



Fine Arts Diploma Seal Application



Fine Arts Programming Agua Fria Union High School District

To be considered a graduate of the Conservatory of Arts and Design and earn recognition, a student must complete 4 classes (see footer) within a discipline and complete 1 capstone project.

VISUAL ART

Under the Visual Art track:

- Fundamentals of Art
- Drawing and Painting
- Drawing and Painting II
 - AP Art Studio
- Sculpture and Ceramics
 - Ceramics II
 - Metals
- Graphic Design
- Interior Design

PERFORMING ART

Under the Music track:

- Beginning Band
- Marching Band
- Symphonic Band
 - Jazz Band
 - Percussion
 - Guitar
- Beginning Choir
 - Show Choir
 - Concert Choir
 - Men's Choir
 - Treble Choir

Under the Theater track:

- Theater I
- Theater II
- Theater III
- Dance: _____
- Choir: _____
- Film & TV
- Interior Design
- Film and Media

Under the Dance track:

- Beginning Dance
- Intermediate Dance
- Advanced Dance
- Performance Dance
 - Capstone

*In order to be a completer in the track of Dance in the Conservatory, the student must have three years of progressive dance classes at Desert Edge, **including** at least one year in Performance Dance, plus a Capstone project.

CAPSTONE PROJECT

A process in which students pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and - with the guidance of a faculty mentor - produce a substantial project that reflects deep understanding.



CAPSTONE PROJECT CHECKLIST

To become a certified Desert Edge High School Conservatory of Arts and Design Signature Program graduate, a student must complete the following criteria.

- Step 1: Signature Program Completion Verification**
 - Meet with your counselor to verify Fine Arts Cumulative G.P.A
- Step 2: Turn in Capstone Project Application to Mentor Teacher**
 - **Application Due Date: September 30th, 2019**
 - You will meet with your mentor 3 times throughout the process.
- Step 3: Create a Capstone Project**
 - **Capstone Project Due Date: March 23, 2020**
 - Refer to the Capstone Project Rubric to guide you at the start, during, and conclusion of your project. You must score a 3 or higher on the rubric to be considered an accomplished DEHS Conservatory of Arts and Design student. Remember, you must have your mentor teacher sign off on your project.
 - 3a. Design Process
 - 3b. Project
 - 3c. Presentation /Performance of Project
 - 3d. Artistic Statement
 - For the artistic statement, write a reflection essay and share your essay with Mr. Williams (rwilliams@aguafria.org) and cc your mentor teacher through Google Drive.
 - Capstone Assessments will be March 24-27, 2020
- Step 4: Arts Extra – Curricular Activities Log Sheet**
 - Document hours on the Arts Extracurricular Activities Log Sheet. Refer to pg. 6 for a list of activities that can counts towards your hours. Extra-curricular activities log sheet is due to mentor teacher by March 23, 2020.



DIPLOMA SEAL APPLICATION

Student Name: _____ ID: _____

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

Fine Arts Cumulative G.P.A. _____

Yes, student, _____ has completed 4 or more classes in a focused Conservatory 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

Visual Art

Dance

Instrumental Music

Theater

Step 2: Meeting with your Signature Program Mentor

Your mentor teacher must sign off on the approval of your project.

Project Description: _____

Mentor Teacher Approval Signature: _____

Meeting 1: _____ Meeting 2: _____

Meeting 3: _____

For Mentor Teacher Use Only (Do not write in this box):

Did student present work ____ Yes ____ No Mentor Signature: _____

Artistic statement received ____ Yes ____ No Mentor Signature: _____

Extra – Curricular Log Sheet received ____ Yes ____ No Mentor Signature: _____

Received artifact(s) of Design Process ____ Yes ____ No Mentor Signature: _____

*** Turn in this application page to mentor teacher**



CAPSTONE PROJECT

What is a capstone project: A capstone project is a multifaceted assignment that explores a topic of interest, emerging from 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.

Step 3: Create a Capstone Project

Use the Capstone Project Rubric on pg. 8 to guide you from the start, during, and conclusion of your project. You must score a 3 or higher on the rubric to be considered an accomplished DEHS Conservatory of Arts and Design graduate.

3a. Design Process

- Provide artifacts that show proof of the planning process. Artifacts must be submitted to mentor teacher.

3b. Project

3c. Presentation/Performance of Project

3d. Artistic Statement of Project

- For the artistic statement, write a reflection essay about the following prompts and share your essay with Mr. Williams (rwilliams@aguafria.org) and your mentor teacher through Google Drive.
 - How has your life experience influenced your project?
 - How have the arts and design impacted your education at Desert Edge High School?
 - How does your experience relate to the real world?
 - If you could do anything different during your arts and design experience at Desert Edge, what would it be?
 - Discuss any changes you would make next time to improve your project.

Step 4: Arts Extra-Curricular Activities Log Sheet

Use the Arts Extra – Curricular Activities Log Sheet to log hours of your arts related extra-curricular activities. Refer to the pg. 6 for a list of activities that will count towards your hours.

Student graduating in school year listed must complete at a minimum the amount of fine arts extracurricular activities hours.

2019-2020 – 30 hours

2020-2021- 45 hours

2021-2022 – 60 hours

2022-2023- 80 hours

Future – 80 hours

Arts-Related Extracurricular Activities

Extracurricular Activities

Activities in 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.

Music

- Marching Band extra rehearsals
- Ensemble Practices & Performances
- Master Classes
- Community Band/Orchestra/Choir Group
- Participation in the Orchestra Pit of A Musical
- Band Council

Visual Art

- Studio Hours
- Community Classes
- Workshops
- Public Art Creation
- Internships or Apprenticeships
- Art Clubs

Media Arts

- Internship at local TV station
- Video Production lab hours
- Summer Classes or Camps
- Participation in an Animation Festival
- Designing Media for a School Production
- Student short film festival

Dance

Community Dance Classes
Master Classes
Festival Performances
Dance Team
Choreographing
Performances
Studio Training (off campus)
Student Teaching (if not paid)

Theatre

Community Theatre
One Act Competition
Speech & Debate
Improvisation Performances
Costume/Prop/Scene Shop
Hours

Arts Extra-Curricular Activities Log Sheet

School Year _____

First Name: _____ Last Name: _____

Date(s)	Description	# of Hours	Supervising Adult Signature

Capstone Project Rubric

Rubric Topic: (Conservatory Capstone Project)

	Accomplished 4	Proficient 3	Approaching 2	Insufficient 1
Design Process	<ul style="list-style-type: none"> ● Planning demonstrates process for creating art or design that explores social issues. ● Planning follows the making of multiple works of art or design based on a theme, idea, or concept. ● Artist or designer develops multiple planned works to demonstrate experimentation, personal meaning, theme, idea or concept. ● Planning demonstrates design that explores social issue or personal growth. ● Provide artifacts that show proof of the planning process. 	<ul style="list-style-type: none"> ● Planning demonstrates that the student individually or collaboratively formulated creative problem based on preexisting artwork, design, or performance history. ● 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>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 Project has the following criteria:</p> <ul style="list-style-type: none"> ● Uses relevant traditional or contemporary criteria as well as personal artistic vision to complete project. ● Engages audience by producing inquiry and uses aesthetics to connect with audience. ● Project is arranged in a way that is not confusing and organizes elements of design that is aesthetically pleasing to an audience. ● Theme is evident within the work. ● Project is original. ● Project demonstrates artist voice. ● Project is at a professional level. 	<ul style="list-style-type: none"> ● Project is Refined but only considers personal artistic vision and neglects contemporary and or traditional references. ● Work is engaging but elicits little inquiry and meets some aesthetic quality. ● Project is not confusing and elements of design are arranged in a way that demonstrates success. ● Theme is somewhat evident. ● Project is original. ● Project has some voice but has vagueness in the project. ● Project is high quality. 	<ul style="list-style-type: none"> ● Project is personal. ● Work has little engagement with audience. ● Project is confusing and neglects aesthetic quality. ● Work has no theme. Project is original. ● Project demonstrates little artistic voice. ● Project is mediocre quality. 	<p>Student produces project but meets no criteria of advanced level.</p>
Presentation/ Performance	<p>Work is displayed or performed at a professional level.</p>	<p>Presented or performed work has aspects of a professional level.</p>	<p>Student presents or performs project but neglects professionalism.</p>	<p>Student does not display or perform project.</p>
Artist Statement	<p>Student provides statement both orally and written to discuss their artistic development throughout their creative process. 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 Desert Edge High School? 3. How does your experience relate to the real world? 4. If you could do anything different during your arts and design experience at Desert Edge, 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>