We’re thrilled to offer you exciting programs that support core curriculum using a subject that stirs creativity and actually improves performance: the arts! We aim 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 ready to take the plunge into arts integration—we have something for every school, teacher, and student! Just imagine what an arts-inspired lesson plan will do! Our innovative programs serve every grade level, while tying in to curriculum and meeting Common Core Standards newly adopted by the state. Study guides for our School Shows are available for free on our website. The dutiful docents from our Set the Stage program can’t wait to visit your class before a show. Our four Artists in the Schools programs use the arts to teach core subjects — with lessons for students and teachers alike. Music For Schools is brimming with free instruments and resource materials, all available for loan. We also have four dynamic — and, dare we divulge, fun — professional development workshops for educators. Let us 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, School Shows (including payments or seating), and general questions, contact Melanie Weir, Education & Family Programs Manager, at 707.800.7520 or mweir@wellsfargocenterarts.org.

For information about Bus Fund, Music For Schools, or Artists in the Schools, contact Chrystie Prokopakis, Programming Coordinator, at 707.800.7504 or cprokopakis@wellsfargocenterarts.org.

For information about Professional Development or art exhibits including our student art gallery, contact Tracy Sawyer, Arts & Outreach Programs Manager, at 707.800.7529 or tsawyer@wellsfargocenterarts.org.
# Education Through the Arts | 2013-14 School Year

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* Preschool/Early Elementary | Elementary | Elementary through High School | Professional Development

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

Professional Development: Tools for Teachers

Keep learning active and engaging tools for you and your students with these participatory workshops that integrate the arts into regular classroom curriculum. Teachers, teaching artists, and school administrators alike will gain practical, hands-on skills to immediately apply in the classroom. These workshops also provide a wonderful opportunity to network with other educators. In addition, we offer select classroom modeling opportunities by arrangement. CEUs are available. Space is limited so reserve your spot today!

Arts Integration and Common Core: Visual Arts Tools to Deepen Learning

Tuesday, October 8, 2013 · 4-7pm
Recommended for Teachers of Grades 2-8
Maximum number of workshop participants: 30

The newly adopted Common Core Standards for the state compel students to read like detectives as they encounter a wide range of complex text including multimedia and visual text. In this dynamic workshop, Deb Brzoska will share a variety of arts-integrated instructional tools based in the visual arts to engage students and deepen their understanding while adhering to the newly adopted Common Core Standards. Led by Kennedy Center teaching artist Deb Brzoska.

Singing the Words: Lyric Writing in the Classroom

Wednesday, November 13, 2013 · 4-7pm
Recommended for Teachers of Grades 2-5
Maximum number of workshop participants: 30

Music is a central part of most students’ lives: they listen, they sing, they dance. Teachers can use this natural affinity to motivate and engage students in the classroom. In this workshop, participants explore three different song structures and patterns that students can use to write, sing, rehearse, and perform original song lyrics. This creative process helps students demonstrate their understanding of any content area while experiencing the joy of music. No musical training is necessary. Led by Kennedy Center teaching artist Stuart Stotts.

“Excellent, inspiring, doable — provides the facets that are so important to successful learning.”

5th-6th grade teacher
Please note: These two workshops are intended to be stand-alone arts-integrated lessons focused on math. Participants are welcomed and encouraged to take both, though each can be approached independently. For educators participating in both, limited in-classroom coaching opportunities will be available.

Move math concepts off the blackboard and into students’ bodies and minds through active, experiential, arts integrated teaching. Participants discover how integrating music and movement with the teaching of math makes full use of students’ aural, kinesthetic, visual, analytical, creative, and social intelligences.

Moving Through Math:
Number Concepts
Wednesday, February 5, 2014  ·  4-7pm
Recommended for Teachers of Grades 1-6
Maximum number of workshop participants: 30

In this workshop, teachers will explore the conceptual parallels between rhythmic movement and number concepts in mathematics. Participants will learn about the critical relationships in grouping and addition concepts, repeating patterns, skip counting, multiplication, division, and fractions. Led by Kennedy Center teaching artist Marcia Daft.

Moving Through Math:
Spatial and Geometric Concepts
Wednesday, March 26, 2014  ·  4-7pm
Recommended for Teachers of Grades 1-6
Maximum number of workshop participants: 30

In this workshop, teachers will explore the conceptual parallels between creative movement and spatial/geometric concepts in mathematics. Participants will learn about the critical relationships in bodyline and shape, 2-and 3-dimensional geometric shapes, slides, flips, rotations, and mirror reflection symmetry. Led by Kennedy Center teacher artist Marcia Daft.

“I will use this in my next class. I can’t wait!”
4th-5th grade teacher
Outreach Programs

**Music For Schools**

Our Music For Schools program has a free lending library of instruments intended for students who might not have an opportunity to play. Working directly with school music teachers, Music For Schools placed over 300 instruments in 35 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 Chrystie Prokopakis at 707.800.7504 or visit wellsargocenterarts.org for an application.

> “You never know how a child will respond to playing a musical instrument until he or she is given a chance.”
> 
> Tracy Sawyer, Music For Schools program

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**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, apply today!**

First come, first served. To apply for an award simply send a request to busfund@wellsargocenterarts.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.
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 Weir at 707.800.7520 or mweir@wellsfargocenterarts.org.

Artists in the Schools
Artists in the Schools connects innovative artists with classroom teachers to provide dynamic in-class mini-residencies. 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 Common Core 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 work 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 707.800.7529 or tsawyer@wellsfargocenterarts.org.
School Shows

**Sewam American Indian Dance Company**

**Tuesday, October 15, 2013 at 9:30am · 60 minutes · hoopman4.com**

History and tradition come to life in the dances and customs of the Plains Indian tribes. Sewam American Indian Dance Company (pronounced "say-wahm"), formerly Four Winds American Indian Dance Group, showcases well-known American Indian dances. Wearing traditional regalia, the dancers use 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:**
- 3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 6.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Lesson Plan Idea:**
How might culture differ between the Plains Indians and American Indians indigenous to California? Discuss.

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**Complexions Contemporary Ballet**

**Tuesday, October 22, 2013 at 9:30am · 60 minutes · complexionsdance.org**

With a groundbreaking mix of methods, styles and cultures, Complexions presents a look into modern dance, rooted in ballet, through this special lecture-demonstration-style presentation for students. With intensity and passion, and a commitment to transcending cultural and artistic boundaries, Complexions has been seen on stages around the world, as well as on the hit TV show "So You Think You Can Dance." Dance performances each tell a story, and the dancers themselves each have a story of talent, physical prowess, and determination.

**CALIFORNIA CONTENT STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**
- 7.SL.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 11-12.RH.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Lesson Plan Idea:** Students examine different dance genres, tracing their history and contemporary implementation.
“Golden Dragon Acrobats is our favorite field trip!”
2nd grade teacher, Jefferson Elementary School

GRADERS PK-12

Golden Dragon Acrobats

Thursday, October 24, 2013 at 9:30am & 11:30am · 60 minutes
goldendragonacrobats.com

Golden Dragon Acrobats combine award-winning acrobatics, traditional dance, spectacular costumes, ancient and contemporary music, and theatrical techniques to present a show of breathtaking skill and spellbinding beauty representing the best of a time honored tradition that began more than 25 centuries ago.

CALIFORNIA CONTENT STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

• 1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
• 8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Lesson Plan Idea:
Students research Chinese inventions, such as gunpowder, paper, the seismograph, matches, and the compass.

GRADERS K-6

Story Pirates

Wednesday, November 13, 2013 at 9:30am · 60 minutes · storypirates.org

Improv comedy gets an educational twist as the Story Pirates create outlandishly funny sketches and mini-musicals using wildly imaginative stories written by kids. Described as “Monty Python meets Schoolhouse Rock,” a Story Pirates performance leaves students and teachers howling in the aisles. Don’t miss the sensation sweeping the nation that showcases the importance of creative writing and imagination… especially when the audience participates in making a live, original story!

CALIFORNIA CONTENT STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

• 2.RL 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
• 4.RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Lesson Plan Idea:
Students research Chinese inventions, such as gunpowder, paper, the seismograph, matches, and the compass.

GRADERS 2-3

Story Pirates: Literature & Music

Includes three visits to your classroom!

In this hands-on project, your students will explore the elements of story and music. Working with musician and teaching artist Andrew DeVeny, students will write a class-created story and experiment with a variety of percussion instruments to enhance their tale much as the Story Pirates will do during the performance. Students will gain an understanding of the relationship between music and mood as they work together to create a one-of-a-kind collaborative class project. Plus, each class will receive a CD of its own musically emphasized story!

CALIFORNIA CONTENT STANDARDS:

• 2.SL.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
• 3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
School Shows

**GRADES 6-9**

**THE AMERICAN PLACE THEATRE’S LITERATURE TO LIFE® PRODUCTION OF**

**The Giver** by Lois Lowry

ADAPTED AND DIRECTED BY ELISE THORON

**Tuesday, December 3, 2013 · 9:30am · East Auditorium**

60 minutes with 15 minute post-show discussion · 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’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

- 6.RL.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- 7.RL.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Lesson Plan Idea:** Assign one half of the room to brainstorm principles of a perfect society and plans for implementation. Assign the other half to present arguments against these ideas. Students respond to the exercise in writing.

“This performance was incredible! I was very moved.”

6th grade teacher, River School

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**GRADES PK-4**

**Angelina Ballerina: The Musical**

by Vital Theatre Company

**Wednesday, December 4, 2013 · 9:30am · 60 minutes**

angelinaballerinathemusical.com

Angelina and her friends, Alice, Gracie, A.Z., Viki, and even their teacher, Ms. Mimi, are all aflutter because a special guest is coming to visit Camembert Academy! They’ll perform all types of dance, including hip-hop, modern, the Irish jig, and, of course, ballet, and are so excited to show off their skills to their famous visitor. Angelina is the most excited of all, but will she get the starring moment she hopes for? Based on the book series by Katharine Holabird and the CG-animated television series, “Angelina Ballerina: The Next Steps” on PBS Kids®.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

- K.RL.3: With prompting and support, identify characters, settings, and major events in a story.
- 2.RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Lesson Plan Idea:** As a class, students consider the dance styles presented in the performance. What elements were similar? What elements were different? Compare timing, footwear, props, body shapes, etc. Invite students to demonstrate movements in front of the class.
“It was all my students talked about for days—the dresses, dancing, music, etc. The parents and teachers were impressed, too!”

3rd-4th grade teacher, St. Helena Catholic School

GRADES K-12

Posada Navideña
by Compañía Mazatlán Bellas Artes

Friday, December 6, 2013 · 9:30am · 60 minutes · 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’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
• 8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
• 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Lesson Plan Idea: In groups, students choose a holiday from another culture and share their research with the class.

GRADES 1-6

Hangin’ with the Giants
by JazzReach

Tuesday, February 4, 2014 · 9:30am · 60 minutes
jazzreach.org

This delightful 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. Your students will love when the jazz greats come to life before their eyes as cartoon characters on a talk show! The fun, highly engaging presentation also features a charismatic host and live music and proves the power of jazz.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
• 4.SL.3: Identify the reasons and evidence a speaker or media source provides to support particular points.
• 6.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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
Warriors Don’t Cry
produced by The Bushnell Center for the Arts

Wednesday, February 5, 2014 · 9:30am · 65 minutes with Q&A

In 1957, the Little Rock Nine risked their lives and ended segregation at Central High School; their struggle changed the United States forever. Melba Pattillo Beals was one of those nine brave students in the center of the growing Civil Rights Movement. One actress embodies Beals’ powerful words, playing many roles as she leads the audience on an educational, emotional, and inspiring journey through a complicated time in U.S. history. Based on the multi-award-winning memoir by Dr. Melba Pattillo Beals.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

• 6.RI.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
• 8.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
• 9-10.RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Lesson Plan Idea: Students research another one of the Little Rock Nine or other pioneer in the Civil Rights Movement and assume their identity to write a journal of that time, keying into the figure’s emotional struggles and triumphs.

Happily Ever After: A Cinderella Tale
by the Pushcart Players

Tuesday, February 18, 2014 · 9:30am · 50 minutes with Q&A · pushcartplayers.org

The classic fairy tale of Cinderella is based on a legend first told more than a thousand years ago. This beloved story gets an all new spin, while still covering themes about overcoming bullying and adversity, imagination, and compassion. The importance of making good choices and being responsible for the choices we make are lessons that never grow old. This performance takes us on a wondrous journey filled with music and magic, as many zany characters take us from long, long ago to happily ever after.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

• K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
• 3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Lesson Plan Idea: How do students cope with bully behavior? Create scenario cards and ask students to discuss in groups how they would react or solve the problem.

“My students enjoyed the great singing, great acting, and talented cast of performers.”

6th grade teacher, Grant Elementary School
**Stuart Little** by Dallas Children’s Theatre

**Friday, February 21, 2014 · 9:30am · 60 minutes · dct.org**

Stuart Little tells the surprising story of a most unusual mouse who just so happens to be born into a very ordinary family. In no time at all, his life becomes a series of adventures and misadventures with a variety of colorful characters, including his best friend Margalo the bird and the not-so-friendly Snowbell, the malevolent family cat. Soon, Stuart must leave his family to help find the missing Margalo. All the charm, wisdom, and joy of E.B. White’s classic novel are brought to life as Stuart discovers the true meaning of family, loyalty, and friendship.

**CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**
• K.RL.1: With prompting and support, ask and answer questions about key details in a text.
• 2.RL.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Lesson Plan Idea:** Students discuss how they would feel if their parents adopted a new brother or sister into their family. What would be the easiest part? What would be the hardest part? How would the new family member feel?

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**ArtsPower’s production of Four Score and Seven Years Ago**

**Monday, March 3, 2014 · 9:30am · 60 minutes · artspower.org**

To young Lemuel, who escaped slavery in Georgia, life in Gettysburg is everything he dreamed it would be. But his ideas about the North and the South, as well as freedom, are challenged when he unexpectedly befriends Jacob, a young Confederate soldier. The two men may be of different races and on different sides of the Civil War, but they have much in common and plenty to teach each other about bravery and loyalty in this suspenseful musical.

**CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**
• 5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
• 7.RL.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Lesson Plan Idea:** How long is four score and seven years? What about a millennia or an epoch? Students brainstorm and define as many time delineations as possible.

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**Four Score and Seven Years Ago: Social Studies & Illustration**

**Includes three visits to your classroom!**

Working with Santa Rosa’s Charles M. Schulz Museum and Research Center, students will explore social studies through the world of animation and illustration. Students will experiment with drawing techniques and hands-on animation tools to delve into the past, gaining an understanding of how important historical events have shaped our society. Students will work in small groups with iPads to create a stop-motion film based on their own social studies curriculum, which they will preview at a special screening following the performance. Plus, each class will receive a DVD of the stop-motion films created during the project!

**CALIFORNIA’S COMMON CORE STANDARDS:**
• 4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
• 5.SL.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
**Ladysmith Black Mambazo**

**Tuesday, March 4, 2014  ·  10:30am  ·  60 minutes  ·  mambazo.com**

Ladysmith Black Mambazo is regarded as South Africa’s cultural ambassador at home and around the world. With the power of gospel and the precision of Broadway, Ladysmith Black Mambazo is the undisputed king of mbube—South African a cappella. Experience a taste of African Culture and world music at its best!

**CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**

- 2.RL.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 9-10.RH.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Lesson Plan Idea:** Discuss criteria with students and assign a written review of a contemporary world music album.

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**ADD ARTISTS IN THE SCHOOLS!**

**Ladysmith Black Mambazo: African Culture & Art**

**Includes three visits to your classroom!**

Your students will explore the culture and traditions of Africa in this three-lesson mini-residency. Working with multicultural teaching artist Judy Timmerman, students will create a dynamic work of art while learning about Africa’s diverse geography, culture, and traditions. The rich colors and textures of African folk and fine art will be the inspiration for students creating their own multimedia pieces.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- 6.SL.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 7.SL.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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**Ailey II**

**Thursday, March 6, 2014  ·  10:30am  ·  60 minutes  ·  alvinailey.org**

Join us as one of the most famous dance companies in the country returns to our stage in this unique presentation for students. Ailey II is universally renowned for merging the spirit and energy of the most talented young dancers with the passion and creative vision of today’s outstanding emerging choreographers. Part discussion, part performance, the Ailey spirit shines as this critically-acclaimed company discusses and presents a diverse repertory of timeless classics and thrilling new works, each piece telling a powerful story.

**CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**

- 7-8.RH.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 9-10.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**LESSON PLAN IDEA:** Students compare and contrast Ailey II with another dance performance from a different genre (i.e. The Nutcracker, ballet folklorico, hip hop, etc.)
Jim Henson’s Sid the Science Kid – Live!
by Mills Entertainment

Wednesday, March 12, 2014 · 9:30am · 60 minutes
millsentertainment.com

Sid, an “inquisitive youngster” uses comedy to tackle questions about basic scientific principles and why things work the way they do. Join Sid, May, Gabriela, and Gerald as they discover the excitement and curiosities of the world with your students! With mysteries to explain and wonders to discover, Sid and his friends set off on an adventure, asking curious questions and finding cool answers. Teacher Susie helps her students explore—and keeps the music flowing!—in this performance with audience interaction, cooperative problem solving, and plenty of laughs! Based on the PBS Kids® television series.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.
• 1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
• 2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LESSON PLAN IDEA: Students gather leaves from various plants outside then examine each in groups brainstorming what the plant’s flower or fruit looks like, which insects might eat the plant, or how big the plant might get.

Wizard of Oz
by American Family Theater

Tuesday, March 25, 2014 · 9:30am · 60 minutes · americanfamilytheater.com

Follow the Yellow Brick Road and explore the enchanting land over the rainbow where dreams really do come true! This original musical based on the classic 1900 children’s novel “The Wonderful Wizard of Oz” by L. Frank Baum, includes all your favorites: Dorothy, Toto, Scarecrow, Tinman and the Cowardly Lion. Of course, the Wicked Witch of the West will try to stop them from reaching the Emerald City and the notorious Wizard!

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• K.RL.2: With prompting and support, retell familiar stories, including key details.
• 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
• 3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters.

LESSON PLAN IDEA: Baum’s original novel is said to be a political commentary of the expansion of railroads in the U.S. Research this topic and discuss its plausibility as a class.

“The performance was absolutely wonderful! The children were spellbound the whole time!”
2nd grade teacher, Monroe Elementary School
Peter Pan by TheatreworksUSA

Friday, March 28, 2014  ·  9:30am  ·  60 minutes
theatreworksusa.org

Based on J.M. Barrie’s classic tale about the “boy who never grew up,” this exciting performance explores themes of friendship and family. When Peter, Wendy, John, and Michael face the villainous pirate Captain Hook, who’ll stop at nothing to defeat Peter and his crew of Lost Boys, it will take faith, hope, and a pinch of fairy dust to bring everyone safely home.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
• 2.RL.3: Describe how characters in a story respond to major events and challenges.
• 4.RL.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Lesson Plan Idea: “Second star to the right and straight on ‘til morning!” Students create a short story about where they would go if given the gift of flight.

“Your school shows are great experiences for my students.”
Kindergarten Teacher

Movies to Games, Classically Trained with Alpin Hong

Tuesday, April 15, 2014  ·  9:30am  ·  60 minutes
alpinhong.com

What’s a movie without its score? Or imagine the classic Mario Brothers game without the background music. This performance illustrates how the elements of today’s music are rooted in classical traditions. Classically trained pianist and international performer Alpin Hong invites us to explore how music from popular movies, television shows, and video games affect the listener, comparing how modern compositions connect to classical musicians from the past, using rhythm, harmony, and melody to emotionally influence the audience.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
• 5.SL.3: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
• 6.RH.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Lesson Plan Idea: Play a short scene from a film with the sound muted. Students brainstorm the mood. Then play the same scene with the sound turned on, followed by the students brainstorming the mood. Discuss the effects of the sounds.
“This performance will help my students remember the history of Ellis Island and why people came to America.”

6th grade teacher, St. John the Baptist School

**GRADERS 3-8**

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

**Tuesday, April 29, 2014 · 9:30am · 60 minutes**
americanfamilytheater.org

Reflecting the historic realities, struggles, 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’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

- 3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 6-8.RH.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Lesson Plan Idea:** Immigrants come to the U.S. via many ports! Compare and contrast the experience of immigrants coming through Ellis Island with that of those who came through Angel Island in San Francisco, from the Mexican or Canadian borders, or from Cuba.

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**
by Two Beans Productions

**Friday, May 2, 2014 · 9:30am · 60 minutes**
theatreworksusa.org

Have you ever had a really rotten day? Alexander’s day is sure looking pretty bad... He wakes up with gum in his hair, he trips on a skateboard, and then he accidentally drops his sweater in the sink—and all before breakfast! Alexander can already tell—it’s going to be a terrible, horrible, no good, very bad day! Based on the best-selling classic book by Judith Viorst, we’ll all laugh and sing along with Alexander’s misadventures in this hilarious musical, while also discovering how each of us can get through our own terrible, horrible, no good, very bad day.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:

- 1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 2.RL 3: Describe how characters in a story respond to major events and challenges.
- 3.RL.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**LESSON PLAN IDEA:** Using construction paper, pens, magazines, and imagination, students create a story book about a terrible, horrible, no good, very bad day with illustrations.
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 or 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 and take place in the Person Theater 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 for School Shows or Artists in the Schools and five (5) business days for Professional Development events. 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 donations from individuals, corporations and institutional supporters for performance activities and educational outreach to the community. We want to thank the following generous supporters to Education Through the Arts from July 1, 2012 to June 30, 2013.

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DJ & Monique Drennan
Dawn Gonzalez
Kiwanis Club of Oakmont Foundation
Helen Maldonado
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Sharon Mejia
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Pete & Sherry Swayne
Welfare League
John & Laura Whiting
Anonymous
Special thanks to those who gave in memory of Holger Gantz
IMPERIAL!

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 for School Shows or Artists in the Schools and five (5) business days for Professional Development events. 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. Confirmation arrives by mail! Thank you!

School: _______ Grade Level: _______
Teacher Name(s): _______
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City: _______ Zip: _______ Email: _______
Phone (day): _______ Fax: _______

STEP 2

School Shows

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TOTAL SEATS

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TOTAL PRICE $FREE! $FREE!

TOTAL DUE FOR SCHOOL SHOWS $FREE!

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.

STEP 3

Artists in the Schools

<table>
<thead>
<tr>
<th>Grades</th>
<th>Students Regular</th>
<th>Students Nat’L Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEATS

<table>
<thead>
<tr>
<th>PRICE EACH</th>
<th>x $5.00</th>
<th>x $4.00</th>
</tr>
</thead>
</table>

TOTAL PRICE $FREE! $FREE!

TOTAL DUE FOR AIS $FREE!

Please fax or mail form to: Education Through the Arts · 50 Mark West Springs Rd. · Santa Rosa, CA 95403 · Fax 707.546.7020 · Phone 707.800.7520

Please make a copy of this order form for your records · On Sale August 12 at 9:00am

STEP 4

Professional Development

<table>
<thead>
<tr>
<th>Grades</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Seats</th>
<th>Price Each</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-8</td>
<td>Tu</td>
<td>10/8/13</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>2-5</td>
<td>W</td>
<td>11/13/13</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>1-6</td>
<td>W</td>
<td>2/5/14</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>1-6</td>
<td>W</td>
<td>3/26/14</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
</tbody>
</table>

TOTAL DUE FOR PROFESSIONAL DEVELOPMENT $FREE!

STEP 5

Payment

Due 30 days from receipt of order.

School Shows $ |
Artists in the Schools $ |
Professional Development $ |

GRAND TOTAL $|

STEP 6

Special Needs

Please indicate #

- Wheelchair
- Visually Impaired
- Hearing Impaired
- Other (explain)

Signature

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