

# UTAH SYMPHONY EDUCATION ANNUAL REPORT



2019-20		Total Services Provided to Utah Students and Teachers				
Total # of Districts	Total # of Charter Schools	Total # of Schools	Home School Students	Total # of Instructional Hours	Total # of Teachers	Total # of Students
24	29	408	108	219.5	2,493	61,416

# DESCRIPTION OF SERVICES

## CONCERTS IN SCHOOLS

### FULL AND CHAMBER ORCHESTRA CONCERTS

Districts	Charters	Schools	Hours	Teachers	Students
15	6	223	26	976	25,523

The core of Utah Symphony's educational offerings is concerts serving all school districts. The POPS Legislative mandate ensures equity in the geographic distribution of our services, and the requirement that the services be free allows students of all socioeconomic backgrounds to attend. Utah Symphony goes beyond the mandated service to each district every three to five years, by performing every year in all districts along the Wasatch Front from Ogden and Weber in the north to Nebo in the south.

Experiencing the actual art form at its professional best is a crucial part of arts education and forms an important part of the core curriculum. Pre-concert curriculum-based preparation provides a basis for understanding; attending a concert brings together all that the students have studied, and learning comes to life.

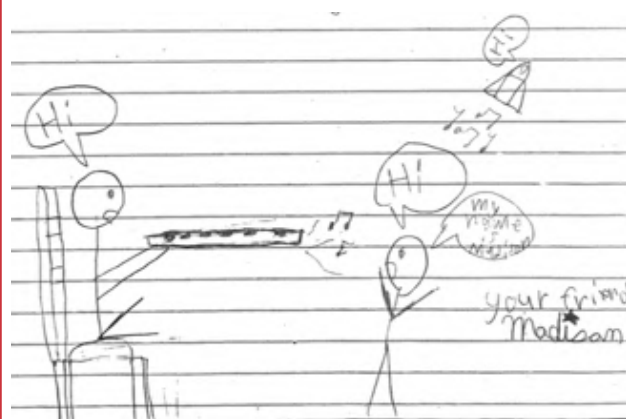
### Description of the Programs

Utah Symphony School Concerts, performed throughout the state, are based on thematic material and include musical demonstrations and introductions of the music. Each year we create an elementary and a secondary program for both full orchestra (about 75 musicians) and chamber orchestra (about 45 musicians). Having four concert programs gives us flexibility to best serve diverse student populations in venues across the state. The Utah Symphony gave 33 school concerts this year; due to COVID-19, we had to cancel 6 school concerts scheduled in March and April in Wasatch, Jordan, and Davis School Districts. In addition to 21 concerts along the Wasatch Front (Weber to Nebo), the orchestra traveled by bus to Delta, Cedar City, Eureka, Ephraim, and Kamas to perform on-site school concerts. We invite local legislators to every school concert.

In the repertoire selection for the 2019-20 full orchestra concerts, we focused on building engaging programs that capitalized on recognition of iconic music and how these pieces for the orchestra developed from the collaboration with other art forms like opera, theatre, ballet, musical theatre, and film. For the full orchestra elementary program, students were introduced to various musical elements (timbre, tempo, dynamics, and instrumentation) and art forms through favorites like Wagner's *Ride of the Valkyries*, Offenbach's "Can-Can" from the Overture to *Orphée aux Enfers*, Grieg's "In the Hall of the Mountain King" from *Peer Gynt*, Tchaikovsky's "Scene" from *Swan Lake*, and John Williams's "Hedwig's Theme" from *Harry Potter*. These audiences delighted in their immediate recognition of the pieces and learned more about their origin and stories within the other artforms. For example, they learned that the "Can-Can," as we now know it, is actually just a small section of the opening music (overture) to an opera titled *Orphée aux Enfers* (*Orpheus in the Underworld*), and this section depicts a wild dance party

Dear Utah Symphony. Thank you for your wonderful concert yesterday. I loved listening to the flutes. I would like to play one someday when I older. I would play the flutes.

4<sup>th</sup> grader, Jordan SD



between the Gods and the inhabitants of the Underworld. For the full orchestra secondary program, we kept the focus much the same but switched out a few of the musical offerings. For example, the orchestra played John Williams's "Theme" from *Jurassic Park* and Grieg's "Morning Mood" from *Peer Gynt*.

In a similar vein, the chamber orchestra programs focused on the enjoyment of the experience of live music. The elementary chamber education concert introduced students to one of the most compelling pieces written for a chamber orchestra—Prokofiev's *Peter and the Wolf*. Narrated by the Symphony Education Manager, this piece perfectly exemplifies how composers use timbre to create characters within a symphonic story. The secondary chamber education concert introduced students to engaging works by Beethoven, Bach, Tchaikovsky, Mendelssohn, and



I loved that the students were able to experience music that was familiar to them from other sources: theater, movies, ballet, tv commercials, etc. I feel we need to instill a positive experience with symphonic music, so they are more inclined to seek it out on their own or at least recognize it when they hear it. I have come with my students for many years and this was by far the best experience we have ever had. Students were interested, focused, and expressed that they enjoyed coming. Keep it up!

4<sup>th</sup> Grade Teacher, Canyons SD

Mozart. Our lively narration and musical examples provided guided listening for students and teachers. In all of our in-school concerts, Associate Conductor Conner Gray Covington conveys a warm enthusiasm that strongly connects to both students and teachers.

All teacher materials, including recordings of the music, were provided online and were accessible throughout the year. To prepare for the concert, teachers could simply play the Concert Preparation PowerPoint and learn along with their students. Unlike years prior, the Concert Preparation PowerPoint focused primarily on six elements (building blocks) of music; small music excerpts from the concert program were embedded in the PowerPoint to illuminate each element.

The materials for elementary programs included:

- Tracks of recordings of the concert music.
- A PowerPoint presentation introducing the music of both the elementary programs, information about what to expect at a concert, and concert etiquette.

The materials for secondary programs included:

- A PDF with general information about the program and concert etiquette.

To help facilitate the performances, schools provided student crews to help with the load-in, concert production, and load-out, working side-by-side with our professional crew. For stage crew students, especially, this is an opportunity to see how the skills they are learning in high school are developed and used in a professional setting, helping make them career-ready. In return these students were given ticket vouchers to upcoming Utah Symphony concerts.

Evaluations for teachers and students were sent out in a follow-up email. Teachers who responded to our survey, overwhelmingly agreed that concert programming was engaging, age-appropriate and a good use of classroom time. They especially appreciated the familiarity of the pieces. When classes of students wrote with questions, Utah Symphony education staff responded.

## Student Learning and Connection to the Core Curriculum

Pre-concert preparation and narration at the concert identify the elements of music and their role in communicating ideas and feelings. The narration makes connections between the music and the cultural and historical context in which it was written, and helps students build a listening vocabulary based on the musical elements. Through demonstrations and guided listening, students also have the opportunity for aesthetic development, creating a basis for future music preferences. Students can then respond to the performance, bringing their own interpretation and meaning to their evaluation of the experience.





Students' life skills are enriched by learning audience behavior and observing the stage presence exhibited by the orchestra musicians. Students particularly notice the great result of all the musicians working collaboratively together. In their letters, students express appreciation for how much practice has gone into giving such a polished performance and note that this has inspired them to work harder.

Students write that they are inspired to take up an instrument, or to practice harder on one they are already learning. Secondary students, who have many pressures on their elective opportunities, find inspiration to remain in band or orchestra, reaping the many rewards of discipline, collaborative effort, artistic expression, and the strong bonds of a musical peer group.

I really enjoyed all the music you played. It was very pretty and relaxing. I especially loved how the composer used the different families in the orchestra to create different feelings during the piece! I play the violin and seeing the violinists playing makes me want to do orchestra. One of my dreams is to become a professional violinist when I grow up.

*4<sup>th</sup> grader, Butler Elementary, Canyons SD*



Thank you for bringing this beautiful experience to our students. Many would never see this degree of musical ability without your visit.

*Teacher, Tintic SD*



Loved the choice of *Peter and the Wolf*. The biggest thing is this: Keep doing this. Kids today need to know how to respond to music. Thanks for doing this! I look forward to hearing you again!

*5<sup>th</sup> Grade Teacher, South Sanpete SD*



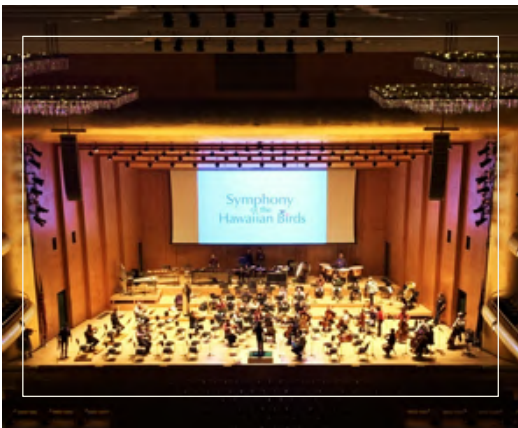
**MEET AND GREETs and MUSICIANS IN THE CLASSROOM** are often scheduled in conjunction with school concerts. Descriptions of these events can be found under Interactive Events with Musicians on page 12.

## CONCERTS & EVENTS AT ABRAVANEL HALL

### 5TH GRADE CONCERTS

Districts	Charters	Schools	Hours	Teachers	Students
11	20	184	6.75	766	18,293

Fifth Grade Concerts give students an opportunity to hear the Symphony in acoustically-acclaimed Abravanel Hall. A field trip to Abravanel Hall is also a chance for many students to experience the beauty that can be achieved in architectural design, as a tribute to the importance of art and culture in their community. This can be an important experience of social and civic responsibility which demonstrates promotion of the common good.



This year the Utah Symphony tried something brand new for the 5<sup>th</sup> Grade concerts. We rented a production premiered by the Hawai'i Symphony Orchestra created in partnership with biologists and musicians at the University of Hawai'i at Manoa. The production titled "Symphony of the Hawaiian Birds" focused on current and former species of birds found on the Hawaiian islands. Unique to this production were six original compositions accompanied by six original animations by Hawaiian musicians and artists. Narrated by local librarian and Hawai'i native, Jeneanne Lock, this concert transported students to the Islands of Hawai'i and gave them a glimpse into the rich culture. Additionally, we were able to form two community partnerships in presenting this concert— one with

the Education Staff at Tracy Aviary and another with students and teachers of Pacific Heritage Academy in Salt Lake City. Tracy Aviary staff brought Utah's local "birdscape" into focus both in terms of appreciation and conservation; accompanied vocally by their Kumu (teacher), two students from the Pacific Heritage Academy performed and recorded a Hula. For the most part, students and teachers positively received this concert primarily due to the combination of film and music.

Before the concert, students seated in the hall could watch a pre-concert slide show full of information about the concert, the Utah Symphony members, the stage plot, and funny music jokes! Assistant Conductor Conner Covington collaborated with education staff in selecting this production and preparing the orchestra.

During the concert, Narrator Jeneanne Lock introduced students to several different species of Hawaiian birds and their cultural significance. Some birds' feathers adorned the capes and headwear of Hawaiian royalty; others' wood-pecking instincts led natives to the optimal trees for canoe building; and, some have since gone extinct. Bringing this to life, students watched six original short animations as the orchestra played original compositions. The moments of community collaboration were certainly highlights of the concert experience. Prior to watching the Pacific Heritage Academy students' beautiful hula dancing, the narrator invited the audience to learn two simple arm motions that reappeared several times in the dance. Near the end of the concert, Education Staff from the Tracy Aviary took the stage. They informed students of different bird species native to Utah and where to find them as well as the importance of taking responsibility for their protection. Students learned that all you have to do is CARE. C- Connect with nature and notice your feathered friends. A- Act in small ways like cleaning up trash to keep it out of our waterways. R- Raise awareness of the birds and





their status by talking to your friends, family, and neighbors. E- Exemplify good habits (mentioned in C-A-R) and inspire others to do the same. Several thank you notes received post-concert addressed this clever acronym.

A corps of 47 volunteer docents visited the hundreds of participating schools to prepare students for this exciting field trip (see the next section of this report).

Due to licensing protections and the contract with renting this production, our teacher materials were limited to physical copies of our docent booklet and flash-drive containing docent PowerPoint presentation rather than being hosted online. These materials were made available to any teacher who requested them.

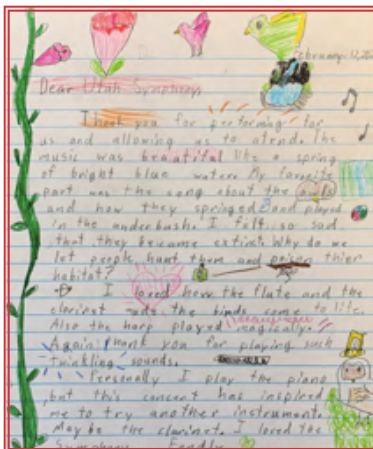
The nine 5th Grade Concerts were attended by students from the Alpine, Canyons, Davis, Granite, Jordan, Morgan, Murray, Salt Lake City, South Summit and Tooele school districts, charter schools, private schools and home-school groups.

We feel that this concert, in particular, best exemplifies our commitment to engage and connect students to music currently being created and to the broader community. This was a new level of collaboration for these concerts and proved an exciting undertaking.

### Student Learning and Connection to the Core Curriculum

The text on pages 4 and 5 describes these connections to all Utah Symphony education concerts.

Additionally, the biological and ecological themes of this concert connected to 5<sup>th</sup> grade science Core Intended Learning Outcome #2, "Manifest Scientific Attitudes and Interests." By exposing students to the beauty of birds, their historical and cultural significance, and the habitats in which they thrive, students will "demonstrate a sense of curiosity about nature" (2a). By learning about their fragile ecological status (as demonstrated with now extinct species of Hawaiian birds), the factors that impact this status, and the ways in which we can conserve and protect, students can "accept and use this scientific evidence to help resolve ecological problems"(2f). Lastly, opinions regarding the factors that impact ecological status and conservation strategies are widely varied. As they discuss the concert with friends and family, we encourage students to "maintain an open and questioning mind toward new ideas and alternative points of view" (2d).



The music was beautiful like a spring of bright blue water. My favorite part was the song about the owls that springed and played in the underbrush. I felt so sad that they became extinct. Why do we let people hurt them and poison their habitat? I loved how the flute and the clarinet made the birds come to life. Also the harp played magically. Again, thank you for playing such twinkling sounds. Personally I play the piano, but this concert has inspired me to try another instrument. Maybe the clarinet. I loved the symphony.

Student, Canyon View Elementary, Canyons SD



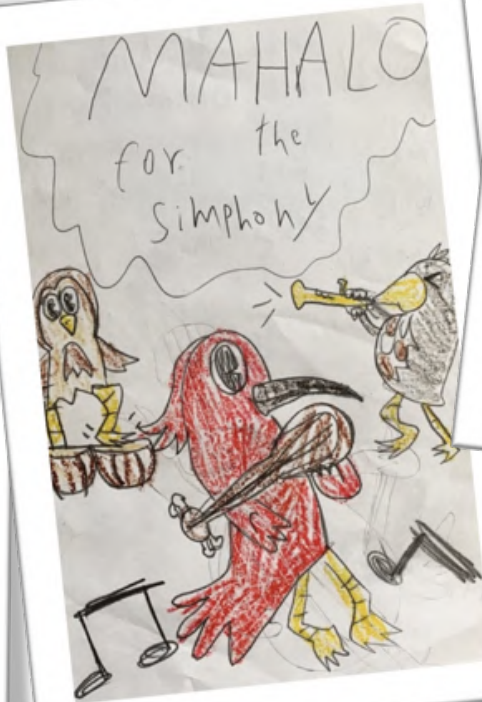


We loved how the music was set to animated paintings of various types of birds. We also enjoyed the narrator, and her input about the birds of Hawaii! This was an outstanding performance, and the best one that I have attended in my 20 years of teaching 5th grade! It was evident that a lot of effort went into coordinating the performance with the art. Please continue with setting animation to the music in future programs! What a great day! Thank you for all of your efforts, as my class was mesmerized!

*Teacher, Granite SD*

I think the symphony was amazing. My favorite part was the save the birds and C.A.R.E. I will do my part by not using plastic straws and using refillable cups and mugs.

*Student, Canyon Rim Academy*



I loved the way you all play individual instruments but make it sound as if you are one big instrument. It is so amazing that you can all play at the same time with no mistakes. I also loved how the conductor feels the music with his whole body because I could tell how much he loves creating music for us to hear. My favorite part was that you were teaching so many kids and teachers not to use single-use plastics because my family also believes it is so important for us to make changes to save our planet and animals.

*Student, Endeavour Elementary, Davis SD*

We LOVED this year's performance! The animation really helped my students follow along with the story the music was telling. I have no suggestions on how to make it better. It was FABULOUS!!

*Teacher, Granite SD*

## 5TH GRADE DOCENT PRESENTATIONS

Districts	Charters	Schools	Hours	Teachers	Students
8	3	177	138.75	675	16,426

Docents made 177 presentations to fifth-graders to prepare them for the 5th Grade Concerts at Abravanel Hall.

The Symphony Education Manager trained the volunteer docents, who included Symphony Guild members, retired teachers, and Utah Symphony staff. Each docent was given a lesson plan and a flash drive with a PowerPoint presentation, to ensure consistency in presentation. Docents were invited to attend a rehearsal for this concert to help bring the music alive for them, which in turn added to their enthusiasm when presenting the materials to students.

Each visit was approximately 45 minutes and included student participation and discussion. Starting with a brief introduction to Abravanel Hall, the presentation then oriented the students to the theme of the concert and the elements of music. For each element presented (timbre, rhythm, tempo, and dynamics), docents led a corresponding activity/game and introduced a musical example from the concert. This immediate application of music knowledge through activities and games proved incredibly engaging for students. Having this introduction in the school setting makes it possible to insert many opportunities for the docent to invite student comments and questions.

Teachers were given access to classroom materials on our website so they could provide additional concert preparation and follow-up. Connections to the 5th grade Core Standards and Core Music and Science curriculum were highlighted in the previous subsection.



**This experience was the best one yet! My students enjoyed the orchestra and were more attentive to the music because of the animation. Our docent did an extraordinary job exciting our students about the concert.**

**Thanks to everyone involved for making this opportunity available for our 5th graders!**

*Teacher, Granite SD*

**Kaua'i 'ō'ō**

**Species:** A group of organisms that share similar features and can reproduce to create viable offspring.

**Extinction:** When there are no more individuals of a particular species alive anywhere in the world.

*Keep listening for the flute*

**The Elements**

Learning about these elements can help us listen to music more thoughtfully and purposefully.

<b>Rhythm</b>	<b>Tempo</b>
<b>Dynamics</b>	<b>Timbre</b>

**Tempo Test**

<b>Lento= Slow</b>	<b>Andante= Medium</b>	<b>Presto= Fast</b>
<b>Example #1</b>	<b>Example #2</b>	<b>Example #3</b>
Lento?	Lento?	Lento?
Andante?	Andante?	Andante?
Presto?	Presto?	Presto?

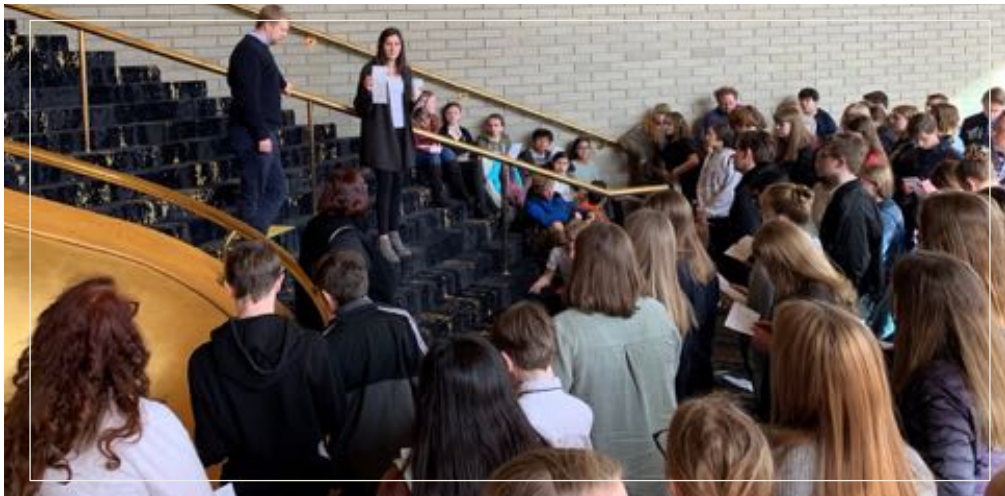


## OPEN REHEARSALS AND TOURS

Districts	Charters	Schools	Hours	Teachers	Students
8	1	10	10	12	550

Open rehearsals gave students the opportunity to see the orchestra at work. Pre-rehearsal talks introduced students to Abravanel Hall, the orchestra, and the music to be rehearsed. Teachers occasionally requested information about careers in music. In addition to the opportunity to hear a live performance of music from the orchestral repertoire, students got a rare look into the level of professionalism that allows the orchestra to assemble a polished performance in just a few rehearsals. Each musician demonstrates discipline and integrity in having their part fully prepared, and teamwork as they worked together in rehearsal. Students could use this opportunity to heighten their music listening skills and reflect on music's impact on culture and history. They could also take inspiration from the results of hard work they witnessed on stage, applying it to their personal experiences practicing, rehearsing and performing. For students considering careers in music, observing professionals in rehearsal is helpful in getting them college or career ready. Careful listening is encouraged through a paper handout that details an aural scavenger hunt for specific moments in the music.

Tours introduced students to the architectural and acoustical properties of Abravanel Hall. We usually also use time on the tours to talk a bit about careers in orchestral music – professional musicians, staff positions, and the importance of volunteers to all non-profit arts companies.



## YOUTH SYMPHONY FESTIVAL

Fourteen youth symphony orchestras from Nebo to Logan and from St. George came to Abravanel Hall, each giving a 30-minute formal performance for members of the other orchestras. The Symphony provided the venue and some of the equipment for the day's performances. Some of these orchestras were district honors orchestras, while others were independently organized. For the third year, one of the partner orchestras arranged for adjudicators who provided comments evaluating each orchestra's performance. Orchestra directors had the opportunity to reconnect with colleagues during lunch. Although they had been selected in January, only students participating in this festival could be chosen to participate in the All-Star Youth Pro-Am, the side-by-side concert with the Utah Symphony.

(Note: While most of the participating students were in public schools, attendance figures from this event are not included in the statistics for this report because they did not work directly with Symphony artists. Student numbers totaled just over 1,000.)

# STUDENTS IN PERFORMANCE

## STUDENT SOLOISTS WITH THE SYMPHONY

Districts	Charters	Schools	Hours	Teachers	Students
2	0	5	10	-	7

### Salute to Youth

Our Salute to Youth concert featured ten students (seven in public schools and three in college) each performing a movement of a concerto with the Utah Symphony. After undergoing an intensive audition process, students selected to perform in the concert met with the conductor to study the score, discuss matters of interpretation, and refine performance skills. Then they rehearsed and performed with the orchestra. Soloists received a CD of their performance with the Symphony. Thus, very early in their musical careers they have experienced success in setting a goal, maintaining the discipline to achieve it, exploring their personal artistic choices with professional musicians, and receiving the recognition of their community through a public performance that attracted newspaper articles and reviews. This experience boosts their college application and audition opportunities, certainly making them more college and career ready.



## STUDENTS AS PART OF THE SYMPHONY ENSEMBLE

Districts	Charters	Schools	Hours	Teachers	Students
15	2	32	9	-	55

### All-Star Youth Pro-Am

The 2020 All-Star Youth Pro-Am was well underway when concerns surrounding COVID-19 put a halt to our operations. The 55 high school students selected for this opportunity had rehearsed once with Associate Conner Covington, and half of them had been coached by Utah Symphony musicians/mentors in a sectional rehearsal. The other half were scheduled for their sectional rehearsals on March 13, another rehearsal with Covington was scheduled for March 18, and the public performance was scheduled for March 19. The hours total in the chart above reflects only the first rehearsal, first day of sectional rehearsals, and estimated practice hours.

## INTERACTIVE EVENTS WITH MUSICIANS & STUDENTS

### MEET AND GREETs

Districts	Charters	Schools	Hours	Teachers	Students
3	-	3	1.5	4	112



Meet and Greets began years ago at the request of a district arts coordinator and have been popular ever since. In between school concerts, Utah Symphony musicians chatted informally with music students while enjoying refreshments provided by the hosting school. This year Meet and Greets were held at Orem High, Cottonwood High, and Hillside Middle School. These sessions usually lasted about 30 minutes. Students had a chance to ask questions of the musicians they had just heard (or were going to hear) in performance, and orchestra members had the chance to make connections to our school audiences.

### MUSICIANS IN THE CLASSROOM

Districts	Charters	Schools	Hours	Teachers	Students
5	-	5	5	7	269

Musicians in the Classroom placed musicians in schools at the secondary level. Based on the request of the teacher, they conducted rehearsals, led small sectionals, gave masterclasses, performed with the students, discussed careers in music, and offered musical and technical suggestions. Musician visits gave students a closer, more direct connection to a professional musician with the hope that students will be inspired to maintain and increase their participation in music.

This year Utah Symphony visited five schools. Districts served by this program include Alpine, Iron, Jordan, Millard and Nebo. Eight more Musicians in the Classroom visits along the Wasatch Front were scheduled for March and April but were cancelled due to COVID-19.



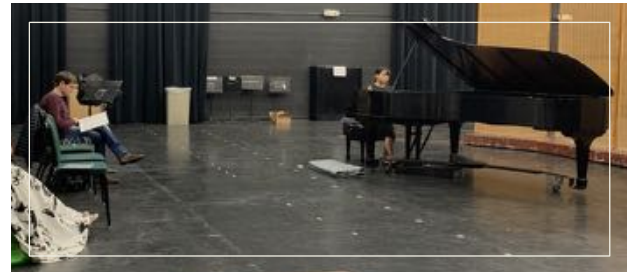


## GUEST ARTIST EVENTS

Districts	Charters	Schools	Hours	Teachers	Students
7	1	11	4.25	3	163

As part of their visits to Salt Lake on behalf of Utah Symphony, three guest artists participated in outreach events. All events were free and the masterclasses were open to the public.

Pianist **Boris Giltburg**, led a masterclass at which two talented pianists from our Youth Guild performed. A masterclass is much more than just a lesson. Pieces should be performance-ready and students must be able to be taught and critiqued by a professional musician, unknown to them, in front of an audience. They must be solid in their musicianship to be able to make adjustments and try new techniques in the course of their short time with the guest artist. Violinist **Benjamin Beilman** also offered masterclasses to talented students from our Youth Guild.



Composer **Andrew Norman** began his second season as Utah Symphony's Composer in Association in the 2019-20 season. Mr. Norman visited Salt Lake twice throughout the season; one of these visits surrounded the Symphony's performance of his piece *Unstuck*. We were able to craft a variety of events with several student and community groups. Some of the highlights include score readings with the Young Composers of Utah Youth Symphony and Ensembles and a conversation with Open Rehearsal attendees. At this rehearsal, 150 secondary students were able to ask Mr. Norman questions about his piece—from his inspiration to his frustration to his joy in hearing it performed. Of particular interest to them were the various percussion instruments used throughout the piece. Mr. Norman had also re-orchestrated one of his pieces *Music in Circles* to be more easily playable by youth ensembles; two youth ensembles had programmed this piece for their March concerts (ultimately cancelled due to COVID-19).



## OTHER OPPORTUNITIES



### HIGH SCHOOL MUSIC CLUBS

We know that one of the important tasks of the teen years is the development of self-concept, and one of the ways teens explore this is through peer group interaction. Our high school music club program makes it possible for high school students to develop and share their love of and interest in music with their peers in a social setting away from school. Groups attend four symphony concerts and can choose to attend one opera dress rehearsal (Opera statistics are included in the Utah Opera report.) In 2019-20, we had twelve high school clubs, ten of which came from public high schools, one from a charter school, and one from a private school.

Student enrollment in the eight public/charter school clubs was 318. Those numbers are not included in this report because they purchased tickets to attend the symphony (\$5 per concert).

### UTAH SYMPHONY YOUTH GUILD

Districts	Charters	Schools	Hours	Teachers	Students
6	3	10	2.25	0	18

Utah Symphony Youth Guild is dedicated to giving students a personal involvement with the arts, including supporting the Utah Symphony through education and volunteer service activities. Membership is open to families with children ages 8 to 18. In addition to the opportunity to purchase ticket vouchers at greatly reduced prices, students also receive complimentary tickets as part of many of the education and service activities.

(NOTE: Backstage Seminars are the only Youth Guild events included in the statistical reporting. They are education activities in which students interacted with Utah Symphony musicians.)

**Abravanel Hall Ushering and Coat Check:** Youth Guild members may serve as ushers for selected Masterworks concerts and staff the Youth Guild coat check for all concerts.

**Lobbyfest** featured members of the Youth Guild providing musical ambience at Abravanel Hall for concertgoers prior to evening concerts by the Utah Symphony.

**Family Music Fairs** were held in the lobby of Abravanel Hall prior to the Here Comes Santa Family Concert this season; another music fair was scheduled for March 21. Youth Guild members earned service credit for helping with activities involving musical concepts.



Random Acts of Music continued this year. In collaboration with the Salt Lake City Public Library, individuals and small ensembles provided music in the atrium of the downtown library during the season.

Backstage Seminars: Each Youth Guild Backstage Seminar began with a tour and talk about Abravanel Hall, and also featured time with a Utah Symphony musician prior to a Masterworks concert.

Youth Guild Masterclass: In addition to our guest artist masterclasses, the Youth Guild scheduled a percussion demonstration session in April. This event was ultimately cancelled.

Youth Guild Recital: Each year Utah Symphony musicians adjudicate Youth Guild recital auditions, giving students meaningful written feedback. A free recital of the winners was scheduled for March 15 in Vieve Gore Hall at Westminster College. While the recital was cancelled, students were still awarded cash prizes.

## MUSIC OUTREACH PROGRAM

Districts	Charters	Schools	Hours	Teachers	Students
2	5	8	90	-	75

The Utah Symphony Guild continued a program of free, twice-weekly violin lessons to students in the after-school program at the Northwest Recreation and Community Center. Violins, all teaching materials and the teacher are provided to this program. Many of the students came from schools in the Rose Park area of Salt Lake City. Students performed in two recitals during the school year. Students in the program were offered a pair of complimentary tickets to the Utah Symphony Family concerts in December.

The program continued its collaboration with the Guadalupe School where 52 students also had violin lessons twice a week. The Symphony Guild provides the violins, music, music stands and other teaching materials. The school finds private donations to pay the teacher.

## PRE-CONCERT LECTURES

Pre-Concert Lectures feature Symphony artistic staff and guest conductors. Teachers who sign in when they attend receive re-licensure credit as part of Teachers in the House (see below.)

## PROFESSIONAL DEVELOPMENT

### TEACHERS IN THE HOUSE

Districts	Charters	Schools	Hours	Teachers	Students
8	0	15	6	50	-

With the Teachers in the House program, many teachers took advantage of the chance to receive re-licensure credit when attending a Utah Symphony Masterworks concert and the pre-concert lecture. Only instructional time is calculated for this report; concert time for which teachers purchased tickets is not included.



## Documentation of three year rotation to all districts and charters

District	2016-17	2017-18	2018-19	2019-20	2020-21
Alpine	30	26	29	30	X
Beaver		5			X
Box Elder	1	7	1	1	X
Cache	1	7	2	2	X
Canyons	35	35	36	35	X
Carbon			4		
Daggett			1		
Davis	59	52	46	42	X
Duchesne	1	3	10		
Emery	7	1			X
Garfield		2			X
Grand			2		
Granite	64	60	63	60	X
Iron	6		4	7	
Jordan	43	42	42	42	X
Juab		5		1	X
Kane		6			X
Logan	1	6	1	1	X
Millard	5			5	
Morgan	2	4		2	X
Murray	7	7	10	1	X
Nebo	36	32	34	34	X
North Sanpete			3		
North Summit	1		2		
Ogden	15	16	13	13	X
Park City	3	2	7	1	
Piute		3			X
Provo	17	12	17	13	X
Rich		4			X
Salt Lake City	33	35	32	31	X
San Juan	4	2	1		X
Sevier		3			X
South Sanpete	7			7	
South Summit	3	1	1	2	
Tintic	2			2	
Tooele	16	22	17	12	X
Uintah		2	10		
Utah School for the Deaf & Blind					
Wasatch	4	1	1		X
Washington	15	2	1	17	
Wayne	3				X
Weber	21	16	15	18	X
Charter	39	36	37	29	
Total # of Schools Served	481	457	442	408	
Total # of Districts Served	29	31	28	24	

# Organization's Self-Evaluation

## COST-EFFECTIVENESS

Utah Symphony maximizes available funding by carefully scheduling and mapping all concert runouts and tours to fit the schedules of school districts and comply with the orchestra's collective bargaining agreement. Travel times, rest stops, meal stops, and concert schedules are all carefully monitored to avoid expenditures of overtime.

As much as possible, concert programs are chosen for the musical appeal of pieces that don't require hiring extra musicians. We also program music from our extensive library whenever possible, to avoid the expense of music rentals or purchases.

Teacher materials are always created with cost effectiveness in mind. Licensing budgets are scrutinized to get the most recorded music possible for each concert program. The terms of our music licensing from Naxos make it possible to embed the music of our concerts in a PowerPoint that can then be put on our website. Not only does this format make the music files more broadly available, it is also less expensive than the licensing for duplication to CDs. We also avoid the CD duplication and shipping costs.

## PROCEDURAL EFFICIENCY:

School concert programming makes the most of all the Symphony's resources. One elementary and one secondary program are created for both the full and chamber orchestra each year. This means we can maximize the efficiency of our rehearsals for a large number of concerts. Teacher materials are created before the school year that apply all year. And the librarians assemble the music for each program once for concerts through the year.

School concert scheduling is started in the prior spring. We work with District Arts Coordinators to find the best date and venue in their district for each concert in the following school year. School concert tours are scheduled to efficiently use the time of the orchestra and staff in a way that takes greatest advantage of the geographic realities of our large state. Careful records and site pictures are kept of schools visited to help with future concert planning. Pre-concert site visits to schools are made only when we will be in a new venue.

As much as possible, additional enrichment events like meet and greets, conductor visits and musicians in the classroom visits are scheduled in outlying districts while the orchestra is visiting instead of making a separate trip.

Records for each event are collected at the time of the event. Records are scrutinized and reviewed monthly.

We promote our educational activities in a variety of ways. District Arts Coordinators receive an overview and materials at the annual DAC meeting in Springville before the start of each school year. They can pass this information along to their principals and teachers. We send a mailing with flyers to secondary instrumental and choral teachers each fall. We also utilize WordFly to send an email newsletter of these materials that proved popular. When invited, we attend district meetings of music specialists to increase awareness of our offerings. At each school concert, we converse with music teachers in the schools to inform them of our offerings. We send out a fall mailing to secondary instrumental teachers with our offerings for the year and send them regular email reminders.

Information on our Education website is geared towards different populations: schools, students, teachers and families. This allows teachers and administrators to peruse the possibilities, and check them against school and district schedules before contacting us to make plans.

## COLLABORATIVE PRACTICES:

We work closely with District Arts Coordinators to find a concert date and schedule that best fit the schedules of each district and participating schools in the coming school year. Each district chooses how they want our concerts to serve them. Some make the concerts available to students and teachers in grades 4-12; others specify a particular grade level or levels to be served. Because music education programs vary so much from district to district, we also work with the DACs and music teachers to select the concert programs (elementary or secondary) most appropriate for their students. We then offer Meet and Greet and Musicians in the Classroom visits where possible.

In all school venues, we work with district and school personnel to develop plans for the Symphony truck arrival and load-in, the Symphony bus arrival and access to the school (especially to avoid congestion with school district buses bringing students to the concerts), and the most efficient use of school facilities to cause the least disruption to other school classes and activities.

Student crews help with the load in, set up and load out for our concerts in the schools. They also provide technical assistance during the concerts. Through this process, students gain stage experience working with professionals and are given ticket vouchers to Utah Symphony concerts as a thank you.

The Symphony Education Manager and the Director of Education regularly attend the Statewide District Arts Coordinator and Arts Leadership Meeting in Springville each year. They attend the regular POPS meetings and participate in POPS peer evaluations.

We continued with our "Utah Symphony Recommends" poster, based on a suggestion of a former music educator as well as the very positive responses we received from other teachers. The poster lists the repertoire for our Masterworks concerts and Opera season with individual recommendations from Utah Symphony musicians for particularly noteworthy musical moments for their particular instruments. Since many music classes have a concert attendance requirement, this is a handy guide for students to use when considering which concerts they might like to attend.

We continued to encourage high schools to create High School Music Clubs with Utah Symphony | Utah Opera. There were twelve clubs in 2019-20, with several other school groups attending less frequently.

We convene youth orchestra directors for a meeting each year to nominate students for the side-by-side portion of our All-Star Evening concert. Rehearsals involving only student musicians for this concert are held at area high schools. This collaboration strengthens our presence in the school communities.

We notify all principals with students participating in the Salute to Youth and All-Star Evening concerts, encouraging them to share the news with others at the school. Frequently, school board members are also notified of these student performers in their districts.

## EDUCATIONAL SOUNDNESS:

Once programming is completed, the Core Standards and Utah Core Curriculum (including language arts, math, social studies, music, and life skills) serve as guides when creating teacher preparation materials.

- For our school concert programs we create both an elementary and secondary version of both the full orchestra and chamber orchestra programs. The elementary materials are created with grades 4-6 classroom teachers in mind. The secondary materials are created more with music teachers in mind and include connections to the secondary Music Connections and Music Aesthetics curriculum standards. They also have more general information about concert etiquette and expectations that are useful for teachers in other content areas.
- Teacher materials for our Abravanel Hall 5th Grade Docent Concerts focus on the 5th grade curriculum.

We were very pleased to continue a great relationship with Associate Conductor Conner Covington. Conner brought both a strong sense of concert music that would be successful with young audiences and a willingness to work as a



colleague, welcoming suggestions and developing programs and content based on them. Student letters and teacher surveys regularly referenced how much they enjoyed his conducting and the manner in which he engaged the audience during the performance. Collaboration between Mr. Covington and the Symphony Education Manager ensured that the programming, script, musical demonstrations and audience participation were all in support of the music core curriculum.

Student and teacher evaluations and comments about each year's concerts are reviewed by Symphony staff to inform our decision-making regarding upcoming programs. Teachers agreed that the concert programming was age-appropriate, a good use of classroom time, engaging, and that the orchestra's performance was of high quality.

We continue to work to make our Education website a source for all in our community who want to be actively involved in music, including online learning materials for adults, teacher preparation materials for our concerts, the instrument video library, contact information for youth orchestras, and contact information for adult community orchestras.

## PROFESSIONAL EXCELLENCE:

Utah Symphony is one of only 15 full-time professional orchestras in the United States. We hold competitive auditions whenever there is a vacancy, fielding applicants from around the world. Because of this, the quality of musicianship in our orchestra is high.

Our Music Director, Thierry Fischer, is a strong proponent of our education programs and makes it a priority to give support and advice to Associate Conductor Conner Covington. Maestro Fischer's dedication to the continued improvement of the overall quality of musicianship of the orchestra, in combination with the artistic partnership of the two conductors, has created an environment of enthusiasm and excellence on the part of individual orchestra musicians.

The Utah Symphony continues to produce professional recordings; we aim for one recording per season to be released in within the following calendar year.

The education staff continually seeks to improve. The Symphony Education Manager regularly participates in the League of American Orchestras education and outreach online discussions and telephone conference calls, which give us ideas from orchestra education departments throughout the country.

We participate in discussions and peer evaluations with our POPS colleagues, and implement learnings from both of these.

## THE RESULTANT GOALS, PLANS, OR BOTH, FOR CONTINUED EVALUATION AND IMPROVEMENT:

**Ensure equity.** The mandate that POPS programs reach all districts in the state is the starting point for ensuring equity in our offerings. This guarantees that we serve populations beyond the proximity of the Wasatch Front, including the most remote and smallest districts. We collaborate with the District Arts Coordinator in all districts to determine the location of our concerts and which schools will be invited to attend. Because the POPS funding requires that our services are provided free to the districts, the socio-economic status of school populations is not a factor in their ability to participate.

**Continue quality education concerts and programs.** Utah Symphony is dedicated to offering students the opportunity to hear professional musicians in live concerts—with supporting materials developed for and delivered to teachers—to every school district in the state on a three-to-five-year rotation plan. To boost our efforts to better serve Utah's diverse student population, we have made it a priority to include music composers of color and female composers whenever

possible. This has primarily been possible in our 5<sup>th</sup> Grade Concerts. Usually, these pieces incur additional costs of purchase, rental, and performance; however, we are committed to expanding our repertoire's diversity.

We offer a variety of programs and events for students and teachers, but our signature programs by which we serve Utah school districts are our education concerts in schools throughout the state and our 5th Grade Concerts in Abravanel Hall. The 20-21 school year provides an additional challenge with COVID-19. In recent weeks, we had to make the difficult decision to suspend all in-school concerts/assemblies for the 20-21 season. In September 2020, we will professionally record a symphony education concert that will hopefully feature exciting pieces by composers of color and female composers, an interview-style narration by Associate Conductor Conner Gray Covington, and glimpses into Abravanel Hall. We will host this concert on UEN's media center and we will do all that we can to obtain teachers' email addresses statewide to make them aware of this recording and the way in which they can access it. Additionally, we hope to offer teachers the opportunity to engage in a post-concert tele-meeting with a Utah Symphony musician.

**Continue improvements to teacher materials.** We will provide preparation materials to students and teachers for use prior to watching our online concert. We will also provide post-concert materials that encourage creative writing and cross-curricular thinking.

**Improve teacher use of our offerings.** For all of our teacher materials, the challenge remains to better capture teachers' attention about their availability and value. Because we work at the district level with DACs, access to individual teachers is sometimes problematic. Emails that explain how to access and use the online teacher materials are sent to all schools attending a concert as the DACs have directed. Often these do not reach the teachers because the email addresses provided to us are those of the school principals.

In focusing on popular symphonic works this year, we received far fewer suggestions from teachers to include movie and video game music. It was clearly a concert that responded to their suggestions to include familiar music without offering music from only two artforms; instead, we were able to introduce students to the orchestra's role in several artforms. We will continue to focus on the incorporation of familiar music while expanding teachers' and students' awareness to the vast symphonic repertoire and its cultural history. Including an "inspiration behind the concert" slide in our teacher preparation PowerPoints may be of particular interest to teachers to understand our program choices.

**Maintain the instrument videos on our Education website.** The instrument videos which were created with one-time POPS funding have been available on our education website since March of 2017. They have proved to be very popular. We will continue to inform teachers of these videos and potential uses.

**Re-think Our Programs in a COVID-19 Landscape.** Several of our programs will not be able to happen per usual this season due to COVID-19 and current restrictions on the number of audience members we can safely host in Abravanel Hall. We need to reimagine resources and programs like our Symphony Recommends Poster, our High School Music Clubs, Teachers in the House, and many of our Youth Guild offerings. The Utah Symphony Recommends poster lists the repertoire for our Masterworks concerts and operas with individual recommendations from Utah Symphony musicians for particularly noteworthy musical moments for their individual instruments. High School Music Clubs encourage high schoolers to attend Utah Symphony concerts as a peer group. With reduced seating in the hall and therefore reduced revenue, it is uncertain what group discounts and programs we will be able to offer.

**Continue Musicians in the Classroom.** The Musicians in the Classroom Program is an effective way to put the talents and professional experience of our musicians in direct service to young music students in Utah schools. With distance learning in place, we will be able to offer these experiences via Skype. We will send a link to secondary music teachers to a request form for these experiences. We have tried a few of these lessons while home-bound this Spring, and we have found that these are still useful and meaningful experiences for both the students and our musicians.

**Composer in Association.** The 2018-19 season marked our first experience with a Composer in Association; in the 2019-20 season, Andrew Norman continued in this role. We learned a great deal regarding scheduling and creating varied activities for several students across the valley. This year, we were able to offer youth orchestras and ensembles

the opportunity to workshop age-appropriate arrangements of his pieces. The ensembles appreciated these pieces and planned to debut them at spring concerts that were, unfortunately, cancelled. Mr. Norman dedicated his piece to these local Utah ensembles, and we trust that when orchestras can safely convene again, they will consider programming this special piece.

In the 2020-21 season, Arlene Sierra will step into the role of Composer in Association. Ms. Sierra has already proven incredibly generous in offering one of her pieces to be presented in our education concerts at no cost. We look forward to finding opportunities for Ms. Sierra to digitally/virtually interact with new populations. We are thrilled to present a female composer whose compositions are modern, unique, and sometimes incredibly visceral.

## Evidence of Non-Profit status

Utah Symphony's tax exemption number is 12006459-002-STC.

## RESPONSE TO COVID-19

### CANCELLATIONS

Several events from March – May were cancelled due to COVID-19. These events include: mentoring sessions with students and the Utah Symphony musicians, the Youth Guild Recital, 4 chamber education concerts in Wasatch and Jordan school districts, 2 open rehearsals (300 attendees), 2 full education concerts in Davis school district, a conducting masterclass with a student conductor and youth ensemble, a Youth Guild Backstage Seminar (25 attendees), 9 Youth Guild Lobbyfest performances, 9 Pre-Concert Lectures for Teachers in the House, and 8 Musicians in the Classrooms events in the Davis, Jordan, Granite, and Canyons school districts.

### SCHOOL FROM HOME

By the end of March, we published an impressive offering of educational resources on a web page titled, “School from Home,” hosted on our [utahsymphony.org](http://utahsymphony.org) website. In efforts to inform teachers, we contacted every secondary music teacher in the state. Each resource is listed below with a brief description:

**Music Bingo** encourages interaction with our online resources and encourages students studying an instrument to practice. Completing the Bingo challenge garnered congratulations from Maestro Thierry Fischer or a Utah Symphony Musician.

**Music Activity Sheets** stem from the Teacher Preparation PowerPoint for our full concert. These sheets focus on learning and demonstrating different elements of music through games and activities.

**Ask-A-Musician Form** allowed students to ask our musicians their burning questions. We received 160 questions that were sent to the appropriate musician for answering.

**Music Scavenger Hunts** utilized our published videos on YouTube with corresponding worksheets that ask students to listen attentively for special music moments.

**Instrument Video Library and Timbre Comparison Videos** allow students to learn about every instrument in the orchestra, its role within the symphony, and the musician. Students can also compare instrument timbres with our “Ode to Joy” videos.

**Full Orchestra Concert PowerPoint** introduces students to the greatest hits of symphonic music. This resource originally sent to teachers to help prepare their students for our concerts is now widely available on our website.

**Composer Biography Library** features one-page PDF documents with facts about each composer and a listening suggestion of each composer’s most easily recognizable piece.

**Supplementary Online Resources** feature many activities from learning to make your own instruments to composing simple tunes to learning music theory and connect students to some of the best sites we have found.

**Quarantunes** showcase our Utah Symphony musicians playing some fantastic pieces from the comfort of their living rooms. Students, teachers, and families can enjoy their performances.

**Virtual Group Lessons** allowed three students from Jordan School district the opportunity to work with a Utah Symphony musician via Skype. Information to sign up for these group lessons was sent via email to the secondary orchestra and band teachers, and education staff coordinated with interested teachers to obtain student email addresses and to determine lesson objectives. Summer vacation and musician furloughs barred additional lessons; however, we will utilize this format for our Musicians in the Classroom program next year.