WELLS FARGO CENTER FOR THE ARTS

Education Through the Arts
School Year 2008 - 2009
Policies

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

- Intended for school groups of 10 or more. One adult per every 10 students required.
- 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. These performances are for students PK-12 and are not appropriate for infants and toddlers.
- Showtimes are 9:30am and/or 11:30am. Shows begin promptly. Please arrive 20 minutes prior to showtime to allow for seating.
- Seating is assigned according to the date full payment is received.
- While purchase orders are appreciated, full payment is required via credit card or check no more than 30 days from the date the order is placed and always before show date.
- All changes and cancellations must be submitted in writing and received three full weeks (21 days) prior to show date. Lack of payment is NOT considered cancellation.

Thank you for your cooperation!

Contact Us

Questions or comments? We’re here to help!

For information about Set the Stage, Bus Fund, School Shows (including payments or seating), and general questions, contact Melanie Snook, Arts & Education Programs Coordinator at (707) 527-7006, ext. 119 or melanies@wellsfargocenterarts.org.

For information about Music For Schools, Artists in the Schools, Professional Development, or Education Through the Arts presentations in your school, contact Tracy Sawyer, Arts & Education Programs Manager at (707) 527-7006, ext. 154 or tracys@wellsfargocenterarts.org.

For any information not listed above, contact Anita Wiglesworth, Director of Arts & Education Programs at (707) 527-7006, ext. 137 or anitaw@wellsfargocenterarts.org.

Sponsors

Wells Fargo Center for the Arts and the Healdsburg Unified School District are members of the Partners in Education program of the esteemed John F. Kennedy Center for the Performing Arts. Selected because of our demonstrated commitment to the improvement of education in and through the arts, we are working together to make the arts integral to education.

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

Amaturo Family Foundation
Auto Desk
Charlotte and Arthur Zitrin Foundation

Exchange Bank
Sonoma Bank
Speedway Children’s Charities Infineon Raceway Chapter
Welcome Back!

Integrate the arts into your lesson plans! We can’t wait to help energize your curriculum with our award-winning education program. We aim to incorporate the arts into every facet of learning. Our exciting 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 may be downloaded from our website. Help with student transportation is available through our Bus Fund. We offer Set the Stage, with plenty of docents ready to help your students prepare for their trip to the theater. Music For Schools is brimming with instruments and resource materials available for loan. Just for teachers, we have three outstanding professional development workshops. And, don’t miss our first ever four-part ELL course, plus a brand new Summer Institute for Professional Development in Summer 2009 with fan-favorite Sean Layne. Be sure to join us!

**Education Through the Arts**

**School Year 2008 - 2009**

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**Professional Development: Teacher Workshops & Courses**

| Writing the Hero’s Journey                       | ●  | ● | ● |   |   |   |   |   |   |   |   |    |    |    | 11/5/08 | 4    |      |
| Revelations: Linking the Arts to Literacy        | ●  | ● | ● |   |   |   |   |   |   |   |   |    |    |    | 2/18/09 | 4    |      |
| Writing by Storm: Overcoming Obstacles to Writing| ●  | ● | ● |   |   |   |   |   |   |   |   |    |    |    | 3/11/09 | 4    |      |
| NEW! Coursework: Engage, Support, and Motivate    | ●  | ● | ● |   |   |   |   |   |   |   |   |    |    |    | Four | Sessions | 5    |      |
| English Language Learners through Drama           | ●  | ● | ● |   |   |   |   |   |   |   |   |    |    |    |      |        |      |

**NEW! Summer Institute: Creative Connections**

| ●  | ● | ● | ● |   |   |   |   |   |   |   |    |    |    | 7/13/09 - 7/17/09 | 5    |      |

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

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

A teacher workshop is a great way to expand your teaching toolbox with theater, drama, dance, and creative writing to make learning more engaging. Teachers and teaching-artists will gain practical, hands-on skills to immediately apply in the classroom. In addition, we will offer limited classroom modeling opportunities to teachers attending workshops. Space is limited; make your reservations today!

Writing the Hero’s Journey: Building Writing Skills Through Storytelling and Oral Language

Wednesday, November 5, 2008 • 4 – 7pm
For Teachers of Grades: 4-8 • Maximum number of participants: 30
Fee: $30 and you can bring a friend for free!

Teachers have recognized the value of pre-writing exercises in helping students develop their writing. But when pre-writing takes place orally through storytelling, the organization of a story, its descriptive language, voice, and sentence fluency all follow more easily for students. Using the story form of the hero’s journey (rite-of-passage stories), teachers explore basic storytelling techniques for pre-writing exercises and learn a process for helping students create stories that draw on their creative thinking and oral communication. Led by Kennedy Center teaching artist Stuart Stotts.


Revelations: Linking the Arts to Literacy

Wednesday, February 18, 2009 • 4 – 7pm
For Teachers of Grades: K-12 • Maximum number of participants: 40
Fee: $30 and you can bring a friend for free!

Participants explore how the arts can be used to teach other curriculum using the life and works of American choreographer Alvin Ailey. Through this process teachers will link history, culture, and language arts to life, providing tools to inspire relevant student responses to a work of art. Teachers will be prepared to help their students appreciate and understand dance. Led and developed by Kennedy Center teaching artist and arts educator Deborah Brzoska.

BRING YOUR CLASS TO AILEY III! SEE PAGE 16.

Writing by Storm: Overcoming Obstacles to Writing

Wednesday, March 11, 2009 • 4 – 7pm
For Teachers of Grades: 1-5 • Maximum number of participants: 30
Fee: $30 and you can bring a friend for free!

This hands-on writing workshop uses group writing and brainstorming techniques to help students (and teachers) learn to recognize and overcome common obstacles and anxieties about writing, specifically, coming up with ideas; staying focused; creating a well-developed beginning, middle, and ending; adding detail; and tackling revision. Led by Kennedy Center teaching artist, writer, and educator Amy MacDonald.

BRING YOUR CLASS TO BUTTERFLY: THE STORY OF A LIFE CYCLE! SEE PAGE 16.

Limited classroom modeling opportunities available!
Contact Tracy Sawyer at (707) 527-7006, ext. 154 for more information.
NEW this year, we are taking our Kennedy Center partnership to a deeper level. We’ll be offering coursework specially designed for English language learners and a Summer Institute with our most popular teaching artist, Sean Layne. In addition, we are offering classroom modeling opportunities to select teachers participating in Professional Development.

**Coursework: Engage, Support, and Motivate English Language Learners through Drama**
with Lenore Blank Kelner

- Wednesday, October 15, 2008 • 4 – 7pm
- Wednesday, December 3, 2008 • 4 – 7pm
- Wednesday, January 14, 2009 • 4 – 7pm
- Saturday, March 28, 2009 • 9am – 2pm

*For Teachers of Grades K-5 • Maximum number of participants: 45
Fee: $150 per person. (Fee includes text books, classroom modeling, and coaching.)
Participants must plan to attend all four sessions.*

Integrating drama into ELL instruction is a perfect way to engage, support, and motivate new English language learners. Beginning English language learners face a daunting task. They are asked to quickly learn to speak, read, and write a new language. Through drama, students learn to transform receptive language—language they understand—into expressive language, language they can use. In this four-part course explore short drama activities and simple story dramatization strategies that promote language development and reading comprehension. Become familiar with strategies that engage students in retelling stories in their own words, allow students to demonstrate their comprehension, promote inferential thinking, and expand vocabulary development. These techniques work equally well with native English language speakers and students in language immersion programs.

**Summer Institute: Creative Connections**
with Sean Layne & Melanie Layne

- Monday, July 13, 2009 – Friday, July 17, 2009 • Daily, 9am – 5pm

*For Teachers and Administrators of Grades 2-8 • Maximum number of participants: 40
Fee: $250 per person (Fee includes $50 for supplies: textbooks, CDs, and other teaching tools.)
Participants must plan to attend all five days.*

Take drama, creative writing, visual art, and teaching to a whole new level! Participants will be led through a sequential and scaffolded instructional technique for using drama, visual art, and creative writing to teach language arts and history.

Teachers working in today’s schools face a tremendous challenge: successfully engaging and motivating a classroom full of students with diverse backgrounds and abilities, coupled with the pressures of standardized tests always looming on the horizon. This course was developed to help teachers succeed in meeting that challenge through the creative power of the arts. With focused attention devoted to standards-driven lesson planning, authentic assessment, and behavior management, this course will help teachers effectively introduce the arts into their instructional “toolbox” in a way that makes the most effective use of instructional time. This course consists of a series of interactive workshops, giving teachers an opportunity to learn by participating and sharing with colleagues.

Sean and Melanie are both course leaders and arts coaches for the Kennedy Center’s Changing Education Through the Arts program. In addition, they lead national workshops and residencies for the Partners in Education program.
Outreach Programs

Music For Schools

Let Music For Schools make a difference at your school! The Wells Fargo Center for the Arts Music For Schools program has a lending library of instruments intended for students who might not have an opportunity to play due to the constraints of acquiring an instrument. Working directly with school music teachers, Music For Schools placed 182 instruments in 41 different schools last year. The library also has Orff instruments, curriculum materials, music packs, a parachute, and percussion sets available for classroom use.

For more information, please contact Tracy Sawyer at (707) 527-7006, ext. 154 or visit wellsfargocenterarts.org for an application.

Bus Fund

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

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

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

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

Funds are limited, so apply today!
First come, first served. To apply for an award simply send a request to busfund@wellsfargocenterarts.org with your name, school, School Show you are attending, and Title One status. If approved, you will receive a confirmation letter. Your award check will be sent following the show.
Set the Stage
...with Wells Fargo Center for the Arts’ classroom docents!

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

If you are interested in signing up for Set the Stage, please contact Melanie Snook at (707) 527-7006, ext. 119 or melanies@wellsfargocenterarts.org.

Art Exhibits

The art exhibited around the Center provides an excellent opportunity to enrich your field trip. From sculptures to indoor exhibits, to art panels 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.

Artists in the Schools

Artists in the Schools (AIS) connects innovative artists with classroom teachers to provide dynamic in-class mini-residencies that deepen and enrich your students’ theater experience. Each of our Artists in the Schools programs is tied to a School Show and tailored to meet the needs and objectives of each grade range, while also aligning with state adopted content standards. Projects include three artist visits into the classroom and a post-performance Q&A session, 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!
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).

Grades 4-8
Slammin All-Body Band
Thursday, October 2, 2008
Carston Cabaret • 9:30am
60 minutes • www.crosspulse.com

This powerhouse group performs a fresh mix of a cappella singing, beatboxing, and body music. Deeply rooted in jazz, funk, R&B, and world music grooves, this ferociously talented ensemble creates soulful sounds infused with infectious harmonies and lightning-fast improvisations, percussively punctuated by beatboxing and body music—the kinetic component that sets Slammin apart and on the cutting edge!

California Content Standards easily applied in your classroom:
• 4.AR.MU.5.1: Identify and interpret expressive characteristics in works of art and music.
• 6.AR.MU.4.3: Identify aesthetic qualities in a specific musical work.
• 4-8.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.

Grades 7-8
ADD ARTISTS IN THE SCHOOLS!
Slammin: Rhythm, Melody & Culture
INCLUDES THREE VISITS TO YOUR CLASSROOM!

Working with local teacher and musician Andrew DeVeny, students will explore the “mechanics” of music: melody and rhythm. Students will examine how these basic components relate and how they vary from genre to genre. The project will culminate in a multi-track recording of a collaborative ensemble piece; each student will receive a CD of the recording.

California Content Standards:
• 7-8.AR.MU.2.0: Creative Expression – Creating, Performing, and Participating in Music
• 7-8.AR.MU.3.0: Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of Music
Four Winds American Indian Dance Group

Friday, October 10, 2008
Person Theater • 9:30am
50 minutes with Q&A • www.hoopman.org

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

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

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

Grades 2-6

James and the Giant Peach
by Two Beans Productions

Wednesday, November 12, 2008 • Person Theater • 9:30am
60 minutes • www.theatreworksusa.org

Roald Dahl’s classic characters, including young James Trotter, Old-Green-Grasshopper, Centipede, and Miss Spider, leap from the page to the stage in this enchanting musical. From an ancient tree that magically blooms again comes a giant peach, where a strange and wonderful group of creepy-crawlies take residence. Join James and his lovable new insect friends on a fantastic journey. Together we’ll discover how a little magic can take you a long way.

California Content Standards easily applied in your classroom:
• 1.EN.RE.2.2: Respond to who, what, when, where, and how questions.
• 3.EN.RE.2.6: Extract appropriate and significant information from the text, including problems and solutions.
• 5.EN.LI.2.3.b: Articulate an understanding of several ideas or images communicated by the literary work.

LESSON PLAN IDEA: Students learn the difference between insects and arachnids, including identifying body parts. Which has only six legs?
School Shows

Wings of Courage
Mad River Theater Works
Thursday, November 13, 2008 • Person Theater • 9:30am
60 minutes • www.madrivetheater.org

Eugene Bullard’s story is so unbelievable, it’s almost impossible to believe it’s true! Bullard was a professional boxer, a World War I flying ace, a jazz musician, and even a spy. Originally from Georgia, he joined the French Foreign Legion after being denied a meaningful place in the U.S. Army. He rose through the ranks and flew against the famous “Red Baron,” but the color of Bullard’s skin prevented him from taking his place alongside other American heroes. Still, Bullard’s perseverance led him to overcome discrimination and gain fame spying against the Nazis. This is an uplifting tale of vision and hope.

California Content Standards easily applied in your classroom:
• 3.HI.3.4.6: Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
• 3-5.HI.RE.3: Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
• 6-8.HI.CH.1: Students explain how major events are related to one another in time.

LESSON PLAN IDEA: Create a map plotting the various locations of Bullard’s journey. Mark each location with a description of Bullard’s heroic efforts.

ADD ARTISTS IN THE SCHOOLS!
Wings of Courage: Aviation History, Prejudice & Progress
INCLUDES TWO VISITS TO YOUR CLASSROOM PLUS A TOUR OF THE PACIFIC COAST AIR MUSEUM!

Partnering with Santa Rosa’s Pacific Coast Air Museum, students will understand the fundamental science of flight and learn about many of aviation’s pioneers. Students will know more about African American pilot Eugene Bullard and study the history of aircraft to discover the paradox of the ever-evolving advances in flight and the age-old struggles of prejudice.

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.
• 5-6.SC.IN: Scientific progress is made by asking meaningful questions and conducting careful investigations.
East Village Opera Company

Wednesday, November 19, 2008
Person Theater • 11:30am
60 minutes
www.eastvillageoperacompany.com

This electrifying 11-member band including a string quartet, brings the towering emotion and timeless musicality of opera into the 21st century. Their inventive, hard-hitting arrangements of opera’s greatest arias, are performed at full length in the original languages. “With modern technology and a variety of musical styles at our disposal, our goal has been to approach these songs the way we feel the composers would were they alive today,” says Tyley Ross, co-founder/lead singer. Your students have never heard opera rocked like this!

California Content Standards easily applied in your classroom:
• 7.AR.MU.4.3: Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.
• 9-12.AR.MU.1.5: Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

LESSON PLAN IDEA: Explore a traditional opera and its cultural influences. Place the opera in the context of 2008 and discuss how it would be affected by our culture.

ADD ARTISTS IN THE SCHOOLS!
East Village Opera: Music & History
INCLUDES THREE VISITS TO YOUR CLASSROOM!

Scandal… Humor… Conflict… Suspense… Passion. How do these relate to opera? Students will work with music historian, talented musician and radio host Shafiq Spanos to take an audio-visual tour of the history of opera, drawing parallels between operas and history. Learn history through opera lenses!

California Content Standards:
• 9-12.AR.MU.3.1: Analyze how the roles of musicians and composers have changed or remained the same throughout history.
• 9-12.HI.HI.1: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

LESSON PLAN IDEA: Explore a traditional opera and its cultural influences. Place the opera in the context of 2008 and discuss how it would be affected by our culture.

Romeo & Juliet
by The San Francisco Shakespeare Festival

Monday, December 1, 2008 • Person Theater • 9:30am
55 minutes with Q&A • www.sfshakes.org

The San Francisco Shakespeare Festival returns with another of Shakespeare’s most beloved plays. This classic tale of two star-crossed lovers is a must see. In fair Verona, we’ll lay the scene, with feuding families, faithful kins, passion, and poison. From meeting at the party, to a serenade on the balcony, to the final moments shared by this infamous pair, “…never was a story of more woe than this of Juliet and her Romeo.”

California Content Standards easily applied in your classroom:
• 9-12.AR.TH.3.2: Describe the ways in which playwrights reflect and influence their culture.
• 11-12.EN.3.3: Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

LESSON PLAN IDEA: Students choose a scene from a Shakespearean play, identify characterization, and role-play using modern issues.
School Shows

**Franklin’s Family Christmas Concert**

by KOBA Family Entertainment

Tuesday, December 2, 2008 • Person Theater • 9:30am
75 minutes • www.kobafamily.com

Christmas is here, but Franklin the Turtle is having trouble finding his holiday spirit. "Where are all the presents?" he wonders. So Franklin’s woodland friends decide to plan a party! Beaver takes care of entertainment while Bear cooks the food, sampling everything he makes. Fox gathers decorations for the perfect Christmas tree, that Franklin must find all by himself! Along the way they meet a dancing snowman, a wacky gingerbread cookie, and a trio of playful elves. In the end, everyone learns the true meaning of the holidays.

California Content Standards easily applied in your classroom:

- K.EN.3.0: Students listen and respond to stories based on well-known characters, themes, plots, and settings.
- 1.AR.TH.1.2: Identify differences between real people and imaginary characters.
- 2.AR.TH.4.3: Identify the message or moral of a work of theatre.

LESSON PLAN IDEA: Ask your students how they use their imaginations while watching television, movies, and live theater. How do they use their imaginations while reading a book? During play time? Are there differences or similarities? Discuss.

**Grades PK-2**

**Biglittlethings**

by Imago Theatre

Friday, January 9, 2009
Person Theater • 9:30am & 11:30am
55 minutes • www.biglittlethings.com

From the creators of last year’s smash hit FROGZ comes hitchhiking rabbits, insomniac hippos, guilty raccoons, spies in dresses, and giant caterpillars—a parade of critters and illusions that promises to amaze children of all ages. Performed to an award-winning musical score, your students will be astonished by this mask-theater spectacle. Biglittlethings is a feast for the eyes, a twister for the mind, and a bundle of laughs.

California Content Standards easily applied in your classroom:

- 3.AR.DA.3.4: Describe how costumes and shoes influence dance movement.
- 4.AR.DA.4.3: Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).
- PK-12.AR.DA.4.0: Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

LESSON PLAN IDEA: Students use paint to create unique masks. Older students perform a skit without words using their new faces to inspire their stories.
The Peking Acrobats®

Thursday, January 15, 2009 • Person Theater • 9:30am & 11:30am
60 minutes • www.sroartists.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 class.

The Hot Club of San Francisco

Friday, January 16, 2009 • Carston Cabaret • 9:30am
60 minutes • www.hcsf.com

Travel back to the 1930s, to the small jazz clubs of Paris or the refined lounges of the famous Hotel Ritz. Often called gypsy jazz, the music of The Hot Club of San Francisco has entranced audiences around the globe for over 10 years. Critics have hailed the group’s playing as “intricate, scorching, and often brilliant…” Performing internationally, The Hot Club of San Francisco keeps this historic music fresh and alive. Students will love taking this trip back in time.

California Content Standards easily applied in your classroom:
• 5.AR.MU.3.1: Describe the social functions of a variety of musical forms from various cultures and time periods.
• 8.AR.MU.3.3: Explain how music has reflected social functions and changing ideas and values (e.g., folk songs, dances).
• 4-12.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: Identify as many music genres as possible. What aspects do they hold in common? What is unique about each? Delve deeper by tracing the roots of each genre. Discuss.
School Shows

**The Ant and the Elephant**
by IntraMusic Theatricals

Tuesday, February 3, 2009 • Person Theater • 9:30am
60 minutes • www.intramusictheatricals.com

From Dumbo to 101 Dalmatians, Bill Peet was one of Walt Disney's greatest storytellers. Now one of his most beloved storybooks has been lovingly adapted into this delightful puppet musical! Inspired by several of Aesop's fables, Peet's tale of the kindly elephant saved from misfortune by the tiniest animal in the jungle weaves in simple but powerful messages of moral choice—where one good turn deserves another and the smallest among us can be the most powerful of all!

**California Content Standards easily applied in your classroom:**
- 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.
- 3.EN.3.4: Determine the underlying theme or author's message in fiction and nonfiction text.

**LESSON PLAN IDEA:** Students pair off, researching unlikely pairs of living things (mouse and snake, black bear and salmon, shark and seal), then create their own stories.

**Four Score and Seven Years Ago**
by ArtsPower

Friday, February 6, 2009 • Person Theater • 9:30am
50 minutes with Q&A • www.artspower.org

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

**California Content Standards easily applied in your classroom:**
- K-6.HI.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.
- 6-8.HI.8.7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

**LESSON PLAN IDEA:** How long is four score and seven years ago? What about a millennia or an epoch? Students brainstorm and define as many time delineations as possible.

**Cuentos del Arbol**
by The Pushcart Players

Thursday, February 26, 2009 • Person Theater • 9:30am
50 minutes with Q&A • www.pushcartplayers.org

Latino folktales come alive! “Cuentos Del Arbol” or “Tree Tales” is a delightful bilingual musical drawn from Spanish and Latin American folklore. The centerpiece of the stories is a tree (un arbol) that has sheltered, shielded, and nurtured countless characters over the years. Through singing and dancing, stories about dreaming dreams, setting goals, rising to challenges, and keeping commitments are told. The exceptional study guide will provide opportunities for literacy enhancement that combine reading, listening, and viewing.

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

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

Wednesday, March 11, 2009 • Person Theater • 9:30am
60 minutes • www.mambazo.com

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

California Content Standards easily applied in your classroom:
• 7.HI.7.4.5: Describe the importance of written and oral traditions in the transmission of African history and culture.
• 9-12.AR.MU.3.0: Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of Music

LESSON PLAN IDEA: Discuss criteria with students and assign a written review of a contemporary world music album.

Mufaro’s Beautiful Daughters
by Dallas Children’s Theater

Friday, March 6, 2009
Person Theater • 9:30am
65 minutes • www.dct.org

A Caldecott Award winning Cinderella tale with traditional African song! A great king desires a wife, and Mufaro’s two very different daughters are asked to go before him. Share their journey and celebrate goodness and generosity! Based on the book by John Steptoe.

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

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

The Secret Life of Bees
from the Novel by Sue Monk Kidd performed by Denise Wilbanks

Friday, February 27, 2009
Carston Cabaret • 9:30am
60 minutes with Q&A • www.americanplacetheatre.org

From the company who brought us the acclaimed adaptation of The House on Mango Street! This stage adaptation features verbatim portions of the New York Times bestseller. Set during the Civil Rights Movement, a young girl’s search for the truth about her mother leads her to three beekeeping sisters and the true meaning of family. This powerful performance explores important themes of family, freedom, faith, violence, and civil rights.

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

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

**Ailey II**

*Grades 6-12*

**Thursday, March 12, 2009 • Person Theater • 9:30am**

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

Alvin Ailey American Dance Theater’s exceptional junior company arrives with this special program for students. Ailey II merges the spirit and energy of top-notch young dance talent with the passion and creative vision of today’s most outstanding emerging choreographers. Performing acclaimed dance pieces, including Revelations, Ailey II presents a fast-paced, sophisticated, and crowd-pleasing show.

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

- 8.AR.DA.5.1: Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing).
- 9-12.AR.DA.4.1: Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).

**LESSON PLAN IDEA:** Students compare and contrast Ailey II with another dance performance from a different genre (i.e. The Nutcracker, ballet folklorico, hip hop, etc.)

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**Butterfly: The Story of a Life Cycle** by Hudson Vagabond Puppets

*Grades K-5*

**Friday, March 13, 2009 • Person Theater • 9:30am**

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

From the creators of Mammoth Follies! Students take a microscopic look at the insect world with enormous puppets on the big stage! Explore metamorphosis as we follow the Monarch Butterfly from tiny egg, to caterpillar, then butterfly along her incredible 1,500 mile journey to Mexico.

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

- 2.SC.2.b: Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- 3.SC.3.a: Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

**LESSON PLAN IDEA:** Using poster board, groups of students create diagrams illustrating the life cycle of a butterfly and present it to the class.

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**ADD ARTISTS IN THE SCHOOLS!**

**Butterfly: Art & Science**

*Grades K-1*

**INCLUDES THREE VISITS TO YOUR CLASSROOM!**

Working with local artist Inya Laskowski, your students will explore the wonderful world of butterfly life cycles and behavior through the exploration of art. Each student will design and paint a butterfly sculpture discovering different shapes and colors in the process.

**California Content Standards:**

- K.SC.2.c: Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
- 1.SC.4.a: Draw pictures that portray some features of the thing being described.
Anne Frank: A Voice Heard by American Family Theater
Thursday, March 19, 2009 • Person Theater • 9:30am
60 minutes • www.americanfamilytheater.com

Anne Frank’s diary serves as an unflinching record of life in hiding during the Holocaust—and also as a message of hope. This musical adaptation of her family’s struggle is told with narration from a woman who protected the Franks. Though tragic, this story is an important lesson for all students, not only about the Holocaust but of the resiliency of the human spirit.

California Content Standards easily applied in your classroom:
• 1-5.HI.CH.1: Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
• 1-5.HI.RE.2: Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

LESSON PLAN IDEA: Students read poetry from the Holocaust and create responses in the form of drawings or watercolor paintings.

The Rainbow Fish by ArtsPower
Thursday, April 2, 2009 • Person Theater • 9:30am
55 minutes with Q&A • www.artspower.org

With her lovely coloring and shimmering scales, the Rainbow Fish adores being the most beautiful creature in the ocean. So when the other fish ask for scales, she refuses. How can she sacrifice what makes her so unique? Will some good advice from the wise old Octopus persuade the Rainbow Fish to share her gifts? See the delightful musical based on Marcus Pfister’s bestselling book about the value of sharing and the true meaning of friendship.

California Content Standards easily applied in your classroom:
• K.MA.AL.1.1: Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).
• 2.EN.RE.3.2: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

LESSON PLAN IDEA: Students bring in a favorite item and share its story with the rest of the class. Students trade, caring for a peer’s item.

Pippi Longstocking by American Family Theater
Friday, April 3, 2009 • Person Theater • 9:30am
70 minutes • www.americanfamilytheater.com

Join us for a whacky musical full of incredible adventures that has kids rockin’ in their seats from coast to coast! Based on the most “read-it-again” book in school libraries worldwide, Astrid Lindgren’s beloved story comes to life in a jubilant show bursting with whimsy and fun. Pippi may be the strongest girl in the world, but she’ll soon learn that friendship is the most powerful force there is.

California Content Standards easily applied in your classroom:
• 2.EN.RE.2.6: Recognize cause-and-effect relationships in a text.
• 4.EN.LI.1.2: Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

LESSON PLAN IDEA: Students draw a cartoon strip showcasing five of Pippi’s characteristics or five sections of the story.
School Shows

**The Lion, the Witch & the Wardrobe** by TheatreworksUSA

Friday, April 24, 2009 • Person Theater • 9:30am
60 minutes • www.theatreworksusa.org

This enchanting musical is based on C.S. Lewis’ beloved adventure about four children of war-torn England who accidentally enter the land of Narnia. This strange and wondrous place is ruled by the cold-hearted White Witch, who makes the winter last year-round. Although they seem unlikely saviors, the children fulfill an ancient prophecy by defeating the witch, thus restoring sunshine and peace to the spell-bound Narnia and returning the great Lion King Aslan to his throne.

**California Content Standards easily applied in your classroom:**
- 1.EN.RE.3.2: Describe the roles of authors and illustrators and their contributions to print materials.
- 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.
- 6.EN.RE.3.2: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**LESSON PLAN IDEA:** Students discuss how Narnia and the children’s home are depicted on stage. What techniques are used? How might this differ from a movie?

**Mexika: Sounds of Ancient Mexico**

Friday, May 1, 2009
Person Theater • 9:30am
60 minutes • www.martinespino.com

Mexika is practically a museum of ancient Mexican music, performing on a vast array of unique instruments such as gourd water drums, bamboo and stone marimbas, clay and bamboo flutes, and ocarinas, sea shell trumpets, eagle whistles, and more! Each musician will explain the music and demonstrate instruments, teaching culture and encouraging reflection of one’s own roots. All this while an Aztec dancer conjures the spirit of ancient Mexico.

**California Content Standards easily applied in your classroom:**
- 2-8.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 study an ancient tribe from Central America and report on its culture (i.e. dance, celebrations, food, habitat, etc.).

**ADD ARTISTS IN THE SCHOOLS!**

**Mexika: History, Culture & Instrument-Making**

**INCLUDES THREE VISITS TO YOUR CLASSROOM!**

Martin Espino teaches students about the making and playing of ancient instruments. Students also learn geography, plant origin, recycling, playing techniques, and composition in this comprehensive study of ancient Mexico. Each participant will make a musical instrument based on processes of the past.

**California Content Standards:**
- 3.AR.MU.1.5: Describe the way in which sound is produced on various instruments.
- 2-3.AR.MU.3.0: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
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!

**WELLS FARGO CENTER FOR THE ARTS 2008-2009 EDUCATION PROGRAMS ORDER FORM**

**Step 2**

**SCHOOL SHOWS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Students Regular</th>
<th>Students Nat'l Lunch</th>
<th><strong>FREE</strong> Adults</th>
<th>Add'l Adults</th>
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<td>4-8</td>
<td>Th</td>
<td>10/2/08</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
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<td>2-6</td>
<td>F</td>
<td>10/10/08</td>
<td>9:30am</td>
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<td>1-6</td>
<td>W</td>
<td>11/12/08</td>
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<td>3-8</td>
<td>Th</td>
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<td>12/1/08</td>
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<td>1/9/09</td>
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<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>The Secret Life of Bees</td>
<td>9-12</td>
<td>F</td>
<td>2/27/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>Mufaro’s Beautiful Daughters</td>
<td>1-6</td>
<td>F</td>
<td>3/6/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>Ladysmith Black Mambazo</td>
<td>4-12</td>
<td>W</td>
<td>3/11/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>Alley II</td>
<td>6-12</td>
<td>Th</td>
<td>3/12/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>Anne Frank: A Voice Heard</td>
<td>1-6</td>
<td>Th</td>
<td>3/19/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>The Rainbow Fish</td>
<td>PK-2</td>
<td>Th</td>
<td>4/2/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>Pippi Longstocking</td>
<td>K-6</td>
<td>F</td>
<td>4/24/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
<tr>
<td>The Lion, the Witch &amp; the Wardrobe</td>
<td>1-7</td>
<td>F</td>
<td>4/24/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
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<tr>
<td>Mexika: Sounds of Ancient Mexico*</td>
<td>2-8</td>
<td>F</td>
<td>5/1/09</td>
<td>9:30am</td>
<td>$4.50</td>
<td>FREE!</td>
<td>$7.50</td>
</tr>
</tbody>
</table>

All performances are approximately one hour unless otherwise indicated. * Artists in the Schools mini-residencies also available—see below. ** BONUS! One FREE adult ticket for every 10 student tickets purchased!

**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>Slammin: Rhythm, Melody &amp; Culture</td>
<td>7-8</td>
<td>$4.50</td>
</tr>
<tr>
<td>Four Winds: Dance &amp; Art</td>
<td>3-4</td>
<td>$4.50</td>
</tr>
<tr>
<td>Wings of Courage: Aviation History, Prejudice &amp; Progress</td>
<td>5-6</td>
<td>$4.50</td>
</tr>
<tr>
<td>East Village Opera: Music &amp; History</td>
<td>9-12</td>
<td>$4.50</td>
</tr>
<tr>
<td>Butterfly: Art &amp; Science</td>
<td>K-1</td>
<td>$4.50</td>
</tr>
<tr>
<td>Mexika: History, Culture &amp; Instrument-Making</td>
<td>2-3</td>
<td>$4.50</td>
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**Step 4**

**PROFESSIONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Teachers’ Grades</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Tickets</th>
<th><strong>FREE</strong> Friend</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing the Hero’s Journey*</td>
<td>4-8</td>
<td>W</td>
<td>11/5/08</td>
<td>4-7pm</td>
<td>$30.00</td>
<td>$</td>
</tr>
<tr>
<td>Revelations*</td>
<td>K-12</td>
<td>W</td>
<td>2/18/09</td>
<td>4-7pm</td>
<td>$30.00</td>
<td>$</td>
</tr>
<tr>
<td>Writing by Storm*</td>
<td>1-5</td>
<td>W</td>
<td>3/11/09</td>
<td>4-7pm</td>
<td>$30.00</td>
<td>$</td>
</tr>
<tr>
<td>ELL Coursework</td>
<td>K-5</td>
<td>Four sessions</td>
<td>$150.00</td>
<td>N/A</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Summer Institute</td>
<td>2-8</td>
<td>M-F</td>
<td>7/13/09 – 7/17/09</td>
<td>Daily</td>
<td>$250.00</td>
<td>N/A</td>
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**Step 5**

**PAYMENT**

Due 30 days from receipt of order.

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

- Check
- Credit Card
- VISA
- American Express
- Discover
- Master Card

**Step 6**

**SPECIAL NEEDS**

Please indicate #

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

**Step 7**

**IMPORTANT!**

Please fax or mail form to: Arts & Education • 50 Mark West Springs Rd. • Santa Rosa, CA 95403 • Fax (707) 545-0518 • Phone (707) 527-7006

Please make a copy of this order form for your records.