

MOTTO

MAGAZINE OF TTO
SUMMER EDITION 2022

BACKERSHAGENLAAN 5, 2243 AB WASSENAAR, WWW.RIJNLANDSLYCEUMWASSENAAR.NL



RIJNLANDS LYCEUM WASSENAAR
VRIJ, NIET STUURLOOS

CONTENTS

SUMMER 2022

In this issue

Foreword

Leiden Week 1TTO & MYP2

Theme Day 1TTO & MYP2

2TTO & 3TTO school trips

1TTO: English TTO, Biology, History and Art

2TTO: Art

3TTO: History, Art and Biology. Junior TTO exams.

4TTO: CKV & KCV. Phileas Fogg workshop

6IB exam news

The Musical

Front cover: painting by Jia Minnaar, 1B

From the TTO Coordinator's Desk



Dear TTO Students and Parents,

It seems truly impossible to me that the year has very nearly come to an end. Yet, here I am, writing a message to all of you for the Summer 2022 Edition of the Magazine of TTO.

It is an immense privilege to be surrounded by so many talented colleagues and students and this MOTTO once again reflects this. Just the front cover, with a beautiful jungle painting made by Jia Minnaar from 1B, shows already that our students have so much to offer to us teachers.

It's not only our students who display their talents on a regular basis, however. So many of the TTO teachers work very hard to make sure that our TTO students are successful and – at the end of this school year – we sadly have to say goodbye to one of our greatest and most dependable TTO teachers: Mrs O'Herne.

For many years, Mrs O'Herne was a TTO Biology teacher at the Rijnlands Lyceum Wassenaar. As you will see in this MOTTO, she never failed to come up with creative activities in which the content of her subject was combined with language-rich assignments that helped the students build on their English. I know that all TTO students – past and present – will agree with me when I write the below:

Dear Mrs O'Herne, we can't thank you enough for all your hard work in the past years and we will miss you dearly!

Mrs O'Herne will leave some big shoes to fill, but – luckily – we can still enjoy some of her work with the students in this edition of the MOTTO, alongside many other assignments our students so creatively completed.

The past term was also one in which many different TTO activities took place: the New Zealand Day for Year 1 TTO and MYP 2, the Leiden Week for Year 1 TTO, Phileas Fogg's *Romeo and Juliet Evening Show* for Year 4 TTO, trips for Year 2 and Year 3 TTO to Maastricht and Domburg, IB exams for the 6 IB English A students and Junior TTO Exams for all Year 3 TTO students. We can conclude that we have definitely kept busy and the students will probably agree when I say that I think they have all deserved a bit of a holiday.

I hope you enjoy browsing this edition of the MOTTO, which was so meticulously put together by Ms Royle. Once again, thank you for all your hard work in preserving our students' work for prosperity.

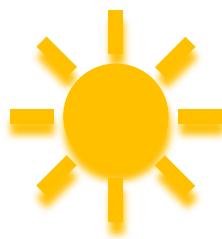
Have a great summer, everyone, and I look forward to seeing you again in August 2022!

Warmest Wishes,
Miss Haasnoot

LEIDEN WEEK 1 TTO & MYP 2

The week before the spring holiday, 1TTO & MYP2 spent three fun-packed days exploring the science and culture of Leiden's past and present.

Pupils participated in workshops and visited a variety of museums and enjoyed sunny lunch breaks by the canal.









..... and back to school in the coach



THEME DAY: 1 TTO & MYP 2

Once a year our 1 TTO & MYP 2 students get together to celebrate a specific culture.

This year, on Wednesday 1st June, they enjoyed a New Zealand Day.

In six different subjects: Humanities, English, Music & Theatre, Art & Design, Physical Education and Biology/Science, the students worked together in mixed groups on wonderful activities designed by the teachers.



2 TTO TRIP TO MAASTRICHT

Due to the ongoing complications involved in travelling, the 2TTO trip to Oxford had to be put off.

However, that did not stop 2TTO and their teachers having a wonderful TTO Trip to the beautiful city of Maastricht and its surroundings.









3 TTO TRIP TO DOMBURG

Because our current 3TTO could not go on a trip at all last school year, they instead were able to catch up this May and go to sunny Domburg.



Staying in a beautiful old castle just added to the atmosphere.

On the Monday 16th on our way to Domburg we called in at Yerseke and had a guided tour related to the oyster industry, for which it is famed.



After an activity in Domburg, it was Fish & Chips followed by bowling.

It was a activity packed few days, which made the most of the nearby beach. The whole of Tuesday was sporty, with the Highland Games at the beach.





Lots of team spirit, competitiveness and fun. The winning team was under the managerial expertise of Alex Rots Jilles Hooft, Elliot The, Niels Kooyman, Mitchell Baats, Gunnar Scholte and Alexander Steegman.





After a picnic on the beach we set off back to the castle where we spent the afternoon having a cricket workshop, followed by some relaxation.



The evening was spent yet again at the beach, just relaxing and taking artistic photos.





On the morning we left, we visited the museum next door called Terra Maris which included a bit of hands on work at the ponds.



Before heading back to Wassenaar we stopped off at Middelburg for a little bit of Glow-Golf and Escape Room!



EXHAUSTED.... some caught up on sleep before arriving back in Wassenaar



☆ Year 1 – English TTO: From Hogwarts, With Love ☆

In Year 1 TTO, the final term of the school year was spent reading *Harry Potter and the Philosopher's Stone* by J.K. Rowling.

To conclude the unit, the Year 1 TTO students wrote letters to their parents, pretending to be students at Hogwarts School for Witchcraft and Wizardry. This resulted in some fabulous and original work, delivered by owl to the Year 1 TTO teachers.

Hogwarts Letter by Valerie van Acker, 1A

Dear Mom and Dad,

I miss you guys so much, but here at Hogwarts it's so amazing! When I first arrived here, I immediately felt super comfortable. Some friends of mine are also here, but I'll inform you about that later. Although, it is a little weird, Hogwarts is great and very different from what life is like at home.

The way to Hogwarts was already very special. Unfortunately, you both were at work, so you couldn't go with me to the train station. However, I needed to go to Platform 9 ¾. This was very confusing, because there's obviously not a platform with such a number. But then, I saw a girl standing between the platforms 9 and 10. Her name is Felice and she is now a good friend of mine. Something really weird happened at that moment, she ran through a wall! Yes, I can hear you thinking: 'Running through a wall? That's not even possible.' Well, it is and I know because I tried it as well. I was terrified, because how embarrassing would it be if I just ran to the wall and I didn't go through it? The only thing I could think about was: 'Just do, it will probably be worth it.' Well, one thing I can tell you already: yes, it was worth it! I ran through the wall. It worked!

After waiting for hours my train arrived and I saw this girl running up to me. It was Felice! On the train, Felice and I talked a lot. We both did not know what was going to happen. She also has a little kitten. The trip to Hogwarts was very fast and I even forgot about the time while I was talking to Felice.

At Hogwarts we all sat in a big atrium and there I saw some other people: Kiki, Feline, Eliane, Juliette and Valerie. These girls are all my best friends and I knew them before I started at Hogwarts. Then a mysterious hat was carried into the room. This was the Sorting Hat, and he would divide us into four groups called the Hogwarts Houses: Gryffindor, Hufflepuff, Ravenclaw and Slytherin. Felice and I were sorted into Ravenclaw. Unfortunately, my other best friends were put into Hufflepuff and our other friend, Kiki, was sorted into Gryffindor. When we got to our dorms, there were two other girls there as well: Rosalie and Laurence. I immediately knew that they were very nice and absolutely lovely.

The next day our first classes began. The subject that I liked most was Charms. You learn about spells in this lesson. What I liked most about this subject was the teacher: Professor Bunnynuts. She is such a lovely teacher, when you need help, she is always

there for you, she teaches amazingly, and we immediately got along well. I already heard some nice stories about her from my sister Florentine too.

My least favorite teacher is Professor Snape. He is not very nice to kids, except for the kids from his own house Slytherin. I also don't like that he always blames me for everything. However, sometimes he does like me, so that is nice.

Something really bad happened as well. Felice and I sneaked out of our rooms in the middle of the night one day. Well, of course, that was a bad and dangerous idea, but Felice and I were very bored. We sneaked into the forest, which was near the school, but then we heard something weird: a boy screaming! After the scream I heard thunder, and then it became quiet. It seemed like the screaming was very far away. Felice wanted to turn back to school, where we were safe, but I wanted to continue and find out what it was. We walked further into the woods, and then we saw something really, really bad. We saw a monster that was like 15 feet tall. Felice tried to run away but I quietly told her we needed to hide, and I would provide help.

We slowly walked into the bushes, but then I made eye contact with the monster. It was terrifying! With his enormous claw he picked up Felice and held her in front of his enormous beak. I knew that I needed to do something. I quietly walked up behind him and started screaming: 'Hey, ugly monster! Catch me if you can!' I jumped on his tail, and he swung me around. I almost fell, but thankfully I held on tight.

I tried to climb up to his head, but halfway I looked up to the sky and I saw Snape on his broomstick, controlling the monster. I knew I needed to do a spell against Snape, but I had never done a spell on him before. I tried to remember a spell, but I couldn't think of one. In the meantime, Felice was almost getting choked by the claws of the monster, but I heard her say softly: 'Petrificus.'

At first, I didn't understand what she was trying to say, but then I remembered: it is a spell! I held my wand tightly and screamed: 'Hey Snape, Petrificus Totalus.' Snape fell from his broomstick and the monster stopped moving. Felice slipped out of his claw, and we were safe.

I ran to Felice and asked her if she was okay. She hugged me and said that I saved her life. We immediately ran back to Hogwarts without anyone seeing us.

When we got back in our room, we fell asleep and the next day we pretended like nothing happened, but when me and Felice looked at each other, we smiled, because we did it: we won against Professor Snape!

Right now, when I am writing this letter, everything is fine, I am enjoying my time here! I miss you guys very much, and I love you.

From Hogwarts, With Love,
Valerie

A Series of Hogwarts Letters by Mathias Elzinga, 1A

Dear Ma,

Sorry I didn't write. There's just so much to take in. I made it to Slytherin, but I think you already knew that. I wanted to let you know that we are having the Tri-Wizard tournament at our school this year. I know it was banned for several centuries because the death toll was too high. This year though the ministry has ensured our safety. Only students over the age of 17 can enter in the competition. Two other schools are coming they are Durmstrang and Beauxbatons. One of my Friends is very excited for the cup. His name is Florius. He is Hufflepuff and half-blood. His favorite subject is charms, and he is good at it too. I have also made a friend in Slytherin, his name is Julius. He tends to gossip about teachers and students. He also cannot keep his mouth shut about this muggle game: Football. I still think that quidditch is just so much better, can you imagine a game with only one ball?

Talking about flying, Madam hooch is my least favorite teacher I just do not like her and she hasn't said a kind word to me since the beginning of the school year a few weeks ago. My favorite subject on the other hand would be defense against the dark arts. Mad-Eye Moody just teaches the subject well, he teaches us stuff that we might need. Mad-Eye is not my favorite teacher though, that spot guess for my head of house, of course he favours us. Every head of house does and of course you know Professor Snape. You two went to Hogwarts together. I don't really like potions though. I find it quite boring. I hope you and Pa have a good time.

Good Luck!

Sincerely,
Your son, Mathias Elzini



Dear Ma,

Sorry for not writing for a long time. The Tri-Wizard tournament is really getting exciting. I think you already know of the incident with fourth champion. But it was very weird to see the fire turning red for a fourth time. I know there has to be a rivalry between Slytherin and Gryffindor, but I hope Harry Potter wins. I have a bet with Florius, I get five galleons if Harry wins and gets five galleons if Cedric wins.

So far, I found the first task the most jaw dropping. I found Harry absolutely splendid. He used a broom to get the golden egg. That flying was absolutely

incredible. The second task wasn't very exciting though. The champions had to dive into the lake and rescue a person that was at the bottom of the lake. We just had to wait in suspense. It started to get exciting when Cedric came up first. We wanted to see who was second. Harry and Cedric are tied for first place now. The third task is a maze, and I am really wondering who is going to be the one walking out of the maze with that cup in their hands.

Homework is getting more and more the last couple of days. Lessons are becoming harder. You can clearly see that the exams are coming. I am quite nervous for the exams.

Say hello to Pa for me,

Sincerely!
Your son Mathias Elzini



Dear Ma,

I know you heard about the portkey hidden in the cup, but I want to tell you about it. We were sitting in the quidditch stands in the beginning of the match and we didn't really see anything. I saw a giant spider flying into the air once, but that's it. We had been waiting for someone to return for quite some time, so people started getting excited. Someone had to come out of that maze sometime soon. But we were disappointed. We waited for almost another ten minutes before there was a slight pop and Harry Potter stood in front of us. You can't imagine the amount of noise people were making. From cheers to boos I think people could hear the fuss all the way in Hogsmeade. But the cheering and the booing died down quickly when people noticed Harry was not alone. Beside him lay Cedric Diggory stiff as a board. "He's dead", Harry cried. The judges were absolutely dumbfounded. Dumbledore stood up and asked Harry what happened. Harry said that You Know Who is back and that he killed Cedric. Dumbledore of course sent the rest of the school off and let Cedric's father mourn his son's death. It came as a great shock to all of us. I don't think the tri-wizard tournament will be held any time soon. Do you believe the rumours going on about You Know Who being back?

See you soon.

Sincerely,
Your son Mathias Elzini

P.S. I have got a good feeling about the exams. We just have to wait for the results.

BIOLOGY 1 TTO

Veggies 1 TTO

B1B had a challenging assignment as their last lesson, testing their knowledge of plants.

To start with, the students had to put the right name to 8 vegetables displayed on tables and to use all their detective skills to connect these vegetables to their botanical drawings, on the way determining which part of these plants is the bit we eat.



Name of vegetable	Number plant	Edible part of plant	Picture of plant
carrot			
asparagus			
ginger			
Etc..			



The class did extremely well!



Next, they had to identify several plants on the courtyard, and make a selfie presenting themselves as a veggie.

Tree identified as an oak>

The **broccoli** selfie!



Two groups eventually ended up ex aequo, and luck (guessing the right number) decided which group won the last brownies of this year!

HISTORY 1 TTO

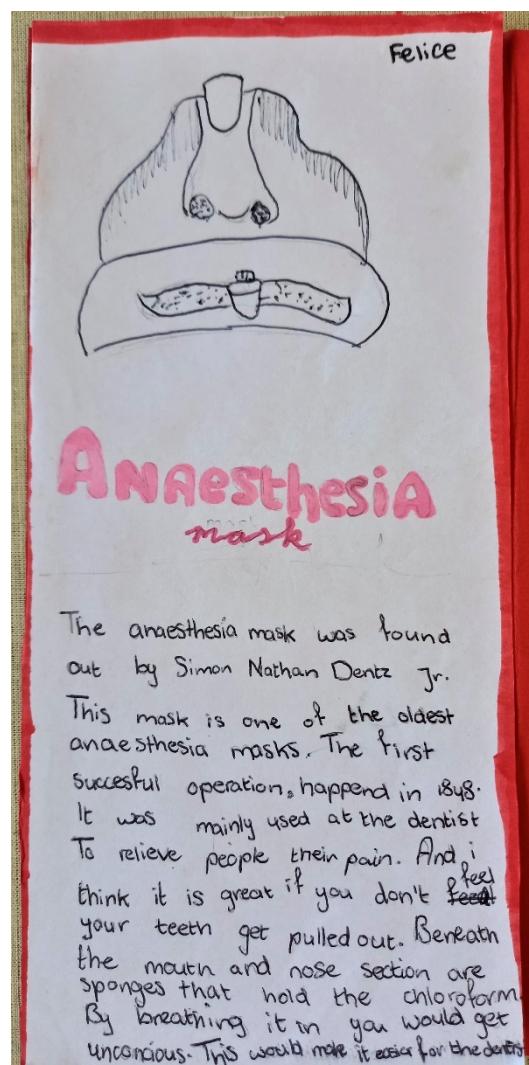
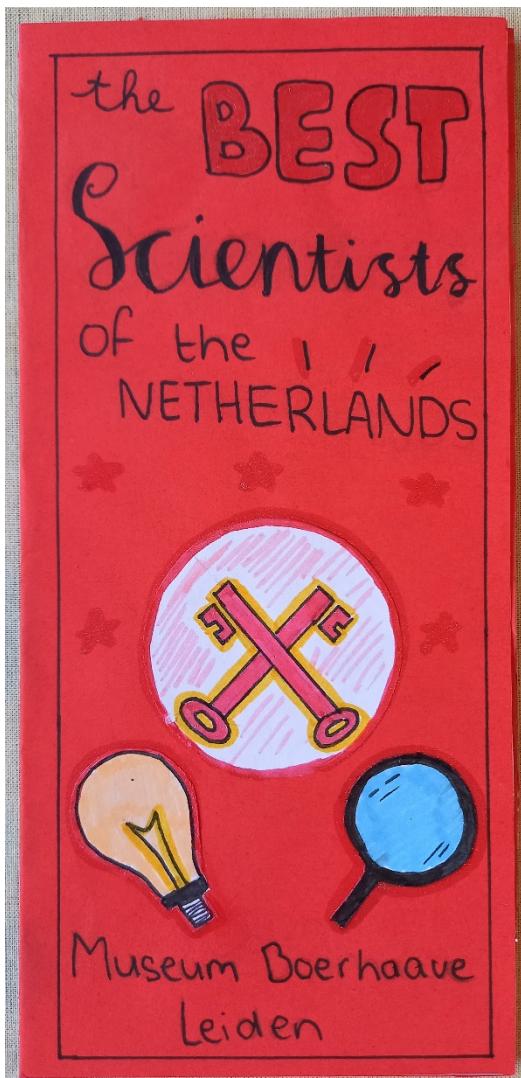
In History pupils made information leaflets about the Museum Boerhaave in Leiden. They visited this museum during their Leiden Week.



The leaflets wrote about and illustrated important inventions by Dutch scientists.

Below: a very attractive leaflet by Jia Minnaar and Famke Visser. 1B

This is a photograph of an open booklet containing four pages of hand-drawn illustrations and text. The left page has a purple background and features a black and white illustration of a person in a chair, with the text 'The IRON CHAIR'. Above this, a URL is written: <https://rijksmuseumboerhaave.nl>. The middle-left page has a green background and is titled 'THE IRON LUNG'. It contains a detailed description of the device and its use. The middle-right page has a blue background and is titled 'THE ANATOMICAL THEATRE'. It describes the replica of the anatomical theater at the Leiden University. The right page has a pink background and is titled 'MICROSCOPE' (by Antoni van Leeuwenhoek). It includes a drawing of a microscope, a portrait of Antoni van Leeuwenhoek, and a brief biography of his work with microscopes.



Armillary Sphere

The armillary sphere was made by Giovanni Paolo Ferrari in 1600. It was made to show a three dimensional picture of the universe. You can see the earth in the middle. The rings around it are to represent the orbit of the moon, the sun and the stars. The bigger ring is the ring with the zodiac signs. With this ring the date could also be setup. This armillary sphere was made in 1600. The first armillary sphere was invented around 225 BCE by the Greek astronomer Eratosthenes.

Laurence

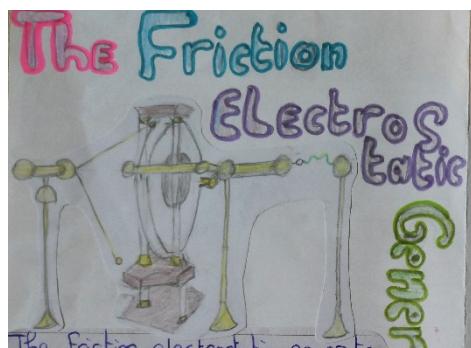
The Iron Lung: Valerie

The iron lung was invented and made by Philip Donker and Louis Agassiz Shaw in 1915 at the Harvard School of Public Health. The iron lung helps you breath when your lung muscles are paralysed. Your whole body would go sealed inside the cabinet, except for your head. In the cabinet a negative pressure of a ventilator makes air in the cabinet rise and fall. This represents breathing in and out. Sometimes people needed to lay in the iron lung for months. We don't use the iron lung anymore. However it was a very important invention.

Above: front and back covers.

Left: inside.

This attractive leaflet is by Laurence Verweij, Valerie van Acker and Felice van Beers. 1A



The Friction electrostatic generator was founded in 1788 by Martinus van Marum (1750-1839). It provided the first signs of electricity, but it didn't have much use until the Leyden jars were invented. These could transport large amounts of electricity for good use. Prior to the introduction of the jars, the generator was merely used for enjoyment. Yet, it was the first step to developing electricity the way we do it today.



Left: front and back covers. Below: inside of leaflet. By Annelouke Bouma and Zoë van Spaendonck. 1B.

The Leiden Sphere

The Leiden sphere displays the solar system according to Nicolaus Copernicus (1473-1543). This was one of the first depictions with the sun at its centre and the earth rotating on its own axis. The sphere was built around 1670 by a clock worker called Steven Tracy. The planets of this complicated piece of work used to move at the same speed as in real life. This allowed us to improve our understanding of the solar system and the way the days are formed.

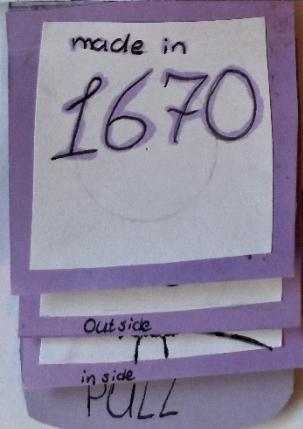
The Anatomy

The Anatomical theatre was made by Petrus Paauw in 1594. It was used for dissecting bodies of deceased criminals. When you enter it now, it uses sounds and projections to explain the history of science and the four virtues required to become a good scientist: Curiosity, Audacity, Creativity and Perseverance. The theatre was the very start of our curiosity. It encouraged us to discover things ourselves rather than trusting everything we read.

The Leiden Sphere

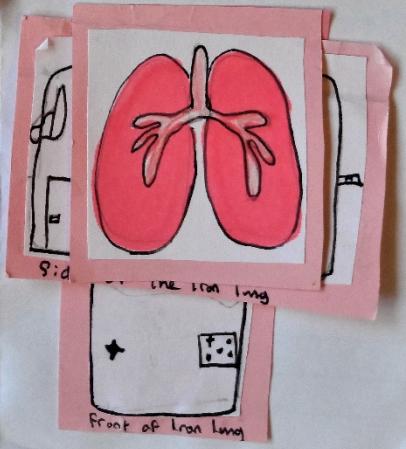
The Leiden Sphere was made in 1670 by Steven Tracy, an English clock maker. Unfortunately there is no more information about him.

The Leiden Sphere is a sort of ball with on the inside our solar system, and on the outside it has a ring with all the zodiac signs.



The Iron lung

The iron lung is made by Philips Drinker in 1945-1950. Philips lived from 1845-1922. The iron lung is a big machine used to keep polio patients alive. The machine helps them to breath. It is a very important discovery, because it was the first step of helping polio patients survive.



Left: inside of the leaflet by Eline Groenhagen and Shai Geva. B1C.

ART 1 TTO

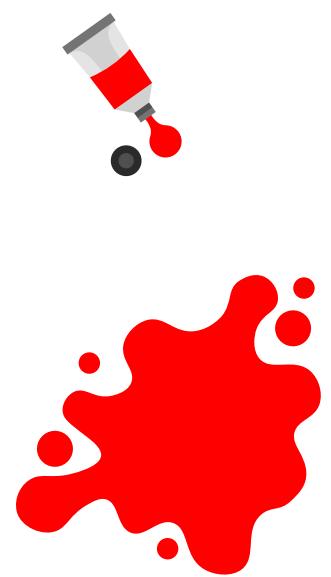
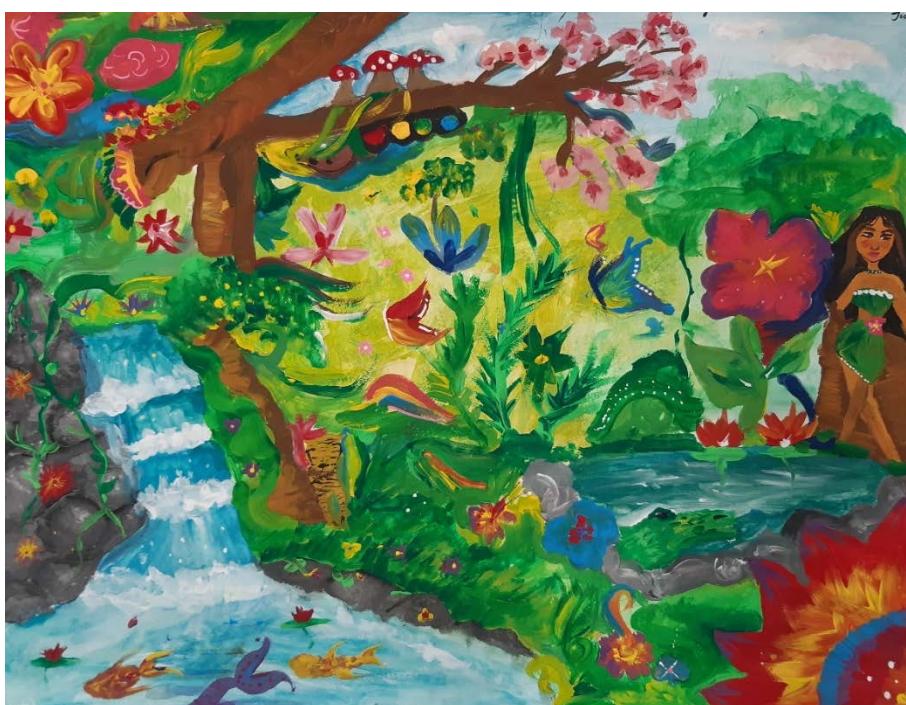
The big painting project of the first year is the Jungle painting! Pupils throw in all the skills they have learned this year with using paint, form studies and composition.

These are some gorgeous and colourful paintings to make us feel summery!



Valerie
van
Acker
1A

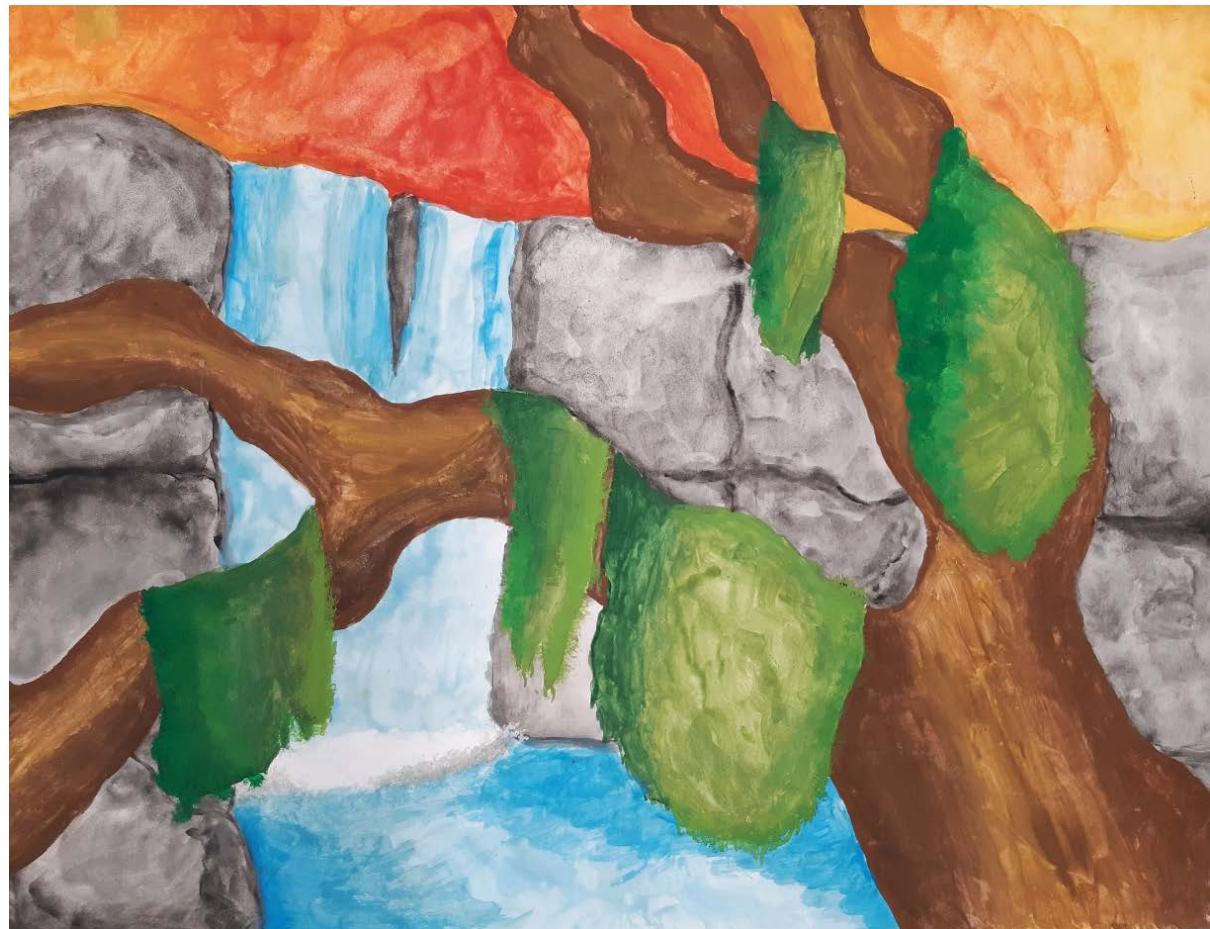
Jia Minnaar 1B, also found on the front cover.

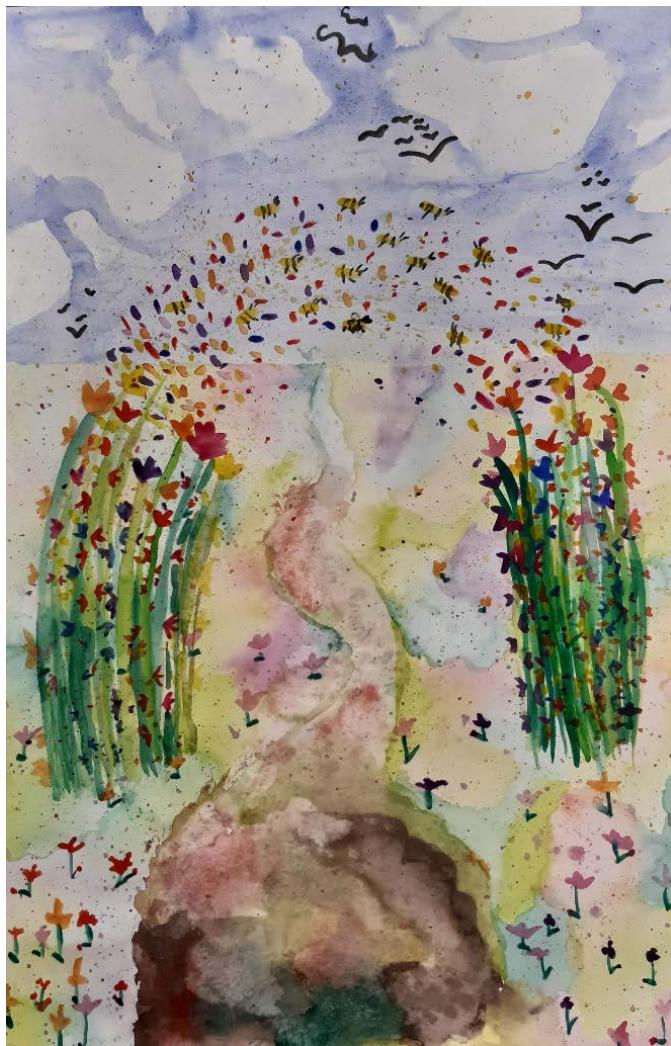




Above: Juliette Atighi 1A.

Below: Lina El Mourabit 1





Art pupils have also included perspective drawing into this project in which they create an imaginary archway.

These very experimental examples show off how pupils use skills within a creative theme.



Top Left: Daria Csontos 1A

Top right: Roos Slats 1B

Left: Louise Talmard 1B

ART 2 TTO

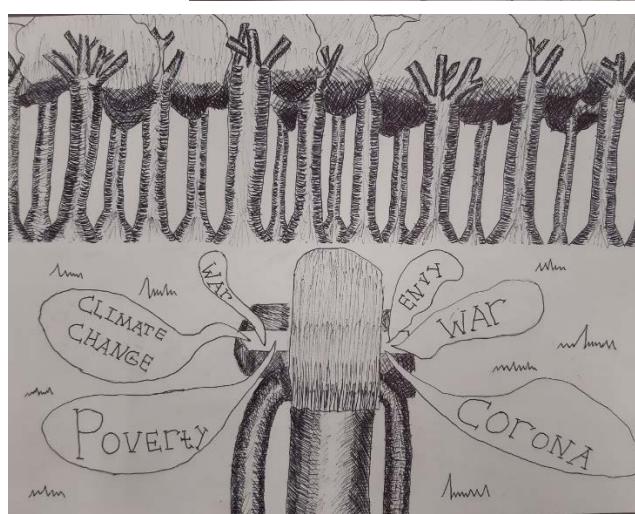
Greek mythology was the theme for an Art project using monotones to express a moment in a chosen myth.

Guess the myths you see expressed here!

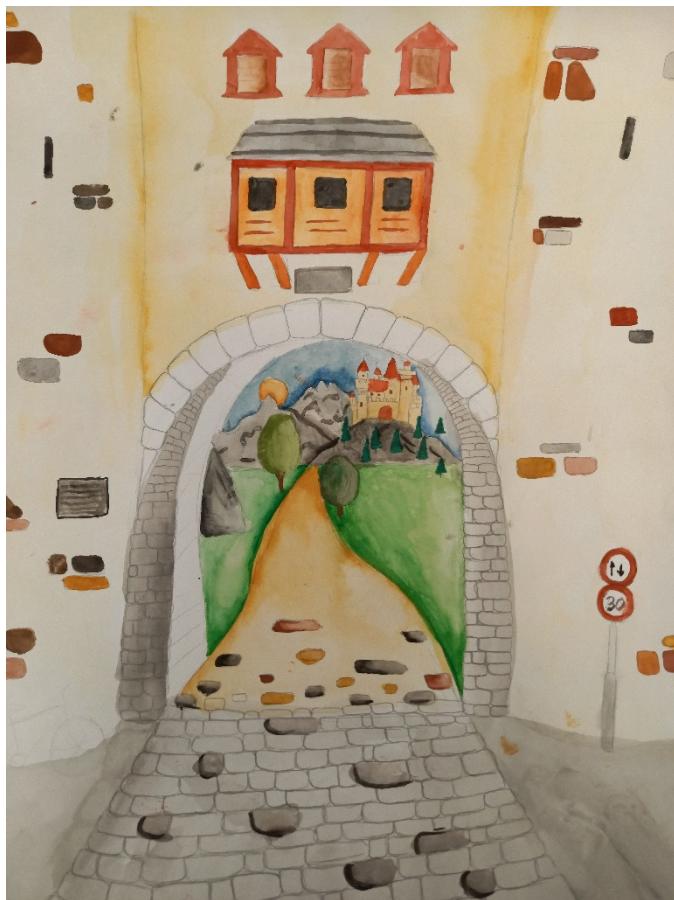


Andrik van der Made 2B

Zoia
Frigerio 2B



Emilie Steenbakker 2B



Whilst in Maastricht on their school trip, pupils made sketches and took photos of the oldest still-standing portal in the Netherlands; Hell's Gate.

In Art pupils painted this gate and used perspective to show on one side of the gate modern times and on the other side Medieval times, when the gate was constructed.



Above left: Dorsa Farsi 2C

Above right: Roosmarijn Gelderblom 2C

Below left: Julia ten Cate 2C

Class 2C participated in a **cross curricular** project involving Art and German. The theme was the Berlin Wall. In German they learnt about the history behind the construction of the Wall and its consequent fall.

Of course in Art they looked more closely at the artworks, graffiti and symbolism which inevitably found its way onto the Wall.

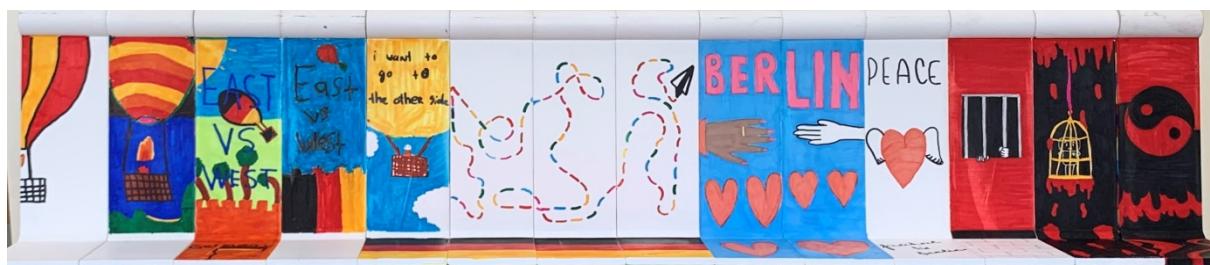
2C had a great attitude to this project, making their own artworks on miniature replica pieces of the Berlin Wall. To conclude the project they decided which artwork went next to each other to create their own section of the Wall. They then gave a short explanation of their artwork and its meaning.

Thanks to Ms Maier for organising this project and working closely with the Berlin-based organisation '*Art Against Walls*' who provided the replica wall pieces and who coordinate this educative programme in many European nations.

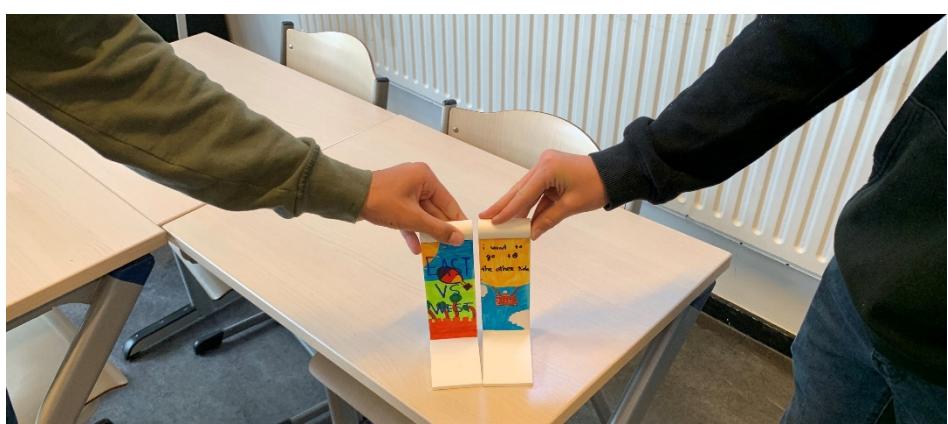
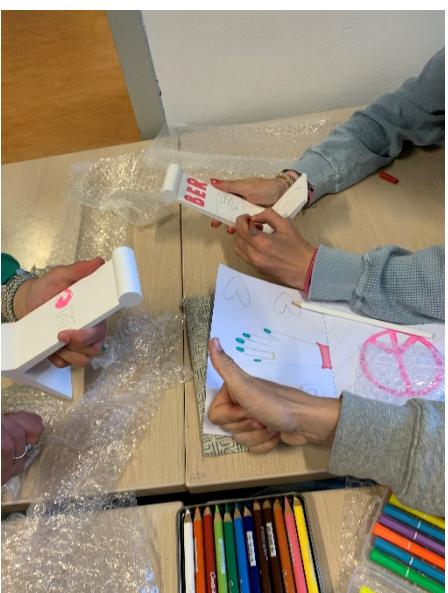
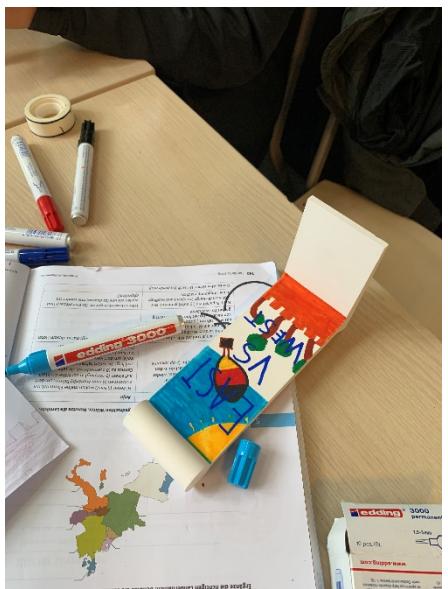
We hope that more classes can participate next year in this educative project.



The results, showing the East and West side.



Work in progress



HISTORY 3 TTO

Politics. Protest. Peace.

Posters made by year 3TTO express these intertwining themes against the backdrop of the Vietnam war.



Above and next page (back of poster):

Elena Poort, Gabrielle Janssen and Jasmijn Bierens. A3B

The Influence of Art

General

The countercultural hippie movement was about peace. It started in the 1960's to the early 1970's. Hippies were against societies morals and attitudes. Hippies were known for their love and compassion for others. The hippie movement involved protests against violence and promoted free love. The Vietnam War was one of the main reasons it started. It began with a group of college students who had enough of the war and weren't afraid to speak their minds about the war. These activists, later known as hippies, didn't believe America should be involved in Vietnam issues. North Vietnam were communists that were trying to turn South Vietnam into a communist party as well. America went over there to prevent this. However soldiers and innocent people were being slaughtered. The hippies didn't agree with this and thought America shouldn't be in the war but needed to have peace.

A big son of the countercultural movement was Timothy Leary. He made the catch phrase "Turn on, tune in, drop out". It urged people to embrace cultural changes through the use of psychedelics by detaching from the existing traditions and hierarchies in society. Flower Power, created by Allen Ginsberg, was also a slogan of the 60's hippie movement. Flower Power outlined the strategic use of flower imagery to change war psychology and encourage critical thought rather than violence. "Flower Power" would become one of the most influential slogans used by peace-promoting hippies during anti-Vietnam War protests. Followers would go up to cops and give them flowers and a hug.

Jasmin Bierens

Heby.com
hippie
mitpress.mit.edu
indy.org
history.com



Fashion

The peace movement during the Cold War traumatized American, Soviet Union, Chinese and European ways of life; however, the cold war played a huge role in fashion history. Cold War Fashion gave people a chance to express themselves by wearing clothes they like. Due to communism in other countries, people can neither wear what they want nor participate in the latest fashion trends. In the communist world, people lived in very basic conditions and didn't care about clothing.

The Hippie Movement was between 1960 and 1970. They are interested in alternative lifestyles, rebelling against the society, focusing more on the freedom and a return to nature. This period of time changed a lot about the fashion history.

Hippie clothes are usually loose-fitting and made from natural fibers. Men and women grew long hair and long beards. The black pull-over and trousers of male and female turned into floral printed shirts and jeans. Anything that is handmade from every material is valued. Eventually, this extended to self-dyed clothes, and colorful tie-dye. Which came back in style 2 years ago. Skinny jeans with a flared mouth are available everywhere now, which originally came from the hippie era. Accessories are all handcrafted, and as the Vietnam war escalated, many included peace symbols. Gabrielle Janisse

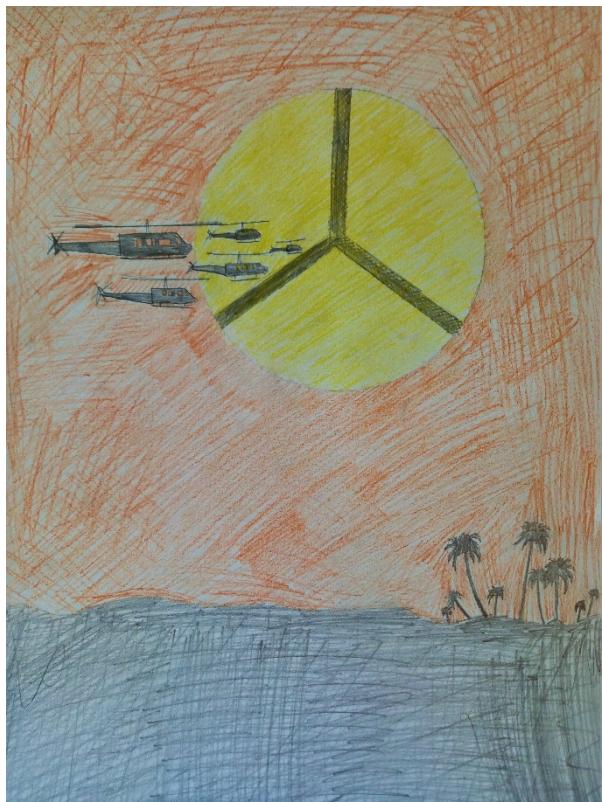
Music

Woodstock is a really important music festival of the hippie culture. This (1969) was the highlight of the 60's, over 400,000 people came together for "3 Days of Peace and Music". Confidence did not occur much during Woodstock, but there were three sets. It was supposed to last from 15 to 17 August, but Woodstock went on until 18 August.

Phil Ochs was an American songwriter and singer who wrote protest songs during Vietnam War. Notable examples are Don't Let Go, I Can't March, and what are you looking for. Jimi Hendrix was an American guitarist who also performed in Woodstock. Machine Gun is a protest song written by Jimi Hendrix. It changed the style of playing guitar, my class considers me greatest guitarist ever. John Lennon and Yoko Ono wrote "Imagine", a famous song about peace. "Give peace a chance" is another anti-war protest song written by John Lennon, released in 1971 by the Plastic Ono Band.

Elena Poirier

We chose the influence of Art during the peace movement as our topic, because we knew that the music and styles really transpired during the 60's. It had a great influence for the society back then and it still has till this day. Artwork helped people express themselves and it helped them



Huib Meijer Wiersma and Derk Heijster. A3B.

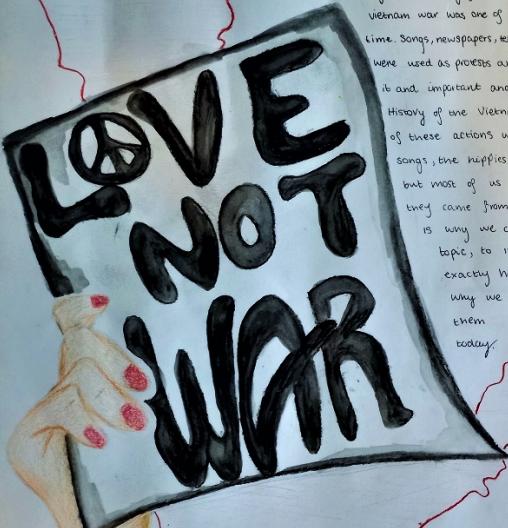
The front of their poster captures the US military presence flying above the palm trees of Vietnam, against a glowing sun of peace.



GIVE PEACE A CHANCE

introduction:

'All we are saying is give peace a chance' these meaningful words by John Lennon protesting against the Vietnam war was one of the most famous songs at the time. Songs, newspapers, television and much more were used as protest all over the country. Making it an important and huge movement in the history of the Vietnam war. Furthermore some of these actions we still know today such as the songs, the hippies and of course the peace sign but most of us do not know exactly where they came from, including us. This is why we chose this topic, to investigate exactly how and why we know them today.



CHANCE

WHAT ENCOURAGED COMMUNIST TO START PROTESTING?

Thousands of Americans, especially students, opposed the United States involvement in the Vietnam War. So a lot of these people actively participated in protests. In 1968 numerous factors created the protests in America. Many Americans protested against the war because of the violence, devastation and increasing numbers of American casualties. Others stated the war was a war against Vietnamese independence, they protested because they felt that it was unwinnable and there were no clear purposes for the war.



A3B

SOPHIE, LENYA, MAGALI, NICOLE

Tie-Dye T-Shirts and dresses were a symbol of non-violence and their popularity quickly spread among America's youth. During the 60's and 70's, hippie clothing was mostly made by themselves to symbolise rejection of the status quo. Handmade and natural were important to them, and they preferred natural materials like cotton wool or hemp.

Peace Sign:

The Peace Sign was very popular in the 60s and 70s. The symbol itself is an anti-war symbol, and because Huxley intentionally made it free for anyone to use, it has passed out on buttons on college campuses throughout the war, and it was adopted by the hippie movement.

because Huxley intentionally made it free for anyone to use, it has passed out on buttons on college campuses throughout the war, and it was adopted by the hippie movement.
The symbol was originally designed for the British nuclear disarmament movement in 1958 and is known as the "peace sign".
In the 1960s the V sign, where you put up your index finger and middle finger also became widely used as a sign of peace.

Chance written by John Lennon and Yoko Ono. 'Give Peace a Chance' was recorded on June 1st and 2nd in the Queen Elizabeth Hotel in Montreal, Canada during John & Yoko's second bed-in for peace.

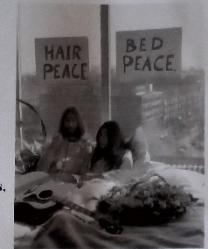
Social protest provided young people with a voice. Popular music, already a big part of youth culture by the mid-60s, the music helped create the anti-war community. The music of 1960s protest remained among the era's most continuing legacies.

Bob Dylan is an American singer-songwriter, one of the greatest songwriters of all time. Much of his popular work were dates from the 1960s when his songs as 'Blowin' in the Wind' (1963), 'Masters of War' (1963), 'Tangled Up in Blue' (1963), and 'The Times They Are

A-Changin'' (1964) became anthems for the rights and anti-war movements. His lyrics during this period contained a lot of political, social, philosophical, and literary influences.

'Bed-in' Yoko Ono & John Lennon

Last week at the Hilton hotel in Amsterdam, the singer songwriter John Lennon, known from the Beatles, and his wife Yoko Ono stayed in bed a week long, called a 'bed in', as a protest against the Vietnam War.



From May 25 till May 31 the just married couple stayed in the presidential suite of the Hilton hotel in Amsterdam during their bed-in. They layed in bed from 9am till 6pm to interview the press. Till they get what they want.

"Masters of War" (1963) Bob Dylan
Come you masters of war
You that build the big guns
You that build the death planes
You that build all the bombs
You that hide behind walls
You that hide behind desks
I just want you to know
I can see through your masks

In this song Bob Dylan wanted to tell the message that the people with power in the government are at fault for the cruelty of war and all the unnecessary spilling of blood.

In this song, the speaker asks a series of unanswerable questions

"Blowin' in the Wind" (1962)
How many roads must a man walk down?
Before you call him a man?
How many seas must a white dove sail?
Before she sleeps in the sand?
Yes, and how many times must the cannonballs fly
Before they're forever banned?

The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind

about how long it will take for humanity to establish lasting peace, compassion and justice.



HIPPIES

Hippies believe in nonviolence and love. They were sometimes called "flower children", because they used the phrase "Make love, not war." They were in middle-class society of teenagers and twenty-somethings. The hippie culture also created the pro-environment movement including Earth Day in 1970, this led to recycling, organic food, vegetarianism and forest preservation. They supported a more natural lifestyle.

SOURCES:

<http://www.history.com/topics/vietnam>

https://en.m.wikipedia.org/wiki/Opposition_to_CO

ART 3 TTO

Combining realism with abstract and decorative elements were the artistic skills involved in the examples you see below. The theme was to paint a person that pupils admired.

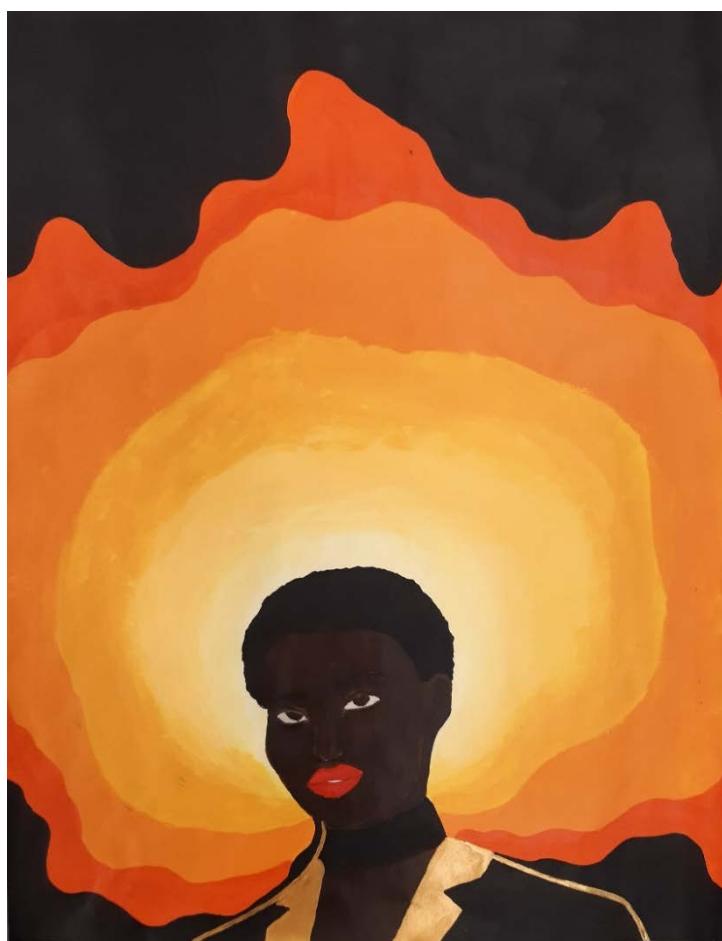


Above: Livia Munk G3A. Below: Duarte Batenburg G3A





Magali van
Vollenhoven A3B

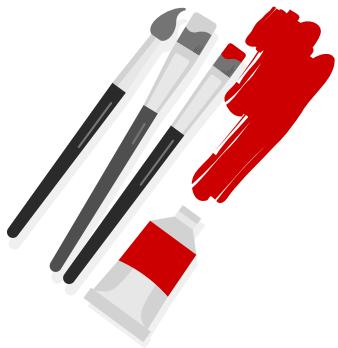


Left: Bente Nowee G3A.

Above right: Floor Kees A3B



Nicole Krabben A3B



Below, top left to right: Lucas Ruinen, Joris van Hilten, Mathijs Oskam and bottom left to right: Jilles Hooft, Luuk Groot and Elliot The.



A3B and G3A closed the year by designing posters promoting the themes from the book *Earthshot*. These examples show a good eye for lay-out, design and communication of the environmental slogans.



Quiten
Boot &
Marcel
Sutedja
G3A



Ishani Awasthi & Livia Munk G3A

HAVE SOME MORALS SAVE THE CORALS



Carmen Urlings & Florentine van Acker G3A

BIOLOGY 3 TTO

Ecology in G3A

G3A tried their hand at miming a few concepts in ecology. We worked outside, as our lovely classroom B216 was very warm on this last Friday of school before the test week.

Students had to express the meaning of:

A limiting factor: this is anything that constrains a population's size and slows or stops it from growing.

Predator-prey relationship: Interaction between two organisms of unlike species in which one of them acts as predator that captures and feeds on the other organism that serves as the prey



Water as a **limiting factor**

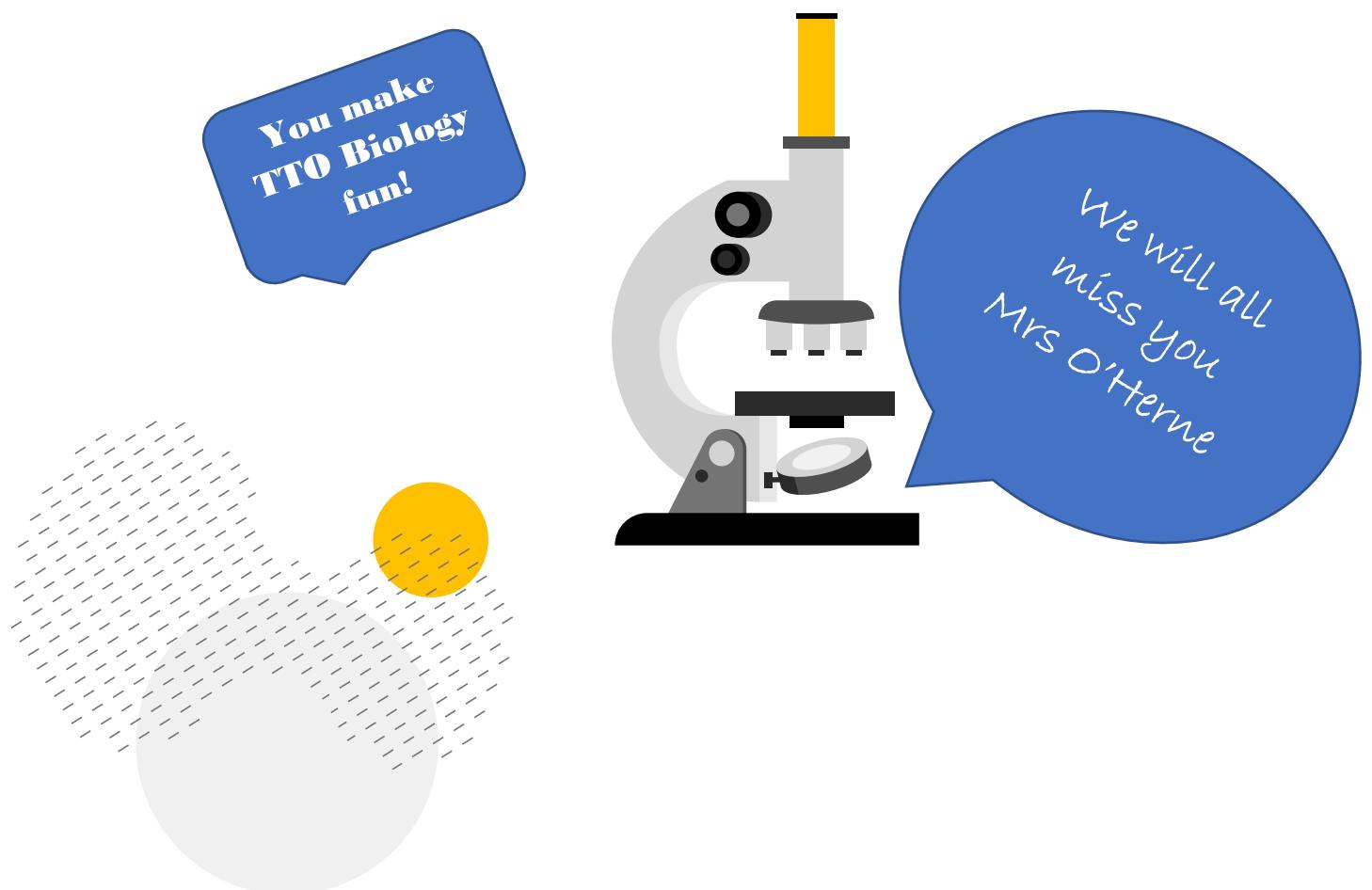
Predator prey:

a herbivore is about to be pounced on by a carnivore (too bad the video doesn't fit in MOTTO).

As an extra, they put in **evolution:**



A3A said “goodbye” to their Biology teacher:



JUNIOR TTO EXAMS

On Tuesday 7 June 2022, all Year 3 TTO students sat two parts of their Junior TTO Exams in the Old Gym: Reading & Use of English and Listening. Before the May holiday, the students already completed the written component, which consisted of an essay on a character from a Shakespeare play studied in class: *Hamlet*, *Romeo and Juliet* or *Julius Caesar*. And, finally, in the Test Week, the students sat their last exam: a Speaking exam.

We are very proud of all the Year 3 TTO students for all their hard work not just in the previous year, but in Year 1 and 2 TTO as well. We know it hasn't been a straightforward journey for all of you, going from lockdown to lockdown. Here is to hoping your Senior TTO adventure – which we are so happy so many of you are embarking on – will be smooth sailing compared to your years in Junior TTO!



CKV 4V TTO

After a year of creativity (filmmaking and photography) as well as tests(!), 4V CKV pupils have just finished their final research work. They had to chose a theme, two cultural practitioners whose work relates in some way to that theme and then refer to certain dimensions i.e. entertainment and social engagement or innovation and tradition to name just a few. Not much then!

There were some unique and personal pieces handed in. Special mention and credit to a few pupils for their from-the-heart responses: Teddy van Pelt & Louise van Ede whose works had passion, Kiki Tutein Nolthenius who composed and performed her own song, such was she influenced by her research, and Alexander Wang whose whole research was filmed.

Below you can see a series of screenshots from documents that were handed in. Also a few images of the artistic component they had to make relating to their written work.

Enjoy!



Alec Kerckhoffs' research into the artistic responses to climate change, led him to construct a sculpture and set fire to it.

Floris Emde wrote a great piece on:

A magazine spread featuring a side-by-side comparison of Hieronymus Bosch's 'Garden of Earthly Delights' and Banksy's artwork. The left side shows a portrait of Bosch and the right side shows a portrait of Banksy. The title 'Critique of man and society' is centered between them. Below the portraits, the names and centuries are listed: Hieronymus Bosch (16th century) and Banksy (21st century).

His personal artistic response to his research was this magazine cover >>>

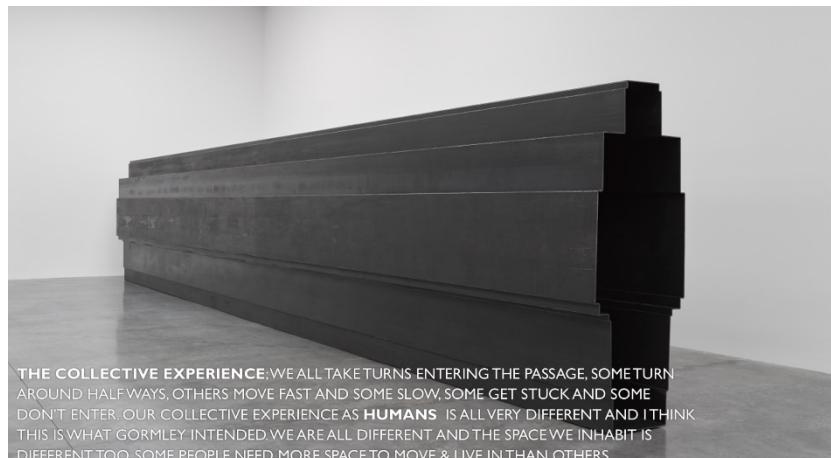
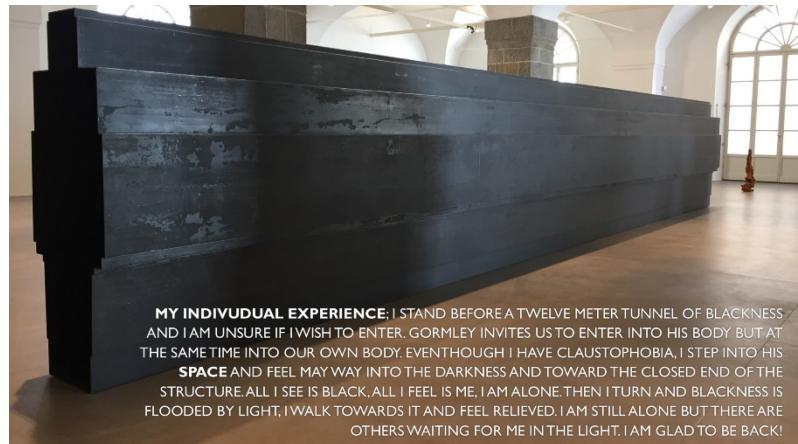
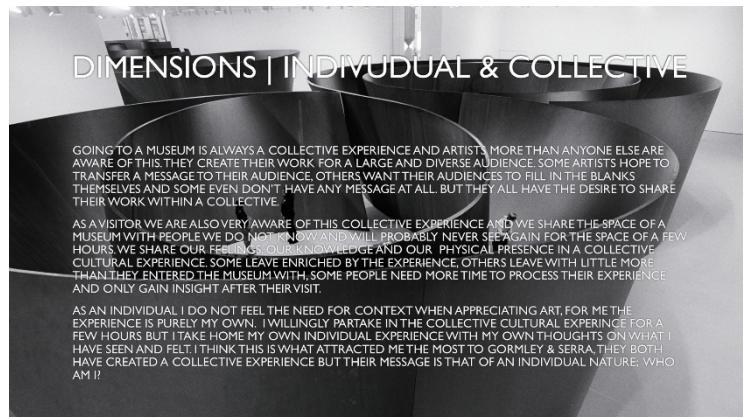
Cover of ART Magazine June Edition 2022. The cover features a large portrait of a person wearing a hood, with a small inset of Bosch's 'Garden of Earthly Delights'. The title 'ART MAGAZINE' is in large gold letters at the top. Sub-headings include 'The Ultimate Confrontation' (with an interview with Oprah Winfrey), 'Banksy & Bosch on human nature!', and 'FREE FULL-SIZE POSTERS INSIDE'. A large '#1' is in the bottom right corner. At the bottom, there is a barcode and the text 'Planning all your summer holiday museum visits in 5 easy steps.'

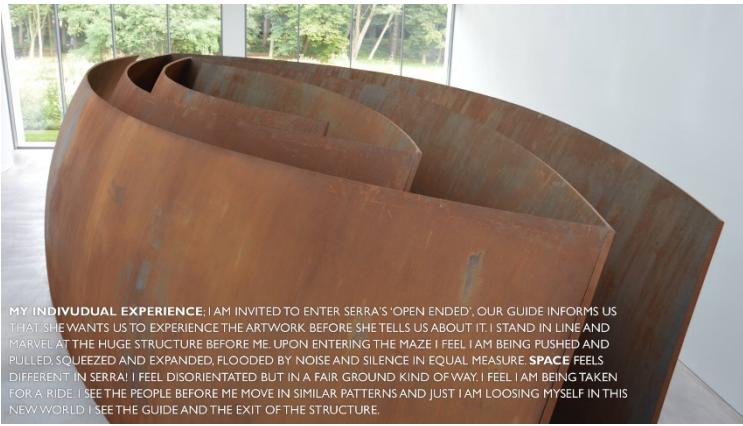
**'BEING HUMAN IS
NOT AN INHERITED
CONDITION, IT IS AN
EMERGING PROCESS.'**

GORMLEY

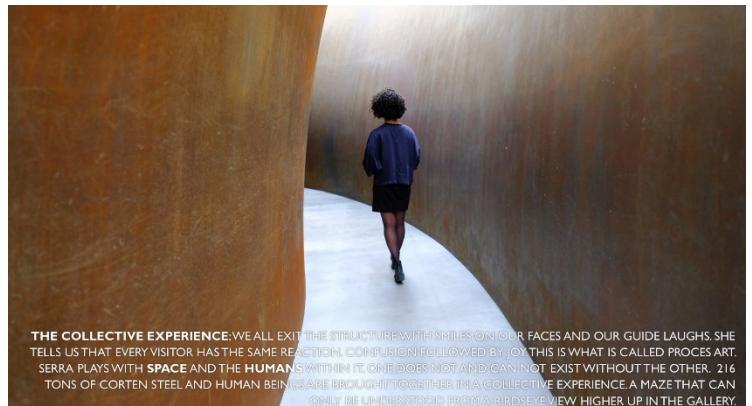


Teddy van Pelt impressed with her personal immersion into her topic and her film response to it.

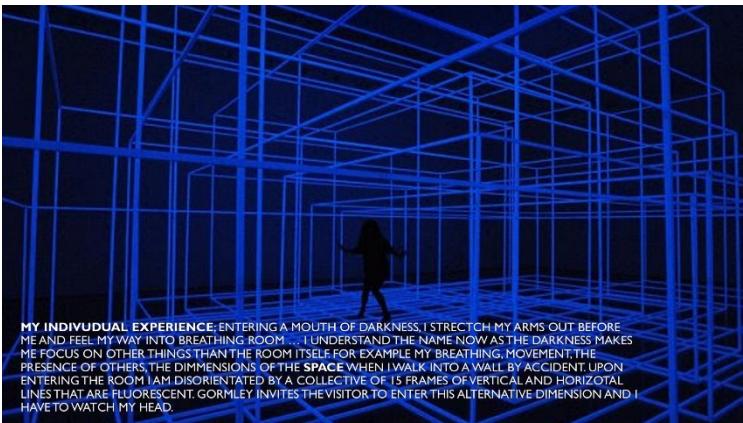




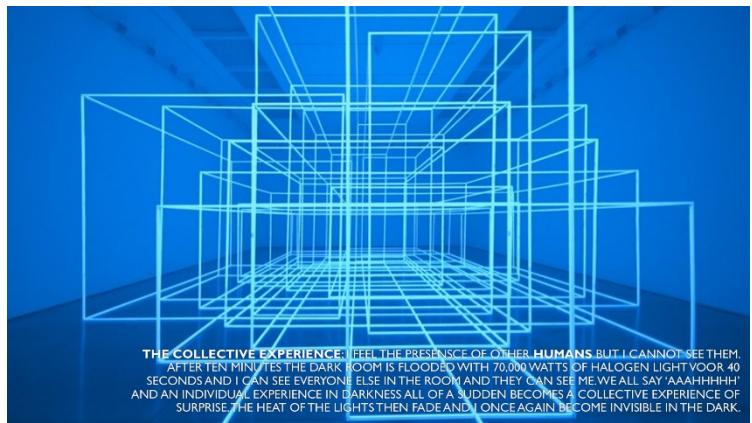
MY INDIVIDUAL EXPERIENCE: I AM INVITED TO ENTER SERRA'S 'OPEN ENDED'. OUR GUIDE INFORMS US THAT SHE WANTS US TO EXPERIENCE THE ARTWORK BEFORE SHE TELLS US ABOUT IT. I STAND IN LINE AND MARVEL AT THE HUGE STRUCTURE BEFORE ME. UPON ENTERING THE MAZE I FEEL I AM BEING PUSHED AND PULLED, SQUEEZED AND EXPANDED. FLOODED BY NOISE AND SILENCE IN EQUAL MEASURE. **SPACE** FEELS DIFFERENT IN SERRA. I FEEL DISORIENTATED BUT IN A FAIR GROUND KIND OF WAY. I FEEL I AM BEING TAKEN FOR A RIDE. I SEE THE PEOPLE BEFORE ME MOVE IN SIMILAR PATTERNS AND JUST I AM LOOSING MYSELF IN THIS NEW WORLD. I SEE THE GUIDE AND THE EXIT OF THE STRUCTURE.



THE COLLECTIVE EXPERIENCE: WE ALL EXIT THE STRUCTURE WITH SMILES ON OUR FACES AND OUR GUIDE LAUGHS. SHE TELLS US THAT EVERY VISITOR HAS THE SAME REACTION: CONFUSION FOLLOWED BY JOY. THIS IS WHAT IS CALLED PROCES ART. SERRA PLAYS WITH **SPACE** AND THE **HUMANS** WITHIN IT. ONE DOES NOT EXIST WITHOUT THE OTHER. 216 TONS OF CORTEEN STEEL AND HUMAN BEINGS ARE BROUGHT TOGETHER IN A COLLECTIVE EXPERIENCE. A MAZE THAT CAN ONLY BE UNDERSTOOD FROM A BIRDSEYE VIEW HIGHER UP IN THE GALLERY.



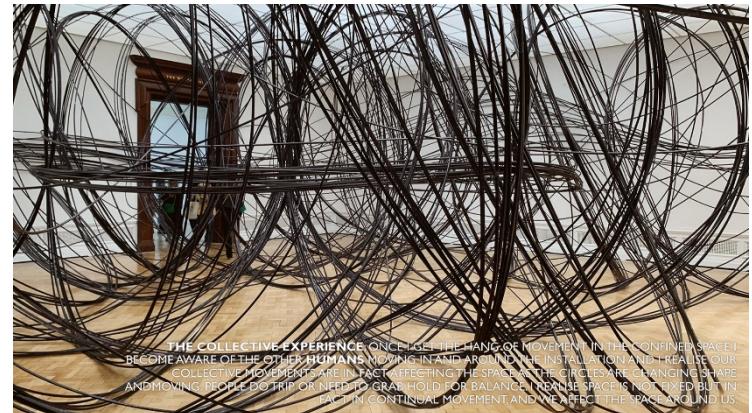
MY INDIVIDUAL EXPERIENCE: ENTERING A MOUTH OF DARKNESS, I STRETCH MY ARMS OUT BEFORE ME AND FEEL MY WAY INTO BREATHING ROOM... I UNDERSTAND THE NAME NOW AS THE DARKNESS MAKES ME FOCUS ON OTHER THINGS THAN THE ROOM ITSELF. FOR EXAMPLE MY BREATHING, MOVEMENT, THE PRESENCE OF OTHERS. THE DIMENSIONS OF THE **SPACE** WHEN I WALK INTO A WALL. BY ACCIDENT UPON ENTERING THE ROOM I AM DISORIENTED BY A COLLECTIVE OF 15 FRAMES OF VERTICAL AND HORIZONTAL LINES THAT ARE FLUORESCENT. GORMLEY INVITES THE VISITOR TO ENTER THIS ALTERNATIVE DIMENSION AND I HAVE TO WATCH MY HEAD.



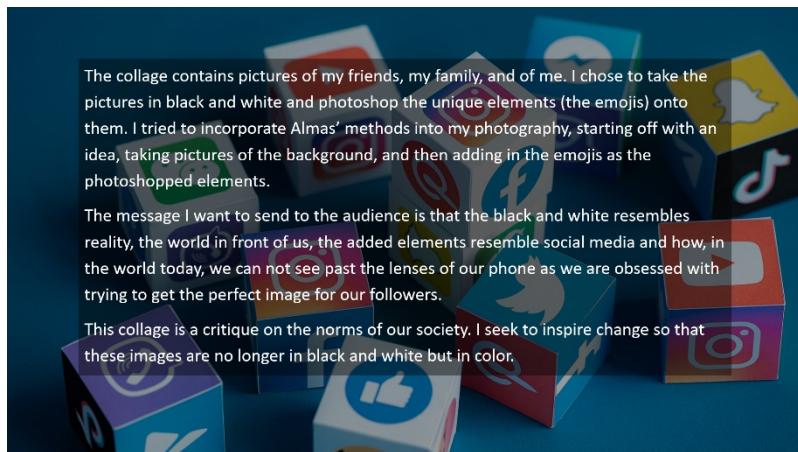
THE COLLECTIVE EXPERIENCE: I FEEL THE PRESENCE OF OTHER **HUMANS** BUT I CANNOT SEE THEM. AFTER TEN MINUTES THE DARK ROOM IS FLOODED WITH 70,000 WATTS OF HALOGEN LIGHT VOOR 40 SECONDS AND I CAN SEE EVERYONE ELSE IN THE ROOM AND THEY CAN SEE ME. WE ALL SAY 'AAAHHHHH!' AND AN INDIVIDUAL EXPERIENCE IN DARKNESS ALL OF A SUDDEN BECOMES A COLLECTIVE EXPERIENCE OF SURPRISE. THE HEAT OF THE LIGHTS THEN FADE AND I ONCE AGAIN BECOME INVISIBLE IN THE DARK.



MY INDIVIDUAL EXPERIENCE: WHEN ENTERING CLEARING VIII I FEEL CONFUSED AS I SEE NO CLEAR PATH THROUGH THE 7KM EXPANSE OF BLACK METAL CIRCLES THAT ARE A CONTINUOUS LINE FILLING THE COMPLETE ROOM. THERE IS LITERALLY NO **SPACE** UNTOUCHED IN THE ROOM. BUT THE GUIDE ASSURES ME THAT MOVEMENT IS POSSIBLE AND I TAKE MY FIRST STEPS INTO A 3D DRAWING. I HAVE TO BE VERY FOCUSED AS I AM NOT ALLOWED TO TOUCH THE INSTALLATION, I ALSO DO NOT WANT TO TRIP OVER IT OR GET BLACK SMUDGES ON MY WHITE TROUSERS.



THE COLLECTIVE EXPERIENCE: ONCE I GET THE HANG OF MOVEMENT IN THIS UNDEFINED SPACE I BECOME AWARE OF THE OTHER **HUMANS** MOVING IN AND AROUND THE INSTALLATION AND I REALISE OUR COLLECTIVE MOVEMENTS ARE IN FACT AFFECTING THE **SPACE** AS THE CIRCLES ARE CHANGING SHAPE AND MOVING. PEOPLE DO TRIP OR NEED TO GRAB HOLD FOR BALANCE. REAL **SPACE** IS NOT FIXED BUT IN FACT IN CONTINUAL MOVEMENT AND WE AFFECT THE **SPACE** AROUND US.



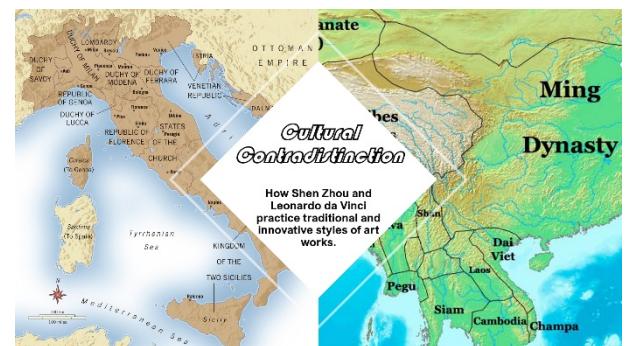
The collage contains pictures of my friends, my family, and of me. I chose to take the pictures in black and white and photoshop the unique elements (the emojis) onto them. I tried to incorporate Almas' methods into my photography, starting off with an idea, taking pictures of the background, and then adding in the emojis as the photoshopped elements.

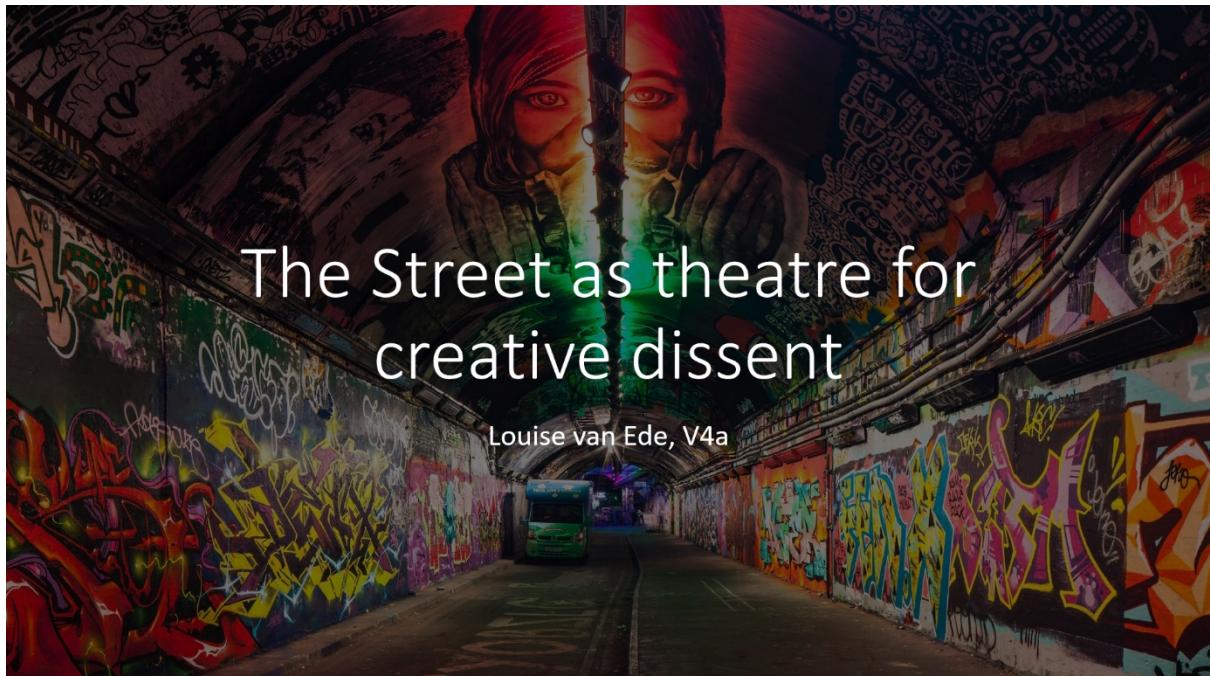
The message I want to send to the audience is that the black and white resembles reality, the world in front of us, the added elements resemble social media and how, in the world today, we can not see past the lenses of our phone as we are obsessed with trying to get the perfect image for our followers.

This collage is a critique on the norms of our society. I seek to inspire change so that these images are no longer in black and white but in color.

Left: Michael van der Heijden explains his visual response to his research into digital art which also interviewed a local young digital artist.

Below right: the topic handed in by Timo Egmond





The Street as theatre for creative dissent

Louise van Ede, V4a



Protesting for creative dissent

My Artwork

- The cracks around the fist are made on purpose, they represent society; it is broken and not perfect, but it works. Society can't be perfect; everyone is different, and everyone has a different opinion/mindset on some topic. Conflicts are normal! They show that people are not the same, everyone has a right to speak. A thing we need to pay attention to is that we need to make clear that everyone has a right to speak, because some people think that they are not allowed to do that. We need to normalize that. Society is not perfect, in any way, but it is necessary to develop one's country and its people.

My Artwork

- My artwork is surrounded with graffiti which shows things like "BLM, Black Lives Matter" and a heart referring to the pride protests. I tried to make a very strong fist in order to show that these protests are still going strong. We will not stop until everyone is treated equally.

KCV 4V TTO

The last couple of months, students of 4 KCV worked on their Odyssey-project. At first, everyone read a part of the Odyssey and answered questions about it. Next, their assignment was to find artworks from different time periods that represent a scene or a theme from their part of the Odyssey. For the last part of this project the students had to make their own art about their part of the Odyssey. This last part resulted in brilliant work! The students were free to choose any artform they liked, so a lot of different work was made, varying from a rap, poems, drawings, a digital poster, a game, a figurine of clay, a movie poster, a videoclip, a 3D turning structure showing Odysseus' adventures and even an actual escape room!

Here are some of the works handed in, and some pictures of the class working on the escape room games. It was a lot of fun; thank you KCV pupils!! – Ms van Rijn.



Odysseus Drowning in his Feelings of Grief – Lidwine Hofstra



Penelope Mourning
– Olivier Verweij

Edlan Boender

Senryuu

Shipwrecked Ulysses
Feasting with Alcinous
He wished to go back

Quatrain

Weary from his long travels
On the horizon, Ithaca unravels
But long since, he had been counting sheep
So noble Odysseus was fast asleep

Shakespearean Sonnet (capitalised is stressed, uncapitalised is unstressed)

in MIS-ty COVES, our HE-ro RESTS his EYES
with TREASURES HIdden NEXT to HIM, he WAKES
dis-GUISED, the WISE de-l-ty MAKES him RISE
con-FUSED, he ASKED to WHERE be-LONGED these LAKES.

then THE o-LYMPi-AN re-VEALED her SPELL
she TOLD to HIM he WAS in I-tha-CA
for NOW, he HAD fi-NA-LLy ES-capED HELL
though STILL, a WAR-ning FROM wise A-the-NA:

"for YEARS, the SUI-tors PLAGUED pe-NE-lo-PE
a NE-ver-END-ing HUNT for THE king's THRONE
for YOUR re-VENGE te-LE-ma-CHUS is KEY
go TO the PAI-ace LET your STRENGTH be KNOWN,

de-VISE a PLAN with YOUR ar-RI-ving SON
with HIM you TWO shall BE wea-KER than NONE!"

Limerick

There once was a man named Ulysses,
Who had had his fair share of seas,
But having returned,
For his wife, he yearned,
But the suitors remained a disease

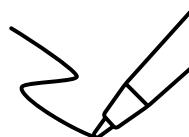
Pastoral Poem

Rolling hills of green, as far as the eye can see
There was a loyal swineherd, who longed to be free.
One day came by a lonely beggar,

As was tradition, they feasted together.
But poor Eumaeus was pushed around by the suitors
living in the palace, who he considered intruders.
He longed for his old master, Odysseus.
The beggar being his ruler, he was oblivious.
Until, one day he heard of Telemachus' return,
For his homecoming, the swineherd did also yearn.

Elegiac Couplet

SON of NO-ble O-dy-SSE-us GOES to I-tha-CA.
AF-ter TEN long YEARS, FI-na-LLY they MEET.



And, here ... working on the escape rooms ...



Phileas Fogg – Year 4 TTO

In the week before the May holiday, all Year 4 TTO students acted their hearts out in the *Romeo and Juliet Evening Show* by the Phileas Fogg Theatre Company. Two actors from The United Kingdom guided the students through William Shakespeare's most well-known tragedy in a humorous and original manner.

Students took on the part of the warring Capulets and Montagues, portrayed characters such as Tybalt, Friar Lawrence, Juliet's mother and many others. In doing so, they surprised and entertained their audience of teachers and parents.

We hope the students had as much fun as we did watching them perform! It was a delight and the actors from the Phileas Fogg Theatre Company were truly impressed by our students' talents.



6 IB

Our May 2022 IB cohort successfully completed their Individual Orals in February, right before the Crocus Vacation. This “IO” is an assessment for the IB students who are partaking in the IB English A: Language and Literature certificate course and requires the pupils to engage in a 15-minute, orally-delivered critical examination of two different works connected by a Global Issue. The extracts are drawn from a work that has been studied in IB (for example, selected poetry by award-winning poet Carol Ann Duffy; the award-winning play *The Crucible* by Arthur Miller; the film *The Hate U Give*; a bundle of political cartoons by Liza Donnelly; as well as speeches written and delivered by Michelle Obama. Just to name a few).

As well, our students sat their only Paper exam (due to corona-rules): the so-called Paper 1. This textual analysis of an unseen text took place on the very first day of the Dutch national exams. Because of this conflict in scheduling, students needed to be in quarantine after their Dutch exams. To help soften the blow and make sure the students were fully functioning, dinner was supplied. Results will be known on the 5th of July. We are keeping our fingers crossed.

Ms Haasnoot and I are very proud of our pupils and their dedication!

- Deb Stout, RLW IB Coordinator



Photos of the May 2022 Cohort eating dinner and right before the exam:



THE MUSICAL

RUMOUR HAS IT

SHOWS ON 8, 9 & 10 JUNE 2022

On the 8th, 9th and 10th of June 2022, the cast of this year's school musical - Rumour Has It - performed four fabulous shows. The musical, written by Mrs van Leeuwen and Miss Haasnoot, was a true murder mystery with the death of the Duchess Valerie Sinclair at its centre.

All cast members were incredible and showed an ecstatic audience just how talented they were. Characters such as Charlie Chaplin, Coco Chanel, Albert Einstein, F. Scott Fitzgerald and his wife Zelda were passengers on Captain Jack Seagull's ship and tried to solve the murder together with Detective Theo Baker and Dr Eleanor Rosewood.

There were too many highlights to mention, but it goes without saying that we are beyond proud of all of our students for all their hard work and the amazing shows it resulted in.



RUMOUR HAS IT

CAST EXPERIENCES

Musical is more than just a group of people performing in a show together. It's a family filled with enthusiastic students and teachers who continue to show up each Friday to be able to put on an amazing show every year. We are a tight knit group and without these people my life would not be the same.

The amazing stories we get to perform every year are a privilege and I hope it's one I'll get to enjoy one more time next year.

"Rumour Has It" was written fantastically by our musical mommas - Miss Haasnoot and Mrs van Leeuwen - we all loved performing it and are looking forward to seeing what our talented writers will come up with for next year.

- Amy Bernoski, 4 TTO



RUMOUR HAS IT

CAST EXPERIENCES

I really liked the musical this year, because the show had a cool theme and I made a lot of new friends. Not only that: I also had something to do after school besides just homework.

I really liked every single member of the cast and I think we put together a show that was really great.

I already know that I will definitely audition again next year!

- Alexander Albrecht, H3



RUMOUR HAS IT

SOME ADDITIONAL PICTURES



RUMOUR HAS IT

SOME ADDITIONAL PICTURES



