

# Teacher Jot-down Form

## Performing Arts



### Indicators of Potential: Middle & High School Performing Arts Jot-down Form

**As students in your class show evidence of the following characteristics, jot names in the boxes; add tallies for additional observations.**

<b>COMMUNICATION</b>	<b>THINKING SKILLS</b>	<b>CREATIVE INTERPRETATION</b>	<b>INTENSITY</b>
Imitates people and animals in simple activities	Identifies and utilizes defined and engaging creative processes and engages a variety of intelligences informing and improving creative process	Demonstrates an emotion, a physical feeling, or a situation through facial and vocal expressions	Volunteers to participate in classroom plays and improvisational scenes.
Uses expanded and advanced vocabulary in exploring characters and situations	Thinks analytically about theatre, particularly in relation to culture	Sees endless possibilities for various situations	Follows through effectively and seeks out better process methods
Naturally asks higher order questions concerning themes, play analysis, and symbolism through arts	Makes connections between the arts and the world in which they live	Naturally gravitates to higher order thinking activities	Presents self with ease, has a good sense of humor
Aware of global issues in which their peers may show little to no interest	Identifies the reflection of life and the impacting of life through the power of performances		Works collaboratively with others
	Embraces and shares abstract thinking, interpersonally, and can produce products that transmit that thinking		Quality and craftsmanship at an exceptional level



COMMUNICATION	THINKING SKILLS	CREATIVE INTERPRETATION	INTENSITY
	Tracks two or more theatrical concepts and elements simultaneously		Embraces a breadth of theatre experiences both on and off of the stage
			Encourages development of scripts/design project/ with complexity of relationship and interpretation

References: HAROUTOUNIAN, J. (2014), ARTS TALENT ID. NEW YORK: ROYAL FIREWORKS PRESS