

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

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

# A TOUCH OF CLASSICAL

# 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. This performance is entitled "A Touch of Classical" and features Juilliard trained pianist Beth Sussman. Juilliard is a school in New York that has trained some of the finest musicians, actors and dancers from around the world. During her program, you will hear music from many different countries and some music that you may recognize from cartoons, commercials and movies. Please welcome  
**Beth Sussman!"**

*Note: The performer requests that the microphone be placed back on the microphone stand after the introduction.*



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

- 12' wide x 12' 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
- Piano may need amplification

## EQUIPMENT

- Piano (Artist will bring an electric piano upon request) along with a piano bench or chair
- Electrical outlet for electric piano (if needed)
  - 1 music stand, if available
- One microphone on a stand (not attached to a podium)

## AUDIENCE SEATING

- Need at least one aisle in the audience, for access to and from the stage

## 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 assist with moving the electric piano if applicable

## 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

## A TOUCH OF CLASSICAL

**ART FORM:** Music

**STYLE:** Classical

**CULTURE:** European, Australian, Latin American and North American

### MEET THE ARTIST:

Since receiving her Bachelor's and Master's Degrees from The Juilliard School when she was 21, pianist Beth Sussman has performed throughout the United States and Europe. Career highlights include performances at Lincoln Center, Royce Hall, The Ravinia Festival (summer home of the Chicago Symphony) and Segerstrom Center for the Performing Arts. Several years ago, Kelsey Grammer was the Executive Producer for a Paramount Pictures Television pilot loosely based on her life. Beth is also a teaching artist with The Music Center and the Kennedy Center in Washington, DC. She has recently been named a Fellow by the Hermitage Foundation and was also a recipient of a Jubilation Foundation grant. Her new project "Joppity" is geared towards emerging readers and is a fun, interactive video with activities that improve steady beat which is neurologically connected to reading fluency.

### ABOUT THE PERFORMANCE:

In A Touch of Classical, Beth Sussman takes students on a journey around the world with classical music. Her program begins with famous classical music compositions that audiences recognize from cartoons, commercials, movies and video games. Students participate throughout the performance as they imagine what the mischievous "Little Troll" is up to in a humorous piece by Norwegian composer Edvard Grieg, guess how many notes she plays in a fast piece by Brazilian composer Hector Villa-Lobos, and marvel as she performs a unique work by Mexican composer Manuel Ponce - using only her left hand. Students will also learn rhythm patterns and movements of The Juba Dance by African-American composer Nathaniel Dett. They will be introduced to Italian musical terms and use them to help interpret a piece by Hungarian composer Bela Bartok. The performance ends with Beth's own composition, "The Wizard," a dazzling piece inspired by "The Wizard of Oz."

### PREPARING FOR THE EXPERIENCE:

Classical music is an "exact music," meaning that when a composer writes a piece he or she expects it to be played as written without altering the notes, rhythm or instrumentation. In classical music each performer feels and interprets the music differently so there will be variations in their timing, energy, feel or phrasing while still staying within the confines of the composer's written work. This is what makes audiences respond differently to various artists playing the same works.

All of the music in the performance will be played on the piano. The piano was invented about 300 years ago in Italy and is a stringed keyboard instrument. However, it is classified as a percussion instrument because the pianist strikes the keys to make a sound. The original name of the instrument was the "Pianoforte" or "Fortepiano" because it could play both loudly and softly as opposed to its predecessor the harpsichord which could only play at one dynamic level. The harpsichord is also a keyboard with strings, but the strings are plucked by a plectrum (a quill) and has a twangy sound. When you play a key on a piano, a hammer hits the string or strings. Meanwhile a damper (which is covered in felt) moves away from the strings so they can vibrate. As soon as your

finger is off the key, the damper goes back to rest on the string(s) stopping them from vibrating. If the Sustain Pedal (the one the furthest to the right) is pressed, then the dampers stay up so the strings can continue to vibrate.



## DISCUSSION QUESTIONS:

- What classical music have you heard before and where were you when you heard it? Can you hum some of the melody?
- What is a composer and what does he or she do?
- Can you name any famous classical composers? Can you name any classical works?
- What is the difference between "hearing" and "listening"?
- Which piece did you most enjoy? What specific things did you notice about it? Did anything surprise you?

## FRAMEWORK FOCUS—LANGUAGE ARTS:

As Beth Sussman performed each piece, she varied the expression of the music by changing the volume (dynamics – forte vs. piano) and articulation (how the notes are played – legato or staccato). Below are musical terms (in Italian) and their definitions. These can be used to connect to speaking with expression when reading aloud.

Tempo (the speed of the music) - Fast tempo, medium tempo, slow tempo. (*Allegro = Fast, Andante = moderate or walking tempo, Lento or Largo = slow tempo*)

Forte – loud

Piano – soft

Legato – when the music is smooth or connected

Staccato – music that is choppy or has air or space between each note – like popcorn popping.

Can you think of other sounds that are legato or staccato?

## ACTIVITIES TO ENHANCE THE EXPERIENCE:

**Cn** *The Juba Dance* has a special "Juba" rhythm – stamp, clap-clap and was a dance that celebrated the end of the work week. What are some ways that you celebrate an upcoming weekend or vacation? If you were to put your feelings about the weekend into a rhythmic pattern that is repeated, what would it be?

**Pr** Beth interpreted the music by sometimes playing it forte, piano, legato or staccato. Let's play around with a silly sentence and use the musical vocabulary to express it in different ways:

"Stinky cheese tastes great."

If you were excited and exclaiming that this stinky cheese tastes great how would you say it? What if you were telling someone a secret about the cheese? What would happen to the pitch of your voice if you were asking this as a question? Present your exclamations to the class.

**Re** Mexican composer Manuel Ponce's piece (the only piece in a slow tempo on the program and was for the left hand alone) is called *A Pesar de Todo* (In Spite of Everything). Taking into account the mood of the piece as well as the title, write a paragraph evaluating what you think this piece expresses. (For example: Love? Loneliness? Dreaming? Fighting? Joyfulness?) Back up your interpretation with musical terms including tempo, forte, piano, legato and staccato.

## SUGGESTED RESOURCES:

Gerhard, Ann and Sada, Margarita *Amazing Water: An Introduction to Classical Music*. The Secret Mountain, 2016.

Helsby, Genevieve. *My First Classical Music Book*. Alfred Music, 2013.

Marsalis, Wynton. *Marsalis on Music*. W.W. Norton & Company, 1995.

### California Arts Standards: Artistic Processes

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

Learn more at:

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

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

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## \_\_\_\_\_ AND THE MUSIC CENTER ANNOUNCE BETH SUSSMAN TO PERFORM ON \_\_\_\_\_

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\_\_\_\_\_ and The Music Center today announced the upcoming performance of Beth Sussman 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.

Since receiving her Bachelor's and Master's Degrees from The Juilliard School when she was 21, pianist Beth Sussman has performed throughout the United States and Europe. Career highlights include performances at Lincoln Center, Royce Hall, The Ravinia Festival (summer home of the Chicago Symphony) and Segerstrom Center for the Performing Arts. Several years ago, Kelsey Grammer was the Executive Producer for a Paramount Pictures Television pilot loosely based on her life. Recently, Beth was a presenter at a TED - X conference where she demonstrated how "steady beat" can improve reading fluency and comprehension. She is currently working on a project to bring some of her music workshops online. They will be enhanced by animation and live action designed by professional talent.

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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*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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**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)