



repertory dance theatre

Since 1966 preserving creating enriching

POPS REPORT 2013-2014



Districts	Charters	Schools	Instructional Hours	Teachers	Students
18	7	83	522	892	21575

Budget expenditure report and income source report.

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	\$125,572	\$128,012	\$253,584	50%
Travel	\$3569	\$3569	\$7138	50%
Materials	\$2335	\$2335	\$4670	50%
Other: Production O&M	41343	41343	82686	50%
TOTAL	\$172,819.00	\$175,258.00	\$348,078.00	50%

POPS STATISTICS 2013-2014

Districts Served: 18
 Schools Served: 90
 Students Served: 21575
 Number of Teachers served: 892
 Instructional Hours in schools: 522

DISTRICTS SERVED:

Alpine, Canyons, Dagget, Davis,
 Granite, Iron, Jordan, Juab,
 Millard, Murray, Nebo, Ogden,
 Salt Lake, Tintic, Tooele,
 Wasatch, Washington, Weber

Districts	Charters	Schools	Instructional Hours	Teachers	Students
18	7	83	522	892	21575



REPERTORY DANCE THEATRE'S ARTS IN EDUCATION GOALS

RDT USES DANCE AS A WAY TO HELP PEOPLE BECOME MORE:

*Connected, Compassionate, Aware, Inspired, Original,
Focused, Courageous, Passionate, Human, Prepared, Educated*

- To provide alternative ways of learning in the arts to achieve basic educational objectives such as concentrating, creative problem solving, planning, visualizing and conceptualizing.
- To develop skills and insights through the arts needed for emotional maturity and social effectiveness-sharing, cooperating, integrating and interacting.
- To develop an individual's physical and mental discipline at all ability levels, providing students with college and career ready skills.
- To open participants' minds and imaginations by developing tools of communication.
- To develop feelings of self-worth, confidence, and achievement by giving students and teachers opportunities to explore movement, the art of improvisation, and the creative process, to provide learning within the arts.
- To deepen the understanding of the relationship between life and art.
- To develop Life Skills by encouraging good citizenship, by helping students be responsible and understand their relationship to the other members in their group, family, class or community.
- To promote learning in other subjects through the use of creative movement and dance, providing students with an understanding and appreciation of American Modern Dance.

Since 1966, RDT has been committed to finding ways to engage young audiences with movement activities and performances that serve to train and ignite the creative voice in people of all ages. RDT's commitment to arts in education enriches young lives and allows students to experience the joy of living through dance.

AIE outreach activities encourage teachers and students to integrate movement into the learning and teaching process in order to help them achieve the state standards for arts education. RDT knows that dance provides new ways of learning allowing students to become complex thinkers and problem solvers, effective communicators, cooperative group participants and self-directed learners to contribute to the community, helping prepare them for college and careers later in life.

The 2013-14 school year presented some challenges in scheduling RDT's AIE activities in many districts across the state. Due to the grading of the elementary schools, which was made public in late summer/early fall, many principals felt the need to refuse our free services to focus only on tested subjects. This meant our numbers served decreased this year for the first time in many years. Through much persistence of the RDT Education Director, by the winter and spring, requests for services began to pick up and RDT was able to finish the school year with many wonderful experiences in the Utah schools.



2013 © RDT

Performances

Districts	Schools	Hours	Teachers	Students
12	27	7	66	2095

RDT performances feature professional dancers performing works in a professional setting created by national and internationally renowned choreographers. The fully produced performances give students the opportunity to be inspired by superbly trained professionals using the language of dance to explore relevant issues, humor, music, design and movement. The concepts offer students alternative ways to see and evaluate the world. All performances include student learning activities dedicated to enhancing student core skills. A special narration is provided to help audiences appreciate and enjoy the choreography. Schools receive study guides, curriculum material, and assessments two weeks prior to each performance. Teachers and students are invited to evaluate their concert experience and submit critiques, drawings, poems, etc. Performances are designed for either grades K-6 or Jr/Sr High School students and invitations are sent to every school within a reasonable distance from the performance site. Schools are booked on a first come first serve basis. Attendance is tracked and schools not able to be scheduled are put on a preferential list to be served in the future.

The 2013-14 season featured three, free matinees with 6 performances for students.

- **Legacy**, for Jr & Sr High students, a tribute to our American Modern Dance Legacy, featured the Jose Limon masterpiece, *Missa Brevis*, as well as work from modern dance pioneers Ted Shawn, Doris Humphrey, and recently retired Princeton Professor, Ze'eva Cohen. A master class in the Limon technique and the creative process was offered to students before or after the matinee performance.
- **Lively** for students, 3rd-12th grades, provided a look at dance and communication. How dance can express everything from love, joy, humor, compassion, frustration, etc. Students were invited to look for the humor in modern dance and reflect on the ability of dance to express a multitude of human emotions.
- **Land**, for Jr & Sr High students, paid tribute to the diverse landscapes of our great state. Utah's red-rock deserts, wetlands, forests and mountains gave inspiration to the

choreographers for this performance. A master class inspired by the choreographic innovations of Molissa Fenley's *Desert Sea*, a piece inspired by the Four Corners region of Utah, was offered to students before or after the matinee.



In-Depth Residencies

Districts	Schools	Hours	Teachers	Students
4	14	344	311	6849

In-Depth residencies provide opportunities for students/teachers/administrators to help integrate dance into the life of the school and expand learning possibilities with the arts and in the arts. Residency components include multiple Creative Movement Classes, a Teacher In-Service Workshop, and a Lecture/Demonstration by the RDT Company and Artistic Director, Linda C. Smith. In-Depth experiences build productive, creative, college and career ready students as they learn to solve problems through communication and teamwork, and develop self-confidence through stimulated, creative thinking and problem solving.

For teachers, In-Depth residencies offer a better understanding of the Core Dance Standards, build confidence levels and help them acquire the skills to be successful in teaching the Dance Core Standards in their classrooms. Through mentoring, RDT helps teachers and administrators understand that dance is essential in the life of a healthy, productive society and that experiences in creative dance enable complex thinking, effective communication and collaboration. During an In-Depth Residency, RDT typically spends 2-4 weeks in a school.

RDT's In-Depth Program Offerings 2013-14 included:

- **Creative Movement Classes** - 15-18 classes (40-45 minutes in length) designed for one classroom at a time and grade level specific, use creative movement as a learning tool to experience the elements of dance, learn Curriculum Standards, emphasize Life Skills and provide students with learning in the art form and with the art form of dance.

- **Lecture Demonstration** – One 50 minute assembly performance for the entire school featuring the RDT Company. Content, narration and dances focus on the history of dance in our culture, dance as exercise and how movement can inspire a community.
- **Professional Development Teacher Workshop** - One session (1-2 hours) focus on ways to develop skills using movement as a tool in the classroom to enhance learning. Workshops are geared towards understanding and implementing the Utah State Core Standards for Dance and all curriculums, as well as getting teachers comfortable with moving and communicating with movement.



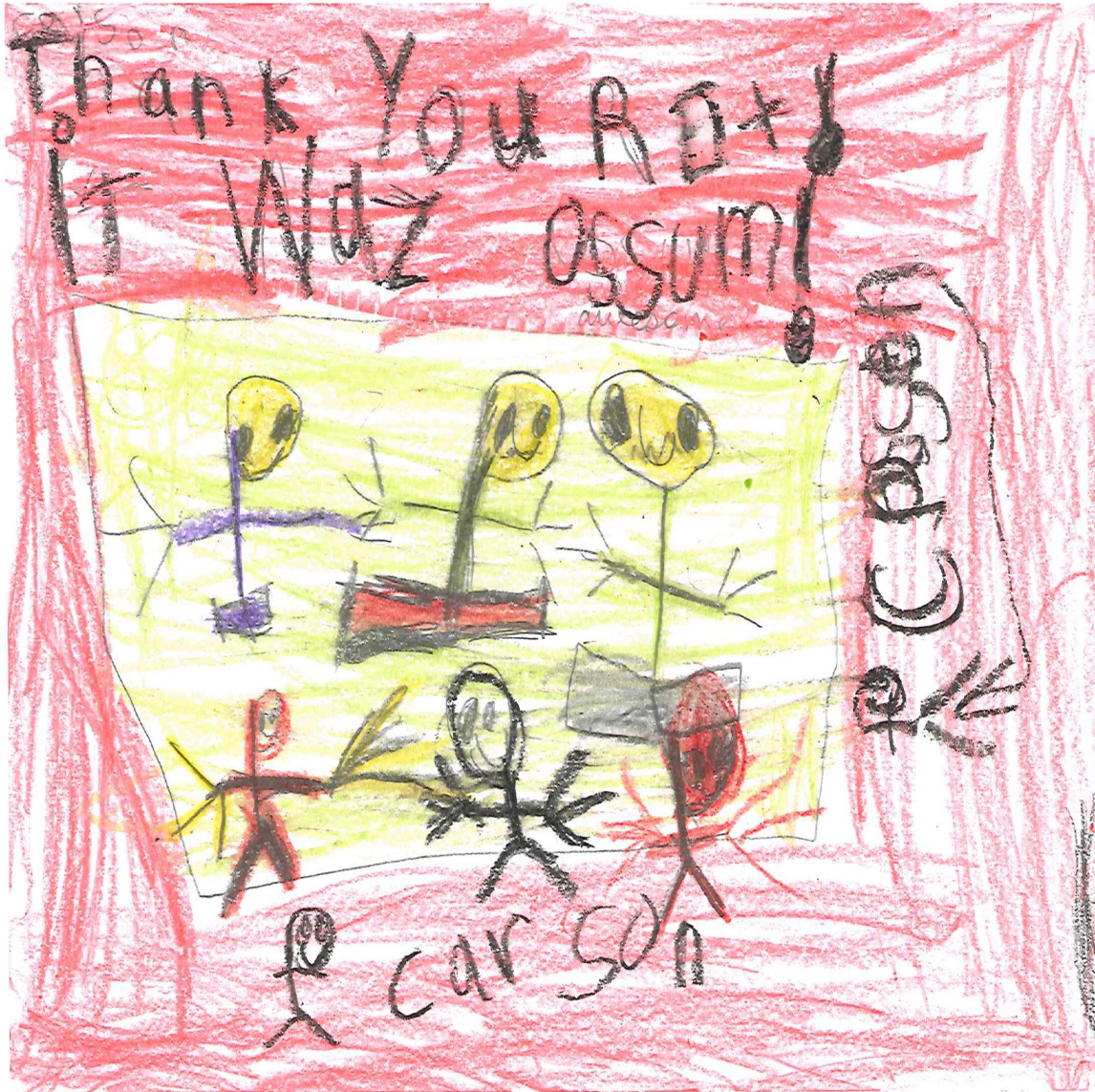
Mini Residencies

Districts	Schools	Hours	Teachers	Students
12	21	37.75	457	10922

An RDT Mini Residency includes a lecture demonstration for the entire student body and movement workshops for selected classes. During a RDT mini residency, the company spends 3-4 hours in a school working with the students and teachers. RDT uses dance to break down cultural barriers, open minds and imaginations and give students a knowledge of dance history and an understanding of the important role that dance plays in society.

The Lecture Demonstration focuses on the history of dance, the choreographic process and the art of improvisation. The assembly gives the audience insight into how to watch, appreciate and even create dances. The demonstration gives students information focused on the State Core Dance Standards, *Moving, Investigating, Connecting and Creating*. Included in the demonstration is the creation of a new piece of choreography. Dancers and selected students help choreograph and perform the finale. This section is always the highlight of the day and gives teachers a model of how to choreograph and explore movement concepts from the State Core Standards in their classrooms. Lecture Demonstrations are for the entire school body and are 50 minutes in length.

Movement Workshops/Classes focus on the State Core Standards and offer information to help students build strength, flexibility, endurance, coordination and awareness while developing an understanding of the elements of dance, *Time, Space, Shape and Energy*. Classes provide alternative ways to learn and achieve basic educational objectives while allowing all participants the freedom to explore their own physical and creative potential in a noncompetitive environment. Classes are designed to develop awareness that the body can be used as an instrument of self-expression as well as an instrument that can be kept in healthy, fit condition. Movement classes are held to a maximum size of one classroom and are 40-45 minutes in length.





Teacher and Student Workshops

Districts	Schools	Hours	Teachers	Students
13	35	133.5	58	1709

Professional Development Workshops for Teachers focus on ways to develop skills using movement as a tool in the classroom to enhance learning. Workshops are geared toward understanding and implementing the Utah State Core Standards for Dance and all curriculums, as well as getting teachers comfortable with moving and communicating with movement.

Student workshops provide students with a series of classes designed to increase physical skills and explore the creative process. Classes include Modern Dance Technique, Composition, Partnering, Improvisation, Repertory, Hip Hop, Ballroom and Choreography.

2013-14 RDT Student Workshops featured:

- **Master Classes in the Schools** – RDT dancers traveled to Jr and Sr High Schools to teach a master class to dance students, focusing on technique and the creative process, including a Q&A to provide career mentoring
- **Day in the Rose** – a full day of classes at the Rose Wagner Performing Art Center with the RDT Dancers for 2 Jr. High Schools.
- **Jr. High Workshop** – 2 days of workshops for Jr High dance companies, providing classes, choreography, and career mentoring.
- **Passport to History** – a new AIE addition, a three part master class series, featuring three historically important modern dance choreographers, including a class in their technique style, an excerpt of their choreography and a video of their work, followed by discussion.
- **High School Workshop and Choreography** – a workshop for high school dance students, combining technical and creative classes with choreography sessions to create an original piece.

Documentation of RDT three year rotations to charters and districts

Number of schools served in each district.				
DISTRICT	2011 - 2012	2012- 2013	2013 - 2014	Projected 2014 - 2015
Alpine	1	5	7	X
Beaver		2		X
Box Elder	2			X
Cache	4			X
Canyons	3	6	3	X
Carbon	2			
Daggett			3	
Davis	4	3	5	X
Duchesne	4			
Emery	1			
Garfield				X
Grand	1			
Granite	20	19	19	X
Iron		4	2	
Jordan	10	9	11	X
Juab		2	1	
Kane		3		
Logan				X
Millard	1		1	
Morgan				X
Murray	2		1	X
Nebo	11	3	5	X
N. Sanpete	1	1		
N. Summit	1			
Ogden		1	1	X
Park City		3	3	
Piute				
Provo		1		X
Rich				X
SLC	14	12	9	X
San Juan	2			
Sevier	2			X
S. Sanpete		1	1	
S. Summit	1			
Tintic			2	
Tooele		2	2	X
Uintah		1		
Wasatch			2	
Washington	3	4	3	X
Wayne				X
Weber			2	X
Charter	13	8	7	X
Total # of Schools Visited	103	90	90	
Total # of Districts Visited	21	19	18	

A Summary of the Organization's Self-Evaluation

A. Cost-effectiveness:

RDT uses its financial resources very wisely and creatively. Forty-eight years of service to urban and rural communities throughout the nation has given RDT experience in designing schedules, utilizing personnel, recycling costumes, props and repertory and using time in an efficient manner. RDT offers POPS activities at no cost to the students or teachers.

RDT dancers make long-term commitments to the organization. Their experience and institutional memory adds to the efficiency and effectiveness of the company. RDT dancers are skilled performers, teachers and choreographers which make each one a very valuable asset to our programs and adds dimension to our ability to serve schools.

RDT feels that the quality of an arts experience is very important to students. We prefer to offer students in-depth arts experiences and a variety of ways to become engaged in dance as a participant, observer, and creator.

B. Procedural efficiency:

RDT employs a full-time Arts-In-Education Director, which has enabled us to increase our efficiency, develop more In-Depth Activities for a greater number of schools, and refine Study Guides, Lesson Plans and Long Range Activities. RDT relies on teamwork within the staff to accomplish goals and design projects.

C. Collaborative practices:

All RDT school events and projects are created through a process that involves District Arts Coordinators, school principals, teachers, parents and citizens. RDT communicates with the District Arts Coordinators to insure when and how schools are being served. RDT's AIE Director, Lynne Larson meets with principals, teachers and parents to develop goals, design schedules and coordinate residency activities. When AIE activities are scheduled, Local Legislators are invited to events.

In addition, RDT collaborates on designing and scheduling AIE services. The three modern dance companies, Children's Dance Theatre (CDT), Repertory Dance Theatre (RDT), and Ririe Woodbury Dance Company (RW) have designed a cooperative plan to serve every Utah school district within a three year period and a plan to serve every elementary school in Utah during a 10 years period beginning 2011. The three companies meet regularly to evaluate the effectiveness of the plan.

D. Educational soundness Curriculum Connection:

RDT follows the Utah State Office of Education Dance Core K-12, as well as the Utah State Core Standards for all curriculums. RDT has written curriculum for grades K-12 which impacts the teaching of Social Studies, Language Arts, Science, Math and Fine Arts in order to give students and teachers different ways to perceive, comprehend and appreciate the world through the art of dance.

E. Professional excellence: Profile of RDT teachers

AIE activities are taught by RDT's professionals who are highly skilled working with K-12 students and their teachers. All RDT dancers are required to have BFA or MFA degrees in dance and have considerable professional experience in the field. Many RDT teachers are certified Movement Specialists and on the Utah Division of Arts and Museums' "Teaching Artist" roster.

RDT trains its AIE teachers through a mentoring process. Each RDT/AIE teacher is evaluated by RDT's Artistic Director and AIE Director to assure and maintain the quality of their teaching skills, curriculum content, and effectiveness in achieving AIE goals.

RDT dancers are highly skilled performers and communicators. RDT performances and Lecture Demonstrations in the schools feature professional dancers performing works created by national and internationally renowned choreographers. The performances give students the opportunity to be inspired by superbly trained professionals using the language of dance to explore relevant issues, humor, music, design, and movement. RDT dancers are wonderful mentors who enjoy inspiring students to see, imagine and create.

F. Resultant goals/plans for continued evaluation and improvement:

RDT welcomes the evaluations and suggestions offered by peer POPS group members and continues to work to refine our programs, communicate better with schools, and produce curriculum and lesson plans, and mentor RDT Arts-in-Education personnel.

Assessment: RDT evaluates the merit and impact of projects by establishing clear goals and objectives. RDT gains information and feedback by conducting surveys and evaluations, contact interviews and fiscal accountability. Each project is evaluated:

- Did the AIE project relate to the Utah State Core Standards?
- Did the AIE program relate to RDT's Educational Goals?
- Was the AIE Project age appropriate?
- Did the students engage in activities that promote a healthy, fit body?
- Did the activities stimulate the students' creative thinking skills?
- Did the activities provide college and career ready skills?
- Did the activities promote learning in and with the art form?
- Did the movement activities encourage good citizenship by the students?
- Were the following Life-Skills present in the RDT activity: team-work, collaboration, self-confidence, communication, cooperation, creative problem solving and decision making?
- Did the project serve a useful purpose over a long period of time?
- Did the project serve to be a valuable educational experience for the audience?
- Did the dancers find the project of artistic valuable? Was it stimulating, challenging, meaningful?
- Did the project have high artistic merit? Was it thought provoking? Was it enriching?

Internal Revenue Service

Date: August 28, 2006

REPERTORY DANCE THEATRE
PO BOX 510427
SALT LAKE CTY UT 84151-0427 279

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Carol Kraft - #31-08206
Customer Service Specialist
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
87-0332580

Dear Sir or Madam:

This is in response to your request of August 28, 2006, regarding your organization's tax-exempt status.

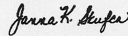
In May 1978 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

Budget expenditure report and income source report.

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
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TOTAL	\$172,819	\$175,258	\$348,078	50%

District Coverage POPS Dance Groups 2011-2015				
B = Ballet West, C = Childrens Dance Theatre				
RW = Ririe Woodbury, RT = Repertory Dance Theatre				
	2011-12	2012-13	2013-14	2014-15
Alpine	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C
Beaver		RW, RT		B, RT
Box Elder	B, RT	B	RW, B, C	B, RT
Cache	RW, RT	B	RW, B	B, RT
Canyons	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Carbon	RT	B, RW		
Daggett		B	RT	RW
Davis	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Duchesne	RT	B		RW
Emery	B, RT	RW, B		
Garfield	RW			B, RT
Grand	RT	RW	B, RW, C	B
Granite	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Iron	B	RT	RT	
Jordan	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Juab		RT, B	RT	RW
Kane	B	RT, RW		B, RW
Logan	B		RW, B	B, RT
Millard	C, RT		RW, RT, C	B
Morgan		B	B	RT, RW
Murray	B, RW, RT	B, C, RW, RT	RW, RT, B, C	B, C, RW
Nebo	B, RW, RT	B, RW, RT	RW, RT, B, C	B, RT, RW
N Sanpete	B, RW, RT	RT, B	RW	
N Summit	RT	B	B	RW
Ogden	B, C	B, C	RT, B, C	B, C
Park City	B	B, RT	B	B, RW
Piute	RW			B
Provo	B	B, C, RT	B, RW, C	B, RT, C, RW
Rich			B	RT, RW
Salt Lake	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
San Juan	RT	RW	B	B
Sevier	B, RT	C, RT	RW	RT
S Sanpete	B, RW		RW	
S Summit	B, RT			RW
Tintic		B	RT	RW
Tooele	B, C	RW, B	RT, B, RW	B, RT, C, RW
Uintah		B, C, RW		RW
Wasatch	B	B, C, RW	RT, B	C, RW
Washington	B, RT	RW, RT	RT, B	B, RT
Wayne	B			RT
Weber	B, C	B, C, RW	RT, B, C	B, RT, C, RW
Charter	B, C, RW, RT	B, C, RW, RT	RT, RW, B, C	B, RT, C
USDB	B	B	B	B

Great Quotes about Repertory Dance Theatre's AIE Activities 2013-14

– So well explained. Loved positive reinforcement to take care of our body because we only get 1 body. Narration, dancers, content, choreography was so engaging. We all wanted to experience, every concept.

– This activity showed teachers how dance is part of everything and every subject in life. Perfect examples were given to teach across the curriculum.

– Thank you so much for coming to our school and dancing for us. It was our favorite dance assembly ever! We had so much fun seeing the many different ways our bodies can move through space. It was so fun to come back to our classroom and try moving our own bodies some of the same ways. Thanks to you and your fun and engaging presentation, I now have a class of movers and dancers who love movement and dance! We hope you come back soon!

It offers me the chance to bring my students to view a live modern dance performance! It gives students an example of everything they're learning from the Utah dance core curriculum.

– To be exposed to such high quality of live performance is so lacking in this technology world. I was really amazed at how much joy and conversation the children had about the wonderful experience that they had seen with their eyes, heard with their ears, and felt in their very soul. It was terrific for them to see this way of communication and what an incredible art form dance is.

– I feel a responsibility as an educator to expose my students to excellent art. Because we were able to see professional dancers in a professional setting, many of my students have an enriched perspective about dance and art. Their minds were opened, and it gives me hope that they will apply their open-mindedness to other areas of their life, and support the arts in the future. THANK YOU for providing us with a worthwhile experience.

– So much fun! My first year and hope not my last! Changed my teaching. My students beg for dance now!

– It was really cool seeing those students that could shine in dance/creative movement. Also, three of my hardest students (boys) participated well and did some awesome things.

– Good citizenship, usually hard for my class and it was amazingly awesome! Communicating in a non-aggressive manner, like stated before, usually an issue but so engaged they totally worked well! I saw Self-control and peer relations

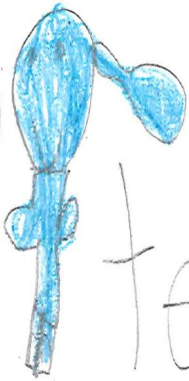
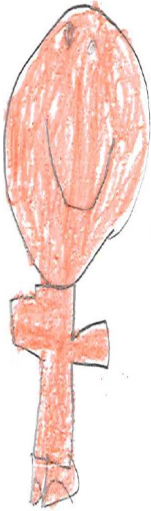
YOU

HAVE

have

the

BEST



team

team



EVER!

ever

