

## **ABSTRACT AND KEY WORDS**

The diploma thesis deals with talented students in art education. How these pupils behave in art education, according to which it is possible to recognize these pupils and what demands the work with talented pupils in art education places on the teacher. In my thesis I try to create general recommendations for the work of a teacher with a talented student in art education and open a topic that has not yet been systematically elaborated in the Czech Republic. The diploma thesis is divided into two parts – theoretical and practical.

In the theoretical part, in the first chapter I deal with giftedness and talent. At the beginning, I define the terms giftedness, talent and gifted pupils. I also present models and possible classifications of giftedness, characteristics of gifted children, the possibilities of their identification and education. In the second chapter I describe the position of giftedness and talent in legislative documents – in the document Strategy 2030+, in the Framework Education programmes and in the Decree No. 27/2016 Coll. In the third chapter I deal with art education and its relationship to talented students. In the fourth chapter I deal with creativity, current research on creativity and their connection with talented students. At the end of the theoretical part I present some contemporary art shows (competitions).

Practical research is based primarily on interviews with art educators and talented students. I deal with the questions: „How do art teachers in primary schools, secondary schools and primary art schools characterize talented pupils and how do they work with them? ”,“ How to recognize a talented pupil in art education and what activities are suitable for their development?“ Practical research also includes an example of a lesson that focuses on developing creativity and is suitable not only for talented students.

At the end of the work I answer research questions, which are based on data obtained from my own research and theoretical part. There are several assumptions. A talented student in art education has developed creativity, shows an increased interest in art, has a rich imagination, original ways of solving various tasks and usually masters individual techniques and tools. We can identify a talented student mainly by his creations or by mutual communication. During working with gifted students, we support their independence and thinking, apply an individual approach, inspire further work and offer other opportunities for development. Appropriate activities should be open, with choices and enough space for creativity and finishing the work.

**KEY WORDS:** giftedness, talent, gifted pupil, art education, creativity, elementary school, secondary school, elementary art school