

Visual and Performing Arts

Definition: Students identified in visual and performing arts exhibit exceptional ability in expressing themselves, feelings, moods, and more through art, dance, drama, and music beyond what is typical for their peers of the same age.

Common Characteristics:

- ☐ Desires to produce a unique product (not content with copying/mimicking)
- ☐ Extraordinary sense of spatial relationships
- ☐ Demonstrates advanced musical ability
- ☐ Outstanding motor coordination/expression
- ☐ Observant of the unique abilities of other artists/performers' creative expression
- ☐ Good motor coordination

Criteria for Identification:

The following criteria will guide conversations about identifying gifted learners in visual and performing arts. These students may require a written Differentiated Education Plan [DEP]. Students will be identified as gifted in visual and performing arts based on a preponderance of evidence of the criteria below.

- ☐ Teacher's Observation of Potential in Students [TOPS]
- ☐ Performance evidence (observations, work samples, portfolios, etc.)
- ☐ Parent/Teacher recommendation forms
- ☐ Letter(s) of recommendation from a third party
- ☐ Superior performance in local, state, or national contests/competitions
- ☐ Additional data as needed/appropriate

Potential Programming Implications:

The learning needs of the student may be met through the following programming:

- ☐ Additional co-curricular opportunities
- ☐ Cluster grouping with high ability peers
- ☐ Differentiated Learning opportunities based on needs, interests, and abilities
- ☐ Distance Learning (online) experiences
- ☐ Extension and enrichment opportunities
- ☐ Independent Study opportunities
- ☐ Post-Secondary Learning opportunities (Dual Enrollment)
- ☐ Project or Problem-Based Learning opportunities
- ☐ Tiered and/or modified assignments