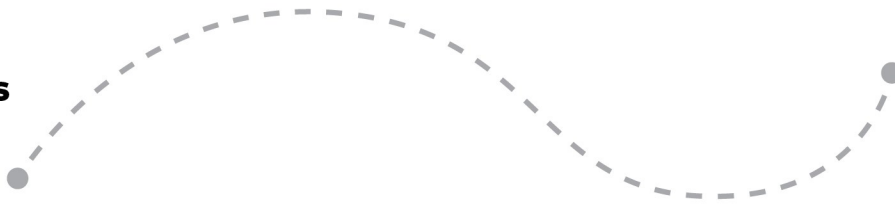


**The Music Center  
Performing Artists  
in Schools and  
Neighborhoods**



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

# CHIC STREET MAN

# 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. Chic Street Man has been called a musical ambassador for peace and human rights. His lyrics focus on positive alternatives to social problems, while entertaining in a spirited manner. He brings home his message of racial harmony and ethnic diversity through acoustic bluesy ballads, funky rhythms, and jazzy upbeat original music. He has performed in concert around the world, including Paris, Leningrad, Moscow, and the United Nations General Assembly in New York and Geneva. Please welcome Chic Street Man!"



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

- 10' wide x 10' deep minimum
- Portable stages must be sturdy, level and securely lashed

## SURFACE

- Freshly mopped (not waxed)
- Irregularities covered with tape
- Extraneous clutter removed

## OUTDOOR PERFORMANCE

If the performance must be held outdoors, the following conditions must be met:

- Shaded – no direct sunlight
- Protected from wind and excess traffic or playground noise
- Sound equipment appropriate to outdoor setting

## EQUIPMENT

- 2 (or more) high quality microphones on stands (preferably boom stands)
- A sound system of at least 250 watts and 2 or more inputs
  - 2 speakers
  - 1 music stand
  - 1 stool

## ARRIVAL

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

## PARKING

- One space close to the venue for loading and unloading

## ASSISTANCE

- Please have a representative ready to welcome the performers and 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

## CHIC STREET MAN

**ART FORM:** Music

**STYLE:** Blues/Folk

**CULTURE:** Universal

### MEET THE ARTIST:

Chic Street Man is a uniquely talented artist with an international following. His music transcends cultural and attitudinal barriers, bringing home his message of harmony and ethnic diversity through acoustic bluesy ballads, funky rhythms and jazzy upbeat originals. Chic incorporates a variety of musical forms all of which have roots that can be traced back to the ancient African tradition of storytelling with call and response. The stories are used for the purpose of spinning a tale, but always to instill in the listener the spirit of an honorable life and the value of living in harmony with others. Chic has been a featured performer in the US, France and in other parts of Europe, including the Montreux, Paleo and Bern Jazz Festivals in Switzerland, and the United Nations Human Rights Center in Geneva. Whether singing at a United Nations conference on human rights or engaging students at a local high school assembly, he connects. He has the rare ability to engage all audiences; adults, teens, children, seniors and entire families to make them laugh, think and feel good inside.

### ABOUT THE PERFORMANCE:

Chic Street Man considers himself a musical ambassador for peace and human rights. He uses his guitar, voice and body as his instruments, creating an atmosphere of trust and encouraging group participation with his songs. He explores his love for people, music and the planet through his songs, Chic focuses on tunes such as "Don't Worry, Be Happy" by Bobby McFerrin, which allow the audience to connect to the world around them, and see how they fit in. Two of his songs that will be featured in this performance are: "Shake a Hand" and "Follow Me." He believes that it's personal "involvement that creates understanding; and understanding that promotes growth." Using music as his medium, Chic Street Man shows us how much better the world is when we listen, speak and sing in unity. His performance encourages inclusiveness, respect, and positive thoughts. He sings about what he knows, values and believes in.



### PREPARING FOR THE EXPERIENCE:

More and more studies point to the benefits that can be gained from listening to, studying, and participating in the creation of music. The California State Visual and Performing Arts Framework states this very well:

"Existing in every culture and generation, music embodies the distinctly human need to organize sounds to express the dimensions of human feeling. ... music provides opportunities for success and engages the imagination of students who may have difficulty with other aspects of the curriculum. The art of music inspires students to become sensitive listeners, able to make aesthetic judgments and appreciate the essential nature of music."

A good song, then, provides more than just a pleasant experience. It is a wonderful way to communicate ideas, tell stories, and share both our feelings and thoughts. Chic believes that all people have the ability and desire to communicate, and that music provides the perfect medium for positive, encouraging messages. Through example, his performance stimulates self-expression, confidence and creativity. His songs most often come from experiences he has had or things he has observed and thought about.

Music comes in many forms. Each style, however, is still driven and shaped by dreams, visions, emotions and ideas. These ideas are shared through melody, harmony, orchestration and instrumentation of each piece of music. The styles of music explored in the performance by Chic Street Man have emerged from cultural traditions that, for the most part, can be traced back to Africa. In the ancient tradition of storytelling, the idea is not just to tell a tale but also to use the accompanying music,

songs and story to pass on the value of living in harmony. Together, the music, songs and stories convey the importance of an honorable life, the value in respecting, caring and encouraging the people who surround us.

This same tradition continues today in Chic's music, which carries forward the idea that songs, and the stories they tell, can make you laugh, think, or feel better inside. Ultimately, they can even inspire you to new heights.

## 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 playwrighting, 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

### 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>

## 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.

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

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

\_\_\_\_\_ **AND THE MUSIC CENTER CHIC STREET MAN**  
**TO PERFORM ON** \_\_\_\_\_

\_\_\_\_\_ and The Music Center today announced the upcoming performance of Chic Street Man 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.

A superb urban acoustic folk-blues artist, Chic Street Man is also a musical ambassador for peace and human rights who starred in and composed the music for Joseph Papp's production of "Spunk" at the New York Shakespeare Festival and the Mark Taper Forum. Filled with audience participation, this performance features songs that explore a love for people, music and the planet, and a philosophy that inspires audiences to help make the world a better place. Chic incorporates a variety of musical forms all of which have roots that can be traced back to the ancient African tradition of storytelling with call and response. The stories are used for the purpose of spinning a tale, but always to instill in the listeners the spirit of an honorable life and the value of living in harmony with others; and to inspire them to make positive contributions to society. His songs explore a love for people, music and the planet and allow the audience to feel, laugh and think about themselves in relationship to the world around them.

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 Twitter @MusicCenterLA.



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# CHIC STREET MAN



**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, 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](http://www.musiccenter.org)