

**The Music Center
Performing Artists
in Schools and
Neighborhoods**

**Exciting
Dance
Music
Theatre
Storytelling
Performances
Come To You**

LOS CAMBALACHE

Let's Get Started!

Enclosed is a packet of information about the scheduled program. Please review all of the documents carefully, as they are the materials you will need to host a successful program.

THE DAILY SCHEDULE

It is important that the daily schedule be maintained as specified on the confirmation document. If special circumstances occur, notify The Music Center staff as soon as possible. Changes may be accommodated pending artist availability (which can be limited). We request that all participants be seated in the performance area and ready to begin at the scheduled times.

YOUR FINANCIAL ARRANGEMENTS

About a week after the performance, you'll receive an invoice in the mail. You have 30 days to pay upon receipt of the invoice. We do ask that you wait until you receive the invoice before sending payment.

ARTIST INTRODUCTION & STAGING REQUIREMENTS

Please introduce the artist with the enclosed introduction. There is also specific information you will need to prepare for the arrival of each artist. Please give the tech sheet to the personnel in charge of setting up the performance area well in advance of the scheduled dates. Be sure to have ready any equipment which may be required.

PRESS RELEASE AND POSTER

A template press release is included should you wish to publicize the event. If you wish to use it, simply copy the text into a word document and fill in the blanks with the appropriate information. A premade poster is also included to let your community know about the upcoming event.

CURRICULUM CONNECTION FOR CLASSROOM TEACHERS

These pre- and post-event classroom activities are designed to deepen the understanding and engagement of the program. Please duplicate this preparation material and distribute to all teachers whose students will be attending the event to allow them to fully prepare the students.

STUDENT SUPERVISION AT SCHOOL SITES

In accordance with California law, The Music Center requires that a classroom teacher be present with students at all times. It is expected that teachers will attend events with their class and actively participate in the learning experience.

We applaud your commitment to arts education and look forward to working with you. If you have any questions, please don't hesitate to call us at 213-972-4310.

Performance Introduction

"I would like to introduce today's performance which is presented by The Music Center of Los Angeles County. Los Cambalache (pronounced Lows Calm – Ball – A – Chay), which in Spanish means exchange, is a son jarocho (pronounced Sewn- Har – Ocho) group. Son jarocho is a genre of music that comes from Veracruz, Mexico, which is in the southern part of Mexico. Today you will learn about the roots of this music as well as its instrumentation, the its rhythms and the fandango celebration.

Please welcome, Los Cambalache!"



Feel free to encourage the adult members of your audience to share the experience on social media!

Tag us on Facebook, Twitter, or Instagram at @MusicCenterLA and we might repost your photos!

SPACE

- 20'w x 20'd x 10' high minimum
- Portable stages must be sturdy and securely lashed, with steps leading up to the stage.

OUTDOOR PERFORMANCES

- Performance space must be covered so that the artists are shaded with no direct sunlight on the musical instruments.
- Protected from wind and excess traffic or playground noise.
- There must be access to dressing spaces

SURFACE

- Freshly mopped (not waxed)
- Extraneous clutter removed

DRESSING AREA

- One dressing area with bathroom is needed

EQUIPMENT

- Two downstage microphones requested
- If this is not possible, the group can bring a sound system.

ARRIVAL

- 60 minutes prior to the scheduled start time to prepare and set up

PARKING

- Three spaces

ASSISTANCE

- Please have a representative ready to welcome the performers and to stay and help as needed

START TIME

- Please prepare to start the program on time
- Audiences should be in the venue, seated and ready to begin at the listed times

LOS CAMBALACHE

ART FORM: Music

STYLE: Traditional

CULTURE: Mexican and Mexican American

MEET THE ARTIST:

Los Cambalache (meaning 'the exchange' in Spanish) is a group of East Los Angeles musicians who play *son jarocho*, a style of music which originated on the gulf coast of Mexico. The music they play inspires the audience to participate in the spirit of the *fandango*. Cesar Castro, the group's founder and leader, began studying *son jarocho* at the age of 11 with renowned harpist, Andres Alfonso Vergara. Later he continued his studies with Gilberto Gutierrez of El Grupo Mono Blanco, eventually joining the group at age 16. It was around this time that Cesar began teaching this cultural tradition in community centers, schools and universities in Mexico City and Veracruz. He also learned *laudería*, the art of making instruments used in the *son jarocho* tradition, from Gilberto Gutierrez. In 2001, Cesar began working with Chicanos in Los Angeles through a binational exchange called Fandango Sin Fronteras whose primary objective was to cultivate relationships through music with a focus on building community and strengthening awareness through social gatherings. In 2003 he moved to Los Angeles to teach *son jarocho* which led to his involvement with the band Quetzal, a band that would later go on to win a Grammy Award.

ABOUT THE PERFORMANCE:

Los Cambalache's performance engages audiences of all ages in the *fandango* cultural tradition and practice. The event is about sharing, teaching, learning and building a community together through participatory practices in music, dance, verse and in the art of "being together." In this community celebration, full participation of everyone present is encouraged as the most important element of a *fandango* is not how well someone plays their instrument, but that everyone is included. The core elements of the *fandango* are: instruments, voice and verse, and rhythmic dance performed on a wooden platform. Rhythmic clapping is also a significant way for everyone to participate. Often, a *fandango* will have some elders who know the tradition and model or teach the values of it to others.

The instruments featured in *Los Cambalache* are: the *jaranas*, rhythmic, percussive string instruments; the *requinto jarocho*, which plays melodies; the upright acoustic bass; *tarima*, a platform used for *zapateado*, a dance in which the dancer stomps on a wooden box to a syncopated beat; *pan-dero* which is similar to a tambourine; and a *quijada* which is made from the jaw bone of a donkey.

PREPARING FOR THE EXPERIENCE:

The Mexican state known today as Veracruz was first home to four indigenous groups: the Huastecs, Otomis, Totonacs, and Olmecs. The region would continue to be a mix of cultures as it moved into the Colonial era as Spanish, African, and Arab cultures were brought together through the transatlantic slave trade. After Mexico gained independence from Spain in 1821, Italian and Cuban immigrants migrated to the area adding their cultural traditions to the mix. It was around this time that a unique musical fusion born that would later be known as *son huasteco* (a nod to the Huastec people). This style of *son* can be identified by singers who use the falsetto range in their voice, intricate violin lines, and the five-string instrument known as the *jarana huasteca*. To the north of the gulf coast crescent, *son jarocho* developed (The term *jarocho* is a colloquial terms for people, or things, from the port city of Veracruz) with the eight string *jarana jarocho*, four stringed *requinto jarocho*, and thirty-six string *arpa jarocho* being the dominant instruments. Lyrical themes such as sailing, farming, nature, and of course, love are often sung about in both styles of *son*. What is unique about the *sones* versus *songs* is that the style of music encourages musicians to create their own lyrics and arrangements allowing the songs to evolve with changing times. The musical form of the *son* includes stanzas sung by a "caller" who is accompanied by strong, driving rhythms. These *sones* are performed at a *fandango*; a cultural tradition that takes place with everyone participating in *zapateado*. Just as a mix of cultures immigrating to Veracruz created the genre, the style has also evolved as it has been exported beyond Mexico's borders, increasing the popularity of the hot and humid portside region's sound. One early pioneer known for exporting the genre was harpist Andrés Huesca, who migrated to Los Angeles in the 1940s and brought it to North American audiences through performances at large venues and in Disney movies. During the rock and roll era, a young resident of Pacoima

named Ritchie Valens would take "La Bamba" and give it backbeat and electric guitar. In recent times, the style has evolved once again with Mexican-Americans taking it back to its acoustic roots and re-visiting the concept and embracing the social value of the *fandango*.



DISCUSSION QUESTIONS:

- What words would you use to describe the performance?
- Describe the concept of a *fandango*. What would a *fandango* look like in your home or community? What would your role be? Why?
- Recall the instruments used to play *son jarocho*. How many of the instruments can you name?
- Describe how the dancer used her feet as an instrument.

FRAMEWORK FOCUS—LANGUAGE ARTS:

A *fandango* is a celebration in the *son jarocho* tradition and is very much like a party. At a *fandango*, people gather around and play their *jaranas*, *requintos* and *leonas*. They dance *zapateado* on the *tarima* while *versadores* sing verses all night long. The best thing about the *fandango* is that everyone can join in no matter how old or young, how skilled a musician or dancer, or how one is dressed. Everyone can join in the *fandango* fun and be a part of it in whatever capacity they choose. This is how people build community, friendships and families.

If you and your family, or your neighborhood, decided to have a *fandango*, or a celebration where everyone is valued, what would that celebration look like?

Here are a few questions to help you describe your very own *fandango*:

- What would you be celebrating? (a wedding, a birthday, a new baby)
- Who would host and who would be invited?
- What foods would be served and by whom?
- What languages would you hear?
- Are there any traditions you all share that would make your *fandango* unique? What are they?

California Arts Standards: Artistic Processes

- Cr** Creating
- Pr** Performing/Producing/Presenting
- Re** Responding
- Cn** Connecting

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Cr Have students listen to one another as each plan and make a dance pattern or a percussive element (clapping, snapping, or stomping). Start with the teacher clapping or stomping out a rhythm. Have everyone repeat the step and add a student's step to it. As each pattern is shared, the next pattern will be added. Each time a new pattern is learned, add it to the one(s) that came before. In the end, the class will have an original routine or dance that was created together. You can add four counts or eight counts depending on the age, ability, and number of participants.

Re *Son jarocho* is not a written form of music, but a tradition that is passed on through a practice called *oral tradition*. Think of things in your family that are traditions that have not been written down. These are things that you learn by watching, listening, helping and participating. Ask students to select and share an oral tradition passed on through their families.

Cr Find a recording of either "La Bamba" or "La Siquisiri" and improvise ways to move to the rhythms of the music. Discover rhythms in the music that you can transfer to your feet or hands. Discover steps that you can create and repeat. Present these with a partner or your class. Combine two or more movement ideas together and repeat them in sequence.

Re Name other states in Mexico and look them up on a map. In small groups, select specific Mexican regions and analyze the style of music and dance culturally connected to that area. Share findings with the class. If the music and/or dance is viewable online, share this with the class. After this assignment, discuss the similarities and differences in the music, dances, dress, instruments, etc.

SUGGESTED RESOURCES:

West, John O. *Mexican-American Folklore*. August House/Little Rock Publishing, 1989.

"Amalia Hernández & Ballet Folklórico de México." The Music Center, The Music Center, <https://www.musiccenter.org/education/Teacher-Resources/Artsource-Curriculum/Available-ArtSource-Units/Amalia-Hernandez--Ballet-Folklorico-de-Mexico/>

Contact Name: _____

Phone: _____

_____ AND THE MUSIC CENTER ANNOUNCE
LOS CAMBALACHE TO PERFORM ON _____

_____ and The Music Center today announced the upcoming performance of Los Cambalache. The performance is presented by The Music Center's education department, part of TMC Arts, which provides many offerings including live performances, classroom workshops, scholarship and training programs, online arts curriculum, on-campus events and professional development.

Los Cambalache (from a Spanish word that means exchange), is a group of musicians residing East Los Angeles, who play Son Jarocho music from Veracruz, Mexico. This style of music is popular on the Gulf Coast, a cultural region shaped by indigenous and African culture as well as Spanish culture. Cambalache promotes traditional Son Jarocho music that draws the audience in to participate in their performances in the spirit of the fandango, a traditional celebration based on music and dance. Cambalache was founded in 2007 and led by Cesar Castro who is a master Luthier Sonero and Jarocho from Veracruz, Mexico.

For more than 40 years, The Music Center Performing Artists in Schools and Neighborhoods have been the premier resource for high-quality educational performances, offering one of the most compelling and diverse artistic rosters. The Music Center's incredible artists bring the magic of live performance to audiences throughout Los Angeles County, with an emphasis on programs that are an excellent fit for educational and neighborhood settings. All Music Center Performing Artists in Schools and Neighborhoods performances include standards-based curriculum materials that feature background information on the artists and their performance, as well as related classroom activities with connections to multiple curricular disciplines. Schools can choose from more than 60 performances in music, dance, theatre and storytelling from an internationally acclaimed roster of artists seen across the globe in films, theaters, concert halls, television shows and museums.

About The Music Center

The Music Center convenes artists, communities and ideas with the goal of deepening the cultural lives of every resident in Los Angeles County. The \$70 million non-profit performing arts organization has two divisions: TMC Arts and TMC Ops. TMC Arts, The Music Center's programming engine, provides year-round programming inside The Music Center's four theatres, on Jerry Moss Plaza, outside at Grand Park—a 12-acre adjacent green space—in schools and other locations all over Los Angeles County and on a digital platform called The Music Center Offstage. TMC Arts presents world-class dance with Glorya Kaufman Presents Dance at The Music Center, free and low-cost public concerts and events, as well as live and digital K-12 arts education programs, workshops, performances, interactive experiences and special events. TMC Ops manages the theatres, the Plaza and Grand Park, which comprise \$2 billion in county assets, on behalf of the County of Los Angeles. The Music Center is also home to four renowned resident companies—Center Theatre Group, Los Angeles Master Chorale, LA Opera and LA Phil. For more information, visit musiccenter.org. Follow The Music Center on Facebook, Instagram and Twitter @MusicCenterLA.

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For more information, please contact The Music Center at 213-972-3332. Members of the media are welcome to cover this performance. Please contact The Music Center prior to sending a reporter or photographer to the school.

The Music Center
Performing Artists
in Schools and
Neighborhoods

Exciting
Dance
Music
Theatre
Storytelling
Performances
Come To You

LOS CAMBALACHE



DATE: _____

TIME: _____

LOCATION: _____



musiccenter.org/performingartists
@MusicCenterLA

THE
MUSIC
CENTER
A TMC Arts Program

ARTS INTEGRATION PARTNERSHIPS

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. The program deepens learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities.

PROFESSIONAL DEVELOPMENT

The Music Center's professional development programs bring educators together to participate in an experiential and immersive approach to integrating dance, music, theatre, visual and media arts into their classrooms. The focus is on meeting educators where they are and building their capacity over time and in depth — both at school sites and at The Music Center. As but one example, each year The Music Center's Arts Integration Symposium engages participants in all grade levels, art forms and content areas.

DANCE LEARNING PROGRAMS

Glorya Kaufman Presents Dance at The Music Center offers Student Matinee performances during each season featuring world-class dance performances that celebrate the diversity of L.A. communities; invited rehearsals that provide young people with an inside look at the creative process of dance companies in residence; master classes focused on technique, choreography and dialogue with professional dancers; and creative residencies where local youth engage with visiting dance companies for multiple days, including the Ailey school residency program.

STUDENT FESTIVALS

The Very Special Arts Festival engages students of all abilities as artistic creators and contributors. At the Blue Ribbon Children's Festival, fifth graders across the county experience live performances and dance together as a community.

SPOTLIGHT YOUNG ARTISTS PROGRAM

A nationally acclaimed, free arts training and scholarship program that develops the creative capacity of high school performing artists in Southern California.

ARTS GROWN LA

A new platform for artistic expression already thriving in communities throughout Los Angeles County. From performances at parks, community centers, libraries, senior centers and civic events, to Hip Hop dance parties and youth lessons, Arts Grown L.A. collaborates with community partners and neighborhoods to uplift artists and creativity, complementing existing local programs.

ARTSOURCE®

The Music Center's Artsource® curriculum is designed to bring the expressive world of the arts into classrooms. The materials are available online free of cost.

OTHER ON-CAMPUS MUSIC CENTER OFFERINGS:

Glorya Kaufman Presents Dance at The Music Center, Grand Park, Dance DTLA, L.A. County Holiday Celebration, Plaza Concerts, and Symphonian Campus Tours, among other activities

For all our offerings, please visit us at www.musiccenter.org