



## WELCOME

Welcome to this, our fourth issue of Arts News, the termly update from Anglian Learning, highlighting just some of the wonderful work in the arts taking place across our schools.

In this issue we celebrate the tremendous success of our recent dance festival, our second year of this event, which involves both our primary and secondary schools coming together to share their creativity and to inspire others.

We also hear about collaborative working with Michael Rosen, about work being done on Gold Arts Awards and about our young musicians going 'on tour' within their local communities.

A short newsletter like this can never hope to comprehensively cover everything that is taking place, but we do hope a brief glimpse into some of the very many activities happening in our schools will give an idea of the richness of Anglian Learning's arts offer.

**Lesley Morgan, Arts Development Manager, Anglian Learning**

## Stage 2025: Anglian Learning's Dance Festival

Wednesday, 25 June saw Bottisham Village College come alive with energy and creativity as hundreds of pupils from our schools gathered for Stage 25, Anglian Learning's dance festival. This vibrant celebration brought together both primary and secondary school pupils, each showcasing their unique dance routines inspired by the theme of Belonging by Design, Anglian Learning's long-term strategy to ensure pupils feel they belong to their school.

From contemporary to themed performances, the event highlighted the importance of dance, the arts and physical activity within the curriculum, while also promoting a spirit of collaboration and expression across our Trust.

Louise Pinny, Head of Dance and Drama at Bottisham Village College and co-ordinator of the event, said, "A heartfelt thank you goes to everyone behind the scenes, including teachers, backstage technicians and the event team whose efforts made the day a success. It was a wonderful example of what we can achieve when we come together as a Trust."

Ryan Parker, Primary PE Trust System Leader and co-ordinator of the event, said, "Stage 25 was more than just a dance event, it was a celebration of belonging, creativity, and wellbeing. It gave pupils a powerful sense of connection to their school community and a platform to express themselves in a meaningful way.

"Dance, as a physical activity, plays a vital role in supporting young people's mental health, and it was inspiring to see how confidently and creatively our pupils brought their ideas to life on stage."

Jonathan Culpin, CEO of Anglian Learning, said, "Congratulations to everyone involved in making Stage 25 an inspiring and memorable event.

"I am incredibly proud of the way our staff continually go above and beyond to create enriching opportunities like Stage 25, which enhance our pupils' educational journey in meaningful and lasting ways."





# Arts Highlights

## from Linton Heights Junior School

There has been a flurry of creativity and performance opportunities for pupils at Linton Heights Junior School during the Summer term, and we are pleased to share some of these below. But it is not finished yet. At the time of writing this, still to come, we have Creative Arts Week with a theme of 'Connections', a trip for a group of year 4/5 pupils to Saffron Hall for a concert with Nicola Benedetti, and our year 6 end of year musical performance, 'School of Pop'.

Looking back during the Summer term, a highlight in May was a visit from professional folk musician group Megson, who came to our school to perform. We invited year 2 pupils from our feeder infant school to join us, and Megson performed to nearly 300 children in total, across two concerts. As well as enjoying the performance, we were inspired to sing along and contribute to the story-telling features of folk music by composing lyrics and performing actions in the moment.

As part of our year 6 residential trip, a 'Woodland Art' activity allowed for freedom and creativity for some of our pupils. Tasked with creating anything that inspired them, using only the natural resources from the woodland floor on the Felbrigg Estate in Norfolk, our pupils thrived in the freedom that such a task provides. Staff who were present also joined in, and the outcomes were shared as part of a walking gallery through the woodland clearing.



Most recently, on the evening of Tuesday, 24 June, we held our annual Summer Music Concert. Around a quarter of our pupils performed either instrumental solos, in small groups, with the orchestra, or as part of the choir. Headteacher Mrs Webb spoke to the large audience and family members and performers at the end, as we all recognised the importance of sharing these skills in person. It takes resilience and self-belief to perform, and our young musicians beamed with pride at what we had all achieved.

**Emma Mason, Music Subject Lead,  
Linton Heights Junior School**

You can read more about activities at Linton Heights Junior School on pages 3 and 8.

Congratulations to Linton Heights Junior School on becoming Cambridgeshire Music Education Hub Lead School following Emma Mason's application for this role.



# Voices of Hope and Compassion

## Cambridge Corn Exchange

### Sunday, 22 June 2025

This year, Linton Village College musicians and dancers once again had the privilege of taking part in a deeply moving concert at the Cambridge Corn Exchange, marking the end of National Refugee Week.

The journey began in January, when poet, broadcaster, and friend of Linton Village College, Michael Rosen, visited our school. During his visit, he led a powerful poetry workshop for all our year 7 students, sharing personal and emotional stories about his family's experiences during the Second World War.

One of the stories he told was about his great-uncle, Martin Rozen, who disappeared during the war. He was a Polish Jew who lived for a time in the village of Sainte-Hermine in the Vendée region of France. In 1944, Martin was arrested and later deported to Auschwitz, where he was killed. Michael spent decades uncovering the truth about Martin's fate - visiting Sainte-Hermine, speaking with local residents, and piecing together the fragments of his story. This inspired his poem "*Memories, Sad Memories*" and his book *One Day*.

During his visit, Michael met with our dance company and GCSE musicians, sharing with them a letter he had received from the town clerk of Sainte-Hermine, who remembered seeing Martin when she was a young girl on her way to school each day.



Inspired by Martin's story, our dancers spent six months creating a poignant and powerful piece of choreography under the direction of our Head of Dance, Helen Frost. The original music was composed by Meredith Beach (year 10), who also contributed to the creative direction of the piece.

Sunday's concert was the culmination of this collaborative effort. Four poets from year 7 read out the poems that they had written at the workshop with Michael. The dance company performed their dance alongside live musicians, with Michael Rosen himself reading "*Memories, Sad Memories*" live on stage. It was a proud moment for Linton Village College - an opportunity to use the arts to express empathy, compassion, and remembrance, while also raising funds for local refugee charities in Cambridge. The event also gave our students the chance to perform in a professional venue, with sound and lighting. We were very pleased to share the stage with performers from Chesterton Community College, Parkside College, and the Linton Heights Junior School Choir directed by Emma Mason.

We now look forward to next year's event, which will celebrate Michael Rosen's 80th birthday. We hope to welcome him back to Linton Village College soon.

**Helen Jukes, Director of Music,  
Linton Village College**



**Emma Mason, Music Subject Lead, Linton  
Heights Junior School** adds:

On Sunday, 22 June, children from Linton Heights Junior School choir joined with others for a spectacular refugee fundraising concert with Michael Rosen. Pupils, staff and parents alike were moved by the thought-provoking performances shared on stage. Our young pupils were inspired by the opportunity to take part and also to watch high quality performing arts in a professional theatre, all demonstrating solidarity in the importance of standing with refugees from all backgrounds as the innocent casualties of wars and conflicts.



In previous editions of Arts News, we have looked at Arts Award, the qualification awarded to learners by Trinity College London, in association with Arts Council England. It is a qualification that allows young people to explore the world of the arts, discover their potential as artists and develop leadership skills, and it is awarded at five different levels, starting with Discover and Explore levels for primary schools and then continuing with Bronze, Silver and Gold levels beyond this.

In this edition, we would like to focus on two young people in our Anglian Learning schools who are currently working towards the Gold Award, the highest level of Arts Award and worth 16 UCAS points.

The Gold Award has two units, with Unit 1 focusing on the young person's personal arts development and Unit 2 involving leadership of an arts project.

Isaac Arena from Sawston Village College has chosen to focus on Drama as his main art form for this award, while Eva Swan from Linton Village College is focusing on the visual arts. Here, both of them outline their work towards a section of Unit 1.

Eva, on the next page, highlights how her work at an architectural practice for work experience supported her to extend her own practice by developing new skills and knowledge, and creating a new piece of work, all requirements of the Gold Arts Award, Unit 1, Part A.

Isaac, meanwhile, on this page, explains the issue he chose to explore for Unit 1, Part D of the award, where young people are required to form and communicate a view on an arts issue. Isaac went on to research all of the issues he raises in his introduction and to produce a much longer essay on this topic.

We would like to wish both Eva and Isaac the best of luck as they complete their awards.

If you would like to find out more about the Gold Arts Award, or any other level of Arts Award, go to the Arts Award website here:  
<https://www.artsaward.org.uk/>.

Anglian Learning is proud that both Linton Village College and Sawston Village College are Trinity Champion Centres for Arts Award.

**TRINITY**  
COLLEGE LONDON



## Going for Gold Arts Award at Sawston Village College



The issue of race in theatre is a longstanding and deeply complex one, particularly when it comes to casting decisions. Theatre has historically been a space where actors take on roles that are not necessarily reflective of their own lived experiences, yet the question of whether white actors should play Black roles (and vice versa) remains controversial.

One major concern is the historical context of racial representation. In the past, white actors playing Black roles often involved blackface - a racist practice that caricatured and dehumanised Black people. This legacy means that even today, a white actor portraying a Black character is often seen as offensive and inappropriate. Many argue that Black roles should be played by Black actors, both to provide authentic representation and to ensure opportunities for performers from underrepresented communities.

Conversely, some argue that acting is fundamentally about transformation, and in an ideal world, race should not restrict casting. The notion of "colourblind casting" promotes the idea that roles should go to the best performer, regardless of race. However, critics point out that racial identity is not just an aesthetic choice, it carries deep social, historical, and political meaning that cannot be ignored.

On the other hand, the question of Black actors playing traditionally white roles is often viewed differently. Many productions now practice "colour-conscious casting", intentionally casting actors of colour in roles originally written for white characters to challenge historical biases and increase representation. This has led to powerful reimaginings of classical works, such as Hamilton, where actors of colour portray America's Founding Fathers, or diverse Shakespeare productions that break the expectation of an all-white cast.

**Isaac Arena, year 11 pupil, Sawston Village College**

Isaac has just finished his studies at Sawston Village College but is keeping in touch as he completes the final sections of his Gold Arts Award.

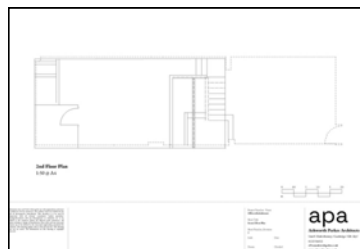
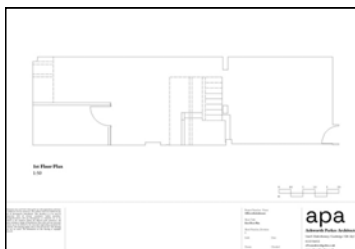
# Going for Gold Arts Award at Linton Village College



I am a year 10 student currently completing my Arts Award Gold, a level 3 qualification that I have been working on for the past few months. I have already completed several sections of this, including leading an art club, organising a public event and researching art careers and pathways.

Part of the award includes exploring a new art form, and I was fortunate that, for this section, I was able to incorporate it into my work experience that took place recently. For this, I worked with Ashworth Parkes Architects, an architecture firm in Cambridge, who were happy to support my work experience.

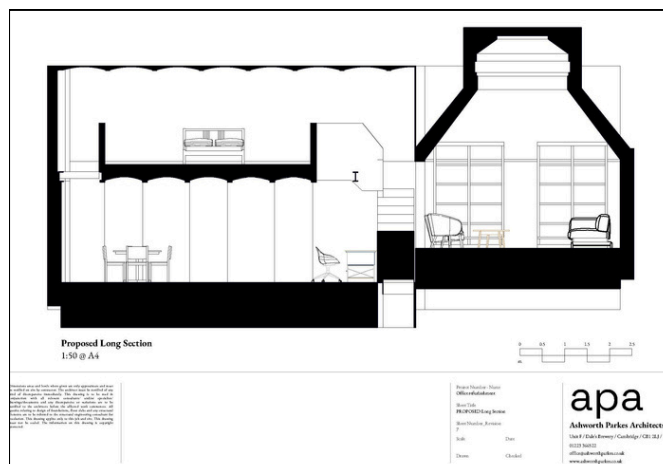
During this week's work experience, I worked on an independent project that involved mapping and redesigning their workspace using Vectorworks, a CAD software. This took place over the course of the week and, throughout this, I had the help and support of several different architects, who work at the firm, who were able to teach me how to use the software, different mapping techniques and ways in which I could renovate their office space.



Architecture is a field of work that I have been interested in for a while, so I was very happy to have been able to explore it further and with the help of those already working in the field. It was also a great opportunity for me to be able to use and learn the professional software, something which I have not had access to or knowledge of in the past, to aid the design process.

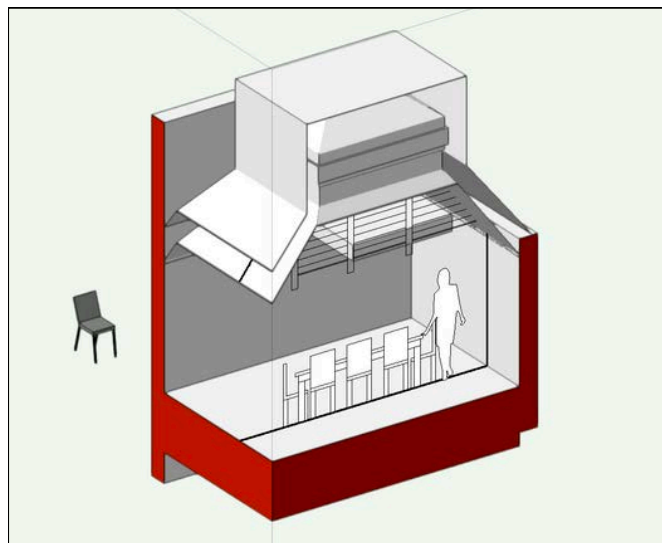
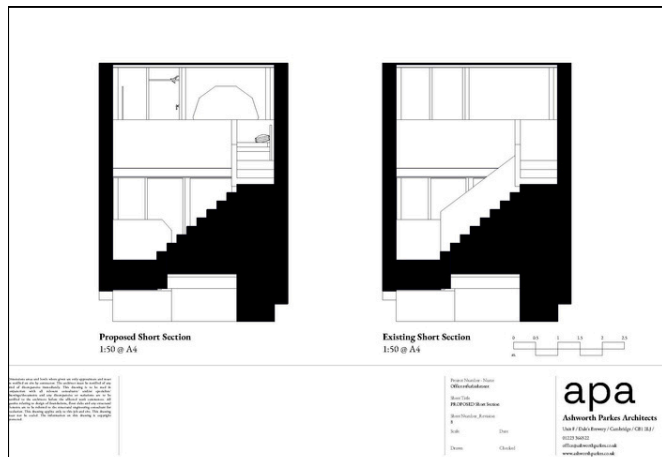
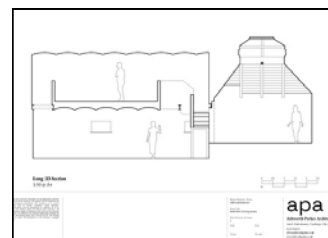
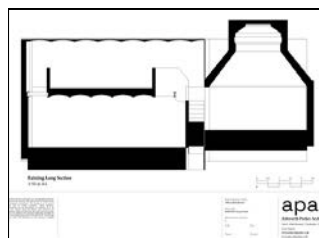
I feel like this area of design brings together traditional aspects of buildings and structure and the modern influence that changes the way people view previous designs and how they look at rethinking new ones.

**Eva Swan, year 10 pupil,  
Linton Village College**



## Feedback

For Unit 1, Part A of the Gold Arts Award, the project described here, Eva has to collect feedback on the work she has created. She would be very grateful if you could take the time to complete her feedback form by clicking [here](#).





# Celebration of Creativity

at The Netherhall School and  
The Oakes College Cambridge

Following an exciting Spring term filled with exhibitions, concerts, dance evenings and musicals, the Summer term has continued to impress. Students have taken part in a wide range of exciting events, including the display of Netherhall's T. rex in the Grand Arcade, a lively production of Charlie and the Chocolate Factory, and the much-anticipated annual Arts Festival. This festival showcased the talents of students from year 7 to year 13 through exhibitions, dance, drama, and musical performances.

Within the curriculum, highlights have included imaginative year 7 puppet shows in Drama, a dynamic film music topic in year 9 Music and Drama, and the creative Dinky Doors project in year 9 Art. It has been a truly inspiring term, celebrating student creativity and expression at every turn.

**Emma Snow, Director of The Arts,  
The Netherhall School**





# Praise for Flower Festival Art created by Wimbish Primary Academy

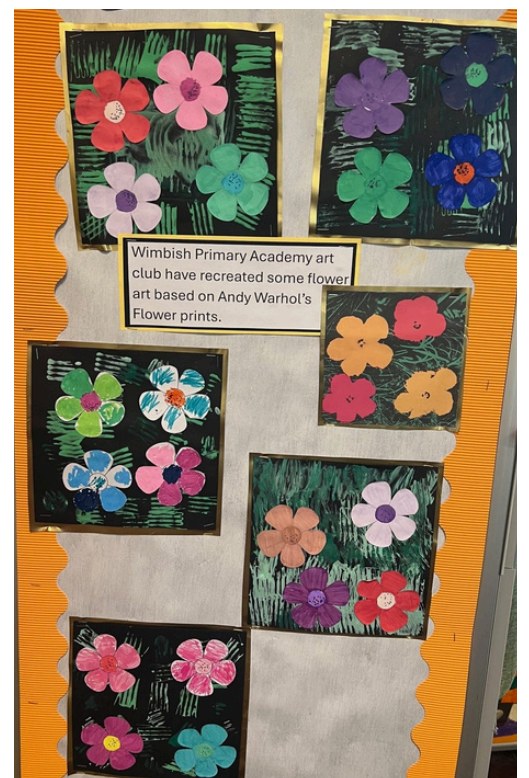
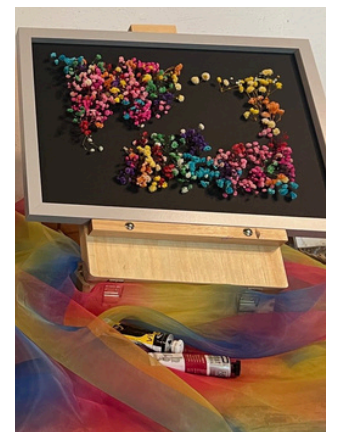
Wimbish Primary Academy recently made flower art for the Wimbish Flower Festival held at Wimbish Church. Every pupil in school created some artwork for the display for the Flower Festival, using a range of techniques from artists such as Romero Britto, Andy Warhol and Vincent Van Gogh.

In Forest School, pupils learned the art of Hapa-Zome, a Japanese printing technique. They used the natural pigment in leaves and flowers to produce detailed prints.

The Church was delighted with the work we contributed and received lots of positive comments throughout the weekend from members of the public about the school's display.

The Church also sent the pupils a thank you after the event, which was an extremely kind gesture, and which the pupils were delighted to receive.

**Gemma White, Office Manager,  
Wimbish Primary Academy**





## Sculpture Project back on track at Howard Community Academy

Howard Community Academy is delighted that work on its courtyard sculpture has restarted. Designed by children at the school, the work is being made in Bury St Edmunds by father and son artist team, Steve and Neil Jones. It is now hoped that the work will be completed and able to be installed in the Autumn term.



**Left:** A recent update on the progress of the metal sculpture destined for one of Howard Community Academy's courtyards. The school is monitoring progress keenly and looking forward to having the work installed.

## Into Film Awards Sawston Village College shortlisted for Best Film 12-15



Years 7 and 8 filmmaking group from Sawston Village College recently enjoyed a trip to London's Leicester Square for the Into Film Awards ceremony, where they had been shortlisted in the Best Film category, Age 12-15. Though they didn't win on the day, they had a very memorable day out.

The day included meeting celebrities and watching a range of high quality and inspirational films nominated across different categories.

Into Film is an educational charity focused on using film to enhance learning and provides a range of very useful resources and support for teachers. You can find out more about Into Film at [www.intofilm.org](http://www.intofilm.org).

## Bands on tour - Linton Heights Junior School and Sawston Village College take music out into their communities

Sawston Village College's Friday Band, comprising KS3 musicians, enjoyed a tour of the feeder primary schools recently, led by Head of Music, Clare Irwin.

They dropped in at both Stapleford Community Primary School and The Icknield Primary School, where they were warmly welcomed.



**Above:** The Friday Band at Stapleford Community Primary School.

**Left:** Performing at The Icknield Primary School.



### Emma Mason, Music Subject Lead, Linton Heights

**Junior School** adds: Linton Heights Junior School Discover Arts Award work has continued with our year 4 Ukulele learning in June, when Classes 3 and 4 made the journey to Linton Infants School for our Ukulele Infants Tour number 2! We packed up our ukes and guitars, strapped them to our backs and set off 'on tour' to the School to share our music. It was a lot of fun performing to the year 1 children and sharing our skills and knowledge in small groups. We also enjoyed some colouring and social time before our tour ended!

