ALFREDO ROLANDO ORTIZ

World Adventures

With My Harp
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!"
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

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

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—World Adventures With My Harp

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 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:

Music is an important element in the life of any culture, and is in part shaped by its history. First brought to South America by the Spanish in their early days of exploration and conquest, the harp evolved into an important instrument in both folk and popular music. In 1588, Jesuit missionaries arrived in the settlement of Asuncion, Paraguay and converted many Guarani Indians. They built villages, taught wood carving used for church ornamentation, and shared their music for church services. They were expelled by King Charles III of Spain in 1767, but the Guarani continued to build and play the harp and guitar, blending their music with Spanish styles to create a new musical sound. Today the harp is an important instrument in folk and popular music throughout South America. Harps are played for festivals and celebrations by street musicians and concert artists, and in ensembles with guitars and violins. In ensembles, musicians will often play ‘head’ or ‘ear’ music. This is music they have learned by listening and improvising instead of reading from a printed score. Ensemble music also varies from region to region. The galopa, a lively dancing rhythm, and the guarania, a slow and flowing melody, are two types of Paraguayan music traditionally played on the harp and accompanied by guitars playing a syncopated strumming pattern.

ABOUT THE PERFORMANCE:

World Adventures With My Harp is woven around Alfredo Ortiz’s real life journey of migrations, hardships and successes. The performance, which features the Paraguayan harp, reflects the rich cultural and musical heritage of South America. It demonstrates lively and contrasting traditional and popular music from several countries, and includes some well-known melodies like “La Bamba.” Dr. Ortiz also explains the harp’s construction and the way the construction affects sound and technique. Questions are encouraged during the performance, and one student is invited to play the instrument.

Harp design, like harp music, varies from region to region but the Arpa Paraguaya, the national instrument of Paraguay, is the most popular of the Latin American harps. Hand crafted from wood and very light (10-15 pounds), the Arpa Paraguaya has a bright, powerful sound. Most South American harp players use their right hand to play the melody while their left is used to play the accompaniment on 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. Most harps have 32 to 36 nylon strings.
DISCUSSION QUESTIONS:

- What did you notice, or remember, about the Arpa Paraguaya? How does the shape, weight, and number of strings affect the harp’s sound?
- 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 one hand and accompany it with the other?
- Which of the songs did you like best? Why? What country was this song from?
- Were there distinct differences, or similarities, between the music of various countries or regions? What are those differences or similarities?
- What are the origins of South American harps?
- How did harp music develop and evolve in Paraguay?

FRAMEWORK FOCUS—SOCIAL STUDIES/HISTORY:

Paraguay is a country whose history includes the colonization by Spain and the resulting blending of Indigenous and Spanish cultures which is evident today. Paraguayan folk and popular music incorporates the instruments, rhythms and melodies from both. In addition, song lyrics are often composed of both Guarani and Spanish words. Not only does the music, art and literature of Paraguay reflect this cultural mix, but so does government policies. For example, Spanish and Guarani are the country’s two official languages; while both are spoken in large cities, Guarani is the everyday language of the countryside. Have students work in cooperative groups to select another type of folk or popular music to research, then report on its origins and evolution. Suggested research questions: Is this music a blending of two or more cultures? Which cultures? Are there elements in the music that are unique to each culture? What are they? Are there instruments that are unique to each culture? What are they? What can this blending tell you about the culture’s history?

ACTIVITIES TO ENHANCE THE EXPERIENCE:

- In pairs, have students explore the concept of ‘head’ or ‘ear’ music. Have each student create a sound pattern using body percussion: slaps, claps, stomps, clicks, etc. Once their phrases are established, have them try each other’s phrase in a call and response form. Then, ask them to combine patterns to build a longer phrase.

★ ■ Listen to the two types of Paraguayan music which are traditionally performed on the harp: the galo-pa, a lively dancing rhythm; and the guarania, a slow, flowing melody. Use the music as a source of inspiration for artwork by asking the students to draw pictures while listening to each type of music. Encourage them to experiment with the elements of line, shape and color as they express their ideas and feelings.

- After hearing the music in the performance, the class may enjoy learning some Latin American songs. Many songs are available in music textbooks. Teach the class a song and encourage students who speak Spanish to help teach the pronunciation and meaning of words and phrases. Also, students can make up movements that highlight the lyrics. After the students learn the song, add percussion patterns using hand drums, claves and maracas.

■ Find a map that includes both South and North America. Identify and label the places that Spain explored, conquered and colonized in the 16th, 17th and 18th centuries.

◆ Investigate and report on another musical instrument that is often used in South American music (e.g., guitar, claves, maracas). What are its origins? Describe any changes in the instrument’s evolution or use, and discuss any distinct or special qualities that it may have.

LEGEND

| Visual and Performing Arts Content Standard Strands |
|----------|----------------|
| ★        | 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: ________________________________________________________
OTHER EDUCATION PROGRAMS

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: