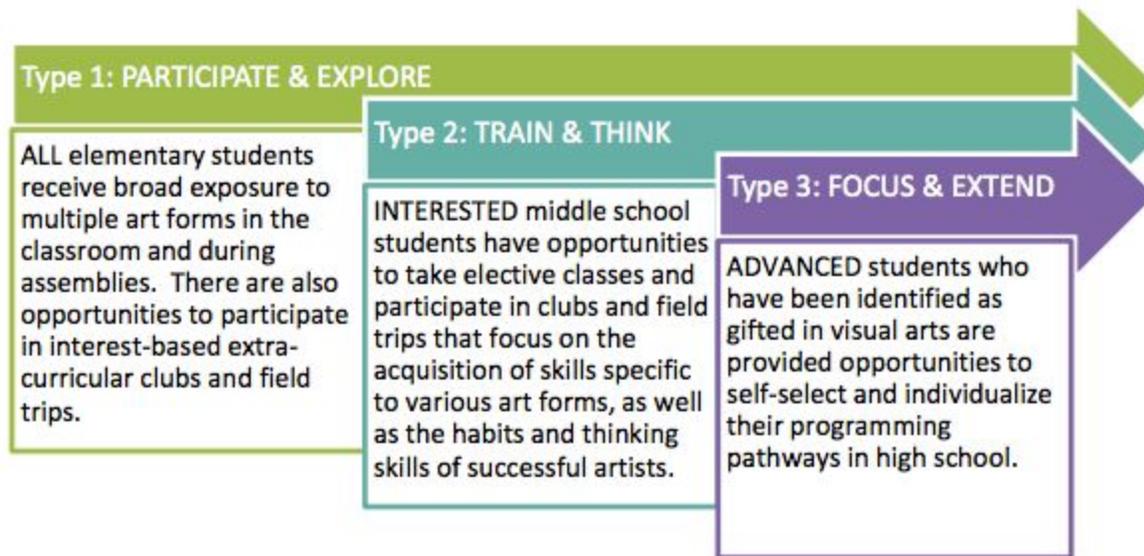


# Colorado River BOCES Talent Development Model for Nurturing and Identifying Gifted Potential in Visual Arts

Colorado River BOCES districts rely on the basic constructs of the Renzulli Enrichment Triad Model to nurture and develop talent over time. Renzulli suggests a relationship between specific sequential educational experiences within a school and the development of talent. His model designates three sequential types of educational experiences:

- Type 1 enrichment activities in a number of domains
- Type 2 specific and advanced instruction in domains of interest
- Type 3 experiences that provide opportunities for creative productivity that may lead to adult career contributions to benefit society

This adapted version of the Enrichment Triad Model assists the district in its efforts to develop and identify specific gifted talent aptitude.



## Talent Development

At the elementary level students explore a broad range of visual art forms and techniques. They are introduced to artists and art history in order to develop an appreciation of, and possible passion for the discipline. This is accomplished in two ways:

- Classroom Instruction
  - Students in grades K-5 receive art instruction on a regular basis throughout the school year. Colorado Academic Standards are taught as students:
    - ❑ Discover new techniques (drawing, painting, clay, metals, fibers, printmaking, etc.)
    - ❑ Are exposed to art history and artists
    - ❑ Participate in “critique and reflect” activities
  
- Extra-curricular activities (may be site dependent)
  - After school clubs and field trips are offered based on student interests
  - Students attend assemblies in areas not covered in the curriculum
  - Opportunities are provided to enter contests

Over the years, elementary art teachers look for potential talent and passion in their students. In fourth grade art teachers complete the Arts Talent ID Teacher Nomination Form for those students who have shown such potential. The referral process is also open to parents, students and community members who have knowledge of the students’ artistic potential. As students are referred, teachers and parents begin to gather two examples of the students’ exceptional work for a Visual Arts Talent Pool Portfolio. Students referred for potential talent in visual arts are invited to attend the district summer STEAM program (if offered in your school). In fifth grade the art teacher and/or art club sponsor completes the Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale to include in the student’s Talent Pool Portfolio that will be sent to the middle school when the student enters sixth grade.

**At the middle school level** students in the Visual Arts Talent Pool are encouraged to receive training in craftsmanship and *Artistic Ways of Knowing* through:

- Elective classes that incorporate Colorado Academic Standards
- Elective clubs based on student interests
- School yearbook cover and planner design contests
- State and national competitions
- Extra-curricular clubs and field trips
- National Junior Art Society in some districts- if school offers (NJAHHS)

Visual Arts Talent Pool students are guaranteed enrollment in the appropriate grade level art class at the middle school, if they elect to do so. The art teacher continues to observe the students and collect product evidence to include in their Talent Pool

Portfolios. The middle school art teacher will also complete the Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale to include in the students' portfolio. Eighth-grade students who elect to do so, can participate in the High School Art Club. High school club sponsors will also observe these students and fill out the observation rating scale after the first semester. In December of a students' eighth-grade, the final body of evidence is completed and in January a team of experts review the evidence to make a formal identification determination. High school art teachers and counselors will meet with identified students to guide them in creating a 4-year talent pathway.

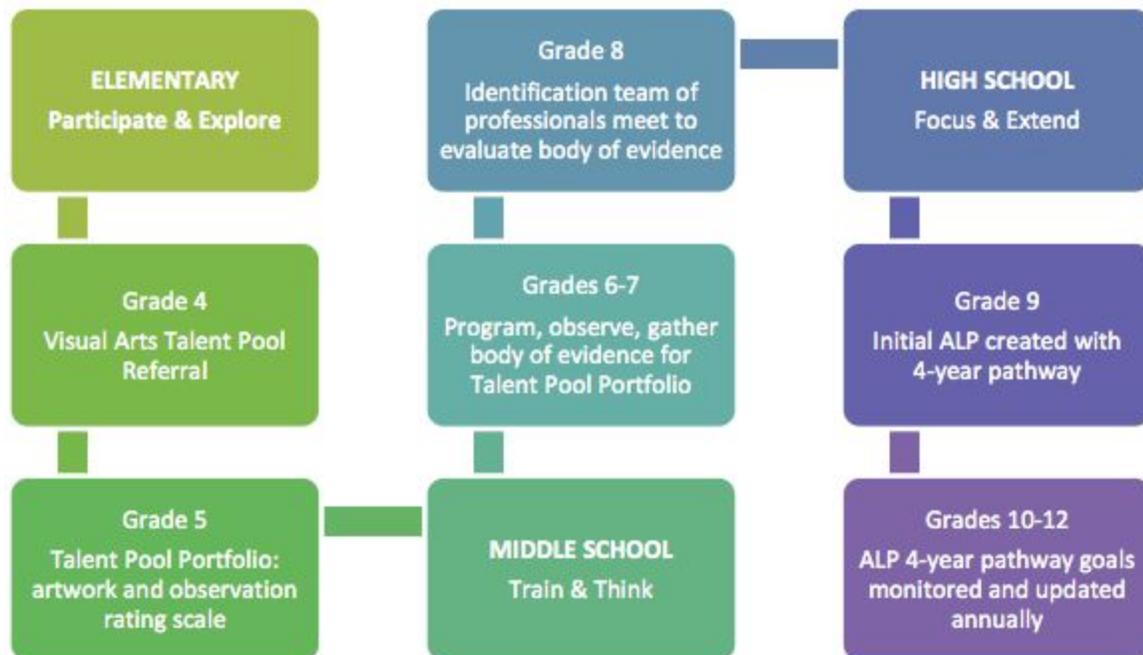
**At the high school level** students identified as gifted in visual arts can follow a self-selected 4-year pathway that prepares them for college, technical school and/or a career in visual arts. This pathway (check in your district to see what is offered) could include, but is not limited to any of the following:

- Articulated classes through a community college in your area, or online
  - Graphic Design 1
  - Interior Design
  - Audio Visual Production III
  - Information Technology
  - Catering
  - Culinary Arts
  - Multimedia Graphic Design
  - Professional Photography
- Advanced Placement Classes
  - AP 2D Drawing
  - AP 2D Design
  - AP 3D Design
- Activities offered at your high school
  - Portfolio Review Day
  - National Art Honor Society (NAHS)
  - Art Club
  - Ken Buck Congressional State Art Show
- Community Connections
  - Art Forum Committees
  - Music and Art Festivals

- Independent studies
- Apprenticeships

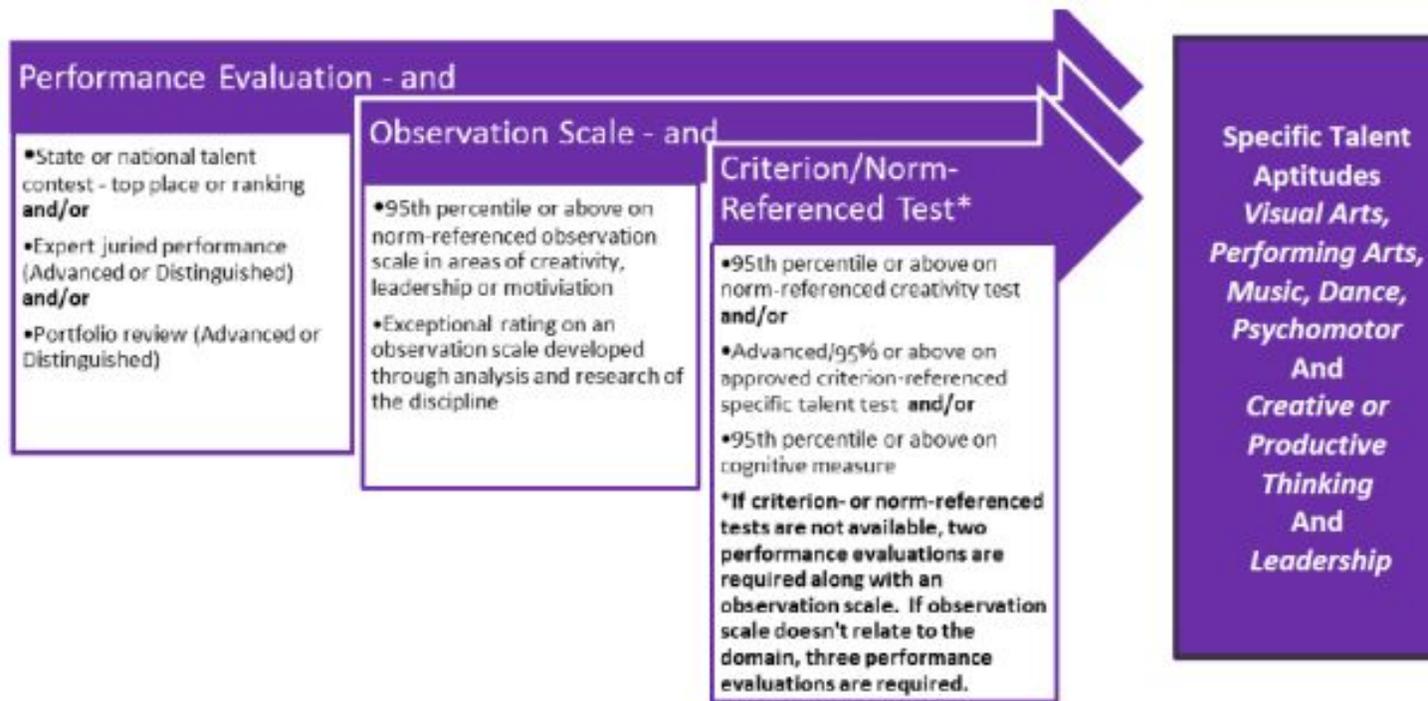
The 4-year self-select pathway serves as the students' ALP and as such must be monitored annually by the student, teacher/counselor and parents. The plan can be included in the students Individual Career and Academic Plan (ICAP) that is housed in College in Colorado. If the ALP includes programming that is not offered or funded by the school district, the school will work with the student and parents to make reasonable and viable accommodations within the ALP that will support the student in his or her outside instruction.

### Identification Process Timeline



### Identification Criteria & Body of Evidence

Colorado law requires a body of evidence be used to identify students in the areas of visual arts. Such a body of evidence relies heavily on qualitative data collected from professionals/experts in the field using research based tools. The following diagram shows what the State considers qualifying evidence for identification of specific talent aptitude.



As you can see from the diagram above, performance weighs heavily in the identification of specific talent aptitude. Mountain BOCES districts use the following guidelines for:

**Performance Evaluation:**

- Certificate, letter or formal notification of top place or ranking in a state or national competition
  - Copy of rubric ratings from an expert juried performance or notification of acceptance into juried performance such as Ken Buck Congressional State Art Show
- Portfolio review by a panel of experts in the talent aptitude area being evaluated using the Arts Talent ID Portfolio Assessment Form—Visual Arts. The portfolio includes 6 pieces of artwork that collectively include:
  - Color
  - Two- and three-dimensional works
  - Student Artwork Written Response Form for three of the six pieces
  - No more than two pieces created outside of school
  - May include photographs, fashion, architectural designs, electronic works, digital video and interactive media works
- Drawing/art tasks on site

- Drawing through observation (fruit, object, model)
- Drawing with imaginative expansion (draw egg or apple in six different ways on a single piece of paper)
- Color sensitivity (abstract painting or drawing in color based on mood)
- Drawing from memory (object or room in home)
- Sculpture/media (from found objects, collage with texture)
- Detailed drawing (a section of an object showing close-up detail)

**Observation Scale:**

*Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale  
(Joanne Haroutounian, PhD.) 2014*

**Criterion Normed-Referenced Test:**

- 95th percentile or above on the Profile of Creative Abilities (PCA)
- 95th percentile or above on one battery of the Cognitive Abilities Test (CogAT)