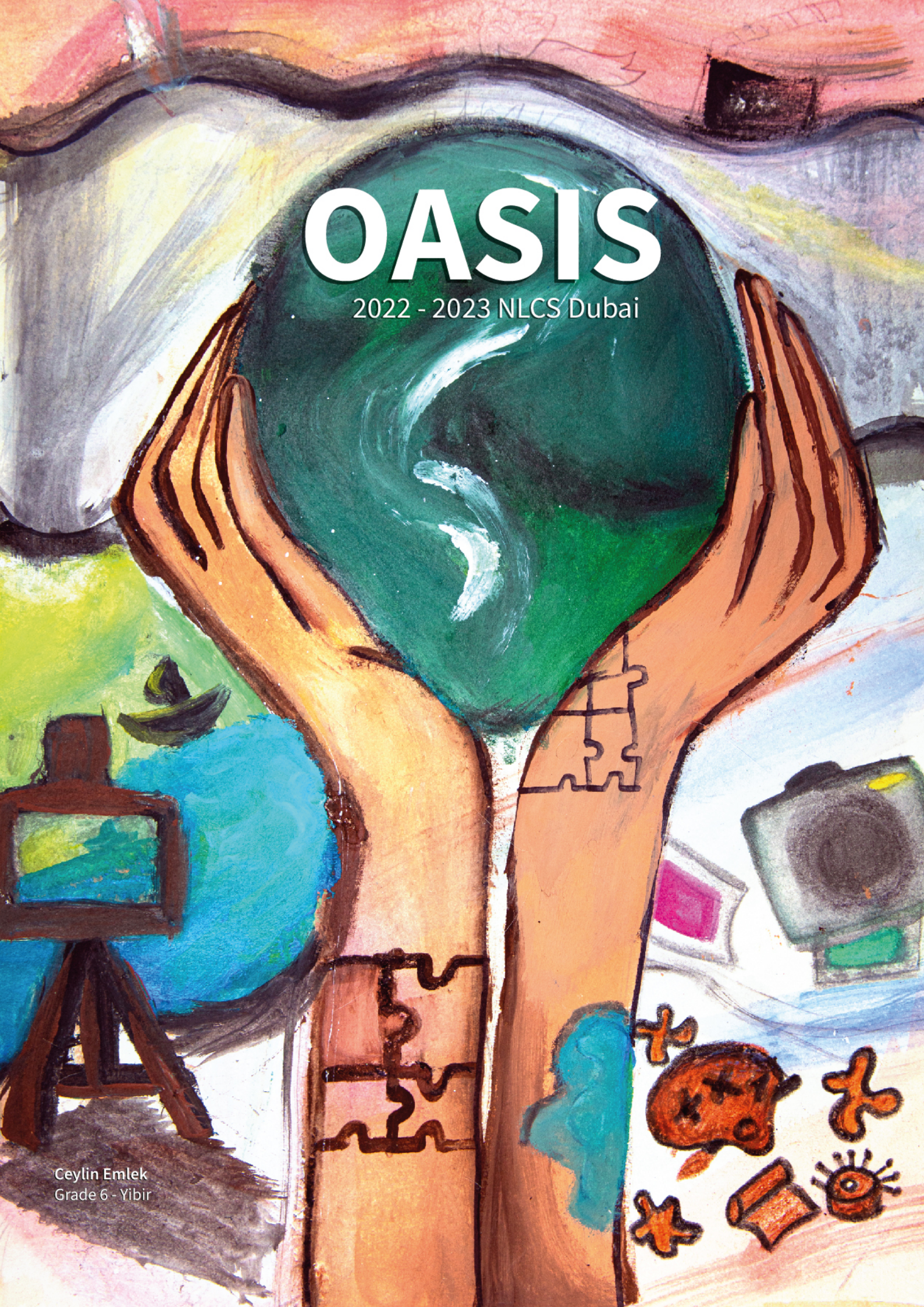


# OASIS

2022 - 2023 NLCS Dubai

Ceylin Emlek  
Grade 6 - Yibir



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2022 - 2023 NLCS Dubai

# Contents

3	Letter from the Editor
4	The Purpose of Art
6	What is Art?
8	How has Art evolved through time?
10	Interviews with Arts Teachers
14	Interviews with DP Art Students
18	New teacher Interviews
44	Photography
50	Imagine – Collection of Creative Writing
64	Basement 46
68	Education, Education, Education
74	Can Design be considered an Art?
76	Comics
78	Artists in School
80	What it means to be a professional artist
82	Indian Art

## LETTER FROM THE EDITOR



Art is the exploration of our inner thoughts, feelings and experiences. It is highly subjective, personal and has long been a medium that individuals can use for self-reflection or influence. Furthermore, it can be explored in many different forms which can help us understand who we are as humans; it also influences the way we relate to each other and has been a way to pass down knowledge from one generation to another.

Art has been present in schools for many decades and continues to be incredibly important. However, in the past, Art was not always as valued in education as much as it should have been. This may have resulted from class structure, as Art was exclusively available to the upper class.

Today, Art is an integral part of classrooms in a variety of forms and it can help children learn valuable skills like critical thinking, empathy, and creativity.

Art has the power of empowering people’s hearts, which is why this is a perfect theme for this year’s first edition of the Oasis Magazine.

**Rameen Ali**  
Editor ‘Oasis Magazine’



# The Purpose of art

By Elyes Mrabet, Grade 8 Hafeet

Art existed long before recorded memory and belonged to Neanderthals, whose conditions and life were so vastly different from ours that their arts' origins and purpose are utterly alien to us. Why did they make those initial cave paintings? What prompted them to forsake activities that ensured their survival, like hunting and gathering, to dedicate time and effort to locating dyes, brushes and an appropriate rock wall in order to produce something that, from a practical viewpoint, would have seemed trivial?

Art has various well-documented benefits such as reduction of stress, emotional catharsis, and focusing the mind. However, it is unlikely that these were the root cause of art, since the paleolithic sciences would have been unaware of them, but they may have caused Art to continue as a prominent pastime.

Art as a concept could be innate to humanity. Humans and other hominids are the only creatures on earth that have expressed true artistic desires. Though there are instances of nimble elephants or dogs painting rudimentary pictures, the animals were trained to do so, not following the creative 'spirit' of art. Some hunting strategies employed by chimpanzees could be considered 'artistic,' but it is simply utilitarianism. So is Art is a key difference between humans and animals, along with our intelligence? What if the two had a correlation? The two aspects of human ability are linked, those with a high IQ tend to be more creative. Creativity is even proposed to consume half of the human brain.

Artistry is part of every aspect of human behavior: designs, pictures, and even the most basic of patterns could be considered forms of art. A lack of Art in our society is only found in total chaos and disorder. Even then, intentional chaos and chaos made to make a statement are forms of art. But why? Why is art so prevalent? There is no discernible evolutionary reason for it. There are no non-human precedents and examples of Art that we can compare to, but Art has been an omnipresent, evolving part of human history. Perhaps Art is one of humanity's essential qualities, like society, and we have an irrepressible urge to bring order from chaos, or to bring chaos to order in our attempts to bring beauty to the world.

Perhaps art is such a fundamental part of us that it needs no explanation other than the fact it is Art.



# What is Art?

By Aisha Imanzhavova, Grade 7 Yibir

There are many unanswered questions in the world, the meaning behind Art being in one of them. Throughout the world, Art can be described as a variety of different things; everyone has different and their own unique opinions. The difference of opinions, or the lack of compatibility can make it hard to agree a certain thing. The meaning behind Art is different for everybody, depending on how they view it.

Art can be a hobby, profession, or something some can dislike. Everyone has different styles and different interests. One's interpretation of "good art" might be something simplistic and calm. Others might like something loud and detailed.

Can some people be bad at Art? Or do we all see it differently? Some might agree when I say that no one is bad at art. Art can be anything from a simple sculpture, to the most extravagant painting. When we create art, we allow our imagination to run free.

We create something which expresses our version of Art. People might disagree is something is beautiful or not, but no artist is bad. Each artist just has their own version of beautiful and good. Whatever an artist is trying to show in their piece might not be understood by others. We all have our own opinions and preferences.

What is the role of the Art teacher? A teacher is someone who educates and helps you reach your goal. An art teacher helps you understand the basics and the different styles of art in order for you to be able to experiment however you like. They will inspire you to become your own artist and find your meaning in art.

Your teacher will help and instruct you how to achieve your own art pieces. This will help you unleash or develop your artistic side that you will be able to explore more once you find your steady pace.



How has

# Art evolved

through time?



By Hamza Ali, Grade 6 Hafeet

The conception of Art and Drama can be traced back to the time when mankind learned and practised dexterity. The most ancient evidence of Art, Drama, and Literature can be traced to cave paintings, clay models, and stone tablets. The development and growth of Art has been gradual and the changes are still taking place. These signs can be seen in ancient cave paintings, glass work in cathedrals, intricate woodwork in historical buildings and even in the ceiling of the Sistine Chapel. These forms of human artistic expressions narrate many stories about the lives of the people who lived in those times. Similarly, theatre can be traced back to dithyrambs in ancient Athens which were melodies sung as a way of worshipping the god Dionysus. With time these hymns were modified and used for religious performances in which the participants dressed up in costumes and masks. Writing, painting, acting, and drawing have always been ways to record life's experiences, tell stories to young children, or pass down wisdom from one generation to the next.

Considering the inception phase, the earliest cave paintings were created approximately 40,000 years ago. Many paintings and drawings of human activity from the Palaeolithic Era and beautiful frescos produced in Egypt and Crete (2000 BC) have also been discovered. The documented history of ancient Art can be associated with the Romanesque Era (30,000 B.C.E. to 400 A.D). The various works include those of prehistory (Palaeolithic, Neolithic, the Bronze Age, etc.), the ancient civilizations of Mesopotamia, Egypt, and the nomadic tribes, works of Greeks and Celts, the early Chinese dynasties and the civilizations of the Americas. Furthermore, the earliest plays depicting Primitive Man's culture were oral and subject to memorization. It can be assumed that they probably began as re-enactments of stories told around a campfire for entertainment, ritual, or teaching purposes. Additionally, Anthropologists and archaeologists have found evidence of performances in cave paintings. Then came the infamous annual Festival of Dionysus in Greece. In those times, drama played a huge role and there were three main types of Greek drama, which included tragedies, comedies, and satyr plays.

The next phase was the "The Dark ages" which left us with little to celebrate in terms of Art, drama, or literature. The whole of the Mediaeval and the early renaissance period conveyed either barbaric ideas or images of religious ceremonies.

The popularity of theatre remained during the fall of the Roman Empire. However, as the Middle Ages from (500-1500 A.D.) arrived, the Churches opposed the idea of mythological gods and considered theatre as sinister and against religion. Hence drama was limited to performances of travelling actors since the theatre was primarily banned.

Thankfully, times changed and began "The Renaissance Period," which lasted from 1400 to 1880 and produced innumerable renowned works of Art. A bulk of the notable Art created during the Renaissance was Italian. Renowned 15th-century Artists like Brunelleschi and Donatello inspired Botticelli and Alberti who went on to create more magic on canvas. During the peak Renaissance period, Da Vinci, Michelangelo, and Raphael left everlasting works of Art while in terms of literature, William Shakespeare made his mark in history. In addition, stage plays were a very popular form of expression and entertainment. Lastly, the purpose of drama transitioned from stories told by the Church to stories made primarily for entertainment for both royalty and commoners.

By the 1700s, Western Art followed a series of styles which included Rococo and Neoclassicism, followed by Romanticism, Realism, and Impressionism. In China, the Ming and Qing Dynasties were established during this period and Momoyama and Edo Periods were seen in Japan. In the Americas, this was the time of the Aztecs and Inca who had their own specialised Arts. Furthermore, modern Art runs from around 1880 to 1970, and these were 90 years of hustle and bustle. The Impressionists opened the doors to new paths, and individual Artists such as Picasso and Duchamp created multiple movements. The last two decades of the 1800s were dominated by movements such as Cloisonnism, Japonism, Neo-Impressionism, Symbolism, Expressionism, and Fauvism. The 1970s marks the Era of contemporary Art which continues to the present day. Additionally, Modern Drama was founded in 1958 and people began to concentrate on dramatic literature. This phase continues today, and with technological advancement, the whole idea of theatre entertainment has improved for the best.

Conclusively, the fields of Arts have become contemporary and abstract with the passage of time. Technological innovation has also added immense variety and flavor to all aspects of entertainment, including Art.



# The Arts

## Interviews with Different Art Teachers

By: Naya Najjar and Riyana Bhojwani Grade 8. Hafeet



### Drama - Interview with Mrs. Durston

#### *What was the moment where you knew that you have a passion for your art?*

As a child, I was quite naughty and excitable, until I walked into my dance classes. I turned into an angel. My parents quickly highlighted that my behavior changed because I was engaged and passionate about something. Dance was a huge aspect of my childhood all the way until University, as I loved the training and discipline as well as the ability to express a narrative or emotions through movement. My English teacher ignited a passion for creative writing in senior school, and he encouraged me to audition for the school plays. This led to me taking part in several school performances as well as joining the local Amateur Dramatic Society. Expressing someone different from myself and learning about different social, cultural, and historical contexts was fascinating.

#### *What is your favorite thing about the art you specialize in?*

Theatre has the potential to address so many issues. It can make people laugh, cry, think and most importantly change their perspectives. It develops emotional intelligence which can be transferred into everyday life.

#### *Who or what inspired you to take this art?*

My high school English teacher Mr. Holmes. He held me accountable when I did not hand in homework or attend a rehearsal. He had incredibly grand expectations for me and would tell me when I was doing well but equally would gladly tell me if I was producing poor work. This gave me a strong work ethic and instilled in me the need to have strong collaboration skills if you want to produce excellent performances.

#### *What is your greatest strength in your art?*

I believe that as an artist in any capacity you, are always learning. I would say that my greatest strength is that I am open-minded and willing to try innovative ideas and take risks on stage. This can at times result in poor performance as something does not work. But on the other hand, it also allows for some of the best work to be produced as it is new and exciting.

#### *What was your greatest weakness at art and how did you overcome it?*

I am not very good at using different accents when performing. This is something that I find particularly challenging. Perseverance is the only way to overcome this. I would record people with the accent I was trying to impersonate and would spend hours listening to how they pronounced different phonic sounds.

#### *What does your art mean to you?*

Theatre is life. That sounds overly dramatic but fundamentally theatre represents the world in which we find ourselves, the good, the bad and the ugly. Without theatre and drama life would be (in my opinion) very dull.



## Visual Arts & Design - Interview with Mrs. Michaels

### *What was the moment where you knew that you have a passion for your art?*

I have always enjoyed using my imagination, whether that was in creating fantasy worlds when playing by myself as a child or writing poetry or stories as a teenager. My grandfather is a descendant of one of the National Artists of Venezuela, Arturo Michelena, and as a young child we would sit together and paint. My grandpa was a serious and loving character; he had his special papers and tools for painting, and I was allocated my own. I felt incredibly special to be included in what I thought at the time was a very grown-up thing to do. We would sit in companionable silence for a few hours and just get lost in doing. There was never any formal teaching that I remember from him, he would advise me on how to use different brushes, pencils, and paint but once I started to work, the focus was simply on doing. The process of creating something, whether seeing a photograph develop in a darkroom, a painting, drawing, ceramic work or even making a cake gives me a deep sense of joy.

### *What is your favorite thing about the art you specialize in?*

I consider Visual Art my area of specialism, the intellectual ability to convey meaning and intention visually fascinates me. I am insatiably curious about artists' technical ingenuity and ability to manipulate different media and elements to express ideas. I find the endless possibility and potential of creating something even from a white sheet of A4 paper exciting.

### *Who or what inspired you to take this art?*

When I was 15 and in school, we were offered the opportunity to have a two-week work experience; my placement was in a local hospital as I aspired to become a pediatrician. I thoroughly enjoyed my diverse and demanding placement, watching the doctors' work I realized all the creative things I loved to do at that time would have to become a hobby, as the role of a doctor is so time demanding. Art felt more important to me at that moment, so I chose to follow that path.

### *What is your greatest strength in your art?*

I have always felt that layering and the use of color are my strengths when it comes to visual arts.

### *What was your greatest weakness at Art and how did you overcome it?*

Time – particularly observational drawing takes me longer than the average person. I improved through focused time studies, making myself draw steadily faster and practice.

### *What does your art mean to you?*

My own art is a gesture of my view of the world or my life at a particular moment in time. Feeling motivated and moved to respond by making art, creates visual chapters that mark periods and stages of life. I hope that in that sense, those who know me well like my family could look at my work once I am no longer here and find traces of me still.



## DP Art - Interview with Adiya Dossanova, Grade 11

### ***How would you define 'Art'?***

I think that 'Art' is kind of personal, and a way for artists to express their inner thoughts and emotions.

### ***Why did you decide to take Art as an IB subject?***

I've always enjoyed art, and I aspire to go to architecture school and would like to expand my knowledge.

### ***What is it like taking IB Art?***

It's certainly different from MYP Art, and more challenging but there's much more freedom regarding what you want to do.

### ***Is art an important life skill?***

Some people need it, and for some, it's just a hobby or a way to improve. You don't need to be skilled at something, to enjoy it.

### ***Do you think the role of colour is important in Art?***

Definitely, I think most artworks rely on colour.

### ***What is your perspective regarding abstract art?***

It's very fascinating and interesting, even if you don't favour the style. Usually, I can still recognize symbolism and the significance of the artwork and its impacts.

### ***Which medium inspires you the most when it comes to Art?***

Oil painting and sculptures are something I really love, and both have very different outcomes.

### ***Do you work within a particular theme or are you versatile in your artwork?***

I pretty much stick to oil paintings, although, I always push myself to explore new styles and techniques and learn new things.

### ***What is your favourite piece of work relating to art?***

'The Unequal Marriage' by Vasili Pukirev, which is an Oil Painting.

### ***Which artist gives you inspiration?***

Botticelli, he's created so many impactful pieces which I consider to have been very influential.

### ***What advice would you give students aspiring to take IB Art?***

Even if you don't like it or aren't really interested in it, it's still a way to push yourself and a way to learn things you didn't know before.



## DP Art - Interview with Isabel Haas, Grade 11

### ***How would you define 'Art'?***

I think it's difficult to define, but for me, it's a way of expressing myself visually in a way that words or numbers can't do. Usually, an art piece should be meaningful and have had a certain amount of time and skill spent towards making the piece.

### ***Why did you decide to take Art as an IB subject?***

It took me longer to decide, whether I wanted to do Art. It was never something I just 'thought of', but I realised that Art is something I've always found myself doing, whether it's good or bad. I've always found it relaxing, but I realised that doing Art for the IB will help me find balance with all my subjects and it is something I enjoy doing.

### ***What is it like taking IB Art?***

The IB Arts course leaves you free to explore different mediums and concepts and allows you the opportunity to develop as an artist and as a person.

### ***Is Art an important life skill?***

I think it is. I realize that art is something I will have for life, and by doing it as a subject I can understand what I like creating and improve my skills. It will be something that I fall to when I feel like I need to and it will always be something I find joy in.

### ***Do you think the role of colour is important in art?***

Yes and No. I think expressive colour can make a painting really meaningful and can express your ideas in a way words cannot. However, I do think that some art pieces without expressive colour can also be just as powerful.

### ***What is your perspective regarding abstract art?***

While I do think some abstract art can be very interesting to look at, I think art that has taken time, skill and thought into making should be appreciated more, and a piece with just a blob of colour that took five minutes to make shouldn't always be considered 'abstract art'.

### ***Which medium inspires you the most when it comes to art?***

I love using colours and textures to create a painting that I am proud of. I do enjoy other mediums also, but painting is my favourite (although this is a conventional answer for artists). Another reason I chose DP is that I wanted to explore other mediums like sculptures or textiles.

### ***Do you work within a particular theme or are you versatile in your artwork?***

By taking DP Arts, I want to take this opportunity to explore themes I wouldn't usually explore. I do enjoy painting scenes. I'd also like to explore some different styles, as often I stick to realism even though there are many other ways to depict themes.

### ***What is your favourite piece of work relating to art?***

I wouldn't say I have one favourite piece, but I do love historical art, especially Monet and I have always found the painting the Girl with the Pearl Earring particularly eye-catching and interesting.

### ***Which artist gives you inspiration?***

I don't think there is one artist that inspires me, but as I said before, I like Monet's work. Furthermore, I love seeing expressive and colourful paintings as that always inspires me.

### ***What advice would you give students aspiring to take IB Art?***

If you want to take Art, I really think you will gain a lot from it, even if you don't consider yourself the best artist. Doing IB Arts allows for space for experimentation and improvements. So, if you like it, do it! If it's something you like, you won't regret it. One thing to keep in mind for the DP Arts course is that it is more than just art making, there is quite a lot of writing that is required, but if you like making art and analysing historical and cultural art pieces, I am sure you will enjoy it.



*Here at NLCS, all of our teachers believe in the power of creativity, no matter what their subject. Here, students interview some of our new teachers to see what they think about the value of the Arts, as well as finding out about their own journeys to our wonderfully creative school!*



Interview with  
**Mr Russell**  
Head of Sixth Form  
and Teacher of Geography

By: Ismail Damerji, Grade 9 Javi



### ***What inspired you to become a teacher and what stimulated your subject passion?***

Throughout my childhood in Yorkshire, in the North of England, I spent a large amount of time outdoors – running, hiking and climbing. We had a family house in the Lake District, so I spent most summers running in the fells and being immersed in the nature of some of the country’s most picturesque landscapes. This environment, combined with a love of travel and a passion for reading, drove me to understand more about various landscapes. As a child, I used to spend hours looking through maps and reading Encyclopedias. With excellent teachers at my school, Geography felt like a natural fit for me. After studying the subject for my BA at Cambridge, I continued there for an MPhil in Environmental Science. Funding fell through for a PhD, so I needed a job and fortunately found one at an independent school in Kent. I immediately loved the combination of maintaining my subject interest with working with young people in a dynamic setting.

### ***What are the motivational factors which drive you as a teacher?***

I believe in a deontological form of ethics – that the morality of one’s actions is fundamentally based in the achieving a correct process, not that the morality comes from the consequence of the outcome. Far too often in education and life in general, we can become obsessed with targets, goals and rewards and feel that achieving these justifies any action to get there. I believe that the process is more important than the outcome and this motivates me on a daily basis. So long as my actions are honest, considered and thoughtful, I get satisfaction and motivation in what I do, knowing that the outcomes will largely take care of themselves.

### ***What is that one feature of NLCS which makes it stand out?***

It is important when looking at any educational establishment to see how honest it is. It is easy to make great claims and the marketing departments of many schools has improved rapidly over the last 10 years which can make this tricky! I was attracted by the honesty and clarity of the message that NLCS gives: a message of being academically ambitious with clear structure to support this aim. The IBDP educational philosophy mirrors my own beliefs and with a German wife, and Anglo-British heritage, I am one part of a truly international family. I feel proud to have my own children studying in the same school within which both my wife and myself work. This all makes NLCS stand out for me.

### ***What has been the most memorable event or incident so far?***

I have really enjoyed spending as much time with the Sixth Formers. They are a superb bunch of incredibly capable young adults. They have more potential than they realise. They are kind, considerate and outstanding individuals with a huge amount to offer. I look forward to having no incidents with them (!) and more memorable events as I guide them through the Sixth Form.

### ***What is your favourite thing about teaching?***

The diversity seen on a day-to-day basis. I enjoy working with bright, enthusiastic colleagues, children who are curious and interested, and the changing nature of my subject Geography provides new challenges. I enjoy the challenge of working with students, staff and parents all of whom are unique and different.

### ***Do you think students should explore their artistic side and why?***

Of course! I played Violin and Viola to Grade 8, and was a Chorister through my childhood. The Arts fundamentally play a hugely important role in developing academic, social and personal traits that are certainly necessary. Everyone has their own weaknesses, and perhaps those who struggle more in this area of academic life have most to gain from pushing themselves out more through these means. Perhaps, most importantly the Arts are clearly great fun and we should always note that words fun and academic are not antonyms.

### ***What advice would you give to students?***

Be kind to yourself, Trust in the process of what you’re doing, Laugh more, Don’t be afraid to ask for help, Read more than you currently do, Surround yourself with good people.



By: Zaria Muzaffar, Grade 9 Yibir

I've been teaching for 16 years, so it's quite difficult to remember what inspired me to become one, but I do remember I had a brilliant maths teacher when I was 16 years old. He was an ex Royal Air Force pilot and not only was he a brilliant mathematician, he was also a great guy; he used to tell us all of his RAF exploits and how maths helped him become a brilliant pilot and ultimately a brilliant teacher. I think I always remember how he inspired me and that was enough for me to think 'well actually, I wouldn't mind giving that a go'. In terms of subject passion, to be honest, it's one of those things I've always been good at, and I liked being good at stuff. So, they just sort of aligned in that sense, but studying mathematics up to a really high level has made me see the beauty in the subject. For example, how line graphs are linked to sequences comes as a surprise, and mathematics is full of surprises, which is why I think it's the best.

I think it's those lightbulb moments really. Those times where you have a student who doesn't get it perhaps the first time, or even the second time, so you have to find a different way to make them understand a problem or a different concept. The joy on the student's face when they finally get something and they're able to solve a problem they weren't unable to before is really, that's the carrot for me. That's what keeps me going and keeps the job interesting and fulfilling.

I've worked in five different schools in my career and for me, NLCS is the one school that I've worked in that's more about the academics. I'm lucky enough to be involved in Duke of Edinburgh and academic societies, which I've had no prior experience to before. My young daughter goes to this school as well and the opportunities she has outside of brilliantly taught academic lessons is phenomenal and I've never seen that on such a grand scale in any school before.

That's a really tough one. I think I'd have to be the Duke of Edinburgh adventurous journey. I've spent Friday, Saturday, Sunday with grade 10s and 11s out in Fujairah. Brilliant weekend - it was a joy to see students out of their comfort zone, seeing them finish the weekend more resilient than when they went into it, working as a team. Also them seeing me as not just a Maths teacher, having other interests, being able to hike. That was a brilliant weekend and I look forward to doing future adventurous journeys this term.

It has to be the students really. People often say to me 'do you not get bored of teaching fractions every year?'. The answer to that is - maybe. What's not boring about fractions is that you get something different from every class that you teach every year. I can plan an identical lesson if I wanted to, but people's response, and whether they get it or don't, differ. And the personalities in the room- that's what makes the job so very interesting and makes me want to come back for more next year.

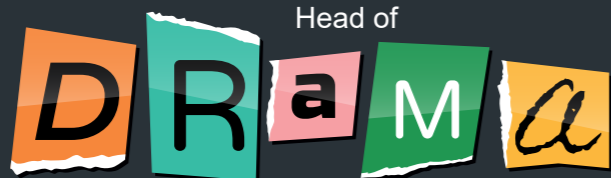
Absolutely. You know, I think every person has got a talent. Now unfortunately, we live in a world where not every person finds their talent. So that's why every teacher in this school and every parent of every student in this school has decided to send their child to NLCS because we care about not only the academics but also the artistic and sporty areas. So, when Mr Monaghan says, 'try yourself out', I think everybody believes that. The more things you have a go at, the more likely you are to find that talent, that spark, the thing that makes you, you.

As Head of Maths, I am going to give you the advice that you need to work hard, you need to have the right attitude and you need to be a good person. But alongside that, it's about finding the balance. Don't be that student who stays up until 2 am the night before an assessment. Put in little and often. Make sure that you're kind to everybody around you because one day, if you're not that kind person, you might not get treated the way you want to be treated. In the same way, be kind and considerate to your family. Your family make a lot of sacrifices for you, so appreciate that and make sure they know you're appreciative. Do what makes you happy. Have fun, have a laugh, you are only children for so many years. Soon you will have as much hair as I have, which is very little and even less time to do fun things, so do enjoy it. But be kind, most of all.



Interview with  
**Mr Lea**

Head of



By: Eva Di Capua, Grade 9 Yibir

### ***What inspired you to become a teacher and what stimulated your subject passion?***

My subject passion began when I was at school and I was involved in drama, I did theatre A-level and I overall enjoyed all aspects of drama. I did design, lighting, a bit of directing. This led me to study at university, rather than Drama School because I wasn't as much of a committed actor, I was more interested in Drama as a whole. After University, I took my masters in Shakespearean verse and classical Theatre in London, and one of the first jobs I got in Theatre in Education involved touring around the country with a Shakespeare show and doing workshops with students.

So immediately after I left university, I just happened to have a job that was in education even though I hadn't really done this before. With the same company we went on a tour around Italy and, instead of going from school to school, we did a summer school which is where (for the first time) I had the same groups of students for three weeks.

So I really enjoy doing that and when I came back to London I got a job in primary school working for a company called Artist Education. That was teaching regularly for the first time in primary schools but I've always loved it, so then I moved to secondary school and learnt how to teach GCSE and A level. I just really enjoy working with young people and making memories because every show is special and different. Every company is different but to take students on journey from the unknown, beyond the mark schemes and specifications, it's just truly amazing, that's why I do it and that's why I love it.

### ***What are the motivational factors which drive you as a teacher?***

I think that with my subject it's that sense of students challenging themselves and going to a place they didn't realise they could go to so, whether that is as a performer on stage, which takes courage to step up on stage and do that; in my opinion this is a genuine achievement in which you build character and self-confidence. But equally as a crew member - you know it takes courage to sit there and be ready to call the show as the stage manager or run the lighting cues.

### ***What is that one feature of NLCS which makes it stand out?***

I did teach at NLCS before moving to Dubai and I have quite a deep family connection to this particular school because both my mum and her sister went to North London Collegiate School London, so they're old Londoners. My Aunt was a teacher at North London in Edgware and she was actually Deputy head for many many years there. So, I knew NLCS verywell so it's not new to me.

What I think makes it stand out is, like I said before, going to a place that students didn't realise they can go to and that sense of possibility and of open expectations we can do things in this school which are more daring and it's always with those higher standards in mind achieving something really genuinely special. Never just settling for that average, that's not what NLCS is about.

### ***Do you think students should explore their artistic side and why?***

I believe that in our educational systems we are looking forward to the 21st century and the kind of skills we need for the changing world, particularly DP and MYP, are crucial. The idea of playing with creativity in education is something that we need to build on and I think that this is when genuinely original innovative ideas happen. When someone is truly interested, they are in their element, they love it, they learn skills and they are engaged in the excitement with those ideas. Whether it be academic, artistic, or anything else. It's that sense of switching on, that's when we produce original creative innovative work and that's what we need going into the future. From my experience I think IB is the closest model in the world that truly values these concepts and that that's why I'm here.

### ***What advice would you give to students?***

I think trying things out is what I would say. Particularly when you're younger, that breadth of experience is what you want. Then something will click and you have to do something daring and get out of your comfort zone and be bold to try something new like join a society. You might discover you love it, and I think if you try those things out and it sparks something then you've got an opportunity to find your element. It might not always work your way and it might not make you happy but if it does then pursue that, follow that, and ask your teachers (ask people) for more opportunities. Try yourself out as much as you can and once you notice something that you're fascinated by, don't let it pass by you. If you got more than one interest in something, push yourself to get involved with it. Even if it isn't necessarily easier keep persevering.





Interview with  
**Mr Agius**  
Director of Music

By: Sadene Qaddumi, Grade 9 Jais

### ***What made you decide to come to NLCS?***

I've known about the school and its reputation for a while. I heard about the position of Director of Music, which would have been an amazing opportunity for me so I did some investigating into the school. I learnt about the London school and all the other ones around the world. It sounded like an exciting opportunity to be a part of something global and the school's values towards education were similar to my own.

### ***How are you finding it so far?***

It's been very busy, but a good busy. There is such an appetite from students, teachers and parents to immerse ourselves in as many things as possible and do things at a high standard, which I think is great. I am very excited to see how the Music Department can grow.

### ***How's it different to your last school?***

The day is a little longer (as is lunchtime), there is more going on. The behavior of the students is fantastic, as is the attitude because there is a real love of learning and drive to do the best they can.

### ***What inspired your subject passion?***

I studied Music from a very early age, so I was encouraged to try lots of different instruments. I started with violin, which only lasted for about 2 weeks, but I played piano from when I was very young, and it was something I enjoyed. I played trombone, but my arms weren't long enough, so I played the euphonium. I went to a school where there was lots of music going on and a shared passion among students to progress and play in ensembles. But what really made me want to pursue music was the teacher I had at A level, who showed so much care and devotion towards my musical education and inspired me to do new things with the subject that I hadn't thought of. Now I am in the role that she was in, so I really believe in the power of a good teacher in igniting a passion in a student.



### ***Why do you think Music is important in education?***

Music is vital. It's a creative subject, it allows students to express themselves and take risks and to be inspired by what's around them and demonstrate that in musical creative ways. It has a misconception that it's not an academic subject, but it is. There is so much analysis and unpicking of various styles, eras and genres of music. It's so important to have a grasp and understanding of the subject. It has that extra opportunity for students to be brave and perform and develop confidence, and to work towards something they are proud of and put music out there. There are so many skills available for students to add to their growing character.

### ***What advice would you give to students wanting to pursue something in the Arts?***

I would say to try yourself out. There are so many ways to immerse yourself in the Arts, it's great to see such a buzzing Drama and Art department, although personally, I'd be pushing for music, of course. There are so many things to try and be inspired by and take on and develop skills. Also, to continually listen to music and keep up with the arts. Branch out and understand the different genres and styles because there are so many inspirations to take from many artists. I'd encourage students to do as much as they can and really find something they love.





Interview with  
**Mr Napier**  
Teacher of PE

By: Hamza Ali, Grade 6, Hafeet

***What inspired you to become a teacher and what stimulated your subject passion?***

When I was around fifteen or sixteen, I had a PE teacher who was a very big role model for me. He taught me lots of things and I looked up to him. He would coach lots of different football teams, and from that I took a real interest in his job and what he did for a living. I found it amazing, the impact you could have on students through teaching sports and exercise.

***What are the motivational factors which drive you as a teacher?***

Just to get the students physically active, and get them involved in sports and teams, or even just general fitness. Different things, suit different students and just also taking note of their mental health and looking after it when you're under lots of pressure.

***What is that one feature of NLCS which makes it stand out?***

I think one of the features that makes it stand out is the exceptional teachers in the school and especially the leadership, who all do the best for each student.

***What has been the most memorable event or incident so far?***

When I first arrived at NLCS and saw all the fantastic state of the art facilities, such as the Gym, Pool and Pitch, which was important for me as a PE teacher.

***What is your favourite thing about teaching?***

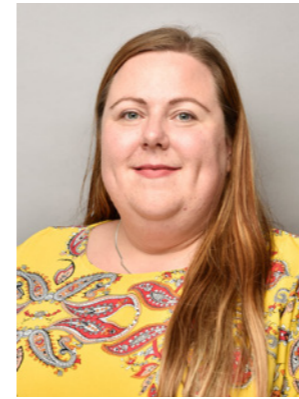
My favourite thing is making students realise that sports can be fun and how important it is for them.

***Do you think students should explore their artistic side and why?***

Yes, because students balance a lot in their academic life and art should be one of those things they should do.

***What advice would you give to students?***

Advice, that I always given to students who ask me is too, just give your best in any aspect of your life and work hard. Someday, will be tough, but you'll always have better ones.



Interview with  
**Ms Christian**  
IB Coordinator  
and Teacher of History

By: Devina Gauba, Grade 6, Javi

***What stimulated your subject passion?***

I've always enjoyed learning about the past, and I remember one day visiting the British Museum in London. At the time, there was a special exhibition and at the centre of it was the mummy of 'Nesperennub' who was a priest from the Ancient Egyptian city of Thebes. Nesperennub was the first mummy ever used for an experiment involving CT scans, where we could see the mummy without destroying its placement and wrappings. The exhibition showcased the scans and constructed a 3-d model of Nesperennub that was so detailed you even see the textures and impressions left by the nerve endings of his skull, even though he had undergone the standard 80-day mummification process. It was at this exhibition. Using, technology to expand our historical knowledge. I was hooked - and even now, I take a great interest in Egyptology.

***What are the motivational factors that drive you as a teacher?***

We, teachers, are all passionate about our subjects. We all want our students to achieve their best academically, fulfil their potential and explore their own passions. We want them to be the best version of themselves.

***What is that one feature of NLCS that makes it stand out?***

NLCS Dubai is the best IB school for the Diploma Programme, not just in Dubai or the UAE, but in the whole region of the Middle East and North Africa. We have the highest average point score, and a significant proportion of our students score above 40 points. We expect and demand a lot from our students, and the achievement of our students. As a result, our incredible teachers truly set us apart.

***What is your favourite thing about teaching?***

I think the lightbulb moments for students when something finally 'clicks' or the sheer joy of a student excelling at something they've found particularly challenging are always a favourite.

***Do you think students should explore their artistic side and why?***

Absolutely. I am not particularly creative and have very limited artistic skills, that's why I find art so fascinating. I can look at the students' artwork and wonder how they did it because it is not something that I could do. I admire the dedication and perseverance of artists as well. It is never just about one painting or the final piece, there are hundreds of hours of practice and development behind each piece. I find it incredibly inspiring to see artwork and admire its final pieces when they are exhibited.

***What has been the most memorable incident or event so far?***

I have thoroughly enjoyed Model United Nations and seeing some of our students attend their first conference at THIMUN Singapore. It has been incredibly rewarding watching our more experienced delegates truly thrive.

***What advice would you give to students?***

As the Diploma Programme Coordinator, my advice is specifically aimed at those existing or prospective DP candidates:

- Be organized - prioritise assignments according to how much time they may take to ensure you meet deadlines.
- Be effective - try out different techniques for note taking and revision and find the ones that work best for you.
- Be efficient - make sure you schedule time for sleep and socializing but ensure when you study you maximise productivity by reducing procrastination.



Interview with  
**Mr Gomez**  
Head of Chemistry

By: Elyza Jamal, Grade 7 Hafeet



***What inspired you to become a teacher and what stimulated your subject passion?***

For me, Chemistry is beautiful to teach and to share my knowledge with my students. I really feel that excitement every time I explain a new topic and my students enjoy learning and have fun with Chemistry

***What are the motivational features with drive you as a teacher?***

Just the fact that I have a commitment with the school, with the world, with the future. I have an important role as a teacher and I need to do my best to help my students become very good in the future, not only in chemistry but also in various and different parts of life.

***What has been one feature of NLCS that makes it stand out from other schools?***

I have seen that there are many, many mechanisms to support students, students who have different difficulties. This is great!

***Do you think students should explore their artistic side and why?***

Yes, because their artistic side provides different skills. For example, in my case, I explore my artistic side by playing guitar and music, and this is a plus for me; I'm very happy that I am able to play guitar and to make to make something creative. I know that I have different skills because of the arts, so I always talk to my students about it.

***What advice do you give to your students?***

Enjoy the present and get to love the knowledge you gain - and do the best for your life. Try to enjoy every subject, even though if you think that it's boring, just give it a try and just do your best.





Interview with  
**Mr Kennedy**  
History Teacher

By: Zaria Muzaffar, Grade 9 Yibir  
& Sufi Ali, Grade 9, Hafeet

**What inspired you to be a teacher and what stimulated your subject passion?**

Initially, I went travelling and used to teach English, but I genuinely fell in love with teaching. I like busy, interactive environments and that's what teaching is. You interact with people from all walks of life and different ages. As a teacher of any subject, particularly History, I find you can move around different parts of the world and you're constantly having to learn. So, I've never really taught the same course or topics year after year. I'm always learning and adding to my own knowledge, that's why I love to teach. And its those moments when you fully understand why something happened or what caused something. History really helps me to understand the here and now.

**What are the motivational factors that drive you as a teacher?**

I would say a student's development, and their understanding of a subject. Also, their development and growth as an individuals who are gaining their own personalities. What I've noticed at NLCS Dubai, is confidence. Confidence runs through the school and the students. That's one characteristic I enjoy seeing and being inspired by. That confidence and believing in yourself.

**What is that one feature of NLCS that makes it stand out?**

It would be the variety and abundance of opportunities at NLCS. We have the saying, 'Try yourself out'. There are so many opportunities to be exposed to new hobbies, sports, and skills. It's quite unique, you don't get that in a lot of places.

**What has been the most memorable event or incident so far?**

It goes back to confidence, going into assembly and the mic is passed around. You're asked to speak, and you're asked to present. In other schools, people don't want to speak, but here people want to talk. If that microphone gets passed to a student, you can tell they've got that confidence and belief in themselves. Similarly, with the Big Four who have a presence on stage, which I think is beyond their years. The second thing for me, is coaching the under thirteen girls football team. That's probably a highlight, there's a lot of good players. It's just fun and exciting.

**What is your favorite thing about teaching?**

As I've mentioned, the busy environment. Teaching is overall a positive job, it's something you chose to do in life. It feels like it has purpose, it has a tangible benefit. It's not a job where it doesn't matter. Some jobs have you think 'do we really need that?' but passing along knowledge and helping young people adapt to the world is purposeful and a very satisfactory job.

**Do you think the students should explore their artistic side and why?**

Yes, one hundred percent. I think anything that just helps you to express yourself. There's loads of different things and ways of expressing your artistic side, music, theatre, painting, dance and more. I think any way you an express or your emotions is important. For example, my expression is sports, like physical exertion. That kind of alleviates any emotions and helps me interpret my own thoughts. I think that's why Art does, it helps you to constantly think.

**What advice would you give to students?**

My advice I would give to students is if you want to give it a go, give it a go and ask yourself questions. What's the worst that could happen? Obviously, when you're at this age, you've got a lot of opportunities so take all those opportunities. Knock on doors, and really push for those opportunities.



Interview with  
**Mrs Schmaller-Russell**  
Teacher of German

By: Jude Dimachkie, Grade 9, Jais

***What inspired you to become a teacher and what helped grow your passion for the subject?***

I always loved learning and I always loved teaching what I had learned, and I also love working with children. I used to teach them English when I had just started learning English at school. This made me realise how much I loved teaching, after having tried many different jobs such as a nurse, a journalist, and public relations.

***What was your motivation for becoming a teacher?***

Seeing love and passion develop for my subject, for me, is incredible. Seeing children fall in love with the language, or even just finding it remotely interesting, that is very motivating for me.

***Was there anything specific about NLCS that made it stand out to you?***

I worked in the UK for sixteen years, working in the top schools in England. I chose NLCS as it has this vibrant dynamic and has the same academic ethos as Sevenoaks, one of my previous schools in the UK where I was the Head of Department. NLCS also has outstanding pastoral care.

***Throughout your teaching experience, what has been the most memorable event that you've experienced?***

That's very difficult because of all the amazing experiences I have had had, but I love it when my students find it interesting when I talk about the Berlin wall and Berlin's history. I also loved it when Mr and Mrs Mognahan came and picked us up from the airport as it made us feel like we had joined a family.

***What do you love the most about teaching?***

Teaching is never the same, and you are kind of in charge of your destiny with teaching. It is a safe, but also very interesting and dynamic job.

***Do you think that art is something important for your students?***

For me, imagination is incredibly important. Children's imaginations are fostered in and out of school and that is only possible through Art. Art can help you enhance your brain in different ways, and that it can also destress you. For me, personally, music has always helped me do that. I play the saxophone and sing, and music has always been a big part of my family as well.

***What advice would you give your students?***

One is to find your passion, especially in sixth form. You do this by trying new things and the other two things are to read everyday, and watch the news.





Interview with  
**Mr Isley**  
Maths Teacher

By: Riyana Bhojwani, Grade 8 Hafeet  
& Marie Rouanet, Grade 8 Jais

***Why did you choose to become a Maths teacher?***

After university, I taught English as a foreign language in Romania for 6 months. I enjoyed the experience so went back to the UK and did my PGCE. Since I quite liked teaching and working with children, I chose to go and study teaching Maths, as that was my favorite subject, along with Physics. I was quite a natural at problem solving and critical thinking and this drove me towards Maths, Physics, and Chemistry.

***Why did you choose to come to NLCS Dubai?***

I went to El Salvador and it was very relaxed and the days were very short, however I noticed that my son was not challenged enough in that environment. We looked at the best schools across the world and NLCS was one of them, we also loved the atmosphere of Dubai and how it was a very advanced city and how it was different from El Salvador. We loved how it encourages you to go beyond your potential.

***How are you finding NLCS so far?***

It was a bit of a shock since Dubai is very busy but I'm gradually getting used to the atmosphere here in Dubai. It is very different compared to El Salvador and we love it here.

***How is it different from your last school?***

NLCS is very academic compared to my old school. My old school was very relaxed, however NLCS challenges you to be the very best as it is one of the top IB schools. My last school was surrounded by trees while this one is in the middle of the desert; therefore the change of environment was quite interesting.

***What do you like the most about teaching here?***

I love the interaction with the students and encouraging discussions. The students here are very bold and are not afraid to say what they think. I find it refreshing how students are not afraid to correct the teachers, which shows that they are confident. I also love that the students are not afraid to ask for help when they need it.

***How have you been adjusting to the school?***

It is a great place to work and is a very organized workplace. The children and parents are engaged in their school life and parents are invested in how their kids are performing in school.



Interview with  
**Mrs Price**  
PE Teacher

By: Aisha Imanzhavova, Grade 7 Yibir

***What inspired you to become a teacher and what stimulated your subject passion?***

My own PE teacher inspired me to become a PE teacher. In Grade 9, I did a work experience at a Lower School, which I enjoyed so much. I have always been involved in swimming, for which I had a lot of coaches that inspired me to train and involve myself in competitions.

***What are the motivational factors that drive you as a teacher?***

I love helping others and seeing them achieve things that they didn't think they could do.

***What is the one feature of NLCS which makes it stand out?***

For me, it is that there's no ceilings.

***What has been the most memorable even or incident so far?***

Learning the names and have the little ones laugh at my mistakes.

***What is your favorite thing about teaching?***

The relationships that you have with teachers and students and coming to work everyday.

***Do you think students should explore their artistic side and why?***

Absolutely. I think that originality is really important. Even though I have a lesson plan each day, I think it is very important to listen to students and get their views and ideas. Also to be flexible and to take their ideas on board.

***What advice would you give to students?***

Follow your passions.



Interview with  
**Mr Clench**  
Drama Teacher

By: Rameen Ali, Grade 10 Hafeet

***What inspired you to become a teacher and what stimulated your subject passion?***

When I was younger, I watched lots of theatre which was inspirational. I remember seeing a brilliant musical 'Fiddler on the Roof' in the West End of London, which led to watching theatre becoming a regular occurrence. Theatre became something I wanted to do and I made sure that I could do something that I loved, as opposed to something I didn't want to do.

***What are the motivational factors which drive you as a teacher?***

With my passion for the subject, I have made sure performing and theatre are still alive. What drives me is that everybody should be open to it as it can be very educational and entertaining.

***What is that one feature of NLCS which makes it stand out?***

The wonderful students, great faculty, and most obviously the destination. NLCS is just a very appealing place to come to work because coming from London, I've spent lots of time in fairly dismal weather. It was an opportunity to come somewhere different, to educate and express my passion for theatre in a different part of the world.

***What has been the most memorable event or incident so far?***

My most interesting experience, so far is probably the winter concerts, which I was involved in as part of the Performance Arts department, and I've enjoyed the community that NLCS has. I think being involved with other teachers and students, sharing passions with them has been really rewarding.

***What is your favourite thing about teaching?***

Giving Back. Making sure to educate the way I was educated and giving that back to people of younger ages, to infuse a passion in them, to hopefully consider careers or professions in life that may be theatre or drama.

***Do you think students should explore their artistic side and why?***

Absolutely, in any form of media possible, whether on stage, screen, or television. They should be as creative as possible, to express themselves in their own way.

***What advice would you give to students?***

Do something you are passionate about, that way you'll always want to be involved in it, whether you researching, teaching or doing it.





Rina Kang, Grade 6 Yibir



Rina Kang, Grade 6 Yibir





Interview with  
**Mrs Shaikh**  
English Teacher

By: Rameen Ali, Grade 10 Hafeet

***What inspired you to become a teacher and what stimulated your subject passion?***

During my time at University, I signed up to teach Performing Arts and Dance at the weekend and loved working with young people and seeing how proud they were at the end of a big performance. Regarding my subject passion, I have always been fascinated by how the words on the page of a text do not change, but how society views them throughout time does. Reading a certain text at different points in your life can completely change the way you interpret its events and that's always been a stimulus, so I'm incredibly happy that I was able to fuse these two elements and pursue teaching as a career.

***What are the motivational factors which drive you as a teacher?***

I moved around several times between cities and countries whilst growing up and while I'm forever grateful for those experiences, I really struggled with (and sometimes still do) knowing where 'home' really was. With that, the school became my anchor in terms of wanting to feel part of a community consistently and I lucked out with wonderful English teachers throughout my secondary years. I've only figured this out recently having moved to a new country again, but I'm motivated to ensure that my English lessons are that 'anchor' where students feel safe, happy, and heard.

***What is that one feature of NLCS which makes it stand out?***

The collective sense of spirit. It's been brilliant seeing the way everyone rolls up their sleeves and gets involved in various initiatives and competitions.

***What is your favourite thing about teaching?***

The bonds I build with my students, that's everything to me.

***Do you think students should explore their artistic side and why?***

Absolutely. I've already seen so many students demonstrate discipline, dedication, and a tremendous amount of talent within their artistic pursuits in music, dance, drama, or art and it's so important to carry those skills beyond school.

That being said, I also think the idea of being "artistic" carries certain expectations of proficiency, but one of the best things about exploring yourself within the arts is the freedom to express yourself without worrying about being "good".

***What advice would you give to students?***

Work hard, turn up on time and be good to people.



**What inspired you to become a teacher and what stimulated your subject passion?**

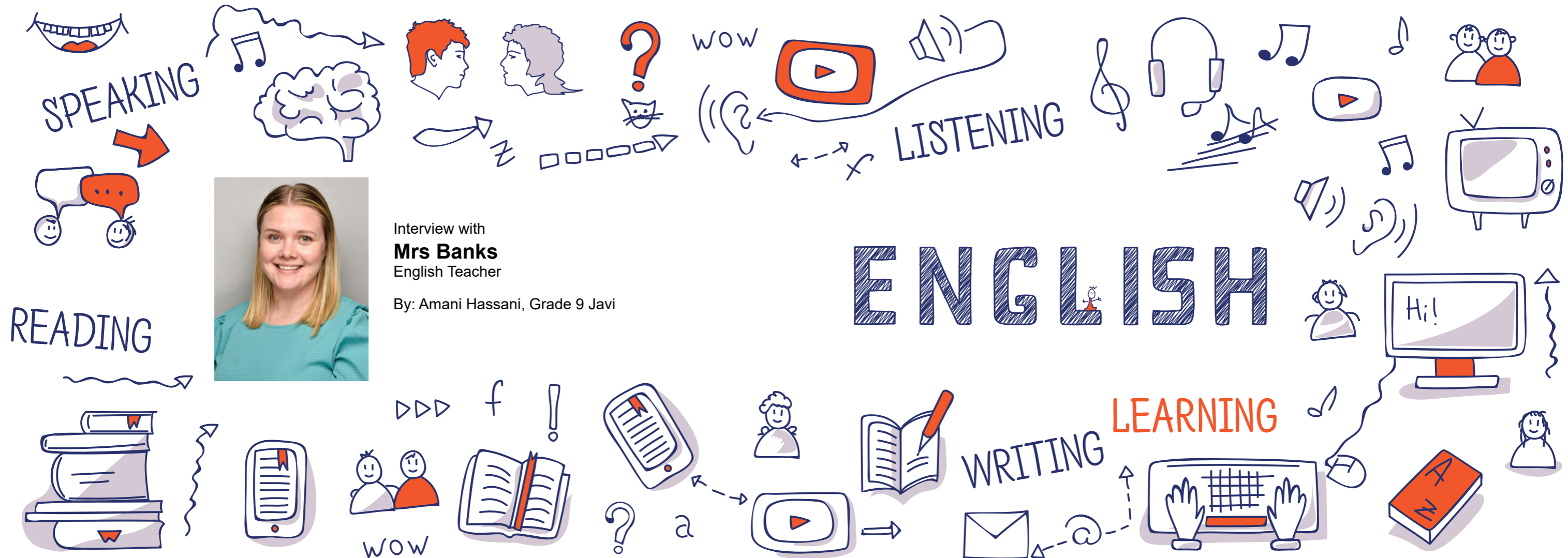
I have always been a regular reader. Wuthering Heights was the first novel I studied for A Level Literature, and it was the first novel that made me think: Do I want to make Literature a part of my life and career? The novel has immense sentimental value to me. As I read my way through University, I concluded that I simply must share this knowledge and passion with others and decided to become a teacher!

**What has been the most memorable event or incident so far?**

One of my wonderful classes (I won't say who, but they know who they are and will not mind me sharing) were analysing a scene from Romeo and Juliet. We were working through symbols and motifs within the play, particularly looking at organic imagery such as flowers. I asked them which flower was traditionally associated with love, that also came with a symbolic warning through the presence of thorns on the plant. Their response? A cactus. We laughed for a good ten minutes.

**What is your favourite thing about teaching?**

Seeing students develop a love for Literature. This is most evident when we are reading a book or play, and shocking events or mysteries are revealed throughout. Seeing students become invested in a story is wonderful and rewarding.



**What are the motivational factors that drive you as a teacher?**

Keeping Literature alive in my students and the world. I am motivated to enable students to discover that Literature is a way of learning and understanding the world and ourselves. Literature can be an escape, a map, even a mirror. Being able to read is an immense advantage, not a chore.

**What is that one feature of NLCS which makes it stand out?**

Extra-curricular activities, and the demand for them! It is wonderful to see so many students enthusiastic about trying out different activities and clubs. There is so much on offer, and so many interested students – it is fantastic!

**Do you think students should explore their artistic side and why?**

Without question. Students can use their own artistic abilities to explore and understand who they are as people, what they like and dislike, what they find beautiful and valuable in the world. Whether that is in the form of writing, composing, drawing, or building. It also builds various life skills such as problem solving and resilience.

**What advice would you give to students?**

Appreciate the current role you are playing in your life. Take things step by step. Read every day.

# Photography

By: Sufi Ali, Grade 9 Hafeet



## *What is Photography?*

Photography is defined as the application and practice of creating images by recording light. But there is so much more to it behind the definition. Photography can convey emotion or stillness, struggle or peace, at one glance. It is not just a practice, but an art, able to freeze a moment in time forever. And, years later, a photograph can still spark a feeling. It has the rare ability to be both accessible to anyone, and also to be full of complexity. And, perhaps most significantly, photography can lead to change.

## *The Art*

Humans have been painting for thousands of years, leaving symbols and messages, which came to be known as 'Art'; but now, Art has become an encompassing term for all forms of creative expression. So, although photography has only been used for the past 200 years or so, it is just as much of an Art as painting, albeit a less traditional one. And, just like painting, photography requires enormous skill and creativity to create truly meaningful images. Just like with any art, it has to be practiced and perfected. Although there are no set rules, great photographers must choose the perfect moment, the perfect setting, and the perfect camera positioning and angle, in order to take a well-composed photograph. If they can, it can carry so much weight, and can create a reaction in anyone.

However, even without being an incredible photographer, there is much value in photography in everyday life. We usually take photographs meaninglessly, never considering the creativity of a photograph, not realising that is a form of artistic expression. This can be clearly demonstrated when we work very hard to capture the perfect photograph. This may be the family picture where everyone is smiling, or the image of a sunset with the optimal lighting, but there is always satisfaction when we finally capture the perfect image. This is because, for most, there is not a lot of creative expression in everyday life, and photography is a way in which anyone can use their imagination and create something beautiful. Although we may not know the specific techniques, we can capture a moment in time as a memory, which is a beautiful thing.

## *What it can do?*



Lastly, photography has the potential to create real change. This image taken by Lewis Hine in 1908 depicts a young girl working in a cotton mill. This is the most well-known of many photographs showing child labour in the USA. These photographs were used by the National Child Labour Committee to motivate citizens to act on the issue of child labour. This campaign was very successful, leading to a change in legislation and a resulting 50% cut in the number of child labourers over the next 10 years. This shows that photography has the power to move people to make a change, and is an art form which is not just universal but very impactful.



Hobbiton, Matamata, New Zealand

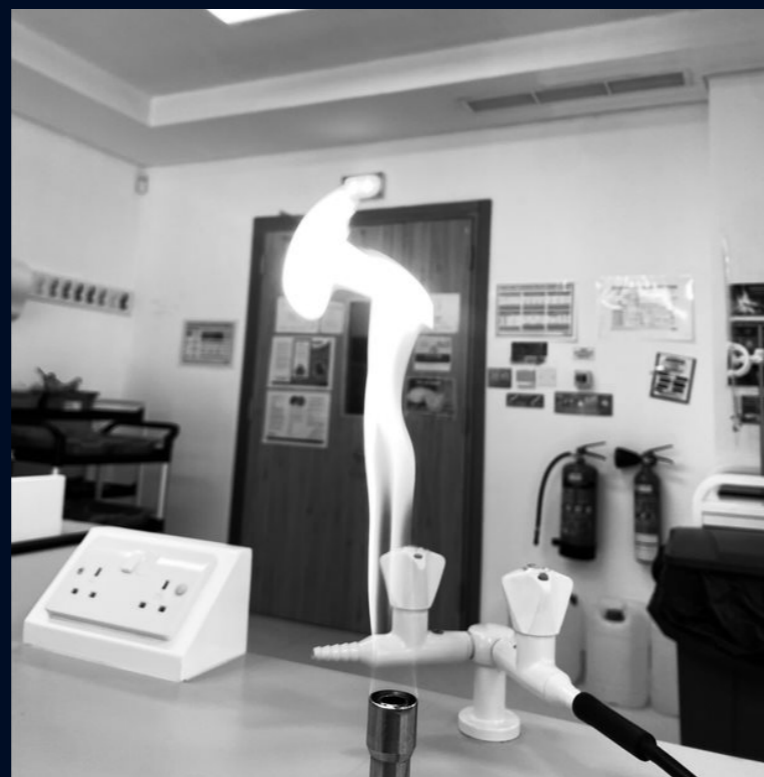
**Alexandra (Sasha) Zakharova**  
Grade 8, Javi

Hobbiton, Matamata, New Zealand.  
This is a very modern place to visit. You can be a part of 'Lord of the Rings' in real life and feel the experience of being in the world created by Tolkien. I think it connects to scientific innovation because modern technology was used to create this fictional world. Nowadays, the cameras of an ordinary phone can convey the beauty of the nature.

**Alexia Haykall**  
Grade 9 Hafeet

The idea of Science and Technical Innovation through Chemistry may be the most advanced the world has ever seen. The ability of the gas (or other fuel) to mix with oxygen before the mixture is ignited is crucial to the Bunsen burner idea (creating a premix of air and gas before combustion).

I have decided to capture this photograph in black and white to allow the audience to primarily focus on the flame and how it's created through combustion without colour. I did this in order to compare scientific innovation in the past and scientific innovation in the present - black and white being how pictures were captured in the past and the Bunsen burner representing how Science has evolved over time.



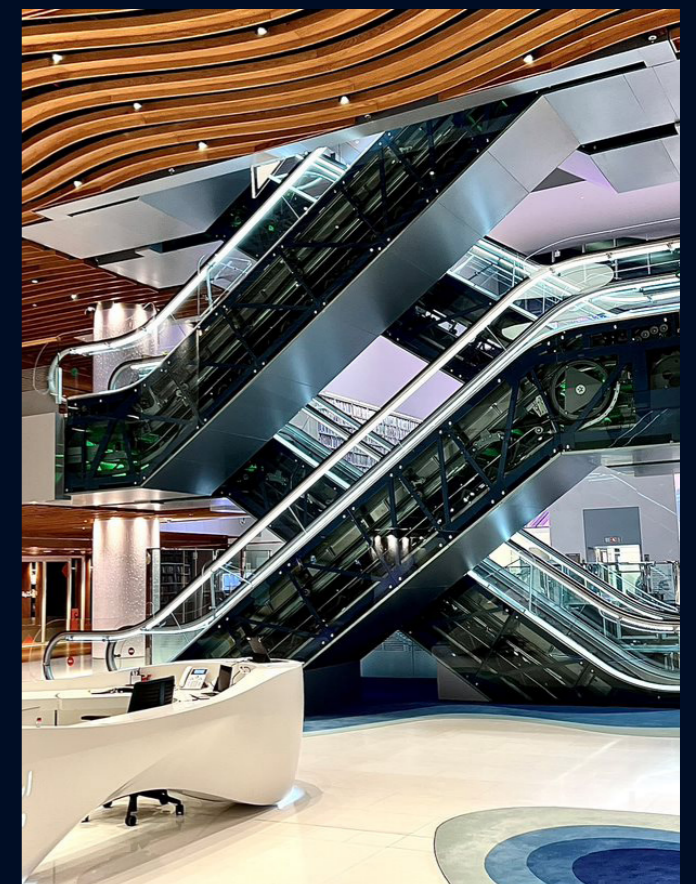
**Kimberly Hameau**  
Grade 8 Javi

This relates to the theme of Scientific and Technological Innovation because it shows how we have managed to build complex cities such as Chicago shown in the photo. In the photo, tall buildings and structures can be seen, as well as traffic and streetlights; these demonstrate how far we have come in terms of technological advancements.

**Bingyan Cui**  
Grade 11 Hafeet

This photo shows the mechanical structure inside an escalator.

This emphasizes how people use their knowledge and understanding of scientific principles to create the infrastructure which develops our society.





Science in the Sky

**Allegra Kelly**  
Grade 9 Jais

I believe that my photograph links to the theme of Scientific and Technical Innovation through multiple aspects. Firstly, the photo shows how humans have used and developed technology to go about everyday life. All the switches and buttons in the cockpit of the plane have their own function, to make sure that the aircraft can work as a whole and fulfil its job to help people travel all over the world. This photo also shows the contrast and connection between the natural world and the science that is changing our lives.

**Rashid Sharaf**  
Grade 6 Jais

This glacier was formed many years ago. It's formed by snow landing on mountains. This is linked to science as you can see thick ice form from the earth's atmosphere.



Watch

**Wanyi Ruan**  
Grade 8 Javi

The photograph links to the theme of Science and Technical Innovation because with the development of science and technology, the styles of wrist watches have become more and more aesthetic and diverse. A watch on a wrist may no longer be an ordinary timing tool, but a symbol of beauty, fashion, and taste.

**Fatima Tariq**  
Grade 9 Yibir

This photo encapsulates the theme of Scientific Innovation because the light bulb was one of the first electrical inventions and was a milestone in the development of the world.

In the photo, there is a mini lightbulb shining dazzlingly, signifying our bright future in Science.



# IMAGINE:

A collection of poems, short stories, and artwork



# Retelling The Tale of Icarus and Daedalus

By: Asa Mittal, Grade 12 Yibir



It is said that history is written by the victors and survivors who live to tell their tales. But who among us has the courage or the inclination to condemn themselves to the scorn of generations? Who among us believes themselves to be a villain? So, it is no surprise that the survivors are always painted in a golden light.

Do you know the tale of Daedalus and Icarus? The true story, not the lies that Daedalus spun together to mask his shame.

Let me tell it to you.

Icarus stared at the dying embers of the fire, entranced by the dancing flecks of scarlet and orange. He listened to the crackles and pops softly echoing through the room and felt the light kiss of heat on his place, sun-starved face. Enjoying these last moments of peace, he fell into a trance, awaiting the brewing storm. The serenity was shattered by the tread of footsteps.

“Are you ready, son?” Daedalus questioned,  
“Today, we are finally going to escape this wretched place.”

A rare smile graced Icarus’ face. “Yes, father.”  
He replied, “But are you sure this is going to work?”

“Do you doubt me?”

“No, father, of course not. It simply th-

“I am Daedalus. My inventions and intellect are revered from Sparta to Anatolia. Nothing that I create or conceive has ever failed. Stop worrying. The fruit of my hard labour these past months will finally be brought to bear.”

“Yes, father.”

And so, Daedalus and Icarus escaped from the Island of Crete, soaring above the Ionian Sea borne by wings fashioned from metal feathers and bound by wax.

Both father and son laughed together, expressing their relief and joy. Icarus flew from side to side in a great frenzy - a caged bird finally unleashed.

“You did it, father. We are free!” he shouted. “We are unstoppable now, son. Nobody shall ever rule us again. We can have the whole world at our feet. With my inventions, I will become a god among men. Fly son. With these wings, fly up and reach the sun god Helios as he makes his journey across the sky. Go reach the sun.”

Icarus obeyed and began climbing higher and higher in the sky in his attempt to fulfil his father’s wishes. Yet, the closer he got, the hotter it became. Quickly, the wax that held together his great metal wings melted until everything came apart.

“Father, save me! Please save me!” Icarus screamed as he fell past his father.

But Daedalus could do nothing as he watched his son fall to his death. Suddenly, he felt a searing pain in his right hand and looked down to see a red owl branded into his skin. He knew it for what it was. The curse of Athena. In his drunken glory, Daedalus let his pride overtake him. So, his patron goddess had forsaken him. She had cursed him to forever bear a reminder of the loss his arrogance had caused.

Unable to bear the shame of his deeds, Daedalus altered his tale to the story many know today. But those who know the true story understand the danger of unchecked arrogance and the way in which the truth can be manipulated.



# Axiom of Dependency

By: Amani Hassani, Grade 9 Javi

He vaguely heard the ever-present hyenas cackling, their sardonic snickers echoing throughout his wrecked form, as he sat, like a vulture, hunched over a cracked and chiselled grey rock that lay embedded in the blades of grass, and the plagued dirt. With him, they absorbed the sight that was splayed beyond the lens of his hooded deep brown eyes, his vision raking over each detail, over each crease, over each fold, over each drop.

As he observed the sight before him, little knowledge came to mind in the attempt to remember what had happened. To remember what it, no, he, was. To remember what she was doing here. What he had done. He did remember the repose that trailed his light steps as he ventured through insomniac streets, and as he trotted below flies that circled sharp, yellow lampposts, the moon dully shining above as the hyenas howled. He did remember seeing him earlier, as he swam through the foreboding seas of scarves and coats, of shawls and boas, and how he had moved with such an elegance that he only dreamed of in his delusional mind, that had drawn him in as a snake with its prey.

He stared at his form once more, before twisting the rough leather shaft that sat still between his sinful hands. The leather shaft was almost worn to uselessness, nearing the end of its time, but still held the loyalty he bestowed upon it. Emerging from its head was a pointed silver canvas that would shimmer and gleam under the lampposts, if it were not for the red stained tip that infected its purity. The red stained tip was accompanied by waves of freckled red stars, spanning the whole blade.

Then his pale eyes flicked back to him. As he stared even harder, he realised that the sight would have been calm, blanketed in tranquil bliss, if it were not for the constellations of copper red that splayed underneath his frozen body, if it were not for the bed of God's rose-born poppies that sprouted from the cracked tarmac and hairs of grass beneath him, and how they seeped out of his body like overgrown vines on the side of a monastery, forming a pool of red, a flow of red rivulets that ran across the cobblestone.

If it were not for the yellow singed eyes that were dried out, unblinking, frozen in pinprick fear and that were threatening to lull back into his deformed skull, the way his elbows snapped backwards in such a distorted way it ought not to be possible. But he knew, he knew it was possible, for it was under his strength that they folded, and it was under his strength that he bled, and he knew. Those yellow eyes knew.

As he lay there, unmoving, the lights above that illuminated his fading form flickered and flashed, and the hyenas snorted in sadistic tones, urging him to join, cooing at him. But he was silent. He couldn't look away from the mossy vine-like streams of red that grew from him. He was like a grand belfry, ringing and gold, and those streams were the bats that hung maliciously on the inside, reverberating each tick it would make. Or he was like a dowry, grand and rich, and those streams were the dour spirits that lurked in every dark corner, stringing webs of divorce where they went.

In the quest to ensure an identity, a personality, a uniqueness, he had instead taken the form of another, he had instead taken the identity of one that he had read. He had distorted himself, the way he did his arms, and moulded himself into the words he read, the way he did his skull, and the result of all of his efforts lay before him. A dead man.

He was inclined to submerge himself in a pool of guilt as an attempt to redeem himself. He was inclined to kneel before the priest as a penitent, to beg for forgiveness, to beg not to fall.

But he found himself unwilling. He found himself entranced by the guilt. He found himself caressing the sin, stroking its spindly and spotted fur as it laughed. To confront the fact that he had become what his father had said, and had followed him, and had hurt the way he hurt was too difficult. It was too difficult to kneel and confess, too difficult to say he had broken what he had pledged. Unnecessary, he thought. He found it was easier to indulge in his urges, to disregard the alleged shame, and to ignore the sinful guilt he should feel, when he was wed to the concept that threatened all of these things. He would clasp his murderous hands around the pale hands of guilt as they danced, indifferent to the cruel universe they danced upon. He was enamoured with the guilt and entrapped by its endless corollaries, like a twine noose around a naked neck, that as he stared into the previously unsettling yellow eyes once more, he did not feel disdain for himself, he did not feel the need to purge his mind of remembrance, he did not feel the need to fool himself.

Instead, he petted the hyenas once more, scratching behind their scarred, devilish ears, prying their mouths open and running his hands across their teeth. He had feasted upon his prey as a vulture did its neighbour's corpse. With pleasure. For he learned that to love the guilt was gorgeous. And that to love it was easy.



# Can Success be Defined?

By: Rheanna Kaur, Grade 11 Yibir

“If you’re happy doing what you’re doing, nobody can tell you you’re not successful.”

From the earliest years, when we step foot into high school, we start thinking about university, the future, and our careers, all in the hopes to one day achieve the pinnacle of success. According to the dictionary, success is defined by the accomplishment of an aim, or a purpose. However, through experience, many will say that there is so much more to the term. If you were to ask five different individuals what success meant to them, you would obtain five different answers, because there is a versatile picture painted in each one of our minds.

I wanted to take an example of the daily routines of two different people. One is the simple life: this man goes to work, comes back home to his family, plays a game with his children, maybe has a late drink with his wife and then goes to bed. He wakes up the next day to repeat his process, but he loves his job and enjoys interacting with his colleagues. The second, is the celebrity life: this man wakes up to countless numbers of emails in the morning, he gets ready to head out for hair and make-up set, then spends seven to ten hours filming for his new movie. At night, he gets on his private plane, and travels to a new country for a premier. He finds his job the best, and appreciates every bit of it, waking up each day, ready to tackle its events. In your mind, which life is more successful? Many of us would lean to that of the second life. The celebrity life. The only reason is because every day we’re shown a reflection of what we should be. Expensive cars, designer clothing, sponsorship deals, massive mansions, and many more. So automatically, we assume that just because the second life would give us more money, we deem that to be more successful.

But is it fair to put a measurement on success? I think for me, success is subjective. We all have personal goals that give our life a purpose. When I’m on my last stages of life, I don’t think that the type of handbag or shoes I wore would be remembered, but the memories I gained, and the emotions I felt throughout. My dream or passion should not define how established I am in life. Because success in my opinion, boils down to one thing. Can you wake up tomorrow and say that you have lived a life with no regrets? Looking back at all the moments, can you say that you have loved unconditionally, laughed as hard as you could or cried as much as needed?

The biggest accomplishment one can attain, is living a life on your own terms. Doing what makes you happy and content, because no other’s opinion is more important than our own, and no numerical amount can overvalue friendship, love, heartbreak, exhilaration, serotonin and happiness.



By: Christianna Oduneye-Braniff, Grade 9 Yibir

A shelter and home,  
Providing a solace within the storm,  
a relaxation and a liberation  
for those who don't conform.

The best people sometimes,  
are those who can inspire emotion in others,  
Those who can provide a warmth,  
similar to that of a Mother's.

Those with the ability,  
to change someone's life for the better.  
To give someone hope,  
through a poem or a letter.

The best most valuable people,  
are those who make themselves known,  
not only in their pitch,  
or their loudness, or their tone.

The Arts are an ever prevalent means of expression,  
means that can sometimes cure sadness or depression.  
Knowledge and experience are contributions to  
your wealth,  
So invest in the arts, and invest in yourself.



Dramatic Monologue:

## THROUGH MY EYES

### *The Mona Lisa*

By: Aaira Mehta, Grade 6 Jais

The years have simply slipped by, like sand sliding out of my bare palms; I remember as every stroke of dry oil was carefully brushed to form me. Each time, the same way, but through the overused bristles of his paint brush, I felt something different each time. Most often, enchantment would overwhelm me. Other times sadness, grief and pain. Now as I look around at the sparkling eyes of all those in the Louvre, standing before me, I come to see what I really mean. They gaze at the immense beauty they imagine I have but really, there's so much more beneath me.

It all started in 1503, when he first placed a canvas upon a rickety painters board. In a corner of a secluded room I was, for many years, with only a flickering light above me. When I had been left alone, every minute had felt like a year. But when the bristles of his paintbrush began stroking me once more, endless hours felt like simply seconds.

And eventually, as countless time passed, I found myself being secured within a golden frame. No longer was I sitting over a dusty painters board. It started to feel as if it all happened in a blink of an eye. My entire seclusive life was about to change. And miraculously so.

It had never occurred to me that he would have the strength left in his bare palms to complete brushing the numerous droplets of oil I needed to be me. But he did. When we saw him leave this world, the French Republic took my safety upon themselves, carefully placing me in the world renowned, Louvre.

Since then, over 500 years have gone by, and the realities of my life have begun to bestow upon me. As I hear the soft murmuring of all those in front of me, above the distant music that plays in Salle de Etats, my life's unknown truths, dawn onto me, like a single string unravelling from woven threads. To them I am known as beautiful, even elegant, but no one will see me through the same eyes as he did. And that is my hidden beauty.



# Strokes

By: Rheanna Muncini Kaur, Grade 11 Yibir

Strokes. The delicate touch of the tip of a paintbrush, colour invading a blank scene, nothing can be undone for once it's stained, it's there for eternity. I never thought about much when I was painting and just let the emotions flood out. Life was filled with hustling - a "hundred mile an hour" life, but somehow, I could always find just the right amount of time to grab my paint palette and breathe. There was a sense of stillness when colour transported from my palette and onto a canvas, everything stays the same and yet at the same time everything changes. I can't explain it but that's a feeling I live for.

"We can't do it," my father threw his hands up, "it's physically impossible for us to keep our car, our apartment and have enough money to keep food on the table." Those were the first words I heard when I walked in the door after school in eighth grade, and my life has changed ever since. Of course, my dad doesn't like to get me involved in this sort of stuff, but I overhear anyways. He doesn't realise, but I knew that he had to sell some of his prized possessions just so that he could keep paying my school fees. I knew he sold some of his clothing items so that he could buy a new paint set for my birthday. That's something I learned by being a painter, I notice the small details that other people miss. I'm passive, meaning people might not always realise that I'm in the room, because when I'm painting; I keep to myself. But I know everything that happens in the room. From the slight change of demeanour, one might have when they are talking to someone uncomfortably, to the different drink glasses that would be used to serve different house guests, small things that others don't pay attention to. Fortunately, I can use this to my benefit. My Dad didn't know then, and he only found out a year later that I had made a plan to save our lives - and it worked.

"\$50 for the medium sized canvas, \$100 for a large sized canvas. With these landscapes, you'll never have to go for a ride to watch the sunset. Have the beautiful scenery right by your windowsill." Strokes. That was the name of my small business I started at 14. I painted everything I saw: the hills behind my house, the sunset on the beach, the zebra crossing in front of my favourite coffee shop, and I sold them to gather money for us. It started off slow, I'd sell one painting a day, but soon enough word of mouth spread that the town has a local fourteen-year-old selling landscapes, and my sales went through the roof. Ever since, I've never stopped selling my creations - it's rewarding, and I feel a sense of pride every time I see a smile on a customer's face. They were getting a part of me that I poured onto the canvas, a part of me I was happy to give and never get back, a part of me they were willing to keep. My business got so popular that I was able to raise enough money to keep our car, by that time my dad had just about covered payment for our apartment.

The look on my father's face was priceless when I showed him the money. I would give so much to be there again; it was one of the first times he really saw my artwork and its potential. He always believed in me, but this was the first proof that I could show. Painting saved us, the colours saved us, the brushstrokes saved us, the scenery saved us. I don't know what would have happened if I didn't have my paint set, it gave us our home.





## Basement 46 Drama Performance

By: **Adam Lea**, Head of Drama

The idea behind the Basement 46 Theatre Project is for our most senior students to have a space and platform to conceive, direct and perform their own twenty-minute pieces of bold and dynamic theatre. This should be NLCS Dubai Drama at its most daring.

The name Basement 46 Theatre is inspired by the address where Frances Mary Buss began tutoring girls in the basement of her family home at 46 Camden Street in 1850, establishing North London Collegiate School for the very first time.

Basement 46 Theatre approaches theatre making with the same pioneering spirit of innovation, encouraging our students to create daring, brave and original drama.

In future we aim to take an annual show to the Edinburgh Fringe Festival under the banner of Basement 46 Theatre.

“Basement 46 Theatre was a fantastic opportunity for me to develop not just as an actor, but as a director and theatre maker. I chose to adapt one of my favourite books for the stage, working the beautiful words from ‘The Song of Achilles’ by Madeline Miller into a short performance that I directed with the help of Mr. Lea and the Basement 46 Theatre Company.

It was incredibly satisfying to see my vision manifested in such a way on stage where I was able to shape my ideas in a moment of pure theatre. My fellow actors and I were able to transport the audience into the intense, violent and tragic world of the Trojan war. Basement 46 offered me the platform with which to develop myself and pursue my passion for Drama. I thoroughly enjoyed every second of rehearsals that led to the profound experience of performing on that evening. It was a precious moment that will not be replayed, but an achievement I will never forget.”

By: Eva Joudrey, Grade 10 Yibir



“This show has been one of the most enthralling, captivating, and transformative experiences I have ever had. Basement 46 gave me the privilege of a safe space where I was able to implement and execute my ideas resulting in a fantastic piece of theatre. When I first drummed up the idea of an Elvis adaptation, it felt daunting and almost impossible. Until after our first Basement 46 meeting, Mr. Lea encouraged me to make it happen. I spent nights writing and brainstorming with the one goal to make this show happen.

It is safe to say that the success of this show would not have been possible without the amazing cast, who alongside me spent many hours rehearsing both during and after school, while also giving me their respect by listening to my direction. Finally, to Mr. Lea, we are all grateful to you for helping make this vision come to life. This show means absolutely everything to me, and I can’t wait for next year.”

By: Aarav Laungani, Grade 10 Javi





Education, Education, Education; a show not to miss



By: Sophia Both, Grade 8 Javi

NLCS Dubai is known for its myriad opportunities to expand the learning of students beyond the confinements of lessons. We are taught from a young age that we must present high grades to get into good schools and good universities, however, many realize over the years that subjects such as Drama, Art, and Music are all equally as important as subjects such as Sciences, Maths, and English. 97% of employers surveyed reported that those who studied creative subjects are much more likely to be employed, compared to those who didn't study such subjects in university or senior school. The majority of students here at NLCS recognize the importance of the Arts and embrace the saying "floors, not ceilings" to allow them to grow their learning.

This year we have welcomed the new Head of Drama, Mr. Lea, who has already had major success in the Basement 46 program, which was a performance led by students to produce their adaptations of plays and films. Mr. Lea is incredibly dedicated and loves to see all students taking part in drama opportunities all around the school. "Education, education, education" is a play that will be performed by students from grades 8-9. It is based in England during the 1990s and was written by the Wardrobe Ensemble, a well-known theater company in the UK. This play explores the ins and outs of the local secondary school. "Education, education, education" answers big questions such as why we learn what we learn at school and what are the responsibilities of students and teachers, are they the same or are they different?

The casting process was incredibly quick and fun as it allowed many students to try themselves out and to be able to have a go at new experiences. Before the audition process, there was a meeting to discuss what the play was going to look like and what we would have to present at the audition. A monologue or duologue of choice was to be performed in the audition. As a student who auditioned, I found it incredibly nerve-racking and I was very nervous. However, it was a quick process and I was given some tips and tricks to help me improve. After a few days, some students were asked to see Mr. Lea for callbacks. After a week, the casting list was put up.

The rehearsals took place quickly after the casting list was put up to make sure we would have enough time to rehearse. The rehearsals helped everyone get to know each other and overall helped new friendships bond across grades. "The rehearsals were intriguing and interesting. In the beginning, we felt a bit like the play was getting nowhere, but now we know what we are getting into" recalled Arthur Bremaud, a student part of the ensemble. 'Education, Education, Education' is a play that connects with students about the frustrating aspects of school life such as homework, exams, and relationships with other students. Everyone can relate to this play somehow and it brings the community together. We as a cast are truly grateful Mr. Lea has formed such an amazing cast of students who work collaboratively. Juliet Price-Lyall, who plays Emily, explained that the play wasn't just an ECA but more of a collaboration to create an amazing piece of theater. She also said that she has gained so many more friendships and as a student who is new to the school she has gotten to know people from other grades who have helped her in other aspects of school life.

The same was said by Kimberly Hameau, who is the deputy stage manager. Kimberly stated, "this play has been so incredible to be part of as I get to work with students who have the same passions as me and this really creates an amazing community."

'Education, Education, Education' will be held on the second week of February 2023 and will surely be a performance you will not want to miss. The play will be open to everyone to attend, so please bring your family and friends along to watch. This show has been an amazing way to try ourselves out and experience something new. The school creates many opportunities and we must learn to embrace them and not miss them. These ECAs are what teach us, shape who we are as individuals and ultimately prepare us for the world outside the confinement of our classrooms.







# Can DESIGN

be considered an

*Art?*

By: Asya Ghosh, Grade 9 Yibir

In the International Baccalaureate school system, it is compulsory to take an Arts and Science subject, until you reach your last two years. The main options are Visual Arts, Music or Drama and the three Sciences, Biology, Chemistry and Physics. However, Design is also offered in the school curriculum, and it is always an unanswered question: Should Design be considered as one of the Arts or is it a Science? In the IB system, the subject Design is listed under the Sciences, rather than the Arts. So, in the last two years of school, if Physics, Biology, Chemistry, or Computer Science aren't appealing, Design is provided as an option. However, it is argued between students that it is an optional Art rather than a science. People do not know where to specifically categorize the subject as it is a mix.

What is an Art subject according to the IB? It is an activity or product done by people with a communicative or aesthetic purpose, something that expresses an idea, emotion or a world view. In the Oxford Dictionary, the definition of a Science is "the intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment". Design is not a subject that has always existed. Only in 1988, did it become an actual titled subject for the first National Curriculum of England, Wales and Northern Ireland. It is deemed as an essential subject because it exercises the left and right brain, allowing students to develop problem solving, planning and evaluation skills. Students also gain collaboration and communicating skills from it, as they continuously have to think critically.

People tend to assume that the Arts and Sciences are completely different and there are hardly any correlations between them. However, as <https://wonderopolis.org/> states, modern thinkers believe that the two need to be combined for innovation to flow and continue. As they put into perspective, "the most beautiful product in the world won't be useful unless it functions the way it is supposed to." So, unless a product isn't appealing to the human eye, the usefulness of a product may be overlooked.

This is where Design comes in. In the IB curriculum, students are given guidelines with which to create a product. For example, Cultural Body Adornments or anything that solves a specific problem. Portfolios are then created to see the full creative process, from the problem to possible design solutions and then evaluating the final product. The Art aspect is the design solution, which should be both appealing and useful and should work together to become a worthy product. The Science aspect is the function of the product, and how it can be useful while also exceeding in the aesthetics department. One of the Design teachers at NLCS Dubai, Ms. Bakari, agrees. Earlier in the term, I interviewed her about the aspects of Design and whether it is an Art or a Science. She also believes that Design as the subject fits into both categories. She had raised the point that "if we wanted to link it into Art, it would be because of the appeal to benefit consumerism." We create products to either provide an alternate solution for a product or a whole new problem, and to make to make desirable for customers, you must analyze their preferences and design it accordingly."

The link to Science is slightly more hidden, and isn't quite obvious, but Ms. Bakari explains that "the research done to analyze all the properties of a product and its impacts to society is the biggest link." In the process of designing a product, you find out how a product can benefit people in any way possible, whether it is environmentally, culturally appropriate or whether it can improve society's way of life. This research itself is the study of how a product can affect the physical and natural world around us through observation. In conclusion, Design is a subject itself which pulls on new skills to work and improve, compared to the classic subjects like Mathematics, English or the sciences. It exercises new ways of thinking to constantly create new solutions through the use of evidence. This makes it identify as a Science. However, the subject can also be considered an Art, as people tend to forget that part of the research is finding out what the target audience and customers find appealing and attractive, to bring more attention to the products.



# The Idyllic Diversity of **COMIC** & Representing the Excluded

By: Amani Hassani, Grade 9 Javi

The history of Art is long and vast, tracing back to even 30,000 years ago – cave paintings, runic inscriptions, hieroglyphs: the earliest forms of art formed as a medium of communication and expression. Hieroglyphs communicated through different figures to relay messages, cave paintings being a form of expressing achievement, loss, messages – the opportunities with art are endless.

As time progresses through the 21st century and beyond, even past our own into the 22nd, 23rd, contemporary styles of art will change and adapt, as will the most common mediums and genres of Art. Though what will not change, regardless of development through time, is the core basis of Art being a language for communication and expression. This maxim is reflected throughout a variety of universally consumed art forms that are most popular today, one of which being comics.

Comics are often referred to as books for children, a simplistic story, simplistic characters, and a simple ending; this misconception arises from the idea of comics lacking literary value in their arcs, development, and messages, and the simplistic art being a substitute for meaningful stories. This is a gross oversimplification of the grand influence and artistic mastery that are displayed within comics – in this case: Marvel comics. Comics are some of the most influential and important art forms in modern times. To best understand how the art form of comics reflects political and social struggles of the artist, and how comics are filled with diversity often neglected on big screens, the origins of them must be understood.



One of Marvel's most successful and most well-known adaptations of comics would be the blockbuster Avengers movies, though not many know of its Jewish origins. The Avengers, a group of heroes fighting for good, would be created in the 1930s by two Cleveland Jewish high school students: Joe Shuster, artist, and Jerry Siegel, author. The origin of this famous series greatly contributes to its comic value, and how its creation was a utilization of art as a form of protest. The years between the 1930s and 1940s would be renowned as the most pivotal years for the development and introduction of comics as an art form that is used to protest societal disparities in varying racial and economic classes, and the reflection of marginalized perspectives through superheroes, overall forming a paradise for communities that faced socio-economical prejudice, namely beginning with Jewish people. These pivotal years were the years in which many Jewish and POC immigrants seeking work in places such as New York were denied jobs in more accepted or respectable industries, such as forms of economics, teaching, and more of the same, therefore resorting to other means of revenue and creating their own industry – thus, the industry of comics was born at the hand of these excluded people in seek of work. The humble beginnings of the American comic industry belonging to marginalized groups is often disregarded in on-screen adaptations, such as the erasure of Magneto's Jewish background, or the erasure of the Ancient One's Tibetan background, both of which greatly contribute to their characters, and this must be acknowledged. The value of comics relies not only on its artistic mastery, but also on its message and meaning, of its purpose that it served: a form of art utilized to reflect a marginalized perspective, a form of art utilized to create ideal worlds for the excluded.

Characters such as Marvel's Moon Knight, also referred to as Marc Spector (the host), Steven Grant (an alter), or Jake Lockley (an alter), share the representation of a character with Jewish background and neurodiverse traits, such as being a representation of a person's experiences with DID, formally called dissociative identity disorder, with one of the contributing factors to Moon Knight's DID being childhood experiences, of which including the events of racially motivated exclusion and anti-Semitism. Characters such as Marvel's Spider-Man, who acts as a vessel for a variety of interpretations: Silk, a Korean American interpretation of Spider-Man, Miles Morales, an Afro-Latino interpretation of Spider-Man, or Spiderman-2099, also referred to as Miguel O' Hara, a Latino interpretation of Spider-Man, or even Spider-Punk, a representation of the African American experience and a promotion of social advocacy. There are no limits in comics when it comes to creating a character that reflects a forgotten perspective – niqabi heroes, Muslim heroes, such as Kamala Khan, Asian American heroes, such as Shang-Chi: the endless variation of represented identities in comics originates from its beginnings as an immigrant-dominated industry, created by the excluded Jewish people of New York and others, and its influence will continue to expand as it teaches young children and adults alike about issues they might not have experienced, or provide the former and latter with relatable experiences that often don't make it to blockbuster-level productions.

The immense value of comics as a sophisticated form of Art that is most commonly used as an expression of protest should be recognized, and this art form should be established globally as one that is representative of what all media should be like. The beauty of such a free art form like comics is the author and artist's abilities to exercise their creative liberty to commentate on whatever they'd like, to show what is often not, and to provide an idyllic space for POC artists to create expressive and meaningful pieces of art.

Comics are, and will remain, one of the most free and inclusive forms of art in this century, and the hundreds afterwards.



# Artists in School

By: Eva Di Capua, Grade 9 Yibir

Society worldwide has often seen artists and art as controversial. In the past, artists that had a different and particular view of life were often disregarded and criticized by society. Some artists were called crazy and considered to be out of their minds. Even musicians were criticised when they produced pieces that had not been heard before.

This could be said to be true of how some education systems view the creative subjects, but it is vital that Art is taught and valued in schools.

As schools have a massive impact on our lives, especially as children and teenagers, Art should be incorporated more and more often to help students in many different ways. Countless scientists have researched the impact that Art and creativity have on the mental health and the wellbeing of the community.

An evaluation created by the 'Arts and Minds' charity revealed that 71% of the participants decreased in feelings of anxiety while painting. Furthermore, there has been a 73% reduction in depression, and a 76% of participants said their wellbeing increased. These statistics only include young adults and teenagers, but there are many other figures that prove just how well art can positively influence anyone's life. Art in all shapes and forms is nowadays considered a must to have in any school curriculum and location

Now in the 21st century more and more opportunities are given to people that want to achieve a profession in the Arts. Whether it be acting, painting, photography or architecture, fewer people are told that they will never achieve success in these fields.

NLCS's community is giving many of these opportunities to its students, not only focusing on the standard way of education but allowing each and every student to express themselves. Allowing us all to choose whichever form of Art is better fitting and most rewarding.



# What it means to be a professional artist

By: Sadene Qaddumi, Grade 9 Jais

## The stigma

When we refer to the Arts, it's not just about drawings. The Arts include Drama, Music, Design, English, Fine Art - each with hundreds of subcategories. Despite being broad in range, the Arts and art-based degrees get a bad rep, usually because "you don't actually do work". This mentality, while more popular among older generations, still has influenced the way we see the Arts as professions today.

Art tends to seem like a talent you're just born with. You're either Vincent Van Gough from the age of four or you'll only be able to draw stick figures for the rest of your life. Playing musical instruments is thought of as something you need to start young, or you'd be stuck a mediocre pianist for the rest of your life. Despite knowing that, logically, it's not the case, or at least not to that extent, it's an immensely popular belief.

It contributes to the "English smart" verses "Math smart" mentality, where people in STEM classes are seen as just generally smarter than people in the Arts. Obviously, that's not true, but the stigma is there regardless: People in the Arts are just born with their talent and therefore don't do any work, whereas people in STEM are hard-working, left-brained, logical thinkers. I am not denying that some people just have an affinity for Art that can't be explained, however improving your craft in both STEM and the Arts takes work and determination, there's no getting around that.

The irony is that the people who assume Art is a talent you're born with, rather than a developed skill, are the same people who seem to think artists are artists because they failed Maths. If they believe people are born with their artistic ability and no one can learn to achieve it later in life, shouldn't artists be treasured rather than seen as less smart. Anyone can use a calculator, but there's no formula for creativity.

## You missed your chance

The common misconception with the Arts, Music and Drama in particular, is that if you're not a child actor or Grade 8 pianist at eleven years old, don't even bother trying. It's luck of the draw. Your parents didn't put you in instrument classes as a child? Well, it's too late now. We see it a lot in the sports world too.

So many people wish they could be famous singers or professional football players but it seems that only the best child prodigies succeed. I can't speak much for the sports industry, but the Arts aren't as unforgiving as people tend to think.

There's no denying that certain artistic jobs are entirely unstable careers that require quite a lot of luck, but freelance artists, actors, or rockstars are (surprisingly) not the only Art related jobs. You can pursue your love of music as a sound engineer or your love of drawing as an architect. Obviously, these aren't the only options, and maybe your dream really is to be on Broadway. That's fine.

Make sure your priorities are in order though; are you doing this because you love your craft or because you want to be famous? Not that there won't be the possibility of success regardless, but the latter will certainly make inevitable rejection a whole lot harder. Rejection is extremely common and unavoidable even if you succeed in the end, because chances are, it won't be on your first try.

Navigating this industry can be difficult and maybe the only reason it would be better to start at a younger age, at least then you won't have the added pressure of catching up on both skill and experience.

## Tip #43: Drop out now

Don't.

It's not stupid to have a backup. You don't lack commitment or confidence if you take an Economics course in high school, but don't let your passion go to die in an unfitting school or college. Almost half of people regret their college degree, so don't fall into that category. Be an Art major if you want. Many great artists are highly qualified. Take time to properly evaluate with people and counselors who have your best interests in mind.

## So is it worth it?

There isn't anything more to say than to go for it! Give yourself time to figure out your own preferences in possible careers and cut yourself as much slack as it takes to get it right. Art isn't the right career path for everyone. But neither is Engineering or Medicine. If you are considering pursuing Art, sign up for a class, join Art society, participate in Inktober, submit pieces for House Art; do as much as you can because if you really want it, at the end of the day, it won't matter if you didn't start at five years old. It is so common to see people's passion die in a career they want nothing to do with, so try to find what works until it does.



# The History of Indian Art

By: Shaza Khan, Grade 10 Jais

India has always been referred to as the “Sone ki Chidiya,” or the Golden Sparrow, because of its extensive cultural legacy. The earliest types of Indian art date back to about 3500 BC, and both cultural and religious factors have had a significant impact on their development. Whether they be paintings, sculptures, poems, or musical compositions, the diverse culture of the nation leaves a lasting impression on these works of art.

Religious figures (Gods and Idols) from Hinduism, Islam, and Buddhism have been a recurring motif in traditional Indian art for millennia. Ancient sculptures and cave paintings mostly depicted human, mythological, ornate ornamentation, and animal forms. Both Islamic and Indian art continued to use figurative imagery during the medieval era. Each form of art has its own distinctive qualities and is incredibly admirable. These artistic movements had previously only been found in wall paintings or murals. These days, however, they can also be found on canvas, paper, linen, etc. In India, prehistoric rock art, an early type of art that consists of carvings or designs on cave rocks, has been discovered by archaeologists. The Bhimbetka petroglyphs, which were discovered in central India and are thought to be at least 290,000 years old, are the oldest examples. As cave paintings developed, rock art representing humans and animals persisted. The earliest known instances of these paintings date to around 7000 BCE.

In May 2021, archaeologists found tools and paintings in the Mangar Bani hill forest. The murals are thought to be 10,000 years old. These are thought to be the oldest and largest in the entire Indian subcontinent. This is the first time cave paintings have been discovered at Aravalli, which is perhaps the largest paleolithic site on the Indian subcontinent. The Haryana Archaeology and Museums Department claims that “On the basis of this exploration, it can be said that this may be one of the biggest Palaeolithic sites in the Indian sub-continent, where stone age tools were recovered from different open-air sites as well as from rock shelters.

Though tools from the Palaeolithic Age have been identified earlier in parts of the Aravallis, it is for the first time that cave paintings and rock art of a large magnitude have been found in Haryana.”



The Indus Valley Civilization thrived in the northwest of the country, which is now Pakistan, starting in the second century B.C. In the Harappan era, a complex and civilized civilisation began to emerge. The history of Indian art throughout the Indus Valley civilization, which roughly spans the years 3200 and 1200, is seen to have been impacted by the achievements that took place in science and culture. The origins of this era’s artistic expression can be seen in rock paintings and temple arts.



Dancing Girl, 2300–1750 BC,  
Mohenjo-daro

Between 2500 and 1800 BCE, the inhabitants of the Indus valley civilization created the oldest sculptures of Indian art that are still in existence today. They were little terracotta and bronze sculptures of people and animals, including cows, monkeys, and dancing figures.

Sometime during the sixth century BCE, Buddhism first appeared in India. Stone and bronze sculptures were created by religious artisans. They also created spectacular examples of Indian cave art, including complete temples that were carved out of stone and embellished with sculptures and columns with Greek influences. The sculpture practice was widespread among Indian Buddhists and Hindus by the fifth century CE. Hinduism has been the subject of centuries of artistic production, including statues of Shiva and other deities as well as enormous stone buildings like the Kandariya Mahadeva Temple in northern India, completed in the 11th century. With the creation of different Islamic States in India in the 12th century, there was a gradual Muslim conquest of that country. In India and during the 16th-century Mughal Empire, Islam gradually gained prominence. The Mughals and other Islamic kings’ conquest brought forth the exquisite Islamic cultural influence.

he Mughals’ dominance over India from the 16th century until the middle of the 19th century altered the entire landscape of the nation and left a profound mark on Indian culture, clothing, and especially Indian art and paintings. Their impact may be seen in the architecture and monuments they constructed at the time, including the Taj Mahal.



At the Well”, early 18th century

The advent of Vasco da Gama at the end of the 15th century, who created a direct contact with India for trade, was a turning point in the history of Indian art, which occurred during the western influence on the nation’s legacy. France, the Netherlands, Denmark, and England started enabling trade with India over the course of the 17th century. Following the end of Maratha dominance in the 18th century, India’s various provinces opened their borders to European nations. After Tipu Sultan was defeated, British dominance grew, and by the middle of the 19th century, the nation was ruled by the British Empire.

After being ruled by the British for many years, India gained independence on August 15, 1947. The country experienced a protracted era of hardship due to blazing world wars, invasions, oppression, fight, independence, and cultural evolution; these factors have significantly influenced the history of Indian art and culture. Art was a way for people to reclaim their history and to voice their concerns and trauma from colonial India.



Art work by Chiara Kekligian, Grade 10 Javi

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