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

NORTH WIND QUINTET

Classic Fun
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. The North Wind Quintet presents “Classic Fun” to introduce you to the “wind” instruments of the orchestra and highlight the joys of music. This group of musicians is active in television, movies and radio and has toured in Mexico and Europe. Please welcome the North Wind Quintet !"
TECHNICAL REQUIREMENTS

SPACE
- 15’ wide x 12’ deep minimum
- Portable stages must be sturdy and securely lashed, with steps leading up to the stage

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

OUTDOOR PERFORMANCES
- Outdoor performances are not recommend. If you choose to do an outdoor performance, artists should be shaded and protected from wind, traffic, and playground noise

EQUIPMENT
- 5 armless chairs
- 1 microphone on a stand (not attached to a podium)

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

AUDIENCE SEATING
- Seat students close to the stage (even on the floor)

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
NORTH WIND QUINTET—Classic Fun

ART FORM: Music  
STYLE: Orchestral  
CULTURE: European, North American

MEET THE ARTIST:

The North Wind Quintet is a Los Angeles-based chamber music ensemble composed of one “brass-wind” and four “woodwind” instruments. For over 30 years, the group has performed music that appeals to both the chamber music novice and the confirmed enthusiast. Their extensive experience in schools includes work with special needs students. The group was one of four ensembles chosen to participate in a national symposium on performances for young listeners, held at Oberlin Conservatory in Ohio. They have toured in Mexico, Holland and Germany, and were featured artists at the ‘International Congress on Women in Music’ at the United Nations in New York.

Locally, they are active in the film and recording industries, and in symphony orchestras such as the Los Angeles Mozart Orchestra, Riverside Symphony and Los Angeles Camerata. You may also have heard them in the orchestras of the Los Angeles productions of Broadway musicals such as “Ragtime” and “The Lion King.”

PREPARING FOR THE EXPERIENCE:

The family of instruments we classify as “woodwinds” are the flute, piccolo, clarinet, oboe, English horn, bassoon and saxophone. At one time, all but the saxophone were made of wood, as the family name implies. Now, however, we find the piccolo, flute and saxophone are generally made of metal.

How are musical sounds produced on “woodwind” instruments? The answer is based on a simple principle: the player blows through a hole in the end of a tube to make the column of air inside vibrate. The length of the vibrating column determines the pitch of the sound produced.

In flute-type instruments, the player sets the air in motion by blowing breath across the mouthpiece opening of the instrument. In “reed” instruments, the player’s breath causes a reed or reeds to vibrate within the instrument’s pipe. The clarinet and saxophone use one reed which rests against a mouthpiece. The oboe, English horn and bassoon use two reeds, tied together, to vibrate when played.

Modern “woodwind” instruments are capable of producing a range of notes. When all the holes along the body of the instrument are covered, the instrument produces its lowest pitched sound because the air is able to vibrate through the entire length of the tube. As each hole is uncovered -- allowing air to escape through it -- the column of vibrating air is shorter and the pitch is higher. The number of holes to be covered or uncovered would be limited to the number of fingers on both hands if instrumentalists had not discovered other methods for altering pitches, such as a system of keys, levers and pads that aid in raising and lowering pitches.

In “brass” instruments such as the French Horn, air is also used to produce sound. The player presses his or her lips against the mouthpiece and blows into it, causing the lips to vibrate. The vibrations travel through the metal tube to create a sound. To vary the pitch, the left hand presses on valves that change the length of the coiled tubing.

ABOUT THE PERFORMANCE:

“Classic Fun” is a lively, interactive program that introduces its audience to the world of orchestral “wind” instruments, specifically the flute, clarinet, oboe, bassoon and French horn. (The tiny piccolo makes an appearance, too) Students and teachers will enjoy a variety of musical selections that feature the “wind” instruments and demonstrate their unique capabilities. Each player presents his or her instrument, demonstrates the sound it makes and explains how that sound is produced. The program introduces famous composers, basic music principles, music orchestration, and composition. Highlights include excerpts from Bach’s “Brandenburg Concerto #3,” Mozart’s “Magic Flute,” Prokofiev’s “Peter and the Wolf,” Dukas’ “Sorcerers’ Apprentice,” Sousa’s “Stars and Stripes Forever,” and popular themes from “Star Wars,” “Titanic” and “The Lion King.” A question and answer period is followed by a grand finale, with volunteers performing on percussion instruments.
DISCUSSION QUESTIONS:

- Which musical selection did you like the best? Why? What did it make you think of? What did it make you feel like doing?
- What differences did you notice in the instruments? Describe. (sound quality, high or low pitch, volume, shape, size, material) What do they have in common?
- Which of the instruments’ sounds did you find the most appealing? Why?
- To play an instrument well takes a lot of practice. What other areas of life require a lot of practice?
- How is the sound produced in the instruments you saw in the performance?
- How is teamwork involved in a chamber music ensemble?

FRAMEWORK FOCUS—LANGUAGE ARTS:

As a class, make a chart that identifies the pitch, sound and appearance of “woodwind” instruments. List the instruments down the left side of the chart; across the top, write Pitch, Sound and Appearance. Write down words that describe the instrument in each of the three categories. Here are a few examples:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Pitch</th>
<th>Sound</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flute</td>
<td>High</td>
<td>Warbling, birdlike</td>
<td>Metal Cylinder</td>
</tr>
</tbody>
</table>

Then by yourself, or with a partner, pick one instrument from the performance.

Write a few descriptive sentences about your instrument, using the words from the chart or other words you find. Share your sentences in small groups or with the class.

Vocabulary:

- **Dynamics** -- the volume (loudness or softness) of musical sounds
- **Pitch** -- the highness or lowness of sound (determined by the frequency of vibration)
- **Tempo** -- the rate of speed at which music is played
- **Timbre** (TAM-bur) -- the quality of sound

**ACTIVITIES TO ENHANCE THE EXPERIENCE:**

- Bring in eight plastic water bottles. Figure out how to create the pitches of the scale by filling the bottles with different amounts of water.
- Make your own “wind” instrument with paper drinking straws. Pinch one end of the straw. Cut a tiny piece from each corner of the pinched end. Blow, placing the pinched end between the lips. Next, cut off an inch or more from the open end. Blow again. The pitch should be higher. (This should reinforce the relationship between pitch and length.)
- Think about the following: "What would the world be like without music?" Write a paragraph of your thoughts about this quotation. Share, and listen to what your classmates wrote.
- Pick one of the instruments you found interesting in the performance. Imagine you are that instrument. Introduce and describe yourself to a partner, or write a paragraph about yourself describing yourself as an instrument character.
- Almost all cultures have flute-like instruments. Think of other instruments that are similar to the flute. What are their names? Where did they originate? How are they different from the flute in the performance? If you have one at home, bring it in to show the class. (e.g., penny whistle, panpipe, recorder)
- Listen to a piece of music in which "wind" instruments are featured. See if you can identify the different instruments as they are played. ("Peter and the Wolf," by Prokofiev; "Carnival of the Animals," by Saint-Saens, etc.)
- Discuss the use of music in films and television programs. How do music and certain instruments set the mood, call attention to a specific action or describe a character? Give examples.

**SUGGESTED RESOURCES:**


AND THE MUSIC CENTER ANNOUNCE
NORTH WIND QUINTET TO PERFORM ON

and The Music Center today announced the upcoming North Wind Quintet 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 North Wind Quintet. 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.

Celebrating over 30 years of delighting and educating young listeners, the North Wind Quintet presents Classic Fun, a fast-paced, entertaining program about chamber music, composition, orchestration and the wind instruments of the orchestra. The interactive performance allows audience members to follow along as the ensemble presents the music of Mozart and Bach, as well as music from popular movie and television themes. The rousing finale features audience members performing with the quintet. Critically acclaimed in Europe, Mexico and the United States, this ensemble is an enjoyable way to introduce young listeners to classical music.

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, Gloria 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

NORTH WIND QUINTET

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: