

CATALINA FOOTHILLS SCHOOL DISTRICT

Catalina Foothills High School



Arizona State Seal of Arts Proficiency

Information and Application Materials

Approved by the Governing Board on ____

CATALINA FOOTHILLS SCHOOL DISTRICT

Catalina Foothills High School

What is the Arizona State Seal of Arts Proficiency?

The Arizona State Seal of Arts Proficiency recognizes high school students who demonstrate high levels of proficiency in the arts education standards through personal expression and creative experiences.

The State Seal of Arts Proficiency will be awarded to graduating students from Catalina Foothills School District (CFSD) who complete a Fine Arts/Media Arts pathway comprised of rigorous, standards-based and qualifying arts and/or career and technical education courses; engage in arts-related extra-curricular and community service activities; and present a student capstone project in the Arts. The Arizona State Seal of Arts Proficiency, shown below, will be affixed to the diploma and noted on the transcript of each student who has met the requirements.



Arizona State Seal of Arts Proficiency
Arizona Department of Education (ADE)
(from ADE website)

What are the specific requirements for the State Seal of Arts Proficiency?

CFSD students seeking the State Seal of Arts Proficiency must meet the following requirements:

1. A final GPA of 3.0 or 4.0 in each qualifying arts/career and technical education (CTE) course.
2. 4 minimum credit requirements in one of the following ways:
 - a. A minimum of 4 credits in one artistic discipline: music, theatre, visual arts, media arts, or dance.
 - OR
 - b. 3 credits in one artistic discipline, and 1 qualifying creative industries CTE credit or separate artistic discipline.
 - OR
 - c. 2 credits in one artistic discipline, and 2 credits in a qualifying creative industries CTE class or a separate artistic discipline.

3. A minimum requirement of 80 hours of arts related extracurricular activities during the student's high school career.

Extracurricular activities are defined as ***any arts participation above and beyond the regularly scheduled school day for which students are NOT receiving course credit.*** The activities may be school sponsored or take place outside of the school day or building.

4. A student-led capstone project of choice that showcases their artistic literacy – the culmination of knowledge, skills, and experience. The capstone projects, evaluation, and reflection need to be completed prior to April 15th of the year of the student's graduation.

CFSD Fine Arts and Career & Technical Education Programs Course Descriptions

Students may earn the State Seal of Arts Proficiency by completing at least 4 of the qualifying arts courses or a combination of two arts courses and two Career and Technical Education courses.

Regardless of the artistic medium or discipline, all standards-based art courses need to emphasize the creative process and be organized around the following four artistic processes:

- 1) Creating
- 2) Performing/Presenting/Producing
- 3) Responding
- 4) Connecting

Visual Arts Courses that Qualify for the Arts Proficiency Seal
Studio Art 1
Studio Art 2
Studio Art 3
Studio Art 4
Ceramics and Sculpture 1 (semester)
Ceramics and Sculpture 2 (semester)
AP Studio Art: 2-Dimensional Design
AP Studio Art: 3-Dimensional Design

Media Arts and Career & Technical Education Programs that Qualify for the Arts Proficiency Seal
Digital Photography 1
Digital Photography 2
Digital Photography 3
Graphic Design 1
Graphic Design 2
Graphic Design 3
Graphic Design Publication
Film & TV 1
Film & TV 2
Film & TV 3

Performing Arts and Career & Technical Education Programs that Qualify for the Arts Proficiency Seal
Concert Band
Symphonic Band
Wind Ensemble
Small Ensembles
Drum Line/Percussion Techniques
Jazz Band

Jazz Combo
Beginning Steel Drums (semester)
Beginning Steel Drums (year)
Intermediate Steel Drums
Advanced Steel Drums
Beginning Guitar
Intermediate Guitar
Advanced Guitar/Guitar Ensemble
Concert Orchestra
Sinfonia Orchestra
Symphonic Strings
Choir: Concert Blue
Choir: Falconaires
Choir: Concert Silver
Choir: Concert Chorale
Choir: Change of Pace
AP Music Theory
Theatre Fundamentals
Intermediate Theatre Production
Advanced Theatre Production 1
Advanced Theatre Production 2
Advanced Theatre Production Internship
Intermediate Theatre Arts
Advanced Theatre Arts (semester)
Advanced Theatre Arts (year)
Advanced Theatre Arts: Acting Ensemble (semester)
Advanced Theatre Arts: Acting Ensemble (year)

Catalina Foothills High School
Arizona State Seal of Proficiency Application

Student Name: _____ **ID:** _____

Directions: Fill out the application and turn in to your arts mentor teacher.

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

Fine Arts and/or Qualifying CTE Arts-Related Courses) Cumulative G.P.A. _____

Yes, student, _____ has completed 4 or more classes in an Arts discipline, which can be met in one of the following ways (4 credits in one artistic discipline - music, theatre, visual arts, media arts, or dance; 3 credits in one artistic discipline and 1 qualifying CTE credit; 2 credits in one artistic discipline and 2 credits in qualifying CTE classes).

Counselor Signature: _____ Date: _____

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

Music	Visual Arts	Media Arts	Theater
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Step 2: Meeting with your Signature Program Mentor

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

Capstone Project Description: _____

Mentor Teacher Approval Signature: _____

Meeting 1: _____ Meeting 2: _____

Meeting 3: _____

Step 3: Create a Capstone Project that demonstrates the knowledge and skills you have gained as an artist during your high school experience.

Use the Capstone Project Rubric to guide you from the start, during, and at the conclusion of your project. You must score a 3.0 or higher on the rubric to be considered for the Arts Proficiency Seal (which is affixed to your diploma).

- 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/Reflection of Project
 - For the artist statement, write a reflection essay that responds to the following prompts and share your essay with Ms. Renee Shane-Boyd (rshaneboyd@cfsd16.org) and your mentor teacher through Google Drive.
 - How has your life experience influenced your project?
 - How have the arts impacted your education at Catalina Foothills High School?
 - How does your experience relate to the real world?
 - If you could do anything different during your experience at Catalina Foothills, 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 Extracurricular Activities Log Sheet to log hours of your arts-related extracurricular activities. Student graduating in school year listed below must complete, at a minimum, the following number of arts-related extracurricular activities hours.

- 2023-2024 – 80 hours

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

Student Capstone Project presented ____ Yes ____ No Mentor Signature: _____

Artistic Statement/Reflection Received ____ Yes ____ No Mentor Signature: _____

Extracurricular Log Sheet received (required hours) ____ Yes ____ No Mentor Signature: _____

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

Catalina Foothills School District

Arts-Related Extracurricular Activities

Extracurricular activities are defined as 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.

Students may count activities toward the minimum number of hours only if they participate in them beyond their required curricular expectations. Hours for course/grade requirements may not be used. Students need to ensure that all activities/community service events are approved by their Fine Arts mentor (teacher). Students need to submit the Fine Arts Extracurricular/Community Service

Below is a list of examples of the activities that CFSD students may count towards student extracurricular activities.

Music (Band, Choir, Orchestra): <ul style="list-style-type: none"> ● Marching Band extra rehearsals ● Independent ensemble practices & performances ● Master Classes ● Community Band/Orchestra/Choir group events ● Participation in the Orchestra Pit of a musical ● Band/Choir/Orchestra Council ● All-School musical ● Regional and All-State events 	Theatre Arts and Theatre Production: <ul style="list-style-type: none"> ● Costume/Prop/Scene Shop Hours ● Community Theatre One Act Competition ● Falcon Players ● All-School Musical ● All-School Fall Play ● Shakespeare Competition (ATA students only) ● Regional competitions ● Tech Challenge ● Internships
Visual and Media Arts: <ul style="list-style-type: none"> ● Studio hours ● Community classes ● Workshops ● Public art creation ● Internships or Apprenticeships ● Art clubs ● Scholastic competitions 	

Catalina Foothills High School
Arts-Related Extracurricular Activities Log Sheet
School Year: 2025-2026

First Name: _____ Last Name: _____

Dates	Description	# of Hours	Supervising Adult Signature

Duplicate page if more space is needed.

Catalina Foothills School District

CAPSTONE PROJECT – STATE SEAL OF ARTS PROFICIENCY

A process in which CFHS students pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant art(s) disciplines, and with the guidance of a faculty mentor, produce a substantial project that reflects deep understanding and demonstrates artistic literacy. Student capstone project, evaluations, and artist statement/reflection are due in the spring of senior year.

CAPSTONE PROJECT CHECKLIST

To receive the Arts Proficiency Seal, 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 your Capstone Project Application to Mentor Teacher
 - Application Due Date: **October xx, 2025**
 - You will meet with your mentor 3 times throughout the process.
- ☐ Step 3: Create a Capstone Project

Capstone Project Due Date: **March xx, 2026**

Refer to the Capstone Project Rubric to guide you at the start, during, and conclusion of your project. You must score a 3.0 or higher on the rubric to receive the State Seal of Arts Proficiency. Remember, you must have your mentor teacher sign off on the process:

- ☐ 3a. Design Process
- ☐ 3b. Project
- ☐ 3c. Presentation /Performance of Project
- ☐ 3d. Artist Statement
 - For the artist statement, write a reflection essay and share your essay with Ms. Renee Shane-Boyd (rshaneboyd@cfsd16.org) and cc your mentor teacher through Google Drive.
 - Capstone Assessments will be scheduled **March xx, 2026**

- ☐ Step 4: Arts Extracurricular Activities Log Sheet
 - Document hours on the Arts Extracurricular Activities Log Sheet. Extracurricular activities log sheet is due to mentor teacher by **March xx, 2026**.

Catalina Foothills School District

CAPSTONE PROJECT EVALUATION RUBRIC

	Novice 1	Basic 2	Proficient 3	Advanced 4
Design Process	<ul style="list-style-type: none"> • Little planning evident. 	<ul style="list-style-type: none"> • Planning demonstrates emerging aspects of creative process with basic detail. 	<ul style="list-style-type: none"> • Planning demonstrates individual or collaborative formulation of a creative problem based on pre-existing artwork, design, or performance history. • Design plans demonstrate planning for personal artwork. • Provides artifacts that show proof of the planning process. 	<ul style="list-style-type: none"> • Planning demonstrates process for creating art or design that explores social issues or personal growth. • 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.
Capstone Project	<ul style="list-style-type: none"> • Student produces project at a basic level. 	<ul style="list-style-type: none"> • Project is personal. • Work minimally engages audience. • Project has minimal clarity or aesthetic quality. • Project is original. • Theme of project minimally evident. • Artistic voice is minimal. 	<ul style="list-style-type: none"> • Project considers personal artistic vision. • Work is engaging and elicits inquiry. • Work shows aesthetic quality. • Project is clear and elements of design clearly explained / demonstrated. • Theme is evident • Project is original. • Project has artistic voice. 	<ul style="list-style-type: none"> • Uses relevant traditional or contemporary criteria as well as personal artistic vision. • Engages audience by producing inquiry and uses aesthetics to connect with audience. • Project is arranged clearly and presents organized elements of design. • Project conveys a defined artistic voice.

				<ul style="list-style-type: none"> • Project presentation is at a typical of a professional level.
Presentation / Performance	<ul style="list-style-type: none"> • No project submitted. 	<ul style="list-style-type: none"> • Presents or performs project with little evidence of preparation. 	<ul style="list-style-type: none"> • Presented or performed work demonstrates preparation and attention to detail. 	<ul style="list-style-type: none"> • Presented or performed in a manner characteristic of a professional presentation in the given medium.
Artist Statement / Reflection	<ul style="list-style-type: none"> • Statement is vague with little relation to the project. • Provided in both written and oral format. 	<ul style="list-style-type: none"> • Develops statement with evidence to support project. 	<ul style="list-style-type: none"> • Develops clearly defined statement with evidence to support project and artistic development throughout the creative process. 	<ul style="list-style-type: none"> • Provides oral and written statement that discusses artistic development throughout the creative process including: <ul style="list-style-type: none"> - Personal biography describing how personal life experience influenced the project. - Impact of classes taken on the project. - How the project and personal experiences relate to the real world. - Reflection on the project and changes to be made in the future.