

Referral Form

Performing Arts: Grades 6 - 12



Office of Gifted Education

Referral Form: Performing Arts – Grades 6 - 12

Student Name _____ Grade _____ Date _____

School _____ District _____

Person Completing Form _____ Title _____

Phone _____ email _____

How do you know this student? _____

How long have you known this student and in what capacity? _____

DIRECTIONS

Please indicate how often the student listed above has shown the following behaviors by circling the appropriate number beside each item. Provide specific examples for each statement you rated “Almost Always” (4).

1
Seldom or Never
2
Occasionally
3
Frequently
4
Almost Always

PERCEPTUAL AWARENESS AND DISCRIMINATION					Evidence/Comments
The student is keenly aware of the behavior of others and observes details of gestures, facial expressions, and vocal qualities of others.	1	2	3	4	
The student can effectively imitate the way people speak, walk, or move.	1	2	3	4	
The student can effectively convey mood and emotion through body language, facial expressions, and verbal communication.	1	2	3	4	
The student is sensitive to feelings and the feelings of others involved in dramatic play. Emotional safety is of particular importance to the student.	1	2	3	4	
The student identifies and utilizes his or her own personal creative process to relate to the production team.	1	2	3	4	



CREATIVE INTERPRETATION					Evidence/Comments
The student enjoys improvising and spontaneously creating unique solutions to theatrical problems or situations.	1	2	3	4	
The student works thoughtfully and perceptively while practicing and revising dramatic ideas (metaperception).	1	2	3	4	
The student communicates and performs with personal expression and sensitivity and shows intensity and immediacy in a dramatic role, play or activity.	1	2	3	4	
The student demonstrates or tells the story with the use of expanded vocabulary and multi-cultural perspective in defining characters and situations.	1	2	3	4	
The student can connect technical theatre processes to culture aesthetics.	1	2	3	4	
The student has the ability to make connections between the technical theatrical arts and the world in which he/she lives.	1	2	3	4	
The student reflects on life and the impact upon life of the integrated and cumulative effect of the arts, which creates a performance.	1	2	3	4	
BEHAVIOR AND PERFORMANCE					Evidence/Comments
The student creates body positions and stage pictures accomplished through clear-cut choices, thinking beyond an individual character, becoming more symbolic and abstract in nature.	1	2	3	4	
The student identifies and understands the concept of ensemble relationships.	1	2	3	4	
The student shows a natural ease in role playing, telling stories, and verbally expressing ideas.	1	2	3	4	
The student's quality and craftsmanship are at a level of excellence.	1	2	3	4	
The student demonstrates leadership through the collaborative process.	1	2	3	4	
The student considers/incorporates multi-cultural perspectives in the development of a production.	1	2	3	4	
The student strategically integrates a variety of art forms (Dance, Film, Music, Visual Art) in a production.	1	2	3	4	
The student articulates a vision for a new theatrical production.	1	2	3	4	



COMMITMENT AND CRITIQUE					Evidence/Comments
The student shows perseverance in dramatic tasks and works with focused concentration, energy, and internal motivation.	1	2	3	4	
The student strives to refine dramatic ideas and shows self-confidence, is a risk-taker, and sets high goals.	1	2	3	4	
The student independently formalizes the processes of critique and making decisions during both the rehearsal process and performance.	1	2	3	4	
The student understands that evaluation is a crucial part of the artistic process and can modify performance based on feedback.	1	2	3	4	
The student embraces a wide variety of arts performances in the development of their craft.	1	2	3	4	

Describe why you are recommending this student for identification; what sets them apart from others?

Describe how the student consistently meets or exceeds standards compared to same-age peers.

Describe any opportunities this student has had in this area outside of the school setting (i.e., camps, workshops, classes, lessons, clubs, organizations, etc.).

SIGNATURE _____

DATE _____