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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 \$1,250; 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

Grant Award Form: Please complete the Project Questions below and include this page in your Final Report materials submitted to the address below.

The information provided in question #1 - 5 should be the same as the information on your Urbana Arts Grant Agreement with the City.

1. GRANTEE: Name of Applicant or Primary Contact:

Kate Kuper

Address:

1713 Westhaven Drive, Champaign IL 61820

Project Title:

The Write to Dance

2. TOTAL AMOUNT OF GRANT FUNDS AWARDED: \$1,250

3. TOTAL AMOUNT OF GRANT FUNDS RECEIVED TO DATE: \$625

4. GRANT PERIOD: April 1, 2016 through May 1, 2017.

5. EXPENDITURE DEADLINE: April 1, 2017.

6. DATE OF PROJECT COMPLETION: May 18, 2016.

Return Final Reports to:

Pauline Tannos
City of Urbana, Public Arts Program
Community Development Services
400 S. Vine Street
Urbana, IL 61801

The Write to Dance 2016

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 and the dance/drama teacher Betty Allen with a one-week intensive dance and poetry experience. We were also joined by Gina Wojnar. She has a BFA in Dance and has worked in my Creative Dance for Children program. Gina shadowed the process and helped measurably with demonstrating activities and helping students stay on task. Over seven days, we worked daily, for 1.5 hours at a time, learning improvisational structures, and choreographing solo, duet and small group dances to pre-existing poems, original haiku, and poem rewrites. At the conclusion of this rigorous process, we had a 9-minute performance piece that we share in a culminating presentation. Our audience was composed of 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. 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. On this day, three additional dance educators (who have trained in my Creative Dance for Children program at UIUC) joined us, so that there would be seven 'choreographic consultants' to act as 'outside eyes' as seven different groups worked simultaneously in the classroom, hallway, and adjacent spaces. It was a lively day!

For our final poem, we improvised crossing the space using different adverb prompts, such as carefully, frantically, and proudly, to portray different kinds of people. Students gradually moved faster and faster until the dance built to a frenzy of motion suddenly interrupted by a freeze! They ended the dance melting to the floor to 'sleep' as the poem suggested.

The students showed tremendous concentration, perseverance, creativity, critical thinking and teamwork. This was particularly challenging for this group that had many focus and attention problems. Yet they rose to the occasion and met my high expectations. 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.

2. The impact that the grant funds had on your artistic or organizational development.

For me, this is a rare opportunity to really dig in with a group of older children, analyze the elements of language arts and creative movement in a collaborative setting, and bring a complex project to life. As an arts educator and teaching artist, I primarily teach younger children (ages 3-7) or older (college age and up). It helps me stay well rounded, and reminds me of the importance of arts-based learning in public education. Additionally, I shaped one of our activities for publication in *Activate!* Magazine (for K-6 music educators) and mentored Gina Wojnar in the skills of teaching artistry in the 'real world.'

3. The number of hours spent in completing the project, including planning, administration, promotion, production, and the final presentation.

I pre-planned with the Betty Allen and Julie Kaiser for 2 hours to structure the residency and select the poetry forms. During the residency, Betty Allen and I planned together an additional 2 hours. I planned outside of class for 10 hours. I was on-site 2 hours a day, for 7 days = 14 hours. Total hours: 28

4. The number of participants in events or activities related to your grant.

95 – Performers and their teachers, student audience, teachers, administrators, parents and visitors.

4. Description of experience working with collaborating partners

Betty Allen, the dance/drama teacher, and I have a dynamic working relationship. This is our fourth consecutive project together, and we intend to continue collaborating. This was my second experience with Julie Kaiser, the fourth grade teacher. She was once again a dream to work with. She helped the students write poetry well ahead of time, so that Betty and I could select what we thought would work best, assisted during our working session, and fielded questions and comments from the students during their daily morning meetings so that we could address any concerns in a timely fashion.

5. Any additional comments

I am grateful to the City of Urbana and the business community for making this residency possible. You provide a treasured service.

Invitation to
THE WRITE TO DANCE

A culminating presentation of
Poetry and Dance

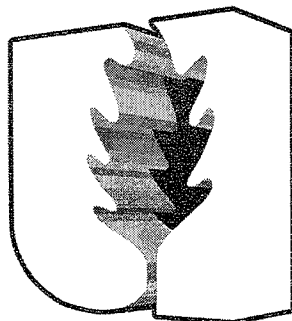
by
Mrs. Kaiser's 4th grade students

Wednesday, May 18th

2:20pm

Yankee Ridge Gym

Made possible by a City of Urbana Arts Grant



urbana
public
arts
program

Student Haiku for Small Group Dances – The Write To Dance 2016

Blue Flowers

the blue flowers grow
in bunches in my front yard
dotting the green grass

Rain

You hear the rain start
You watch as the clouds go by
Soon sun comes shining

Snakes

snakes slithering free
slick scales sliding on loud leaves
now sliding away

Stream

Floods through lush green fields
leaves floating on the surface
cold water runs free

Cricket Night

Cricket night in summer
Cheep, chirp, ping, tweet, hop
warm night filled with cricket jumps
Chirp, tweet, ring, cheep, LEAP!

Air

running through the grass
flowing as fast as a fox
air whispers to grass

Tiger

The tiger's orange and
Black stripes moves towards its prey, then
The tiger pounces

The Write to Dance

Fiscal Report:

Artist Compensation - \$1,250

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.

