

QuickNotes

The Arizona State Seal of Arts Proficiency

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

All necessary forms and documents can be downloaded from the Arts Seal Files 2024-25 folder:

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

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Preface - 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 by the bill's sponsor, Senator Paul Boyer served and signed into law on May 14, 2019. School year 2019-2020 was the inaugural year of the Arts Seal.

To date, 264 Arts Seals have been awarded to TUSD fine arts students.

I. Introduction

Welcome! This is a complete Arts Seal guide for students and mentor teachers. For your convenience, you may want to download this document.

This year, we revamped the layout for easier access. In the past, students and mentor teachers had to flip back and forth to gather all the needed information. In this new version, the information has not changed from last year, but is arranged so the necessary information can be had, in a smooth progression, by reading this **Introduction**, the **Overview** and then proceed to the **Guidelines for your artistic discipline**, and that's it! Thanks to mentor teacher Kyle Reza at Tucson High School for that suggestion.

Students: Before submitting your initial application, which is called the **Intent to Apply Form**, it is highly advisable that you read those sections listed above: **Introduction** (a minute and a half read), **Overview** (a 10 minute read) – you might want to take some notes when reading this section) and the **Guidelines** to your artistic discipline, as well as the **instructions on page 2 of the Intent to Apply Form**.

A copy of the Intent to Apply Form and other Arts Seal documents, are available for download from the Arts Seal Files 2024-25 folder:

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

Mentor Teachers: [be in sure to read Timeline – A Narrative of the Arts Seal Process on page 8](#). The Timeline contains a quick explanation of the responsibilities of the mentor teacher. If you have any further questions or concerns, do not hesitate to contact us at Thomas.Lewis@tusd1.org.

Throughout the guide, you will notice that certain information is repeated. Apologies for the redundancies, but repeating important information is necessary when writing an instruction manual.

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

It is officially known as the Arizona State Seal of Arts Proficiency and 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 their graduation ceremony, and the achievement is noted on their student transcript. However, the greatest reward of the Arts Seal is a sense of pride in accomplishment.

Art Seal recipients who 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.

II. Overview (Requirements & Process)

This section will be a sketch of the overall process of earning an Arts Seal. 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.

For The Student – Are you a viable candidate?

Your first consideration should be deciding if you 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 is an “arts scholar” - someone who can explain and discuss their artistic process and intentionality during the 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, also noting that the experience improved their time management skills.
- Finally, they need to be able to read instructions and answer emails.

The Requirements -

There are 4 requirements for earning the Arts Seal:

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

These requirements are fully explained in the *Requirement Details* below.

Before the student even submits the initial application form, you should ascertain if it is possible, by May 2025, to fulfill requirements 1 & 2 - academic and arts extracurricular activities.

Once you determine you will be able to fulfill the academic and arts extracurricular activities requirements, if you have not already done so, you should start thinking about **requirement number 3, the capstone project**, an artistic project you would like to create. It is important to choose a capstone project you are excited about and that will inspire you.

The 4th and 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.

Requirement Details:

1. Academic Requirements

By May 2025, the student should have completed a minimum of four credit hours of fine arts courses, or a combination of fine arts and qualifying CTE courses with a minimum grade of a B in each course.

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

- Cont.

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 25.

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. This is the most open-ended of all the Arts Seal requirements. Examples of Arts-Related Extracurricular Activities start at the bottom of this page.

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 in all the art forms and think about how often over during their high school time they would spend private time sketching and in 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 Examples (as suggested by the Arizona Department of Education)

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 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 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

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.**

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. **The suggested list of capstone project examples that are in the Guidelines for your artistic discipline will help you understand what is considered a viable project.**

A capstone project can be the work of a single student, or a collaboration. 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?

Special Note: 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 advisable to know the minimum requirements for a capstone project, so your project is not in conflict with the requirements. 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 choreographic project be a

minimum of 3 minutes.

Minimum requirements are listed for each arts discipline in the Guidelines for Artistic Disciplines starting on Page 11.

4. The Adjudication Interview

As this occurs at the very end of the process, after the capstone project has been submitted, reading this section can be put off until later. Unless you're curious, in that case, proceed . . .

After the student has submitted their 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.

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 2024-25 folder:

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

- Adjudication interviews are short, 20 to 25 minutes.
- Interview format:
Although the adjudicators have received the student's project materials prior to 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, 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.

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 1, 2024** – Submit the initial application form, the Intent to Apply form, to your Fine Arts Mentor Teacher.
- **Friday, November 8, 2024** – Art Mentor Teacher emails the student's completed Intent to Apply form to Thomas.Lewis@tusd1.org.

– Cont.

- **Friday, November 15, 2024** – If not sooner, students are notified of acceptance or rejection of their capstone project proposal. If it was accepted, they begin work on their capstone project.
- **Monday, March 3, 2025, 11:59 pm** – Capstone Project materials and the Arts Extracurricular Activities log are submitted to Thomas.Lewis@tusd1.org. **This is a hard deadline, late materials will not be accepted.** Early submission of projects that are completed prior to March 3 are acceptable and welcome.

Timeline – a narrative of the Arts Seal process:

During the month of September 2024

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 2024

Mentor teachers: For students that have expressed an interest in the Arts Seal, make sure they have access to the Arts Seal QuickNotes Guide and the Intent to Apply form. Discuss what the student is proposing as their capstone project.

The QuickNotes Guide and the Intent to Apply form will be attached to outgoing emails and can also be downloaded from:

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

As mentioned previously, 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.

The Guidelines for Artistic Disciplines starts on page 11.

If the student and the mentor feel the idea qualifies as a capstone project, and it is feasible for the student to complete the project by late February, then the student should fill out the application, which is called **the Intent to Apply form. Instructions on how to fill out the Intent to Apply form are on page 2 of that form. Please read the instructions.**

If you are unsure of your project’s qualifications, you may contact Thomas.Lewis@tusd1.org, **before November 8**, to discuss the project.

A 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, this is often the case if the student is using technology for their capstone project and need a mentor who is digitally adept. 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.

When completing 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 8, you may contact Thomas.Lewis@tusd1.org

By Friday, November 1, 2024

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 Friday, November 8, 2024

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

By Friday, November 15, 2024, if not sooner

The fine arts department will notify the student of acceptance, or rejection of their capstone project. If the Fine Arts Department feels it necessary, they advise the student of additions, or adjustments, to the minimum requirements for submitting the capstone projects materials. These minimum requirements are described in the Guidelines for their artform.

Mentor teachers are copied on all emails sent to students.

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** - 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.

Monday, March 3, 2025, 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

All materials are sent to Thomas.Lewis@tusd1.org. This is a hard deadline. Materials received past the deadline will not be accepted.

Early submission of projects that are completed prior to March 3 are acceptable and welcome.

The Month of March through the 1st Week of April

After receipt of the student's capstone project materials, a Zoom interview will be scheduled with the student, mentor teacher, and the adjudication panel. All interviews must be completed prior to the deadline of April 11, 2025, when Fine Arts Department must submit the final Arts Seal report to the AZ Dept. of Ed.

Thursday, April 10, 2025 (possibly sooner)

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

IV. 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 very end.

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 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 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 as deemed necessary.

For the mentor:

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

Mentor teachers, as you may have already read, **Timeline – a narrative of the Arts Seal process** that starts on page 8 describes your responsibilities.

V. **Guidelines for the Various Artistic Disciplines: 2024–2025**

Students only need to read the Guidelines for only their artistic discipline – if the student is considering an inter-disciplinary project, those Guidelines are sparse and are at the very end of this section on page 24.

DANCE GUIDELINES –

The Dance Guidelines includes:

1. A list from the Arizona Department of Education of examples of dance projects that could qualify as a student capstone project. **This list neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.**
2. The minimum requirements for submitting dance capstone project materials
3. Links to examples of past exemplary dance capstone projects.

1. Suggested examples of Dance capstone projects, this list is neither exhaustive nor exclusive:

- Choreographing a number for a musical or stage production, minimum length approx. 3 minutes
- 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

Minimum Requirements for Submitting Capstone Project Materials:

Deadline for submission of materials: Monday, March 3, 2025, 11:59 pm

Capstone project materials and the completed Arts Extracurricular Activities form are due together. This is a hard deadline. Materials received after deadline 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.

We realize that dance can be very much a team effort. Many capstone projects that are in connection with an end-of-year performance may not come to complete fruition until near, or on, the actual performance that is after the March 3 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. If you have further questions, please contact Thomas.Lewis@tusd1.org.

Below are the minimum dance requirements. Applicants are encouraged to include any additional information that they feel will best present their artistic process.

2. Documentation of the student's Capstone Project should include:

- If you are creating a Choreography Project – 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 a length of 2:30 there was discussion.

- All projects require a video record of the performance or rehearsal.
A video, recorded on a smartphone is acceptable, providing we can clearly see and hear the dance.
There have been 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 an effective 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 and background.
Sound quality can also be an issue when the dance's musical accompaniment is recorded using the camera's microphone. If the quality of 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.

- 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 in your artist's statement.
- 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.
- Although we require a digital record, if there will be a public performance, please provide the date, time, and place.
- 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.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

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 the time COVID closed the schools. 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 was not just a video of a dance, but a dance video.

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

Nola Millet, THMS, class of 2022

"Take Your Time," music by Brian Eno

https://drive.google.com/file/d/1Q1XpxqCaFUPD_2kcqISrZlqskLJ8J6je/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/1ZkJteBxUZFvdg6EVbrPLlqwTg5ISAQ-5/view?usp=sharing>

Aaliyah Guzman-Garcia, THMS, class of 2024

“Influenced,” music by Beyonce

The adjudicators enjoyed the choreography, as well as the sharp dancing, the use lighting, and the camerawork.

<https://www.youtube.com/watch?v=Hh6xIMdSPll>

Chanae Lopez, THMS, class of 2024

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

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

MEDIA ARTS GUIDELINES –

The Media Arts Guideline section includes:

1. A list from the Arizona Department of Education of examples of Media Arts projects that could qualify as a student capstone project. **This list neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.**
2. The minimum requirements for submitting capstone project materials
3. Links to examples of past exemplary Media Arts capstone projects.

1. Suggested examples of Media Arts capstone projects, this list is neither exhaustive nor exclusive, just suggestions:

- 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

2. Minimum Requirements for Submitting Capstone Project Materials:

Deadline for submission of materials: Monday, March 3, 202, 511:59 pm

Capstone project materials and the completed Arts Extracurricular Activities form are due together. This is a hard deadline. Materials received after deadline 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. If you have further questions, please contact Thomas.Lewis@tusd1.org.

Below are the minimum media arts requirements. Applicants are encouraged to include any additional information they feel will best their artistic process.

Documentation of the student's Capstone Project should include:

(these requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of a specific project)

- Digital record of the work
- Artist's Statement, include intentionality – what you intended to communicate to you audience. Describe your process, the problems you faced, your solutions, and the technology you used.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

3. 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

Tristan Gegantoca, UHS, class of 2021

"The Secret Society of Fine Arts," animated film

https://drive.google.com/file/d/1WUAoBfzCXTxpAbBaCN5MDjqqg5AUZD_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>

MUSIC GUIDELINES – (Composition, Performance, Arranging)

The Music Guideline section includes:

1. A list from the Arizona Department of Education of examples of Music projects that could qualify as a student capstone project. **This list neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.**

2. The minimum requirements for submitting capstone project materials for Composition, Performance, and Arranging – **each has its own separate requirements.**
3. Links to examples of past exemplary Media Arts capstone projects.

1. Suggested examples of Music capstone projects, this list is neither exhaustive nor exclusive, just suggestions:

- Composing, annotating, and performing an original song
- Composting an original musical composition
- Arranging a musical composition
- Writing a research paper about a composer & creating a recorded portfolio of pieces of the 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.

2. Minimum Requirements for Submitting Capstone Project Materials:

Deadline for submission of materials: Monday, March 3, 2025, 11:59 pm

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

This is a hard deadline. Materials received after March 3, 2025, 11:59 will not be accepted.

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

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 separate minimum requirements for musical composition, performance, and arranging. 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 or a separate list of materials may be requested in special instances, such as in the past for musical conducting projects.

For Musical Composition, documentation of the student's Capstone Project should include:

- An audio recording of the composition if a MIDI file is being submitted, a video recording of a rehearsal or performance if it is to be played live.
Minimum length: Approximately 5 minutes for instrumental works, approximately 3 minutes for singer/songwriters.
- Score of the composition, for singer/songwriters tablature is acceptable
- Although we ask for a recording, if there will be a public performance of the composition, please provide the date, time, and place.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

For Performance of a Composer's Work, documentation of the student's Capstone Project should include:

- Video of student(s) playing the musical selection.
(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, e.g., a video shot from the audience during performance. For an examples, see the videos of Paris Velasco and Sheama Tura videos of exemplary music performance projects.)
- 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.
- Although we ask for a recording, if there will be a public performance, please provide the date, time, and place.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

For Arranging a Musical Composition, documentation of the student's Capstone Project should include:

- **IMPORTANT:** The student's arrangement should offer an alternative interpretation, and/or different instrumentation of the original composition
- An audio recording of the composition if a MIDI file is being submitted, a video recording of a rehearsal or performance if it is to be played live.
- 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.
- Although we ask for a recording, if there will be a public performance, please provide the date, time, and place.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

3. Past Examples of Exemplary Music 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/1Goon2wF002fCnEJWLjVTnSSgMXtwLGJo?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/1CSjFof5ggGIFEVrIQXFfcusEceaTUXeH/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

- **Cont.**

Sheama Tura, Sabino High, class of 2023

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

https://drive.google.com/file/d/1n68le5xneN3AwV_OnGcEdi-upzh27W34/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 video creation, she learned how to synchronize 4 tracks so she could play all the parts of the quartet.

<https://drive.google.com/file/d/1ce1HjXWGs19mdNy3VIMOKRyfr5a44qUx/view?usp=sharing>

Musical Arranging -

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

Pueblo High, class of 2024

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

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

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

THEATRE ARTS GUIDELINES –

The Theatre Arts Guideline section includes:

1. A list from the Arizona Department of Education of examples of Theatre Arts projects that could qualify as a student capstone project. **This list neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.**
2. The minimum requirements for submitting capstone project materials
3. Links to examples of past exemplary Theatre Arts capstone projects.

1. Suggested examples of Theatre Arts capstone projects, this list is neither exhaustive nor exclusive, just suggestions:

Note: In the theatre arts examples there are no inclusions 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*, *The Little Mermaid*, 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 November 8, 2024 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.)

2. Minimum Requirements for Submitting Capstone Project Materials:

Deadline for submission of materials: Monday, March 3, 2025, 11:59 pm

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

This is a hard deadline. Materials received after March 3, 2025, 11:59 will not be accepted. We suggest that you plan to send your materials in a few days early, so if you have a last-minute emergencies/ technical glitch, you will have time to address the problem.

Send materials to thomas.lewis@tusd1.org. Smaller files can be attached to emails. Larger files, like videos, must be uploaded to the cloud (OneDrive or Google Drive, etc.), or 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 Theatre Arts. 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.

We realize that theatre arts, can be very much a team effort. Many capstone projects that are in connection with a major end-of-year performance may not come to complete

fruition until the actual performance that is after the March 3 deadline for submission. In these cases, the student applicant submitted materials that best indicated their project's final contribution to the performance.

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.

Documentation of the student's Capstone Project should include:

- Video of the play (when video rights are available)
- Copy of the script (rights permitting)
- If there will be a public showing, the date, time and place
- Typical program information: name of the director, actors, and technical theater artists
- **For submitting technical theatre projects, see examples below by Rebecca Lersch and Ojas Sanghi in the Past Examples of Exemplary Theatre Arts Capstone Projects.**
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

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

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_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/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 play's director described sound was described as one of the play's leading characters.

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

VISUAL ARTS GUIDELINES –

The Visual Arts Guideline section includes:

1. A list from the Arizona Department of Education of examples of Visual Arts projects that could qualify as a student capstone project. **This list neither exhaustive nor exclusive, but the examples do indicate an emphasis on students producing original work.**
2. The minimum requirements for submitting capstone project materials
3. Links to examples of past exemplary Visual Arts capstone projects.

1. Suggested examples of Theatre Arts capstone projects, this list is neither exhaustive nor exclusive, just suggestions:

- 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.

2. Minimum Requirements for Submitting Capstone Project Materials:

Deadline for submission of materials: Monday, March 3, 2025, 11:59 pm

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

This is a hard deadline. Materials received after March 3, 2025, 11:59 will not be accepted. We suggest that you plan to send your materials in a few days early, so if you have a last-minute emergencies/technical glitch, you will have time to address the problem.

Send materials to thomas.lewis@tusd1.org. Smaller files can be attached to emails. Larger files, like videos, must be uploaded to the cloud (OneDrive or Google Drive, etc.), or 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 Theatre Arts. 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.

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

Documentation of the student's Visual Arts Capstone Project should include:

- 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's 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.
- Many Visual Arts Student have used a PowerPoint to effectively present their work. See the Exemplary Visual Arts Capstone Projects below.
- If the focus of the project is the actual showing, such as an installation, an in-person viewing may be required.
- **Please Note:** These requirements are reflective of the general needs of past projects, the Fine Arts Department may add to, or modified the requirements to serve the needs of your specific project.

3. Past Examples of Exemplary Theatre 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

Marlene Armendariz, Cholla High, class of 2023

Chicano art

https://drive.google.com/file/d/1_lgEWwVEhuKKfmEm9AQ1tsch3m_EeKS3/view?usp=sharing

Smantha Turnage, Sabino High, class of 2024

Soft-Sculpture

Samantha asked a class of 4th graders to draw pictures of original monsters, which were the

inspiration for her crochet creations.

<https://drive.google.com/file/d/1VWKol51pk-LBI4m4ITno1bfOEVOjivhuQ/view?usp=sharing>

Lily Figueiroa, 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

Interdisciplinary Projects Guidelines –

Over the 5-year 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 and 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. Every aspect of the final piece of art was created by Tyra. One adjudicator complimented her understanding of the power of myth as "tragic, yet ecstatic."

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

VI. 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.