

## Dave Cesario

*Stage and Event Production, Pueblo Memorial Hall*

Created by Sarah Smith



**Interview:** Dave Cesario | September 24, 2022 [View.](#)

Soundscapes Oral History Collection [View.](#)

**Topics:** Stage production; Event production; Theaters; DJing

### Interview Summary:

Dave Cesario is a stage and event production professional from Pueblo, Colorado. In this interview, Dave discusses his career development through his various businesses in spheres like teen night clubs, special events, and Pueblo Memorial Hall. He shares insights on the current state of event production training for young people in Pueblo, and he describes processes of local collaboration for events.

<b>00:00</b> Introductions	<b>34:41</b> Favorite acts
<b>00:25</b> Early musical memories in Pueblo	<b>37:36</b> Promoting local interests
<b>04:50</b> Developing backstage and music production skills	<b>45:23</b> Renovations on Pueblo Memorial Hall
<b>13:49</b> Running night clubs	<b>54:55</b> Community perceptions of Pueblo Memorial Hall and the arts
<b>18:13</b> DJing for weddings	<b>1:02:14</b> Current and past option for young people's recreation
<b>21:42</b> Developing specialties in lighting and special effects	<b>1:06:50</b> Ghost lore in Pueblo locales
<b>24:20</b> Creating pathways to careers in event production	<b>1:12:46</b> Pueblo's tunnel system
<b>26:39</b> Technical considerations for touring shows	<b>1:17:02</b> Concluding remarks



## Teaching Ideas

### The Pueblo Flood

Recommended Grade Levels: 4-8

Estimated Time to Complete: 3-4 45 minute class periods

In the interview, Dave Cesario discusses the Pueblo Flood and the impact it had on Memorial Hall and downtown Pueblo (1:07:19). This was a major historical event in Colorado History. Have students watch the 2021 PBS documentary “[Colorado Experience: The Great Pueblo Flood](#),” read the “[1921 Pueblo Flood](#),” article, read the “[Through the Lens: The Aftermath of the 1921 Pueblo](#),” article and look through the pictures from the [Pueblo Library archives](#). Once they have gained an understanding of the historic event, they will write a diary entry from the perspective of an individual who lived in Pueblo during the time of the flooding. This [rubric](#) may be adapted to grade diary entries. You may wish for them to share their entries with the class or not.

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### Stage Design

Recommended Grade Levels: 9-12

Estimated Time to Complete: 2-3 60 minute class periods

At the beginning of the interview Dave Cesario discusses the first show he attended at Memorial Hall, which was a Broadway Show. At 21:42 he discusses how he has developed skills in lighting and special effects. You may choose to play this segment of the interview video and discuss with students what lighting, sound, and special effects equipment is referenced by Dave.

In this activity, students will create a mockup of the stage at memorial hall. Working with a partner, students will choose from a list of different musicians, performers or events that can be hosted at the theater. You may choose to derive your list from the Pueblo Memorial Hall’s [schedule of events](#). Once they’ve chosen their act, they will then receive a profile of that act with the specifics of needs for lighting, sound, equipment and stage setup. Artist profiles may be created with this [worksheet](#) and linked [tech rider example](#). The students will create a presentation showing their choices in lighting, sound, and equipment that will be provided for their act. They will also create a 3d model of the stage



setup for the performance. You might choose to use materials like foam board, cardboard, fabric, modeling clay, paint, 3-D printer, X-acto knives, etc.

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## **Instruments of the Symphony**

Recommended Grade Levels: 2-5

Estimated Time to Complete: 4-5 40 minute lessons

At 48:34 in the interview Dave discusses the orchestra pit. This is utilized for theatrical performances at the hall. In this unit, students will learn about instrument families and the instrumentation of a symphony orchestra.

Online Learning: Show the video "[The Young Person's Guide to the Orchestra](#)." Show students the [instrument map](#) using a smart board or projector image from the teacher computer. Go over the instrument families and how they are classified into each family. You can then toggle over to individual instruments and give examples of each instrument. Have students on individual computers play the [Young Person's Guide to the Orchestra game](#).

Learn with the Colorado Symphony: Depending on availability, the Colorado Symphony offers a few different [programming options](#), you could even schedule 2 separate class sessions for multiple programs. You could schedule a musician visit through the symphony as one lesson, or there are virtual programs that are offered that are available at your discretion. The virtual programs are concerts that expose students to symphony performances as well as introducing the instruments as well.

Instrument Family Assessment: Students will complete an assessment with a [symphony chart](#) placing instruments in their proper locations. Depending on the grade level, you could have a word bank for older students to write the names of the instruments into the chart. For younger students, you could have them cut out the pictures of the instruments for them to paste into the chart.

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## **Additional Resources**

*Links to additional websites, books, films, that explore similar themes*



Book:

*Pueblo's Flood in Pictures and Story* - Willis H. Parker (1921)

Book:

*Meet the Orchestra* - Ann Hayes and Karmen Thompson (1991)

Book:

*Orchestra* - Avalon Nuovo and David Doran (2019)

Book:

*How to Build an Orchestra* - Mary Auld and Elisa Paganelli (2020)

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### **About the Author**

Sarah Smith is in her 17th year of teaching as an elementary school music teacher in Pueblo, Colorado. She received a bachelor's degree in Liberal Studies with minors in Elementary Education and Music from Colorado State University-Pueblo and has master's degrees in Learning and Technology and Curriculum and Instruction from Western Governors University. Sarah's love of music began early in her life. She took piano lessons growing up and began playing flute in middle school. Upon entering high school, she played in the marching, jazz and concert bands playing most of the brass family. She began a ukulele choir seven years ago at the elementary school where she teaches. She enjoys golfing and spending time with her husband, son, and daughter.