

CHEROKEE BLUFFE



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FINE ARTS

Fine Arts Diploma Seal Application

Fine Arts Diploma Seal Requirements

The Fine Arts Diploma Seal will be awarded to graduating high school students (seniors) who:

- Have completed a Fine Arts pathway (3 full credits) plus at least one (1) additional Fine Arts credit or one (1) credit in an approved Creative Industries CTAE course.
- Participated in two (2) or more arts-related extracurricular activities and experiences that foster Fine Arts mastery.
- Submit documentation of completion of 20 hours of arts-related community service to their high school.
- Completed a capstone presentation of their experiences at their high school.

Fine Arts Diploma Seal Requirements

- Step 1: Signature Program Completion Verification
 - Meet with your counselor to verify Fine Arts Cumulative GPA (3.0 or higher).
- Step 2: Turn in Capstone Project Application to Mentor Teacher
 - **Application Due Date: March 29, 2024**
 - You will meet with your mentor three (3) times throughout the process.
- Step 3: Create a Capstone Project
 - **Capstone Project Due Date: *April 18, 2024** (within your content area)
 - 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 qualify for a Fine Arts Diploma Seal. Remember, you must have your mentor teacher sign off on your project.
 - 3a. Design Process
 - 3b. Project
 - 3c. Presentation / Performance of Project (be sure to include evidence of two Fine Arts Extra-Curricular Activities (see options below).
 - 3d. Artistic Statement
 - For the artistic statement, write a reflection essay and share your essay with Mr. Cantrell, Fine Arts Department Chair, (craig.cantrell@hallco.org), and cc your mentor teacher through Google Drive.
 - Capstone Assessments will be April 18, 2024
 - Arts Service Hours Log Sheet
 - Document hours on the Arts Service Hours Log Sheet. Refer to pg. 6 for a list of activities that can count towards your hours. The extracurricular activities log is due to the mentor teacher.



Fine Arts Diploma Seal Application

Student Name: _____ Student ID: _____

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

Cumulative GPA (weighted) _____

Yes, student, _____ has completed 3 or more classes in a completed Fine Arts pathway (3 full credits) and is currently enrolled in one (1) additional Fine Arts credit or one (1) credit in an approved Creative Industries CTAE course.

Please confirm your completion of the Fine Arts Programming Course Work by circling the title of the program (You might have completed more than 1).

Band Chorus Dance Drama Visual Art

Step 2: Meeting with your Signature Program Mentor-Teacher

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

Project Description: _____

Meeting Dates:

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 _____

Extracurricular Log Sheet received ___ Yes. ___ No Mentor Signature _____

Received artifact(s) of Design Process ___ Yes. ___ No Mentor Signature _____

***Turn in this application page to your 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 qualify for a Fine Arts Diploma Seal. Here is an example of a [Capstone presentation template](#).

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 and share your essay with Mr. Cantrell, Fine Arts Department Chair, (craig.cantrell@hallco.org), and cc your mentor teacher through Google Drive.
 - How has your life experience influenced your project?
 - How have Fine Arts impacted your education at Cherokee Bluff High School?
 - How does your experience relate to the real world?
 - If you could do anything different during your high school Fine Arts experience at Cherokee Bluff, what would it be?
 - Discuss any changes you would make next time to improve your project.

Step 4: Arts Extracurricular Activities Log Sheet

Use the Arts Extracurricular Activities Log Sheet to record hours of your arts-related extracurricular activities. Refer to pg. 6 for a list of activities that will count toward your hours.

The Georgia Department of Education requires that Fine Arts Seal applicants Students must complete a minimum of **20 hours** of arts-related community service at their high school.

Extracurricular Activities

Activities in any fine 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.

Band

- Marching Band Participation
- Ensemble Rehearsals & Performances
- Master Classes
- Community Band/Orchestra Group
- Honor Band (District/All-State Participation)
- Solo & Ensemble
- Student Band Leadership

Chorus

- Ensemble Rehearsals & Performances
- Master Classes
- Community Choir Group
- Honor Chorus (District/All-State Participation)
- GHSA Literary
- Choral Council

Dance

- Community Dance Classes
- Master Classes
- Festival Performances
- Dance Team/Colorguard/Winterguard
- Choreographing
- Studio Training (off campus)
- Student Teaching (unpaid)

Drama

- Community Theater
- One Act Competition
- GHSA Literary
- Improvisation Performances
- Costume/Prop/Scene Shop Hours

Visual Art

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

Capstone Project Rubric

	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 	Planning demonstrates some aspects of creative process but does not provide enough detail to demonstrate success for project.	Little or no planning is evident.
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. 	Student produces project but meets no criteria of advanced level.
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.
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"> Personal Biography (How has your life experience influenced your project?) How have the arts and design impacted your education at Cherokee Bluff High School? How does your experience relate to the real world? If you could do anything different during your fine arts experience at Cherokee Bluff, what would it be? 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 does not provide a written and/or oral presentation.</p>