

QuickNotes

The Arizona State Seal of Arts Proficiency

a complete guide to the Arts Seal process for students
and their mentor teachers

Students: All the chapters in the Table of Contents have important information, but the chapters underlined below in the Table of Contents are items you should read prior to submitting an Intent to Apply Form.

In the guide, **BLUE FONT** indicates where more information can be found on a particular subject.

RED FONT indicates information that is new for this year.

All necessary forms and documents can be downloaded from the Arts Seal Files 2023-24 folder:

https://drive.google.com/drive/folders/1y2_E2Jn12GaOlz7q3Fq9Fqrb2KFHtV9w?usp=sharing

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I. Introduction

Welcome! This is a guide for students and mentor teachers. You will be referring to it as you progress through the Arts Seal process - for your convenience, download this document.

It appears to be a thick document, but it is in outline form, it contains a lot of space, and some of the information will pertain to artistic disciplines other than your own.

There are a number of details to the Arts Seal process. This guide was written in the hopes that it will provide the student and the mentor teacher with an understanding of the requirements and the progression of steps to earning the Arizona State Seal of Arts Proficiency.

We advise the student to read the first four sections: Introduction, Overview, Deadlines and Timeline, and Final Notes – Communication and the Student/Mentor Relationship, [pages 1 to 7](#) – a seven minutes read.

Plus -

The Academic Qualifications and Arts-Related Extracurricular Activities - explanation and examples [on pages 8 and 9](#),

The Capstone Project – explanation and examples [on pages 10 to13](#) .

And finally, Minimum Required Materials For Specific Artforms [on pages 15 to 17](#).

This should give the student an over-arching understanding and prepare them to submit a successful application.

Throughout the guide, you will notice that certain information is repeated. Apologies for the redundancies, but we want to be sure you are aware of the most important details of the Arts Seal procedures.

If you are new to the Arizona State Seal of Arts Proficiency, a quick description:

Commonly known as the Arts Seal, it is awarded to graduating seniors in recognize of exceptional work in fine arts. Recipients receive an embossed seal on their diploma, a fine arts honor cord to be worn at the graduation ceremony, and the achievement is noted on their student transcript. However, the greatest reward of the Arts Seal is a sense of accomplishment.

Art Seal recipients who choose to major in music at the University of Arizona’s Fred Fox School of Music receive a \$1000 scholarship, renewable on an annual basis for students who remain in good standing.

II. Overview

This section will be a sketch of the overall process of earning an Arts Seal. Each section will have a reference in blue font as to where more detailed information can be found. Not all the detailed information is important to digest at the beginning of the process. For example, if you are preparing to submit the initial application, you will not need to know the details of the final step of the process, the adjudication interview, until later.

As you go through the process:

- the submission of the application (the Intent to Apply form),
- the developing and creating your capstone project,
- the submission of your project,
- the adjudication interview,

you will receive emails to remind you to check this guide for information you will need to know for that step.

For The Student:

Their first consideration should be deciding if they are a viable candidate for the Arizona State Seal of Arts Proficiency. The Arts Seal is not for everyone.

- It was designed for the student for whom the arts have been an important and consistent part of their high school experience, who have shown exceptional talent, and can explain and discuss their artistic process and intentionality during an adjudication interview.
- They must have the time and energy to take on a capstone artistic project in their busy senior year.
- With few exceptions, it is not for the student who leaves things to the last minute. When we have asked past Arts Seal applicants what the biggest challenge was in the creation of their capstone project, the vast majority said time management. They also said the experience improved their time management skills.
- Finally, they need to be able to read instructions and answer emails.

The 4 requirements for earning the Arts Seal:

- 1. Academic requirement**
- 2. Arts extracurricular activities requirement**
- 3. Creation of a capstone project**
- 4. Adjudication interview.**

Before the student even submits the initial application form, they should ascertain if it is possible, by May 2024, to fulfill the first two requirements - academic and arts extracurricular activities.

For a full explanation of those requirements, please see pages 8 and 9.

Once they determine they will be able to fulfill the academic and arts extracurricular activities requirements, if they have not already done so, they should start thinking about an artistic project they would like to create. **This will be the capstone project requirement.** Your choice of a capstone project is an important decision.

Although projects are judged primarily by their quality, quantity is not overlooked. The work should represent a scope and weight that is over and above the typical work of a high school fine arts senior. Checking the description of a capstone project and project examples will help you decide if your project will qualify.

Description of a capstone project and examples for various capstones projects are grouped by artistic discipline starting on page 10.

We also advise you to look ahead and check the minimum project requirements and guidelines for submitting your project to be sure there are no conflicts. For example, if a student chooses to create a dance choreography capstone project and their music choice is only 2 minutes in length, this will conflict with the requirement that a piece of choreography

must be a minimum of approximately 3 minutes.

The Submitting Materials/Minimum Project Requirements, grouped by artistic disciplines, start of page 14.

The final requirement is the adjudication interview, this occurs after student has submitted their capstone project. Producing a capstone project does not automatically earn an Arts Seal. The project must pass the adjudication interview.

A full explanation of the adjudication interview is on page 13.

III. Deadlines and Timeline

Now that you know what you are required to do, here is how and when you do it.

Here are the important deadlines and how to implement them in the timeline.

Deadlines (more information on each deadline is in the Timeline below):

- **Friday, November 3, 2023** – Submit the Intent to Apply form to your Fine Arts Mentor Teacher.
- **Thursday, November 9, 2023** – Art Mentor Teacher emails the student’s completed Intent to Apply form to Thomas.Lewis@tusd1.org.
- **Friday, November 17, 2023** – Students notified of acceptance or rejection of their capstone project proposal. If it was accepted, they begin work on their capstone project.
- **Friday, March 1, 2024** – Capstone Project materials and the Arts Extracurricular Activities log are submitted to Thomas.Lewis@tusd1.org.
This is a hard deadline, materials received after March 1, 11:59 pm will not be accepted.
Early submission of projects that are completed prior to March 1 are acceptable and welcome.

Timeline – a narrative of the Arts Seal process:

During the month of September

Fine arts teachers will talk to their students about the Arts Seal opportunity, perhaps even suggesting to specific seniors that they would be a good candidate for the arts seal.

During September/October

Students who are interested in pursuing the Arts Seal should confirm that they will be able to fulfill the academic and the arts extracurricular activities requirements by May 2024 and think of a capstone project they would like to create, then discuss their project idea with their mentor teacher.

As mentioned in the Overview, it would be good to check the minimum project requirements and guidelines for when the student submits their capstone project in March. Although the requirements for each artistic discipline are broad, it would be prudent to consider if the student’s project idea is potentially in conflict with the requirements. If you feel there is a conflict and wish to discuss possible solutions, please

contact us at Thomas.Lewis@tusd1.org.

Submitting Materials/Minimum Project Requirements and guidelines for submitting project materials for the various art forms starts on page 14.

A SIDE NOTE ABOUT MENTOR TEACHERS: The student's mentor teacher for the Arts Seal process is typically their current fine arts teacher, but that is not a set rule. If appropriate, the student may request a previous fine arts teacher to be their mentor. The student will notify the teacher of their request and assure that the teacher is familiar with the Arts Seal process and are willing to act as the student's mentor.)

After discussion, if the student and the mentor feel the idea it is over and above the typical work of high school fine arts student and qualifies as a capstone project (**examples for various art forms, on pages 10 to 13, can help the student and mentor decide if their project qualifies**), and it is feasible that the student will be able to complete the project in the time they have available between November and February, then the student should fill out the application, which is called **the Intent to Apply form**.

If you are unsure of your project's qualifications, you may contact Thomas.Lewis@tusd1.org, **before November 9**, to discuss the project.

Intent to Apply form 2023-24, and other Arts Seal documents, are available for download from the Arts Seal Files 2023-24 folder:

https://drive.google.com/drive/folders/1y2_E2Jn12GaOlz7q3Fq9Fqrb2KFHtV9w?usp=sharing

Instructions on how to fill out the Intent to Apply form are on page 2 of that form. Please read the instructions.

PLEASE NOTE: In the Intent to Apply form, it is important to clearly describe the proposed capstone project. As explained at the top of page 2 of that form, **the capstone project proposal must be accepted by the Fine Arts Department in order for the student to proceed in the Arts Seal process.**

The student will have only one chance to submit a capstone project proposal.

If the project is rejected, the student may not reapply, and they will not be able to continue in the Arts Seal process.

Once again, if you are unsure of your capstone project proposal or have questions, before November 9, you may contact Thomas.Lewis@tusd1.org

By Friday, November 3, 2023

The student will submit their completed Intent to Apply form to their mentor teacher. The mentor will check the form, make sure it is complete and the capstone project proposal is clearly written.

By Thursday, November 9, 2023

The mentor teacher will email the student's completed Intent to Apply form to Thomas.Lewis@tusd1.org.

By Friday, November 17, 2023, if not sooner

The fine arts department will notify the student of acceptance, or rejection of their

capstone project.

Mentor teachers are copied on all emails sent to students.

For the students who received an acceptance email, it will also contain information on the minimum requirements for the submission of materials that will represent their capstone project to the adjudication panel, and if necessary, may request additional capstone project information.

From November to the end of February

The student will work on their capstone project. During the process, student and mentor will touch base as necessary. As the project progresses, the student should keep in mind how they will present their project materials.

Information on submitting the capstone materials and the minimum requirements is on pages 14 to 17.

Friday, March 1, 2024 – the most important deadline of the process

Deadline for the submission of capstone materials and the Arts Extracurricular Activities Log.

All materials are sent to Thomas.Lewis@tusd1.org. This is a hard deadline. Materials received past 11:59 pm on March 1 will not be accepted.

Early submission of projects that are completed prior to March 1 are acceptable and welcome.

More information on submission of materials on pages 14 to 17.

The Month of March through the 1st Week of April

After receipt of the student's capstone project materials, interviews will be scheduled via Zoom. All interviews must be completed prior to the deadline of April 10, 2024, when Fine Arts Department must submit the final Arts Seal report to the AZ Dept. of Ed.

A detailed description of the Adjudication Interview is on Page 13 and 14.

Tuesday, April 9, 2024

Announcement of Arts Seal Awards. Students are notified of the decision of the adjudication panel.

IV. Final Notes – Communication and the Student/Mentor Relationship

All communications go to Thomas.Lewis@tusd1.org

Students! We must be able to communicate with you. That is why, in the Intent to Apply Form, we ask for the email address that the student checks most often and a phone number. Whenever we send the student an email, the mentor teacher will be copied. When the emails require a response, if we do not hear from the student in a timely manner, we will prompt the student with a text message. Please be sure to read all emails to the end.

Important: If on the Intent to Apply form you submitted your TUSD student email, it is district policy that only your teachers of record can send emails to your student email. In that case, we will send your emails to your mentor teacher and ask them to forward it to you and we will follow up with a text message letting you know to expect a forwarded email from your teacher.

As you go through the process, if either the student or mentor run into a problem, let us know. We will try our best to work out a solution.

Each year, we have students who, for various reasons, withdraw their application for the Arts Seal. We understand that the senior year of high school can be a very busy and stressful time. Before the student decides to withdraw, they should discuss it with their mentor. The decision to withdraw is a personal one that only the student can make, and we support their decision without judgement on our part and there should be no guilt on the student's part.

As a courtesy, we do ask that you notify us of your withdrawal. Previously, we have had students ghost us and time was spent attempting to contact them to ascertain if they had a problem, were not receiving our emails, or if they were, in fact, withdrawing.

If we do not receive responses to our emails, or the text message prompts, we will assume you have withdrawn and drop you from consideration.

The Student/Mentor Relationship

For the student:

Your mentor is there to support and advise you, but you must take responsibility for the project - meeting deadlines, fulfilling the requirements, and submitting materials. The Fine Arts Department will send email reminders for the deadline to submit your capstone project materials.

For the mentor:

It is the beginning of the year, and you may already feel your calendar if full.

Mentoring a student through the Arts Seal process does take time, but you can help yourself and the student by making sure the student owns the project. Advise the student, but do not do the work for the student.

In the past, some mentors uploaded files and submitted the capstone materials for their students. All students have access to computers, submission of the capstone materials is the responsibility of the student.

The Responsibilities of the Mentor in Five Steps

1. At the beginning of the year, let your students know about the Arts Seal opportunity, perhaps even suggesting to specific seniors that they might be a good candidate for the Arts Seal.
2. For students that have expressed an interest in the Arts Seal, make sure they have access to the QuickNotes guide and the Intent to Apply form. Discuss what the student is proposing as their capstone project.

After the student submits the Intent to Apply Form to you by **November 3**, check the form, make sure it is complete and especially check the capstone project description. Send it off to Thomas.Lewis@tusd1.org by **November 9**

3. **November to end of February** - After the student's project is accepted, check-in with the student as they are going through the creation process, have they hit any snags? How do they plan on presenting their project, what materials are they including?
4. Before the student submits, if time permits, check their materials. This may not be possible if the student is completing their submission materials close to the **March 1 deadline**. Ultimately, it is the student's responsibility to properly put together their materials.
5. Attend the adjudication interview. **ALL INTERVIEW ARE BY ZOOM**
 During the interview itself the mentor teacher does not participate, but at the end of the interview they are given the final word so they can offer any clarification they feel necessary to the interview.
 At the end of the interview, we like to dismiss the student, and have the mentor remain for a few minutes to see if there is any further information about the student and their project that the mentor wishes to share.

V. A Brief History of the Arts Seal

The Arizona Department of Education offers proficiency seals in 4 different disciplines graduation seniors may earn: Biliteracy, Civics Literacy, Personal Economics, and Fine Arts

In the words of the Arizona Department of Education, the goals of the Arizona State Seal of Arts Proficiency are:

- To celebrate students who demonstrate high levels of proficiency in the Arizona Arts Education Standards through personal expression and creative experiences in arts education programs
- To identify pathways of artistic literacy that cultivate skills for 21st century success
- To prepare students for college and career readiness, including active participation in the creative industries sector
- To promote increased access to well-rounded, high-quality arts education across the state

The Creation of the Arts Seal:

The Arizona State Seal of Arts Proficiency is the result of the efforts of TUSD Fine Arts Director, Dr. Joan Ashcraft, who promoted the idea proposed by OMA Arts Integration Specialist, Stanton Usher, and Sabino High School Theatre Arts teacher, Kris Kissel, to the Arizona Department of Education. It was presented to the Arizona State Legislature and signed into law on May 14, 2019. School year 2019-2020 was the inaugural year of the Arts Seal.

The numbers for Art Seals awarded in May of 2020:

We received 62 student applications.

During the process 15 student withdrew, 24% of the original applicants.

47 completed their capstone projects and were interviewed by the adjudication panel.

46 passed the adjudication and were awarded the Arizona State Seal of Arts Proficiency.

The numbers for Art Seals awarded in May of 2021:

We received 73 student applications.

During the process 22 student withdrew, 30% of the original applicants.

51 completed their capstone projects and were interviewed by the adjudication panel.

47 passed the adjudication and were awarded the Arizona State Seal of Arts Proficiency.

The numbers for Art Seals awarded in May of 2022:

We received 99 student applications.

During the process 35 student withdrew, 35% of the original applicants.

64 completed their capstone projects and were interviewed by the adjudication panel.

57 passed the adjudication and were awarded the Arizona State Seal of Arts Proficiency.

There were 14 Art Seals in Dance, 2 in Media Arts, 28 in Music, 11 in Theater Arts, and 2 in Visual Arts.

The numbers for Art Seals awarded in May of 2023:

We received 76 student applications.

During the process 31 student withdrew, 41% of the original applicants.

45 completed their capstone projects and were interviewed by the adjudication panel.

39 passed the adjudication and were awarded the Arizona State Seal of Arts Proficiency.

There were 15 Art Seals in Dance, 1 in Media Arts, 11 in Music, 7 in Theater Arts, and 4 in Visual Arts.

To date, 189 Arts Seals have been awarded to TUSD fine arts students.

VI. Student Qualifications for the Arts Seal Explained

There are **4 qualifying factors** for a student to be awarded the Arts Seal, the student should be sure the first two are possible to fulfill before starting the application process:

1. Academics Qualifications

By May 2024, a grade of an A or B in a minimum of four credit hours of fine arts courses, or a combination of fine arts and qualifying CTE courses.

(The Fine Arts Department will check the current transcripts of applicants in November to assure they are on track to fulfill this requirement.)

The minimum 4 credit hours may be accrued in one of the following ways:

4 credits in one artistic discipline (dance, music, theatre, visual arts or media arts)

OR

3 credits in one artistic discipline, and 1 credit in a second artistic discipline or a qualifying creative industries CTE class.

OR

2 credits in one artistic discipline, and 2 credits in a second artistic discipline or qualifying creative industries CTE class.

(1 unit in four separate art forms is not acceptable.)

If you are unsure that have the requisite credits, check with your counselor.

For a list of approved CTE courses, go to page 20.

2. Arts-Related Extracurricular Activities – explanation and examples

Minimum requirement: 80 hours of arts-related extracurricular activities accrued over the four years of the student’s high school career

The AZ Dept. of Education describes an arts extracurricular activity as *any arts participation above and beyond the regularly scheduled school day.**

* After school is not considered part of “the regularly scheduled school day.” Therefore, after school rehearsals, etc. can be counted as extracurricular activities.

“Any arts participation” means not just time spent in arts extracurricular activities related to the artistic discipline of the student’s capstone project, but also any other art form, e.g., a dance student visiting an art museum is a valid activity.

Time spent working on the capstone project is also consider a valid arts extracurricular activity.

NOTE: It has been said it is easier for some art forms than others to accrue the 80 hours. Visual art students have expressed concern regarding this. Visual arts students should check the list of possible examples of Arts Extracurricular Activities and think about how often over during their high school time they would be doing sketching and self-study.

It has also been expressed that it may be difficult to remember in your senior year what some of your extracurricular activities were at the beginning of your high school career. Overall, we are looking for an honest estimate of the time spent.

The 80 hours will be documented in the Arts Extracurricular Activities Log,

If the mentor teacher feels the student’s arts extracurricular activities log is valid, we will trust their judgement.

Arts Extracurricular Activities Log and other forms are available for download from the Arts Seal Files 2023-24 folder:

https://drive.google.com/drive/folders/1y2_E2Jn12GaOlz7q3Fq9Fqrb2KFHtV9w?usp=sharing

Arts Extracurricular Activities Examples

As demonstrated by the following lists, there is a wide array of possible arts extracurricular activities. These lists are neither exclusive nor exhaustive.

Dance

- After school rehearsals & performances
- Community dance classes
- Master classes
- Festival performances
- Step te
- Choreographing performances
- Private dance classes
- Student teacher (if not paid)
- Attending performances
- Reading biographies of important dancers/choreographers.

- Researching dance videos on YouTube

Media Arts

- Internship with a local TV station, local arts groups
- Video production lab hours
- Summer classes or camps
- Participation in animation festival
- Designing media for a school production
- Attending film festivals

Music

- After school rehearsals & performances
- Master classes
- Community Band/Orchestra/Choir groups
- Private lesson
- Participation in the orchestra pit of a musical
- Band council

Theatre Arts

- After school rehearsals & performances
- Community theatre
- One act competition
- Speech & debate
- Improvisation performances
- Costume/prop/scene shop hours
- Drama club
- SAFT
- Attending performances, self-study

Visual Art

- Studio Hours
- Community classes
- Workshops
- Public Art Creation
- Internships or apprenticeships
- Art club
- Museum visits
- Watching biographical movies of famous artists, etc.
- Sketch book work, self-study

3. The Capstone Project – explanation and examples

This is the main event and the focus of the Arts Seal process.

Definition of a capstone project:

A project-based learning opportunity for a student to showcase the culmination of their knowledge while fostering real world skills and experience. Students should be guided to plan and execute a student-led artistic project of their choice. **The thought process and experience of the capstone project should produce *art scholars* who will**

be able to describe and discuss their project, process, and intentionality to an adjudication panel.

A capstone project is work that is over and above the typical work of a high school fine arts student. It can be the work of a single student, or a collaboration. If there are three or more collaborators, when describing the Capstone Project in the Intent to Apply form, the project's division of labor must be explained – what will be each collaborator's responsibilities?

Although capstone projects are to be created and completed in the student's senior year, capstone work has been allowed in the student's junior year when a special collaborative opportunity was only available to the student at that time.

Important!

As you decide upon your capstone project, it is advisable to know the minimum requirements for a capstone project.

Minimum requirements are listed for each arts discipline in the Submitting Materials/Minimum Project Requirements section starting on Page 15.

Capstone Projects Examples

Listed are some examples of the types of student projects that could qualify as a student capstone project. **This list, from the Arizona Department of Education, is neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.** We have also added a few of our own examples in response to past successful projects. It is important that the project be meaningful and relevant to each individual student.

Note: Students may choose to work individually or in collaboration on one project. If choosing a collaboration, be sure to read the instructions on the back of the Intent to Apply form regarding explaining division of labor and the need for each collaborator to submit their own Intent to Apply form.

Students may choose to focus on one artistic discipline or create an inter-disciplinarily work.

Students: Be sure to check the minimum requirements for submission of capstone materials for your artform on pages 15 to 17.

Dance

- Choreographing a number for a musical or stage production, minimum length approx. 3 min.
- Researching a form of dance and presenting a community lecture
- Creating a methodology for annotating movement
- Creating an original dance film
- Studying a choreographer and creating a video catalogue of signature movements

Media Arts

- Creating a social media campaign that responds to a social issue
- Producing and premiering an original film

- Animating a short cartoon
- Researching film or media publication and writing an opinion piece about media representation in that medium in a blog or other publication
- Designing digital media for a theatre production, performance, or installation

Music

- Composing, annotating, and performing an original song
- Writing a research paper about a composer & creating a recorded portfolio of pieces of their music
- Producing a local music event in the community
- Creating an original underscore for a film or performance inspired by themes of the work
- Researching acoustics of spaces and experimenting recording sound in different places
- Performance of a composer's work the challenge of which would be over and above the typical work of a high school music student.

Theatre Arts

In the general examples of capstone projects, the emphasis is on students producing original work, and in the theatre arts examples there is no inclusion of performing the work of another playwright. In conversations with veteran theatre arts teachers, it was agreed that a three-minute monologue, or most roles in high school plays would not qualify as a capstone. (Exceptions that were cited were playing a major lead role in such plays as *The Night Thoreau Spent In Jail*, *The Radium Girls*, or a lead in a Shakespeare play)

Students interested in still pursuing a capstone project of performing the work of another playwright should check in advance of the deadline for submitting the Intent to Apply application to see if their proposed project would qualify as a capstone project.

- Writing and performing an original one act
- Designing costumes, lighting, sound, or set for a school or community production
- Designing a workshop meant to engage people in dialogue through theatre techniques
- Devising an original show with an ensemble
- Directing a student one act production or producing an event
- Stage managing a production
- Choreographing for a musical
(Please Note: In the past, there has been extensive discussion among adjudicators if choreographing one dance number for a musical constitutes the amount of work to be considered a capstone project, especially when singing restricted the range of movement possible and the duration of the number was less than 3 minutes. However, when a student choreographed the entire musical, i.e., several numbers that were a part of supporting and moving the plot forward, there was no question if that amount of work was sufficient.
Contact Thomas.Lewis@tusd1.org if you wish to discuss prior to November 9, 2023.)

Visual Arts

- Student curated art exhibition in a gallery or coffee shop

- Research into the historical context of a specific visual art medium culminating in a portfolio of original work
- Public Art Project (Mural, Mosaic, Installation, etc.)
- Creating original visual art lesson plans and teaching an art class at a community space or classroom
- Self-publishing a book of photography & poetry
- A portfolio that includes work from the student's senior year that is unified in subject/style and explores a student generated concept.
- A portfolio of work that may not focus on a unifying subject/style but shows a progression of artistic skills during their high school studies and includes work from the senior year that is a focal point of the collection or represents a culmination of artist's time of artistic study in high school.
- A single ambitious works, an example of such scope might be a 3 ft x 5 ft painting or larger, or a mural.

4. The Adjudication Interview

After receipt of the student's capstone project materials, interviews will be scheduled via Zoom. Present in the interview will be the student applicant, the mentor teacher, and the adjudication panel.

All interviews must be completed prior to the deadline of April 10, 2024, when the Fine Arts Dept. submits the final report to the Arizona Department of Education. Arts Seal students are expected to be "Art Scholars." They should be able to discuss their process and their work.

The panel uses a scoring rubric to judge the capstone project and the student's interview.

A copy of the scoring rubric and other Arts Seal documents, are available for download from the Arts Seal Files 2023-24 folder:

https://drive.google.com/drive/folders/1y2_E2Jn12GaOlz7q3Fq9Fqrb2KFHtV9w?usp=sharing

- Interviews are short, 20 to 25 minutes.
- As adjudicators will have reviewed materials prior to interview, the submitted materials will be the adjudicator's first impression of the applicants. The impression the student makes in the interview is also important.
- Interview format:
After introductions, we usually show, or play, a selection of the student's work. This is followed by two formal questions.
The mentors and applicants will receive a list of these questions prior to the interview (The Essential Questions for Art Scholars). The adjudicators will ask one question of the applicant from the list and the applicant will pick one question to answer.
- Following the two formal questions, will be an informal discussion with the applicant.

- Mentor teachers do not participate in the interview until the very end, then they are given the final comment, after which the student is excused. After the student has left the meeting, the mentor teacher is given the opportunity to make additional comments they wish to add.
- Students will be notified of the adjudication panel's decision by April 9, 2024.

VII. Submitting Materials/Minimum Project Requirements

Deadline: Friday, March 1, 2024, 11:59 pm

General Information, please read:

Capstone project materials **and the completed Arts Extracurricular Activities** form are due together.

This is a hard deadline. Materials received after March 1, 2024, 11:59 will not be accepted. We suggest that you plan to send your materials in a few days early to avoid last minute emergencies/catastrophes.

Send materials to thomas.lewis@tusd1.org. Smaller files can be attached to emails.

Larger files, like video or audio files, must be uploaded to the cloud (OneDrive or Google Drive, etc.), or video to YouTube. A link is then generated and included in the email.

If you do not have experience with creating links, test it out in advance so you do not have issues at the last minute.

Remember: The materials will be the adjudicator's first impression of the applicant. It is to the applicant's advantage that their materials appear to have been put together in a considered manner.

Below are the minimum requirements for each artistic discipline. The applicant is encouraged to include any additional information that they feel will best present their artistic process. As each project is different, they are considered on an individual basis and additional materials may be requested in some instances.

When a video is required, unless the video is part of the artistic statement, a simple record, without edits, recorded on a smartphone is acceptable, **providing we can clearly see and hear the performance.**

Performing Arts Students: We realize that music, dance, and theatre arts, can be very much a team effort. Many capstone projects that are in connection with a major performance may not come to complete fruition until the actual performance that is after the March 1 deadline for submission.

In these cases, the student applicant completed their project before the performance date, and the applicant submitted materials that best indicated their project's final contribution to the performance.

Ex: A dance choreography that was completed well in advance of a performance during the first week of May.

In exceptional cases, we were able to make adjustments for performances that occurred after the deadline, but before the end of March.

If there are questions, contact Thomas.Lewis@tusd1.org to discuss a possible solution.

Minimum Required Materials For Specific Artforms:

Music Composition - an original composition by the student

- Compositions – minimum length of approximately 5 minutes for instrumental works, approximately 3 minutes for singer/songwriters.
- Audio recording of the music
- Score of the music, for singer/songwriters tablature is acceptable
- If there will be a public performance of the composition, please provide the date, time, and place.

Music Performance - performing a composer's music

Please Note: In past years, we attempted to schedule live performances at the individual schools for the adjudicators. This proved to be logistically impossible. This year we ask for a video of a performance or a rehearsal.

- Video of student(s) playing the musical selection.
(a video shot close to the performer that allows the students hands to be clearly seen is much preferable to a video shot from a distance, e.g., a video shot from the audience during performance. **For an examples, see Paris Velasco, Sheama Tura videos on page 18**).
- Score of the music
- A written essay, minimum length of 2 pages, double spaced, on the history of the music, and your personal relationship with the music. The history should include the composer and the historical influences on their music. The personal section should include how the music inspired you and influenced your interpretation of the piece, and what were the challenges of playing the piece.
- If there will be a public performance, please provide the date, time, and place.

Theatre Arts –

- Video of the play (when video rights are available)
- If there will be a public showing, the date, time and place
- Copy of the script (rights permitting)
- Typical program information: name of the director, actors, and technical theater artists
- **For submitting technical theatre projects, see examples by Rebecca Lersch and Ojas Sanghi on pages 18 and 19.**

Dance -

- Choreography – minimum length of approximately 3 minutes
We understand that the length of a choreography is often dictated by the length of the musical accompaniment selected. We are also aware that music can be edited to play longer or shorter.

In the past when we received dance videos that were 2:40 in length, if the choreography was impressive, there was no discussion among the adjudicators as to whether this demonstrated the necessary weight to be a capstone project. Below 2:30 there was discussion.

- Video of the performance or rehearsal
New for this year: In the past, we said a simple, clear record, without edits, recorded on a smartphone is acceptable.
However, there were split opinions among the adjudicators regarding a plain video shot in the studio versus a video shot on stage with stage lighting, or a site-specific choreography where the environment was carefully chosen, i.e., carefully chosen means the environment supported the theme of the dance, rather than just being a random background.
It was agreed that the videos shot on stage or in a site-specific environment was superior to the videos shot in the studio.
If the logistical situation limits the choice to videoing in the studio, please consider the lighting, background, and sound quality.
If you have further questions, please contact Thomas.Lewis@tusd1.org.
- Typical program information: the name of composer and music, name of choreographer(s), name of dancer(s), videographer and editor if applicable. If this information is not included in the video, please submit information on a separate document.
- Artist's statement, how the process evolved, what were the challenges, and intentionality – what you intended to communicate to your audience. Writing an artist's statement is of great benefit to the student. It helps them collect and clarify their thoughts in preparation for the adjudication interview.
- If there will be a public performance, please provide the date, time, and place.

Visual Arts –

- Photographs of work – pictures documenting process of the work are especially a strong support of the project and process
- Title of each piece when it was created, size, and the medium used
- Artist Statement, include intentionality, what you intended to communicate to you audience
- A collection of work may include items from previous years, but there should be work from the senior year that are a focal point of the collection or represent a culmination of artist's time of artistic study in high school.
- If the focus of the project is the actual showing, such as an installation, an in-person viewing may be required.

Media Arts –

- Digital record of the work
- Description of the work and the technology used
- Artist Statement, include intentionality – what you intended to communicate to you audience

At any time, if the student or the mentor teachers have questions or concerns, please ask.

All materials and communications are sent to thomas.lewis@tusd1.org.

VIII. Past Exemplary Capstone Projects

Below, divided by artistic discipline are examples of past projects that were deemed to be exemplary by the adjudication committees. Please let us know if you cannot access any of the files.

Dance –

Reagan Landis, UHS, class of 2020

“America Reloading”

This project took a circuitous route to success. Regan first was inspired by the music to choreograph a large group piece. Later she found a poem by Andrea Gibson and realized there was a parallel in the vision of the poem and her choreography. School closing due to COVID prevented the creation of the final draft of her dance.

<https://drive.google.com/file/d/1DuNdKfu2tgU-8frDQsei8WMHdZuN-AHK/view?usp=sharing>

Madeline Mitchell, THMS, class of 2021

“ABSTRACTCITY”

A dance film – the media art is as important as the dance art

<https://drive.google.com/file/d/1SALTYWwJHxMkBXZCjTbOhEcgaxsJSUnH/view?usp=sharing>

Daryn Walsh & Mollie Sohn, UHS 2022

“What A Mess I’m In,” music by Hayden Calnin

https://drive.google.com/file/d/12oSd1d_t0hcoS4BYuxhtQrgD1norjYSb/view?usp=sharing

Jiselle Perez, THMS, class of 2023

“Untitled Quintet,” music by Still Woozy

As the minimum requirement for dance is a piece that is approximately 3 minutes long, most of the dances we received are in that time range. The adjudicators admired Jiselle’s group composition and its use of counterpoint, but also that she used the complete 3:51 song – no editing.

<https://drive.google.com/file/d/1ZkJteBxUZFdvg6EVbrPLlqwTg5ISAQ-5/view?usp=sharing>

Dance/Inter-Disciplinary –

Tyra Olsen, University High, class of 2023

“The Death of Baldur,” composition - clarinet trio and English/Norwegian lyrics, vocal performance, choreography and dance performance

This is one of the few projects that received a perfect score from the adjudicators. Every aspect of the final piece of art was created by Tyra.

<https://drive.google.com/file/d/1vuC3I9bBPuX-nFqjClonRe1LzFtlz3n/view?usp=sharing>

Music Composition -

Stefan Vikingur, THMS, class of 2021

“Suite for the Elements” – in five parts

<https://drive.google.com/drive/folders/1Goon2wF002fCnEJWLjVTnSSgMXtwLGJo?usp=sharing>

Imogen Rose Chiasson, THMS, class of 2022

“Good Morning/Wonder,” singer/songwriter, and recording technician

<https://drive.google.com/file/d/1VmX2feP4L6miONapyvYIq2ruGsQLsAS-/view?usp=sharing>

Rory Bricca, UHS, class of 2022

“Salem for Orchestra”

A five minute composition in five sections.

The audio file:

https://drive.google.com/file/d/1rum4yPaT-hdUkJ6o6_maYexEtpnPgWkQ/view?usp=sharing

The score:

<https://drive.google.com/file/d/1CSjFof5gqGIFEVrIQXFfcusEceaTUXeH/view?usp=sharing>

Omar Guzmán Santa Maria, THMS, class of 2023

“Y solo así entenderás,” singer/songwriter

<https://drive.google.com/file/d/1Qc08PUyFgyZs2r12iut54oL-G1ekrH-L/view?usp=sharing>

Music Performance -

Iselle Barrios, Cherise Norton, Ben Curtis, UHS, class of 2021

String Quartet #1, “From My Life” by Bedrich Smetana

<https://drive.google.com/file/d/12y86nOJtdOkLtSbwAAJbZ72QyXQC-trN/view?usp=sharing>

Paris Velasco, UHS, class of 2021

“Strive To Be Happy,” Marimba solo by Ivan Trevino

A good example of a simple, but effective, smartphone recording that clearly shows Paris’ mallet technique.

https://drive.google.com/file/d/1eE0SpVbZs6E2RGluthk42Tq_udde_4Gg/view?usp=sharing

Sheama Tura, Sabino High, class of 2023

“Leaving The Harbor,” flute and piano duet by Herman Beeftink

https://drive.google.com/file/d/1n68Ie5xneN3AwV_OnGcEdi-upzh27W34/view?usp=sharing

Theatre Arts –

Grace Waldrip, UHS, class of 2021

“Pity Party,” 26 minute one act, one woman - playwright and performance

https://drive.google.com/file/d/1Yvz9IbJ5W1TVWsVnTr4_fJsX7_kzMOLV/view?usp=sharing

Isaac Valdez, UHS, class of 2021

Directing: *Booby Trap* (performed via Zoom during the COVID lockdown)

An excellent example of an artist adapting to the challenges of the COVID lockdown.

<https://drive.google.com/file/d/16dEyjYA0xsQXp7pk-utvR18kUTVXZDZp/view?usp=sharing>

Rebecca Lersch, Sabino High, class of 2021

Technical Theatre: Costume Design for *A Midsummer Night's Dream*

<https://drive.google.com/file/d/1Sq8tcEardutJUn-h4qj2-35kQtcE9rF9/view?usp=sharing>

Ojas Sanghi, UHS, class of 2022

Technical Theatre: Sound Design for *She Kills Monsters*

An amazingly complete consideration of a sound design, so effective the sound was described as one of the play's leading characters.

https://drive.google.com/drive/folders/1s2_Yu395hNoSgaReq1zUVZtyi21kcl36?usp=sharing

Visual Arts –

Sidian Watson, Cholla High, class of 2020

Solo Exhibition and Curatorial Rational

https://drive.google.com/file/d/16soCCeMITgeG_gy8m12Oble7ta1c4Urb/view?usp=sharing

Marlene Armendariz, Cholla High, class of 2023

Chicano art

https://drive.google.com/file/d/1_IgEWwVEhuKKfmEm9AQ1tsch3m_EeKS3/view?usp=sharing

Roberto Robinson Bours, Sabino High, Class of 2023

Art that might make you hungry – Roberto's artist statement at the beginning of his presentation.

<https://drive.google.com/file/d/1-cl6TJwjnSH3jikQaZl9xSxu1ITwoqxQ/view?usp=sharing>

Magdalena Piller, Catalina High, Class of 2023

Installation art, Magdalena's submission:

https://drive.google.com/file/d/1_IgEWwVEhuKKfmEm9AQ1tsch3m_EeKS3/view?usp=sharing

video of the installation in the school environment:

<https://drive.google.com/file/d/1vbDjWG5pZGU1u7mbynLyb53Q-a1IKUJJ/view?usp=sharing>

Media Arts –

Noah Jimenez, THMS, class of 2022

"Boys Will Love Each Other How They Can," original film

https://youtu.be/XJQtw2fu2_Q

Tristan Gegantoca, UHS

"The Secret Society of Fine Arts," animated film

https://drive.google.com/file/d/1WUAoBfzCXTxpAbBaCN5MDjqqq5AUZD_C/view?usp=sharing

IV. Career & Technical Education Courses

Career and Technical Education (CTE) Courses are often closely allied to the objectives of developing **artistic literacy** and the 21st century skills supported by arts education. Students may substitute up to 2 CTE credits to meet minimum Arts Proficiency Seal course requirements.

Below is a list of pre-approved CTE Courses. Arizona Stakeholders selected these courses based on their focus in fostering student literacy in the core arts processes of Creating, Performing/Presenting/Producing, Responding, and Connecting.

Pre-Approved CTE courses

- Animation
- Digital Communication
- Digital Photography
- Digital Printing
- Fashion Design and Merchandising
- Film and TV Production
- Graphic Design
- Interior Design
- Music and Audio Production
- Stagecraft



Additional CTE Courses may be approved on a case-by-case basis. For a full list of CTE programs visit: <http://www.azed.gov/cte/programs/>. LEAs may submit additional CTE Courses for approval to the Arizona Department of Education Office of Arts Education during the application process. To receive approval of additional CTE courses, LEAs should outline ways students in the specified CTE course engage with the core arts processes of Creating, Performing/Presenting/Producing, Responding, and Connecting in their classrooms.

LEAs may submit CTE course offerings by school or compile district wide.