

REPERTORY
DANCE
THEATRE



Repertory Dance Theatre POPS Report 2022-23



Repertory Dance Theatre

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RDT Arts-In-Education Mission Statement:

Through residencies, workshops, classes, and performances, RDT's Arts-In-Education programs provide K-12th grade students and teachers with the tools to use dance to increase awareness, build self-confidence and self-worth and inspire healthy life-styles by providing opportunities to create and to explore.



Budget Expenditure Report and Income Source Report

Total Allocation	Legislative Appropriation Expenditures	Funding Leveraged from Other Sources	Total Expenditures on Approved Educa-	Legislative Appropriation % of Total Ex-
Salaries	\$218,059.00	\$233,186.50	\$441,245.50	49%
Employee Benefits	\$23,982.00	\$24,172.00	\$48,154.00	49%
Other Purchased Services	\$69,299.97	\$72,708.03	\$142,008.00	48%
Travel	\$20,917.50	\$20,718.50	\$41,636.00	50%
Supplies and Equipment	\$1,177.00	\$1,177.00	\$2,354.00	50%
Total	\$333,435.47	\$341,962.03	\$675,397.50	49%

Total Allocation	Carryforward Legislative Appropriation Expenditures
Salaries	\$31,289.00
Employee Benefits	\$2,593.00
Purchased Professional & Technical Services	\$13,332.00
Supplies & Equipment	\$906.00
Total	\$48,120.00

Carryforward Legislative Appropriation money was used to create a professional learning workshop for secondary dance educators, Passport to History. Teachers spent 3 days learning about modern dance history pioneers and creating lesson plans to form a Dance History Unit for the classes in the upcoming school year. The workshop also featured a cultural rhythm workshop taught by guest instructor, Natosha Washington. The additional funds were also used to create videos for our AIE website that feature cultural dance in the Salt Lake Valley Community. Local community dance members speak about their cultures and showcase their dances and creativity inspirations.



2022-23 RDT Total Services Provided

Districts	Charters	Schools	Home School	Hours	Teachers In Person	Students In Person	Teachers Virtual	Students Virtual
19	8	149	140	1475.5	2371	22,421	161	17,807



RDT's 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.
- To educate and show dance is fundamental to how we experience the world. Regardless of race, income, status, age, or location, dance and artistic expression are vital human tools that connect, support, and heal.

Repertory Dance Theatre and Arts-In-Education

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. Much more than exercise or entertainment, dance is a powerful medium to express one's values, aspirations, experiences, and the world in which we live. Dancing involves the artistic processes of creation, performance and communication. Participants in dance activities increase critical thinking skills, nonverbal reasoning and communication and creative collaborations. Dancing, for people of all ages and experiences, improves kinesthetic and spatial learning, and intra-and interpersonal knowledge of self and others.

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.



RDT Performances 2022-23

Events	Districts	Charters	Schools	Hours	Teachers In person	Students in Person	Teachers Virtual	Students Virtual
136	12	4	35	216	137	4438	109	6,796

Recognized for its repertory and concerts, RDT has always prioritized lifelong learning through the arts and dance for students and offers educational activities through school performances at the Rose Wagner Performing Arts Center and other performance venues around the state for free. The free curated student matinee performances combine live dance with engaging narratives to introduce the human connection to dance. 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 students core skills.

A special narration is provided to help audiences appreciate and enjoy the choreography. Schools receive digital study guides, curriculum material, and assessments prior to each performance. Teachers and students are invited to evaluate their concert experience and submit feedback, drawings, poems, etc. Performances are designed for either elementary or secondary students. 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 attend are put on a preferential list to be served in the future.

As a virtual expansion of our performance program, RDT professionally filmed 4 performances for distribution as virtual K-12 Field Trips for arts education outreach. Each performance was accompanied by a digital study guide, which featured choreographer/composer biographies, descriptions of each piece and video lesson plans relating to the Utah State Core Standards Fine Arts/Dance.

<https://www.rdt-dance-to-learn.org/study-guides/quadruple-bill-study-guide>

<https://www.rdt-dance-to-learn.org/study-guides/sojourn-study-guide>

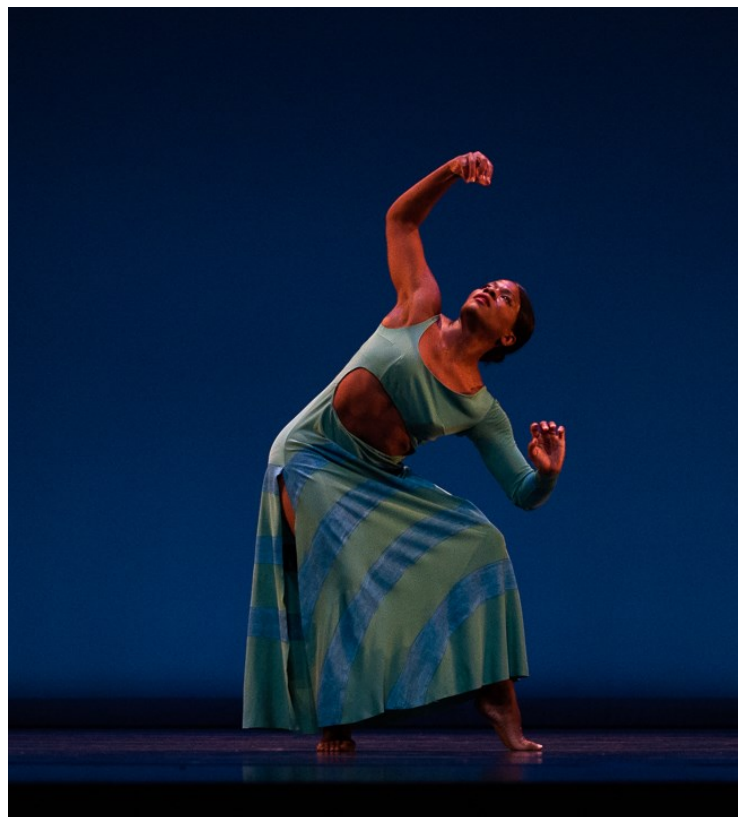
<https://www.rdt-dance-to-learn.org/study-guides/journey-study-guide>

<https://www.rdt-dance-to-learn.org/study-guides/journey-study-guide>

Core Standard:

RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



RDT In-Depth Programs 2022-23

Events	Districts	Charters	Schools	Hours	Teachers In Person	Students In -Person	Teachers Virtual	Students Virtual
1,085	13	4	66	623	293	6,581	52	3,383

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. An In-Depth Residency is more than one program or multiple days and/or programs within a school or with groups of students/teachers. In-Depth experiences build productive, creative, college and career ready students as they learn stimulating movement, creative thinking and problem-solving skills.

For teachers, In-Depth residencies offer a better understanding of the Core Dance Standards, build confidence levels and provide 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. All In-Depth programming is offered both in-person and virtually.

RDT's In-Depth programming includes:

- Elementary – Creative Movement Classes, Professional Learning Workshops and Assembly, RDT Dance To Learn Materials
- Secondary – Choreography, Heritage Project, RDT Dance to Learn Materials

In-Depth Program Descriptions:

- **Creative Movement Classes** – designed for one elementary 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 arts learning and cross curricular lessons in Language Arts, Math, Science, Social Studies and PE. 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. K-6 grades
- **Assembly/Lecture Demonstration** – A 50-minute assembly performance for the entire school featuring the RDT Company and Artistic Staff. Content, narration and dances focus on the elements of dance (body, energy, space and time), the history of dance in our culture, dance as a way to promote fitness/health and how movement can inspire creativity. Assembly includes lesson plans for teachers and audience participation throughout the performance. <https://www.rdtancetolearn.org/study-guides/assembly-study-guide> K-8
- **Professional Learning Workshops for Teachers:** Workshops either at the Rose Wagner or at individual schools that focus on ways to develop teaching skills that enable teachers to use movement as a tool in the classroom effectively to enhance students' arts and core curriculum learning. K-12
- **Choreography** – A multi-day creativity workshop in the art of choreography led by an RDT Dance Educator, resulting in a new, unique piece of choreography with student creative content and RDT direction. K-12
- **The Heritage Project** – An in-depth choreography project for middle school and jr high students that uses creative movement to engage students in the exploration of personal histories, cultural experiences and the tangible/intangibles of the word "heritage". 7-9
- **RDT Dance to Learn Website** – RDT's arts learning website designed as a resource for teachers to provide virtual access to dance materials that will provide additional professional learning and enhance the in-person dance experience in the classroom for both students and educators. www.rdtancetolearn.org K-12

Core Standards:

CREATE: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

PERFORM: Students will analyze, interpret, and select work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

RESPOND: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

CONNECT: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



RDT MINI RESIDENCIES 2022-23

Events	Districts	Charters	Schools	Hours	Teachers In Person	Teachers Virtual	Students In Person	Students Virtual
33	13	1	37	198.5	572	0	10,487	0

A mini residency features one or two of the following AIE programs that happen in a school on one day. Assembly, creative movement classes or a professional learning workshop are the most popular programs that are requested for a mini residency. The RDT company will spend a half or full day working in the school during a mini residency. RDT uses dance in these programs to break down cultural barriers, open minds and imaginations and give students a knowledge of dance history and the important role that dance plays in society.

Mini Residency Program Options:

- **Creative Movement Classes** – designed for one elementary 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 arts learning and cross curricular lessons in Language Arts, Math, Science, Social Studies and PE. 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. K-6 grades
- **Assembly/Lecture Demonstration** – A 50-minute assembly performance for the entire school featuring the RDT Company and Artistic Staff. Content, narration and dances focus on the elements of dance (body, energy, space and time), the history of dance in our culture, dance as a way to promote fitness/health and how movement can inspire creativity. Assembly includes lesson plans for teachers and audience participation throughout the performance. <https://www.rdtcompany.org/study-guides/assembly-study-guide> K-8
- **Professional Learning Workshops for Teachers:** Workshops either at the Rose Wagner or at individual schools that focus on ways to develop teaching skills that enable teachers to use movement as a tool in the classroom effectively to enhance students' arts and core curriculum learning. K-12

Core Standards:

CREATE: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

RESPOND: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

RDT WORKSHOPS 2022-23

Events	Districts	Charters	Schools	Hours	Teachers In Person	Teachers Virtual	Students in Person	Students Virtual
53	12	5	93	230	3,380	0	9,608	0

Workshops are an AIE program that promotes deeper arts learning in a professional or a school setting. Workshops feature practicum learning. In-depth study of dance technique, composition, improvisation and dance history are the main components of RDT workshop experiences. As much as possible we try to find ways for teachers and students to attend the workshops in a professional setting, our home, the Rose Wagner Performing Arts Center, to provide further career mentoring and professional learning in the studios and theater space housed in the Rose Wagner. 7-12 grades and Dance Educators

Workshop Program Options:

- **Master Classes** – RDT Dancers teach technique classes to secondary dance students at their school that focus on dance technique, improvisation and the creative process of choreography. All sessions include a Q & A with the dancers to promote career mentoring in the arts.
- **A Day in the Rose** – A full day of dance classes at the Rose Wagner Performing Arts Center for secondary dance students. RDT dancers teach the students classes in modern dance technique, the creative process, RDT repertoire and a specialty class such as jazz, hip hop or folk dance. Students are bussed to the Rose Wagner for this program.
- **Jr High Workshop** – In a partnership with the Utah Dance Education Organization, RDT hosts a 3-day dance workshop for middle school and jr high dance companies each year in February. The secondary dance companies come for one full day and experience classes in technique, improvisation and create a unique piece with students from other schools to be performed at the end of the day on the Jeanne Wagner Stage.
- **Passport to History a Professional Learning Teacher Workshop** – A 3-day workshop to provide dance educators with an in-depth understanding of the history of American Modern Dance and provide them with movement studies and lesson plans to implement the teaching of a Dance History unit in their classrooms.

Core Standards:

CREATE: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

PERFORM: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

CONNECT: Students will synthesize and relate knowledge from personal and collaborative experience to make and received art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Detail and Documentation regarding effort to ensure that all schools/districts have been offered an AIE Dance opportunity in the last 3 years.

The four dance companies of POPS, Ririe-Woodbury Dance Company, Repertory Dance Theatre, Ballet West and Children's Dance Theater have designed a cooperative plan to serve every Utah school district every 3 years. As a collective, we serve schools by providing at least one of the following: an in-school assembly, creative movement classes, a professional learning teacher workshop or a formal performance. An excel District Coverage chart is maintained yearly as is a school coverage excel sheet. This helps in coordinating coverage of all districts and schools within the 3-year mandated timeframe. **See attached chart reflecting the past 3 years and previewing next year.**

Invitations to a school or district, traditionally begin with an email to the LEA Arts Coordinator stating the dates RDT is available for AIE services in their district with the intention that the Arts Coordinator will reach out and assist in contacting schools. The next order of contact is to directly correspond with the principal or assistant principal in scheduling the RDT AIE programs.

All correspondence includes the following: a flyer describing RDT's AIE mission and goals for Arts-in-Education, a link to RDT's arts learning website, and contact information.



Detail and documentation of collaboration with USBE/and or community to plan educational programming.

When planning and refining our Art-in-Education programs, RDT uses the combined expertise of the artistic staff and education team. RDT also uses the Utah Core Standards as inspiration for lesson plans and teacher resources and utilizes all materials recommended by USBE to make our programs stronger. Every 3 years, RDT is reviewed by our POPS peers. We use this review process to also hone and make our programs stronger and more effective. Additionally, we also use feedback from surveys/evaluations that are gathered throughout the school year from teachers, administrators and students to further aid in our educational planning.

<https://www.rdtcancetolearn.org/evaluation-form>

SUMMARY OF THE ORGANIZATION'S SELF EVALUATION

A. COST EFFECTIVENESS

RDT uses its financial resources very wisely and creatively. Fifty-seven years of service to urban and rural communities throughout the nation have given RDT experience in designing schedules, utilizing personnel, recycling costumes, props and repertory and using time in an efficient manner. RDT offers POPS programs at no cost to students and teachers in Utah. RDT dancers make long-term commitments to the organization. Their experience and institutional memory add 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.

B. PROCEDURAL EFFICIENCY

RDT employs a full time Arts-In-Education Director. The Education Director coordinates all AIE programming and teaches along with the RDT dancers and independent part-time educators.

With this team and the RDT Artistic Staff, RDT has been able to serve number of schools, develop our AIE website, create study guides and teacher resources and well as envision long range plans for the future.

C. COLLABORATIVE PRACTICES

All RDT school AIE programs are scheduled and designed with the assistance of LEA Arts Coordinators, principals, teachers and occasionally PTA representatives. The four dance companies of POPS, Ririe-Woodbury Dance Company, Repertory Dance Theatre, Ballet West and Children's Dance Theater have designed a cooperative plan to serve every Utah school district every 3 years. As a collective, we serve schools by providing at least one of the following: an in-school assembly, creative movement classes, a professional learning teacher workshop or a formal performance. An excel District Coverage chart is maintained yearly as is a school coverage excel sheet. This helps in coordinating coverage of all districts and schools within the 3-year mandated timeframe. The four companies meet regularly to evaluate the effectiveness of the plan and assess the progress of the ongoing state coverage. RDT regularly invites local legislators to attend the AIE programs that are scheduled in their communities to see art in action.

D. EDUCATIONAL SOUNDNESS CURRICULUM CONNECTION

RDT follows the Utah State Board of Education Fine Arts/Dance Core Standards K-12, as well as the Utah State Core Standards for other Core Curriculum areas. RDT has written lesson plans, study guides and teacher resources for grades K-12 through dance impacts the teaching of Social Studies, Language Arts, Science, Math and other Fine Arts, to provide students and teachers different ways to perceive, comprehend and appreciate their community and the greater world.

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. Much more than exercise or entertainment, dance is a powerful medium to express one's values, aspirations, experiences, and the world in which we live. Dancing involves the artistic processes of creation, performance, and communication. Participants in dance activities increase critical thinking skills, nonverbal reasoning and communication and creative collaborations. Dancing, for people of all ages and experiences, improves kinesthetic and spatial learning, and intra- and interpersonal knowledge of self and others.

E. PROFESSIONAL EXCELLENCE: PROFILE OF RDT TEACHERS

AIE activities are taught by RDT's Education/Artistic Staff and RDT Dancers and independent dance educators. All are required to have a BFA and/or MFA degrees in dance and have considerable professional experience in the field. RDT trains its AIE teachers through a mentoring process. Each RDT/AIE teacher is evaluated by RDT's Artistic Director and Education Director to assure and maintain the quality of their teaching skills, curriculum content and effectiveness in achieving AIE goals.

F. RESULTANT GOALS/PLANS FOR CONTINUED EVALUATION AND IMPROVEMENT

After each AIE program, participants complete evaluations and submit them to the RDT staff. RDT welcomes all feedback from schools (teachers, students and administration) and the peer POPS groups members during the Peer Review Process that occurs every 3 years, as well as USBE board and staff members.

RDT evaluates the merit and impact of programs by establishing clear goals and objectives. RDT uses the feedback provided from evaluations and surveys to help enhance and grow existing AIE programs and to provide springboards for new programming ideas.