

The Academy Senior School Newsletter



As I spoke at our third Academy Graduation, it struck me forcibly that this has been a very busy semester. 52 students have completed their IB exams, graduated and are now planning the next stage of their careers. Congratulations to them all. We have had the hottest April in Hyderabad on record but have also been blessed with frequent rain in May. Temperature and temperature management is clearly going to be an important issue for us next year and in the future.

This year we were close to 600 students. Next year we will be close to 700 and our IB MYP and DP Grades 6-12 will be full. It will be interesting for us to move our focus from managing growth to developing Academy wide systems and structures, and to ensure that we are moving confidently towards being the best school in India academically and pastorally. 2015-16 has had many highlights that you will see throughout this newsletter. Rather than list them all here, I would like to congratulate and thank all staff and students who have helped make this such a productive and important chapter in the history of the Academy, here in Hyderabad.

I wish you all a happy holiday, (Senior School only) I wish our Grade 11 interns a successful but challenging experience and look forward to see all of those who are returning in August 2016.

Dr. Geoffrey Fisher

Head of Academy

From the desk of Senior School Principal

By Ray Zinsli



September 22nd, 2011

Fifth anniversary of the Foundation-Stone-Laying ceremony by His Highness The Aga Khan



The Academy has certainly been 'running hot' these last two months and we have been privileged to showcase our learning community to a plethora of guests and visitors. Without exception they have all been impressed by the intelligence, maturity and personable nature of our students, who once again have made me proud.

The opportunities at students' disposal continue to increase with the associated increase in student strength and staffing levels, and this will be evident next academic year when we shall likely attain maximum capacity. Inevitably there are challenges with such rapid changes experienced but the parents (and students) should rest assured that we shall address these with the final result being considerable enrichment of the overall programme offered.

Two areas where we have been focusing upon, and will continue to do so next year, are those in Language Support and in Technology. We have begun implementing programmes of study in languages other than Hindi, English and DP French. Our goal is to better support students' 'dominant language' be this Hindi, Bangla, Dari, and eventually Telugu and Gujarati. There is a wealth of research which shows that strengthening and supporting a child's dominant language significantly improves their academic performance across the board.

There has been a multitude of sporting, cultural and academic events this last term-many of which will be described by other writers in this newsletter. In our very busy lives it is often useful to periodically reflect upon founding principles and check whether we are addressing the vision of the Academy. Please do so now by comparing where the academy has reached against our mission statement, stated below.

'The Academy will identify and nurture exceptional young people from any background with the potential to become effective, ethical leaders. It will be a joyful community of lifelong, fearless learners who are culturally-rooted and internationally-minded. Academy graduates will be reflective, compassionate, adventurous and creative citizens empowered as stewards to make a positive contribution in a changing world'.

From the desk of the MYP Coordinator

By Meenakshi Joshi



Dear MYP Students and Parents,

We have continued to be a busy community throughout this term. Sports, art activities, music, theatre, working Saturdays, children's day outing, summative assessments, Action and Service projects, Personal Projects and the Enrichment Programme has been going on with a lot of enthusiasm.

April is the time when exams are in full swing and creates an atmosphere of anxiety and anticipation! It is wonderful to see our students quite confident about their preparation and performance. They have amassed a significant body of knowledge and they are confident, knowing that they have been prepared well by our excellent teaching faculty. The students of each grade level have looked ahead to encounter new challenges as the year progressed.

The end of the year report focuses on the ongoing learning, from the beginning of this academic year up to May, 2016. The criterion-based report will enable the student and the teacher to evaluate the student's holistic understanding. Assessments are ongoing and varied; comprising of formative and summative as well as end of year, criterion-based assessments.

This newsletter comes to you as we are about to finish our third term. Report cards will be sent via Managebac for Grades 6-10 in May, 2016.

I wish everyone a wonderful vacation!

"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else." – Les Brown.

Meenakshi Joshi

MYP Coordinator & H.O.D Creative Arts
The Aga Khan Academy Hyderabad



AKA Hyderabad students participate in FICCI BAF Awards

The Best Animated Frames [BAF] Awards came into existence in 2004, an initiative by the Federation of Indian Chambers of Commerce and Industry [FICCI] to recognize students and professionals in the field of animation. This first ever Animation Awards in India grew over the years to encompass awards not only in animation, but also in VFX and gaming. The contest now receives top-notch entries from across the world. In fact, the last BAF Awards held in March 2015 received 400 entries from across 12 countries.

This year, the works of five students of The Aga Khan Academy, Hyderabad have been shortlisted for the BAF Award to be held in Mumbai. All the animation and video works were made during the enrichment activity. The following films have been selected in two categories: VFX and Stop Motion.

“Guilty Crown” by Aks Chunara and Alish Vadsariya, Grade 9: Guilty Crown is an action VFX movie which tells us that when two people fight, some other person takes advantage of it. It also tells us that brothers are supposed to support each other and not fight against each other.

“No End without a Start” by Harshavardhana, Grade 6: ‘No end without a start’ by Harshavardhana is a stop motion movie made using still pictures taken by hand-held camera using clay models. The story teaches us about how the good habits of people make them great. Most of them have a humble beginning but their toil makes them what they become. The movie has used imagery and analogies of a small seed growing up to be a tree in order to convey the moral.

“The Web Code” by Rudra Potluri, Grade 9: ‘The Web Code’ is a VFX horror movie with a message that invading into the cyber privacy of an unknown person may be real costly. This

animation focuses and throws light on the dark side of human tendencies, where people out of curiosity intrude into the private world of others, knowing little that this intrusion may be fatal for both the intruder and intruded, in terms of physical and psychological consequences.



“The Mini Adventure of Toto” by Shreyan Roy, Grade 6: ‘The mini adventure of Toto’ by Shreyan Roy is a stop motion movie made using toys. It is about a very brave toad, Toto, who uses his skills to hide from a spider and his other enemies. This stop motion is quite entertaining in terms of theatric elements present in it, and is presented in a funny, comical style.

Credits:

Aks Chunara and Alish Vadsariya, Rudra Grade – 9,
Harshavardhana and Sheryan Grade 6
Teachers: Mr. Jaydip | Mr.Vijay | Mr. Keshav

Department of Humanities



The humanities constitute an integral part of education! Realizing this, the Humanities Department at The Aga Khan Academy Hyderabad tirelessly strives to achieve excellence and develop informed and critical citizens. Students, on the other hand, are encouraged to demonstrate critical thinking and historical perspective necessary for citizenship in a democracy.

Individuals and Societies provides us an opportunity to celebrate diversity at the Academy. Students are encouraged to respect and understand the world around them. Teachers try to equip students with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. To achieve this goal and to improve communication skills, the students of Grade 10 organized a Model United Nations based on their unit "The United Nations: Rebuilding Peace"



There was a lot of enthusiasm and eagerness among the students. The Model United Nations (MUN) conference took place on the 23rd of February under the guidance of Mr. Suresh. This Model United Nations conference consisted of three committees namely UN High Commission for Refugees, UN Security Council, and UN Economic and Social Council.

The delegates had researched well and they were ready to put themselves into the shoes of global citizens. Global issues such as improving rights for refugees and internally displaced people; disarmament of nuclear weapons with reference to the current actions of North Korea; and to what extent can the UN be relied upon regarding their current agenda of sustainable development goals after their failure to achieve the MDGs were thoroughly discussed.

Social Council a crisis was introduced based on the Zika virus which has gripped certain parts of the world. In the Security Council the crisis introduced was based on explosion of nuclear weapons on the borders of South Korea and North Korea in which South Korea was supplied with a bomb by foreign countries. In the High Commission for Refugees a crisis was introduced based on the Rohingyas and their access to basic rights to shelter, food, and water

Our quest for understanding cultural values provided the students of Grade 7 an opportunity to explore the cultural and artistic innovations of the Mughal period under the able guidance of Ms. Wendy. Students learned about how painters tried to depict the classical ragas, and how the seasons or 'Baramasa' paintings became popular subjects for art in that period.





Department of Humanities

As part of our effort to enhance understanding of real world situations among students we carry out various activities. As part of the unit 'Markets, Wealth and Poverty', students of Grade 9 engaged in an activity on distribution of wealth and resources called "10 chairs". In the beginning it appeared to be a form of musical chairs but two students had been informed that when the music stopped, they should occupy seven of the ten chairs. The rest were asked to fit into the remaining three chairs. Then it was recorded as to how students in the two groups felt about their situation and debriefed how this is a reflection of the real world regarding distribution of resources and wealth where the majority is struggling for access to resources while the minority enjoys a disproportionate amount of the world's resources

The facilitators of the Humanities Department have set a course to take our students into the vast sea of knowledge, concept, skills and attitudes which they encounter everyday as IB learners. The department appreciates the endeavors of Ms. Gaura Joshi in this objective and inspiring the students of Grade 8 to take up the "Big History" Project (BHP)

'Big History' is an interdisciplinary approach that places human history within the wider framework of the history of the universe. In addition to telling the story of how everything has come to be the way it is now, big history allows students from many different disciplines to become scientifically literate within a short period of time. This course was conceptualized by David Christian who designed an entirely new way of looking at the past and is being funded by Bill Gates. The purpose of this project is to explain the history of the world from 13.8 billion years ago, so that the middle school students can envisage the bigger picture of this world. It uses an investigative method which helps our

students develop their problem solving and critical thinking skills.

The BHP team is equipped with some excellent lesson plans, wonderful videos and interesting and well-designed texts that can retain the interest of our young learners and generate curiosity about things ranging from the big bang and formation of stars to human life, civilizations and the modern world. While facilitating this course we have had some breakthrough moments with activities like "Snap Judgments" wherein the students had to judge the authenticity of a claim in a minute using certain claim testers (Logic, Authority, Evidence and Intuition). Students have also been exposed to a variety of information through role-plays, videos and articles which are helping them develop their analytical thinking and research skills.

As learning is a never-ending journey, teachers of the Humanities Department will continue to reinforce learning by encouraging students that they can make a difference. We are looking forward to another exciting term with enjoyable learning experiences.

Dr. Bhanu Prasad Singh
H.O.D. Humanities



Department of Hindi

Our third academic term started with bags full of expectations, responsibilities and work submission deadlines. Teaching and learning strategies were planned in a structured manner to accomplish the desired learning goals. Grade 12 was getting ready for their Mock Exams while their Individual Oral Commentary was scheduled for timely completion. Students were involved in finishing their Written Assignments based on translated work in Hindi A and similarly in Hindi B based on the articles selected by the students. Grade 11 is practicing for their Interactive Orals and Hindi-A students have completed Individual Oral Presentation.



Middle Year Programme students are also working as per their unit plans. Grade 10 students are looking at components of world literature in Hindi. They are reading a translated novel, originally written by renowned author Robin Sharma, called 'Ek Sanyasi Jisne Apni Sampatti Bech Di'. Grade 9 students are learning about different genres such as Sansmaran, Kabirdas or Rahimdas ke dohe, Lekh, blog writing and vayakaran practice.

Grade 8 has finished a unit on Partition, where the Hindi movie Pinjar was shown to the students, who reflected on the theme of the movie enthusiastically, sharing their opinion with other classmates. Grade 7 experienced two short plays - Saste Jahaj Ka Sapna, Sarvnash Se Pahle - and the poem, Karmveer. Students made an oral presentation on Real Karmveer from the perspective of different sections of society.

Grade 6 has been working on the translated novel 'Khazane ki Khoj' for their oral presentations and formative assessments. In continuation with the novel's theme students organized a treasure hunt activity in groups.

International Mother Tongue Day was celebrated in The Academy. The Hindi language is spoken widely and students presented poetry based on different inspirational topics and how the Hindi language has evolved over years.

Overall, the term went very well and we are looking forward to the year-end assessments. I wish my students and colleagues a fruitful break.

Dr. Karuna Arya
H.O.D Hindi

Department of English

“Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.” Margaret J. Wheatley (American writer)

The English Department has been involved in a multitude of activities since the last newsletter, not least a series of examinations. In fact, the Grade 12 students have just completed their Mock Examinations. After the period of intense, or for some less intense, revision comes the time of taking stock. All too often, this process is reduced to looking at the scores. In the competitive world of the 21st century there is no denying that grades are important. However, if we, the teachers and students, do not take time to sit back and reflect on our performance, question ourselves about our experiences, we will not make any changes. Self-reflection enables us to move from just experiencing, into understanding.

Nowhere is the process of self-reflection more important than in the world of teaching and learning. Teachers and learners alike need to give deep thought to what they do in the classroom, why they do it and why it works. We need to ask ourselves questions that challenge our assumptions; how effectively have I performed? What are my strengths and areas for improvement? How can I improve these areas? What improvements have I made in this semester and what do I need to do now? What will show me that I have made these improvements?

Self-reflection is not just about focusing on what did not go well; it is also thinking about the positive side of things. It may lead us to the decision to do something in a different way, or we may just decide that what we are doing already is the best way. Reflection provides us with many benefits. Taking a few moments every day to do nothing but reflect on our life activates parts of the brain we do not use when we are busy—which explains why we have so many great ideas in the shower! This down time is also necessary for our brains to process everything we see on a given day.

Taking a few minutes each day to look at the day’s progress is a great way for students and teachers alike to assess the effectiveness of each day’s work. Would it not be wonderful if we could schedule a daily break specifically in a comfortable quiet place designed for self-reflection? Forging ahead without looking back is certainly not the answer; only quiet reflection will enable us to be more affective.

As I write this newsletter, we are in the midst of book week with an array of interesting and fun activities, ranging from a creative writing workshop, where some of our many budding writers have been able to give free rein to their imagination, to a sumptuous book feast for the Grade 6 students. Last week we celebrated International Mother Tongue Day during our weekly assembly and one of our students has provided an account in the article below.

Our teaching programme this term has been both challenging and rewarding. Grade 6 students have been initiated into the wonderful world of mythology through their class text, *The Lightning Thief* by Rick Riordan. Grades 7 and 9 have been initiated into the wonderfully varied world of the short story, whilst the Holocaust has been a key preoccupation for Grade 8 students in their study of *The Boy in the Striped Pyjamas*. The students in Grade 10 have been analyzing the consequences of overriding ambition in Shakespeare’s *Macbeth*. Last but not least, Grade 11-12 students have been busy with their internal assessments.

Below are some examples of student work provided by Ms Vasanthi for Grade 8.

Marie Anne Rismann
H.O.D English

Department of English

Because I Did Nothing...

By Anahita Aman, 8H

They came and pushed her,
They called her names.
Ugly, Fat, Loser,
Stupid and Lame.
I did nothing.

They punched her,
While everyone watched.
They laughed.
They made fun of her.
I did nothing.

And when I saw her cry,
I was helpless and shy.
I did nothing.

Those ruthless monsters,
Had crushed her,
And made her feel worthless.
Now she is dead.
She is dead,
Because I did nothing.

The Color Conflict

By Momshad Ahmed , 8H

They were innocent,
They had dreams,
They strived to be the leaders of
tomorrow,
But they were left with no choice,
Other than facing the wrath of the
white.
Sold as slaves,
Tortured like animals,
They shed blood and tears,
For the sake of freedom
The day had come,
When they raised their voices,
When they made them realize,
The importance of equality.
A lot has happened,
People were separated from their
loved ones,
Intellectuals were lost
History has a lot in store,
Cruelty had flourished,
Let's all pray and hope,
That history doesn't repeat itself
Never. Again

Because I Did Nothing...

By Anahita Aman, 8H

First we increased the global tempera-
tures,
1 degree a year,
But who cares, so,
I did nothing

Then the children of Beijing began
wearing masks
Fresh oxygen from Canada
But I don't live in Beijing, so,
I did nothing

I heard of a hole in the Ozone
Caused by the greenhouse gases,
But it's so high in the air, so,
I did nothing

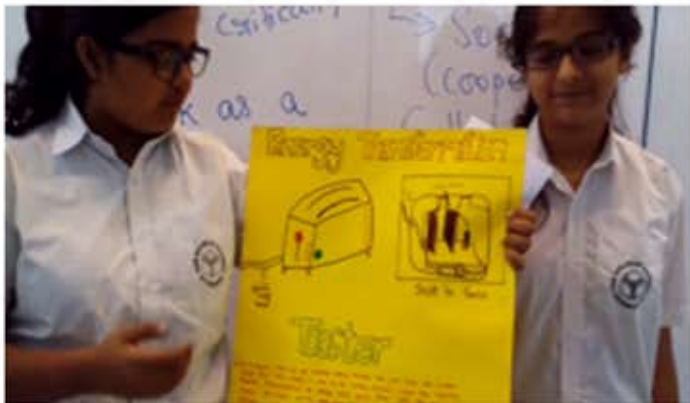
Now they say it can end life on Earth
Our home destroyed
All because....
I did nothing



Department of Science

During the last term the Science Department witnessed a lot of activities in and out of The Academy campus. Grade 12 students have been quite busy with their Internal Assessments and have successfully completed their laboratory assignments.

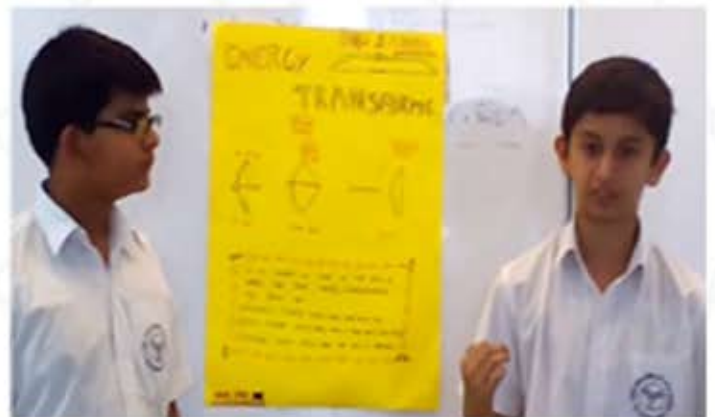
Grade 7 students visited the Active Farm School, an experiential learning center, located at Gachibowli on 16th February, 2016. This field visit was a significant learning strategy of the unit "Plant Systems" as it was a firsthand experience for the students in understanding the process of nurturing nature.



They were engaged in activities like feeding farm animals, preparation of natural pest repellents, soil preparation for crop planting and plantation of paddy.

A few students have suggested that they are eager to go on such field trips where they can learn how to take care of nature. Indeed it was a trip filled with learning, smiles and getting our bodies dirty in the mud. We truly felt the essence of an advertisement that appears in the Indian television channels which says "agar daag se kuch accha ho, toh daag acche hai" ... "if something good happens by getting dirty it is worth having those stains on the clothes".

This semester was also a very busy term for MYP students. They have been conducting experiments to enhance their critical thinking. Students worked in groups and presented their work on energy conversion.



In some classrooms, digital teaching was also introduced and students found it very interesting. Some exciting plans for the next semester include a Science Day for MYP students and Group 4 presentations by Grade 11 students.

Sudipta Kumar Roy
H.O.D Sciences



Department of Mathematics and Design

Creativity takes different forms in the Design classes across grades. Students try to understand and analyse problems that are of social importance.

Grade 10 students have been exploring digital image processing through Adobe products and are gearing up for the E-portfolio submission this year. The experience is equipping them with the necessary technical skills to be able to create quality digital images and products that help preserve cultural heritage. They have chosen, inquired and analysed a situation wherein preservation of culture is the need of the hour and are now in the process of creating a digital solution.

To experience the zing and challenges in computer programming, Grade 9 students have had a chance to learn programming in Python. They now understand the logical thinking and problem solving techniques that go into writing a block of code and see the role of syntax and semantics in any programming language. In the second term, they explored the field of robotics through group discussions on why we need robots in our lives. They designed and created a robot that has usefulness in the society.

Design time for Grade 8 has been an amazing experience this term. They started off the year with their first official project which was creating an html website. Students had to pick a poverty stricken country and promote its tourism by making a website about its touristic landscapes. Students enjoyed this activity as they learnt a lot about a country other than their own. Grade 8 started another project which involved creating a dream house for their classmate with whom they were paired for this activity. Students began to design one another's dream house with all the design specifications. Students then used a website called Floor Planner where they could implement the design into a proper and realistic floor plan. This enlightened the students about design cycle and design specifications.

Animation is a powerful medium of expression. Grade 8 students worked on basic animation practices based on Pivot Animator. Witnessing or dealing with 'bullying' and consequently taking action is something many students go through in their school life. As a school with zero tolerance for bullying, students were encouraged to be creative and innovative in promoting anti-bullying messages. They used Pivot Animator to design and create a video for the same.

Students of Grade 7 had an interesting term during Design lessons. They experienced for the first time the programming challenges that are posed by digital image editing. The students have started a new unit on GNU IMAGE MANIPULATION PROGRAMME (GIMP), an image editing software. Through this they explored many features of GIMP, enjoyed and appreciated the importance of programming in digital image editing.

The second term opened up wonderful opportunities for the Grade 7 students to work with the programming language "Alice". They also explored different programming languages, their importance and how they are used as tools to build a better technological world. "Promoting Girl Child Education" was the theme wherein they used "Alice" to create a video to spread the word.

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Department of Mathematics and Design

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Scratch helps young people learn to think creatively, reason systematically, and work collaboratively which are essential skills for life. Also when students learn to code in Scratch, they learn important strategies for solving problems, designing projects, and communicating ideas. Grade 6 students are exploring programming but in a more interesting way using SCRATCH.

The students of Grade 6 saw different logos that they come across in their daily lives. They now understand that a good logo is an important component of any company’s promotion. Therefore this term, students worked on the software MSW Logo, where they were able to design creative logos for their favorite brands.

To allow the whole school to have the experience of coding, the student body participated in the Hour of Code, a global movement reaching millions of students in 180+ countries. The Academy is proud to have hosted the Hour of Code between Dec 7th and 13th, 2015. All the students from Grade

6 to 12 including some faculty members went online and practiced an hour of coding with great fervor. The experience no doubt has been able to instigate an element of curiosity and interest for computer programming in them.

Mathematics

The essence of learning Mathematics lies in experiencing its relevance in real-life situations. Students of Grade 10 seem to have imbibed that essence during this term. They worked on the topics of Linear Programming and Trigonometry in which they had a chance to appreciate the applications of mathematics in real life contexts. Additionally, they have enjoyed the usage of technology in enhancing their learning. On a more academic note, they attended sessions on MYP Math Skills Framework, where they learnt about various mathematical concepts.

Grade 9 students started the second term with some revision on Algebra and then they continued learning the method of drawing graphs of quadratic functions. Students were able to see the connections in real life with the motion of a quadratic function. They used their knowledge of algebraic linear equations to compare the plans of three phone companies based on the usage of text messages required for a given customer.

The students had many experiences related to Mathematics during the course of this term. The exciting term continued with a new Unit on Mensuration. Students demonstrated much interest and enthusiasm during all the learning activities. Through assessments, students discovered how mathematics helps Earth to be a more eco-friendly planet. Completion of the Mensuration unit was followed by one on Coordinate Geometry and Trigonometry. Students appreciated the usage of Mathematics in real life situations and the logical challenges it poses. They are on the path of a magical journey through which they will become life-long learners.





Department of Mathematics and Design

In order to be a good businessman one needs to understand the role of percentages and the technicalities of profit and loss. Our budding entrepreneurs of Grade 7 delved into the mathematics of share markets to understand and analyse investments and creation of wealth with financial security. They have also learnt that mathematics is not only about calculation of numbers but is also applicable to aesthetics of geometric shapes through Leonardo Da Vinci's Golden Ratio.

Numbers form the basis for mathematical knowledge. Our promising mathematicians of Grade 6 learnt to convert numbers into various forms (from fractions to decimals and to percentages) this term.

About 130 students of the Academy took the International Mathematics Olympiad 2015 last month and the experience has been very rewarding.

Pascal, Cayley, Fermat are the examinations named after famous mathematicians of our times which our Grade 8,9,10 & 11 students took in the month of February. The University of Waterloo conducts the above examinations throughout the world, the results of which are awaited.

March 14th, the birthday of Einstein, also famously known as 'Pi Day' was celebrated across all grades at the Academy. The experience of the students was enhanced by a variety of activities emphasizing the importance and omnipresence of the mathematical constant.

Vani Vishwanath
H.O.D Mathematics and Design





Sports and P.E.

34 students represented The Aga Khan Academy Hyderabad in the 8th TAISI YEARLY SPORTS MEET, 2016, which is an annual football, swimming and athletics competition, hosted by Mar Athanasius International School in Kothamangalam, Kerala. They performed to the best of their ability even after the tiring 30-hours of road journey. 28 schools and around 2000 students participated in different sports in this year's sports meet from different states of Telangana, Andhra Pradesh, Kerala, Tamil Nadu, Karnataka and Maharashtra. Our students performed extremely well in the 'Senior Boys Football' category, defeated the Bangalore International School boys in the finals and won the championship trophy. Our senior school girls finished in second place after losing the final match with Bangalore International School.

In the 'Junior Boys' category Ayaz Pujani and Iliyan Nuruddin of Grade 9 won the gold and bronze respectively in the 100-metre sprint. In the 'Senior Boys Swimming' category Viral of Grade 11 won gold and bronze medals in backstroke and breaststroke respectively, while in the 'Senior Girls Swimming' category Arshiya Malik of Grade 11 won a gold and three bronze medals in 50mts breast stroke, 50mts backstroke, 50mts butterfly and freestyle respectively.



The Aga Khan Academy, Hyderabad hosted the third Inter House Annual Athletics Meet on 6th February, 2016. The event started with the individual house march-past led by house captains and student presidents. The Head of the Academy, Dr. Geoffrey Fisher, inaugurated the day's events, which were organized under two categories: field events and track events. The events which were most competitive were the 100-metre race and the team relays, which caused a lot of action and excitement. It was a tough competition among the four houses and finally the house championship was bagged by Mourya house.

Our AKAH football team consisting of 14 boys participated in the Hyderabad Inter-School City League cum Knock Out Tournament organized by Tata Motors, Mumbai and hosted by Sreenidhi International School. The tournament went on from 24th January to 14th February, 2016 during all the four Sundays. There were fourteen teams from various schools and our students played six matches in the league stage, won four matches and two matches ended in a draw. They scored 36 goals in the league stage and reached the finals, which was played against Sreenidhi International School. They won the championship with a final score of 4 – 2, thereby qualifying for the Four City League cum Knock Out Tournament which was held in Mumbai on 28th February, 2016 and our team finished the tournament by securing the third position. We wish them better luck next time!

Ravi Kumar. S
H.O.D Physical Education





Department of Creative Arts

From trash to thoughtfulness -
A junk sculpture workshop with artist Shivaramachary

British artist Michel Landy once said, *“They were all made out of junk, so aesthetically they were quite ugly-looking, but I was a textile student, collecting and making patterns out of junk. It was a revelation.”*

Revelation is a significant concept in post-modern art. Both Duchamp’s “Fountain” and Joseph Kosuth’s “One and Three Chairs”, use revelation to permit objects to reveal themselves. Junk Sculpture, Found objects and Assemblage are a culmination of conceptual art practices in the Avant-garde art movement with many great contributions analogous with the industrial period.

Grade 11 and 12 Visual Arts students of the Academy recently participated in a Visual Arts field trip cum junk sculpture workshop with contemporary artist Shivaramachary on 14th and 15th of February, 2016. Shiva’s diverse sculptural works have evolved from traditional roots to deal with ideas through a minimalistic approach. In this two day workshop students scavenged through trash materials and produced thoughtful works of art.

The Workshop aimed to move beyond conventional organizational structures and art traditions in order to create an environment that is a catalyst for “the creative act” in its many forms, for example junk sculpture with scrap materials. It was a unique experience for the students and quite challenging to conceive this form of art work. Students learned reverse mapping of art practice in which they conceived their ideas and planning according to resources in the artist’s studio. These different practices were explored in a study by the innovative artists of The Aga Khan Academy, Hyderabad. They valued and interconnected the theme with the AK strand of Economics for Development, while producing creative art works from trash materials.

Vijayaraghavan.S

Faculty, Creative Arts Department

Photo Credits: Vijayaraghavan and Wendy Elliot





Department of French

BONJOUR! We've had a very busy and happening term. Our Grade 12 students were busy preparing for their Mock Exams which has given them another chance to apply all the skills learnt during their course. They completed various French Assessments, as well as the Written Assignment and their Individual Oral Exams. The students of French B have completed their Interactive Oral Assessments. They are all gearing up now to polish their skills further, so that they shine in the Final IB DP Exams.

The Grade 11 ab initio students have transitioned from basic knowledge to framing sentences and producing small written tasks on their own. They also try to speak in French and can win your heart with simple sentences. The French B students have regular discussions and writing tasks in French regarding topics that are being covered in class. All the students are involved in meaningful interactions during the French classes.

The French Language Club (Enrichment Programme) has a new set of very enthusiastic students from Grade 6 to 8. In these classes we had interactive sessions and games based on learning French. The students who chose to continue in the same club took the initiative to help the new students in order to be able to catch up with the portion that has been covered in the First Term. So far we have completed all the basic concepts for both the batches. The students are eagerly waiting to learn how to frame sentences and speak in French.

I wish the French students all the best especially to those in Grade 12!

Sudha Dutta
Faculty, French Department

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