



Arizona School for the Arts

**Arizona State Seal
of Arts Proficiency
2022-2023**



The Arizona Arts Proficiency Seal is awarded to graduating high school students who complete the Seal of Arts Proficiency Pathway. The pathway is designed to celebrate students who complete a rigorous, standards-based, and high-quality arts education course of study.

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

1. A **final GPA of 3.0 - 4.0** in each qualifying arts course
2. **4 minimum credit** requirement in one artistic discipline: dance, music or theatre
3. **80 hours** of arts related extracurricular activities completed and submitted no later than March 30th of Senior year.
4. A **student capstone** project to be completed and submitted no later than March 30th of Senior year.

QUALIFYING ARTS COURSES

All arts courses at ASA qualify for the Arizona State Seal of Arts Proficiency Pathway.

EXTRACURRICULAR ACTIVITIES

All arts activities above and beyond the regularly scheduled school day can be included for the Arizona State Seal of Arts Proficiency Pathway. These activities may be school sponsored or take place outside of the school day or building. All hours will be logged by the student and verified by the mentor teacher. No hours for ASA curricular required events may be used.

- **Dance students**
 - Verified hours of participation in outside performances with local youth or professional dance companies
 - Verified hours of participation in summer intensive workshops and performances
 - Community performances with ASA groups outside of assigned school performances
 - Master class or Convention participation
 - Festival Performances
 - Student Teaching (if not paid)
 - Dance Honor Society



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- Music students
 - Participation in AMEA events
 - Verified hours of participation in Youth Orchestras, Bands or Choirs (PYS, SW Youth Symphony, Phoenix Children’s Chorus, Phoenix Boys Choir, etc)
 - Community performances outside of assigned school performances
 - Master Classes
 - Verified hours of participation in summer camp workshops performances
 - Participation in Orchestra Pit of a Musical
 - Music Honor Society
- Theatre students
 - Participation in Thespian events
 - Participation in ASA mainstage productions
 - Verified hours of participation (on and off stage) in outside performances with local youth or professional theatre companies
 - Community performances with ASA groups/ensembles outside of assigned school performances
 - Verified hours of participation in summer workshops, classes and performances
 - Theatre Competitions

Minimum Requirements

Students will be required to achieve a minimum requirement of 80 hours of arts-related extracurricular activities during their high school career. This requirement is being gradually rolled out over the subsequent four years.

Students graduating in school year 2022-2023 must complete at least **80 hours** engage in arts-related extracurricular activities.

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. Students will be expected to plan and execute a student-led artistic project of their choice. We encourage students to connect to the school community or outside-of-school learning opportunities. The project should demonstrate the artistic literacy through the ability to create, perform/present/produce, connect, and respond as an artist.



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The capstone project will take place during the senior year. Juniors who are considering applying for the ASA Conservatory program can apply for early consideration.

Students will use the Capstone Rubric to guide the project planning from the start, during and conclusion of the project. You must score a 3 or higher on the rubric and have your mentor teacher sign off on the project, to be considered as successfully completing your capstone project for the Arts Seal.

The areas that will be evaluated in the scope of the project are:

1. Design Process – providing artifacts that show proof of the planning process. Artifacts will be submitted to your mentor teacher
2. Project
3. Presentation/Performance of the Project
4. Artistic Statement of the Project

Students will submit their plan for their project to their mentor teacher no later than December 18th of their Senior year. You will meet with your mentor teachers a minimum of 3 times through the process.

Note: you can select more than one area of study, but you will need to submit a complete application, capstone, and extracurricular verification for each discipline.



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Arts Seal Student Application/Intention

Student Name:

Step 1 - Program Verification

DUE Monday, September 12, 2022 5:00pm to your mentor teacher

Via email

Include the following in your email:

1. **Arts GPA:** (submit copy of transcript from end of 11th grade)
2. **Area of interest for your Arts Seal:**

Step 2 - Capstone Project and Mentor Teacher Verification

Proposal Due Friday, September 30, 2021 5:00pm

Via email

Include the following in your email:

Decided Mentor Meeting Times

1. **Meeting 1 Date:**
2. **Meeting 2 Date:**
3. **Meeting 3 Date:**

Step 3 - Capstone Completion and Extracurricular Verification

Completed on or before Thursday, March 30, 2022 5:00pm

Submit the following either in person or via email:

1. Extracurricular Verification Form
2. Any written work for your capstone project if applicable
3. Invite your mentor to a live or zoom presentation/performance if applicable for your capstone project.

Note: you can select more than one area of study, but you will need to submit a complete application, capstone, and extracurricular verification for each discipline



Arts Extra-Curricular Activities Log Sheet

Student Name:

School Year:

Date(s)	Description	# of Hours	Supervising Adult Signature	Outside Organization Name

Note: you can select more than one area of study, but you will need to submit a complete application, capstone, and extracurricular verification for each discipline



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Capstone Project Rubric

	Excellent 4	Meets 3	Approaches 2	Falls Far Below 1
Design Process	<p>Planning follows:</p> <ul style="list-style-type: none"> a design based on a theme, idea or concept exploration of relevant issues or personal growth develops multiple planned works to demonstrate breadth and depth and/or personal meaning provides artifacts that show proof of entire process 	<p>Planning follows:</p> <ul style="list-style-type: none"> a design based on a theme, idea or concept that is from a preexisting work or performance history minimal use of relevant issues or personal growth in work uses some planned works to demonstrate meaning provides artifacts that show proof of process but lack some connections to theme 	<p>Planning follows:</p> <ul style="list-style-type: none"> Some aspects of the creative process but lacks details to demonstrate success Artifacts are minimal and lack depth of understanding Feedback from mentor is not used 	<p>Planning follows:</p> <ul style="list-style-type: none"> Little or no planning is evident Artifacts provided are not of high quality
Capstone Project	<p>Project demonstrates:</p> <ul style="list-style-type: none"> Personal artistic vision that ties to artist statement Audience engagement that creates connection Strong evidence of theme with direct connection to work Originality of work Organization of project is aesthetically professional 	<p>Project demonstrates:</p> <ul style="list-style-type: none"> Personal artistic vision that neglects connection to artist statement Audience engagement is strong but lacks some aesthetic qualities Work is original and theme is mostly evident Organization of project is high quality 	<p>Project demonstrates:</p> <ul style="list-style-type: none"> Personal artistic vision isn't connected to artist statement Audience engagement is lacking Project lacks elements and neglects artistic quality Work is original Theme is not evident Project is not organized and lacks quality 	<p>Project demonstrates:</p> <ul style="list-style-type: none"> Lack of meeting any of the outlined criteria
Presentation and/or Performance	<p>Work is presented at a professional level</p>	<p>Work is presented at a semi-professional level</p>	<p>Work is presented but lacks a professional presentation.</p>	<p>Work is not performed</p>
Artist Statement	<p>Student provides both an oral and written statement, discussing their development as an artistic and the use of their creative process. Statement includes:</p> <ul style="list-style-type: none"> Personal biography Levels of accomplishment Artistic impact at ASA Real world experience Reflection feedback on project 	<p>Student develops their statement but does not include the details outlined of the exceeds level.</p> <p>Student provides both oral and written statements.</p>	<p>Student develops their statement but does not provide any evidence to support the project.</p> <p>Student provides both oral and written statements.</p>	<p>Student develops a vague statement that does not reflect the project.</p> <p>Student provides both oral and written statements.</p>



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Arts Seal Capstone Project Ideas

MUSIC

Themed solo recital

Original composition with performance

Music Research/History/Theory with presentation

Multimedia Music Project

Original student idea

DANCE

Performance/Choreography project

Dance education/teaching

Dance Research/History/Theory with presentation

Multimedia Dance Project

Original student idea

THEATRE

Leadership role in ASA mainstage show including assistance director, production leads and designers

Theatre Research/History/Theory with presentation

Multimedia Theatre Project

Original student idea