



Tanner
Dance

UTAH STATE OFFICE OF EDUCATION 2006-2007 ANNUAL REPORT CHILDREN'S DANCE THEATRE



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Students served	Teachers served	Schools served	Districts served	Services delivered	Instructional hours	Staff Contact hours
21,042	1,598	73	11	229	2,229	4,590.25

OVERVIEW

Purpose & Mission

The mission of the University of Utah Tanner Dance Program Children's Dance Theatre (CDT) is to allow children to experience the joy of moving and the discipline of dance, to nurture the creative process, and to share the results of this training with a broad population base.

Children's Dance Theatre is the performing and arts education arm of the University of Utah Tanner Dance Program. Established in 1949 by Virginia Tanner, the company of dancers, ages 8 through 18, has been under the artistic direction of Mary Ann Lee since 1979 and has continued to grow in size and programming bringing state, national, and international recognition.

Tanner Dance Arts-in-Education services provide students, teachers, and communities the opportunity to interact with professional dance educators, as well as company members. These interactions enable those in the schools and throughout the community to understand dance as an art form; use dance as a teaching tool to fulfill state core curriculum requirements; and explore dance as a means of self-expression. Through side-by-side teaching residencies, lecture demonstrations in schools, professional development workshops for educators, and fully produced concerts, Children's Dance Theatre provides educational experiences that support the Utah State Core Curriculum in Dance and integrate dance into other curriculum areas. It gives children, teachers, students, and communities the opportunity to joyously participate in and view dance and to make dance a part of their life-long learning.

DESCRIPTION OF SERVICES

Side-by-Side Teacher Training Residency Program

In CDT's Side-by-Side Teacher Training Residency Program, dance training for students and teachers in grades K-6 is in-depth and sequential. This program delivers dance directly to the classroom in semester and year-long weekly classes. CDT dance specialists are trained in many forms of dance, including ethnic genres, and understand dance in the context of the world. The dance specialist and classroom teacher work together to create dance and integrated subject curricula.

STUDENT LEARNING: The Side-by-Side Teacher Training Residency Program allows students to experience the joy of moving and the discipline of dance; demonstrate proficiency in and conceptual understanding of dance skills in technique, improvisation, and choreography. Students engage in the creative process; understand and value dance as an art form; and find an expression of their own dancing voice. Students learn to understand how dance in all of its forms fits into the context of the world. The program uses the Utah State Dance Core Curriculum to provide students with an understanding of the dance form. The program supports in-depth, curriculum-based dance experiences that engage students and their teachers in quality dance instruction taught by skilled dance specialists who are not only choreographers and performers, but dance instructors who are trained to bring the art form of dance into the classroom. The dance specialists help students create dances that are an expression of their own voices. The program allows students to acquire and

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practice dance skills on a weekly basis, create performance works, and asses, both formally and informally, their own skill levels based on state standards in dance with the use of student portfolios. Each residency culminates with an in-school assembly style performance where students are given the opportunity to present their new skills, creativity and artistry for their peers, parents, and other community leaders.

As part of the in-depth student and teacher training experience, students and teachers are given the opportunity to participate in choreography and production of an assembly to perform for their peers, teachers, administrators, parents, and community. These "informances" allow the participants to have an intimate understanding of dance as an art form from the perspective of the performer.

PROFESSIONAL DEVELOPMENT: The Side-by-Side Teacher Training Residency Program offers weekly professional development. The goal is to have the dance specialists and classroom teachers collaborate and work together to plan dance training for students that is in-depth and sequential. The dance specialists work with classroom teachers as mentors to create dance and integrated subject curricula based on the Utah State Core Curriculum in weekly 15-30 minute meetings. Teachers and specialists evaluate classroom successes, strategize classroom management, and perceive and reflect on student learning.

COLLABORATION: CDT dance specialists and classroom teachers collaborate to develop content focused lesson plans, evaluate and assess student learning and plan overall classroom management. The dance specialists meet monthly to coordinate and collaborate on lesson plans, core content, organizational planning and other items as necessary. The CDT Artistic Director, Director of Development, Outreach Program Coordinator, dance specialists school administrators and teachers collaborate on the implementation of the Side-by-Side Residency Program in the school. Discussions include core content, best practices, logistics, residency requirements, operational planning, assessment and evaluation.

OPERATIONS: Side-by-Side Teacher Training Residency Program classes and performances are targeted at grades K-6 and take place in a school setting. Contact hours varied due to residency length, but included weekly 45 minute classes, as well as 15-30 minute teacher meetings. Children's Dance Theatre's goal is to expand this program to serve more schools outside of the Wasatch Front. This would depend on funding, school interest,

Students served in Residency Programs	Teachers served in Residency Programs	Schools served in Residency Programs	Districts served in Residency Programs	Classrooms served	Instructional hours Delivered in Residency Programs	Staff Contact hours delivered in Residency Programs
3450	319	20	6	150	1,527.50	3,475
	Teachers served in Teacher Meetings	Schools served with Teacher Meetings	Districts Served with Teacher Meetings		Instructional Hours of Teacher Meetings	Staff Hours for Teacher Meetings
	169	17	3		520	520
Students at/in Residency Showings	Teachers at/in Residency Showings	Schools with Residency Showings	Districts with Residency Showings	Total Number of Showings	Showing Hours	Staff Hours
6,364	422	13	3	49	40.75	140

and staffing.

The outcome of this program is to help develop classroom teachers who gain the knowledge, skills, and appreciation of dance as it applies specifically to the dance core curriculum, as well as dance as a tool to integrate other curriculum areas. The teachers learn to add dance instruction into the syllabus of the classroom, while the students learn the required elements of the dance core curriculum. Based on findings from student, teacher, and dance specialist evaluations and journals, 90% of the students achieved proficiency in the entire dance core curriculum at their grade level. This includes all of the objectives in Standards One, Two, Three, and Four.

Performances

In the fall, Children's Dance Theatre offered two school matinee performances of *A Blue So Blue* in Ogden, Utah at the Val A. Browning Center for the Performing Arts on the Weber State University campus. School matinee performances are designed to help students and teachers alike become better educated audience members who have an understanding of the process involved in music and dance movement.

Each spring, CDT showcases an original performance. This year *The Dream Stealer* premiered at Capitol Theatre March 28-31, 2007. This performance was based on a piece of children's literature of the same title written by Stephen Cosgrove. Mr. Cosgrove attended the performances and greeted the students at the performances from the stage. Three school matinee performances were held at Capitol Theatre which were filled to capacity. This spring *The Dream Stealer* was also performed for Murray and Granite District schools at Murray High School.

STUDENT LEARNING: School matinee performances are designed to enhance student learning in observation and appreciation of dance as an art form, and to teach appropriate social skills needed while attending a live theatre event. Teachers are encouraged to further student learning by using grade-level, dance Core Curriculum specific lesson plans are prepared by the CDT dance specialists. The lesson plans encourage teachers to provide an in-class experience to allow students a hands on dance experience in a comfortable environment. Students receive evaluation forms to encourage reflection and discussion following the performance, allowing for teacher and student assessment.

PROFESSIONAL DEVELOPMENT: Each live performance is preceded with a core content, grade specific, lesson plan packet produced by Children's Dance Theatre faculty members. Teachers are encouraged to use the provided lesson plans as an introduction and follow-up tool to help make the performance more meaningful and impact student learning. This year priority seating was given to teachers attending the Infinity Model Teacher Workshop that supported this performance. The workshop included pre- and post-event workshops as well as a requirement that the teachers & their students attended the performance. The workshop included an exploration of dance, as well as language arts, visual art, drama, and life skills. Teachers were encouraged to help students understand and prepare themselves to be respectful audience members, as well as educated observers.

When CDT is on tour across the state, teacher workshops are presented in the

community prior to live performances. Teachers are given background on the performance, music and costumes they will see, as well as lesson plans and movement ideas to complement the performance and enhance student learning in the classroom.

OPERATIONS: School matinee performances take place at organizational sites including large community theatres, allowing targeted grades K-6 to have an authentic dance theatre experience. School matinee performances are generally one hour and fifteen minutes in length.

Students served at a Performance	Teachers served at a Performance	Schools served at a Performance	Districts served at a Performance	Performances delivered	Instructional hours at Performances	Staff hours at Performances
8,418	353	60	7 Districts & 6 Charter Schools	6	7.50	147.50

Lecture Demonstrations

The lecture demonstration (lec/dem) entitled *Visions of Children* was presented in five schools this year. Lecture demonstrations involve 50 CDT dancers, two professional musicians, and several CDT faculty members who present an interactive 45-minute performance. Students and teachers are introduced to the elements of dance, asked to sing along, and answer questions such as: "What kind of music is this?" "Why do dancers warm up their bodies?" "Who knows the words to this song?" At the end of the presentation, students join the dancers in a silent warm-up movement experience before they return to the classroom.

The outcomes of these lecture demonstrations are educational experiences targeted at grades K-6 where students not only view dance as an art form but are prepared for the performance by moving, investigating, creating, and connecting. Teachers and students learn songs that the musicians and dancers perform so that they become a part of the performance.

STUDENT LEARNING: Lecture demonstrations are designed to parallel and support the Utah State Core Curriculum in the areas of "developing affective, cognitive, and psychomotor skills in the arts" and sharing "the joy of self-expression and aesthetic awareness."

PROFESSIONAL DEVELOPMENT: Prior to each lec/dem a member of the CDT faculty presents an in-school teacher workshop to prepare teachers with music and movement ideas to share with students as a way to introduce and reinforce the program in the classroom.

OPERATIONS: Lecture demonstrations were held in five elementary schools. All students in each school were invited to participate in the lecture demonstration. Teachers had the

Students served at lec/dem	Teachers served at lec/dem	Schools served with lec/dem	Districts served with lec/dem	lec/dems Delivered	Instructional hours For lec/dem	Staff hours for lec/dem
2,732	131	5	3	10	7.5	25.50
Students served at lec/dem Teacher Workshop	Teachers served at lec/dem Teacher Workshop	Schools served with lec/dem Teacher Workshop	Districts served with lec/dem Teacher Workshop	lec/dem Teacher Work-shops delivered	Instructional hours For lec/dem Teacher Work-shop	Staff hours for lec/dem Teacher Work-shop
0	104	5	3	5	3.75	3.75

opportunity to attend a workshop prior to the lec/dem to learn the lyrics to the songs, as well as receive movement lesson plans to implement in the classroom.

Professional Development for Educators

Tanner Dance offers a variety of professional development workshops each year. Workshops are offered in connection with all lecture demonstrations and performances. Teachers receive lesson plan packets and music recommendations in order for them to prepare their students to be a part of the CDT performance. Teachers can also use the lesson plans as follow up activities to the performances. Teachers are encouraged to work with colleagues to develop and implement dance into classroom curriculum. Teachers are asked to self-assess and evaluate students upon completion of implementation. Teachers are taught to implement student self-assessment with portfolios.

The Tanner Dance Summer Professional Development For Educators Workshop is a two week intensive workshop where teachers learn to integrate dance and visual art with other academic subjects such as language arts, math, science, and life skills.

CDT offered a series of five professional development workshops for elementary school teachers-Kindergarten through sixth grade entitled Integrating Dance into the Curriculum. Each of the workshops focused on dance as an art form, dance as a means of self expression and dance as a teaching tool. Using dance as the medium, individual workshops will use language arts, math, science, social studies and integrated arts as springboards for movement.

PROFESSIONAL DEVELOPMENT: The Tanner Dance Summer Professional Development for Educators workshop stresses the importance of balanced intellectual and physical development and serves as a laboratory in which participants learn the teaching methods developed in 1937 by Virginia Tanner and further refined by Mary Ann Lee and Anne Cannon. Workshop participants are assigned an integrated lesson plan project to be graded by the presenters and are eligible to receive University credit upon completion. The 2007 summer workshop concentrated on literature and math integrated dance units.

The outcome of this workshop was that teachers received an in-depth experience in practical and technical training of the body; an understanding of the craft of dance through the elements of time, space, and energy, visual art experiences that demonstrate dance and visual art relationships; and other integrated core curriculum connections. Teachers created teaching tools and lesson plans to take with them into the classroom.

In the Integrating Dance into the Curriculum workshop series, participants created their own integrated lessons that they will teach in their classrooms. A dance specialist mentored each participant in their in-class implementation of individual projects. Each participant completed self-reflection evaluations, and developed and evaluated student assessment with colleagues and mentors.

Infinity Professional Development workshops were presented in connection with *The Dream Stealer* at the Capitol Theatre. This more in-depth approach to professional development included visual art, language art, life skills, and dance to give a comprehensive way to introduce the story to students prior to the performance. In addition, teachers received lesson plan packets that were developed by the CDT faculty to accompany the performance. Movement spanned grades K-6 and was accompanied by music that was made available to the teachers. At the second workshop, overview of the performance was presented to give

teachers an understanding of the creative process involved in developing the music and choreography for the production. Teachers were taught to recognize the elements of dance and how they correspond to the elements in music. At the second workshop, teachers were given time to perceive and reflect upon the implementation of dance lesson plans in the classroom. Teachers also had a question and answer period with the dance specialists to offer suggestions and help where needed. Following this workshop, participating teachers attended a performance of *The Dream Stealer*. Two weeks following the performance, teachers were asked to submit a lesson plan, reflection, and/or photo journal of their classroom implementation.

The outcome was that teachers actively participated in *The Dream Stealer* production by understanding the art form of dance and its elements. Collaboration with the dance specialists and other colleagues was required as teachers prepared lessons that would be implemented in the classroom. Teachers were prepared to view the performance with keener eyes and were able to be philosophers and critics, and share this knowledge in their classrooms.

COLLABORATION: Collaboration with master educators, faculty members and emeritus faculty members to develop professional development Infinity Workshops and Virginia Tanner Summer Professional Development Teacher Workshops.

OPERATIONS: Teacher workshops are targeted at pre-service, elementary and secondary teachers, as well as dance educators, and dance specialists, and take place at school, district, regional, or organization sites as determined by workshop and participant needs. Lecture demonstration workshops and school matinee workshops are generally one hour in length. Infinity Workshops are generally five to eight hours of instruction, 4 hours of in class implementation and lesson planning, accompanied by a performance. The Virginia Tanner Summer Professional Development Teacher Workshop is an in-depth, two week intensive workshop with daily instruction totaling 70 contact hours.

Teachers served in Prof. Dev, Work-shops	Schools served in Prof. Dev, Work-shops	Districts served with Prof. Dev, Workshops	Prof. Dev, Work-shops Delivered	Instructional hours Prof. Dev, Work-shops	Staff hours Prof. Dev, Workshops
99	41	9	5	94	279

Plan for Serving Utah Schools

The three modern dance companies, Children's Dance Theatre (CDT), Repertory Dance Theatre (RDT), and Ririe Woodbury Dance Theatre (RW) have designed a cooperative plan to serve every Utah school district within a three year period beginning in the fall of 2006-2009. In addition, in the year 2011, the three companies will accomplish their goal to serve every elementary school currently existing in Utah during a period of 10 years that began in 2001.

The modern dance companies are proud to report that since 2001, 504 elementary schools have been served. Many of these schools have been served by more than one of the modern dance companies.

This plan can be accomplished through cooperation, planning, and communication.

