

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



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

# **MARIACHI LOS CAMPEROS**

# 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

After the performance, you'll receive an invoice via email. 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. Since 1961, Mariachi Los Camperos has provided Los Angeles with the very best in mariachi music. Today you will hear a variety of mariachi song styles— from slow romantic boleros (bow-ler-rows), to the quicker rhythms of the muscular son jalisiense (son hall-is-sin-ay-say), the intricate huapango (wha-pang-go) and more.

Please welcome Mariachi Los Camperos!"



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

Tag us on X, Instagram, Facebook, and TikTok 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)
- Irregularities covered with tape
- Extraneous clutter removed

## DRESSING AREA

- Two dressing areas are needed

## EQUIPMENT

- Three downstage microphones requested (1 minimum)
- On-stage audio monitor (if possible)

## ARRIVAL

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

## PARKING

- Five 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

## MARIACHI LOS CAMPEROS

**ART FORM:** Music

**STYLE:** Traditional

**CULTURE:** Mexican

### MEET THE ARTIST:

Mariachi Los Camperos was founded in 1961 by Natividad "Nati" Cano, a traditionalist and visionary who mirrored and shaped the history of mariachi music. Mr. Cano began to play the vihuela, a large, round-backed guitar, at the age of six; at age eight he began violin lessons at the Academia de Musica in Guadalajara. He later joined Mariachi Los Camperos, and after becoming its musical director, changed the name to Los Camperos de Nati Cano. In 1969 the group became permanently based in Los Angeles where it established a reputation for offering the best in mariachi Dine & Show at La Fonda Casa de Los Camperos. Today, Mariachi restaurants all over the world are modeled after La Fonda. On October 3rd, 2014, Los Camperos mourned the passing of Nati Cano which was felt by followers, students and performers worldwide. Fortunately, he left the group in good hands having passed the leadership baton to the group's longtime musical director, Jesus "Chuy" Guzman, Cano's right-hand man for nearly three decades. Chuy Guzman is known for his musical arrangements that highlight the skills and voices of the group. He is also widely recognized as an arranger, director, instructor, and musician in the genre of mariachi music. He has served as head instructor for numerous international mariachi festivals in the United States and Mexico and is the Musical Director for the Mariachi Master Apprentice Program (MMAP) in San Fernando, California. He also continues as the instructor for "Music of Mexico" at the University of California, Los Angeles (UCLA). The rest of the ensemble, who perform internationally, is comprised of talented musicians from Mexico and the United States. They have received numerous recognitions such as The National Heritage Fellowship from the National Endowment for the Arts in 1990, The Sylvestre Vargas Award, The Galardon Mariachi Guadalajara Award, two Grammy Awards and four Grammy nominations.

### ABOUT THE PERFORMANCE:

Mariachi Los Camperos perform a variety of mariachi song styles, from slow romantic boleros, to the quicker rhythms of the powerful son jalisiense and the intricate huapango, characterized by its use and range of falsetto vocal sounds. The instruments featured in Mariachi music include: the guitarrón, an acoustic bass guitar; folk harp; two trumpets; and four violins. Finally there is the vihuela, a large, round backed high-pitched guitar which gives the mariachi its typical rhythmic vitality. In keeping with mariachi tradition, these versatile musicians sing as well as play instruments throughout the performance. As is the custom for mariachi performers, the ensemble wears the uniform of Jalisco horseman.

### PREPARING FOR THE EXPERIENCE:

The word 'mariachi' is a term that can be used to describe the individual musician, the ensemble, or the musical genre itself. A definitive origin has never been established. Perhaps the most common misconception is that the term is derived from the French word for marriage (mariage). The theory is that these unnamed ensembles were often hired by the French court in Mexico during the Maximilian epoch (1861-1867) to play at fiestas and weddings. But many Mexican scholars assure us that groups called mariachi were already in existence by 1830. Scholarly investigations also support possible indigenous roots. Evidence supports the existence of an Indian mariachi that used a single-head skin drum. One investigation suggests that the term derives from the yutonahuatl language group signifying a hard floor or dance area called a mariache or tarima. Another hypothesis suggests that the term comes from celebrations honoring the Virgin known as Maria H or 'Maria Hache' that evolved into mariachi. Finally, many older rural mariachi musicians, in the states of Jalisco and Colima, assumed that the name simply derived from the woman's name 'Maria.' Present-day Mexican music incorporates features from hundreds of years ago, particularly in the percussion instruments used to accompany dance. Little is known about the actual compositions, but music played a major cultural and religious role in the rituals and celebrations of the native peoples. After the Spanish colonization of Mexico, beginning in the 1500s, traditional songs and melodies from regions such as Jalisco, Veracruz, Oaxaca and Tehuantepec evolved from Spanish and Indian elements, as well as some Moorish, African, and non-Spanish European influences. The Spanish conquistadors (conquerors) brought their instruments and music (which was itself infused with Arabic, African and various European flavors) to Mexico. The Africans enslaved there during the Spanish colonial period introduced their musical rhythms and instruments. Additional musical influences came from the Caribbean Islands, South American countries, the southern states of the United States, and European countries such as France and Germany, which had a direct or indirect interaction in the early history of Mexico.



## DISCUSSION QUESTIONS:

- What parts of the performance caught your attention? What were your favorite songs? What did you think, or feel, as you listened to the music and the messages in the songs? Are there other songs that you have heard that tell a story, or pass on a positive message? If so, what are they? Have you ever listened to jazz music? To hip hop? What kind of music is your favorite?
- When you listen to music, does it ever change the way you feel? For instance, if you are feeling sad, does the music cheer you up? If it's an upbeat song, does the music make you want to dance? Why do you think music can affect, and change, our moods so easily?
- The stories and songs of Africa, as told by a griot (historian and storyteller), are used to teach, encourage, entertain, and heal the listener. Many African stories also include songs sung by the various characters. Can you name any modern songs that have a similar positive message?

## FRAMEWORK FOCUS—SOCIAL STUDIES/HISTORY:

Humans have learned to express themselves in many different ways: poetry, architecture, dance, painting, drawing, acting, sculpture, singing, storytelling, mime, graffiti, playing a musical instrument, composing, film-making, and playwriting, to name just a few.

Lead students in a discussion about strong, positive messages they have observed in any of the forms of self-expression noted above. Ask them to write a paragraph describing one example of a positive artistic expression. If possible, ask students to bring in a photo, recording or article about their selection. Ask them to explain why they think the message is positive, what they feel it can do for others, how it can impact observers or listeners, and what type of audience they feel will be most likely to appreciate the message presented.

## ACTIVITIES TO ENHANCE THE EXPERIENCE:

**Pr** Divide the class into small groups. Allow each group to select a different folk tale and read it together; they should then present a synopsis to the class. Follow up the reading with a discussion about each story that was presented. Pay particular attention to the moral of each story. State it in your own words and give life examples.

**Pr** Using the stories examined above, or other class curriculum, have students work in small groups to develop their own interpretation of the tales in a *hip hop* or *jazz* style. Focus on the message or moral of the story. Ask the students to provide original or recorded music as background when they present their version of the story for the class.

**Cn** Historically, new musical styles have usually evolved from existing styles. So it is with *hip hop*, which can be traced from the *griots* of Nigeria and the Gambia. Assist students in researching and organizing a timeline that lists musical styles of different, but sequential, time periods. Listen to examples of the various styles and look for similarities and differences.

**Cr** Instrumental music can also tell a story through *tone*, *pitch*, *rhythm*, *melody* and *harmony*. Listen to a variety of musical selections (*jazz*, *rock*, *classical*, *marches*) that have no lyrics. Imagine and tell, or write, a story whose events could have inspired the music you heard.

**Re** Some companies use *hip hop* music in commercials. Ask students to look for examples to discuss. How is *hip hop* used in commercials? (repetition, rhythmic, attention-getting language.) Why are companies using *hip hop* to sell their products? Who are they trying to reach? Name companies that may use, or probably will not use, *hip hop* to sell their products. Discuss why or why not.

## SUGGESTED RESOURCES:

Ehrhardt, Karen. *This Jazz Man*. Harcourt Books, 2015.

Tolan, Sandy. *Children of the Stone: The Power of Music in a Hard Land*. Bloomsbury USA, 2016.

Weatherford, Carole; Sean Qualls, Illustrator. *Before John Was a Jazz Giant—A Song of John Coltrane*. Henry Holt & Co, 2008.

“Chic Street Man.” The Music Center, The Music Center, [www.musiccenter.org/education/Teacher-Resources/Artsource-Curriculum/Available-ArtSource-Units/Chic-Street-Man/](http://www.musiccenter.org/education/Teacher-Resources/Artsource-Curriculum/Available-ArtSource-Units/Chic-Street-Man/).

### California Arts Standards: Artistic Processes

<b>Cr</b>	Creating
<b>Pr</b>	Performing/Producing/Presenting
<b>Re</b>	Responding
<b>Cn</b>	Connecting

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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**\_\_\_\_\_ AND THE MUSIC CENTER ANNOUNCE MARIACHI LOS  
CAMPEROS TO PERFORM ON \_\_\_\_\_**

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\_\_\_\_\_ and The Music Center today announced the upcoming Mariachi Los Camperos performance. As part of the school's continuing efforts to enrich its curriculum and its students' educational experience, the school will present a special performance of Mariachi Los Camperos. The performance is presented by The Music Center's education department which provides many offerings including live performances, classroom workshops, scholarship and training programs, online arts curriculum, on-campus events and professional development.

Jesus "Chuy" Guzman and Mariachi Los Camperos share the joy of Mexico's most valued treasure which is the music of Mariachi. Founded in 1961 by Natividad "Nati" Cano, the group later became permanently based in Los Angeles where they established a reputation for offering the best in mariachi Dine & Show at La Fonda Casa de Los Camperos.

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](http://musiccenter.org). Follow The Music Center on Facebook, Instagram and X @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.*

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# MARIACHI LOS CAMPEROS



**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_



[musiccenter.org/performingartists](https://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](http://www.musiccenter.org)