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Institutional care for intellectually gifted children in Slovak elementary schools with a focus on musical activities

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**INSTITUTIONAL CARE FOR INTELLECTUALLY GIFTED
CHILDREN IN SLOVAK ELEMENTARY SCHOOLS WITH A FOCUS
ON MUSICAL ACTIVITIES**

Key words: *cross-curricular approach, intellectually gifted pupil, musical activities, pedagogical intervention, personality development*

Introduction

An intellectually gifted child is considered at Slovak elementary schools a **pupil with general intellectual ability (intellectually gifted)** or a pupil with special educational needs. Generally an intellectually gifted pupil is a child with a high level of intellectual ability. A pupil can be identified and diagnosed as a child with a high intellectual potential, if he or she crosses the border 130 IQ measured by standard psychological tests¹. According to National School Inspection of the Slovak Republic, the intellectually gifted pupil is the one with above-average general and / or special abilities in the intellectual field, the arts (artistic, musical) and sport². Compared to his or her peers such pupil achieves exceptional performance in school and in educational

¹ V. Remišová, *Výchova a vzdelávanie žiakov so všeobecným intelektovým nadaním*, [in:] *Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním*, eds. V. Lechta, I. Domancová, K. Vladová, Bratislava 2015, p. 104-116. Available on: www.statpedu.sk/sites/default/files/nove_dokumenty/deti-a-ziaci-so-zdravotnym-znevychodnenim/Aplikacia_VPpre_ZZ_VIN_2016.pdf [accessed on: 02.09.2016].

² *Školská integrácia žiakov so špeciálnymi výchovno-vzdelávacími potrebami (ŠVVP) a vzdelávanie žiakov so ŠVVP v špeciálnych triedach ZŠ (Interný metodický materiál ŠŠI)*, Bratislava 2012. Available on: www.ssiba.sk/admin/fckeditor/editor/userfiles/file/Dokumenty/Metod_mat_sk_integracia_12_13.pdf [accessed on: 23.03.2015].

process purposefully develops his or her natural ability and gifts. Present-day Slovak school system offers education in schools for pupils with specific intellectual gifts in the classes for specifically intellectually gifted children and by means of individual integration³. According to Internet School Portal in the Slovak Republic there are 4500 intellectually gifted children educated at special Slovak schools for pupils with general intellectual ability based on the application of their legal representatives and after the diagnostics performed by the institution of educational prevention and counselling⁴.

In our contribution we deal with the intellectually gifted pupils who are at the opposite end of the Gauss curve together with disabled children, and children with various disorders that need respectful and supportive conditions for their healthy development. We believe that there is a need to raise the potency of gifted children by creating encouraging conditions in the educational process. We believe this can lead to the increase of school image and quality. In our country, the Slovak Republic, such pupils are educated at Special Schools by the teachers who graduated 5-year study and achieved Master's degree (Mgr.), however, they do not have any special qualification in the area of pupils with general intellectual ability (the gifted pupils) and they specialise only at the handicapped ones. The process of implementing this kind of education as the part of undergraduate study will need some time. We also introduce a few musical activities to contribute to more challenging education for intellectually gifted pupils.

1 Pupil with General Intellectual Ability

Gifted children express themselves through their attitudes, dispositions and habits within various domains of talents. Slovak teachers are not quite prepared and equipped to deal with pupils with general intellectual ability, because during their master's study they specialise at the handicapped ones. We believe that intellectually gifted pupils need challenges that correspond with their abilities so as they were developed to their full potency.

There often are interchangeably used the two concepts, giftedness and talent. According to F. Gagné⁵ **giftedness** refers to the aptitude one has in particular domain that is useful to mankind. **Talent** is the product of giftedness which was successfully developed and J. Piirto⁶ believes that talent development is an integrated genetic, cognitive and emotional process that requires to nurture the "gifted" individual that could be talented in art, music, theatre, writing, athletic, dance and so on. The author also says that gifted children may be facing difficulties that act as risk factors at home, in school, or in the community where they live. Thus he suggested a list of personality attributes appropriate in the development of their talent, such as the following: creativity, imagination, insight, intuition, perceptiveness, resilience, perfectionism, openness, risk-

³ Ibidem.

⁴ Školský portál. Available on: www.skolskyportal.sk/clanky/na-slovensku-sa-vzdelava-okolo-4500-intelektovonadanych-deti [accessed on: 23.03.2015].

⁵ F. Gagné, *A thoughtful look at the concept of talent development*, "Tempo: The Journal of The Texas Association for the Gifted and Talented", Fall 1996, p. 5-10.

⁶ J. Piirto, *Talented children and adults, their development and education*, Ohio 1999.

taking, self-efficacy, self-discipline, tolerance of ambiguity, and will. These children may exhibit behaviour that indicates their giftedness in more than one domain. They can be both gifted in school subjects (academic achievement) and in music. Intellectually gifted pupils, however, are not without problems at schools, these include mainly boredom and frustration, because they have a high degree of energy⁷. They often do not have friends at their own level and from the area of similar interests, which leads them to the problems of social cohesion. These pupils also prefer their intellectual peers to their peers, resulting in social preference for older children and adults, they have good relationships with adults⁸. They are more sensitive to the values and moral issues than their peers and at the same time they soon comprehend what is a good and bad behaviour⁹.

In the Slovak Republic pupils with general intellectual ability are included in separated groups of pupils with special educational needs who need new sources, interventions, and activities to support efficiency of their education. The main objective of educating pupils with general intellectual ability is to facilitate the development and prepare them for multiple use of their intellectual giftedness for the benefit of society. In Slovakia the education of such pupils is provided in special schools with classes that are specially oriented and they also have extended education of aesthetical and artistic school subjects.

Special programmes are needed in school activities and also in extra-curricular activities which offer good alternative for the gifted. The educational alternatives provide these pupils with the possibility to work at their own rate, by their standards, encourage them in decision-taking, support them in working their own personal style, allows them to think and learn independently and so on. **Pedagogical intervention** which will meet the needs of pupils with general intellectual ability should be prepared so as it promoted the standards of training of the gifted pupils, and should be in accordance with their possibilities. Thus teachers of these pupils must work out programmes that contain improved and supplemented curriculum and materials that will determine the development of the gifted. According to G. Kelemen¹⁰ these innovated programmes should provide for a diversified manner of approach: communication, self-reflection and self-assessment, group inter-relationships. The designed programmes should be scientifically correct, updated as to the techniques and approaches, relevant to the objectives; the content should focus on the enrichment of the knowledge of the gifted and the development of strategies for efficient approach to contents.

When educating pupils with general intellectual ability, it is necessary to co-operate with the psychologist. In pupils who are artistically gifted it is necessary to maintain contact with artistic pedagogue, music educator or arts educator specialised in particular artistic discipline. In pupils gifted in sports and physical education it is good give them extra training and specialised coaching, for example for athletically gifted chil-

⁷ B. Clark, *Growing up gifted*, Columbus 2002.

⁸ G. Davis, S. Rimm, *Education of the gifted and talented*, Sydney 2004.

⁹ B. Clark, *Growing up gifted: Developing the potential of children at home and at school*, Upper Saddle River 2008.

¹⁰ G. Kelemen, *A personalized model design for gifted children education*, "ScienceDirect, Procedia Social and Behavioural Sciences" 2010, no 2, p. 3981-3987, doi:10.1016/J.sbspro.1010.03.627.

dren maintain a specialist, certified athletic trainer who is able to develop their talents. When working with intellectually gifted children teachers after they recognise their “talents”, they should accept typical characteristics of their personalities and constantly supervise their development. The representative feature of working with gifted children is their continuous engagement in work, which must be meaningful and stimulating. Teachers must respect pupils and methods used during their school work that differ from commonly used ones. The main task of a teacher is to lead pupils to self-evaluation of their own abilities and results of work¹¹. In the past general intellectual ability was identified with intelligence.

Until present-day intellectual giftedness is mainly connected with the personality of a human being and creates complex of qualities and properties that in mutual cooperation regulate performance of demanding intellectual activities. The important factor in the development of intellectual giftedness is its relationship with social context and personal maturity of intellectually gifted person that causes that the personality of intellectually gifted person matures faster than the personality of less gifted person. This concept of maturity is significant in the development of giftedness throughout personality. The development curves of individual mental functions vary in individuals and they explain the developmental disproportions of talented personality. When determining the characteristics of intellectually gifted children it is essential to recognize the knowledge of personality development as well as intellectual giftedness of a particular child. One of the indicators of intellectual giftedness is the early reading skill before they enter primary school¹².

Intellectually gifted children manifest their abilities in different ways. These are reflected in early, high and qualitatively different cognitive abilities. These children are very active, sometimes hyperactive and are able to focus on one area of their interests for a long time. Their memory is excellent, they ask a lot of interesting questions and have developed good argument skills. In comparison with their peers they start talking earlier and use richer vocabulary. To the basic educational principles we rank the respect toward specific development, individual differences and respect of their emotional side. Parents and teachers cannot be dominant as a child needs his or her space to express opinions and attitudes towards teachers and pupils¹³. An intellectually gifted child has high level of cognitive ability with intellect that exceeds the border IQ 135 measured by standard psychological tests. Based on the fact what level of memory they have, the speed of perception and learning, their potency of intellect can be identified in early childhood. Already at that time, with the other manifestations of extraordinary abilities these children should be given special care and attentive expertise, because it can affect their further developments¹⁴.

¹¹ Štátny pedagogický ústav (ŠPÚ), Bratislava 2014. Available on: www.statpedu.sk/files/documents/svp/2stzs/isced2/isced2_spu_uprava.pdf [accessed on: 04.11.2014].

¹² V. Dočkal et al., *Psychológia nadania*, Bratislava 1987.

¹³ Centrum nadania, n. o. Available on: www.centrum.nadania.sk/index.php?filename=nadanie_prejavu [accessed on: 18.06.2014].

¹⁴ J. Laznibátová, *Nadané dieťa – jeho vývin, vzdelávanie a podporovanie*, Bratislava 2007.

2 Organizations and institutions for the development of intellectually gifted

Mensa is a non-profit international organisation which unites above average intelligent people all over the world with different views, ambitions and opinions. It consists of various people from different spectra of human society, starting with teachers, doctors, scientists, politicians, Nobel Prize winners and ordinary people. Its main objection is to use intelligence in favour of mankind. The other objection of Mensa is to create stimulating intellectual and social environment for its members and to allow people a space for self-realisation. Mensa cares mainly to create good conditions for various activities of its members¹⁵. B. Clark¹⁶ deals with several educational difficulties that gifted children face. She suggests that institutions, including schools and other educational organisations promise to provide all children equal opportunity which, according to her, should not mean the same opportunity. She believes that equal opportunity of education shall be provided to the fullest potential of all pupils, including gifted children. The authoress published *A Declaration of the Educational Rights of the Gifted Child* in 1995¹⁷. It supplements the basic document, a milestone of human rights *The Universal Declaration of Human Rights (UDHR)* which is a declaration adopted by the United Nations General Assembly on 10 December 1948. The declaration in a detailed way describes the rights of children to be educated. The declaration of educational rights of intellectually gifted children focuses on educational rights of intellectually gifted children who have rights to:

- a) Engage in appropriate educational experiences even when other children of the grade level or age are unable to profit from the experience.
- b) Be grouped and to interact with other gifted children for some part of the learning experience in order to be understood, engaged, and challenged.
- c) Be taught rather than be used as a tutor or teaching assistant for the major part of the school day.
- d) Be presented with new, advanced, and challenging ideas and concepts regardless of the materials and resources that have been designated for the age group or grade level in which the child was placed.
- e) Be taught the concepts that the child does not yet know instead of relearning old concepts that the child has already shown evidence of mastering.
- f) Learn faster than age peers and to have that pace of learning respected and provided for.
- g) Think in alternative ways, produce diverse products, and to bring intuition and innovation to the learning experience.
- h) Be idealistic and sensitive to justice, law, accuracy and global problems of humanity and have the opportunity to express his or her opinions.
- i) To question generalizations, offer alternative solutions, and value complex and profound levels of thought.
- j) To be intense, persistent, and goal-directed in the pursuit of knowledge.
- k) Exhibit express a sense of humour that is unusual, playful, and often complex.

¹⁵ Mensa, Slovakia. Available on: www.mensa.sk/ [accessed on: 18.06.2014].

¹⁶ B. Clark, *Growing up gifted: Developing...*

¹⁷ Idem, *A Declaration of the Educational Rights of the Gifted Child*, 1995. Available on: eridanus.cz/id32402/spolec2nost/politika/Deklarace_prav_nadanych_deti/educ_rights_of_gifted_children.htm [accessed on: 02.09.2016].

- l) Hold high expectations for self and others and to be sensitive to inconsistency between ideals and behaviour; the child may need to have help in seeing the value in human differences.
- m) Be a high achiever in some areas of the curriculum and not in others making thoughtful, knowledgeable academic placement a necessity.
- n) Have a low tolerance for the lag between vision and actualization, between personal standards and developed skill, and between physical maturity and athletic ability.
- o) Pursue interests that are beyond the ability of age peers, are outside of the grade level curriculum, or involve areas as yet unexplored or unknown¹⁸.

The problem of intellectually gifted children has not been dealt with properly by serious experts in the Slovak Republic, despite the fact that after 1945 there existed schools for children with artistic talent. Later on there was devoted attention to children talented in sports. "Until early sixties, in response to global trend, people began to think of social need to start the development of talented and exceptionally gifted pupils in schools and classes who should be taken special care"¹⁹. Until 1960s there were not special schools, in the beginning of 1960s there were established special classes for pupils exceptionally gifted in math, languages and sports. There were established schools with extended teaching. Intellectually gifted children there in Slovakia are currently cared about by several organizations that focus primarily on their personality development and try to expand their horizons. These children differ from others mainly in their need to practice more activities in their free time so as not to get bored, or as the break from monotonous work. One of such institutions is the association Tree, which is dedicated to the development of their mathematical and logical thinking²⁰.

Elementary schools for gifted children pay special attention to active involvement of students in a variety of the projects. They pay also the emphasis to the development of their movement skills. In these schools pupils take part in various trips. However, the main condition to be accepted to this school is successful completion of intelligence tests. In Slovakia there exist 2177 elementary schools included into network of schools and school facilities, out of which 23 schools (1%) are registered as schools for children intellectually gifted²¹.

2.1 Educational Standards ISCED 2 for Intellectually Gifted Pupils

The general aim of educating pupils with general intellectual ability (intellectually gifted) is to stimulate harmonious personality development and the subsequent efficient evaluation and development of their talents. **Cross-curricular approach** supports intellectually gifted with the acquisition of new knowledge and development of their competences. The important part of educational process is regulation and elimination of these expressions and special educational needs of pupil's personality that

¹⁸ Ibidem.

¹⁹ J. Laznibátová, *Nadané dieťa...*, p. 16.

²⁰ *Nadané dieťa*. Available on: nadanedieta.sk/vzdelavanie-nadanych.html [accessed on: 18.06.2014].

²¹ Ministerstvo školstva, vedy a výskumu. *Výchova a vzdelávanie v základných školách*. Available on: www.minedu.sk/regionalne-skolstvo/ [accessed on: 18.06.2014].

develop his or her ability for lifelong learning, social-communicative abilities, the development of mathematical thinking, scientific and technical knowledge, perception of culture and arts. The effective strategy of acquisition of new knowledge is creative learning, by means of which pupils acquire elementary general education; while by the development of their will, motivation, and self-evaluation they gain adequate level of their communicative abilities²². Educational domain *Arts and culture* should develop creative verbal skills of pupils through the selected means of fine arts and music, drama art and film. The essence lies in the development of their own cultural identity based on their cultural-historical awareness and on the development of their ability to understand cultural heritage and other cultures. Pupils learn how to use essential cultural devices to communicate in a cultivated way, to recognise the main artistic categories, forms, the main tendencies, means of expression, compositional principles, aesthetic perception of artistic works.

The subjects Arts education and Music education are ranked to this domain in the 5th and 7th grades; Education by Art in the 8th and 9th grades. These should fulfil the following objectives²³:

- Gain awareness of own cultural identity;
- Develop cultivated auditory, visual, language and movement literacy;
- Gain the ability to express thoughts in a creative way;
- Recognise main artistic categories;
- Know how to describe own experience with work of art;
- Acquire knowledge of significant European works of art;
- Acquire elementary intercultural competences to communicate with other cultures.

Educational process for pupils with general intellectual ability is strongly individualised. In § 103, 245/2008 Coll. on Education of the School Act it is mentioned that individual pupils may be reclassified into a higher grade without having graduated the previous grade (paragraph 9/d), may complete more grades during one school year (paragraph 9/e), may finish some school subjects in higher grade (paragraph 9/f), may study educational subjects of secondary schools (§ 26), and ISCED 2 for Intellectually Gifted Pupils²².

2.2 Educational Standards – ISCED 2 Elementary School and Music School

Music education in elementary school is the school subject of artistic and educational activity that offers conscious intersection into the structure of music works, music theory and music history. Pupils acquire music skills while practising music activities²⁴. At the end of 5th grade 10-11 year old pupils should have the following musical skills:

²² Vzdelávací program pre 2. stupeň základnej školy pre žiakov so všeobecným intelektovým nadaním ISCED 2 – nižšie sekundárne vzdelávanie. 09/2015. MŠ SR Výskumný ústav detskej psychológie a patopsychológie. Available on: www.statpedu.sk/sites/default/files/dokumenty/inovovany-statny-vzdelavaci-program/svp_nsv_6_2_2015.pdf [accessed on: 02.09.2016].

²³ Nadané dieťa...

²⁴ Inovovaný ŠVP – Umenie a kultúra – Základné umelecké školy. ŠPÚ Bratislava. Febr 4, 2015. Available on: www.statpedu.sk/sites/default/files/dokumenty/inovovany-statny-vzdelavaci-program/-_t-_t-_tny%20vzdel-_vac-__%20program%20pre%20z-_kladn-__%20umeleck-__%20-_koly.pdf [accessed on: 2.09.2016].

- a) **Vocal:** understand the rhythm of the text, master breathing and vocal exercises, practice exercises aimed at the correct posture while singing; voice games through rhythm and intonation, solmization and cued speech; create short melodies and lyrics.
- b) **Instrumental:** recognise elementary musical instruments according their sound, play elementary musical instruments with correct technique, reproduce and produce music on the instruments, create elementary musical instruments.
- c) **Active music listening:** distinguish basic devices of music expression; listen music actively (compositions of Slovak and foreign composers), recognise emotional expression of music, verbalise atmosphere of musical works.
- d) **Music and movement:** express music in movement; identify elementary aesthetic categories in music; improvise with music and movement; perform cultivated movement on music; relaxed and cultivated posture.
- e) **Music and drama:** synthesize music abilities and skills into one dramatic unit; follow professional music and movement performance and also describe it in own words while using proper terminology²¹.

Intellectually Gifted Child – and Musical Talent

D.J. Boyle and R.E. Radocy²⁵ believe that intellectually gifted children are considered possible musicians, especially when they appear to have at least some musical interests. The relationship between intelligence and musical ability is high. Intelligence is required for receiving audio signals and its inscription into the staff. Perhaps the most striking feature of musically gifted children is their love and fascination for music. A. Dorhout²⁶ recommends to observe children and their behaviour, use the method of interview, questionnaire, and didactic tests in which they can show their attitude and relationship to music. The majority of musical tests aims at the sensitivity of how children perceive rhythm, rhythmic patterns, tonal memory, and how they analyse chords. In younger age it is impossible to measure child's musicality by their mastering the musical instruments. Therefore, there are several criteria by which we can identify musicality of young children:

- ability to reproduce the melody correctly,
- developed sense of rhythm,
- ability to play musical instruments by ear,
- ability to play the musical instrument without formal teaching,
- song writing (composing and writing songs),
- ability to identify the sound of musical instruments,
- emotional involvement with the music,
- ability to intonate without former training,
- love to music,
- ability to harmonize without practicing,

²⁵ D.J. Boyle, R.E. Radocy, *Measurement and evaluation of musical experiences*, New York 1987.

²⁶ A. Dorhout, *Student and teacher perceptions of preferred teacher behaviours among the academically gifted*, "Gifted Child Quarterly" 1983, no 27 (3), p. 122-125.

- extreme musical sensitivity,
- work and practising playing the musical instrument.

The problem of proper teaching music is connected with the problem of identification of a child. The significant role in this process play parents who via answering various questionnaires provide music researchers information on their child's behaviour, interests and abilities²⁷.

Other big impact on a child has his or her music teacher. Thus it is very important to choose the good teacher who is both, sensitive and professional. B.A. Bloom and L.A. Sosniak²⁸ point out to the memories of the past where family plays pivotal role. Parents should encourage and support the development of their child's talent, who should have a good example in his or her family; parents should co-operate with their child's teachers, be present during their child's classes, watch and support other intellectually gifted children on various competitions.

When there are created proper conditions in elementary schools, children develop their talents freely and above all they develop their individual talents. Humanistic school that strives to transform traditional school to human school based on the ideas of humanistic psychology established by Carl Rogers and Abraham Maslow, offers philosophy of education oriented on the potency of an individual and his or her creative self-fulfillment²⁹. Currently there exist tests that measure intelligence, intellect and mental ability. Edwin E. Gordon's music learning theory offers deep analysis of children's musical talent and verifies their knowledge in several semantic fields:

- Explains normative ways of learning music aimed at musical development of a child.
- Stresses individual development of a child aimed at inner potency.
- Encourages development and activity of the individual and creative expressivity.
- Assumes individual music development.
- Methodically and empirically verifies the increase of musical potency of a child by using intentional educational processes and self-education.
- Shows musical development of a child from postnatal period in favourable and negative conditions³⁰.

Musical Activities Focused on Creativity and Self-Expression of a Child

a) Draw, Dance and Sing

Grade: 5th

School subject: mathematics

Formation: group work

Equipment/Tools: CD player, geometric shapes – a triangle

Educational aims of the lesson:

²⁷ M. Marek-Schroer, N.A. Schroer, *Identifying and providing for musically gifted young children*, "Roeper Review" 1993, vol. 16, issue 1, p. 22.

²⁸ B.S. Bloom, L.A. Sosniak, *Talent development vs. schooling*, "Educational Leadership" 1981, no 39(2), p. 86-94.

²⁹ M. Zahatňanská, *Žiak s problémami v škole*, Prešov 2015.

³⁰ M. Kołodziejcki, *Gordonova teória hudobnej edukácie v rámci všeobecného vzdelávania*, „Múzy v škole" 2014, vol. 19, no 1-2, p. 27-37.

Cognitive: *Draw the line, abscissa, triangle, circle, and square.*

Psychomotor: *Imitate given vocal and dancing expression.*

Intonate within register of 5th-3rd grade and 5th-6th grade in the major scale.

Affective: *Experiential learning.*

Directions

Pupils learn simple Slovak folk song *Golden Gate* (Zlatá brána). The pair of pupils grasp their hands, create the gate with their arms in the shape of a triangle (a roof of a gate \wedge). The rest of pupils create circle grasping the hand of neighbouring pupil. The last pair closes somebody into the gate by lowering their arms and do not let the child to go out of it. They ask the pupil whom he or she fights, for example a flower, animal or something else. For example “an apple”, then this pupil backs up the pupil who represents an apple.

The game continues and there is more and more children who create the line, abscissa, diagonal. As soon as everybody stands in the line – for example “an apple line”, “a tulip line”, they start to pull – something like pulling the rope. This game according to teacher’s directions enables pupils acquaint in the space with the following *line, abscissa, triangle, circle, and square*. After they finish it, they draw them into their exercise books.

b) Express Emotions in Music and Movement³¹

Grade: 6th-7th

School subject: English language

Formation: Four teams/groups

Equipment/Tools: CD player, musical examples with different mood from Bobby McFerrin, *Beyond Words*³².

Educational aim of the lesson: Practice correct use of adjectives via expressing them in music and movement. Practise these adjectives in the sentences using present simple and continuous (question, positive and negative statements).

Aim of musical activities in *Expressing Feelings in Music and Movement*:

Aim 1: Develop sense of rhythm, co-operation and creativity in a group.

Aim 2: Encourage pupils to self-expression in movement.

Aim 3: By choosing interesting and appealing musical examples motivate pupils to the activity.

Directions

Divide pupils into 4 teams, the easiest way might be to have them group according to alphabet, or rows. Each team receives from the teacher two pairs of adjectives writ-

³¹ Králová E., *Možnosti využitia hudobných aktivít v škole a v školskom klube*. Workshop zo dňa 19.3.2015 až 20.3.2015, reg. Č. CZ.1.07/2.3.00/31.0005 v rámci projektu TERA Univerzity Palackého v Olomouci, ČR v oblasti psychoterapie, arteterapie, dramaterapie, muzikoterapie a pohybovej terapie. Available on: tera.expressivniterapie.cz/wp-content/uploads/2014/12/Kralova_Eva_-19.-20.3.2015.pdf, www.psyhub.cz/udalost/moznosti-vyuzitia-hudobnych-aktivit-v-skole-v-skolskom-klube/ [accessed on: 02.09.2016].

³² B. McFerrin, *Beyond Words*, Lake of The Isles Studios, Minneapolis, MN 2002.

ten on two sheets of a paper, while two have the same meaning, one of them is well known and another is new vocabulary. The two groups of adjectives have opposite meaning and they express different feelings (HAPPY-BRIGHT, SAD-WOEFUL).

The pupils are encouraged to move on the music and to express themselves. They are asked to prepare two easy movement choreographies with simple steps to demonstrate two different feelings. For example HAPPY-BRIGHT vs. SAD-WOEFUL.

When everybody finishes, they will demonstrate their feelings to the rest of classroom. After one group finishes with a choreography, pupils from the other teams ask them questions, for example: *Are you feeling good? Are you feeling upset? Are you feeling sad? Is everything alright with you? What's wrong?* The answers should start like following: “- *Well, it's been a day.*” “- *To be honest, I feel*” “- *I am... about... ”.*”

When they finish their “dancing choreographies” and answer all the questions, they stay in the same groups. Teacher encourages them to choose one of percussion instruments.

Conclusion

Intellectually gifted pupils are in Slovakia at the opposite end of the Gauss curve also with disabled children and children with various disorders that need respectful and supportive conditions for their healthy development. The authoresses tried to raise the potency of gifted children by creating encouraging conditions in the educational process respecting the rights of intellectually gifted children from 1995.

The contribution is concluded by the design of two musical activities in the main school subjects of mathematics and English language, with non-musical educational goals. Both activities are aimed at creativity and self-expression of intellectually gifted children.

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Summary

INSTITUTIONAL CARE FOR INTELLECTUALLY GIFTED CHILDREN IN SLOVAK ELEMENTARY SCHOOLS WITH A FOCUS ON MUSICAL ACTIVITIES

The contribution deals with the equal opportunity of education that shall be provided to the fullest potential of all children, including intellectually gifted children in Slovak elementary schools. The authoresses believe that it is important to raise the potency of these children by focusing on their creative self-fulfilment and creating motivational conditions in educational process. They focus on musical activities as a tool that can encourage the development of intellectually gifted children by inducing pupils to express themselves in a creative way using musical activities in the main school subjects mathematics and English language, with non-musical educational goals. Authoresses conclude their contribution by two examples of this possible pedagogical intervention.

Key words: cross-curricular approach, intellectually gifted pupil, musical activities, pedagogical intervention, personality development