



Yuma Union High School District
Seal of Arts Proficiency Application

State Seal of Arts Proficiency: History & Overview

The Arizona State Seal of Arts Proficiency was signed into law by Governor Doug Ducey on May 14th, 2019. SB1111 had bipartisan support and was a grassroots effort from Arts Education Advocates from across the state. Senator Paul Boyer served as the bill's sponsor.

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

Student Requirements to Qualify for the Arizona State Seal of Arts Proficiency

To qualify for the Arizona State Seal of Arts Proficiency, a student will have:

1. A final GPA of 3.0 or 4.0 in each qualifying arts/career and technical education (CTE) course.
2. 4 minimum credit requirements in one of the following ways:
 - a. A minimum of 4 credits in one artistic discipline: (dance, music, theatre, visual arts or media arts)
OR
 - b. 3 credits in one artistic discipline, and 1 qualifying creative industries CTE credit or separate artistic discipline.
OR
 - c. 2 credits in one artistic discipline, and 2 credits in a qualifying creative industries CTE class or a separate artistic discipline.
3. 80 hours of arts related extracurricular activities (See page 5 for further information)
4. A student capstone project

YUHSD #70 Approved Fine Arts Course Options:

<u>Visual Arts</u> <ul style="list-style-type: none">● Ceramics I: FA120● Ceramics II: FA220● Digital Photography:● AP Studio Art 3-D Design: FA501● AP Studio Art 2-D Art: FA500● AP Studio Art Drawing: FA510● Art I: FA180● Art II: FA280	<u>Dance</u> <ul style="list-style-type: none">● Dance 1: FA132● Dance 2: FA134● Performing Dance: FA144
<u>Music</u> <ul style="list-style-type: none">● Select Band: FA152● Performance Band: FA151● Band: FA150● Guitar I: FA160● Guitar II: FA260● Advanced Level Choir FA176● Beginning Choir FA174● Orchestra FA153	<u>Theatre</u> <ul style="list-style-type: none">● Drama I: FA131● Advanced Drama FA231● Production & Performance FA330● Theatre Production FA235

YUHSD #70 Approved CTE Courses

Students may substitute up to 2 CTE credits to meet minimum Arts Proficiency Seal course requirements.

- CTE Stagecraft: CTE207
- CTE Digital Photography: CTE370
- CTE Film & TV Production I: CTE321
- CTE Film & TV Production II: CTE322
- CTE Music & Audio Production I: CTE217
- CTE Music & Audio Production II: CTE317

Capstone Project

What is a Capstone Project?

A capstone project is a project-based learning opportunity for a student to showcase the culmination of their knowledge while fostering real world skills and experience. Capstone projects can also encourage students to connect to community or outside-of-school learning opportunities. The project and process should encourage learners to apply their knowledge and mastery of the Arizona Arts Education Standards in a way that interests them and furthers their individual goals. Through the student capstone project, students will demonstrate their artistic literacy through their ability to Create, Perform/Present/Produce, Connect, and Respond as an artist.

Process

1. Set up a meeting with the Arts Seal Mentor Teacher within the first week of the school year.
2. Interested students will meet with their mentor to discuss project ideas. In this meeting they will outline a significant performance-based project for their capstone project.
3. After the student and mentor have decided on a project, the student will type a 200-word (minimum) proposal that outlines how the project will demonstrate mastery of the Arizona Arts Standards. The student should clearly identify the activities and/or tasks (research, interviews, service) they will partake in to complete the project. Students should then carefully craft a detailed timeline that shows the date by which each step should be complete.
4. Students will then bring a printed copy of the proposal and application form to the mentor for signature approval. Instructors should not sign applications without reading the proposal forms.
5. The Director of Arts will review and either approve or request revisions to the proposal, and it will be communicated to the mentors and students via email. If revisions are requested, they must be completed and re-submitted within one week.
6. Once students receive notification that their application has been approved, they may proceed with their project.
7. Each week students must submit a learning journal to the instructor regarding what they have learned about their topic, citing sources.
8. Students must also calendar three dates to meet with a mentor teacher during the semester to receive feedback and outline next steps. The purpose of these meetings is to share the progress of the project. Students will bring evidence of work to the meeting.

9. Students must submit a copy of the project, a reflection paper along with the final Arts Proficiency Seal Application to their mentor. Final approval will be determined by the mentor teacher.

Project Requirements

We require all projects to have an observable outcome which must include one of the following:

- a public performance
- a public presentation or project of student design.

The student will need to submit a final reflection regarding what they have learned and how it has impacted them.

Here is a list of possible (but not limited to) capstone projects:

Visual Arts

- Student curated art exhibition in a gallery or coffee shop
- Research into the historical context of a specific visual art medium culminating in a portfolio of original work
- Public Art Project (Mural, Mosaic, Installation, etc.)
- Creating original visual art lesson plans and teaching an art class at a community space or classroom
- Self-publishing a book of photography & poetry

Music

- Composing, annotating, and performing an original song
- Writing a research paper about a composer & creating a recorded portfolio of pieces of their music
- Producing a local music event in the community
- Creating an original underscore for a film or performance inspired by themes of the work
- Researching acoustics of spaces and experimenting recording sound in different places

Theatre

- Writing and performing an original, one act production
- Designing costumes, lighting, 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

Dance

- Choreographing a number for a musical or stage production
- 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

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Fine Arts High School Seal- Capstone Project Evaluation Rubric

Outcome	Emerging (1)	Acceptable (2)	Proficient (3)	Exemplary (4)	Score & Comments
Demonstrates an understanding of the Arizona Fine Art Standards in the chosen art form	Vaguely demonstrates an understanding of Arizona Fine Arts Standards in the chosen art form	Adequately demonstrates an understanding of the Arizona Fine Arts Standards in the chosen art form	Clearly demonstrates an understanding of the Arizona Fine Arts Standard in the chosen art form	Distinctly demonstrates a thorough understanding of the Arizona Fine Arts Standards in the chosen art form.	
Demonstrates understanding of technique & skill in chosen art form	Vaguely demonstrates understanding of technique & skill in chosen art form	Adequately demonstrates understanding of technique & skill in chosen art form	Clearly demonstrates understanding of technique & skill in chosen art form	Distinctly demonstrates understanding of technique & skill in chosen art form	
Demonstrates interpretation of art form under study and individual voice	Vaguely demonstrates interpretation of art form under study and individual voice	Adequately demonstrates interpretation of art form under study and individual voice	Clearly demonstrates interpretation of art form under study and individual voice	Distinctly demonstrates interpretation of art form under study and individual voice	
Demonstrates the ability to critique the creative process and product	Vaguely demonstrates the ability to critique the creative process.	Adequately demonstrates the ability to critique the creative process and product and can adequately answer questions	Clearly demonstrates the ability to critique the creative process.	Distinctly demonstrates the ability to critique the creative process as well as the product.	
Demonstrates understanding of professionalism in speaking, dress, and organization of presentation	Vaguely demonstrates understanding of professionalism in speaking, dress, and organization of presentation	Adequately demonstrates understanding of professionalism in speaking, dress, and organization of presentation	Clearly demonstrates understanding of professionalism in speaking, dress, and organization of presentation	Distinctly demonstrates understanding of professionalism in speaking, dress, and organization of presentation	
				TOTAL SCORE	

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Extracurricular Activities

Students will be required to achieve a minimum requirement of 80 hours of arts-related extracurricular activities during their high school career.

Definition of Extracurricular Activities: The Office of Arts Education defines an extracurricular activity as any arts participation above and beyond the regularly scheduled school day for which students are NOT receiving course credit. These activities may be school-sponsored or take place outside of the school day or building.

Types of extracurricular activities may include but are not limited to:

<p><u>Visual Art</u></p> <ul style="list-style-type: none"> ● Studio Hours ● Community Classes ● Workshops ● Public Art Creation ● Internships or Apprenticeships ● Participation in Art Competitions 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ● Community Dance Classes ● Master Classes ● Festival Performances ● Step Team ● Choreographing Performances ● Studio Training (off campus) ● Dance Honor Society
<p><u>Music</u></p> <ul style="list-style-type: none"> ● Ensemble Practices & Performances ● Master Classes ● Community Band/Orchestra/Choir Group ● Participation in the Orchestra Pit of a Musical ● Private Lessons ● Solo/Ensemble ● Regionals/State ● Tri-M 	<p><u>Theatre</u></p> <ul style="list-style-type: none"> ● Community Theatre ● One Act Competition ● Speech & Debate ● Improvisation Performances ● Costume/Prop/Scene Shop Hours ● Arizona Thespian Leadership/Membership
<p>All Areas:</p> <ul style="list-style-type: none"> ● Summer Camps or Classes ● Internships/ Apprenticeships ● Outside the school day rehearsal ● Performing at Community Events ● Mentoring/Teaching/ Tutor with Feeder schools (not paid) ● Clubs 	

- Performing maintenance, clerical work or other supportive services to an arts organization including those in the school.
- Volunteering at School/ District Festivals
- Attending performances/shows
- Student Leadership in their discipline

Logging Extracurricular Activities

Students are responsible for logging their activities and hours and turning them into their mentor teacher according to the deadline.

Timeline for Students	
Deadline	Task
August	Presentation of Seal to interested students, hold informational parent meetings.
September	Project proposal due to mentor teacher.
	Mentor teacher requests revisions to the proposal if necessary.
	Proposals due to the Director of Arts
	All proposals received will be sent approval from the Director of Arts.
December	Mini Project
January	Parent meeting for any new/transfer seniors wanting to earn the Seal.
	New/Transfer seniors project proposals due to the teacher.
	New/Transfer seniors capstone proposals due to the Director of Arts for approval.
	New/Transfer seniors capstone proposals received will be sent approval from the Director of Arts.
March	Capstone presentations/performances complete.
	Capstones graded by committee.

April	Artistic Statements/Reflections and Extra Curricular Log Due.
	Reflections graded.
	Final Application completed by mentor teacher and turned into District Director of Arts.
	Seal Achievement Report Due to ADE.
May	Districts receive diploma seals for qualifying graduates.