

REPERTORY
DANCE
THEATRE



REPERTORY DANCE THEATRE POPS REPORT 2015-16



Districts	Charters	Schools	Instructional Hours	Teachers	Students	Home School Students
31	22	195	679	1615	29912	0

BUDGET EXPENDITURE AND INCOME SOURCE REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	\$158,672.50	\$158,895.50	\$317,568.00	50%
Travel	\$23,766.00	\$23,765.00	\$47,531.00	50%
Materials	\$1,670.00	\$1,670.00	\$3,340.00	50%
Other	\$39,111.50	\$39,111.50	\$78,223.00	50%
TOTAL	\$223,220.00	\$223,442.00	\$446,662.00	50%

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 educational, kinesthetic, artistic learning experiences.
- To develop an individual’s physical and mental discipline at all ability levels.
- To give students and teachers opportunities to explore movement, the art of improvisation, the creative process and provide educational learning activities within the arts.
- To promote excellence in learning in all Core Subjects through the use of creative movement, dance and physical activity.
- To provide students and teachers with an understanding and appreciation of American Modern Dance through educational experiences with intended learning outcomes.
- To develop 21st Century College and Career Ready Skills such as concentrating, creative problem solving, planning, visualizing, collaborating, communicating, interacting positively with others and working as a team.
- To encourage good citizenship and help students be responsible, disciplined and connected to their classmates and members of their school community.

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.



RDT's AIE programs encourage teachers and students to integrate movement into the learning and teaching process to help them achieve intended learning outcomes in all state standards for 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, contributing to the community, helping to prepare them for college and careers later in life.

Repertory Dance Theatre celebrated its 50th Anniversary during the 2015-16 Season. To celebrate our organization's milestone and with additional one time legislated funding, RDT was able to tour the state with our renowned AIE programs and conduct in-depth, multiple week residencies in the San Juan, Cache, Logan and Murray School Districts. RDT was also able to expand, our Jr. High In-Depth Heritage Project, a choreographic residency program.

	Assemblies, Lectures, Demos	Movement Classes	Workshops	Number of Schools	Number of Students
2014-15	24	183	34	91	21720
2015-16	41	253	32	195	29912
% Change	+70.8%	+38.3%	-5.9%	+114.2%	+37.7%



PERFORMANCES

Districts	Schools	Hours	Teachers	Students
12	47	12	143	4522

RDT performances feature professional dancers performing works created by national and internationally renowned choreographers in a professional setting. 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.

It is so important for young artists to see live performance. It motivates and inspires students to think outside the box, to explore the world around them, and to invest in personal learning.
**Salt Lake Performing Arts High School, Charter,
10th-12th Grade**

The 2015-16 season featured five, free matinees with 7 performances for Utah students and teachers K-12. Teachers and Students were provided with a study guide, lesson plans relating to curriculum, and live concert narrative by RDT’s Artistic Director and the option of a pre- or post-concert master class highlighting the work of the show.

2015-2016 RDT Concert Season:

RITUAL

Jr & Sr High students, featured contemporary choreographer's work created with the themes of ritual, rites of passage and sense of community. Work by: Zvi Gotheiner, Molissa Fenley, Tim Wengerd and Elisa Monte.

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.

REVEL

Jr & Sr High students, highlighted the use of theatrical props, spoken word, and live music and was a showcase of choreographic techniques on display. Work by: Jacque Lynn Bell, William Evans, Claire Porter and Joanie Smith.

REVERE

Jr & Sr High students, a concert celebrating the work of Jose Limon, featuring two of his masterworks, *Missa Brevis* and *Mazurkas*, inspired by his post WWII tour of Poland and witnessing the hardships born by the Polish people.



IN-DEPTH RESIDENCIES

Districts	Schools	Hours	Teachers	Students
13	37	516.5	604	12076

In-Depth residencies provide opportunities for students/teachers/administrators to integrate dance into the life of the school and expand learning outcomes using the arts. Residency components include multiple Creative Movement Classes, a Professional Development Teacher Workshop, and a Lecture/Demonstration/Assembly 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 stimulating movement, creative thinking and problem solving.

For teachers, In-Depth residencies offer a better understanding of the Core Dance Standards, build confidence levels and help acquire the skills to be successful in teaching the Dance Core Standards in the classroom. During an In-Depth Residency, RDT typically spends 1-2 weeks in a school, either working specifically with one grade level or working across the grade levels and reaching the entire school body.



RDT's In-Depth Elementary Program Offerings 2015-16 Included:

CREATIVE MOVEMENT CLASSES

15-18 classes (40-45 minutes in length) designed for one classroom at a time and grade level specific, using creative movement as a learning tool to experience the elements of dance, learn Curriculum Standards, emphasize 21st Century Career and College Ready 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 a way to promote a healthy, fit body 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 relating movement to other curriculums, as well as feeling comfortable with moving and communicating with movement.

*The kids absolutely loved the engaging, dynamic, energizing, invigorating, happy activities that you provided. I learned so much. Thank you most sincerely for coming. I have been singing your praises throughout Granite District.
Twin Peaks Elementary, Granite District*

RDT's In-Depth Heritage Program (Jr High In-Depth Choreography Residency):

RDT continued the expansion of The Heritage Project this year, working with 10 schools along the Wasatch Front. 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 wrote about the word Heritage and what the word meant 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 of choreography with text and music.

- 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 2016, featuring all schools involved in the Heritage Project.

2015-16 In-Depth Workshops Included:

PASSPORT TO HISTORY

A three part master class series, featuring three historically relevant 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.



MINI RESIDENCIES

Districts	Schools	Hours	Teachers	Students
12	33	44.5	557	11627

An RDT Mini Residency includes a lecture demonstration/assembly 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.

Lecture Demonstration/Assembly 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 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 educational outcomes 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.

Students got the chance to experiment with language while they experimented with movement. They learned that movement is another way to express feelings, knowledge and information. Throughout the assembly I kept thinking about simple ways to use movement to reinforce the lessons I'm already teaching – have students act out simple plots to music and have classmates identify the protagonist, antagonist, climax, etc., or ask them to create a moving model to demonstrate how to add and subtract positive and negative integers...there's just so much to do with movement and I loved having a reminder that creative teaching can produce outstanding results!

Liberty Elementary, Murray District, 6th Grade

TEACHER AND STUDENT DAY-LONG WORKSHOPS

Districts	Schools	Hours	Teachers	Students
25	143	103.5	285	1687

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, Physical Education Standards and using movement/physical activity as a tool to teach other curriculums, as well as being comfortable with moving and communicating with movement. Teachers move throughout the workshop and gain practical experience as well as a teacher guide to use in their classroom.

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

2015-16 RDT Student Day Workshops featured:

MASTER CLASSES IN THE SCHOOLS

RDT dancers travel to Jr and Sr High Schools to teach a master classes 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 Jr. High Schools. Students take a technique class, a creative class and also experience different styles of dance.

JR HIGH WORKSHOP

2 days of workshops for Jr High dance companies, providing choreography, classes, and career mentoring.

As a leader in my school, the kids could really identify with our habit #2 – begin with the end in mind. In order to become the performers they are today, the dancers had to set long and short-term goals and dedicate themselves to hard work and discipline in order to succeed.

Wilson Elementary, Logan District



DOCUMENTATION OF RDT THREE-YEAR ROTATIONS TO CHARTERS AND DISTRICTS

NUMBER OF SCHOOLS SERVED IN EACH DISTRICT				
DISTRICT	2013-14	2014-15	2015-16	Projected 2016-17
Alpine	7	4	16	X
Beaver		1		
Box Elder		1	3	X
Cache		1	12	
Canyons	3	6	7	X
Carbon			1	
Daggett	3			X
Davis	5	29	20	X
Duchesne			3	X
Emery			1	
Garfield		1	1	
Grand				
Granite	19	22	23	X
Iron	2	1	5	
Jordan	11	10	12	X
Juab	1			X
Kane			2	
Logan		1	6	
Millard	1		1	X
Morgan			1	
Murray	1	2	9	X
Nebo	5	7	7	X
N. Sanpete			1	
N. Summit		1	1	

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DISTRICT	2013-14	2014-15	2015-16	Projected 2016-17
Ogden	1	2	7	
Park City	3	1	3	X
Piute				
Provo		1	3	X
Rich				
SLC	9	10	9	X
San Juan			12	
Sevier		2		
S. Sanpete	1		3	
S. Summit		1		
Tintic	2			X
Tooele	2	2	6	X
Uintah			4	X
Wasatch	2		1	
Washington	3	6	8	X
Wayne		2		
Weber	2		7	X
Charter	7	11	22	X
Total # of Schools Visited	90	114	195	
Total # of Districts Visited	18	24	31	

A SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

A. COST EFFECTIVENESS

RDT uses its financial resources very wisely and creatively. Fifty 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 7 year period beginning 2011. The three companies meet regularly to evaluate the effectiveness of the plan.

D. EDUCATIONAL SOUNDNESS CURRCICULUM 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.

Two thirds of my class is young men from 10-12 years old. I was worried that they would be laughing and misbehaving during the performance because many do not understand or value the language of dance. To my surprise, they were totally engaged and enthralled with the entire program. I was impressed with the seamless flow and variety of movements put into the performance. BRAVO!!!
**McMillan Elementary, Murray District,
5th/6th Grade**

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.

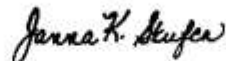
In May 1978 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

DANCE GROUPS DISTRICT COVERAGE

DISTRICT COVERAGE POPS DANCE GROUPS 2016 - 2016				
B = Ballet West, C = Children's Dance Theatre				
RW = Ririe Woodbury, RT = Repertory Dance Theatre				
	2013-14	2014-15	2015-16	2016-17
Alpine	B, C, RW, RT	B, C, RT	B, C, RW, RT	B, RW, RT
Beaver		RT	B	
Box Elder	B, C, RW	B, RT	B, RT	B, RW, RT
Cache	B, RW	B, RT	B, C, RT	B, RW
Canyons	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Carbon			RW, RT	
Daggett	RT	RW		RT
Davis	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Duchesne		RW	C, RT	B, RT
Emery			B, C, RW, RT	RW
Garfield		B, RT	B, C	RW
Grand	B, C, RW	B	C	
Granite	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Iron	RT		B, RT	C, RW
Jordan	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Juab	RT	RW		RT
Kane		B, RW	B, RT	
Logan	B, RW	B, RT	B, RT	
Millard	C, RW, RT	B	C, RT	RW, RT
Morgan	B	B, RW, RT	B, RT	B
Murray	B, C, RW, RT	B, C, RW	B, C, RW, RT	B, RW, RT

Continued on Page 18

B = Ballet West, **C** = Children's Dance Theatre

RW = Ririe Woodbury, **RT** = Repertory Dance Theatre

	2013-14	2014-15	2015-16	2016-17
Nebo	B, C, RW, RT	B, RW, RT	B, C, RW, RT	B, RW, RT
N Sanpete	RW		RT	B
N Summit	B	B, RW	RT	
Ogden	B, C, RT	B, C	B, C, RT	B, C, RW
Park City	B	B, RW	B, C, RW, RT	B, RT
Piute			B, C	RT
Provo	B, C, RW	B, C, RW, RT	B, C, RT	B, C, RW, RT
Rich	B	RW		
Salt Lake	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
San Juan	B	B	RT	
Sevier	RW	RT	B	B, RW
S Sanpete	RW		RT	B
S Summit		RW		B
Tintic	RT	RW		RT
Tooele	B, RW, RT	B, C, RW, RT	B, RW, RT	B, C
Uintah		RW	RT	B, RT
Wasatch	B, RT	B, C, RW	B, RW, RT	B
Washington	B, RT	B, RT	B, C, RT	C, RW, RT
Wayne		RT	B, RW	B
Weber	B, C, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Charter	B, C, RW, RT	B, C, RT	B, C, RW, RT	B, C, RW, RT
USDB	B	B	B	B