

**The Music Center
Performing Artists
in Schools and
Neighborhoods**

**Exciting
Dance
Music
Theatre
Storytelling
Performances
Come To You**

ALFREDO ROLANDO ORTIZ

World Adventures

With My Harp

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 host 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, notify The 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.

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 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.

PRESS RELEASE AND POSTER

A template press release is included should you wish to publicize the event. If you wish to use it, simply copy the text into a word document and fill in the blanks with the appropriate information. A premade poster is also included to let your community know about the upcoming event.

CURRICULUM CONNECTION FOR CLASSROOM TEACHERS

These pre- and post-event classroom activities are designed to deepen the understanding and engagement 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.

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.

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.

Performance Introduction

"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.



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!

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

EQUIPMENT

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

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 representative ready to welcome the performer 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

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's 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.

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.

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 woodcarving 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.

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 fingertips or 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?

California Arts Standards: Artistic Processes

- Cr** Creating
- Pr** Performing/Producing/Presenting
- Re** Responding
- Cn** Connecting

Learn more at:

<https://tinyurl.com/ArtsStandardsCA>

ACTIVITIES TO ENHANCE THE EXPERIENCE:

Cr In pairs, have students explore the concept of 'head' or 'ear' music. Have each student plan and make 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.

Cr Listen to the two types of Paraguayan music which are traditionally performed on the harp: the *galopa*, 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.

Pr 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 select movements that highlight the lyrics. After the students learn the song, add percussion patterns using hand drums, claves and maracas.

Cn 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.

Cn 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.

SUGGESTED RESOURCES:

Ortiz, Alfredo Rolando. *Latin American Harps: History, Music and Techniques*. 1984.

Contact Name: _____

Phone: _____

_____ AND THE MUSIC CENTER ANNOUNCE ALFERDO ROLANDO ORTIZ TO PERFORM ON _____

_____ and The Music Center today announced the upcoming performance of Alfredo Rolando Ortiz. The performance is presented by The Music Center's education department, part of TMC Arts, 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.

For more than 40 years, The Music Center Performing Artists in Schools and Neighborhoods have been the premier resource for high-quality educational performances, offering one of the most compelling and diverse artistic rosters. The Music Center's incredible artists bring the magic of live performance to audiences throughout Los Angeles County, with an emphasis on programs that are an excellent fit for educational and neighborhood settings. All Music Center Performing Artists in Schools and Neighborhoods performances include standards-based curriculum materials that feature background information on the artists and their performance, as well as related classroom activities with connections to multiple curricular disciplines. Schools can choose from more than 60 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

The Music Center convenes artists, communities and ideas with the goal of deepening the cultural lives of every resident in Los Angeles County. The \$70 million non-profit performing arts organization has two divisions: TMC Arts and TMC Ops. TMC Arts, The Music Center's programming engine, provides year-round programming inside The Music Center's four theatres, on Jerry Moss Plaza, outside at Grand Park—a 12-acre adjacent green space—in schools and other locations all over Los Angeles County and on a digital platform called The Music Center Offstage. TMC Arts presents world-class dance with Glorja Kaufman Presents Dance at The Music Center, free and low-cost public concerts and events, as well as live and digital K–12 arts education programs, workshops, performances, interactive experiences and special events. TMC Ops manages the theatres, the Plaza and Grand Park, which comprise \$2 billion in county assets, on behalf of the County of Los Angeles. The Music Center is also home to four renowned resident companies—Center Theatre Group, Los Angeles Master Chorale, LA Opera and LA Phil. For more information, visit musiccenter.org. Follow The Music Center on Facebook, Instagram and Twitter @MusicCenterLA.

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For more information, please contact The Music Center at 213-972-3332. 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.

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**Exciting
Dance
Music
Theatre
Storytelling
Performances
Come To You**

ALFREDO ROLANDO ORTIZ



DATE: _____

TIME: _____

LOCATION: _____



musiccenter.org/performingartists
@MusicCenterLA

**THE
MUSIC
CENTER**
A TMC Arts Program

ARTS INTEGRATION PARTNERSHIPS

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. The program deepens learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities.

PROFESSIONAL DEVELOPMENT

The Music Center's professional development programs bring educators together to participate in an experiential and immersive approach to integrating dance, music, theatre, visual and media arts into their classrooms. The focus is on meeting educators where they are and building their capacity over time and in depth — both at school sites and at The Music Center. As but one example, each year The Music Center's Arts Integration Symposium engages participants in all grade levels, art forms and content areas.

DANCE LEARNING PROGRAMS

Glorya Kaufman Presents Dance at The Music Center offers Student Matinee performances during each season featuring world-class dance performances that celebrate the diversity of L.A. communities; invited rehearsals that provide young people with an inside look at the creative process of dance companies in residence; master classes focused on technique, choreography and dialogue with professional dancers; and creative residencies where local youth engage with visiting dance companies for multiple days, including the Ailey school residency program.

STUDENT FESTIVALS

The Very Special Arts Festival engages students of all abilities as artistic creators and contributors. At the Blue Ribbon Children's Festival, fifth graders across the county experience live performances and dance together as a community.

SPOTLIGHT YOUNG ARTISTS PROGRAM

A nationally acclaimed, free arts training and scholarship program that develops the creative capacity of high school performing artists in Southern California.

ARTS GROWN LA

A new platform for artistic expression already thriving in communities throughout Los Angeles County. From performances at parks, community centers, libraries, senior centers and civic events, to Hip Hop dance parties and youth lessons, Arts Grown L.A. collaborates with community partners and neighborhoods to uplift artists and creativity, complementing existing local programs.

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, Grand Park, Dance DTLA, L.A. County Holiday Celebration, Plaza Concerts, and Symphonian Campus Tours, among other activities

For all our offerings, please visit us at www.musiccenter.org