



The Fine Arts Diploma Seal is awarded to graduating high school students who complete a Georgia Fine Arts Pathway and engage in additional fine arts or creative industry focus courses; fine arts-related extracurricular activities and community service, and the presentation of a Fine Arts Capstone Project.

Requirements for the HCS D Fine Arts Diploma Seal	
1) Three credits in a single fine arts pathway to denote mastery in one art form	
2) A fourth credit in either the same fine arts pathway, OR A fourth credit with the same fine arts emphasis from the list of approved Creative Industry Skill-Focused Courses:	<ul style="list-style-type: none">• CTAE courses• Journalism• Directed Study• Work-based Learning• Honors Mentorship
3) Involvement in two or more fine arts related extracurricular activities from the approved list	
4) At least 20 hours of arts-related community service from the approved list	
5) Presentation of the Fine Arts Capstone Project , meeting the rubric requirements	



Approved Fine Arts Courses

Please specify courses and levels offered for each Fine Arts Area

Music:

Music Theory & Composition 1 Unit

CIP #: 53.02100 Hall County #: 2205 (Beginning)
CIP #: 53.02200 Hall County #: 2206 (Intermediate)
CIP #: 53.02270 Hall County #: 2207 (Advanced)
Prerequisite: None
Credit Type: L1; Core or elective credit

Advanced Placement (AP) Music Theory, 1 Unit

CIP #: 53.02300 Hall County #: 2290
Prerequisite: None
Credit Type: L3; Core or elective credit

Beginning Band I, II .5 or 1 Unit

CIP #: 53.03610 Hall County #: 2235 (I)
CIP #: 53.03620 Hall County #: 2236 (II)
Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence
Credit Type: L1; Core or elective credit

Intermediate Band I – IV .5 or 1 Unit

CIP #: 53.03710 Hall County #: 2210 (I)
CIP #: 53.03720 Hall County #: 2211 (II)
CIP #: 53.03730 Hall County #: 2212 (III)
CIP #: 53.03740 Hall County #: 2213 (IV)
Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence
Credit Type: L1; Core or elective credit

Intermediate Instrumental Ensemble I – IV, 1 Unit

CIP #: 53.07510 Hall County #: 2411 (I)
CIP #: 53.07520 Hall County #: 2412 (II)
CIP #: 53.07530 Hall County #: 2413 (III)
CIP #: 53.07540 Hall County #: 2414 (IV)
Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence
Credit Type: L1; Core or elective credit

Intermediate Jazz I –IV 1 Unit

CIP #: 53.06510 Hall County #: 2224 (I)
CIP #: 53.06520 Hall County #: 2225 (II)
CIP #: 53.06530 Hall County #: 2226 (III)
CIP #: 53.06540 Hall County #: 2227 (IV)
Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence
Credit Type: L1; Core or elective credit

Music (continued):

Advanced Band I – IV

.5 or 1 Unit

- CIP #: 53.0381 Hall County #: 2214 (I)
- CIP #: 53.0382 Hall County #: 2215 (II)
- CIP #: 53.0383 Hall County #: 2216 (III)
- CIP #: 53.0383 Hall County #: 2218 (III – Honors)
- CIP #: 53.0384 Hall County #: 2217 (IV)
- CIP #: 53.0384 Hall County #: 2219 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence; teacher recommendation required for Honors

Credit Type: L1 or L2; Core or elective credit

Advanced Instrumental Ensemble I – IV, 1 Unit

- CIP #: 53.07610 Hall County #: 2421 (I)
- CIP #: 53.07620 Hall County #: 2422 (II)
- CIP #: 53.07630 Hall County #: 2423 (III)
- CIP #: 53.07630 Hall County #: 2428 (III – Honors)
- CIP #: 53.07640 Hall County #: 2424 (IV)
- CIP #: 53.07640 Hall County #: 2429 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1; Core or elective credit

Advanced Jazz I – IV

1 Unit

- CIP #: 53.06610 Hall County #: 2441 (I)
- CIP #: 53.06620 Hall County #: 2442 (II)
- CIP #: 53.06630 Hall County #: 2443 (III)
- CIP #: 53.06630 Hall County #: 2448 (III – Honors)
- CIP #: 53.06640 Hall County #: 2444 (IV)
- CIP #: 53.06640 Hall County #: 2449 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1; Core or elective credit

Mastery Band I – IV

1 Unit

- CIP #: 53.0391 Hall County #: 2431 (I)
- CIP #: 53.0391 Hall County #: 2435 (I – Honors)
- CIP #: 53.0392 Hall County #: 2432 (II)
- CIP #: 53.0392 Hall County #: 2436 (II – Honors)
- CIP #: 53.0393 Hall County #: 2433 (III)
- CIP #: 53.0393 Hall County #: 2437 (III – Honors)
- CIP #: 53.0394 Hall County #: 2434 (IV)
- CIP #: 53.0394 Hall County #: 2438 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1; Core or elective credit

Music (continued):

Beginning Chorus I – IV

.5 or 1 Unit

CIP #: 54.02110 Hall County #: 2301 (I)
CIP #: 54.02120 Hall County #: 2302 (II)
CIP #: 54.02130 Hall County #: 2303 (III)
CIP #: 54.02170 Hall County #: 2304 (IV)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1; Core or elective credit

Intermediate Choral Ensemble I – III .5 or 1 Unit

CIP #: 53.07210 Hall County #: 2280 (I)
CIP #: 53.07220 Hall County #: 2281 (II)
CIP #: 53.07230 Hall County #: 2282 (III)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence Credit Type: L1; Core or elective credit

Intermediate Chorus I – IV

.5 or 1 Unit

CIP #: 54.02210 Hall County #: 2311 (I)
CIP #: 54.02220 Hall County #: 2312 (II)
CIP #: 54.02230 Hall County #: 2313 (III)
CIP #: 54.02270 Hall County #: 2314 (IV)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence Credit Type: L1; Core or elective credit

Advanced Choral Ensemble I – IV, .5 or 1 Unit

CIP #: 53.07310 Hall County #: 2284 (I)
CIP #: 53.07320 Hall County #: 2285 (II)
CIP #: 53.07330 Hall County #: 2286 (III)
CIP #: 53.07330 Hall County #: 2291 (III – Honors)
CIP #: 53.07340 Hall County #: 2287 (IV)
CIP #: 53.07340 Hall County #: 2292 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1 or L2; Core or elective credit

Advanced Chorus I – IV

.5 or 1 Unit

CIP #: 54.02310 Hall County #: 2321 (I)
CIP #: 54.02320 Hall County #: 2322 (II)
CIP #: 54.02330 Hall County #: 2323 (III)
CIP #: 54.02330 Hall County #: 2325 (III – Honors)
CIP #: 54.02340 Hall County #: 2324 (IV)
CIP #: 54.02340 Hall County #: 2326 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1 or L2; Core or elective credit

Music (continued):

Mastery Mixed Chorus I – IV

1 Unit

CIP #: 54.02350	Hall County #: 2331 (I)
CIP #: 54.02350	Hall County #: 2335 (I – Honors)
CIP #: 54.02360	Hall County #: 2332 (II)
CIP #: 54.02360	Hall County #: 2336 (II – Honors)
CIP #: 54.02370	Hall County #: 2333 (III)
CIP #: 54.02370	Hall County #: 2337 (III – Honors)
CIP #: 54.02380	Hall County #: 2334 (IV)
CIP #: 54.02380	Hall County #: 2338 (IV – Honors)

Prerequisite: Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

Credit Type: L1; Core or elective credit

International Baccalaureate (IB) Music, Year 1 or 2, 1 Unit

CIP #: 53.02900	Hall County #: 2288 (Year 1)
CIP #: 53.02910	Hall County #: 2289 (Year 2)

Prerequisite: Approval of the school IB coordinator & one music credit; courses must be taken in sequence

Credit Type: L3; Core or elective credit

Theatre

Theatre Arts Fundamentals I – IV .5 or 1 Unit

CIP #: 52.021 Hall County #: 2100 (I)

CIP #: 52.022 Hall County #: 2101 (II)

CIP #: 52.023 Hall County #: 2102 (III)

CIP #: 52.024 Hall County #: 2103 (IV)

Prerequisite: Courses must be taken in sequence Credit Type: L1; Core or elective credit

Advanced Drama I, II, III, IV 1 Unit

CIP #: 52.05100 Hall County #: 2104 (I)

CIP #: 52.05200 Hall County #: 2105 (II)

CIP #: 52.05230 Hall County #: 2114 (III)

CIP #: 52.05240 Hall County #: 2115 (IV)

Prerequisite: Courses must be taken in sequence Credit Type: L1; Core or elective credit

Musical Theater I, II, III, IV 1 Unit

CIP #: 52.03100 Hall County #: 2110 (I)

CIP #: 52.03200 Hall County #: 2111 (II)

CIP #: 52.03300 Hall County #: 2112 (III)

CIP #: 52.03400 Hall County #: 2113 (IV)

Prerequisite: Courses must be taken in sequence Credit Type: L1; Core or elective credit

Theater Technology I, II, III, IV .5 or 1 Unit

CIP #: 52.04500 Hall County #: 2120 (I)

CIP #: 52.04600 Hall County #: 2121 (II)

CIP #: 52.04700 Hall County #: 2130 (III)

CIP #: 52.04800 Hall County #: 2131 (IV)

Prerequisite: Courses must be taken in sequence Credit Type: L1; Core or elective credit

International Baccalaureate (IB) Theatre, Year 1 or 2, 1 Unit

CIP #: 52.05300 Hall County #: 2123 (Year 1)

CIP #: 52.05400 Hall County #: 2124 (Year 2)

Prerequisite: Approval of the school IB coordinator; Year 1 course is a prerequisite for the Year 2 course

Credit Type: L3; Core or elective credit

Visual Arts

Visual Arts Comprehensive I - IV .5 or 1 Unit

CIP #: 50.02110 Hall County #: 2001 (I)

CIP #: 50.02120 Hall County #: 2002 (II)

CIP #: 50.02130 Hall County #: 2003 (III)

CIP #: 50.02400 Hall County #: 2004 (IV)

CIP #: 50.02600 Hall County #: 2005 (V)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence: Credit Type: L1; Core or elective credit

Ceramics & Pottery I – IV 1 Unit

CIP #: 50.04110 Hall County #: 2041 (I)

CIP #: 50.04120 Hall County #: 2042 (II)

CIP #: 50.04130 Hall County #: 2043 (III)

CIP #: 50.04140 Hall County #: 2044 (IV)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence: Credit Type: L1; Core or elective credit

Drawing I, II 1 Unit

CIP #: 50.03110 Hall County #: 2011 (I)

CIP #: 50.03120 Hall County #: 2012 (II)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence: Credit Type: L1; Core or elective credit

Drawing & Painting I, II 1 Unit

CIP #: 50.03130 Hall County #: 2021 (I)

CIP #: 50.03140 Hall County #: 2022 (II)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence: Credit Type: L1; Core or elective credit

Photography I - IV 1 Unit

CIP #: 50.07110 Hall County #: 2051 (I)

CIP #: 50.07120 Hall County #: 2052 (II)

CIP #: 50.07130 Hall County #: 2053 (III)

CIP #: 50.07140 Hall County #: 2054 (IV)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence: Credit Type: L1; Core or elective credit

Visual Arts/Advanced Placement (AP) Studio: Drawing, 1 Unit

CIP #: 50.08110 Hall County #: 2070

Prerequisite: Visual Arts Comprehensive I; Teacher recommendation: Credit Type: L3; Core or elective credit

Advanced Placement (AP) Studio Art: 2-D Design Portfolio, 1 Unit

CIP #: 50.08130 Hall County #: 2071

Prerequisite: Visual Arts Comprehensive I; Teacher recommendation: Credit Type: L3; Core or elective credit

Advanced Placement (AP) Studio Art: 3-D Design Portfolio, 1 Unit

CIP #: 50.08140 Hall County #: 2072

Prerequisite: Visual Arts Comprehensive I; Teacher recommendation: Credit Type: L3; Core or elective credit

International Baccalaureate (IB) Visual Arts, Year 1 or 2, 1 Unit

CIP #: 50.04400 Hall County #: 2074 (Year 1)

CIP #: 50.04500 Hall County #: 2075 (Year 2)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence; Approval of the school IB coordinator

Credit Type: L3; Core or elective credit

Approved Creative Industries Focus Courses (must be related to fine arts area)

CTAE	Course Title: Intro to Construction or Carpentry I	Course Number: 46.546 or 46.550
<p>*Creative Industries Focus Dimension: Focus on construction and set design within the fine arts area while studying and practicing creativity and design. Creativity and design leading to innovation also has been recently promoted as the key to global economic competitiveness.</p>		
CTAE	Course Title: Foundations of Engineering and Technology	Course Number: 21.425
<p>*Creative Industries Focus Dimension: Focus on construction and set design within the fine arts area while studying and practicing creativity and design. Creativity and design leading to innovation also has been recently promoted as the key to global economic competitiveness.</p>		
CTAE	Course Title: Examining the Teaching Profession	Course Number: 13.011
<p>*Creative Industries Focus Dimension: Focus on teaching Fine Arts to elementary and middle school students. Curriculum cultivates creativity and design leading to innovation.</p>		
CTAE	Course Title: Introduction to Personal Care Services	Course Number: 12.544
<p>*Creative Industries Focus Dimension: Focus on image and makeup/hair within the fine arts area while studying and practicing creativity and design. Creativity and design leading to innovation also has been recently promoted as the key to global economic competitiveness.</p>		
English Language Arts	Course Title: Journalism I, II, III, IV	Course Number: 23.03200 – 23.03600 Prerequisite: Approval of school's Journalism Teacher and Visual Arts
<p>*Creative Industries Focus Dimension: Students create an authentic product with the school yearbook. The students focus on photography, formatting, and the use of graphics to communicate meaning and purpose. Additionally, students highlights their career goals, preparation, industry trend research, post-secondary options; and career goals, while reflecting on their visual arts experience in journalism.</p>		

Other – Directed Study	Course Title: Directed Study I - IV	Course Numbers: 70.03100, 70.03200, 70.03300, or 70.03400 Prerequisite: Approval of school’s Gifted Coordinator and Fine Arts Teacher
<p>*Creative Industries Focus Dimension: Student creates an industry recognized e-Portfolio in the appropriate fine arts pathway to highlight their career goals, preparation, industry trend research, post-secondary options; and career goals.</p>		
CTAE	Course Title: Theatre WBL	Course Number: 52.7XXX
CTAE	Course Title: Music WBL	Course Number: 53.7XXX
CTAE	Course Title: Visual Art WBL	Course Number: 50.7XXX
<p>*Creative Industries Focus Dimension: Student creates an industry recognized e-Portfolio in the fine arts pathway to highlight their career goals, preparation, industry trend research, internship experience, certifications received, community service/involvement, and post-secondary plans; will provide evidence of experience, skills and knowledge.</p>		
Honors Mentorship	Course Title: Music, Theatre Arts, or Visual Arts Mentorship I, II, III, IV (Honors)	70.01100, 70.01200 70.01300, 70.01400
<p>*Creative Industries Focus Dimension: Students work alongside a professional mentor in the Music, Theatre Arts, or Visual Arts career field for five hours a week. Designed to immerse students in the fine arts career experience, students also prepare and present to the appropriate community fine arts audience on the topic of their research project. The research components include: An essential question; Primary and secondary research; A student project plan including a bibliography and original interview sources; Professional abstract; and, Evidence of findings</p>		

Extracurricular and Other School-Sponsored Activities (Students must complete 2 or more)

For Music, Theatre, and Visual Arts, students may count extracurricular activities only if they participate beyond simply being a member. The Fine Arts Diploma Seal will require extracurricular Fine Arts experiences where students engage in one or more of the following roles:

- **Performance**
- **Leadership**
- **Building / Design**
- **Composition or Choreography**
- **Creativity**

Music:

- GMEA All-State and Honor events (participate in audition, not contingent upon passing)
- Perform in community choirs
- Perform with Marching Band
- Perform in University band and choral events (JanFest, UGA Choral Day, Young Harris Choral Day, Georgia State Choral Day, etc.)
- Performing at school events (Baccalaureate, Ring Ceremonies, Pep Rallies, Sporting events)
- Participating in extracurricular performances of ensembles in which student is not an enrolled class member
- Auditioning and/or attending Governor's Honors
- Participating in Future Music Educator's Colloquium at GMEA ISC

Theatre Arts:

- Participate in One Act production
- Participate in production of After School Shows
- Participate in production of Musicals
- Perform with Improv Troupe
- Participate in productions of Theater for Youth
- Assisting productions involving feeder programs
- Assisting school programs in the Performing Arts Center
- Induction and active participation in International Thespian Society (attaining Honor Thespian status)
- Attendance and participation in Thescon sessions
- Auditioning and/or attending Governor's Honors Program

Visual Arts:

- Leadership position in Art Club
- Membership and Active Participation in National Art Honor Society
- Active Participation in Fine Arts Council
- Active Participation in Youth Art Month
- Exhibition of Congressional Art
- Participation and exhibition in SCAD Days
- Applying for and/or attending Governor's Honors Program
- Participation in Professional Art Workshops
- Participation in NAEA Workshops
- Organizing a Paint Party for an explicit purpose
- Participation/exhibition in INK-Art In The Square
- Participation in Piedmont College portfolio review
- Participation in Additional Workshops
- Participation in Additional Art Competitions
- Participation in an art-focused Web Design course

Community Service (Students must complete 20 hours or more)

Music:

- Performing at community events or other special events outside of the general concert season
- Serving at events that benefit arts groups (other groups at the school, community/religious arts groups, etc.)
- Performing maintenance, clerical work or other supportive services to an arts organization including those in the school
- Providing tutoring/coaching services to younger music students

Verification:

- Google form which includes a description of the service, an hours log, and a references field for verification.
- Reflections
- *See Form in Appendix*

Theatre Arts:

- Students would be responsible for obtaining signatures verifying hours from supervisor, pending approval for fine arts teacher.
- Pre-approval is important.
- Balance - we do want service connected to school involvement
- 20 hours - make it meaningful; there should be a common theme

Verification:

- Google form which includes a description of the service, an hours log, and a references field for verification.
- Reflections
- *See Form in Appendix*

Visual Arts:

- Flyer of all different community service opportunities
- Project ideas may include docent work at a museum, volunteer instructor at a community arts center, volunteering with a professional artist, volunteer at artists' markets, additional WBL opportunities.

Verification:

- Google form which includes a description of the service, an hours log, and a references field for verification.
- Reflections
- *See Form in Appendix*

Capstone Presentation (Evaluated using Capstone Rubric)

Students will work with the appropriate Fine Arts Teacher to plan their course of study, extracurricular activities, community service related to their Fine Arts area, and their reflective Capstone Project.

Timeline:

- Freshman year: Students plan course of study and possible extracurricular activities
- Sophomore year: Students explore more involved roles in fine arts related extracurricular activities and begin community service in fine arts – Reflective Journal
- Junior year: Students continue with fine arts courses, activities, and service, while also planning the Capstone Presentation with their Fine Arts Teacher
- Senior year: Between January – April of their senior year, students plan and present their Capstone Project, paying careful attention to the rubric requirements.

Capstone Projects will be evaluated using the Capstone Project Rubric (*see Appendix B*).

All Music, Theatre, and Visual Arts Fine Arts Diploma Seal students will present a 3 to 5-minute capstone project for a panel of teachers and professionals in the fine arts field.

- The presentation may use Power Point or another presentation method to highlight the most meaningful experiences in the fine arts program at their school.
- Students must include a creative element that pertains to their fine art area in their presentation (art, performance, journal reading, video, presentation, other choice)
- Students should share how the fine art program has impacted their lives and articulate how their experiences will impact their future selves.

Music:

Student's teacher, one other teacher in the same field (can be from the same school, another school or feeder), and one Cabinet member or professional will be present at the exhibition of the Capstone, which can be incorporated into an existing exhibition or given a separate exhibition as agreed upon by the student and music teacher.

Theatre Arts:

Student should document evidence with video, photos, and journal entries to create a portfolio to present to fine arts teacher, another teacher selected by student, and an administrator or professional, chosen by the student.

For example, if a student choreographed a musical, then he/she would present a reflective synopsis of what they had accomplished and learned.

The fine arts teacher is required to mentor the student in the preparation of his/her capstone by meeting with the student three times to assess the student's preparedness and initiative.

Visual Arts:

Students will create a coherent body of artwork to be virtually exhibited with a reflective rationale. They will build a semi-professional website or eportfolio. The student will have one full school year, in his/her junior or senior year, to complete and present their Visual Art Capstone. The capstone committee will consist of a teacher, administrator, and field professional. These members will record feedback on the exhibit and eportfolio.



Fine Arts Diploma Seal Community Service Validation Form

Student Name:

School:

Fine Arts Area:

Fine Arts Teacher:

Proposed Community
Service Project:

Must be a minimum of 2 hours (Total of 20 hours required for Fine Arts Diploma Seal)

_____ Approved

_____ Not Approved

_____ Need More Info

Fine Arts Teacher's Signature: _____

Description of services completed:

This is to certify that _____ completed _____ hours of community

service for _____ on _____.

(Name of Organization)

(Date)

Community Organization Representative Signature

Title

Student Signature

Date

Please complete your critical reflection by addressing the questions listed below on the reverse side of this form. Then turn in completed form to your Fine Arts Teacher.

Fine Arts Diploma Seal: Community Service Reflection

- 1) What were your expectations before this service experience?
- 2) What happened that surprised you or was unexpected?
- 3) How does this experience relate to your fine arts area? To a career in fine arts?
- 4) How did you change or grow from this experience?

Fine Arts Diploma Seal Capstone Presentation Rubric

Commitment	Creativity	Extracurricular Activities	Community Service
Completing a fine arts pathway and a culminating 4th course	Exploring and extending ideas leading to creative work	Deep involvement in fine arts beyond school	Meaningful community service in fine arts
Student Presentation and Reflection		Y/N?	Notes/Comments
<ul style="list-style-type: none"> • Evidence of commitment to fine arts area 			
<ul style="list-style-type: none"> • Evidence of creativity in fine arts area 			
<ul style="list-style-type: none"> • Evidence of identification of strengths and areas for personal growth 			
<ul style="list-style-type: none"> • Evidence of undertaking new challenges and developing new skills in the process 			
<ul style="list-style-type: none"> • Evidence of initiating and planning community service related to fine arts area 			
<ul style="list-style-type: none"> • Evidence of commitment and perseverance in fine arts experiences 			
<ul style="list-style-type: none"> • Evidence of understanding of and preparation for college and career in fine-arts related industries 			
<ul style="list-style-type: none"> • Reflections completed on significant fine arts experiences 			