

FINE ARTS CERTIFICATE OF DISTINCTION PROGRAM

Our personal, social, economic, and cultural environments are shaped by the arts at every turn. Visual, dramatic, and musical arts connect people to their environment, each other, and themselves while developing and fostering the creative and problem solving skills necessary for the 21st century.

All students at MPA receive a rigorous, skill-based arts education. Students in the Fine Arts Certificate of Distinction Program are masters of their craft, who tackle additional time, work, and individual responsibility to advance their interest, knowledge, and skills in the Fine Arts.

The following are the components that must be achieved, criteria that must be met, and forms that must be completed in order to obtain a Fine Arts Certificate of Distinction.

WHO?

All MPA Upper School students are eligible to work toward a single certificate of distinction, including a Fine Arts Certificate of Distinction (FACD)

WHEN?

We encourage you to explore as many courses in a variety of areas in ninth and tenth grades. This is a time to discover new interests and skills that may lead to a focused passion. Since all requirements must be met by spring of senior year to receive a certificate, we suggest you make a decision to pursue the certificate by your junior year. Portfolio building may begin after ninth grade.

HOW?

If you are interested in pursuing a FACD, you should first discuss your plans with a Fine Arts Department faculty member. From there, you may download a FACD packet from the MPA website. The packet includes all requirements, forms, and information to guide you through the process of achieving a Fine Arts Certificate of Distinction.

You are responsible for obtaining the necessary approvals and maintaining your portfolio throughout your Upper School career. Students who complete all requirements submit their portfolio for review to the FACD Committee in the spring of senior year. Additionally, the committee will meet twice a year to check the work in progress of any student who requests a review.

RECOGNITION

The primary goal of the program is for students to pursue a self-driven passion, develop strong skills, deep knowledge, and a rich Fine Arts experience that goes beyond the MPA classroom/studio. Students who complete the program will receive a certificate and academic distinction. While in the process, your transcript will note "Fine Arts Scholar Candidate."

REQUIREMENTS

We believe that all artists benefit from across disciplinary work, thus, students must work across at least 2 out of the 3 Fine Arts Disciplines: Visual Art or the Performing Arts in Music (Vocal or Instrumental) or Theater.

1. Academic

In addition, you must take a minimum of 6 credits in Fine Arts, spread between at least two out of the three Fine Arts Disciplines. You should plan to exhaust the current course offerings within those disciplines. All FACD courses must be passed with a 3.5 GPA (B+) or higher.

2. Fine Arts Service

Your senior service project (30 hours) must be within an arts-based organization. This may include work on our MPA campus or the rich arts based communities in the greater Twin Cities area. Other organizations that meet the overall criteria may be approved by the Fine Arts mentor. This experience should deepen your understanding of the arts and provide a way for you to contribute to the greater good of our community.

Complete and submit the FACD Fine Arts Service Form to the FACD Committee before you start your service for pre-approval. You must include the completed and approved FACD Service Form in your FACD Portfolio.

3. Fine Arts Performance or Exhibition

Grounded in the working artist, this component requires you to complete a culminating artistic performance or exhibition that represents continued focus and extended study. Your project will be chosen in consultation with a Fine Arts mentor who will oversee the work and will culminate with some form of public presentation in the form of a performance or exhibition.

Complete and submit the FACD Exhibition/Performance Request Form to the FACD Committee before you start your work for approval. You must include the completed and approved FACD Exhibition/Performance Request Form in your FACD Portfolio.

4. Enrichment Activities

The Fine Arts Enrichment Requirement is intended to encourage students to explore areas of interest involving the Visual or Performing Arts. Although the requirement is fairly open ended, the activities must be outside your academic experiences and be dispersed in multiple categories (see below). The activities should meaningfully enhance the your understanding of Fine Arts.

Throughout grades 10–12, you should attend and participate in Fine Arts related performances, exhibits, conferences, lectures, events, etc.

You need to earn 100 hours by the end of your senior year spread over two areas: Artistic Inquiry & Discovery and Artistic Practice. Each area must have at least 20 hours. On the FACD Enrichment Activities Form, you must keep track of all activities including event, date, and description. When completed, a double-spaced, 250–500 word essay, synthesizing what you have learned from these activities and how they contributed to your interest and growth in the Fine Arts must be submitted as part of your FACD Portfolio. The Greater Twin Cities Area is host to many local, national and international Fine Arts events, including lectures, exhibits, performances, and more. The FACD Committee will provide updates on Fine Arts related opportunities.

Artistic Inquiry & Discovery

- Attend performances, exhibitions, readings, showings, etc.
- Take classes to deepen your artistic knowledge at summer workshops or camps, university extension, PSEO or the like.
- Shadow or intern with an artist, musician, or performer.

Artistic Practice

- Engaged and documented participation in theater, music or visual art making outside of school. Examples would be working on a series in a home or community studio, singing in an assemble group in the TC, acting in community theater, writing a play for the Fringe Festival and staging it, etc.
- Participation in all state band/choir/orchestra

REQUIREMENTS

5. FACD Portfolio and Reflection Project

Upon completion of the FACD requirements (spring of senior year), you will present your portfolios to the FACD Committee during an oral presentation (15 minutes) that summarizes and reflects upon your wide range of FACD experiences. In addition to the documentation listed earlier in this document, you must also complete a reflective essay (250–500 words) that briefly describes the most important points of your process and journey and what you gained from the overall experience.

The final Portfolio must include:

- Completed and approved FACD Fine Arts Service Form
- Completed FACD Résumé (see format and sample in packet)
- Completed FACD Enrichment Activities Form and essay (250-500 words)
- Completed and approved FACD Exhibition/Performance Request Form
- Completed FACD Reflective Essay (250–500 words)
- Transcript
- Sketchbook for Visual Arts Certificate of Distinction — ideas, drawings and all pursuits of creative exploration. (75-100 pages, may include work from class assignments)
- Oral Presentation
- FACD Checklist

Portfolios reviews are available (but not required) as you progress. They are available twice a year:

- Portfolios submitted by September 15 will be reviewed by October 1.
- Portfolios submitted by February 15 will be reviewed by March 1.

Final portfolios are evaluated once a year, in the spring:

Final portfolios must be submitted by May 1 of your senior year and will be evaluated by May 15. May 1 is the final deadline for submissions.

Case-by-case approval for the following will be reviewed by the FACD Committee on a quarterly basis:

1. Review of Exhibition or Performance plan

- Quarter 1: forms submitted by September 15 will be reviewed by October 1
- Quarter 2: forms submitted by November 15 will be reviewed by December 1
- Quarter 3: forms submitted by February 15 will be reviewed by March 1
- Quarter 4: forms submitted by May 15 will be reviewed by June 1

Completed FACD Portfolios are to be put in a three-ring binder and brought to the Upper School office. Students are advised to keep a copy of their completed portfolio for their own records.

FACD PROJECT REQUEST FORM

Student:	YOG:
	Date of Application:
Parent/Guardian:	Parent/Guardian:

Date(s) of Proposed Exhibition or Performance and approximate number of hours:	Location of Project:
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Fine Arts Mentor Name and title or position: Fine Arts Mentor Email:

Give a brief description of what the exhibition or performance will be:
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Describe how the activity will contribute to your Fine Arts competence and understanding:
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Describe how and when you plan to present your work and to what audience:
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FACD Committee Approval Yes No Date: ____ / ____ / ____	US Director Signature
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FINE ARTS CERTIFICATE OF DISTINCTION CHECKLIST

Name & YOG:

Date:

Your Completed Portfolio Must Include:

- Completed and approved FACD Exhibition/Performance Request Form
- Completed and approved FACD Service Form
- Completed FACD Enrichment Activities Form and essay (250–500 words)
- Completed FACD Résumé
- Completed FACD Reflective Essay (250–500 words)
- Transcript
- Sketchbook
- Oral Presentation
- This Checklist

Important Information Regarding Portfolio Submission

Final portfolios must be completed and turned in by May 1 and will be evaluated by June 1.

Reviews for portfolios in process will be available on two cycles:

1. Portfolios submitted by September 15 will be reviewed by October 1.
2. Portfolios submitted by February 15 will be reviewed by March 1.

Case-by-case approval for the following will be reviewed by the FACD Committee on a quarterly basis:

1. Exhibition or performance plan

Completed FACD Portfolios are to be put in a three-ring binder and brought to the Upper School Office. Students are advised to keep a copy of their completed portfolio for their own records.

FACD ENRICHMENT ACTIVITIES FORM

The Fine Arts Enrichment Requirement is intended to encourage students to explore areas of interest involving the Visual or Performing Arts. Although the requirement is fairly open ended, the activities must be outside your academic experiences and be dispersed in multiple categories (see below). The activities should meaningfully enhance the your understanding of Fine Arts.

You must earn 100 hours of outside experience spread over two areas: Artistic Inquiry & Discovery, and Artistic Practice. Each area must have at least 20 hours.

Use this form to keep track of your activities, and, upon completion, write a double-spaced, 250–500 word essay, synthesizing what you have learned from these activities and how they contributed to your artistic awareness. This form and the essay must be submitted as part of the FACD Portfolio.

Artistic Inquiry & Discovery	Artistic Practice
Examples: <ul style="list-style-type: none">• Museums• Concerts• Galleries• Dance/performances• Workshops• Job Shadow• Internship• Workshops• Outside Classes• Camps	Examples: <ul style="list-style-type: none">• Working in a community studio• Outside-of-school musical ensemble groups• Outside-of-school acting, directing, staging, set-building, play writing, etc.• Participation in all-state band/choir/orchestra

Final portfolios must be completed and turned in by May 15 and will be evaluated by June 1.

FACD ENRICHMENT REQUEST FORM

Student:	YOG:
	Date of Application:
Parent/Guardian:	Parent/Guardian:

Date(s) of Activity:	Location of Activity:
Activity Description:	

Describe how the activity will contribute (or has contributed) to your global competence and understanding:

FACD Committee Approval Yes No Date: ____/____/____	US Director Signature
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ENRICHMENT LOG

Artistic Inquiry & Discovery

Date and Time	What	Where	Hours

TOTAL HOURS _____

Notes:

ENRICHMENT LOG

Artistic Practice

Date and Time	What	Where	Hours

TOTAL HOURS _____

Notes:

FACD FINE ARTS SERVICE FORM

Student:	YOG:
	Date of Application:
Parent/Guardian:	Parent/Guardian:

Expected Start Date: Expected End Date: Expected Number of Hours:	Name of Group/Organization: Address:
Project Description:	

Service Project Focus (please check):

Visual Arts Theatre Arts Musical Arts

Describe how your project will deepen your understanding of the arts community and/or help you advance the arts.

FACD Committee Approval Yes No Date: ____/____/____	US Director Signature
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FINE ARTS CERTIFICATE OF DISTINCTION RÉSUMÉ (TEMPLATE)

Student Name

Student Address, Phone Number, & Email

Fine Arts Academic Study

- Fine Arts Study (list Fine Arts classes & the years you took them)
- Additional Fine Arts Courses (any courses not in the Fine Arts department that contributed to your understanding of art and/or design; list the classes & the years you took them)

Fine Arts Service

Project's Focus/Title

Organization

Location

Dates:

In 2-3 sentences, explain your service project.

Performance or Exhibition

Project Title: DATE

Address

Description of Performance or Exhibition (2-3 sentences):

Fine Arts Enrichment

List up to ten of the most meaningful enrichment activities you participated in. Make sure to have items from each category:

Artistic Inquiry & Discovery and Artistic Practice

Category: Event, date, location (if pertinent)

- Short phrase or sentence description, bullet pointed

Additional Fine Arts Activities

List any additional significant activities that you participated in (e.g. arts-focused school clubs, programs you attended outside of school, etc.). Include dates.

FINE ARTS CERTIFICATE OF DISTINCTION RÉSUMÉ (SAMPLE)

Gertrude McBertrude

1555 White Bear Ave, Saint Paul, MN 55109 651-777-2555
gmcberttrude14@moundsparkacademy.org

Fine Arts Academic Study

Drama Study

- Improv (2013-2014)
- Winter Show (2014-2015)

Visual Arts Study

- Drawing (2011-2012)
- Ceramics (2011-2012)
- Ceramics II (2013-2014)
- Painting I (2012-2013)
- Applied Painting (2013-2014)
- Studio 2D (2013-2015)

Music Study

- Orchestra (2011-2013)

Other

- Robotics (2014-2015)

Fine Arts Service

Theatre Usher

Guthrie Theatre

818 S 2nd St, Minneapolis, MN 55415

Sept. 2014 - April 2015

Working with the Guthrie, I volunteered as an usher, working one play a week. Through this work, I not only got the opportunity to see multiple productions, I also became familiar with front-of-the-house needs and audience preferences. I also helped an important Twin Cities arts organization continue to run.

Exhibition

Personal Exhibition: October 2015

Dunn Brothers

1569 Grand Ave.

St Paul, MN 55105

An exhibition of my art was displayed for one month at the Grand Avenue Dunn Brothers. In order for this to happen, I had to create 16 pieces that fell within a theme, "Land of 10,000 Lakes," and present them to the management at the coffee shop. Due to the calendar schedule of Dunn Brothers, I had to do this six months previous to the actual opening. During the exhibition, I sold three pieces.

FINE ARTS CERTIFICATE OF DISTINCTION RÉSUMÉ (SAMPLE-CONTINUED)

Gertrude McBertrude

1555 White Bear Ave, Saint Paul, MN 55109 651-777-2555
gmbertrude14@moundsparkacademy.org

Fine Arts Enrichment

Artistic Inquiry and Discovery: Cinematheque Tangier, January 18 2014, Walker Art Center

- Viewed exhibit of Yto Barrada, who combines the strategies of documentary with a metaphoric approach to imagery. Her artistic practice involves engaging her local community with its own cultural history, in this case, the renovation of a 1930s movie palace in Tangier.

Artistic Inquiry and Discovery: Marieka Heinlen job shadow, March 27 2013

- Job shadowed local graphic designer, Marieka Heinlen, to better understand the career field.

Artistic Inquiry and Discovery: Stacy Pearsall, September 13, 2015, University of St. Thomas

- Heard combat photographer Stacy Pearsall speak

Artistic Practice: Ongoing individual drawing and painting

- Over 200 hours of individual practice; see attached sketchbooks

Additional Fine Arts Activities

ITS member 2014–2015

TriMetro Gold January 2014