

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

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

# **WE TELL STORIES**

## **Proud to be Me**

# 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 Proud to Be Me and features We Tell Stories. These actors are going to explore folk tales from around the world. Even though these stories were told by different cultures, they all still have the same message - that you should know who you really are, and be proud of yourself. Please welcome We Tell Stories!"



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

## SURFACE

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

## OUTDOOR PERFORMANCE

- The area must be shaded, sheltered from wind, and away from distractions

## DRESSING AREA

One dressing room (not a restroom) near the stage

## EQUIPMENT

- Sound system with microphone input. If three lavaliers are available, please let the artists know when they arrive.

## AUDIENCE SEATING

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

## ARRIVAL

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

## PARKING

- Three spaces close to 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

## WE TELL STORIES—Proud to be Me

**ART FORM:** Storytelling/Theater

**STYLE:** Contemporary

**CULTURE:** Multicultural

### MEET THE ARTIST:

We Tell Stories is a diverse storytelling troupe founded by Artistic Director Carl Weintraub. The company has a three-fold purpose: to entertain and educate children through the literature, folklore, and mythology of all times and cultures; to expose them to the processes of language and acting as art forms; and to inspire them to plumb the depths and reach the heights of their own creativity. To this end, the group diligently seeks fresh material and performs it with an extemporaneous flavor, encouraging children to participate in their minds, from their seats and on the stage. In this way, the children see themselves as an integral part of the process, not only witnessing, but also experiencing the stories' morals, the art, and the fun. An old trunk filled with props and costumes is the solitary set, and it is the group's hope that the audiences go away saying to themselves, "I could do that!" And, perhaps they will!

### ABOUT THE PERFORMANCE:

"Proud to Be Me" is a multicultural storytelling experience exploring the concept of pride in oneself through three different stories from three different cultures. For elementary school students, the repertoire focuses on self-esteem. These stories are: "The Frog Who Wanted to Sing", from Africa; "Cuties Cockroach" from Iran and "El Anciano" from Mexico.

For older students, especially middle school grades, the repertoire focuses on making choices in life. The stories include: "Two Strong Women," from Japan; and "Jumping Mouse," a story drawn from Native American traditions. A trio of actors uses the company's signature trunk full of costumes and props to create the magic and bring the stories to life.

### PREPARING FOR THE EXPERIENCE:

"Proud to Be Me" uses a storytelling format to present folk tales to children. The purposes and values of storytelling are many.

- Telling a story is a gift - a shared experience that should bring people closer together.
- Storytelling introduces books and hopefully motivates the audience to read and explore literature.
- Storytelling can help teach language skills.
- Through storytelling, the audience can gain insight into motives and patterns of human behavior.
- Storytelling is a way to keep cultural heritage alive.
- Hearing stories gives the listeners practice in visualization, the basis of creative imagination.
- Storytelling brings dramatic joy to the teller and the listener alike.



Characteristics of a good story are:

- a single theme, clearly defined
- a well-developed plot
- style (vivid word pictures, pleasing sounds, rhythm)
- believable characterizations
- faithfulness to source material
- dramatic appeal
- appropriateness for the listener.

A good story for telling is one that, like a good book, has something to say and says it in the best possible way.

## DISCUSSION QUESTIONS:

- Is it important to study the stories and cultures of people different from ourselves? Why?
- Which story or poem from the performance did you like the best? Why?
- What countries, cities, towns or countryside were the settings for the stories? Can you locate them on a map, atlas or globe?
- How did the actors use costumes or props in creative and imaginative ways?
- What does it mean to preserve one's culture? In what ways do you or your family preserve traditions from your heritage?
- What have you learned about other cultures from the stories included in today's performance? Cite specific examples.

## FRAMEWORK FOCUS—HISTORY/SOCIAL STUDIES:

Introduce students to the history of New York's Ellis Island during its peak use at the turn of the 20th century. Research the following: immigration procedures for admittance into the U.S. during that time; rules regarding required documents; and the layout of the island's various buildings. Read the poem by Emma Lazarus located at the base of the Statue of Liberty on nearby Liberty Island; the most famous portion follows:

"Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!"

The "Lady" and the poem helped to greet newcomers. After finding out about immigration procedures during the early 1900s, investigate current procedures for passage into the U.S. How do present procedures compare to those 100 years ago? Do the sentiments in Emma Lazarus' poem accurately reflect public opinion today? Why? Why not? Use editorials and news articles to support your position.

### 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** Interview a family member about a personal history story. Suggest a subject or event such as: courtship, weddings, travels, holiday celebrations, etc. Develop a home-spun tale to share.

**Cr** Collect a group of pictures of scenic beauty from Mexico and Central American countries. Choose rural settings without any people in them. Divide the class into small groups and let each group choose a picture to work from. They should develop a story specific to the picture they have chosen using the folk tales from the performance as models. Give each group 30 minutes to plan and rehearse their stories. Share them.

**Cr** Divide the class into small groups and give each group three unrelated words to incorporate as an integral part of an original scene. Give the groups 30 minutes to plan the scene, assign the roles, and rehearse the story improvising dialogue and action. Suggestions for word combinations:

toothbrush - horse - earring

paper clip - telephone - baked potato

balloon - paintbrush - door knob

candle - compass - deck of cards

toaster - teddy bear - hammer

**Pr** Have students read a fairytale or folk tale from a culture of their ancestry. Share the story with the class using language or custom unique to the story's heritage.

**Re** Using the criteria found on the previous page pertaining to the characteristics of a good story, have students evaluate the performance of "Proud to Be Me."

**Pr** Discuss ways that the lessons conveyed in the various stories make connections to experiences in students' lives. Give examples of situations focusing on issues of self esteem or the necessity of making choices. Divide the class into groups to share role-play selected scenarios.

## SUGGESTED RESOURCES:

McIntire, Suzanne (Editor). *American Heritage: Book of Great American Speeches for Young People* (includes many topics and people from all walks of life. Jossey-Bass Pub., 2001.

"The New Colossus." National Parks Service, U.S. Department of the Interior, [www.nps.gov/stli/learn/historyculture/colossus.htm](http://www.nps.gov/stli/learn/historyculture/colossus.htm).

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

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

---

## AND THE MUSIC CENTER ANNOUNCE

### WE TELL STORIES TO PERFORM ON \_\_\_\_\_

---

\_\_\_\_\_ and The Music Center today announced the upcoming We Tell Stories 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.

We Tell Stories is a masterful group of theatre artists, founded in 1981 by children's theatre innovator Carl Weintraub. The group uses a unique blend of storytelling, audience participation and sometimes original music to bring folklore, literature and mythology from all cultures and times to life. An old trunk filled with homemade props and costumes serves as the vehicle through which sets and characters are created, with ordinary objects transforming to support extraordinary stories. Humor and fantasy enthrall as stories of honesty, friendship, self-esteem and more enlighten all audiences. The professional artists who make up the company of We Tell Stories handle audiences of all age ranges with ease, and consistently deliver first-rate, mad-cap performances with joy and enthusiasm. Whether the viewer is young or simply young at heart, We Tell Stories is sure to capture, entertain and educate.

\_\_\_\_\_ of the prestigious PASA Award for lifetime achievement by professional artists in schools.

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.

###

*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

# WE TELL STORIES



**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)