



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **October 13, 2020**

TITLE: **Approval of Fine Arts Seal Application to the Arizona Department of Education**

BACKGROUND:

Arizona's creative arts industry accounts considerable revenue every year for the state economy. The goal of Amphitheater School District is to offer the State Seal of Arts Proficiency to students to prepare them for college and/or a career in one of these arts-related fields. The efforts shown by students to pursue the seal will serve as a signal to future advisors and/or employers that the student has prepared for work in the arts.

By completing this process, the student will receive a notation on their high school transcript, the State Seal on their diploma, and a notation by their name at graduation events.

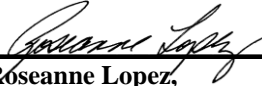
Included with this item are the criteria for the seal, courses that qualify for inclusion, and the student procedures information.

Thomas Edelbrock, District Music Coordinator and music teacher at Cross Middle School, will make a brief presentation providing the Governing Board with details regarding this opportunity for our students.

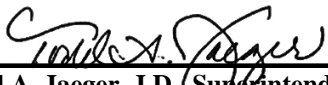
RECOMMENDATION:

This presentation on the Fine Arts Seal is provided for the Governing Board's information and approval. We are applying to the state for the authority to issue the seal, the Governing Board approval of the application is required.

INITIATED BY:


Dr. Roseanne Lopez,
Associate Superintendent for Elementary Education

Date: October 2, 2020


Todd A. Jaeger, J.D. Superintendent



Amphitheater School District Arizona State Seal of Arts Proficiency

Student Procedures Packet

Arizona's creative arts industry accounts for billions in revenue every year for the state economy. The goal of Amphitheater School District is to offer the State Seal of Arts Proficiency to students to prepare them for college and/or a career in one of these arts-related fields. The efforts shown by students to pursue this seal will serve as a signal to future advisors and/or employers that the student is prepared for work in this type of field.

By completing this process, you will receive a notation on your high school transcript (which is submitted to colleges). The State Seal on your Diploma, and notation by your name in your high school's graduation program.

Timeline:

- **Monday, November 30, 2020:** Student Application due to mentor teacher
- **Twice Throughout Year:** Meet with mentor teacher to review progress throughout the process (Suggested once by Friday, **February 12, 2021**, and another before the **March 26, 2021** deadline)
- **Friday, March 26, 2021:** All evidence uploaded to the student-created Electronic Portfolio (Weebly page or Google site) - link due to mentor teacher
 - Extracurricular Tracking Sheet
 - Capstone Project
- **Friday, April 9, 2021:** Teacher Verification page due to Tom Edelbrock

Capstone project:

Should demonstrate an understanding of the four creative processes, described below. Use the Capstone Rubric on page 3 to guide your creation of your Capstone Project.

1. **Creating:** Composing, writing, creating a body of art or a musical performance program
2. **Performing/Presenting:** Public performance or exhibition
3. **Responding:** Oral and written reflection on your experience
4. **Connecting:** Performance or artwork should connect to the community, a social issue, culture, or extra-curricular learning experiences

Examples of capstone projects are embedded in the following page, but other ideas may include:

Visual Arts:

- Student curated arts exhibit
- Research into the historical context of a specific art medium, culminating in a body of work
- Public art project (mural, mosaic, installation, etc...)
- Creating original art lesson plans and teaching a class in a community space or classroom

Music (Band/Choir/Orchestra/Guitar/Ensembles/Music Technology):

- A student-led and programmed Recital, either at school or in a community space
- Composing, annotating, and performing an original work of music
- Creating and performing an original score accompany a film or performance inspired by themes of work
- Selecting music for an ensemble, researching the work, organizing a performing group, and conducting or lecturing on the work as part of the performance

Theater/Technical Theater:

- Writing and performing an original monologue or one act
- Devising and performing an original show with an ensemble
- Designing costumes, lighting, or set for a school or community production, or creating your own work to be performed with your technical design in mind

Amphitheater School District Arizona State Seal Of Arts Proficiency

Table of Requirements

Follow the list of requirements in the table below for full completion of the State Seal of Arts Proficiency

1	<p>Minimum of 4 credits (8 semesters) in one of the following ways:</p> <table><tr><th>Credit 1</th><th>Credit 2</th><th>Credit 3</th><th>Credit 4</th></tr><tr><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td></tr><tr><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 2 OR Qualifying CTE Credit</td></tr><tr><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 1</td><td>Fine Arts Discipline 2 OR Qualifying CTE Credit</td><td>Fine Arts Discipline 2 OR Qualifying CTE Credit</td></tr></table> <ul style="list-style-type: none">- Fine Arts Disciplines: Music, Theater Performance, Visual Arts- Qualifying CTE Credit: See approved list here	Credit 1	Credit 2	Credit 3	Credit 4	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 2 OR Qualifying CTE Credit	Fine Arts Discipline 1	Fine Arts Discipline 1	Fine Arts Discipline 2 OR Qualifying CTE Credit	Fine Arts Discipline 2 OR Qualifying CTE Credit
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2	<p>A final unweighted grade of an 'A' or 'B' in each qualifying class.</p> <ul style="list-style-type: none">- Other fine arts or CTE classes not counted towards the Seal do not require an 'A' or 'B'																
3	<p>80 hours of arts related extracurricular activities (see list in the tracking sheet below).</p> <ul style="list-style-type: none">- Hours served in previous years can be signed off retroactively by the supervising teacher or advisor of that activity.- Please submit the tracking sheet to your mentor teacher no later than Friday, March 26, 2021.																
4	<p>A student Capstone Project in the form of an Electronic Portfolio (using a student-created Google site or another website creator such as Weebly).</p> <p>Your capstone project should demonstrate your understanding of the Four Artistic Processes (Creating, Performing, Responding, and Connecting). Use the Fine Arts Seal Rubric Capstone Project Rubric for guidance during all steps of your project.</p> <p>Examples of the Capstone Project Electronic Portfolio</p> <ul style="list-style-type: none">• Virtual Art: https://sites.google.com/susdgapps.org/fineartssealportfolio/home• Orchestra: https://sites.google.com/view/dhutton-fine-arts-portfolio/home• Band/Choir/Theater: https://sites.google.com/view/fine-arts-seal-aydabayati/school-resume?authuser=0																

Student Capstone Project Rubric

The project you submit in your online portfolio will be graded on the rubric below. Must receive a minimum of a (3) in all categories for success in completing the State Seal of Fine Arts requirements.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Falls Below Expectations (1)
Creativity And 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. 	<ul style="list-style-type: none"> Planning demonstrates some aspects of creative process, but does not provide enough detail to demonstrate success for project. 	<ul style="list-style-type: none"> Little or no planning evident.
Capstone Project	<ul style="list-style-type: none"> Art/Design/or Performance Project has the following criteria: 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, but demonstrates little artistic voice. Project is mediocre quality. 	<ul style="list-style-type: none"> Student produces project but meets no criteria of advanced level
Presentation And Performance	<ul style="list-style-type: none"> Work is displayed or performed at a professional level. 	<ul style="list-style-type: none"> Presented or performed work has aspects of a professional level. 	<ul style="list-style-type: none"> Student presents or performs project but neglects professionalism. 	<ul style="list-style-type: none"> Student does not display or perform project.
Responding And Reflecting	<ul style="list-style-type: none"> Student provides a finely crafted written reflection in their Electronic Portfolio as well as a discussion with their mentor teacher touching on the following: Personal Biography (How has your life experience influenced your project?) How have the fine arts impacted your education at Amphitheater School District? How does your experience relate to the real world? If you could do anything different during your fine arts experience, what would it be? Discuss any changes you would make next time to improve your project. 	<ul style="list-style-type: none"> Student provides a written reflection in their Electronic Portfolio as well as a discussion with their mentor teacher. Evidence of thorough reflection satisfactory but not exceeding expectations. 	<ul style="list-style-type: none"> Student is missing one of the two reflection components (either written or discussion with mentor teacher), provides vague answer lacking detail and commitment to improvement. 	<ul style="list-style-type: none"> Student is missing one or both reflection components questions are not answered, answers are of minimal effort.

Amphitheater School District

Arizona State Seal Of Arts Proficiency

Student Application Form

This form is due to your chosen Mentor Teacher no later than Monday, November 30, 2020.

Student Name: _____ Student ID: _____

Step 1: Signature Program Completion Verification (Meet with either your Mentor Teacher or Counselor)

- Provide your mentor teacher with a copy of your current transcript to verify that the classes you have taken match the requirements.
- A list of all of the Amphitheater School District approved Fine Arts classes is available [here](#)

Fill out the chart below to verify your courses and grades:

Credit	Course Name	Arizona Course Catalog Number	Grade (per semester)
1			Semester 1:
			Semester 2:
2			Semester 1:
			Semester 2:
3			Semester 1:
			Semester 2:
4			Semester 1:
			Semester 2:

Yes, student, _____ is on track to complete 4 credits in a Fine Arts/CTE Program.

Mentor Teacher or Counselor Signature: _____ Date: _____

Step 2: Meeting with your Mentor Teacher

Your mentor teacher must sign off on the approval of your Capstone Project. Please make sure to have a plan outlining your Capstone Project readily available when meeting with your mentor teacher so they can best help you to start it and finish it successfully.

Mentor Teacher Capstone Approval: _____ Date: _____

First Scheduled Meeting Date: _____

Second Scheduled Meeting Date: _____

Amphitheater School District
Arizona State Seal Of Arts Proficiency

Extracurricular Activities Requirement Form

Please submit this form to your mentor teacher by Friday, March 26, 2021.

Arts Related Activity	Number Of Hours	Description Of Activity	Supervising Teacher Or Adult Signature
Total Hours		Mentor Teacher Signature	

Amphitheater School District
Arizona State Seal Of Arts Proficiency

Qualifying Extracurricular Activities

See the chart below for examples of extracurricular activities that count towards the Fine Arts Seal hours requirement.

Performing Arts (Music, Theater):	Visual Arts:	CTE Arts Courses:
<ul style="list-style-type: none">• 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 theatre• Assist in feeder programs: theatre, tutoring, private lessons, outreach activities, assisting or hosting activities at feeder school events• Participation or assistance at arts related competitions or workshops• Performing at community events or special events (non-curricular)• Off campus trainings or classes• Attending performances• Attending recitals or masterclasses by either professionals or college students• Visiting college campuses or auditing classes in your field	<ul style="list-style-type: none">• Extracurricular studio time• Community classes• Workshops• Public art creation• Art club• Internships or apprenticeships• Attending exhibitions• Visiting college campuses or auditing classes in your field	<ul style="list-style-type: none">• Attending screenings, exhibitions, and/or presentations of a work by another student or a local artist outside of school requirements• Volunteer hours or Internship with local media companies• Other off campus trainings or classes• Attending conventions in your area of design or creation• Visiting college campuses or auditing classes in your field

Amphi Course Number	Class Title	State Course Catalog Number	Description
ART001/ART002/ART003	Intro/Intermediate/Advanced Art 2D	AZ05156	Creative Art—Drawing and/or 2D courses cover the same topics as Creative Art—Drawing/Painting, but focus on 2D Art mediums. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.
ART004	Intro Art 3D	AZ05158	Creative Art—Sculpture and/or 3D courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.
ART006/ART007	Intermediate/Advanced Art 3D	AZ05159	Creative Art - Clay/Pottery or 3D courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of materials such as clay and ceramics. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.
ART009	AP Studio Art	AZ05172	Designed for students with a serious interest in art, AP Studio Art—Drawing Portfolio courses enable students to refine their skill and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the courses typically emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. In these courses, students explore representation, abstraction, and experimentation with a variety of drawing materials.
CTS151/JTS151	Graphic Design II CTE/JTED	AZ11153/AZ11902	CTE CIP Code: 10.0200.30 This is the second course in the coherent sequence for Graphic Design. This course will prepare the student to integrate pre-production, production, post-production, Deliver/Distribute, Quality Assurance, and Presentation phases of Graphic Design.
CTS152/JTS152	Graphic Design III CTE/JTED	AZ11153 / AZ11154	CTE CIP Code: 10.0200.35 This is the third course in the coherent sequence for Graphic Design. This course will be the development of a portfolio with the following projects: Classroom, School, Community related to Graphic Design.
CTS153/JTS153	Intro TV Video CTE/JTED	AZ05168	CTE CIP Code: 10.0200.16 This course will prepare the student to integrate pre-production, production, post-production, Deliver/Distribute, Quality Assurance, and Presentation phases of Film and TV.
CTS154/JTS154	Intro to Graphic Design CTE/JTED	AZ11902	CTE CIP Code: 10.0200.12 This is the introductory course for the Graphic Design program. This course will prepare the student to integrate pre-production, production, post-production, deliver/distribute, quality assurance and presentation phases of Graphic Design.
CTS170/JTS170	Technical Theater 1 CTE/JTED	AZ05056	CTE CIP Code: 50.0500.20 This course prepares students to apply knowledge and skills to artistic, technical, and dramatic principles to communicate through theatrical methods. This program includes instruction in set design, lighting design, sound design and audio engineering, make-up design, scene painting, property management, production management, video design, costume design, technical direction and production, and digital applications.
CTS171/JTS171	Technical Theater 2 CTE/JTED	AZ05060	CTE CIP Code: 50.0500.25 This is the second course in the coherent sequence for Stagecraft. Prepares individuals to manage the planning, design, preparation, and application of a theatrical production in Stagecraft.
CTS172	Stagecraft Technical Theater Internship CTE	AZ05065	CTE CIP Code: 50.0500.75 This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Stagecraft knowledge and skills.
CTS174/JTS174	Technical Theater 3/4 CTE/JTED	AZ05900	CTE CIP Code: 50.0500.40 This is an optional fourth course for the Stagecraft program. This advanced course focuses on applying advanced knowledge and skills in set design, lighting design, sound design and audio engineering, make-up design, scene painting, property management, production management, video design, costume design, technical direction and production and digital applications.
CTS178/JTS178	Adv Video Productions CTE/JTED	AZ11003	CTE CIP Code: 10.0200.95 This is the third course in the coherent sequence for Film and TV. This course will be the development of a portfolio with the following projects: Classroom, School, Community related to Film and TV.
CTS226	Graphic Design IV CTE	AZ11907	CTE CIP Code: 10.0200.41 This is an optional fourth course for the Graphic Design program. This course will focus on advanced skills to integrate pre-production, production, post-production, deliver/distribute, quality assurance and presentation phases of Graphic/Web Design.
CTS240/JTS240	CTE/JTED Music and Audio Production	AZ11905	CTE CIP Code: 10.0200.17 This is the introductory course for the Music and Audio Production program. This course will prepare the student to integrate pre-production, production, post-production, deliver/distribute, quality assurance and presentation phases of Music and Audio Productions.
JTS173	Technical Theater 3 JTED	AZ05061	CTE CIP Code: 50.0500.26 This third optional course in the coherent sequence for Stagecraft continues the work of Stagecraft II, with students managing the planning, design, preparation and application of a theatrical production for Stagecraft.
JTS176	TV Video Productions JTED	AZ11055 / AZ11925	Video courses enable students to explore video communications, incorporating both the technical and artistic aspects of video media. Topics covered in the course include the use of video equipment and techniques, and students typically create a video presentation. Advanced course topics may include creating various forms of film media including silent film; sport and music video; and self portrait video.

MUS003	Intro to Drama	AZ05051	Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.
MUS004/MUS019/MUS020	Intermediate Theater Arts/Symposium Theater Arts/Advanced Theater Arts	AZ05053	Drama—Comprehensive courses are intended to help develop students' experience and skill in one or more aspects of theatrical production. Initial courses are usually introductory in nature, providing an overview of the features of drama such as acting, set design, stage management, and so on. The more advanced courses concentrate on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. These courses may also provide a discussion of career opportunities in the theater.
MUS006/MUS015	Show/Concert/Advanced Choir	AZ05110	Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.
MUS008/MUS016	Symphonic Orchestra/Concert Orchestra	AZ05104	Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.
MUS009	Wind Ensemble	AZ05101	General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of nonspecified band literature styles (concert, marching, orchestral, and modern styles).
MUS010/MUS011	Beginning Guitar/Advanced Guitar	AZ05108	Guitar courses introduce students to the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques.
MUS012	AP Music Theory	AZ05114	AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.
MUS017	Symphonic Band	AZ05102	Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.
MUS018	Percussion Ensemble	AZ05109	Individual Technique—Instrumental Music courses provide individuals with instruction in instrumental techniques. These courses may be conducted on either an individual or small group basis.
MUS022/MUS013	Marching/Concert Band/Auxiliary Band Color Guard	AZ05103	Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.
MUS023	Jazz Combo/ Jazz Band	AZ05105	Jazz/Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.
MUS024	Women's Ensemble	AZ05111	Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize one or several ensemble literature styles.
MUS029	Musical Theater	AZ05052	Theatre arts courses focus on the study and performance of drama including musical theatre. These courses review a wide range of scripted materials, such as plays, screen plays, teleplays, readers' theatre scripts, dramatic criticism, creation of original dramatic works, and the role of dramatic arts in society. In addition, students will work collaboratively on performances.
MUS030	Beginning Band	AZ55101	General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of nonspecified band literature styles (concert, marching, orchestral, and modern styles).
MUS031	Small Ensembles	AZ55106	Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.
MUS032	Adaptive Music	AZ55149	Adaptive Music classes are intended to help students in the special needs population experience and create music with differentiated levels of integration. This may include singing, dancing, creating, playing instruments, and musical enrichment activities.