

**Generic Teacher Observation Profile and Rating Scale for
Gifted and Talented Students in the Junior School (Y1-4):
DANCE, DRAMA, MUSIC, and the VISUAL ARTS**
Mark Dashper (February 2008; Draft version 3)

Date: _____ Student name: _____ Class/Year: _____ Age: years: _____ months: _____	QUALITY			Comments
	Average	Above average	Exceptional	
Personal response in the Arts				
1. Dares to be different Is able to be different: more than happy to respond or interpret things differently from others.				
2. Response Can articulate what they are feeling to others.				
3. Problem solving Uses innovative approaches to dealing with problems in any of the Arts.				
4. Imagination Is innovative or imaginative outside the norm.				
5. Personal satisfaction Gains satisfaction from involvement in Arts activities.				
Studio Habits of Mind: seeing/listening/feeling, imagining, inventing, and thinking				
6. Persistence Able to find their way through meaningful problems and persevere through frustration.				
7. Expression Can move beyond technical skill to create works rich in emotion, atmosphere, and their own personal voice or vision.				
8. Making clear connections Can make clear connections between schoolwork and the world outside the classroom, and are able to see their work as part of the larger Arts world.				
9. Observing He/she is able to look or listen accurately and directly, and may be pushed to notice what they might not have seen or heard before.				

	QUALITY			Comments
	Average	Above average	Exceptional	
<p>10. Envisioning Is able to think about what things might look, feel or sound like. Student may be able to form mental images internally and using them to guide actions and solve problems.</p>				
<p>11. Innovating Has a willingness to experiment and learn from mistakes. Students may innovate through exploration, like to experiment, take risks, and just ‘muck around’ and see what can be learned.</p>				
<p>12. Reflective self-evaluation Student is able to step back, analyze, judge, and sometimes re-conceive their creative work entirely. Can understand and respond to questions such as: Is that working? Is this what you intended to do? Can you make this better? What's next?</p>				
<p>13. Visual-spatial abilities Shows a natural enhanced ability in using their hands or body to create work that extends the boundaries of the Art form they are working in, and they may be able to easily manipulate shapes or ideas in their heads.</p>				
<p>14. Performance Student has a natural desire to perform within a chosen art form, either for themselves or others. Is confident in their performance abilities, and may genuinely enjoy sharing their talents with others.</p>				
<p>15. Skills Shows defined skills, confidence or ability in a self-selected Arts form, which may lead into creativity at a later stage.</p>				
<p>16. Personal need for expression Has a passionate, focused, and driving desire to be actively involved in an art form. They will try hard to find a way to pursue the art form at any possible opportunities.</p>				

These categories are some of the measures of ability or talent. Combinations of these early indicators can be used to promote possible student eligibility for a GATE Arts programme.

The Observation Profile is intended for use in the Junior School, and is designed to be used generically across the Arts, without necessarily separating out Dance from Drama, from Visual Arts or Music. We suggest you trial it at Y1-4 initially, and possibly extend the selection to higher year levels if it fits your school's needs.

Adapted from:

Brandon, J. (2000). *The Development of a Teacher Observation Profile for Gifted and Talented Children in the Visual Arts*. Unpublished doctoral thesis, Massey University Palmerston North, New Zealand.

Winner E. (1996). *Gifted Children: Myths and Realities*. New York: Basic Books.

Winner, E., & Hetland, L. (2007). *Studio Thinking: The Real Benefits of Visual Arts Education*. J. Paul Getty Trust study report, Boston USA: Teachers College Press.