Education Through the Arts
2014-15 School Year
We’re thrilled to offer you exciting programs that support core curriculum using a method that stirs creativity and actually improves performance: the arts! At Wells Fargo Center for the Arts, we 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 into 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 three dynamic—and, dare we divulge, fun—professional development workshops and Summer Intensive 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 the Bus Fund or Music For Schools contact Chrystie Prokopakis, Programming Coordinator, at 707.800.7504 or cprokopakis@wellsfargocenterarts.org.

For information about Professional Development, Artists in the Schools, 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 | 2014-15 School Year

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<th>School Shows</th>
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Professional Development: Educator Workshops & Courses

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* AIS: Artists in the Schools program available for selected grades. See page 7, or pages listed, for more details.

Welcome Back!
Professional Development

Professional Development: Tools for Teachers
Keep learning active and engaging tools for you and your students with these participatory workshops and Summer Intensive which integrate the arts into regular classroom curriculum. Teachers, specialists, teaching artists, and school administrators alike will gain practical, hands-on skills to immediately apply in the classroom. These workshops and Summer Intensive 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!

Workshops

Reading Art Across the Curriculum: Observe, Infer, Inquire.
Wednesday, November 12, 2014 · 4 – 7pm
Recommended for educators of grades 2-8 · Maximum number of participants: 35 · $25/person
Common Core Standards expand the definition of what text is. Visual art is a text that students of all reading abilities can access. This workshop introduces the language of visual art so that teachers feel confident looking, thinking, and talking about art with their students. Participants join Melanie Rick, Kennedy Center teaching artist, arts integration consultant, and certified reading specialist, to learn about resources for building a library of images that can be used to efficiently build background knowledge, teach content, generate points of inquiry for research, and assess understandings in social studies, science, and reading.
Connects to the School Show Posada Navideña; see page 10.

Poetry Off the Page
Wednesday, January 21, 2015 · 4 – 7pm
Recommended for educators of grades 5-8 · Maximum number of participants: 40 · $25/person
Experience poetry coming to life! Join Kennedy Center teaching artist Glenis Redmond, a performance poet from North Carolina, to learn ways to help older elementary to high school students use brainstorming, imagery, and layering to write powerful and effective poems. Clear and easy poetic structures and formats empower students to expand their imaginations and to cross creative boundaries. Participants will examine ways to involve students in memorizing and performing their poems to further communicate the written word with appropriate voice projection, physical stance and gesture.
Connects to the School Show The Mayhem Poets; see page 14.

Developing Concentration and Cooperation Skills Through Drama
Wednesday, March 4, 2015 · 4 – 7pm
Recommended for educators of grades 2-6 · Maximum number of participants: 25 · $25/person
From approaches such as circle time to morning meetings, teachers are in search of ways to build a mutually supportive community with their students. In this workshop, Kassie Misiewicz, Kennedy Center teaching artist, shares strategies to incorporate drama improvisation games into the classroom to strengthen students’ development of concentration and cooperation, which are identified as critical 21st century work skills. Common Core Standards for speaking and listening will be woven into this engaging three-hour workshop.
Connects to the School Show Laura Ingalls Wilder; see page 13.

Summer Intensive

Moving Through Math:
Integrating Mathematics with Rhythm, Movement, and the Imagination
Monday, August 3, 2015 through Wednesday, August 5, 2015 · Daily, 9am – 3pm
Recommended for educators of grades 2-6 and Math Specialists · Maximum number of participants: 45 · $150 plus $50 supply fee
Participants must attend all three days

Moving Through Math is an arts-integrated approach to teaching mathematics. Students make connections between mathematics and music, creative movement, spatial reasoning, and language. Discover how to help children create, communicate, and collaborate with others as they develop their mathematical thinking.

Many students memorize skip counting series (i.e. “2, 4, 6, 8...”) without mastering a conceptual understanding of skip counting. And many students memorize the times tables (i.e. “2 x 5 = 10” and “5 x 2 = 10”), yet fail to master a conceptual understanding of multiplication. Without this critical conceptual understanding, students have no foundation upon which to build further math skills. This is the reason many students struggle with coin value, factors and multiples, and fractions.

In this three-day course, explore how patterns lay the fundamental building blocks of music, dance, and mathematics. When students perform rhythm and movement patterns, logical thinking comes to life! Students can see, hear, and feel how patterns, repeated addition, skip counting, and multiplication are all related strategies based on multiplying equal groups. Through this process, educators will discover how to help students move past conditioned memorizing to understanding the foundations of multiplying and dividing.

This Intensive addresses grade 2-6 Common Core Standards emphasizing:
• Math Practice 3: Use Language to describe, compare, and contrast your mathematical thinking
• Math Practice 4: Use Models to physically represent your mathematical thinking
• Math Practice 6: Attend to Precision
• Math Practice 7: Look for and make use of structure
• Math Practice 8: Look for and express regularity in repeated reasoning

Marcia Daft is a Kennedy Center teaching artist and the founder of Moving Through Math, an arts-based approach to teaching pre-school and elementary mathematics.

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

707.527.7006 | Download Study Guides at wellsfargocenterarts.org
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 31 schools last year. In addition, classroom teachers may take advantage of our Griff Instruments, curriculum materials, music packs, percussion sets, parachute, and tone chimes.

For more information, please contact Chrystle Prokopakis at 707.800.7504 or cprokopakis@wellsfargocenterarts.org for an application.

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, we invite you to tour the campus.

Student artwork rotates quarterly. For more information on exhibiting your students’ artwork, contact Tracy Sawyer at 707.800.7529 or tsawyer@wellsfargocenterarts.org.

The Evert Person 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 350 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.

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<td>$75 Award</td>
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<td>$100 Award</td>
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*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@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. For more information, please contact Chrystle Prokopakis at 707.800.7504 or cprokopakis@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 the arts.

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 with your students. Use our order form located on the last page of this brochure. Availability is limited, so please sign up today!

For information on Artists in the Schools, contact Tracy Sawyer at 707.800.7529 or tsawyer@wellsfargocenterarts.org.

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.

“In the past, there were times I wasn’t on the right path, but music has taught me how to be better at everything... Music For Schools gives kids like us the chance to have music in our lives.” —Luis Lopez, Elsie Allen HS Senior

“It’s thrilling to see the kids excited about going to the theater and be a part of helping them have a deeper appreciation for the arts.” —Set the Stage docent

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, we invite you to tour the campus.

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

**Schoolhouse Rock Live!** by Childsplay

Friday, October 10, 2014 · 9:30am · 60 minutes · childsplayaz.org

Based on the hit Saturday morning cartoon series, this pop culture phenomenon that taught history, grammar, math, and more epidemizes onto the stage with songs updated for a whole new generation! Academic subjects come to life when presented through megahits like “Conjunction Junction,” “Just a Bill,” “Interplanet Janet,” or “Three is a Magic Number.”

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

- **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.
- **5.RI.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Lesson Plan Idea:** In groups, students use the music from a popular song and rewrite the lyrics to connect to and invovigate a topic in science or history and present their work to the class.

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**The Very Hungry Caterpillar & Other Eric Carle Favorites**

by Mermaid Theatre of Nova Scotia

Friday, October 24, 2014 · 9:30am · 60 minutes · mermaidtheatre.ca

The wonderful story of The Very Hungry Caterpillar’s metamorphosis into a beautiful butterfly: the fanciful account of Little Cloud’s travels through the sky, and the Mixed-Up Chameleon’s discovery of his own unique nature are all brought to life with imaginative large-scale puppetry. Based on Eric Carle’s famous works, this performance looks like a page right out of his books!

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

- **K.RL.3:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **1.RL.3:** Describe characters, settings, and major events in a story, using key details.
- **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.

**Lesson Plan Idea:** Students create their own simple illustrations while listening to Eric Carle books read aloud to the class.

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**Thomas Edison: The Wizard of Menlo Park**

by TheatreworksUSA

Tuesday, November 4, 2014 · 9:30am · 60 minutes · theatreworkusa.org

Meet the greatest inventor of all time in this interactive one-man production about a true American icon. Learn about Edison’s early years and follow his life story as audience members are invited to recreate pivotal moments of invention. Plus we’ll experience the connection between science, history, and everyday life from Edison’s own life lessons.

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

- **3.RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **5.RI.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Lesson Plan Idea:** Students research Thomas Edison’s many inventions in groups and create 3D models from card stock, clay, plastic, or other materials.

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**Wild Kingdon, 2014 School Year**

**Wild Kingdom: Science & Visual Art**

Includes three visits to your classroom plus a special tour at Safari West!

Partnering with Safari West and visual artist Judy Timmerman, your students will explore wildlife and visual art during this hands-on project. After the performance, this mini-residency kicks off with a special guided tour at Safari West. Here, students will become wildlife advocates as they encounter a variety of animals. They will consider shapes, patterns, and colors which enable animals to survive in nature and then will connect these to an art project completed in the classroom.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **2.W.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **3.RL.3:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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**Peter Gros of Mutual of Omaha’s Wild Kingdom**

by Peter Gros

Friday, November 7, 2014 · 9:30am · 60 minutes · petergros.com

Peter Gros, former co-host and current ambassador of Mutual of Omaha’s Wild Kingdom—currently airing on Animal Planet—shares our exciting world of animals, his travel experiences, and his timeless tales. He highlights his many adventures with a mix of video clips and inspirational stories while introducing friendly, exotic animals to the audience, teaching about the importance of conservation.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **1.RL.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **2.R.I.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **6.RI.3:** Compare and contrast two or more descriptions of events or the same event written in different ways.

**Lesson Plan Idea:** Students create a unique symphony of animal sounds using their own voices and bodies to make the roars, hisses, and calls combining them into a song using recording devices.

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**Eric Carle Favorites**

by TheatreworksUSA

Friday, November 28, 2014 · 9:30am · 60 minutes · petergros.com

Peter Gros, former co-host and current ambassador of Mutual of Omaha’s Wild Kingdom—currently airing on Animal Planet—shares our exciting world of animals, his travel experiences, and his timeless tales. He highlights his many adventures with a mix of video clips and inspirational stories while introducing friendly, exotic animals to the audience, teaching about the importance of conservation.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **1.RL.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **2.R.I.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **6.RI.3:** Compare and contrast two or more descriptions of events or the same event written in different ways.

**Lesson Plan Idea:** Students create a unique symphony of animal sounds using their own voices and bodies to make the roars, hisses, and calls combining them into a song using recording devices.

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**Thomas Edison: Illustration & Innovation**

Includes three visits to your classroom!

It is said that “necessity is the mother of invention.” Working with the Charles M. Schulz Museum and Research Center, students will explore inventions with their social studies units as the backdrop. Students will consider how history drove innovation, as needs were met with new solutions, adaptations, and inventions. Students will work in small groups with iPads to create a stop-motion film based on the inventors and innovations embedded in their social studies curriculum, which they will view at a special screening following the performance of Thomas Edison: The Wizard of Menlo Park. Plus, each class will receive a DVD of the stop-motion films created during the performance.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **4.SL.4.a:** Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
- **5.SL.6:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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**Safari West**

**Wild Kingdom Safari West**

Includes three visits to your classroom plus a guided tour at Safari West!

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **2.R.I.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **6.RI.3:** Compare and contrast two or more descriptions of events or the same event written in different ways.

**Lesson Plan Idea:** Students will become wildlife advocates as they encounter a variety of animals. They will consider shapes, patterns, and colors which enable animals to survive in nature and then will connect these to an art project completed in the classroom.

**Note:** California’s Common Core Standards will be listed in the following manner: Grade(s) · Core Topic · Standard Number

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**Wild Kingdon, 2014 School Year**

**Wild Kingdom: Science & Visual Art**

Includes three visits to your classroom plus a special tour at Safari West!

Partnering with Safari West and visual artist Judy Timmerman, your students will explore wildlife and visual art during this hands-on project. After the performance, this mini-residency kicks off with a special guided tour at Safari West. Here, students will become wildlife advocates as they encounter a variety of animals. They will consider shapes, patterns, and colors which enable animals to survive in nature and then will connect these to an art project completed in the classroom.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- **2.W.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **3.RL.3:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
School Shows

**GRADES 7-12**

**YOUNG AUDIENCES OF NEW YORK’S LITERATURE TO LIFE® PRODUCTION OF THE SECRET LIFE OF BEES by Sue Monk Kidd**

Adapted and Directed by Wynn Handman

Performed by Denise Wilbanks

Tuesday, December 2, 2014 · 9:30am · East Auditorium

60 minutes plus 15-minute post-show discussion · americaplacetheatre.org

This stage adaptation features vibrant 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’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:**

• 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.

9-12.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.

11-12.RL.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

Lesson Plan Idea: Discuss the significance of the title. How are bees a metaphor for the story? What other symbolism is evident in this novel?

**“This performance taught students to speak their minds, trust their emotions, and question injustice.”**

—Teacher, The Young School

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**GRADES K-12**

**Posada Navideña by Compañía Mazatlán Bellas Artes**

Friday, December 19, 2014 · 9:30am · 60 minutes · imba.com

Féliz Navidad! ‘Tis the season to celebrate the folkloric dance and music traditions of Mexico with a rainbow of shimmering color on stage,¡Feliz Navidad! ‘Tis the season to celebrate the folkloric dance and music traditions of Mexico with a

**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.

5.RL.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

• 9-10.RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.

**“All my students realized that it took a lot of hard work and practice to be able to achieve those feats.”**

—1st-2nd grade teacher, Monte Rio Union Elementary School

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**GRADES 7-12**

**River North Dance Chicago**

“Street Beat: Dance Through the Decades”

**Thursday, January 22, 2015 · 9:30am and 11:30am**

60 minutes · rivernorthchicago.com

Show students that dance is about expression and social-historical constructs through the creation of a beautiful form. This highly acclaimed student performance teaches students about the historical and social conditions of the 20th century and how cultural underpinnings influenced dance. Each decade, from the roaring 1920s to the hip-hop ‘90s, is introduced with a narrative about major events, historical figures, fashion, and popular music.

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

• 7.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.

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.

11-12.RH.6: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Lesson Plan Idea: How does dance tie into health and exercise? How does the expectation of a professional dancer’s health and body compare with other professional athletes in our culture? Discuss.
School Shows

**GRADES 7-12**

**Young Audiences of New York’s Literature to Life: Production of Incidents in the Life of Slave Girl by Harriet Jacobs**

Adapted and Directed by Wynn Handman

Performed by Cherita Armstrong

Tuesday, February 3, 2015 · 9:30am · East Auditorium

60 minutes plus 15-minute post-show discussion · americanplacetheatre.org

Offer your students a connection to African American History Month with this stage adaptation that features verbatim portions of the critically acclaimed memoir. This solo performance illuminates the traumas of slavery, particularly for women and children, including the author’s account of the seven years she spent hiding in her grandmother’s attic. This powerful performance explores themes such as social institutions, resilience and survival.

**California’s Common Core Standards Easily Applied in Your Classroom:**

- **8.RI.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a text, to advance that point of view or purpose.
- **6.RI.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.
- **6.RI.7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

**Lesson Plan Idea:** In groups, students listen to a variety of music within a particular genre, i.e. rap, classical, bluegrass, rock ‘n’ roll, techno, gospel, etc. and identify themes within each and share with the class. Explore similarities and influences between genres as a class.

“After the performance, my students spoke about the struggles of slaves.”

—9th-12th grade teacher, Valley of the Moon Children’s Home

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**GRADES 1-5**

**Super Scientific Circus**

Tuesday, February 10, 2015 · 9:30am · 60 minutes · superscientificcircus.com

Super Scientific Circus uses circus skills and magic tricks to explain scientific principles. With boomerangs, bubbles and bullwhips, rolling globes, spinning plates and students floating in mid-air, Super Scientific Circus demonstrates and explains complex scientific principles, ranging from friction and inertia to static electricity and magnetism.

**California’s Common Core Standards Easily Applied in Your Classroom:**

- **5.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.
- **4.RI.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Lesson Plan Idea:** Using balloons, students experiment with weight and water. Filled with air, the balloon floats atop the water; filled with water, the balloon becomes a submarine. Discuss.

“We will be making boomerangs, playing with bubbles, and experimenting with gravity.”

—3rd-4th grade teacher, Foothills Adventist Elementary

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**GRADES K-4**

**Linda Tillery & the Cultural Heritage Choir**

Wednesday, February 11, 2015 · 9:30am · 60 minutes

This Grammy®-nominated, percussion driven vocal ensemble’s mission is to help preserve and share the rich musical traditions of African American roots music. Their sound blends the deep South and the group’s own West African and Caribbean origins. In this special presentation for students, the audience will participate in making rhythms, singing, and clapping to the beat. The Cultural Heritage Choir is known for teaching audiences how to approach singing with the ears, the eyes, and the heart.

**California’s Common Core Standards Easily Applied in Your Classroom:**

- **4.RL.2:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **6.RI.3:** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Lesson Plan Idea:** Students compare photos from the late-1800s Sonoma County to what they described.

“Three days later and my students are still talking about the show.”

—2nd grade teacher, Cinnabar Elementary School

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**GRADES 2-6**

**Laura Ingalls Wilder by ArtsPower**

Tuesday, February 24, 2015 · 9:30am · 60 minutes · artspower.org

Laura and her family travel across the unsettled frontier of the late-1800s north America in search of a “little house” to call home. Facing daunting obstacles such as scarlet fever and eviction from their land, their pioneering spirit and family bonds are tested, but never broken. This uplifting true life story of one of America’s most beloved authors turns from page to stage in this musical journey.

**California’s Common Core Standards Easily Applied in Your Classroom:**

- **5.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:** Students compare photos from the late-1800s Sonoma County to what they know today in a “then and now” exercise.

“We will be making boomerangs, playing with bubbles, and experimenting with gravity.”

—3rd-4th grade teacher, Foothills Adventist Elementary

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**Note:** California’s Common Core Standards will be listed in the following manner: Grade(s) · Core Topic · Standard Number
GRADES 6-12
The Mayhem Poets
Thursday, February 26, 2015 · 9:30am · 60 minutes · mayhempoets.com

The Mayhem Poets are among the nation’s best spoken-word performers. And they are on a mission to change how society thinks about poetry with a unique, rhythmic style of spoken-word theatre. They’ll perform contemporary spoken-word poetry, using the vehicle of spoken word poetry to reveal truths on contemporary issues.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 9-10.RL.1: Cite several pieces of text evidence that supports each new meaning or idea contributed by poetry.
• 9-10.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.RL.6: Determine an author’s point of view or purpose in a text in which the narrative is told from inside the mind of a character.

Lesson Plan Idea: Students consider the everyday use of simile and metaphor, comparing common language usage with similes and metaphors in poetry.

GRADES 6-8
The Mayhem Poets: Spoken Word & Contemporary Culture
Includes three visits to your classroom!

Working with California Poets in the Schools spoken word artist Christina Perez, your students will learn how to compose an original performance piece. Using creative writing prompts and activities, students will learn techniques to write, memorize, and perform their work. They will consider contemporary issues through the vehicle of spoken word poetry and find their own unique voices in the process. Students will be empowered by the importance of their individual perspectives and gain confidence expressing them through the platform of spoken word.

CALIFORNIA’S COMMON CORE STANDARDS:
• 6.W.1.a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• 6.W.4.a: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GRADES K-4
Junie B. Jones by TheatreworksUSA
Friday, February 27, 2015 · 9:30am · 60 minutes · theatreworksusa.org

“Hubie had a perfect new teacher. Plus we’ll see adaptations of Dogzilla about a silly dog that threatens to ruin a barbecue cook-off in Moustrapolis, Grumpy Bird who uses a little exercise and companionship to shake his bad mood, I Want My Hat Back about a bear who loses his hat and asks his animal friends for help; Lily's Purple Plastic Purse about a girl who has her treasured accessory confiscated, Love Split from the Split the Cat series where Split gives a Valentine to a special someone; and The Grasshopper and the Ant based on Aesop’s classic fable about an ant so focused on work and possessions, until he learns valuable life lessons from the musical little grasshopper.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 4.RL.5: Describe the overall structure of a story, including describing how a story is introduced, organized, and climaxed.
• 4.RL.9: Identify how an author uses a particular structure to develop theme or a story’s message.

Lesson Plan Idea: Junie B. Jones believes recycling is important. Discuss students’ recycling experiences in the classroom and at home, and suggest more ways to recycle and reduce.

GRADES 6-12
Ed Metzger in Close Encounters with Einstein
Tuesday, March 3, 2015 · 9:30am

An exciting new musical revue based on favorite children’s books, headlined by The Teacher from the Black Lagoon where we’ll follow Hubie’s imagination as he faces his comically horrific fears and discovers that his new teacher is pleasantly human after all. Plus we’ll see adaptations of Dogzilla about a silly dog that threatens to ruin a barbecue cook-off in Moustrapolis, Grumpy Bird who uses a little exercise and companionship to shake his bad mood, I Want My Hat Back about a bear who loses his hat and asks his animal friends for help; Lily's Purple Plastic Purse about a girl who has her treasured accessory confiscated, Love Split from the Split the Cat series where Split gives a Valentine to a special someone; and The Grasshopper and the Ant based on Aesop’s classic fable about an ant so focused on work and possessions, until he learns valuable life lessons from the musical little grasshopper.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 6.RL.9.a: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
• 9-10.RL.10.a: Identify how a character develops over the course of a story or a series of related events, responding to the how and why they develop.

Lesson Plan Idea: Students research a fable or fairytale and illustrate the story.

The Teacher from the Black Lagoon & Other Story Books by TheatreworksUSA
Thursday, March 19, 2015 · 9:30am

Explore the wonders of science, math, technology, and engineering from the perspective of one of our world’s greatest thinkers, Albert Einstein. Metzger has portrayed this genius since 1973 at major theaters throughout the country and has appeared in such films and television shows as The Curious Case of Benjamin Button, Everybody Hates Chris, and Dog Day Afternoon. He is the only actor to have the Einstein family’s official endorsement. This interactive, stimulating and innovative performance will increase students’ ability to absorb abstract concepts. By following Einstein’s path to The Theory of Relativity, spark students’ imagination while nurturing scientific reasoning.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 6.RL.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).
• 7.RL.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., through examples or anecdotes).

Lesson Plan Idea: History, science, and technology are inherently linked. Create one timeline which notes major historical events, scientific discoveries, and technological advancements. Discuss their relationships with one another.

“The wonderful message of this show was summed up in one word: curiosity. Curiosity is the motivational force behind all discoveries.” —9th-12th grade teacher, Nueva Vista High School

GRADES K-4
Lilly’s Purple Plastic Purse by TheatreworksUSA
Thursday, March 19, 2015 · 9:30am

An exciting new musical revue based on favorite children’s books, headlined by The Teacher from the Black Lagoon where we’ll follow Hubie’s imagination as he faces his comically horrific fears and discovers that his new teacher is pleasantly human after all. Plus we’ll see adaptations of Dogzilla about a silly dog that threatens to ruin a barbecue cook-off in Moustrapolis, Grumpy Bird who uses a little exercise and companionship to shake his bad mood, I Want My Hat Back about a bear who loses his hat and asks his animal friends for help; Lily's Purple Plastic Purse about a girl who has her treasured accessory confiscated, Love Split from the Split the Cat series where Split gives a Valentine to a special someone; and The Grasshopper and the Ant based on Aesop’s classic fable about an ant so focused on work and possessions, until he learns valuable life lessons from the musical little grasshopper.

CALIFORNIA’S COMMON CORE STANDARDS EASILY APPLIED IN YOUR CLASSROOM:
• 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: Junie B. Jones believes recycling is important. Discuss students’ recycling experiences in the classroom and at home, and suggest more ways to recycle and reduce.

Education Through the Arts | 2014-15 School Year
707.527.7006 | Download Study Guides at wellsforgcenterarts.org
School Shows

**GRADES 2-6**

**DINO Light** by CORBIAN Visual Arts and Dance in collaboration with Lightwire Theater

**Tuesday, April 14, 2015 • 9:30am • 60 minutes**

lightwiretheater.com

Featured on America’s Got Talent, this performance showcases a world of glow-in-the-dark characters created out of neon light. A lonely scientist creates a friendly dinosaur named Darwin and sends him out into the world to discover the “evolution of love.” Growing worried, the scientist goes looking for his creation and gets caught up in the adventure! Unique and visually dazzling, DINO Light has been praised for its cutting-edge blend of puppetry, technology, and dance by audiences all over the world.

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

- 3.RL.7: Explain how specific aspects of a text’s illustrations contribute to its meaning (e.g., a character's thoughts, words, or actions).

**Lesson Plan Idea:** Students use glow-in-the-dark paint to illustrate their own dinosaur creations on black paper, culminating in a classroom exhibition with all the lights off.

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**GRADES 2-8**

**Repurposed Percussion by Street Beat**

**Tuesday, April 21, 2015 • 9:30am • 60 minutes • streetbeattheshow.com**

This drumming duo creates their instruments from reused materials, proving that music and creativity know no bounds in this high-energy explosion of urban rhythm and uplifting, inspiring performance. Students will learn the fundamentals of percussion and discover how combining low and high pitch produces more interesting music. This performance brings the elements of music, rhythm, and academic focus together for your students while also showcasing the importance of reusing resources.

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

- 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 4.RL.5: Identify the reasons and evidence a speaker or media source provides to support particular points.
- 4.R.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Lesson Plan Idea:** Students create percussive composition using body parts or found items for instruments as a class or in small groups.

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**GRADES K-4**

**Fancy Nancy The Musical** by Vital Theatre Company

**Tuesday, April 28, 2015 • 9:30am • 60 minutes**

vitaltheatre.org

Nancy and her friends are performing in their very first show, “Deep Sea Dances.” When another girl wins the coveted role of the mermaid, Nancy is stuck playing a dreary, dull tree. Can she bring fancy flair to her role, even though it isn’t the one she wanted? Find out in this fun-filled musical based on the books by Jane O’Connor.

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

- 3.L.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 4.R.6: Describe how characters in a story respond to major events and challenges.

**Lesson Plan Idea:** Students consider how they coped when they didn’t get something they really wanted. Discuss as a group or ask students to write their accounts.

---

**GRADES PK-3**

**Click, Clack, Moo** by TheatreworksUSA

**Monday, May 4, 2015 • 9:30am • 60 minutes**

theatreworksusa.org

When Farmer Brown declares his farm a “tech-free zone” and stores his visiting granddaughter’s laptop in the barn, soon the shivering cows use her computer to type messages requesting blankets. When they are denied, the cows go on strike! And the chickens join in! No blankets means no milk and no eggs! Will Farmer Brown give in to the animals’ demands? Find out in a hilariously “moooo-ving” musical about solidarity, negotiation, and compromise, based on the Caldecott Honor Book by Doreen Cronin and Betsy Lewin.

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

- K.R.2: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 2.R.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Lesson Plan Idea:** Students write a letter from a pet’s perspective addressed to its owner—it can be their own pet or an imaginary one!

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“My students loved the music and the comedy between the performers.”

—4th grade teacher, Thomas Page Academy

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Education Through the Arts | 2014-15 School Year

707.527.7006 | Download Study Guides at wellsfargocenterarts.org

**ADD ARTISTS IN THE CLASSROOM!**

**Repurposed Percussion: Music & The Science of Sound**

Includes three visits to your classroom!

Working with local teaching artist and musician Andrew DeVeny, students will investigate the science of sound and explore the properties of rhythm. Your students will examine how different materials carry, magnify and suppress sound according to their unique scientific properties while experimenting with a variety of objects and materials. Students will work together to write an original class-created percussion piece with lyrics and, following the project, each student will receive a CD of the music created during the project.

**CALIFORNIA’S COMMON CORE STANDARDS:**

- 3.SL.2: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 4.R.6: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
**Policies**

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

- Intended for school groups of 10 or more. One adult per 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!**

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**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, 2013 to June 30, 2014.

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A special thanks for the very generous support that established this year’s **Evert Person ArtReach** and **Evert Person Bus Fund** programs.

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**WELLS FARGO CENTER FOR THE ARTS 2014-2015 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 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 phone orders, please. Confirmation arrives by mail. Thank you!

- **School**:
- **Teacher Name(s)**:
- **School**:
- **Grade Level**:
- **Billing Address**:
- **City**:
- **State**:
- **Phone**:
- **Fax**:

**STEP 2**

**School Shows**

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**artists in the Schools**

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<th>Half Lunch</th>
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<th>TOTAL DUE FOR SCHOOL SHOWS</th>
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**STEP 3**

**Professional Development**

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**STEP 4**

**PAYMENT**

- **Check**
- **Purchase order**
- **Credit Card**
  - **Visa**
  - **Master Card**
  - **American Express**
  - **Discover**

**STEP 5**

**Order Form**

**On Sale August 13 at 9:00am**

**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.

**STEP 6**

**Special Needs**

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

**Total**

**School Shows**

- **STEPS 1, 2, 3, 4, 5**

**Summer Intensive**

- **Cooperation Skills Through Drama**
- **Developing Concentration and Cooperation Skills Through Drama**
- **Posada Navideña**
- **River North Dance Chicago**
- **The Peking Acrobats®**
- **The Secret Life of Bees**
- **The Voice of the Prophet**
- **Other Story Books**
- **Super Scientific Circus**
- **The Wizard of Menlo Park**
- **Incidents in the Life of Slave Girl**
- **In the Company of Giants**
- **The Secret World of}