

# K-12 Visual & Performing Arts Curriculum Review

## May 2010

~ STRIVING FOR HIGH QUALITY INSTRUCTION ~

THE PURPOSE OF THIS REVIEW IS TO BE SELF-REFLECTIVE ABOUT OUR  
PRACTICE AND TO DEVELOP A FIVE YEAR VISION

THIS DOCUMENT WAS CREATED BY K-12 MEMBERS OF THE MSAD #11 VPA COMMITTEE

### ELEMENTARY VPA REVIEW

**Narrative Description** (please describe the curriculum, programming, instruction, and interventions available at this level in narrative form)

All elementary students (K-5) receive Visual Art and Music instruction for 40 minutes per week. The elementary VPA curriculum is sequential, and cumulative. Students have multiple opportunities to perform and demonstrate what they know and are able to do.

The Music program utilizes the Silver Burdett and Ginn Music Connection 2000 textbook series. Each elementary school has a Fourth and Fifth grade elective Chorus that meets once a week. Fifth grade students also have the opportunity to learn to play traditional concert band instruments through homogeneous instrumental sectionals that meet once a week for 30 minutes.

Student Visual Art work is displayed on a regular basis in each elementary school. In addition, student Artwork is shown at: The Portland Museum of Art; Harlow Gallery, Hallowell; Gardiner Downtown Storefronts and the annual district wide Art Extravaganza. The Visual Arts program also continues to use visiting professional artists.

The VPA K-5 elementary curriculum is designed to be open-ended to satisfy the strengths and needs of all students, regardless of ability. This curriculum develops music and art literacy through numerous hands-on experiences, theoretical approaches and performance/visual opportunities.

**List of Strengths** (such as instruction, curriculum materials, clear expectations, curriculum documents, assessments, collaboration, results, interventions and assistance, specific programming, home/school collaboration)

- Offer Elementary Chorus as a separate class during the school day for Grades 4 & 5. This provides a consistent vocal basis for the choral program that follows in the Middle and High Schools.
- Elementary music lesson plans are in grade level databases
- Elementary music and art lesson plans are aligned to state and national standards.
- Very successful elementary recorder program that teaches performance, literacy and study skills.
- A strong theoretical basis is developed beginning in Kindergarten that provides the foundation for all the Arts programs in the Middle School and High School.

**List of what Needs Upgrading** (such as instruction, student expectations, professional development, curriculum materials, interventions and assistance, clearer expectations, more/better local assessments, more accountability, clearer curriculum documents, home/school collaboration etc.)

- More common planning time between Elementary VPA teachers. More opportunity to observe each other during the school day and observe best practice in the classroom.
- Allocation of time for working with individual students on VPA assessments/projects
- We need to look at how our facilities support or hinder curriculum.
- More consistency in the schedule set up so classes of the same level are back to back.
- Elementary budget in music & art is inadequate.

## MIDDLE SCHOOL VPA REVIEW

**Narrative Description** *(please describe the curriculum, programming, instruction, and interventions available at this level in narrative form)*

Sixth and Seventh graders have general music classes every day for one quarter of the year. Sixth graders have art class one day per week for one quarter of the year. Seventh and Eighth graders have art class one day per week for one quarter of the year. There are also a sixth grade concert band, a seventh and eighth grade concert band, a concert chorus, an after school jazz ensemble, an after school select chorus, and an art club.

Music students are offered the opportunity to explore music composition, history, world drumming, and vocal performance, and are exposed to multicultural experiences. Art students explore the elements of art and the principles of design through drawing, painting, and ceramics. These units also encompass the history of art making.

Students in the visual and performing arts also develop interpersonal skills and gain an understanding of criticism and aesthetics of the arts.

**List of Strengths** *(such as instruction, curriculum materials, clear expectations, curriculum documents, assessments, collaboration, results, interventions and assistance, specific programming, home/school collaboration)*

- The middle school art room allows access to a Kiln – an integral part of the art making process.
- The middle school visual and performing arts programs “turn students on” to the arts at the high school.
- Current schedule allows for the creation of different and unique art projects that build upon the skills they learned from the previous year.
- Collaboration between students is highly encouraged.
- Creation of a successful music sectional lesson program.
- Availability of laptops for students in the seventh and eighth grade to create art and music projects

**List of what Needs Upgrading** *(such as instruction, student expectations, professional development, curriculum materials, interventions and assistance, clearer expectations, more/better local assessments, more accountability, clearer curriculum documents, home/school collaboration etc.)*

- Need for a bigger space or storage closet to store materials closer to the art room.
- Increased rehearsal time period for full bands and chorus
- A better ventilation system for Arts classrooms.
- More art exposure for 6<sup>th</sup> grade students
- Display Cases for clay pieces.
- A healthier environment for small group lessons and small group rehearsals.

## HIGH SCHOOL VPA REVIEW

**Narrative Description** (please describe the curriculum, programming, instruction, and interventions available at this level in narrative form)

All music, art and video productions courses at the high school count as fine art classes. Music choices for high school students are Concert Band or Mixed Chorus, which meet all year long every other day. A selection of ten visual art courses include: an introductory course- Introduction To Art; intermediate courses- Ceramics, Sculpture, Drawing and Painting, Photography and Printmaking; and advanced courses: Advance Painting , Advanced Photography, Studio Art I and II, and Portfolio Art. Most visual arts courses are semester courses and meet every other day with the exception of Portfolio Art which is a full year course. Video Production I, II and Broadcast courses are also offered as semester classes and meet every other day.

As in the middle school, high school students in the visual and performing arts also develop interpersonal skills and gain an understanding of criticism and aesthetics of the arts.

**List of Strengths** (such as instruction, curriculum materials, clear expectations, curriculum documents, assessments, collaboration, results, interventions and assistance, specific programming, home/school collaboration)

- Teachers foster continued learning in the arts
- The high school visual arts disciplines are represented by a 3D specialist and a 2D specialist.
- Common plan time to connect with other Arts teachers in the building to review curriculum, teaching strategies, and other collaborative work.
- Recognition and access to newer computers/software for Video Production (Final Cut software and HD Cameras).
- Numerous performance opportunities for music students.
- Participation in the Kid Witness News Program.

**List of what Needs Upgrading** (such as instruction, student expectations, professional development, curriculum materials, interventions and assistance, clearer expectations, more/better local assessments, more accountability, clearer curriculum documents, home/school collaboration etc.)

- Appropriate LCD projectors for each art room.
- Constraints of schedule at high school.

## DISTRICT VPA REVIEW

<p><b>List of Strengths</b> <i>(such as instruction, curriculum materials, clear expectations, curriculum documents, assessments, collaboration, results, interventions and assistance, specific programming, home/school collaboration)</i></p> <ul style="list-style-type: none"> <li>➤ Strong continuity from Kindergarten through grade 12.</li> <li>➤ Availability of good-quality band and choral equipment.</li> <li>➤ Supportive administrators who value the programs and the students participating in them.</li> <li>➤ Students have the ability to incorporate their own creativity/voice in most projects</li> <li>➤ Logical progressions of the curriculum throughout the grade spans.</li> <li>➤ Strong growth in the numbers of students participating in the music ensembles. Ensemble sizes at all levels have grown despite declining school enrollments.</li> <li>➤ Students in music ensembles and visual arts classes are pushed to not just meet the standards but to exceed them.</li> <li>➤ Our visual arts and performing arts programs are seen as strengths in our community and the state community at large.</li> <li>➤ Supportive, highly qualified, colleagues who are able to support each other and offer suggestions.</li> <li>➤ VPA staff collaborates to make extra curricular art and music activities accessible to students.</li> <li>➤ VPA programs offers students the opportunity to exhibit art and perform locally, state-wide, and nationally.</li> </ul>	<p><b>List of what Needs Upgrading</b> <i>(such as instruction, student expectations, professional development, curriculum materials, interventions and assistance, clearer expectations, more/better local assessments, more accountability, clearer curriculum documents, home/school collaboration etc.)</i></p> <ul style="list-style-type: none"> <li>➤ Funding for workshops/professional development (visiting other schools, conferences, etc.)</li> <li>➤ Need more frequent K-12 visual and performing arts department time to collaborate effectively regarding planning and curriculum.</li> <li>➤ Need for more instruments to put in the hands of financially challenged students.</li> </ul>
<p><b>How do you know?</b>          Performances, Art Shows, Contests, Festivals, Recorder Karate program, Community Requests, Numbers of students participating</p>	