

## Gifted & Talented and Advanced Potential in the Comprehensive Arts

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The Fine Arts is a comprehensive field of study encompassing all visual and performing arts, including theater, dance, music, media, and visual arts.

Identifying giftedness and potential success in advanced academics in Comprehensive Arts takes into consideration a student's ability to communicate through an arts medium, demonstrate critical and creative thinking by employing creativity, originality, flexibility, and imagination. Additionally, they apply advanced levels of craftsmanship, creative imagination, aesthetic intelligence, and judgment in their work.

The following are general, non-exhaustive lists of characteristics that may be considered in the identification of giftedness and advanced potential in Fine Arts. It is not expected that a potentially gifted student will exhibit all of these characteristics and behaviors, but may demonstrate many of the following characteristics:

- Highly imaginative, inventive, and creative
- Enthusiastic and intrinsically motivated to create
- Highly developed sensitivity, perception, and interest in aesthetics, color, movement, and rhythm
- Integrated thinking and expression
- Demonstrates extraordinary skill within specific mediums
- Unusual ability for aesthetic expression
- Compelled to perform/produce and create original works
- Exhibits creative expression
- Keenly observant
- Experiments and takes artistic risks
- Excels in producing and performing the visual/performing arts

They possess keen abilities to create, communicate, and perceive awareness and appreciation of beauty and grace in textures, colors, lines, shapes, spaces, balance, contrast, rhythm, movement, and sound.

(Adopted from National Association for Gifted Children)

### AREAS OF IDENTIFICATION PERFORMING ARTS (THEATER)

#### General

Students may:

- Innovate and create performances

- Dramatically/comically tell or recount stories or experiences
- Use non-verbal expressions to communicate feelings
- Be skilled in improvising, roleplaying, or acting out situations
- Perceive moods and motivations of characters
- Create original plays or stories
- Command and hold the attention of a group when speaking
- Evoke emotional responses from listeners
- Imitate others, use voice to reflect changes of idea and mood

Students in Primary Grades may:

- Use advanced vocabulary when exploring characters and situations
- Identify and analyze multiple elements of theater as an art form
- Formulate questions to expand and enhance a story or character
- Express empathy and sensitivity to feelings involved in dramatic play creation of stories, characters, events, and/or themes.

In attention to the characteristics and behaviors of primary grade students, students in secondary grades may:

- Develop complex scripts, choreography, design, or technical projects
- Create, perform, direct and/or design at exceptionally high levels

### **AREAS OF IDENTIFICATION PERFORMING ARTS (DANCE)**

“Gifted students should be able to execute isolated, as well as coordinated dance movements, maintaining alignment and balance, as well as more complex and contrasting body movement patterns; understand and remember simple movement motifs and phrases” (*Talent Identification Toolkit, DE*). In addition to possessing an intense interest and effort, students demonstrate:

- exceptional recall and memory of prepared choreography
- exceptional temporal awareness
- exceptional body awareness, control, and technique
- exceptional expressiveness and communication of emotion through movement
- confidence in taking artistic risks in choreography or improvisation

**AREAS OF IDENTIFICATION PERFORMING ARTS (MUSIC)**

Gifted students in Music should demonstrate musical awareness including perceptual awareness of sound, sense of pitch, and rhythm; creative interpretation, including performance elements, personal improvisation, and composition; musical behavior and performance; awareness of the interaction of listener and performer; persistence, motivation, and commitment to developing artistically.

Musically gifted students in primary grades may:

- Identify differences between musical sounds and listens with intent and focus
- Identify and remember melodies and rhythms and can repeat them accurately
- Experiment with sounds and musical materials
- Observe and reflect upon the feeling that is communicated through various musical pieces
- Confidently performs music
- Recognizes music from different cultures
- Remember and perform music from at least two different styles or genres using basic, accurate performance skills
- Understand simple compositional elements and create music using these elements
- Experiment with sounds and musical materials
- Understand and use basic vocabulary to analyze musical works
- Recognize different musical styles and traditions
- Incorporate personal preferences when listening to, performing, and/or discussing music
- Identify music as a language of communication
- Identify and is aware of the differences between musical sounds and listen with intent and focus, beginning to discern separate musical elements
- Learn musical elements/sequences quickly and intuitively strives to improve physical/technical musical skills
- Understand simple compositional elements and create music using these elements
- Experiment with sounds and musical materials
- Demonstrates perseverance in musical tasks with focused concentration, energy, and internal motivation
- Constructively and appropriately critique the musical work of others and self

Additionally, musically gifted students in secondary grades may:

- Create, perform, and respond to music with high levels of interest, and passion
- Learn and quickly develop skills and techniques to improve musical abilities

- Identify imitate, experiment, and/or take risks with melodies, rhythms, and sound
- Persistently strives to improve and refine a musical product
- Constructively and appropriately critiques musical work
- Demonstrate perseverance in musical tasks and work with focused concentration, energy, and personal motivation

## AREAS OF IDENTIFICATION VISUAL ARTS

In general, students who have potential gifts in visual arts may:

- select artistic activity for projects or during free time
- independently study or practice artistic techniques with extended and intense periods of concentration
- Strive to improve artistic skills
- Demonstrate sustained interest and commitment to artistic expression and development
- Develop artistic skills rapidly, with little or no instruction
- Use art as communication
- Take risks and experiment with artist communication
- Demonstrate confidence in the artistic area
- Create complex works of art
- Elaborate on ideas or provide unique or unusual solutions to artistic problems
- Use unusual and interesting visual imagery
- Demonstrate innovation and creativity in selecting and using art materials
- Produce and express multiple artistic ideas
- Exceptional knowledge of art concepts and traditions in a culture

## ALTERNATIVE ASSESSMENT AND IDENTIFICATION TOOLS/INSTRUMENTS

- Performance Assessments for Dance, Music, Performing Arts, and Visual Arts
- Gifted Evaluation Scale, 3rd Edition (GES-3)
- [Student Portfolio](#)

## Sources:

- <https://files.eric.ed.gov/fulltext/ED491923.pdf>
- <https://educationaladvancement.org/blog-gifted-children-and-arts-education/>
- <https://www.davidsongifted.org/gifted-blog/understanding-and-encouraging-the-exceptionally-gifted/>
- <https://www.cde.state.co.us/gt/talentidtools>
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