

# Education Through the Arts

School Year 2011 - 2012



• School Shows • Artists in the Schools • Set the Stage •

• Music For Schools • Professional Development •

# Welcome Back!

We're here to support your classroom with another year packed with a sensational educational line-up! Wells Fargo Center for the Arts offers many methods to integrate the arts into your lesson plans, whether you're looking to add a small dose of the performing arts to your curriculum or wanting to delve deeper into true arts integration—we have something for every school, teacher, and student! Energize your curriculum with our award-winning education programs! Our innovative programs serve each and every grade level, while tying in to your curriculum and meeting California Content Standards. Study guides for our School Shows and Artists in the Schools programs are available on our website. Set the Stage has dutiful docents ready to visit your class and help your students prepare for their trip to the theater. Music For Schools is brimming with free instruments and resource materials for your classroom all available for loan. We also have three outstanding professional development workshops plus another summer of fun and learning with our Summer Intensive. We want to help you make this the best school year ever!



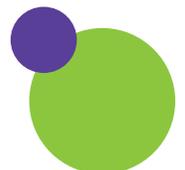
## Contact Us

### Questions or comments? We're here to help!

For information about Set the Stage, Bus Fund, School Shows (including payments or seating), and general questions, contact Melanie Snook, Education & Family Programs Manager at 707.527.7006, ext. 119 or [melanies@wellsfargocenterarts.org](mailto:melanies@wellsfargocenterarts.org).

For information about Music For Schools, Artists in the Schools, Professional Development, or student art, contact Tracy Sawyer, Arts & Outreach Programs Manager at 707.527.7006, ext. 154 or [tracys@wellsfargocenterarts.org](mailto:tracys@wellsfargocenterarts.org).

For any information not listed above, contact Anita Wiglesworth, Director of Programming at 707.527.7006, ext. 137 or [anitaw@wellsfargocenterarts.org](mailto:anitaw@wellsfargocenterarts.org).



# Education Through the Arts

School Year 2011 - 2012

School Shows	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Date	AIS*	Page
Charlotte's Web		●	●	●	●	●									11/15/11		9
Max & Ruby	●	●	●	●											11/29/11		10
Junie B. Jones		●	●	●	●	●									3/2/12		14
Are You My Mother?	●	●	●	●											3/27/12		16
MatheMagic!®			●	●	●	●	●								10/6/11		8
Four Winds American Indian Dance Group		●	●	●	●	●	●	●							10/14/11	●	8
Let's Go Science			●	●	●	●	●								12/6/11		11
Hangin' with the Giants			●	●	●	●	●								1/30/12		12
Cuentos del Arbol			●	●	●	●	●								2/14/12	●	13
Mufaro's Beautiful Daughters			●	●	●	●	●	●							2/22/12		14
Zorro					●	●	●	●	●	●					3/23/12		15
Ellis Island					●	●	●	●	●	●					5/7/12		17
The Secret Life of Bees											●	●	●	●	12/1/11		10
Rennie Harris Puremovement								●	●	●	●	●	●	●	3/9/12		15
The Giver								●	●	●	●				4/19/12		16
Golden Dragon Acrobats	●	●	●	●	●	●	●	●	●	●	●	●	●	●	10/28/11	●	9
Posada Navideña		●	●	●	●	●	●	●	●	●	●	●	●	●	12/9/11		11
The New Shanghai Circus	●	●	●	●	●	●	●	●	●	●	●	●	●	●	1/25/12		12
Spirit of Uganda		●	●	●	●	●	●	●	●	●	●	●	●	●	2/1/12	●	13
Rhythmic Circus						●	●	●	●	●	●	●	●	●	4/27/12		17
<b>Professional Development: Teacher Workshops &amp; Courses</b>																	
Poetry in Motion							●	●	●	●	●	●	●	●	10/25/11		4
Shadow Journeys: Exploring Elements of Story				●	●	●	●								1/25/12		4
Using Visual Art to Encourage Thinking and Writing		●	●	●	●	●	●								3/7/12		4
Summer Intensive: Creative Connections				●	●	●	●	●	●	●					7/16/12 - 7/18/12		5

\* AIS: Artists in the Schools program available for selected grades. See page 7 for more details.

- Preschool/Early Elementary
- Elementary
- Elementary/Middle School
- Middle School/High School
- Elementary through High School
- Professional Development



# Professional Development: Tools for Teachers

A workshop on integrating the arts into teaching all subjects is an invigorating way to keep learning active and engaging for yourself and your students. This year, our workshops will explore movement, art, and shadow puppetry as tools to teach poetry, social studies, elements of story, and more. Teachers and teaching artists will gain practical, hands-on skills to immediately apply in the classroom. It is also a wonderful opportunity to network with other teachers! In addition, we offer select classroom modeling opportunities by arrangement. CEUs are available. Space is limited; reserve your spot today!

“Fun and useful to be able to do right away with students.”  
– 5th-6th grade teacher

## Poetry in Motion

Tuesday, October 25, 2011 • 4 – 7pm

Fee: \$25

For teachers of Grades 4-12 • Maximum number of participants: 35

In this workshop, participants learn how to help students express their poems through dance with an integrated approach to language arts. Teachers explore a variety of movement techniques that extend students' ranges of movement choices to express their words. Teachers also examine ways to improve the quality of students' dance interpretations by investigating a useful "drafting and editing" process. Led by Kennedy Center teaching artist **Randy Barron**.

## Shadow Journeys: Exploring Elements of Story

Wednesday, January 25, 2012 • 4 – 7pm

Fee: \$25

For Teachers of Grades 2-6 • Maximum number of participants: 25

Shadow puppetry, with its bold shapes, vivid colors, and dramatic movement, is a highly engaging art form that allows students to express their understanding through visual art, drama, and writing. In this three-hour workshop teachers will explore techniques to create and use shadow puppets to explore character, setting, problem, resolution, story structure, and language. Easily adaptable strategies to Social Studies curriculum will also be covered. Led by Kennedy Center teaching artist **Daniel Barash**.

## Using Visual Art to Encourage Thinking and Writing

Wednesday, March 7, 2012 • 4 – 7pm

Fee: \$25

For Teachers of Grades K-5 • Maximum number of participants: 30

Visual images, like language, carry meaning, and the ability to read images is a useful skill in an increasingly visual world. In this workshop, teachers examine ways to develop student thinking and writing skills using a four-part art criticism process and/or a guided pre-writing approach. Participants learn ways to encourage thinking and motivate student writing using careful observation of a visual artwork as the starting point. Sharing ideas and ways to connect artwork to curriculum themes is part of the workshop. Led by Kennedy Center teaching artist **Sandra Phaup**.



### Top to Bottom

Randy Barron

Daniel Barash

Sandra Phaup



# Professional Development: Tools for Teachers

## Summer Intensive: Creative Connections with Sean Layne

Monday, July 16, 2012 – Wednesday, July 18, 2012  
Carston Cabaret • Daily, 9am – 4pm

**For Teachers and Administrators of Grades 2-8 • Maximum number of participants: 35  
Fee: \$150 per person plus \$50 supply fee • Participants must plan to attend all three days!**

One of the nation's top instructors in arts integration!

Participants will learn:

- Simple and effective classroom management skills
- How to use active learning to increase test scores
- Methods to teach hard-to-reach students, engage quiet students, and energize unmotivated students
- Ways to motivate communication from English language learners
- How to facilitate collaborative work and critical thinking
- Proven skills to increase reading comprehension and writing skills
- Multiple modalities alive in action

*"I grew  
as a person,  
a teacher and  
a learner."  
– K-8 teacher  
Orchard View School*

Don't miss this exciting three-day intensive perfect for teachers of any subject!

Using unique methods to tap into creativity, you can reach EVERY student in your classroom. Summer is the perfect time to learn new skills for your classroom.



Sean Layne



# Outreach Programs



## Music For Schools

Let Music For Schools make a difference at your school. Our Music For Schools program has a free lending library of instruments intended for students who might not have an opportunity to play music. Working directly with school music teachers, Music For Schools placed over 250 instruments in over 40 different schools last year. In addition, classroom teachers may take advantage of our Orff instruments, curriculum materials, music packs, percussion sets, parachute and tone chimes.

For more information, please contact Tracy Sawyer at 707.527.7006, ext. 154 or visit [wellsfargocenterarts.org](http://wellsfargocenterarts.org) for an application.

## Bus Fund

Do you want to sign up for a School Show, but your budget is looking a little slim? We offer Bus Fund Awards to offset the rising cost of transportation. Our Bus Fund is designed to help and has already done so for more than 200 classrooms and thousands of students!

**To qualify**, you must purchase the minimum number of tickets specified and make full payment within 30 days of placing your order.

- \$75 Award**            Purchase 25-39 tickets
- \$100 Award**        Purchase 40-59 tickets
- \$125 Award**        Purchase 60 or more tickets\*

*\*Title One Schools qualify for a \$125 award by purchasing 25 or more tickets and making full payment within 30 days of placing the order.*

### **Funds are limited, so apply today!**

First come, first served. To apply for an award simply send a request to [busfund@wellsfargocenterarts.org](mailto:busfund@wellsfargocenterarts.org) with your name, school, School Show you are attending, and Title One status. If approved, you will receive a confirmation letter. Your award check will be sent following the show.



# Outreach Programs

## Set the Stage

**...with Wells Fargo Center for the Arts' classroom docents!**

This exciting program puts docents into your classroom prior to the School Show students are going to see. Your students will receive a brief 15-20 minute presentation providing background about the performance, as well as theater etiquette, to help prepare them for their trip to the theater. Our Set the Stage docents are specially trained and perfectly poised to prepare your students for our performances; most are retired teachers. And it's absolutely FREE!

If you are interested in signing up for Set the Stage, please see the order form on page 19, or contact Melanie Snook at 707.527.7006, ext. 119 or [melanies@wellsfargocenterarts.org](mailto:melanies@wellsfargocenterarts.org).



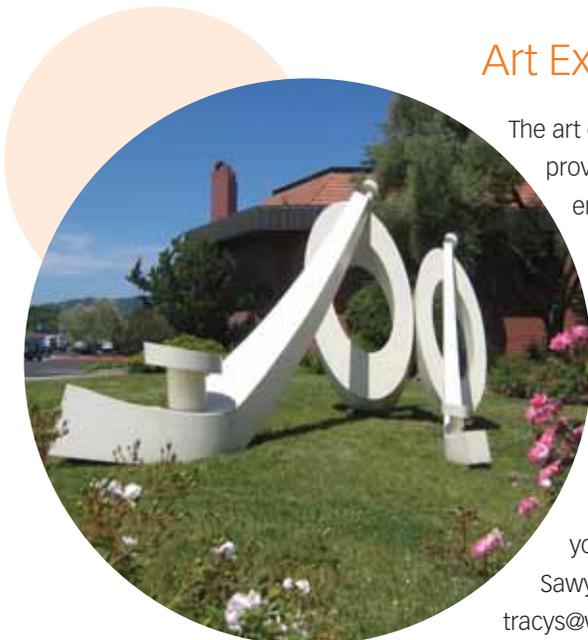
## Artists in the Schools

Artists in the Schools (AIS) connects innovative artists with classroom teachers to provide dynamic in-class mini-residencies that deepen and enrich your students' theater experience. Each of our Artists in the Schools programs is tied to a School Show and tailored to meet the needs and objectives of each grade range, while also aligning with state-adopted content standards. Projects include three artist visits into the classroom and a post-performance activity, providing students with an in-depth learning experience. Artists are specially chosen and uniquely qualified for each project so that they may open doors of understanding for your students through art. You will find information about specific mini-residencies and performances throughout this brochure. Keep in mind that Wells Fargo Center for the Arts subsidizes this program and the cost per student is minimal considering the time the artist will spend in your classroom. Use our order form located on the last page of this brochure. Availability is limited, so please sign up today!

## Art Exhibits

The art exhibited around the Center provides an excellent opportunity to enrich your field trip. From sculptures to exhibits showcasing the talents of local students—it's easy to extend your visit with a self-guided walking tour using the maps available at our kiosks.

Student artwork rotates quarterly. For more information on exhibiting your students' artwork, contact Tracy Sawyer at 707.527.7006, ext. 154 or [tracys@wellsfargocenterarts.org](mailto:tracys@wellsfargocenterarts.org).



# School Shows

**Note: California Content Standards will be listed in the following manner:**

Grade(s). Subject (first 2 letters). Subject Emphasis (first 2 letters; where applicable). Standard Number (where applicable).

All performances will be in the Ruth Finley Person Theater unless otherwise noted.

Grades  
**1-5**

## MatheMagic!® starring Bradley Fields

Thursday, October 6, 2011 at 9:30am

60 minutes • [www.mathemagic.com](http://www.mathemagic.com)

Internationally acclaimed magician and educator, Bradley Fields captivates students with his famous magic illusions and turns them on to the history, the power, and the beauty of the math!

This unforgettable performance uses history, language and world-class entertainment to promote math-skills and problem-solving. Featuring large multimedia projections, stage illusions, comedy, drama, and audience interaction, math concepts are seamlessly integrated with vocabulary, geography, history, and everyday problem-solving. Students of different interests, abilities, and learning styles will all agree that math really is amazing!



### California Content Standards easily applied in your classroom:

- 1.MA.NU.2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
- 2.MA.MA.2.0: Students solve problems and justify their reasoning.
- 4.MA.ME.3.0: Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

*LESSON PLAN IDEA: Students study plane and solid geometry figures such as square, hexagon, cube, tetrahedron, etc. and work in groups to create these figures using their bodies.*

Grades  
**K-6**

## Four Winds American Indian Dance Group

Friday, October 14, 2011 at 9:30am

60 minutes • [www.hoopman.org](http://www.hoopman.org)

History and tradition come to life in the dances and customs of the Plains Indian tribes. Four Winds American Indian Dance Group showcases well-known Native American dances. Wearing traditional regalia, the dancers use Native American Indian sign language, live singing, and drumming to reveal the empowering and inspiring nature of Plains Indian culture.

### California Content Standards easily applied in your classroom:

- 1.HI.1.5.2: Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
- 2-6.AR.DA.4.0: Responding to, analyzing and making judgments about works of dance.
- 3.HI.3.2.1: Describe national identities, religious beliefs, customs, and various folklore traditions.

*LESSON PLAN IDEA: How might culture differ between the Plains Indians and Indians indigenous to California? Discuss.*



"The dances left my students awestruck and speechless!"  
— 3rd grade teacher,  
St. Vincent de Paul  
Elementary School

Grades  
**3-4**

### ADD ARTISTS IN THE SCHOOLS!

### Native American Culture, Dance & Art INCLUDES THREE VISITS TO YOUR CLASSROOM!

Your students will meet Eddie Madril from Four Winds American Indian Dance Group, who will provide an overview of the geography, music, and customs of the Plains Indians. Participants will experience Native American sign language, a hoop dance, and other activities in this hands-on project that is both educational and fun.

### California Content Standards:

- 3.HI.3.3: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- 4.HI.4.2.1: Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to and modified the physical environment by cultivation of land and use of sea resources.

Grades  
**PK-12**

## Golden Dragon Acrobats

Friday, October 28, 2011 at 9:30am & 11:30am  
**60 minutes • [www.goldendragonacrobats.com](http://www.goldendragonacrobats.com)**

For more than 27 centuries, Chinese acrobats have been thrilling audiences—making theirs the longest running folk art form in history! This performance represents the best of this time-honored tradition, mixing award-winning acrobatics, traditional dance, spectacular costumes, and ancient and contemporary theatrical techniques in a show of breathtaking skill and spellbinding beauty.

**California Content Standards easily applied in your classroom:**

- K-12.AR.MU.3.0: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- K-12.AR.TH.3.0: Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

*LESSON PLAN IDEA: Students research Chinese inventions, such as gunpowder, paper, the seismograph, matches, and the compass.*

"It's our favorite field trip!"  
— 2nd grade teacher, Jefferson Elementary School



Grades  
**6-8**

**ADD ARTISTS IN THE SCHOOLS!**

**Social Studies & Art**

**INCLUDES THREE VISITS TO YOUR CLASSROOM!**

In this multimedia visual arts project your students will explore traditions of China. Working with local multicultural teaching artist, Judy Timmerman, students will create a work of art while exploring China's unique geography, resources, and culture. Students will gain an appreciation for another culture and its traditions throughout the course of this project.

**California Content Standards:**

- 6.HI.6.6: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 7.HI.7.3.5: Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
- 6-8.HI.HI.2: Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.



Grades  
**K-4**

## Charlotte's Web by TheatreworksUSA

Tuesday, November 15, 2011 at 9:30am  
**60 minutes • [www.theatreworksusa.org](http://www.theatreworksusa.org)**

"Salutations!"

E.B. White's beloved story about "some pig" named Wilbur and a little gray spider named Charlotte is brought to life in this tender adaptation. The treasured tale, featuring quirky and endearing farm animals, explores the timeless virtues of friendship, courage, and unconditional love.

**California Content Standards easily applied in your classroom:**

- K.EN.RE.2.4: Retell familiar stories.
- 3.EN.RE.2.6: Extract appropriate and significant information from the text, including problems and solutions.
- 5.EN.RE.3.2: Identify the main problem or conflict of the plot and explain how it is resolved.

*LESSON PLAN IDEA: Students use string to create their own webs, incorporating words to describe aspects of their personalities.*

"Truly one of the best adaptations I have ever seen."  
— Kindergarten teacher, Riebli Elementary School



# School Shows

Grades  
PK-2

## Max & Ruby: Bunny Party by Koba Entertainment

Tuesday, November 29, 2011 at 9:30am  
60 minutes • [www.koba-entertainment.com](http://www.koba-entertainment.com)

The beloved children's book collection by Rosemary Wells and #1 rated television program comes to life on stage in this hilarious musical adventure. Hop along with bunny siblings, feisty Max and his sometimes bossy older sister, Ruby, as they plan a surprise party for a very special mystery guest! This fun bunny tale encourages children to pursue their goals with enthusiasm and promotes working together.

### California Content Standards easily applied in your classroom:

- K.EN.RE.3.3: Identify characters, settings, and important events.
- 1.EN.RE.3.1: Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 2.EN.RE.3.2: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

*LESSON PLAN IDEA: Students describe their relationships with a sibling, cousin, or close friends. How is the relationship like Max and Ruby's? How is it different?*



Grades  
9-12

## The American Place Theatre's Literature to Life<sup>®</sup>

### stage presentation of **The Secret Life of Bees** by Sue Monk Kidd

Adapted and Directed by Wynn Handman

Thursday, December 1, 2011 at 9:30am • Merlo Theater

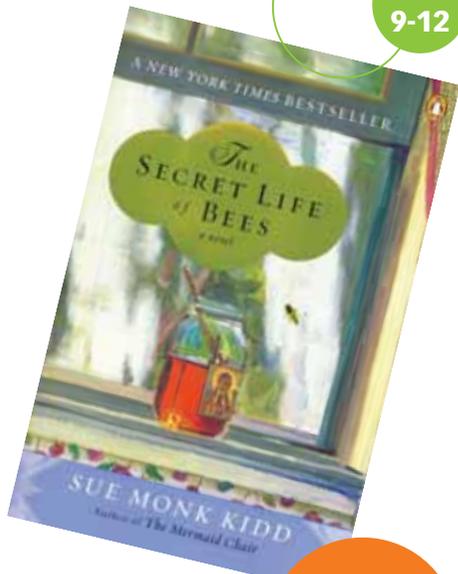
60 minutes with post-show discussion • [www.americanplacetheatre.org](http://www.americanplacetheatre.org)

This stage adaptation features verbatim portions of The New York Times bestseller. Set during the Civil Rights Movement, a young girl's search for the truth about her mother leads her to three beekeeping sisters and the true meaning of family. This powerful performance explores important themes of family, freedom, faith, violence, and civil rights.

### California Content Standards easily applied in your classroom:

- 9-10.EN.3.4: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 11-12.EN.3.2: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

*LESSON PLAN IDEA: Discuss the significance of the title. How are bees a metaphor for the story? What other symbolism is there in this novel?*



Back by  
popular  
demand!



Grades  
1-5

## Let's Go Science

Tuesday, December 6, 2011 at 9:30am  
60 minutes • [www.letsgoscienceshow.com](http://www.letsgoscienceshow.com)

The wacky and talented Professor Smart and Dr. Knowitall join forces for an exciting educational extravaganza. From shrinking heads to flying toilet paper to juggling, the fun never stops during this whirlwind performance filled with lessons about scientific principles. Researcher and comedic sidekick Dr. Knowitall keeps the facts straight, while Professor Smart keeps your hair standing on end with impressive and memorable demonstrations about air pressure, flight, optical illusions, static electricity, and much more!

### California Content Standards easily applied in your classroom:

- 2.SC.1: The motion of objects can be observed and measured.
- 3.SC.1.e: Students know matter has three forms: solid, liquid, and gas.
- 4.SC.6.c: Formulate and justify predictions based on cause-and-effect relationships.

*LESSON PLAN IDEA: Stage a paper airplane folding contest! Whose airplane flies the fastest? Whose travels the longest distance? What principles make for the best results?*



Grades  
K-12

## Posada Navideña by Compañía Mazatlán Bellas Artes de Sacramento

Friday, December 9, 2011 at 9:30am  
60 minutes • [www.imba.com](http://www.imba.com)

¡Feliz Navidad!

'Tis the season to celebrate the folkloric dance and music traditions of Mexico with a delightful performance for students of all ages and cultures. A rainbow of shimmering color on stage, Posada Navideña will charm your students with Mexico's unique holiday customs and traditions.

### California Content Standards easily applied in your classroom:

- K-12.AR.DA.3.0: Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.
- 9-12.AR.DA.3.2: Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

*LESSON PLAN IDEA: In groups, students chose a cultural holiday from other nations or religions and share their research with the class.*

"All of my students  
were impressed by  
the dancing."  
– 2nd grade teacher,  
St. Eugene's Cathedral  
School



# School Shows

## Grades **PK-12** **The New Shanghai Circus**

Wednesday, January 25, 2012 at 9:30am  
60 minutes • [www.acrobatschina.com](http://www.acrobatschina.com)

Acrobats, jugglers and contortionists seemingly defy gravity with feats of boundless energy as they stretch the limits of human ability in this spellbinding performance that brings more than 2,000 years of Chinese circus traditions to life.

### California Content Standards easily applied in your classroom:

- K-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
- 4.AR.MU.3.2: Identify music from diverse cultures and time periods.

*LESSON PLAN IDEA: Students create a collage representing a region or province of China demonstrating geography, climate, clothes, food, etc. to present to the class.*



Grades  
**1-5**

## **Hangin' with the Giants** by JazzReach

Monday January 30, 2012 at 9:30am  
60 minutes • [www.jazzreach.org](http://www.jazzreach.org)

This multi-media program introduces students to the rich history of jazz and to the names, faces, and music of some of its many masters, such as Louis Armstrong, Duke Ellington, and Dizzy Gillespie. The fun, highly engaging presentation features narration and live music to promote the timeless quality of jazz.

### California Content Standards easily applied in your classroom:

- 5.AR.MU.3.4: Describe the influence of various cultures and historical events on musical forms and styles.
- 6.AR.MU.5.1: Describe how knowledge of music connects to learning in other subject areas.
- 1-5.AR.MU.3.0: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

*LESSON PLAN IDEA: Students research and assume the identity of a key musician in the history of Jazz for a monologue prepared for the class.*

**"My students  
loved how the  
Jazz giants came  
to life."**

– 3rd/4th grade teacher,  
Roseland Elementary  
School

Grades  
K-12

## Spirit of Uganda a project of Empower African Children

Wednesday, February 1, 2012 at 9:30am  
60 minutes • [www.empowerafricanchildren.org](http://www.empowerafricanchildren.org)

In a riveting program of music and dance, this vibrant cast of performers, aged 8-18, brings to life the sounds and movements of Africa. Melodic tones of standing drums, dramatic choreography, bright, layered rhythms and gorgeous call-and-response vocals celebrate the cultural roots and newer offshoots of this diverse nation. Ambassadors for Uganda's 2.4 million orphans, these children personify the resilience and promise of Africa's next generation as they raise funds to help support those displaced in their homeland.

### California Content Standards easily applied in your classroom:

- 7.HI.7.4.5: Describe the importance of written and oral traditions in the transmission of African history and culture
- K-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
- 6-12.AR.MU.4.0: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

*LESSON PLAN IDEA: Students research and report on a country or tribe in Africa, including a focus on music.*



Grades  
4-5

### ADD ARTISTS IN THE SCHOOLS!

#### Culture & Percussion

INCLUDES THREE VISITS TO YOUR CLASSROOM!



In this participatory workshop, your students will explore the culture of Africa through music and dance. Working with Onye Onyemaechi, Nigerian master drummer and performer, your students will experience drumming, dancing, songs, and stories that will bring the culture and traditions of Africa into your classroom.

### California Content Standards:

- 4-5.HI.CH.3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 4-5.HI.RE.1: Students differentiate between primary and secondary sources.

"My students enjoyed that the dialogue was in both Spanish and English." – 2nd grade teacher, Whited Elementary School

### ADD ARTISTS IN THE SCHOOLS!

Grades  
2-3

#### Literacy & Storytelling

INCLUDES THREE VISITS TO YOUR CLASSROOM!

Local storyteller Kenneth Foster, will explore the hero's journey and elements of a well-rounded story during this interactive mini-residency. Using word games, storyboards, sensory descriptions, and storytelling, students will be escorted through the development of character, setting, action, and resolution and will use these as a foundation to create their own stories.

### California Content Standards:

- 2.EN.RE.3.2: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.EN.RE.3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Grades  
1-5

## Cuentos del Arbol by the Pushcart Players

Tuesday, February 14, 2012 at 9:30am  
50 minutes with Q&A • [www.pushcartplayers.com](http://www.pushcartplayers.com)



Latino folktales come alive! "Cuentos Del Arbol" or "Tree Tales" is a delightful bilingual musical drawn from Spanish and Latin American folklore. The centerpiece of the stories is a tree (un arbol) that has sheltered, shielded, and nurtured countless characters over the years. Through singing and dancing, stories about dreaming dreams, setting goals, rising to challenges, and keeping commitments are told. This performance provides terrific opportunities for literacy enhancement!

### California Content Standards easily applied in your classroom:

- 2.EN.3.3: Compare and contrast different versions of the same stories that reflect different cultures.
- 4.EN.RE.3.4: Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

*LESSON PLAN IDEA: Students write their own version of Little Red Riding Hood, each with his or her own original ending.*

# School Shows

Grades  
1-6

## Mufaro's Beautiful Daughters by Dallas Children's Theatre

Wednesday, February 22, 2012 at 9:30am

60 minutes • [www.dct.org](http://www.dct.org)

Your students will love this Caldecott Award-winning Cinderella tale with traditional African song and based on the book by John Steptoe. A great king desires a wife and Mufaro's two very different daughters are asked to go before him. Share their journey and celebrate goodness and generosity!

### California Content Standards easily applied in your classroom:

- 3.EN.3.2: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- 5.EN.3.3: Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

*LESSON PLAN IDEA: Using a map, students investigate the number of countries in Africa and the continent's basic landscape. How does the continent compare to our continent?*



"It was thrilling and so professionally performed! WOW!" – 3rd grade teacher, St. Rose Catholic School

"Junie B. came alive for my students!"  
– 1st/2nd grade teacher, Ukiah Junior Academy

Grades  
K-4

## Junie B. Jones by TheatreworksUSA

Friday, March 2, 2012 at 9:30am

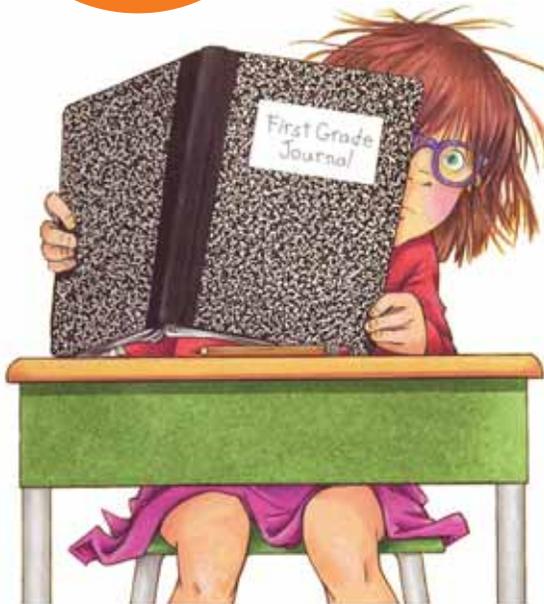
60 minutes • [www.theatreworksusa.org](http://www.theatreworksusa.org)

Hooray, hooray! Junie B. Jones is graduating from kindergarten and is ready for first grade, at last! But getting used to a whole new group of friends, a new teacher, and new glasses is challenging, even for irrepressible Junie B. Follow her adventures as she writes everything down in her "top-secret personal beeswax" journal. This original musical based on the books by Barbara Park is a student favorite and back by popular demand!

### California Content Standards easily applied in your classroom:

- K.EN.RE.3.3: Identify characters, settings, and important events.
- 2.AR.TH.1.2: Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.
- 4.EN.RE.3.3: Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

*LESSON PLAN IDEA: Junie B. Jones believes recycling is important. Discuss students' recycling experiences in the classroom and at home. Students suggest ways to encourage recycling and develop a plan.*



Grades  
6-12



"I wish all my students could have seen it."  
— Teacher,  
Montgomery High School

## Rennie Harris Puremovement

Friday, March 9, 2012 at 9:30am

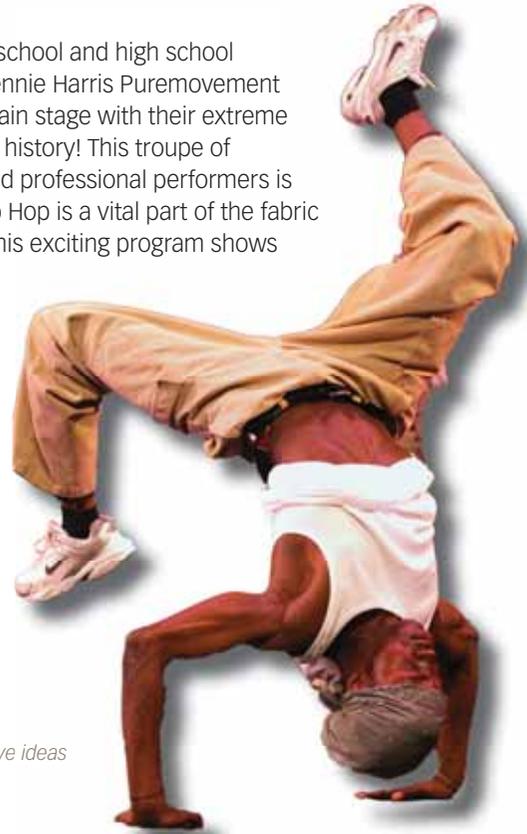
60 minutes • [www.rhpm.org](http://www.rhpm.org)

Much to the delight of middle school and high school students, the world-famous Rennie Harris Puremovement dance troupe returns to our main stage with their extreme athleticism in a tour of Hip Hop history! This troupe of self-taught street dancers turned professional performers is driven by the philosophy that Hip Hop is a vital part of the fabric of American society and culture. This exciting program shows how the dance form is an extension of traditional African dance and customs, and has evolved into the voice of a new generation.

### California Content Standards easily applied in your classroom:

- 4.AR.MU.4.2: Describe the characteristics that make a performance a work of art.
- 5.AR.DA.4.0: Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.
- 4-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.

*LESSON PLAN IDEA: What are some positive and negative ideas surrounding Hip Hop today? Discuss.*



Grades  
3-8



## Visible Fictions' production of Zorro by Davey Anderson

Friday, March 23, 2012 at 9:30am

60 minutes • [www.visiblefictions.co.uk](http://www.visiblefictions.co.uk)

A flurry of a cape, the glint of a sword and a flash of a mask... is this an exciting new friend or formidable foe? Based on the legend of Zorro from the end of California's Spanish colonial era, this all new production will have you riveted to your seat as our masked champion ricochets from one sticky situation to another in a world where adventure is the name and justice is the game!

### California Content Standards easily applied in your classroom:

- 4.HI.4.2: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- 3-5.HI.RE.3: Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- 6-8.HI.1.2: Students distinguish fact from opinion in historical narratives and stories.

*LESSON PLAN IDEA: Compare and contrast the legends of Zorro and Robin Hood.*

# School Shows

Grades  
PK-2

## ArtsPowers' Production of **Are You My Mother?**

Tuesday, March 27, 2012 at 9:30am

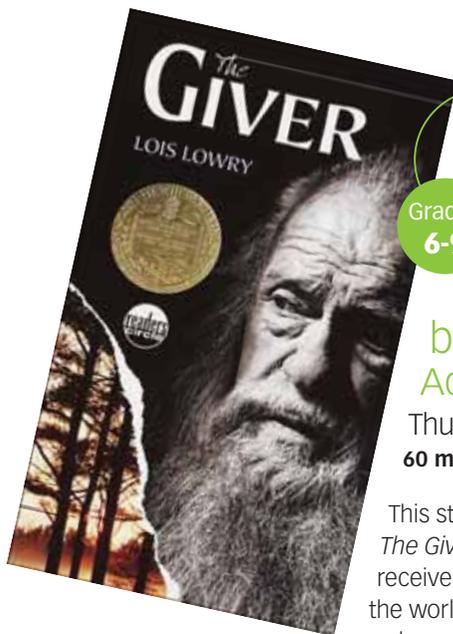
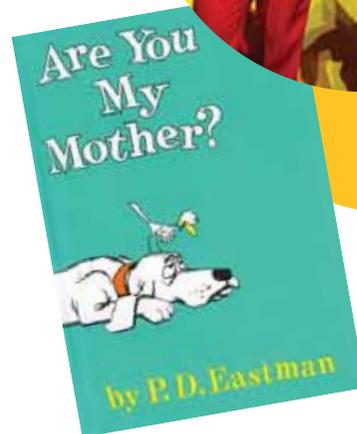
55 minutes with Q&A • [www.artspower.org](http://www.artspower.org)

At long last, Baby Bird emerges from her shell and expects to be greeted by her mother's song. But her mother is not there. Where is she? Why isn't she home? With the help of Dog, Cat, and Hen, Baby Bird sets out in search of Mother Bird in this colorful musical adventure based on P.D. Eastman's whimsical and well-loved picture book.

### California Content Standards easily applied in your classroom:

- K.SC.2.b: Students know stories sometimes give plants and animals attributes they do not really have.
- 1.EN.RE.2.2: Respond to who, what, when, where, and how questions.
- 2.EN.RD.2.4: Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

*LESSON PLAN IDEA: Learn the names of different species' babies. A baby goat is called a kid; a baby kangaroo, a joey; and a baby swan is a cygnet. What others can your students find?*



Grades  
6-9

## The American Place Theatre's Literature to Life® stage presentation of **The Giver**

by Lois Lowry

Adapted and Directed by Elise Thoron

Thursday, April 19, 2012 at 9:30am

60 minutes with post-show discussion • [www.americanplacetheatre.org](http://www.americanplacetheatre.org)

This stage adaptation features verbatim portions of the critically acclaimed novel, *The Giver*. In a dystopian world where all is the same, 12-year-old Jonas is selected to receive the memories of a far different life. During his training, the buried truth about the world that he was born into becomes hauntingly clear. This powerful performance explores themes of individuality, ethics, and social constructs.

### California Content Standards easily applied in your classroom:

- 6.EN.LI.3.3: Analyze the influence of setting on the problem and its resolution.
- 7.EN.LI.3.3: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 8.EN.LI.3.4: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

*LESSON PLAN IDEA: Assign one half of the room to brainstorm principles of a perfect society and plans for implantation. Assign the other half to present arguments against these ideas. Students respond to the exercise in writing.*

Grades  
4-12

## Feet Don't Fail Me Now by Rhythmic Circus

Friday, April 27, 2012 at 9:30am

60 minutes • [www.rhythmiccircus.com](http://www.rhythmiccircus.com)

Rhythmic Circus has quickly risen from an underground percussive dance phenomenon to an innovative live performance company known for transforming their tap shoes into instruments of rhythm. The company's current production, "Feet Don't Fail Me Now," electrifies audiences with its hard-hitting tap and high-spirited music, which is spiced up with a variety of musical flavors from funk to salsa.

### California Content Standards easily applied in your classroom:

- 4-6.AR.DA.4.0: Responding to, analyzing, and making judgments about works of dance.
- 4-12.AR.DA.3.0: Historical Context: Understanding the Historical Contributions and Cultural Dimensions of Dance
- 4-12.AR.DA.4.0: Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

*LESSON PLAN IDEA: Students compare and contrast "Feet Don't Fail Me Now" with another dance performance from a different genre, such as The Nutcracker, ballet folklorico, Hip Hop (like Rennie Harris Puremovement in March), etc.*



Grades  
3-8

## Ellis Island: Gateway to a Dream by American Family Theater

Monday, May 7, 2012 at 9:30am

60 minutes • [www.americanfamilytheater.com](http://www.americanfamilytheater.com)

Reflecting the historic realities, challenges, and hopes of the now infamous and symbolic Ellis Island, this high-spirited musical captures the courage and challenges of the immigration experience. This performance celebrates the multicultural foundations of our nation with wonder, excitement, and heart.

### California Content Standards easily applied in your classroom:

- 3.HI.3: Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
- 5.HI.5.8.1: Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
- 8.HI.8.6.3: List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

*LESSON PLAN IDEA: Students plot points on a world map indicating from where immigrants who came into New York's Ellis Island originated.*



## Policies



**Please read carefully prior to making reservations and communicate to chaperones:**

- Intended for school groups of 10 or more. One adult per every 10 students required.
- These performances are for students PK-12 and are not appropriate for infants and toddlers. We understand the challenges in transportation and the need for parent drivers; however, out of courtesy for our audience and performers, we ask that adults with small children utilize our lobby.
- Showtimes are 9:30am and/or 11:30am unless otherwise specified. Shows begin promptly. Please arrive 20 minutes prior to showtime to allow for seating.
- Seating is assigned according to the date full payment is received.
- While purchase orders are appreciated, full payment is required via credit card or check no more than 30 days from the date the order is placed and always before show date.
- All changes and cancellations must be submitted in writing and received three full weeks (21 days) prior to show date. Lack of payment is NOT considered cancellation.

**Thank you for your cooperation!**



## Our Supporters

Wells Fargo Center for the Arts is the grateful recipient of contributions from individuals, corporations and institutional supporters for performance activities and educational outreach to the community. We want to thank the following supporters to Education Through the Arts from July 1, 2010 to June 30, 2011.

THANK YOU to the following generous contributors who help make our Education programs possible!

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# WELLS FARGO CENTER FOR THE ARTS 2011-2012 EDUCATION PROGRAMS ORDER FORM

**Step 1 IMPORTANT!** Intended for school groups of 10 or more. All changes and/or cancellations must be submitted in writing at least 3 weeks (21 days) prior to show date. NO refunds issued after this deadline. Payment by check or credit card, made payable to Wells Fargo Center for the Arts, is due 30 days from receipt of order. **NO cash or phone orders, please.** Thank you!

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Teacher Name(s): \_\_\_\_\_  
 Billing Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_ Email: \_\_\_\_\_  
 Phone (day): \_\_\_\_\_ Fax: \_\_\_\_\_

## Step 2

SCHOOL SHOWS	Grade	Day	Date	Time	Students Regular	Students Nat'l Lunch	*FREE Adults	Add'l Adults	✓ Set the Stage**
MatheMagic!®	1-5	Th	10/6/11	9:30am					
Four Winds American Indian Dance Group <sup>1</sup>	K-6	F	10/14/11	9:30am					
Golden Dragon Acrobats <sup>2</sup>	PK-12	F	10/28/11	9:30am					
Golden Dragon Acrobats	PK-12	F	10/28/11	11:30am					
Charlotte's Web	K-4	Tu	11/15/11	9:30am					
Max & Ruby	PK-2	Tu	11/29/11	9:30am					
The Secret Life of Bees	9-12	Th	12/1/11	9:30am					
Let's Go Science	1-5	Tu	12/6/11	9:30am					
Posada Navideña	K-12	F	12/9/11	9:30am					
The New Shanghai Circus	PK-12	W	1/25/12	9:30am					
Hangin' with the Giants	1-5	M	1/30/12	9:30am					
Spirit of Uganda <sup>3</sup>	K-12	W	2/1/12	9:30am					
Cuentos del Arbol <sup>4</sup>	1-5	Tu	2/14/12	9:30am					
Mufaro's Beautiful Daughters	1-6	W	2/22/12	9:30am					
Junie B. Jones	K-4	F	3/2/12	9:30am					
Rennie Harris Puremovement	6-12	F	3/9/12	9:30am					
Zorro	3-8	F	3/23/12	9:30am					
Are You My Mother?	PK-2	Tu	3/27/12	9:30am					
The Giver	6-9	Th	4/19/12	9:30am					
Rhythmic Circus	4-12	F	4/27/12	9:30am					
Ellis Island	3-8	M	5/7/12	9:30am					

All performances are approximately one hour unless otherwise indicated.  
 1-4 Artists in the Schools mini-residencies also available—see below.  
 \*BONUS! One FREE adult ticket for every 10 student tickets purchased!  
 \*\*Please indicate if you would like to reserve a Set the Stage docent visit; see page 7 for details.

TOTAL SEATS				
PRICE EACH	× \$8.00	× \$5.00	FREE!	× \$8.00
TOTAL PRICE	\$	\$	FREE!	\$

TOTAL DUE FOR SCHOOL SHOWS \$ \_\_\_\_\_

## Step 5

### PAYMENT

Due 30 days from receipt of order.

School Shows	\$
Artists in the Schools	\$
Professional Development	\$
<b>GRAND TOTAL</b>	<b>\$</b>

Check  
 Purchase order  
 # \_\_\_\_\_  
 Credit Card  
 VISA  Master Card  
 American Express  Discover  
 # \_\_\_\_\_  
 Exp. \_\_\_\_\_ Sec. code \_\_\_\_\_

Cardholder (print name) \_\_\_\_\_

Signature \_\_\_\_\_

## Step 6

### SPECIAL NEEDS

Please indicate #  
 Wheelchair \_\_\_\_\_  
 Visually Impaired \_\_\_\_\_  
 Hearing Impaired \_\_\_\_\_  
 Other (explain) \_\_\_\_\_

## Step 3

ARTISTS IN THE SCHOOLS	Grades	Students Regular	Students Nat'l Lunch
1 Native American Culture, Dance & Art	3-4		
2 Social Studies & Art	6-8		
3 Culture & Percussion	4-5		
4 Literacy & Storytelling	2-3		
TOTAL SEATS			
PRICE EACH	× \$5.00	× \$4.00	
TOTAL PRICE	\$	\$	
TOTAL DUE FOR AIS	\$		

## Step 4

PROFESSIONAL DEVELOPMENT	Grades	Day	Date	Time	Seats	Price Each	Cost
Poetry in Motion	4-12	Tu	10/25/11	4-7pm		\$25.00	\$
Shadow Journeys: Exploring Elements of Story	2-6	W	1/25/12	4-7pm		\$25.00	\$
Using Visual Art to Encourage Thinking and Writing	K-5	W	3/7/12	4-7pm		\$25.00	\$
Summer Intensive: Creative Connections	2-8	M-W	7/16/12-7/18/12	9am-4pm		\$200.00	\$
TOTAL DUE FOR PROFESSIONAL DEVELOPMENT							\$

**Please fax or mail form to:** Education Through the Arts • 50 Mark West Springs Rd. • Santa Rosa, CA 95403 • Fax 707.546.7020 • Phone 707.527.7006  
**Please make a copy of this order form for your records • On-Sale August 15 at 8:30am**

30<sup>TH</sup>  
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