



## Notes from the Head of School

### MS NANCY ROCH-COMPAN, HEAD OF JUNIOR SCHOOL

We have come to the end of Term 2, and we look back at the myriad of activities at MIGS with a sense of pride and accomplishment.

Amidst the busy preparations for the planned events, and the unpredicted ones, I was indeed heartened to see our students and staff dedicating themselves to the work on hand with energy, ownership and purpose.

### New Academic Staff

We welcome Ms Mona and Ms Shahnaz into our Junior Teaching Community. Well-qualified in Early Childhood Education, both teachers have taken the helm of the new Reception Class created this Term to meet the rising numbers. We hope they will enjoy their experience with us and contribute to our growing richness.

### Annual Sports Day

Our heartfelt thanks to our energetic and dedicated team of Physical Education teachers for organising a day filled with fun and athletic achievement during the Annual Sports Day. All our students, from Reception to Year 11, thoroughly enjoyed the day, despite the burning Malaysian midday sun. Most of them were engaged in the type of movement most suited to their age, interest and ability. It is always a proud moment when a student reaches the finishing line in the athletic events. Also heart-warming was the enthusiasm generated in the middle of the field by our Reception and Key Stage 1 students as they hooped beanbags, balanced eggs on spoons and hopped enveloped in sacks.

### S.P.A.C.E Trips and Exhibitions

In S.P.A.C.E. this Term, students took the 4H path as they pledged their heads to discover their intellectual potential, their hearts to care for the environment, their hands to serve the community and their health to better living. Service Learning was the overarching theme for the projects and trips carried out from Years 1-6 this term which culminated in an Exhibition. We thank all the S.P.A.C.E. teachers who have worked hard each Wednesday afternoon leading and guiding students through their projects.

### Theatre is Alive at MIGS!

Students from Reception to Year 3 had spent a day at the theatre early this term watching *Emily Brown and the Thing* based on a much-loved children's book. Their trip was followed up by activities within the classroom. The Year 2 students enthralled the audience with a multilingual rendition of Dr Seuss' *Cat in the Hat*. A timely commemoration of Dr Seuss' birthday in March, our Year 2s showed off not only their acting skills but their courage in learning script in languages such as Spanish, French, Russian and also in the Eskimo language of Aleut.

And finally... the heat is on now for the **Caucasian Chalk Circle** as 48 of our creative artistes, from Reception to Year 1, are still honing their skills in acting, singing and dancing to achieve the best at their final presentation. It is indeed such a joy to see our talented young Mutiarans put up a show of tenacity, perseverance and determination to explore the finer points of characterisation in this tough but meaningful play. They have no doubt learnt and gained much from their rigorous practices.



We are indeed thankful for the generous support and understanding from parents of our cast members through their trust and cooperation. Having produced and co-directed a number of School Productions in my career, I derive an immense satisfaction seeing the other side, very often the better one, in each deeply talented member of the Cast. The School Production has always been for me the pinnacle of community, collaboration and respect among students, staff and the community.

As we anticipate a well-deserved short break from school to spend time with family and recharge this April, I hope that you will also have the opportunity to reinforce the values taught in school to your children.

I look forward to seeing them when Term 3 begins, energised and eager to continue their learning at MIGS.

**MR GUY CASSARCHIS, HEAD OF SENIOR SCHOOL**

Another busy and eventful term has come to an end. Once again the weeks have flown past rather quickly with our students being actively involved in their learning, not only within the classroom, but in a variety of social, cultural and wellbeing opportunities.

Last week I had the opportunity to be part of a webinar that discussed 'Student Performance' and the relationship between high quality pastoral care/wellbeing programmes and academic performance. We looked at how the benefits of a high quality Pastoral Care/Wellbeing programme can lead to improvements in student attitudes, behaviour, engagement, school culture and time on tasks. Ultimately, this will lead to higher academic performance in the long run. On the flip side we also examined the 'inhibitors to student improvement' that suggests that students may believe that their talents or intelligence are fixed traits, they may have a lowered level of resilience in the face of set backs and students stress and anxiety are on the increase.

As we move into Term 3 and then the new academic year, the Senior School staff will be reviewing our student data from our GL Progress Tests, Pass survey and Cat4's, so that we can analyse our students' performance against their wellbeing results. This in turn will assist our staff in updating their teaching programmes and reviewing our teaching methods.

**Year 11 IGCSE 'Effective Examination Preparation'**

We would like to take this opportunity to wish all of our Year 11 students a successful IGCSE Examination period, with some students starting their exams on the first day back in Term 3 (ESL Oral).

The Year 11 students have requested a 'Private Study' room to be set up for them to utilise during the school breaks and after school. This room has been in operation for the past fortnight and seems to be frequented quite often. Only Year 10 and 11 students are permitted to use this space.

A school holiday IGCSE revision timetable has been issued to further assist our Year 11 students with their examination preparation. I hope that the students attend these classes to maximise their final results. I would like to thank the teachers for offering some of their holidays to allow our students to gain more confidence in their various subjects, prior to the examination period beginning.

Below are some guidelines for effective examination preparation.

**STEP 1  
Concentrate in Class**

The way you listen and participate in class has a direct bearing on your understanding and depth of knowledge. Simply listening or taking some notes is not enough. You need to **actively** take notes to retain up to 90% of what you are hearing a month later. Concentrate on the discussion, ask questions and look for links to earlier works.

**STEP 2  
Get Organised**

Have a folder for each subject with dividers for each topic. Within each topic sort it into **things to learn** and **things to practice**. File away sheets, handouts, past essays etc. Each time you finish a topic, make a summary or set of study notes for that topic. Use maps, diagrams, boxes, bullet points, highlighters boxes etc to help with your memory.

**STEP 3  
Manage Your Time**

Write a list of all the work you have to do and write it in your diary. Prioritise and make decisions about what you can do and estimate how long it will take to complete the tasks. Put all assessments and major exam dates on a wall planner so you can clearly see them. Plan what you are going to do to prepare and write this in your diary too.

**STEP 4**  
**Now Study!**

- make & refine summaries
- write it, speak it
- test yourself, have someone test you
- use flashcards, mind maps, acronyms
- create definitions & lists
- practise essay writing/ typical exam questions
- read examiners' reports & sample answers
- do past papers
- quiz yourself
- keep a list of common mistakes

**STEP 5**  
**Do Your Exam Well**

Arrive well on time with the correct equipment. Read through all instructions/criteria. Remember your strengths and plan your attack. Marks are an important guideline for the depth of response required. Do not just write everything you know – answer the question. Plan your time before you start. Attempt EVERY question. If you have a mental blank, leave it and come back.

**STEP 6**  
**Evaluate Your Strategy**

Learn from each exam experience. Jot down comments about what you did right and what could be further improved for the next exam. Update notes and summaries. Assess and evaluate your understanding from this exam and take steps to rectify any gaps in information.

**Annual Sports Day**

Our Annual Sports Day once again proved to be an eventful day for all in attendance. The morning started with the traditional March Past with the four Houses attempting to win the judges over with their team cohesion and timing. This then flowed into the Gymrama performances that exhibited energy, teamwork, timing, flow, use of space and coordination, all to the beat of various styles of music. A few technical glitches occurred with the music, but in true form our students were resilient and pushed on with their performances.

Next came the Track and Field events. Congratulations to the PE Department for attempting their first tabloid carnival which encouraged maximum participation for all students and staff. As with all carnivals and competitions we should always encourage all students to participate and earn points for their House, and it is not always about winning and gaining material awards. Well done to all of the students for their effort throughout the day, and for cooperating with the new format of the tabloid event.

Thank you to all of the parents that attended, your enthusiasm and support for all of the students was very much appreciated.

**MIGS Careers Day**

Students in Years 7-11 were involved in this year's Careers Day that was designed by Mr Jehabar. The aim of such a day is to encourage our students from the various year levels to think about their educational journey and the vast number of possibilities that are available once graduating from MIGS. We had representatives from different colleges and universities in attendance and sharing the opportunities they have on offer with our students. We thank the following guest speakers – Dr Jimmy from UCSI University, Rowena Valberg from Taylor's University and our very own MIGS alumnus Shaun Tan for addressing our students.

Thank you to all of our parents who attended the Year 7-9 Parent-Teacher Meeting on the last day of Term 2. Please remember to take some time during the holidays to further discuss your son's/daughter's current performance across all areas of school life and what adjustments may need to be made for Term 3.

Wishing all of our students and their families a safe and productive April break and we look forward to seeing everyone back at MIGS for the final term of the 2016/2017 Academic Year.

## Fun Trip to FRIM

On 15<sup>th</sup> March, 2017 we went to the Forest Research Institute Malaysia (FRIM) at Jalan Frim, Kepong. I was very excited in the morning. After we had our breakfast, we boarded the bus. Jasmine was my partner during the bus ride. Ms Shafizah and Ms Sukhwant also followed us on the bus.

When we reached the FRIM, we were given some information about the place. First, we started our fun activities with nature trekking. It took us about 45 minutes to go through the rainforest walk. We were guided by a nature guide from FRIM. In the rainforest, I saw some unusually big ants and some wild mushrooms growing near the tree roots.

Next, we went to the FRIM Museum. In the museum, I saw some antiques made out of wood. I also learned about the different types of wood. After that we were brought to the pond and saw two big *arowana* fish. Then we went to have a short break next to the pond.

Lastly, everybody participated in the planting activity. We had a chance to grow our own plants and also bring them back with us. We are supposed to take care of it by giving it enough water and sunlight. Before leaving we took a group photo. Then we came back to school for our lunch. It was a great and exciting nature trip. We had so much fun!

### **Soraya Halim** **Year 2R**

Year 1 and 2 went on a trip to FRIM recently. After breakfast, we grouped ourselves based on our S.P.A.C.E teams. The teachers chose our partners, and we went to FRIM by bus.

My team's FRIM guide was Mr Angwa. He told us about rules to obey to be safe. Then we started exploring the mysterious forest. We saw lots of cool insects and plants.

After that we went to a beautiful museum that had statues of animals. Then we had some snacks and a short break.

Finally we got into our groups and had a tree-planting session. It was simply awesome. We learned about gardening and planting. Then to our surprise, we each got a plant. I really liked it!

We returned school after that. It was fun!

### **Jiyu Lee, Year 2S**



## Year 2 Assembly: The Cat in the Hat

Our Year 2 Assembly was held on Tuesday 21<sup>st</sup> March in the School Hall. It was called *The Cat in the Hat*, by Dr Seuss. The assembly started with the national anthem and the school song.

My role in the play was a singer. The boys wore red shorts and white shirt with a suspender and a red bow tie. In the play, we sang many songs.

In the story, the Cat in the Hat comes into the house and makes a lot of trouble. He also messes up the whole house. The fish gets angry and tells him to leave the house. In the end when the mother comes home everything is clean and back to normal.

The Cat in the Hat tells us that we should never trust strangers and never let strangers in to the house.

**Nabeel Mohamed Arif**  
Year 2S

We had fun doing the play. We were all dressed up in different costumes. I played the role of a mother.

Our parents enjoyed watching us role play, sing and dance. Our hard work paid off.

**Princess Johayra II Saidamen**  
Year 2S

I played the role of the narrator and presented the play to the audience. We sang and danced with all our hearts! The entire morning was so much fun.

**Zara Sastrri**  
Year 2S



The Cat in the Hat is a story about a tall and smart cat that wears a red and white-striped hat and a red bow tie.

We have been practising for three months for the play. We had great fun.

**Kesuma Ramli**  
**Year 2R**

It was something exciting because I was looking forward to buy the red bow and red shorts.

Finally, the actual day came. The assembly was fun and we were singing and dancing. My family came in full force to cheer us on.

Everyone was happy because everything went well. I hope that we will have the same event again in the future.

**Megat Abidin Wan**  
**Jasman, Year 2R**

I was a singer in the show and we sang "The Fun, Fun Song" and "It can be done". I had lots of training with my teachers.

Ms Nancy was happy with our performance. She asked our parents and teachers to give us a big round of applause. All in all I enjoyed the performance.

**Koh Lee Anne**  
**Year 2R**



I was part of the singers. We acted, sang and danced. We sang these songs, "It Can Be Done", "The Fun Fun Song" and also the "Oh The Thinks You Can Think" song.

**Ma Ding**  
**Year 2R**

I acted as one of the cats. My lines were funny. My parents loved the role I played.

**Ahmed Adam**  
**Abdelkarim, Year 2R**

I wore a white shirt, red pants, red bow tie with a brown suspender to perform Dr Seuss' *The Cat in the Hat*. I danced with my friends and we had a good time.

**Gordon Yong Hor Sim**  
**Year 2R**

I acted as a fish. My parents came to see me act. I was very happy because I remembered all my lines well.

**Jaden John Pereira**  
**Year 2R**

## Holistic Education at MIGS

This Academic Year saw the development and reinforcement of Holistic Education in MIGS Junior School through:

- (i) Performance-based Learning and Assessment
- (ii) Project-based Learning and Assessment via S.P.A.C.E.
- (iii) Enhanced Co- and Extra-curricular Activities

Decisive and intentional, these initiatives aim to keep MIGS abreast with best practices from the good schools around the world, as well as with recommendations on the forefront of educational research.

### What is Holistic Education?

Educational stakeholders for years have been touting the need for students to learn so-called “21st century skills” such as problem solving, creative and critical thinking, communication, collaboration and media literacy to prepare for the new global, digital economy, while at the same time be up to date in deep content knowledge connected with the ‘real world’ experience.

In short, students learn to

- (i) obtain content knowledge
- (ii) acquire high-order skills
- (iii) develop attitudes and dispositions
- (iv) cultivate work habits
- (v) practise all the four above in increasingly challenging ‘authentic’ or ‘real world’ situations.

This means that teaching and learning need to have the time and flexibility to develop knowledge, skills, and character, while also considering the dimensions of learning how to learn, interdisciplinarity, and personalisation.

### Importance of Holistic Education

While it is true that academic excellence can assure a student of a place in some institutions of higher learning, many reputable universities look for much more. They ask pertinent questions on each of the following components.

#### GROWTH & POTENTIAL

- Have you reached your maximum academic and personal potential?
- Have you been stretching yourself?
- Have you been working to capacity in your academic pursuits, your full-time or part-time employment, or other areas?
- Do you have reserve power to do more?
- How have you used your time?
- Do you have initiative? Are you a self-starter? What motivates you?
- Do you have a direction yet? What is it? If not, are you exploring many things?
- Where will you be in one, five, or 25 years? Will you contribute something to those around you?
- What sort of human being are you now? What sort of human being will you be in the future?



### **INTERESTS AND ACTIVITIES**

- Do you care deeply about anything – intellectual? extracurricular? personal?
- What have you learned from your interests? What have you done with your interests?
- How have you achieved results? With what success or failure? What have you learned as a result?
- In terms of extracurricular, athletic, community, or family commitments, have you taken full advantage of opportunities?
- What is the quality of your activities? Do you appear to have a genuine commitment or leadership role?
- If you have not had much time in school for extracurricular pursuits due to familial, work, or other obligations, what do you hope to explore at university with your additional free time?

### **CHARACTER & PERSONALITY**

- What choices have you made for yourself? Why?
- Are you a late bloomer?
- How open are you to new ideas and people?
- What about your maturity, character, leadership, self-confidence, warmth of personality, sense of humour, energy, concern for others, and grace under pressure?

### **CONTRIBUTION TO THE COMMUNITY**

- Will you be able to stand up to the pressures and freedoms of life in a university?
- Will you contribute something to the institution and to your classmates? Will you benefit from your university experience?
- Would other students want to share a room or a meal with you, be in a seminar together, be teammates, or collaborate in a closely-knit learning or extracurricular group?

While tests and examinations can and do give important feedback on the acquisition of concepts and skills, at MIGS, we are gearing towards a more expansive view of excellence. Test scores and grades only offer some indication of students' academic promise and achievement within the curriculum. We also hope to scrutinise all the other interpersonal and intrapersonal skills and qualities that make up an excellent human being.

Students' intellectual imagination, strength of character, and their ability to exercise good judgement are some of the critical factors that will help them achieve sound lifelong learning, and these cannot be achieved only by good test and examination scores but through the support of holistic learning and assessment within the classroom as well as outside the classroom.

Look out for more elaboration on Holistic Education Initiatives in future newsletters.

**Ms Nancy Roch-Compan**  
**Head of Junior School**

## S.P.A.C.E. Exhibition

### The Planning

Firstly, the other members of Ms Esther's group and I had to make musical instruments out of recycled items. Then we had to make posters on plants with our partners. My partner was Eva. Our plant was aloe vera.

### The Day

On 29<sup>th</sup> March, we did the S.P.A.C.E. exhibition. First we arranged the tables according to our S.P.A.C.E. groups. Then we went to see the Year 1 and Year 2 exhibition which was about the rainforest. After that, it was our turn to do the exhibition. First, the Year 1 and Year 2 students came to our class. Then, the Year 5 and 6 students came to our class. Some of them played with my guitar and others asked about my poster on aloe vera. After that, we had to go and see the Year 5 and Year 6 exhibitions. Their exhibition was about turtles. We got to touch real turtles!

### Conclusion

I was very sad when the exhibition ended. I am eagerly expecting another one.

### **Zahra Nazir Chaudhary, Year 4S**

On 29<sup>th</sup> March the students in Year 2, Year 3, Year 4 and Year 5 did a S.P.A.C.E. exhibition. We in Year 3 and Year 4 did **About Our Garden**. The teams were a gardening group, an event management group and a publication group.

In the first week we researched about which plants, flowers and herbs could grow under the hot sun. The following week, we finalised the types of plants we could grow. In week three we did a drawing competition. During week four we did some gardening with the gardeners. Finally on the last week we did our exhibition.

On the day of the exhibition, we first went to Year 2S and had some jungle fun learning how medicine is made and tasted some rice in bamboo. Then it was our turn to do our presentation. Then we went to Year 5S and had some turtle fun like holding a turtle, making poems and solving quizzes.

I like doing this because it makes me feel happy, especially when I am presenting. People also learn a lot of things, and we get to talk about what happened and what we did coupled with all our group effort during this S.P.A.C.E. project.

### **Aashray Samrpan Goru, Year 4S**



## Annual Sports Day

On the 23<sup>rd</sup> of March, MIGS organised its 20<sup>th</sup> Annual Sports Day. We started off with the March Past which was led by the Junior and Senior School Sports Captains. We marched a whole semi-circle. The March Past was won by Topaz house. Then, the Senior Sports captains recited an oath followed by the national anthem and the school song.

After that, we sat down on the football pitch and watched the Gymrama performance from all four houses which was won by Ruby house.

We then got ready for our races. We were segregated in our age group and grades according to how fast we were. This made participation more exciting.

Overall, after all the races, Gyrama and March Past, the winner of the Sports Day was Emerald. We thank all parents, teachers and staff for making this day happen. We could not ask for a better Sports Day than this one. We really enjoyed it and so did everyone else.

**Abreeanna Kalwant Sidhu & Omar Khalid**  
**Junior School Sports Captains**



Sports Day 2017 kicked off with the March Past, led by the Junior and Senior Sports Captains. Students from all Sports Houses – Ruby, Emerald, Sapphire and Topaz – marched proudly and gracefully. This year being the school's 20<sup>th</sup> anniversary, the house captains released balloons in the spirit of sportsmanship during the ending of the school song, which the students sang beautifully.

Next up was Gymrama. After months of practice and preparation, each house gave their absolute most. There were more artistic and innovative ideas this year, such as Topaz implementing the use of umbrellas during their performance, or Emerald incorporating their House Mistress into their routine.

Once these were over, our racers were ready to add more zest to the day. Despite the blazing hot sun, every racer and participant ran with full spirit and the determination to win. All of the races saw students and parents alike cheering madly.

By the end, everyone left happily with either a medal or a ribbon in their hands, including some students who were successful in breaking the school record.

This year's new system allowed all students to participate in every field event and most of the track events which was really a wonderful idea because there were many pleasant surprises. Overall, Sports Day was a huge success thanks to everyone's contributions.

**Sarah Heath & Ikhwan Mohd Zaini**  
**Senior School Sports Captains**



More Sports Day photos can be found in the MIGS Parent Portal.

## KL Sports League

As we end our second term in KL Sports League, we take great pleasure in announcing where the following teams finished in their football and netball leagues which occurred throughout Term 1, and into the beginning of Term 2.

**U15 Girls' Football**



**O15 Girls' Football**



**U15 Boys' Football**



**O15 Boys' Football**



**O15 Girls' Netball**



The O15 girls would like to pay a special tribute to their football parent-coach, Mr Balan Suppiah, who worked with them throughout their league, teaching them crucial skills, attending games and providing invaluable tactics from the sideline.

The skills the girls took from Mr Balan will always be remembered, and we wish him and his family the best of luck in their new life in Australia.

**Thank you, Mr Balan!**



The training and fixtures did not stop there. We had teams representing MIGS in U16 Girls' Basketball, O15 Boys' Basketball and U11 Boys' Football. So far all teams are doing well. There are a few more games left to be played early in Term 3. We will keep you updated on the results from those in their future.



We would like to congratulate the students for working so hard. Juggling school work, sports teams, School Production and a social life can be hard work. But they do them all well, and they make us immensely proud. Well done to all!

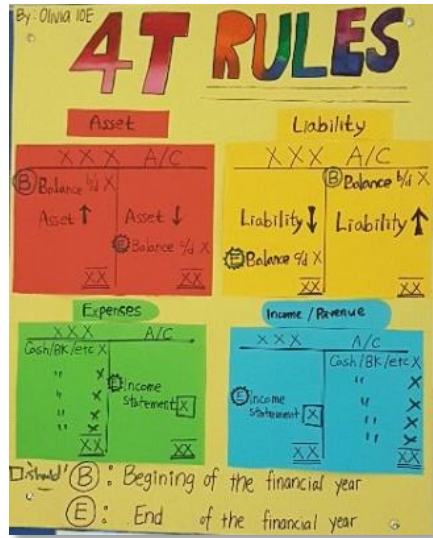
**Junior and Senior PE Department**

## Accounting Experience

At the start of Term 1, we learned about the basics of accounting: the meaning, its purpose and its classification. We covered an important topic: statement of financial positions (balance sheet). Throughout the term, we learned more about account classifications: income, expenses and the most important of all, double entry (4T Rules).

By the end of the term, we were taught prime entry, the accounting cycle and an interesting topic, income statement.

Most of our notes and assignments are stored in Google Classroom. I personally like doing Accounting using Excel sheet.



In Term 2, we learned more about prime entry: ledgers, journals and petty cashbooks. We were given an assignment on internationalism whereby we had to translate Malaysian accounting documents (invoices, bills, vouchers etc) written in Bahasa Malaysia to English. This assignment helped us to recognise Malaysian business documents in detail.



Next, we covered an interesting topic: accounting rules and policies. This topic became exciting with the use of Kahoot. At the end of the term, we covered the topic of depreciation.

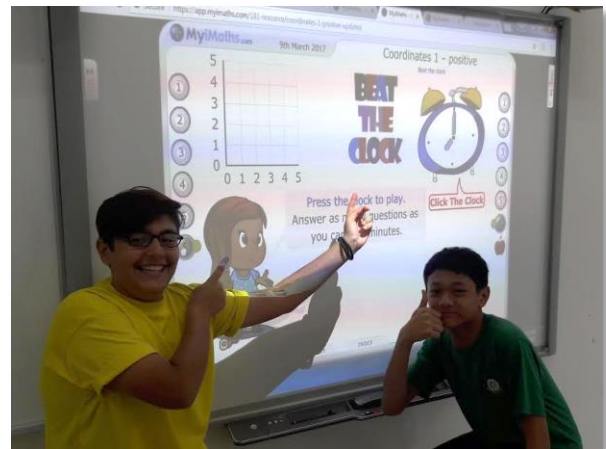
**Iqwan Roszali**  
Year 10T

## Positive Coordinates

We had a lesson on positive coordinates recently. We have been learning about coordinates for the past couple of lessons in Maths class.

We were excited to identify the different coordinates labelled on maps and mathematical figures as it was fun and interactive. Apart from that, we also learnt how to code and decode words using coordinates.

We moved on to access additional notes through our online math website, MyiMaths. We then played a game, which was called 'Beat The Clock'.



We formed ourselves into teams of four to pit our wits against each other. Daniel's group emerged as the overall champion in the end. We then carried on with class work in our exercise book.

**Rakinah Zara Stephens**  
Year 7E



## Maths Magazines

Our Maths lessons are getting more interesting, and this particular topic had students paying more attention. We learned about finding the gradient of a line, forming equation of a line, identifying positive and negative gradient of a line, perpendicular bisector and finding midpoints.

We found it interesting that perpendicular can be written as  $\perp$ . At the beginning of the lesson, everyone in the class was confused with the topic. However, when our teacher explained thoroughly, we all could understand and easily manage to answer all of the questions. Thank you, Mr Shahul, for an enjoyable class.



## Learning Rewards

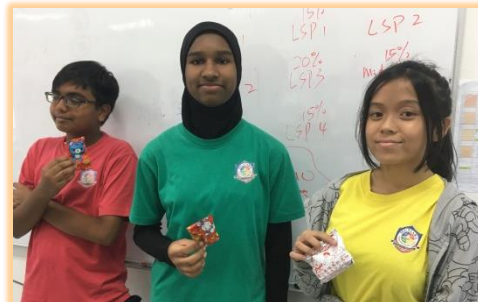
In Mandarin class, we all strive to do our best and to improve on our Mandarin skills. The whole class comes together and creates a small community to work in every time during lessons. We were rewarded when top students in the Chinese and non-Chinese category were recognised.

### YEAR 7



Hayden, Shunosuke, Pearl

### YEAR 8



Kaleshver, Nawal, Miya

### YEAR 9



Jee Heon, Indah Lestari, Indah Khadeeja



Renee, Jun Ming, Cayden



Priscilla, Ellena, Nawal



Clement, Myra, Chen Hui



## School Production

MIGS is proud to announce the production of the **Caucasian Chalk Circle** (or CCC, our economical form) to be performed by students from Reception to Year 11 at the Kuala Lumpur Performing Arts Centre on Thursday 27<sup>th</sup> April 2017.

The Caucasian Chalk Circle is a story and play written by Bertolt Brecht in 1944 based on a 14th-century Chinese play, *Circle of Chalk* by *Li Xingdao*. MIGS has adopted and adapted the version translated by Eric Bentley.

In our adapted version, the play begins with a dispute between two groups of farmers over an abandoned village in the Klang Valley during the WWII era. The audience is then transported to the Caucasus Mountains in Eastern Europe to a fictional historic country of Grusinia where the discord is about an abandoned child.

Through this epic theatre, unlike other traditional theatre forms which try to portray reality of life, Brecht sought to make us think both rationally and emotionally about the various social situations depicted. The audience is made to question their own expectations and assumptions about characters in the play and their actions. This is why, throughout the practices and rehearsals, the Mutiaran directors of the CCC have been persistently emphasising characterisation. The acting skills of our CCC Cast must be sharp enough to make their character roles come truly alive. "Come on... it's all about character!" is a common mantra during each practice session.

On a lighter note, the audience can look forward to being entertained by lively dancing and vibrant songs. The music is a compilation of Malaysian gamelan, American country and Russian folk music. This combination of ethnic classical, country western and traditional folk music is catchy, hauntingly beautiful and inspiring.

More than forty budding artistes from MIGS have been faithfully practising and rehearsing every Monday and Tuesday afternoons, on Saturdays and have even sacrificed part of the snack and lunch breaks since November 2016. While all staff and students are away on their well-deserved Term 2 break, the Cast and the Creative Team of teachers will continue to come to school to polish up the production during the first week of the Term Break.

I remain humbled by this show of commitment and dedication from our students and teachers towards their passion in theatre, not to mention their skills in the performing arts. Bravo CCC Team!

**Nancy Roch-Compan**  
Executive Producer

BERTOLT BRECHT'S

# THE CAUCASIAN CHALK CIRCLE