



## **Music and Animation Residency Walt Disney Magnet School**

The Disney Animation project ran for twelve weeks, during which time several members of Fifth House Ensemble met with Ms. Jill Mackie's eighth grade class during their bi-weekly animation lab period. Thirty-three students were divided into eleven groups of three, and each group was assigned a two-minute excerpt of music, ranging in style from Classical to the late Twentieth-Century (composers included Beethoven, Debussy, Bernstein, and Crumb, to name a few). Our primary objectives were two-fold: to engage their active listening skills by teaching the students how to listen to specific elements in music (such as form, dynamics, timbre, sound color, and rhythm) and how these elements evolve; and to incite their imaginations to depict visual representations of the music that could move or change according to the changes in the music.

The result of this project – essentially the students' own version of the Disney feature "Fantasia" – was performed live by Fifth House Ensemble to 400 students at Disney on May 24, 2005.

**MELISSA SNOZA, EXECUTIVE DIRECTOR  
4361 BUNKER HILL DRIVE, ALGONQUIN IL 60102  
224-715-6455  
INFO@FIFTH-HOUSE.COM  
WWW.FIFTH-HOUSE.COM**



## Results from Spring 2005 Disney Animation Project

### 1. Students' favorite parts of project:

- Technical Aspect of Animating Music (31%)
- Creative Aspect of Animating Music (27 %)
- The Music Itself (19%)
- Group Work (19%)

### 2. Musical skills – from whom did you learn the following musical skills:

- Aural skills 5<sup>th</sup> House
- Character 5<sup>th</sup> House
- Compositional Music Class
- Dynamics 5<sup>th</sup> House
- Form Music Class
- Melody Music Class
- Pitch Music Class/5<sup>th</sup> House
- Rhythm Music Class
- Tempo 5<sup>th</sup> House
- Terminology 5<sup>th</sup> House
- Timbre Music Class

It is interesting to note that the skills achieved between two venues of musical exposure have little overlap and are complementary of one another! This shows the varying emphases of musical goals in each class. In all the categories except pitch, the margins of difference were between 12% and 42%.

### 3. Response to following question: "Did the way you listen to classical music change as you were working on this project?"

96% responded YES, the remainder did not answer the question.

Comments: "It's not as boring as before." (20% specifically stated this!)

"Can hear stories [with the music]" (20%)

"Hear more detail." (15%)

"It's not all that bad!"

"I watch my own music video in my head."

MELISSA SNOZA, EXECUTIVE DIRECTOR  
4361 BUNKER HILL DRIVE, ALGONQUIN IL 60102  
224-715-6455  
INFO@FIFTH-HOUSE.COM  
WWW.FIFTH-HOUSE.COM



4. a. Response to the following question: "Did you enjoy classical music before this project?"

35% YES      65% NO

b. Response to the following question: "Would you listen to it on your own now?"

85% YES      12% MAYBE      3% NO (one student)

Comments: Kids who enjoyed classical music previously claimed that they were now "more aware of background music (music other than the melody)," "listened before as relaxation, now would listen more actively," "would now listen to different composers (before only Mozart)."

5. Response to the question: Circle the feeling you would have if you found out you were going to do a similar project:

Excited:                      54%  
Okay:                        35%  
Indifferent:                11%  
No Way:                      0%

MELISSA SNOZA, EXECUTIVE DIRECTOR  
4361 BUNKER HILL DRIVE, ALGONQUIN IL 60102  
224-715-6455  
INFO@FIFTH-HOUSE.COM  
WWW.FIFTH-HOUSE.COM



## Student Testimonials

"Thank you for coming to our school, and choosing our class. That is really special, because you could have chosen the talented and gifted class. I would not mind having you again, but at my high school, Mirta Ramirez." – Cameron

"I felt that the project was excellent. It made me more open minded about the kinds of music I listen to." – Emmanuella T.

"The project really helped me have more respect for classical music. It also was very exciting to make the animation go with music I've never heard before."

"A lot of people think that teens or children don't listen to classical music. And even though I listen to hip hop and R & B, classical music is one of the types I listen to. I want to thank you guys for helping me understand music better rather than just the words!"

"I was really proud of what I did with my group for this animation I really understand what people have to go through when they make a cartoon and have put the music or words [to] it. I am glad that I had a chance to do this project because I got to listen to music that I really don't listen to in my everyday life."

"I learned that classical music isn't always boring, that classical music isn't always slow. That is has different sounds, and beats."

MELISSA SNOZA, EXECUTIVE DIRECTOR  
4361 BUNKER HILL DRIVE, ALGONQUIN IL 60102  
224-715-6455  
INFO@FIFTH-HOUSE.COM  
WWW.FIFTH-HOUSE.COM



## Teacher Testimonials

"Initially, the 8<sup>th</sup> graders were indifferent .... The fact that you were so organized during your sessions was crucial. It helped the students recognize that the project had purpose and they should take it seriously.... I was impressed that as we got closer to the deadline, many students signed up and came in before school to get their projects finished. Indifference had evolved into ownership. Sharing the project was definitely a highlight for the students. As Ms. Mackie mentioned, oftentimes only the 'gifted' students are asked to do special projects. The school presentation was very impressive; Fifth house Ensemble did a great job of showcasing student animations. Afterwards, several faculty came to me and gave me glowing compliments about the musical animations. "

– Betty Piepho, animation teacher, Disney Magnet School

"I feel that my students got a great deal from this project ... [they] learned how to face a task that may have seemed beyond their capabilities at first. I know my students were overwhelmed with the challenge, but overcame their obstacles and fears and came out of it with a very tangible, successful product of which they were proud ... You were positive with the students, and worked extremely hard to find success despite what obstacles came in your way. I was *so* pleased to be involved. I have received many compliments on the program. Thank you!!!"

– Ms. Jill Mackie, Eighth Grade Teacher

MELISSA SNOZA, EXECUTIVE DIRECTOR  
4361 BUNKER HILL DRIVE, ALGONQUIN IL 60102  
224-715-6455  
INFO@FIFTH-HOUSE.COM  
WWW.FIFTH-HOUSE.COM