Visual Arts Gifted Identification

Step 1: The Referral Process
Step 2: Screening Identifying and BOE
Step 3: Who does what?
Step 4: Portfolio Presentation
Step 5: Determination and/or Identification

How does it start?
If it starts with ART!

In the next five minutes, make an honest attempt to draw a face. The face may be of any age, gender or ethnicity. Include the following details: eyes, nose, mouth, eyebrows and hair. Neck, ears, shoulders and any clothing are optional. Below is an example that you may draw from should you choose to do so.

WHEN YOU WANT TO START IDENTIFYING STUDENTS WHO ARE GIFTED IN ART, WHAT QUALITIES DO YOU LOOK FOR?

PLEASE SHARE YOUR DRAWING WITH SOMEONE NEAR YOU

Some guidelines to think about:
What defines talented at the age I am considering for identification?
How well does the artist represent the subject?
Could the artist reproduce the same quality of product in another medium or does the artist just show good quality craftsmanship?
How well does the artist use the medium?
Are there others of this age that I can compare this work to that will provide insight into what talented might really look like at this age?

Comparing Apples to Apples

Some guidelines to think about:
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Are there others of this age that I can compare this work to that will provide insight into what talented might really look like at this age?

Our goal is to identify students that are superior to children of similar age so as to make a comparison of abilities.

Would you believe that these two artists are the same age?
At what age do we begin to test for artistic giftedness? If the artist is not tested now, will someone else see what you see somewhere down the road? Is this artist growing in their talents?

At age 4? At age 8? What about at 15?

Or maybe we should wait for the student to mature... but what age is that? Is there a right time to identify?

The right time to identify is now!!

Step 1: The referral process

HOW ARE CHILDREN REFERRED FOR SCREENING OR IDENTIFICATION IN HARRISON SCHOOL DISTRICT 2?

Referrals of students may involve:
1. Referrals from school personnel, parents/guardians, and students including self or peer referrals
2. Students will complete a survey of interest.

Presentation example
Student 1: Early Access Age 4

Harrison School District 2 in District Visual and Performing Arts Gifted Referral Form
Grades K-2 Arts survey
Parents/Guardians can assist students at this age in understanding symbols and questions on survey

Step 2: Screening, Identifying and the Body of Evidence

WHAT INSTRUMENTS MUST BE USED IN THE SCREENING/IDENTIFICATION PROCESS?

Body of Evidence must include
1. Grades and progress reports in arts area
2. Arts and Creativity assessments
3. Checklists, rating scales and inventories
4. Interviews with students and/or parents/guardians
5. Student products and/or portfolio

PORTFOLIO REQUIREMENT #2 ASSESSMENT EXAMPLE: THE TORRANCE TEST OF CREATIVITY

In three minutes, see how many objects or pictures you can make from the pairs of straight lines below. The pairs of straight lines should be the main part of whatever you make. With pencil, add lines to the pairs of lines to complete your picture. You can make marks between the lines, on the lines, and outside the lines—wherever you want to make your picture.

Try to think of things that no one else will think of. Make as many different pictures or objects as you can and put as many ideas in each one. Make them tell a complete and interesting story as you can. Add names or titles if any.

• What do you see? Let’s discuss the drawings. Please trade papers.
  Have conversation with a partner and discuss the following:

  - Images
  - Details in the drawings
  - Titles if any
WHAT IS THE “CREATIVE” DIFFERENCE BETWEEN A CHILD
WHO CREATES THIS AND ONE WHO CREATES THIS?

WHAT ARTWORK DO I COLLECT
IN THE
SCREENING/IDENTIFICATION
PROCESS?

Body of Evidence must include:
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CHECKLIST
- Assessments
- Checklists, rating scales, inventories
- Interviews
- Student portfolio

PORTFOLIO REQUIREMENT #5
STUDENT PRODUCTS

Requirements:
• Black & White OR Color drawing #1: Select an object with interesting edges (such as a chair, potted plant, sneaker, etc.) and place it on a surface. Draw it exactly as you see it. Choose an art medium you would like to make it look as realistic as possible.
• Black & White OR Color drawing #2: Have someone you know sit in front of you and draw the figure to show proportion. This must be an actual person, not from a photograph or other rendition.
• Black & White OR Color drawing #3: Draw a picture from your imagination that tells a story about a made-up place, object, or person. Include as many visual details in your drawing as possible to tell your story.

VISUAL ARTS PORTFOLIO REVIEW SCORING GUIDE

RECOMMENDED FOR GIFTED IDENTIFICATION
Student’s work shows strong evidence of giftedness in visual arts and future development of student’s artistic talents. Noted in this portfolio are the following characteristics:
- Large number of varied pieces demonstrating high interest in the arts, high product quality, and original ideas. This could include:
  - Multiple elements of composition
  - Complexity and elaboration within their work
  - Use of a variety of media
  - Creativity and originality in their techniques and ideas
  - Originality in theme and presentation of their work

NOT RECOMMENDED AT THIS TIME, WATCH FOR FUTURE IDENTIFICATION
Student’s work shows partial evidence of potential giftedness in visual arts. Gifted programming is not recommended at this time, but future identification may be necessary. Noted in this portfolio are:
- Inconsistent variety in pieces demonstrating passing interest in the arts, inconsistent product quality, and partially original ideas. This could include:
  - Inconsistent representation of artistic qualities
  - Inconsistently uses a variety of media
  - Compositions are inconsistently organized and/or developed along a variety of concepts

NOT RECOMMENDED AT THIS TIME
Student’s work shows little evidence of giftedness in visual arts. Gifted programming is not recommended at this time. Noted in this portfolio are:
- Little or no variety in pieces
- Little or no creative representation of artistic qualities
- Rare use of media in a creative and skillful way
- Compositions are not organized or thoughtfully developed along a variety of concepts