

Educational Outreach Program



Professional Outreach Program to Schools (POPS) 2014|2015 Annual Report to the Utah State Office of Education

Total Services Provided:

Districts	Charter Schools	Schools	Home Schools	Instructional Hours	Teachers	Students
23	14	111	2	405.5	2,156	29,300

Respectfully Submitted:

Ririe-Woodbury Dance Company

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Ai Fujii Nelson, Director of Dance Education
Gigi Arrington, Outreach Director

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	151,000	64,746	215,746	70.0%
Travel	10,000	543	10,543	94.8%
Materials	0	461	461	0%
Production Costs	10,081	11,457	21,538	46.8%
Operations and Maintenance	0	21,920	21,920	0%
TOTAL	171,081	99,127	270,208	63.3%

2014 – 2015 Total Services Provided:

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Districts	Charter Schools	Schools	Home Schools	Instructional Hours	Teachers	Students
23	14	111	2	405.5	2,156	29,300

Description of Services Rendered Through POPS:

WORKSHOPS

Ririe-Woodbury High School Dance Program: *Step-Up*

Ririe-Woodbury's Step-Up program is a pre-professional workshop designed for dancers of high school age who are seriously considering dance as a career and as a concentration in college. The workshop is held in the Ririe-Woodbury studio at the Rose Wagner Performing Arts Center over the course of the school year. This year, 18 students were accepted into the program through an audition process. The group, under the direction of Education Director Ai Fujii Nelson and Ririe-Woodbury Dancer Bashaun Williams, met twice a month during the school year. Each year Step-Up dancers participate in modern technique and composition/improvisation classes. They also have opportunities to learn Ririe-Woodbury repertory, and take classes in other techniques, including jazz, ballet, and hip-hop. Last November and December, Step-Up dancers had a few exchange workshops with University of Utah Tanner Dance's high school program, Tipping Point. The students from the two organizations mingled and shared the learning experience with each other through technique and creative composition classes taught by Bashaun Williams as well as Diana Timothy – the faculty for Tipping Point. Step-Up dancers have become a popular addition to the Ririe-Woodbury Annual Benefit Party. There they showcase their own choreography and share their years' worth of participation in the Step-Up workshops.

Ririe-Woodbury Step-Up Program Objectives:

- Offer high school students the opportunity to engage in the art of dance both creatively and technically
- Provide a professional atmosphere for study
- Present a realistic view of the life of a professional dancer, i.e. the audition process, the rehearsal process, and performance
- Assist pre-professional/pre-collegiate dance students in determining whether to pursue dance as a career
- Provide mentoring from professional dancers
- Involve students in activities and projects that support the company
- To reach out, connect, and strengthen company's relationship with each student's high school dance community

Move-it Summer Workshop

Ririe-Woodbury continues to offer its summer workshop for intermediate/advanced level students, including qualified high school dancers. The two week intensive explores contemporary dance technique, improvisation choreography repertoire, media practice in dance, creative process, and elective classes in integrated ballet, dynamic practice, or yoga. The workshop concludes with a public showing of a new work performed by the Ririe-Woodbury company dancers and choreography by workshop participants. The classes run 9 am - 4 pm weekdays. The 2014 summer workshop departed a little from our usual practice of inviting a guest artist to both teach and choreograph on the company. This year, Artistic Director Daniel and Charon and six Ririe-Woodbury Dancers conducted Creative Process sessions, where they collaborated and co-created three brand-new works with workshop students. This provided great opportunities for the dancers and the students to work very closely and in depth – building stronger connections with one another and cultivating a sense of creative community. The resulting works were shared as part of the public showing. Also during the last few years we have included lunchtime forums on various days throughout the workshop weeks. This last year featured Joan Woodbury talking about the history of the company, Jena Woodbury sharing her vision on running a successful professional dance company, Gigi Arrington and Ai Fujii Nelson presenting their knowledge about education outreach programs. Ririe-Woodbury Director of Development David Hodges also held a seminar to help assist young dancers represent themselves professionally in their artist bios and resumes. This year during lunchtime, we plan to again offer participants various professional development seminars; including guidance in marketing themselves advantageously through head shots, video clips, and social media. We are anxious to see how this succeeds and want to help young, aspiring professionals in any way we can.

Move-it Workshop Objectives:

- **Expose students to a range of contemporary dance fundamentals and special topics**
- **Expose participants to some of the most innovative, forward-thinking contemporary artists working in the fields of dance and theatre**
- **Offer students the opportunity to choreograph, rehearse, and perform with skilled workshop faculty members**

Teacher Workshop

Ririe-Woodbury offers a one-week intensive workshop devoted specifically to high school and junior high school dance teachers. Classes are taught daily from 9:00 a.m. to 4:00 p.m. at the Rose Wagner Performing Arts Center. This past summer 14 Utah dance educators attended. We reach out to dance educators who work in private studios, college and universities, as well as to new dance educators awaiting hire. Our evaluations from the workshops are resoundingly positive, with comments like: "Just to immerse myself fully in everything helped me to grow so much and to be rejuvenated in ways I didn't even realize I so desperately needed to be rejuvenated!!" -and- "I really feel as if what we have done in one week could be expanded (for my students) into many weeks!" Participants were particularly enthusiastic about the Teacher Forum where they could exchange ideas for lesson plans and new teaching ideas.

Education Director Ai Fujii Nelson and Emmy Thomson (dance teacher at both Waterford and Alianza Academy) taught and inspired the participants the whole week. Also in our evaluation the participants expressed how much they enjoyed their learning experience in our improvisation classes where we featured different teaching artist every day, including Ririe Woodbury dancers Alex Bradshaw, Yebel Gallegos, Brad Beakes, as well as Ai Fujii Nelson and Natalie Desch, a dance faculty member at Westminster College and Utah Valley University.

Teacher Workshop Objectives:

- Provide teachers with realistic, structured, non-threatening unique ideas on how to use dance in their classroom/studios
- Provide re-licensure points, USOE and university credit to involved teachers
- Provide networking and opportunities to share with other teachers
- Provide opportunity to improve personal technical and creative skills
- Provide exposure to innovative, contemporary guest artists and their craft



Images from Ririe-Woodbury Dance Company's Move-it Summer Workshop

Young Dancers Summer Workshops

Three two-day intensive workshops for high school students are held each summer at the Rose Wagner Performing Arts Center. Company dancers teach technique and a variety of elective dance classes each day from 9:00 a.m. to 4:00 p.m., often with entire high school dance companies attending. We make sure to provide an opportunity for the most dedicated and ambitious young dancers with the option of taking all six days. This year, we are already expecting at least eight of those passionate young dancers taking all six days of our Young Dancer workshop.

Young Dancers Workshop Objectives:

- Provide high school students with intensive training in technique
- Help high school students develop skills in the elements of dance
- Bring aspiring dancers to a professional setting where they gain exposure to a dance environment
- To reach out, connect, and build relationship with Utah high school dance educators and their students

Dancer Training Workshop

Developing professional dancers as excellent and intuitive teachers of children is part of the mission of the Company. A component to our professional training is our one-week workshop for Company dancers in creative teaching techniques for children in the classroom, taught by Education Director Ai Fujii Nelson. During this week, dancers find groups of children to teach; Ai Fujii Nelson, Gigi Arrington, and other company members observe and evaluate. Guest “Master Teachers” are frequently invited to teach demonstration classes. This year Ai Fujii Nelson taught a hand-held percussion technique for creative dance classes, and Karin Fenn from Salt Lake Arts Academy, Rachel Kimball from Tanner Dance each led demonstration classes. The company as a whole benefits from learning different teaching styles and techniques and from in-depth discussion of the philosophy and practice of creative teaching. The company also continued its partnership with the University of Utah’s Club U Summer Kids Camp and taught six creative movement classes at various places on the University campus with students from area public schools. Dancers leave the company as able teachers of people of all age levels.

Dancer Training Objectives:

- Encourage dancers to develop their own teaching philosophy while understanding the teaching mission of the company
- Provide professional dancers the opportunity to improve children’s dance teaching skills
- Provide dance training for children ages four to twelve years old

Total Workshop Services Provided:

Districts	Charter Schools	Schools	Instructional Hours	Teachers	Students
9	3	35	121	21	255

RESIDENCIES

Residencies are at the core of Ririe-Woodbury's in-depth education program for elementary students and encourage students to experience, explore, create, perform, observe, critique, and become aesthetically literate. We accomplish this through performances, lecture-demonstrations, creative movement classes, and choreographic work. The company collaborates with participating schools to set up schedules and determine needs. Our dancers prepare for residency work by annual training to help develop and improve their teaching skills. Formal and informal follow up discussion and evaluations are encouraged from participating schools. The creative work inherent in the arts develops character and strengthens life skills; both physical and emotional development is enhanced as well as self-discipline, self-confidence, thinking, creative problem-solving skills, and cooperation. Individual connections within communities and with the world at large are nurtured. When designing educational programs, the Company goal is to maximize student learning.

Learning experiences in dance last from two to 18 instruction hours per student. Classes involve concepts from the Utah Dance Core Curriculum as follows: MOVING dance technique for older students; movement EXPLORATION for others; INVESTIGATING and applying the possibilities of time, space, and energy; CREATING dances and studies; and CONTEXTUALIZING with discussion and analysis of classwork and performances.



Images of a Ririe-Woodbury Dance Company dancers and students during a Company Residency

Kids In Motion Residencies in Elementary Schools

Kids In Motion is a two-week residency that includes a full suite of activities, in which the entire school is involved in at least part of the program, and at least one "core" class designated by the school receives in-depth instruction on a daily basis. Activities involve three classes per day for eight days taught by the Company dancers to schoolchildren of any age. Also included are a lecture demonstration by the Company, a student performance by the participating classes for all or part of the school and invited family members, a teacher workshop, a parent/child evening, and a visit to a fully produced show at the Capitol Theater. The dances also collaborate with core teachers to help them expand instructional skills. Schools participating in this past year's elementary residencies were: Franklin Elementary (Salt Lake district), Wasatch Elementary (Davis district), West Bountiful Elementary (Davis district), Wilenmann School of Discovery (Charter), Salt Lake Arts Academy (Charter), Parkside Elementary School (Murray district).

Feedback from teachers of participating schools:

RWDC's dance activities here expanded the possibility space of my student's life experience and the possibilities of what they can be and do in their lives.

This is a huge gift you have given, recognize it as such. You have also offered my students another tool to express and move their energy and emotion. Wow. Thank you.

My students would not have known the elements of dance without this program.

A lot of my girls continue to dance during recess. They learn to be creative with their bodies, to follow directions, to stay on beat, and to work together.

Kids In Motion Objectives:

- Involve the whole child in an in-depth dance experience as observer and participant, creator and critic
- Understand and articulate the elements of dance
- Help implement and extend the State Core Curriculum for Dance in schools where RWDC teaches
- Build community with Ririe-Woodbury Dance Company dancers and students, parents, teachers, and school administrators
- Work together with POPS dance organizations in accomplishing the three year and ten year plans
- Encourage community collaborations whenever possible

High School Choreography Residencies

Each Ririe-Woodbury dancer is partnered with at least one high school a year in order for the students to produce a piece of original choreography for use by the school's dance company or program. The dancers work a minimum of fifteen hours at the school, as well as several hours in preparation and training. The High School Choreography Residency is our best example of collaboration with Ririe-Woodbury dancers and teachers. There is much joint planning for the choreographic project, which becomes a part of the high school dance company concert. The choreography must be suited to the needs of the school dance program. Auditioning of students to perform the choreography is a collaborative effort. The dance teachers and students love that this program is available to them and the high caliber of work that a professional dancer/artist/choreographer contributes enhances the quality of their company concerts. The following high schools were served: Two dancers worked with two different groups at Davis High School (Davis District), Granger High School (Granite district), Lone Peak High School (Alpine district), Park City High School (Park City district), and West High School (Salt Lake district). This year we revised the agreement between Company dancers and the high school teachers to encourage better communication and effective and productive relationship.

Step Out Residency Objectives:

- Offer high school students technical training in modern dance
- Provide high school students with experience of creative process with a professional artist
- Assist students in developing and rehearsing choreography they can perform as part of their company repertoire
- Assist dance programs in providing in-depth experiences following the Core Curriculum with primary focus on Creative/Choreographic Processes and Meaning

Total Residency Services Provided:

Districts	Charter Schools	Schools	Instructional Hours	Teachers	Students
6	2	10	220.5	230	4,574

PERFORMANCES

Onsite (Rose Wagner Performing Arts Center) Student Matinees:

Ririe-Woodbury offers two different programs of performance for students free of charge. The first is our free school matinees for high and middle school students at our season performance dress rehearsals. Students who arrive at the Rose Wagner Performing Arts Center for a dress rehearsal have the advantage of hearing select commentary on what they're seeing from the Company's Education Director. This contextualization, along with the informative teacher's guide that Company produces for each matinee, gives students and teachers a language to help them better talk about and appreciate what they are experiencing and hopefully a way to formulate their own questions. This program has become very popular and we are excited to add an extra performance next year for both Fall and Spring performances. This will allow us to offer this program to more schools.



Ririe-Woodbury Dance Company dancers in "Flabbergast"

Capitol Theatre Student Matinees:

The second program is the Company's fully produced Children's Show, which is staged each year at the Capitol Theatre. This past year we brought back "FLABBERGAST," by Company's old friend and collaborator Tandy Beal. In "FLABBAERGAST," dance maestro Beal whipped up a new adventure for Ririe-Woodbury Dance Company. Tandy's work takes what is before us and turns it inside out and upside down, revealing unexpected delight and mystery. Magic, amusement and wonder are the hallmarks of Tandy Beal's wild imagination - and this is at the center of "FLABBERGAST." We included five to six children as performers in each show. The children, ages eight to eleven, were from area public schools and dedicated many hours of their time for rehearsal and performance. They were an integral part of the show, but they also enjoyed the experience.

This show connects with curriculum subjects through all the elementary school grades and offers a great opportunity for exploration and discussion on what was seen through the use of the teacher's guide. For example, here are some excerpts:

Things you might ask:

What does "sense of wonder" mean?

Why would the grandmother want her grandchildren to keep their sense of wonder? Who can you keep your sense of wonder?

Something you might try:

Using your own writing and/or art, could you make a book entitled, "FLABBERGAST" that contains your answers to the grandmother's mysterious questions?

We always receive creative drawings from students to confirm how strong the impressions of the dancers are imbedded in the children's minds. We are one of the few organizations that create fully-produced performances specifically for elementary age students. Our 51 years of experience in doing this allows us to use our insight and understanding to enhance the quality with each new show. Over 6,200 children and teachers attended "FLABBERGAST" and our high and middle school matinees of other shows with 26 charter and private schools, 67 schools and 8 districts represented - many of them more than once. In many ways a fully produced show with professional dancers in a professional venue acts as the culmination of what we view as a correlated program of dance education.

Students arrive at the theater as critic-patrons of the art form they have encountered and participated earlier in school during our other program components.



Utah Schoolchildren arriving for a free performance of "Flabbergast"

Performance-Demonstrations in Schools

These in-school, interactive performances are created to illustrate the “instrument of dance” (the body) and the “medium of dance” (movement) and demonstrate the use of the primary dance elements of SPACE, SHAPE, TIME, and ENERGY. This very spirited, interactive, and entertaining performance is the best way to introduce the company dancers to a school – allowing the dancers to directly connect with the students. It is highly motivating to have a dancer who the students have seen on stage (or will see later) become a real person who teaches the student about dance. Students are much more eager to move once they have seen the demonstration, which includes student participation. The lecture demonstration allows for flexibility in a more intimate setting. The program can easily be changed to meet schools’ diverse schedules. A more direct and informal format allows students to interact with the narrator and individual dancers while making personal connections to the art form. Finally, the professional caliber of the Ririe-Woodbury Dancers brings a new level of excitement to the learning process, as well as enthusiasm for a novel experience occurring in the course of an otherwise regular school day.

A high school teacher at Tabiona High School in Duchesne district responded to our teacher evaluation form following our performance:

It helped me to teach the elements of dance better and gave me new ideas for teaching physical education. We are doing the Healthy Bodies/Healthy Minds program and this gave me some ideas for that.

A fourth grade teacher at Wasatch Elementary in Davis district also responded positively:

Lots of students comment regarding change of mindset toward dance/art especially from young men. Great experience for ALL!

Student’s feedback included following comments:

- *Dance is super fun and peaceful.*
- *It's fun because you get to work with others and build friendships.*
- *Dance helps me solve problems in my life*
- *I learned you need space for dance.*

Performances Provided:

Districts	Charter Schools	Schools	Instructional Hours	Teachers	Students
13	10	69	43	1,588	17,987



Ririe-Woodbury Dance Company dancers and students during a School Visit

RURAL TOURING

Setting up a successful rural tour to isolated and underserved school districts requires communication and creativity in order to meet very specific needs. It is our goal to provide as much in-depth exposure to dance for children in rural Utah as we possibly can fit into our outreach schedule. All Utah schoolchildren deserve the benefits that the arts can provide. Our successful rural tours to Duchesne, Uintah, Daggett, South Summit, North Summit, Morgan, Nebo, Sevier, Kane, and Garfield school districts included lecture-demonstration performances, creative movement classes, parent/child nights and teacher workshops. In Kanab and Escalante, performances for the community were presented allowing us to provide a full spectrum of our services. Collaboration with districts and individual schools allowed performances to be held in community centers for students and community members, as well as in high school theaters and in college and university theaters.

Coverage: Three dance companies - Children's Dance Theater (CDT), Repertory Dance Theater (RDT), and Ririe-Woodbury Dance Company (RW) - along with Ballet West have designed a cooperative plan to serve every Utah school district every three years. As a collective, we will serve schools by providing at least one of the following: an in-school lecture demonstration, movement classes, a teacher professional workshop, or formal performance – all of which are appropriate for K-12. Due to the large number of Wasatch Front schools, we have limited our focus as a group to the elementary school level in the Salt Lake Valley. At the end of this school year, the three modern dance companies and the ballet accomplished their goal to serve every Utah elementary school willing to accept a program during a period of 10 years, beginning in 2001. CDT, RDT, and Ririe-Woodbury are now concentrating on scheduling Arts-In-Education (AIE) activities in the schools that have not yet been served. In order to accomplish our goal, each company will schedule AIE services in approximately 14 of the currently un-served schools per year. This plan requires continuous communication and annual group assessment to stay on track toward accomplishing the three and ten year goals.

Tours Provided:

Districts	Charter Schools	Schools	Instructional Hours	Teachers	Students
7	2	16	21	310	6,484



Children in Northern Utah participating with Ririe-Woodbury Dance Company dancers

Documentation of Three-Year Rotation to Charters and All Districts:

Number of Schools Served in Each District:

DISTRICT	2012 – 2013	2013 – 2014	2014 – 2015	(Projected) 2015 – 2016
Alpine	3	6	4	X
Beaver	1	0	0	
Box Elder	0	5	0	
Cash	0	2	0	
Canyons	6	9	13	X
Carbon	2	0	0	X
Daggett	0	0	3	
Davis	7	9	13	X
Duchesne	0	0	2	
Emery	3	0	0	X
Garfield	0	0	4	
Grand	0	1	0	X
Granite	17	26	22	X
Iron	1	8	0	
Jordan	7	3	8	X
Juab	0	0	0	X
Kane	3	0	1	
Logan	2	1	0	
Millard	0	0	0	
Morgan	0	0	1	
Murray	1	4	2	X
Nebo	3	5	3	X
North Sanpete	1	3	0	
North Summit	0	0	1	X
Ogden	1	0	0	
Park City	0	0	1	X
Piute	0	0	2	
Provo	0	3	0	
Rich	0	0	3	
Salt Lake City	17	22	17	X
San Juan	2	0	0	
Sevier	1	2	1	
South Sanpete	6	2	0	
South Summit	0	0	2	
Tintic	0	0	0	X
Tooele	2	1	1	X
Uintah	2	0	4	
Wasatch	0	0	0	X
Washington	4	1	1	
Wayne	0	0	0	
Weber	1	0	2	X
Carter	11	23	14	X
Total Schools Visited	99	136	125	
Total Districts Visited	22	19	23	

Summary of the Organization's Self-Evaluation:

Cost Effectiveness: Ririe-Woodbury Dance Company makes every effort to utilize all financial and production resources to reach as many youth as possible during a given season. Free student matinees are included in our regular season performance schedule, which provides multiple opportunities for students and teachers to see performances of the highest production quality while keeping expenses reasonable. The Company also makes every effort to ensure that time and financial means associated with our educational residencies reach the widest number of students and teachers possible.

Procedural Efficiency: Ririe-Woodbury Dance Company coordinates with District Arts Coordinators, Principals, and Teachers to create educational residencies and activities that are specifically tailored to the needs of the schools. Educational materials are provided to each school for advance preparation and post residency learning. Since the 1980s, the Company has maintained detailed records of each activity-including the number of students and teachers served, as well as grade level, school names, and school district visited. These records and program outcomes are consistently reviewed and evaluated in order to refine our programming for maximum effectiveness.

Collaborative Practices: Ririe-Woodbury's education program is strengthened by ongoing collaborations with school administrations, teachers, district administrators, parent/teacher organizations and community leaders. For example in this past year, we had a successful partnership with Discovery Gateway, though which we served area schoolchildren and brought them to our Family Performance as part of the activities. The success of our educational outreach has been achieved through the mutual efforts of these contributors. We also enjoy a close association with the USOE and POPS groups to assist in planning and facilitating our work in the schools as well as looking closely at the efficacy of our programs in a peer-review process. We continue to connect with other non-profits for support in the development of new ideas and new collaborative opportunities. This year we also collaborated with administrators in the Uintah, Duchesne, Daggett, South Summit, North Summit, and Morgan school districts along with administrators and teachers in the Sevier, Kane, and Garfield districts and faculty in arts education at Southern Utah University.

Legislative Advocacy: Shirley Ririe has long represented the POPS Fine Arts Organizations. Last season Ms. Ririe-Stepped back from her involvement due to health concerns. Brent Haymond from the Springville Museum collaborated on lobby issues, the Symphony provided Hillary Haun who was also very effective and Jessica Weiss from Springville Museum completed the team. This team has been working together for several years and they are the strongest team POPS has had at the legislature. All were in constant contact with legislators and averaged three days a week on the hill during the 45-day session. Each spent over 100 hours in advocating for public arts education. This year we received our funding and the legislature and also agreed upon the continued growth of RFP groups.

Educational Soundness: Ririe-Woodbury Dance Company's Education Program addresses the Utah core curriculum standards for dance with attention to the development of life skills through the creative process mandated by the Utah State Office of Education. We also conduct a week-long dancer training workshop which develops teaching skills through in-depth dissuasion of philosophy and creative teaching practices and demonstration classes taught by master teachers. Our education programs and materials are internally monitored using the expertise of Company founders Shirley Ririe and Joan Woodbury, as well as Outreach Director Gigi Arrington and Education Director Ai Fujii Nelson.

Professional Excellence: Ririe-Woodbury Dance Company enjoys both a national and international reputation for excellence in performance and education. Company founders, Shirley Ririe and Joan Woodbury have had long and distinguished careers in the world of dance and dance education. Both Shirley and Joan have taught extensively and have authored articles, teacher's guides, and produced a video series on teaching improvisation in educational settings; their philosophy and work underpins our educational programs. Additionally, we maintain teaching excellence through yearly dancer training workshops and regular mentoring by Education Director, Ai Fujii Nelson. Our dancer/teachers are full-time dance professionals and all hold university degrees in dance.

The Resultant Goals, Plans (or Both) for Continued Evaluation and Improvement:

Ririe-Woodbury Dance Company continues to participate in POPS evaluations and in the development and improvement of our evaluation practices. We are also constantly considering new ways to use social media to solicit and receive immediate feedback on performances and other educational activities. Additionally, we continue to train and improve the teaching skills of dancer sand are considering new strategies to reach children using new technologies- especially in the development of a new children's show. Also for next season, we are planning to teach company dancer/teachers Spanish language phrases applicable to dance lessons, in response to increasingly diverse classrooms in Utah schools.

Evidence of Non-Profit Status: Ririe-Woodbury Dance Company is a non-profit 501(c)(3) organization; tax I.D. #87-0294341

