‘Progress’

PROJECT EVALUATION

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Evaluation collated by Rachel Freeman for EVERYBODY DANCE August 2016

Images by Dave Provis
'Progress'

Progress is a collaboration between EVERYBODY DANCE, The Infirmary Museum and The George Marshall Medical Museum.
Progress gathered people of all ages and abilities together to work with a team of professional museum staff and artists to research and create workshops, film and live dance performance that explored our shared heritage.

**Project activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>People involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning meetings</td>
<td>Artists, projects workers, support workers, museum staff, teachers, community groups, steering committee, funders, collaborators, EVERYBODY DANCE Trustees</td>
</tr>
<tr>
<td>Training in the use and access of the museums</td>
<td>Artists, projects workers, support workers, museum staff and volunteers, school, college, university and community groups, staff and teachers</td>
</tr>
<tr>
<td>Museum tours and workshops with dance activity</td>
<td>School, college, university and community groups</td>
</tr>
<tr>
<td>Devising, rehearsing and shooting of film</td>
<td>Artists, projects workers, support workers, museum staff, school, college and community groups, staff and teachers</td>
</tr>
<tr>
<td>Devising and rehearsing live dance work</td>
<td>Artists, support workers, school, college and community groups</td>
</tr>
<tr>
<td>Performances and film screening</td>
<td>Professional and community artists, project staff, trustees, funders, general public</td>
</tr>
<tr>
<td>Project evaluation</td>
<td>Everyone involved</td>
</tr>
</tbody>
</table>
‘Progress’

Meeting project aims and objectives:

Collaboration between EVERYBODY DANCE, The George Marshall Medical Museum and Infirmary Museum and The Hive Library will:

**Aims and objectives**

Address a gap in the provision of quality performance, education and training that connect museums, libraries and arts organisations in the region

Improve the accessibility of the museum to a wider audience though creative interpretation of its collections in a positive and inclusive context

**Outcome**

*Progress* was successful in connecting The Infirmary Museum, George Marshall Medical Museum, Hive library and EVERYBODY DANCE for the first and not the last time

“EVERYBODY DANCE brought a new angle to the museum collection and former Worcester Royal Infirmary building with the introduction of dance, movement and engagement. Depending on the visiting group the range of movement varied, however they all brought new ideas to the concept of movement for themselves and through inspiration via artefacts and the building” Mark Macleod, Head of The Infirmary Museum

“The project very definitely improved the provision of performance found at the museum, and found the project an exceptional opportunity to showcase some of its objects within the wider audiences of the Hive (library) and dancers with EVERYBODY DANCE” Louise Price, Curator | George Marshall Medical Museum

The creative offer made by EVERYBODY DANCE and the exploitation of their network of schools and community groups with and without disabilities provided and supported the museum in engaging with new user groups

“The Infirmary did not have a dedicated marketing or events coordinator when the project started and having the support of HLF funding for Everybody Dance to undertake a series of workshops using dance and movement as an access point was something the organisation could never have done. Amongst those who attended many had never visited the museum and if they had visited the building it was when it had been a hospital. Opening their eyes to the importance of the building from a medical history viewpoint became a common experience among any adult groups” Mark Macleod, Head of The Infirmary Museum

“At GMMM, it was fantastic to be able to engage with the artists working with Rachel at everyBODY
Support and enhance the Museum’s strategic aims and current objectives to improve access to the collection including:

1. Improved online presence
2. Working with the Museum Learning and Access Officer to create brand new formal and informal workshops
3. Working with Worcester Hospital
4. Developing a local media profile

1. “The project has delivered an engaging, entertaining and captivating short film which is included on the museums’ website and offers a new way to view some artefacts and the buildings where the museums are based”

2. “The project attracted a wide variety of groups to work with meaning the tour and handling sessions were fairly unique to each group. Adapting existing content based on the audience through additions of movement was new for the museum staff and something which can be carried forward for suitable groups in the future”

3. “There was some local press around the launch event which was held in the hive library. The public launch of the film was accompanied by a performance created for the work and included participants from the workshops. The audience included friends and family and colleagues from local arts and performance organisations as well as the University of Worcester. Two later public performances, also in the hive were attended by the public and shared the story of the project with them”

Mark Macleod, Head of The Infirmary Museum

The Worcester Medical Museums have redesigned their web site which now have clear links to their education programme including the Progress project http://medicalmuseum.org.uk/everybody-dance EVERYBODY DANCE worked with the museums Learning and Access Officer in the planning and development of workshops for a wide range of ages and abilities

Identify specific areas of heritage with resonance to particular groups (children and young people,

Through the delivery of the project we discovered that people have similar interest regardless of
<table>
<thead>
<tr>
<th>‘Progress’</th>
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</thead>
<tbody>
<tr>
<td>physically disabled, sensory impaired, those with learning difficulties and people with a mental health condition</td>
<td>ability and that particular areas of interest developed regardless of their own physical or cognitive abilities</td>
</tr>
<tr>
<td>Target the organisations’ shared groups of hard-to-reach communities including young people with disabilities</td>
<td>“Everybody Dance worked hard to contact groups and schools which were not normally visitors to the museum and was successful” Mark Macleod, Head of The Infirmary Museum</td>
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<tr>
<td>Make best use of collaboration through shared events, education and arts/cultural activities</td>
<td>A number of new groups with disabilities accessed the project and visited the museum for the first time</td>
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<tr>
<td>Extend the reach of all collaborators involved</td>
<td>The culmination of the project at the Hive brought all collaborators together in the planning and delivery of the event and has kindled the confidence and knowledge to continue this with future projects “As noted above, the public launch in the hive was a great occasion and showed off what could be done with partnerships between heritage, arts and local community groups and schools” Mark Macleod, Head of The Infirmary Museum</td>
</tr>
<tr>
<td>Raise and exploit the internet profile of the collaborators’ web sites, YouTube, Flickr and other social media profiles</td>
<td>The project brought new people to the museums and EVERYBODY DANCE</td>
</tr>
<tr>
<td>Provide employment to disabled and non-disabled artists and project workers</td>
<td>Progress featured on social media profiles of all collaborators and HLF “The material has been included on The Infirmary’s social media channels and continues to be included on the joint museums’ website” Mark Macleod, Head of The Infirmary Museum ” We shared the film on Twitter, Facebook, etc. at GMMM” Louise Price, Curator</td>
</tr>
<tr>
<td>Improve relationships between local people through participation</td>
<td>Nine people were employed by EVERYBODY DANCE in the delivery of the Progress project – of these three were registered as disabled</td>
</tr>
<tr>
<td>Encourage more people through the museum door</td>
<td>Progress introduced us to new people who have subsequently participated in our other projects</td>
</tr>
<tr>
<td></td>
<td>Many of the 600+ participants were first time visitors to the museums “This project has contributed to the increase in visitors which The Infirmary has experienced in the</td>
</tr>
</tbody>
</table>
‘Progress’

Inform and strengthen the organisation’s creative vision for future years, with the regular performance and participatory work

Provide opportunity to extend our reach both to special needs and mainstream organisations and individuals

Enable the work to evolve and improve in response to participant reaction

Strengthen our relationship with the Museums, The Hive library and Dancefest at The Angel Centre, Worcester

Progress has strengthened our commitment and belief in the value of our inclusive practice and the benefits of collaboration

The project did reach new groups and day centres in particular which have expressed an interest in future work

Throughout the project staff from the museums and EVERYBODY DANCE were able to develop and refine workshop content and delivery in response to observation, peer appraisal and feedback

Progress proved to be a catalyst for collaboration between all partners

“I’d like to say at this point that Lewis and I have so enjoyed working with you at GMMM and I hope it won’t be the last time we see you. It’s absolutely fabulous to see groups coming to us for different reasons, and we’d be very interested in hearing about any new projects you have lined up. We truly love sharing details of the film with our followers, friends and fans at the museum” Louise Price, Curator | George Marshall Medical Museum

“Thank you for being such a good partner and bringing us new audiences” Mark Macleod, Head of The Infirmary Museum

People

Changed their attitudes and/or behaviour

The inclusive approach of EVERYBODY DANCE was utilised in all aspects of the programme which supported and encouraged interaction between people of all ages and abilities. ‘Progress’ challenged attitudes to ability and questioned what success looks like. People were asked to reflect on this for themselves and others with feedback from teachers, parents, carers and participants
‘Progress’

Connect the past with the present to inform the future – exploring and connecting participants and audiences’ own health and well-being with that of past generations so that they may understand the potential to maintain and/or improve physical, intellectual, emotional and spiritual health

Highlight the advancements in medical practice with particular reference to the four focus areas of physically disability, sensory impairment, learning difficulty and mental health. The potential knock-on effect of this is to address personal attitudinal barriers to equality, diversity and equal opportunities

A range of activities took place within workshops that highlighted the effect that lifestyle choices, environmental and hereditary factors have on levels of health and well-being

Comparisons were made between pre NHS, current NHS, private and future health care provision

A range of practical movement activities proved successful within the project: taking our pulse and breathing rates before and after activity provoked much discussion and thought

The difference between poor health and disability was explored during inclusive activity with assumptions that they are connected being proved misconceived

Young people in special and mainstream education (age 7 to 19 yrs) recruited from regional schools including existing (Regency Special School, Fort Royal School, New College (for blind and visually impaired students) – Worcester, Chadsgrove Special School - Bromsgrove, Malvern Special Families, Worcester Parent Carers Council) as well as new contacts

Further Education students at Worcester Sixth Form and TECH Colleges - specifically those studying history, psychology and performing arts

Our target was successfully reached with existing and new contacts being made with special, primary, secondary schools and community groups. Regency, Great Witley, Hollymount, Broadwas and Dyson Perrins Schools, New College, Cherry Orchard Day Centre, Worcester Contact Group all took part in workshops with some bringing multiple groups

New College Worcester Sixth Form participated in the workshop and performance projects as part of their history and performing arts studies but other FE colleges were unable to engage because “of a lack of time and staff resources”
‘Progress’

Higher Education students at Worcester, Wolverhampton and Birmingham University - in particular medical/nursing students

**Progress** opened up a new relationship with University of Worcester with visits to Ability House - its Occupational Therapy training house - talks and presentations to students and a group of OT students taking part in workshops and volunteering as support to other groups.

Medical and ancillary staff at Worcester Hospital

We were unable to recruit hospital staff to the workshops however we were able to make use of their training ward for filming and several staff attended the film premiere.

Artists with and without disabilities

Artists with and without physical and learning disabilities and sensory impairment were involved in the project as participants, performers, steering group members and volunteers.

General public

Two Open Family Days at the Infirmary Museum were poorly attended and the workshops were cancelled, however, members of the public, family and friends attended the preview and premiere events at The Hive.

**Learning about heritage**

‘Progress’ will support local people learning about Worcestershire’s role in the development of medicine, surgery, scientific development and some of the hidden histories of health.

The Board room at The Infirmary Museum provided a perfect setting to explore the historical development of health care with its status as the setting for the foundation of the BMA. Some participants knew the Infirmary as patients, staff and visitors before its closure and were encouraged to share their stories.

A connection will be made between the themes of the museum education programme and the creative work of EVERYBODY DANCE: Occupations, Mental Health Matters, War and Medicine, Heroes of Medicine, Victorian Surgery, Measurement in Health, How my Body Works: Skeletons and Muscles

Visiting groups were required to complete a booking form in advance and given a choice in the theme of the workshop. The most popular themes proved to be Measurement in Health, How my Body Works: Skeletons and Muscles, Victorian Surgery. Each theme lent itself to movement tasks.

Basing much of the project at the Infirmary Museum enables students to explore health within the context of the building

The architecture of the Infirmary and its tactile history (groves in the stone floors, graffiti from 1750 on the walls, original flooring and the board room) all brought the project to life and helped in the accessibility of the theme.
‘Progress’

The production, preview and premiere of the ‘Progress’ film for wide distribution via public screenings, museum instillation and web-based media will be enhanced with live performance by local people on a chosen medical development theme.

The Progress film was created as planned and screened at The Hive, Worcester alongside a live dance piece featuring local dancers aged 9 to 35. The film and a recording of the dance piece are available online.

Invitations to the preview and premiere

‘Progress’ will utilize the collection (objects, photographs, illustrations, journals and written material, oral history accounts and recordings) as a catalyst for creativity, encouraging personal reflection and improvisation in the devising and performing of new movement material.

We will handle objects, mirror their shape and movement, explore their substance or delicacy, discuss their imagined and actual use, place and move them within the space.

Still and moving images will be used as inspiration to explore:

The wide range of objects were used during workshops; participants were invited to handle them and to guess their use with discussion on effectiveness and development of medical equipment and practice.

This method was used a number of times in workshops and was an excellent way to link the object handling with dance, it was also used in devising film content.

Photographs and video were used in a number of ways during the project workshops, these included...
‘Progress’

- relationships with other participants and the space,
- imagined and known patient stories
- interpretive movement material

Oral history accounts and written word will be used as a catalyst for creative story-telling and provide sound scores for interpretive movement

Developed skills

Develop participants’ interpretive skills through creative dance and film making

Workshop themes with object handling and theoretical discussion on empowerment and responsibility were all used successfully as a stimulus for creative activity

Provide skills-based training in the use of the museum as an educational and enjoyable resource

Many people were visiting the museum for the first time and were able to enjoy the guidance and support of museum staff and volunteers to increase the accessibility of the experience

Provide essential training for volunteers, educationalists and learners in the use of the archives: researching, identifying, handling and interpreting the collections

Museum staff were generous and accommodating in sharing their skills and knowledge with all participants. Artists were supported in following particular areas of interest in more detail

Volunteer time

Recruit and support a pool of volunteers to engage in the work as participants and members of a project Steering Group

A steering group made up of project staff and 6 volunteers met at intervals throughout the project to evaluate and plan each phase

Production of high quality, fun arts experience for a wide range local people of mixed abilities and ages

Feedback indicated that participants had fun and enjoyed their experience and acknowledged the high quality of work

Creation of a live dance work celebrating the culmination of the project at an entertaining evening and film premiere!

Seventeen volunteers supported the project bringing their marketing and photographic skills and helping as stewards, with refreshments, collecting audience feedback, chaperoning performers etc.

Evaluation

Evaluation will be continuous to ensure that all

Our Evaluation Tool Kit was fully utilised during the
aspects of the work are accessible and of the highest standard. Various qualitative and quantitative evaluation methods will be used to suit the communication needs of contributors. This feedback will inform the development of the project throughout its duration. Project, different elements being used and adapted for different needs. The response of disabled participants and young people was sought through photography and video evidence as well as the use of graffiti and drawing boards, self-evaluation, mood-o-meters, staff observation, Q&A and discussion sessions. The ratio of museum tour, workshop and dance content on offer was changed mid-project as a result of feedback.

The finished film will be:

A permanent display at The George Marshall Medical Museum

This is currently not possible due to limited practical resources and space; however, it is being considered for the future.

Featured on the Museum and EVERYBODY DANCE web sites

The film is available via http://everybodydance.org.uk http://medicalmuseum.org.uk

Made available to the participating schools, colleges and universities as a teaching resource

This has been achieved via the internet and DVDs. The film has also been selected for two international film festivals Trans(m)it and Daisyfest.

Made available for film screenings at events such a Worcester Arts Partnership and Dancefest showcase

In discussion for future events.

A written and photographic archive of the project and all its component parts will be collated and shared with participants as well as being displayed on our web site

Ready for publication and sharing.

**Project challenges and recommendations**

| Recruitment | Word of mouth and face to face meetings proved to be the most effective method of recruitment, this could be further exploited in future – a shortage of media profile was noted. |
| Whole group working | The performance group welcomed more opportunity to work together as one group in addition to their individual group sessions. |
| Day Centres | Participant groups with learning disabilities are enthusiastic, appreciative and relatively easy to recruit. |
| Workshop information | Further clarity is needed in the pre-booking form for the workshops, in particular the ratio of museum and dance-based content. |
| Volunteers | Volunteers from the museums became invaluable members of the team, providing information, support during, and feedback on, workshops and performance events, to be more fully utilised in future. |
| Project management | Additional management time and resources are needed for recruitment and |
The Impact of EVERYBODY DANCE and the Progress project

EVERYBODY DANCE creates high quality enjoyable creative dance experiences which bring diverse groups of people together. Our heritage projects combine creative dance and collaboration between people with and without disabilities with an emphasis on working in unexpected spaces and themes connected to their heritage and culture.

We create a safe environment in which each individual can thrive personally, creatively and socially, using a teaching approach developed over 25 years by Lead Artist Rachel Freeman. Ensuring the quality of projects and the integrity of the EVERYBODY DANCE approach is key and we limit the number of projects each year to those which Rachel can personally lead or oversee.

“Rachel was highly motivating. The students gained much more than completing a workshop – new friends, expertise, broadened horizons, maturity and a sense of personal achievement”

“At the beginning they found out our capabilities”

“I really liked how everybody can work as one”

Workshop with University of Worcester OT students
‘Progress’

The combination of creative dance, an inclusive approach and working in unexpected spaces is particular to EVERYBODY DANCE and each enhances and builds on the other.

“Like nothing I’ve done before”
“It’s fun because we did really interesting stuff”
“They the group - everybody - can dance, well that’s including blind and visually impaired.”

Participant feedback

Filming days at the museum

The EVERYBODY DANCE approach facilitates and amplifies movement for everyone, including the most severely disabled people, and encourages those who are nervous of dance to ‘have a go’.

“A healing performance. Well done! Loved it xx”
“I didn’t know I had such a talented son. Well done”
“Wonderful dance performance. Creative and Inspiring ☺ Thank you”

Audience feedback

Filming at The GMM

Filming at The GMM

Dressing up on the Museum tour
‘Progress’

Bringing people with and without disabilities together helps develop awareness and understanding, facilitates innovative creative work and promotes learning of all kinds for both groups.

“It was great to work with different capability people”
“Really enjoyed working with an inclusive company again”
“To work with others who are not visually impaired”
“There were loads of opportunities and chances to make new friends and learn new things”
“I enjoyed meeting new people from different schools and different ages”
“Meeting new friends was fun”
“We learnt first aid, which was fun!”

Participant feedback

“Fantastic to see people of all ages and abilities working together to create such a wonderful collection of dance. Thank you 😊”

Audience feedback

The Progress project settings of The Infirmary and George Marshall museums connects people with their history, providing a sensory environment where participants’ creativity can flourish and a relationship with their heritage can be built.

“Very interesting exploration of how I interact with the performance space itself”
“A big thank you from Dyson Perrins. We have loved being part of this project (especially working with lots of people in such amazing venues)”
“A fantastic representation of the people who make us better”

Participant feedback

“What a beautiful way to make me think about my body! Gorgeous – Amazing!”
‘Progress’

“Lovely to see how the museum inspired such a creative response”

Audience feedback

‘Our visit to the museum’ Follow-up classroom activity with Primary School

Participants in EVERYBODY DANCE projects enjoy a memorable, fun dance experience while simultaneously developing physical, social, emotional and cognitive skills.

“I loved being able to share our ideas and making them all fit together and being able to perform as a big group”

“Great to explore how your body moved”

“I also liked learning how to do CPR, you never know when it could come in use”

“I had lots of fun learning and rehearsing the dance”

Participant feedback

“Powerful, moving, emotional. Loved it!”

Audience feedback

Junior group Rehearsal

Mr Bones in performance
“More time to see what we could do and to get to know each other”

“Perhaps a bit more time with the full company could have made for even more interesting dimensions to the project”

“I wish we could do more dancing and longer practices - it would make it better”

“I wish that we could do longer routines - it was really fun”

Participant ‘WISHES’
## Participation and audience STATS

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Sessions</th>
<th>Participants</th>
<th>Age range</th>
<th>Disabled</th>
<th>Non-disabled</th>
<th>Total participants</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning meeting</td>
<td>23/10/2015</td>
<td>Infirmary Museum</td>
<td>1</td>
<td>15</td>
<td>0 - 11</td>
<td>2</td>
<td>13</td>
<td>15</td>
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<tr>
<td>Regency Special School visit</td>
<td>06/11/2015</td>
<td>Infirmary Museum</td>
<td>1</td>
<td>10</td>
<td>11-18</td>
<td>7</td>
<td>3</td>
<td>10</td>
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<td>New College group 1 visit</td>
<td>06/11/2015</td>
<td>Infirmary Museum</td>
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<td>18 +</td>
<td>20</td>
<td>6</td>
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<td>Hollymount CP School visit</td>
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<td>Infirmary Museum</td>
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<td>21</td>
<td>0 - 11</td>
<td>2</td>
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<td>New College group 2 visit</td>
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<td>8</td>
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<td>Broadwas CP School visit</td>
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<td>Dyson Perrins School visit</td>
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<td>Artists' induction</td>
<td>20/11/2015</td>
<td>GMM Museum</td>
<td>1</td>
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<td>0 - 11</td>
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<td>GMM Museum</td>
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## ‘Progress’

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### EVERBODY DANCE Website STATs March 1st – April 30th 2015

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<th>Page Views</th>
<th>Unique Visits</th>
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### EVERBODY DANCE Website STATs March 1st – April 30th 2016 – Progress film launch

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Increase of 125% from the same period of the previous year
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Twitter: @everyBODYdancin
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