

*“The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.” ~ Jean Piaget*

### **Art Talented and Gifted Program Contact Information:**

School #1 - 158 Park Slope Clifton, New Jersey 07011

Main Office: 973-470-2370

***Mrs. Janina Kusielewicz***

Interim Talented and Gifted

Services Coordinator

[jkusielewicz@cliftonschoools.net](mailto:jkusielewicz@cliftonschoools.net)

***Mr. Jason Leshowitz***

Visual and Performing Art

Supervisor

[jleshowitz@cliftonschoools.net](mailto:jleshowitz@cliftonschoools.net)

***Mrs. Elizabeth***

***Sobkiw-Williams***

(Mrs. Williams)

Art TAG Teacher

[esobkiw-williams@](mailto:esobkiw-williams@cliftonschoools.net)

[cliftonschoools.net](mailto:cliftonschoools.net)

***Ms. Robin Greengrove, RN***

School #1 Nurse

Clinic - 973-594-4059

### **What is the Art TAG Program?**

The Art TAG program is for 3rd, 4th, and 5th grade students who potential for developing talented and/or giftedness in visual art. (Please read below about the indicators of giftedness and how students are chosen) Students receive instruction one day a week for two hours, either on Monday or Friday morning or afternoon. Art TAG students travel from their home based school to School 1 for the Art TAG program. Art TAG students will have two hours to explore, more in depth, the elements of art and principles of design. Students will dive deep into art history and critically examine art, the process of art making, and experiment with a variety of art mediums that are not typically used in their regular art classes. Students who display talented and/or giftedness in art, according to the rubric of indicators, as well as a dedication and self-directness with their work are eligible for the Art TAG program.

### **How are students selected to be a part of the Art Talented and Gifted Program?**

There is a team of eight art teachers at the elementary school level; each teacher contributes to identifying students that show specific indicators of giftedness in art. The home based art teacher will look for these indicators based on a rubric (see below) and then refer them to the Art TAG Teacher and Supervisor to become part of the program. At that time the students that have been identified will then be given a review, which includes a drawing assessment (see assessment below) to show their artistic ability. This in combination with the student's previous artwork (portfolio), academic standing and behavior are all taken into account.



Assessment for Art TAG Screening; Based on Clark's Drawing Abilities

Name(First and Last):\_\_\_\_\_ Student ID

Number:\_\_\_\_\_

School:\_\_\_\_\_ Grade:\_\_\_\_\_ Art & Classroom Teacher:\_\_\_\_\_

1. Do you like art?

A. I love it!      B. Yes.      C. No.      E. Sort of.

2. Do you make art when you are not in art class?

A. Yes.      B. No.      C. Sometimes.

3. Do you want more art classes?

A. Yes.      B. No.      C. Maybe.

4. Can you do art for a long time without getting bored or frustrated?

A. I can make art forever!

B. I can make art a little then I get bored.

C. I get bored during art.

5. Is art easy for you?

A. Art is always SO easy for me!

B. Art is sort of easy

C. Art is a little hard for me.

D. Art is very hard for me.

2nd Grade Drawing Prompt:

Make a drawing of you and your friends playing on a playground.

4th Grade Drawing Prompt:

Draw an interesting house as if you were looking at it from across the street.



## **Rubric for Identifying Art Talented and Gifted Students**

Please check the off one for each statement according to the student's ability.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Art Teacher Name: \_\_\_\_\_ Classroom Teacher Name: \_\_\_\_\_

| <b>Behavioral Traits</b>  | <b>Rarely</b> | <b>Occasionally</b> | <b>Usually</b> | <b>Almost Always</b> |
|---|---------------|---------------------|----------------|----------------------|
| Student shows respect to peers and teachers.  |               |                     |                |                      |
| Student is responsible when using materials, using them in the correct way. Student is responsible and helps to maintain the art room space, cleaning up after they are done using materials. |               |                     |                |                      |
| Student exhibits self-directedness in art making, as well as socially and behaviorally.   |               |                     |                |                      |
| Student shows concentration and dedication to artwork.  |               |                     |                |                      |
| Student is able to focus for long periods of time on a task, methodically and critically examining different possibilities to achieve an objective.   |               |                     |                |                      |
| Student uses free time to create art.   |               |                     |                |                      |
| Student shows a passion for art and dedication to making art of superior quality and uniqueness.  |               |                     |                |                      |
| <b>Characteristics of Artwork</b>   | <b>Rarely</b> | <b>Occasionally</b> | <b>Usually</b> | <b>Almost Always</b> |
| Student grasps concepts at a rapid pace, more quickly than other students.  |               |                     |                |                      |
| Student has the ability to depict subjects realistically.   |               |                     |                |                      |
| Student has a unique grasp on the use of color, using the element in a complex and compelling way.  |               |                     |                |                      |
| Student consciously uses elements of art in a superior manner.  |               |                     |                |                      |
| Students work exhibits great attention to detail.   |               |                     |                |                      |
| Student shows respect for art materials and methods using them in the correct and often in an advanced manner.  |               |                     |                |                      |



|   |               |                     |                |                      |
|---|---------------|---------------------|----------------|----------------------|
| Student improvises with elements to explore several possibilities.  |               |                     |                |                      |
| Student seeks to attain mastery of art medium, through experimentation and concentration.   |               |                     |                |                      |
| <b>Artistic Thinking Competence:</b>  | <b>Rarely</b> | <b>Occasionally</b> | <b>Usually</b> | <b>Almost Always</b> |
| Student uses their senses to understand the world around them and depict it in their artwork. They have an acute awareness of space, color, texture usually missed by other students. |               |                     |                |                      |
| Student modifies and refines to create a distinctive and personal style.  |               |                     |                |                      |
| Student has an aesthetic logic when it comes to making decisions about their artwork and how mediums can be used.   |               |                     |                |                      |

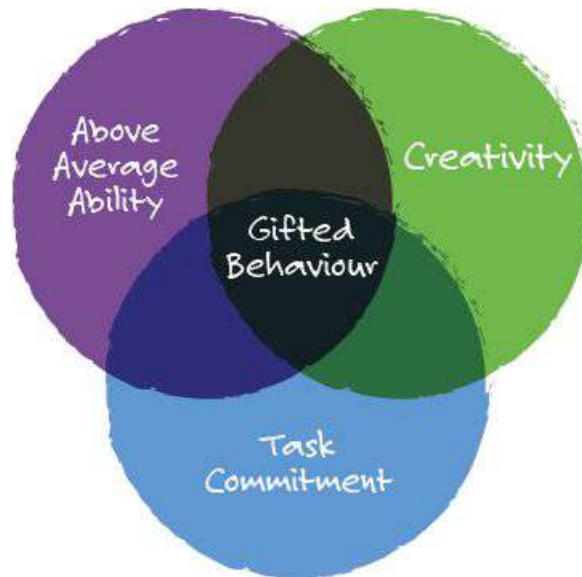


**There are several indicators that can be used to assess whether a child shows giftedness in art:**

1. Artistically gifted children usually begin creating art before the age of two; typically this begins with drawing, since it is the most accessible medium to children.
2. The ability to draw in a *realistic* and *highly detailed* manner. (\*\*not the only indicator, nor the most important)
3. The ability to draw in a *non-representational* manner (not realistic) and focus on color, texture and design using these elements in a *highly expressive* manner.
4. An intense *passion* for making art or viewing art. Children that dedicate most of their free time to making art.
5. Imagination and expression that are fluid. Ideas for creation come easily and rapidly.
6. Dedication to the art they are making, sensitivity to the medium and the application of that medium. Exploring a plethora of possibilities for their work.
7. Self-directedness, creating art without direction or set topics.

**The Three-Ring Conception of Giftedness: A Developmental Model For Promoting Creative Productivity ; Research on Identifying Giftedness:**

By: Joseph S. Renzulli; The University of Connecticut



**Above average ability** includes high levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency.

**Task Commitment** includes high levels of interest, enthusiasm, fascination, involvement, and perseverance in a particular problem area of study.



**Creativity** refers to fluency, flexibility, a high level of curiosity, and originality of thought. Students demonstrating creativity are receptive to that which is new and different (even irrational) in thoughts, actions, and work products.

The above description and graphic is from Dr. Renzulli's web article entitled A Practical System for Identifying Gifted and Talented Students.

You may access the website at [www.sp.uconn.edu/~nrcgt/sem/semart04.html](http://www.sp.uconn.edu/~nrcgt/sem/semart04.html)

Please feel free to read further on this topic:

[Recognizing the Child: Gifted and Talented in Visual Art; By: Mary Codd](#)

[Who will become a 'super artist'? By: Jennifer E. Drake & Ellen Winner](#)

[Scientific American: Portraits in Precocity: Gifted Child Artists Dazzle Their Audience](#)

["Artistic Giftedness" By:Ellen Winner & Gail Martino](#)

[How do you know if your child is gifted in art? By: Karin Machusic](#)



## THE NEW JERSEY DEPARTMENT OF EDUCATION GIFTED AND TALENTED SERVICE REGULATIONS



The Clifton Public School District is committed to thoroughly following proper procedures to ensure that all students in need of gifted services are identified and appropriately served. Students who are gifted and/or talented may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities. Recognizing and identifying students who may need differentiated services is a multi-stepped process which consists of referral, screening, and assessment of eligibility.

### THE NEW JERSEY ADMINISTRATIVE CODE REGULATIONS (N.J.A.C. 6A:8-3.1)

DEFINE GIFTED AND TALENTED STUDENTS AS: THOSE STUDENTS WHO POSSESS OR DEMONSTRATE HIGH LEVELS OF ABILITY, IN ONE OR MORE CONTENT AREAS, WHEN COMPARED TO THEIR CHRONOLOGICAL PEERS IN THE LOCAL DISTRICT AND WHO REQUIRE MODIFICATION OF THEIR EDUCATIONAL PROGRAM IF THEY ARE TO ACHIEVE IN ACCORDANCE WITH THEIR CAPABILITIES.

THE REGULATIONS REQUIRE THAT STUDENTS BE COMPARED TO THEIR CHRONOLOGICAL PEERS IN THE LOCAL SCHOOL DISTRICT. LOCAL SCHOOL DISTRICTS MUST USE MULTIPLE MEASURES TO IDENTIFY STUDENTS. MULTIPLE MEASURES INCLUDE BUT ARE NOT LIMITED TO, ACHIEVEMENT TEST SCORES; GRADES; STUDENT PERFORMANCE OR PRODUCTS; INTELLIGENCE TESTING; PARENT, STUDENT, AND/OR TEACHER RECOMMENDATION; AND OTHER APPROPRIATE MEASURES. THE REGULATIONS REQUIRE APPROPRIATE CURRICULAR AND INSTRUCTIONAL MODIFICATIONS FOR GIFTED AND TALENTED STUDENTS INDICATING CONTENT, PROCESS, PRODUCTS, AND LEARNING ENVIRONMENT. APPROPRIATE ADAPTATIONS ARE REQUIRED IN ORDER TO ASSIST ALL STUDENTS TO ACHIEVE THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS.

N.J.A.C. 6A:8-3.1 STATES THAT DISTRICT BOARDS OF EDUCATION SHALL ENSURE THAT CURRICULUM AND INSTRUCTION ARE DESIGNED AND DELIVERED IN SUCH A WAY THAT ALL STUDENTS ARE ABLE TO DEMONSTRATE THE KNOWLEDGE AND SKILLS SPECIFIED BY THE CORE CURRICULUM CONTENT STANDARDS AND SHALL ENSURE THAT APPROPRIATE INSTRUCTIONAL ADAPTATIONS ARE DESIGNED AND DELIVERED FOR STUDENTS WITH DISABILITIES, FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY, AND FOR STUDENTS WHO ARE GIFTED AND TALENTED. STUDENTS WHO ARE IDENTIFIED AS TWICE-EXCEPTIONAL MAY HAVE LEARNING DISABILITIES THAT MASK THEIR GIFTEDNESS. THESE STUDENTS MAY REQUIRE DIFFERENT IDENTIFICATION METHODS AND PROGRAM MODIFICATIONS TO REACH THEIR FULL POTENTIAL. IT SHOULD NOT BE ASSUMED THAT STUDENTS WITH DISABILITIES CANNOT PARTICIPATE IN GIFTED AND TALENTED PROGRAMS. MEETING THE NEEDS OF GIFTED STUDENTS IS NOT AN EXTRACURRICULAR ACTIVITY OR CLUB BUT A REQUIREMENT FOR ALL NEW JERSEY PUBLIC SCHOOLS.



### Art TAG School Schedule

|   |  |
|---|--|
| <b><u>Monday morning:</u></b> 8:35 - 11am<br>Schools 11, 12 & 17<br><b>*When there is a delayed opening there is no morning session of Art TAG.</b>   | <b><u>Monday Afternoon:</u></b> 12:50 - 3:15pm<br>School 1, 2, 4 & 5 |
| <b><u>Friday Morning:</u></b> 8:35 - 11am<br>Schools 14, 16, 8 & 9<br><b>*When there is a delayed opening there is no morning session of Art TAG.</b> | <b><u>Friday Afternoon:</u></b> 12:50 - 3:15pm<br>Schools 13, 15 & 3 |





## **Behavior Code of Conduct Agreement**

Dear Parent/Guardian and Student;

We are excited to have an exceptional group of students in the Art TAG Program and look forward to an amazing year creating art. As a participant in Clifton Public School's Art TAG Program, students are expected to exemplify superior listening skills and behavior during class. Students must fulfill the privilege of being chosen for Art TAG.

Students are responsible for showing:

- Concentration and dedication to artwork.
- Passion for art and dedication to making art of superior quality and uniqueness.
- Respect for art mediums, methods, and art room; using them in the correct and often in an advanced manner.
- Respect towards all students and teachers.
- Respect for School 1 facilities and bus traveling to School 1
- Self directedness in art making, as well as socially and behaviorally.

Students who *do not* meet these expectations will be given a warning and a letter will be sent home. Students will be given *three* warnings before they are exited from the program.

Each student is expected to attend *all* Art TAG classes, unless they are sick or have an excused absence. If the student misses an Art TAG class please email Mrs. Williams stating the reason. If the student misses *three* classes *without* a reason given, they will be exited from the program.

Mrs. Williams email: [esobkiw-williams@cliftonschoools.net](mailto:esobkiw-williams@cliftonschoools.net)

We greatly appreciate your cooperation and understanding. Please review these expectations with your child. Please have *both* you and your child sign this letter and return to Mrs. Williams during the next Art TAG class.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Sincerely,  
Mrs. Evans & Mrs. Williams

### **+ SICK DAYS +**

**If your child will be absent on the day they are supposed to attend Art TAG, please call both their home based school and School 1 (where TAG takes place). School 1 - (973) 470-2370 - \*\*Please state your child's full name and say they attend the Art TAG program at School #1 and will be out sick.**



**Behavior Warning Art TAG 2018-19**

**Warning # \_\_\_\_ (students are given *three* warnings before they are exited from the program)**

Dear Parent/Guardian;

The letter is to inform you that the following student \_\_\_\_\_, has violated the Art TAG Behavior Code of Conduct Agreement on (date/time)\_\_\_\_\_.

The following occurred during Art TAG:

---

---

---

---

---

Please speak with this student regarding their behavior in Art TAG and refer to the Art TAG Behavior Code of Conduct Agreement form that was signed by both you and your child. If the student fails to show improvement in the above area they will be given additional warnings. Once the student has been warned three times, they will be exited from the program and will no longer be allowed to attend or complete the program.

Thank you for your cooperation and understanding.

Please have you and your child sign below and return this form to Mrs. Williams during the next Art TAG class.

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Thank you,  
Mrs. Evans  
Mrs. Theresa Evans  
[tevans@cliftonschools.net](mailto:tevans@cliftonschools.net)  
Principal School 1 & TAG Coordinator K-5

Mrs. Williams  
Mrs. Elizabeth Sobkiw-Williams  
[esobkiw-williams@cliftonschools.net](mailto:esobkiw-williams@cliftonschools.net)  
Art TAG Teacher



## **Student Emergency Contact Information**

### **Art TAG 2018-19**

To be completed by a parent/guardian and submitted to Mrs. Williams on the first day of Art TAG.

|   |                   |                    |
|---|-------------------|--------------------|
| <b>Student Name:</b>  |                   |                    |
| Grade:  | Home-base School: | Classroom Teacher: |
| Student Address:  |                   |                    |
| Home Telephone:   |                   |                    |
| <b>Guardian/Mother Name:</b>  |                   |                    |
| Cell phone number:  |                   | Work phone number: |
| Email:  |                   |                    |
| <b>Guardian/Father Name:</b>  |                   |                    |
| Cell phone number:  |                   | Work phone number: |
| Email:  |                   |                    |
| <b>PLEASE LIST SOMEONE WHO MAY ASSUME TEMPORARY CARE FOR YOUR CHILD IF YOU CANNOT BE REACHED:</b> |                   |                    |
| Name:   |                   | Relationship:      |
| Telephone:  |                   |                    |
| List any medications and/or allergies:  |                   |                    |
| Notes/Other pertinent information:  |                   |                    |



## **Transportation Acknowledgement & Release Authorization Form**

In order to ensure the safety of pupils being dismissed from the Art TAG Program, routine release procedures for transported Art TAG Program students have been established. If your child has Art TAG in the morning, they will return to their home base school for lunch and will be dismissed normally from their home-base. If your child has Art TAG in the **afternoon**, upon dismissal Art TAG students will take a bus back to their home base school and are then either released from the bus to an authorized escort **OR** permitted to walk home independently from their home base school bus stop **OR** directed to enter their home base school where they are a registered attendee of the after-care program at that school.

Completion of this form will indicate permission for your child to be transported by the district transportation and specify your preference regarding the manner in which your child is released from the bus.

**PLEASE BOTH MORNING AND AFTERNOON ART TAG STUDENTS COMPLETE THIS FORM**  
**AFTERNOON ART TAG STUDENTS SELECT ONE RELEASE OPTION FOR YOUR CHILD**

This information will be kept on file at the transportation office for the duration of the school year. Should you need to change this information, please contact the transportation office at (973) 470-2277 /2278

---

**I AUTHORIZE MY CHILD TO BE TRANSPORTED BY THE CLIFTON PUBLIC SCHOOL DISTRICT BUSES FROM HIS/HER HOMEBASE SCHOOL TO THE ART TAG PROGRAM AT SCHOOL #1 AND BACK AS SCHEDULED THROUGHOUT THE SCHOOL YEAR.**

Student Name: \_\_\_\_\_

Home base School: # \_\_\_\_\_ Grade: \_\_\_\_\_

Print Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone #:(home) \_\_\_\_\_ (cell) \_\_\_\_\_ (work) \_\_\_\_\_

**\*\*Afternoon Art TAG students only\*\* CHECK ONE**

☐ Upon drop off, my child may be released to walk home independently.

☐ Upon drop off, my child is to enter their home base school, where he/she is a registered attendee of the afternoon care program at the school.

☐ Upon drop off, my child shall be released to an authorized escort listed below. I understand that in the event that no authorized escort is present when the bus arrives, my child will be directed to the home base school office and it will be my responsibility to pick up my child from the office. I understand that this option is not intended to serve as after school child care.

ESCORT #1 NAME \_\_\_\_\_ ESCORT #1 PHONE \_\_\_\_\_

ESCORT #2 NAME \_\_\_\_\_ ESCORT #2 PHONE \_\_\_\_\_

ESCORT #3 NAME \_\_\_\_\_ ESCORT #3 PHONE \_\_\_\_\_



PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Parental Authorization for *Withdraw* from 2017-18 Art TAG Program**

A parent/guardian who wishes to temporarily withdraw their child from the pull-out Art TAG Program, must complete the Parental Authorization for Withdrawal from the Art TAG Program form and submit it to their home school principal as soon as possible. The principal will note the student's status and forward returned forms to Talented and Gifted Services. The withdrawal status is temporary and the student will return to active status as indicated. Any student who withdraws from the pull-out Art TAG Program will remain identified as gifted and have their needs accommodated by means of differentiated learning opportunities within the regular classroom and along the Continuum of Services offered.

In order to ensure the continuity of learning, withdrawals go into effect only before a TAG cycle begins, not during a cycle. Once a student has made the commitment to participate in a TAG cycle, they have an obligation to complete that cycle.

I AUTHORIZE MY CHILD'S WITHDRAWAL FROM THE CLIFTON PUBLIC SCHOOLS ART TAG PROGRAM FOR:

\_\_\_\_\_ THE ENTIRE SCHOOL YEAR (2018-19)

Briefly state reason for withdrawal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT NAME \_\_\_\_\_

Grade \_\_\_\_\_ Home base School # \_\_\_\_\_

Classroom teacher \_\_\_\_\_

PARENT/GUARDIAN  
SIGNATURE \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent/guardian e-mail \_\_\_\_\_

Telephone \_\_\_\_\_

PRINCIPAL SIGNATURE \_\_\_\_\_

