WELLS FARGO CENTER FOR THE ARTS

Education Through the Arts
School Year 2007 - 2008

SCHOOL SHOWS WORKSHOPS MUSIC FOR SCHOOLS PROFESSIONAL DEVELOPMENT

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Welcome Back!

Check out our many exciting opportunities to incorporate the arts into your lesson plans! Our programs serve EVERY grade level, while tying into 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. The Music For Schools program is brimming with instruments and resource materials available for loan. JUST FOR TEACHERS, we have five outstanding professional development workshops. And, NEW this year, we present “Set the Stage.” This program provides FREE classroom visits from our docents to help your students prepare for their trip to the theater. Many programs fill quickly. Please make your reservations today!

Education Through the Arts
School Year 2007 - 2008

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Professional Development: Teacher Workshops

| Musical Adventures: A Door to Writing             | ●  | ● | ● | ● | ● | ● | ● |   |   |   |   |    |    |   | 9/12/07    | 3    |      |
| Living Pictures: A Theatrical Technique for Learning Across the Curriculum | ●  | ● | ● | ● | ● | ● | ● |   |   |   |   |    |    |   | 1/30/08    | 3    |      |
| Assessment in the Arts: Creating Rubrics to Promote Learning | ●  | ● | ● | ● | ● | ● | ● | ● | ● |   |   |    |    |   | 3/13/08    | 3    |      |
| Scientific Thought In Motion                      | ●  | ● | ● | ● | ● | ● | ● | ● | ● |   |   |    |    |   | 4/23/08    | 3    |      |
| BONUS! Acrobatic Artistry: Chinese Arts & Culture | ●  | ● | ● | ● | ● | ● | ● | ● | ● |   |   |    |    |   | 2/28/08    | 13   |      |

* AIS: Artists in the Schools program available for selected grades. See page 4 for more details.

Employees/Early Elementary  ● Elementary  ● Elementary/Middle School  ● High School  ● Professional Development  ● Elementary through High School
Expand your teaching tool box with theater, music, movement, and creative writing to make learning more engaging. Teachers and teaching-artists will gain practical, hands-on skills to immediately apply in the classroom. Each interactive workshop is only $30 and you can bring a friend for free! CEUs or district hours eligible, call for details. Sign up today!

**Musical Adventures: A Door to Writing**

**Wednesday, September 12, 2007 • 4 – 7pm**

*For Teachers of Grades 2-8 • Maximum number of workshop participants: 30*

Music opens the imagination and helps students develop sensory images, which have the power to stimulate language and vocabulary development, and enhance memory and fact retention. Explore how to use music to guide and enhance students’ creative writing. Learn to help students analyze their vocabulary choices to determine tone and mood, and then synthesize their vision through creative writing. This structured, guided creative writing process supports students as they let their imaginations soar! Led by Kennedy Center teaching artist **Marcia Daft**.

**Living Pictures: A Theatrical Technique for Learning Across the Curriculum**

**Wednesday, January 30, 2008 • 4 – 7pm**

*For Teachers of Grades 2-8 • Maximum number of workshop participants: 40*

At its most basic level, this theatrical technique requires participants to freeze their bodies to capture a moment in time. Known as tableau, the technique provides a creative, controlled, low-risk experience with drama that helps students apply and expand their knowledge and understanding across the curriculum. Participants learn ways to help students build focus and concentration, while also examining elements of successful tableaus through activities based on history, literature, and art. Led by Kennedy Center teaching artist **Sean Layne**.

**Assessment in the Arts: Creating Rubrics to Promote Learning**

**Thursday, March 13, 2008 • 4 – 7pm**

*For Teachers of Grades K-12 • Maximum number of workshop participants: 40*

The current emphasis on assessment holds exciting prospects for arts education and raises questions about scoring and providing feedback to students on their work. In this workshop, participants use actual student work samples to develop criteria for assessing student work in dance, drama, music, and the visual arts. Participants also explore how to involve students, artists, teachers, and community members in the process. Led by Kennedy Center teaching artist **Deborah Brzoska**.

**Scientific Thought In Motion**

**Wednesday, April 23, 2008 • 4 – 7pm**

*For Teachers of Grades 3-12 • Maximum number of workshop participants: 35*

Learn to put abstract scientific ideas into tangible, visible form through movement. Participants leave this workshop with a set of immediately useful movement activities for classroom study of the water cycle and systems of the human body, along with the skills necessary to adapt those activities to teach other curriculum ideas. Kennedy Center teaching artist **Randy Barron** guides teachers in easy-to-duplicate lesson plans.

**Don’t miss our Bonus Professional Development opportunity: Acrobatic Artistry: Chinese Arts & Culture!**

**BRING YOUR CLASS TO THE GOLDEN DRAGON ACROBATICS! SEE PAGE 13**
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 176 instruments in 37 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 www.wellsfargocenterarts.org for an application form.

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 160 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 new 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. Selected from Wells Fargo Center for the Arts’ ushers and volunteers, our Set the Stage docents are specially trained retired teachers perfectly poised to prepare your students for our performances. 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.

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 five 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. Every project includes 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 the 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).

The Kennedy Center Theater for Young Audiences on Tour presents
Katie Couric’s The Brand New Kid
Thursday, October 18, 2007 • Person Theater • 9:30am
60 minutes • www.bsoinc.com

New teachers…new books…new faces! It’s the very first day of second grade, and Lazlo S. Gasky is the new kid in school. He’s your typical seven-year-old boy, but because he doesn’t look or speak quite like the others, the teasing and taunting begin. When Ellie McSnelly realizes how tough Lazlo has it, she risks being ridiculed herself to spend an afternoon with him. After playing soccer, eating strudel, and making new friends, the two teach their classmates a valuable lesson about the importance of giving others a chance. Adapted from Katie Couric’s popular children’s book, this uplifting new musical proves that being you is the best way to be.

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.
• 4.EN.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: Students write or draw about a time when they felt like outcasts. Discuss the feelings this exercise brings up as a class.

Rennie Harris Puremovement
Friday, October 19, 2007 • Person Theater • 9:30am
60 minutes • www.rhpm.org

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

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

LESSON PLAN IDEA: What are some positive and negative ideas surrounding Hip Hop today? Discuss.
Take a journey into world music with Ancient Grooves, a distinctive and versatile ensemble of master musicians playing instruments from around the world. Each member shares rare and exotic instruments, historic knowledge, “musicianship,” their personal stories, and love of indigenous music. Ancient Grooves’ driving rhythms of West African drums, a quartet of Brazilian berimbau’s, exotic gourd water drums of the ancient tribes of Mexico, Eastern European bagpipes that look like animals, rare drums of many continents, and a collection of exotic ancient fiddles all create a sound that levitates the audience to other worlds.

California Content Standards easily applied in your classroom:
• 4.AR.MU.3.2: Identify music from diverse cultures and time periods.
• 2-6.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 and some things stay the same.
• 2-6.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.

LESSON PLAN IDEA: Students gather a variety of non-traditional instruments (jars, wooden spoons, whistles, etc.) and create their own musical grooves.

Seussical by TheatreworksUSA
Friday, November 9, 2007 • Person Theater • 9:30am & 11:30am
60 minutes • www.theatreworksusa.org

“Oh, the thinks you can think” when Dr. Seuss’ best-loved stories collide and cavort in an unforgettable musical caper! Your mischievous host, The Cat in the Hat, leads us on a very Seussical celebration! Come have fun with all of your students’ favorite characters including Horton the elephant, JoJo the young Who, Miss Gertrude McFuzz the one-feathered bird, and the amazingly lazy Maysie La Bird. You’ll find yourselves intertwined in an incredible adventure where the power of imagination and the most miraculous “think” ever save the day!

California Content Standards easily applied in your classroom:
• K.EN.3.3: Identify characters, settings, and important events.
• 1.EN.3.2: Describe the roles of authors and illustrators and their contributions to print materials.
• 3.EN.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 a page fit for a Dr. Seuss story including writing and illustration. Encourage sublime rhymes and amusing alliterations!
School Shows

The Nutcracker
by Santa Rosa Nutcracker
Friday, December 14, 2007 • Person Theater • 9:30am
75 minutes with Intro and Q&A • www.sonomanutcracker.com • www.santarosasymphony.com

The Nutcracker ballet, composed in Russia in 1892 and brought to America in 1940, is a classic and unforgettable experience that reminds us of the wonders of the imagination and the power of dreams. Young Clara and her beloved Nutcracker Prince battle the fierce Mouse King and travel to the Kingdom of Sweets where the Sugar Plum Fairy, dancing flowers, and visitors from around the world entertain them. Sonoma County’s finest dancers and spectacular guest performers accompanied by the Santa Rosa Symphony’s Youth Orchestra bring the fantasy, beauty, and magical wonders of the Nutcracker ballet to life.

California Content Standards easily applied in your classroom:
• 2.AR.MU.4.3: Identify how musical elements communicate ideas or moods
• 3.EN.3.2: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
• 4.AR.MU.4.2: Describe the characteristics that make a performance a work of art.
• 1-6.AR.DA.4.0: Responding to, analyzing and making judgments about works of dance.

LESSON PLAN IDEA: Students cut out and decorate their own nutcrackers or other seasonal symbols from construction paper. Assemble a class mural.

ArtsPower’s production of Lily’s Crossing
Friday, January 18, 2008 • Person Theater • 9:30am & 11:30am
55 minutes • www.artspower.org

It’s 1944 and Lily has planned a spectacular summer with her grandmother at the family’s cozy beach house on the Atlantic Ocean. But World War II has changed everything. Lily must deal with her father’s absence during the war and explore what happens when people are brave enough to forge new relationships and follow their hearts. Lily proves even young people feel the challenges of a war an ocean away. Based on Patricia Reilly Giff’s Newbery Honor Book, this dramatic play showcases important social issues.

California Content Standards easily applied in your classroom:
• 6.EN.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.
• 4-6.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.
• 6-8.HI.1.2: Students distinguish fact from opinion in historical narratives and stories.

LESSON PLAN IDEA: Students plot the location of family members on a map and note the distance or route.
The Musical Adventures of Flat Stanley by IntraMusic Theatricals

Tuesday, January 22, 2008 • Person Theater • 9:30am
60 minutes • www.flatstanleymusical.com

One morning, Stanley Lambchop wakes up flat…really flat! In a whirlwind musical travelogue, Stanley scours the globe as the ultimate pen pal, searching for a solution to his unusual problem. He’s stamped, posted, and cancelled from South Africa to Mexico, from Russia to England to China, and beyond. Wherever Stanley Lambchop goes, he meets new friends, learns about different cultures through song and dance, and closes in on his goal of becoming a three-dimensional boy once again. Enjoy this entertaining musical based on the classic books.

California Content Standards easily applied in your classroom:

• 4.AR.TH.1.2: Identify a character’s objectives and motivations to explain that character’s behavior.
• 5.EN.3.2: Identify the main problem or conflict of the plot and explain how it is resolved.
• PK-2.AR.TH: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

LESSON PLAN IDEA: Using construction paper, your class makes its very own Flat Stanley. Students take turns bringing Flat Stanley home. Collect photo and journal entries to create an album or scrapbook when the project is complete. What adventures Stanley will have!

Jazz at Lincoln Center Orchestra with Wynton Marsalis

Friday, January 25, 2008 • Person Theater • 11:30am
60 minutes • www.jalc.org

Comprised of the finest jazz soloists and ensemble players today, this orchestra has been the Jazz at Lincoln Center’s resident orchestra for over 12 years. Joined by the incomparable Wynton Marsalis, this performance will inspire and expand your students’ interest in jazz and music at large. Don’t miss this extraordinary opportunity to see and hear Wynton Marsalis live!

California Content Standards easily applied in your classroom:

• 4-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
• 4-12.AR.MU.3.0: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
• 6-12.AR.MU.4.0: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

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

Not a Genuine Black Man
by Brian Copeland
Friday, February 1, 2008 • Person Theater • 11:30am
60 Minutes • www.briancopeland.com

This one-man show is a personal exploration of racism and racial identity in America. When he was eight years old, Brian Copeland’s mom left her brutal husband and moved her family to San Leandro. It was 1971 and the town had just been named the most racist city in California. Join this acclaimed actor, author, and comedian as he explores what makes a person’s ethnicity or race “genuine” and how prejudices can come from both likely and unlikely sources. Provocative, poignant, and funny; this show deals with mature themes.

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.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: Brian Copeland uses levity to cope with hardship. Students discuss strategies they use in personal struggles.

Stone Soup and Other Stories
by The Pushcart Players
Tuesday, February 5, 2008
Person Theater • 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, brought to life in a delightful performance with audience participation.

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.3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

LESSON PLAN IDEA: Students write a contemporary version of one of these popular tales.

ArtsPower’s production of Madeline and the Bad Hat
Friday, February 8, 2008 • Person Theater
9:30am & 11:30am
55 minutes • www.artspower.org

See Madeline live on stage in this touching and amusing tale of enemies becoming friends. This original musical based on the much-loved children’s book captures the carefree yet touching spirit of Ludwig Bemelmans’s Madeline series.

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.
• 3.EN.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: Using a variety of craft supplies, students create unique hats and share them with the class.
FROGZ
by Imago Theatre
Thursday, February 21, 2008
Person Theater • 9:30am & 11:30am
60 minutes • www.imagotheatre.com

A theatrical menagerie of wonder and whimsy, FROGZ captivates with its zany creature-theater performance! See life-sized penguins, sloths, and frogs take center stage. Ingenious masks, finger-snap music, and outlandish costumes create an incredible feast for the senses.

Dancers transform their bodies, showcasing the movements of animals, amphibians, and more.

Your students won’t believe their eyes!

California Content Standards easily applied in your classroom:
• 1.SC.2: Plants and animals meet their needs in different ways.
• 4.AR.MU.4.2: Describe the characteristics that make a performance a work of art.
• 1-7.AR.DA.4.0: Responding to, analyzing and making judgments about works of dance.

LESSON PLAN IDEA: Students study frogs, penguins, sloths, and other animals and create masks based on their research.

ADD ARTISTS IN THE SCHOOLS!
FROGZ: Science & Movement Workshop
INCLUDES THREE VISITS TO YOUR CLASSROOM!

Working with Deborah Slater Dance Theatre, students will explore creative movement as a language technique. They will be introduced to movement qualities, muscle group isolation, and concepts of working as an ensemble. Students will examine familiar creatures and critters using innovative methods of improvisation and movement.

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.b: Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

Twelfth Night
by The San Francisco Shakespeare Festival
Friday, February 22, 2008 • Carston Cabaret • 9:30am & 11:30am
55 minutes with Q&A • www.sfshakes.org

Twelfth Night has long been regarded as Shakespeare’s greatest comic achievement. Rich comic characters, mistaken identity, and the search for true love are sure to captivate. Shakespeare’s most memorable songs are set to original folk music and sung live by the cast! Comic impersonations, misunderstandings, and deceptions taking place in the world of Illyria are all brought to life in this story of shipwrecked twins.

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.
• 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.3.3: 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 use recurring themes in Shakespearean plots to create a modern-day equivalent.
School Shows

The Midnight Ride of Paul Revere
by TheatreworksUSA

Monday, February 25, 2008 • Person Theater • 9:30am & 11:30am
60 minutes • www.theatreworksusa.org

In Boston, a simple artisan named Paul Revere etches out a humble living as a silversmith. When his revolutionary friends John Hancock and Samuel Adams pressure Revere to take a stand against British tyranny and join the Sons of Liberty, he must make a choice which is familiar to us all: to do what is easy or to do what is right. From the halls of British Parliament, to the Boston Tea Party and Revere’s legendary ride, this new musical brings American history to life through a unique combination of music, drama, and humor. The Midnight Ride of Paul Revere tells the inspirational story of how ordinary people can make a difference.

California Content Standards easily applied in your classroom:
• 5.HI.5.5.4: Describe the views, lives, and impact of key individuals during [the American Revolution] (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).
• 3-5.HI.3: Students identify and interpret the multiple causes and effects of historical events.
• 6-8.HI.2: Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

LESSON PLAN IDEA: Students write a poem reminiscent of Henry Wadsworth Longfellow’s “Paul Revere’s Ride” describing an important contemporary event.

Samite

Wednesday, February 27, 2008 • Carston Cabaret • 9:30am & 11:30am
60 minutes • www.samite.com

An inspiring musician and composer, Samite leads a trio of musicians who celebrate the Ugandan culture through mesmerizing music. Hear incredible songs in the language of Luganda performed on several African instruments, including the kalimba, marimba, litungu, and various flutes. Samite’s trio makes world music accessible and relatable, while conveying optimism through stories and song. Samite’s music opens peoples’ minds and hearts to the common threads of human concerns. Come enjoy a wonderfully accessible cultural experience.

California Content Standards easily applied in your classroom:
• 3.HI.3.2.1: Describe national identities, religious beliefs, customs, and various folklore traditions.
• 4.AR.MU.3.2: Identify music from diverse cultures and time periods.
• 3-9.AR.MU.3.0: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

LESSON PLAN IDEA: Students research and report on countries or cultures in Africa, including a focus on music.
The Golden Dragon Acrobats
Friday, March 7, 2008 • Person Theater • 9:30am & 11:30am
60 minutes • www.goldendragonacrobats.com

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

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

LESSON PLAN IDEA: Students collaborate, creating a collage representing provinces of China (e.g. geography, climate, clothes, food, etc.) to present to the class.

BONUS! Professional Development
Acrobatic Artistry: Chinese Arts & Culture
Thursday, February 28, 2008 • 4 – 7pm
For Teachers of Grades K-12 • Maximum number of workshop participants: 35

Teachers, don’t miss this rare opportunity to learn from Wayne Huey of Red Panda Acrobats! Come experience an interactive workshop about acrobatics as an art form, the practice and discipline behind the skills, and how American students can apply the acrobats’ kinesthetic lessons to their academic work.

Chinese acrobats base their feats on four basic movements, beginning with the handstand. But you don’t have to tumble, juggle, or balance in order to immerse yourself in the skills, culture, and history behind a performance of The Golden Dragon Acrobats. This unique workshop will help you to enhance and enrich your lessons in Chinese history, social studies, physical education, and physics.

California Content Standards:
• 6.HI.6.6: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
• 7.PH.5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
School Shows

Wind in the Willows by Masque Unit

Tuesday, March 11, 2008 • Person Theater • 9:30am
60 minutes • www.masqueunit.org

This troupe is back by popular demand! Join the lovable ladies of Masque Unit in this lively musical version of Kenneth Grahame’s classic children’s story. Don’t miss the myriad adventures of Mole, Ratty, Mr. Toad, and Mr. Badger as a classic tale of friendship comes to life through wonderful music and lessons of kindness, patience, and loyalty.

California Content Standards easily applied in your classroom:
• K.EN.3.1: Distinguish fantasy from realistic text.
• 1.AR.TH.1.2: Identify differences between real people and imaginary characters.
• 3.AR.TH.1.2: Identify the 5 W’s (who, what, where, when, and why) in a theatrical experience.

LESSON PLAN IDEA: Students study the habitats, diet, and characteristics of moles, toads, badgers, and other animal characters depicted in the play.

Jabberwocky by Tales & Scales

Wednesday, March 12, 2008 • Person Theater • 9:30am
50 minutes with Q&A • www.talesandscales.org

Flutes fly, trombones tango, and drums dance when these nationally acclaimed “musictellers” weave original stories, instrumental music, and creative movement into a unique experience for student audiences. The opening words of Lewis Carroll’s whimsical poem may not make much sense, but this “musictale” makes them all clear. Part puzzle, part adventure, part “frumious” fable, Jabberwocky brings to life the mythical battle with a “whiffling” monster. Investigate this classic work from three completely different perspectives. Come along for the “frabjous” fun!

California Content Standards easily applied in your classroom:
• 1.AR.MU.5.1: Recognize and explain how people respond to their world through music.
• 2.AR.MU.4.3: Identify how musical elements communicate ideas or moods.
• 4.EN.3.2: Identify the main events of the plot, their causes, and the influence of each event on future actions.

LESSON PLAN IDEA: Students work in groups tape-recording a story using only sounds and music (no words) and present to the class. After each presentation, discuss the plot or theme of each story.

Jabberwocky: Literature & Music-Making Workshop

INCLUDES THREE VISITS TO YOUR CLASSROOM!

Working with local teacher and performer Andrew DeVeny, your students will explore the relationship between music and poetry through singing and playing percussion instruments. Students will create a vocal and percussion ensemble through a collaborative class poem in this lively and interactive workshop.

California Content Standards:
• 2.EN.3.4: Identify the use of rhythm, rhyme, and alliteration in poetry.
• 3.EN.1.6: Use sentence and word context to find the meaning of unknown words.
Enchantment Theatre Company presents

The Velveteen Rabbit
Thursday, April 3, 2008 • Person Theater • 9:30am & 11:30am
60 minutes • www.bsoinc.com

“When a child loves you for a long, long time...then you become real.” So says the Horse to the Velveteen Rabbit in Margery Williams’ famous and much-loved literary classic. A plush rabbit, given as a gift to a young boy, yearns for the day when the boy will love the rabbit enough so that he can become real. An original musical score, live singers, life-sized puppets, masks, and magic bring this charming tale of love and devotion to life.

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.
• 2.AR.TH.4.3: Identify the message or moral of a work of theatre.
• 3.EN.3.4: Determine the underlying theme or author’s message in fiction and nonfiction text.

LESSON PLAN IDEA: Expand on the themes of the play by having students write stories about their favorite toy should it come to life.

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Grades 2-12
The Magic of Ireland
Thursday, March 13, 2008 • Person Theater • 9:30am
60 minutes with Q&A • www.themagicofireland.ca

Enjoy Irish dancing at its best! This troupe of champion dancers and instrumentalists deliver a dazzling performance of ages-old cultural dance and music. Students of all ages will enjoy the musical fun of the accordion, the fiddle, the guitar, the Bahrain, pipes, whistles, and flutes. Perfect for celebrating and deepening the study of Irish and Irish-American culture near St. Patrick’s Day. Don’t miss it!

California Content Standards easily applied in your classroom:

• PK-12.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.
• PK-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.

LESSON PLAN IDEA: Enjoy an Irish Feast! Students research and cook Irish foods for a class party, complete with reports on each delicacy.

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Grades K-3
Enchantment Theatre Company presents
The Velveteen Rabbit
Thursday, April 3, 2008 • Person Theater • 9:30am & 11:30am
60 minutes • www.bsoinc.com

“When a child loves you for a long, long time...then you become real.” So says the Horse to the Velveteen Rabbit in Margery Williams’ famous and much-loved literary classic. A plush rabbit, given as a gift to a young boy, yearns for the day when the boy will love the rabbit enough so that he can become real. An original musical score, live singers, life-sized puppets, masks, and magic bring this charming tale of love and devotion to life.

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.
• 2.AR.TH.4.3: Identify the message or moral of a work of theatre.
• 3.EN.3.4: Determine the underlying theme or author’s message in fiction and nonfiction text.

LESSON PLAN IDEA: Expand on the themes of the play by having students write stories about their favorite toy should it come to life.
Winnie the Pooh
by Two Beans Productions
Friday, April 18, 2008 • Person Theater • 9:30am & 11:30am
60 minutes • www.theatreworksusa.org

Tales of Christopher Robin’s friends and their adventures in the Hundred Acre Wood have delighted children of all ages for generations. Join Eeyore, Rabbit, Piglet, Owl, Kanga, Roo, and of course, everyone’s favorite bear, Pooh, in this enchanting musical based on A.A. Milne’s stories.

California Content Standards easily applied in your classroom:
• K.AR.TH.4.1: Respond appropriately to a theatrical experience as an audience member.
• 1.EN.3.2: Describe the roles of authors and illustrators and their contributions to print materials.
• PK-2.AR.TH: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

LESSON PLAN IDEA: Discuss how this live performance of Winnie the Pooh differs from books or animations students have seen. How is it similar?

Grades PK-2

Ballet Folklorico “Quetzalli” de Veracruz
Wednesday, April 23, 2008 • Person Theater • 9:30am
60 minutes • www.sroartists.com

Back by popular demand, this group, founded in 1985, has crisscrossed the globe exciting audiences of all ages. Their visual fiesta of culture and folklore features many regional dances of old Mexico, in particular from their home state of Veracruz, birthplace of the world famous “La Bamba.” The music, performed live on authentic stringed instruments, punctuates the meticulous movement, colorful clothing, and perfect pulse established by the world-class dancers. Earning standing ovations from Cuba to Malaysia, “Quetzalli” proves why they are one of Mexico’s most popular exports!

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

LESSON PLAN IDEA: As a class or individually, students research different Latin American countries observing similarities and differences that affect cultural traditions such as dance.
The American Place Theatre’s Literature to Life® production of
**The House on Mango Street**
by Sandra Cisneros
performed by Ana Maria Jamolca
Friday, May 2, 2008
Carston Cabaret • 9:30am
60 minutes with Q&A
www.americanplacetheatre.org

This stage adaptation features verbatim portions of the critically acclaimed novel about a young Chicana who faces the harsh reality of her neighborhood, while also displaying a strong sense of community and holding on to the dream of what she will someday become. This powerful performance explores important themes such as racism and racial stereotypes, sexism, estrangement, loss, and the concept of home. This unique performance is ideal for all students concerned with social or cultural topics.

California Content Standards easily applied in your classroom:
• 9-10.EN.LI.2.1: Deliver narrative presentations.
• 9-12.EN.LI.1.7: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

**Milkshake**
Friday, May 9, 2008 • Person Theater • 9:30am
60 minutes • www.milkshakemusic.com

Milkshake is a band on a mission to create great rock music for kids. And they’re doing just that in live shows across the country, award-winning kids’ CDs, and 10 music videos airing on PBS KIDS’ Noggin. With tuneful, memorable songs that evoke influences including Rodgers and Hammerstein, Julie Andrews, Lennon-McCartney, and The Raconteurs, Milkshake creates music that appeals to both kids and adults. Their live appearances win over audiences with an authentic rock-n-roll spirit. Milkshake is a perfect end-of-year treat!

California Content Standards easily applied in your classroom:
• 1.AR.MU.4.3: Identify how musical elements communicate ideas or moods.
• PK-2.AR.MU.3.0: Understanding the historical contributions and cultural dimensions of music.

**LESSON PLAN IDEA:** Students listen to different genres of music, comparing and contrasting what they hear.
Policies

Please read carefully prior to making reservations.

• Intended for school groups of 10 or more. One adult per every ten students required.
• We understand the challenges in transportation and the need for parent drivers; however, out of courtesy for our students, we ask that adults with small children utilize our lobby. These performances are for students in various suggested grade levels and are not appropriate for infants and toddlers.
• Show times 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 the date of the show.
• All changes and cancellations must be submitted in writing 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, Education & Outreach 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, Education & Outreach Programs Manager at (707) 527-7006, ext. 154 or tracys@wellsfargocenterarts.org.

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

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