

# Arizona Arts Proficiency Seal Implementation Guidance for LEAs



*Seal Design by Chloe Ball Pinnacle High School  
Paradise Valley School District*



ARIZONA DEPARTMENT OF EDUCATION

## Table of Contents

Guidance Introduction .....	3
State Seal of Arts Proficiency: History & Objectives .....	4
Requirements .....	4
Equity and Access Statement .....	5
Arts Education Overview .....	5
5 Artistic Disciplines- Music, Dance, Media Arts, Theatre, and Visual Arts .....	5
Arizona Arts Education Standards .....	6
Artistic Literacy, Well-Rounded Education, & Enrichment .....	6
Artistic Literacy Definition .....	7
Well Rounded Education Definition .....	7
Enrichment Definition .....	7
Culturally Responsive Arts Learning .....	8
Culturally Responsive Practice in Arts Education .....	8
Culturally Responsive Practice through the Arts .....	9
Application Process .....	9
Arts Courses .....	10
Career & Technical Education Courses .....	10
Arts-Related Extracurricular Activities .....	11
Extracurricular Activities .....	11
Minimum Requirements .....	12
Student Capstone Process .....	12
What is a Capstone? .....	12
Timeline .....	12
Capstone Assessment .....	13
Example Capstone Projects .....	13
Arts Proficiency Seal Guidance Closing .....	14
Works Cited .....	15
Arts Extra-Curricular Activities Log Sheet .....	16

## Guidance Introduction

The Arizona Department of Education's (ADE) Office of Arts Education is housed within the Educator & School Excellence Unit's Title IV-A Program. The Office of Arts Education has been charged with the organization, implementation, evaluation, and monitoring of the Arizona State Seal of Arts Proficiency.

The mission of the Arizona Department of Education Arts Education Office is to provide support to Arts educators, classroom teachers, school and district administrators, and Arts stakeholders – including Arts and education organizations, community groups, and service organizations – so that every student has the opportunity to experience the power and beauty of the Arts, and the joy, creativity, and intellectual stimulation that instruction in the Arts provides.

The Arts Education Specialist will serve the internal and external customers of ADE by championing Arts Education for the State. They will work closely with arts agencies and schools to create a unified revitalization of values and goals for arts education providing content expertise while continuously creating arts opportunities for our students, teachers, teaching artists, administrators, and policy makers. It is through these actions that the **artistic literacy** of our state will flourish.

Specific responsibilities include but are not limited to:

- Manage the Arizona State Seal of Arts Proficiency
- Serve as a liaison to the state's arts educators
- Serve as primary arts education advocate for ADE
- Provide professional development in Arizona's academic arts standards, arts assessment, and arts integration
- Promote quality arts education programs in all of Arizona's schools
- Provide a variety of high-quality tools and resources for LEAs interested in learning how to create balanced, comprehensive, and sequential arts learning programs for their students

Arizona has a rich tapestry of supports for Arts Education, and the creation of the Arts Education Proficiency Seal is the latest testament to the importance the arts hold in the well-rounded academic, artistic, and social growth of our students.

*“Arts programs are an essential part of a well-rounded education system, not just electives that are nice for students to have. Research has proven that a balanced, comprehensive and sequential program of study in the arts allows Arizona's students to learn and practice 21st-century skills and behaviors that improve critical thinking, collaboration, communication and creative problem solving. I commend the Legislature for passing SB1111, which recognizes the superb work accomplished by students across Arizona.”*

**Kathy Hoffman, Superintendent of Public Instruction**

# State Seal of Arts Proficiency: History & Objectives

The Arizona State Seal of Arts Proficiency was signed into law by Governor Doug Ducey on May 14th, 2019. SB1111 had bipartisan support and was a grassroots effort from Arts Education Advocates from across the state. Senator Paul Boyer served as the bill's sponsor.

The goals of the Arizona State Seal of Arts Proficiency are:

- To celebrate students who demonstrate high levels of proficiency in the Arizona Arts Education Standards through personal expression and creative experiences in arts education programs
- To identify pathways of **artistic literacy** that cultivate skills for 21<sup>st</sup> century success
- To prepare students for college and career readiness, including active participation in the creative industries sector
- To promote increased access to well-rounded, high quality arts education across the state

## Requirements

For an Arizona student to qualify for the seal, they must complete a Seal of Arts Proficiency Pathway and successfully graduate from an Arizona district public or charter school. The pathway is designed to celebrate students who complete a rigorous, standards-based, and high-quality arts education course of study, provided to all LEAs including the most remote and rural communities.

To qualify for the Arizona State Seal of Arts Proficiency, a student will complete:

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: (dance, music, theatre, visual arts or media arts)
  - 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. 80 hours of arts related extracurricular activities (See page 11 for further information)
4. A student capstone project

## Equity and Access Statement

The Office of Arts Education is committed to ensuring ALL Arizona students have access to achieve the State Seal of Arts Proficiency regardless of zip code, economic, or school resource barriers.

If your school is not currently able to offer students the minimum pathway requirements, please reach out to the Arts Education Inbox [artsed@azed.gov](mailto:artsed@azed.gov) for assistance in developing alternative requirements or substitutions and a strategic plan to improve arts education access at your LEA over a mutually agreed upon number of years.

## Arts Education Overview

### 5 Artistic Disciplines- Music, Dance, Media Arts, Theatre, and Visual Arts

In 2015, Arizona updated the Arts Education Standards to more closely mirror the National Core Arts Standards which were created in 2014. The Arizona Arts Education Standards are rooted in the philosophy of *process over product*, and they center on the importance of cultivating **artistic literacy** for **all students**. The standards are sequentially-based, and include five recognized Artistic Disciplines: Music, Dance, Media Arts, Theatre, and Visual Arts.

Regardless of artistic medium or discipline, the standards emphasize and are organized around the creative process, and as such, all standards-based art courses should be organized around the 4 Artistic Processes:

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

**Students may qualify for the Arts Education Proficiency Seal by enrolling in any course aligned to the 5 recognized artistic disciplines (Music, Dance, Media Arts, Theatre, and Visual Arts) and meeting the other qualifying requirements.**



## Arizona Arts Education Standards

Arizona was one of a few key states to participate in the development of the [2014 National Core Arts Standards](#). The [Arizona Arts Education Standards](#) are closely connected to the National Arts Education Standards, and the guiding philosophies mirror each other:

*“These standards are being crafted to guide arts curriculum, instruction, and assessment in America’s schools. Toward that end, they emphasize the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of instructional improvement by:*

- **Defining artistic literacy** through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning;
- **Placing Artistic Processes and Anchor Standards** at the forefront of the work;
- Identifying **Creative Practices** as the bridge for the application of the Artistic Processes across all learning;
- Specifying **Enduring Understandings** and **Essential Questions** that provide conceptual through lines and articulate value and meaning within and across the arts discipline;
- Providing **Model Cornerstone Assessments** of student learning aligned to the Artistic Processes. (National Coalition for Core Arts Standards 6)



## Artistic Literacy, Well-Rounded Education, & Enrichment

It is a goal of the Arizona Arts Education Proficiency Seal to promote increased **access** to **well-rounded, high-quality** arts education across the state. As such, LEAs who choose to administer the seal must be able to identify “high-quality” arts education programming and make appropriate adjustments to district/charter policies & initiatives to ensure consistent delivering of said “high-quality” programming.

K-12 arts courses that are **standards-based, sequential**, delivered by **appropriately certified arts instructors** and **teaching artists**, and that are **provided adequate resources and support** from the LEA are to be considered “high quality.” These courses should also contribute to the **artistic literacy** of students’ enhancing their well-rounded education.



## Artistic Literacy Definition

An **artistically literate** person **understands** that **each arts discipline** employs unique sign and symbol systems to **make** and **express meaning**. For example, while a theatre artist or a dancer might primarily be concerned with the ways that dancers and actors interact with each other, spaces and materials, a musician might consider the gestures that convey meaning from a conductor to members of an orchestra or choir as signs that must be interpreted accurately in order for an ensemble to work together. Visual artists must understand the nuances of line, color, texture, and form to successfully create and communicate. Conversely media artists must understand the languages of analogue and digital media if they want to determine appropriate methods of integrating technologies for the purpose of artistic expression. **Arts literacy** therefore **requires** an acknowledgement that **each arts discipline has its own language**, which is informed by its history and common practices, and that learning these languages **requires in-depth immersion and training**. (National Coalition for Core Arts Standards 17)

## Well Rounded Education Definition

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, **arts**, history, geography, computer science, **music, career and technical education**, health, physical education, and any other subject, as determined by the State or local educational agency, **with the purpose of providing all students access to an enriched curriculum and educational experience**. (ESSA Section 8201 (52))

## Enrichment Definition

The term “enrichment” can be a broad term, depending on how it’s used. Generally, you’ll see the term referenced as a strategy to support instruction – along with other strategies such as acceleration and curriculum compacting.

Ideally, the purpose of enrichment should be to provide additional learning opportunities for students to go beyond the standard curriculum and explore a topic, or range of topics, with greater depth, breadth and complexity while making interdisciplinary connections, engaging in problem solving and critical thinking, and applying their learning in novel ways. **The experience should serve to support, or extend, learning in the classroom through being intentionally aligned to supporting standards-based instruction in the regular curriculum.**

ESSA states, “...enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic standards” (ESSA Section 6115 (b) (4)).

Finally, ESSA defines well-rounded education as a student’s civil rights. Therefore, access to high quality arts education is not just fun or enriching, but central to developing the whole child. The Arizona Arts Education Proficiency Seal is a natural extension of this right and allows for the equitable celebration and acknowledgement of students who choose to complete a rigorous course of study within the arts.

## Equitable & Inclusive Arts Learning

Arizona students bring diverse backgrounds and experiences with them to the classroom every day. This diversity includes interconnected, intersecting aspects of identity including race, linguistic background, age, gender, sexual orientation, religion, place (including neighborhood, city, and nation) and socioeconomic background. Arts classrooms must be prepared to meet the diverse needs of Arizona students in ways that are inclusive and ensure equitable access to high quality arts education

LEAs who implement the State Seal of Arts Proficiency should recognize that quality arts instruction includes building teacher competency in inclusive & culturally responsive arts learning. Do the schools' arts programs respond to the needs of their students by leveraging inclusive & culturally responsive arts learning to ensure the success of ALL students?

## Culturally Responsive Practice in Arts Education

Every Arizona arts education setting should strive for inclusive & culturally responsive teaching practice. According to [A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce](#),

“Teachers who engage in culturally responsive practice use strategies in the classroom that incorporate “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. Additionally, teachers who are culturally responsive in practice “empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.” Studies have shown that when teachers of all races and cultural backgrounds engage in culturally responsive practice, all students benefit academically and socially. Worth noting is that being a culturally responsive teacher requires engagement in a continuum of ongoing reflection, practice, and insight into the educational and social needs of each learner (Council of Chief State School Officers 10).

Are your arts, music, dance, theatre, and media arts classroom curricula responsive to the needs of your learners? Some questions to ask yourself about your arts classroom curriculum include:

To what extent does the curriculum:

- Reflect students' experiences and the communities in which they live?
- Include multiple voices and perspectives:
  - What they have been,
  - What they are, and
  - What they could be?
- Address the contributions of diverse cultures?
- Prepare students for success in college, career and community?



## Inclusive & Culturally Responsive Practice through the Arts

The arts are a vehicle for making and expressing meaning in a process that often centers student voice. For this reason, the arts are an ideal vehicle for transforming classrooms through inclusive & culturally responsive practice. Teaching and learning through the arts can support the assets student's bring to the table by allowing them to demonstrate understanding of subject matter through creative expression and personal connection to curriculum. ***This process of linking arts strategies and instruction with curriculum in other subjects is called arts integration.*** Arts integration can be a vehicle for culturally responsive teaching and improved educational outcomes for minority students.

All teachers can and should employ artistic tools in the classroom like storytelling, drawing, dancing, music, painting, acting, and digital media to explore content and make connections with students' lives, cultural heritage, and emotions. A meta-analysis of arts integration interventions in [Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act](#) showed that arts integration had a statistically significant impact on academic outcomes for racial/ethnic minority students, and students from low-income families (Ludwig et al 44-45). We encourage schools with strong arts programs to explore how arts integration strategies might **close Arizona's achievement gaps to improve educational outcomes** for **ALL** Arizona students.

## Application Process

In the fall, LEAs who wish to administer the State Seal of Arts Proficiency will submit an online application to ADE Arts Education. LEA applications will be reviewed for approval.

<http://www.azed.gov/artseducation/arizona-state-seal-of-arts-proficiency/> Applications include:

- **Contact information** for an LEA designated Arts Seal Coordinator
- **Participating High Schools** at the LEA
- **Qualifying Courses** Offered by the LEA
- **CTE Courses** Offered for Arts Seal Completion
- **LEA Administrative Procedures** to Ensure Students Meet Minimum Requirements

Schools should follow the **timeline** below to administer the State Seal of Arts Proficiency:

- **July 15<sup>th</sup>**: Applications Open for LEAs
- **September 15<sup>th</sup>\***: Deadline to submit the State Seal of Arts Proficiency application to the Office of Arts Education.
  - LEAs will be **notified of status within 4 weeks of submitting their application**
- **April 15<sup>th</sup>**: Deadline for participating LEAs to submit the LEA Seal Achievement Report
- **May 1st**: Deadline for LEAs to receive the State Seal of Arts Proficiency for qualifying graduates from the Office of Arts Education

If you have any questions about the application process or timeline, please contact the arts education inbox [artsed@az.gov](mailto:artsed@az.gov).

## Arts Courses

The online application to the Arizona Department of Education includes a list of approved arts courses students may complete to qualify for the State Seal of Arts Proficiency. A complete Arizona State Course Catalogue can be found at <https://www.azed.gov/stc/>.

**Courses selected by the LEA must be found within the corresponding academic year's course catalogue.**

Arts courses will fall into the **subject area** of “**Fine and Performing Arts**” in the catalogue and use the **subject codes AZ05 & AZ55**. LEAs should work to align their arts course offerings to the State Course Catalogue in their application.

**LEAs may submit arts course offerings by school or compile district wide.**

## Career & Technical Education Courses

Career and Technical Education (CTE) Courses are often closely allied to the objectives of developing **artistic literacy** and the 21st century skills supported by arts education. Students may substitute up to 2 CTE credits to meet minimum Arts Proficiency Seal course requirements.

Below is a list of pre-approved CTE Courses. Arizona Stakeholders selected these courses based on their focus in fostering student literacy in the core arts processes of Creating, Performing/Presenting/Producing, Responding, and Connecting.

### **Pre-Approved CTE courses**

- Animation
- Digital Communication
- Digital Photography
- Digital Printing
- Fashion Design and Merchandising
- Film and TV Production
- Graphic Design
- Interior Design
- Music and Audio Production
- Stagecraft



**Additional CTE Courses may be approved on a case-by-case basis.** For a full list of CTE programs visit: <http://www.azed.gov/cte/programs/>. LEAs may submit additional CTE Courses for approval to the Arizona Department of Education Office of Arts Education during the application process. To receive approval of additional CTE courses, LEAs should outline ways students in the specified CTE course engage with the core arts processes of Creating, Performing/Presenting/Producing, Responding, and Connecting in their classrooms.

**LEAs may submit CTE course offerings by school or compile district wide.**

# Arts-Related Extracurricular Activities

## Extracurricular Activities

ADE Arts Education defines an extracurricular activity 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.

See page 16 for an example of how an LEA might choose to log student arts-related extracurricular activities.

Below is a list of the *types* of actions LEAs may consider counting towards student extracurricular activities. This list is not exclusive or exhaustive. LEAs should outline for students activities they will count toward achievement of the State Seal of Arts Proficiency. Types of extracurricular activities may include the following:

### 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

### Theatre

- Community Theatre
- One Act Competition
- Speech & Debate
- Improvisation Performances
- Costume/Prop/Scene Shop Hours
- Drama Club
- Arizona Thespian Leadership

### Media Arts

- Internship at a 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
- Step Team
- Choreographing Performances
- Studio Training (off campus)
- Student Teaching (if not paid)
- Dance Honor Society

## Minimum Requirements

Students will be required to achieve a **minimum requirement of 80 hours** of arts-related extracurricular activities during their high school career. This requirement will be gradually rolled out over the subsequent years. These requirements set the bare minimum, LEAs with robust extracurricular arts opportunities are encouraged to set a higher minimum for achievement of the State Arts proficiency seal as deemed appropriate by the local educational agency.

- **Students graduating in school year 2020-2021** must complete **at least 45 hours** engaged in arts-related extracurricular activities as identified by the LEA governing body.
- **Students graduating in school year 2021-2022** must complete **at least 60 hours** engaged in arts-related extracurricular activities as identified by the LEA governing body.
- **Students graduating in school year 2022-2023** and beyond must complete **at least 80 hours** engaged in arts-related extracurricular activities as identified by the LEA governing body.

## 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

## Arts Proficiency Seal Guidance Closing

We are overjoyed your LEA is embarking on a journey to provide students with a pathway to high levels of arts proficiency in their education. The future of our state depends on educating young people who are prepared to work in the creative industries sector. According to data released by Americans for the Arts, “Arizona is home to 14,522 arts-related businesses that employ 74,688 people” (Americans for the Arts). Young people are needed to contribute to Arizona’s thriving, vibrant arts sector.

Regardless of post-secondary pursuits, students will value the 21<sup>st</sup> century skills gained through their arts education for a lifetime. It is the skills learned through the arts and humanities that prepare students with traits valued by employers: communication, collaboration, problem-solving, project management, and creativity. It is also the arts that nurture a society of empathy and joy. If we are to create a world where we strive to understand one another and our interconnectedness, where we imagine new futures and celebrate one another’s accomplishments, the arts are undeniably a catalyst for these pursuits.

Congratulations on taking the next steps toward recognizing students who have achieved a high level of proficiency in the arts at your LEA. Please do not hesitate to reach out to ADE Arts Education. We celebrate your implementation of the Arizona State Seal of Arts Proficiency.

Wishing you a year full of creativity,



Dustin Loehr  
Director of Arts Education & Title IV-A



Helen Buck-Pavlick  
Title IV-A Arts Education Specialist





## Works Cited

Americans for the Arts. "The Creative Industries in Arizona."

<https://seures21.brinkster.com/aftadc/Arizona/Arizona.pdf> Accessed July 2019.

Council of Chief State School Officers. "A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce." January 2019. [https://ccsso.org/sites/default/files/2019-01/Vision%20and%20Guidance%20for%20a%20Diverse%20and%20Learner-Ready%20Teacher%20Workforce\\_FINAL010919.pdf](https://ccsso.org/sites/default/files/2019-01/Vision%20and%20Guidance%20for%20a%20Diverse%20and%20Learner-Ready%20Teacher%20Workforce_FINAL010919.pdf). Accessed July 2019.

Meredith J Ludwig, Andrea Boyle, and Jim Lindsay. "Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act." American Institutes for Research. November 7, 2017. <https://www.wallacefoundation.org/knowledge-center/Documents/Arts-Integration-Research-Every-Student-Succeeds-Act-ESSA.pdf> Accessed July 2019.

National Coalition for Core Arts Standards. "National Core Arts Standards: A Conceptual Framework for Arts Learning." [https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework\\_0.pdf](https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_0.pdf) Accessed July 2019.

Every Student Succeeds Act. S. 1177 114th Cong. Public Law 114-95. [Washington] :U.S. Govt. 2015  
<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf> Accessed July 2019.



# Arts Extra-Curricular Activities Log Sheet

**School Year** \_\_\_\_\_

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

Date(s)	Description	# of Hours	Supervising Adult Signature