



the pinnacle

ISSUE 16 | NOVEMBER 2014

Showcasing exceptional work by pupils from
Princethorpe College and Crackley Hall School

Portrait of an Artist



WELCOME

...TO ISSUE 16 OF *THE PINNACLE*, A CELEBRATION OF OUTSTANDING ACHIEVEMENT BY PUPILS ACROSS THE PRINCETHORPE FOUNDATION.

This issue showcases flair in Art, English, Film and Sport, as well as updates on our Extended Project students and da Vinci work. The design for our front cover comes from Upper Sixth Art student Matthew Farr. This portrait of his father (who is indeed also an artist) was entered as his final AS coursework piece last year and was awarded full marks. Not only did this extraordinary seventeen-year old achieve 100% for his AS Art coursework and exam, but he has also recently won the ISA Midlands Art Competition in both the over 16 painting category and the KS5 sketchbook category. He is now through to the ISA Nationals which, incidentally, he won last year for the U16 painting category and for which special merit was granted by the judges. You cannot fail to be impressed by this young man. We love his work and can't wait to see what he does next. Brilliant work Matt!

We hope you like the mini *Minnacle* mag inside too, with inspiring examples of work from all ages and disciplines - there's something for everyone!

Thanks go to: all staff at both Princethorpe College and Crackley Hall School for submitting such super student work; continued support from Marketing Manager Melanie Butler; and the superb design work by Debbie at DamDesign.

As usual *The Pinnacle* will be here to celebrate outstanding work, so keep sending in articles and news of success! We value every student's contribution and reward you all with plenty of house points.

E-mail your work to: pinnacle@princethorpe.co.uk

Be inspired!
HELEN PASCOE-WILLIAMS
Co-ordinator of the
da Vinci Programme



Read on at
www.princethorpe.co.uk/news/the-pinnacle

Cambridge Honour

Many of our readers will remember Daniel Leung, an exceptional student, who left Princethorpe a few years ago to continue his studies at St Catharine's College, Cambridge. We have just heard some wonderful news that following Daniel's outstanding academic performance last year, he has been elected to a Henry Chaytor Scholarship. As a Scholar he has been invited to a Commemoration Dinner in November and awarded a further College Book Prize. We are all delighted to hear of Daniel's achievements at this most prestigious college and wish him continued success in the future.



More Thought Provoking Projects

Last term, five students from Year 9 and five students from Upper Sixth received the news that their grit and determination to complete independent projects had paid off. The Year 9 group, comprising Lily Blunsom-Washbrook, Henry Burston, Anna Harper-Lawrence, Miriam Isaacs and Lewis King, were awarded a staggering four A* grades and one A grade with Lily scoring 100% in each of the key assessment areas - management, use of resources, development & realisation and review. The Level 2 Higher Project secures them each half a GCSE.

Lily chose to produce an artefact for her final piece, exploring the theme of poverty. Henry's dissertation analysed whether cloning creates more problems than it solves. 'Can animal testing ever be justified?' was the subject of Anna's 3,000 word dissertation and 'Is there a correlation between ballet dancing and eating disorders?' was Miriam's. Lewis King's dissertation tackled the controversial issue of DRS use in cricket. All five students met every Monday lunchtime throughout Year 9 and showed tremendous diligence and commitment to their independent study. Each of them will be awarded well-deserved da Vinci merits.

Meanwhile, former Upper Sixth students Sean Hazelwood, Kate McLaughlin, Nico Parfitt, Jarita Vasudeva and Tabitha Marsh achieved an impressive three A* grades and two A grades between them in their Extended Project Level 3 Qualification, for which they have gained half an A-level each. Special mention must go to Tabitha's complete illustration of the Harry Potter series which earned her full marks and praise from the moderator for her outstanding innovation.

All in all, the students demonstrated outstanding commitment, independence, enquiry and creativity.

Well done everyone!



TABITHA'S WORK



LILY



LEWIS



MIRIAM

TOUCHING THE VOID

Upper Sixth English Language and Literature students are studying Joe Simpson's thrilling autobiographical mountaineering novel *Touching the Void* for their coursework unit this year. So far they have been busy analysing the linguistic and literary features that make the opening so engaging. Here are two impressive analytical responses by Lydia Gill and Rowanna Hughes. Excellent work girls!



How does Simpson engage the reader in the opening chapters of Touching the Void?

Simpson effectively engages the reader with his first paragraph through a visual and atmospheric hook. "Staring at the light filtering through the red and green fabric of the dome tent" evokes a mysterious mood, first appealing to our sense of sight. All senses are covered which allows the reader to fully comprehend the situation, and imagine themselves there. "Sounds of rustling... Feel of hard lumps... Smell of rancid socks." This common experience is likely to be familiar to everyone, allowing an awareness of what is being felt at this moment. In the second paragraph Simpson orientates the reader and uses prepositions to help the reader visualise the situation, "Separated from the nearest village by 28 miles of rough walking ... Surrounded by the most spectacular ring of Ice Mountains I had ever seen". The locational panoramic descriptions give a full account of what is happening, allowing full comprehension and therefore engagement from the reader. The use of superlatives and hyperbolic language "most spectacular... I had ever seen" and also the specific factual description of '28 miles' hook the reader and emphasise the isolation. 📖



LYDIA

Simpson varies his pace of writing throughout the book to reflect the pace of their journey. This helps to engage the reader because it makes you feel as if you are experiencing it with them. An example of a steady pace is when he writes 'swing, swing, hop, look at your feet'. He repeats this phrase in a monotonous rhythm to portray the steady repetition of his climb. This is contrasted with times when he encounters danger, such as when he says, 'a muffled shout echoes up to me from below - no time to answer. This way is wrong. Damn, damn! Get back down, reverse it.' The sentences are short and snappy to convey his panic which the reader will naturally read more quickly because the words are monosyllabic. Another way in which he varies the pace is by focusing on the minute details such as putting in his ice screws, and then panning out again to the panorama of the mountain range. 📖



ROWANNA

A Class Act

In response to the now infamous 1970's domestic drama *Abigail's Party* by Mike Leigh, L6 English Literature students were set a first essay exploring Leigh's use of tension to create comedy. Joe Cannon's response was incisive, articulate, well-structured and reflected a thorough understanding of the comedic conventions being used by Leigh. This top band essay shows real promise as students progress towards completing assessed coursework.

Beverly and Laurence's marriage is clearly a source of tension. How does this tension create a sense of comedy on stage?

Beverly and Laurence's marriage is such comical genius, due to this looming tension between the two characters, having been formulated by Mike Leigh based on a number of comical principles. These principles which he uses make his play unbearably painful to sit through due to awkward and tension filled 'one-liners' and scenes.

Within the very first few lines of the play, we understand as the audience that this matrimonial relationship between Beverly and Laurence is an awful one. We feel this due to the coldness they express towards each other, Beverly greeting her husband by simply stating "Hi. [Laurence puts case on armchair] You're late." It is this venomous language that continues from here onwards between the two of them which demonstrates this acrimonious relationship; which from seeing from an audience's point of view feels immensely awkward and intrusive because we are looking in on their intimate portrayal of their marriage, which is an unhappy one, making it even more unbearable. This is very comical though thanks to how awkward this situation is; that we know the two of them hate each other's guts but neither of them are saying it, so the little snide comments dotted here and there within the subtext throughout the play make it very funny for the audience to observe.

Another comical principle which is brought to the foreground with this tension between Laurence and Beverly, is the inequality within their marriage. Beverly is, without a doubt, the dominant character within the relationship, giving poor Laurence orders like "Laurence, would you like to take Angela's coat?" and "Laurence, would you like to get the drinks." It isn't an authoritative tone she takes, so to speak, but it belittles Laurence and emasculates him. This leaves Laurence appearing weak and even childlike due to Beverly's behaviour and the continuous repetition of his name, "Laurence", as you would if you were addressing a small infant. Even though he does put up a fight and attempts to have one up on Beverly, he never quite manages to achieve this at this point in the play. 📖



JOE

3

RENDEZVOUS WITH A COMET

Following the successful launch of our new da Vinci Programme last academic year, Princethorpe College invited eight Year 6 pupils from Crackley Hall School and 21 of our da Vinci students in KS3 from Princethorpe College to take part in a curriculum-linked package called Rendezvous with a Comet at the National Space Centre in Leicester.

The students were chosen because they had been awarded a number of da Vinci merits since September for demonstrating not just high ability but other traits which we consider to be just as important; characteristics such as original thought, independence, perseverance, enthusiasm and dedicated practice.

One of the ways we seek to reward our da Vinci students is by providing further educational opportunities for stretch and challenge. The Mission at the Challenger Learning Centre intends to do just that.

The Challenger Learning Centre is one of only two educational space mission simulators of its type outside of North America. It was founded by the families of the astronauts lost during the last flight of the Challenger Space Shuttle in 1986.

When students arrive, a short briefing is held in which the Mission Commanders and the student Astronauts review their Mission objectives.

The group is then divided, so that the Mission Controllers can take their stations and the Astronauts "blast off" to the Space Station.

Throughout the Mission, students are presented with tasks and realistic dilemmas that build problem solving, critical thinking, and communication skills.

Halfway through, the Mission requires a crew exchange so everyone has an opportunity to experience both Mission Control and the Space Station.



MISSION OBJECTIVE:

To build, and then launch a probe to rendezvous with Comet Encke

SCENARIO:

In the not too distant future, a team of scientists and engineers are on a daring mission to take an up-close look at a comet as it streaks its way across the solar system. Their goal is to plot a successful course to rendezvous with the comet and launch a probe to collect scientific data on the object.

They must first construct the space probe and then plot the correct intercept course. What seems at first to be a routine exploration is filled with exciting challenges and emergencies. Each obstacle that stands in the way of a successful mission requires students to work together as a team and problem solve the solution.

REQUIREMENTS TO ACCOMPLISH A SUCCESSFUL MISSION:

The crew working in Mission Control needs to maintain the safety of their team in space. To achieve this they must give concise instructions, document the research and also analyse data sent from the crew in space.

Following the 2 ½ hour mission, the students viewed 'Astronaut' in the Sir Patrick Moore Planetarium and then enjoyed a quick look in the shop before returning to College in time for the buses at the end of the school day.

The mission was a terrific success and the comet the students identified was collectively named Crackthorpia! Very fitting!

Well done everyone. We look forward to the next mission in 2015!

YEAR 6 STUDENTS: HANNA KISIALA, LAUREN MASON, GRACE MCGORY, CONNOR PARRIS, ALEX REJALI, SOPHIE RUSH, CARMEL SPELMAN AND EMELIA TUNN.

YEAR 7 STUDENTS: CAITLIN COMY, WILLIAM COOPER-HARRIS, LEAH DUNKLEY, LARA VOHRAH, TOBY HENDERSON, SEB LLOYD-THOMAS, FRED MCLEOD-SELF, CHARLOTTE GRANT, ARAMINTA RENNIE-GASKIN AND ELLIE DOWELL.

YEAR 8 STUDENTS: PHOEBE TANKARD, ABBIE BAKER, LIZZIE CARR, MEERA CHAUHAN, MEG JONES, HENRY LANGFORD, KATE PALMER, OLI PIERPOINT, GEORGIE GLASSPOOL, OLIVER TAYLOR AND JOSH YOUNG.

the minnacle

ISSUE 16

November 2014

Showcasing exceptional
work by pupils at
Crackley Hall School and
Little Crackers Nursery



WELCOME

...to issue 16 of *the Minnacle*.

Read on for inspiring examples of work from all ages and disciplines – there's something for everyone!

Thank you to Junior 6 pupil Harry Wright whose fabulous 2D art work, 'Watery Skyline' is the front cover design for the Minnacle. His wonderfully quirky, surreal skyline has been selected by ISA Midlands' judges to be awarded a Highly Commended certificate. Fantastic work Harry!

Special thanks also to Cat Hardwick for collecting and sending through all the work for this lovely mini mag.

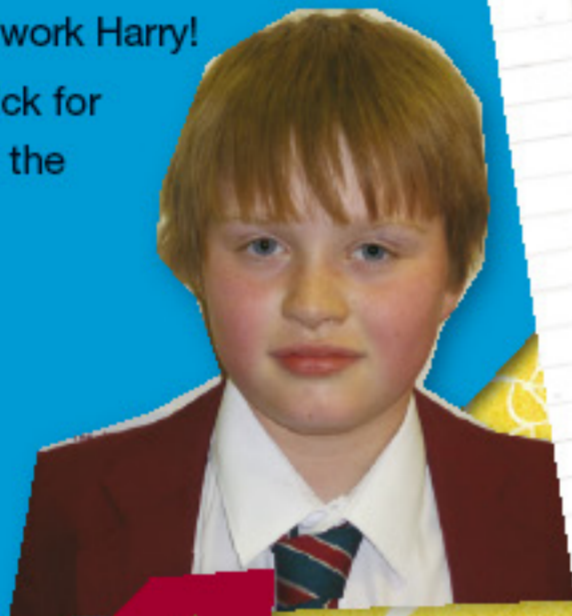
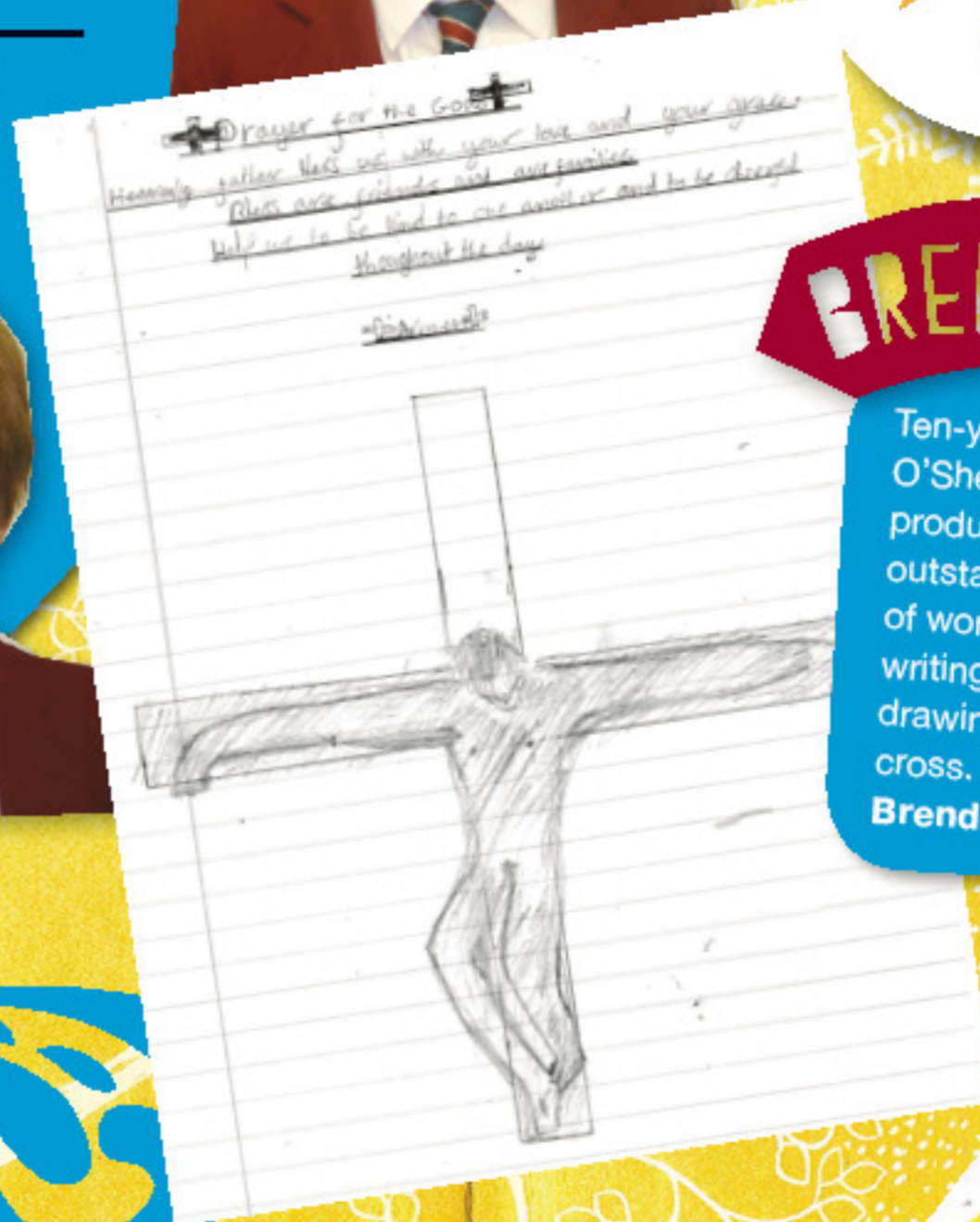
Be inspired!
Helen Pascoe-Williams
Co-ordinator of the
da Vinci Programme



GREAT

BRENDAN

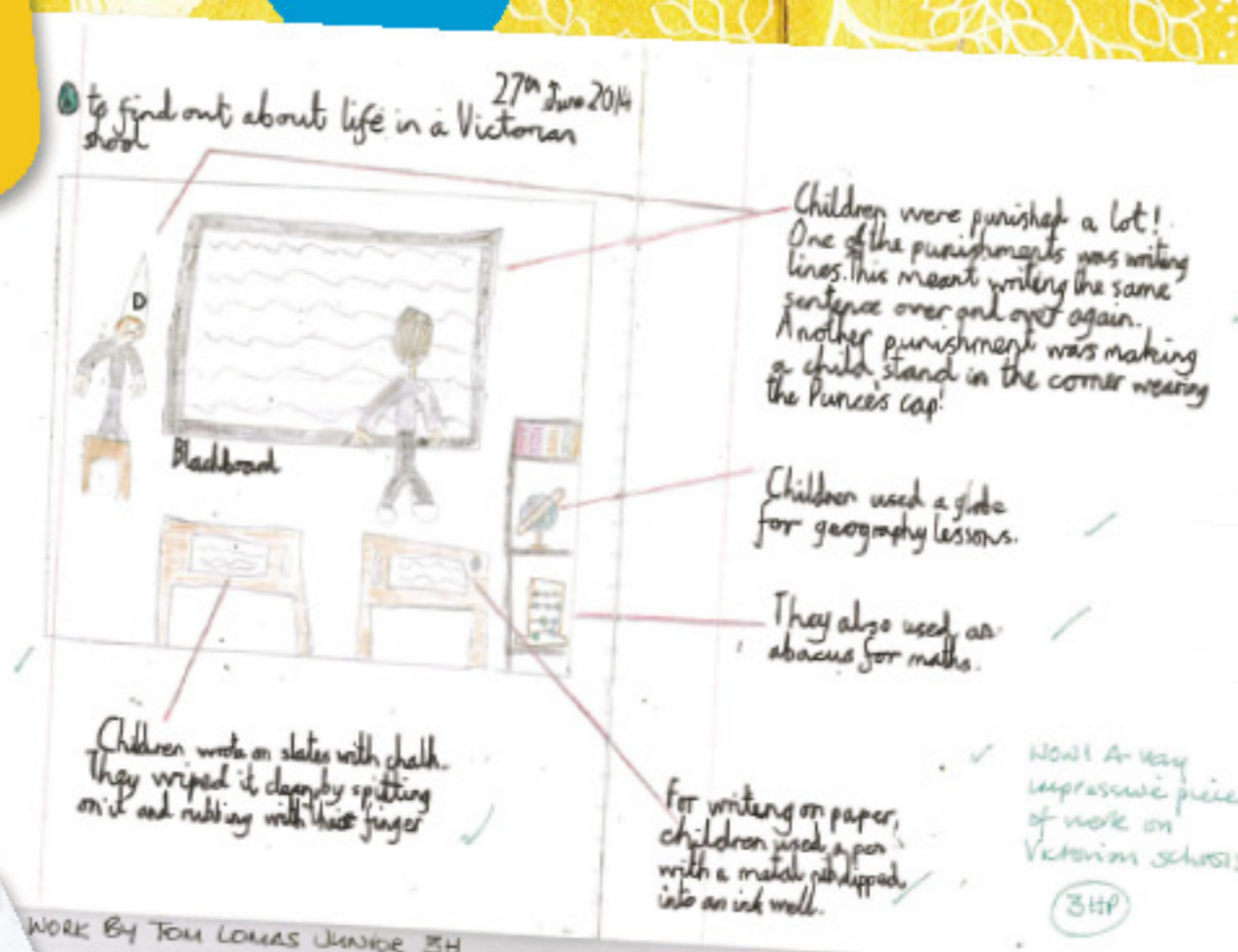
Ten-year old Brendan O'Shea, now in J6, produced an outstanding piece of work in RE, writing a prayer and drawing Jesus on the cross. **Lovely work Brendan!**



HARRY

Eight-year old Tom Lomas, now in J4, produced this wonderful piece of work at the end of last year explaining life in Victorian schools. **Superb detail Tom!**

TOM



WORK



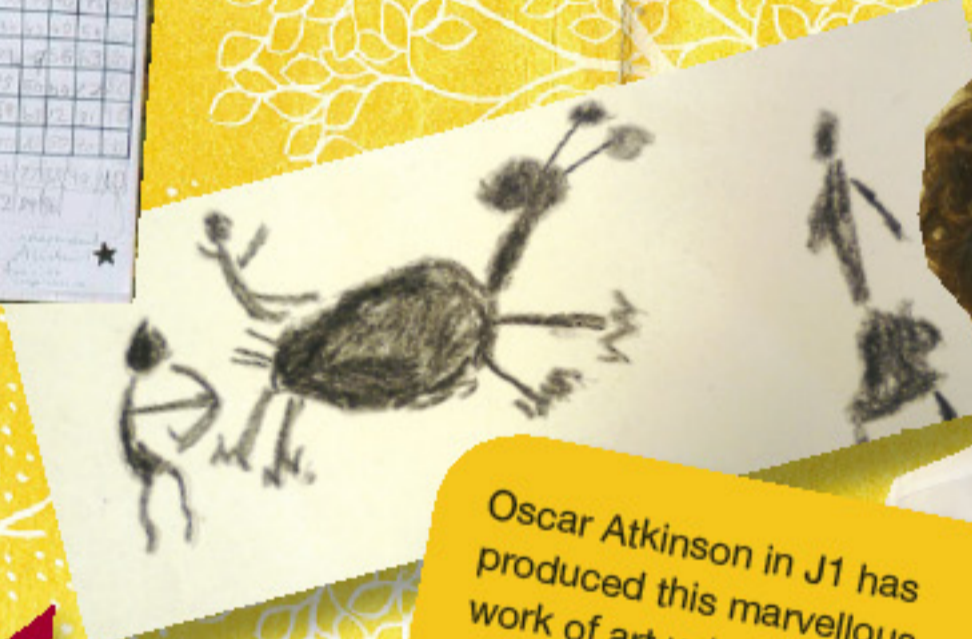
J2 student Alistair Darnell is a highly motivated and talented mathematician, who has a real desire to deepen his Maths knowledge and readily grasps new concepts and recognises patterns. **Well done Alistair!**

ALISTAIR



EVA

In RE this term, J3 have been finding out about which groups we belong to. We looked at family and church groups and outside groups such as Brownies, Football Clubs and Stagecoach. Seven-year old Eva Lenton drew a beautiful family group. Over the coming weeks the students will look at the Disciples and how they became an important group for Jesus. **Lovely work Eva!**



OSCAR

Oscar Atkinson in J1 has produced this marvellous work of art using charcoal showing cave art at its finest!

RUAN



Here is **Ruan McCollin** from Little Crackers who has just turned three and created this wonderful person from different shapes. **Great work Ruan! A budding artist!**

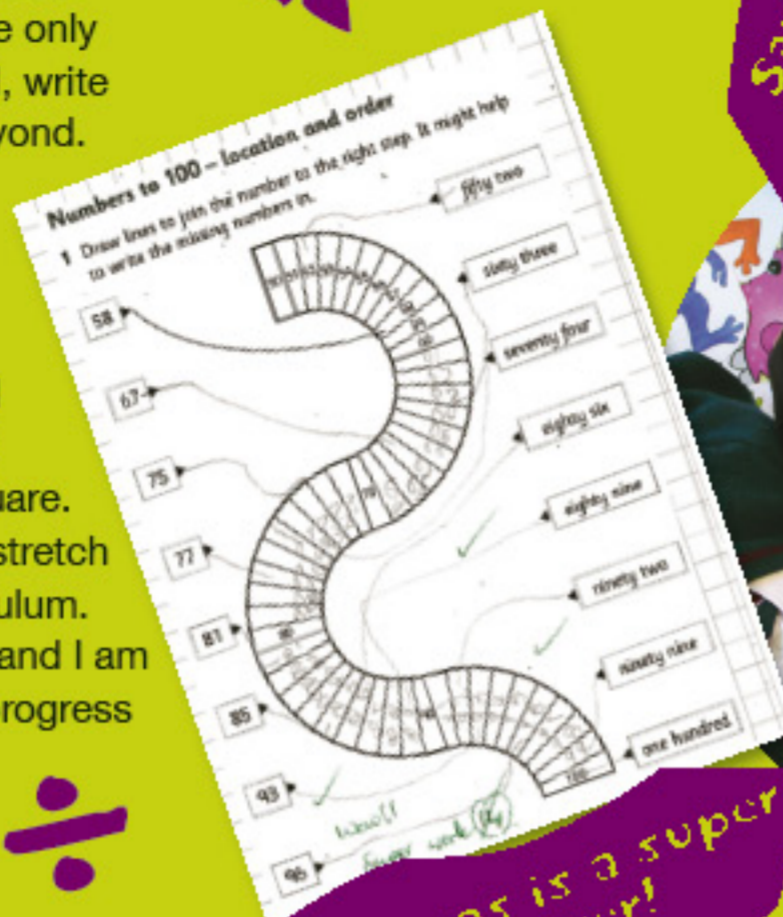
FOUCAULD

J2 student Foucauld Dubois shows great enthusiasm for all of his writing activities and his written work is of a high standard! Foucauld also has lovely handwriting, is a great speller and is an avid reader too. **Well done Foucauld!**



Super Duper Maths

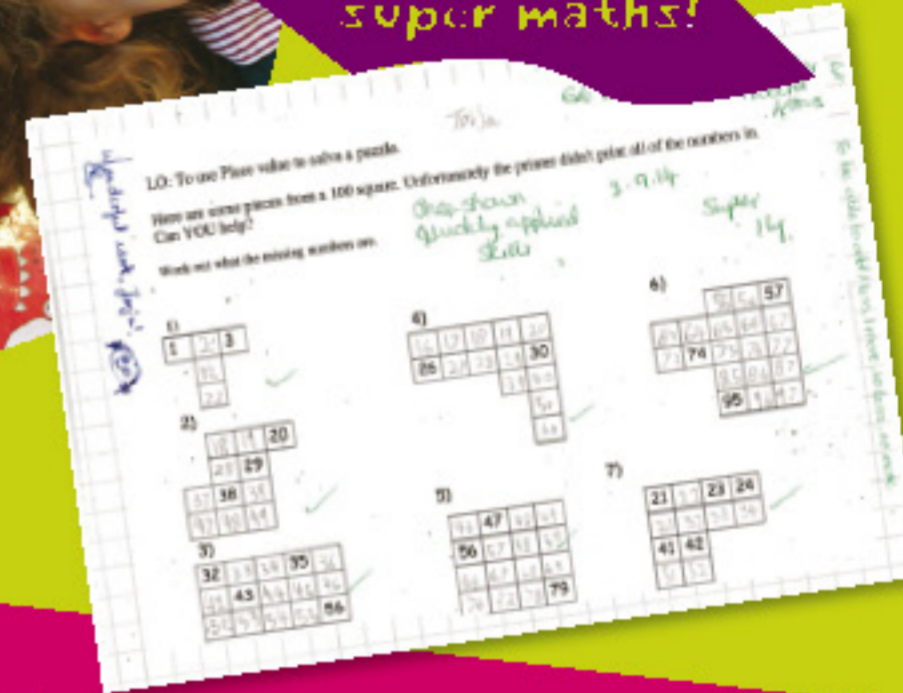
J1 have produced some super maths work this term. These children are only six-years old and can already read, write and order numbers to 100 and beyond. They are all very quick to pick up new skills and apply them, for example, they were learning to count on and back in 10s and 1s, and Mrs George needed to extend this and set them the challenge of filling in parts of a missing 100 square. Mrs George says, 'I am having to stretch them well into the J2 Maths curriculum. They are a pure pleasure to teach and I am very excited to see how they will progress over the year'.



Sarthak just loves huge numbers

Jorga has a head for super maths!

Lucas is a super sequencer!



Close encounters!

J5 students have been busy writing newspaper articles reporting the sighting of a UFO. These examples, written by Ruby Harris, Laura Conmy and Olivia Underhill, all show excellent understanding of purpose, intended reader and format. Well done girls!

THE ANONYMOUS

Enniskerry, JSU

Crackley kids spot UFO!!!

Three days ago, Crackley kids spotted a UFO! Apparently it was hovering over Enniskerry at Crackley Hall school.

It wasn't looking too bad right now!

William Underhill

Wednesday last and I was sitting in the canteen yesterday morning to question Brian Morris and Sean O'Connell.

They asked a million of questions about what they saw.

It looked like it was made of this kind of material.

Sean O'Connell

When they started to ask what this machine was I said they were wrong.

I was just saying 'I don't know'.

William Underhill

The investigation studied the information that they got and analysed. Some people think 'We won't be seeing that'.



Volume 1, Issue 1
MARCH

Special points of interest

- Daily news
- Stories with no double
- Search on why make
- Use to make your own
- Easy content
- It's up to you to make
- Many more
- Best of the best
- Site free

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SCOOBS PUBLICATIONS PRESENTS

THE DAILY CRACKER

VOLUME 1, ISSUE 1

5TH OCTOBER 2014

UFO SPOTTED IN KENILWORTH!

Two school boys claim they saw a UFO hovering above the Crackley Hall playing fields on Friday the 1st of October 2014. Samuel and Mark both age 7 were apparently playing football when a strange flying object that looked like a grey sphere hovered over them. Both boys said they were 'scared' and 'shocked'.

It was reported that the boy properly has been reported to the police.



IN ORDER TO COME

- Crackley's got talent is coming back in March.
- Crackley's open day attracts more people than ever.

FORGETFUL FRID FINDS ANOTHER ITEM OF CLOTHING

Forgetful Fred was at Crackley Hall School and was looking for his 'My love it all' shirt. He had been told to look for it in the lost and found box of clothing.

Fred was amazed his property was found but the rest of the clothes box was empty.



Thanks up for Fred!

RUBY

OLIVIA



UFO sighting

A Kenilworth man this week had a surprising encounter.

The UFO was spotted by Mr. J. Hollycroft, who is 27 years old and at the time he was with his bull dog called Buster.

He saw the spaceship at 1:00 pm, last Wednesday 1st of October. What a sight he must have had!



When he was interviewed he said, 'When Buster heard it he started barking and that was how I saw it. It was flying towards Crackley Hall School. I was at Abbey fields when we (me and Buster) saw the unidentified flying object (UFO). It was GIGANTIC, made out of metal and had flashing lights of all colours.'



Mr. Hollycroft reported that the UFO was visible for 10 seconds and then it was gone!

This is the third report of a local UFO sighting we've had this month!

LAURA



Year 8 pupil Caitlin McBride recently wrote a poem which wowed her English teacher, Mrs Baker, and us too! Here it is. Fabulous work Caitlin!

You Grow Up

The day you realise you are growing up,
Is the day you realise that you don't want to,
You want to stay where you are forever,
And the world seems to triple in size.

The day you don't want to grow up,
Is the day you realise how messed up the world is,
You know much more than you let on,
And the knowledge lets you see.

The day you look back on memories,
Is the day you realise that nobody escapes time,
You know that it will happen anyway,
And then you'll have to grow up.

The day you bear the burden of maturity,
Is the day you realise that wisdom isn't always fun,
You know things you wish you didn't,
And then you cry for those who refuse to.

The day you accept that you'll grow up and die,
Is the day that you realise that you have to spend your time,
You want to be you and walk the other way,
And then you grow up.



Communications Team

Role: Responsible for all verbal communication between Mission Control and the Space Station

Mission Control Crew:
Abbie Baker

Spacecraft Crew: Lizzie Carr

Navigation Team

Role: Responsible for sending and receiving messages, calculating trajectories and analysing and determining angles for launch co-ordinates

Skills: Data entry skills, mathematical competence, interest in astronomy

Learning Style: Visual or auditory

Mission Control Crew: Lara Vohrah & Charlotte Grant

Spacecraft Crew: Georgie Glaspool & Phoebe Tankard

Life Support Team

Role: Responsible for performing water supply tests, analysing pH tests and checking environmental systems

Skills: problem solving ability, interest in environmental and biological sciences

Learning style: Visual and kinaesthetic

Mission Control Crew:
Araminta Rennie-Gaskin, Ellie Dowell & Leah Dunkley

Spacecraft Crew: Meera Chauhan & Meg Jones

Probe Team

Role: Responsible for the assembly, deployment and monitoring of a space probe

Skills: Mechanical skills, proficiency in maths and analytical problem solving

Learning Style: Kinaesthetic

Mission Control Crew: Lauren Mason & Sophie Rush

Spacecraft Crew: Connor Parris & Alex Rejali

Remote Team

Role: Responsible for undertaking geological experiments in a glove box, including the collection and analysis of mass, volume and other data

Skills: Mechanical and observational skills

Learning style: Kinaesthetic or visual

Mission Control Crew: Josh Young & Oli Pierpoint

Spacecraft Crew: Will Cooper-Harris & Meg Jones

Data Team

Role: Responsible for monitoring the e-mail traffic between Mission Control personnel and the Space Station

Skills: Proficiency in data entry, ability to prioritise

Learning Style: Visual

Mission Control Crew:
Kate Palmer

Spacecraft Crew:
Caitlin Conmy

Medical Team

Role: Responsible for monitoring and analysing auditory and visual response time, respiration rate, skin temperature and heart rate of Space Station crew

Skills: Proficiency in data entry, interest in biological sciences

Learning Style: Visual

Mission Control Crew: Grace McGory & Emelia Tubb

Spacecraft Crew: Carmel Spelman & Hanna Kisiala

Isolation Team

Role: Responsible for conducting research and data analysis involving radioactivity, meteoroids and hazardous materials

Skills: Good hand-eye co-ordination, use of measurement devices and patience

Learning style: Kinaesthetic

Mission Control Crew: Henry Langford & Oliver Taylor

Spacecraft Crew: Seb Lloyd-Thomas & Fred McLeod-Self

I really enjoyed testing the substances!
Fred

The most exciting part for me was analysing the gases in the comet.
Kate

I have learned to stay calm in emergencies. Going to space was the best part of the mission. I wish it was longer!
Araminta

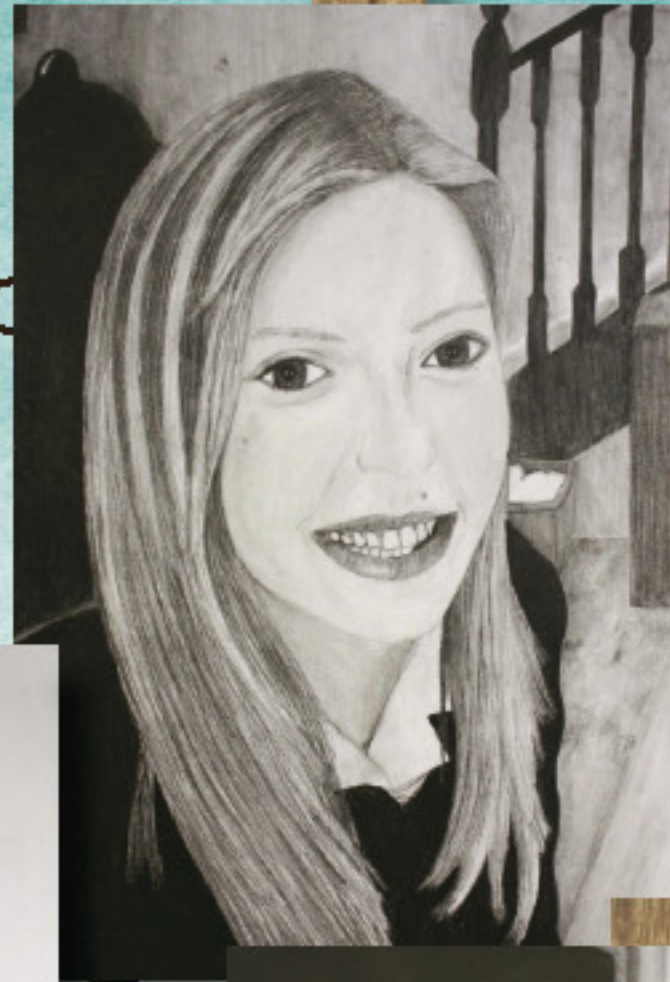
I have learned how to work as part of a team. The most exciting part was boarding the spacecraft!
Caitlin



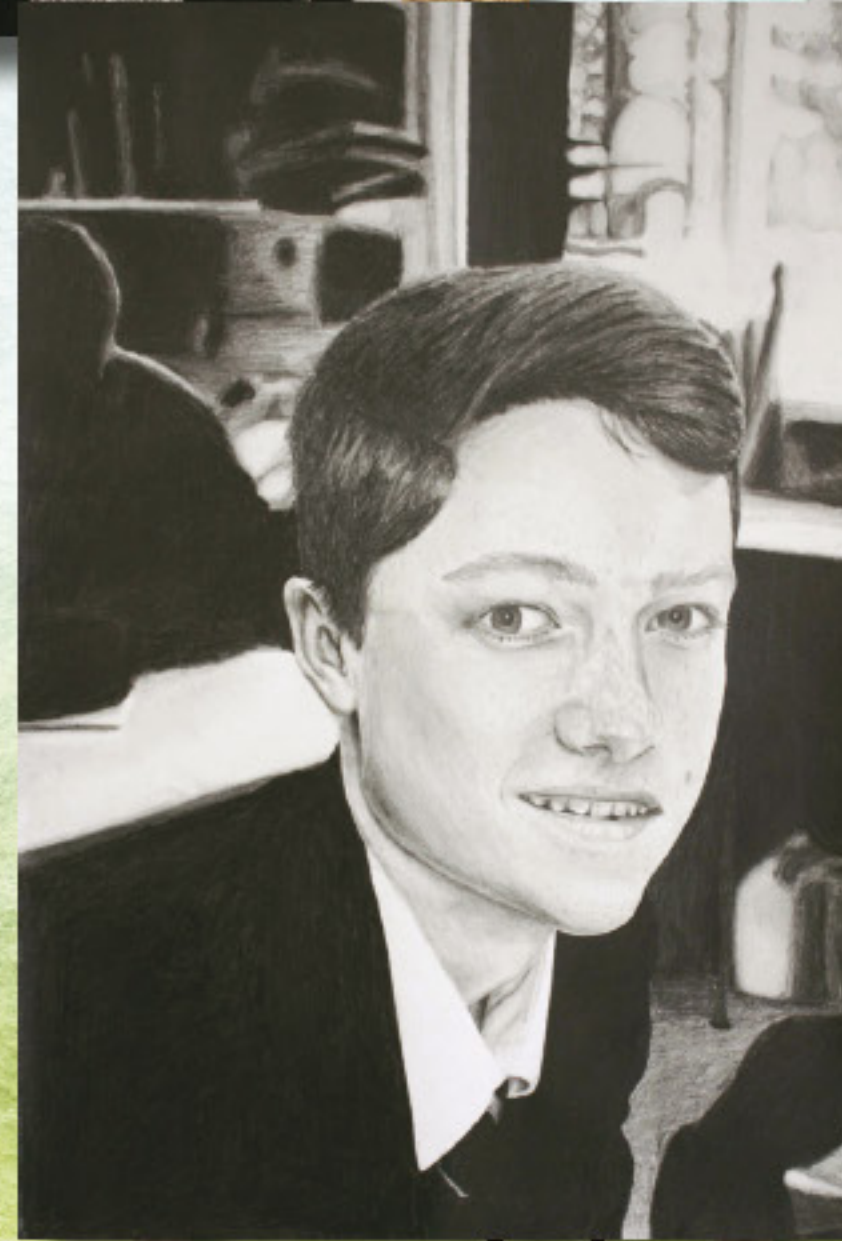
Portrait of an Artist

This term Year 11 students have produced some outstanding pencil portraits. Take a look at these. Aren't they amazing?!

Lottie Moreton
Best loved pet:
Bunny Noah.



James Hudson
Sun or snow?
Snow!



Oliver Mottershead
Favourite holiday:
Mountain biking in
the south of France.



Haider Ahmed.
Favourite film:
Fight Club.



Angharad Elliott
Favourite colour:
Turquoise.



PASS IT ON...

On the morning of Sunday 7 September, drama students from 12 specially selected Pauline Quirke Academies from around the country gathered at London's Leicester Square cinema, fizzing with excitement as they waited to see their films on the big screen.

Earlier this year, 61 Pauline Quirke Academies submitted their films to be in for a chance to have their work screened as part of this year's PQA & Empire Cinemas Film Festival in London. Over 150 films were submitted and the top 16 films have been especially selected by an external panel of

film industry professionals. One of the winning films submitted was created by PQA Coventry in which our very own Year 10 student Lily Blunsom-Washbrook plays the star role.

Lily modestly explained, 'I was fortunate to act in a lead role named 'Lily' in a short film called 'Pass it on'. The film is set in a classroom full of school children having a lesson. There is no speech used in the film, but a story unravels through notes being passed between a boy called Ben and girl called Lily. The notes build up a love story between my character and a boy in the class; they arrange to meet outside school again through sending notes, hence the title of the film, passing on notes. Sadly it becomes apparent that Lily is ill and becomes unwell with a fatal illness. The story ends with Lily passing away and leaving her boyfriend and classmates devastated at her death. I got the opportunity to see myself in the film on a huge cinema screen with an audience of 600 people! I also met Pauline Quirke when my drama group won the award for best film!'

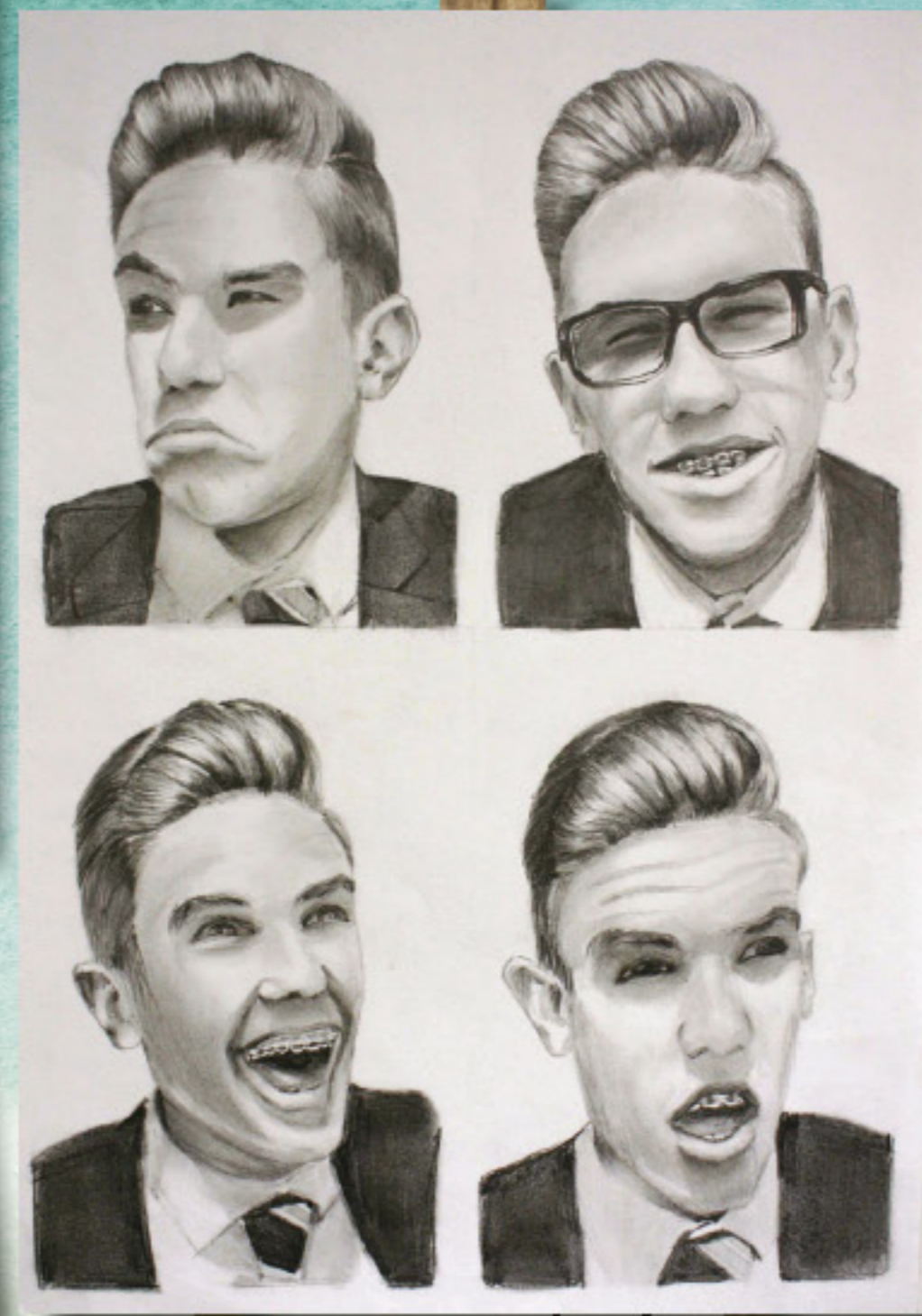
The film is set in a classroom full of school children having a lesson. There is no speech used in the film, but a story unravels through notes being passed between a boy called Ben and girl called Lily.

The winners of the competition were films that demonstrated outstanding skills in screen acting, lighting, sound, editing, direction and script. The judges were thoroughly impressed with the winning films. Lily clearly has a bright future ahead of her.



LILY

Well done Lily!



Gwyneth James
Best band ever:
Fall out Boy.

Etienne Callaghan
by Tori Jones
Worst day of the week:
Definitely Monday!



Tom Barnes
Favourite
takeaway: Chinese



THE ONLY WAY IS ESSEX!

On Wednesday 24 October 2014 Princethorpe's U15's lined up against a very well respected and often feared Milfield School team in the ISFA National Cup. After defending superbly for the first 15 minutes the team soon realised that there was, in fact, little to fear from Milfield and slowly they began to turn the game around. They went into half time at 0-0 with all to play. The 2nd half was a joy to watch with Princethorpe finally playing with a great togetherness. Two goals from Corfield, one from Frankham and one from Connell secured an incredible, well deserved 4-0 victory!

The whole team deserves immense praise and we look forward to the next game which is away at Brentwood School in Essex!

The victorious team were as follows:

Redmile, Rigby, Fisher, Frost, Corfield, Hennegan, McMahon, Stone, Cooper, Frankham, Connell, Platt-McLoughlin and Lee.

Congratulations to all those who played!

Keep the Ball Rolling

Hockey at Princethorpe is just getting better and better. This term Year 11 student Ella Bromley, L6 student Becky Redmile and Year 10 student Oscar Kay made it through to Futures Cup Squads and The High Performance Assessment Camp (a step below junior international selection).



ENGLAND HOCKEY



Not only that but the girls under 18's recently won the County Championships. Captain Katie Brown has every right to be proud of her team.

“On Friday 3 October, Ella, Oscar and I were selected for the next level of the England Hockey Single System. For Oscar and I this means that we will be spending two days training in Lilleshall with the squad and one day playing matches against other squads that have also be put through to the same level. Ella will be spending three days playing in a tournament against three other teams at this level. For all of us, this is an important step as we will be constantly assessed and from there selected for the National Age Groups Squad trial.”

BECKY REDMILE

LIGHTS, CAMERA, ACTION!

Marie Curie Lego Animation

Year 7 student Joshua Tidd has wowed his Maths teachers with a creative and engaging response to a homework task he was given at the start of this term. The students were each given the names of famous Mathematicians and asked to respond in any way they chose. Josh was assigned Marie Curie and, as well as producing a piece of display work, Josh extended his work by producing a fantastic Lego animation of her life. Check out his animation on You Tube, it's awesome!
Fantastic work Josh! A definite da Vinci merit for you!



Film Camp

This summer, fifteen-year old Tom Barnes attended a fantastic two-week residential Filmmaking Camp at the Met Film School at Marlborough College.

His days were spent eating, sleeping and breathing film, with a total immersion into the world of filmmaking supported at every stage by industry professionals and culminating in the production of a short film.

During the two week camp Tom learnt how to write scenes, use a camera to tell stories, edit and direct actors. There was also a fun social programme revolving around film, including movie screenings and creative workshops. 'I found the experience really enjoyable and challenging. I had to be really committed, even in the evenings and on weekends. We all had to work hard, often under significant time pressure. The whole experience was truly unforgettable'.

Whilst on camp Tom had the opportunity to work towards and achieve his Bronze Arts Award, a recognized qualification, for which he was required to keep a record of his learning during Filmmaking Camp and create his own Arts Award portfolio. Tutors at the camp advised him on the best ways of planning and documenting his work and praised the quality and level of his contribution.

Many of our students at Princethorpe will have seen Tom's amazing film 'Procrastination' which featured in the College's inaugural 'Oscars' last year.
Tom is definitely one to watch for the future of film.
Great work Tom!



Princethorpe College

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