

Senior Capstone
Legacy Project Manual
2020-2021

Overview

The focus of the Arts at the Capitol Theater Senior Capstone: Legacy Project is to engage each student in a personalized learning experience. The project allows students the opportunity to apply and to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest, supported by an adult mentor. Each student will have the assistance of a faculty advisor to guide the student through this project, as well as an adult mentor who has specific knowledge of the area the student has chosen to explore.

Goal: Create a Senior Capstone Legacy Project that will have a lasting impact on the community (school, town, state, global)

Questions to ask yourself:

- What is the problem/topic you want to address?
- Why does it matter?
- What are you going to do about it?
- What lasting contribution will it make?

Non-negotiables:

1.) Research

- a. Develop the question you would like to answer by completing your project (EQ)
- b. Obtain a Mentor (Expert in the Field)
- c. Determine how your research will impact the community (Community Connection)
- d. Explore research relevant to your topic
- e. Write research paper (English class)

2.) Arts Connection

- a. Integrate **your performing arts focus area** in your research OR presentation
- b. Apply for "Project of Distinction" recognition if you plan on integrating arts in BOTH your research AND complete presentation with highly successful ratings

3.) Presentation

- a. Design a creative product summarizing your learning
 - i. Digital "Gallery Walk" Wednesday, 5/5/21*subject to change
- b. Present your project to an audience
 - i. Presentation day Wednesday, 5/19/21*subject to change

4.) Reflection

- a. Minimum of 4 documented meetings with a mentor throughout the process
- b. Bi-Weekly Check-ins with Faculty Advisor
- c. Quarterly meetings with Principal
- d. Summative Final Reflection

****Please note: All non-negotiables must be met in order to successfully complete this graduation requirement****

Senior Capstone Legacy Project Core Features

(R. Beghetto, What if?)

LEGACY PROJECTS ARE....

1.) For Students, By Students (FSXS)

Legacy projects are designed for students by students to take beautiful risks by addressing complex challenges and ill-defined problems. Students identify the problem to be addressed, students develop the rationale for why it matters, students design an approach to address it, and students determine how the work will live on.

2.) A Creative Response to Uncertainty

Legacy projects have the goal of helping students learn how to respond productively to uncertainty in the form of addressing an ill-defined problem or complex challenge that matters to them, their schools, communities and beyond.

3.) Collaborative Endeavors

Legacy projects require students to collaborate with outside partners and experts to bring outside learning into the classroom, pushing learning beyond the walls of the classroom, and establishing lasting relationships that will help ensure that the work lives on.

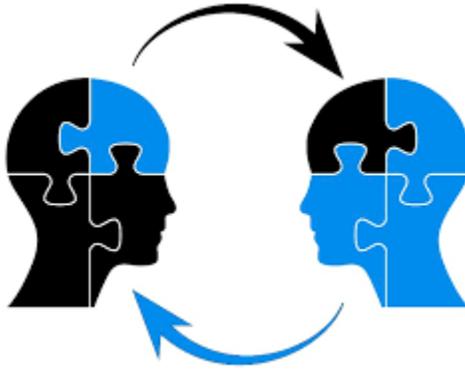
4.) Exhibited & Curated

Legacy projects are exhibited to public audiences for critique and feedback. The “behind-the-scenes” stories and artifacts of the project are maintained and made accessible to anyone who is interested in learning from or replicating the work.

5.) Never-ending Projects

The contribution of a legacy project is designed – from the outset – to live on. The work of legacy projects is designed to be sustainable, maintainable, and ultimately passed on to new generations of students who can continue to ensure that the work makes a lasting contribution.

Roles of Advisors and Mentors:



This is YOUR project, but we are here to help!

Advisors:

ACT faculty members assigned to students assist in the following ways:

- Facilitate brainstorming sessions and discussion of projects during each phase
- Mentor verification to ensure a mentor has been obtained
- Assist seniors in completion of Project Proposal
- Review timeline of requirements to ensure completion of project
- Monthly Check-In meetings

Mentors:

Expert in the field, outside of our school building, who is NOT a close family member and who agrees to be available to you throughout the process:

- Commit to sharing technical expertise and knowledge
- Meet with student throughout the project (minimum of 4 documented meetings: virtual, phone calls, email exchanges)
- Offer guidance, inspiration, and/or support
- Provide direct instruction in processes
- Provide continuous feedback throughout process
- Inform School Advisors of any difficulty with students' cooperation in the process

**“We all need someone who inspires us to do better than we know how.”
-Anonymous**

Timeline and Checklist

Use this as a checklist! Check off each item as you complete it!

| | |
|--|---|
| <p>Quarter 1: September- November 6</p> | <ul style="list-style-type: none">○ Complete and submit Senior Project: Legacy Project Proposal; obtain project approval from Faculty Advisor○ Complete and submit Student and Parent Statement of Understanding and Mentor Agreement (signed by Mentor)○ Meet with Mentor and Faculty Advisor for guidance and support○ Meet with Principal for approval |
| <p>Quarter 2: November 9- January 15</p> | <ul style="list-style-type: none">○ Engage in research/investigation○ Establish project connections in the community/outreach○ Establish Arts Integration○ Meet with Mentor and Faculty Advisor○ Build “Works Cited” List○ Complete research paper○ Meet with Principal for check point |
| <p>Quarter 3: January 25- March 26</p> | <ul style="list-style-type: none">○ Continue community connections and arts integration○ Begin planning sales pitch and presentation○ Meet with Mentor and Faculty Advisor○ Meet with Principal for check point |
| <p>Quarter 4: March 29- June</p> | <ul style="list-style-type: none">○ Complete Sales Pitch (Creative Product Gallery Wednesday May 5, 2021)○ Meet with Mentor and Faculty Advisor (Feedback for presentation)○ Meet with Principal for presentation tips and check point○ Finalize presentation/performance arrangements○ Presentation Wednesday, May 19, 2021○ Post-presentation Summative Reflection |

***Research paper will be submitted through English 12 as part of curriculum**



Preparing for your Presentation:

The presentation component of you project includes:

- 1.) Design a sales pitch summarizing your project to be displayed during the gallery walk Wednesday, 5/5/21
- 2.) Present your project to an audience
 - Senior Project Presentation day Wednesday, 5/19/21 (mandatory for all)

What is the purpose of my sales pitch?

Your product acts as your “sales pitch”. Think of this as your way to get an audience to come see your presentation.

Your product should highlight:

- The topic of your project and your essential question
- 3-4 main research points you discovered and the sources of that information
- Your arts connection
- Community Connection: In what way did you connect and share your research with the community?

What does the presentation involve?

Presentation Day:

You will present your learning during ACT’s Senior Project Presentation day on Wednesday, May 19.

- Formal presentation to faculty and student audience using visual aide (PowerPoint, Prezi, Informational Video, etc)
- Include research, arts connection, community impact
- Faculty and student audience completes feedback forms as your evaluation



Common Questions:

How do I achieve “Project of Distinction”?

In order to achieve the “Project of Distinction” designation, a student must:

1.) Meaningful integration of the performing arts in ALL areas:

- a. Essential Question
- b. Research
- c. Public Presentation

These need to be clearly stated at the beginning of your presentation

2.) Make a meaningful connection to the community (school, town, state, global)

3.) Complete ALL tasks by their designated deadlines

4.) Achieve Highly Successful results (based on self-evaluation, peer evaluation, and faculty feedback)

If you believe your project will qualify, notify your Faculty Advisor.

What are samples of “good” essential questions?

- How have changes in society influenced choreography through time?
- How have developments in computer technology affected animation?
- What role does persistence play in revising, refining and developing work?
- How do computer generated images influence our view of the world?
- How does music influence the audience’s interpretation of a performance piece?

How can I integrate the arts in my project?

- Put on a show/production/workshop as your public presentation
- Utilize the arts as a method of community outreach (music, dance, writing classes for younger children or senior citizens)
- Create artwork to be put on public display
- Make a video or animation as your public presentation
- Write a script and have it performed in public
- Design lights or set for a production and document that process with a portfolio
- The options are endless!

How can I find a mentor?

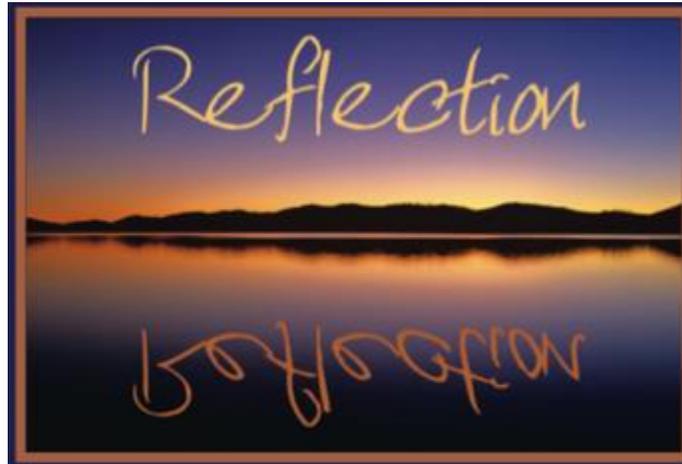
- Reach out to local universities (ECSU, QVCC, UCONN) to see if there is a professor in the field willing to work with you
- Search local organizations relevant to your topic using Google maps and call or email the business owner
- Ask your family and friends if they know anyone in the field they could introduce you to

- Utilize your Faculty Advisor as a resource to help you find a mentor

Summative Discussion

To be completed with your Faculty Advisor after your presentation:

Chose a format to answer the following questions
(written paragraphs, video, visual map, bulleted list)



- 1.) Was your project successful? Why or why not?
- 2.) What impact did your project make on the community?
- 3.) What legacy do you hope your project left?
- 4.) How have you grown as a learner through this process?
- 5.) What did you learn from your mentor?
- 6.) Did the presentation of your learning go as expected? Why/why not?
- 7.) What would you do differently if you were to do this project again?
- 8.) What advice would you give next years senior class before they start the process?

Senior Capstone: Legacy Project Proposal

Student Name: _____

Topic: _____

| | | |
|---|---|--|
| <p>What is your QUESTION? (The WHAT)</p> | <p>Why does it MATTER? (The SO WHAT)</p> | <p>How will this project IMPACT the COMMUNITY? (Community Connection)</p> |
| | | <p>What LASTING CONTRIBUTION will you make? (Your LEGACY)</p> |

How will you INTEGRATE the ARTS?

Who is helping YOU? (Mentor)

What MATERIALS/RESOURCES do you need? Where can you find these resources?

How will they help you?

How will you hold yourself ACCOUNTABLE for meeting deadlines?

How will YOU know if your project is SUCCESSFUL?

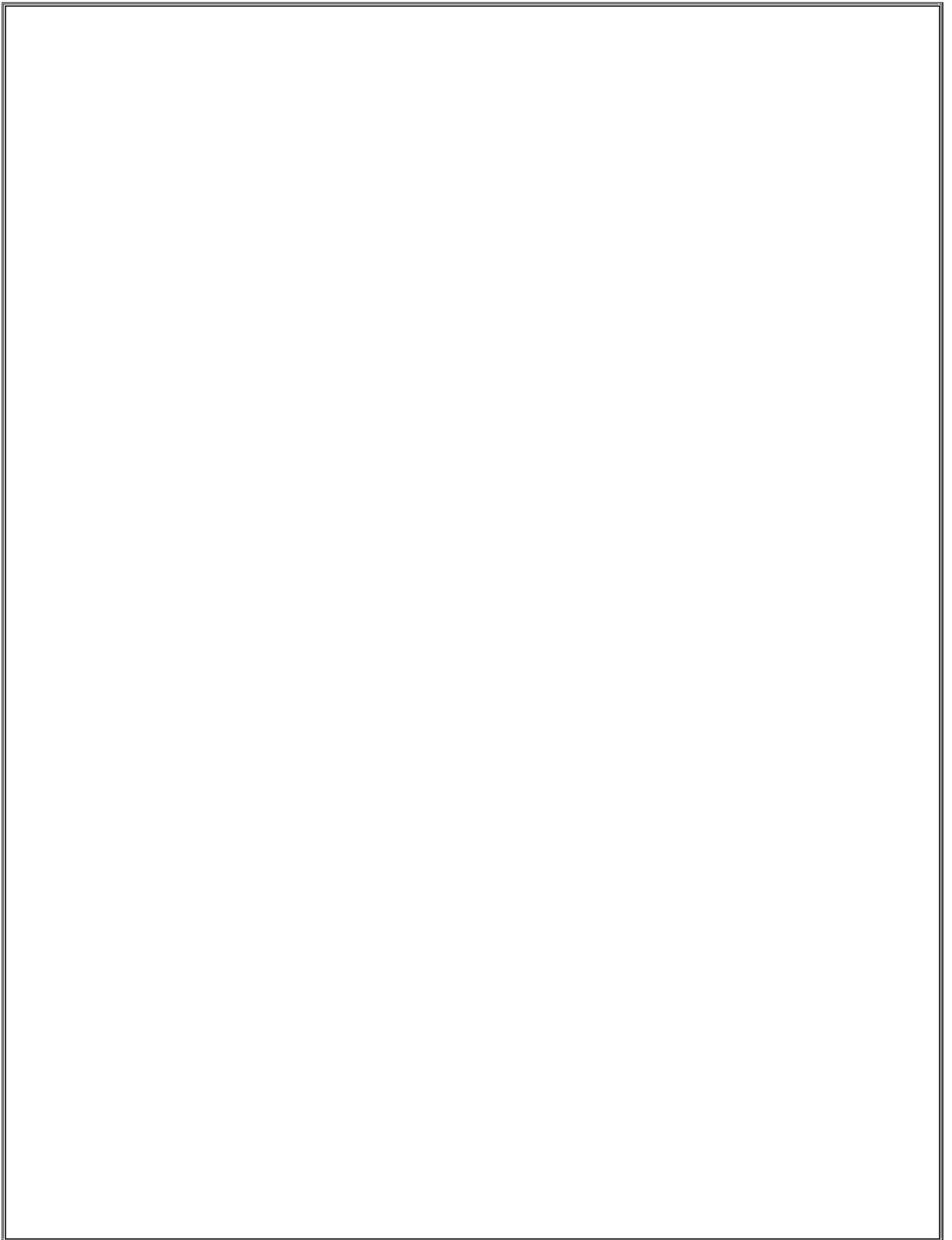
I believe this project will qualify for Project of Distinction

ACT Effective Communication Rubric

This requirement is monitored by the **World Languages** and **Acting/Vocal Performance** departments. Each student completes at least two assessments per semester in each course.

The ACT Graduate: Part II: Demonstrates effective communication for a variety of purposes and audiences with accurate content, clarity and confidence.

| | Exemplary | Proficient | Developing | Beginning |
|---|--|---|---|---|
| Purpose | Establishes and maintains a clear purpose, demonstrates clear understanding of audience, and clearly communicates value or impact of learning. | Establishes and maintains a purpose, demonstrates understanding of audience, and communicates value or impact of learning. | Attempts to establish a purpose, demonstrates some awareness of audience, and attempts to communicate value or impact of learning. | Does not establish a purpose, demonstrates minimal awareness of audience, and does not communicate value or impact of learning. |
| Organization | Creates and articulates an effective introduction and thoughtful conclusion, clearly focuses around the main idea, and transitions are easy to follow. | Creates and articulates an introduction and conclusion, primarily focuses around the main idea, and transitions are evident. | Attempts an introduction and conclusion, mostly focuses around the main idea, and transitions are poorly executed. | Does not present an introduction or conclusion, does not focus around the main idea, and transitions are missing. |
| Content | Delivers all expected content and adheres to the agreed-upon duration of presentation. Main ideas are developed in depth and are supported extensively by details and/or vivid examples from reputable cited sources. | Delivers most of the expected content and adheres to the agreed-upon duration of presentation. Main ideas are developed and are supported by some details and/or examples from reputable cited sources. | Delivers some of expected content. Few, if any main ideas are developed or supported by details and/or examples. Sources not properly cited or reputable. | Delivers little of expected content. Main ideas are unclear and are rarely supported by details and/or examples. No cited sources. |
| Delivery <i>Language Usage</i> <i>Voice and Tone</i> <i>Physical Expression</i> <i>Visual Aids</i> | <p>Presentation is unique, creative, and excels in the following areas:</p> <p>Student uses precise terminology demonstrating extensive knowledge.</p> <p>Speaks clearly and expressively, with enthusiasm, and adjusts pace and volume effectively, with varied inflection.</p> <p>Establishes genuine rapport with audience by using consistent eye contact, effective posture and movements, and presentation appropriate attire.</p> <p>Effectively integrates high-quality audio and/or visual materials to enhance presentation.</p> | <p>Presentation is somewhat unique, creative, and demonstrates quality performance in the following areas:</p> <p>Student uses appropriate terminology, demonstrating knowledge.</p> <p>Speaks clearly and expressively and adjusts pace and volume, with varied inflection.</p> <p>Establishes rapport with audience through frequent eye contact, effective posture and movements, and neat attire.</p> <p>Integrates good-quality audio and/or visual materials to enhance presentation.</p> | <p>Presentation lacks uniqueness, creativity, and performance is weak in the following areas:</p> <p>Uses some appropriate terminology, demonstrating some knowledge.</p> <p>Speaks clearly and with little expression, but without adjusting pace, volume or inflection.</p> <p>Makes occasional eye contact with audience. Posture, movements or attire distract from the communication.</p> <p>Ineffectively uses audio and/or visual materials and materials are of poor quality.</p> | <p>Presentation is not unique or creative. Performance lacks quality in the following areas:</p> <p>Does not use appropriate terminology or demonstrate knowledge.</p> <p>Unclear and speaks without expression, and does not adjust pace, volume or inflection.</p> <p>Fails to make eye contact with audience. Posture, movements or attire preclude communication.</p> <p>Fails to use prepared audio and/or visual materials in presentation.</p> |
| Comments: | | | | |
| Total Points: | | | | |



Student and Parent Statement of Understanding

Student Statement of Understanding:

I agree to the following conditions for work on my Senior Capstone Project:

- My work will be authentic, of my own design and execution.
- My mentor will be a guide and facilitator of my project, not a director or instructor in the traditional sense.
- I agree to adhere to all timelines and presenting my completed project in the public forum.
- I understand that completion of the Senior Capstone Project is a graduation requirement, and the success of my completion of my project will be determined by the evaluation of my Advisor, Mentor and Evaluation Committee.
- I realize that Arts at the Capitol Theater (ACT) has the right to use my project as a model of an exemplary project.

Student Signature: _____

Parent Statement of Understanding:

I/we understand the requirements of the Senior Capstone Project listed above.

Parent/Guardian Acknowledgement (signature required):

Mentor Agreement:

After reviewing this Senior Capstone Project Proposal, we have agreed to a **minimum of four meetings** (in person, phone calls, email exchanges) so that I may assist in the progress of the project.

My assistance will include, but is not limited to:

- Sharing knowledge/expertise
- Guidance
- Research referrals
- Direct instruction
- Moral support

Mentor Contact Information and Signature:

Name: _____ Signature: _____

Business/Organization: _____

Email: _____ Phone Number: _____