WH Croxford
Fine Arts Academy 30
Handbook

Welcome/Rationale/Overview

Students who are currently enrolled in Academies at the 20 level are encouraged to apply for the 30 level in their respective academies. The structure of the 30 level academy will be based on self-directed learning where students conceive and create a special project in their passion area. Students who complete all three years of an academy will receive an *Academy Certificate* acknowledging their successful completion of the three years. Academy 30 students would complete at least one afternoon 30 level elective course in their related area: VAM (Art 30), CAPA (Drama 30 and/or Dance 30, or Music (Music/Band 30). Academy 30 students would also complete five (5) Special Project credits in the morning during the scheduled 10/20 fine arts academies. They would work independently (but scheduled in Powerschool) alongside the 10/20 academy students.   The academy teacher would guide and facilitate the projects of the Academy 30 student(s) while the teacher worked with their 10/20 academy class. Students would have the choice of one of four periods that they could be enrolled in Academy 30 (semester 1/period 1, semester 1/period 2, semester 2/period 1, or semester 2/period 1); this would depend on their grade twelve time table. Students will take ELA and all of their other courses in the regular timetable. Students who move forward into the 30 level Fine Arts Academies would need to complete several tasks in order to be accepted and be successful. Those tasks are outlined below.

Academy 30 - Assessment

- ○ Written Proposal & Pitch Presentation   10% (presented in the spring of the year prior)
- ○ Weekly Progress Blogs on Website   20%
- ○ Website Gallery/Artifacts   10% (near the end)
- ○ Academy Project Deliverables   40%
- ○ Exhibition/Capstone Presentation   20%

Written Proposal & Pitch Presentation

To participate in the 30 level academy you must first propose a project. The proposal is used to show your interest in the project and program. A timeline and a 2 page written proposal must be submitted to your academy teacher before presenting the project to a panel of academy teachers including Mr Gray, Mrs. Rogers, Mr. Grant, Mr Everitt, and Mrs Cunningham.

How to Create a Project Proposal

1. Using what you have learned, hone your topic to formulate your project's thesis (what are you planning to do? What is your project about?). The purpose of the proposal should be written in a captivating manner, catching the reader's attention. This section is considered an introduction and gives the reader a taste of what is contained within the entire proposal. This should include the background of your topic and the reason for your interest in it. This can include previous work on a related topic or medium.

2. What are you creating? The next section should state the media and the techniques that you will be using. Provide a clear, detailed explanation of the work you are proposing to create. What is the style? What is your process?

3. The next section should address any specific technical or spatial requirements regarding the exhibition and/or performance. How will it be displayed? What will you need to display your work? Computers? Tri-folds? Projection? Stage?

4. Wrap it up with a conclusion that includes what you hope to demonstrate through doing the project.

Your proposal must be written in proper, formal English. Be mindful of tone and audience when writing. Ensure that you edit for grammar and punctuation.

5. Your pitch presentation should be under two minutes. Be prepared to respond to questions following your presentation. Your presentation should show your knowledge of your topic and plan and explain your project thoroughly.

Goal Setting and Planning

When you begin your Independent Project, you will add a Goal Setting and Planning section to your Written Proposal. You will be assessed on this aspect of your project as part of your **Written Proposal** mark.. Please use SMART Goal and create a specific timeline.

Written Proposal & Pitch Presentation Rubric

Name:

	4 MASTERY	3 ADVANCING	2 PROGRESSING	1 EMERGING
What will you do?	• All aspects of project explained •Theme/purpose is clear • Thorough, clear explanations and vocabulary of your chosen art form	• Most aspects of project explained •Theme/purpose is clear • Explanation using the vocabulary of your chosen art form	• Some aspects of project explained •Theme/purpose is present • Explanation using some vocabulary of your chosen art form	• Minimal thought • Major aspects of project are missing •Theme/purpose is inadequate
How will you do it?	• Techniques, materials and processes carefully explained	• Most techniques, materials and processes explained	• Some techniques, materials or processes are missing	• Minimal thought • Techniques, processes and materials are missing
Why will you do it?	• Intent is thorough and clear • Thorough explanations using the vocabulary of your chosen art form	• Beyond the obvious • Intent is clear • Sufficient explanation using the vocabulary of your chosen art form	• Intent is present, but vague	• Minimal thought • Intent is missing
Writing Quality	• Significant effort and depth of thought • Little to no grammar errors. • Clear organization	• Effort and thought are clearly shown • Some grammatical errors • Clear organization	• Some effort and thought • Grammar errors are distracting • Some organization	• Minimal thought and quality • Grammar makes it difficult to read • Disorganized
Presentation I can share my knowledge and understanding with an audience	• Demonstrates extensive knowledge of the topic • Responds confidently, and precisely to questions and feedback	• Demonstrates some knowledge of the topic • Responds accurately and appropriately to questions and feedback	• Demonstrates vague knowledge of the topic • Responds minimally to questions and feedback	• Demonstrates incomplete knowledge of the topic • Responds inaccurately to questions and feedback

Weekly Progress Blogs

Written or Video blogs will be posted on a weekly basis. Each blog must include visual representation from work done throughout the week. Sharing your process regularly is critical to this work, as such, submissions are expected on time. **Any failure to adhere to your submission schedule will result in a "0" for the week, and this mark cannot be replaced.**

Minimum 15 posts

Weekly Progress Blogs Rubric

Name:

CRITERIA	4 MASTERY	3 ADVANCING	2 PROGRESSING	1 EMERGING
CONTENT AND CREATIVITY (x2)	Postings provide comprehensive insight, understanding, and reflective thought about the topic	Postings provide moderate insight, understanding and reflective thought about the topic	Postings provide minimal insight, understanding and reflective thought about the topic.	Postings show little to no evidence of insight, understanding or reflective thought about the topic.
VOICE	Postings are written in a style that is appealing and appropriate for the intended audience and a consistent voice is evident throughout. Postings reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.	Postings are written in a style that is generally appropriate for the intended audience and an attempt is made to use a consistent voice. Postings reflect a some of the author's personality through word choices that attempt to bring the topic to life.	Postings are written in a style that does not fully consider the audience, and the author's voice is difficult to identify. Postings reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.	Postings reflect little awareness of the audience and it is difficult to identify the author's voice. Postings do not really reflect the author's personality and word choice does not bring the topic to life.
TEXT LAYOUT, USE OF PHOTOS/GRAPHICS	Selects and insert high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability.	Selects and inserts graphics and multimedia that are mostly high quality and enhance and clarify the content.	Selects and inserts many low-quality graphics which do not enhance the content.	Does not insert any photos/graphics, or uses low quality multimedia, which do not enhance the content.
Quality of Writing	Written responses are free of grammatical spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.

Website Gallery/Artifacts

Once your special project is nearing completion, you will develop its representation on your website. This will be a digital showcase of your work and must include: thoughtfully chosen evidence and artifacts from your process work accompanied by a written reflection, documentation of your final project as well as thorough visual evidence of your exhibition.

Website Gallery/Artifacts Rubric

Name:

	4 MASTERY	3 ADVANCING	2 PROGRESSING	1 EMERGING
Chosen Evidence and Artifacts	-All artifacts and work samples are clearly and directly related to your process -A wide variety of evidence is used	-Most artifacts and work samples are related to your process - A variety of evidence is used.	-Some artifacts and work samples are related to your process -Some variety of evidence is used	-All artifacts are unrelated to your process -All evidence is from the same genre
Content of Reflections	- All reflections clearly describe why artifacts in the portfolio demonstrate achievement	- Most of the reflections describe why artifacts in the portfolio demonstrate achievement	-Some reflections describe why artifacts in the portfolio demonstrate achievement	No reflections describe why artifacts in the portfolio demonstrate achievement
Quality of Writing	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.
Overall Layout/ Organization/ Appearance	The gallery is easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and subheadings.	The gallery is generally easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and subheadings. A few minor format changes would improve readers' accessibility to the content.	The gallery is often difficult to read due to inappropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and subheadings. Some formatting tools are under- or over-utilized and decrease the readers' accessibility to the content.	The gallery is difficult to read due to inappropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and subheadings. Many formatting tools are under- or over-utilized and decrease the readers' accessibility to the content.

Academy Project Deliverables

This special project will culminate with your art piece/presentation/performance/showcase. Most of your time will be devoted to developing this project deliverable. An outline of your proposed project deliverable and rubric will be included in your initial proposal and will be adjusted based on each student's project. You will determine what the criteria are for assessment in your individual project rubric below.

Academy Project Deliverables Rubric

Name:

	4 MASTERY	3 ADVANCING	2 PROGRESSING	1 EMERGING
CRITERIA 1:				
CRITERIA 2:				
CRITERIA 3:				
CRITERIA 4:				

Exhibition/Capstone Presentation

What is the purpose of a capstone?

Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for college, …

Students will formally present their findings and work to a panel and an invited audience of professionals, family members and staff. This presentation should highlight the students' process work and provide an analysis of their learning from participating in Academy 30. Students will have 10 to 15 minutes to deliver their capstone.
The analysis must answer the following:
- What were your challenges and how did you work through them?
- What were your triumphs and what made them great?
- What are the big ideas and themes that your project addressed?
- Who were your collaborators?
- What have you learned through all three years in the academy?
- How will this experience inform your future practices?

Exhibition/Capstone Presentation Rubric

Name:

	4 MASTERY	3 ADVANCING	2 PROGRESSING	1 EMERGING
Language Use and Delivery I can communicate ideas effectively	Effectively uses eye contact. Speaks clearly, effectively and confidently using suitable volume and pace. Fully engages the audience. Selects rich and varied words for context and uses correct grammar.	Maintains eye contact. Speaks clearly and uses suitable volume and pace. Takes steps to engage the audience. Selects words appropriate for context and uses correct grammar.	Some eye contact, but not maintained. Speaks clearly and unclearly in different portions. Occasionally engages audience. Selects words inappropriate for context; uses incorrect grammar.	Uses eye contact ineffectively. Fails to speak clearly and audibly and uses unsuitable pace. Does not engage audience. Selects words inappropriate for context; uses incorrect grammar.
Organization and preparation I can exhibit logical organization.	Introduces the project clearly and creatively. Maintains clear focus on the topic. Effectively includes smooth transitions to connect key points. Ends with logical, effective and relevant conclusion.	Introduces the project clearly. Maintains focus on the topic. Include transitions to connect key points. Ends with coherent conclusion based on evidence.	Introduces the project. Somewhat maintains focus on the topic. Includes some transitions to connect key points. Ends with a conclusion based on evidence.	Does not clearly introduce the project. Does not establish or maintain focus on the topic. Uses ineffective transitions that rarely connect points. Ends without a conclusion.
Knowledge I can share my knowledge and understanding with an audience of peers.	Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback.	Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback.
Contents I can follow instructions and complete them with clarity.	Contains all items required and is explained with clarity and precision.	Contains most of the items required and clearly explains the project and process.	Contains some items required, some further explanation required.	Contains few items required. Has no organization, and little explanation.

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Choices for Academy 30 Special Projects Block Schedule

In addition to your afternoon Fine Arts regularly scheduled elective, Academy 30 students will enroll in one of the following blocks for their Independent Special Project Block:

Academy 30 - Special Projects Block A (Semester 1- period 1)	Academy 30 - Special Projects Block C (Semester 2- period 1)

Academy 30 - Special Projects Block B (Semester 1- period 2)`	Academy 30 - Special Projects Block D (Semester 2- period 2)

<u>Proposal Checklist</u>

Name:

- ❏ Written two-page project proposal that includes:
    - ❏ Description of the project
    - ❏ Method by which the project will be carried out
    - ❏ Description of the result
    - ❏ Spaces necessary to complete project (made sure they are available)
    - ❏ People necessary to collaborate with (asked for their assistance)
    - ❏ Any other materials/resources needed
- ❏ Proposed timeline that includes:
    - ❏ Events
    - ❏ Checkpoints
    - ❏ Due dates
    - ❏ Any other important dates
- ❏ Rubric worksheet for final deliverable