

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

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

DIANE FERLATTE

Have I Got a Story to Tell!

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. Diane Ferlatte brings you stories from yesterday and today, stories of childhood and growing up. She has told stories all over the United States, in New Zealand, Europe, and right here in Southern California at the Hollywood Bowl. Please welcome Erik Person and Diane Ferlatte!"



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

- 6' wide x 9' deep minimum
- Portable stages must be sturdy, level and securely lashed with steps leading up to the stage
- NO OUTDOOR PERFORMANCES

SURFACE

- A clean and safe freshly mopped (not waxed) floor for performing
- Irregularities covered with tape
- Extraneous clutter removed

EQUIPMENT

- One armless chair
- One waist-high stool
- Two microphones on stands required
- Bottled water (room temperature, no ice)

ARRIVAL

- 15-30 minutes prior to the scheduled start time to prepare and set up

PARKING

- One space near the venue for loading and unloading

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
- Audience should be in the venue, seated and ready to begin at the listed times

DIANE FERLATTE—Have I Got a Story to Tell!

ART FORM: Storytelling

STYLE: Traditional

CULTURE: African American

MEET THE ARTIST:

A native of New Orleans, storyteller Diane Ferlatte recalls with fondness her childhood years of sitting on the porch of her grandparents' home, captivated by the oral stories of family generations past. She now carries on that tradition with tales filled with spirit, journeys and fantasy. Diane offers three different performances: *Have I Got a Story to Tell*, a solo show of stories from Africa and the American South; *We Were There*, that brings to life the stories of African Americans in history; and *Aesop, Alive and Well*, featuring the fables of Aesop and the music of Erik Pearson. Diane views the art of storytelling as an effective way of stirring the imagination to promote reading readiness and literacy. Diane has toured in Austria and New Zealand, and has been a featured teller at the National Storytelling Festival in Jonesborough, Tennessee, the John F. Kennedy Center for the Performing Arts, and the Hollywood Bowl. She was honored by the mayor of Oakland for her role as co-director of the city's National Storytelling Festival.

ABOUT THE PERFORMANCE:

Diane Ferlatte weaves her tales from many cultures, but her favorite stories have African, Southern and African American roots. Enhancing her gift in the oral tradition is her skill in American Sign Language allowing the art form to be embraced by the hearing impaired community.

In her performances, the multi-talented Ferlatte sings, signs stories, plays the spoons and other instruments (drum, marimba, rattles), and tells folktales, fables, nursery rhymes, and personal stories to the delight and enjoyment of audiences of all ages, cultures and ethnic backgrounds!



PREPARING FOR THE EXPERIENCE:

The black oral heritage is alive and growing among people of African descent, whose ancestors presumably originated storytelling with the creation of civilization in Africa, and among other ethnic groups as well. Brought into the Americas by African captives, the art form remained largely dormant among descendants of the original captives, except in family and church meetings. Now, however, the art is being resurrected and calls for storytellers are crisscrossing the nation and much of the world. Audiences vary from intimate family gatherings to international storytelling festivals. Since the beginning of time, people have always wanted to spread the word. The ones who can spread the word the most effectively can grab the imagination of the listener and hold on to it for as long as they like, conjuring up images of the good and the bad, the weak and the strong, and the trickster and the fool. They have the ability to make you laugh until you cry, cry until you laugh, stand up and shout, or stare in amazement at their gestures and characterizations.

In African American culture, past and present, people with this ability have gone by many names. Today they are called preachers, teachers, comedians, singers, poets, dancers, rappers, and historians. Among African people the historian is known as the griot. The griot is a revered

individual in the society who is entrusted with the exact cultural history. This exalted position is inherited. There are families in West Africa who have claimed this honor for many generations. The art of the griot requires music and song skill and also an unerring memory.

In a performance, all storytellers will use whatever it takes to get the story across. To hear them is to hear the drum, the heartbeat of Africa. To see them tell the

story is to experience highlights of African ritual at its best, a total theatrical performance.

DISCUSSION QUESTIONS:

- What was your favorite story from the performance?
- What characters did you like the best? Why?
- How did Diane use her body and voice to portray various characters in the stories?
- Did you hear or learn any new words in an African language or in American Sign Language (ASL)?
- What lessons did you learn through the experience of the stories?

FRAMEWORK FOCUS—LANGUAGE ARTS:

Maps help us find places, but they can also help us find stories. Study maps of the United States and the continent Africa, the two primary locales from which Diane Ferlatte draws her tales. The United States has many regions where people of particular ancestry and culture have settled. Identify a place you are interested in or have always wanted to visit and learn a story which originated there or is associated with that particular area. Examples might be: a Native American legend from the Navajo in the Southwest; a Scandinavian folktale from the Swedes, Norwegians or Finns in Minnesota; or a Latin American legend from peoples of Mexican or Central American heritage in California. The continent of Africa is composed of many countries with different cultural groups, each of which has a unique tradition and oral history. Refer to books on African storytelling to find examples from a variety of tribes. Have students share their stories with the class, incorporating the map and/or the journey of a story in the telling.

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Re Read a selection of African folktales, such as those featuring the adventures of "Spider" and African American folktales, such as the "Brer Rabbit" stories. Describe what commonalities the folktales of different origins share. Evaluate how the stories' lessons or morals are similar or unique.

Cn Begin a journal recording daily observations of your life and home environment. Select an entry to use that people could empathize with as the basis for a personal history story.

Cr Give each student an index card which has a "story starter," a line with which to begin a tale. Have students develop their stories and then write them into small blank books. Finally, have them illustrate their work, creating original storybooks.

Suggestions for "story starters":

I woke up in the middle of the night and...

If I could have three wishes, I think I'd choose ...

The funniest thing that has ever happened to me was...

Cn Research examples of African art: textiles, masks, sculpture, basketry, beadwork and jewelry. Pick out elements - line, shape, color - that typify the unique aspects of African art in the various media. Observe how the design and style of traditional African sources has influenced and enriched contemporary art and culture.

SUGGESTED RESOURCES:

Abraham, Roger. *African American Folktales - Stories from Black Traditions in the New World*. Pantheon, 1999.

Young, Richard and Judy Dockrey. *African-American Folktales (American Storytelling for young readers)*. August House, 2006.

California Arts Standards: Artistic Processes

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

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

Contact Name: _____

Phone: _____

_____ AND THE MUSIC CENTER ANNOUNCE DIANE FERLATTE TO PERFORM ON _____

_____ and The Music Center today announced the upcoming performance of Diane Ferlatte on campus. 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.

Style and wit, New Orleans charm and world-wide travels have made Diane Ferlatte an internationally renowned storyteller. She has wowed audiences on six continents as she brings her performances to life through stories, songs, sign language, humor, and audience participation with a repertoire of folktales, myths, legend, fables, as well as personal and historical stories. While many of her stories & songs have African-American roots, she loves to tell any story that holds truths touching upon our common humanity while inspiring students as she passes on values, history, and culture. Awards for her recordings include a Grammy nomination, multiple Parents' Choice, American Library Association, iParenting Media, Storytelling World, & National Parenting Publications awards. Additional national awards include the NSN's Circle of Excellence Award, NABS' Zora Neale Hurston Award, & the California Arts Council's Highest Ranking.

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 Glorja 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
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in Schools and
Neighborhoods

Exciting
Dance
Music
Theatre
Storytelling
Performances
Come To You

DIANE FERLATTE



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, work-force 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