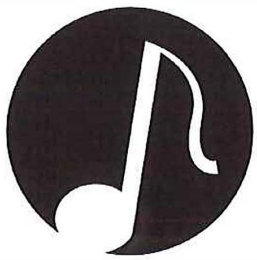
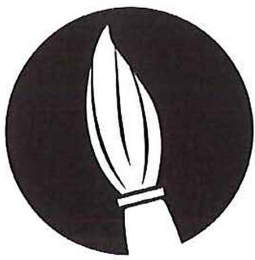


RSU 22
Visual and Performing Arts
Identification Packet



Deadline to submit:
Identification is on a rolling basis



RSU #22 Performing Arts Identification Portfolio Checklist:

- _____ I. Student Information Sheet
- _____ II. Visual and Performing Arts Nomination Form
- _____ III. Visual and Performing Arts Profile Sheet
- _____ IV. Portfolio

For Visual Arts (Art Portfolios may be turned in to your Art Teacher):

- Required Pen Ink Drawing
- Required Drawing from Observation
- Additional Optional Pieces

For Performing Arts (Drama/Music/Dance):

- YouTube Links to TWO performances (or a copy of letter of acceptance to an honors festival)
- Additional Optional Pieces (additional links or recordings)

- _____ V. Written Response Sheet for selected discipline (one for each submission)
- _____ Optional – letter of recommendation

Please return completed Identification Packet to:

Dorothy Dawson
c/o Weatherbee School
22 Main Road North
Hampden, ME 04444

or scan and email to: ddawson@rsu22.us

*Art Portfolios may be turned in to your Art Teacher

Questions? Please contact Mrs. Dorothy Dawson at ddawson@rsu22.us or 207.862.3254

Student Information Sheet



Student Name: _____ Grade: _____

Date of Birth: _____ Student Email: _____

Home Address: _____

City, State, and Zip Code: _____

Mother's Name: _____ Email: _____

Phone Number: _____

Father's Name: _____ Email: _____

Phone Number: _____

Parent/Guardian Permission: I hereby submit this application for my child to be considered for possible identification of giftedness in the Visual or Performing Arts. I understand that the teacher information and portfolio assessment will be maintained in confidence by all members of the Screening Committee.

Parent Signature

Date

Visual and Performing Arts Nomination Form



Instructions: Check the area (or areas) of the visual and performing arts in which you believe the student should be screened for possible gifted identification. Then place a checkmark in the box next to each behavior or attribute you have observed in the student nominated. Write additional observations you think may be relevant on the back of this form or attach additional pages.

VISUAL ART

- ☐ Elaborates on other people's ideas and uses them as a "jumping off" point as opposed to copying others
- ☐ Shows unique selection of art media for individual activity or classroom projects
- ☐ Has unusual and richly imaginative ideas
- ☐ Composes with unusual detail and skill
- ☐ Displays compulsive artistic pursuit

MUSIC

- ☐ Matches pitches accurately
- ☐ Is able to duplicate complex rhythms correctly
- ☐ Demonstrates unusual ability on an instrument including voice
- ☐ Has a high degree of aural memory/musical memory
- ☐ Displays compulsive musical pursuit

DRAMA/THEATRE

- ☐ Readily shifts into the role of characters, animals or objects
- ☐ Communicates feelings by means of facial expression, gestures and bodily movements
- ☐ Uses voice expressively to convey or enhance meaning
- ☐ Easily tells a story or gives a vivid account of some experience
- ☐ Regularly seeks performance opportunities

DANCE

- ☐ Demonstrates exceptional physical balance
- ☐ Performs sequences of movement easily and well
- ☐ Communicates meaning and feeling with movement
- ☐ Uses his/her body as an instrument of expression
- ☐ Volunteers to participate in movement activities and dances

Student Name: _____

School: _____ **Grade:** _____

Name of Person Referring: _____

Relationship to Student:

- | | |
|----------------------------------|-------------------------------|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Peer |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Self |

Visual and Performing Arts Student Profile Sheet



This form may be completed by the student, teacher, or parent

Name of Student: _____ Age: _____ Grade: _____

Completed by (Name) _____ Relationship to Student _____

This student is being assessed for ability in (check one):

- ☐ Dance
- ☐ Drama/Theatre
- ☐ Music
- ☐ Visual Art

1. Has this student taken private lessons in the area checked above?

- ☐ No
- ☐ Yes How many years? _____
 How often does the class meet? _____
 How long are the classes? _____

2. Is this student enrolled in a school arts program taught by a specialist?

- ☐ No
- ☐ Yes How many years? _____
 Name of studio or teacher: _____
 Method (if applicable): _____

3. Has this student had opportunities in class to discuss and critique the art form checked above?

- ☐ No
- ☐ Occasionally
- ☐ Often

4. Does this student participate in arts-based extracurricular activities or clubs?

- ☐ No
- ☐ Yes How many years? _____
 List them: _____

5. Write additional relevant information on the back of this form or attach additional pages



Portfolio Requirements for Visual Arts:

3-5 well developed pieces that provide strong evidence of potential for success in a challenging art program.

All portfolios must include the first 3 items of the following list.

The art work will be scored using the RUBRIC FOR PORTFOLIO REVIEW (which is included below).

1. Information Packet which will consist of:

- student information sheet
- Art Teacher Recommendation (in district or third party)

2. Pen and Ink drawing that demonstrates superior use of media, use of space, value, line, form, shape, texture and unique vision.

- **Grades 4-8** This may be the 4" X 6" elaborate doodle done in class and or a drawing the student completes at home. In the event a student is nominated for for GT visual art identification and there is no pen and ink completed at school or if this isn't the drawing they choose to use the art teacher will supply the student with a 4"X 6" piece of quality paper tag or vellum and an extra fine black sharpie.
- **Grades 9-12** This may be the seed drawing done in art one class and or a drawing the student completes at home. In the event a student is nominated for for GT visual art identification and there is no pen and ink completed at school or if this isn't the drawing they choose to use the art teacher will supply the student with a 9"X 12" piece of quality paper tag or vellum and an extra fine black sharpie.

3. Drawing from Observation - These drawing may be done in class or at home. Pencils can range from graphic to charcoal.

- **Grades 4-8: 9"X 12" B&W or COLOR DRAWING or sculpture of an OBJECT from direct observation.** Select an object that has interesting edges (such as a chair, potted plant, sneaker, etc.) and place it on a surface. Draw or sculpt it exactly as you see it. Use the art medium to make it look as realistic as possible.
- **Grades 9-12: B&W or COLOR DRAWING or sculpture of an OBJECT from direct observation.** Select an object that has interesting edges (such as a chair, potted plant, sneaker, etc.) and place it on a surface. Draw or sculpt it exactly as you see it. Use the art medium to make it look as realistic as realistic as possible. Size of work be at least 9" X 12" and should not exceed 18"x24"

All of the above are required in order for a portfolio to be reviewed.

Additional portfolio pieces are optional and descriptions are listed on the next page.



Optional Portfolio Components for Visual Arts:

The remaining 1-3 pieces can be chosen from the following list:

- **B&W or COLOR DRAWING** or sculpture of AN ACTUAL PERSON from direct observation not from a photograph. Have someone you know sit in front of you. Draw or sculpt the figure to show proportion.
- **B&W or COLOR DRAWING or PAINTING from imagination.** Make a picture that tells a story about an imaginary place, object, or person. Include as many visual details as possible to tell your story.
- **Two to three other artworks (ANY MEDIA: 2D or 3D) representing the student's artistic strengths.** (Work cannot be copied from other sources)

Portfolio Requirements for Performing Arts (Drama/Dance/Music):



Please complete 2 of the 4 options.

Recordings should be well developed pieces that provide strong evidence of potential for success in a challenging performing arts program.

The portfolio will be scored using the RUBRIC for your given discipline's PERFORMANCE EVALUATION (which is included within this packet).

1. **YouTube Link:** _____
- ensure that settings are set to public or private (if private, share to: ddawson@rsu22.us)

2. **YouTube Link:** _____
- ensure that settings are set to public or private (if private, share to: ddawson@rsu22.us)

3. Acceptance to an auditioned honors festival

(please list the date of the audition and date of acceptance on the line below)

- All State _____
- Jazz All State _____
- ACDA Honors Choir _____
- NafME All Eastern _____
- Other _____

4. **I would like to be identified for composition ability** and would like to take the Edwin Gordon's Musical Aptitude Test. This is a 3.5 hour test and will be administered over two days.)

_____ I agree to be tested and will arrange to take the assessment. Please send an email to ddawson@rsu22.us to arrange this option.

Additional Optional Recordings:

YouTube Link: _____

- ensure that settings are set to public or private (if private, share to: ddawson@rsu22.us)



Performance Evaluation Rubric for Visual Arts

Criteria	EMERGING (0 points)	TYPICAL (1 point)	ABOVE AVERAGE (2 points)	SUPERIOR (3 points)
Inventiveness and Improvisation (personal interpretations; extent to which individuality is embedded in artwork)	No evidence of imagination or personal interpretations (stereotyped or copied)	Limited evidence of imagination or personal interpretation	Adequate evidence of imagination or personal interpretation to show originality and inventiveness	Extensive evidence of imagination or personal interpretation, showing originality and inventiveness
Composition (Deliberate or intuitive understanding of design)	Random use of artistic elements	Predictable placement and use of artistic elements	Purposeful placement and use of artistic elements	Inventive combination of artistic elements and principles of design
Rapidity of Development (Stages of Artistic Development)	Art work is typical of children who are younger in age	Art work is typical of children of the same age	Art work is above average when compared with children of the same age	Art work is clearly advanced when compared with children of the same age
Complexity and Elaboration (Ability to relate information about subject matter or idea in details and/or space)	Limited or no information about subject matter or idea is shown in the art work	Moderate amount of information about subject matter or idea is shown in the art work	Above average amount of information about subject matter or idea is shown in the art work	Extensive amount of information about subject matter or idea is shown in the art work
Technical Skills (Includes craftsmanship)	Technical skills are typical of children who are younger or less experienced	Technical skills typical of children of the same age or experience	Technical skills are above average when compared with children of the same age or experience	Technical skills are advanced when compared with children of the same age or experience
Sensitivity to art media (Experimentation with various media and varied approaches to one medium)	Handling of materials is typical of children are younger or less experienced	Handling of materials is typical of children of the same age or experience	Handling of materials is above average when compared with children of the same age or experience	Handling of materials is advanced when compared with children of the same age or experience
Critical judgment and self-reflection about the qualities of a personal work of art	Does not give reasons for including artwork in the portfolio	Briefly states personal and artistic reasons for including artwork in the portfolio	Give convincing personal and artistic reasons for the artwork in the portfolio	Elaborates on personal and artistic reasons for the artwork in the portfolio
Critical analysis of a personal work of art (Making connections between elements and meaning)	Does not describe artwork	Identifies elements and/or materials used in art work	Identifies elements and/or materials used in artwork and describes how or why they were used	Identifies elements and materials in artwork and describes strengths or weaknesses in the way they were used
	Emerging Total Points: _____	Typical Total Points: _____	Above Average Total Points: _____	Superior Total Points: _____
			TOTAL POINTS:	



Performance Evaluation Rubric for Music

Criteria	EMERGING (0 points)	TYPICAL (1 point)	ABOVE AVERAGE (2 points)	SUPERIOR (3 points)
Rhythm	Infrequently able to replicate complex rhythmic patterns while sustaining a steady beat	Occasionally able to replicate complex rhythmic patterns while sustaining a steady beat	Generally able to replicate complex rhythmic patterns while sustaining a steady beat	Consistently able to replicate complex rhythmic patterns while sustaining a steady beat
Melody	Only with considerable assistance can independently replicate a new melodic phrase	With repeated hearing and moderate assistance can independently replicate a new melodic phrase	With minimal assistance can independently replicate a new melodic phrase	Without assistance can independently replicate a new melodic phrase
Improvisation	Spontaneously creates an ineffective improvisation as compared to those by students of the same age or experience	Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience	Spontaneously creates an effective improvisation that is advanced for students of the same age or experience	Spontaneously creates a highly effective and innovative improvisation that is extremely advanced for students of the same age or experience
Expressiveness	Occasionally responds to the requirements of the music, but not with sensitivity	Responds to the requirements of the music, but not with sensitivity	Generally responds with sensitivity to the requirements of the music	Consistently responds with nuances and sensitivity to the requirements of the music
Engagement	Performs with little energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with an unusual amount of energy, focus, intensity, and conviction
Technique	Technique is typical of students of a younger age or of less training	Technique is typical of students of the same age or training	Technique is advanced compared to students of the same age or training	Technique is superior compared to students of the same age or training
Over-All Performance	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training
	Emerging Total Points: _____	Typical Total Points: _____	Above Average Total Points: _____	Superior Total Points: _____
			TOTAL POINTS:	

Performance Evaluation Rubric for Drama/Theatre



Criteria	EMERGING (0 points)	TYPICAL (1 point)	ABOVE AVERAGE (2 points)	SUPERIOR (3 points)
Physical Performance	Uses limited physical movement in performance. Voice sometimes difficult to hear or understand.	Vocal performance is audible and clear. Occasionally uses body and movement to enhance character	Uses whole body and voice in performance, consistently uses voice and body to enhance character.	Consistently commits voice and whole body to create a detailed and realistic performance, shows advanced physical coordination and vocal control.
Imagination	Only with considerable assistance invents dramatic situations, original ideas, and unusual solutions	With moderate assistance invents dramatic situations, original ideas, and unusual solutions	With minimal assistance invents dramatic situations, original ideas, and unusual solutions	Without assistance, independently invents dramatic situations, original ideas, and unusual solutions
Improvisation	Spontaneously creates an ineffective improvisation as compared to those of students of the same age or experience	Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience	Spontaneously creates an effective improvisation that is advanced for students of the same age or experience	Spontaneously creates a highly effective improvisation that is extremely advanced for students of the same age or experience
Characterization	The character lacks clarity, is underdeveloped, and/or not very believable	The character has some clarity, is partially developed, and/or is somewhat believable	The character is generally clear, developed, and believable	The character is exceptionally clear, welldeveloped, and believable
Engagement	Performs with little energy, focus, and/or commitment	Performs with some energy, focus, and commitment	Performs with energy, focus and commitment	Performs with unusual energy, intensity, focus, and commitment
Technique	Technique is typical of students of a younger age or of less training	Technique is typical of students of the same age or training	Technique is advanced compared to students of the same age or training	Technique is superior compared to students of the same age or training
Communication of Meaning	Rarely uses voice, facial expression, gesture, and body movement effectively to communicate meaning	Sometimes uses voice, facial expression, gesture, and body movement effectively to communicate meaning	Generally uses voice, facial expression, gesture, and body movement effectively to communicate meaning	Consistently uses voice, facial expression, gesture, and body movement effectively to communicate meaning
Over-All Performance	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training
	Emerging Total Points: _____	Typical Total Points: _____	Above Average Total Points: _____	Superior Total Points: _____
			TOTAL POINTS:	



Performance Evaluation Rubric for Dance

Criteria	EMERGING (0 points)	TYPICAL (1 point)	ABOVE AVERAGE (2 points)	SUPERIOR (3 points)
Memory and Recall in prepared performance	Appears to have significant difficulty recalling or following choreography	Completes dance with some errors, appears to have some difficulty recalling or following choreography	Completes dance with few errors, generally appears to dance with focus and confidence	Completes dance with no obvious errors, appears to dance with focus and confidence
Temporal awareness (Time/Rhythm) in prepared performance	Unable to consistently match body movements with beat; appears to struggle to dance in rhythm	Able to consistently match body movements with beat	Able to consistently match body movements with beat, reflects beat/rhythm in whole body	Able to consistently match body movements with beat, reflects beat/rhythm in whole body; demonstrates keen sense of time and rhythm in performance
Body awareness and control in prepared performance	Demonstrates below average physical strength and flexibility	Demonstrates physical strength and flexibility typical of peers	Demonstrates above average physical strength and flexibility; Demonstrates above average balance and physical control	Demonstrates unusual physical strength and flexibility; Demonstrates unusually advanced balance and physical control
Movement quality awareness in prepared performance	Demonstrates below average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	Demonstrates average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	Demonstrates wide range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates ability to move with subtlety and intensity	Demonstrates unusually full range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates unusual ability to move with subtlety and intensity
Expressiveness in prepared performance	Demonstrates limited ability to communicate ideas and feelings through movement	Average ability to communicate ideas and feelings through movement	Above average ability to communicate ideas and feelings through movement	Advanced ability to communicate ideas and feelings through movement; dances with unusual expressiveness, intensity and subtlety
	Emerging Total Points: _____	Typical Total Points: _____	Above Average Total Points: _____	Superior Total Points: _____
			TOTAL POINTS:	



Dance Written Response Sheet for Grades K-12

Name of Student: _____ Age: _____ Grade: _____

Title of Dance: _____

☐ Form completed by Student

☐ Dictated to Teacher or Parent

Comment on your dance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in dance, including any training you have received and any dance-related activities in which you have participated.

2. Briefly describe the dance you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your dance.

3. Describe how your dance was created/choreographed and rehearsed.

4. Describe how you solved any problems you had creating and preparing your dance for performance.



Visual Arts Written Response Sheet for Grades K-12

Name of Student: _____ Age: _____ Grade: _____

Title of Piece: _____

☐ Form completed by Student

☐ Dictated to Teacher or Parent

This artwork was created:

☐ in a class at school

☐ at home

☐ in a private lesson

Comment on your artwork in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your artwork and tell what choices you made when doing your artwork. For example, why did you use these colors, shapes, lines, textures or materials?

2. Tell how you got your ideas for your artwork.

3. Describe how you solved any problems you had creating your artwork.

4. Tell why you think this is a good piece of art and why you included it in this portfolio instead of other artwork you have created.



Music Written Response Sheet for Grades K-12

Name of Student: _____ Age: _____ Grade: _____

Title of Song performed and composer: _____

☐ Form completed by Student

☐ Dictated to Teacher or Parent

Comment on your performance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in music, including any training you have received and any music-related activities in which you have participated.

2. Briefly describe the piece that you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your performance.

3. Describe how your piece was chosen and rehearsed.

4. Describe how you solved any problems you had creating and preparing your piece for performance.



Drama/Theatre Written Response Sheet for Grades K-12

Name of Student: _____ Age: _____ Grade: _____

Title of Performance and role: _____

☐ Form completed by Student

☐ Dictated to Teacher or Parent

Comment on your performance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in drama, including any training you have received and any drama-related activities in which you have participated.

2. Briefly describe the performance. What is your role? List anything that would help your audience better understand and enjoy your performance.

3. Describe how your performance was created. What was the casting process? What company was the performance put on through?

4. Describe how you solved any problems you had creating and preparing for this performance.
