



Spotlight

Newsletter of the Arts Division of the National Association for Gifted Children

Special Convention Issue - 2006



NAGC 2006: Reaching for Rigor and Relevance

By Bess B. Worley II

The 53rd annual convention for the National Association for Gifted Children is just around the corner! Get ready for over 350 breakout sessions and several other special events to help meet the needs of gifted children across the country.

Join us for the Arts Division Work Session on Thursday, November 2nd, from 2-3:00 to help us plan for the year ahead. Join us as we work to maintain a voice for the Arts and the artistically gifted and talented in NAGC! All NAGC members are welcome. We also invite you to join us in our Division Business Meeting from 3:15-4:00--stop by as you arrive early for the 4:30 Opening General Session featuring Dr. Art Costa.

Join us! NETWORKING BREAKFAST

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Join Us in Our Mission!

By Lou Lloyd-Zannini, Vice Chair

Twice this week I've had the opportunity to speak at length with young gifted friends. Our conversations have addressed all the usual topics that occupy the minds and lives of high school kids: classes, social life, sports, out-of-school activities. But what struck me in both instances was the importance that the arts played in the lives of these young people.

One was actively involved in a play, loved to do set design and technical production, and was "in his spare time" writing a play. The other is a musician who takes his time at the keyboards as seriously as all his other studies – studies which include his favorite class, portraiture. In each case, the obvious passion for expression, and the incredible vessel for creativity which the arts provided was an essential component in the full development of the young man as a whole, well-rounded person, and in the nurturing of his talents.

You, by your active membership in NAGC, and in the Arts Division in particular, are the voice of these young people and thousands more like them across the country, for whom arts are vital for life. Through your participation, you have demonstrated that for gifted kids, the arts are important – too important to be

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Web Resources for Arts Integration in the Classroom

ArtsEdge – *The John F. Kennedy Center for Performing Arts*

<http://artsedge.kennedy-center.org/>

ArtsEdge, the National Arts Education Network, supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ArtsEdge empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects. ArtsEdge offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

Artful Thinking – *A program developed by Harvard's Project Zero*

<http://www.pz.harvard.edu/tc/index.cfm>

Artful Thinking is a program currently in development by Harvard Project Zero in collaboration with the Traverse City, Michigan Area Public Schools (TCAPS). The program is one component of a larger TCAPS grant from the US Department of Education to develop a model approach for integrating art into regular classroom instruction. The purpose of the Artful Thinking Program is to help teachers regularly use works of visual art and music in their curriculum in ways that strengthen student thinking and learning.

Arts ConnectEd – *The Minneapolis Institute of the Arts*

<http://www.artsconnected.org/>

Arts ConnectEd is the product of a partnership between The Minneapolis Institute of Arts and the Walker Art Center. Using the power of the Internet to stimulate new approaches to learning, the goal of Arts ConnectEd is to make arts education timely, engaging, interactive, and pertinent for both teachers and students of all ages.

From the Editors . . .

We are pleased to be the new editors for the Arts Division Newsletter. We hope to provide a newsletter with information that you can use and share with colleagues.

We are seeking submissions for future issues. Possible submission topics include:

- Instructional Strategies
- Research
- Material and resources
- Programming
- Technology
- Creativity
- Book reviews
- Incorporating arts across the curriculum
- Social – emotional issues
- Parenting
- Career counseling
- Grant/funding opportunities
- Underserved populations
- Identification
- Standards
- Curriculum
- Assessment
- Other!
-

Please consider contributing!
Thank you!

Susan Dulong Langley is the President of the MA Association for Gifted Education and a consultant. She is an elementary teacher of G&T in Framingham, MA and an adjunct professor for the University of Connecticut, teaching an online course in Talent Development in the Arts. You may reach her at sdlangley@aol.com Please see Nikole Sheaffer's byline on p. 7. You may reach her at nikole.sheaffer@gmail.com.

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Friday, November 3, 7:30 – 8:30 am

This will be a great opportunity for you to network with other NAGC members over a light continental breakfast. The room will be set up in round tables and could be organized by division or topic using tabletop signs. Look for others with your interests and share your ideas and experiences.

VOLUNTEERS ARE NEEDED!!!!

We need volunteers to support our division by hosting division sessions, introducing the speakers, and distributing and collecting the session evaluation forms. If you see a division title that catches your eye, please consider serving as our Facilitator for that session. Contact me, Bess, at bebew2@yahoo.com ASAP!

Bess B. Worley II, Ph.D., is Chair of the Arts Division of NAGC. She is the Director of Gifted Education for Gloucester County Public Schools in Virginia where she also shares oversight of the visual and performing arts program in the district. Bess has taught middle school choir, middle school general music, elementary music, and has served as an elementary gifted education specialist. Her professional interests include gifted education programs and programs for developing talent in the visual and performing arts, assessment of student learning, and instructional leadership.

Visit the NAGC Arts Division Website!

<http://www.nagc.org/index.aspx?id=1415>

*The greatest
masterpieces were
once only pigments
on a palette.*



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Henry S. Haskins

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pushed aside, too important to be overlooked, too important to be underfunded. For your advocacy, countless young people who don't even know your name thank you. I add my thanks to theirs, and look forward to the opportunity we will have in Charlotte to meet, to work together, and to continue to actively advocate for the role of the arts in gifted education. I'll see you there!

Lou is an Associate Professor of Education at Regent University in Virginia Beach, VA. A former middle school music teacher, he is a vocal/keyboard performer and artist of carpentry, faux finishes, and decorative painting. Lou is an advocate for gifted kids in his community and recently co-authored a book on building resiliency in at-risk kids.

Arts Session Titles: NAGC 2006

- The Art of Shadow Theatre
- Preparing Gifted Children for the Conceptual Age Through Drama in the Classroom
- Welcome to Broadway! The play, the actors and the audience: Each Must Give Something.
- Building a Gifted Fine Arts Program From the Ground Up
- Marionettes Are More Than Just the Language Arts
- Achieving Excellence in Creative Writing with Dynamics, Design, and Discipline.
- Whose Art Is It Anyway?
- A Portrait of the Artist as an Old Geezer
- Using Creative Dramatics in the Classroom
- Beyond Center Stage
- Depth Psychology III: Honoring and Suffering the Thorn
- Art Imitates Life: History from an Arts Perspective
- Incorporating Creativity and the Arts into Accelerated Learning for Grades K-5
- Painting with Picasso: Mentors for Talented Young Artists
- Shakespeare Lives! Bringing theater to life for highly gifted students
- Ways of Knowing and Artistic Representation of Concepts
- Differentiation in the Art Classroom
- Art Across the Curriculum
- Supporting Talent in the Arts: Working Together to Plan Instruction
- From the Realms of Fantasy to Science Fiction: Nurturing the Gifted Adolescent Writer

We hope to see you at many of these!

State of the Nation in Talented Arts Education: An Update on State Supported Residential Schools for the Arts

Jesse Cukierkorn, M.A.Ed.

Doctoral candidate, The University of Southern Mississippi

The provision of art education for the talented secondary student presents a unique challenge. Most districts do not have the resources to provide the educational expertise that these students require. One of the answers to budget cuts in art and music education, particularly in the southeastern United States, has been to open residential schools for artistically talented students (Lewis, 1993). Although they serve a very small percentage of our nations' most talented visual and performing artists, residential schools are a unique model for serving artistically talented youth and may provide some insight into the development of talent in the visual and performing arts.

Given the paucity of research relating to residential visual and performing arts high schools, I recently sought more information about each school in relation to its students, faculty, curriculum, and programming model. I plan to share my research including other popular models for serving artistically talented students at the conference; therefore this is a brief overview.

The Schools

According to the NAGC report, *State of the Nation in Gifted Education*, several states have a statewide school for the fine and performing arts. State coordinators for gifted education, who were consulted by NAGC for this report, got a few things wrong about their own states' provisions for artistically talented youth. For example, the Arkansas School for Mathematics, Sciences, and the Arts was named because it has recently added an arts component to their curriculum. But the school has yet to receive enough funding to actually create a program for, and admit, artistically talented youth. The arts portion of their program serves their academically gifted population. Two other states, Delaware, and Michigan also reported having a statewide school for the fine and performing arts but they do not. While many other high school arts magnets and private schools for the arts exist, there are only six schools that provide tuition free residential programs. The North Carolina School of the Arts (NCSA) is the first state-supported, residential school of its kind in the nation, established in 1963. The Alabama School of Fine Arts (ASFA) received legislative approval in 1971 followed by the South Carolina Governor's School for the Arts and Humanities (SCGSAH) in 1980; the Louisiana School for Math, Science, and the Arts (LSMSA) in 1982; in Minnesota the Perpich Center for Arts

Education (PCAE) in 1985; and, most recently the Mississippi School of the Arts (MSA) in 1999.

School size ranges from 101 students at the Mississippi School of the Arts to 354 students at the Alabama School of Fine Arts. A total of 1692 students are served among the six schools. The Louisiana School for Math, Science, and the Arts does not separate the academics and the arts; therefore, the enrollment of 384 reflects students in math, sciences, and the arts.

Because these schools are established by legislative action and receive state funds, each school's student body should reflect the population of its state (Kolloff, 2003) yet Hispanics, African Americans, Asian Americans, and Native Americans are largely underrepresented. The majority of students at all six schools are Caucasian (80%), followed by African Americans (11%), Hispanic Americans (3%), Asian Americans (3%), Other (1%), and Native Americans (1%).

While public residential high schools represent a small category of schools with a focus on arts education in the United States, much can be learned from them. Information for my presentation was obtained through a questionnaire distributed by email and from the school web sites. Yet more data could be gathered through site visits as well as continued direct telephone contact (Stephens, 1998). Please let me know if you have any more information that I might be missing regarding special schools for the visual and performing arts.

References

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- Lewis, G. (1993). Keeping the options open: Curriculum at the Louisiana School for Math, Science and the Arts. *Journal for the Education of the Gifted*, 16(4), 387-399.
- Stephens, K. R. (1998). Residential math and science high schools: A closer look. *Journal of Secondary Gifted Education*, 10(2), 85-92.

Jesse Cukierkorn, M.A.Ed. is a doctoral student and graduate research assistant in The Frances A. Karnes Center for Gifted Studies at the University of Southern Mississippi in Hattiesburg, MS.

Websites Continued from p. 2

DSO Kids - Dallas Symphony Orchestra

http://www.dsokids.com/2001/rooms/DSO_Intro.html

DSOKids is the Dallas Symphony Orchestra's magical doorway to a world of musical fun and learning for students, parents and teachers. The site's mission is to provide attractive, accessible and child-friendly resources that introduce symphonic music, the orchestra and its instruments, and to encourage both adults and young people to explore the world of the symphony orchestra.

Rock and Roll Hall of Fame and Museum

<http://www.rockhall.com/programs/plans.asp>

This past summer, the Rock and Roll Hall of Fame and Museum joined with The Hip-Hop Association to present a special edition of a Summer Teacher Institute that focused on Hip-Hop. The week-long Institute combined the resources of the Museum and the Hip-Hop Association, including curriculum models from the Museum's award-winning Rockin' the Schools program and innovative programs drawn from the Hip-Hop Association's annual Hip-Hop Education Summits. This link provides a variety of lesson plans developed by teachers for teachers with curriculum and music fully integrated.

Nikole Brugnoli Sheaffer is secretary of the Arts Division of NAGC. She is a 4th grade classroom educator in Maryland's Montgomery County Public School System. At Charles R. Drew Elementary, an Arts Integrated model school in Silver Spring, Maryland, she teaches students in a magnet program for the highly gifted while infusing art, music, dance and drama into the curriculum.

**NAGC Arts Division
Work Session & Business Meeting**

We will have an Arts Division Work Session on Thursday, November 2nd in Convention Center Room 201A from 2:00 to 3:00. This session will focus on planning for the year ahead, including expanding our membership and serving the needs of our members through the newsletter.

We will have the annual Arts Division Business Meeting following the Work Session from 3:15 - 4:00 on November 2nd.

Join us as we work to maintain a voice for the Arts and the artistically gifted and talented in NAGC!

All NAGC members are welcome!

REACHING
FOR RIGOR
AND RELEVANCE



JOIN US FOR THE 2006
CONVENTION!
NOVEMBER 1-5, 2006
Charlotte Convention Center
Charlotte, N.C.

*Arts Division Highlights ~
Join us for:*

- *Arts Division Work Session (2:00 - 3:00) and Business Meeting (3:15 - 4:00) on Thursday! See page 7 for more details.*
- *A variety of informative and helpful arts strands throughout the conference! See page 4 for a list of offerings.*

Arts Division

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GIFTED CHILDREN

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