

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

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

DIANE FERLATTE

Aesop Alive and Well

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 and Erik Pearson present Aesop: Alive and Well. You will hear fables that teach lessons and learn about the life of the man who created these fables. Please welcome Diane Ferlatte and Erik Pearson!"



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—Aesop Alive and Well

ART FORM: Storytelling

STYLE: Traditional

CULTURE: Greek

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:

Aesop, Alive and Well presents not only five fables, but also the story of the fabulist himself. Accompanied by the music of Erik Pearson, Diane Ferlatte tells her own version of the fables credited to the famous Aesop, including "Poor Crow," the story of a thirsty but determined crow, "The Ant and the Dove," a tale about helping others, "The Shepherd Boy" (or *The Boy Who Cried Wolf*), "The Monkey and The Donkey," in which a donkey learns to be himself, and "Bone Day," a story about a dog who learns to appreciate what he has. As we listen to the stories, we also come to appreciate the wit and wisdom of Aesop. A brief question and answer period may follow the presentation. Teachers may prepare their students for the performance by introducing them to the information provided in these pages.



PREPARING FOR THE EXPERIENCE:

There are many ancient regions, islands and countries of the Mediterranean that claim to be the birthplace of Aesop: Thrace, Phrygia, Aethiopia, Samos, Athens and Sardis all historically claimed the prize. The respect for this time-honored storyteller, who was born in 620 B.C., is all the more impressive when you consider his difficult beginning: Aesop was born a slave. With no rights or privileges of a freeman of Greece, Aesop strove, thought and learned. Through his wits, intelligence and ability to learn and share his knowledge, Aesop earned his freedom. He became an active participant in the public affairs of Greece, impressing all with his stories. He traveled through many countries, driven by his desire to instruct and be instructed. Aesop's fables were known and quoted far and wide by adults, who also shared them with their children. Aesop eventually became a well-respected ambassador for the court of Croesus, king of Lydia, and was sent by him on many diplomatic missions. Using his fables as his tool, Aesop's ability to settle arguments between nations and states was legendary. His death, sometime around 560 B.C., only added to his fame. He died at the hands of the people of Delphi, who were then visited by illness and other disasters, until they believed that they were cursed. Aesop was honored after his death with the creation of a statue of him by Lysippus, one of the most famous sculptors of Greece. The statue was placed in Athens.

Fables are stories with a very high purpose: to teach a lesson about honorable behavior, often without letting the listener know they have been educated. Through the use of fictitious characters, often animals, the listener is gently led to decipher the meaning of the message on their own. No one is teaching them; they are being encouraged to examine the behavior presented in the tale and decide what is right or wrong.

Fables always end with a moral, an important rule for living. Through examples, they guide listeners toward valuing honesty, honor and good behavior instead of dishonesty. Aesop knew that presenting simple stories with humor would succeed, especially when it was his purpose to educate or influence a resistant or difficult audience.

DISCUSSION QUESTIONS:

- Think about the stories you heard in the performance. Which was your favorite? Why?
- A "moral" is a saying that states an accepted societal "rule." Each of Aesop's stories have morals. The Shepherd Boy teaches us that "Honesty is the best policy." What are some of the other morals that you remember from the performance?
- What tools did Diane Ferlatte use during her performance to tell the stories? (voice, face, movement, body)
- Aesop was born in 620 B.C. How many years ago was he born? (Add the current year to 620 to get the answer.) Have the morals and lessons that he wrote about become obsolete?
- If Aesop died a long time ago, why do you think this performance is called Aesop: Alive and Well?

FRAMEWORK FOCUS—LANGUAGE ARTS:

Long before television, movies, radio, video games and even books, people told stories to entertain and teach. The stories were about real or imagined events, but the main point was to share information and enjoyment. Traditionally, stories change with each new telling and each new audience, because each storyteller will add his or her own special talents and experiences to the mix, as will each listener.

Discuss what makes a good story. Point out to students that good storytellers create pictures in the minds of their listeners by the way they describe the place where the story happens (setting); how the people, animals or objects in the story look (characters); the things the characters say (dialogue); and the things the characters do (action).

Ask students to sit together in a circle and create a story. Start the story with an opening line such as "Once upon a time there was a student who kept talking in class." Go around the circle and ask each student to add a sentence to the story. Students should focus on listening and speaking. Afterwards, discuss the story to see what worked and what students would change.

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 Discuss how the performance painted pictures in your mind with words, music and actions. Select one of those mental pictures and draw it, using colors to help express the feelings the story created. Use the drawing of your image to retell what happened in that part of the story, what you remember about it and why.

Cr There are many well-known sayings, or morals, that come from Aesop's fables. Some examples include "Honesty is the best policy," "United we stand, divided we fall," "Misery loves company," and "You can't please everybody." With a partner, select one saying and develop a story that illustrates that moral.

Cn Aesop was born a slave, as were many people from many different countries throughout history. Sometimes people who were enslaved were able to earn or buy their freedom. Other times they were slaves for life with no hope of ever being liberated. Aesop earned his freedom with his stories. Find out more about slavery by researching a specific country's history, the ways people became enslaved, and if slaves from that country were ever able to earn their freedom.

Re Do some reflecting on why telling stories is a good way to educate and teach an audience. If an audience enjoys hearing a story, are they more likely to remember details?

Cn Diane Ferlatte uses tools to tell her stories:

Voice -- She changes her voice to fit the story's actions or the character's emotions (inflection and pitch.) She may also speak loud or soft (dynamic), and fast or slow (tempo).

Face -- Diane changes her facial expressions to match the different feelings in each story.

Movement -- She moves her body and hands to help listeners picture the characters and the actions of the story.

Music -- Diane Ferlatte sings some parts of the stories, and Erik Pearson plays the music to help audiences imagine what is happening.

Looking at the tools of the storyteller listed above, try to think of what other professions might use some of these tools, and why? (Teachers, politicians, ministers, policemen?)

SUGGESTED RESOURCES:

Gibbs, Laura. *Aesop's Fables*. Oxford University Press, 2003.

Macdonald, Margaret Read. *Shake-It-Up Tales! Stories to Sing, Dance, Drum and Act Out*. August House Publishers, 2000.

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 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.

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Exciting
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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