ALFREDO ROLANDO ORTIZ

Holiday Harps
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 sponsor 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 once the project has begun, notify 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

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 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 enhance the understanding and enjoyment 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 pre-made press release is available should you wish to publicize the event. A premade poster is also included so that your school community can be aware of 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.
"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. Please welcome Señor Alfredo Rolando Ortiz!"

[Social media icons]

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!
TECHNICAL REQUIREMENTS

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

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 school 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

EQUIPMENT

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

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.

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 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.
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?

ACTIVITIES TO ENHANCE THE EXPERIENCE:

• 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.
• Have the students explore 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.
• Listen to the two types of Paraguayan music which are traditionally performed on the harp: the galopa, a lively dancing rhythm, and the guarania, 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.
• 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 represents a part of their family’s tradition.
• 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.

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 “Frozen 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.

LEGEND

| ★ | Artistic perception |
| ■ | Creative expression |
| ■ | Historical & cultural context |
| ♦ | Aesthetic valuing |
| ✡ | Connections, Relations, Applications |

SUGGESTED RESOURCES:
School Contact Name: ____________________________  
Phone: ____________________________

_________________________ AND THE MUSIC CENTER ANNOUNCE

ALFREDO ROLANDO ORTIZ TO PERFORM ON ____________________________

_________________________ and The Music Center today announced the upcoming Alfredo Rolando Ortiz performance. As part of the school’s continuing efforts to enrich its curriculum and its students’ educational experience, the school will present a special performance by Alfredo Rolando Ortiz. 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.

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.

The Music Center on Tour is the premiere resource for high-quality performing arts performances in Los Angeles County. For more than 35 years, schools and communities have benefited from the program’s roster of diverse and compelling performing artists who serve as models of artistic excellence, inspire creative thinking and introduce young audiences to the world’s diverse cultural traditions. Music Center artists represent and celebrate the finest artistic contribution of the world’s cultures – from the colorful regional dances of Mexico and the exquisite music of the China, to the pulsating rhythms of Brazil and the golden harmonies of 20th century America.

Schools can choose from more than 70 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  
As L.A.’s performing arts destination, The Music Center is L.A.’s home to the world’s greatest artistic programs and events. With four iconic theaters and four renowned resident companies – Center Theatre Group, the LA Master Chorale, the LA Opera and the LA Philharmonic – and recognized for its illustrious dance programming, Glorya Kaufman Presents Dance at The Music Center, The Music Center is a destination where audiences find inspiration in the very best of live performance, as well as nationally recognized arts education and participatory arts experiences. With The Music Center On Location, the non-profit performing arts organization brings events and activities to locations outside of its Downtown Los Angeles campus. The Music Center also programs and manages Grand Park, a 12-acre adjacent greenspace, with year-round free programming. For more information, visit musiccenter.org Follow The Music Center on Facebook, Twitter, and Instagram (@MusicCenterLA).

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For more information, please contact The Music Center at 213-972-3338. 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 PRESENTS

ALFREDO ROLANDO ORTIZ

DATE: ______________________ TIME: ______________________

SCHOOL: ________________________________

musiccenter.org/ontour
ARTS INTEGRATION PARTNERSHIPS
The Music Center’s teaching artists work in the classroom facilitating student learning and modeling effective instructional strategies for teachers. Essential skills and vocabulary in music, theater, dance, or visual art are connected to universal themes and integrated with other content areas.

PROFESSIONAL DEVELOPMENT
Our Professional Development targets arts integration strategies for K-12 teachers in dance, music, theatre, and visual arts. Teachers learn creative and effective approaches for integrating the arts into their content areas. Additionally, The Music Center offers the Summer Arts Studio for Educators. This program consists of events tailored for classroom teachers, arts teachers and educators.

STUDENT MATINEE PERFORMANCES
Each year Glorya Kaufman Presents Dance at The Music Center offers free student matinee dance performances. 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 experience a live professional performance at a world-class performing arts center, then gather together to perform a short choreographed dance inspired by the production.

VERY SPECIAL ARTS FESTIVAL
The Very Special Arts Festival is an annual admission-free event celebrating the artistic achievements of students with disabilities and their mainstream peers. The festival features student and professional performances on two stages, visual and performing arts workshops, and a student art exhibit created around a central theme.

SPOTLIGHT
Much more than a competition, Spotlight is a scholarship and training program, which encourages personal and artistic growth, while exploring new possibilities in the arts.

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, Dance Downtown, Symphonian Campus Tours, Grand Park

PROGRAM SUPPORT PROVIDED BY: