

Talent Identification: MUSIC

A musically gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in creating music, performing music, and/or responding to music.

-- Adapted from the National Association for Gifted Children (NAGC)

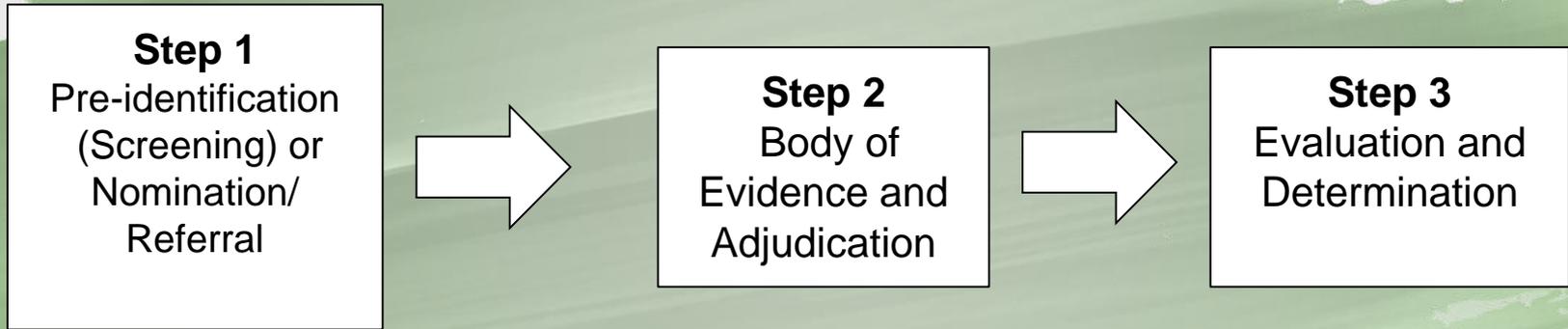
Let's Get Started

The Formation and Interpretation of Musical Identity

Generally speaking, the essence of all musical development relies on understanding how to detect, store, organize, and present musical materials according to individual underlying structures. Cultural experiences shape these processes to some degree, but learning environments need to be specifically designed to support the particular musical style or culture being studied.

-Helen Lancaster, Thai National Center for the Gifted

The Talent Identification Process



The identification process for
MUSIC may require:

Step 1: Pre-
Identification
Experiences

Pre-ID Experiences
or Screener

Step 1a:
Referral/Nomination

Referral or
Nomination Form

The identification process for
MUSIC may require:

Step 2:

Collecting data and
creating a Body of
Evidence

Portfolio

Performance
data

Behavior
Scales &
Observation
Data

Step 2a:

Adjudication

Aptitude
Test(s)

Experts or
Adjudicators

The identification process for MUSIC may require:

Step 3:
Evaluating a Body of
Evidence

Body of
Evidence
Review

Step 3a:
Determination

ID
Determination

Pre-Identification: The Music Experience

- ❖ Sparkler Activities (*Artistic Ways of Knowing How to Think Like an Artist*)
- ❖ Musical Characteristics Typical vs Gifted
- ❖ Classroom performance (performer, composer, understanding)
- ❖ Outside musical activities (lessons, performances outside of school)
- ❖ Music Jot Down-Primary/Early Childhood
- ❖ Music Jot Down Forms-CDE

The rapid development of technology has given people diverse choices in how they experience music. Are students listeners, consumers, composers, arrangers, or performers?

Activities such as those listed here can help answer that question.

Making A Referral: Forms and Resources

Referrals can be made by educators, families, students, or community members.

- ❖ *Arts Talent ID* resource book by Joanne Haroutounian, PhD (pages 15-19)
- ❖ Indicators of Potential Talent in Music: Observation Rating Scale from *Arts Talent ID* by Joanne Haroutounian, PhD (pages 24-25)
- ❖ [CDE Music Referral Form](#)

Music is an important channel of communication that gives opportunities to share emotions, intentions, and meanings, even if the spoken languages are different.

[More Information](#)

Aptitude Tests (optional)

- ❖ Musical Aptitude Profile (grades 5-12)
- ❖ CogAT
- ❖ NNAT
- ❖ Torrance Test of Creativity
- ❖ Profile of Creative Abilities (PCA)

Each musical genre and culture must be seen in the context of the relevant demands it makes on the participant.

Behavior Scales & Observation Data

- ❖ Scales for Rating the Behavioral Characteristics of Superior Students-The Renzulli Scales
- ❖ *Arts Talent ID Observation Scales* by J. Haroutounian, (pages 24-25)
- ❖ *Gifted Rating Scales (GRS) Artistic Talent* section.

Making music is mainly a social activity; it is something we do along, with, and for others. One of the primary functions of music is to construct and develop an individual sense of identity, and the concept of musical identity enables us to look at the widespread and varied interactions between individual and music.

Portfolio/ Performance Requirements

- ❖ *Arts Talent ID*
Performance/Portfolio Assessment Procedure (page 48)
- ❖ **Performance**
Assessment-Music
(CDE)

Essentially, there are two fundamental techniques used when identifying musically gifted: assessment of demonstrated achievement in performance, or the recognition of musical potential.

More Information

Portfolio/ Performance: Adjudication Through Colorado Competitions

- ❖ Colorado High School Songwriting Competition
- ❖ Rising Stars Festival
- ❖ CSU-Pueblo Music Contest (grades 9-12)
- ❖ Colorado Solo and Ensemble Contest
- ❖ 2022 Music Festival Calendar
- ❖ Young Artist Solo Competition

One way a student's performance can be adjudicated is through exceptional performance in a formal competition. Here are just a few adjudicated music competitions in Colorado. Check with your school's music teacher for more local opportunities in your area.

[More Information](#)

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Adjudication by Local District/AU

Districts or AUs can also adjudicate their own student portfolios by adopting a local process. The following slides give guidance for portfolios/performances in the following areas:

- ❖ Instrumental
- ❖ Vocal
- ❖ Composition

Ensure that, when necessary, identification practices extend beyond the narrow field of Western classical music in order to be more culturally objective.

Independent Adjudication Portfolio/ Performance Options: *Instrumental*

- ❖ Up to two student-chosen selections highlighting an instrument of choice (multiple instruments may be highlighted, but this is not a requirement)
- ❖ One teacher-chosen piece that will be “sight-read” by the student on an instrument of their choice. This piece should be developmentally and culturally appropriate.

Musical performance is a combination of process and product that creates a dynamic between the performer and the audience.

Keep in mind the limitations of time to practice when it comes to the young musician acquiring instrumental skills. Focus on potential for your young musicians.

More Information

Independent Adjudication Portfolio/ Performance Options: *Vocal and Composition*

- ❖ Up to three student-chosen selections in preferred styles/genres
- ❖ Student may be asked to “sight-read” by the adjudicator
- ❖ Student may be asked to improvise a familiar piece.
- ❖ A student-created composition(s) with original music and/or lyrics

In music, performance assumes prior skills, usually in playing an instrument. In reality, the voice is the most accessible of musical instruments, but in most cases, it has only limited capacity to demonstrate real identifiable talent until vocal maturity occurs.

Vocal quality, pitch, and even confidence should be taken into consideration when assessing young vocalists.

More Information

Tools for Your Local Expert Adjudicators

- ❖ Musical Characteristics Typical vs Gifted
- ❖ Arts Talent ID Performance Assessment Form - Music (pages 36-37)
- ❖ Arts Talent ID Performance/Portfolio Assessment Criteria (page 35)
- ❖ Music Portfolio Review Scoring Guide

Music plays a great part in our daily life. Individuals define themselves in music using culturally and socially defined roles, while being a performer or simply a listener (Pöder, 2015).

Musical identity is the perception of individual's musical self and it is in constant change (Talbot, 2013).

Need an Expert Music Adjudicator to Come to You?

- ❖ CHSAA Music Adjudicator will come to your school and provide comments and advice

Contact music pedagogy students or professors at your local college. Many are willing to listen to students and provide feedback!

[More Information](#)

Criteria for Identification Via Performance, Observation, and/or Assessment

Performance

- ❖ State or national contest-top place or ranking
- ❖ Expert juried performance
- ❖ Portfolio Expert Review

Observation

- ❖ 95th%ile or above on a norm referenced observation scale in music, creativity, leadership or motivation, or
- ❖ Exceptional rating on an observation scale developed through analysis and research of the discipline.

Assessment

- ❖ 95th%ile or above on norm-referenced talent or creativity test,
- ❖ An approved criterion-referenced talent assessment, or
- ❖ A cognitive assessment

[More Information](#)

Reviewing the Portfolio's Body of Evidence

- ❖ Referral(s)
- ❖ Behavior scale(s)
- ❖ Expert performance rubrics
- ❖ A competition score in the advanced range
- ❖ Aptitude test
- ❖ Talent assessment

Considerations:

- ❖ Does your Body of Evidence include criteria in:
 - Skills (*Rhythm, Perception of Sound, Coordination*)
 - Motivation (*Enthusiasm, Focus, Perseverance*)
 - Creativity (*Expressiveness, Composition, Improvisation*)
 - Multiple ways to experience music

[More Information](#)

Is this child gifted in MUSIC?

Identification Determination:

- Yes - proceed to identification
- Not yet - Need further evaluation/time
- No - no more data collection needed

[More Information](#)

Quote References:

- Lancaster, Helen. (2003, December). *Identifying the Gifted in Music*. [Conference Presentation]. Thai National Center for the Gifted and Talented, Bangkok, Thailand. <https://silo.tips/download/identifying-the-gifted-in-music>
- Poder, Kadri, and Kristi Kiilu. "The Formation of Musical Identity." *The European Journal of Social and Behavioural Sciences*, XII, no. 1, 2015, <https://doi.org/10.15405/ejsbs.153>.

More Information