THE EXCITEMENT OF DANCE, MUSIC, THEATRE AND STORYTELLING COMES 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 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. INCA has performed at hundreds of schools and has appeared at major universities, theaters and museums throughout the country. The performers include Victor Vento on guitar, Antonio Flores on woodwinds, Gino Gambboa on percussion and vocals and Rodrigo Rodriguez on charango.* Please welcome INCA!"

*If there are dancers: Joining the musicians are two dancers, Walter Amora and April Espejo.

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
• 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 not acceptable
• Staging area must be shaded, sheltered from wind and away from distractions
• Raised seating for students is preferred

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
• Four 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

EQUIPMENT
• Electrical outlets
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 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. The performers include Victor Vento, lead guitarist; Antonio Flores, woodwinds; Gino Gamboa on percussion and vocals; Rodrigo Rodriguez on charango, directed by Guillermo Bordarampe. Featured dancers include April Espejo and Walter Almora.

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 chacchas, 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 - know 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.
Tarca - 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. Names these animals and give any information you know about them (llama, alpaca, vicuna; 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:

- 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.
- 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, also include some of the instruments you saw in the performance.
- Review the vocabulary words of instrument 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.
- 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. Compare and contrast the things you listed with other musical styles.
- 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, Columbia, 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:

School Contact Name: ______________________
Phone: ________________________________

______________________________ AND THE MUSIC CENTER ANNOUNCE

INCA TO PERFORM ON ______________________

______________________________ and The Music Center today announced the upcoming INCA 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 INCA. 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.

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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

INCA, THE PERUVIAN ENSEMBLE

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: