

2025–2026 State Seal of Arts Proficiency: Arts Extracurricular Activities

LEA: Deer Valley Unified School District

Opportunities that will qualify for the Arts Diploma Seal Pathway

Performing Arts:

- Participation in Regional, All-State, and Greater Phoenix Festivals
- Solo and Ensemble Festival
- Performing in Community Groups
- Participate in production of after-school shows
- Performing Arts Club Activities
- Participate in youth theaters
- Assist in feeder programs: theatre, tutoring, private lessons, outreach activities, assisting or hosting activities at feeder school events
- Participation or assistance in arts-related competitions or workshops
- Performing at community events or special events (non-curricular)
- Off-campus trainings or classes
- Marching band rehearsal and performance at a high school where the marching band is extracurricular

Visual Arts:

- Extracurricular Studio Time
- Community Classes
- Workshops
- Public Art Creation
- Art Club
- Internships of Apprenticeships
- Attending Exhibitions/Museums

2025–2026 State Seal of Arts Proficiency: Capstone Project

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Capstone Project Timeline:

- 1) **December 8th, 2025:** Application due to mentor teacher
- 2) **January 26th, 2026:** Meet with mentor regarding progress at this time.
- 3) **February 23rd, 2026:** Meet with mentor again regarding progress at this time.
- 4) **March 23rd, 2026:** Capstone Project Due Date, Extracurricular Activities Log Due Date
- 5) **March 23rd - March 30th, 2026:** Teacher Assesses Student Applicants' Submissions
- 6) **April 1st, 2026:** Names of students who have passed the Capstone due to the Fine Arts Specialist



Capstone Project Guidelines:

Your capstone project should demonstrate an understanding of the Four Artistic Processes. It may be developed individually or collaboratively, and should include the four Artistic Processes. You should use the rubric to guide you during all steps of your capstone project.

- Creating -- composing, writing, creating a performance or creating a body of art
- Performing/Presenting – public performance or exhibition
- Responding – oral or written reflection
- Connecting – performance/artwork created should connect to the community, a social issue, a culture, or extra-curricular learning.

Examples:

Visual Arts

- Student-led and curated art exhibition (ex: gallery, library, coffee shop, etc.)
- 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

Music (Band, Choir, Piano, Guitar, Orchestra, Music Technology, Contemporary Music, Mariachi)

- Composing, annotating, and performing an original song
- Creating an original underscore for a film or performance inspired by themes of the work
- Selecting music for your ensemble, researching and writing program notes, preparing the ensemble, and conducting the performance

Theatre / Technical Theatre

- Writing and performing an original monologue or one-act
- Devising and performing an original show with an ensemble
- Designing costumes, lighting, or sets for a school or community production (tech)

Dance

- Choreographing a number for a musical or stage production
- Collaboratively designing a student-produced show (director, light design, costume design, choreography)
- Collaboratively designing and producing a dance film
- Create and exhibit a digital portfolio of personal performances and choreography work

Student Application: Due to the teacher by December 12th





DEER VALLEY
Unified School District

DIPLOMA SEAL APPLICATION -

The mentor teacher keeps and uploads the completed version into the student's Art Seal Google Folder.

Student Name: _____ ID: _____

Step 1: Signature Program Completion Verification (Meet with Counselor)

Provide your Fine Arts teacher with a copy of your current transcript.

Fine Arts Cumulative G.P.A. _____

Yes, student, _____ has completed 4 or more classes in an Arts Program.

Counselor Signature: _____ Date: _____

Please confirm your completion of Signature Programming Course Work by circling the title of the program. (You might have completed more than 1).

- Choir Theater Visual Art
- Dance Band/orchestra Fine Art/CTE

Step 2: Meeting with your Signature Program Mentor

Your mentor teacher must sign off on the approval of your project. Please provide a written explanation of the Capstone Project at this meeting.

Project Description:

Mentor Teacher Approval Signature: _____

Scheduled Meeting 1: _____

Scheduled Meeting 2: _____





State Seal of Arts Proficiency Rubric

	Exceeds Expectation 4	Meets Expectations 3	Approaches Expectations 2	Falls Below 1
Creating (Design Process)	<ul style="list-style-type: none"> • Student individually or collaboratively creates an elaborate and unique artistic project. • Evidence of extensive planning and thought. 	<ul style="list-style-type: none"> • Student individually or collaboratively creates a unique artistic project. • Capstone project connects to the community, social issues, historical context, a culture, and/or outside of school learning opportunities. • Evidence of elaborate planning and refining of work. 	<ul style="list-style-type: none"> • Student creates a Capstone project. • Capstone project has a theme. • Evidence of planning. 	<ul style="list-style-type: none"> • Little or no planning is evident. • Theme is not evident.



Capstone Project	<ul style="list-style-type: none"> Project quality is at an expert level – similar to what would be produced at a college conservatory. The theme is integrated throughout, and the work challenges the viewer/listener to see things in a new way. All parts of the project (performance, presentation, planning, reflection) have been completed at the expert level. 	<ul style="list-style-type: none"> Project is refined, original, and high quality. Project has a theme and ‘voice’, it clearly demonstrates a purpose. Work is engaging and elicits inquiry. 	<ul style="list-style-type: none"> Project is original Quality not refined. Theme is not integrated throughout the work. Project demonstrates little artistic voice. 	Project does not meet criteria.
Performing/Presenting	Presented or performed work is an expert level.	Presented or performed work is at a professional level.	Performance or presentation lacks professionalism or quality.	Project does not include performance or presentation.
Responding/Connecting (Reflection)	Reflection skillfully responds to all required questions. Exceptionally clear, focused, and engaging. Reflection is organized, with a creative beginning and ending. High degree of craftsmanship and use of grammar.	<p>Written and/or Oral Student reflection includes:</p> <ul style="list-style-type: none"> Description of the process used to create capstone. How have your Fine Arts courses impacted your education? How does your capstone connect to the community or to a culture or historical context? Discuss any changes you would make next time to improve your project. <p>Reflection is well-organized and clearly written. Grammar conventions are followed correctly.</p>	Student statement is missing details, disorganized, or not well-developed.	Does not address required topics, lack of coherence, improper grammar.

