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

WE TELL STORIES

Proud to be Me
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. This performance is entitled Proud to Be Me and features We Tell Stories. These actors are going to explore with you some folk tales from around the world. Even though these stories were told by different cultures, they all still have the same message--that you should know who you really are, and be proud of yourself. Please welcome We Tell Stories!"
TECHNICAL REQUIREMENTS

SPACE
- 15’ wide x 15’ deep minimum
- Portable stages must be sturdy, level and securely lashed

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

OUTDOOR PERFORMANCE
- The area must be shaded, sheltered from wind, and away from distractions

DRESSING AREA
One dressing room (not a restroom) near the stage

EQUIPMENT
- One microphone with stand for indoor performances.
- Three microphones for outdoor performances

AUDIENCE SEATING
- Need at least one aisle in the audience, for access to and from the stage.

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

PARKING
- Three spaces close to the venue for loading and unloading

ASSISTANCE
- Please have a school representative ready to welcome the performers and to 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
WE TELL STORIES—Proud to be Me

ART FORM: Storytelling/Theater
STYLE: Contemporary
CULTURE: Multicultural

MEET THE ARTIST:
We Tell Stories is a multi-ethnic storytelling troupe founded by Artistic Director Carl Weintraub. The company has a threefold purpose: to entertain and educate children through the literature, folklore, and mythology of all times and cultures; to expose them to the processes of language and acting as art forms; and to inspire them to plumb the depths and reach the heights of their own creativity. To this end, the group diligently seeks fresh material and performs it with an extemporaneous flavor, encouraging children to participate in their minds, from their seats and on the stage. In this way, the children see themselves as an integral part of the process, not only witnessing, but also experiencing the stories’ morals, the art, and the fun. An old trunk filled with props and costumes is the solitary set, and it is the group’s hope that the audiences go away saying to themselves, “I could do that!” And, perhaps they will!

ABOUT THE PERFORMANCE:
“Proud to Be Me” is a multicultural storytelling experience exploring the concept of pride in oneself through three different stories from three different cultures. For elementary school students, the repertoire focuses on self-esteem. This stories are: “The Frog Who Wanted to Sing”, from Africa; “Cuties Cockroach” from Iran and “El Anciano” from Mexico.

For older students, especially middle school grades, the repertoire focuses on making choices in life. The stories include: “Two Strong Women,” from Japan; and “Jumping Mouse,” a story drawn from Native American traditions. A trio of actors uses the company’s signature trunk full of costumes and props to create the magic and bring the stories to life.

PREPARING FOR THE EXPERIENCE:
“Proud to Be Me” uses a storytelling format to present folk tales to children. The purposes and values of storytelling are many.
• Telling a story is a gift - a shared experience that should bring people closer together.
• Storytelling introduces books and hopefully motivates the audience to read and explore literature.
• Storytelling can help teach language skills.
• Through storytelling, the audience can gain insight into motives and patterns of human behavior.
• Storytelling is a way to keep cultural heritage alive.
• Hearing stories gives the listeners practice in visualization, the basis of creative imagination.
• Storytelling brings dramatic joy to the teller and the listener alike.

Characteristics of a good story are:
• a single theme, clearly defined
• a well-developed plot
• style (vivid word pictures, pleasing sounds, rhythm)
• believable characterizations
• faithfulness to source material
• dramatic appeal
• appropriateness for the listener.
A good story for telling is one that, like a good book, has something to say and says it in the best possible way.
DISCUSSION QUESTIONS:

• Is it important to study the stories and cultures of people different from ourselves? Why?

• Which story or poem from the performance did you like the best? Why?

• What countries, cities, towns or countryside were the settings for the stories? Can you locate them on a map, atlas or globe?

• How did the actors use costumes or props in creative and imaginative ways?

• What does it mean to preserve one’s culture? In what ways do you or your family preserve traditions from your heritage?

• What have you learned about other cultures from the stories included in today’s performance? Cite specific examples.

ACTIVITIES TO ENHANCE THE EXPERIENCE:

★ Tell a homespun tale based on the oral tradition. Interview a family member about a personal history story. Suggest a subject or event such as: courtship, weddings, travels, holiday celebrations, etc.

● Collect pictures of scenic beauty and urban and rural settings without people in them. Travel magazines and nature publications are good sources, as well as picture postcards. Divide the class into small groups and let each group choose a picture to work from. Ask the group to devise a story specific to the picture they have chosen. Give each group 30 minutes to plan and rehearse their stories and then share them with the class.

■ Divide the class into small groups and give each group three unrelated words to incorporate as an integral part of an original scene. Give the groups 30 minutes to plan the scene, assign the roles, and rehearse the story, improvising dialogue and action. Suggestions for word combinations:

- toothbrush - horse - earring
- paper clip - telephone - baked potato
- balloon - paintbrush - door knob
- candle - compass - deck of cards
- toaster - teddy bear - hammer

■ Have students read a fairy tale or folk story from a culture of their ancestry. Share the story with the class using language or custom unique to the story’s heritage.

◆ Using the criteria found on the previous page pertaining to the characteristics of a good story, have students evaluate the performance of “Proud to Be Me.”

♦ Discuss ways that the lessons conveyed in the various stories make connections to experiences in students’ lives. Give examples of situations focusing on issues of self esteem or the necessity of making choices. Divide the class into groups to role-play selected scenarios.

FRAMEWORK FOCUS—HISTORY/SOCIAL STUDIES:

Introduce students to the history of New York’s Ellis Island during its peak use at the turn of the 20th century. Research the following: immigration procedures for admittance into the U.S. during that time; rules regarding required documents; and the layout of the island’s various buildings. Read the poem by Emma Lazarus located at the base of the Statue of Liberty on nearby Liberty Island; the most famous portion follows:

“Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!”

The “Lady” and the poem helped to greet newcomers. After finding out about immigration procedures during the early 1900s, investigate current procedures for passage into the U.S. How do present procedures compare to those 100 years ago? Do the sentiments in Emma Lazarus’ poem accurately reflect public opinion today? Why? Why not? Use editorials and newspaper articles to support your position.

LEGEND

VISUAL AND PERFORMING ARTS CONTENT STANDARD STRANDS

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

SUGGESTED RESOURCES:


AND THE MUSIC CENTER ANNOUNCE
WE TELL STORIES TO PERFORM ON ____________________________

___________________ and The Music Center today announced the upcoming We Tell Stories 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 We Tell Stories. 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.

We Tell Stories is a masterful group of theatre artists, founded in 1981 by children’s theatre innovator Carl Weintraub. The group uses a unique blend of storytelling, audience participation and sometimes original music to bring folklore, literature and mythology from all cultures and times to life. An old trunk filled with homemade props and costumes serves as the vehicle through which sets and characters are created, with ordinary objects transforming to support extraordinary stories. Humor and fantasy enthral as stories of honesty, friendship, self-esteem and more enlighten all audiences. The professional artists who make up the company of We Tell Stories handle audiences of all age ranges with ease, and consistently deliver first-rate, mad-cap performances with joy and enthusiasm. Whether the viewer is young or simply young at heart, We Tell Stories is sure to capture, entertain and educate.

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

WE TELL STORIES

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: