

**Gifted and Talented – Visual and Performing Arts**  
Parent Referral Form

Student \_\_\_\_\_

Referral Date \_\_\_\_\_

School \_\_\_\_\_

Birth Date \_\_\_\_\_

Referring Parent Signature \_\_\_\_\_

**Visual and/or Performing Arts**

**Required Evidence:**

- Attached Parent Narrative relating to observed strengths in the referring subject area. See attached sheet.
- Visual Arts: Attached student work samples that substantiate giftedness in Visual Art (3 to 4 work samples).
- Performing Arts: Attached at least two audio and/or video of student performance

**Additional evidence includes at least three of the following:**

- Anecdotal Records
- Checklist Inventories
- Nominations-self
- Referral-Parent
- Student Awards
- Nominations-Peer
- Other: \_\_\_\_\_



## VISUAL ART JOT DOWN

Brief description of observed activity: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.			
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts. May be asked by others to do art work.	Likes to comment on colors, shapes, and structure of things.	May be critical of own art work and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles alot in school/home.	Does outstanding original art work.	Likes the opportunity to choose to express self through the use of many different materials.	Enjoys talking about art and collecting works of art.
Masters basic art skills quickly and easily.	Has a keen sense of humor/ makes unusual connections with drawing.	Concentrates on art projects for long periods; may shut out other things going on around them.	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
Provides detail art work (elaboration).	Has a sensitive use of line/color/texture.	Enjoys open ended art activities; shows frustration with art projects that are very specific.	Notices and shows appreciation for beauty and aesthetic qualities.

Developed by L. Whalley and M. Evans. The Center for Gifted Studies, Western Kentucky University



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Music Type: Instrumental  Vocal

(Please include audio or video of student performance if available)

- Easily remembers melodies and can reproduce them accurately.
- Sensitive to rhythm, may tap fingers or feet while working.
- Expresses feelings or emotions through music or sound.
- Makes up original tunes.
- Asks questions pertaining to music above targeted lesson or grade level.
- Understands musical symbols and relationships vividly.
- Is confident and capable enough to help another who does not comprehend.
- Shows enjoyment of musical activities.
- Volunteers to sing or play solo.
- Performs with musical feeling.
- Has a degree of tonal memory.
- Responds readily to rhythm, melody, and harmony.
- Plays one or more musical instruments well and/or sings well.
- Has the ability to perform with a high degree of technical facility.
- Is interested in musical events and organizations.
- Is sensitive to rewards and/or awards given for outstanding performance and behavior during music class.

Drama (Please include video if available)

- Readily shifts into the role of characters.
- Shows interest in dramatic activities.
- Uses voice to reflect changes of idea or mood.
- Understands and portrays the conflict in the situation when given the opportunity to act out a dramatic event.
- Communicates feelings by means of facial expression, gestures, and bodily movements.
- Enjoys evoking emotional responses from listeners.
- Shows unusual ability to dramatize feelings and experiences.
- Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
- Gets a good deal of satisfaction and happiness from play-acting or dramatizing.
- Writes original plays or makes up plays from stories.
- Can imitate others; mimics people and animals.

Dance (Please include video if available)

- Has flexibility.
- Ability to isolate body parts.
- Ability to keep a steady beat.
- Moves with poise and confidence.
- Creativity (ability to integrate one's own style into a learned dance).
- Imitates movements
- Remembers dances.
- Adjusts to new surroundings (performs just as well in a new location).
- Adjusts dance to various types of music.
- Maintains balance.
- Maintains control of body.
- Ability to express the music through body movement.
- Sense of rhythm.
- Learns new dances independently.
- Likes to dance for an audience.

## DRAMA - I DOWN

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

Eager to participate in classroom plays or skills.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to day dream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things.	Seems to pick up skills in drama without instruction.	Invents new techniques, experiments.	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances.	Have high sensory sensitivity.	Uses drama to express experiences or feelings.	Appears reflective or idealistic.

## DANCE JOT DOWN

Brief description of observed activity: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses body as an instrument of expression.	Enjoys forms of movement and dancing to music.	Uses movement to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at imitating movement of others.	Can change direction, level, and focus of movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of body in space.	Appears to feel the rhythm of music.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.



## MUSIC JOT DOWN

Brief description of observed activity:

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

Perceives fine differences in sound.	Remembers melodies and can reproduce them accurately.	Is sensitive to rhythm; may tap fingers or feet while working.	Has sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Displays interest in musical symbols and learns them easily.
Identifies rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Performs musically with a high degree of technical difficulty.
Displays interest in musical instruments and various ways to produce sound.	Enjoys musical performances.	Plays or would like to play a musical instrument.	Prefers to work with music playing.