



Overture Center
FOR THE ARTS

RESOURCE GUIDE

2010/11 Season

OVERTURE ONSTAGE

A Performing Arts Series for Students



The Very Hungry Caterpillar & Other Eric Carle Favorites | THU, MAR 10-FRI, MAR 11, 2011



Overture Center FOR THE ARTS

ABOUT OVERTURE CENTER FOR THE ARTS

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to ten independent resident organizations.

RESIDENT ORGANIZATIONS

Bach Dancing and Dynamite Society
Children's Theater of Madison
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet
Madison Museum of Contemporary Art
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy's
James Watrous Gallery
Wisconsin Chamber Orchestra

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

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The Very Hungry Caterpillar

and other Eric Carle Favorites

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Dear Teachers,

Overture Center is pleased to welcome you to Mermaid Theatre's presentation of ***The Very Hungry Caterpillar and Other Eric Carle Favorites***. The presentation is based on beloved author Eric Carle's classic picture books, ***The Very Hungry Caterpillar***, ***Little Cloud***, and ***The Mixed-Up Chameleon***. The production combines puppetry, music and black lights for a unique theatrical experience.



This show provides a wonderful context for the study of caterpillars, clouds and chameleons, as well as the development of self-concept. We have prepared this guide to give you suggestions of ways to incorporate these and other concepts into your lessons.

In order to prepare your students for this production you will certainly want to begin by reading the Eric Carle books. After reading them to the children, leave them out so that the children may reread them and explore the illustrations. You may want to prepare students for the viewing of this show by doing some of the activities in this guide before the show. Other activities can be completed after the presentation in order to build on and extend the experience. To help you in your lesson planning we have aligned our activities with Wisconsin's Model Academic Standards, which you will find throughout the guide.

Author Eric Carle says, "Even as a small child, I was curious about animals, especially small ones, and I remember the excitement of lifting stones or peeling back the bark of dead trees to discover things that crawled, crept and scurried about there." We hope this guide and performance will encourage the natural curiosity of children and help them in their discoveries, and that they will be filled with the excitement and wonder that a theater experience can bring. Enjoy the show!

Overture Center for the Arts



Mermaid Theatre of Nova Scotia

Mermaid Theatre of Nova Scotia is in its thirty-first year of bringing unique adaptations of children's literature to the theater. It is among the most respected theaters for young children, and has served over three million children on four continents. Mermaid Theatre of Nova Scotia is registered as a non-profit organization, and plays an ambassadorial role for Nova Scotia and for Canada.

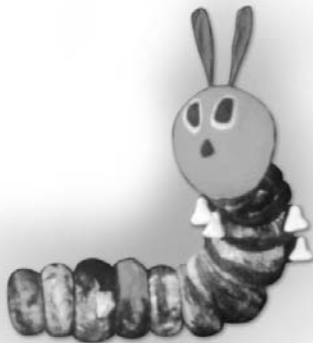
Visit Mermaid Theatre's web site at

www.mermaidtheatre.ns.ca



The Stories of Eric Carle

The Very Hungry Caterpillar & Other Eric Carle Favorites is based on three favorite Eric Carle books. These books, which have been translated into twenty languages, include:



The Very Hungry Caterpillar, published in 1969.

An egg pops open and a little caterpillar crawls out. The hungry caterpillar works his way through the days of the week eating various fruit. He builds a cocoon around himself and stays there for two weeks. He then nibbles a hole and emerges as a butterfly.

Concepts: days of the week, fruits, colors, counting, metamorphosis, life cycle.

The Mixed-Up Chameleon, published by Harper Collins, 1974.

A small chameleon moves across the land changing colors as he travels through his surroundings. The chameleon catches and eats a fly and thinks that his life is not very exciting. When the chameleon sees a zoo, he is excited about all the beautiful animals he sees, and he wishes he could take on their characteristics. The illustrations show the little chameleon as he takes on the body parts of the other animals, with ridiculous results, until in the end he realizes he just wants to be himself.

Concepts: chameleons, zoo animals, self-esteem



Little Cloud, published by Philomel Books, 1996.

Little Cloud celebrates the imagination as a Little Cloud changes himself into the shapes of things he has seen, including a sheep, an airplane, a shark, trees, a rabbit, a hat and a clown, before joining up with other clouds to form a rain cloud.

Concepts: imagination, clouds, rain

Other Books by Eric Carle

The Very Hungry Caterpillar is part of a series of "Very" books, which also include *The Very Busy Spider*, *The Very Quiet Cricket*, *The Very Lonely Firefly* and *The Very Clumsy Click Beetle*. Other favorite books by Eric Carle include *The Grouchy Ladybug*, *From Head to Toe*, *A House for a Hermit Crab*, and *1,2,3 To The Zoo: A Counting Book*.

Of his books, Carle says,

"The child in me identifies with the caterpillars, spiders, fireflies, crickets, and click beetles of the world. They are my friends."

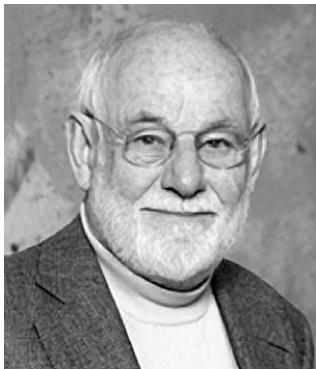


photo: www.eric-carle.com

Author Eric Carle

Eric Carle was born in Syracuse, New York in 1929, the son of German immigrants. When he started school in 1935, his kindergarten teacher told his mother that he had a talent for art and that she should nurture this talent. This was the beginning of a lifelong love of art. When he was six, his family returned to Germany. Eric got off to a poor start in school there, and except for art classes, never became a good student. He was evacuated to the country during World War II, and later ordered to report to the

Nazi Army for active duty. Fortunately, the war ended a few days later. Instead of the army, Carle was accepted into a school for commercial art. He spent several years there before returning to the U.S. to work on a fashion magazine. Carle later worked for *The New York Times* and as a freelance graphic designer and illustrator. The first children's book he illustrated was Bill Martin Junior's classic, *Brown Bear, Brown Bear, What Do You See?* After the success of *The Very Hungry Caterpillar* Carle was able to devote his work to children's books full time. Carle has two grown children, a son and a daughter, and lives with his wife in Northampton, Massachusetts. In 2003 Carle was the recipient of the prestigious Laura Ingalls Wilder Award, given by the American Library Association, for his substantial and lasting contribution to literature for children.

Activity

Visit Eric Carle's Web Site

Objective: Students will use an internet source to find information.

Curriculum connections; Technology, Language Arts

Author Eric Carle's official web site, which was created for children, can be visited at

www.eric-carle.com



On this user friendly web site children can read Eric Carle's newsletter, "Caterpillar Express." They can find information about Eric Carle's life, find out where Eric Carle gets his ideas, and get lists of Carle's books. Children can also sign Carle's guest book or e-mail the author. This activity may work best as a small group activity, or for older children, as a learning center activity. Younger children will need the assistance of a teacher, parent or other adult.

English Language Arts Standard A.4.4: Read to acquire information

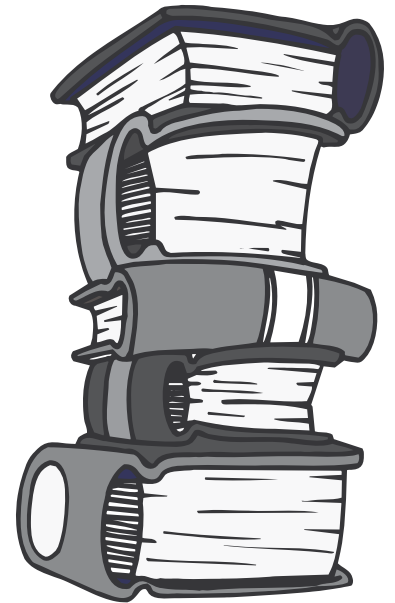
Media and Technology Standard A.4.4: Use a computer and communications software to access and transmit information

Activity

Information Center

Set up an "Information Center" in your classroom. Gather as many books about insects, clouds and chameleons as you can find in your classroom and from the library. Include pictures, charts, magazines such as *Ranger Rick* or *Your Big Backyard*, filmstrips and videos. Decorate the center with big pictures. Students can use these books and materials when they are doing many activities related to the show.

Media and Technology Standard B.4.2 Develop information seeking strategies



The Art of Eric Carle

Objective: Children will explore the art of Eric Carle and create their own art using Carle's techniques.

Curriculum connection: Art

Step 1 Gather many books written by Eric Carle. Allow children time to look at the illustrations, perhaps over several days. If possible, show the video *Eric Carle: Picture Writer*. Carle demonstrates how he makes pictures for his books. In the video he states, "Anyone can do this; you don't need to be an artist." Carle considers it the ultimate compliment when children look at his art and say, "I could do that." He paints on tissue paper, using any color and pattern that is pleasing. After the papers are dry, he cuts pieces of them to create the shapes he wants for his picture. Sometimes the papers are layered, resulting in a collage effect.

Step 2 Gather tissue paper, tempera paints, markers and scissors. Cover tables or the floor with newspaper. Have children paint on pieces of tissue paper. At this step they should not attempt to paint specific things, just decorate the papers with pretty patterns. Explain that they are making the papers, that they will use for their art. Allow the papers to dry overnight.

Step 3 Give each child a sheet of plain white paper. Demonstrate how to cut shapes from the colored tissue papers. Arrange the shapes. Demonstrate how to layer different papers, such as a round green shape for a treetop with smaller red shapes for apples on top of the green. Encourage children to arrange first, then glue the pieces to the white paper. The children may want to copy Eric Carle, who puts a sun somewhere in each of his books. After the glue has dried children may want to add details with a marker. Make sure the children sign their names on their artistic creations, as an artist would. Hang their artwork on a bulletin board or make a hallway art gallery display.

Visual Art Standards

- A.4.3** Learn about basic styles of art from their own and other parts of the world
- B.4.4** Know that art is influenced by artists, designers and cultures
- C.4.8** Explore the natural characteristics of materials and their possibilities and limitations



Fabulous and Fun Facts

Objectives: Students will become interested in science related studies and use the inquiry process to find information.

Curriculum connection: Science

Many children like to read about or learn interesting facts. Use these facts as items for a bulletin board, for a "Fact A Day," or to spark children's interest. Encourage students to find their own "Fabulous and Fun Facts" about insects, clouds or chameleons and bring them in to share. Give them opportunities to share facts they have discovered.

FASCINATING FACTS!

Insects



Chameleons



Clouds



Insects

- A caterpillar can not see very well even though it has twelve tiny eyes on its head.
- Some moths, butterflies and caterpillars have huge eye-spots on their wings or bodies to scare or confuse their enemies.
- Cicadas and grasshoppers have their hearing organs (like ears) located on their legs or abdomen.
- If you filled a bathtub with dirt you would find between five hundred and two thousand insects.
- Grasshoppers and crickets can jump up to three or four feet high. That's forty times their height!

Chameleons

- Chameleons have very long tongues which they keep rolled up inside the bottom of their mouths.
- Chameleons have five fingers and toes, just like us!

- Chameleons have telephoto vision. They can magnify far away things so that they can see them better.
- Chameleons shed their skin when their body gets too big for it.
- Chameleons can move their two eyes independently of each other. This means they can see two different things at once!

Clouds

- Fog is a big cloud that comes right down to the ground.
- A person who studies clouds and is a weather expert is called a meteorologist.
- Some clouds are ten miles high.
- Clouds have electricity in them. We call it lightning!
- Clouds are made up of many drops of water.

Science Standard B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations.

Activity

The Many Colors of Chameleons Mural

Objective: Students will demonstrate their knowledge of types of habitats and characteristics of chameleons.

Curriculum Connection: Science/Environmental Education, Art

Instruct the children to look at books about chameleons. Have them look for information about where or how chameleons live. This is called a habitat. Eric Carle's fascination with small creatures was inspired by his father, who often took him on walks through the woods. During these walks he would point out small creatures. In this way Carle learned about the habitats of small animals.



Cover a large bulletin board or section of the wall with roll paper. If the boards are too high, tape the paper to the floor and hang it later. This will be the background for a mural. Give children time to draw and color chameleons they have discovered and read about. Encourage children to put the chameleons in the proper environment (on a tree, a rock, a leaf, on the ground) and to choose appropriate colors for the chameleons so that they blend into their environment.

Outdoor Education Standard A.4.3 Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations.

Science Standard C.4.3 Select multiple sources of information to help answer questions for classroom investigations.

Activity

Chameleon Folktales From Africa

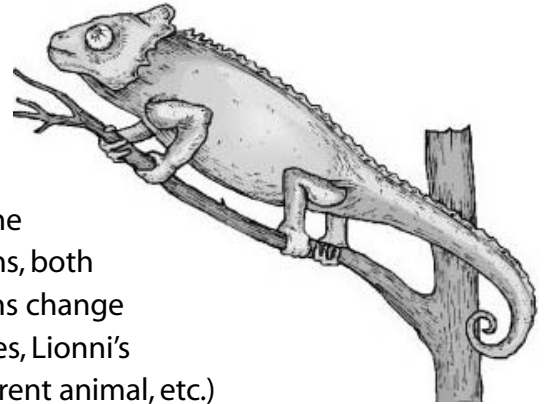
Read *Crafty Chameleon* by Mwenye Hadithi, Little Brown and Co., 1987. This is an African folktale about a chameleon, a crocodile and a leopard. Chameleon outsmarts the bigger animals. In typical folktale fashion, the story explains why chameleons change colors. After reading the story, explain that long ago, people made up stories to explain how things came to be. Allow children to use their own imaginations to make up their own versions of why the chameleon changes colors.

Activity

Read About Chameleons

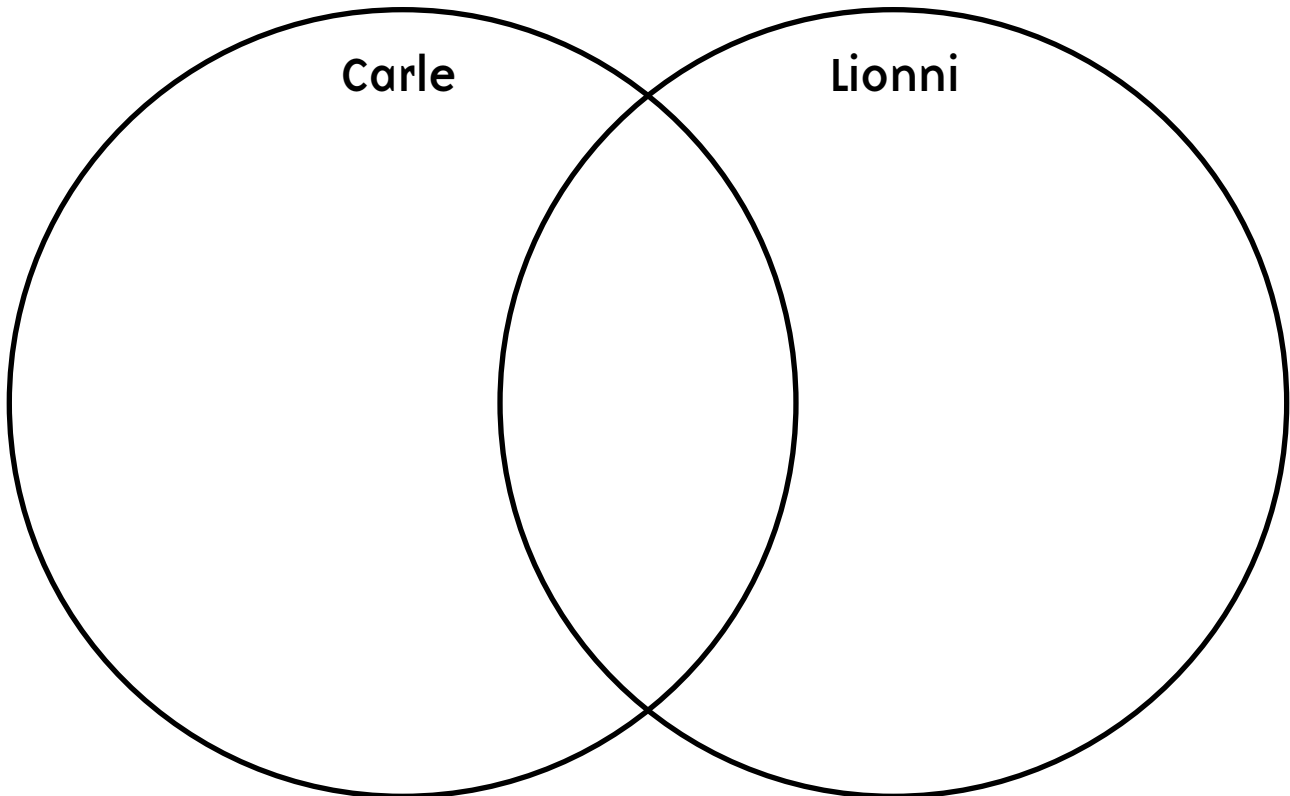
Objectives: Students will read and compare literature.

Curriculum connection: Language Arts



After reading *The Mixed-Up Chameleon* read a similar book *A Color of His Own* by Leo Lionni. (Alfred Knopf, 1975). Compare the two books. How are they the same? (both are about chameleons, both chameleons are unhappy, both books describe how chameleons change colors) How are they different? (the artists use different art styles, Lionni's chameleon finds a friend, Carle's chameleon wants to be a different animal, etc.)

Show your results in a Venn diagram.



English Language Arts Standard A 4.2 Read, interpret, and critically analyze literature.

Activity

The Mixed-Up Class

Objective: Students will participate in an enjoyable reading experience.

Curriculum connection: Language Arts

In *The Mixed-Up Chameleon*, the chameleon adds body parts of other animals to his own with hilarious results.

Divide a sheet of 8 1/2" x 11" paper in thirds horizontally.

Make a crazy book called *The Mixed-Up Class* of [insert teacher's name]

Have students draw a picture of themselves, with their head in the top box, their middle in the middle box and their legs in the bottom box. When they are finished, staple all of the pages together to make a book. Cut on the lines from the right leaving a half inch attached on the left hand side.

Students can now flip the pages attaching their head to someone else's middle or feet. For fun, throw in some animal drawings as well. How would you look with a tail?



English language Arts Standard A.4.3 Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience

Investigate Clouds

Objectives: Students will learn that clouds vary in type and result in different kinds of weather.

Curriculum connection: Science

Discuss clouds. What kinds of clouds have the children seen? Describe different types of clouds. There are many kinds of clouds, such as cirrus, cumulus, and stratus. Read a book about clouds such as *The Cloud Book*, by Tomie DePaola. On a cloudy day, go outdoors, and observe the clouds. On light blue or gray paper, using chalk or white crayons, draw the clouds you see. What type of clouds are they? Label the drawings. Draw pictures of other types of clouds you might find on a different day. What kind of weather might you expect from the different types of clouds?

Little Cloud transforms himself into different shapes. On a cloudy day, go outside and lie on your back and look at the clouds. Use your imagination. What do you imagine that you see in the clouds? Back in the classroom, draw pictures of what you imagined. Write about what you saw in the clouds.

For a week or two, keep track of the kinds of clouds in the sky and the daily weather. Make a chart. What do you notice about the relationship of clouds to the weather?

Science Standard C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations



Activity

Acting Out a Story with Puppets

Objective: The students will understand how puppets can be used to tell a story.

The students use oral speaking skills to tell a story.

Curriculum connection: Theater Arts, Language Arts

This theater presentation uses puppets as a way to translate stories into drama. Help the children to understand how puppets can be used to tell a story. Gather a collection of puppets and demonstrate how the puppets are used. A table turned on its side makes an easy puppet stage. Students can sit behind the table and practice using the puppets to tell a story that they make up. This makes a good center or playtime activity.

Theater and Performance Standard: B.4.1 Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas.



Activity

Read a Tall Tale about Clouds

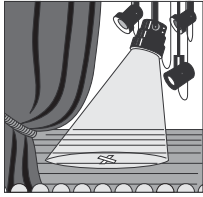
Objective: Students will read and write a tall tale.

Curriculum connection: Language Arts

Read the book *Cloudy With a Chance of Meatballs* by Judy Barrett, a tall tale about clouds that bring not rain or snow but juice, soup and hamburgers! Explain that tall tales are stories that are greatly exaggerated with wildly improbably happenings. Encourage students to write their own tall tales about an unforeseen weather event.

English Language Arts Standard A.4.2 Read, interpret and critically analyze literature

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.



Theatrical Experience Discussion Topics

Pre-Performance

- 1 Explain to the children that they will be going to see a performance in a theater. Ask the children if they know what a theater is. Have any children ever been to a theater? What was it like? What kinds of things might you see in a theater? What does a theater look like? What kind of seats does it have? Explain that the seats are in rows and the rows are raised to help people see better. Some theaters, such as the Capitol Theater, have a stage, which is where the acting or story will take place. If your school has a theater, take the children to see it.
- 2 Explain to the children that theaters use special lights to help people see. When the show starts the lights in the audience will go out and it will get dark. There is no need to be afraid. Lights will shine on the stage to help you see the performance. Sometimes these special lights will be different colors. In this show, special lights called **blacklights** will be used. Blacklights are lights that give off a purple light. We can't see the light, but when it shines on fluorescent or very bright objects, they glow very brightly. If a blacklight bulb is available, demonstrate how it looks. Blacklights can be purchased inexpensively from specialty gift shops.
- 3 Tell the children that during the show they should stay in their seats and listen carefully. They should not talk during the show. Music will help tell the story. For example, very soft and slow music might be played when someone is sleeping. Loud noisy music might be played when there is a storm in the story. Play several different selections from classical music. Ask the children to think about and suggest ideas that the music reminds them of. Is it happy or sad? Does it sound like nature? A party? A chase scene? Does it make them feel like dancing or sleeping? Some music selections to try: Handel's "Water Music", Tchaikovsky's "Trepak" (the Russian Dance from the Nutcracker Ballet) and Mozart's "Alla Turca" from Sonata No. 11.
- 4 Discuss with the children how they will get to the theater. Explain any special rules for riding in buses or cars. Remind children to bring permission slips.
- 5 This production will use puppets instead of live actors. Ask the children to guess what types of puppets they might see. The puppets must be able to be seen by hundreds of children at the show. What size will the puppets probably be? Have the children use puppets to act out a story before they attend the show so that they understand how puppets can be used to tell a story.

After the Performance

- 1 Allow the children time to share their favorite parts of the production. Children may like to draw their favorite part to take home and share with their parents.
- 2 Have children retell stories from the show.
Describe the kinds of things they saw during the performance. What were the puppets like? What was the music like? Was there background or scenery? What was the scenery like? Was it the same as they thought it would be or different? How was the performance different from the book?

Theater and Performance Standard A.4.1 Attend a live performance and discuss the experience.

Activity

Take-Home Note

Objective: To facilitate communication between home and school.

To facilitate discussion between parent and child.

To encourage the children to share their experience at the theater.

Pass out copies of the following note. Read it to your class. Have them write their names on the blank. Have the children take the notes home.

Dear Family,

Today I went to Overture Center to see *The Very Hungry Caterpillar and Other Eric Carle Favorites*. Ask me what I saw and heard. I would like to tell you about the show. Here is a picture of my favorite part.

Love,

Theater and performance Standard A.4.1 Attend a live theater performance and discuss the experience.

Resources

Video:

Eric Carle: Picture Writer, Philomel, 1993.

Carle shows how he makes his illustrations with handmade papers, collage and paints. He also tells about his childhood and the inspirations for his stories

Teacher Resources:

The Art of Eric Carle by Eric Carle, Philomel, 1996.

This book includes a nice biography of Carle, photos of the author and samples of his artwork. Illustrations include how to make colored tissue paper and how to make a caterpillar.

A Year of Hands-On Science by Lynne Kepler, edited by Joan Novelli, Scholastic, 1996.

Activities, experiments, and resources for many creative nature explorations make this a useful book with many connections to the nature inspired works of Eric Carle.

Web Site: **www.naturenet.com**

This web site includes links to nature centers, activities and lessons about nature. The site is searchable by topic and grade level.

Children's Books:

Backstage with Clawdio by Harriet Berg Schwartz, Scholastic, 1993.

Clawdio the cat lives in a theater. He narrates his story and explains what it is like backstage, sharing many aspects of a theater performance.

The Cloud Book by Tomie dePaola, Scholastic, 1975.

This informational book by a favorite children's author is a good introduction to types of clouds.

Flash, Crash, Rumble, and Roll by Franklyn M. Branley, Trumpet, 1985.

What is a thunderstorm? This book explains what causes storms and how to stay safe during a storm.

Weather Forecasting by Gail Gibbons, Aladdin, 1987.

This book illustrates how weather forecasters observe clouds and use different instruments to tell us about the weather.



THEATER ETIQUETTE AND EXPERIENCES

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! **LAUGHING IS APPROPRIATE.** (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

AMERICAN GIRL'S FUND FOR CHILDREN

Funding for this resource guide and the OnStage Performing Arts Series for Students is provided by a generous grant from American Girl's Fund for Children, a philanthropic foundation created to support programs and services for school-age children in Dane County. Since its founding in 1992, American Girl's Fund for Children has supported programs in the arts, culture, and environment.

OVERTURE CENTER FOR THE ARTS

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