THE EXCITEMENT OF DANCE, MUSIC, THEATRE AND STORYTELLING COMES TO YOU!

BRASS PACIFICA
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. Brass family instruments are known for their ringing tones and bold sounds. Brass Pacifica presents a roaring, exciting celebration of the brass family of instruments. With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a French horn, a trombone and a tuba to showcase and explore brass music. Please welcome Brass Pacifica!"

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
- 15’ wide x 15’ deep minimum
- Portable stages must be sturdy, level and securely lashed, with steps leading up to the stage

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

EQUIPMENT
- Sound system; speakers
- One microphone on a stand

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

PARKING
- Five spaces

ASSISTANCE
- Please have a school representative ready to welcome the performers 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
BRASS PACIFICA

ART FORM: Music
STYLE: Classical to Modern
CULTURE: Multicultural

MEET THE ARTIST:

Brass Pacifica was founded in 1995 by five dedicated and accomplished brass instrumentalists from Los Angeles. These musicians were drawn together by a desire to make extraordinary music and to be encouraged by the musicianship of other fine players. The group is composed of Jason Foltz (trumpet), David Costello (trumpet), Liesl Perkins (French horn), Steve Suminski (Trombone) and Chuck Koontz (tuba). Since the ensemble’s inception, the members have dedicated themselves to the study and performance of chamber music with players from the Canadian Brass, Empire Brass, American Brass, Atlantic Brass and St. Louis Brass. An award-winning quintet, they have also participated in numerous competitions.

ABOUT THE PERFORMANCE:

Brass family instruments are known for their ringing tones, bold sounds and monumental fanfare. Brass Pacifica presents a roaring, exciting celebration of the family of musical instruments known as “brass.” With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a horn, trombone and tuba to showcase and explore brass music. Audiences are given background information on the instruments and songs as they listen to selections as the poetic Shaker hymn, “Simple Gifts,” the delightfuly snooky “Pink Panther” by Henry Mancini, and the rousing “William Tell Overture,” by Rossini. Audiences are offered non-stop interaction, which includes working on heightening listening skills, rhythm techniques and instrument discovery. Students will have an opportunity to ask questions and one will even be selected to be a “guest conductor.”

PREPARING FOR THE EXPERIENCE:

Straight and curling animal horns produced the first musical horn sounds and served as prototypes for modern brass instruments. Long horns were used to call people together and the curling ram’s horn (shofar) was, and still is, played in Jewish services of celebration throughout the world. Some of these early animal horns developed into trumpets of silver, fashioned by the Egyptians in 1320 BC. In Africa, plenty of horned animals allow for “one man – one note,” playing trumpet-style into a hole on the side. The trumpet was used by Roman armies to call their troops to battle. Usually playing the melody, trumpets continue to be the instrument of choice for marches and military parades. The tuba, consisting of gruff, lower-pitched sounds, adds the richest, fullest tone to the brass section. In fact, it gives a foundational rhythm for the whole piece. The French horn, one of the trickiest instruments to play, has a smooth, fluid quality. The bell of the horn faces backwards, making it easy to control the timbre and pitch of the sound with the player’s hand. Trombones range in pitch between the higher sounding trumpets and the lower sounding tubas, but has the added ability to slide (glissando) between notes.

Both old and new brass instruments produce their sounds by vibrating the lips into a mouthpiece, unlike some woodwinds which use a reed. Early brass instruments could only play a few notes. So, in order to produce a greater variety of tones, players used tubings of different lengths, which varied the air columns in their instruments. These tubes were called "rooks." The crooks had to be changed constantly by the players while performing a piece. Eventually, valves were invented to change the tube length mechanically. Sounds can also be altered by lengthening or shortening the tubing, as demonstrated by the trombone, or by moving the hand around inside the instrument, as in the French Horn or trumpet.
DISCUSSION QUESTIONS:

• What words come to mind that describe your impressions of the brass sounds?

• Read about the instruments in "Preparing for the Experience," then discuss the differences in size and pitch for each type. What do they each have in common?

• Discuss the use of the hand, or the mutes, and how they each affect the sound.

• Which of the instruments might you want to learn to play? What about that particular instrument attracts or interests you?

• Have you ever heard or seen these instruments being played elsewhere? If so, describe the scene and the type of music being played.

FRAMEWORK FOCUS—LANGUAGE ARTS:

Read stories in which instruments are featured, or even take on the personalities of different characters. Books suitable for students K-2 include: The Little Brass Band, by Margaret Wise Brown; The Toy Trumpet, by Ann Grifalconi; Loud-mouth George and the Cornet, by Nancy Carlson; and Classical Cats – A Children’s Introduction to the Orchestra, by David Chesky (includes CD and book).

Students in grades 4-6 may enjoy, If I Only Had a Horn-The Young Louis Armstrong, by Roxane Orgill; The Canadian Brass Book, by Rick Walters; and The Orchestra, by Mark Rubin and Alan Daniel.

Have small groups each read different books. Then have them discuss the ideas and characters in the book within their groups. Finally, ask them to introduce the characters of the story and interpret each one through play-acting. Someone in the group might be selected to state the title, introduce the characters and give a summary of the story in his/her own words.

ACTIVITIES TO ENHANCE THE EXPERIENCE:

• 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 class, sharing something special that represents a part of their family’s tradition.

• Play a march and ask students to work in partners, or groups of four, to create a series of 3-4 marching patterns that last for 32 counts of music. Some choices are: marching in place, going forward, turning sharply, marching in a square, triangle or circular path, adding hand and arm gestures.

• Brainstorm and discuss the ways in which horns have been used throughout history, such as: (1) signals or as communication tools in battles, calling people together, fanfare, etc.; (2) a means of entertainment or celebration for royalty, military, jazz and school bands; (3) spiritual or symbolic uses.

• Research American composers who included brass in their musical scores. Divide the class into collaborative groups of four or five students and assign each group a composer to research. Suggest that they use musical recordings, library books, the internet and periodicals to create a ‘Composer’s Corner’ display for the class. Here are some possible choices: Scott Joplin, Thelonious Monk, Leonard Bernstein, Duke Ellington, Charles Ives, Aaron Copland, Ellen Taaffe Zwilich.

◆ Identify, list and discuss the characteristics of each instrument. Note the differences and the similarities.

◆ Select two of the instruments and think about what kind of personalities each might have. Define the characteristics of each instrument, then write a dialogue that might take place between them. Focus the dialogue on themes such as: Where will they go to dinner?; What kind of a pet will they adopt?; What sport will they watch on TV together? Present dialogues to the class.

SUGGESTED RESOURCES:


The Music Man (movie), featuring the song “76 Trombones” 1962, Warner Bros.
AND THE MUSIC CENTER ANNOUNCE

BRASS PACIFICA TO PERFORM ON ____________________

and The Music Center today announced the upcoming Brass Pacifica 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 of Brass Pacifica. 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.

Brass Pacifica presents a roaring, exciting celebration of the family of musical instruments known as "brass." With music that ranges from Mozart to Mancini, these five talented brass soloists use two trumpets, a horn, trombone and tuba to showcase and explore brass music. Audiences are given background information on instruments and songs as they listen and enjoy such selections as the Shaker hymn, "Simple Gifts," the delightfully sneaky "Pink Panther" by Henry Mancini, and the rousing Rossini overture for "William Tell." Audiences are offered non-stop interaction, which includes working on listening and rhythm techniques, instrument discovery, as question and answer session and even a guest conductor spot for one lucky audience member. Brass family instruments, known for their ringing tones, monumental fanfare and bold sounds, will surely enthral and inspire students as they heed the triumphant call of this "brassy" musical family.

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).

# # #

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

BRASS PACIFICA

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, Symphonic Campus Tours, Grand Park

PROGRAM SUPPORT PROVIDED BY: