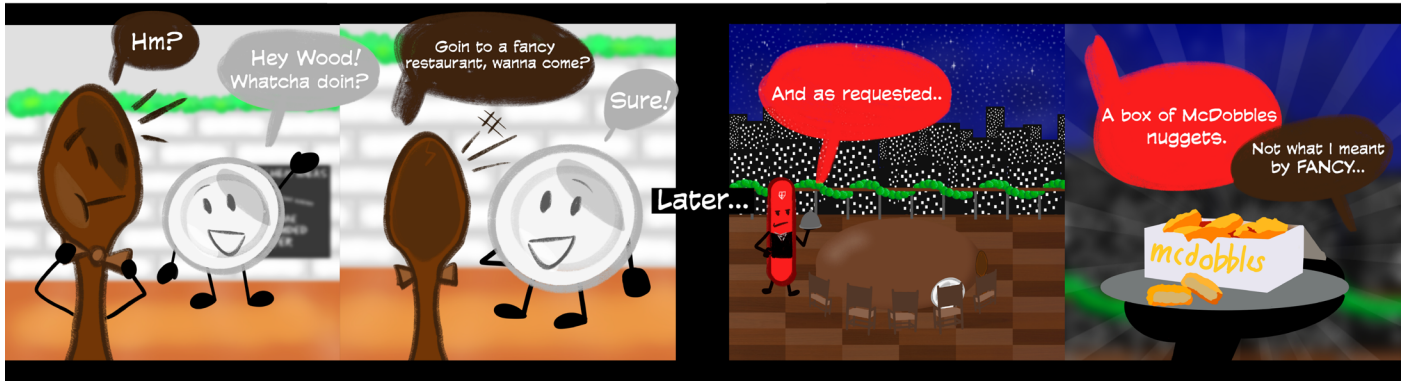
Another impressive aspect of the VFX in Avatar: The Way of Water is the use of motion capture technology. The Na'vi characters are brought to life by a talented team of actors, who perform their movements in a motion capture studio. The technology captures every detail of their movements, from facial expressions to body language, which is then translated onto the Na'vi characters in the film.

In addition to the motion capture technology, the team at Weta Digital also used a new tool called the DeepMotion solver. This tool allowed them to create realistic and complex movements for the creatures in the film, such as the wing movements of the Ikran (the flying creatures from the first Avatar film).

Overall, the VFX in Avatar: The Way of Water are a stunning achievement in cinema. The team at Weta Digital has once again pushed the boundaries of what is possible in visual effects, creating a rich and immersive world that is sure to captivate audiences around the world. As the film continues to gain momentum, it is clear that Avatar: The Way of Water will be remembered for its groundbreaking visual effects for years to come.



OBJECT KITCHEN VOL 1: "SALAD-DRESSING UP"



Object Kitchen by Bashar (Year 8)



Ice Cream Girl 2 By Keshini (Year 10)

Prejudice Amongst the Arts - Overcome or Overlooked? – by anonymous

The coming of February signals the coming of many celebrations of various artists' achievements in performance – however these have faced many claims on being biased. Are these false or is there still a long way to go before each artist receives the credit they deserve?

First, the earliest event: The Grammys. On February 6th, Beyonce broke the records, becoming the most decorated artist ever to exist, with thirty-two golden gramophones. However, the achievement still felt hollow in many people's eyes, because of Beyonce losing out on the Best Album Award, to Harry Styles with his album 'Harry's House', the fateful decision taking social media by storm. A line from Styles' acceptance speech, 'this doesn't happen to people like me very often' has been heavily criticised across many online platforms. This is because a black woman has not won the 'Best Album' award since 1999 – and Harry Styles is already a tremendously decorated and recognised artist, of a different ethnicity to Beyonce.

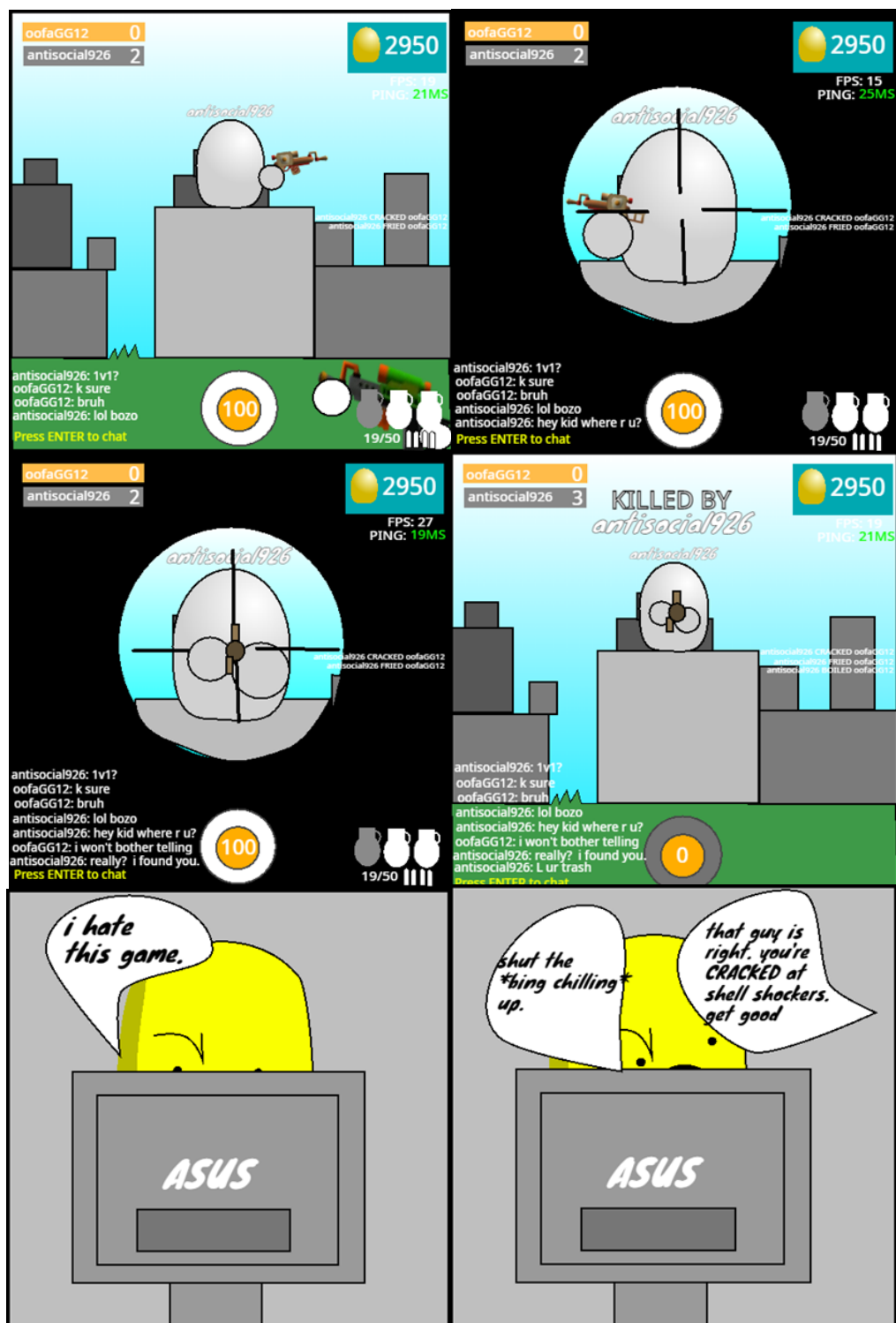
This racial injustice has been remarked upon by many, although interpreted differently by various groups of people. Although one group of people say that it is just a mark of his progress that Styles is acknowledging, others are quoting it as a hint at the ongoing racial issues regarding the Grammys that is discreetly being touched on. Additionally, members of the black community only received 26.7% of the overall total of nominations. This shows a real issue in prejudice to do with race in the nomination process of the Grammys and a big issue with underrepresentation of the black community.

Following this, on the 11th of February, the Brits. This award has been called out for underrepresentation of women and certain types of artists. Additionally, in the Pop and R&B category, there were no R&B artists nominated, which sparked criticism from fans of the genre. In 2016, the hashtag #BritsSoWhite was used to reference the lack of black/Asian people nominated in all different categories. Fortunately, this was recognised and the introduction of artists such as Stormzy and Dave have contributed to painting a more inclusive picture, however, to be preserved a lot more work must go into managing underrepresentation, especially within gender.

A huge backlash on gender-neutral prizes because of all the nominees being men has led to massive controversy amongst the public. The award change was initially pitched in response to Sam Smith (who came out in 2019, using pronouns they/them). Before this change was introduced, Sam Smith was excluded from both the male and female categories for Best British Artist, although a very deserving winner of either category. The introduction of the new award has backfired because of the sexism that is associated with it and that happened as a result – only men were nominated for the prestigious award. Although this is a major issue, it is not confined to just one category. Four out of five nominees for the coveted best album prize are men. A lot of people oppose this and hopefully, in future this will change for the better. But there's still a long way to go until then and a lot of hard work to be put in by all parties.

Finally, on the 19th of February, the BAFTAS. In 2020, the BAFTAS were – some would say deservedly - slapped with the hashtag #BaftasSoWhite because of the apparent racism where there was little if not no, Black winners. This year was even worse. Out of the twenty-four nominees for a prize, ten were not white. But in a winners' group photo posted on social media, the only black person there was the event's co-host, Alison Hammond. Even though racism in society has been supposedly reducing, after the BAFTAS there were more worries about whether racism was involved in picking the winners of every category. Furthermore, the Asian population are particularly underrepresented. With just under 10% of the nation identifying as Asian, Asian-British and Asian Welsh (2019 census), this means that 10% of the entire population is practically invisible at these awards, although they make up for a significant chunk of the UK. A lot of people have reacted negatively to this news, because after the debut of the #baftassowhite hashtag on Twitter, the people behind the highly recognised award tried their best to redeem themselves and stop any more waves of controversy. However, rather than it being the clear calm seas that everyone was hoping for, their efforts were just a low tide. Now, when we were least expecting it, the waves of racism and the controversy following it have reached high tide, drowning the awards in criticism. The only thing that is certain now is that to end the wild storm of reproof with the awards at its centre, work must be done in representing both ethnic minorities and people of colour.

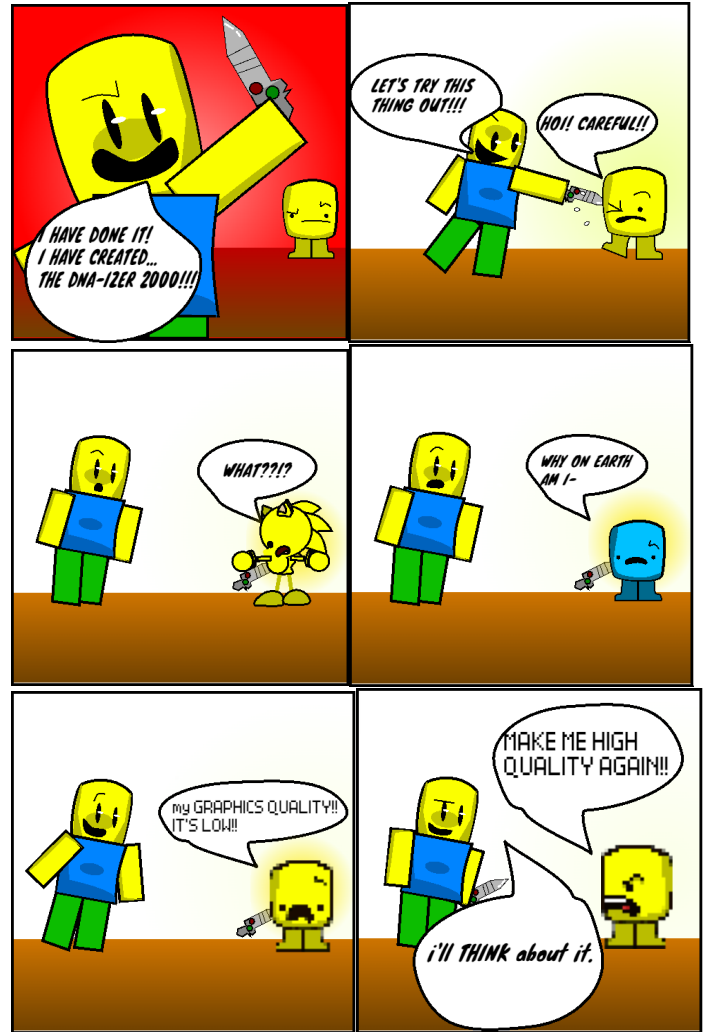
To conclude, the amount of controversy in the arts sector has increased greatly overall, though not completely. For example, the Brits have begun to recognise artists of different ethnicities. However, there is still a long way to go to make the utopia we have been presented with, especially for women and ethnic minorities. If this does not happen, their popularity may weaken or disappear entirely. Neither your gender nor your ethnicity should decide what opportunities are handed to you in life. And we can make sure that it does not, by continuing the campaigns begun by those who truly want more equality in the arts space and forging a fairer world for all.



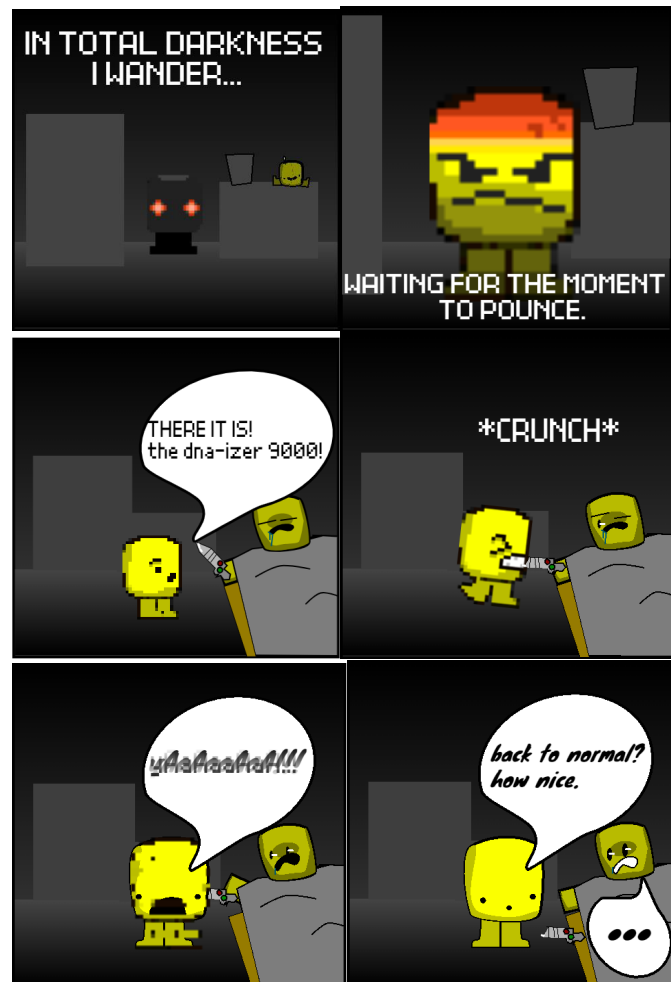
OOFER'S RANDOM ADVENTURES 6 BY Leon (Year 7)



OOFER'S RANDOM ADVENTURES 7 BY Leon (Year 7)



OOFER'S RANDOM ADVENTURES 8 BY Leon 7C



OOFER'S RANDOM ADVENTURES 9 BY Leon 7C

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Reviews

and more!



- Artwork by Hana (Year 7)

