



Arizona Seal of Arts Proficiency: Student Application

The State Seal of Arts Proficiency is awarded to Arizona graduates who complete an arts pathway. The seal is meant to recognize mastery of Arizona arts education standards, cultivate artistic literacy and skills for 21st century success, promote increased access to well-rounded, high quality arts education and prepare students for college and career readiness including active participation in the creative industries sector.

This is a student-driven process. You, the student, are responsible to collect and document the information required in order to earn the Seal of Personal Finance. **Applications are due by Friday March 27, 2020** and must include all documentation in order to be considered for completion. Incomplete applications and applications that are submitted after the due date will not qualify to be awarded the Seal of Arts Proficiency.

Student Name: _____ **Campus:** _____ **Date Submitted:** _____

Core Requirement Documentation:

- ☐ Copy of Transcript (Must show a 3.0 GPA or 4.0 in each qualifying arts/career and technical education (CTE) course.)

Seal of Arts Proficiency Required Documentation: (Check each that has documentation attached)

Requirements	State Approved Options
4 minimum credit requirements in one of the following ways:	<input type="checkbox"/> A minimum of 4 credits in one artistic discipline (dance, music, theater, visual arts or media arts). OR <input type="checkbox"/> 3 credits in one artistic discipline, and 1 qualifying creative industries CTE credit or separate artistic discipline. OR <input type="checkbox"/> 2 credits in one artistic discipline, and 2 credits in a qualifying creative industries CTE course or separate artistic discipline.
Minimum required hours of arts related extracurricular activities during their high school career. Log Sheet provided.	<input type="checkbox"/> Students graduating in the school year 2019-2020 must complete at least 30 hours engaged in arts-related extracurricular activities as identified by the LEA governing body. <input type="checkbox"/> Students graduating in the school year 2020-2021 must complete at least 45 hours engaged in arts-related extracurricular activities as identified by the LEA governing body. <input type="checkbox"/> Students graduating in the school year 2021-2022 must complete at least 60 hours engaged in arts-related extracurricular activities as identified by the LEA governing body. <input type="checkbox"/> Students graduating in the school year 2022-2023 must complete at least 80 hours engaged in arts-related extracurricular activities as identified by the LEA governing body.
A student capstone project	<input type="checkbox"/> A capstone project is a multifaceted assignment that explores a topic of interest, emerging for a student's individualized program of study. Ultimately a capstone project represents new work and ideas and gives the opportunity to demonstrate the knowledge and skills you have gained during your high school experience. Rubric provided will be documentation when project is completed.

Documentation verified:

Student Signature _____ Counselor Signature _____ Date _____

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Seal of Arts Proficiency: Capstone Project Rubric

Directions: The purpose of the reflection essay is to create a college and/or career plan, post- high school. Please use this rubric as a guide when writing your plan.

Graded Elements	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
Design Process	<p>Planning demonstrates process for creating art or design that explores social issues.</p> <p>Planning follows the making of multiple works of art or design based on a theme, idea or concept.</p> <p>Artist or designer develops multiple planned works to demonstrate experimentation, personal meaning, theme, idea or concept.</p> <p>Planning demonstrates design that explores social issue or personal growth.</p> <p>Provide artifacts that show proof of the planning process.</p>	<p>Planning demonstrates that the student individually or collaboratively formulated creative problem based on preexisting artwork, design, or performance history.</p> <p>Design plans only demonstrate planning for personal artwork and does not show theme, idea, or concept related to social issues, connections to cultural relevance, or historical reference.</p>	<p>Planning demonstrates some aspects of creative process but does not provide enough detail to demonstrate success for project.</p>	<p>Little or no planning is evident.</p>
Capstone Project	<p>Art/Design/or Performance has the following criteria:</p> <p>Uses relevant traditional or contemporary criteria as well as personal artistic vision to complete project.</p> <p>Engages audience by producing inquiry and uses aesthetics to connect with audience.</p> <p>Project is arranged in a way that is not confusing and organizes elements of design that is aesthetically pleasing to an audience.</p> <p>Project is arranged in a way that is not confusing and organizes elements of design that is aesthetically pleasing to an audience.</p> <p>Theme is evident within the work.</p> <p>Project is original.</p> <p>Project demonstrates artist voice.</p> <p>Project is at a professional level.</p>	<p>Project is refined but only considers personal artistic vision and neglects contemporary and or traditional references.</p> <p>Work is engaging but elicits little inquiry and meets some aesthetic quality.</p> <p>Project is not confusing, and elements of design are arranged in a way that demonstrates success.</p> <p>Theme is somewhat evident.</p> <p>Project is original.</p> <p>Project has some voice but has vagueness in the project.</p> <p>Project is high quality.</p>	<p>Project is personal.</p> <p>Work has little engagement with audience.</p> <p>Project is confusing and neglects aesthetic quality.</p> <p>Work has no theme. Project is original.</p> <p>Project demonstrates little voice artistic voice.</p> <p>Project is mediocre quality.</p>	<p>Student produces project but does not meet advanced level.</p>

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Graded Elements	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
Presentation/Performance	Work is displayed or performed at a professional level.	Presented or performed work has aspects of a professional level.	Student presents or performs project but neglects professionalism.	Student does not display or perform project.
Artistic Statement	<p>Student provides statement both orally and written to discuss their artistic development throughout their creative process.</p> <p>Statement must include:</p> <ol style="list-style-type: none"> 1. Personal biography (how has your life experience influenced your project?) 2. How have the arts and design impacted your education at HHS/WFHS? 3. How does your experience relate to the real world? 4. If you could do anything different during your arts and design experience at HHS/WFHS, what would it be? 5. Discuss any changes you would make next time to improve your project. 	<p>Student develops statement but does not include details of accomplished level.</p> <p>Student provides both written and oral presentation.</p>	<p>Student develops statement but provides some evidence to support project.</p> <p>Student provides both written and oral presentation.</p>	<p>Student develops vague statement that does not relate to project.</p> <p>Student provides both written and oral presentation.</p>



Arizona Seal of Arts Proficiency Extra-Curricular Activities Log Sheet

Student Name: _____ ID: _____ School Year: _____

[illegible]