

# Teacher Guide

THE  
**THEATRE  
SCHOOL**  
AT DePaul University



by Margaret Larlham  
directed by Ann Wakefield

teacher guide prepared  
by Dylan Fahoome and Johanna Orr

January 13 - February 21, 2015

Partner Level Season Sponsor



This production is  
sponsored by  **PNC BANK**

at DePaul's Merle Reskin Theatre  
60 E. Balbo Drive, Chicago (please note: not a mailing address.)

Web Site: [theatre.depaul.edu](http://theatre.depaul.edu)

Email: [theatreboxoffice@depaul.edu](mailto:theatreboxoffice@depaul.edu)

[theatregroupsales@depaul.edu](mailto:theatregroupsales@depaul.edu)

Box Office and Group Sales: (312) 922-1999

# THE THEATRE SCHOOL

---

..... AT DePaul University

Teacher Guides are developed by The Theatre School at DePaul University.

Guides are distributed free of charge to teachers and other ticket purchasers and are available on the web. They are intended as a tool to facilitate learning, discussion, and an enhanced theatre experience for our audience.

•••

The Theatre School  
DePaul University  
Merle Reskin Theatre  
60 E. Balbo Drive  
Chicago, IL 60605

Visit our Website!  
[theatre.depaul.edu](http://theatre.depaul.edu)

*Dramaturgy:*  
Dylan Fahoome  
Johanna Orr

*Dramaturgy Advisor:*  
Ernie Nolan

*Faculty/Staff Editors:*  
Molli Duckworth  
Sarah McElroy  
Leslie Shook

*Artistic Director:*  
Lisa Portes

*Box Office:*  
**(312) 922-1999**

*Group Sales Representative:*  
Linda RM Jones  
**(312) 922-1999**

**Please Note:**  
We have found that URLs on the Internet frequently change. Some addresses may have changed since this guide was published.

## Table of Contents

Welcome, Teachers!	3
Welcome, Students!	4
About the Play	5
<i>Cloud Questions: Raise Your Hand If...</i>	6
Synopsis	6
<i>Genre: Fantastical Historical Fiction</i>	7
<i>Mozart's Magic: Biography</i>	7
<i>Mozart's Magic: Timeline</i>	8
<i>Symphonic Summons: Create Your Own Timeline</i>	9
<i>Mozart's Magic: Child Prodigies</i>	10
<i>Symphonic Summons: Pick a Prodigy</i>	10
<i>Mozart's Magic: Austria</i>	11
<i>Mozart's Magic: Baroque</i>	12
<i>Symphonic Summons: The Baroque Challenge</i>	13
<i>Theme: Learning from Critics</i>	14
<i>Symphonic Summons: Critique the Play</i>	14
<i>Theme: Genius Takes Hard Work</i>	15
<i>Mozart's Magic: Music Math</i>	16
<i>Symphonic Summons: Writing Music</i>	16-17
<i>Symphonic Summons: Note Mash</i>	17
<i>Theme: Dare to Follow Your Passion</i>	18
<i>Symphonic Summons: Describe Your Passion</i>	18
Webliography	19
Answer Keys	19
Season Schedule	20

### Chicago Playworks Program Goals:

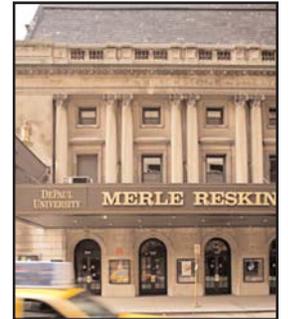
- To provide a live theatre experience for students and teachers in the Chicago metropolitan area.
- To provide theatre for Chicago's children that reflects their experiences in a contemporary, urban, and multi-ethnic environment.
- To serve principals, teachers, and students in their pursuit of Illinois State Learning Goals.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.





## WELCOME TEACHERS

Friends: Welcome to DePaul University's Merle Reskin Theater and The Theatre School's production of *Symphony of Clouds* by Margaret Larlham and directed by Ann Wakefield! Here are a few things to think about before you can begin your journey into the musical world of Mozart...



- Remember to participate during the show - and to clap loudly when appropriate! As an audience member, you have an important role in the play too. We challenge you to engage your minds, voices and bodies throughout the show in ways you see fit!
- Please don't bring any food, drinks, or gum into the theater, as they can be loud and messy. You don't want the Empress to see you make a mess!
- If you have a cell phone or anything that makes noise, please turn it off during the performance. Make sure the adults with you turn their phones off too!
- Please no photography during the show. Just like in Mozart's time, there were no cameras and audience members had to watch closely so that they could remember everything. So try and watch as best you can.
- Lastly, find a comfortable sitting position that allows others to see. However, if at any point during the show you feel the urge to move (in your seat), by all means move!

We hope you enjoy the show and wish you a joyous adventure!

~Dylan Fahoome, BFA3/Playwrighting  
Johanna Orr, BFA3, Dramaturgy/Criticism





## WELCOME STUDENTS

Friends: Welcome to DePaul University's Merle Reskin Theater and The Theatre School's production of *Symphony of Clouds* by Margaret Larlham and directed by Ann Wakefield! Here are a few things to think about before you can begin your journey into the musical world of Mozart...

Remember to participate during the show and to clap loudly when you think applause is merited. Audience members have important roles in the play, so the Empress requests that you engage your minds, voices and bodies throughout the show. No painting or sketching the performers, and certainly no usage of the so-called "camera" contraption (quite difficult to find in this century!), and nothing that emits any of the following: buzzing, humming, dinging, donging, whistling, and rock and/or roll.

Lastly, you are asked to show us how you feel during the show. After all, it's your performance, too.

We hope you enjoy the show and wish you a joyous adventure!

~ Dylan Fahoome and Johanna Orr, Dramaturgs





## ABOUT THE PLAY

### THE PLAY

Margaret Larlham's *Symphony of Clouds* was originally produced in 2011 at Ballet Austin, directed by Judy Matetzschk-Campbell. Margaret Larlham's driving inspiration behind the production was to create a dance theatre piece that not only educated young people about Wolfgang Amadeus Mozart but also inspired young people to create great things.

### THE PLAYWRIGHT

Margaret Larlham is the resident playwright, director, and choreographer for the Theatre for Youth Program at San Diego State University. While creating the piece Larlham turned to letters, biographies, and Mozart's own music in order to showcase the composer's life against the stormy backdrop of 18th century Europe. The central motif of clouds, she says, "mirrors the emotional and ephemeral aspects of Mozart's journey of life and the vitality of his music compositions."



Photo of the Ballet Austin production of  
*Symphony of Clouds*  
Photo credit: [balletaustin.org](http://balletaustin.org)





## CLOUD QUESTIONS: RAISE YOUR HAND IF. . .

Below are discussion starters to engage students before and after the play. After reading each statement, ask your students to raise their hand if they agree or if they have ever experienced what you just read. After each round of hand raising, invite one or two of the students who raised their hands to share how the statement relates to them.

### Questions to ask before seeing the play:

Raise your hand if...

1. You've ever seen a play.
2. You've ever heard Mozart's music.
3. You have a passion.

### Questions to ask after seeing the play:

Raise your hand if...

1. You liked the play.
2. You have a sibling.
3. You've ever dared to follow your passion.
4. You've ever had to practice responsibility.
5. Something you love has made you tired or exhausted.

## SYNOPSIS

Up in the clouds, **Constanza** begins to share with the audience the radiant music and mysterious secrets of her world-renowned husband, **Wolfgang Amadeus Mozart**. She starts her story in 1760 when a very young and eager Wolfgang interrupts his sister's piano lesson and, to the amazement of his family, plays his sister's piece without having practiced it before. From this moment on, Wolfgang's life is a whirlwind of music, compositions, and performances. Wolfgang is encouraged and mentored by his father, **Leopold**, who was a very talented and ambitious musician. Leopold seeks out opportunities to showcase his son's talent, which gives Wolfgang the chance to perform for the **Empress Marie Therese**, the ruler of the Austrian Empire and an enthusiastic supporter of the arts. Eventually Wolfgang has to decide between returning back to his comforting home or continuing his success. Although the world is demanding more and more from young Wolfgang, an invitation to The Academy is too good to turn down. There he is tested to see if he is good enough to be one of the great Maestros of Europe. Delighted by **Fortissimo**, **Staccato**, and **Legato**, three Maestros who test him, Wolfgang passes with flying colors. Unfortunately, he falls ill due to exhaustion. In a fevered dream, Wolfgang visits the clouds and meets the **Cloud Shadow Spirits** and Constanza. Torn between the beautiful, musical world of the clouds and reality, Wolfgang must once again make a difficult decision that could change music and history forever.

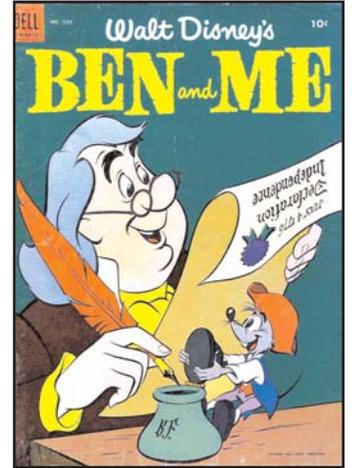




# GENRE: FANTASTICAL HISTORICAL FICTION



Historical Fiction is a genre of literature that includes stories written about a specific period of history with events which have been imaginatively reconstructed by the author. Often these works have been thoroughly researched and also contain real historical figures. Karen Cushman's *The Midwife's Apprentice* and Christopher Paul Curtis' *The Watson's Go to Birmingham* are two popular examples. *Symphony of Clouds* could be considered **fantastical historical fiction**. It contains many of the elements of historical fiction, but also magical and "unreal" features as well. *Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse Amos* is popular example of fantastical historical fiction. It began as a children's book and was eventually turned into a short movie by Walt Disney. In the story, a mouse unexpectedly befriends Ben Franklin and helps him accomplish some of his famous achievements, like inventing bifocals and discovering electricity. It can be considered fantastical historical fiction because it recounts actual events in Franklin's life, but also features a talking mouse!



Original Disney book cover of *Ben and Me*

## MOZART'S MAGIC: BIOGRAPHY

Wolfgang Amadeus Mozart was born in Salzburg, the fourth-largest city of Austria, in 1756. He became a celebrity for being a child prodigy, an individual who possesses the talents of someone far beyond his or her years. He was so gifted that he began writing music at the mere age of five! His talents were showcased throughout Europe in cathedrals and courts, playing the keyboard and violin. Over the course of his short life, Mozart composed music in a wide array of forms including religious works, concertos, serenades and operas. By the time of his death in 1791, Mozart had composed over 600 works. In addition to composing and playing music, Mozart enjoyed playing the game billiards and also had a variety of pets including a canary, a starling, a dog, and a horse. He also wrote a famous variation of the English lullaby "Twinkle, Twinkle, Little Star."



An 18th century lithograph portrait of child Mozart

### YOU MAY KNOW MORE MOZART THAN YOU THINK!

Mozart's musical influence has reached many other art forms, from commercials for Jordan basketball shoes and Hyundai cars, to movies like *Batman* and *The Incredibles*. Even *Looney Tunes* cartoons have used Mozart. Be sure to keep your ears open for his music, which finds its way in a variety of places to this day!





# MOZART'S MAGIC: TIMELINE

**1762:** Mozart tours Europe as a six-year-old prodigy. Catherine II ("the Great") becomes czarina of Russia.



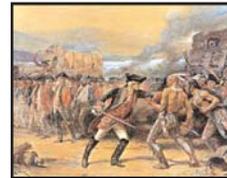
**1768:** Mozart's first opera premieres in Vienna. Mustard is manufactured in America for the first time.

**1781:** Mozart's opera *Idomeneo* opens in Munich.



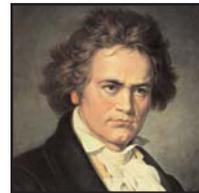
**1791:** *The Magic Flute* opens in Vienna, and Mozart dies at age 35.

**1756:** Wolfgang Amadeus Mozart is born in Salzburg. French and Indian Wars in America.



**1764:** Mozart composes his first symphony.

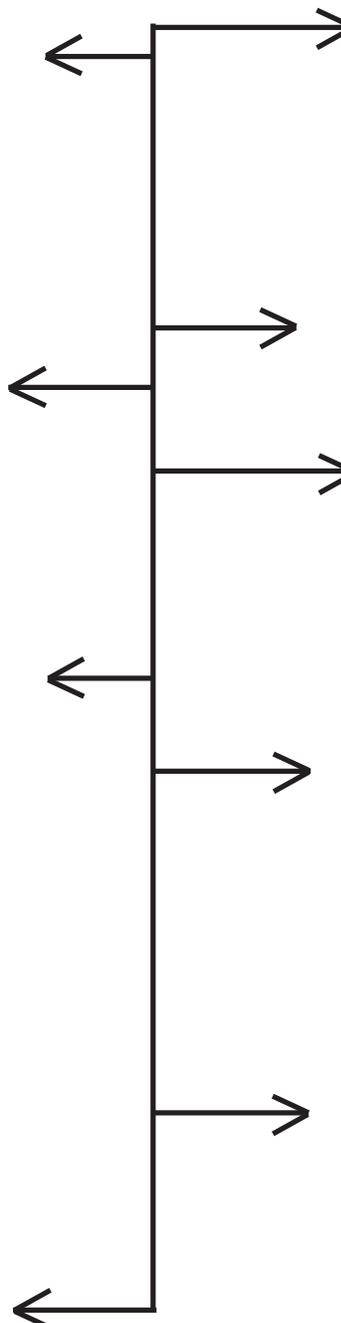
**1770:** The Pope gives Mozart the Order of the Golden Spur. Boston Massacre happens. German composer Ludwig van Beethoven is born.



**1782:** Mozart marries Constanze Weber. One year before, the planet Uranus was discovered.



**1786:** *The Marriage of Figaro* opens in Vienna. One year later, the Constitution of the United States is signed.



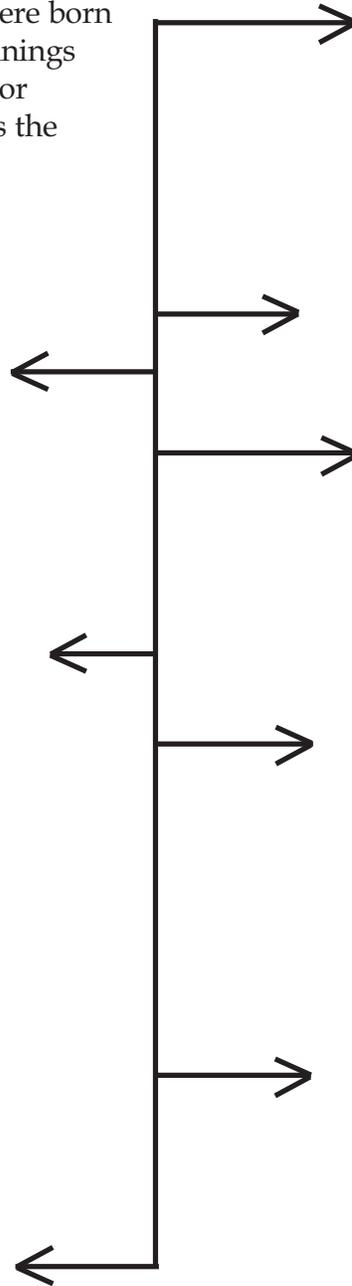


# ***SYMPHONIC SUMMONS:*** ***CREATE YOUR OWN TIMELINE***



Now that you've seen the timeline of Mozart's life, create your own using the lines below. Include events like **when you were born, when you began school, any awards you've won, and any other important moments in your life.** Write a **year** for each event, with the **earliest event at the top of the page** and the **most recent event at the bottom.**

**Challenge:** Try to include world events into your timeline. For example, if you were born in 2004, you could mention "Ken Jennings begins his *Jeopardy!* winning streak" or "Cuba's president, Fidel Castro, bans the American Dollar."





# MOZART'S MAGIC: CHILD PRODIGIES



In his time, Mozart was considered a *child prodigy*, an individual who possesses the talents of someone far beyond his or her years. Currently, the internet gives us the opportunity to see prodigies from all around the globe from practically anywhere. YouTube is a popular place where young talents just like Mozart showcase their work for millions to see.

**Jackie Evancho** won 2nd place on the television show *America's Got Talent* at the mere age of ten and became the youngest solo musician to ever release a platinum-selling album.

**Michael Jackson** became a member of his older siblings' group called the *Jackson 5* when he was only five years old. His dancing and vocal skills far exceeded his brothers', and he earned his first solo No. 1 at 13.

**Akshay Venkatesh** won a bronze medal at the International Physics Olympiad at eleven years old. He went on to graduate university at age 15 with a double major in mathematics/physics.

## SYMPHONIC SUMMONS: PICK A PRODIGY

Discover some incredible things that child prodigies can do. *Using YouTube, research and find a video of a child prodigy who you think exhibits amazing skill.* Answer the questions below about your prodigy and then share your find with your class.

1. Who is it? \_\_\_\_\_
2. What does the person do? \_\_\_\_\_  
\_\_\_\_\_
3. How does the person display their talent? \_\_\_\_\_  
\_\_\_\_\_
4. Why did you pick this person? \_\_\_\_\_  
\_\_\_\_\_
5. What makes this person a prodigy? \_\_\_\_\_  
\_\_\_\_\_



Child Guitar Prodigy



5-year-old Pool Prodigy



6-year-old Piano Prodigy





# MOZART'S MAGIC: AUSTRIA



Austria, the birthplace of Mozart, is a landlocked **country** in the center of the **continent** of Europe. Use the map below to answer the following questions in find out more about Austria's geography.



1. Which countries are to the north of Austria? \_\_\_\_\_
2. Is Switzerland to the east or the west? \_\_\_\_\_
3. How many countries touch Austria's southern border? \_\_\_\_\_
4. Where is the capital city of Vienna located? On the eastern or western border? \_\_\_\_\_  
\_\_\_\_\_
5. Is Salzburg, Mozart's birthplace, on the eastern or western border? \_\_\_\_\_
6. Which country borders Austria with the most amount of land? \_\_\_\_\_





# MOZART'S MAGIC: BAROQUE



Mozart's music was influenced by the Baroque style, the European artistic movement from 1600 to 1750. You might find that the design concept of our production relates in some ways to the Baroque style, but our intention has been to create our own freer and more playful style. See if you can find some of these differences and similarities when you see the show.

Music, art, fashion, and furniture of the Baroque period is not simple. It features dramatic and elaborate design elements. It incorporates dramatic theatricality and elaborate ornamentation or expensive decoration. The term derives from *barroco*, which is Portuguese for "irregularly shaped pearl."



**Armchair**  
Nicolas-Quinibert Foliot  
(French Baroque)

## BAROQUE KEY WORDS

- GOLD
- LAVISH
- THEATRICAL FANCY
- EXPENSIVE
- EXAGGERATED MOTION
- DETAILED DRAMA



**Night Watch**  
Rembrandt  
(Dutch Baroque)



**The Queen's Chamber**  
Palace of Versailles  
(French Baroque)



**Chapel Royal**  
Palace of Versailles  
(French Baroque)

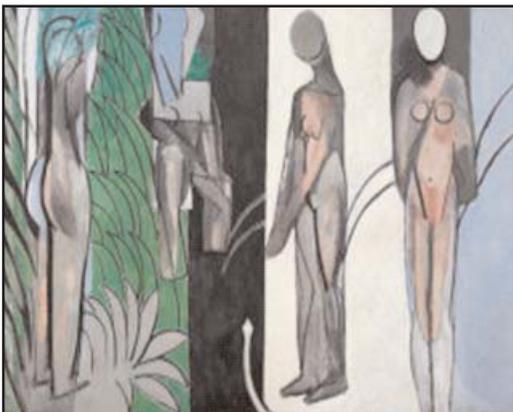
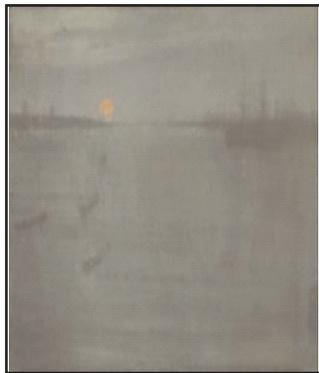
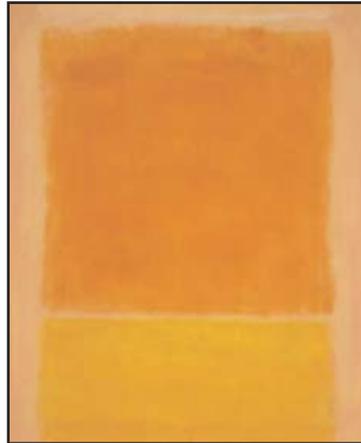




# SYMPHONIC SUMMONS: THE BAROQUE CHALLENGE



You are an art dealer for the Art Institute of Chicago. Recently, five paintings of the Baroque genre have been stolen. A classic art heist! It is your job to locate, and circle the five out of a pile of ten, which includes five paintings from other genres. Consult the previous page for hints and clues.





## **THEME:** **LEARNING FROM CRITICS**

After Mozart composed an opera in 1782, Emperor Joseph II criticized him: “Too many notes, my dear Mozart”. Despite making a huge and lasting impact on the world of music, there were initially some critics who objected to Mozart's music as being “too intense” or “out of order.” Although he knew criticism could be a helpful tool, Mozart had enough confidence in himself and his talent that he didn’t let critics stop him from writing the music he felt moved to write. While it is important to listen to other people’s opinions, it is just as important not to let critics stop you from doing something you love, so long as what you love to do has a positive and constructive impact.

## **SYMPHONIC SUMMONS:** **CRITIQUE THE PLAY**

**Challenge:** Read one of the reviews linked below and assess it: is the critic too nice or too harsh? Or just right? Use this critic and review as inspiration for your critique.

Roger Ebert reviews the film  
*Willy Wonka and the Chocolate Factory*  
<http://www.rogerebert.com/reviews/willy-wonka-and-the-chocolate-factory-1971>

Michiko Kakutani reviews the book *Harry Potter and the Deathly Hallows*  
[http://www.nytimes.com/2007/07/19/books/19potter.html?\\_r=0](http://www.nytimes.com/2007/07/19/books/19potter.html?_r=0)

Chris Jones reviews the musical *Motown*  
<http://www.chicagotribune.com/entertainment/theater/chi-review-motown-musical-chicago,0,4996166.column>



Gene Siskel and Roger Ebert were a famous duo of film critics known for their trademark “thumbs up” or “thumbs down” rating.  
Photo credit: AP File

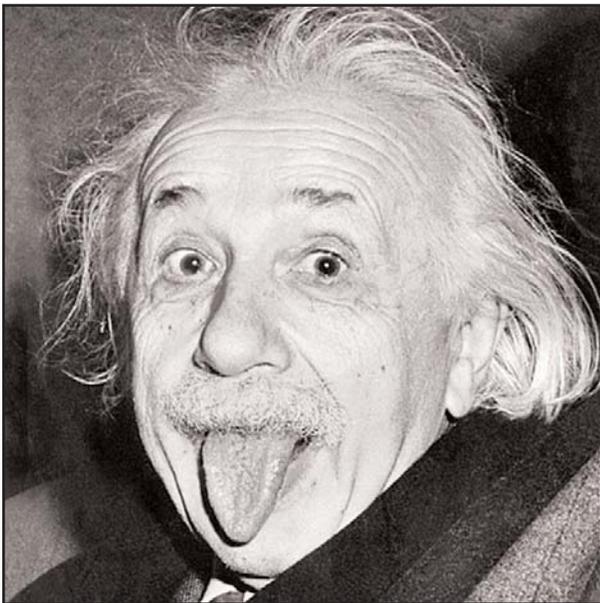
**CRITIC:** ORIGIN late 16th century:  
from Latin *criticus*, from Greek *kritikos*, from *kritēs* ‘a judge,’  
from *krinein* ‘judge, decide.’



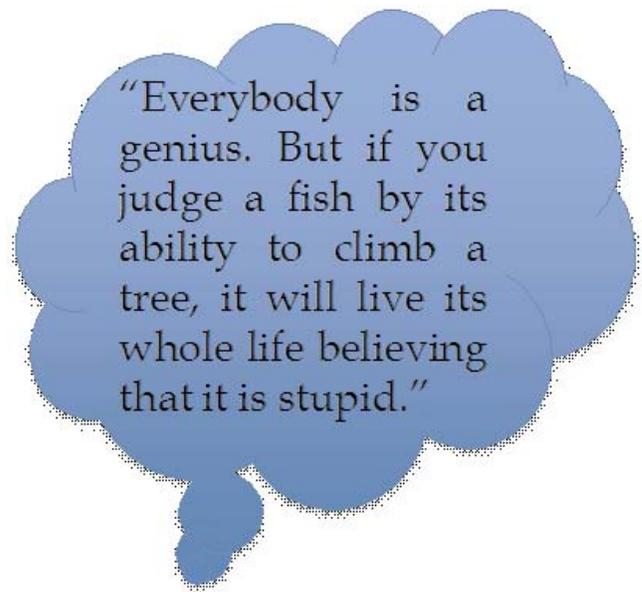


**THEME:**  
**GENIUS TAKES HARD WORK**

We all possess a bit of genius, and that genius manifests itself in different ways. For example, someone who has genius in the culinary arts can cook a delicious meal. Someone who has genius in athletic abilities can run fast. Someone who has genius in classical music can compose a symphony, like Mozart. But as we see in the play, Mozart works very hard at his genius, and it even takes a lot out of him. At one point, we see that it makes him physically ill. While genius is certainly a wonderful thing to possess, Mozart learns that it's not only a gift that comes with responsibility, it's something you have to cultivate. The saying is true of geniuses, too: practice makes perfect. So let's say you're talented at coloring. If you wish to maintain your coloring genius, you must color every day!



**Albert Einstein**  
theoretical physicist  
Photo credit: Arthur Sasse



“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”





# MOZART'S MAGIC:

## MUSIC MATH



Mozart became famous at a very young age because of his musical abilities. He didn't just play music; he wrote it too! In fact, he started composing when he was only five years old. Here's part of a piece that Mozart composed.



Although it looks intimidating, reading music can be easy! Before writing a song, a composer decides the number of beats per measure and conveys this information with a **time signature**. In music, a time signature tells you the meter of a piece of music. A time signature of 4/4 means that there are four beats per measure. The measure can contain any kind of notes the composer wants, as long as they add up to four beats.

There are many different kinds of music notes. Music notes are a lot like fractions, with each different kind of note lasting for a different amount of time.



This is a whole note. It lasts four beats in 4/4 time signature.



This is a dotted half note. It lasts for three beats in 4/4 time signature.



These are half notes. They last for two beats, which is half as long as a whole note in 4/4 time signature.



These are quarter notes. They last for one beat, half as long as a half note and one quarter as long as a whole note in 4/4 time signature.



These are eighth notes. They last for half a beat. That's half as long as a quarter note, one fourth as long as a half note, and one eighth as long as a whole note in 4/4 time signature.

# SYMPHONIC SUMMONS:

## WRITING MUSIC

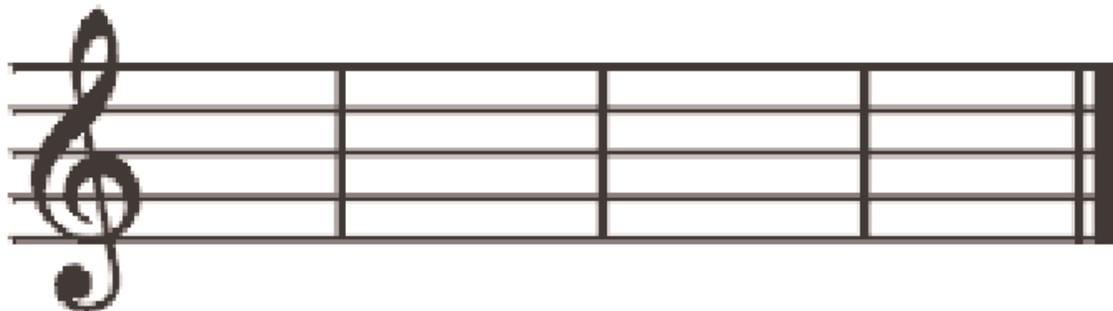
On the next page is a **musical staff**, the place where notes are written in a piece of music. Each section between vertical lines is called a **measure**.

Using the different kinds of musical notes on this page, create patterns of notes on the staff. Make sure that each measure equals four beats. Try to use each type of note at least once.



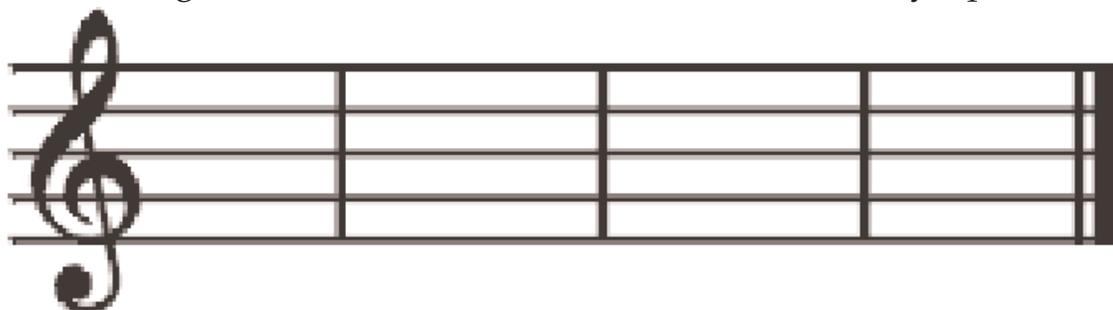


# SYMPHONIC SUMMONS: WRITING MUSIC CONTINUED



### *Challenge:*

Do the same thing in this staff, but make sure each measure only equals three beats.



# SYMPHONIC SUMMONS: NOTE MASH

### *Addition Challenge:*

Use addition to figure out what number these notes add up to in 4/4 time signature.

1.  $\text{♩} + \text{♩} = \underline{\quad}$

4.  $\text{♩♩} + \text{♩} = \underline{\quad}$

7.  $\text{♩} + \text{♩} = \underline{\quad}$

2.  $\text{♩} + \text{♩} = \underline{\quad}$

5.  $\text{♩♩} + \text{♩♩} = \underline{\quad}$

8.  $\text{♩} + \text{♩} = \underline{\quad}$

3.  $\text{♩} + \text{♩} = \underline{\quad}$

6.  $\text{♩} + \text{♩} = \underline{\quad}$

9.  $\text{♩} + \text{♩} = \underline{\quad}$





**THEME:**  
**DARE TO FOLLOW YOUR PASSION**

Is there something that you love to do more than anything in the world? For Wolfgang Mozart, that something was making music. From a very young age, Mozart loved playing piano and violin. He dedicated his life to following his passion—making music. It’s important for you to be as bold as Mozart was in following his true passion, even if what you do might not be considered “cool.” Some girls play football, some boys do ballet, but at the end of the day, it doesn’t matter who you are or what you do, so long as your passion makes you and others around you happy.

**SYMPHONIC SUMMONS:**  
**DESCRIBE YOUR PASSION**

Answer the questions below about a passion that is unique to you.

1. What is your passion?

---

2. How do you express it?

---

3. What is your favorite thing about it?

---

4. Do you have other passions? If so, list them.

---



---



---



---



An unfinished portrait of Mozart from 1782  
Photo credit: Joseph Lange





## WEBLIOGRAPHY



“Mozart, (Johann Chrysostom) Wolfgang Amadeus.” ©Macmillan Publishers Ltd., 5 May 2014.  
<<http://aolsvc.pbs.aol.com/wnet/gperf/education/mozart.html>>.

*The Oxford English Dictionary*. 2nd ed. 1989. OED Online. Oxford University Press. 30 April 2007  
<<http://dictionary.oed.com/>>.

Kleiner, Fred S. . *Gardner's Art Through The Ages*. London : Cengage Learning; 14 edition  
(January 1, 2012), . Print.

Swafford , Jan. *Too bizarre, Mozart!* The Guardian: n. pag.  
<http://www.theguardian.com/music/2004/jun/04/classicalmusicandopera>

### Answers for Baroque Challenge

1. *Salome with the Head of Saint John the Baptist* (Guido Reni)
3. *The Assumption of the Virgin* (El Greco)
4. *Still Life with Dead Game, Fruits, and Vegetables in a Market* (Frans Snyders)
7. *The Adventures of Ulysses* (Apollonio di Giovanni)
9. *Old Man with a Gold Chain* (Rembrandt van Rijn)

### Answers for Note Math

1. 3
2. 4
3. 6
4. 2
5. 2
6. 5
7. 7
8. 3
9. 4



**THE**  
**THEATRE SCHOOL**  
AT DePaul University

2014-2015 Chicago Playworks Season  
at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago

***The Phantom Tollbooth***

by Susan Nanus, based on the book by Norton Juster, directed by David Catlin  
*recommended for ages 7 and up*

**October 7 - November 15, 2014**

Tuesdays at 10 a.m.: 10/7, 10/14, 10/21, 10/28, 11/4  
Thursdays at 10 a.m.: 10/9, 10/16, 10/23+, 10/30\*\*, 11/6, 11/13 Fridays at 10 a.m.: 10/17, 11/7  
Saturdays at 2 p.m.: 10/11, 10/18, 11/1, 11/8\*\*, 11/15 Sunday at 2 p.m.: 10/26+

***Symphony of Clouds***

by Margaret Larlham, directed by Ann Wakefield  
*recommended for all ages*

**January 13 - February 21, 2015**

Tuesdays at 10 a.m.: 1/13, 1/20, 1/27, 2/3, 2/10, 2/17  
Thursdays at 10 a.m.: 1/15, 1/22, 1/29, 2/5\*\*, 2/12, 2/19 Fridays at 10 a.m.: 2/6+, 2/13  
Saturdays at 2 p.m.: 1/17, 1/24, 1/31, 2/14\*\*, 2/21 Sunday at 2 p.m.: 2/8+

***The Day John Henry Came to School***

by Eric Pfeffinger, directed by Ernie Nolan  
*recommended for ages 8 and up*

**April 7 - May 16, 2015**

Tuesdays at 10 a.m.: 4/7, 4/14, 4/21, 4/28, 5/5, 5/12  
Thursdays at 10 a.m.: 4/9, 4/16, 4/23, 4/30\*\*, 5/7, 5/14 Fridays at 10 a.m.: 4/24, 5/1+  
Saturdays at 2 p.m.: 4/18, 4/25, 5/2+, 5/9\*\*, 5/16 Sunday at 2 p.m.: 4/12

+ASL/American Sign Language Interpreting, \*\*Post-Show Discussion

2014-2015 Theatre School Season

at 2350 N. Racine, Chicago  
**On the Fullerton Stage** **In the Healy Theatre**

***In the Heights***

music and lyrics by Lin-Manuel Miranda, book by  
Quiara Alegria Hudes, conceived by Lin-Manuel Miranda  
directed by Lisa Portes

**October 3 - 12, 2014** (previews 10/1 & 10/2)

***Metamorphosis***

by Franz Kafka, adapted by Stephen Berkoff  
directed by Kelvin Wong

**February 6 - 15, 2015** (previews 2/4 & 2/5)

***The Duchess of Malfi***

by John Webster  
directed by Lavina Jadhvani

**April 17 - 26, 2015** (previews 4/15 & 4/16)

World Premiere!

New Playwrights Series

***Video Galaxy*** by Jared Hecht, directed by TBA

**May 22 - 30, 2015** (previews 5/20 & 5/21)

***Vigils***

by Noah Haidle  
directed by Andrew Peters

**November 7 - 16, 2014** (previews 11/5 & 11/6)

***Elemeno Pea***

by Molly Smith Metzler  
directed by Brian Balcom

**February 13 - 22, 2015** (previews 2/11 & 2/12)

World Premiere!

MFA 15, a new play performed by graduating MFA Actors  
by Laura Jacqmin, directed by Dexter Bullard

**May 15 - 24, 2015** (previews 5/13 & 5/14)

Check the web for performance dates and times.

details as of date of publication; subject to change. Check the web for ASL and Audio Described performances.

Web Site: [theatre.depaul.edu](http://theatre.depaul.edu)

Box Office and Group Sales: **(312) 922-1999**

Email: [theatreboxoffice@depaul.edu](mailto:theatreboxoffice@depaul.edu)

Email: [theatregroupsales@depaul.edu](mailto:theatregroupsales@depaul.edu)