



MOSMAN HIGH SCHOOL SPECIAL PROGRAMS GUIDE 2027





Excellence in Senior Studies
Education for Life

MOSMAN HIGH SCHOOL

SPECIAL PROGRAMS

YEAR 7 2027

Mosman High offers special drama, academic, accelerated mathematics, music, dance and visual arts courses, introduced in Year 7 and then progressing into Year 8 for talented students. The innovative programs offered reflect a caring, disciplined student centred environment that aims to motivate students to seek further challenges in the academic, creative, and performing arts areas.

Mosman High can provide these courses within the context of an excellent comprehensive high school with a history of outstanding performance in the HSC in drama, academic, music, dance and visual arts. Special programs will be allocated additional hours, which in the case of drama may be after school.

Our facilities include a theatre space for drama which has state of the art lighting and sound equipment, while the visual arts department has its own building which houses five art rooms, a darkroom, a resource room, and excellent kiln facilities. The music department has, apart from excellent music rooms, five tutorial rooms, a concert band rehearsal space and three well equipped performance spaces, including a 1500 seat hall. The dance studio has a sprung floor, mirrored walls and sophisticated lighting.

The objectives of the special creative and performing arts program are to:

- Provide opportunity to develop creative talents
- Provide opportunity for young people to express themselves within a creative environment
- Provide opportunity for extensive commitment in the creative and performing arts
- Provide and respond to a variety of creative resources, and
- Appreciate theatre, music, dance and art as a community and cultural activity
- Promote teamwork, collaboration and leadership

There are two classes in the academic program. One class accelerates students in mathematics. The other class receives enrichment activities across all subject domains. The rationale of the academic program is for students to:

- Use high level written and oral skills
- Select a variety of research skills and methods
- Demonstrate self-reflection
- Apply appropriate evaluation techniques
- Generate and communicate creative ideas and solutions
- Promote teamwork and leadership

Objectives of the Year 7 enrichment program:

- To develop high level written and oral skills
- To provide enrichment which is tailored to their interests - to expand their knowledge base
- To accelerate gifted mathematicians

DANCE

YEAR 7 SPECIAL PROGRAM OUTLINE

Introduction

The Mosman Special Dance program is designed for students with talent in the artform of Dance. The aim of the Dance Program is to provide students with opportunities to extend and enrich their Dance Education. It is expected they elect to study the Stage 5 Elective Dance course in Years 9 and 10 before moving into Stage 6 Dance in Years 11 and 12. Along with timetabled lessons students will attend workshops throughout the year, as well as performances outside school including Sydney Dance Company and Bangarra Dance Theatre performances. The aim is to challenge the students outside the classroom and allow for the dancers to grasp an understanding of the contemporary dance world. Students will also participate in the annual Sydney North Dance festival as well as Schools Spectacular and various other school performances evenings throughout the year.

Rationale

The study of dance as an artform is the philosophical base of the Dance Years 7–10 Syllabus. 'Dance as an artform' distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. It underpins the students' artistic, aesthetic and cultural education through dance. The conceptual basis of the study of dance as an art form centers on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

Curriculum

Classes will be timetabled for 5 periods a cycle in which students will learn about **performance, composition and appreciation** components of Dance education. They will study various styles of Dance with a different focus each term. Examples of topics include Musical Theatre, Graham Technique and Classical ballet. Coursework is based on cultivating an understanding of Dance as an art form. Mosman High School has a history of outstanding performance in the HSC in Dance and the foundations of contemporary dance technique will be taught in the Dance program in Years 7 and 8.

DRAMA

YEAR 7 SPECIAL PROGRAM OUTLINE

Special Drama is a unique and innovative program that allows students to develop their knowledge and skills within a creative and supportive framework. It enables students to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

Programming involves

- Improvisation, Play building, Reflection, Appreciation
- Characterisation
- Elements of Drama
- Movement/Voice
- Script analysis

Rationale

The major aim of the Special Drama program is to capture and refine the skills of those students who are talented and have a passion for performance. It is designed for students to express themselves in a creative working space and to share collaborative ideas.

Both the processes and performances of drama are valued equally. Participants in drama processes create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. Participants in drama performance create meaning through their relationship with the audience and experience of this engagement is essential in dramatic presentations.

Curriculum

- **Making** - Students participate in the creation of drama and theatre process work. They develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and play building are key methods of making which involve a group of students collaborating to devise their own work.
- **Performing** - Students actively engaging in acting and performing drama and theatre for different audiences.
- **Appreciating** - Students respond to, inquire into, investigate and critically study a range of drama and theatre experiences.

VISUAL ARTS

YEAR 7 SPECIAL PROGRAM OUTLINE

Rationale

The program provides opportunities to students who display a strong ability in the Visual Arts with an emphasis on creative and critical thinking. Students learn how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist-artwork-world-audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies. Student's artmaking skills are further developed using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and contemporary forms, to build a body of work over time. Students learn from expert staff and practicing artists and participate in exhibitions both at Mosman High School and Mosman Art Gallery as well as research excursions.

Criteria for Identification

An interview will take place with the student and their portfolio of artwork. The artwork should comprise drawing and other mediums of choice. The portfolio should consist of mainly recent work comprising approximately 10 pieces.

Advantages

The major purpose of a visual arts program for artistically gifted and talented students is to bring students together with high interests and abilities in art in ways that will broaden and deepen their knowledge about art and growth of their technical skills. The group will exercise idea generation including brainstorming and discussion, problem finding and analysis, information and materials gathering and explore a variety of material practice provided by expert staff.

Curriculum

Drawing underpins and strengthens all artmaking. The students will be provided with many drawing opportunities leading to painting, sculpture and printmaking and representation of realistic and abstract concepts.

Programming involves

- Having high expectations for all students
- Generating ideas and demonstrating techniques for students to master
- Identifying goals and challenges providing support and encouragement
- Exploration of challenge
- Moving from ideas to solutions
- Evaluation of the students' creative ideas and material practice

MUSIC

YEAR 7 SPECIAL PROGRAM OUTLINE

Special Music provides a platform for continuous development of traditional and contemporary performance, composition and listening skills using the opportunities, resources and experienced staff of Mosman High School. The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

Programming Involves

- The concepts of music in performance - Funk Music
- Composition and performance - Harmonisation
- Impressionism
- Performance design - Samba

Rationale

The aim of the Special Music program is to enable students to develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts. The program provides students with the opportunity to build on the knowledge, understanding, skills, values and attitudes gained in Stage 3 and encourage the desire to continue learning in formal and informal musical settings leading toward Stage 6. The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills.

Curriculum

- **Performing**

Students participate in any form of practical music making in solo and/or ensemble situations. The development of performance skills is fostered by providing performance opportunities in a variety of media, styles and genres according to individual needs, interests, abilities and school resources.

- **Composing**

Students develop skills in composing from continued involvement in a wide range of experiences in classroom activities. This includes both individual and group work.

- **Listening**

Students make judgements about their use in a range of repertoire. Listening involves studying sound in relation to musical scores to understand how composers have used and manipulated the concepts of music in their works.

Note: Students who are successful and enrolled in the special music program must be a member of a Mosman High ensemble program.

ACADEMIC EXTENSION

YEAR 7 EXTENSION PROGRAM OUTLINE

Rationale

The Academic extension program is guided by the following:

- The needs of gifted learners to encompass cognitive, affective, social and aesthetic areas of curriculum experiences
- Gifted students are best served by a curriculum that incorporates features of intellectual quality and enriched learning
- Curriculum experiences are thoughtfully planned and incorporate explicit assessment

Criteria for Identification

- Students sit a problem solving test that examines ability in writing, English literature, mathematics and science

Advantages

This group will spend the majority of its learning time with others of like abilities. This will allow the class to make substantial gains in learning because of the students' access and interaction with richer and more complex content.

Curriculum

Gifted students will be provided challenging curriculum that matches the ability of the grouping. Staff will consider that students:

- Learn at faster rates
- Find, act and solve problems more readily
- Manipulate abstract ideas and make connections to an advanced degree

Programming involves

- Having high expectations for all students
- Permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material
- Providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products
- Providing 'task rich' assignments
- Allowing students to choose with the teacher's guidance, ways to learn and how to demonstrate what they have learned
- Flexible - teachers move students in and out of groups, based on students' instructional needs

The program will explore abstract ideas. The students will also complete fieldwork and work with the community.

Goals for the Year 7 Academic extension program

- To provide an educational environment to enable highly able students to develop to full potential
- To provide qualitative programs that provide for the intellectual, psychological and social needs of gifted children

Objectives of the Year 7 Academic extension program

- To provide a mastery of skills at a pace and depth appropriate to the capacities of able learners
- To develop high level written and oral skills
- To develop and apply sophisticated research skill and methods
- To provide an environment that encourages divergent thinking. Students will be encouraged in the development of originality, fluency, flexibility and elaboration in their processes
- To promote a multi-disciplinary approach to studies that more adequately caters for the learning styles of able children
- To promote critical thinking and reasoning abilities
- To provide a social environment which is conducive to the development of compatible relationships and a favourable learning environment
- To develop self understanding and self reflection
- To provide enrichment which is tailored to their interests - to expand their knowledge base
- To provide appropriate opportunities for small group discussions and independent investigations.

EXAMINATION: ACADEMIC TEST

All students applying for an extension class should be prepared to sit an examination on Tuesday 17th March, 2026 commencing at 10.00am. All students will be tested in the areas of english, mathematics, science & writing.

Students should arrive 10 minutes before the examination and bring something to eat and drink as there will be a break.

The examination can take up to two and a half hours.

ACADEMIC EXTENSION - MATHEMATICS ACCELERATED

YEAR 7 MATHEMATICS ACCELERATED PROGRAM OUTLINE

Rationale

The Accelerated Mathematics Program is founded on key principles that address the unique learning requirements of mathematically advanced students:

- Providing a curriculum that stimulates high-level cognitive engagement and promotes thorough conceptual comprehension.
- Offering enriched and challenging learning opportunities that emphasise intellectual depth, critical thinking, and complex problem-solving skills.
- Designing carefully structured learning experiences with transparent assessment standards to support students in achieving mastery and ongoing academic advancement.

Criteria for Identification

Students are identified through diagnostic assessments that evaluate mathematical reasoning, problem-solving skills, and foundational knowledge across Year 7 and 8 contents.

Advantages

Participants in the program predominantly learn alongside peers who demonstrate similar advanced abilities, fostering a focused environment where they can engage deeply with complex and challenging mathematical material. This setting encourages accelerated academic growth and sustained motivation.

Curriculum

The curriculum is tailored to meet the advanced learning speeds of these students. Educators recognize that learners in this program tend to:

- Assimilate mathematical concepts more quickly than their peers.
- Engage confidently with abstract mathematical ideas and draw sophisticated connections.
- Approach and resolve intricate problems with advanced strategies and independence.

Programming involves

Key aspects of the program include:

- Maintaining elevated expectations for all participants.
- Allowing students to swiftly demonstrate proficiency in combined Year 7 and 8 content, progressing through Year 9 material in Year 8, and Year 10 content in Year 9 accordingly.
- Employing diverse teaching methods that support varied pathways to understanding and applying mathematical concepts.
- Incorporating enriching, complex tasks to deepen mathematical insight.
- Providing students with guided choices in how they learn and how they present their understanding.
- Ensuring flexible grouping arrangements responsive to the evolving academic needs of students.

Program goals

- To create a supportive and stimulating learning environment that nurtures the full academic potential of mathematically gifted students.
- To provide a curriculum that challenges students intellectually while addressing their emotional and developmental needs.
- To engage students with advanced mathematical concepts that include higher-level abstraction, real-world applications, and opportunities for both collaborative and independent learning.
- To prepare students to successfully undertake the 2-unit HSC Mathematics Advanced course by Year 11.
- To foster a culture of high expectations, encouraging students to embrace challenges and develop resilience in their mathematical studies.

Program Objectives

- To enable students to complete Year 7 and 8 mathematics within their first year, followed by advancement through Year 9 and 10 curricula in subsequent years, ultimately preparing them to complete the HSC Mathematics Advanced course in Year 11.
- To strengthen advanced problem-solving abilities, analytical thinking, and mathematical reasoning.
- To encourage abstract thinking and integrative approaches across various mathematical areas.
- To promote learner autonomy, self-reflection, and confidence in addressing complex mathematical challenges.
- To offer opportunities for collaborative learning, tailored explorations, and independent projects.
- To foster a positive social atmosphere that supports constructive peer relationships and teamwork.

EXAMINATION: MATHEMATICS TEST

If students wish to apply for the Mathematics Accelerated stream, they will be required to sit the Academic Extension exam commencing at 10am on Tuesday 17th March, 2026 (this can take up to two and a half hours) **PLUS** complete an additional 30 minute Accelerated Mathematics paper.

Students should arrive 10 minutes before the examination and bring something to eat and drink as there will be a break.

TO APPLY:

**CLOSING DATE FOR APPLICATIONS:
WEDNESDAY 11th MARCH, 2026**

VISUAL ARTS, DRAMA, DANCE AND MUSIC:

Students wishing to apply for these programs should be prepared to submit a portfolio in visual arts and participate in the audition process in drama, dance and music when they are notified of their appointment.

All applicants must provide a passport size photograph.

Applicants will be notified of appointment times. Interviews/auditions will take place during the week beginning 16th March, 2026.

ACADEMIC EXTENSION AND ACCELERATED MATHEMATICS:

Students wishing to apply for this program should provide a copy of their Year 5 NAPLAN results and be prepared to sit the academic test.

Applicants must provide a passport size photograph. The academic test will be conducted on Tuesday 17th March, 2026.

VISUAL ARTS:

An interview will take place by appointment for presentation of your portfolio. The portfolio should:

- Consist of mainly recent work in any medium or media
- Not be too large, able to be easily transportable. (Suggest A2 maximum). You can bring photographs and digital images of the artwork in either 2D or 3D
- Limit the number of works to about 10 pieces
- The student must be present when portfolio is reviewed and should be able to talk about their work and ideas

MUSIC:

The audition will consist of:

1. Performance of two contrasting pieces
2. 2 x major and 2 x minor scales of your choice
3. Sight reading

Performance criteria:

- Musicality
- Skill
- Presentation
- Communication

DANCE:**Dance Audition Information:**

Students will need to wear dance_clothes for the audition either a leotard/singlet and shorts or a leotard/singlet and stockings. No shoes or socks will be required for the audition, unless they would like to wear foot thongs. Students will not need to prepare anything for the group audition, they will participate in a 1.5 hour Dance contemporary class. Students will learn a series of exercises as well as a short piece of choreography. The time slot will be selected and notified prior to the audition week.

Criteria for Identification:

The student is expected to have an understanding of correct dance alignment and contemporary and ballet technique. It is expected the student can perform a series of body skills safely and with an application of performance quality. The Dance audition will take place in a group class setting of approximately 15 students each. They will engage in a contemporary dance class in which they perform centre work, corner exercises and a short piece of choreography. The student will not need to prepare anything for the audition however will be filmed throughout the audition for the panel.

DRAMA:

The audition will consist of:

1. Warm-up games
 2. Scene work
 3. Performance of ***one*** monologue. *
- (* See attached Monologues also available on the website)

Performance criteria:

- Voice
- Characterisation
- Movement
- Audience awareness
- Teamwork

At the end of the audition, be prepared for a short interview concerning your performance and expectations of the course.

Monologue:

1. You must learn your lines!! No excuses
2. How old is the character you are playing? How does your character speak? Move?
3. What is the objective of your character?
4. How do you want the audience to respond to your performance? Do you want us to feel for your character? Laugh?
5. Demonstrate spatial awareness. Use the space; don't simply stand and deliver your lines. Make your movements definite
6. Show vocal control; use your voice (good projection, awareness of tone, develop a rhythm.)
7. Show great focus and have a consistent energy throughout your performance
8. Interact with your audience; engage them, make a connection

Group performance (you will be given a topic and have 2 minutes to prepare):

1. Make sure that you contribute in creating the piece
2. On stage, make sure that you are in the moment at all times
3. Contribute to the scenes; don't sit back and let someone else take over
4. Maintain a consistent energy, great focus and utilize your space
5. Make sure that you demonstrate vocal control
6. Engage your audience; do something that makes you stand out
7. Make sure that your character(s) have good belief

Reading from a play:

1. Consider all of the above
2. Have a sense of character and how this scene would appear on the stage

MONOLOGUE 1

CAT LADY

Description: A young person tells her parents about a stray cat she's taken in.

I should probably tell you now, before you notice it. And I need to point out that in no way did I encourage this. I was just minding my own business. And there's no way I'm going to get rid of it today (under breath) or maybe ever. What? Nothing. What I mean to say is that I will do my best to find her a home as soon as possible. (Reacting to yelling.) I know! I know, but it's not my fault. I was out in the garage taking off my boots, and she just wandered in. So skinny. And she was meowing like she was hungry, so I just gave her a tiny bit of food. You should have seen how fast she ate it up! So, I might have given her a little more. She doesn't have a collar, and honestly, I don't think she belongs to anybody. But I will look online and see if someone is missing an adorable little black and white cat. Oh, oh, here she comes. Look at how friendly she is! Martin, I've never seen a cat so friendly. I know, I know. We aren't going to keep her. Just pick her up, will you? She loves being held. So unusual for a cat...I said, I know that we aren't going to keep her...of course, I realize that we already have six cats. But she's so cute...and really...(flirting) what's one more?

MONOLOGUE 2

ABBY AT THE BEACH

Description: A dog describes her first visit to the ocean.

Hello, my name is Abby and I'm a part of the Klapper family. Every day of my life is basically the same. Wake up. Eat breakfast. Watch family leave. Lie in the sunshine and chase squirrels. Family comes home. Get some tummy rubs and treats. Eat dinner and go to bed. But one day, I heard them talking about driving to something called the beach... I didn't know what that was, but then they said three words that made my ears perk up, "Let's bring Abby." I was so excited! I wasn't going to be alone all day again. I got in the car and jumped into Alysa's lap, ready to go on an adventure. As we were driving there was a powerful fan outside the car window with a lot of smells. Finally, we get to the thing called the beach. Why haven't they taken me to this before?! The dirt here is soft and warm, and so easy to dig in. There are birds everywhere to chase and chase (huffing and puffing). Alysa is in a big pool of water that looks like it has no end. She's calling me, and suddenly my paws are wet, but it feels so good! Oh no, a big moving wall of water is coming. What will happen if it gets me. I try to run away, but it's too late, and it's all over me. I'm soaking wet. I run back to the dry sand where my family is and shake and shake and shake and shake. Why are they yelling? They must think this is as fun as I do! The day at the beach was the best day ever! On the way home, I heard them talking about another adventure, called "the veterinarian." I can't wait to see what that is like!

MONOLOGUE 3

ELEPHANT IN THE ROOM

Description: A child overhears a bizarre argument between his/her parents.

I've finally confirmed it. My parents are crazy. Last night, I heard them arguing, and they were talking real low, so naturally, I snuck up to the door and listened in. That's when I heard my mom say, "Let's talk about the elephant in the room." What? I've never seen an elephant in their room. Or even in our house. Obviously, we would all know if there was an elephant in their room! My dad said, "Keep your voice down. The kids will hear." Like he didn't want us to know there was an elephant in there either. So, apparently, they *both* think there is an elephant in their room. I looked through the crack in the doorjamb, and I could see my mom sitting on the bed, and my dad across from her, and sure enough...no elephant. Then my dad said something that I couldn't hear, and then my mom sounded real mad and she said, "Well, it's clear that you prefer her to me." So apparently the elephant is a girl elephant. And my dad raised his voice and said, "I work with her!" What? My dad's an accountant, not a zookeeper. Tomorrow, after-school, I'm going to sneak in there and find out once and for all. And just to be on the safe side, I'm going to make my big brother come with me!

MONOLOGUE 4

HOMELESS GOLDBLOCKS

Description: Goldilocks defends her reputation.

Yeah, I know. I know. You recognize me. "Aren't you that blonde girl who trashed the Bear's house?" Listen, I hear it all the time. That was a pretty low point for me, I gotta admit. But look, you really shouldn't make fun of the homeless. And technically, I'm not homeless. Never have been. I think of myself as more of an adventurer. Sure, I could get a job and rent a dumpy little apartment, but what would be the fun in that? Since the bear's house, I've stayed in some of the finest places in the world! One time, I went on a tour of the White House, and hid behind the curtains in the Oval office. I stayed up all night reading classified documents. They're a lot more boring than they sound. Another time, I crashed at Buckingham palace while the Queen was out doing some Queenly stuff. I tried on all her crowns. She may or may not be missing one. My favourite place was Santa's workshop. Yeah, I know. Everyone thinks that those elves never take a vacation. But a snowman told me that's not true. I got him to tell me the dates...cost me a carrot and I headed on up there. Seven days of playing with whatever I wanted and eating cookies and milk for every meal...now that's a vacation! So, don't be hating on homeless Goldilocks. I'm livin' the good life. And remember, if you have something cool inside your house, remember to lock up when you leave!

CLOSING DATE FOR APPLICATIONS:
Wednesday 11th March, 2026

