

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



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

OLGA LOYA

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. A multi-talented storyteller, Olga Loya brings with her a rich and diverse collection of stories to share with you. She has been featured in various festivals both in the U.S. and internationally. Please welcome Olga Loya!"



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

- 8' wide x 8' deep minimum
- Portable stages must be sturdy and securely lashed, with steps leading up to the stage

SURFACE

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

DRESSING AREA

- One private dressing area is needed

EQUIPMENT

- One lavalier or hand microphone
 - Electrical outlet
 - Table
- Glass of room temperature water

AUDIENCE SEATING

- Prefer that audience be seated on the floor when possible

ARRIVAL

- 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 performer 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

OLGA LOYA

ART FORM: Storytelling

STYLE: Contemporary

CULTURE: Latin America

MEET THE ARTIST:

In 1979, East Los Angeles native Olga Loya was living in Northern California, working as a teacher and collecting and writing stories. While organizing a local storytelling festival, Olga discovered the world of professional storytellers and decided to become one herself. Since then, in addition to performing, Olga has pursued an intensive study of storytelling. This involved attending theater and storytelling workshops and symposiums, as well as working with a variety of storytelling master teachers. Starting with five stories in 1979, Olga now has over one hundred stories in her repertoire. She has performed in schools and universities, on radio and TV, and at festivals throughout California. She was also featured at the first Latin American Storytelling Festival in Guadalajara, Mexico. Currently, Olga lives in San Jose, California where she continues to collect, write and tell stories.

ABOUT THE PERFORMANCE:

Olga Loya performs bilingual Latin American stories and tales from around the world, entertaining her audiences while introducing them to other cultures. She likes stories that combine power with humor - "intense stories that touch the heart." Her stories are populated with heroes, sheros (a woman regarded as a hero), and cunning tricksters that can outwit even devils and death. Olga's performances usually include a personal or family story - often drawn from her own experiences growing up in East Los Angeles. She also collaborates with the audience to create a story. Movement, audience participation, and songs are standard in her performances. Stories are told bilingually, with Spanish and English segments blending together to create a seamless and richly textured experience that everyone can enjoy. Olga has three different shows:

In **Stories from Latin America**, Loya brings to life stories from the barrio of East Los Angeles as well as many countries of Latin America, using words, drum chants and songs. These family stories, folktales, myths and legends can be performed with segments in Spanish and English or in Spanish.

Let's Work Together - The power of community and people working together are two of the themes reflected in these multicultural stories of Asia, Africa, Europe and the Americas.

Geared for middle and high school, **Dancing Through La Vida** uses dancing, music and story to tell tales from the East Los Angeles barrio and Latin American Folklore including stories of love and Ghosts.

PREPARING FOR THE EXPERIENCE:

Latin America covers a large territory - including all of South America, Central America and Mexico, as well as the islands of the Caribbean. Its cultural heritage is complex. For, the cultures of the native people, the influence of the Spanish, British and French colonialists, the contributions of Africans have all combined to produce the rich mixture that is Latin America.

In the centuries before colonization, three important indigenous cultures flourished in Latin America. These were the Maya and the Aztec civilizations of Mexico and Central America, and the Inca civilization of the Andes mountain region in western South America. Because these civilizations evolved and flourished prior to the arrival of Christopher Columbus, Hernan Cortez and other Spanish explorers, these civilizations are sometimes called Pre-Columbian. These civilizations were as remarkable as the early ones in Egypt, Mesopotamia and China. They had large kingdoms and empires, great monuments and cities, highly developed art, science, and writing. Before the arrival of the Spanish, the population of the area now known as Mexico was thought to have been over 15 million people.

However, our knowledge of the ancient cultures is limited, since the Incas kept no written records, and most of the original writings of the Aztec and Mayas were destroyed by the colonizing powers. In one Mayan town, a Spanish bishop burned an entire library of painted books on history, religion, science, mathematics and astronomy. Only four Mayan books remain, mostly dealing with astronomy and astrology. A few Aztec bark paper books also survived, though like those of the Maya, most were destroyed. Some Mayan and Aztec storytelling records do exist, written from memory many years after the originals were destroyed. Also, some explorers and missionaries of the time wrote descriptions of the myths, legends,

rituals and stories they heard from the native people. In light of all that was lost, it is clear that oral tradition of storytelling is of great importance in helping to preserve these ancient cultures.



DISCUSSION QUESTIONS:

- Which story did you enjoy the most? Why? Were any familiar?
- What character did you like best? Describe him or her.
- Think of one story that impressed you. What thoughts came to mind? What feelings did you have?
- What lessons did you learn through the experience of the stories?
- How did Olga use language to make the stories more authentic?
- How does Olga use her voice (pitch, rhythm, tempo) and language (English, Spanish, expressions, local dialect) to portray different characters?

FRAMEWORK FOCUS—LANGUAGE ARTS:

Stories teach us about other cultures, past and present, as well as our own cultural heritage. Through stories we visit other places, times, and meet a variety of other people. We develop compassion and empathy as others' problems and victories become our own. Stories teach us about ethics and integrity, by showing us characters who demonstrate these qualities as well as characters who don't. We begin to associate consequences with choices and actions. In a powerful way, stories help us understand the genesis and purpose of our society's traditions. They help us explore the mysteries of life and living. They give us new ways to think about our fears, hopes, and to explore our concerns and questions. Storytelling is a creative act for both the teller and the listener. Storytelling promotes language development and creative writing skills; oral communication, listening and concentration; form and pattern recognition, as well as metaphorical thinking and visualization (imagination).

Tell (or read) the class a story from another culture, then discuss the story. Who was the main character in the story? What made him/her the hero? What was the hero's problem? How did he/she solve it? What did the hero learn in the story? Did this story have a lesson or a moral? What was it? Do you agree or disagree with it? Why? Do you know someone whose culture is represented in this legend or folklore? Is the culture in the story different from your culture or heritage? In what ways is it the same? Are the values in the story ones you can relate to? Does the story remind you of something that has happened to you? A time when you were afraid? Heroic? Jealous? Brave? Victorious? Encourage students to share their own stories with the class.

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Pr To explore family folklore, ask your students to share a family story. They may tell stories about themselves, about other family members, even about pets. These may be stories they've heard around the dinner table, at family reunions or holiday celebrations, or during a quiet moment with their grandparents. Encourage students to ask their parents for help in remembering stories to share. Remember that though family stories are usually based on true incidents, fact, fiction and exaggeration are often combined in the telling. The older the story, the more likely it has "improved" in the telling! Encourage students (with the parents' permission) to bring special objects that relate to their story, e.g. photograph, lucky charm, souvenir, a household utensil, family memento, etc. to share.

Cn Combine archeology with storytelling by having students collect objects that represent their cultural history. Students might collect photographs, cooking or eating utensils (chopsticks), clothing (wooden shoes), musical instruments (maracas), toys (dreidels), or any object that evokes their culture. Each student then tells the story of the objects they collected, how the objects came to be in the family's possession, how they are used, etc. In this way, students can tell the class a story from their own heritage.

Re Olga Loya often tells *pourquoi* stories - stories that explain how and why something came to be the way it is. To explore this kind of story, review a *pourquoi* story that Olga told in her performance, or read or tell your students a how-why story, such as *How the Sun and the Moon Got Into the Sky* (a story in many cultures), *How the Rabbit Grew Ears* (Nicaragua), or *Why the Turtle Shell Looks Like a Jigsaw Puzzle* (Africa).

Cr Ask students to develop their own *pourquoi* story. Stories may explain how animals came to have certain physical characteristics, such as: Why does a lion have a bushy mane or a loud roar? Why does a tiger have stripes? Why do birds sing? Why do peacocks have eyes on their tails? They can also write stories explaining human characteristics (how people learned to smile, cry, laugh; why they have teeth, hair arms, etc.) or natural phenomena (earthquakes, thunder, waves, rain, mountains stars, etc.) Use your imagination!

SUGGESTED RESOURCES:

Barlow, Genevieve, *Stories from Latin America/Historias de Latinamerica*. 2nd edition. McGraw-Hill Education, 2010.

California Arts Standards: Artistic Processes

Cr Creating

Pr Performing/Producing/Presenting

Re Responding

Cn Connecting

Learn more at:

Contact Name: _____

Phone: _____

AND THE MUSIC CENTER ANNOUNCE

OLGA LOYA TO PERFORM ON _____

_____ and The Music Center today announced the upcoming performance of Olga Loya. 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.

Storyteller and author Olga Loya uses a dramatic mix of Spanish and English to share traditional tales from Latin American as well as stories from her own varied and colorful life growing up in East Los Angeles. Known internationally and described as an "alchemist" who can conjure up images and fill them with life, her shows are bursting with color and passion. Stories inspired by legend and current headlines, reality and dreams, ancient myths and personal experience, healing stories and tales of extraordinary women are shared with imagination and exuberance as Loya uses her voice, body and sometimes music and dance to draw her audience into the imaginative and surprising worlds of the tales she tells.

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 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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Neighborhoods**

**Exciting
Dance
Music
Theatre
Storytelling
Performances
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OLGA LOYA



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, 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