

REPERTORY
DANCE
THEATRE



POPS REPORT 2014-15



Districts	Charters	Schools	Instructional Hours	Teachers	Students
24	11	91	476.25	1244	21720

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	\$122,431.50	\$138,661.50	\$255,643	47%
Travel	\$6817	\$7237	\$14054	48%
Materials	\$725	\$725	\$1450	50%
Other: Production O&M	\$42851	\$40667	\$83,518	51%
TOTAL	\$172,825.00	\$187,290.00	\$354,665.00	48%



ARTS IN EDUCATION GOALS

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

Physically Active, Creative, Aware, Inspired, Connected, Prepared and Educated

- To provide kinesthetic, artistic learning experiences.
- To develop an individual's physical and mental discipline at all ability levels.
- To give students and teacher opportunities to explore movement, the art of improvisation, the creative process and provide learning activities within the arts.
- To promote leaning in other Core Subjects through the use of creative movement, dance and physical activity.
- To develop Life Skills by encouraging good citizenship, helping students be responsible and understand their relationship to other members of their class and community.
- To achieve educational objectives such as concentrating, creative problem solving, planning, visualizing and conceptualizing.
- To help develop skills needed to achieve emotional maturity and social effectiveness – sharing, cooperating, integrating and interacting.

- To provide students and teachers 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 2014-15 school year presented some new challenges in scheduling RDT's AIE activities in many schools. Due to the testing schedules in the elementary schools, many principals felt the need to cancel or refuse our free services to focus on testing schedule only. There were however teachers in many schools who volunteered to work within the testing schedule to still find time for both dance and testing. Allowing students some much needed movement and brain break time after sitting for long, focused testing periods.



Performances

Districts	Schools	Hours	Teachers	Students
14	38	10	229	2902

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 2014-15 season featured three, free matinees with 9 performances for Utah students and teachers K-12. Teachers and Students were provided with a study guide, curriculum, and live concert narrative by RDT's Artistic Director and the option of a pre or post-concert master class.

- ***Portal***, for Jr & Sr High students, a creative, energetic tribute to inventiveness and the choreographic voice. Students viewed a world premiere, *By The Snake*, choreographed by internationally renowned choreography, Noa Zuk, a unconventional look at the state of the human mind on the brink of senility, *Fever Sleep*, a piece by Stephen Koester, and *Passengers*, by Viola Farber, a study in improvisation and performance to a silent soundscape.
- ***Surprise Packages*** K-5, A show especially created for students K-5, with Language Arts Curriculum intertwined throughout the puzzles, games, tower building, rhythm making, prop throwing, hilarious dance adventure.
- ***Reunion***, for Jr & Sr High students, on the threshold of RDT's 50th Anniversary, this concert featured revivals of Alumni favorites and new Alumni creations. Showcasing the choreographic voices of former dancers who inspired by their tenure in the RDT Company, ventured into the art of dance making. The concert featured choreographers from each of RDT's five decades of existence.

In-Depth Residencies

Districts	Schools	Hours	Teachers	Students
7	17	317.5	510	9415

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 expanded In-Depth Programming this year to include a component for Jr High and High Schools entitled Heritage. The Heritage Project focused on developing choreographic skills, the process of abstraction and empowering students to express their own unique viewpoints.

The residency began with an exploration of basic choreographic principles, movement creation, innovation and development. Students were asked to write about the word Heritage and what this word means in their own lives. Words and elements of each dancer's answers were chosen by the RDT teacher and used to create movement studies. Students worked in groups to further develop and choreograph their ideas in a team setting with coaching, feedback and encouragement from the RDT teacher. The movement studies were woven together to create an original piece with text and music.

RDT's In-Depth Elementary 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.

RDT's In-Depth Heritage Program Included:

- 8 Choreography Classes
- Performance of piece at school's annual dance concert.
- Students attend a matinee performance of Repertory Dance Theatre at the Rose Wagner Performing Arts center with a \$100 bus voucher provided by RDT
- Performance of their piece at a Heritage Concert at the Rose Wagner Performing Arts Center, May 2015, featuring all schools involved in the Heritage Project.



Mini Residencies

Districts	Schools	Hours	Teachers	Students
9	17	24	341	7896

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. 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 Utah State Core Standards for Dance in their classrooms. Lecture Demonstrations are for the entire school body and are 50 minutes in length.

Movement Workshops/Classes focus on the Utah State Core Dance Standards and help students build strength, flexibility, endurance, coordination and awareness while developing an understanding of the elements of dance, *Time, Space, 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. 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
18	37	124.75	164	1507

Professional Development Workshops 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. Teachers move throughout the workshop,

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.

2014-15 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 3 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 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	2012- 2013	2013- 2014	2014- 2015	Projected 2015-2016
Alpine	5	7	4	X
Beaver	2		1	
Box Elder			X	X
Cache			X	X
Canyons	6	3	6	X
Carbon				X
Daggett		3		
Davis	3	5	5	X
Duchesne				X
Emery				
Garfield			1	
Grand				X
Granite	19	19	22	X
Iron	4	2	1	
Jordan	9	11	10	X
Juab	2	1		
Kane	3			
Logan			X	X
Millard		1		X
Morgan				X
Murray		1	X	X
Nebo	3	5	7	X
N. Sanpete	1			
N. Summit			X	
Ogden	1	1	X	X
Park City	3	3	1	
Piute				
Provo	1		X	X
Rich				
SLC	12	9	10	X
San Juan				X
Sevier			2	
S. Sanpete	1	1		
S. Summit			X	
Tintic		2		
Tooele	2	2	2	X

Uintah	1			X
Wasatch		2		
Washington	4	3	6	X
Wayne			2	
Weber		2		X
Charter	8	7	11	X
Total # of Schools Visited	90	90	91	
Total # of Districts Visited	19	18	24	

A Summary of the Organization’s Self-Evaluation

A. Cost-effectiveness:

RDT uses its financial resources very wisely and creatively. Forty-nine 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 add 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, active 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.

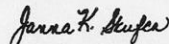
In May 1978 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

District Coverage POPS Dance Groups 2012-2016

B = Ballet West, C = Tanner Dance

RW = Ririe Woodbury, RT = Repertory Dance Theatre

	2012-13	2013-14	2014-15	2015-16
Alpine	B, C, RW, RT	B, C, RW, RT	RT, B, C	B, RW, RT
Beaver	RW, RT		RT	B
Box Elder	B	RW, C, B	B, RT, C	B, RT
Cache	B	B, RW	B, RT	B, RT
Canyons	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Carbon	B, RW			RW, RT
Daggett	B	RT	RW	
Davis	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Duchesne	B		RW, C	RT
Emery	B, RW			B, RW
Garfield			B, RW, RT	
Grand	RW	RW, B, C	B, C	RW, RT
Granite	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
Iron	RT	RT	RT	B
Jordan	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, RW
Juab	RT, B	RT		RW
Kane	RT, RW		B, RW	
Logan		RW, B	B, RT, C	B, RT
Millard		RW, RT, C	B, C	RT
Morgan	B	B	B, RW	RT
Murray	B, RW, RT, C	B, C, RW, RT	RW, B, C, RT	B, RT
Nebo	B, RW, RT	B, RW, RT, C	RW, RT, B, C	B, RT, RW
N Sanpete	B, RT	RW		RT
N Summit	B	B	B, RW, RT	
Ogden	B, C	B, C, RT	B, C, RT	B, RT, C
Park City	B, RT	B	B, RT, C	B, RT
Piute			RW	B
Provo	B, C, RT	B, C, RW	B, RW, C, RT	B
Rich		B	RW	
Salt Lake	B, C, RW, RT	B, C, RW, RT	RW, RT, B, C	B, RT, C, RW
San Juan	RW	B	B	RT
Sevier	C, RT	RW	RW, RT	
S Sanpete		RW		RT
S Summit			RW, RT	
Tintic	B	RT		RW
Tooele	B, RW	RW, B, RT	RT, B	B, RT
Uintah	B, C, RW	B	RW	RT
Wasatch	B, C, RW	B, RT	B	RW
Washington	RT, RW	RT, B	B, RT, C	B
Wayne			RT	B
Weber	B, C, RW	B, C, RT	B, RW, C	B, RW, RT, C
Charter	B, C, RW, RT	B, C, RW, RT	RT, RW, B, C	B, RT, C, RW
USDB	B	B	B	B

Great Quotes about Repertory Dance Theatre's AIE Activities 2014-15

– My students loved the choreography, and the dancers. They loved all of the talent the dancers had and kept commenting how strong they were to do some of the dance moves. I absolutely loved the content. I was so impressed with how the performance was also a lesson in movement, math, art, and history. Amazing!

- Dance is a neglected art in schools. This presentation taught students how important it is to exercise and take care of our bodies, and demonstrated how dance is a fun way to do that. We learned so much about movement and space, tempo and rhythm. Have the students participate by clapping and then doing movements with the dancers was the icing on the cake.

-This activity was great for students to see different kinds of dance, to know that boys dance too, to know how important it is to stay active and healthy. It also gave me some ideas of how I could connect dance into what the students are learning about.

– I would bring my students back to this concert again and again because it emphasized the concepts I have been teaching them all year! Space, time, energy, performing, technique, meaning, abstraction – these were all demonstrated so clearly and broadened my students' understanding. They made great connections to our current work in class. Mostly they came back motivated and inspired.

– I like to expose my students to opportunities that they could otherwise might not experience. Most of my students had never been to a dance program with professional dancers. I think it is important to know that the dancers have to practice many hours and work as a team in order to become professionals.

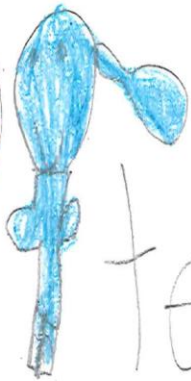
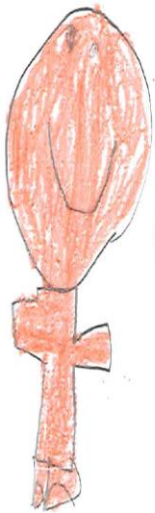
– Bringing my classes to see RDT perform gives my students a chance to look outside what they know as dance and see there is so much more to learn and explore. It also gives them a chance to see the things we talk about in class come to life. They see time, space and energy, partnering, positive/negative shapes, and it instills pride in them to see that they are doing the same things in their own classes.

YOU

HAVE
have

the

Best



Team
team



EVER!
ever

