



2017-2018 Visual and Performing Arts (VPA) Program Evaluation

Visual & Performing Arts

Introduction

The core of M.S.A.D. No. 75's Visual and Performing Arts programs is authentic, active learning experiences. The visual and performing arts are a platform for student discovery, creative and critical thinking, imagination, and connecting students to global themes. For decades our district has valued the unique enrichment provided by arts education. The committee has reflected upon the program elements that have led to meaningful arts experiences for all of our students, and from which we can build vibrant programs for the future.

Program Overview

VISUAL ARTS

Elementary

One 40-45 minute weekly Art class is provided to all students in all five elementary schools. A small percentage of students in each elementary school qualifies for Gifted & Talented services, taught by the Art teacher. Students with special education needs are typically integrated into general classes, though for a small number of students in self-contained programs at Woodside School, a separate modified Art class is provided. Gifted & Talented classes meet approximately once each week throughout the year.

Middle School

All 6th, 7th, and 8th grade students take Visual Art classes. In 6th grade, students attend a 45-minute Visual Art class, four days per week for twelve weeks, with an alternating Wednesday schedule. In 7th and 8th grade, students attend a 45-minute Visual Art class, four days per week for nine weeks (one quarter), with a rotating Wednesday schedule. Special Education students are traditionally mainstreamed into all art classes. Gifted and Talented students receive enrichment opportunities throughout the year offered by a visiting artist who comes in to teach during many of the late-start Wednesday mornings.

Throughout the year, a variety of after-school enrichment programming is also available to middle school students. Art teachers and parent volunteers run various visual arts clubs, such as: Mural Group, Pottery Wheel Club, Makerspace Club, and a traditional Art Club.

High School

The Visual Arts Department offers a variety of two-dimensional and three dimensional media based elective courses that students can take in conjunction with the Foundations in Visual Arts course to meet their Fine Arts graduation requirement. The course choices currently available are: ceramics, photography, sculpture, painting, drawing or digital arts. Advanced Placement offerings are also available in 2D and 3D visual arts, as well as an interdisciplinary course, Art in Society, co-taught with the Social Studies Department.

The Department recommends that at least a ½ credit in the Visual Arts be completed prior to grade 11, though many students exceed this requirement by taking several visual arts courses throughout high school. Foundations in Visual Arts is a prerequisite course for all visual arts courses, taken in the ninth grade year. Students planning to take visual arts courses to fulfill the Fine Arts graduation requirement are also encouraged to take Foundations in Visual Arts.

Throughout the year, a variety of after school enrichment programs are also available to high school students. Various Visual Arts clubs are: Aquila (the art and literary magazine), Yearbook, and Art Club.

PERFORMING ARTS

Elementary

One 40-45 minute weekly general music class is offered to all students in all five elementary schools. Students participate in general music concerts in some of the district elementary schools. Adapted music is offered at Woodside Elementary to meet the musical needs of students who are unable to participate in the mainstream general music class. In the other elementary schools, students attend music class with support as needed.

All students in grades 4 and 5 have the opportunity to join Chorus as an elective additional music class. Each chorus group rehearses once each week and performs in concerts in their individual schools. All chorus members from the five schools perform in an All-District Concert each May.

Instrumental music is offered to all 5th grade students as an elective additional music class. Student who choose to participate receive a 30 minute lesson in like-instrument groupings of 1-6 students one time per week. Lessons occur during the school day, however the lesson schedule rotates weekly to ensure students are not missing the same classes each week. At each elementary school, band rehearsals are held weekly outside of the school day for 45 minutes. The 5th grade band also meets twice each month as an All-District Band for an hour-long evening rehearsal. Students perform twice each year as an All-District Band, and also have the

opportunity to perform in their individual schools as soloists or in small ensembles.

Middle School

The District's instrumental music program is a vertically structured, sequential system that is predicated on individual skill development. Band is an academic, co-curricular course offering. Band and chorus classes are offered to students during Target Time. Band students have weekly sectionals, in which students develop technique and skills specific to their instrument. There is currently no sectional rehearsal for Chorus members. Jazz Band meets before school on late-start Wednesdays.

High School

Currently, the high school music program is limited to performing ensembles - band, jazz band, and chorus. There are three choirs - Concert Choir (a beginner level, un-auditioned singing group), and Treble Choir and Chamber Singers (more advanced, auditioned groups). There are three bands - Concert Band (primarily composed of underclassmen), Wind Ensemble (primarily composed of upperclassmen), and Jazz Band.

OTHER VPA STANDARDS

The Maine Learning Results include standards for dance and theater. At this time MSAD 75 does not provide any coursework at any level addressing these standards. All opportunities for students in dance and theater are in extracurricular - before or after school - activities and clubs.

Curriculum, Instruction and Assessment

Elementary, middle and high school curricula are guided by the Maine Learning Results Visual and Performing Arts standards.

VISUAL ARTS

Elementary

K-5 students engage in a variety of studio activities that involve drawing, ceramics, fibers, graphics, painting, and sculpture. Students practice the 21st century skills of creative problem solving, critical thinking, communication, collaboration and cross-cultural relationship building by:

- Producing original artwork showing creativity;
- Incorporating the elements of art and principles of design;
- Recognizing connections in art works, world cultures and periods;

- Identifying ideas, feelings, and emotions in art;
- Working respectfully and responsibly.

Middle School

The middle level Visual Arts curriculum is centered on students continuously developing new art-making skills, and becoming familiar with art history as they learn about art from various cultures and time periods. Throughout the curriculum, students become increasingly conscious of using the Elements and Principles of Design as they create art. Students are also encouraged to infuse their unique life experiences in the process of their art making. As they pass through the three grade levels, student create a variety of projects contained within units designed to have them successfully, and in their own uniquely creative way, meet the required middle level learning goals.

Sixth graders create original artworks that demonstrate different styles; use visual arts vocabulary to describe concepts, techniques and processes; organize design concepts to create bold and meaningful compositions; and explain how art documents life and helps us to understand history and world cultures. Seventh graders prepare artworks for display; compare how artists use selected media, techniques, and processes in communicating ideas; and explain the design process to describe expressive qualities artists use in creating artwork. Eighth graders create artwork that communicates an individual point of view; describe creative thinking skills that are a part of artistic problem solving; compare the use of design concepts to create effective compositions; and explain the impact of the arts on career and life decisions.

High School

Students have the opportunity to take Visual Arts courses at all grade levels. After Foundations in Visual Arts, elective classes are in mixed-age groupings. Students may earn their fine arts credit by taking Foundations in Visual Arts Freshman year and a studio course of their choice for the second tier. In FIVA, students develop a visual and aesthetic “foundation” by increasing their exposure to the visual world, visual vocabulary and experience, improving their skills in expression, and making them more aware of their visual surroundings. In all courses, learning is monitored through critiques, written assessments, observations, and check-ins. Students may also further their studies through Advanced Placement (AP) studio arts courses and the interdisciplinary course Art and Society.

Intermediate level studio courses challenge students and encourage them to take risks, as they further their understanding of the elements and principles of art, and the historical and technical aspects of the medium:

Ceramics: Students learn various hand-building techniques, work on the potter’s wheel and the production of functional and nonfunctional as well as sculptural clay objects are taught.

Digital Multimedia: Students learn visual concepts and techniques related to

computer-manipulated imagery.

Drawing: Students learn visual observation techniques, basic media skills, and creative uses of drawing media such as pencil, ink, charcoal, mixed media.

Painting: Students learn various painting media and techniques and the expressive qualities of acrylic, watercolor, and tempera through their work.

Photography: Students learn how photography is part of contemporary communication and culture. They practice both analog and digital mediums.

Sculpture: Students learn the dynamics of three dimensional objects and how an idea develops into an art form through work with clay, plaster, wood, wire, and mixed media.

PERFORMING ARTS

Elementary

Instruction at the elementary level is guided by a variety of music learning methodologies including Orff Schulwerk, Kodaly, and Gordon Music Learning Theory. Elementary general music teachers use a variety of active music-making activities to guide development of musical skills and understanding. Students learn to:

- Perform short musical selections vocally and instrumentally;
- Listen to and identify musical elements;
- Create, improvise, and compose music;
- Identify and read music notation and symbols;
- Participate and follow established code of cooperation in music class.

The 5th Grade instrumental music program uses Book 1 in the Standards of Excellence method series. The learning goals that are assessed focus on developing technical skills on wind and percussion instruments by identifying, reading and performing:

- Simple articulations (e.g. slurs, tonguing, staccato; flams, paradiddles, etc.);
- Bb Concert scale;
- Rhythmic notation and symbols with a steady beat;
- Various notes, meters and tempos;
- With a clear and focused tone or sound, and proper posture.

Middle School

Instruction at the middle school level builds on the foundation of elementary music experiences. The key learning goals at this level include:

- Listening to and comparing elements of music, including: pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter;
- Applying accumulated knowledge of musical notation, symbols, and terminology to a musical performance while performing music in grades 1-6:
 - read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 2/2, and 6/8 meter signatures;
 - read melodies in appropriate clefs;
 - apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
- Accurately performing music from grades 1.5-3 that includes changes of tempo, key, and meter, in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others.

High School

By the time students get to high school band they should have the individual skills, fundamental technique, and music literacy to be able to perform advanced band literature. Music repertoire is chosen to be educationally and artistically challenging and represent a broad historical and stylistic range. Learning goals for the high school instrumental program include:

- Refining individual musicianship and technique through the use of quality band literature, and refining individual technique and style;
- Refining understanding and performance of ensemble balance and blend;
- Refining sight reading ability.

The high school performing ensembles perform regularly at school concerts, festivals, and competitions. The ensemble director always justifies a performance first and foremost by the educational benefits derived by the students from performing.

Student assessment in performing ensembles includes both assessment of the individual and assessment of the ensemble, of which the student is a vital component. Individual assessment is accomplished primarily by individual playing exams, music literacy quizzes, and by assessing the student's contribution to the ensemble. Rehearsals and concerts are frequently recorded and reviewed by the director and by the students in the ensemble. An ensemble will be given a grade for performances using the Mt. Ararat Ensemble Rating Rubric and each member of the ensemble will receive that grade as part of their individual grade.

Staffing

VISUAL ARTS

Elementary

Approximately forty years ago, the elementary art program began with one teacher who taught

Visual Art classes at all of the district's five elementary schools. Over time, additional Visual Art teaching positions were added and, by approximately 1980, there were five elementary Visual Art teachers. Since then, there have been four or five art teachers filling the elementary art positions and all students have received 40-45 minutes of art instruction per week.

Elementary school staffing currently includes two full-time teachers and two half-time teachers. Woodside has a full-time teacher while Bowdoin Central School and Harpswell Community Schools share a teacher. Bowdoinham Community School and Williams-Cone School each have a half-time teacher.

Middle School

In January of 2001, the new Mount Ararat Middle School opened in Topsham and the seventh and eighth graders moved in with the same two art teachers covering the Visual Arts curriculum. That September, the sixth grade joined the middle school, and with it the Visual Art program added another .5 time teaching position to the Art department. This position would increase within the next few years to .75, but eventually would be cut completely with the closure of the Brunswick Naval Air Station and a subsequent drop in district enrollment. The program remained staffed with two full-time Art teachers until one of the positions was dropped to .5 in 2012.

Middle School staffing currently includes one full-time art teacher, and one half-time art teacher. Both teachers teach six classes each each day they are at the middle school. The half-time art teacher also teaches in the STEM program half time. These positions currently cover +/- 583 students in sixth, seventh and eighth grade.

High School

The Mt. Ararat High School Visual Art Department always has been an innovative program, with an outdoor raku kiln and photographic darkroom. The lack of walls make for an eclectic work environment where acoustic challenges are overcome through a collaborative artistic spirit and strong leadership. The chaos of a shared studio classroom experience will soon be replaced with natural light and walls with the anticipated construction of a new high school in 2020.

Through the 44 years of MTA's history many outstanding visual arts teachers and artists made their mark on the department and curriculum. The Mt. Ararat Art Department has been involved with the Maine Art Education Association holding board positions, chairing conferences, teaching workshops at Haystack, a presidency, two Maine Art Educators of the Year, and more. MAEA and the connections made through board meetings and conferences were important factors in helping to build the Mt. Ararat Art program.

Prior to 2013, the Visual Arts Department had the equivalent of 3.5 full-time staff. In 2013, a half-time position was eliminated from the high school. Due to change in staffing, the high school photography program was cut in half from a full year course to a semester course. Additionally, a course in printmaking was eliminated, and the digital multimedia course is

offered only every other year. Currently High School staffing includes three full-time art teachers. Visual arts teachers at the High School are currently teaching five visual arts courses in a eighty minute block schedule, with the Department Chair instructing four.

PERFORMING ARTS

Elementary

Elementary school staffing consists of three full-time K-5 general music/chorus teachers and one full-time fifth grade instrumental teacher. Each full-time elementary general music teacher teaches between 22 and 26 classes each week. The full-time elementary instrumental music teacher travels to each of the elementary schools, with each school receiving one day of instrumental music lessons per week.

Middle School

Middle school staffing for Performing Arts currently consists of one full time band and chorus teacher, and two part-time teachers, shared with the high school. Until 2007, General Music was offered in grade 6 in the form of piano lab. Due to a reduction in staffing that year (see *High School* below), from 2008-2017, all sixth grade students took general music class for just one quarter, which focused on playing the ukulele. Throughout the 2017-2018 school year, the middle school music teacher has been team-teaching music learning goals as part of the STEAM model.

High School

Historically, several academic music classes have been offered at the high school including Music Theory and Advanced Music Theory. Traditionally there have also been three instrumental ensembles and three vocal ensembles. Prior to 2007, the program included four full-time staff, with a band director and chorus director at each the middle school and high school. In 2007 one full-time teaching position was eliminated at the middle school, requiring the two high school teachers to travel between the two schools to provide programming. Academic music classes were no longer offered after the 2007 staffing change.

There remain three full time positions between the middle school and high school. The high school instrumental music teacher currently teaches three to four ensembles at the high school, plus sixth grade band and weekly sixth grade band sectionals. The high school vocal music teacher leads three to four high school ensembles, as well as three choirs at the middle school.

Student Participation / Course Enrollment

VISUAL ARTS

100% of elementary students have a scheduled Art class once per week for 40-45 minutes.

100% of middle school students have the equivalent of one quarter of Art each year.

Three-year course enrollment for Mt. Ararat High School courses are listed in the table below:

Table 1 - MTA Visual Arts Course Enrollments

Course	2017-18	2016-17	2015-16
Foundations in Visual Arts	156	147	143
Digital Multimedia	12	13	16
Drawing	39	41	38
Painting	39	36	37
Photography	31	31	33
Sculpture	74	52	53
Ceramics I	35	33	32
Ceramics II	25	23	15
AP 3D Ceramics	not offered	7	12
AP 2D/Intermediate Design	12	15	24
Art and Society (w/ Social Studies)	21	*n/a	*n/a
Independent Study	7	*n/a	*n/a

* course enrollment data not available for these courses in 2015-16 or 2016-17

PERFORMING ARTS

100% of elementary students have a scheduled General Music class once per week for 40-45 minutes. In addition, 80-90% of fourth and fifth graders each year choose to participate in Chorus, and 50-60% of fifth graders choose to participate in Instrumental Music (beginning Band).

Sixth grade students have just three general music class *periods* in a year as part of the STEAM exploratory. Approximate three-year participation rates in middle school Band and Chorus are listed in the table below, along with number of enrolled students in 2017-18 in parentheses:

Table 2 - MAMS Performing Arts Participation Rates

Course	6th Grade	7th Grade	8th Grade
Band	30-35% (65 students in 2017-18)	15-20% (32 students in 2017-18)	15-20% (34 students in 2017-18)
Chorus	30-35% (60 students in 2017-18)	20-25% (40 students in 2017-18)	10-15% (23 students in 2017-18)
*Jazz Band		75% of band population (50 students in 2017-18)	

* Jazz Band is not a formal course offering at the middle school level.

Three-year course enrollment for Mt. Ararat High School courses are listed in the table below:

Table 3 - MTA Performing Arts Course Enrollments

Course	2017-18	2016-17	2015-16
Concert Band	19	18	23
Wind Ensemble	37	48	43
*Jazz Band	24	*n/a	*n/a
Concert Choir	22	24	28
Chamber Singers	20	22	36
Treble Choir	16	15	29

* Jazz Band is not a formal course offering at the high school level, and participation figures are only available for 2017-18.

It should again be noted that there are no course offerings in our district for students in the areas of Dance or Theater.

Additional Opportunities for Students

Below are detailed just a sampling of additional enrichment opportunities for students in the Visual and Performing Arts, K-12. Teachers and building leaders in our district continuously seek out opportunities for students to grow in these disciplines.

VISUAL ARTS

District art teachers celebrate Youth Art Month every year in March with the district Student Art Show (K-12). The show features an exhibit of approximately 165 student artworks, (15 artworks chosen by each teacher), a reception with refreshments, and awards ceremony. Approximately 450 people attend the event. In addition to our district wide celebration exhibit, several students

at all the program levels in the district have artwork selected and organized by their art teachers to display as part of statewide exhibits such as the Maine Art Education Association's Youth Art Month student art exhibit at the Portland Museum of Art, and the Maine Education Association Youth Art Month exhibit at the MEA offices in Augusta. These Youth Art Month events give students, teachers, and community members celebratory experiences to direct attention to the value of a strong visual arts education that develops divergent and critical thinking, multicultural awareness, and technical, communication, and expressive skills.

Outside of Youth Art Month, there are many other opportunities for student art to be exhibited. Rotating displays of student art brighten up schools and district buildings. Schools have partnerships with community organizations (e.g. Merrymeeting Arts Center, The Highlands, Portland Museum of Art, Farnsworth Art Museum) for student art exhibits. Our district participates in the Community Gallery Show at the Center Street Gallery in Bath, ME, among other shows.

All students are also given an opportunity to participate in field trips to local, world class art museums - including the Portland Museum of Art, the Farnsworth Museum of Art and Wyeth Center, the Colby College Museum of Art, and the Museum of Fine Arts in Boston - allowing them to see visual art professionally curated in galleries. Visiting art educators from the Walker Museum at Bowdoin College have come into art classes to enrich the curriculum by teaching students about their collections. Local community artists have also come in to share their work with students, as well as their experience being a professional artist in Maine. Across the district there are after school art clubs, such as Pottery Wheel Club, Mural Club, and Makerspace Club. Finally, up to 5% of students in grades K-12 are identified for additional opportunities in the visual and performing arts across all schools, programmed for by district staff.

PERFORMING ARTS

Additional music learning opportunities are offered in all schools at the elementary level. These are generally held before or after school and are offered as electives. These include the All-District Concert, music class concerts, honors chorus, variety show, field trips to the Portland Symphony Orchestra, and musical theater productions.

Middle and high school students have the opportunity to audition instrumentally or vocally for district honor ensembles, All-State, All-Eastern, and national festivals. Students who are accepted participate in these festivals over two days in the spring with a guest conductor. There are usually a large number of Mt. Ararat students selected to participate in these honor festivals. Ensembles from the middle and high school also perform occasionally for elementary students, with some concerts featuring students from all levels playing on the same stage.

Findings and Proposals

VISUAL ARTS

Students who go through our system have multiple years of rich experiences in the visual arts as part of the general curriculum. A weekly art class is guaranteed for our elementary students for the first six years in our schools. Middle school students focus on art for the equivalent of one quarter, with two to three class periods per week. While staffing decreases at the secondary level have impacted the number of course offerings, the high school in particular has seen an increase in enrollment and class sizes in the visual arts, while overall enrollment has decreased slightly. Year-long high school courses have more recently been taught for one semester only, and with the exception of ceramics, students can only take one semester of their chosen art medium before being placed in the advanced placement programs.

The information provided suggests that student interest and engagement in the visual arts continues to be strong throughout the K-12 experience. The recovery of faculty positions in the visual arts would reflect these interests, and allow for additional course and extracurricular offerings for students.

Elementary Proposals

- Increase art position at Williams-Cone School from current 2 ½ days to 3 days/week. This will account for additional classes recently added to the schedule.
- Part-time art teachers should be scheduled to work on Wednesday mornings so that they can participate in school and district-wide professional development.

Middle and High School Proposals

- Add one teaching position at Mt. Ararat High School to address overcrowding in foundational art classes, and to provide additional and more diverse course options.
- High school students should take three full years of visual arts instruction before entering an upper-level AP course. In recent years teachers have created opportunities for this additional learning through independent studies, as well as combined courses, such as 2D studio art / intermediate 2D design.

PERFORMING ARTS

Music programs in our district have strong alignment, K-12. The elementary school music programs provide weekly opportunities for all children to have rich, varied, and engaging experiences in music making and music repertoire. The general music program engages students in active music making and guides them towards proficiency in music learning goals, though it is difficult for some students to show mastery of those learning goals with just one music class per week. The general music program is currently at full capacity, which means a lack of opportunities to provide Gifted and Talented services in some schools. With the expansion of self-contained special education programs over the last few years, there is an increased need for adapted music classes to ensure all students can access the learning goals. If Pre-K classes

become a reality in all schools, additional music time will be needed.

The elementary school chorus program benefits from a high percentage of fourth and fifth grade student participation. The chorus program gives young singers an excellent foundation for future singing endeavors, and the opportunity to learn and perform an eclectic and high quality musical repertoire. Chorus concerts also provide students with the chance to perform in front of an audience and learn important presentation and performance skills.

The fifth grade instrumental music program builds vital and foundational skills for beginning players. The program enjoys a high percentage of participation and gives students additional performing opportunities, preparing them for continued success in the middle school. However, participation rates in both band (50-60%) and chorus (80-90%) drop off dramatically from the end of fifth grade to the eighth grade year (15-20% and 10-15% of all students, respectively). This drop in performing arts participation continues into high school, and is reflected in decreased participation in band and chorus offerings over the last several years.

One factor influencing student participation in the performing arts at the middle school is the master schedule, which requires students to choose between participation in band and/or chorus, and additional instruction in a core content area during Target Time. Additionally, chorus lessons are no longer provided, meaning the only instruction students receive in chorus is during the ensemble rehearsal. Additional learning opportunities might help retain more students in chorus, where we see the biggest decline in participation through the grades.

There exist several areas where increased student interest can be noted, however. First, the number of middle school students participating in band and chorus has increased overall as a percentage of all students, with particular growth in the current year's sixth grade. In addition, three-quarters of seventh and eighth grade band students chose to participate in Jazz Band this year, an optional extracurricular group that meets before school on Wednesdays.

Finally, while many schools have stipended positions responsible for coordinating extracurricular activities in Theater and Drama, these are not consistent across the district, nor are they included in the general VPA program for all students.

Elementary Proposals

- The district should review teaching course loads each spring, including the need for adapted special education classes (and potentially Pre-Kindergarten classes), to determine if additional teaching positions are necessary to provide high-quality core music instruction to all students.
- Stipends for elementary performing arts programs - including special choruses and theater productions - should be reviewed and made equitable across all schools.

Middle and High School Proposals

- Strive for balance and excellence in band and chorus programs at the middle school by:
 - Increasing staffing at the middle school by a 1.0 position;

- Reassigning responsibilities to have one grades 6-8 instrumental-focused teacher, and one grades 6-8 choral-focused teacher. Two full-time teachers at the school would create before or after school opportunities for all students, which currently are not available to sixth graders because their teachers are shared with the high school. It would also allow the very large jazz band to be split into Beginner and Advanced bands, allowing students to thrive;
 - Reinstigate chorus sectional lessons, which are necessary for a strong program;
 - Reinstigate Middle School Honors Chorus, providing an extra, rigorous curriculum for hard working, passionate students;
 - Seek opportunities in the schedule for students not to be pulled out of core classes in order to participate in the performing arts.
- With one full time Instrumental teacher, and one full time Choral teacher exclusively at the high school, additional course opportunities, such as Music Theory and Advanced Music Theory, could be reinstated. Students who plan to major in music in college need these foundational experiences for future success, and they also appeal to students with a strong interest in music who do not wish to join ensembles.

Conclusion

MSAD 75 has a strong tradition of support the Visual and Performing Arts, and building strong programs in our schools. While this continues to be true, a decrease in student enrollment has forced our district to remove important opportunities for students in these disciplines. We are currently at a crossroads. The existing Visual and Performing Arts program provides well for all students, and especially well for some students. However, if we chose to make small investments in additional staffing, we believe we can take our program to the next level. We hear from parents in our district every year about the importance of maintaining - and growing - our offerings in the arts, because of the unique ways they can enrich our students as human beings. The committee hopes that this review will help the Board make decisions about the value of this investment for our students in the years ahead.

2017-2018 VPA Program Evaluation Committee Members

Elizabeth Arno	Visual Arts Teacher, Bowdoin Central and Harpswell Community Schools
Christine DelRossi	Visual Arts Department Chair, Mt. Ararat High School
Allen Graffam	Band and General Music Teacher, Mt. Ararat High and Middle Schools
Chris Lajoie	Principal, Bowdoinham Community School
Elizabeth Michel	Visual Arts Teacher, Mt. Ararat Middle School
Pamela Morneau	Music Teacher, Williams-Cone and Harpswell Community Schools
David Olsen-Pietrowski	Music Teacher, Woodside Elementary
Dawne-Marie Powers	Instrumental Music Teacher, All Elementary Schools
Sarah Stratton-Huntoon	Music Teacher, Bowdoin Central and Bowdoinham Community Schools