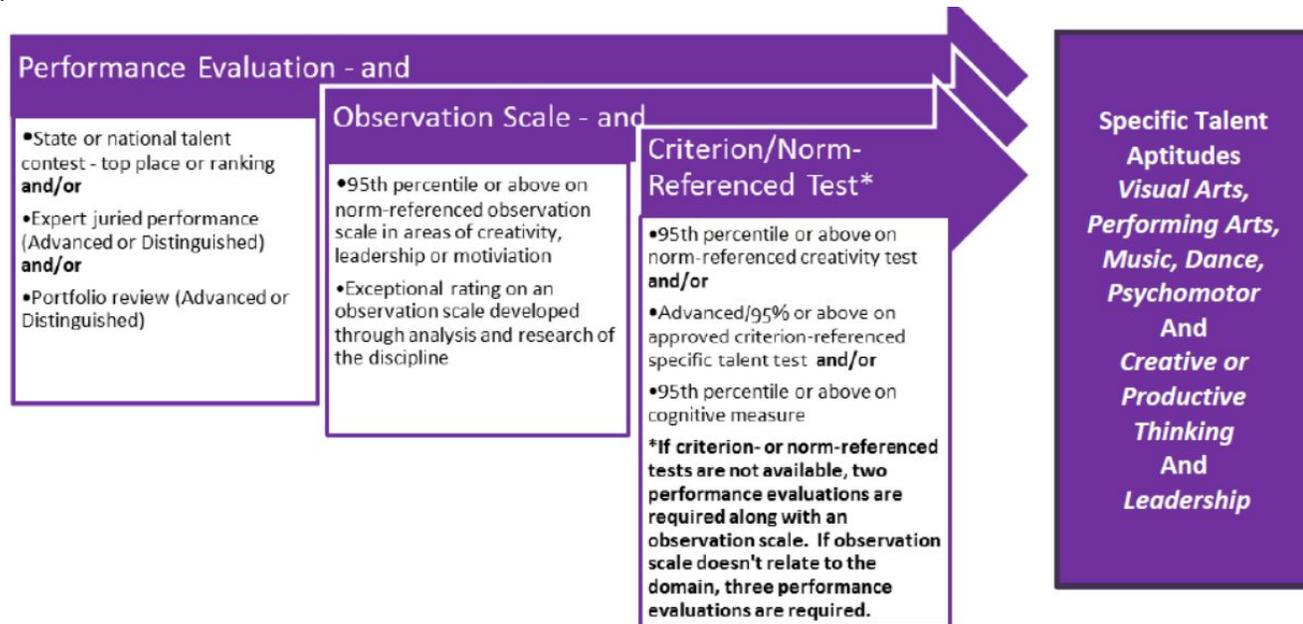


## Colorado River BOCES Talent Development Model for Nurturing and Identifying Gifted Potential in Music

The districts in Colorado River BOCES relies 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 in music.



### Talent Development

**At the elementary level** students explore a broad range of performing art forms and techniques. They are introduced to musicians, actors, composers and music/theatre 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 performing art instruction on a regular basis throughout the school year. Colorado Academic Standards are taught as students:
    - Discover new techniques (performing, composition, theory, practice, appreciation, instrument exposure, etc.)

- Are exposed to music history and artists of each discipline
- Participate in performance opportunities
- Extra-curricular activities
  - Some schools offer 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 music teachers look for potential talent and passion in their students. In fourth grade music 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' performance potential. As students are referred, teachers and parents begin to gather two examples of the students' exceptional work for a Performance Arts Talent Pool Portfolio. Students referred for potential talent in performance arts are invited to attend the district summer STEAM program. In fifth grade, the music teacher and/or music club sponsor completes the Arts Talent ID Indicators of Potential Talent in Performance 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 Performance 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 and area competitive contests
  - State and national competitions
  - Extra-curricular clubs and field trips

Performance Arts Talent Pool students are guaranteed enrollment in the appropriate grade level music class at the middle school, if they elect to do so. The music teacher(s) continues to observe the students and collect product evidence to include in their Talent Pool Portfolios. The middle school music teacher will also complete the Arts Talent ID Indicators of Potential Talent in Performance Arts Observation Rating Scale to include in the student's portfolio. Eighth-grade students who elect to do so, can participate in the High School Marching Band (check to see if your HS allows). High school club sponsors will also observe these students and fill out the observation rating scale after the first semester.

In December of a student's 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 music 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 performing arts follow a self-selected 4-year pathway that prepares them for college, technical school and/or a career in performing arts. This pathway may include, but is not limited to any of the following (check at your HS):

Advanced Placement Classes (check your high school to see if these are offered)

- AP Music Theory
- Activities offered at high schools in some districts
- Tri-M Music Honors society
- Community Connections

- Music and Art Festival
- Wine in the Pines
- 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 student's 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.