



### The Gifted and Talented Art Program

The Gifted and Talented art program is a secondary program that is available in all schools. Eligibility for the program is determined by a nomination process and submission of a portfolio of required art works.

Application to the program may begin as early as October of grade 6. Interested students must submit three nominations and prepare a portfolio of work which is reviewed by a team of art specialists. Students whose portfolios meet the eligibility criteria will receive GT programming the semester or year following submission of their portfolio. Students whose portfolios do not initially meet the eligibility criteria may continue to reapply each year thereafter if they wish to pursue the program.

Students in the Gifted and Talented art program are provided differentiated instruction in their art classes in middle school and high school courses. Individual GT art classes may be scheduled in those schools where enrollment in the program make it feasible to create a full class. Instructional activities and performance assessments (art-works, written reflections, critiques, etc.) are focused on the G/T indicators for each grade level and course.

Students are provided experiences intended to develop and refine observational drawing skills, broaden experiences in a variety of media, solve challenging problems of visual composition, and develop creative thinking. As students move into high school, emphasis is placed on development of artistic behaviors requiring students

to work independently, pursue and develop visual ideas in greater depth, and continue refinement of observational skills and skills with media. Student work is evaluated on **quality** (originality, visual impact, concepts presented, and use of media), **concentration** (ability to focus on an idea/concept and explore a variety of ways of expressing the idea/concept), and **breadth** (willingness to “stretch” or explore new media and ideas).

Sustained studio experiences (in school or out of school field trip/workshops) are recommended and are periodically scheduled. The intensity and frequency will vary according to available time. Sustained studio experiences enable students to be immersed in the creative process for several hours, providing them opportunities to experience the authentic process of artistic production. During this sustained period, students are able to interact in groups, work individually, assess group and individual progress, provide feedback and critique each other’s works. Studio experiences (drawing/painting on location, sculpture workshops, craft workshops, etc.) are coordinated by the art teacher and may be scheduled in conjunction with museum visits, artist-in-residencies, artist studio visits, or conducted at local colleges by the local school, area clusters of schools, or county-wide.

Course and grade level expectations vary, but students should be prepared to develop a series of independent artworks based on selected themes and/or do research projects that may include written reflections, journal notes, sketches, original artworks, oral presentations, and group or “one person” exhibits.

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# BALTIMORE COUNTY PUBLIC SCHOOLS

## Office of Art



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### Expectations of Students in the Gifted and Talented Art Program

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#### Students in the Gifted and Talented Art Program will:

- Solve a variety of visual problems to develop skills in critical /creative thinking, problem-solving, and decision-making
- Engage in using a variety of media and techniques to develop breadth in skills with media
- Research or pursue an area of interest to develop independent thinking and depth through the study of artist, art style, technique or theme
- Analyze artworks of self and others to develop skills in making and articulating aesthetic judgements
- Study artworks of different cultures and times and their own culture to understand the contributions and roles of artists and art in society
- Receive counseling in career and advanced art education
- Serve as a resource to peers, school, and community
- Apply knowledge of art to daily living

#### Requirements for continued eligibility are based on expectations of student performance. Students are expected to maintain:

- a portfolio of work that includes evidence of process, progress, and best works
- written, oral, and artistic products that evidence growth
- a sketchbook/journal
- student volunteerism activities as evidenced through art services and citizenship to the school and community
- a minimum grade of B for three quarters of the school year.

Eligibility will be reevaluated on a semester basis. A student must receive at least one B in the first semester to continue in the GT program during the second semester.

Should students' grades drop, they will be informed by the teacher that they have one quarter to raise it to the expected level before they lose their GT eligibility. Students may reapply to the GT art program the following year if they wish to be reconsidered.



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Office of Art

6901 Charles Street  
Towson, Maryland 21204

410-887-4030  
FAX 410-887-3175

TO: Parents of Baltimore County Public Schools Students

FROM: Coordinator of Art

RE: Parent Nomination/Permission Form  
for Gifted and Talented Art Portfolio Review

The Office of Art is interested in identifying students with special abilities in art for the purpose of providing learning experiences that will meet their needs and develop their potential. Learning strategies for students identified eligible for gifted and talented programming provide a greater challenge to the student's technical and creative thinking skills.

We will identify these students through a process that begins with nominations by parent, art teacher, and self and the presentation of a portfolio of art work (portfolio requirements are attached). A review team composed of art professionals such as teachers and members of the central art office staff will review nominations and portfolios to make recommendations of students for special programming.

Students selected for the Gifted and Talented Art Program will be meeting with their art teachers to identify and plan for individual needs. Identified students may be given diagnostic tests to aid in program planning.

As a parent/guardian, you have knowledge that could be helpful in the Gifted/Talented Art Program portfolio review process. Please complete the form below. (All information will be held in strict confidence.)

Your signature indicates not only your permission for your son/daughter to participate in the Gifted/Talented portfolio review process but also your cooperation and support for your child's artistic development.

My child is:	Always 4	Often 3	Sometimes 2	Don't know 1	Never 0
Interested in expressing him/herself visually through such things as clothing, visual environment, leisure activities					
Proud of his/her artistic achievements; sets high standards for self, idealistic					
Appreciative and enjoys the work of others					
Individualistic, shows originality, inventive					
Self-motivated, productive, an independent worker					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My child, \_\_\_\_\_, has permission to participate in a special Gifted and Talented Art program if he/she is selected. I understand that diagnostic testing may be used as part of program planning.

Parent's Signature

Date



# STUDENT APPLICATION AND SELF-NOMINATION FOR THE GIFTED AND TALENTED ART PROGRAM

PORTFOLIO # <input style="width: 40px; height: 20px;" type="text"/>
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Last Name	First	Mid. Init.	Date of Birth
Pupil Personnel I.D. No. (Obtain from Guidance Dept.)		M    F Sex (Circle)	Anticipated High School
Home Address		City State Zip	Home Phone
Father's (Guardian's) Name		Occupation	Work Phone
Mother's (Guardian's) Name		Occupation	Work Phone

List 2 reason you are applying to the G/T Art Program:

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Race (Information is requested for data gathering purposes):

- (Circle)
- |                    |                                  |
|--------------------|----------------------------------|
| 1 American Indian  | 4 White (not of Hispanic origin) |
| 2 Asian            | 5 Hispanic                       |
| 3 African American | 6 Other                          |

I am:	Always 4	Often 3	Some- times 2	Don't know 1	Never 0
Self-motivated, productive, an independent worker					
Interested in expressing myself visually through such things as clothing, visual environment, leisure activities					
Proud of my artistic achievements, set high standards for myself, idealistic					
Appreciative and enjoy the work of others					
Individualistic, show originality, inventive					

# SECONDARY ART TEACHER NOMINATION FOR THE GIFTED AND TALENTED ART PROGRAM



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

\_\_\_\_\_  
Pupil Personnel ID No.

\_\_\_\_\_  
School

\_\_\_\_\_  
Projected Middle School

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
Phone

DIRECTIONS: Place a check in the appropriate column and write comments where applicable.

<b>THE STUDENT:</b>	Always 4	Often 3	Some- times 2	Don't know 1	Never 0	COMMENTS
Can formulate new problems arising from a given task.						
Gives evidence of an ability to organize space in a composition.						
Is imaginative in selection of subject matter						
Has a unique way of representing subject matter.						
Can depict images from imagination or observation that communicate personal ideas.						
Uses colors, values, sizes, textures, and shapes for desired effects.						
Consistently performs at a high level						
Is self motivated, works well independently						

\_\_\_\_\_  
Art Teacher's Signature

\_\_\_\_\_  
Date



# BALTIMORE COUNTY PUBLIC SCHOOLS

## GIFTED AND TALENTED ART PORTFOLIO REQUIREMENTS

High School Grades 9-12

Students seeking acceptance into the Gifted and Talented Art Program are required to submit a portfolio of their best work along with a sketchbook.

In order to provide an individualized view of each student's creative and technical strengths, no restrictions are placed on either the size and nature of works that have been completed either in school or at home. Appropriate presentation of art work (matting, mounting, etc.) should be considered. Slides may be substituted for "unmanageable" pieces.

### PORTFOLIO REQUIREMENTS

- One drawing from direct observation
- Four art works that best represent the student's strengths (these may be in any medium or combination of media; any subject; two-dimensional and/or three-dimensional)
- A sketchbook

All work must be verified original work by the student with a verbal statement or "verification statement" attached to the back of each work.

*Each portfolio will be evaluated on the effectiveness and frequency that the scoring traits are observed.*

### RUBRIC FOR PORTFOLIO REVIEW

<i>Visual Expression and Communication</i> <b>COMPOSITION/VISUAL IMPACT/ CONCEPT DEVELOPMENT</b> (effectiveness of communication through organization of space using art elements and design principles, effective use of picture plane)	HIGH 4	3	2	LOW 1
<b>CREATIVITY</b> (uniqueness/originality of ideas and images)	HIGH 4	3	2	LOW 1
<b>TECHNIQUES USING MEDIA</b> (effective choice of media, materials, tools to communicate ideas; quality of presentation; technical skill with media)	HIGH 4	3	2	LOW 1
<i>The Artistic Process</i> <b>BREADTH AND DEPTH</b> (variety in media and techniques; focus of content as evidenced in subject choices; commitment to personal artistic development as evidenced in work reflecting thematic/serial emphasis)	HIGH 4	3	2	LOW 1
<b>SKETCHING</b> (generative thinking: multiple ideas, experimentations with media; observations from life sources, imagination, and research; evidence of process that includes planning, production, refinement, and evaluation)	HIGH 4	3	2	LOW 1

# PORTFOLIO REVIEW SCORE SHEET

In reviewing portfolios, we are looking for evidence of potential. Our purpose is to identify students whose works show potential for accelerated growth given a more challenging art experience. Therefore, in looking at these student artworks, you are to determine whether the work shows evidence of potential, not whether the work shows refinement of skill.

RUBRIC FOR PORTFOLIO REVIEW	
<b>4</b>	<p><i>The work in the portfolio provides strong evidence of potential for success in a challenging art program. Evident are:</i></p> <ul style="list-style-type: none"> <li>• effectively organized compositions and concept development</li> <li>• unique, original, and/or well-developed ideas</li> <li>• a large number of works demonstrating quality, evidence of commitment, and interest in communicating visually</li> <li>• skillful use of media</li> </ul> <p><b>R:</b> Recommended for G/T Art Program.</p>
<b>3</b>	<p><i>The work in the portfolio provides adequate evidence of potential for success in a challenging art program. Evident are:</i></p> <ul style="list-style-type: none"> <li>• generally well-organized compositions and concept development</li> <li>• generally unique, original, and/or well-developed ideas</li> <li>• an adequate number of works demonstrating quality, evidence of commitment, and interest in communicating visually</li> <li>• good use of media</li> </ul> <p><b>R:</b> Recommended for G/T Art Program.</p>
<b>2</b>	<p><i>The work in the portfolio provides some evidence of potential for success in a challenging art program. Evident are:</i></p> <ul style="list-style-type: none"> <li>• attempts at organizing compositions, some needing further development</li> <li>• generally good ideas needing further development</li> <li>• a limited number of works demonstrating some evidence of commitment and interest in communicating visually</li> <li>• average use of media</li> </ul> <p><b>NRR:</b> Recommended to continue developing portfolio and reapply in the fall.</p>
<b>1</b>	<p><i>The work in the portfolio provides <b>limited evidence</b> of potential:</i></p> <ul style="list-style-type: none"> <li>• limited composition/concept development</li> <li>• limited quality and quantity of work</li> <li>• limited skill with media</li> </ul> <p><b>NR:</b> Not recommended at this time.</p>

SCHOOL: \_\_\_\_\_

**PORTFOLIO #1:** Portfolio Score: \_\_\_\_\_

\_\_\_\_ R      \_\_\_\_ NRR      \_\_\_\_ NR

Notes: \_\_\_\_\_

**PORTFOLIO #2:** Portfolio Score: \_\_\_\_\_

\_\_\_\_ R      \_\_\_\_ NRR      \_\_\_\_ NR

Notes: \_\_\_\_\_

**PORTFOLIO #3:** Portfolio Score: \_\_\_\_\_

\_\_\_\_ R      \_\_\_\_ NRR      \_\_\_\_ NR

Notes: \_\_\_\_\_

**PORTFOLIO #4:** Portfolio Score: \_\_\_\_\_

\_\_\_\_ R      \_\_\_\_ NRR      \_\_\_\_ NR

Notes: \_\_\_\_\_

Baltimore County Public Schools Office of Art  
**RATING SCALE FOR TEACHER *and*  
 STUDENT SELF-ASSESSMENT OF PROGRESS**

*for use in assessing individual work during portfolio preparation*

Artwork # \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

This rating scale can be used by teachers and students to do a preliminary evaluation of work. It can help students determine whether they are achieving the higher levels of each trait described.

***Degree to which the following traits are observed in the artwork:***

**COMPOSITION (organization of space using art elements and design principles)**

- Size, placement, and/ or contrast of image(s) create variety and interest
- Line, color, shape, texture, and/or form are effectively used to elaborate and/or unify the composition
- The picture plane is fully considered

	minimally/rarely	occasionally	frequently	consistently
	1	2	3	4
	1	2	3	4
	1	2	3	4

**RENDERING FROM OBSERVATION (skill and accuracy in depicting three-dimensional objects on a two-dimensional plane)**

- Contours, shapes, sizes are carefully observed
- Proportions are carefully observed and show accuracy
- Spatial relationships are carefully observed

	1	2	3	4
	1	2	3	4
	1	2	3	4

**TECHNIQUES USING MEDIA (effective use of media, materials, tools)**

- Line quality or line technique is effectively varied
- Shading is varied - range in tonal values: blacks, grays, whites
- Craftsmanship and technical skill with media are evident

	1	2	3	4
	1	2	3	4
	1	2	3	4

*If color or 3-D media is submitted:*

- Color and/or color value is effectively applied
- Surface finish shows craftsmanship

	1	2	3	4
	1	2	3	4

***Degree to which the following traits are observed in the artwork:***

**CREATIVITY and CONCEPT DEVELOPMENT**

- Ideas or images are unique and/or original with strong visual impact
- Ideas are well developed

	1	2	3	4
	1	2	3	4

**SKETCHING**

- Ideas are generated by observing from life, imagination, experimenting with materials, exploring images through sketching, note-taking

	1	2	3	4
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# HIGH SCHOOL G/T ART PROGRAM EXIT PORTFOLIO EXPECTATIONS

By the end of each year in the G/T Art Program, students will exit with a portfolio of Best Works and sketchbooks that reflect understanding and artistic skill development.

1. BEST WORKS PORTFOLIO	<b>QUALITY</b> Works which excel in concept, composition, and execution	<b>CONCENTRATION</b> A series of works organized around a compelling visual concept	<b>BREADTH</b> Works that demonstrate broad experience and accomplishment
<ul style="list-style-type: none"> <li>• FUNDAMENTALS OF ART</li> <li>• FOUNDATIONS OF ART</li> </ul>	4 actual artworks (drawings and/or paintings) - may be a duplicate of no more than two from other sections	4 artworks minimum in series  Sketchbook with written reflections, notes, sketches, and plans	4 artworks <ul style="list-style-type: none"> <li>• Drawings - pencil, pen, chalk, pastel, charcoal</li> <li>• Painting - watercolor, tempera,</li> <li>• Sculpture - papier mache, clay, wire</li> <li>• Varied craft media</li> </ul> May duplicate no more than three from the other categories.
<ul style="list-style-type: none"> <li>• UPPER LEVEL COURSES IN COMPREHENSIVE PROGRAM- FINE ARTS STUDIO I GT/AP STUDIO II GT/AP</li> <li>• PHOTOGRAPHY III, IV</li> <li>• ART INTERMEDIA II, III, IV</li> <li>• UPPER LEVEL COURSES IN THE MAGNET PROGRAM</li> </ul>	DRAWING EMPHASIS 5 actual drawings; maximum size - 18"x24"  2D DESIGN EMPHASIS 5 actual artworks  3D DESIGN EMPHASIS 5 artworks: 2 slides of each	DRAWING EMPHASIS 12 slides: some which may be details  2D DESIGN EMPHASIS 12 slides, some of which may be details  3D DESIGN EMPHASIS 12 slides, some of which may be details	DRAWING EMPHASIS 12 artworks in different drawing media: one slide of each  2D DESIGN EMPHASIS 12 artworks: one slide of each  3D DESIGN EMPHASIS 8 artworks: two slides of each
<b>2. SKETCHBOOKS/JOURNALS:</b> Sketches reflecting independent drawing activities, homework, collections of "interesting" visual materials to be used for future work, planning notes, and written reflections.			

<b>Rubric for individual artwork for the BEST WORKS PORTFOLIO</b> <b>The student demonstrates the ability to:</b>	<b>PROFICIENCY LEVELS</b>			
	<b>4</b> Demonstrates thorough and complete understanding of requirements and concepts. Presents creative ideas and high quality products that exceed expectations.	<b>3</b> Demonstrates substantial understanding of requirements and concepts. Presents creative ideas and high quality products that meet expectations.	<b>2</b> Demonstrates partial understanding of requirements and concepts. Presents original ideas and quality products that frequently meet expectations.	<b>1</b> Demonstrates misunderstanding of the requirements and concepts. Presents coherent ideas and finished products with varying success.
<b>CREATE ARTWORKS OF QUALITY</b>				
<ul style="list-style-type: none"> <li>selected work evidences depth and creativity in thinking</li> </ul>				
<ul style="list-style-type: none"> <li>selected medium/media indicates technical skill and craftsmanship</li> </ul>				
<b>VISUALLY COMMUNICATE IDEAS OR CONCEPTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>intent, concepts and/or themes are visually evident through the expressive qualities of the work and supported by the effective use of art elements and design principles</li> </ul>				
<ul style="list-style-type: none"> <li>selected medium/media is skilfully manipulated and enhances the image</li> </ul>				
<b>USE A BREADTH OF MEDIA AND TECHNIQUES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>selected work represents skill and proficiency in a variety of media, techniques, and processes</li> </ul>				

Demonstrating competency =16-20 points  
 Developing competency =11-15 points

Emerging competency =6-10 points  
 Not meeting standards =1-5 points

# SKETCHBOOK IDEAS

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## From Observation:

1. Create a drawing of a corner of your room using size, placement, and overlapping to create the illusion of depth.
2. Arrange your chair so that you can look down at your feet. Create a realistic drawing of your feet (in shoes or barefoot) and at least part of your legs.
3. Draw your hand holding an object (pencil, keys, flower, paper, glass, telephone, etc.).
4. Observe and draw your hand in various positions, or draw several views of your hand in one position.
5. Create a drawing of a scene looking through a doorway. Emphasize the illusion of depth using size, placement, and overlapping.
6. Create a series of architectural sketches using a viewfinder to isolate interesting areas.
7. Create studies of natural objects: shells, twigs, acorns, etc.
8. Create close-up studies of intricate human-made objects: computer keyboard, camera, car, etc.
9. Create studies of tools: hammer, scissors, pliers, etc.
10. Create studies of facial features: eyes, ears, nose, mouth (look in a mirror).
11. Draw several self-portraits demonstrating different facial expressions.
12. Create a drawing of the inside of a closet.

## From Imagination:

1. Draw your worst nightmare, including as much detail as possible.
2. Illustrate a section of a favorite book.
3. Design an imaginary creature and place it in an environment.
4. Design a futuristic vehicle.
5. Create a drawing of an inanimate object and make it come to life.
6. Draw yourself as an adult.

## Problem-Solving:

1. Create studies of things that have reflective surfaces.
2. Create a drawing from an unusual point of view (an ant, a bird, etc.).
3. Create studies of things that twist and turn.
4. Create studies of things that overlap.
5. Create drawings that demonstrate similarities in unusual objects (how is a key like a paint brush?)

# Student Self-Assessment Questionnaire

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**Use the following questions to analyze your work on a regular basis. You will find them helpful in developing your ideas.**

- \_\_\_ Have I selected unique and original images and ideas?
- \_\_\_ Have I completed several preliminary sketches exploring my ideas?
- \_\_\_ Have I really looked at the object(s) and tried to draw what is actually there?
- \_\_\_ Have I considered the size relationships and proportion in my composition?
- \_\_\_ Have I used a variety of lines that help to communicate characteristics of the selected object(s)?
- \_\_\_ Have I used space to create an interesting composition?
- \_\_\_ Have I considered the entire picture plane?
- \_\_\_ Have I selected the most interesting point of view?
- \_\_\_ How can I exaggerate the light and shadow areas to make the drawing seem to have greater dimension?
- \_\_\_ Does my work reflect high standards of craftsmanship and technical skill?

**Use the following questions to analyze your portfolio development:**

- \_\_\_ Does my portfolio reflect a range of my best works?
- \_\_\_ Does my portfolio reflect my areas of concentration?
- \_\_\_ Am I maintaining records of the artistic process on a regular basis?
- \_\_\_ Have I presented my work neatly?

## **Sketchbook:**

- \_\_\_ Does my sketchbook record my thinking?
- \_\_\_ Have I included a variety of observational drawings?
- \_\_\_ Have I used my sketchbook to explore my ideas?
- \_\_\_ Have I experimented with different materials and techniques?
- \_\_\_ Have I recorded notes about my ideas?

# THINKING AS AN ARTIST



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Answer the following questions with a “YES” or “NO” in order to discover ways you think and/or feel about yourself as an artist and your art work.

YES NO

- \_\_\_ \_\_\_ Are you sensitive to color?
- \_\_\_ \_\_\_ Do you notice how changes in light affect the things you see?
- \_\_\_ \_\_\_ Do you find yourself noticing things that your friends may miss, such as the colors of autumn leaves or the shape of clouds?
- \_\_\_ \_\_\_ Do you like to draw or make things with your hands?
- \_\_\_ \_\_\_ Do you get “lost” in an art project and lose track of time?
- \_\_\_ \_\_\_ When a work of art turns out wrong, are you willing to throw it out and start again?
- \_\_\_ \_\_\_ Are you curious?
- \_\_\_ \_\_\_ Do you like to solve problems?
- \_\_\_ \_\_\_ Do you keep an open mind about new and unusual forms of art?
- \_\_\_ \_\_\_ Do you like to experiment with new materials and techniques?
- \_\_\_ \_\_\_ Do you set aside time each day to work on an art project or study someone else’s work?
- \_\_\_ \_\_\_ Do you keep at a project until it is finished?
- \_\_\_ \_\_\_ Can you meet deadlines?
- \_\_\_ \_\_\_ Do you try to work even when you don’t feel “in the mood”?

Number of items checked with “YES” \_\_\_\_\_

Number of items checked with “NO” \_\_\_\_\_

Select two items checked with a “NO” and identify what you may need to do in order to change them to a “YES” response.

1.

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2.

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# CAREERS IN ART

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It may be too soon for you to make a decision about your future. However, if you are talented and enjoy problem solving and creating visual images, then you may want to consider a career in art. Following are a number of art careers in different fields. As you read, think about each one and keep those that interest you in mind. It's never too soon to consider career possibilities.

**GRAPHIC DESIGN:** artists work as members of a team that may include art directors, layout and pasteup artists, calligraphers, air brush artists, engravers, and sign painters.

**EDITORIAL DESIGN and ILLUSTRATION:** Newspaper, magazine, and book publishers employ graphic designers as art directors, illustrators, layout artists, photographers, and printers.

**COMPUTER GRAPHICS:** This is the most recent addition to the world of commercial art. A career in this field combines a strong background in design with knowledge of computer technology.

**TELEVISION GRAPHICS:** designers must be able to use all art, electronic, and computer designing media and techniques.

**INDUSTRIAL DESIGN:** They plan the forms of everything from dinnerware and furniture to automobiles and space vehicles.

**PACKAGE DESIGNERS:** produce boxes, tubes, bottles, shopping bags, and other containers. They use color and shape to make each package unique, appealing, and functional.

**FASHION DESIGNER:** designs clothing, hats, handbags, shoes, gloves, jewelry, and other apparel.

**ARCHITECTURE:** Architects design buildings that function properly, are well constructed, and are aesthetically pleasing.

**CITY PLANNING:** City planners are trained as architects, but they are mainly concerned with the care and improvement of city environments.

**LANDSCAPE ARCHITECTURE:** design outdoor areas around buildings, playgrounds, parks, and along highways. They create designs using flowers, plants, trees, shrubs, rivers, ponds, lakes, walks, benches, and signs.

**INTERIOR DESIGNERS:** plan the decoration of interior spaces, such as homes and offices. Successful designers use styles and materials that blend with the architecture and that please the client.

## CAREERS IN ART (continued)

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**EXHIBIT AND DISPLAY DESIGNERS:** work for trade shows, department stores, showrooms, art galleries, and museums. They plan presentations of collections, temporary exhibits, and traveling shows of all types. They decide which things should be grouped together and how they should be lit.

**PHOTOGRAPHY:** Photojournalists are visual reporters. They work for newspapers and magazines. Other careers in photography include fashion, product, food, architecture, and medical photography.

**ART DIRECTION for the PERFORMING ARTS:** In the theater the art director works with scenic, costume, and lighting designers, as well as makeup artists and hair stylists, to make all elements of the show fit together.

**SPECIAL EFFECTS DESIGNER:** artists that are a combination of painter, sculptor, and engineer. They create the magic illusions for film and TV. They have the ability to imagine and create fantasy scenes or creatures that look real.

**ANIMATION:** The art of moving cartoons was invented for film, but it is used on TV as well.

**ART EDUCATION:** people who like to share their knowledge and skills and have a strong interest in art . Art therapists, also teachers, use art to help people with their emotional and physical problems. They work in psychiatric hospitals, community centers, drug and alcohol treatment centers, and prisons.

**ASSIGNMENT:** From the visual arts careers listed choose one that seems interesting. Through personal interview or library research, write a brief biography of one person [famous or not so famous] who has had experience in this career. Report your findings to the class.

## Books and Periodicals

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- A Kick in the Seat of the Pants.*** \_\_\_\_\_ von Oech, Roger. New York: Harper and Row Publishers, 1986.
- Art Synectics: Stimulating Creativity in Art - A Teacher's Guide*** \_\_\_\_\_ Roukes, Nicholas. Calgary, Alberta:Canada, 1982.
- A Whack on the Side of the Head*** \_\_\_\_\_ von Oech, Roger. New York: Warner Books, 1936.
- Drawing on the Artist Within*** \_\_\_\_\_ Edwards, Betty. Los Angeles: J.P. Tarcher, Inc. , 1984.
- Drawing on the Right Side of the Brain*** \_\_\_\_\_ Los Angeles: Edwards, Betty. J.P. Tarcher, Inc. , 1979.
- Experiences in Visual Thinking*** \_\_\_\_\_ McKim, Robert H. Boston: PWS Engineering, 1980.
- Rapid Viz: A New Method for the Rapid Visualization of Ideas*** \_\_\_\_\_ Hanks, Kurt and Belliston, L. Los Altos California: William Kaufmann, Inc., 1980.
- Visual Workouts: A Collection of Art-Making Problems*** \_\_\_\_\_ Johnson, Mary Frisbee. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983.
- 
- Gifted Child Quarterly*** \_\_\_\_\_ The Quarterly Journal of the National Assoc. for Gifted Children
- JSGE*** \_\_\_\_\_ The Journal of Secondary Gifted Education
- Parenting for High Potential*** \_\_\_\_\_ National Association for Gifted Children
- Roeper Review*** \_\_\_\_\_ Journal on Gifted Education
- Understanding Our Gifted*** \_\_\_\_\_ Open Space Communications, Inc.