



Student Capstone Process

Student Capstone Process What is a Capstone?

A capstone project is a project-based learning opportunity for a student to showcase the culmination of their knowledge while fostering real world skills and experience. Capstone projects are often utilized in higher education to prepare students for career success. The State Arts Proficiency Seal capstone process should guide students to plan and execute *a student-led artistic project of their choice*. Capstone projects can also encourage students to connect to community or outside-of-school learning opportunities. The project and process should encourage learners to apply their knowledge and mastery of the Arizona Arts Education Standards in a way that interests them and furthers their individual goals. Through the student capstone project, students should demonstrate their **artistic literacy** through their ability to Create, Perform/Present/Produce, Connect, and Respond as an artist.

Timeline

As a best practice, the capstone project will generally take place during the student's final year of study allowing the student to infuse their capstone project with the culmination of their artistic learning. Student capstone projects, evaluation, and reflection should be completed with enough time to submit the Student Achievement Report on April 15th of the student's graduation year

As a best practice the capstone process will include the following elements:

- Capstone Mentor Assignment or Selection
- Student Capstone Project Proposal
- Opportunity for students to engage in the Arizona Arts Education Standards and Create, Perform/Present/Produce, Connect, and Respond through their Artistic Voice
- Periodic Progress Check-ins between Student & Capstone Mentor
- Final **Public** Performance/Presentation/or Product
- Capstone Evaluation & Assessment Methodology
- Student Reflection on the Process & Product

Capstone Assessment

It is important that the LEA have in place accountability measures to ensure students receive quality and rigorous feedback on capstone projects and the culmination of their learning in their chosen artistic discipline. LEA leadership should develop intentional and equitable procedures for assessment of student capstones that are grounded in evaluating student mastery of the artistic processes. Examples may include one or a combination of the following: Rubrics, Checklists, Reflection Essays, Post-Mortem Conferences, or Panel Review.

Example Capstone Projects

Listed are some examples of the types of student projects that could qualify as a student capstone project. This list is not exhaustive or exclusive and it is important that the project be meaningful and relevant to each individual student while meeting the rigorous standards of each LEA to demonstrate a culmination of a student's artistic learning. **Note:** Students may choose to work individually or as a group on one project. Students may choose to focus on one artistic discipline or work inter-disciplinarily.

Visual Arts

- Student curated art exhibition in a gallery or coffee shop
- Research into the historical context of a specific visual art medium culminating in a portfolio of original work
- Public Art Project (Mural, Mosaic, Installation, etc.)
- Creating original visual art lesson plans and teaching an art class at a community space or classroom
- Self-publishing a book of photography & poetry

Music

- Composing, annotating, and performing an original song
- Writing a research paper about a composer & creating a recorded portfolio of pieces of their music
- Producing a local music event in the community
- Creating an original underscore for a film or performance inspired by themes of the work
- Researching acoustics of spaces and experimenting recording sound in different places

Theatre

- Writing and performing an original monologue or one act
- Designing costumes, lighting, or set for a school or community production
- Designing a workshop meant to engage people in dialogue through theatre techniques
- Devising an original show with an ensemble
- Directing a student one act production or producing an event

Dance

- Choreographing a number for a musical or stage production
- Researching a form of dance and presenting a community lecture
- Creating a methodology for annotating movement
- Creating an original **dance film**
- Studying a choreographer and creating a video catalogue of signature movements

Media Arts

- Creating a social media campaign that responds to a social issue
- Producing and premiering an original film
- Animating a short cartoon
- Researching film or media publication and writing an opinion piece about media representation in that medium in a blog or other publication
- Designing digital media for a theatre production, performance, or installation