



EDUCATORS GUIDE



DAN + CLAUDIA ZANES

Songs of Streets and Sunshine

This guide is geared toward teachers of grades PK - 5.

Supported by:



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About This Guide

Use this guide to help your students anticipate, investigate, and reflect upon your live performance

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LEARNING CONNECTIONS

- Music (Melody, Rhythm, Harmony, Singing, Songwriting, Families of Instruments, Performance, Community music making)
- English Language Arts (Speaking and Listening, Writing, Poetry)
- Social Emotional Learning (Self-Awareness, Self-Management, Relationship Skills, Social Awareness)
- 21st Century Skills (Critical Thinking, Creativity, Collaboration, Communication) experience.

A note about Learning Standards. The great thing about the arts is that they can often evolve to meet their context. That means that many of the activities shared are flexible to a lot of different Learning Standards depending on how you choose to frame them in your class. We know that you all are experts on the learning expectations for your students and so we invite you to modify the specific context or frame for these activities as they fit your classroom.

COMMON CORE STATE STANDARDS ICON KEY



DANCE



MATH



MUSIC



READING



SCIENCE



SOCIAL STUDIES



THEATER



WRITING

Educators, we invite you to share with us what you did in your classroom around this guide or the production. You can email soleman@portlandovations.org or reach us via [Facebook](#) or [Twitter](#).

We want to hear and see what great learning is happening in your classrooms.

Introducing the Performance

Dan + Claudia Zanes: *Songs of Streets and Sunshine* includes 7 videos - ranging between 3 - 9 minutes long. All the videos are closed captioned. You can watch them all at once or you can spread them out over different classes. Throughout the series, students will be encouraged to sing, clap, use hand and arm motions, jump, dance, and move. This can all be done in any space.

Before you watch the videos it is helpful to introduce the artist and the performance to students.

Dan and Claudia Zanes have been making music together since 2016. Claudia is a Haitian American Vocalist (singer) and Music Therapist. Dan Zanes is a Grammy Award-winning musician. They were both born in New Hampshire, met in Brooklyn, New York and now live in Baltimore, Maryland. Together they make artful modern-day all-ages folk music. In these videos they will invite you to sing along and move with them.



About the Performance

Following is a short summary of each video along with reflection questions, context around some of the topics, and arts integrated activities to deepen connections and learning.



Video 1: Dan and Claudia Say Hello (1:12)

Meet Dan and Claudia, learn a little about them, and why they love making music.

Reflection Questions

1. What are you excited about?
2. What do you think we might see and hear from these videos?



Video 2: Let's Warm Up Our Voices (3:45)

Warm up your voice, move your face and get ready to sing!
Interactive! Students stretch, hum and sing with Dan + Claudia

Reflection Questions

1. What were the different ways that you warmed up your voice? How did it feel?
2. Do you ever warm up other parts of your body or brain? For what?
3. How can we warm up our bodies (and brains) for school each day? (If it makes sense, implement some of these suggestions at the start of the day or throughout.)

EXPAND on these reflection questions with a few more tongue twisters.

Claudia warms up her mouth and voice with a fun tongue twister - "Mommy made me mash my M&Ms." Here are a few others to try together. Start slow and then see how fast you can get as a group.

- Unique New York
- Cooks cook cupcakes quickly
- The blue bird blinks



Video 3: Coney Island Avenue (5:49)

Walk down Coney Island Avenue with Dan and Claudia and experience the sights and sounds of this part of Brooklyn, New York.

Interactive! Students are asked to sing along and clap.

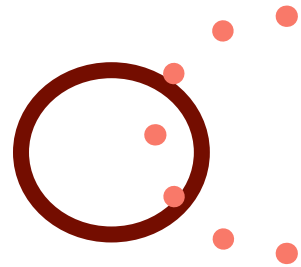
Sing-Along

Dan + Claudia will teach this during the video but you might want to display the text in the classroom for all students to see.

🎵 “Walking down Coney Island Avenue” 🎵

Reflection Questions

1. What did you see, hear and smell as you listened to the story of the song? What were some of the sights and sounds of Coney Island Avenue?
2. How did this song make you feel?
3. Can you repeat the pattern that Claudia had you clap?
4. What is a street that you love to walk down? Why?



EXPAND on Reflection Questions #2 and #4 through MOVEMENT. Invite students to get up and walk around the space. Set up perimeters of where they can walk, and remind them that they should remain silent and not touch or run into each other. Invite them to walk in a way that feels comfortable. After they do that for a minute, invite them to imagine that they are walking through their favorite place. Invite them to imagine what they see, what it smells and sounds like. Then, ask them to show using just their body how they might walk through that place based on how it makes them feel. Invite them to notice how it feels different than they were walking before. Come back together as a class and reflect with questions. How did you feel when you were walking in your favorite place? What could you see, smell, hear?



EXPAND on Reflection Question #3 by making connections to patterns. You can create patterns using hand claps or make connections to visual patterns, or other mathematical patterns.



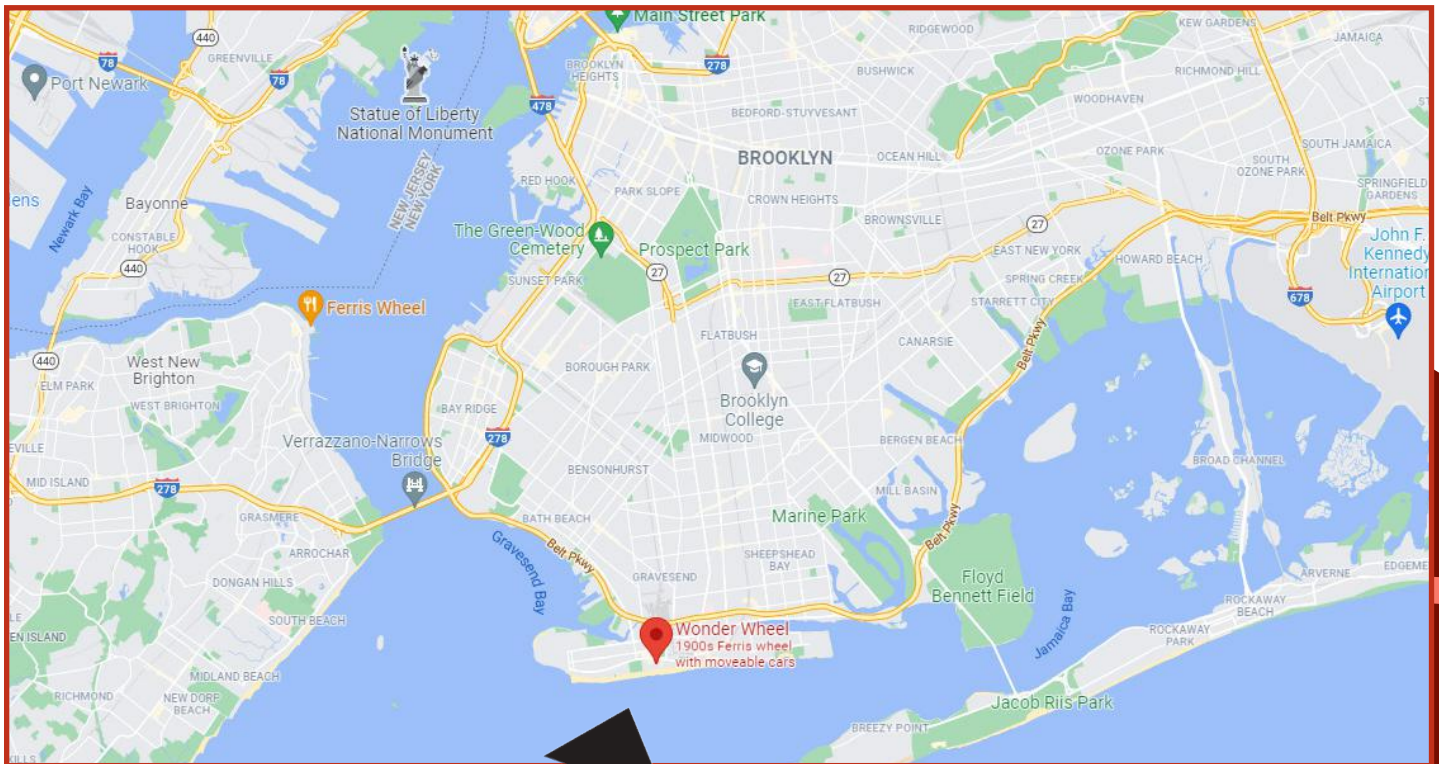
EXPAND on Reflection Question #4 through writing or discussion. Invite students to illustrate a picture of the street and/or what they see, hear and smell. Then practice using descriptive details or other writing skills that you all are working on.



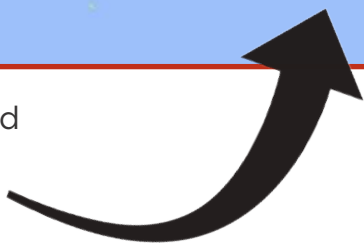
Where is Coney Island?

Coney Island is on the southwest end of Brooklyn, New York – which is the original land of the Canarsie and Munsee Lenape people. It is surrounded on 3 sides by water. Today Coney Island is well-known for the amusement park on the beach. The boardwalk, a wide wooden pathway along the beach, is lined with games, stores, food. Every year, around the Summer Solstice in June, Coney Island hosts a Mermaid Parade that started in 1983. It’s a parade that was invented by artists and celebrates mermaids, the sea, and self-expression through art and hand-made costumes. Ask your librarian for *Julián is a Mermaid* by Jessica Love to [read a story about the Mermaid Parade](#).

Check out [Lesson Plan 1](#) for when you watch Video 3.



Map of Coney Island





Video 4: Wonder Wheel (8:54)

Sing along as Dan and Claudia share about the Wonder Wheel.
The Ferris wheel in the Coney Island Amusement park.

Interactive! Students are asked to sing along through call and response

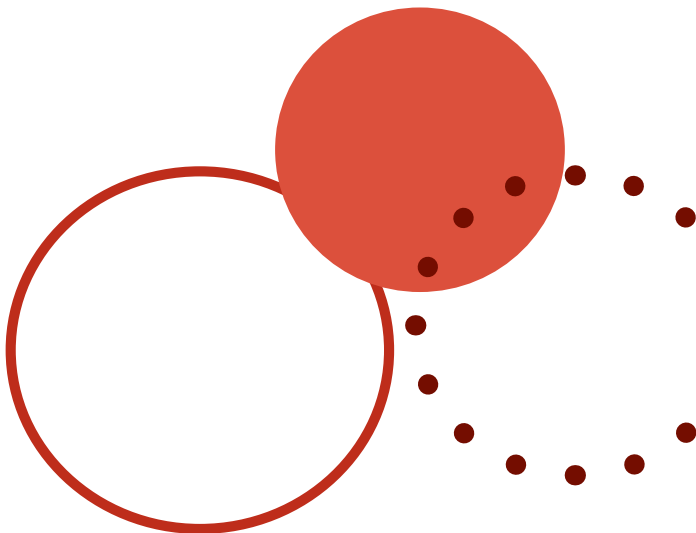
Call and Response

Dan + Claudia invite the audience to participate in a call and response. That is when the singer sings a line and then the audience repeats it back. Call and response in music is rooted in African and African-American music traditions.

♪ “Going round and around
It takes us up and it takes us down
I love the sights and I love the sounds
Riding on the Wonder Wheel” ♪

Reflection Questions

1. What is the Wonder Wheel?
2. Have you ever been high in the sky? Did you enjoy it? Why or why not?
3. How might being high in the sky make you see the world differently?
4. Did you feel the harmony in your body? How did it feel?



What is the Wonder Wheel?

The Wonder Wheel is a Ferris wheel built in 1920 right on the shore of Coney Island. As Dan mentions, when you ride it you can see out to sea and the Manhattan skyline. George Washington Gale Ferris Jr, a 33 year old engineer from Pittsburgh, invented the Ferris wheel in 1893 for the Chicago World's Columbian Exposition. A Ferris wheel is a simple machine, specifically a wheel and axle. It is made of two connected rings, one inside the other. The bigger, outer ring is called the wheel and the smaller, inner cylinder is called an axle. They both turn in the same direction around a single center point.

EXPAND by making connections to wheels and other simple machines. details or other writing skills that you all are working on.



What is harmony?

Harmony is the sound of two or more pitches made at the same time and it is the relationships between these sounds. Harmony is a complicated component of playing and listening to music. There are many different types of harmonies. We often think of harmony as a pleasing sound, however, harmony might not always sound pleasing. These harmonies are called dissonant. Overall, harmony adds depth to the way we hear music, making it would like there are many different layers. (Connect with your school's music teacher to EXPAND on students understanding of harmony.)

EXPAND on this video with the MAKE YOUR OWN MUSICAL INSTRUMENT activity on page 14.



Check out [Lesson Plan 2](#) for when you watch Video 4.



Video 5: La Sirene (9:08)

Claudia shares about her Haitian heritage by teaching a popular song.
Learn to sing the chorus in Haitian Kreyol language.
Interactive! Students are asked to sing along and clap.

Sing-Along

Dan + Claudia will teach the chorus during the video but you might want to display it in the classroom for all students to see

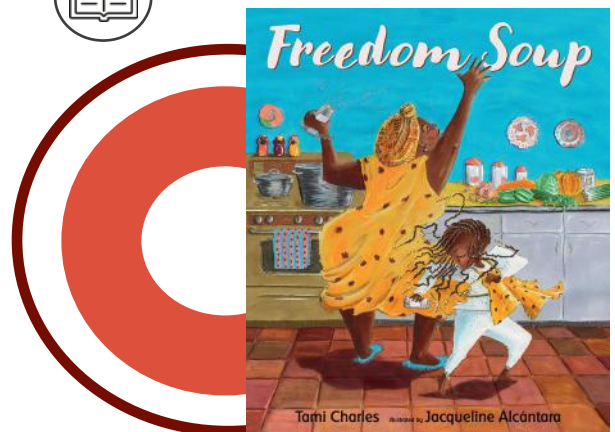
🎵 “Chapo’m Tombe (My hat has fallen)
nan lan mer” (into the sea) 🎵

Reflection Questions

1. What country is Claudia’s family from?
2. Who is La Sirene? Who is La Baleine?
3. What was it like to learn words in a different language? Is there anyone who knows Haitian Keryol? Is there anyone who speaks a language other than English?

EXPAND on these reflection questions by discussing other languages that might be spoken by students in your classroom. What does it feel like to speak a language that is different than English? What does it feel like to not speak any other languages? What does it feel like when others speak a language that you do not understand? [Use this Statue activity](#) to invite students to create frozen images of what it feels like when you do and don’t understand something because of many different reasons. Then invite them to create statues of what it feels like when they do understand. It’s a great segue to talk about how we can support each other.

EXPAND on Reflection Question #1 by reading *Freedom Soup* and using the discussion questions on page 15.



Where is Haiti?

Haiti is located between the Caribbean Sea and the North Atlantic Ocean, and is on the western third of the island of Hispaniola. The country of the Dominican Republic is on the eastern side of Hispaniola. *Hayti* means “land of the mountains” in the Indigenous, or native, Taíno language. The Taíno people are the original inhabitants of Hispaniola. Hispaniola was one of the first landing places of Christopher Columbus in 1492. During the 1500s, millions of Taíno people were killed by European settlers and disease or forced to migrate away from their home. At the same time, thousands of enslaved people from Africa were brought to Haiti to work on sugarcane plantations. Today, most people who currently live in Haiti are of African descent. Haiti has many strong earthquakes, and that is because it sits on the edge of a tectonic plate. Haiti’s most recent earthquake was in August 2021. It was measured at a magnitude of 7.2.



Tectonic Plates around Haiti

What is Haitian Kreyol?

Haitian Kreyol is the main language spoken in Haiti. It is a mixture of French and African languages, and also has influences from Taíno, Spanish, English and Portuguese languages. It developed in the late 1600s and early 1700s. Today, ninety-five percent of Haitians speak Haitian Kreyol and about ten percent speak French, however, French is the country’s official language.

Check out [Lesson Plan 3](#) for when you watch Video 5.



Video 6: Jump Up (7:21)

How do you greet the day? Dan and Claudia share how they celebrate each new day and all it has to offer.

Interactive! Students are invited to participate in the call and response and dance.

Reflection Questions

1. What movements did you hear and see?
2. Did you move your body? How did it make you feel?

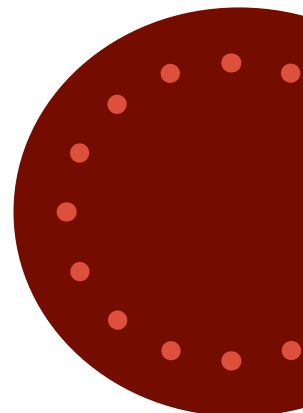
EXPAND on the reflection questions by using [Freeze Dance](#) as a movement break in your classroom. You will need an open space for each student and a way to play music.



EXPAND on the reflection questions by creating a dance. Students can create it individually in their own space and then you can combine it together to create a class piece. There are so many different ways to choreograph movement. You can create a dance about the letters, prime numbers, pattern, states of matter, etc. To begin to build a brave space, let students know that there is no right or wrong way to move their body or for someone else to move their body. Once you pick your topic/theme, give the students a word and invite them to create a movement for the word that they can do in 2 - 4 counts (1,2) (1,2,3,4). Continue to create movement for different words. Students can get into pairs or small groups to teach each other their movements. The objective is to learn how you can learn someone else's dance movement in your body.



Check out [Lesson Plan 4](#) for when you watch Video 6.





Video 7: Smile, Smile, Smile (7:38)

Dan and Claudia talk about songwriting as they share this song they wrote about smiles.

Reflection Questions

1. How is music a part of your life? What people influence the way music is a part of your life?
2. A small act can have a great impact, like “ripples in a pond” What acts of kindness did you do today?
3. What do Dan and Claudia like about songwriting?
4. If you were to write a song (or if you have), what might you write about?

EXPAND on the reflection questions by inviting students to write a song. You can explore different genres of music (As always, reach out to your school’s music teacher for support or to collaborate)



Check out [Lesson Plan 5](#) for when you watch Video 7.



Essential Questions

Who are Dan and Claudia Zanes?

Grammy Award-winner Dan Zanes occupies a unique place in American music - where sea shanties, English Music hall, play party songs, the spirit of early rock-n-roll, soul, North American and West Indian folk music collide. For the past 20 years, he has toured the world with his band, Dan Zanes and Friends, introducing new songs and reconnecting people to the forgotten music of the past. In the 1980's Zanes was a member of The Del Fuegos, a roots rock band who released several albums and toured heavily before spontaneously combusting in 1989. In 1994 he became a father and began trying to create music that he and his daughter could enjoy together as a shared experience, an updated version of the Folkways records he grew up on. His music has been featured on Sesame Street, Playhouse Disney, Nickelodeon, HBO Family and Sprout. Over the course of 14 albums, 2 DVDs, 2 picture books, and dozens of videos, he has collaborated with Philip Glass, Lou Reed, Angelique Kidjo, Natalie Merchant, Carol Channing, Sharon Jones, Bob Weir, Debbie Harry, Rosanne Cash, The Blind Boys of Alabama, and many more.

Born in New Hampshire and raised in Northern California, Claudia's desire to use music compassionately led her to become a music therapist - someone who uses music to help people of all ages process their experiences of trauma. In her time as a therapist she created models for community music therapy. Drawing on her foundation in performance, she used the power of music and therapy to focus on individual's abilities rather than disabilities while connecting different groups of people together to positively impact quality of life. During this time Claudia's gifts as a jazz vocalist had her touring near and far to perform concerts and participate in jazz festivals.



What is folk music?

Music is often put into different categories (genres) based on its sound and so often music doesn't fit neatly into one category. Overall the genre of folk music does have some distinct characteristics to it. Folk music is a type of music that is written to tell a story or lesson. It is an oral tradition, which means that it is passed down within families or from musician to musician as opposed to being written down for people around the world to play. This means that there isn't one "right" or standard way to sing or play the song. Instead, there are many different versions that continue to evolve as the music is shared. Different countries or cultural groups have their own folk music that speaks to their ways of life, their cultural instruments and ways of making music.

In America, folk music is also called roots music. This includes a lot of different genres - blues, country, gospel, Cajun, bluegrass, and more. These then went on to influence rock and roll, R&B, and jazz. Different cultural groups have influenced folk music in America as well, including African-Americans, Native Americans, Acadians, and Anglo/Scottish/Irish. Many of the songs that Dan + Claudia sing are rooted in Appalachian music, which blends together the musical traditions and influences of both European and African cultures.

What instruments are in the performance?

Dan and Claudia use a number of different instruments throughout the performance. Take time with students to identify each of these instruments and the instrument families they belong to.

Driftwood: Claudia made her own instrument that is similar to a tambourine. It is made of metal and wood and when you hit it against your hand or leg the pieces of metal make noise as they hit each other. This instrument is a part of the Percussion family.

Wood block: In *La Sirene*, Claudia uses a wood block, another percussion instrument. It is also called a Tick-Tock, T-Tone, Double or 2-Tone wood block because the 2 hollow cylinders make different sounds.

Harmonica: The harmonica is a wind reed instrument that was created in Europe in the early 1800s and has since spread across the world. It makes sound when air is blown or sucked through the holes. The harmonica is in the Woodwinds family of instruments.

Guitar: Guitars are very popular stringed instrument. Historians believe that the guitar might have originated in ancient Egypt. From there it moved across northern African and the area now known as Spain, and then beyond. Guitars can have a different number of strings from 6 to 12, and beyond. The different number of strings expands the notes and chords that a player can create.

Mandolin: The mandolin is a string instrument with a long neck on one end and an oval body at the other end. As Dan mentions, there are 4 sets of 2 strings stretching along the next to the center of the body. Mandolins were developed in Europe, most likely in Italy.

Flute: The flute is an aerophone, which means that it makes noise as the air vibrates within the object. Flute players make different pitches by opening and closing the keys to let more or less air out. Flutes are one of the oldest instruments we know about and were used in civilizations across the world. Flutes can be made of wood, stone, clay, reeds or metal. The instrument is a part of the Woodwinds family.

After the Performance

ACTIVITY: Make Your Own Musical Instrument

Inspired by Claudia's driftwood instrument, have students make their own instruments. See a few ideas below or better yet, collaborate with your school's music teacher.



- Make a guitar with a cardboard box and rubber bands of different thicknesses or stretched to different amounts to create different sounds. Place a pencil underneath all the rubber bands on one end, similar to the bridge on a guitar.
- Create drums by stretching a piece of fabric, leather, or paper over the top of an empty can and tap it to create percussion instrument. Use different sized cans, different materials as covers, or by stretching the material over the top to create different sounds.
- Create shakers using two paper cups taped together at the wide ends. Fill them with beans, rice, or other small objects. Experiment with different amounts to create different sounds

What instrument did you create? What instrument family does it belong in? Why? How does your instrument make different sounds? How did you have to problem solve and be creative when creating your own instrument?

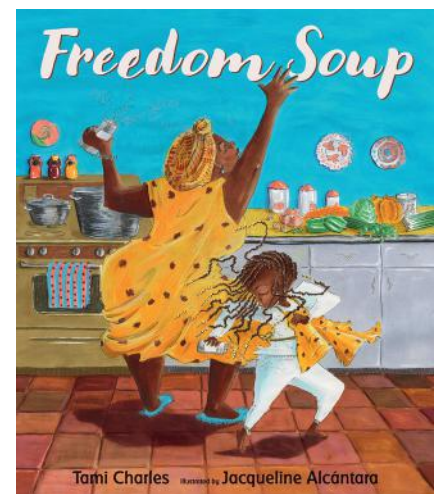


READ *Freedom Soup*

Written by Tami Charles, illustrated by Jacqueline Alcántara, published by Candlewick Press.



Every year, Haitians all over the world ring in the new year by eating a special soup, a tradition dating back to the Haitian Revolution. This year, Ti Gran is teaching Belle how to make the soup — Freedom Soup — just like she was taught when she was a little girl. Together, they dance and clap as they prepare the holiday feast, and Ti Gran tells Belle about the history of the soup, the history of Belle's family, and the history of Haiti, where Belle's family is from. In this celebration of cultural traditions passed from one generation to the next, Jacqueline Alcántara's lush illustrations bring to life both Belle's story and the story of the Haitian Revolution. Tami Charles's lyrical text, as accessible as it is sensory, makes for a tale that readers will enjoy to the last drop.



Discussion Questions

- Ti Gran’s “feet tap-tap to the rhythm” of Haitian kompa. Kompa is music first created in Haiti and danced to throughout the world. Have you ever danced to kompa? Search for the music online and let’s see your feet tap-tap. Does your family listen to music when they cook?
- Ti Gran and Belle’s first step of making Freedom Soup is blending garlic, onions, peppers, and spices to make epis. Our food can tell us a lot about the community we come from or the blend of communities we come from. Epis has roots in both Taino and African cultures. The Taino were the first people of the island who were killed in devastating numbers by European colonizers. When the Taino were mostly gone, Europeans captured Africans and forced them to work on the island under the cruelest of circumstances. Just as Ti Grand and Belle blend flavors for epis, the island became a blend of those two brutalized, but beautiful, resilient cultures. To taste these two blended cultures, try making epis with the recipe at HaitianCooking.com. Is there a food that has been eaten in your family for generations? What does it tell you about where you are from?
- As they cook, the “pumpkiny-garlic smell swirls all around.” Have you ever smelled something cooking that made you want to go to the kitchen? Whose home were you in? Describe the smell and the food. Do you ever help cook? Who do you like to cook with?
- Ti Gran describes a time when her ancestors were enslaved. Working “under the fiery sun” in the fields and in the kitchens, they made soup that they were never allowed to eat. Belle’s face “feels hot” when her Ti Gran tells this story. Is she feeling the fiery sun of Haiti or do you think she is feeling “hot” with emotion? What emotions do you think she might be feeling?
- Ti Gran is a good storyteller. Belle experiences the story of the Haitian Revolution with all of her five senses. Name those senses and see if you can connect them to Belle’s experience of the story. Have you ever been listening so closely to the story that you felt like you were there? How does the illustrator show that Belle is “there” at the time of the revolution, both captivated by the story and connected to the story?
- All of Tia Gran’s family gathers to “taste freedom again...and again.” How is the cooking and sharing of Freedom Soup connected to Haiti’s freedom? What stories are told again and again when you share food with family or friends?

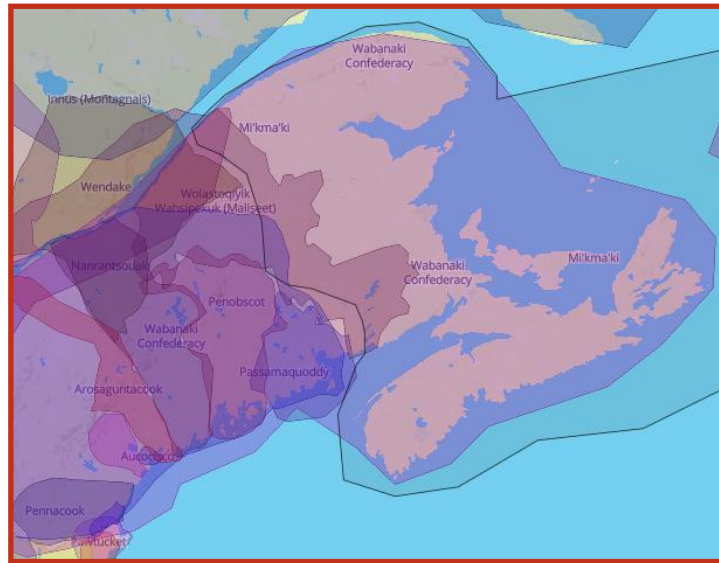
Discussion questions created by I’m Your Neighbor Books. Thank you!

Check out these great resources on teaching about Haiti from Teaching for Change
<https://www.teachingforchange.org/teaching-about-haiti-3>

Check out more children’s and young adult books about Haiti:
<https://socialjusticebooks.org/booklists/haiti/>



Portland Oventions, founded in 1931, produces dynamic performing arts events including classical music, jazz, opera, dance, theater, and Broadway. We believe that cultural enrichment should be high quality and accessible to all. Oventions collaborates with other nonprofit organizations, education systems, and the business sector to promote lifelong learning while celebrating the power and virtuosity of the performing arts. We bring the exhilaration of the performing arts into our communities with free events as part of Oventions Offstage, connecting artists and audiences. Join us at unexpected “art happenings,” classroom workshops, masterclasses, community discussions, and pre-performance lectures to explore together the relevance and connection of the performing arts to our lives.



Native-Land.ca

Land Acknowledgment

Portland Oventions acknowledges that the places where we gather, dance, and sing is ancestral Wabanaki land. We wish to pay respect to the Abenaki, Maliseet, Mi'kmaq, Passamaquoddy, Penobscot – and their elders past, present and future.

Cultivating Curiosity

Oventions Offstage’s Cultivating Curiosity places books in the hands of Maine students and provides young learners with a unique opportunity to make connections between literacy and performance. The program pairs reading opportunities with selected School-Time Performances, by providing each child who attends the performance a free book born from its title or themes to add to their home library. During the 2020-2021 season, Oventions is partnering with [I’m Your Neighbor Books](#) to curate diverse books and provide resources for young people, families, and educators to engage deeply in literature and story.

I’m Your Neighbor Books strives to build a stronger America, one where immigrants are welcomed and where first, second, and third generation Americans truly belong. This work is done by facilitating deep engagement with the children’s books that represent our New Arrival and New American communities.



Created and written by Sarah Coleman
 Additional information provided by Dan and Claudia Zanes, Kirsten Cappy
 Designed by Katie Day

We want to know what *you* thought about the performance. You can write your answers below or draw a picture on the back of this page. Thank you!

PERFORMANCE: Dan + Claudia Zanes: *Songs of Streets and Sunshine*

SCHOOL NAME: _____ **TEACHER NAME:** _____ **GRADE:** _____

NAME: _____ May we use your name if we share your comments? Yes___ No___

What did you enjoy about Dan + Claudia Zanes: *Songs of Streets and Sunshine*? Why?

What was something that you learned, discovered or felt through watching Dan and Claudia Zanes?

Would you recommend Dan + Claudia Zanes: *Songs of Streets and Sunshine* to others? Why or why not?

What types of performance would you like Portland Oventions to offer in the future? (Feel free to share what type of art you are interested in (theater, dance, music), what cultures you might like to see, what topics the art might connect with, or specific artists.)

Please take a few moments to fill out this survey following your viewing of Dan + Claudia Zanes: *Songs of Streets and Sunshine*. You can also fill it out [online here](#). Your response provides valuable insight on the impact, accessibility, and relevancy of the School-Time Performance Series and will allow us to improve and strengthen the program. Thank you.

PERFORMANCE: Dan + Claudia Zanes: *Songs of Streets and Sunshine*

TEACHER NAME: _____ **GRADE(S) OF STUDENTS:** _____

SCHOOL NAME: _____ **CITY/TOWN:** _____

EMAIL ADDRESS: _____

1. When and how did you share this performance with your students? (e.g. We watched it together in the classroom or students watched it at home on)

2. From your perspective as a teacher, how would you rate Dan + Claudia Zanes: *Songs of Streets and Sunshine*?

Excellent Very Good Good Fair Poor

3. What made this a valuable experience for your students? (If it wasn't, what can we do better?)

4. What was your primary reason for watching Dan + Claudia Zanes: *Songs of Streets and Sunshine* with your students?

- I wanted my students to experience the performing arts.
- The performance topic fit with my curriculum goals.
- The flexibility of the performance fit our schedule.
- The ticket price was affordable.
- Other (please specify):

5. How did these videos connect to or enhance your curriculum?

6. Did you use the Educators Guide or other virtual resources provided by Portland Ovation before or after watching the videos? Yes No

7. Why or why not?

8. What improvements could we make to the educational resources to serve you and your classroom better?

MAIL RESPONSES TO: Portland Ovation PO Box 17573 Portland, ME 04112-8573

EMAIL SCANNED RESPONSES TO: offstage@portlandovations.org

9. How would you rate the following components of attending the School-Time Performance?

	Excellent	Very Good	Good	Fair	Poor
Reserving & paying for tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication about how to access the virtual performance and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching the virtual performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing the virtual resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What types of performances would you like to bring your students to in the future? (Feel free to share art forms, topics/themes, specific artists, etc.)?

11. A number of generous individuals and organizations make it possible for Portland Ovation to offer these School-Time Performance tickets at extremely discounted rates. Is there anything you'd like them to know in terms of your experiences or its impact on your students?