

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

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

# INCA

**THE PERUVIAN ENSEMBLE**

# 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.

## 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.

## 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 school 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.

## 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.

## 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 below text into a word document and fill in the blanks with the appropriate information. A premade poster is also included to let your school community know about the upcoming event.

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. INCS, The Peruvian Ensemble will lead you through a program of music and dance from the various multicultural regions of Peru. The group has performed at hundreds of schools and has appeared at major universities, theaters and museums throughout the country. Please welcome INCA, The Peruvian Ensemble!"



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

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

## 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:

- Wood surface preferred
- Concrete and grass are acceptable
- Staging area must be shaded, sheltered from wind and away from distractions
- Raised seating for students is preferred

## EQUIPMENT

- Electrical outlets

## AUDIENCE SEATING

- Artist prefers students to be seated on floor (no lunch benches or tables)
- Request that teachers sit on the side or in the back of students
  - Teachers, please no grading papers

## ARRIVAL

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

## PARKING

- Six spaces

## ASSISTANCE

- Please have a school representative ready to welcome the performers and stay and help as needed

## START TIME

- Please prepare to start the program on time
- Students should be in the venue, seated and ready to begin at the listed times

## INCA—THE PERUVIAN ENSEMBLE

**ART FORM:** Music and Dance

**STYLE:** Folk

**CULTURE:** Peruvian

### MEET THE ARTIST:

INCA brings the magic of the traditional and ancient music and songs from Peru to audiences of all ages. Playing rare and authentic instruments, the musicians and dancers carry students back to the lost empire of the Incas. Since its creation in 1982, INCA has performed at hundreds of schools and has appeared at major universities, theaters and museums throughout California, Arizona, Texas, New Mexico, Utah, Colorado, Michigan, Oregon and Nevada.

### ABOUT THE PERFORMANCE:

INCA presents an exciting introduction to the music and songs of Peru featuring indigenous Inca, Spanish and African influences. The program begins with a song from Puno that features the *Quena*, an Andean version of the flute. This is followed by a lively, traditional dance from Cusco, which is performed during a harvest celebration and features a native Inca style. *Sikuriada*, a song from the Lake Titicaca region, highlights the *Zampoña*, traditional bamboo “pan pipes”. Then, students can delight in two musical solos—one played on the *Charango*, a unique and tiny guitar, and the other played on the *Cajón*, a special wooden box. Other dances include one with a Hispanic influence from the northern coast of Peru and *Pio-Pio*, of mestizo heritage from the southern Andes. Other musical pieces feature wooden flutes and *chac-chas*, shakers made of goat and sheep hooves. Students will have an opportunity to participate in an Afro-Peruvian competitive dance, as well as sing a mestizo song from the central mountains.



### PREPARING FOR THE EXPERIENCE:

When the Spanish sailed to the Americas in the early 1500s, their intentions were to conquer the natives by converting them to Catholicism (their religion) and by introducing the Spanish language and customs. African slaves, who they brought with them, became important contributors to the new music of the Americas. Although the Spanish came as Conquistadors (conquerors), the interaction of the indigenous people, Africans and the Spanish led to a rich musical tapestry. The Spanish brought their guitars and harps with them; the Africans played the percussion patterns of their homelands which were stored in their memories; and the indigenous people contributed their musical spectrum of flutes. The existing native music began mixing with the new foreign elements and evolved into new and vibrant music. South American music is often referred to as Andean music because the Andes Mountains of South America are the homeland of the Inca people who created what is now the most popular music throughout the area. These are some of the instruments associated with this music:

#### Strings:

*Charango* - a tiny 10-stringed guitar made of an armadillo shell which has a sweet sound.

Spanish Guitar - a guitar made of wood with six gut strings.

#### Woodwinds:

*Zampoña* - known as a “pan pipe”, it is a series of bamboo reeds, each tuned to a specific note, and tied together. They are played in pairs.

*Quena* - now made of wood, it is the Andean version of the flute.

*Tarka* - wooden flute from the Lake Titicaca area, with a wild and earthy sound.

#### Percussion:

*Bombo leguero* - a percussion instrument made of a hollowed tree trunk with a cured animal skin drum-head.

*Cajón* - crafted by Afro Peruvians, it is a wooden box with a sound hole in the back. Players sit on top and play with their hands.

*Chac-chas* - rattles made up of dozens of goat hooves which are tied to a strip of cloth worn around the waist.

## DISCUSSION QUESTIONS:

- What are the three main cultures in Peru and what have each contributed to Peruvian music?
- Colorful Peruvian attire is woven from the wool of local animals. Name these animals and give any information you know about them (llama, alpaca, vicuña; domesticated in the Andes circa 4,000 BCE).
- What words would you use to describe the music of Peru? What feelings did it bring to you? Why?
- What most impressed you about the performance? What about these things stood out?
- What are the different musical categories of instruments that were played? (percussion; wind and strings) Discuss the instruments and in which category the fit.
- Identify the different movements that were performed in the dances. (step, hop, jump, run, bounce) Ask for students who could demonstrate any of the dance movements to perform them.

## FRAMEWORK FOCUS—SCIENCE:

Some of the instruments played in Peru today have their origins in Peru's pre-Columbian history. The most well-known Andean woodwind instrument is the panpipe. They are played by blowing across the top end of a pipe. This produces a breathy sound similar to the sound achieved by blowing across the top of a beverage bottle, but with a more specific pitch.

Have students bring in a variety of glass soda bottles. Working in small groups of four, have a bottle for each person. Students place them side by side, with space in between each one. Have the groups fill each bottle with different levels of water (one can remain empty). Then, students take turns blowing over the top of their bottle. Challenge them to find four different pitches. Ask them to experiment until they have four notes that are different and pleasing to them. Then, encourage them to create a short tune using the different pitches of their bottles. Have them repeat their composition two to three times so it is distinct and recognizable. Have each group play their tune for the class. Then, discuss whether each group met the criteria of having four distinctly different pitches and repeating their melody. Name the things they liked about each group.

## ACTIVITIES TO ENHANCE THE EXPERIENCE:

**Pr** The "vals" is one of the most popular rhythm patterns in Peru. Can you remember the rhythmic pattern? Clap it as a group, then divide the class in half and alternate back and forth with one group clapping the pattern two times and then the other group clapping it twice (call and response). This should move back and forth like a conversation.

**Cr** The people from the Andean region of Peru wear red, green, orange and deep yellow in their clothing. Using these colors, draw a picture of people at a celebration, as you imagine it, in the Andes Mountains. Note that the men wear black pants, which reflects the Spanish influence. If you wish, explore using some of the instruments you saw in the performance.

**Cn** Review the vocabulary words of instruments from page one of these materials. Write them on the board. Practice pronouncing them. Give a definition and a description of the instrument they each represent.

**Re** Make a list of things that distinguishes the music of the Incas from other types of music you know of or listen to. For example, think of the instruments that play the music; the language of the songs; the dance steps; rhythms; melodies; etc. Analyze the things you listed and compare them with other musical styles.

**Cn** Ask the class what they might already know about South America and Peru. Then, look at a map of South America and identify Peru. Which ocean outlines its western coastline? (Pacific) What are the bordering countries? (Ecuador, Colombia, Brazil, Bolivia, Chile) Locate the Andes Mountains and find important rivers. Look in books or on the web to see photos of Peru. How would you describe Peru from what you have learned? Identify both the Equator and the Tropic of Capricorn. Find out what they are. Locate the U.S. and California, then trace a flight route that one might take from California to Peru.

## SUGGESTED RESOURCES:

Bierhorst, John. *Latin American Folktales: Stories from Hispanic and Indian Traditions*. Pantheon Books, 2003.

Landau, Elaine. *Peru (True Books)*. Childrens Pr, 2000.

Tim Wood, *The Incas*, Viking Juvenile, 1996.

*Peru: A Musical Journey* (CD, Various artists) 2007.

### California Arts Standards: Artistic Processes

<b>Cr</b>	Creating
<b>Pr</b>	Performing/Producing/Presenting
<b>Re</b>	Responding
<b>Cn</b>	Connecting

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

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

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

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## \_\_\_\_\_ AND THE MUSIC CENTER ANNOUNCE INCA TO PERFORM ON \_\_\_\_\_

\_\_\_\_\_ and The Music Center today announced the upcoming performance of INCA on campus. As part of the school's continuing efforts to supplement its curriculum and its students' educational experience through a live performance, the school will host a special presentation from The Music Center on Tour roster. 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.

INCA brings the magic of the traditional and ancient music and songs from Peru to audiences of all ages. Playing rare and authentic instruments, the musicians and dancers carry students back to the lost empire of the Incas. Since its creation in 1981, INCA has performed at hundreds of schools and has appeared at major universities, theaters and museums throughout California, Arizona, Texas, New Mexico, Utah, Colorado, Michigan, Oregon and Nevada.

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 Gloria 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 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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## **INCA, THE PERUVIAN ENSEMBLE**



**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_



[musiccenter.org/performingartists](https://musiccenter.org/performingartists)  
[@MusicCenterLA](https://www.instagram.com/MusicCenterLA)

**THE  
MUSIC  
CENTER**  
A TMC Arts Program



## ARTS INTEGRATION PARTNERSHIPS

The Music Center's teaching artists work in the classroom to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre and visual 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 and visual 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 Summer Arts Studio for Educators engages participants in all grade levels, art forms and content areas.

## STUDENT MATINEE PERFORMANCES

Each year, *Glorya Kaufman Presents Dance at The Music Center* offers free student matinee dance performances where young people experience world-class dance performances that celebrate the diversity of L.A. communities. All performances include a teacher orientation session and curriculum guide for students.

## THE BLUE RIBBON CHILDREN'S FESTIVAL

The Blue Ribbon Children's Festival, designed specifically for fifth grade students, is an annual admission-free program at The Music Center. Students from across L.A. County experience a live professional performance at a world-class performing arts center, then gather together to perform a short-choreographed piece inspired by the production, dancing together as a community.

## VERY SPECIAL ARTS FESTIVAL

The Very Special Arts Festival is an annual admission-free event engaging students of all abilities as artistic creators and contributors. The festival features student and professional performances on a large stage, visual and performing arts workshops, and a student art exhibit created around a central theme.

## SPOTLIGHT

*Spotlight* is a free education and scholarship program open to Southern California teens, offering arts training, experience/workforce development skills and awards more than \$100,000 in scholarships annually.

## 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)