

# Identifying High Potential Learners in Art and Design

## Summary

This advice sheet contains a checklist of criteria, originally compiled by the QCDA (Qualifications and Curriculum Development Agency), to help with identifying learners demonstrate high learning potential in Art and Design. It is aimed at secondary school subject teachers, as well as high learning potential lead teachers.

Below is a list of the characteristics commonly shown by learners who demonstrate high learning potential in art and design. A learner need not be showing all of these to be considered high learning potential, but would most likely be demonstrating a majority of them.

Learners who are show high learning potential in art and design:

### Think and express themselves in creative, original ways

- They want to follow a different plan to the other pupils, challenge the tasks given, or extend the brief in seemingly unrelated or fantastic directions.

### Have a strong desire to create in a visual form

- They are driven by ideas, imagination, flights of fancy, humanitarian concerns, humour or personal experience; they persevere until they have completed a task successfully, with little or no intervention from the teacher.

### Push the boundaries of normal processes

- They test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes.

### Show a passionate interest in the world of art and design

- They are often interested in a specific culture (possibly relating to their own cultural background or sense of identity), particular art forms, contemporary culture or youth culture.

### Use materials, tools and techniques skilfully and learn new approaches easily

- They are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time.

### Initiate ideas and define problems

- They explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning.

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### Critically evaluate visual work and other information

- They make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways.

### Exploit the characteristics of materials and processes

- They use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings.

### Understand that ideas and meanings in their own and others' work can be interpreted in different ways

- They use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views.

### Further Information

<a href="http://www.growminds.com/TheArts/GTinArt.htm">www.growminds.com/TheArts/GTinArt.htm</a>	Recognising the Child Gifted and Talented in Visual Art
<a href="http://www.artisticnetwork.net/arts/260/identifying-artistically-gifted-children.html">www.artisticnetwork.net/arts/260/identifying-artistically-gifted-children.html</a>	Identifying Artistically Gifted Children
<a href="http://www.nsead.org/downloads/Art_Making_the_most.pdf">www.nsead.org/downloads/Art_Making_the_most.pdf</a>	NSEAD and CfBT document entitled 'Making the Most of the New Curriculum to Support Gifted and Talented Pupils in Art and Design' dated 2008
<a href="http://www.rlsmart.net/uploads/2083/1218597/rfile/gifted%20art%20presentation.ppt">http://www.rlsmart.net/uploads/2083/1218597/rfile/gifted%20art%20presentation.ppt</a>	Guidance on identifying learners who are gifted in Art and Design
<i>Meeting the Needs of Your Most Able Pupils in Art</i> by Kim Earle	Book published by David Fulton with guidance on identification, planning, differentiation and support. Also has CD with lesson plans.

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