Welcome Back!

It’s a new school year and new shows and projects are right at your fingertips! We’re thrilled to offer you exciting programs that support core subjects using a subject that stirs creativity and actually improves performance: the arts. Wells Fargo Center for the Arts offers many methods to integrate the arts into your lesson plans, whether you’re looking to add a small dose of the performing arts to your curriculum or wanting to delve deeper into true arts integration—we have something for every school, teacher, and student. Just imagine what an arts-inspired lesson plan will do for your classroom!

Our innovative programs serve every grade level, while tying in to your curriculum and meeting California Content Standards. Study guides for our School Shows and Artists in the Schools programs are available on our website. Set the Stage has dutiful docents ready to visit your class to help your students prepare for their trip to the theater. Music For Schools is brimming with free instruments and resource materials for your classroom, all available for loan. We also have four outstanding professional development workshops for teachers that are invaluable and—dare we divulge—fun, too. 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, Bus Fund, School Shows (including payments or seating), and general questions, contact Melanie Weir, Education & Family Programs Manager at 707.527.7006, ext. 119 or melaniew@wellsfargocenterarts.org.

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

For any information not listed above, contact Jessica Greenberg, Programming Assistant at 707.527.7006, ext. 113 or jessicag@wellsfargocentarts.org.
# Education Through the Arts

**School Year 2012 - 2013**

## School Shows

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<th>School Shows</th>
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## Professional Development: Teacher Workshops

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

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

*Download study guides at wellsfargocenterarts.org*
Professional Development:
Tools for Teachers

A workshop on integrating the arts into teaching all subjects is an invigorating way to keep learning active and engaging for yourself and your students. Teachers and teaching artists will gain practical, hands-on skills to immediately apply in the classroom. It is also a wonderful opportunity to network with other teachers! In addition, we offer select classroom modeling opportunities by arrangement. CEUs are available. Space is limited; reserve your spot today!

Stories of Us: Exploring Oral Histories Through Drama
Tuesday, October 2, 2012 from 4 – 7pm
For Teachers of Grades 4-8
Maximum number of workshop participants: 30

Collecting oral histories from community members can enrich students’ understanding of community, culture, and historical events. When students explore oral histories by building dramatic scenes, they not only broaden their understanding of history, they increase their comprehension of story structure and sequence, and develop skills for interpreting and communicating stories. In this two-session workshop, participants examine how to help students collect and interpret oral histories and then create simple dramatic scenes that bring the oral histories to life. Led by Kennedy Center teaching artist Daniel Kelin.

Math In Action
Thursday, November 8, 2012 from 4 – 7pm
For teachers of K – 5
Maximum number of workshop participants: 35

Many math concepts can seem dry to students as does memorizing the division algorithm. Bring math to life for them! As you explore the dance concepts of shape, pathway and direction in tandem with long division, comparison of fractions and decimals, greater than/less than, angles, and repeating patterns you’ll experience how to make math a living reality your students will be able to remember and use. Join Seattle dance educator and Kennedy Center teaching artist Eric Johnson for these easy-to-implement lessons that you’ll want to take right back to school.

“Fun and useful to be able to do right away with students.”
– 5th-6th grade teacher
Professional Development: Tools for Teachers

Reading Portraits as Biographies
Wednesday, January 23, 2013 from 4 - 7pm
For Teachers of Grades 1 – 5
Maximum number of participants: 30

There’s more to a portrait than you might think. Portraits are often viewed as a mere depiction of a person when in actuality they are a visual text that can be read as biographies that communicate significant information about a person’s life. This engaging workshop teaches how to help students build background knowledge. Teachers can apply this strategy to teaching historical and literary figures across the curriculum. Developed by Kennedy Center teaching artist Melanie Layne and led by teaching artist Paige Whelan.

A Powerful Connection: Music and Poetry
Thursday, March 7, 2013 from 4 – 7pm
For Teachers of Grades 3 – 6
Maximum number of participants: 30

Music has great potential for helping students comprehend, respond to, and interpret poetry. In this workshop, teachers examine a process for integrating music and poetry in the classroom by exploring their natural connections. Participants learn ways to help students use musical instruments, voice, and body movement to explore elements of music (such as dynamics, tempi, and timbre) and then apply their understandings to create a musical composition for a poem. The artistic process of composing music for a poem will draw on essential reading comprehension strategies and result in a powerful and personal learning experience. No previous musical training is necessary. Led by Kennedy Center teaching artist Deborah Sunya Moore.

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

Download study guides at wellsfcocenterarts.org
**Outreach Programs**

**Music For Schools**

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

For more information, please contact Tracy Sawyer at 707.527.7006, ext. 154 or visit wellsfgocenterarts.org for an application.

**Bus Fund**

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

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

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

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

Funds are limited, apply today!

First come, first served. To apply for an award simply send a request to busfund@wellsfgocenterarts.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.

The Bus Fund is made possible by a generous contribution made in memory of Evert Person.
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 707.527.7006, ext. 119 or melaniew@wellsfargocenterarts.org.

Artists in the Schools

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

Art Exhibits

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

Student artwork rotates quarterly. For more information on exhibiting your students’ artwork, contact Tracy Sawyer at 707.527.7006, ext. 154 or tracys@wellsfargocenterarts.org.
School Shows

Note: California Content Standards will be listed in the following manner:
Grade(s). Subject (first 2 letters). Subject Emphasis (first 2 letters; where applicable). Standard Number (where applicable).

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

Grades PK-3

Clifford the Big Red Dog™ – Live! by Mills Entertainment
Tuesday, October 30, 2012 at 9:30am
60 minutes • www.scholastic.com

The Big Red Dog is celebrating his 50th anniversary in this all-new musical. Based on the series by Norman Birdwell, see Clifford and his friends Emily Elizabeth, Cleo, and T-Bone come to life on stage with lots of laughs, singing, and dancing! Share in loved stories and embark on new adventures, learning the importance of respect, sharing, honesty, and friendship. With memorable songs and choreography, there’s even more of this Big Red Dog to love!

California Content Standards easily applied in your classroom:

- K.H.K.1.1: Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- 2.EL.1.3: Paraphrase information that has been shared orally by others.

LESSON PLAN IDEA: Clifford is one giant pup! What would happen if your students woke to find their own overgrown pet? Students write or draw a story describing the fun and follies.

Grades K-6

Journeys to the Past by Jacque Nunez
presented in partnership with the California Indian Museum and Cultural Center
Wednesday, October 24, 2012 at 9:30am
60 minutes • www.journeystothepast.com

Journey back in time to a California Indian Village of the Acjachamai Tribe. Storyteller Jacque Nunez, a true Acjachemen descendant, will enchant us with songs and tales, sharing important aspects of her culture including native dwellings, cooking, basket weaving, indigenous instruments, and dancing. Gain an understanding of the tribe’s respect for Mother Earth and the importance of every Native American tribes’ unique heritage.

California Content Standards easily applied in your classroom:

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

LESSON PLAN IDEA: How might culture have differed between the Native Americans in the Acjachamai Tribe and other Native Americans indigenous to California? Discuss.

Grades 3-4

ADD ARTISTS IN THE SCHOOLS!
Journeys to the Past: Native American Culture & Visual Art
INCLUDES THREE VISITS TO YOUR CLASSROOM!
In this multimedia visual arts project, your students will investigate the rich use of symbols in Native American art forms. Working with local multicultural teaching artist, Judy Timmerman, your students will create a work of art while exploring the unique culture of California’s Native American tribes. Students will gain an appreciation of Native American culture and traditions throughout the course of this project.

California Content Standards:

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

LESSON PLAN IDEA: How might culture have differed between the Native Americans in the Acjachamai Tribe and other Native Americans indigenous to California? Discuss.
San Jose Taiko
Tuesday, November 13, 2012 at 9:30am
60 minutes • www.taiko.org

Taiko is the Japanese word for drum. In North America, this term is used to describe both the Japanese drum itself and the art of kumidaiko, ensemble drumming with Japanese drums. San Jose Taiko is a celebration of this ancient art, their music weaving traditional Japanese sounds with the beat of world rhythms. With San Jose Taiko, Japanese, African, Balinese, Latin, American rock, and jazz merge to produce an innovative contemporary sound and huge spectacle!

California Content Standards easily applied in your classroom:

- K-5.HI.CH.3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- K-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
- 6-12.AR.MU.4.0: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

LESSON PLAN IDEA: Enjoy a Japanese-style feast! Students research and cook Japanese foods for a class party, complete with reports on each delicacy or special ingredient.

ADD ARTISTS IN THE SCHOOLS!
San Jose Taiko: Japanese Culture & Drumming
INCLUDES THREE VISITS TO YOUR CLASSROOM!

Your students will experience the rich culture of Japan in this dynamic hands-on workshop. Working with Sonoma County Taiko, students will explore the values of harmony, respect, purity and tranquility virtues embedded in Japanese culture through performance and visual art forms such as drumming, dancing and origami as well as other activities such as learning basic Japanese language in this mini-residency.

California Content Standards:

- 5.HI.CH.3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 6.AR.MU.3.2: Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).
- 7.HI.7.5: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Grades 5-7

Ed Metzer in
Close Encounters with Einstein
Thursday, November 29, 2012 at 9:30am
60 minutes with Q&A • www.einstein-hemingway-shows.com

Explore the wonders of science, math, technology and engineering from the perspective of one of our world’s greatest thinkers, Albert Einstein. Ed Metzer has portrayed this genius since 1978 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 Content Standards easily applied in your classroom:

- 8.SC.9: Scientific progress is made by asking meaningful questions and conducting careful investigations.
- 9-12.SC.EA.2: Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- 9-12.SC.PH.2: The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.

LESSON PLAN IDEA: History, science, and technology are inextricably linked. Create one timeline which notes major historical events, scientific discoveries, and technological advancements. Discuss their relationships with one another.
School Shows

Posada Navideña
by Compañía Mazatlán Bellas Artes
Friday, December 7, 2012 at 9:30am
60 minutes • www.imba.com

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

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

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

The Peking Acrobats®
Wednesday, January 16, 2013 at 9:30am and 11:30am
60 minutes • www.chineseacrobats.com

Hailing from the People’s Republic of China, jugglers, cyclists and gymnasts bring a 2,000-year-old tradition of strength and concentration to the stage. The Peking Acrobats® mix the ancient folk art of acrobatics with the pageantry of a Chinese carnival. Don’t miss the energy and action of this amazing troupe of acrobats, plus the traditional live music accompanying the show!

California Content Standards easily applied in your classroom:
• K-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
• 4.AR.MU.3.2: Identify music from diverse cultures and time periods.

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

ERTH’s Dinosaur Petting Zoo™
Created and Performed by ERTH – Visual & Physical, Inc.
Tuesday, February 5, 2013 at 9:30am
60 minutes • www.erth.com.au

Take a journey through pre-historic times in this performance with heaps of audience interaction. Human-powered puppetry creates this eye-popping visual feast! We’ll imagine what it’s like to see these animals as if they were cared for in a zoo. Our friendly host will introduce us menagerie of insects, mammals, and dinosaurs that inhabited the landscape millions of years ago, including a T. Rex!

California Content Standards easily applied in your classroom:
• 1.SC.2.d: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
• 3.SC.3.e: Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
• 4.SC.2.b: Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

LESSON PLAN IDEA: Students draw dinosaurs, cut them out and place them in a large class mural to create a collaborative art project.
Mermaid Theatre of Nova Scotia’s production of
**A Brown Bear, A Moon and A Caterpillar: Treasured Stories by Eric Carle**
Thursday, February 7, 2013 at 9:30am
50 minutes with Q&A • www.mermaidtheatre.ns.ca

This new production brings together old favorites and new friends. Featuring stunning visual effects and innovative puppetry set to music and narration, the triple-bill highlights three of Eric Carle’s most beloved tales: fan-favorite “The Very Hungry Caterpillar”; the whimsical cast of adventurous animals from the pages of “Brown Bear, Brown Bear What Do You See?”; and the poignant story of a young girl’s unusual quest, “Papa Please Get The Moon For Me.”

California Content Standards easily applied in your classroom:
- PK-2.AR.TH:Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.
- K.EN.RE.2.2: Use pictures and context to make predictions about story content.
- 1.EN.RE.3.2: Describe the roles of authors and illustrators and their contributions to print materials.

LESSON PLAN IDEA: Read other Eric Carle books aloud to the class. Students create their own simple illustrations while listening to the stories.

The American Place Theatre’s Literature to Life® presentation of
**Incidents in the Life of Slave Girl**
by Harriet Jacobs
Adapted and Directed by Wynn Handman
Friday, February 8, 2013 at 9:30am • East Auditorium
60 minutes with post-show discussion • www.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 Content Standards easily applied in your classroom:
- 6-8.HI.RE.2: Students distinguish fact from opinion in historical narratives and stories.
- 8.HI.8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 9-12.HI.CH.2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

LESSON PLAN IDEA: Students imagine themselves as a slave during the time of Harriet Jacobs and write their own account of their daily life.
School Shows

Stone Soup and Other Stories by the Pushcart Players
Tuesday, February 12, 2013 at 9:30am
50 minutes with Q&A • www.pushcartplayers.org

This familiar brew of favorites will fill your students with the joy of live theater, while also focusing on the value of reading. This program features a charming blend of carefully selected folk tales from around the world, including “Freddy Lee Fisher” from the Appalachians, “The Greatest Being” from India, “The Long One” from Africa, and of course “Stone Soup” originally from Eastern Europe. All are brought to life in one delightful performance featuring audience participation.

California Content Standards easily applied in your classroom:
- K.HI.K.1.2: Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- 1.EN.RE.3.2: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- 3.EN.3.4: Determine the underlying theme or author’s message in fiction and non-fiction text.

LESSON PLAN IDEA: Students research a fable or folktale and illustrate the story.

Grades K-4

If You Give a Mouse a Cookie & Other Story Books by TheatreworksUSA
Friday, February 22, 2013 at 9:30am
60 minutes • www.theatreworks.org

A sparkling musical revue based on popular children’s books! When a boy shares his snack with a demanding mouse, he learns a hilarious lesson about cause-and-effect in the popular “If You Give a Mouse a Cookie” written by Laura Joffe Numeroff. Also see Amazing Grace in her attempt to break stereotypes in her school play; “Borreguita and the Coyote”, a classic Mexican tale of a little lamb and a hungry coyote; “Imogene’s Antlers”, about a girl who wakes up with antlers; “Master Man,” about a man whose muscles are as big as his ego; “Math Curse” which playfully depicts the subject of math; and “Owen,” a boy who just can’t bear to part with his beloved blanket.

California Content Standards easily applied in your classroom:
- K.EN.RE.3.3: Identify characters, settings, and important events.
- 1.EN.3.1: Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
- 2.EN.RE.2.6: Recognize cause-and-effect relationships in a text.

LESSON PLAN IDEA: Students research a fable or folktale and illustrate the story.

Grades PK-3

“It showed the importance of being a good listener, ingenuity, and being content with what you have.”
- 3rd grade teacher, Old Adobe Union School District

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[67x26]EDUCATION THROUGH THE ARTS  707.527.7006
The Adventures of Huckleberry Finn
by Classical Theatre Project
Tuesday, February 26, 2013 at 9:30am
60 minutes • www.thectp.ca

Based on Mark Twain’s iconic novel, this beloved yet controversial coming-of-age tale is set against the racially charged backdrop of a pre-Civil War American South. The story examines the nature of friendship and freedom in the face of shocking prejudice. Featuring an excellent cast, imaginative stagecraft and a live Gospel choir, dare to escape down the Mississippi while we learn that thinking for oneself is the bravest act of all.

California Content Standards easily applied in your classroom:
- 8.HI.8.7.4: Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
- 9-10.EN.RE.3.9: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 9-12.HI.HI.3: Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

LESSON PLAN IDEA: Mark Twain’s language choices are controversial. Ask students how they feel about the author’s use of certain terms that are currently seen as politically incorrect or flat-out immoral. Should publishers amend Twain’s work? Should schools ban the books? Discuss.

The True Story of the Three Little Pigs
by Dallas Children’s Theatre
Wednesday, February 27, 2013 at 9:30am
60 minutes • www.dct.org

Our story picks up where the fairy tale leaves off, but something’s amiss. The supposed “Big Bad” Wolf is on trial for the murder of two of the three little pigs. But is he as big and bad as we’ve come to believe? With the work of a fast-talking independent reporter hungry for the truth, a tough-as-nails judge, and a smooth-talking prosecutor, will the Wolf be shown as a relentless carnivore or as the victim of a media frame-up?

California Content Standards easily applied in your classroom:
- 2.EN.RE.3.2: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 4.EN.LI.1.2: Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 5.EN.RE.3.3: Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

LESSON PLAN IDEA: Stage your own trial in the classroom using a different fairy tale as inspiration. Nominate a judge, select a jury, determine the defendant, witnesses, prosecution, and defense attorney, and let your imaginations run wild!

ADD ARTISTS IN THE SCHOOLS!

The True Story of the Three Little Pigs: Literacy & Storytelling
Grades 2-3

Work with local storyteller Kenneth Foster to explore the hero’s journey and elements of a well-rounded story during this interactive mini-residency. Using storyboards, word games, sensory descriptions, and, of course, storytelling, students will work on the development of character, setting, action, and resolution in a story. They will take well known stories and use them to create a new one, much like The True Story of the Three Little Pigs.

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

Super Scientific Circus
Grades 1-5
Thursday, February 28, 2013 at 9:30am
60 minutes • www.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 principals, ranging from friction and inertia to static electricity and magnetism.

California Content Standards easily applied in your classroom:
- 2.SC.1.c: Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- 4.SC.1: Electricity and magnetism are related effects that have many useful applications in everyday life.

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.

The Little Engine That Could™ Earns Her Whistle by ArtsPower
Grades PK-2
Tuesday, March 5, 2013 at 9:30am
55 minutes with Q&A • www.artspower.org

Little Blue Engine dreams of someday leaving the train yard to pull the big cars on the main line track, but can she convince Big Silver that she is worthy of being a main line engine? This dynamic musical portrays Watty Piper’s timeless tale about hard work, determination and the meaning of true friendship. Join us when, against all odds, Little Blue Engine conquers her fears and demonstrates the extraordinary strength in that beloved phrase: “I think I can!”

California Content Standards easily applied in your classroom:
- PK.AR.TH.4.1: Respond appropriately as an audience member.
- K.EN.RE.2.3: Connect to life experiences the information and events in texts.
- 1.EN.RE.3.2: Describe the roles of authors and illustrators and their contributions to print materials.

LESSON PLAN IDEA: Why is it important to believe in yourself? What role does confidence play in certain struggles? Discuss.
Laura Ingalls Wilder by ArtsPower
Monday, March 11, 2013 at 9:30am
55 minutes with Q&A • www.artspower.org

Laura and her family travel across the unsettled frontier of the late-1800s 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 comes to life in this musical journey.

California Content Standards easily applied in your classroom:
• K.EN.RE.2.2: Use pictures and context to make predictions about story content.
• 1.AR.TH.1.2: Identify differences between real people and imaginary characters.
• 3.EN.RE.3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

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

Grades
2-6

Laura Ingalls Wilder
by ArtsPower

The Gruffalo by Tall Stories Theatre Company
Wednesday, March 13, 2013 at 9:30am
55 minutes • www.tallstories.org.uk

Join Mouse on an adventurous journey through the deep, dark weeds in this magical adaption of the award-winning picture book by Julia Donaldson and Axel Scheffler. Mouse is sure good at scaring away hungry animals with tall stories of the terrifying Gruffalo, but what happens when she comes face-to-face with the very creature she imagined?! The Gruffalo features foot-tapping music, laughs and lots of fun!

California Content Standards easily applied in your classroom:
• K.EN.RE.2.2: Use pictures and context to make predictions about story content.
• 1.AR.TH.1.2: Identify differences between real people and imaginary characters.
• 3.EN.RE.3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

LESSON PLAN IDEA: Students create and name their own imaginary character, writing or illustrating the creature’s unique features and abilities.

Grades
PK-3

The Gruffalo
by Tall Stories Theatre Company

ADD ARTISTS IN THE SCHOOLS!

The Gruffalo: Science & Movement
INCLUDES THREE VISITS TO YOUR CLASSROOM!

Working with local dance instructor Katherine Gallagher, students will explore creative movement as a language technique. Your students will be introduced to movement qualities, how space and energy relate to those qualities, how emotions and the body connect, and begin to work as a cooperative ensemble. During this interactive workshop students will explore familiar and unknown creatures utilizing both drama and dance.

California Content Standards:
• 1.SC.2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
• 2.SC.2.d: Students know there is variation among individuals of one kind within a population.

Grades
1-2

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Grades
1-2

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School Shows

The American Place Theatre’s Literature to Life® presentation of
**The Kite Runner** by Khaled Hosseini
Adapted and Directed by Wynn Handman

Tuesday, March 19, 2013 at 9:30am
60 minutes with post-show discussion • www.americanplacetheatre.org

This stage adaptation features verbatim portions of the National bestseller, The Kite Runner—the first novel about contemporary Afghanistan written in English. This one-man show dramatically portrays the relationship of two boys—Amir, a privileged Pashtun, and Hassan, a Hazara servant. Surprising events occur with the backdrop of 1970s Afghanistan in turmoil during this intense story.

*Mature material; depicted tastefully.

California Content Standards easily applied in your classroom:
- 9-10.EN.3.6: Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 9-12.AR.TH.4.2: Report on how a specific actor used drama to convey meaning in his or her performances.
- 11-12.EN.3.2: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

LESSON PLAN IDEA: Students analyze characters and portions of the book omitted from the live performance. What parts impacted the story? Were the characters or scenes missed? Discuss.

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Ramona Quimby
by Two Beans’ Productions

Friday, March 22, 2013 at 9:30am
60 minutes • www.theatreworksusa.org

Ramona, the exasperating but lovable third grader who has delighted young readers for over 50 years, comes to life on our stage! Ramona thinks her life is a real mess—trouble with her older sister, confusion over her aunt’s choice in a husband, and, to make matters worse, her dad just lost his job! With the help of her loving and patient family and friends, Ramona faces life’s challenges as we laugh and cheer her on. Based on the book series by Newbery Medal-winner Beverly Cleary.

California Content Standards easily applied in your classroom:
- 2.EN.RE.2.3: Use knowledge of the author’s purpose(s) to comprehend informational text.
- 3.EN.RE.2.6: Extract appropriate and significant information from the text, including problems and solutions.
- 4.EN.RE.3.3: Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.

LESSON PLAN IDEA: Ramona’s father just lost his job! It’s time to get creative about saving money and resources. Help Ramona by brainstorming a list of ways to save.
**Beauty and the Beast**
by American Family Theater

Tuesday, April 9, 2013 at 9:30am

60 minutes • www.americanfamilytheater.com

Brought to life through the magic of live musical theater, follow this classic tale as Beauty makes her adventurous journey to a mysterious castle and meets a Beast. Despite his gruff demeanor, Beauty knows the Beast must have goodness within him. Watch as their friendship blooms and experience the magical moment when the power of love transforms the Beast back into man.

California Content Standards easily applied in your classroom:
- 3.EN.RE.3.4: Determine the underlying theme or author’s message in fiction and nonfiction text.
- 4.EN.RE.3.2: Identify the main events of the plot, their causes, and the influence of each event on future actions.

LESSON PLAN IDEA: Students compare and contrast other versions of the “Beauty and the Beast” fairy tale with this adaptation, individually or as a class.

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**Street Beat “Repurposed Percussion”**

Wednesday, April 24, 2013 at 9:30am

60 minutes • www.streetbeattheshow.com

This drumming duo creates their instruments from reused materials, proving that music and creativity know no bounds. A high-energy explosion of urban rhythm and uplifting, inspiring music education. Students will learn the fundamentals of percussion and discover the 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 Content Standards easily applied in your classroom:
- K-8.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
- 2.SC.PH.1.g: Students know sound is made by vibrating objects and can be described by its pitch and volume.
- 6-8.AR.MU.4.0: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

LESSON PLAN IDEA: Students create percussive composition using body parts or found items for instruments as a class or in small groups.

---

**We The People**
by American Family Theater

Tuesday, April 30, 2013 at 9:30am

60 minutes • www.americanfamilytheater.com

This rousing musical is a timeless tribute to the spirit, ideas, and energy that have defined the United States. Exhilarating and inspiring, the award-winning production spotlights the heroes, heroines, heritage, and traditions that have shaped our nation. Explore the motivations of the countless immigrants who came to this country seeking the constitutional ideals we still hold dear in this poignant production.

California Content Standards easily applied in your classroom:
- 2.HI.2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
- 5.HI.5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

LESSON PLAN IDEA: Which portion of the Bill of Rights is the most important? Students write their personal pick on a white star and create a flag-inspired mural.
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, 2011 to June 30, 2012.

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**WELLS FARGO CENTER FOR THE ARTS 2012-2013 EDUCATION PROGRAMS ORDER FORM**

### Step 1

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

**School:**

**Teacher Name(s):**

**Billing Address:**

**City:**

**Zip:**

**Email:**

**Phone (day):**

**Fax:**

### Step 2

**SCHOOL SHOWS**

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<td>PK-3</td>
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<td>7-12</td>
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<td>2/26/13</td>
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<tr>
<td>2-5</td>
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<td>PK-2</td>
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<tr>
<td>2-6</td>
<td>M</td>
<td>3/11/13</td>
<td>9:30am</td>
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<td>F</td>
<td>3/22/13</td>
<td>9:30am</td>
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<td></td>
</tr>
<tr>
<td>1-6</td>
<td>Tu</td>
<td>4/9/13</td>
<td>9:30am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-8</td>
<td>W</td>
<td>4/24/13</td>
<td>9:30am</td>
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<tr>
<td>1-6</td>
<td>Tu</td>
<td>4/30/13</td>
<td>9:30am</td>
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</tr>
</tbody>
</table>

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>
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</tr>
<tr>
<td>5-7</td>
<td></td>
<td></td>
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<tr>
<td>2-3</td>
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</tr>
<tr>
<td>1-2</td>
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</tr>
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### 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>4-8</td>
<td>Tu</td>
<td>10/2/12</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>K-5</td>
<td>Th</td>
<td>11/8/12</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>1-5</td>
<td>W</td>
<td>1/23/13</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>3-6</td>
<td>Th</td>
<td>3/7/13</td>
<td>4-7pm</td>
<td></td>
<td>$25.00</td>
<td>$</td>
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</tbody>
</table>

### Step 5

**PAYMENT**

Due 30 days from receipt of order.

<table>
<thead>
<tr>
<th>School Shows</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Artists in the Schools</td>
<td>$</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

1-4 Artists in the Schools mini-residencies also available—see below.

### Step 6

**SPECIAL NEEDS**

Please indicate #

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

**TOTAL DUE FOR SCHOOL SHOWS** $  

**TOTAL DUE FOR ARTISTS IN THE SCHOOLS** $  

**TOTAL DUE FOR PROFESSIONAL DEVELOPMENT** $  

**PAYMENT**

Due 30 days from receipt of order.

<table>
<thead>
<tr>
<th>Check</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Purchase order</td>
<td>#</td>
</tr>
<tr>
<td>Credit Card</td>
<td>$</td>
</tr>
<tr>
<td>VISA</td>
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<td>Master Card</td>
<td>$</td>
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<tr>
<td>American Express</td>
<td>$</td>
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<tr>
<td>Discover</td>
<td>$</td>
</tr>
<tr>
<td>#</td>
<td>$</td>
</tr>
<tr>
<td>Exp.</td>
<td>$</td>
</tr>
<tr>
<td>Sec. code</td>
<td>$</td>
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<tr>
<td>Cardholder (print name)</td>
<td>$</td>
</tr>
<tr>
<td>Signature</td>
<td>$</td>
</tr>
</tbody>
</table>

**Step 7**

Please fax or mail form to:

Education Through the Arts • 50 Mark West Springs Rd. • Santa Rosa, CA 95403 • Fax 707.546.7020 • Phone 707.527.7006

Please make a copy of this order form for your records • On-Sale August 17 at 9:00am