



LIA

Lowanna Institute of the Arts

Information Pack 2027



Music
Drama
Visual Arts



About LIA

The mission of the Lowanna Institute of the Arts (LIA) is to ignite and nurture creative passion and artistic excellence among students by offering a dynamic, interdisciplinary program that bridges visual arts, music and drama. The LIA program is all about fostering leadership, collaboration and excellence in The Arts. It integrates visual, performing, and dramatic arts into a dynamic, collaborative learning environment. Through rigorous, merit-based training and engagement with the local community, students are empowered to refine their skills, express their creativity and develop leadership qualities. LIA prepares them for long-term success, grounding them in academic rigor while encouraging passion for lifelong learning and artistic innovation.

Course Description

Our merit-based program is designed for students who are not only passionate about The Arts but also demonstrate leadership and academic commitment. Applicants must showcase their talents through an audition process where they indicate both a first and second priority choosing either music, drama or art as their focus. Beyond the LIA classes, students in Year 8 are required to select an additional elective in their speciality area, ensuring they receive focused discipline specific training. Students in Year 9 and 10 are highly encouraged to select an elective in their speciality area. Program fees for Years 9 and 10 students cover essential excursions and incursions, providing students with opportunities to engage with the community and professional artists and musicians in dynamic, real world settings. Please note that there are no program fees for Year 8 students, with excursions and incursions being charged as required (if they occur). To remain in the program, students must maintain a minimum of 90% attendance and a GPA of 2.4 or above, ensuring that students thrive in this innovative environment.

Year 9 & 10 Music Collaborative and Skills Classes

Our music collaborative classes at LIA are a hub of creativity where students blend the art of sound with interdisciplinary projects that resonate within the community. In these sessions, budding musicians join forces with visual artists and other creatives to produce multifaceted performances, from staging original musicals to organising community outreach events such as concerts at retirement homes and collaborative school showcases. This integrated approach not only enriches their musical talents but also builds essential skills in teamwork, production planning and live performance, setting the stage for lifelong artistic collaboration.

The Music Specialty Skills class is an immersive journey into the heart of musical expression and production. Here, students refine their individual talents through rigorous training in performance and songwriting, while also mastering modern music production techniques. Over the course of the year, they will craft original compositions, engage in collaborative ensemble work and produce a comprehensive performance production reel that encapsulates their creativity. This course is tailored to encourage innovation and prepare students for exciting future pathways in the world of music and arts.

Please note that the Music Excellence Program will not be a choice in 2027. The LIA Music Speciality stream will absorb the Music Excellence Program.

There is a course fee of **\$250** to participate in the Music Specialty Program. This cost covers student's annual instrumental fees for their chosen instrument.

Visual Arts Collaborative and Skills Classes

Our collaborative arts classes invite students to immerse themselves in a vibrant, interdisciplinary environment where creativity knows no bounds. In these dynamic sessions, visual artists work side-by-side with their peers from music and other disciplines to conceptualise and bring to life an integrated project, ranging from innovative multimedia exhibitions to community-driven events like our Integrated Showcase. This collaborative process not only hones artistic techniques and critical thinking but also fosters teamwork, communication and a deep appreciation for the power of The Arts to inspire and engage communities.

In the Visual Arts Skills class, students dive deep into the art of expressing identity and experience, exploring a spectrum of styles, mediums and techniques that span traditional drawing and painting to digital and mixed-media approaches. This course is designed to empower students to experiment boldly with light, colour and texture while developing their own unique artistic voice. By the end of the year, each student will compile a visual folio, a comprehensive portfolio that showcases their evolution as an artist and their mastery in capturing the essence of identity and personal experience.

There is a course fee of **\$150** to participate in the Art Specialty Program.

Drama Collaborative and Skills Classes

Our collaborative drama classes provide a vibrant space for students to experiment with storytelling and performance in an interdisciplinary setting. In these sessions, aspiring actors work alongside peers from visual and musical disciplines to develop innovative productions, from improvisational workshops to full-scale school performances. This collaborative approach encourages creative exploration, sharpens communication skills, and fosters leadership, empowering students to bring diverse narratives to life while engaging with community events and school showcases.

In the Drama Specialty Skills class, students embark on an intensive journey into the art of performance and the intricacies of stagecraft. The curriculum emphasises advanced acting techniques, script analysis and character development. Culminating in a final performance project, each student creates a comprehensive production that reflects their creative evolution and mastery of dramatic arts. This course is designed for those passionate about the theatre and eager to excel in every facet of performance, preparing them for exciting future pathways in the arts.

There is a course fee of **\$150** to participate in the Art Specialty Program.

Year 8 Electives - Course Overview

This year-long elective introduces students to the foundations of interdisciplinary collaboration and community arts engagement, preparing them for the dynamic, collaborative learning in Years 9 and 10 within the Lowanna Institute of the Arts.

Students will work collaboratively across music, drama and visual arts, developing skills that reflect real-world creative industry practices. Entry into the program requires an application and audition, ensuring participants are committed to working across all arts disciplines.

Semester 1

Students will engage in a collaborative stop-motion project, integrating visual art, music and drama to create a unique multimedia piece. This project emphasises teamwork, creativity and technical skills across disciplines.

Semester 2

Students will design and present a performance for the college community, which may include music videos, dramatic scenes and live musical elements. Visual Arts will play a key role in creating backdrops, costumes and stage design.

Where scheduling permits, students may also collaborate with Year 9 and 10 LIA students on the school musical, gaining valuable experience in large-scale productions.

Additional Requirements

Year 8 students must select an additional arts elective (Music, Visual Arts or Drama). While there is no course fee for Year 8, students may incur costs for excursions and incursions.

Facilities

Lowanna College is uniquely adapted with the facilities, spaces and resources to run a collaborative merit-based arts program. The college boasts the largest school auditorium in the area, with over 575 seats, ideal for large scale productions and events. In the visual arts, the school has a dedicated ceramics room, two kilns, a photography room, dark room and a visual communication room. The Music Department has two well equipped rooms with new keyboards and drum kits as well as four practice and small instruction spaces.

Uniform

Except for musical and drama productions that require costumes, all students will be expected to wear full school uniform. Students may wear the LIA shirt with school pants, shorts or skirts at performances and community events.

Program Requirements

Students in the LIA program are required to meet transparent and rigorous standards to remain enrolled, ensuring that only those who continuously demonstrate dedication and excellence continue their artistic journey. Participants must maintain a minimum of 90%

attendance, an academic average of a C and achieve an overall GPA of at least 2.4, alongside meeting other program obligations such as involvement in scheduled school events. These clear benchmarks are designed to uphold the program's merit-based ethos and to cultivate a community of passionate, committed young artists who are prepared to lead and excel both academically and creatively. Students who fall below the attendance and GPA requirements will be placed on probation requiring students to improve in these areas by the next GPA cycle. Continued inability to meet these standards will result in a parent/guardian meeting and a discussion about the suitability of remaining in the program. If students have been accepted into the program, a \$50 deposit is due by the 15th of December 2026, with full payment required by the 15th of March 2027. As this is an optional merit-based program, payment is mandatory for program participation.

Audition Interviews

To apply for the LIA program, both students and parents/guardians are required to complete the application form available as a Forms document. Please include a teacher or coach/instructor as a reference for the student. We also suggest that to improve opportunity of acceptance to the program, students select a second option of a specialty they are interested in. Applicants are asked to prepare for their audition by selecting and presenting a musical piece, dramatic scene or visual art folio/artwork, depending on their area of focus. The performance or presentation should be no longer than 2 minutes to ensure a focused and impactful audition. We also recommend that all students read and familiarise themselves with the interview questions ahead of time to better articulate their passion and motivation for the arts. If a student is absent on audition day, our best attempt will be made to reschedule, but due to time constraints, this may not always be possible.

During course selection, LIA should be listed as the first priority, with an additional art specialty subject selected as the second. This preparation ensures that students are fully ready to demonstrate their creativity and commitment to the program. Students will be notified at the end of Term 2 if they have been selected for an interview, with auditions occurring in early Term 3. Remember to bring your best smile, as we are looking for students who are also leaders and passionate about the arts, not just students excellent in The Arts. The college will be using a rubric based on the school values to determine entry into the program.

Please note that current Year 9 LIA students are required to reapply for the program but if they successfully complete the Year 9 program they will not be required to audition and will automatically be accepted into the Year 10 LIA program. Year 8 students will participate in a group interview, with information provided in the expression of interest form being used throughout the selection process.

LIA Audition Rubric

| | Key Question | 1 - Unsatisfactory | 2 - Satisfactory | 3 - Good | 4 - Excellent |
|--|--|--|--|---|--|
| Respect | <i>How do you show respect for others while working in a group?</i> | Struggles to articulate the importance of respect; may show signs of dismissiveness or lack of teamwork. | Understands respect in theory but provides minimal examples of practicing it in an arts setting. | Clearly values respect, provides relevant examples of working well with others. | Strong advocate for respect, demonstrates leadership in fostering a positive, inclusive environment. |
| Integrity | <i>Can you describe a time when you faced a challenge in your arts practice and how you handled it? (Could also be a life challenge)</i> | Avoids responsibility, lacks self-awareness or accountability. | Provides a basic example but does not clearly connect it to personal growth or ethics. | Shows a strong understanding of integrity with a clear example of overcoming a challenge honestly. | Exemplifies high ethical standards, demonstrating resilience and honesty in their artistic journey. |
| Determination | <i>What are your artistic goals, and how do you plan to achieve them? Why do you wish to apply for this program?</i> | Lacks clear goals or direction, struggles to articulate how they want to improve or participate in the arts. | Has some goals, but lacks a clear plan or commitment to The Arts. | Shows a clear vision for their development with thoughtful steps toward participation and involvement in the program. | Demonstrates a strong commitment to continuous learning, self-reflection, and the artistic community at Lowanna. |
| Growth | <i>How do you respond to setbacks or feedback in your arts/music practice?</i> | Struggles to handle setbacks, may react negatively to feedback. | Accepts feedback but does not always act on it or push through challenges. | Uses feedback constructively, demonstrates persistence in improving their craft through reflective practice. | Thrives on challenges, consistently seeks ways to improve and grow through feedback and reflection. |
| Excellence (Skill in the Arts Area) | <i>Can you describe or demonstrate your skills in your chosen art form?</i> | Limited experience, lacks fundamental skills, and struggles to articulate their artistic practice. | Shows basic ability with some understanding of their art form but needs further development. | Displays strong technical ability and creative expression with clear potential. | Demonstrates outstanding skill, originality and a deep understanding of their art form. |

The school values are the foundation for the rubric for auditions/interviews. We suggest that students become familiar with the key questions to help them prepare for the interview. This rubric ensures that students of varying levels of skill have the opportunity to participate in the program. Passion and leadership skills in the arts are equally as important as artistic skills in specialist areas.

Group Interviews (Year 8)

Year 8 students will be required to participate in a group interview as part of the application process. More information will be sent to families closer to the time of group interviews.

| | |
|--|--|
| | Completed Audition Form |
| | A written explanation of why you want to be part of the program (in the application) |
| | Enthusiasm for the Arts |

Music Auditions/Interviews (Year 9 and 10)

**Please note that current Year 9 students are exempt from these auditions if they successfully complete the Year 9 program).*

Students that apply for a music specialty will have two components of the audition process. No single aspect determines the outcome of the audition process as we acknowledge that there will be varying degrees of experience and we will weigh all areas of the rubric equally.

- 1) Component 1- You will participate in a 1-hour session with your peers to collaborate and work on performing a song in groups. This workshop is designed for you to demonstrate your collaboration, determination and leadership skills working with others.
- 2) Component 2- Prepare a 2 minute or less performance or segment of a performance in your instrument of choice as well as an example of your technical work. This could include playing/singing a scale or chords. Voice is considered an instrument. It is not expected that an entire work be performed, so performances may be stopped if they are lengthy due to time constraints This session will be conducted with two teachers to assess your current musical knowledge and skills. You will also be asked a few questions related to the audition rubric to determine your enthusiasm and motivation to be part of the LIA program.

Questions that might be asked in addition to the rubric questions:

- What do you enjoy about music?
- What is your most memorable musical experience?
- What is your favourite song or style of music? Why?

Audition Checklist

| | |
|--|--|
| | Completed Audition Form |
| | A written explanation of why you want to be part of the program (in the application) |
| | Bring your instrument of choice (Voice is an option) |
| | Practice your performance and scales/chords |
| | Practice answering audition questions |

Visual Arts Auditions/Interviews

**Please note that current Year 9 students are exempt from these auditions if they successfully complete the Year 9 program).*

Students that apply for a visual arts specialty will have two components of the audition process. No single aspect determines the outcome of the audition process as we acknowledge that there will be varying degrees of experience and we will weigh all areas of the rubric equally.

- 1) Component 1- You will participate in a 1-hour session with your peers to collaborate and work on creating an artwork in a group setting. This workshop is

designed for you to demonstrate your collaboration, determination and leadership skills working with others.

- 2) Component 2- Select an artwork and/or folio to be reviewed by the panel. The artwork can be in any artform, including visual communication, photography, sculpture, painting, drawing, mixed media, textiles, and printmaking. It is not expected that only finished work be presented, works in progress and thumbnail sketches are also welcome. This session will be conducted with two teachers to assess your current visual arts knowledge and skills. You will also be asked a few questions related to the audition rubric to determine your enthusiasm and motivation to be part of the LIA program.

Questions that might be asked in addition to the rubric questions:

- What do you enjoy about visual art?
- What is your most memorable visual arts experience?
- What is your favourite artist, artform or style of art? Why?

Audition Checklist

| | |
|--|--|
| | Completed Audition Form |
| | A written explanation of why you want to be part of the program (in the application) |
| | Bring your instrument of choice (Voice is an option) |
| | Practice your performance and scales/chords |
| | Practice answering audition questions |



Drama Auditions/Interviews

**Please note that current Year 9 students are exempt from these auditions if they successfully complete the Year 9 program).*

Students that apply for a drama specialty will have two components of the audition process. No single aspect determines the outcome of the audition process as we acknowledge that there will be varying degrees of experience and we will weigh all areas of the rubric equally.

- 1) Component 1- You will participate in a 1-hour session with your peers to collaborate and work on acting out a scene in a group setting. This workshop is designed for you to demonstrate your collaboration, determination and leadership skills working with others.
- 2) Component 2- Select one of the monologues of a character on the following pages to perform. It is not expected that you memorise the script, but the script should appear rehearsed. The monologue performance is designed to display your talent and creativity in character creation. We encourage you to use different voices, mannerisms and postures. This session will be conducted with two teachers to assess your current drama performance skills and determine your enthusiasm and motivation to be part of the LIA program.

Questions that might be asked in addition to the rubric questions:

- What do you enjoy about acting?
- What is your most memorable dramatic experience?
- What is your favourite movie, script or play? Why?

If students are unsure what monologue to complete as part of their audition, please refer to one of the examples in the next section of the Information Pack.

Audition Checklist

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|--|--|
| | Completed Audition Form |
| | A written explanation of why you want to be part of the program (in the application) |
| | Bring your selected script |
| | Rehearse your script |
| | Practice answering audition questions |

DRAMA

Monologue Selection 1

Play: *The Witches* by Roald Dahl

Character: Grand High Witch

The Witches are holding their annual meeting at the Hotel Magnificent, Bournemouth, under the cover

name of The Royal Society of the Prevention of Cruelty to Children. The meeting is presided over the

GRAND HIGH WITCH, who having removed her wig and mask – revealing a wizened, horrible, rotting face –

proceeds to lay out her plan to 'rub out' all the children of England within a year.

Grand High Witch:

You may rree-moof you vigs, and get some fresh air into your spotty scalps. Vitvhes of Inkland. Miserrabel vitches. Useless lazy vitches. You are a heap of idle good-for-nothing vurms!... As I am eating my lunch, I am looking out of the vindow at the beach. And vot am I seeing? I am seeing a rrevolting sight, which is putting me off my food. Hundreds of rroitten rrepulsive children. Playing on the sand. Vye have you not got rrid of them? Vye? ...You will do better... My orders are that every single child in Inkland shall be rrrrubbed out, sqvashed, sqvirmed, sqvittered and frittered before I come here again in vun year's time... Who said that? Who dares to argue with me? *(She points at another witch)* It vos you, vos it not?...Come here. A vitch who dares to say I'm wrrrrong Vill not be vith us very long! A stupid vitvh who answers back must burn until her bones are black! *(Then another witch bursts into flames after the spell has been cast)* I hope nobody else is going to make me cross today. *(Points to the ash reminsence of the other witch)* Frrrizzled like a frrrittter. Cooked like a carrot. You vill never see her again. Now vee can get down to business... I am having a plan. A giganticus plan!... You vill fill them high with luscious sveets and chocs for every child! You vill be filling every choc and every sveet with my latest and grrreastest magic formula. Formula Eighty-Six-Delayed Action Mouse-Maker! To cause deyaled action, rroast in the oven vun alarm clock set to go off at nine o'clock in the morning. Inject vun droplet of the formula in each sveet or choc, open your shop, and as the children pour in on their vay home from school... *(she chants)* Crrram them full of sticky eats, Send then home still guzzling sveets, and in the morning little fools go marching off to separate schools.

Monologue Selection 2

Play: *Peter and the Starcatcher* by Rick Elice

Character: Peter

Peter and the Starcatcher is a magical and adventurous prequel to the story of *Peter Pan*. It follows the journey of a young, nameless orphan boy who finds himself aboard a ship carrying a mysterious trunk filled with a powerful, otherworldly substance called *starstuff*. Along the way, he meets Molly, a bold and intelligent girl who is part of a secret society tasked with protecting the starstuff from falling into the wrong hands. Together, they face pirates, shipwrecks, and dangerous villains, including the hilarious and fearsome Black Stache, who is destined to become Captain Hook.

Peter:

"I hate grown-ups! They lie. They lie and then they leave. They say they're gonna look after you, and then they leave you to rot. And it's not like they're busy or something. They just don't care. It's like you're invisible. But you're not — you're right there. And they still don't see you. And it's not fair! It's not fair because I didn't ask to be here. And I didn't ask to be nothing. And I'm not nothing. I'm something. I know it. I'm a boy who wants to be something. And there's gotta be more to life than this. There's gotta be more than being hungry and cold and shoved aside and left behind. There's gotta be more than grown-ups who lie and leave and don't care. There just has to be. And I'm gonna find it. I don't know where, but I will. I'll find a place where I can be something. Somewhere I can be someone. Somewhere I can matter."

Monologue Selection 3

Play: *Clueless* (The Play)

Character: Cher Horowitz

Context: Cher has just realized that her attempts to control everyone's love lives, and her own, haven't exactly gone to plan. This monologue is a mix of vulnerability and humour as Cher reflects on how clueless she's really been.

Cher:

"Everything I think is so great... isn't. I mean, I thought I was this amazing matchmaker — like some kind of teenage Cupid — but all I did was mess everything up. I tried to help Tai and make her over, and now she thinks she's too good for everyone, including the guy she actually liked. I was so busy trying to make everyone happy, I didn't even realize how unhappy I was. And worst of all... I've been totally blind about the one person who's always been there for me. (beat) Josh. I mean, he's smart, and cute — in a non-conventional way — and he's always laughing at me, but not in a mean way. And, okay, maybe I like it. Maybe I like him. Ugh! I am totally, completely clueless.

I mean, I spend all my time worrying about my shoes matching my bag, or whether Tai's outfit is *ensemble-y* enough, and I never stop to think about what really matters — like being honest, or figuring out how I actually feel. (beat) I guess... I need to do some serious soul-searching. And maybe, for once, stop trying to be in control of everyone else's lives. Starting with my own."

Monologue Selection 4

Play: Alice's Adventures in Wonderland by Lewis Carroll

Character: Alice

Context: The story begins with Alice dozing off as her sister reads to her, anticipating the strange and nonsensical events that occur throughout the book. As her sister reads, Alice nods off into a dream-like state in which she seems to catch sight of a fully dressed white rabbit capable of speaking English. Led on by curiosity, Alice follows the elusive rabbit even though she does not know what she will do once she catches him. She pursues him out of pure curiosity but believes that catching him will give her some new knowledge or satisfaction.

Alice:

Alice: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me.

That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmmm. He won't

answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too!

[*Falling*] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I

believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I

shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say

anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I

must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom.

I shall hit the bottom, hit it very hard, and oh, how it will hurt!