

Hampton City Schools
Excel Art Program
Portfolio

**HAMPTON CITY SCHOOLS
DEPARTMENT OF ACADEMIC ADVANCEMENT AND ENRICHMENT
EXCEL ART PROGRAM, GRADES 3-8**

Art Portfolio Package

Information for Parent and Student

- All candidate submission should be original (not classroom assignments)
 - The work must be the sole effort of the candidate
 - Artwork will not be returned
 - A referral form and parent rating scale for art must be included

Take Note

- Student should complete all exercises in portfolio
- Deadline for referral packages – October 15th, January 15th, May 15th
 - Return completed packages to

Reginald Johns
The Director of DAAE
Spratley Gifted Center
339 Woodland Road
Hampton, VA 23669

757-727-2160

Hampton City Schools Non-Discrimination Notice

Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Robbin G. Ruth, Executive Director of Human Resources



**HAMPTON CITY SCHOOLS
OFFICE OF GIFTED EDUCATION
PARENT CONSENT FORM AND QUESTIONNAIRE
VISUAL ARTS**

_____ I **consent** to my child being evaluated for possible eligibility for the Excel Visual Arts program and would be interested in having him/her considered for placement in the program for Excel Visual Arts if he/she is found eligible.

_____ I **do not wish** to have my child considered for placement in the program for gifted visual arts students.

Child's Full Name _____
 School _____ Grade _____ Date of Birth _____
 Parent Work Phone _____ Home Phone _____
 Address _____ Zip _____
 Signature of Parent/Guardian _____ Date _____

Please rate your child according to the scale below. Place a check mark in the appropriate column.

3 - Almost Always (90%) 2 - Usually (75%) 1 - Occasionally (50% or less) 0 - Never (0%)

	3	2	1	0
Self-motivated, completes tasks				
Displays high levels of originality, inventiveness, creativity				
Demonstrates ability to work cooperatively in a group				
Demonstrates ability to work independently				
Accepts and uses criticism				
Displays self-control				
Displays a high level of concentration/focus				
Displays intellectual playfulness. Imagines (I wonder what would happen if...); manipulates ideas				
Is flexible in thought and action; is not threatened when the normal routine is changed				
Displays consistent attendance and promptness				
Strong desire to learn art				
Involvement in art class				
Shows critical thinking, skepticism, evaluative testing				
Willingness to explore arts problems				
Flexible thinker, uses many approaches to solving a problem				
Demonstrates unusual perception and insight, sees unusual relationships				
Does projects in spare time				
Examines and observes things very thoroughly				
Likes to elaborate an idea or add details				
TOTAL EACH COLUMN				

TOTAL _____

ON THE BACK OF THIS FORM, PLEASE PROVIDE ADDITIONAL INFORMATION THAT YOU FEEL WOULD HELP US KNOW MORE ABOUT YOUR CHILD



Hampton City Schools
Department of Academic Advancement and Enrichment
Excel Visual Arts Program
Art Teacher Rating Scale



Student Name: _____ School/Grade: _____

Evaluator: _____ Date: _____

Student Characteristics

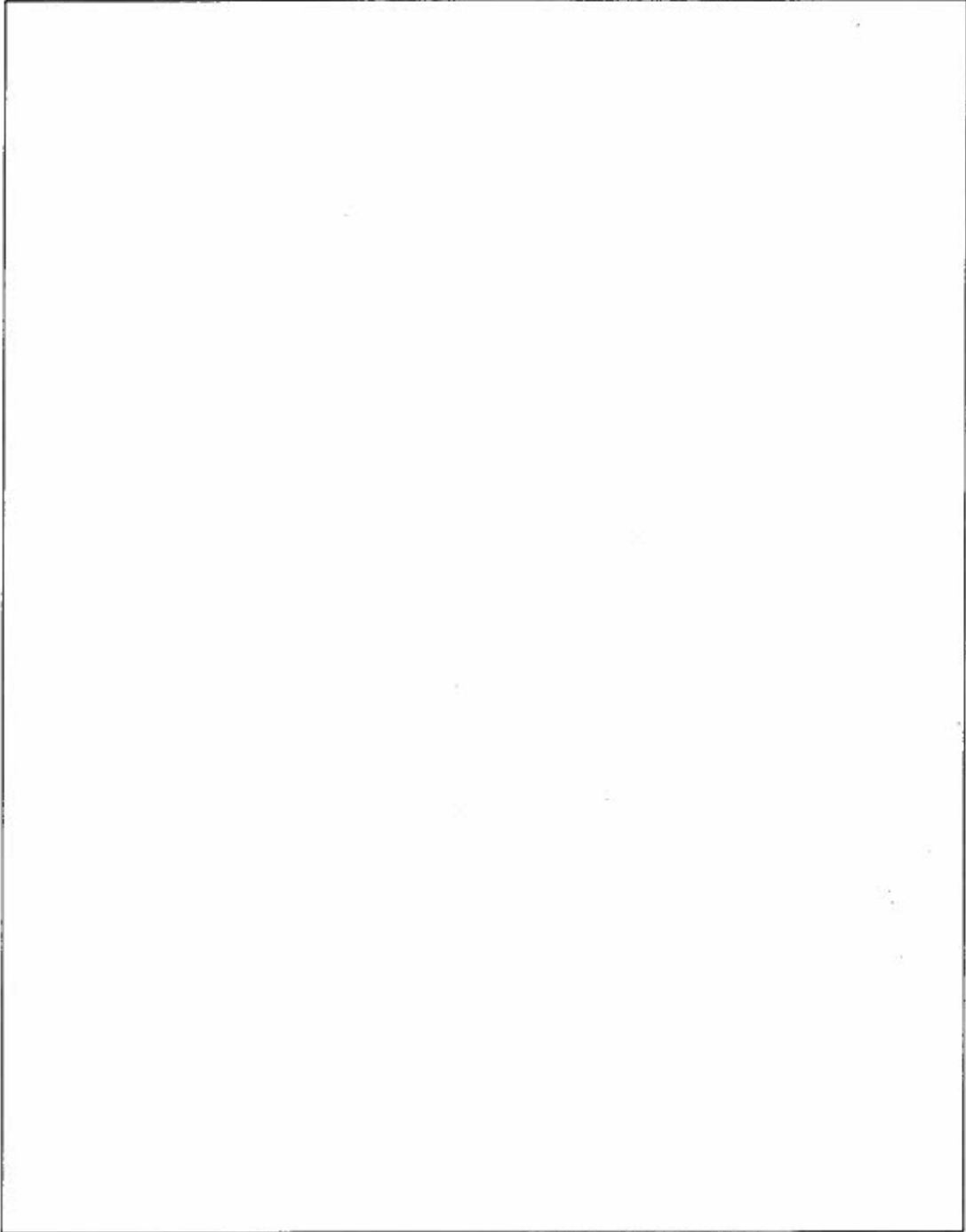
Read each characteristic carefully. Evaluate each characteristic in terms of its frequency of occurrence in this child's behavior. Place a check mark in the appropriate column.

- 3 - characteristic exhibited almost all the time (90%)
- 2 - characteristic exhibited usually (75%)
- 1 - characteristic exhibited occasionally (50% or less)
- 0 - characteristic exhibited never (0%)

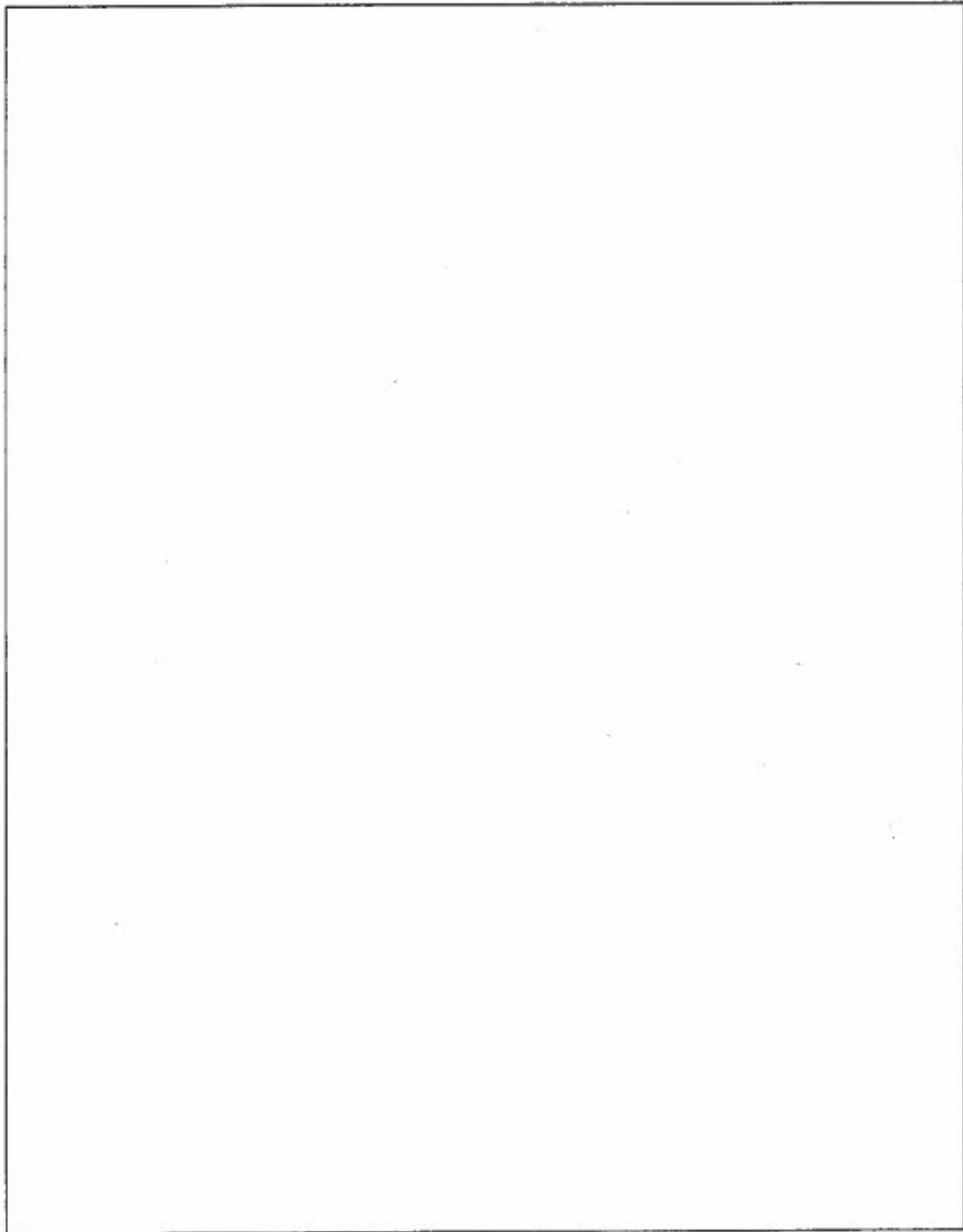
	Almost Always 3	Usually 2	Occasionally 1	Never 0
Self-motivated, completes task				
Displays high levels of originality, inventiveness, creativity				
Demonstrates ability to work cooperatively in a group				
Demonstrates ability to work independently				
Accepts and uses criticism				
Displays self-control				
Displays a high level of concentration/focus				
Displays intellectual playfulness -- Imagines (I wonder what would happen if...)				
Manipulates ideas				
Is flexible in thought and action -- Is not threatened when the normal routine is changed				
Displays consistent attendance and promptness				
Strong desire to learn art				
Involvement in art class				
Shows critical thinking, skepticism, evaluative testing				
Willingness to explore arts problems				
Flexible thinker - Uses many approaches to solving a problem				
Demonstrates unusual perception and insight -- Sees unusual relationships				
Does projects in spare time				
Examines and observes things very thoroughly				
Likes to elaborate an idea or add details				
High energy level				
TOTAL EACH COLUMN				

TOTAL _____

Page 2. Draw a self-portrait. This is a picture of you. Include as many details as possible. This may be a portrait of your head and shoulders or a drawing of your whole body.



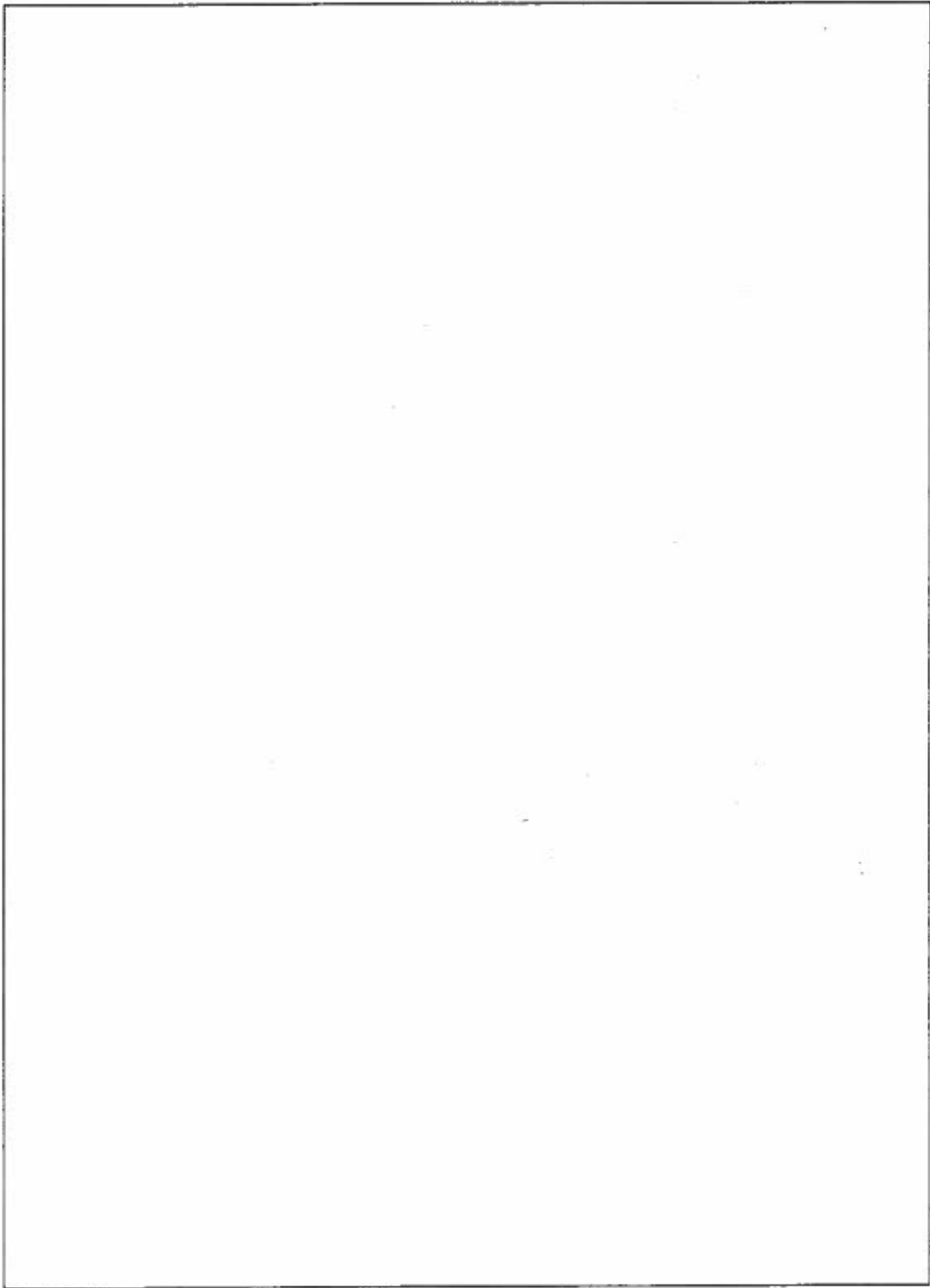
Page 3. Draw a room with two walls. Include objects and/or people in the background, middle ground and foreground. Show what you know about perspective.



Page 4. Draw a sequence of four pictures, telling a story in four steps.
Please draw as large as possible and include supporting details.

1.	2.
3.	4.

Page 5. Draw a loosely crumpled piece of lined notebook paper. Pay careful attention to the effect of light and shadow on the surface of the paper. Use the lines on the notebook paper to help you define the shape.



Artist's Choice

Page 6. Draw a picture of something that you like to draw and feel that you do well.

