



COVER LETTER WITH CERTIFICATION

"I hereby certify that I am authorized to approve this Report, which serves as a Request for Reimbursement, that I have reviewed the attached invoices in the amount of \$1,000; that all costs claimed have been incurred for the Project in accordance with the Agreement between Kate Kuper and the CITY OF URBANA; that all submitted invoices have been paid; and no costs included herein have been previously submitted."

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GRANT AWARD FORM

1. GRANTEE:

Kate Kuper
1713 Westhaven Drive
Champaign, IL 61820

Project Title: The Write to Dance

2. TOTAL AMOUNT OF GRANT FUNDS AWARDED: \$1,000.00

3. TOTAL AMOUNT OF GRANT FUNDS RECEIVED TO DATE: \$500.00

4. GRANT PERIOD: April 1, 2015 through May 1, 2016.

5. EXPENDITURE DEADLINE: May 1, 2016.

6. DATE OF PROJECT COMPLETION: May 20, 2015.

The Write to Dance 2015

The Report: Post-Project Evaluation:

1. Accomplishments and how grant funds were utilized during the grant period

Grant funds were used to provide a class of Yankee Ridge Elementary School fourth grade students, their teacher, Julie Kaiser, the dance/drama teacher Betty Allen, and music teacher Meagan Tipton with a one-week intensive dance and poetry experience. Over seven days, we worked daily, for two hours, learning improvisational structures, and choreographing solo, duet and small group dances to original haiku, rewrites of two different poems and one pre-existing poem. At the conclusion of this rigorous process, we had a 9.5-minute performance piece that we share in a culminating presentation. Our audience was 2 classes of second grade students as well as teachers, administrators, parents, friends, and community members.

We began each session with a warm up, to prepare muscles and minds for the work ahead. Then, depending on the creative project, we would explore relevant ideas that would give students the tools, processes and vocabulary for embarking on their own explorations, whether alone, in pairs or in small groups. For example, to create our first poem, students learned an improvisational structure about moving through the space in deliberate patterns and formations. We then explored and added ways of making connected shapes, and concluded the improvisational structure with weight-sharing techniques for moving in pairs and groups of four. For the duets, I taught students the concept of a phrase, after which they created their own, shared "movement sentences" using a mirroring technique and trading leadership. For the haiku dances, we looked at 'action word' verbs, 'action quality' adverbs and noun 'shapes' as a point of departure for interpreting their poems. Every attending teacher has the opportunity to act as 'outside eyes' as six different groups worked simultaneously in the classroom, hallway, and adjacent spaces. It was a lively day! For our final rhythm poem, we brainstormed images and movement ideas as a group, then worked again in pairs, inventing short phrases for each individual line of the poem, and sharing some lines as whole group movement that used isolated body parts moving on a steady beat or brought us into the space for the grand finale.

The students showed tremendous concentration, perseverance, creativity, critical thinking and teamwork. My expectations were high, and they rose to the challenge. This experience once again confirmed my belief that learning through the arts is holistic, meaningful, memorable, and engaging. It gives young people enduring life lessons about responsibility, accountability and shared leadership. It reinforces their belief in the power of imagination and the value of hard work.

**The Write to Dance
Fiscal Report:**

Artist Compensation - \$1,000

Seven-day dance and poetry residency. Daily 2-hour class with one group of 4rd grade students at Yankee Ridge Elementary School. Pre-planning and implementation, including directing final performance.