



Kansas Effective Practices Instructional Toolkit

Implementing Research and Resources Into Action
Research Lesson 1: Daily Challenges

Ascending Intellectual Demand Strength Area: Performance Arts

Level III - Intensive/Individualized	University classes Professional workshops Performing arts school Direct theatre production Lead role in production Choreograph original work Protégé with performance professionals
Level II - Targeted	Private dance lessons Private acting lessons Perform a significant role in a play Mentor for individual in performance arts Perform a significant role in a dance recital Perform in community music productions Experience roles of professional actor or dancer
Level I - Core	Perform in a dance recital Perform in play, skit, and improvise Critique theatre and dance performance After-school acting and dance lessons Audition for plays, musicals, and dramas Focused classroom visits from actors and dancers Student use of theatre and dance skills as a media to express learning Develop content area connections through the study of performing arts

Frequently Asked Questions

In what ways might I support children talented in the performing arts?

Provide a place in the classroom where creative work can be done: space for movement, area for art supplies, musical instruments, recordings, poetry, Readers Theatre, short plays and skits. Encourage students to try out for children's community theater, display work in the classroom and in appropriate areas, e.g. library, store window, local restaurants, and more. Share your own performing arts area of interest with the class including personal experience in the arts. Create an atmosphere that is creative. For example, display children's art work, have them design a bulletin board, write a play, compose a song, write a dialogue, write humor. Allow for open-endedness, ambiguity, curiosity, novelty, and problem solving.

Encourage students to take classes that will allow further development of their talent. Help students plan the appropriate course sequence and experiences that will lead to goal accomplishment. Cluster talented performing arts students in core classes and advocate for the use of alternate products and assessments that utilize their strengths.

Some of my students identified as talented through an arts performance have difficulty keeping on task. What should I do to challenge their learning and keep them on task?

Give these children the opportunity to use their performance skills to present information from content. Focus on the students' strength in performance. Recognize the students' need for movement and realize that they learn through movement. Include in your instruction simulations, plays, skits, and learning by doing, not just listening or watching the teacher.

Resources

Bloom, B. (1985). *Developing Talent in Young People*. New York, NY: Random House.

Clark, G. & Zimmerman, E. (1998). Nurturing the Arts in Programs for Gifted and Talented Students. *Phi Delta Kappan* 79, 747-756.

Colorado Public Schools (Oct. 2004). *Not Just Fun and Games: Arts, Activities Help Students Learn*. Denver, Colorado: Denver Post and Rocky Mountain News (October 8, 2004).

Haroutounian, J. Talent Identification and Development in the Arts: An Artistic/Educational Dialogue. *Roepers Review*, Vol. 18, (2), December 1995.

Jensen, E. (2001). *Arts with the Brain in Mind*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Johnson, K. *Writing with Authors*. Waco, TX: Prufrock Press.

Lobser, M. & Tipton, D. (2000). *Over the Edge Improv: Innovative Ideas for Creative Problem-solving Group*: mlobser@hotmail.com

Moore, R. Ed. (1995). *Aesthetics for Young People*. Reston, Virginia: National Art Education Association. Museums have arts resource centers that will provide a list of names of artists, musicians, arts organizations, and other outlets for further instruction in the arts.