

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



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

BRASS PACIFICA

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. Brass family instruments are known for their ringing tones and bold sounds. Brass Pacifica presents a roaring, exciting celebration of the brass family of instruments. With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a French horn, a trombone and a tuba to showcase and explore brass music. Please welcome Brass Pacifica !"



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

- 15' wide x 15' deep minimum
- Portable stages must be sturdy, level and securely lashed, with steps leading up to the stage

SURFACE

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

EQUIPMENT

- Sound system; speakers
- One microphone on a stand

ARRIVAL

- 15-30 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 assist 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

BRASS PACIFICA

ART FORM: Music

STYLE: Classical to Modern

CULTURE: Multicultural

MEET THE ARTIST:

Brass Pacifica was founded in 1995 by five dedicated and accomplished brass instrumentalists from Los Angeles. These musicians were drawn together by a desire to make extraordinary music and to be encouraged by the musicianship of other fine players. Since the ensemble's inception, the members have dedicated themselves to the study and performance of chamber music with players from the Canadian Brass, Empire Brass, American Brass, Atlantic Brass and St. Louis Brass. An award winning quintet, they have also participated in numerous competitions.

ABOUT THE PERFORMANCE:

Brass family instruments are known for their ringing tones, bold sounds and monumental fanfare. Brass Pacifica presents a roaring, exciting celebration of the family of musical instruments known as "brass." With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a horn, trombone and tuba to showcase and explore brass music. Audiences are given background information on the instruments and songs as they listen to such selections as the poetic Shaker hymn, "Simple Gifts," the delightfully sneaky "Pink Panther" by Henry Mancini, and the rousing "William Tell Overture," by Rossini. Audiences are offered non-stop interaction, which includes working on heightening listening skills, rhythm techniques and instrument discovery. Students will have an opportunity to ask questions and one will even be selected to be a "guest conductor."



PREPARING FOR THE EXPERIENCE:

Straight and curling animal horns produced the first musical horn sounds and served as prototypes for modern brass instruments. Long horns were used to call people together and the curling ram's horn (shofar) was, and still is, played in Jewish services of celebration throughout the world. Some of these early animal horns developed into trumpets of silver, fashioned by the Egyptians in 1320 BC. In Africa, plenty of horned animals allow for "one man – one note," playing trumpet-style into a hole on the side. The trumpet was used by Roman armies to call their troops to battle. Usually playing the melody, trumpets continue to be the instrument of choice for marches and military parades. The tuba, consisting of gruff, lower-pitched sounds, adds the richest, fullest tone to the brass section. In fact, it gives a foundational rhythm for the whole piece. The French horn, one of the trickiest instruments to play, has a smooth, fluid quality. The bell of the horn faces backwards, making it easy to control the timbre and pitch of the sound with the player's hand. Trombones range in pitch between the higher sounding trumpets and the lower sounding tubas, but has the added ability to slide (glissando) between notes.

Both old and new brass instruments produce their sounds by vibrating the lips into a mouthpiece, unlike some woodwinds which use a reed. Early brass instruments could only play a few notes. So, in order to produce a greater variety of tones, players used tubings of different lengths, which varied the air columns in their instruments. These tubes were called "rooks." The crooks had to be changed constantly by the players while performing a piece. Eventually, valves were invented to change the tube length mechanically. Sounds can also be altered by lengthening or shortening the tubing, as demonstrated by the trombone, or by moving the hand around inside the instrument, as in the French Horn or trumpet.

DISCUSSION QUESTIONS:

- What words come to mind that describe your impressions of the brass sounds?
- Read about the instruments in "Preparing for the Experience," then discuss the differences in size and pitch for each type. What do they each have in common?
- Discuss the use of the hand, or the mutes, and how they each affect the sound.
- Which of the instruments might you want to learn to play? What about that particular instrument attracts or interests you?
- Have you ever heard or seen these instruments being played elsewhere? If so, describe the scene and the type of music being played.

FRAMEWORK FOCUS—LANGUAGE ARTS:

Read stories in which instruments are featured, or even take on the personalities of different characters. Books suitable for students K-2 include: *The Little Brass Band*, by Margaret Wise Brown; *The Toy Trumpet*, by Ann Grifalconi; *Loud-mouth George and the Cornet*, by Nancy Carlson; and *Classical Cats – A Children's Introduction to the Orchestra*, by David Chesky (includes CD and book).

Students in grades 4-6 may enjoy, *If I Only Had a Horn-The Young Louis Armstrong*, by Roxane Orgill; *The Canadian Brass Book*, by Rick Walters; and *The Orchestra*, by Mark Rubin and Alan Daniel.

Have small groups each read different books. Then, have them discuss the ideas and characters in the book within their groups. Finally, ask them to introduce the characters of the story and interpret each one through play-acting. Someone in the group might be selected to state the title, introduce the characters and give a summary of the story in his/her own words.

California Arts Standards: Artistic Processes

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

Learn more at:

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Cn Families often have their own traditions at special times. Encourage students to share their traditions with the class. These traditions may include visits to relatives, shopping sprees, vacation trips, preparing food, attending festivals, or other family events. Students should include details about any special foods or events they particularly enjoy. They may want to bring an object, photo or food to class, sharing something special that represents a part of their family's tradition.

Pr Play a march and ask students to work in partners, or groups of four, to create a series of 3-4 marching patterns that last for 32 counts of music. Some choices are: marching in place, going forward, turning sharply, marching in a square, triangle or circular path, adding hand and arm gestures.

Cn Brainstorm and discuss the ways in which horns have been used throughout history, such as: (1) signals or as communication tools in battles, calling people together, fanfare, etc.; (2) a means of entertainment or celebration for royalty, military, jazz and school bands; (3) spiritual or symbolic uses.

Cn Research American composers who included brass in their musical scores. Divide the class into collaborative groups of four or five students and assign each group a composer to research. Suggest that they use recordings, books, the internet and periodicals to create a 'Composer's Corner' display for the class. Here are some possible choices: Scott Joplin, Thelonious Monk, Leonard Bernstein, Duke Ellington, Charles Ives, Aaron Copland, Ellen Taaffe Zwilich.

Re Identify, list and evaluate the characteristics of each instrument. Note the differences and the similarities.

Pr Select two of the instruments and think about what kind of personalities each might have. Define the characteristics of each instrument, then write a dialogue that might take place between them. Focus the dialogue on themes such as: Where will they go to dinner?; What kind of a pet will they adopt?; What sport will they watch on TV together? Present dialogues to the class.

SUGGESTED RESOURCES:

Baines, Anthony. *Brass Instruments: Their History and Development*. Dover Publications, 2012.

The Music Man (movie), featuring the song "76 Trombones" 1962, Warner Bros.

Contact Name: _____

Phone: _____

AND THE MUSIC CENTER ANNOUNCE

BRASS PACIFICA TO PERFORM ON _____

_____ and The Music Center today announced the upcoming Brass Pacifica performance. 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.

Brass Pacifica presents a roaring, exciting celebration of the family of musical instruments known as "brass." With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a horn, trombone and tuba to showcase and explore brass music. Audiences are given background information on instruments and songs as they listen and enjoy such selections as the Shaker hymn, "Simple Gifts," the delightfully sneaky "Pink Panther" by Henry Mancini, and the rousing Rossini overture for "William Tell." Audiences are offered non-stop interaction, which includes working on listening and rhythm techniques, instrument discovery, as question and answer session and even a guest conductor spot for one lucky audience member. Brass family instruments, known for their ringing tones, monumental fanfare and bold sounds, will surely enthrall and inspire students as they heed the triumphant call of this "brassy" musical family.

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

BRASS PACIFICA



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