

**Nomination Form for Children with Potential in Music, Art, Sports and
Drama
(Parent's Version)**

Part 1 : Basic information

Name of the Child : _____ Class : _____ Sex : _____

<u>Name of Person who fills in the form</u>	<u>Relationship with the child</u>	<u>Time spent with the child each day</u>
1. Mr./Mrs _____	(Father/Mother)	Around _____ hour(s) in total
2. Mr./Mrs _____	(Father/Mother)	Around _____ hour(s) in total
3. Mr./Mrs _____	Relative/Friend/Other _____	Around _____ hour(s) in total
4. Mr./Mrs _____	Relative/Friend/Other _____	Around _____ hour(s) in total

The potential of the nominated child is in the area(s) of : (tick "✓" the appropriate box(es).
More than one can be ticked)

Music Art Sports Drama

Guidelines for answering the questions

1. Relevant sections of the form may be completed according to the nominee's potential. All parents or guardians are advised to discuss and reach a consensus before completing the form.
2. All people who fill in the nomination form should know the child for a long period, for example, six months or above, and spend not less than two hours with the child every day.
3. Parents should judge the child's behavior and complete the nomination form in accordance with the child's cognitive development and level. Parents are advised to observe the child for a substantial period of time beforehand (for example, two to four weeks), and compare his or her behavioural patterns with those of other children of the same age, in terms of performance and level of frequency.

Part 2 : Characteristics of the Nominated Child

(1) Music

Items 1 -12 below refer to the child’s learning behaviour and performance in music. Please tick "✓ " the appropriate box according to the child’s daily performance.

Table 1 Adaptive Behaviour Scale of the Child’s Musical Talents (Parent’s Version)

<i>Items</i>	Rarely (1)	Sometimes (2)	Often (3)	Always (4)	N/A (0)
1. The child is strongly sensitive to rhythm, pitch and volume					
2. The child is good at remembering melodies					
3. The child is able to distinguish the timbres of different musical instruments, and this is not affected by background noise					
4. The child has a sense of rhythm, and his or her body parts sway to its beats					
5. The child masters the skill of musical instruments easily					
6. The child can express emotions when performing on a musical instrument					
7. The child likes to express meanings through music					
8. The child is able to learn a musical instrument in a continuous way					
9. The child sings or plays a musical instrument with the correct rhythm					
10. The child likes to create songs in an impromptu manner or perform on different musical instruments					
11. The child pays attention to various types of musical information					
12. The child enjoys listening to various types of music					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “ the child has received relevant special honours, awards or qualifications outside the school)

(2) Art

Items 1-8 below refer to the child’s learning behaviour and performance in art. Please tick "✓" the appropriate boxes according to the child’s daily performance.

Table 2 Adaptive Behaviour Scale of the Child’s Artistic Talents (Parent’s Version)

<i>Items</i>	Rarely (1)	Sometimes (2)	Often (3)	Always (4)	N/A (0)
1. The child’s eyes coordinate well with his or her hands; and the student can easily grasp basic skills when learning how to sketch and paint					
2. The child is good at appreciating works of art, and is capable of describing lines, colours and ideas expressed in works of art in detail					
3. The child likes to express his or her feelings in graphic form					
4. Sketching, painting, creating other forms of art, etc. are his or her hobbies during leisure time					
5. His or her sketches, paintings or artwork express personal originality					
6. The child is good at feeling the messages and emotions expressed in works of art					
7. The child has an aesthetic sense, and is much more sophisticated when criticising works of art than other children of the same age					
8. The child is very interested in works of art, and likes to visit galleries and exhibitions					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria

2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “The child has received relevant special honours, awards or qualifications outside school)

(3) Sports

Items 1-5 below refer to the child’s learning behaviour and performance in sports. Please tick "✓" the appropriate boxes according to the child’s daily performance.

Table 3 Adaptive Behaviour Scale of the Child’s Talents in Sports (Parent’s Version)

<i>Items</i>	Rarely (1)	Sometimes (2)	Often (3)	Always (4)	N/A (0)
1. The child is very energetic					
2. The child has potential in sports and is nimble. It is easy for him or her to grasp the skills involved in various kinds of sports.					
3. The child likes various kinds of sports and outdoor activities, such as ball games, swimming, hiking and camping					
4. The child shows his or her determination and endurance in the course of practice and training					
5. The child always performs outstandingly in relevant sports competitions					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria

2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “The child has received special honours, awards or qualifications outside school)

(4) Drama

Items 1-7 below refer to the child’s learning behaviour and performance in drama. Please tick "✓ " the appropriate boxes according to the child’s daily performance.

Table 4 Adaptive Behaviour Scale of the Child’s Talents in Drama (Parent’s Version)

	<i>Items</i>	Rarely (1)	Sometimes (2)	Often (3)	Always (4)	N/A (0)
1	The child is good at observing and memorising the words and movements of other people					
2	The child is good at imitating the tones, facial expressions and gestures of others when they are talking					
3	The child is able to communicate with others through gestures, facial expressions and body language					
4	The child likes to take part in role-play and relevant performances in class					
5	When acting as various characters, the child’s voice, gestures and facial expressions are so lifelike that they can arouse the audience’s sympathy					
6	The child is able to present stories or different types of subject matter in a dramatic way					
7	The child is very interested in performing arts, and likes to watch dramas and movies					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “The child has received relevant special honours, awards or qualifications outside school)

(End)