CENTER FOR THE ARTS AT VIRGINIA TECH

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Mario the Maker Magician

STUDY GUIDE

VIRGINIA TECH

STUDY GUIDE

MARIO THE MAKER MAGICIAN

School Matinee
February 1, 2026

Recommended for students in grades PK-2

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For more information, please subscribe to the Center for the Arts' email list and select "school-day performances and PK-12 programs."

PERFORMANCE PREP

Please prepare your students for the performance by practicing audience etiquette. Check out our **performance etiquette guide** for specific guidelines on how you can **enjoy the show!**

ABOUT THE STUDY GUIDE

The Center for the Arts designs all study guide activities to align with Virginia Standards of Learning (SOLs) and to support meaningful cross-curricular connections. Look for icons that highlight these connections next to related activities throughout the guide. Educators are encouraged to adapt activities to best meet the age, needs, and abilities of their students. This program supports the following Virginia SOLs:

Health Education:
K.1a-b, K.2a-b, 1.1a, 1.2a, 2.1a, 2.2b

History and Social Science:
K.1, K.4d, K.5c, 1.1a, 2.10

Science:
K.1, K.5, 1.1, 1.2a, 2.1, K.2, K.3, K.9a, 1.2, 1.6, 1.7, 2.2, 2.3, 2.6a, 2.8b

SEL:
DeM2:Kb, ReS1:Ka, SeA2:Kc-d, DeM2:1-2b, ReS2:1-2a, SeA2:1-2c-d, SoA1:1-2b-c

Visual Arts:
K.1, K.9, K.16, 1.1, 1.3c, 1.16, 2.1, 2.6b, 2.9, 2.15

ABOUT MARIO THE MAKER MAGICIAN

Mario "The Maker Magician" Marchese is a New York-based performer, author, and inventor who tours internationally with his award-winning, all-ages theatre show, *Mario the Maker Magician*. Combining magic, robotics, and DIY creativity, he inspires kids and families to imagine, build, and create without limits. His show won the 2024 Adelaide Fringe Award for Best Kids & Family and recently completed a sold-out off-Broadway run at SoHo Playhouse, leading to an appearance on *The Tonight Show Starring Jimmy Fallon*. Mario has also appeared on *Sesame Street*, *Universal Kids*, and HGTV; toured with David Blaine; and authored *The Maker Magician's Handbook* and *Robot Magic*.

VOCABULARY

The following vocabulary terms are central to this performance. Use the definitions below to explore the show and the concepts it introduces.

Artist: A creative person who uses imagination and skill to make things.

Brain: An organ inside your skull that controls everything you think, feel, and do.

Electricity: A powerful, invisible form of energy that powers our modern world.

Evidence: A clue, fact, or piece of information that helps you prove whether something is true.

Kindness: Choosing to say and do things that help, encourage, and show care for others.

Invention: A new creation, device, or method that has never been made or used before.

Inventor: An innovative person who designs or builds something that has never existed before or makes an existing item work better.

Magic: Things that seem impossible or mysterious.

Magician: An entertainer who performs amazing tricks that seem impossible.

Misdirect: To guide someone's attention toward one thing so they do not notice another.

Nikola Tesla: A brilliant inventor and scientist, best known for creating a way to safely send power or electricity over long distances.

Observation: When you use your five senses (sight, sound, smell, taste, and touch) to notice and learn about the world around you.

Prediction: An educated guess, based on evidence, about what will happen next.

Robot: A machine built by humans to do jobs automatically.

Scientist: A curious person who asks questions about how the world works and searches for answers through careful testing.

PRE-SHOW ACTIVITIES

MY MAGICAL BRAIN

Summary: Students will explore how the brain helps us think, focus, and notice the world around us. Through simple activities, movement, and observation games, students will learn that the brain can only successfully focus on one thing at a time and that attention affects what we see and remember.

Learning Objectives: Students will...

- Identify the brain as the part of the body that helps us think and pay attention
- Label areas of the brain
- Describe how focusing helps us learn and notice details

Prior Knowledge: Students can...

- Recognize basic body parts (e.g., eyes, nose, arms, etc.)

Content Knowledge: "You can only focus on one thing at a time" is a key idea that Mario the Maker Magician uses to show how attention works in the brain. The prefrontal cortex helps control focus and decision-making, while the parietal cortex helps sort and filter sensory information. Because these systems prioritize certain inputs, the brain cannot process every detail at once, which is why people can miss changes when their attention is directed elsewhere. Magicians use this concept to create misdirection, and scientists study it to better understand how we perceive and learn.

Materials: Chart paper or whiteboard, coloring utensils, digital access to My Brain video *(optional)*, My Magical Brain worksheet, and pencil

Health Education Standards of Learning: K.1a-b, K.2a-b, 1.1a, 1.2a, 2.1a, 2.2b

Science Standards of Learning: K.5

MY MAGICAL BRAIN, cont.

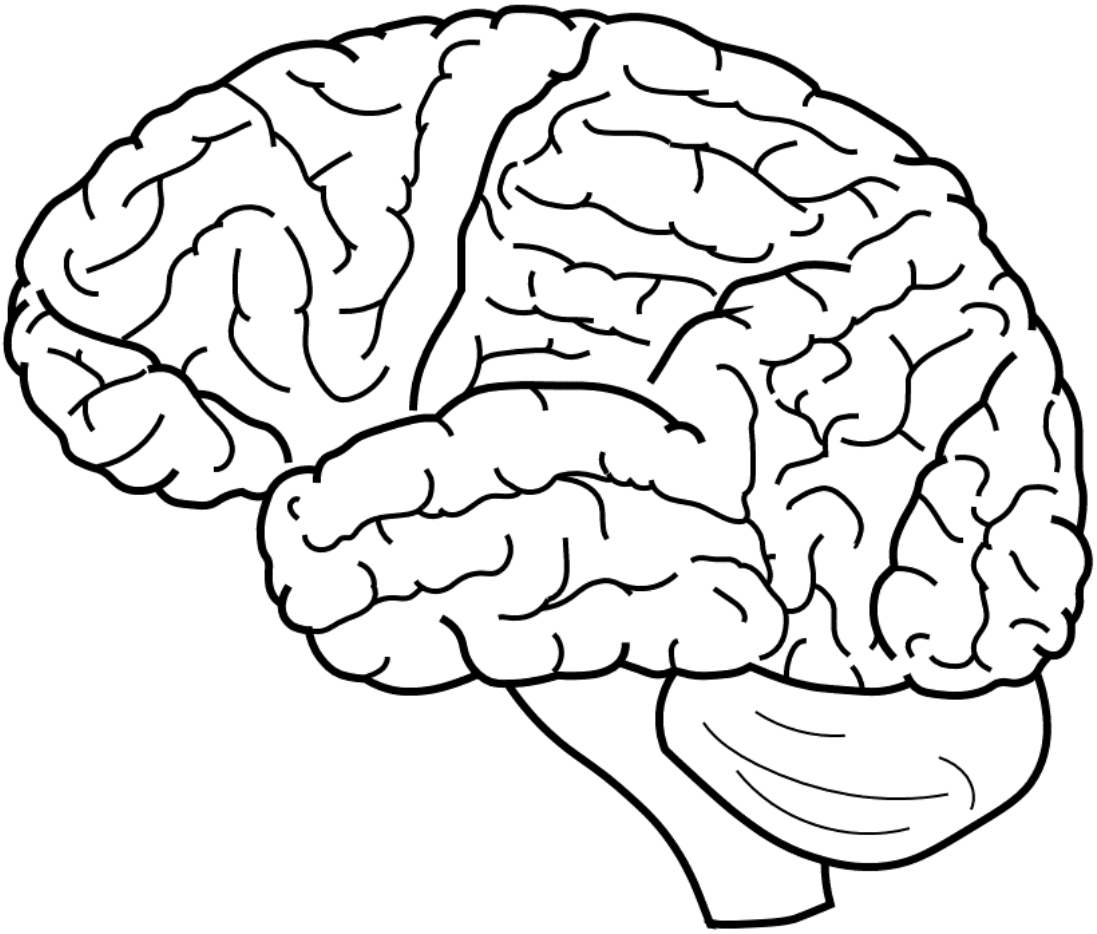
Instruction

- Begin with a quick game of Simon Says, incorporating two actions at the same time (e.g., clapping a rhythm while saying the alphabet, following your finger with their eyes while listening for a specific word, or patting their head while rubbing their stomach).
- After the game, ask students:
    - What was difficult about doing two things at once?
    - Why was it hard to pay attention to both activities?
- Introduce the idea that "you can only focus on one thing at a time." Explain that our brains help us decide what to pay attention to, but sometimes focusing on one thing causes us to miss something else.
- If available, show a short age-appropriate video about the brain. Explain that the brain helps us think, learn, remember, move, and pay attention. It acts as the body's "control center."
- Guide students in a discussion about what their brains help them do in different places (e.g., at school, home, the park or playground, etc.). Record student responses on chart paper or the whiteboard.
- Next, have students complete the My Magical Brain worksheet by drawing or writing things their brain helps them focus on (pulling ideas from the class-generated list).
- Tell students they will become brain **scientists** and test their observation and memory skills:
    - For Round 1, invite three students to stand at the front of the room.
    - Give the class 30 seconds to carefully observe them.
    - Have the class close their eyes while each student changes one small thing about their appearance (e.g., unties a shoelace, rolls up a sleeve, removes a hair tie, changes the position of their hands).
    - The class opens their eyes and identify what changed.
    - For Round 2, invite three new volunteers.
    - Have each volunteer share their favorite color, food, and animal.
    - While listening, the rest of the class performs a quiet drumroll on their legs.
    - Have the class intermediately close their eyes while the volunteers change one small thing about their appearance.
    - The class opens their eyes and try to identify what changed about each volunteer's appearance and one fact they remember about the volunteers.
- Discuss which task was easier and if details were harder to remember in the second round. Explain that when our brains focus on one type of information, we may miss another. This is how attention works in both science and magic. **Magicians** often use this idea to **misdirect** our attention, while scientists study how our brains process information.

Optional Extensions: Introduce the major parts of the brain (such as the frontal lobe, cerebellum, and brain stem). Using the class-generated list, ask students to identify activities that each part helps control and label them on the worksheet.

MY MAGICAL BRAIN, cont.

What does your brain help you focus on? Write or draw it in the space below!



- **Frontal lobe:** Controls problem-solving, planning, focusing, and personality.
- **Parietal lobe:** Interprets feelings like touch, temperature, and pain.
- **Temporal lobe:** Processes what you hear and helps you understand language, follow conversations, and enjoy music.
- **Occipital lobe:** Takes the information from what the eyes see and makes sense of it (this includes anything from sunsets to your favorite TV show or words on a page).

ROBOT MAGIC

Summary: Students will explore the role of inventors in our everyday lives by learning about electricity and the work of Nikola Tesla. Through observation, sorting, graphing, and creative design, students will think like inventors as they imagine and create a robot that helps solve a real-world problem.

Learning Objectives: Students will...

- Identify Nikola Tesla as an inventor who helped bring electricity to homes and communities
- Recognize that inventors, scientists, makers, and magicians use creativity and problem-solving skills
- Collect and organize data using a simple graph
- Design and illustrate an original robot invention that solves a problem

Prior Knowledge: Students can...

- Identify objects
- Count and sort objects into categories
- Share ideas through drawing and simple writing

Content Knowledge: During his performance, Mario reminds students that "undiscovered science is magic." One inventor who exemplifies this concept is Nikola Tesla, whose innovations in electricity helped power the modern world. By exploring Tesla's contributions and investigating electricity in their own classroom, students learn that many things that seem magical are the result of scientific discovery, engineering, and creative problem-solving.

Materials: Chart paper or whiteboard, coloring utensils *(optional)*, *Nikola Tesla* book (author Maria Isabel Sanchez Vegara), paper, pencil, and Robot Magic worksheet

History and Social Science Standards of Learning: 2.10

Science Standards of Learning: K.1, 1.1, 1.2a, 2.1

Visual Arts Standards of Learning: K.1, 1.1, 2.1

ROBOT MAGIC, cont.

Instruction

- Read the children's book *Nikola Tesla* by Maria Isabel Sanchez Vegara. Discuss with students who Tesla was, what problem he was trying to solve, and how his inventions continue to help us today.
- Introduce Mario's quote, "undiscovered magic is science." Ask students what this means and whether they think science seems magical.
- On a piece of chart paper or a whiteboard, create two categories: **Needs Electricity** and **Does Not Need Electricity**.
- Have students search the classroom and find items that can fit in one of these categories. Set a timer and establish that you can only add the same item once.
- Once the timer ends, count with students which category has more items, and discuss how the classroom would be different without electricity and Tesla's inventions.
- Explain that scientists, inventors, makers, and magicians all have something in common: they create things that didn't exist before.
- Distribute the Robot Magic worksheet. Students will follow the instructions to draw and color their **robot**, completing the prompts on the worksheet. Encourage students to think about what problem their robot may solve, how it would help people, and what materials or technology it would use.

WORKSHEET: Robot Magic

Undiscovered science is magic! If you could invent a magical robot that didn't exist before, what would your robot do? Draw it below!

Robot name:

What does it do?

What is it built with?

WHAT WE CAN DO FOR OTHERS

Summary: Students will explore the concept of kindness and community responsibility by identifying ways they can help others at school, at home, and in their community. Through discussion, writing, and creativity, students will design a "kindness action" they can carry out in real life.

Learning Objectives: Students will...

- Define and identify how kindness can be linked to everyday situations and special celebrations
- Recognize that individuals can positively impact their community
- Generate ideas to support others in real-life situations that are kind and helpful

Prior Knowledge: Students can...

- Participate in group discussions
- Share ideas verbally or through drawings
- Recognize basic emotions (e.g., happy, sad, mad, nervous, etc.)

Content Knowledge: "The greatest thing in the world is what we can do for others" is a sentiment shared by Mario during his program. This idea emphasizes that creativity, invention, and even magic are most meaningful when used to help other people. Students are encouraged to see themselves as helpers and problem-solvers who can make a positive difference in their classroom and community.

Materials: Chart paper or whiteboard, coloring utensils, paper, and *The Dot* book (author Peter H. Reynolds)

Social Emotional Standards of Learning: ReS1:Ka, DeM2:Kb, ReS2:1-2a, DeM2:1-2b

WHAT WE CAN DO FOR OTHERS, cont.

Instruction

- Ask students what it means to help someone and how it feels when someone helps you.
- Explain that today, to prepare to see Mario the Maker Magician, students will think like "**kindness** makers" who use ideas, actions, and creativity to help others.
- Read *The Dot* by Peter H. Reynolds and discuss examples of kindness in everyday life (e.g., being a classroom helper, sharing materials, comforting a friend, etc.)..
- Create a class chart labeled "What We Can Do for Others." Examples might include:
    - Sharing
    - Cleaning up
    - Including others in play
    - Helping a classmate learn
- Drawing inspiration from the class-created chart, have students brainstorm their own act of kindness, encouraging creativity and real-world connections. These could look like:
    - Drawing a picture of themselves helping someone
    - Creating a Valentine's or birthday card to give away
    - Writing a compliment about a classmate
    - Designing a "helping **invention**" (something that makes life easier or better for others)
- Allow students to share their ideas with the class, and close by asking students how helping others makes the classroom stronger.

POST-SHOW ACTIVITIES

CAN YOU SEE IT? IS IT REAL?

Summary: Students will investigate the difference between observation and understanding by exploring how things can appear different from what they are. Through art, science, literacy, and discussion, students will learn that seeing something is not always the same as knowing it is real. Students will practice using evidence, observation, and critical thinking to make sense of the world around them.

Learning Objectives: Students will...

- Distinguish between observations and conclusions
- Use evidence to determine whether something is real or imagined
- Practice critical thinking by asking questions and gathering evidence

Prior Knowledge: Students can...

- Identify all five senses (i.e., sight, sound, smell, taste, and touch)
- Share ideas through drawing, writing, or speaking
- Identify real and imaginary objects or characters

Content Knowledge: Mario asks, "Can you see it? Is it real?" throughout his show. This question encourages audiences to think carefully about what they observe and whether appearances always tell the whole story. Scientists, artists, inventors, and magicians all explore this idea in different ways — scientists use evidence to understand things they can't always see, artists create images that can change depending on perspective, and magicians use attention and perception to create surprising experiences.

Materials: Bag or box, paper, pencils, and a small object

Science Standards of Learning: K.2, K.3, K.9a, 1.2, 1.6, 1.7, 2.2, 2.3, 2.6a, 2.8b

CAN YOU SEE IT? IS IT REAL?, cont.

Instruction

- Place a small object inside a bag or box so students cannot see it. Allow students to:
    - Feel the object without looking.
    - Voice **observations** and ask questions.
    - Make a **prediction** (based on gathered **evidence**) of what they think the object is.
- Reveal the object and discuss whether their evidence and observations helped them reach an accurate conclusion.
- Discuss examples of things that are real but cannot always be seen (e.g., wind, electricity, sound waves, germs, gravity, etc.). Ask how we know these things are real and what evidence we might have. Explain that scientists, artists, and detectives often investigate hidden truths, working to uncover what is real even when it cannot be seen.
- Take students on a scavenger hunt (outdoors or indoors), challenging them to find physical evidence of things they cannot directly see. Examples include wind moving the leaves, sound traveling from another room, heat from the sunlight on a brick wall, etc. Students will record their observations and explain how sensory evidence helped them understand what was happening.
- To close, have students write or draw in response to the following prompt, "Something I know is real even though I cannot see it is..." Encourage them to use empirical evidence (things that can be tested, measured, or felt) to support their thinking. If a student chooses an abstract concept like "happiness" or "ghosts," gently redirect them back to physical phenomena by asking, "What physical clues or data could a scientist collect to prove it's there?"
- Remind students that, like Mario, scientists, **artists**, **inventors**, and curious learners ask questions about the world around them. Sometimes what we see isn't the whole story, and sometimes the most amazing things are the things we cannot see at all.

THE MAGIC OF FAMILY

Summary: Students will explore family history, traditions, and personal identity by creating a family tree and reflecting on the people who have influenced their lives. Through discussion, writing, and self-reflection, students will consider how family experiences, values, and traditions can shape who they are and who they hope to become.

Learning Objectives: Students will...

- Identify family members and their relationships within a family tree
- Reflect on how family experiences, values, and traditions influence personal identity
- Recognize strengths, lessons, and positive qualities passed down through generations

Prior Knowledge: Students can...

- Identify important people in their lives
- Organize information using a graphic organizer
- Write or dictate simple reflections

Content Knowledge: During his performance, Mario shares stories about growing up in a large Italian American family in New York City. Family traditions, experiences, and relationships often influence who we become and what we value. Exploring family history helps students understand their own identities while recognizing the unique stories, strengths, and experiences that connect generations.

Materials: Coloring utensils, The Family Tree worksheet, paper, and pencil

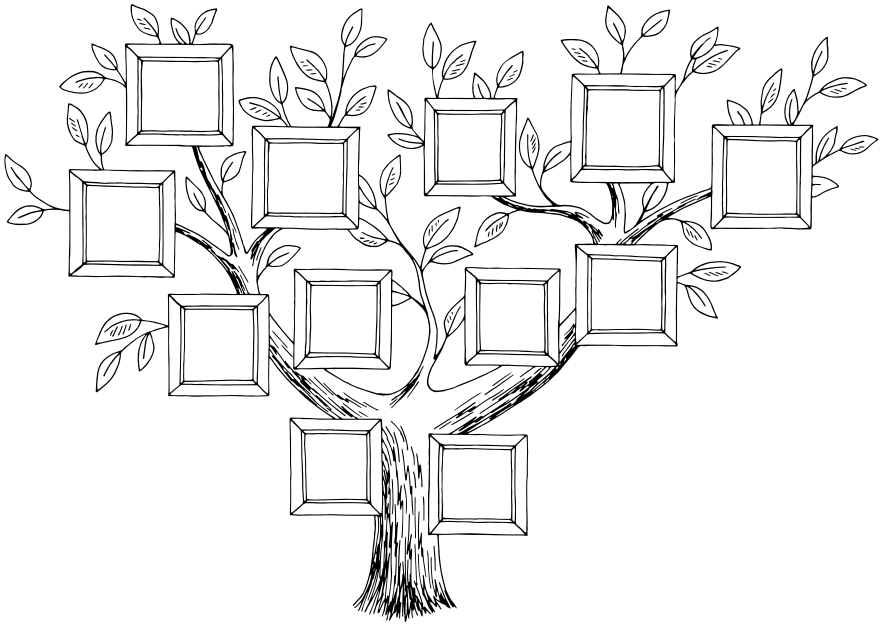
History and Social Science Standards of Learning: K.4d, K.5c

Social Emotional Standards of Learning: SeA2:Kc-d, SeA2:1-2c-d, SoA1:1-2b-c

THE MAGIC OF FAMILY, cont.

Instruction

- Start by discussing how Mario shared during his performance that he comes from a big, Italian American, New York City family. Guide students in a discussion about family and how they shape who you are as a person.
- Have students create a simple family tree on paper. If they don't know much about their family history, encourage them to talk to parents or guardians and learn more. They can also add traits, values, or challenges that family members may have experienced.
- Remember, it isn't about the size of the family tree or how many branches you can fill; what matters in this activity is reflection on generational impact:
    - What strengths does my family have that I admire?
    - What is important to my family that is also important to me?
    - What challenges did they overcome, and how can I apply that to my life today?
    - What values or traditions have been passed down through generations that I want to honor?
- After completing the family tree, students will write a letter to one family member of their choice. In their letter, they should describe one thing they learned from this person and how they hope to reflect that in the future (e.g., a letter to a grandmother about how they like her cooking and want to make her cookies one day or a letter to a brother about how he inspires them to be better at basketball).
- Invite volunteers to share their reflections if they feel comfortable. Close the lesson by discussing how understanding our past helps us make meaningful choices in the present and positively shape the future.



MAKER MASTERPIECE

Summary: Students will explore specific artistic styles inspired by well-known artists and create their own "Maker Masterpiece" using a variety of materials and creative techniques.

Learning Objectives: Students will...

- Identify and describe basic artistic styles inspired by Andy Warhol, Alexander Calder, and Jean-Michel Basquiat
- Use a variety of materials and processes to create original artwork

Prior Knowledge: Students will...

- Use basic art tools such as scissors, glue, and paint
- Recognize and name basic shapes and colors

Content Knowledge: In his performance, Mario the Maker Magician brings together art, invention, and creativity in surprising ways. Mario draws inspiration from artists like Alexander Calder, whose moving sculptures inspire kinetic creations; Jean-Michel Basquiat, whose expressive symbols and imagery encourage personal storytelling; and Andy Warhol, who transformed everyday objects into iconic works of art.

Materials: Coloring utensils, construction paper, clothes hangers, fan (*optional*), glue, hole punch, paint, paintbrushes, paper plates or cardboard, *Radiant Child* book (author Javaka Steptoe), scissors, string or yarn, and digital access to artist biography videos

History and Social Science Standards of Learning: K.1, 1.1a

Visual Arts Standards of Learning: K.9, K.16, 1.3c, 1.16, 2.6b, 2.9, 2.15

MAKER MASTERPIECE, cont.

Instruction

- Begin by asking students if they remember the three guiding ideas from Mario the Maker Magician (i.e., do what you love, use what you have, and have fun).
- Explain that over the next few days, students will create artwork inspired by three famous artists, each connected to one of Mario's ideas.
- **Warhol: Do What You Love**
    - Introduce Andy Warhol and show examples of his *Campbell's Soup Cans* series.
    - Students will paint or color their own "soup can" design, choosing flavors, colors, and labels that reflect things they love. Focus on repetition, bright color, and personal expression.
    - Display finished pieces as a hallway "pop art" gallery.
- **Calder: Use What You Have**
    - Introduce Alexander Calder and show examples of his hanging mobiles.
    - Students will use simple classroom materials (e.g., paper, scissors, string, and hangers) to cut out basic shapes (e.g., triangles, circles, or custom designs) and assemble shapes into a hanging mobile using string and a hanger.
    - To assist in kinetic motion, add a simple fan to make your Calder-inspired mobiles move even more dramatically.
- **Basquiat: Have Fun!**
    - Introduce Jean-Michel Basquiat and read the children's book *Radiant Child* by Javaka Steptoe.
    - Students will create a crown design using a paper plate or a cut cardboard base.
    - Encourage students to paint freely and expressively using bold colors and energetic brushstrokes, focusing on creativity rather than perfection.
    - To wear, add holes with string or ribbon to either side of the crown.

- After exploring all three artists' techniques, reflect with students how each artist used creativity differently. Ask which project was their favorite and why?
- Remind students that, just like Mario the Maker Magician, artists and makers turn simple materials into something magical doing what they love, using what they have, and having fun!

ADDITIONAL RESOURCES

COMMUNITY RESOURCES

Science Museum of Western Virginia: Located in Roanoke, this hands-on museum offers interactive exhibits, STEAM programs, and a planetarium that inspires curiosity in science, technology, engineering, and math for learners of all ages.

New River Robotics Association: This volunteer-led nonprofit inspires K-12 students through hands-on robotics, engineering, coding, and STEM experiences. The organization supports FIRST robotics teams and hosts competitions, camps, workshops, and outreach programs, giving students opportunities to build technical skills, collaborate with peers, and explore careers in science and engineering.

Wonder Universe Children's Museum: Located in Christiansburg, Wonder Universe is a hands-on children's museum featuring interactive exhibits that encourage learning through play. Families can explore STEAM, community, and imaginative play while building creativity, curiosity, and problem-solving skills.

LITERARY RESOURCES

Andy Warhol AndyLand (Mudpuppy)

Nikola Tesla
(Maria Isabel Sanchez Vegara)

Not a Box (Antoinette Portis)

Radiant Child (Javaka Steptoe)

Robot Magic (Mario Marchese)

Sandy's Circus (Tanya Lee Stone)

The Dot (Peter H. Reynolds)

The Maker Magician's Handbook
(Mario Marchese)

The Most Magnificent Thing
(Ashley Spires)

DIGITAL RESOURCES

3D Brain

Alexander Calder Teaching Guide

The Andy Warhol Museum

Basquiat x Banksy Exhibition

Brain Magic

Coloring Page: Tesla Coil

Make a Robot

Nikola Tesla Activities

Random Acts of Kindness Foundation

Please note that the Center for the Arts at Virginia Tech does not officially affiliate or partner with all the above organizations, companies, or authors; the above list is merely a sample of resources that may prove valuable to you and your students.

ADDITIONAL RESOURCES, cont.

BIBLIOGRAPHY

Alexander Calder video

Andy Warhol video

The Crazy, Amazing Life of Immigrant Nikola Tesla

Crown Art Project for Kids

The Healing Power of Kindness

Mario the Maker Magician

My Brain Video

The Neuroscience of Focus

Nikola Tesla

PBS: Your Brain

The Scientific Process

Virginia DOE K-12 Standards & Instruction

WHAT TO KNOW

CHANGING YOUR RESERVATION

If your group size changes or you cannot attend, please notify Bethany Costello, engagement manager, at bethanycostello@vt.edu so that your seats may be released to those on the waitlist. Failure to notify may result in registration restrictions for your group in future seasons.

ACCESSIBILITY

The Center for the Arts at Virginia Tech is committed to being accessible to all our patrons. If you are an individual with a disability and desire accommodations, please contact Jonathan Boulter at jboulter@vt.edu at least 10 business days prior to the event. Patrons with disabilities and their companions are accommodated through wheelchair seating, parking, and other special requests throughout the center at all levels. Service animals are permitted.

BUS ARRIVALS AND PARKING

Buses should drop off at the Alumni Mall loop in front of the Center for the Arts (190 Alumni Mall). Buses should not utilize the Turner Street lot and entrance under any circumstances. Please keep students on the bus until a volunteer arrives to collect your headcount and bus number from a chaperone. Arrive 15-30 minutes before the show; larger groups should allow extra time. After drop-off, buses will be staged at the Chicken Hill Parking Lot (Football Lot 5) at Virginia Tech, easily accessible from Southgate Drive. No parking passes are required. Please provide your bus driver with the bus parking guide; hard copies will be available for use in the Grand Lobby on the day of the performance.

CARS, VANS, AND PERSONAL VEHICLE ARRIVALS AND PARKING

You are welcome to drop off and pick up individuals directly at the Turner Street entrance to the Center for the Arts. Please do not utilize the Alumni Mall loop and entrance under any circumstances. Parking is available in the North End Center Garage (300 Turner Street NW) one block from the Center for the Arts' Turner Street entrance. A valid university parking permit or payment of the daily fee is required to park in the North End Center Garage. Please allow adequate time for parking and walking to the Center for the Arts from your vehicle (estimated walk time is seven minutes). Find more information about parking for personal vehicles at artscenter.vt.edu/visit/parking.

WHAT TO KNOW, cont.

CHECKING IN

Public School and Bus Groups: Upon arrival, a volunteer will ask one chaperone on each bus to scan a QR code to share total headcounts and bus number. Once complete, staff and volunteers will assist you with directions, restrooms, and any questions.

Private School and Homeschool Groups: Before arriving, decide on a group meeting spot (e.g. the upper gallery, the Grand Lobby elevators, etc.). If you are the first in your group to arrive, you can pick up a sign with your group name to display for other party members. Once your full party has arrived, a volunteer will direct you to the private school/homeschool group chek-in table in the middle of the Grand Lobby and ask you to scan a QR code to share total headcounts. Once complete, staff and volunteers will assist you with directions, restrooms, and any questions.

Individual Homeschool Families: Upon arrival, a volunteer will direct you to the individual homeschool family check-in table and ask you to scan the a QR code to share total headcounts. Once complete, staff and volunteers will assist you with directions, restrooms, and any questions

PERFORMANCE ETIQUETTE AND EXPECTATIONS

The performance will take place in the Street and Davis Performance Hall's Anne and Ellen Fife Theatre. Review the performance etiquette guide with your students at your convenience.

DISMISSAL

Buses should return to the Center for the Arts 15 minutes before the end of the show. After the performance, please remain seated; staff will dismiss school groups and families to ensure a smooth departure for all.

FEEDBACK

Please take the time to fill out the post-matinee survey that will be emailed after the performance. Doing so could significantly improve our many educational programs for you and future visitors!

FOR MORE INFORMATION ABOUT OUR PROGRAMS

For more information about the Center for the Arts' PK-12 educational programs, please subscribe to the center's mailing list and select "PK-12 and school-day events."