



Required reading for Arts Seal applicants prior to submitting the *Intent to Apply* online application is in red font. The form, due October 28, can be accessed with this link:

<https://forms.office.com/r/wXAQk4n70t>

Other Arts Seal forms are available in the Arts Seal Files 2025-2026 folder at:

<https://drive.google.com/drive/folders/1l-X57iLDN2SL9A4IMRnXQZF38HJTUAfD?usp=sharing>

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## **Preface - A Brief History of the Arizona State Seal of Arts Proficiency, aka The Arts Seal**

The Arizona Department of Education offers proficiency seals in 4 different disciplines that 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; along with former OMA Arts Integration Specialist, Stanton Usher; and Sabino High School Theatre Arts teacher, Kris Kissel. They proposed the idea to the Arizona Department of Education, it was then presented to the Arizona State Legislature by the bill's sponsor, Senator Paul Boyer, and signed into law on May 14, 2019. The inaugural year of the Arts Seal was 2019-2020.

**To date, 340 Arts Seals have been awarded to TUSD fine arts students.**

## I. Introduction to the Arizona State Seal of Arts Proficiency

- commonly known as the Arts Seal

**Welcome! This is a complete Arts Seal guide for students and mentor teachers.**

It is the responsibility of the Arts Seal student to familiarize themselves with the Arts Seal process.

**Prior to submitting the *Intent to Apply* online application form, pages 2 through 14 are required reading.**

This may seem like a lot, but it is a quick, 10-15-minute read and will answer many of your questions.

**An additional requirement is reading the *Guidelines for the Student's Artistic Discipline*, which start on page 15. The required readings are noted in **red font** in the Table of Contents.**

**If at any time you have questions that are not covered in this guide, please feel free to contact me at [thomas.lewis@tusd1.org](mailto:thomas.lewis@tusd1.org).**

Throughout the guide, you will notice that certain information is repeated. Apologies for the redundancies, but repeating information is necessary for the reader to be clear on the important issues of the process.

### **If you are new to the Arts Seal, a quick description:**

Officially known as the Arizona State Seal of Arts Proficiency, it is awarded by the Arizona Department of Education to graduating seniors who fulfill the requirements and display exceptional work in fine arts by the creation of a capstone project.

Recipients receive an embossed seal on their diploma, a fine arts honor cord to be worn at graduation ceremony, and the achievement is noted on their student transcript. However, the greatest reward of the Arts Seal is pride in accomplishment.

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

**If you are familiar with the Arts Seal process of previous years, there are two changes for this year - the two main deadlines are earlier and the way you submit those documents have changed:**

**October 28, 2025** is the deadline for submitting the initial application, which is called the "Intent to Apply Form." This year, it will be filled out and submitted online in a Microsoft Form accessed by this link, which is also at the top of the Table of Contents:

<https://forms.office.com/r/wXAQk4n70t>

It is best to do the required reading before filling out the application.

**February 17, 2026, by 11:59 pm** is the deadline for the submission of capstone project materials, which will be submitted via Microsoft File Request. The access link will be issued to students whose Capstone Project Proposals have been accepted.

## II. Overview (Requirements & Process)

***The Arts Seal is not for everyone.***

**Therefore, the student's first consideration should be deciding if they are a viable candidate for the Arizona State Seal of Arts Proficiency.**

- 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 is an “arts scholar” - someone who can explain and discuss their artistic process and intentionality during an adjudication interview.
- They must have the time and energy to produce an artistic capstone project in their busy senior year.
- With few exceptions, it is not for the student who leaves things to the last minute. When we asked past Arts Seal applicants what the biggest challenge was in the creation of their capstone project, the majority said time management, and noted the experience improved those skills.
- Finally, they need to be able to read instructions and emails, respond to emails, and possess basic computer skills. All computer skills required for this process can be learned through online tutorials.

**Your mentor teacher is there to advise and help, but it is ultimately the responsibility of the student to meet deadlines, create the capstone project, and assemble and upload the final project materials.**

### **To Earn the Arts Seal there are 4 Requirements and 2 Deadlines -**

**The 4 Requirements** (details below)

1. Academic requirement
2. Arts extracurricular activities requirement
3. Creation of a capstone project
4. Pass an adjudication interview.

**The 2 deadlines** (details on page 11)

**Tuesday, October 28, 2025** – deadline for submission of the online Intent to Apply Form

**Tuesday, February 17, 2026, 11:59 pm** – deadline for submission of Capstone Project Materials

**The 4 Requirement Details** - Before the student submits the initial application form, they should be certain they can fulfill the Arizona Department of Education's mandated academic requirement and arts extracurricular activities requirement by graduation.

#### **1. Academic Requirements**

The student must successfully graduate with **a minimum grade of a B in a minimum of four credit hours of fine arts courses, or a combination of fine arts and qualifying CTE courses in each course.** (Qualifying CTE courses are listed on the next page.)

Note: A one semester fine arts course earns .5 credit hour.

- **Cont.**

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

4 credits in one artistic discipline (dance, music, media arts, theatre arts, or visual 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 different art forms is not acceptable.)**

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

The Fine Arts Department will check the current transcripts of applicants in January to ensure they are on track to fulfill this requirement.

**Qualifying Career and Technical Education Courses -**

The Arizona Department of Education has approved the following Career and Technical Education (CTE) programs may be used to fulfill the Arts Seal academic requirement. Students may include up to two credits from the 2026 Approved Coherent Sequences of these programs.

- |                                 |                              |
|---------------------------------|------------------------------|
| • Digital Animation             | • Film and TV Production     |
| • Digital Communication         | • Graphic Design             |
| • Digital Photography           | • Interior Design            |
| • Digital Printing              | • Music and Audio Production |
| • Fashion Design and Operations | • Stage craft                |

**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.**

An arts extracurricular activity is any arts participation 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 arts extracurricular activities. These activities need not be school sponsored.

“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 considered a valid arts extracurricular activity.**

**Examples of possible Arts Extracurricular Activities are listed on the following page.**

**NOTE:**

It has been said it is easier for some art forms than others to accrue the 80 hours. Visual arts

students have expressed this concern. Visual arts students should check the list of possible examples of Arts Extracurricular Activities in all the art forms, as well as think about how often, during their high school career, they would spend private time sketching or in self-study.

It has also been expressed that it may be difficult to remember in your senior year your extracurricular activities from 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:**

<https://docs.google.com/document/d/1FyGHY8aF4UNMCUXds4RI-9bpSaOEwEDC/edit?usp=sharing&oid=117701185744274389230&rtpof=true&sd=true>

**If the mentor teacher feels the student's Arts Extracurricular Activities Log is valid, we will trust the teacher's judgement.**

## **Arts Extracurricular Activities Examples**

- suggested by the Arizona Department of Education

As demonstrated by the following lists, there are 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 team
- 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 an animation festival
- Designing media for a school production
- Attending film festivals

### ***Music***

- After school rehearsals & performances
- Master classes

**-Cont.**

### ***Music Extracurricular Activities Examples - Continued***

- 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 Artistic Project -**

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

Definition of a capstone project: A meaningful culmination of your arts learning

Students should be guided to plan and execute a student-led artistic project of their choice.

**The final product should represent work that is “over and above the typical work of a high school fine arts senior.”**

The thought process and experience of the capstone project should produce an “art scholar” who will be able to describe and discuss their project, process, and intentionality during an adjudication interview.

**-Cont.**

## From the Arizona Department of Education -

examples of possible capstone projects, this list is neither exhaustive nor exclusive:

### ***Dance***

- Choreograph a work based on a theme/idea and compose an artist's statement
- Research a form of dance and present findings in a lecture recital
- Create an original dance film or photo portfolio
- Study a choreographer and create a video catalogue of signature movements
- Lead elementary or middle school students in a dance class or club

### ***Media Arts***

- Create a social media campaign that responds to a social issue
- Produce and premier an original film
- Animate a cartoon
- Research a film or media publication and write an opinion piece about media representation in that medium
- Design digital media for a production, performance, or installation

### ***Music***

- Compose, notate, and perform an original song
- Research a musical genre, composer, or performer and present findings in a lecture recital or webpage
- Produce a local music event
- Compose or curate an original underscore for a film or performance inspired by themes of the work
- Research acoustics of space and present findings in an annotated recording portfolio

### ***Theatre***

- Write an original one act play
- Design costumes, lighting, or set for a school or community production
- Design a workshop meant to engage people in dialogue through theatre techniques
- Devise an original show with an ensemble (a collaboration)
- Direct a student one act production or produce an event
- **Note:**

**Performing a monologue, such as done at SAFT, is not considered "over and above the typical work of a high school theatre arts student" and does not qualify as an Arts Seal Capstone Project.**

**Performing a role in a play would not qualify unless it was a major role, such as a lead in a Shakespeare play, playing multiple roles in *Radium Girls*, or a title role such as Ariel in *The Little Mermaid*. Such a capstone project proposal would be decided on a case-by-case basis.**

### ***Visual Arts***

- Curate an art exhibit in a gallery or local space
- Present a portfolio of original work inspired by research into an artist, artistic medium, or historical period

**-Cont.**



### ***Visual Arts Capstone Project Materials - Continued***

- Produce and/or create a public art project, e.g., mural, mosaic, or installation
- Create original visual art lessons plans and teach an art class at a community space or school
- Self-publish a book of photography and poetry

### **The Capstone Project's Quality vs. Quantity -**

Although projects are judged primarily by their quality, quantity is not overlooked. The work should represent a scope and weight that is, once again, over and above the typical work of a high school fine arts senior.

Some of the Guidelines for the Artistic Disciplines (**pages 15 thru 33**) include requirements for the quantity of work that is expected for that discipline.

### ***Need an example of what has been considered quality work?***

**Examples of past exemplary Arts Seal capstone projects are included at the end of the Guidelines for each of the Various Artistic Disciplines**

### **Collaborations -**

Although a capstone project is usually the work of a single student, collaborations are acceptable. **If there are three or more collaborators, the project's division of labor must be explained when describing the Capstone Project in the Intent to Apply form** – what will be each collaborator's responsibilities?

Each collaborator must submit their own *Intent to Apply Form*, but the project proposals in each form should match.

### **Special Note for High School Juniors:**

Although capstone projects are usually 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 and proceed through its creation, it is important to know the minimum requirements for capstone project submission, so you will be in compliance.

For example, if a student creates a dance choreography capstone project and their music is only 2 minutes in length, this will not fulfill the requirement that a choreographic project be a minimum of 3 minutes.

**This is why the minimum requirements for your artistic discipline are required reading. (No need to read the requirements for other artistic disciplines.)**

**The Guidelines for Artistic Disciplines start on page 15.**

- **Cont.**

#### **4. The Adjudication Interview –**

**Completion of a Capstone Project does not automatically earn an Arts Seal; the student must pass the adjudication interview.**

After the student has met the submission deadline and we have received their capstone project materials, an adjudication interview will be scheduled via Zoom.

Present in the interview will be the student applicant, the mentor teacher, and an adjudication panel comprised of people with knowledge of the student's artistic field.

An Arts Seal student is expected to be an "Art Scholar." They should be able to discuss their process and their work.

**The Adjudication Interview Format** - Interviews are short, 20 to 25 minutes.

- Although the adjudicators have received the student's project materials prior to the interview, after introductions, we usually show, or play, a selection of the student's work. This is followed by the applicant answering two formal questions from a predetermined list. Following the two formal questions, there 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 any additional comments they wish to add.

**- Cont.**

### III. Deadlines & Timeline

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

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

- **Tuesday, October 28, 2025**

**Deadline to submit the Intent to Apply Form**

After the student discusses their capstone project proposal with their mentor teacher, they complete and submit the online *Intent to Apply Form*, the form can be accessed at: <https://forms.office.com/r/wXAQk4n70t>

- **Tuesday, February 17, 2026, 11:59 pm**

**Deadline to submit Capstone Project Materials - this is a hard deadline, late materials will not be accepted.**

Check the guidelines for your artistic discipline for the required materials. Guidelines start on page 15.

Capstone project materials will be submitted via Microsoft Fine Request. The upload link will be issued to students who capstone project proposals have been accepted.

Early submission of projects that are completed prior to February 17 are acceptable and welcome.

**Attention: Performing Arts Students** - If your project is part of a larger performance that will occur after the February 17 deadline, check the Guidelines for your artistic discipline.

### **Timeline** – a narrative of the Arts Seal process:

#### **September 2025**

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

#### **Students:**

If you are interested in the Arts Seal, you should make sure you have access to the **Arts Seal QuickNotes Guide**, which is in the **Arts Seal Files 2025-2026** Google Folder

#### **Link to the folder:**

<https://drive.google.com/drive/folders/1l-X57iLDN2SL9A4IMRnXQZF38HJTUAfD?usp=sharing>

And have access to the online application, the ***Intent to Apply Form***:

<https://forms.office.com/r/wXAQk4n70t>

- **Read pages 2 to 14 of the Arts Seal QuickNotes Guide** to ensure you have a clear understanding of what the process entails and if you would like to apply for the Arts Seal, start thinking about a capstone project you would like to create.

**-Cont.**

- **Choose an appropriate mentor teacher** – someone who will be available to offer advice on your project and the skills needed for successful completion.

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, this has been the case when the student was using technology for their capstone project and needed a mentor who has special digital knowledge.

The student will notify the teacher of their request and ensure that the teacher is familiar with the Arts Seal process and willing to act as the student's mentor and participate in the adjudication interview.

- **Mentors should read *Mentor's Outline for Arts Seal Mentoring*,**

**Link:**

[https://drive.google.com/file/d/1ZqKwDips9KK6aWf\\_45CPYjwX4EiKkbXw/view?usp=sharing](https://drive.google.com/file/d/1ZqKwDips9KK6aWf_45CPYjwX4EiKkbXw/view?usp=sharing)

**October 2025 (This is an important month)  
specifically**

**Tuesday, October 28, 2025, the deadline for submission of the Intent to Apply Form**

Before the October 28 deadline for submission of the online Intent to Apply Form, make an appointment with your mentor to discuss your proposed capstone project and how you will effectively describe it in Capstone Project Proposal that will be entered the application.

As mentioned previously, it would be good to check the guidelines and minimum project submission requirements for your art form, so you will be in compliance as you proceed through the process.

**The Guidelines for Artistic Disciplines start on page 15.**

If you and your mentor feel the idea qualifies as a capstone project, and it is feasible for you to complete the project by February 17, then the student should fill out and submit the application, the Intent to Apply Form:

<https://forms.office.com/r/wXAQk4n70t>

**Note for performing arts students:** If your project is an integral part of a larger performance that is scheduled for a date later than the deadline of February 17, check the Guidelines for your artistic discipline for possible adjustments.

If you are unsure of your project's qualifications or if you have any questions or concerns, you may contact [Thomas.Lewis@tUSD1.org](mailto:Thomas.Lewis@tUSD1.org), **before October 28**, to discuss.

Although all the information we ask for in the online *Intent to Apply Form* is important, the most important response is to clearly describe the proposed capstone project. Please write in complete sentences, communicate in an efficient manner that will indicate that your project proposal has been thought through, and is not a last-minute consideration.

**-Cont.**

**IMPORTANT:**

**The capstone project proposal must be accepted by the Fine Arts Department 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 October 28, you may contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

Enough said about the Capstone Project Proposal,  
get the online *Intent to Apply Form* in by October 28.

**By Wednesday, November 5, 2025, if not sooner**

The fine arts department will notify the student of acceptance, or rejection of their capstone project proposal.

**Mentor teachers are copied on all emails sent to students.**

**From November to the February 17 deadline:**

The student will work on their capstone project.

**During the process, student and mentor will touch base as necessary** - Has the student hit any snags? How do they plan on presenting their project, what materials are they including? Before the student submits their capstone project, if time permits, the mentor checks their materials. Ultimately, it is the student's responsibility to properly put together their materials and meet the deadline

**Tuesday, February 17, 2026, by 11:59 pm –**

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

**This is it - The most important deadline of the process.**

**Materials received past deadline will not be accepted.**

We suggest that you plan to send your materials a few days early, so if you have a last-minute emergency/technical glitch, you will have time to address the problem.

**Materials are uploaded via Microsoft File Request.**

The link for upload access will be provided to the students whose Capstone Project Proposals have been accepted.

**The end of February through to the 1<sup>st</sup> week and a half of April**

After receipt of the student's capstone project materials, a Zoom interview will be scheduled with the student, the mentor teacher, and the adjudication panel. All interviews must be completed prior to the deadline of April 13, 2026, when the TUSD Fine Arts Department submits our report to the Arizona Department of Education.

**-Cont.**

**Wednesday, April 15, 2026 (possibly sooner)**

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

#### **IV. A Final Note: Communication Is Key**

**Students! We must be able to communicate with you.** That is why, with 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 email requires 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 very end.

**As you go through the process, if either the student or mentor run into a problem, contact us at [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org). 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 teacher. 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 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.

**Thank you for taking the time to read these 13 pages – it will benefit us all.**

Guidelines for the Various Artistic Disciplines start on the next page.

## **V. Guidelines for the Various Artistic Disciplines: 2025-2026:**

### **Dance, Media Arts, Music, Theatre Arts, and Visual Arts**

**Students only need to read the Guidelines for their artistic discipline.**

If the student is considering an inter-disciplinary project, those Guidelines are at the very end of this section on page 34.

### **DANCE GUIDELINES**

**(Also applicable to Color Guard projects – see “Color Guard Videos” on the following page)**

The Dance Guidelines include:

1. Requirements for Submitting Dance Capstone Project Materials
2. Check list for submitting dance capstone project materials
3. Links to examples of past exemplary dance capstone projects.

### **Requirements for Submitting Dance Capstone Project Materials -**

Deadline for submission of materials: **Tuesday, February 17, 2026, 11:59 pm**

Materials are uploaded via Microsoft File Request, the upload link will be sent early January.

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. If you have questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

### **Important Note:**

We realize that dance and theatre arts can be very much a team effort. Capstone projects that are an integral part of a major end-of-year performance may not come to fruition until the actual performance that is after the February 17 deadline for submission, but if it is before the district’s April 13<sup>th</sup> deadline to submit our Arts Seal Report to the Arizona Department of Education, we can make adjustments for this.

In these cases, at the deadline, the student applicant would submit preliminary materials/rehearsal videos that best indicated their project’s final contribution to the performance. Later, before the adjudication interview, they would submit an addendum to their materials.

The adjudication interview for such a project would occur closer to the end of the time frame allotted for interviews.

**However**, a final performance after the Arizona Department of Education’s April 13<sup>th</sup> deadline is more problematic. We would have to have a conversation to determine if processing that project was possible.

**Therefore, it is important for us to know the date, time, and place of the performance.**

If there are questions, contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org) to discuss a possible solution.

**- Cont.**

- If you are creating a **Choreography Project** – **Minimum Length - approximately 3 minutes.**

We understand that the length of a dance is often dictated by the length of the music selection. We are also aware that music can be edited to play longer or shorter.

When we have received dance videos that were, for example, 2:40 in length, if the choreography was impressive, there was no discussion among the adjudicators as to whether this demonstrated sufficient length to be a capstone project - below a length of 2:30 there was discussion.

- All choreography/performance projects require a video recording of the performance or rehearsal. (**Color Guard students see the bullet point below for your video instructions and examples**)

A smartphone video is acceptable, providing we can clearly see the dance and hear the music. It is the responsibility of the student to ensure the quality of the video.

There have been split opinions among the adjudicators regarding a preference for a video shot in the studio versus shot on a stage with stage lighting.

It was decided a video shot on stage, with stage lighting, was a stronger presentation than one shot in the studio.

However, a video shot from the audience during a public performance, where a greater distance from camera to stage causes loss of resolution, may not be as strong as a rehearsal on stage, where the camera can be closer, handle dim lighting better, and produce a sharper image.

See **Aaliyah Guzman-Garcia's** duet, and **Natalie Dagher's** solo in the **Past Examples of Exemplary Dance Capstone Projects on page 18.**

If the logistics limits you to videoing in the studio, please consider the lighting and background – do not video with a mirror as a background, the reflection is distracting. For an example of a good video that was shot in the studio, see **Jiselle Perez's** dance in the **Past Examples of Exemplary Dance Capstone Projects on page 19.**

Sound quality can also be an issue. If the quality of the camera's recording of the music does not do it justice, consider redubbing your music, if you have that capability.

If you have further questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

- **Color Guard Videos -**

The challenge of a color guard video is framing it close enough so we can see the details of the performer's movement and yet show the height of the equipment throw. This can be difficult when using a camera on a fixed tripod.

The best results can be had by enlisting the help of a camera person to keep the framing tight and follow the action.

- Cont.



A good example of this is the routine by Serena Rezende Tsao, University High class of 2025:

<https://drive.google.com/file/d/1ehPObvCws62b6KVLBP6II0kfsp2GcQNJ/view?usp=drivesdk>

In other cases, with some experimentation, you can find a happy medium of having a camera not too close and not too far, as demonstrated by Krystally Hour, University High class of 2024. She used a camera person but there was such little camera movement it could have been on fixed tripod:

<https://drive.google.com/file/d/1fvv8H24MqmaeXHZUMfwle9jm3jl6l-pl/view?usp=sharing>

## **Check list for submitting dance (and color guard) capstone project materials -**

**Submitted materials must include these 3 items:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

If you are photographing multiple pages of a signed document, insert them into one Word document.

**2. Video record of your project**

The best way to do this is to upload an mp4 video file, as this format is universal. Alternate formats, like .Mov files from Mac can be problematic depending on the age of the computer it was created on, etc.

Alternately, uploading your video to YouTube and including a YouTube link at the top of your Artist's Statement is acceptable.

**Please avoid using a hyperlink to submit your video.**

Students will often forget to make the link shareable, and we have to request permission for access, which is time consuming.

**3. Artist's Statement – approximate length 2 pages, double spaced**

- ✓ At the top of the document include the typical program information: title of the dance, the name of composer and music, name of choreographer(s), name of dancer(s), videographer and editor if applicable.

If you are using YouTube to submit your video, do not put the program information with the YouTube video, put it in the Artist's Statement.

- ✓ **Although we ask for a video, if your project will have a public performance, please provide the date, time and place.** If the performance date has not yet been set, if possible, provide the month it will probably be scheduled.

**- Cont.**

**Artist's Statement, continued:**

- ✓ Describe your intentionality – what you want to communicate to your audience, how the process evolved, and what were the challenges. 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.
- **Plus - Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects; the Fine Arts Department may modify the requirements to serve the needs of specific or unusual projects.

**3. Past Examples of Exemplary Dance Capstone Projects, please let me know if you cannot access these files:**

**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, which amplified her vision. 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. This dance was created during COVID when schools were closed. The adjudicators appreciated Madeline's statement on the disconnect and loneliness of the time.

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

**Daryn Walsh & Mollie Sohn, UHS, class of 2022**

**"What A Mess I'm In," music by Hayden Calnin**

Another fine example that is not just a video of a dance, but a dance video.

[https://drive.google.com/file/d/12oSd1d\\_t0hcoS4BYuxhtQrgD1norjYSb/view?usp=sharing](https://drive.google.com/file/d/12oSd1d_t0hcoS4BYuxhtQrgD1norjYSb/view?usp=sharing)

**Nola Millet, THMS, class of 2022**

**"Take Your Time," music by Brian Eno**

A site-specific dance that cleverly alters the environment by changing the camera angle.

[https://drive.google.com/file/d/1Q1XpxqCaFUPD\\_2kcqISrZlqskLJ8J6je/view?usp=sharing](https://drive.google.com/file/d/1Q1XpxqCaFUPD_2kcqISrZlqskLJ8J6je/view?usp=sharing)

**- Cont.**

***Exemplary Dance Capstone Projects, continued:***

**Jiselle Perez, THMS, class of 2023**

"Untitled Quintet," music by Still Woozy

The adjudicators appreciated Jiselle's group choreography, her use of counterpoint and not overusing unison movement.

As the minimum requirement for is a dance that is approximately 3 minutes long, most of the dances we received are in that time range. The adjudicators also appreciated that she used the song in its complete 3:51 length – no editing of music.

<https://drive.google.com/file/d/1ZkJteBxUZFvdg6EVbrPLlqwTg5ISAQ-5/view?usp=sharing>

**Aaliyah Guzman-Garcia, THMS, class of 2024**

"Influenced," music by Beyonce

The adjudicators enjoyed the choreography, the sharp dancing, and the camerawork.

<https://www.youtube.com/watch?v=Hh6xIMdSPLI>

**Chanae Lopez, THMS, class of 2024**

"Los Mundos Intermedios" (Modern/Folklorico), music by Rocío Dúrcal

<https://www.youtube.com/watch?v=iKQ7jrAYrxQ>

**Natalie Dagher, THMS, class of 2025**

Untitled Solo, music by Max Richters

The adjudicators appreciated how Natalie built the energy in her solo and clearly expressed the emotion she stated in her Artist's Statement:

"I'm slowly inching to adulthood and the strings that have held me back are breaking loose."

<https://drive.google.com/file/d/1IgQe3oz5f72sEdBOhKzXo31Eo7DX2EID/view?usp=sharing>

**Zaydien Cargill, THMS, class of 2025**

"Jinx," music by Doechii and Jennie Kim

Great freestyling. Great camerawork.

<https://youtu.be/6LQPfNbRQ>

*Thank you for reading this, we look forward to seeing what you create!*

**[end - dance guidelines]**

## **MEDIA ARTS GUIDELINES –**

The Guidelines include:

1. Requirements for Submitting Media Arts Capstone Project Materials
2. Check list for submitting media arts capstone project materials
3. Links to examples of past exemplary Media Arts Capstone Projects.

### **Requirements for Submitting Media Arts Capstone Project Materials -**

Deadline for submission of materials: **Tuesday, February 17, 2026, 11:59 pm**

Materials received after deadline will not be accepted.

Materials are uploaded via Microsoft File Request, the upload link will be sent early January.

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. If you have questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

### **Check List for Submitting Media Arts Capstone Project Material –**

**Submitted materials must include these 3 items:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate page, please combine into one document.

If you are photographing multiple pages of a signed document, insert them into one Word document.

**2. Artist's Statement - approximate length, 2 pages, double spaced**

Include the name of your project and any music credits.

Describe your intentionality – what you want to communicate to your audience.

Describe your process, the problems you faced, your solutions, and the technology you used, possibly other artists that influenced you.

Writing an artist's statement can be a great benefit, it will help you collect and clarify your thoughts in preparation for the adjudication interview.

**3. Digital record/video of your Capstone Project**

Please use a digital format that is universal such as an mp4 video file.

Our adjudicators have varying levels of computer skill - alternate formats, like Mov files from Mac can be problematic.

It is also acceptable to upload a video to YouTube and including a YouTube link at the top of your Artist's Statement.

**Please avoid using a hyperlink to submit your video.**

Students will often forget to make the link shareable, and we have to request permission for access, which is time consuming.

**- Cont.**

- **Plus - Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects; the Fine Arts Department may modify the requirements to meet the needs of specific or unusual projects.

**Past Examples of Exemplary Media Arts Capstone Projects, please let me know if you cannot access these files:**

**Noah Jimenez, THMS, class of 2022**

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

[https://youtu.be/XJQtw2fu2\\_Q](https://youtu.be/XJQtw2fu2_Q)

**Tristan Gegantoca, UHS, class of 2021**

"The Secret Society of Fine Arts," animated film

[https://drive.google.com/file/d/1WUAoBfzCXTxpAbBaCN5MDjqqq5AUZD\\_C/view?usp=sharing](https://drive.google.com/file/d/1WUAoBfzCXTxpAbBaCN5MDjqqq5AUZD_C/view?usp=sharing)

**Victoria Quang, Sabino High, class of 2023**

a selection from Victoria's digital animation portfolio

<https://www.youtube.com/watch?v=2cKCF2v-MeI>

*Thank you for reading this, we look forward to seeing what you create!*

**[end - media arts guidelines]**

## **MUSIC GUIDELINES – Divided into 4 Categories: Original Composition, Performance, Arranging, and Research Project**

**Proposals in other areas, such as Conducting, are welcome and requirements for project materials are decided on a case-by-case basis.**

The Music Guideline section includes:

1. Requirements for Submitting Music Capstone Project Materials
2. Individual check lists for submitting capstone project materials for each of the 4 categories of Original Composition, Performance, Arranging, and Research
3. Links to examples of past exemplary music capstone projects for the first 3 categories.

### **General Requirements for Submitting All Music Capstone Project Materials**

Deadline for submission of materials: **Tuesday, February 17, 2026, 11:59 pm**

Materials received after the deadline will not be accepted.

Materials are uploaded via Microsoft File Request, upload link will be sent in January.

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. If you have questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org)

### **For Original Musical Compositions –**

**Minimum length: Approximately 4 minutes for instrumental works, 3 minutes for singer/songwriters.**

#### **Check list for submitting music composition capstone project materials –**

**Submitted materials must include these 4 items:**

##### **1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

Photos of the signed document are acceptable, but if they are multiple photos, insert them into one Word document.

##### **2. Artist's Statement -**

At the top of the document, include the typical program information: title of the composition, the name of composer, any descriptive subtitle or program note.

Describe your intentionality – what you wanted to communicate to your audience, possibly other composers that influenced you, how the process evolved, and what were the challenges.

**-Cont.**

### ***Artist's Statement – continued***

Writing an artist's statement can be a great benefit, it will help you collect and clarify your thoughts in preparation for the adjudication interview.

**Although we ask for a recording, if there will be a public performance of the composition, please provide the date, time, and place.**

#### **3. Score of the Composition -**

For instrumental works, a complete score

For singer/songwriters, a score of the melody line, with chords or guitar tablature is acceptable.

#### **4. A recording of the composition, in a universal file format, please, as our adjudicators have a varied range of computer skills.**

- **For instrumental composition:**

A MIDI file generated from musical composition software is often preferable to a recording of a live performance of the work.

It past experience, student musicians have sometimes struggled to play the ambitious compositions of our Arts Seal candidates. Thus, the MIDI file will better demonstrate the student composer's vision. **If a recording or video of a live performance, or rehearsal is also available, please include that as well.**

- **For Singer/Songwriters:**

An audio, or video recording of the song's performance is acceptable, video is preferred.

- **Plus - Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects; the Fine Arts Department may add to or modify the requirements to meet the needs of a specific or unusual project.

**Past Examples of Exemplary Music Composition Capstone Projects, please let me know if you cannot access these files:**

#### **Music Composition -**

**Stefan Vikingur, THMS, class of 2021**

"Suite for the Elements" – in five parts

[https://drive.google.com/drive/folders/1Q\\_PPHA7MJw9R50f\\_47ZBdcqizZDsav1Y?usp=sharing](https://drive.google.com/drive/folders/1Q_PPHA7MJw9R50f_47ZBdcqizZDsav1Y?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](https://drive.google.com/file/d/1rum4yPaT-hdUkJ6o6_maYexEtpnPgWkQ/view?usp=sharing)

**-Cont.**

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>

*Thank you for reading this, we look forward to seeing what you create!*

**[end – original musical composition guidelines]**

### **For Performance of a Composer's Work –**

Requirement: A capstone project of the performance of a composer's work must display both the student's musicality and technical finesse, as well as a selection of a composition that presents a challenge that is over and above that of a typical high school fine arts student.

**Required Length: Minimum of 3 minutes for a capstone project performance piece.**

**Check list for submitting music performance capstone project materials -**

**Submitted materials must include these 4 items:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

Photos of the signed document are acceptable, but if they are multiple photos, insert them into one Word document.

**2. Artist's Statement - A written essay, minimum length of 2 pages, double spaced.**

At the top, it should include the typical program information – name of the composition, composer's name, name of the musician(s) and the instrument(s) they played.

A history of the composer and the music, and your personal relationship with the 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.

Writing an artist's statement can be a great benefit, it will help you collect and clarify your thoughts in preparation for the adjudication interview.

**Although we ask for a video recording, if there will be a public performance, please provide the date, time, and place.**

**3. Score of the music**

**4. Video Recording of student(s) playing the musical selection -**

The video may of a performance or a rehearsal.

A video shot close to the performer that allows the student's hands to be clearly seen is preferable to a video shot from a distance, such as a video shot from the audience.

**-Cont.**



### ***Video Recording of student(s) playing the musical selection – continued***

A video shot with a smartphone is acceptable providing we can clear see and hear the performance.

For an example, see the videos below of exemplary music performance projects by Paris Velasco and Sheama Tura.

- **Plus - Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to or modify the requirements to serve the needs of a specific or unusual project.

### **Past of Exemplary Music Performance Capstone Projects, please let me know if you cannot access these files:**

**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/1eE0SpVbZs6E2RGluthk42Tg\\_udde\\_4Gg/view?usp=sharing](https://drive.google.com/file/d/1eE0SpVbZs6E2RGluthk42Tg_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/10iX6N97UTcEmmL-e9sGKYw1jOlrhoIXd/view?usp=sharing>

**Ezme Duran, UHS, class of 2024**

"Merry Go Round of Life," clarinet duet by Joe Hisaishi

Ezme not only expanded her clarinet talents by learning to play a bass clarinet, in her first foray into video creation, she learned how to synchronize 4 tracks, playing all the parts of the quartet. Ezme displayed a great work ethic with her project by starting early, researching multiple video production tutorials on the web, and considered the set design for her video.

<https://drive.google.com/file/d/1nrXldXqM3sS2MG2jG-lOGJsQklTjqPUy/view?usp=sharing>

*Thank you for reading this, we look forward to seeing what you create!*

**[end – music performance guidelines]**

## **For Arranging a Musical Composition –**

The student's arrangement must offer an alternative interpretation, and/or different voicing than that of the original composition.

### **Check list for submitting a musical arrangement capstone project materials –**

**Submitted materials must include these 5 items:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

Photos of the signed document are acceptable, but if they are multiple photos, insert them into one Word document.

**2. Artist's Statement - A written essay, minimum length of 2 pages, double spaced.**

At the top, it should include the typical program information – name of the composition, composer's name, arranger's name, name of the musician(s) and the instrument(s) they played.

A history of the composer and the music, and your personal relationship with the music. The personal section should include how the music inspired you and influenced your interpretation of the piece, and what were the challenges of revisioning the piece.

**Although a recording is required, if there will be a public performance, please provide the date, time, and place.**

**3. Score of the Student's Arrangement**

**4. Original Recording of Music Selection that Inspired the Student's Arrangement**

**5. Recording of Student's Musical Arrangement –**

- **For an instrumental arrangement:**

A MIDI file generated from musical composition software is often preferable to a recording of a live performance of the work.

In past experience, student musicians have sometimes struggled to play the ambitious arrangements of our Arts Seal candidates. Thus, the MIDI file will better demonstrate the student arranger's vision. **If a recording or video of a live performance, or rehearsal, is also available, please include that as well.**

- **For vocal arrangements:**

A video of the singers performing the arrangement in performance or rehearsal.

A video shot close to the performers is preferable to a video shot from a distance, such as a video shot from the audience during performance.

A video shot with a smartphone is acceptable providing we can clearly see and hear the performance, or rehearsal.

For examples, see the videos on the next page of Mariah Edwards or Mariachi Aztlan de Pueblo High of exemplary music arranging projects.

**-Cont.**

### ***Musical arranging check list - continued***

- **Plus - Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects. The Fine Arts Department may add to or modify the requirements to meet the needs of a specific or unusual project.

### **Past Examples of Exemplary Musical Arranging Capstone Projects, please let me know if you cannot access these files:**

#### **Mariah Edwards, UHS, class of 2024**

"I Know Where I've Been," by Marc Shaiman & Scott Wittman

Mariah arranged Queen Latifah's anthem from *Hairspray* into a sublime choral presentation.

<https://www.youtube.com/watch?v=ZN0Hcg0gniE>

#### **Mariachi Aztlan de Pueblo High -**

Brisa Marina Bautista, Jazlynne Fernandez, Marcos Figueroa,  
Juan Pablo Gamez Alcaraz, Adrianna Herrera, Fabian Lopez Vega, Jorge Ramirez, Clarissa Salinas,  
Christopher Santa Cruz, Diego Soto-Yanes, Alexis Vargas, class of 2024

"Cuando vuelva a tu lado/What A Difference A Day Makes," by Maria Grever/Stanley Adams

Eleven students collaborated to produce and perform a mariachi version of the 1934 standard.

<https://drive.google.com/file/d/1RYEMaoda317CfL8x5YHXkSWNHIMscml6/view?usp=sharing>

*Thank you for reading this, we look forward to seeing what you create!*

**[end – music arranging guidelines]**

### **For Music Research Projects –**

Guidelines for each art form are the result of past student capstone projects. Their former challenges and successes influence the formulation of guidelines.

Last year was the first time we received music research projects; the guidelines are in still in their infancy.

#### **Check list for submitting a music research capstone project materials –**

**Submitted materials must include these items:**

##### **1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

Photos of the signed document are acceptable, but if they are multiple photos, insert them into one Word document.

**- Cont.**

## **2. The Research Paper or Media -**

Some students take a traditional approach and will write term paper, although it usually will contain pictures and links to audio examples of the subject matter.

Others will research projects will be more steeped in the use of media and presented as a PowerPoint that includes videos, audio, interviews, etc.

In either case, the actual research and the generated text\*, in both quality and quantity, must be over and above the typical research paper of a high school senior.

\* Text refers to not just words but anything that conveys meaning – images, recordings, etc.

**Important:** Although PowerPoint does have Spell-Check, for some reason, we have seen numerous misspellings. Please remember, spelling and grammar do count.

**Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects; the Fine Arts Department may add to or modify the requirements to serve the needs of a specific or unusual project.

## **Past Examples of Exemplary Music Research Capstone Projects -**

This category is very new and we have not yet seen research projects that we would like to use as examples for other students.

*Thank you for reading this, we look forward to seeing what you create!*

**[end – music research guidelines]**

## **THEATRE ARTS GUIDELINES –**

The Theatre Arts Guideline section includes:

1. Requirements for Submitting Theatre Arts Capstone Project Materials
2. Check list for submitting theatre arts capstone project materials
3. Links to examples of past exemplary dance capstone projects.

### **Requirements for Submitting Theatre Arts Capstone Project Materials -**

Deadline for submission of materials: **Tuesday, February 17, 2026, 11:59 pm**

This is a hard deadline. Materials received after the deadline will not be accepted. We suggest that you plan to send your materials a few days early, so if you have a last-minute emergency/technical glitch, you will have time to address the problem.

Materials are uploaded via Microsoft File Request, upload link will be sent in January.

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. If you have questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

### **Important Note:**

We realize that theatre arts can be very much a team effort. Capstone projects that are an integral part of a major end-of-year performance may not come to fruition until the actual performance that is after the February 17 deadline for submission, but if it is before the district's April 13<sup>th</sup> deadline to submit our Arts Seal Report to the Arizona Department of Education, we can make adjustments for this.

In these cases, at the deadline, the student applicant would submit preliminary materials that best indicated their project's final contribution to the performance. Later, before the adjudication interview, they would submitted an addendum to their materials.

An example would be a set design capstone project - sketches and an initial artist's statement would be submitted for the February 17 deadline and pictures of the final set creation and completed materials were sent later. The adjudication interview for such a project would occur closer to the end of the time frame allotted for interviews.

However, if the final performance is after the Arizona Department of Education's April 13<sup>th</sup> deadline, that is more problematic. We would have to have a conversation to determine if processing that project was possible.

**Therefore, it is important for us to know the date, time, and place of the performance.**

If there are questions, contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org) to discuss a possible solution.

**-Cont.**

## **Check list for submitting a theatre arts capstone project materials –**

Theatre Arts projects can be varied and unusual, requiring different lists of required project materials. The first two items on the check list are required of all project materials, the list items that follow are possible items to include.

**The final list of required items will be decided on a case-by-case basis once we receive and approve your capstone project proposal.**

**Check List – Items 1 & 2 are required for all theater arts projects; the others depend upon the project:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate pages, please combine into one document.

Photos of the signed document are acceptable, but if they are multiple photos, insert them into one Word document.

**2. Artist's Statement - A written essay, minimum length of 2 pages, double spaced.**

At the top, it should include any appropriate program information – name of the play, performers, technical crew, your role, etc. - any other pertinent information.

Include a personal statement regarding your vision for the project and the things and events that may have inspired you and influenced your interpretation, the challenges your faced and how you met them.

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.

- Video of the play (when video rights are available)
- Copy of the script
- If there will be a public showing, the date, time and place
- **For submitting technical theatre projects, see examples on the next page by Rebecca Lersch and Ojas Sanghi in the Past Examples of Exemplary Theatre Arts Capstone Projects.**
- **Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects. The Fine Arts Department may add to or modified the requirements to meet the needs of a specific or unusual project.

**-Cont.**

## **Past Examples of Exemplary Theatre Arts Capstone Projects -**

**please let me know if you cannot access these files:**

### **Grace Waldrip, UHS, class of 2021**

Playwriting and Performance: "Pity Party," 26 minutes, one woman one act -

[https://drive.google.com/file/d/1Yvz9IbJ5W1TVWsVnTr4\\_fJsX7\\_kzM0LV/view?usp=sharing](https://drive.google.com/file/d/1Yvz9IbJ5W1TVWsVnTr4_fJsX7_kzM0LV/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/1-8WRULEo7GnD-zL3SAOGC1SNPGUGqYAP/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 sound design, so effective the play's director described it as one of the play's leading characters.

<https://drive.google.com/drive/folders/1G4Or26AN9lo6DlcPZqmpTV3p2xflJcZq?usp=sharing>

*Thank you for reading this, we look forward to seeing what you create!*

**[end – music research guidelines]**

## **VISUAL ARTS GUIDELINES –**

The Visual Arts Guideline section includes:

1. Requirements for Submitting Theatre Arts Capstone Project Materials
2. Check list for submitting visual arts capstone project materials
3. Links to examples of past exemplary dance capstone projects.

### **Requirements for Submitting Visual Arts Capstone Project Materials -**

Deadline for submission of materials: **Tuesday, February 17, 2026, 11:59 pm**

This is a hard deadline. Materials received after the deadline will not be accepted. We suggest that you plan to send your materials a few days early, so if you have a last-minute emergency/technical glitch, you will have time to address the problem.

Materials are uploaded via Microsoft File Request, the upload link will be sent in January.

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. If you have questions, please contact [Thomas.Lewis@tusd1.org](mailto:Thomas.Lewis@tusd1.org).

### **Check list for submitting visual arts capstone project materials –**

**Submitted materials must include the first 4 items, the remaining items are dependent on the project:**

**1. Arts Extracurricular Activities Log - completed and initialed**

If there is more than one page to this document, do not submit separate page, please combine into one document.

If you are photographing multiple pages of a signed document, insert them into one Word document.

**2. Artist's Statement** – if you are submitting a portfolio of work, it should be the opening statement. For other visual arts projects, such as a mural, the Artist's Statement should be a separate document.

Include intentionality, what you hope to communicate to you audience, any challenges you may have encountered, and how you addressed them.

**3. Label all artwork** - Title of each piece, when it was created, size, and the medium used

**4. Photographs of the project artwork** – additional pictures documenting process are especially a strong support of the project and its development, this is especially true for large works, such as murals.

- **If your project is a portfolio**, it may include items from previous years, but there should be work from the senior year that is a focal point of the collection or represent a culmination of artist's time of artistic study in high school.

**-Cont.**



### ***If your project is a portfolio – continued***

Many Visual Arts Student have used a PowerPoint to effectively present their portfolio. See the Exemplary Visual Arts Capstone Projects below.

- In the past, when putting together a Power Point portfolio, students often included work from previous years as a single collage of smaller pictures. This diminishes the importance of earlier, developing work. It would be better to choose larger pictures, each selected to represent the student's artistic growth during their high school career – all the better for the adjudicators to fully enjoy the work.
- If the focus of the project is an actual showing, such as an installation, or an event, an in-person viewing may be required.
- **Applicants are encouraged to include any additional information that they feel will best present their artistic process.**

**Final Note and Disclaimer:** These requirements are reflective of the general needs of past projects. The Fine Arts Department may add to or modified the requirements to meet the needs of a specific or unusual project.

### **Past Examples of Exemplary Visual Arts Capstone Projects - please let me know if you cannot access these files:**

#### **Sidian Watson, Cholla High, class of 2020**

Solo Exhibition and Curatorial Rational

[https://drive.google.com/file/d/16soCCeMITgeG\\_gy8m12Oble7ta1c4Urb/view?usp=sharing](https://drive.google.com/file/d/16soCCeMITgeG_gy8m12Oble7ta1c4Urb/view?usp=sharing)

#### **Marlene Armendariz, Cholla High, class of 2023**

Chicano art

The adjudicators especially appreciated Marlene's ink pen drawings – there are a number of typos and misspellings in the descriptions, be sure to make use of Spell Check and Grammer Check.

<https://drive.google.com/file/d/16ukKviy0VyfNdLbo96DOp0EBvNGiHwAi/view?usp=sharing>

#### **Smantha Turnage, Sabino High, class of 2024**

Soft-Sculpture

Samantha asked a class of 4<sup>th</sup> graders to draw pictures of original monsters, which were the inspiration for her crochet soft sculpture creations.

<https://drive.google.com/file/d/1VWKol51pk-LBIm4ITno1bfOEVOjivhuQ/view?usp=sharing>

#### **Lily Figueuroa, UHS, class of 2024**

Lily's portfolio was a series of coming-of-age studies. The adjudicators felt her's was a very complete presentation of who she is and her past and present work.

[https://drive.google.com/file/d/12YHRMggIw\\_S2GAp50csCDW3Gvb69Gvj-/view?usp=sharing](https://drive.google.com/file/d/12YHRMggIw_S2GAp50csCDW3Gvb69Gvj-/view?usp=sharing)

*Thank you for reading this, we look forward to seeing what you create!*

**[end – visual arts guidelines]**

## **Interdisciplinary Projects Guidelines –**

Over the history of the Arts Seal, we have had only one project that would truly qualify as interdisciplinary. However, we do want students to know it is an option for a capstone project for the ambitious student.

The Arizona Department of Education offers no suggestions for possible Interdisciplinary projects. Minimum requirements must be especially designed to serve the spirit of the student's unique vision.

### **Past Example of an Exemplary Interdisciplinary Capstone Project - please let me know if you cannot access these files:**

**Tyra Olsen, University High, class of 2023**

"The Death of Baldur," musical 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. A tour de force.

One adjudicator complimented her understanding of the power of myth - "tragic, yet ecstatic."

<https://drive.google.com/file/d/1vuC3I9bBPuX-nFqpjClonRe1LzFtlz3n/view?usp=sharing>

*Thank you for reading this, we look forward to seeing what you create!*

**[end of document]**