

RDT ARTS/ ENVIRONMENTAL RESIDENCY GREEN MAP PROJECT

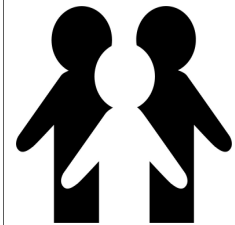


Repertory Dance Theatre invites your school to be part of a transformative, community building arts project that encourages environmental responsibility and celebrates environmental progress while inspiring young people to be thoughtful and productive citizens. Through the internationally acclaimed Green Map® system RDT is using the art of dance to help young people understand the concepts of “sustainability.”



The “Green Map System”® is a global movement enabling awareness of green living, nature, social, economic and cultural resources in over 600 cities world wide. Green Maps focus on sustainable living practices through the literal use of physical or digital maps, on which unique symbols are placed to mark locations of special interest or importance.

The Green Map Icons will help individuals and groups to identify locations, such as nature preserves, centers for cultural and social growth, businesses and institutions striving for high standards of environmental performance, alternative energy technology installations and services, green buildings, wildlife and habitat conservation areas, notable social/ environmental justice organizations, transit systems, and exemplary achievement in applying green enterprise and community effort to address environmental problems.



A Green Map is a mirror to its own place, a roadmap toward improvement, a pathway for green business development, and a toolkit for the community to recognize the elements that make its place ‘home.’

Dance and other forms of artistic expression have been shown to enhance learning in sciences, geography, social studies, language arts, and mathematics. By joining arts with community learning, RDT intends to use the Green Map to celebrate our shared, sustainable vision of where we live.



RDT wants to become the catalyst for inspiring students to inventory their communities in terms of Sustainability, Nature, Culture and Society.



Sustainability is our capacity to help something endure.

Living, eating, working and playing in ways that will not jeopardize the health of the planet or the quality of life for all cultures, species or generations to come.

ABOUT REPERTORY DANCE THEATRE...

Repertory Dance Theatre (RDT), founded in 1966 in Salt Lake City, UT, is a professional modern dance repertory company dedicated to the creation, performance, perpetuation, and appreciation of dance. Known worldwide for its collection of dance treasures, RDT is both a museum and contemporary gallery representing the scope and diversity of modern dance, past and present. From the early pioneers of the art form to today's cutting edge choreographers, the company maintains one of the largest collections of modern dance classics in the world.

In addition to public performances, RDT produces a variety of community based programs and has a long standing commitment to arts-in-education. Outreach activities include lectures, informal performances, teacher workshops, open rehearsals, annual summer workshops and year round classes that serve to train and ignite the creative voice in people of all ages. At its home in the Rose Wagner Performing Arts Center, the company contributes to the cultural, social, and economic vitality of the community.



Repertory Dance Theatre's future, like its past, will be rich with community involvement, educational opportunities and a global focus for world dance through artistic growth, preservation and innovation. Striving to increase an awareness of the art of modern dance, the company continues to build partnerships and design programs that serve a variety of audiences in the community, the United States and around the world. RDT remains committed to building bridges of understanding that demystify the art of dance, making it a meaningful part of the culture of the great state of Utah.

ABOUT THE GREEN MAP ORGANIZATION...

The Green Map® System promotes inclusive participation in sustainable community development worldwide, using mapmaking as its medium. It was developed collaboratively since 1995, and the movement has spread to over 600 cities, towns and villages in 55 countries. The organization supports locally led Green Map projects as they create perspective-changing community "portraits" which act as comprehensive inventories for decision-making and as practical guides for residents and tourists.

Over 600 unique, vibrant Green Maps have been published to date, and hundreds more have been created in classrooms and workshops by youths and adults. Both the mapmaking process and the resulting Green Maps have tangible affects that:

- Strengthen local and global sustainability networks
- Expand the demand for healthier, greener choices
- Help successful initiatives spread to even more communities

The Green Map Organization shares the outcomes through profiles, photo albums, blogs, newsletters and booklets, media productions, workshops and other public presentations. Their web-site, www.greenmap.org is the gathering point for both the makers and users of Green Maps, and offers inspiration to everyone interested in a sustainable future.

People around the world are using the GMS icons to chart sustainability at every scale form a neighborhood park to a province. They are creating perspective changing community portraits that act as practical guides for residents and tourists, as comprehensive inventories for decision-making and as benchmarks for measuring progress.

There are garbage maps, energy maps, bicycle maps, heritage preservation maps, and many, many more. There are paper maps and on-line interactive maps, hand-drawn maps and sophisticated, graphically elegant renditions. What do they all have in common? A concern for the health of our planet and for the preservation and enhancement of unique local resources.

Today, Green Maps are guiding millions to make climate-smart everyday decisions that promote the uniqueness of home and protect the species who share it with us. Green Maps bring people of all ages together to discover, share and care for their communities.

RDT'S GREEN MAP PROJECT GOALS

- **Awareness**—To promote greater awareness of the relationship we have with each other with nature and with the world community.
- **Communication**—To encourage human inter-relatedness and communication in order to tell our stories to listen to the stories of those around us.
- **Environmental Literacy**—To increase knowledge about the complex inter-relation of land, plants, animals and humans, the web of life.
- **Sustainability**—To encourage sustainability by helping people make choices that produce energy efficiency, conservation, and renewable energy.
- **History**—To promote an appreciation for history while stimulating an appetite for discovery and exploration.
- **Life-Long Learning Skills**—To ignite the imagination of young people while developing life-long learning skills.

WHY A DANCE COMPANY?

RDT is uniquely qualified to champion this “first of its kind” Green Map dance project. Nationally recognized for its commitment to arts-in-education since 1966, RDT’s award winning movement classes, workshops and performances have provided ways for individuals to become complex thinkers, problem solvers, effective communicators, cooperative group participants and leaders. RDT can help students experience and interpret the world directly through movement. Dance can open avenues of awareness that will increase self-worth, develop self-confidence, encourage understanding and consideration for others, and provide opportunities to create and to explore. Dance can help students validate who they are, and how they relate to the life of the community, and the world at large. Students with a rich background in the arts are more likely to become contributors to the community, quality workers and producers and self-directed learners.



Using the art of dance, inter-disciplinary programs and “place-based” education, RDT’s Green Map Project will:

- Invite schools to become “map makers” and inventory their neighborhood using the award-winning Green Map icons.
- Invite students to explore the Green Map icons through the medium of dance, visual and literary arts to help identify concerns and celebrate environmental progress.
- Assist students in creating essays, poetry, displays and performances, portraits of their communities.
- Create a printed and digital map of your community, a resource for residents, tourists, business and educators.
- Develop greater awareness of the relationship we have with each other, with nature, and with the world community in order to promote human understanding, compassion and tolerance.
- Encourage sustainability by helping people make choices that produce energy efficiency, conservation and renewable energy.
- Promote an appreciation for history while stimulating an appetite for discovery and exploration.
- Ignite the imaginations of young people while developing life-long learning skills.
- Offer Professional Development “licensure” credit to teachers: USOE/University
- Give sponsors (corporations/foundations/individuals) opportunities to spotlight their service to the community and be recognized for their leadership.
- Create dance performances, integrating Green Map® icon pattern vocabulary, incorporating movement, music, and other arts based on Green Map inventory.
- Create a new “integrated” arts-in-education residency that can be replicated in communities throughout the nation.

HOW DOES MY SCHOOL BECOME PART OF RDT'S GREEN MAP® SCHOOL RESIDENCY PROGRAM?

Place Based learning is championed by many educators and learning theorists as the best way to increase academic performance. It connects people to the out-of-doors, and ties youth to their communities as contributing citizens through a deep knowledge of their home “place.” this interdisciplinary, curriculum based project integrates Math, Science, Social Studies, Art and Dance creating a portrait of your community.

Mapping Process

Each school will choose or be assigned an area to inventory, develop its own “map” and then share the data information with their local Green Map steering committee who will place the information on the international Green Map web site.

Teacher Responsibilities

- Attend an RDT Green Map Professional Development Workshop to learn mapping skills.
- Direct students on how to inventory their neighborhood and identify its features using Green Map® Icons. The icons are beautifully designed symbols representing our life, history, economy and activity to help people understand and value their community.
- Encourage students to create a portrait of a “place” using dance, visual arts, photographs, videos, essays, interviews with those people affected by the area.
- Contribute to the creation of a printed and digital Green Map® of your community. The map will be a valuable resource for local residents, visitors, businesses and educators.

RDT Dance Residency

During the mapping process, RDT will visit schools and offer a menu of residency activities including:

Dance lecture demonstrations performed by the RDT company

Creative Movement Classes to increase understanding of the environment

Choreography which may be developed for in-school performance

Curriculum and Lesson Plans to help teachers during the mapping process and expand environmental literacy by studying issues relating to environmental challenges, economic change, energy, water, ecosystems, wild-life, natural habitats, healthy living and the importance of buying local.

For Utah public and charter schools, there is no charge to participate in RDT's Green Map Project.

If interested, please contact Lynne Larson at lynne@rdtutah.org or 801-534-1000.

GREEN MAP PARTNERS WITH LINKS TO LESSON PLANS AND OTHER RESOURCES

The Utah Education Network and Waterwise Utah have great websites that supply teachers with up to date environmental and educational information as well as unique and wonderful lesson plans for teachers K-12. The following are links to their websites. Please explore and share the wonderful information with your students.

<http://www.uen.org/k12educator/corelessonplans.shtml>

<http://www.uen.org/development/>

<http://waterwiseutah.org/educators.htm>

Math, Mapping and Movement Lesson Plan (for grades 3-6)

Goals/Learning Outcomes:

- Students will practice the creation and making of a map using places that are familiar to them, such as their room at home, their backyard, their neighborhood block, a journey to a nearby destination such as a park or friend's house, etc.
- Students will learn vocabulary associated with map making.
- Students will explore and create locomotor movement phrases through a series of creative movement lesson plans use these in combination with their map.
- Students will learn vocabulary from the Dance Core Curriculum. Students will create a "moving" map combining the written/drawn map and the movement they created in their dance explorations.

Vocabulary Words:

1. **Symmetrical** – The same shape, design or form on both sides.
2. **Asymmetrical** – A different shape, design or form on both sides.
3. **Focus** – Concentrated attention and presence in the moment.
4. **Title** – The title tells us which place the map shows.
5. **Key** – The key explains what the symbols on the map mean.
6. **Symbols** - The symbols are pictures that stand for real things.
7. **Scale** – The scale shows what a map measurement represents in real life.
8. **Compass Rose** – The compass rose shows direction on the map.

Lesson I (Movement): Ways to Move or Locomote through space.

In this lesson students will warm up the body and move through space by creating patterns with the movement. This is like an add-on game, start with a limited amount of movement and keep adding to the pattern. Here are two examples.

Example A

1. Begin in a series of 4. 4 reaches very high in the air, 4 reaches alternating sides of the room, 4 reaches down to the ground, and 4 circles of the arms backwards (swimming motion). You can use a drum, some music that has a definite beat, or just your voice. Have the students go through this a couple times to learn the "pattern" of the movement.
2. Now add to the pattern. After the backward arm circles, add 7 counts of running and end in a crouched, contracted shape on 8. Then take 8 counts to stretch into an expanded shape slowly and gradually. Repeat with first part. Next add 8 counts for the students to move into a low level shape, 8 counts to move to a high level shape and 8 counts to move to a medium level shape, then 8 counts for them to move in whatever traveling way they choose. Repeat from the beginning.

Example B

1. Using some other locomotor ways of moving such as skipping, jumping, galloping, hopping, etc. make a pattern working on changing directions. For example, 4 skips forward, 4 jumps backward, 4 slides right and 4 slides left. To accompany the movement, a drum can be used, or music, or voice. Have the students repeat the pattern a few times. Now add to the pattern, straight, curved, angle lines and freezing. For example, 4 skips forward and freeze for 4 in a straight line symmetrical shape; 4 jumps backwards and freeze for 4 in a straight line asymmetrical shape; 4 hops to the right and freeze for 4 in a curved shape and 4 hops left and freeze for 4 in an angular shape.

Lesson I (Mapping): Creating a map

In this lesson students will create a map of their bedroom at home. They will create a measured drawing using a key, symbols, scale, etc. to create the map.

1. Begin by showing students a map of their classroom, complete with a key, symbols, scales, etc. Discuss each element with them explaining the relationship between the visual elements. Have them think about places they could map that are similar, such as their bedroom at home.
2. Give each student a piece of paper, ruler and drawing utensils. Have them picture their room as if they were a spider dangling from the ceiling, so their perspective is from above rather than from ground level. Have them begin to create a key inventorying what is in their bedroom and creating symbols to match. For the scale have the students use something like a foot or one step equals one inch. For example, it takes 3 steps to get from the door to the dresser, etc.
3. If this is a homework assignment, the maps will be more accurate. Have them draw the outline of their room. They can use steps to measure this out and relay it to their papers. Now they can begin to put in the symbols on their key using the steps as a measurement of where each resides in the room. Once complete, have the students share their maps with one another.

ECO FACTS ABOUT UTAH AND THE WASATCH FRONT

Largest lake (by surface area) west of the Mississippi River?

Great Salt Lake (USEE)

How many migratory bird species are found on the Great Salt Lake?

257 (Rawley, *Wildlife of the Great Salt Lake*)

Numbers of migratory shorebirds and waterfowl using the Great Salt Lake each year?

Varies Between 5 million and 10 million (Rawley, *Wildlife of the Great Salt Lake*)

Name a bird species that is found in greater numbers around the Great Salt Lake than anywhere else?

Snowy Plover & Wilson's Phalarope (Rawley, *Wildlife of the Great Salt Lake*)

Name a bird refuge on the Great Salt Lake.

Bear River Migratory Bird Refuge (also Gillmor Sanctuary, Farmington Bay, Kennecott's Inland Sea Shorebird Reserve, others) (Rawley, *Wildlife of Great S.L.*)

How much deeper was ancient Lake Bonneville than the Great Salt Lake?

About 1,025 feet (at its deepest, around 18,000-16,800 years ago)

How much saltier is the Great Salt Lake than ocean water, on average?

About 3 to 4 times

(11%-14% in South Arm, depending on Lake level, compared to ~3.5% in oceans)

How does Utah rank among states for abundance of precipitation (how dry, wet)?

2nd Driest (Only Nevada is drier, on average)

What % of Wasatch Front drinking water comes from yearly snowfall (snowpack)?

About 85%

What percentage of Wasatch Mountains snowpack is projected to be lost to melting due to global warming impacts by the year 2100?

ALL: 100% on average (*Preparing for a Changing Climate: Rocky Mountain/Great Basin, Regional Climate Change Assessment*, 2003 USU)

What is Utah's highest point?

King's Peak = 13,528'

What is Utah's lowest point?

Beaver Dam Wash = 2,000'

What is the lowest point in Salt Lake County?

Great Salt Lake and Jordan River inflow (presently ~ 4194.6')

How long is the Jordan River?

About 42 miles

What percentage of Americans think the oceans are sources of drinking water?

About 45% (USEE)

In what school grade do most Utah students receive most exposure to environmental topics (such as energy conservation, air quality, water quality, waste management)?

4th Grade

What percentage of K-12 teachers surveyed in Utah (>1,000) report benefits and importance to environmental education?

97%

Primary fuel for electrical generation in Utah? (i.e., what is burned to make electricity?)

Coal: Approximately 95% of Utah electricity
(less than 2% from hydro, geothermal, wind, solar, and other 'renewables')

How many NATIONAL PARKS are in Utah?

5 Five: Zion, Arches, Bryce Canyon, Canyonlands, Capitol Reef

How many National Monuments are in Utah?

Cedar Breaks, Dinosaur, Grand Staircase-Escalante, Hovenweep, Natural Bridges, Pipe Springs, Rainbow Bridge, Timpanogos Cave

Air Pollution causes what percentage of premature deaths along the Wasatch Front?

4% to 8% (Utah Physicians for Healthy Environment)

Which of the following are true?

___Air pollution limits lung development in infants and children

___Air pollution worsens asthma

___Air pollution increases some childhood cancers

___Air pollution increases incidence of SIDS, infant mortality

ALL are true (Utah Physicians for Healthy Environment)

Mercury in Utah's environment comes from which of these?

Coal combustion

Historical mining

Gold ore roasting and mining waste in upwind Nevada

ALL (Western Mining Action Network)

How many DUCK species on the Great Salt Lake are listed as dangerous to eat due to mercury?

Three

How many ABANDONED MINES are in Utah?

Approx. 26,000 (BLM and USFS estimate around 10,600)

Arizona is estimated to have >100,000

(500,000 exist across the Nation) (Western Mining Action Network)

Kennecott's Bingham Mine has reaped metals wealth greater than which of the following famous areas?

California's Comstock Lode, Alaska's Klondike

Largest land purchase by Salt Lake County Open Space Trust Fund?

Rose Canyon Ranch \$8.7 million, ~1,600 Acres

(near Herriman, SW County) (S.L. County)

Most recent open space acquisition by Salt Lake City?

Wasatch Hollow Natural Open Space (17th S. / 17th E. ~1.95 Ac. + 3.5 Ac. LDS Church donation)

(S.L. City)

What is the Current Population of Salt Lake County?

About 1.15 million

What is the Salt Lake County Population *Projected to be*

by about 2050?

About 3.5 to 5 million

(Gov's Office of Planning & Budget, Utah 2050:Alternative Futures)

Which of these CONSTRAINTS may the environment present for future growth?

- Lack of Water

- Air quality degradation

- Land scarcity

- Infrastructure costs

- Climate instability

ALL OF THE ABOVE



Dance is surely a most extraordinary fusion of thinking, doing, feeling. If we are concerned about the health of a child's mind, body and spirit, then how can we ignore the educational force or an art form which addresses all three at once?

David Rockefeller

Websites for Teachers

- Repertory Dance Theatre at **www.rdtutah.org**. Information available for workshops and free student matinees.
- Utah State Office of Education at **www.usoe.k12.ut.us**. Core curriculum for each grade level and information about dance endorsements.

Creative Movement Books

- *Move, Learn, Dance: A k-6 Dance Teaching Resource Guide* by CDT, RDT and RW master teachers.
- *First Steps in Teaching Creative Dance to Children* by Mary Joyce
- *Creative Dance for All Ages and Teaching the Three R's* by Anne Greene Gilbert
- *Step by Step* by Sheila Kogan

Music Ideas for Movement Class

Using energetic and dynamic instrumental music is always best for movement class. Also, an instrument such as a drum or tambourine is a great addition. Classical, Drumming, African, New Age, Celtic, Big Band, and Brazilian music can be very successful choices. Listening and experimentation are the key. If you feel inclined to move to a song, most likely so will your students. If you use music that is different than what the students hear on the radio, then they will be exposed to new music as well as new ways to move their bodies!

The following organizations and donors generously support Repertory Dance Theatre's Arts-In-Education Activities:

- Fieldstone Foundation
- L.T. and J.T. Dee Foundation
- Marriner S Eccles Foundation
- Leo Larson
- National Endowment for the Arts
- Salt Lake City Arts Council
- Salt Lake County Zoo, Arts and Parks Program
- Utah Arts Council Arts Education Program
- Utah Education Network
- Utah State Office of Education POPS Program
- Webersustainability
- Xmission

RDT and Arts Education

REPERTORY DANCE THEATRE founded in 1966, is a professional modern dance company dedicated to the creation, performance, perpetuation, and appreciation of modern dance. RDT's long standing commitment to arts in education focuses on enriching young students lives and providing an opportunity for students to experience the joy of living through dance. The company of outstanding performers, teachers, and choreographers has created new pathways for audiences to experience and value the art of dance. Residency activities that include demonstrations, movement classes, and teacher in-service workshops encourage instructors and students to integrate movement into their learning and teaching process. RDT's residency activities are specifically designed to assist teachers and students in achieving the standards for arts education.



The Healthy & Sustainable Lifestyle Directory