

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

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

ALFREDO ROLANDO ORTIZ

Holiday Harps

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. Alfredo Rolando Ortiz began professionally playing the Paraguayan harp while studying to become a medical doctor. Eventually his love for the harp made him give up medicine to concentrate more on his activities as a harp teacher, concert artist and recording artist. His program explores the history and versatility of the South American harp, while emphasizing the rich cultural and musical heritage of South America.



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 4' deep x 2' high minimum, raised stage preferred
- Portable stages must be sturdy, level and securely lashed, with steps leading up to the stage

SURFACE

- Any clean, solid surface

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
 - On a solid, dry surface

EQUIPMENT

- Sound system
- One microphone on a stand (two preferred)
- One chair without arms (a folding chair is best)

AUDIENCE SEATING

- The closer the better; Artist may perform on a chair on the floor without a stage if the children will sit on the floor

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 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

ALFREDO ROLANDO ORTIZ-Holiday Harps

ART FORM: Music

STYLE: Traditional and Contemporary

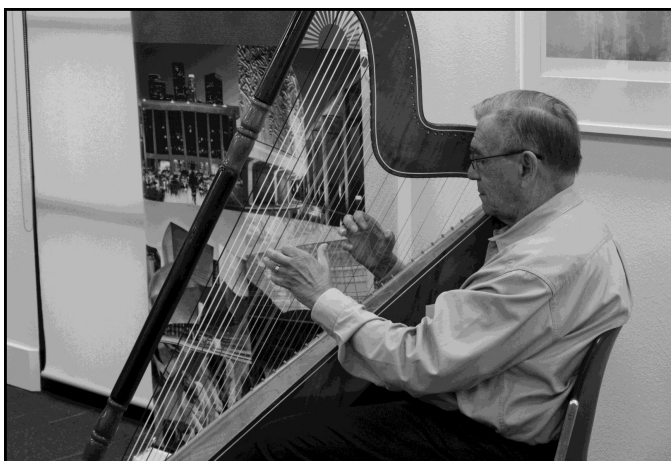
CULTURE: South American

MEET THE ARTIST:

Alfredo Rolando Ortiz, born in Cuba in 1946, is a composer, lecturer, author and recording artist. Emigrating to Venezuela in 1958, he began learning to play the Venezuelan folk harp from a school friend in 1961. A year later, he commenced his studies with Alberto Romero on the Paraguayan harp, and within three years was performing professionally. Alfredo recorded his first album while beginning his medical studies in Medellin, Colombia. Music, which eventually would become his life's focus and win him international acclaim, supported him through his medical studies. Like his background, Dr. Ortiz's harp music is rich and eclectic and his repertoire covers the folk, classical and popular music of many countries. This warm and multitalented artist is a master on the Paraguayan harp, an accessible educator, and an engaging performer for audiences of all ages. Also, he is a prolific recording artist and composer whose work has been performed by classical and folk harpists in many countries.

ABOUT THE PERFORMANCE:

Holiday Harps is an interactive mix of holiday music from a variety of global cultures, countries and religions. These enduring melodies are played on the Paraguayan harp by Alfredo Rolando Ortiz, who smoothly guides and informs the audience throughout the performance. He provides background on some of the musical traditions that celebrate wintertime: Christmas, Chanukah and New Year's. Students will also have the rare opportunity to experience and learn about the unique qualities of the Paraguayan harp. Compositions include lively traditional tunes from Latin America, as well as standard favorites such as "Jingle Bells." Students are given a delightful and uplifting musical experience, and are encouraged to ask questions at the end of the program.



PREPARING FOR THE EXPERIENCE:

A number of cultures celebrate holidays in December, January and February, including Chanukah, Christmas, Kwanzaa, New Year's Day, the Lunar New Year and Winter Solstice. Some of these holidays have religious roots. Others have ancient cultural roots. Each is marked by festive gatherings with family or friends, special food and delicious meals, giving and receiving, or simply taking time to reflect on the gifts each is given. All of these holidays have deep meaning and importance to those who celebrate them and are enriched by age-old traditions of storytelling, music-making, dramatizations of events, and dance.

Music is an important element in the history of a culture. The harp was first brought to South America by the Spanish in their early days of exploration and conquest, and evolved into an important instrument in both folk and popular music. In 1588, Jesuit missionaries arrived in Asuncion, Paraguay and converted many Guarani Indians to their Catholic religion. The Jesuits built villages and taught the Indians to do wood carving for church ornamentation and play music for church services. Even though the Jesuits were expelled from Spanish America by King Charles III of Spain in 1767, the Guarani continued to build and play the harp and guitar. Over time, they blended their own music with Spanish melodies to create a new musical sound.

In South America, harps are played for festivals and celebrations by street musicians, concert artists, and in ensembles with guitars and violins. They vary in design from region to region, but the Arpa Paraguaya is the most popular. Hand crafted from wood and very light (10-15 pounds), it produces a bright, powerful sound. It has 36 nylon strings. The right hand plays the melody while the left is used to play the accompaniment on the lower strings. The right plays with the fingernails, while the left with fingertips or fingernails. The harp is tuned to the diatonic major scale or natural minor scale. Paraguay has recognized the importance of music by designating a national musical instrument - the harp.

DISCUSSION QUESTIONS:

- What did you think of the harp? Do you think the size, shape, and number of strings affect its sound? How?
- Discuss the 'full' sound of the music played on the harp. What happens to the way a song sounds when the harpist can play the melody with the right hand and accompany it with the left?
- What parts of the performance did you find most interesting? Were any of the songs familiar to you? What were your favorites?
- What kinds of songs or music do you sing or hear during winter celebrations?
- What are the origins of South American harps?
- How did harp music develop and evolve in Paraguay?

FRAMEWORK FOCUS—LANGUAGE ARTS:

There are many folk tales, myths, and legends linked to the winter months. It is important to note that some places are cold in winter and some are warm. Ask your students to create a story that could happen only in winter in a cold climate. For example, the story of "Frozen" or "Frosty the Snowman" couldn't take place in July. Students may begin by making a list on the board of potential 'winter' characters and seasonal events for cold climates. Individuals can use these suggestions or their own imaginations to write an original story. Two or more students can work together, students may work in small groups, or the story may be planned and verbally told by the entire class. Younger students can draw a series of illustrations of a winter story created and told by the class. If possible, students should try to include a song heard during the performance or a song that has relevance to their story.

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Cn On a map that includes both South and North America, research, identify and label the places that Spain explored, conquered and colonized in the 16th, 17th and 18th centuries.

Re Have the students analyze the origins of the popular music of another South American or Latin American country that the Spanish colonized. Once they have selected a country or type of music, ask them to think about the ways in which both cultures' (Spanish and indigenous) music might have been changed, affected or blended by their common exposure.

Cr Listen to the two types of Paraguayan music which are traditionally performed on the harp: the *galopa*, a lively dancing rhythm, and the *guarani*, a slow flowing melody. Ask the students to draw a non-literal picture while listening to each type of music, using the music as a source of inspiration for their artwork. Encourage students to experiment with the elements of line, shape and color as they express their ideas and feelings.

Cn Families often have their own traditions at special times. Encourage students to share their traditions with the class. These traditions may include visits to relatives, shopping sprees, vacation trips, preparing food, attending festivals, or other family events. Students should include details about any special foods or events they particularly enjoy. They may want to bring an object, photo or food to share that relates to a part of their family's tradition.

Cn Investigate and report on other holidays that occur or start during the wintertime such as Boxing Day, Twelfth Night, or Winter Solstice. Describe any special foods, music, rituals, dance, or traditions that might be a part of these holidays.

SUGGESTED RESOURCES:

Ortiz, Alfredo Rolando. *Latin American Harps: History, Music and Techniques*. 1984.

California Arts Standards: Artistic Processes

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

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

Contact Name: _____

Phone: _____

_____ AND THE MUSIC CENTER ANNOUNCE ALFERDO ROLANDO ORTIZ TO PERFORM ON _____

_____ and The Music Center today announced the upcoming performance of Alfredo Rolando Ortiz. 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.

Alfredo Rolando Ortiz was born in Cuba in 1946. Composer, lecturer, author and recording artist, he emigrated to Venezuela in 1958. He began learning to play the Venezuelan folk harp from a school friend in 1961. He commenced his studies with Alberto Romero on the Paraguayan harp a year later. Within three years, Alfredo was performing professionally, recording his first album, and beginning his medical studies in Medellin, Colombia. Music, which eventually would win Alfredo international acclaim and become his life's focus, supported him through his medical studies. Like his background, Dr. Ortiz's harp music is rich and eclectic. His repertoire covers the folk, classical and popular music of many countries. This multitalented artist is a master on the Paraguayan harp, a warm and accessible educator, and an engaging performer for audiences of all ages.

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. Follow The Music Center on Facebook, Instagram and Twitter @MusicCenterLA.

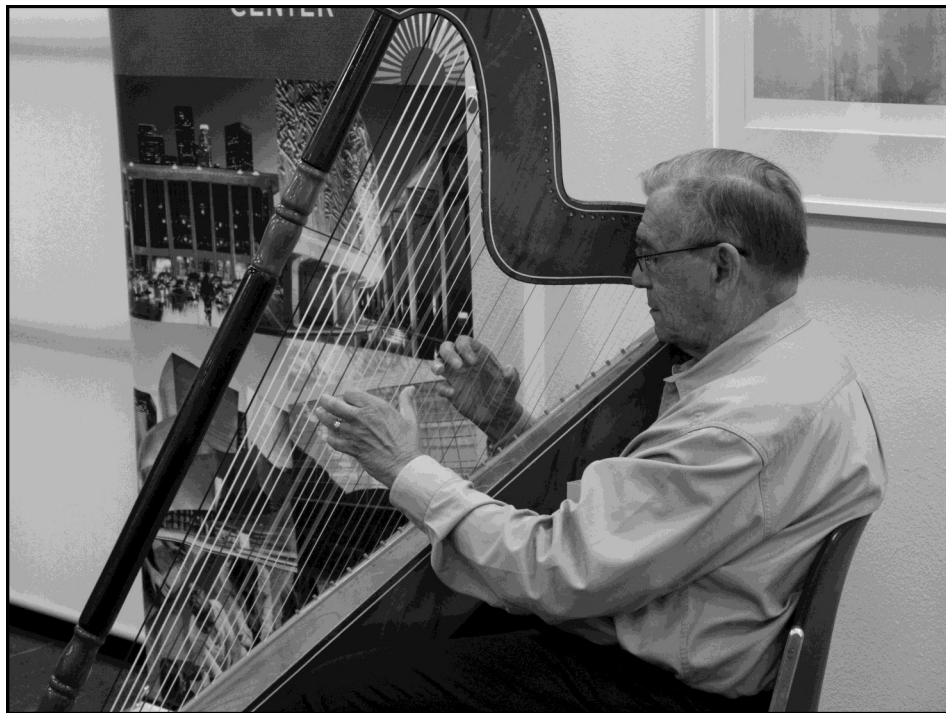
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For more information, please contact The Music Center at 213-972-3332. Members of the media are welcome to cover this performance. Please contact The Music Center prior to sending a reporter or photographer to the school.

The Music Center
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Neighborhoods

Exciting
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Theatre
Storytelling
Performances
Come To You

ALFREDO ROLANDO ORTIZ



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