

# AMI MOLINELLI

## *Music Workshops*

### MEET THE ARTIST:

Based in both Los Angeles and San Francisco, percussionist, recording artist and educator **Ami Molinelli**, has traveled throughout the U.S. and abroad to bring her unique sound to music fans.

Ami holds a Master of Fine Arts in World Music from the California Institute of the Arts (CalArts) and has studied Brazilian percussion and dance at the Universidade Federal da Bahia in Salvador, Brazil. She has performed at the prestigious World Arts Ethnic Dance Festival and other venues around the United States.

Ami is currently a faculty teaching-artist of percussion for the Los Angeles Philharmonic in their outreach program Music Matters and has collaborated with the Pasadena POPS Orchestra in a series of school workshops.

She also teaches as a resident artist at the Los Angeles Music Center, teaching a percussion-and-music curriculum she developed utilizing non-traditional, household items as percussion instruments that the students use to compose, perform and create with as a collective ensemble.

In 2003, Ami founded Amimo Productions, a venture to bring world music, jazz and dance into school programs in California through residencies and assemblies based on new California Content curriculum standards that focus on including Performing Art as core curriculum. Her “Around the World” program brings traditional folk and world music to K-12 schools through performance and short-term artist residencies, while acquainting students with working musicians and linking music to other core curriculum areas including language, history and geography.

More information on Ami’s musical happenings, educational programs and more can be found at [www.amimo.com](http://www.amimo.com).



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### ABOUT THE WORKSHOPS:

These exciting workshop sessions focus on various aspects of percussion, beginning with “The Body as a Drum.” Students will gain the skills and knowledge to create their own rhythmic combinations, as well as learning to work both as an ensemble and as a soloist. Through the experiences they will be able to smoothly segue from body percussion rhythms onto drums, incorporating such techniques as “call and response.” They will be able to choreograph a progression from the introductory exercise, body percussion rhythms and drums as an ensemble, playing in unison. After a series of five or more sessions, they will present a musical sequence in a performance setting using the elements of body percussion, transitions, musical variations, tempo, sound dynamics, call and response, movement, soloing and drumming with proper stick technique. Recycled Rhythm workshops utilize traditional music concepts as well as other world music cultures to create a unique musical composition from the students themselves.



### **BEFORE THE WORKSHOP:**

- Please have the students wear nametags for the workshop. It saves time if they are made beforehand!
- Review the importance of listening and observing. Ask the students what it means to be a good listener. What does it mean to be a good observer? Why is it important in daily life? Why is it important when the artist is here?
- Please encourage the students to dress appropriately – in clothes that allow them to move comfortably.

### **AFTER THE WORKSHOP:**

- Review the music and dance ideas and strategies learned in the workshop. Discuss what the students remember about the specific culture in which they originated, as well as ideas connected to the theme, steps or music. What parts of the workshop did the students like best? What did they learn about percussion and dance? What did they learn about themselves?
- Review students' ideas about music and dance, underscoring the idea that it is a universal form of expression for many cultures of the world. Discuss the importance of working cooperatively together with others. Where can they use this skill in their lives? (E.g. focus, working cooperatively with others, listening to directions, remembering sequences, etc.)
- Encourage the students to use their newly found skills and knowledge to make up new work in partners or small groups. Where can they use collaboration skills in their lives? (E.g. focus, working cooperatively with others, listening to directions, remembering sequences, etc.)