

DISNEY IN CONCERT

**Designed for
students in
grades 1-6**

A vibrant poster for the Disney In Concert event. The background is a mosaic of diamond-shaped tiles, each containing a different Disney character. In the center, the word "Disney" is written in its iconic script font, with "IN CONCERT" in a bold, sans-serif font below it. A large, glowing "20" is positioned behind the text. At the bottom, the phrase "The Sound of Magic" is written in a flowing, cursive font, with a musical staff and notes weaving through the letters. The overall color palette is warm and celebratory, with a bright light source behind the "20".



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DISNEY IN CONCERT: THE SOUND OF MAGIC

Dear educators,

Thank you for joining us for Disney in Concert: The Sound of Magic! This cinematic program explores the connections between music, animation and storytelling through Disney medleys brought to life by live orchestra.

This curriculum takes students on a musical journey, making stops along the way to learn about animation, villains vs. heroes, magic, storytelling, and even some science and math. After making these stops, students can put these concepts to use as they create their own story and characters. We hope this curriculum will serve teachers and students well after their trip to Orchestra Hall!

Thank you for bringing your students to Orchestra Hall and we look forward to seeing you in April!

Sincerely,
Jessica Lowry, Manager of Education Programs



Preparing for Your Trip

We want you and your students to have a **GREAT DAY** at Orchestra Hall!
Please help us by following these simple guidelines:



QUESTIONS OR CONCERNS?

Please contact our Logistics Coordinator at 612-371-5671 or youngpeoples@mnorch.org.

1

BEFORE YOU LEAVE SCHOOL

Please give a copy of your ticket to every bus driver and group leader on the day of the concert.

Tickets will be emailed to you approximately 2 weeks prior to the concert and will give detailed parking, arrival and seating instructions.

2

Please ensure all adults in your group are wearing the nametags provided.

Nametags will be mailed to you prior to the concert. Safety is our first priority at Orchestra Hall and we appreciate your help in ensuring a safe environment.

3

WHEN YOU ARRIVE AT ORCHESTRA HALL

Please keep a single file line from your bus to your assigned seats.

HOMESCHOOLERS: Please park private vehicles in nearby parking ramps.

SCHOOLS: Security personnel and ushers will greet your bus as you arrive and help you park. You will be directed to your arrival door and led directly to your seats.

SEATING: We have assigned your school to a specific section of Orchestra Hall.

You are seated from front to back according to when you arrive. If anyone in your group needs an assistive listening device, please let one of our ushers know on the way to your seats.

Please note: If your group gets separated, let our ushers know. They will direct you to a holding area so you can gather everyone in your group and enter the auditorium together.

4

ONCE YOU ARE SEATED

Please let the usher seat your group **BEFORE**:

- Sending students to the restrooms (must be accompanied by an adult)
- Re-arranging the seating of your students

If you or someone in your group requires assistance during the concert, please contact the ushers located at the back of each section near the auditorium exits.

Preparing for the Concert



QUESTIONS OR CONCERNS?

Please contact our Logistics Coordinator at 612-371-5671 or youngpeoples@mnorch.org.

CONCERT ETIQUETTE

Watch this short [Class Notes video](#) from YourClassical Minnesota Public Radio to help students understand some of the expectations for classical audiences.

ACCESSIBILITY



Please contact our Logistics Coordinator at 612-371-5671 or youngpeoples@mnorch.org in advance of your visit if you require any services or amenities.

We also have noise-reduction head phones, fidgets and other sensory supports available for anyone who needs them. Please ask an usher for assistance once your group is seated.

LISTEN TO THE MUSIC

This program features medleys of various Disney classics. Because these medleys were created specifically for this program, we do not have a Spotify playlist available.

CHECK OUT THE PREPARATION ACTIVITIES!

All activities are aligned with Minnesota State Standards.

Guide to the Orchestra



VIOLIN
String Family



VIOLA
String Family



CELLO
String Family



DOUBLE BASS
String Family



PICCOLO
Woodwind Family



FLUTE
Woodwind Family



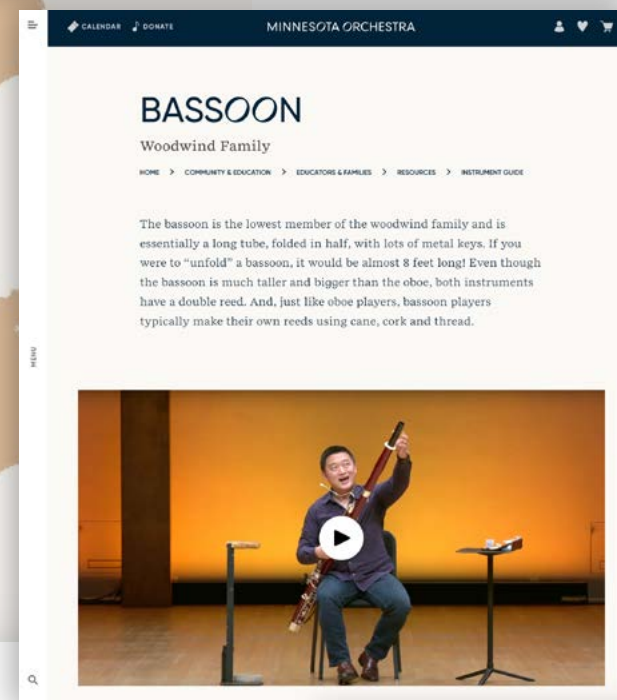
OBOE
Woodwind Family



CLARINET
Woodwind Family



BASSOON
Woodwind Family



Visit our [Guide to the Orchestra](#) to learn about the instruments of the orchestra. You'll see photos of the instruments, descriptions, and short video demonstrations too!

Meet the Performers

The Minnesota Orchestra began as the “Minneapolis Symphony Orchestra” in 1903. Within a few weeks of the orchestra’s first performance on November 5, 1903, baseball’s first World Series was played and the Wright brothers made their first airplane flight.

Re-named “Minnesota Orchestra” in 1968, the ensemble plays nearly 175 performances a year. The Orchestra has toured to Australia, Asia, Europe, the Middle East, Canada and Latin America, and the most recent international tours have been to Cuba, England and South Africa.

There are approximately 85 musicians in the Orchestra.

The Minnesota Orchestra won a Grammy Award for “Best Orchestral Performance” in 2014 for their recording of Sibelius’ Symphonies No. 1 and 4.

Our musicians are the best at what they do and dedicate their lives to music making. And that’s not all! They are also athletes, teachers, volunteers, pet-owners, environmentalists and more.

MINNESOTA ORCHESTRA



[MINNESOTA ORCHESTRA MUSICIANS](#)

PHOTO Travis Anderson Photography.

Disney in Concert: The Sound of Magic

Introduction To the Classroom and Music Teachers,

Welcome to the curriculum for Disney in Concert: The Sound of Magic! You are about to take a journey through the Magic of Disney. Told through the eyes of a brother and sister, this curriculum includes information and activities that go behind the scenes of Disney movies. The teachers and students will explore how animation, color, magic, music and knowledge help to create a Disney movie. We can't forget the villains and heroes that give excitement and action to the stories. Although the target audience of this curriculum would be upper elementary, the information and activities can be adapted to younger or older audiences.

Curriculum Integration

Because the subjects of language arts—writing, science, math, social studies and health—are explored in this curriculum, collaboration between the classroom teacher and the music teacher is encouraged. It is suggested that a music or classroom teacher read the sections of the story to the students before exploring the information and activities. At times, there is dialogue in between the text boxes with information.

Invisible Lands

Just as Disneyland has nine different lands, the story in this curriculum has nine “invisible lands.” The students will journey through these lands with the provided story. In several of the lands, there are activities that help the students create and design their own “movie,” starting with creating a villain and hero, choosing specific colors to portray their characters, what magical object they would choose and where their story takes place.

The classroom teacher would guide the students through the story process. The story elements would all come together when the students visit the eighth land, “Story Land.”

Story Sequence

In order to keep the sequence of the story, it is important to do each “land” in order. The story is meant to be read out loud by the teacher. This will encourage students to “picture” what is happening in the story. It might be interesting to ask students what they envision after each section of the dialogue.

It is suggested that the “**Who is this Disney Guy?**” and “**Animation Land**” be presented by the music teacher with an explanation that the students would be attending a concert at Orchestra Hall. Below are suggested division of “lands” for classroom and music teachers if the curriculum is collaborated.

The “Invisible Lands”

1. Who is this Disney Guy? – Music teacher

2. Animation Land – Music teacher

3. Villain and Hero Land – Classroom teacher (this is the start of creating elements in their story, students can use the Story Outline Printables included). It could also be a class project instead of individual stories.

Intro for teachers

4. **Color Land** – Classroom teacher (adding color to their villains and heroes with Story Outline).

5. **Magic Land** – Music teacher (add a magical object to the Story Outline).

6. **Knowledge Land** – Classroom teacher (add time and place to the Story Outline).

7. **Music Is-Land** – Music teacher

8. **Story Land** – Classroom teacher (take the elements from previous “lands” and create a short story).

9. **Concert Land** – Music teacher

Classroom teacher schedules are very full, and if it is not possible for them to participate, the music teacher can reduce the activities in each “land” and hopefully complete the curriculum in three to four class periods before going to the concert.

The story created in this curriculum is a model for the students. It has protagonists, antagonists in the form of mystery and unknown, color, magic, knowledge and music. Experiencing the “invisible” elements of creating a Disney movie will help them enjoy the concert they will attend at Orchestra Hall with the Minnesota Orchestra in April.

Remember: *Learn to listen, then listen to learn!*

- * Sit quietly!
- * Close your eyes and imagine the story that is being told.
 - * Focus on one to two elements of the music and the story.
 - * Layer-up – listen for something new each time!
 - * Now it’s time to listen to learn!

Good luck and have fun with this curriculum!

Disney in Concert: The Sound of Magic

This is the story of Ladd, a young boy who has an interest in magic. Ladd is 8 years old and has an older sister, Jazz, who is 10. Ladd's favorite hobby is practicing magic tricks. He practices every day.

One night after learning a particularly difficult trick, as he was about to fall asleep in his bed, he heard a familiar noise outside his window. Excited, he ran to the window and looked out to see his trusty friend, Magic Carpet—or MG Carpet, as he often called him. MG Carpet would usually appear outside his window about once a month or so.

Ladd opened his bedroom door, looked both ways and saw that the hallway was clear. He tiptoed across the hall and quietly knocked on Jazz's door. When she opened the door, she could see the excitement in Ladd's eyes. No words were needed. She knew there was another exciting adventure ahead.

Pulling on her sweats, she closed the door behind her and joined Ladd in his room. Together, they carefully opened the window and climbed onto the Magic Carpet.

Not wanting to wake up their parents, Jazz whispered, "Where are we going tonight, MG Carpet?"

MG Carpet responded, "It's a surprise, but I know you will enjoy our destination."

They rode in silence, peering down at the lights of the city below. Up ahead, they saw a familiar glow of lights with a beautiful castle situated in the middle of the grounds. It was one of their favorite places, Disneyland!

What were they going to do at Disneyland, they wondered? It was dark and the park was closed. As they started to descend to the ground, MG Carpet asked the two of them, "Do you know how Disneyland started?" A few years ago, Ladd and Jazz had visited the park with their parents. "We have no idea how it all started," they shouted! "Shh," said MG Carpet. "We don't want to wake up the whole world! Our adventure tonight is to learn more about Disneyland. Although Disneyland has many different 'lands' in the park, we are going to visit some of the other 'lands' that Mr. Walt Disney created."

"Do you mean to say that there is an actual Mr. Walt Disney?" asked Ladd.

"Yes, he was an artist and had many visions and dreams. Let's find out more about this amazing person," said MG Carpet.

(As they descend, play a short instrumental version of *One Jump Ahead* from *Aladdin* 1:00)

Intro and Mr. Walt Disney Land

After the music is done . . .

"That's music from one of my favorite Disney movies, *Aladdin*!" exclaimed Ladd.

Jazz exclaimed, "I'm so glad that Walt continued to follow his dream and didn't allow failures to slow him down!"

"MG Carpet, you mentioned that we were going to visit some *other lands* that Walt Disney created. When we have visited Disneyland, we've seen every land and gone on every ride," said Ladd.

"Yes, what *other lands* are there?" asked Jazz.

With a slight sparkle in his eye, MG Carpet said, "These lands are *invisible* and we need to hop on the Disneyland train in order to find them."

The Carpet swooped down next to the train and all three got on board. Off they went on their mysterious adventure to...

Intro and Mr. Walt Disney Land

1. Who IS this Disney guy?

The boy: Walt Disney was born in Chicago, Illinois, on December 5, 1901. He was very outgoing as a child. His family moved to live on a farm in Missouri when he was around 6 years old. Moving from a big city to a small farm, he was fascinated with the trains that would run through the countryside. He also loved the farm animals. Soon he developed an interest in drawing, especially animals and people. Eventually he moved to Kansas City and would go to movies every night. Before the regular feature, the theater would show short cartoons. This was his favorite part of going to the movies.

The businessman: He had several jobs before he decided to create a business called "Laughing-O-Gram Studio." The company created animated fairy tales.

It failed. Fortunately, his dream did not.

He moved to California and tried to restart the "Laughing-O-Gram Studio." Earlier, he had met an American cartoonist named Ub Iwerks.

It failed. Fortunately, his dream did not.

The innovator: When his brother, Roy moved to California, Walt and a cartoonist, Ub Iwerks, created what would eventually be called "The Walt Disney Studios." Together the three of them created the well-known mascot of the studio, *Mickey Mouse*!

The movie maker: Wanting to be adventurous, Walt decided to create a full-feature animated movie with sound and full colors. Everyone thought it was a silly project, until...*Snow White and the Seven Dwarfs* premiered in 1937. It was an instant hit.

As the studio grew, Walt became even more adventurous and created popular movies like *Pinocchio* (1940), *Fantasia* (1940), *Dumbo* (1941) and *Bambi* (1942). With his successes, the Walt Disney Studio grew by adding many writers, musicians and artists.

In the 1950s and '60s, he developed films such as *Cinderella* (1950), *Sleeping Beauty* (1959) and *Mary Poppins* (1964).

Intro and Mr. Walt Disney Land

The builder: Walt had another dream. He loved to take his children to a park in Los Angeles and wanted to create a "park" where children and parents could enjoy the magical world of Disney characters. Purchasing land in Anaheim, California, he drew up plans. In order to help pay for this park, he created a television program, *Disneyland*.

The Disneyland Theme Park opened in July 1955. Millions of families have visited this park since it opened. It is in the design of a wagon wheel with the Sleeping Beauty Castle in the very center. Nine avenues extend out from the castle and each feature a "Land," such as *Adventureland*, *Frontierland*, *Fantasyland* and others. Later that year, a new television program would premiere, *The Mickey Mouse Club*!

In the 1960s, plans were in motion for an even bigger park in Florida: Disney World. Walt passed away before that dream could be finished. He lives on in the hearts of so many. What would the world be like if Walt Disney has given up on his dreams?

Thank you, Walt!

2. Animation Land

"First stop, Animation Land," called out MG Carpet. "Animation? What does that have to do with Disneyland?" asked Jazz. "Animation is everything to Disney," exclaimed Ladd. "Let's greet our guide to explore Animation Land. Hello, Willie," said MG Carpet.

Animation uses still drawings or computer-generated images and makes them appear to move by showing them in quick succession. It creates the illusion of being alive. Here is a short video explaining animation.

Characters can be drawn by hand and animators use one frame at a time. Digital puppets or 3D models are created and moved within computer software. The stop-motion technique is when physical objects, like clay or toys, are photographed in very small steps.

"Greetings, friends! Let me share some information about Disney Animation," said Willie.

"I was the first animated character to come from the Walt Disney Studios," said Willie. I appeared in the movie, *Steamboat Willie*. Here is a clip from the movie." (7:46)

Notice that the movie is in black and white. Keep in mind that any motion that happens in the movie is a separate drawing! Can you guess how many drawings it took to make this almost 8-minute movie? Here is a math question for the teacher or the students:

If it takes around 1,400 drawings (pictures) for every minute of animation, how many drawings will it take for 8 minutes?

Jazz pondered, "That would be around 11,200 drawings for 8 minutes of animation."

Animation Land

First, artists use something called a **Storyboard**. Artists would draw scenes on separate sheets of paper and then pin them up on a bulletin board to tell a story in sequence. Often the story to be animated was divided into sections and artists and photographers would work together on each section.

Next the artists would create a scene "mock-up" to feel the motion. It would be a simple overview of the story. The animators and directors would work out any camera positions with the storyboard. Sound or music would be added to the storyboard. Just a few minutes of the movie or cartoon usually takes several months to create.

"How does one organize all of those drawings?" asked Ladd.

Ladd said, "Wow, the next time I watch a Disney movie, I will think of the time it took to create even just one scene. Being an animator artist must be a rewarding job when it is all finished!"

Jazz said, "Just imagine how much work went into full-feature movies such as *Moana*, *Frozen* and *The Princess and the Frog*."

MG Carpet added, "Although there were early experiments with computers and early movie images in the 1940s, computers did not get a lot of attention until video games appeared in the 1970s. Then in the 1980s, 3D computer animation had a much bigger impact."

In the late 1980s and throughout the 1990s, Disney released many popular animated films like *The Little Mermaid*, *Beauty and the Beast*, *Aladdin*, *The Lion King* and *Pocahontas*. It was known as the Renaissance Age of Animation. "Renaissance" means rebirth, or a revival of a past practice. With Disney, it meant a return to fairy tales with a Broadway theater musical style of storytelling.

This was also a time when CAPS (Computer Animation Production System) was introduced, allowing for better color and digital effects.

"Can we find a way to create our own animated version?", asked Jazz? "Sure," replied MG Carpet, "we can go back to the beginning of animation and create a Flip Book. What about the scene from *Princess and the Frog* where they are about to kiss. We can animate what happens when they do!" "That sounds like a great project, let's get started," said Ladd.

Activity: Animated Flip Book

You can create your very own Animated Flip Book—a method that was used over 100 years ago to demonstrate animation.

What you need:

- The printable pages found at the end of our story.
- Coloring tools: Pencils, pens, markers or crayons.
- Binding: Binder clips, stapler or tape to secure the spine of the book.

Instructions:

- Using your coloring tools, color in each of the squares, making sure that your characters have the same color in every square.
- If you decorate outside of the characters, keep it the same. For fun, you might have an object like the sun or a cloud and position it slightly to the left (or to the right) in each numbered square. Then when you flip the pages you will see the sun or a cloud move slowly across the page.

For a more advanced Flip Book, if students have access, consider using Canva or Google Slides and find an app to add page-turning effects, links and audio for a digital version.

MG Carpet exclaimed: "Now that we know some facts about animation, it's time to head to our next 'Land.'" As the train lurched forward, all of the lights around them faded out and a dark cloud covered the moon. Ahead was a foggy mist and some very mysterious sounds.

(Consider playing this video of Be Prepared from The Lion King softly as you read the following section of the story.)

In a shaky voice, Jazz asked, "what IS our next stop, MG Carpet?" "We will soon be entering a 'Land' that is very important in Disney movies," he slowly replied...

3. The Villain and Hero Land

Soon the foggy mist surrounded them and a deep voice could be heard. "Go back, turn around, do not enter the land of the villains." They could see shadowy figures moving around them in the darkness. It seemed as if these figures were lunging at the frightened train passengers. One figure came face to face with Ladd—it was Scar from *The Lion King*. Another figure came close to Jazz, it looked just like Ursula from *The Little Mermaid*. To avoid Jafar from *Aladdin*, MG Carpet rolled himself into a tight cylinder with only his eyes peering out. As they continued on in this dark place, they saw more villains from Disney movies: Cruella de Vil, Jafar, Dr. Facilier, Gaston and Prince Hans, just to name a few!

"This is a frightening 'Land,' how are we going to find our way out?" asked Ladd. "These villains won't hurt you if you keep your eyes looking straight ahead," replied MG Carpet. Off in the distance, they could see a very small, but bright spot. "Keep your eyes on that bright spot, don't look away," shouted MG Carpet as the mysterious sounds grew louder and louder.

As the train struggled through the foggy mist, they could see the bright spot growing larger. The foggy mist began to lift and the eerie sounds seemed to fade away.

(Consider playing music softly from Moana, How Far I'll Go.)

They could hear the faint sound of music, delightful, pleasant music. As the train chugged along, the music became stronger. Soon those terrified feelings disappeared, and they kept their eyes on the bright spot as it grew bigger and bigger. They heard a gentle voice say, "Welcome, please join us to celebrate all that is good and kind."

Soon the bright spot became a white statue of Mickey Mouse with many Disney heroes surrounding the travelers. Jazz was delighted to see Tiana from *The Princess and the Frog* and Ladd enjoyed a conversation with his favorite character, Aladdin. MG Carpet unrolled himself to greet all of the heroes around them. "You have now experienced the **Villain and Hero Land**," said MG Carpet. "Let's find out more about how Disney sees these characters.

Villains in Disney movies have common traits

Villains are mean, selfish, jealous, greedy, or want to be in charge.

They always lose because kindness is stronger.

They have spooky laughs.

They use tricks or magic to get what they want.

The Villain and Hero Land

Well-known Disney Villains

Scar: Simba's uncle who is very selfish and wants to be king.

Ursula: A sneaky sea witch who steals voices.

Maleficent: A fairy who casts bad spells because she wasn't invited to a party.

Cruella de Vil: A lady who wants to steal puppies to make a coat.

Captain Hook: A pirate who is scared of a ticking crocodile.

Heroes in Disney movies have common traits:

Heroes are brave and kind.

They want to help other.

They want to do the right thing, even when it is scary.

They work WITH friends.

Well-known Disney Heroes

Moana: A brave girl who sails the ocean to save her island.

Simba: A lion prince who learns to be a brave leader.

Elsa and Anna: Sisters who use love to save their kingdom.

Aladdin: A kind boy with a magic lamp.

Woody: A loyal toy who always takes care of his friends.

Activity:

Pretend you are a Disney movie writer and your job is to create a villain for an upcoming movie.

What will your villain look like? Tall, short, skinny, big and round...you decide.

Describe your villain's personality.

What are their goals?

Now your next task is to create a hero for this upcoming movie.

What will your hero look like?

Describe your hero's personality.

What are their goals?

As much as Ladd, Jazz and MG Carpet enjoyed the heroes around them, they knew it was time to move on to the next stop. "It looks like heroes always save the day, or night in our case," said Jazz. "When we kept our eyes on the bright spot, we made it to safety," added Ladd. "On to our next stop," said MG Carpet. "What's that ahead, is it a rainbow of many colors?" asked Ladd.

4. Color Land

"That!" exclaimed MG Carpet, "is the entrance to **Color Land**. Color is a very important part of every Disney movie." He continued, "often our emotions and feelings correspond with colors. Let's look at the chart below."

Color	Emotion	Feeling	Reaction
Red	Anger	Mad Hurt	Yelling or storming off Lip tremble
Orange	Fear	Anxious Scared	Fidgeting Getting away
Yellow	Surprise	Awe Excitement	Jaw dropping Talking fast
Green	Happy	Joy Peaceful	Energetic Being still
Blue	Sad	Lonely Depressed	Heavy Low energy
Purple	Disgust	Disappointed Awful	Not trusting Lump in throat

Activity: Discussion – Pair/share or discuss with the entire class.

- How are you feeling today?
- What color is that emotion?
- Is there more than one color that describes how you feel right now?
- Did you have a different color emotion before school?
- What color describes your emotions if someone uses your bike without permission?

"Ladd, how are you feeling right now?" asked Jazz. "I'm a mixture of orange and yellow. Passing through the Villain land had me feeling quite orange, but I'm so excited to learn about the invisible lands of Disney!" said Ladd. Jazz responded: "I had those feelings, too, but after the good and kind characters we saw in Hero Land, I'm feeling quite green!"

"It's time to find out more about how Disney movies use color," said MG Carpet. "Color can set the mood of the movie. It can highlight the personality of each character," he added.

Color

- Helps to tell the story, set the emotional feeling and often refers to characters by the color.
- Villains are often portrayed in dark, cool tones (black/purple/dark green/lime green) while heroes are often in warm tones (yellow, blue).
- It is a visual language and important to the story. It all started with the movie, *Snow White and the Seven Dwarfs*.

Good against evil

- Heroes are often in bright, warm colors, such as yellow or light blue.
- Villains are often in darker shades such as black, purple and lime green which symbolizes envy and magic.
- Sometimes green can represent both good (as in nature) and evil (with the addition of smoke, a glow or a strong pulse).
- Villains often have red or yellow glowing eyes.
- Emotional change: Colors will shift when a character grows away from evil and into good.

Cultural influence

- Some movies will use color to demonstrate traditions among other countries.

Environment

- Some movies use color to demonstrate the land, such as a desert, a forest or winter scene.

"Color is a universal language and can be understood by children all over the world," exclaimed Jazz and Ladd at the same time! "Let's watch a colorful story about the environment and how it is told in color," said MG Carpet.

Color Land

Activity

Without sound, watch the video *Firebird* from *Fantasia 2000*. Notice how color helps to tell the story.

A Long Winter

How does color show us that it might be winter in the beginning of the video?

Spring

What colors appear when the Spring Sprite begins to wake up the land?

Destruction by the Volcano

The Spring Sprite discovers a sleeping volcano (the Firebird) and when she explores, it awakens and begins to erupt.

What colors appear then?

Rebirth of the land

Following all of the destruction caused by the volcano, the Elk encourages the Sprite to restore the forest through her tears.

What colors help to represent the rebirth?

Activity

Using the ideas from above and the color chart of emotions:

Create a color version of the hero you created in Hero Land.

What is your character wearing?

What does their face look like?

Create a color version of the villain you created in Villain Land.

What is your character wearing?

What does their face look like?

"I never really thought about how color is used in Disney movies," said Jazz as the train pulled away from Color Land. "I know," said Ladd, "we could watch a Disney movie without listening to the dialogue and still know who is the hero and who is the villain, just by looking at the different colors." "We are learning so much about HOW a Disney movie is made," said Jazz. "What will we learn at our next stop?"

"We are almost there, and I think you find this 'Land' very interesting!" said MG Carpet. "It's almost magical!!"

5. Magic Land

The train leapt into action, almost as if it was eager to head to our next destination. Soon the travelers could see an old, rundown stable in the distance. As they approached, the doors swung open and our train (his name was Rusty) drove in. "It's a recreation place for all of the trains at Disneyland," exclaimed Ladd and Jazz at the same time. While it looked like an "ordinary" building from the outside, it was big enough to store a hundred trains. Some trains were sleeping, some having lunch (how do trains eat lunch?) and some were playing a Crazy Eights card game. "I guess that's what the regular trains do when the park is closed," said Jazz. "When we were here a few years ago, they all looked like regular trains," Ladd said in amazement. "There must be something magical about this land," said Jazz. "Yes, indeed," said MG Carpet, "we have entered Magic Land."

(Play Be Our Guest orchestral music)

"Meet our very special guide in Magic Land, the amazing Mickey Mouse! After we learn about how magic is used in Disney movies, Mickey will demonstrate what happens when you try to make expert magic when you are only a beginner," said MG Carpet.

Magical objects teach us to look for what cannot be seen. Magic is found in many fairy tales. The very first magic used in Disney movies was the **Magic Mirror** in *Snow White and Seven Dwarfs*. The Magic Mirror reflects inner beauty as well as outer beauty.

There are several types of Magic found in Disney movies all inspired by that first Magic Mirror.

1. An ordinary household object like a shoe, a sword, china dishes or a broom comes to life and acts like a living being.
2. An item in nature, a flower, a rose, a carriage—all with a limit in time.
3. An object that represents an invisible power like the Heart of Te Fiti in *Moana*, which shows the influence of nature on the human world.
4. A symbol of hope like the magic wand in *Cinderella*. Good prevails when we understand the natural mysteries of life.
5. Magical power comes with important responsibilities. The villains are brought down by their need to be all powerful.
6. Magical food is about trusting your senses, especially from strangers. Of course food can also be a source of community, such as the magic "Gumbo" from *The Princess and the Frog*.
7. Some magical objects have lives of their own, as the castle staff in *Beauty and the Beast*. The question is, "what does it mean to be human?" Think of the puppet Pinocchio or Olaf in *Frozen*.

Activity:**The Sorcerer's Apprentice**

As an apprentice to the Sorcerer, Mickey's task is to carry heavy buckets of water while the Sorcerer sleeps—until Mickey has a bright idea to make the job easier.

What object was the source of magic for the Sorcerer?

What ordinary objects became magical in this video?

Do you think Mickey learned his lesson not to fool around with magic when he's not ready?

Now that you have created a villain and a hero, given them colors, it's time to add a magical object for each of them.

Activity:

Use the information you've learned about magic and:

- Create a magical object for your villain and add it to your story.
- Create a magical object for your hero and add it to your story.

"I never really thought about who was driving our train," said Ladd. "Now I see that it is one of Disney's magic objects." "As we leave our trusty Rusty the train behind, we will follow the Path of Wisdom to our next 'Land,'" said MG Carpet. "How will we know we've arrived?" asked Jazz.

MG Carpet replied: "The Path of Wisdom takes us through many eras of time and many countries, just like Disney movies have guided us for so many years. The Path of Wisdom will lead us to 'Knowledge Land'—the place where brain power is in full gear!"

Play Rafiki's Fireflies from The Lion King

The Path of Wisdom

MG Carpet proclaimed: "What an interesting journey on the Path of Wisdom! We have arrived in Knowledge Land. Our guide will be the one and only Rafiki from *The Lion King*. His wisdom teaches us that learning from the past is important for moving forward and for taking responsibility."

Ladd was curious. "Rafiki, are there other heroes that show wisdom and knowledge?" "What about Moana?" asked Jazz. Rafiki replied, "Yes, Ladd, there are many other wise heroes and Jazz, it is important for Moana to know and understand the history of her people to decide what is best for them."

Ladd asked, "I was thinking about Belle in *Beauty and the Beast*? She is smart and curious and is able to look beyond the Beast's appearance which then breaks the evil spell."

"Disney movies show that being curious and knowledgeable leads to the ability to overcome obstacles," said Rafiki. "It is important to know that the hero eventually outsmarts the villain and having knowledge is a big part of the victory."

Ancient & Medieval History (Thousands of years ago)

- *Hercules* - Ancient Greece - Greek Mythology and the concept of being a hero.
- *Mulan* - The Northern and Southern Dynasties of China, explores the Han Dynasty Era.
- *Brave* - Medieval Scotland and the Scottish clan systems and their folklore.
- *The Sword and the Stone* - Medieval England - the legends of King Arthur.
- *Moana* - Ancient Polynesia about 2,000–3,000 years ago and their sea journeys.

Early Colonial Eras around the World

- *Pocahontas* - The state of Virginia in 1607, the founding of Jamestown and the Powhatan tribal culture.
- *Frozen* - The mid 1800s Norway with culture, architecture (stave churches) and traditions.
- *Coco* - Modern Mexican heritage and the "Día de los Muertos" (Day of the Dead).

19th and 20th Century History

- *The Princess and the Frog* - 1920s New Orleans, USA, the Jazz Age and Creole culture.
- *Mary Poppins* - 1910 in London, England.
- *Luca* - 1950 in Italy, life, food and social customs.

6. Knowledge Land

"We've already learned about **Disney and History**. Here are some ways that Disney movies use everyday subjects you study in school," said Rafiki.

Disney and Science:

- The use of realistic animation with technology.
- Disney movies use themes about nature.
- In the movie *Frozen*, the animators use real-world science to show how different types of snow (fluffy, wet or packed) would react to a character's movements.
- In the movie *Moana*, the characters use real star constellations to navigate the Pacific Ocean.
- Computer-Generated Imagery (CGI) use math and computer science to create textures for lifelike character movement.
- Audio-Animatronics and Stuntronics use robotics and AI to bring characters to life—for example, Spider-Man.

Disney and Math

- **Subdivision:** In order to create smooth movement, animators use a math process that splits shapes into smaller and smaller pieces.
- **Averaging:** with the positioning of these pieces, a smooth rounded surface is created.
- **Geometry:** Moving characters to a position in three-dimensional space.
- **Trigonometry:** Uses formulas that cause rotation—like the spinning of a head.
- **Physics and Calculus:** Uses complex equations to simulate how water flows or how snow crystals form and fall.
- **Splines** or mathematical curves are used to design a jumping ball or running penguin by following a natural "arc" rather than a straight line.

To find out more about about Math and Disney/Pixar movies, watch this TED Talk, Jr.

Ladd exclaimed, "This all sounds incredibly complicated. I can see why it's important to learn so much about math." "Someday, I might decide to go into a career of creating movies or another career that uses math," said Jazz.

Disney and Social Studies

- Stories combine current pop culture with education to teach history and geography.
- The movies explore cultures around the world.
- By using social issues and themes in the stories, it helps with understanding different points of view.
- Compare a movie to an original fairy tale or time-period setting.

Disney and Health

- Most Disney movies focus on the main character who loves themselves and others.
- Some movies teach us about unfair situations in society.
- They also teach us to accept others no matter their differences.
- Today's Disney movies show families that are diverse and they lead to a better understanding of cultural differences.
- They show the power of love and kindness between families, siblings and friends.

What about music?" asked Jazz. "We've not explored Disney and Music yet." MG Carpet replied, "You are a mind reader! Our next adventure takes us to Music Land! Disney movies are full of music and singing!" Excitedly, Jazz said, "There are also Disney movies where we only hear music—like *Fantasia*!" Ladd added, "Oh, we can't forget the newer sequel, *Fantasia 2000*!" "Yes, those short stories are told with just animation, color and music," said Jazz. "What about those Silly Symphonies?" asked Ladd.

"You have so many questions about music," said MG Carpet. "Let's be on our way to Music Land! Thanks, Rafiki for guiding us on our journey through Knowledge Land."

Activity

As you can see, we have been gathering ideas on characters, colors, magical objects and now we can add a time, a place and a theme for your story.

1. Looking at a map of the world, find a country or region where your story would take place.
Do some research about your choice and list at least five facts.
It could be a country or region from your own heritage.
2. Think about when you want your story to happen. It might be a historic event in the past or events that are current or happening right now.
If it is an historic event, research and list at least five facts.
3. Create a theme for your story, it could be about families, friends, caring about others or accepting the differences of others.

The Solfege Bridge

"Let's follow these steps over the **Solfege Bridge** to discover the secret code to enter Music Is-Land," said MG Carpet. "Singing is allowed!"

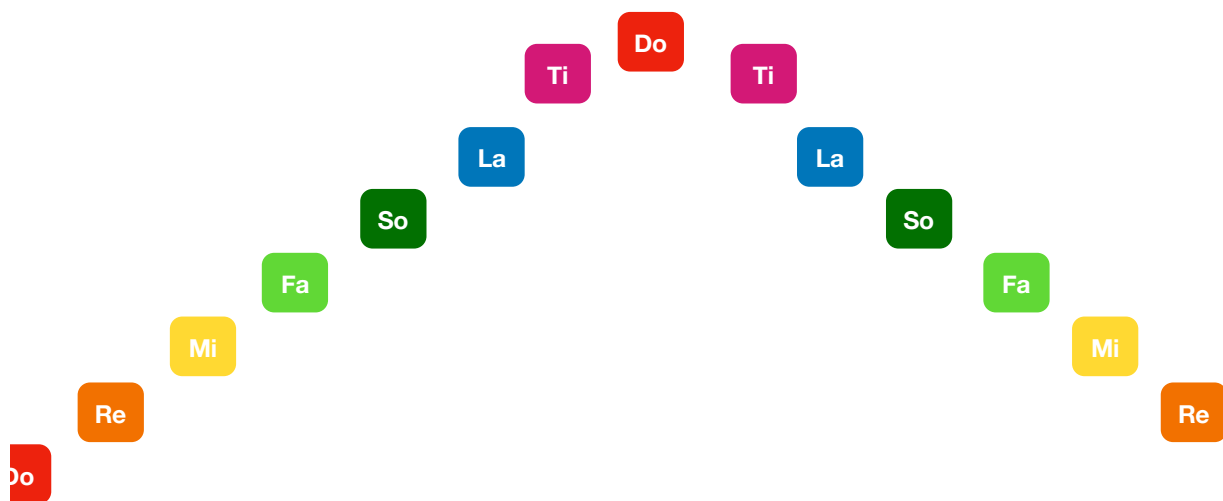
Activity:

The solfège syllables match the color of boom whackers. If boom whackers or other instruments are available, some students could play the scale up and down while others add movement pretending to cross a bridge. Add variety with the characters crossing the bridge at various tempos—*andante*, *allegro*, *largo*, etc., and dynamics—*forte*, *piano*, *cresecendo*, *diminuendo*, etc.

As one group secretly decides the tempo/dynamics, the movement group would respond to their playing. One student could act as the "conductor" as the musicians are playing.

If the music classroom does not have boom whackers, you could use mallet instruments, bells or sing the syllables.

If limited resources, the teacher could also sing or play the solfège syllables and have the class respond to the tempo and dynamic changes.



MUSIC Land

Music Land

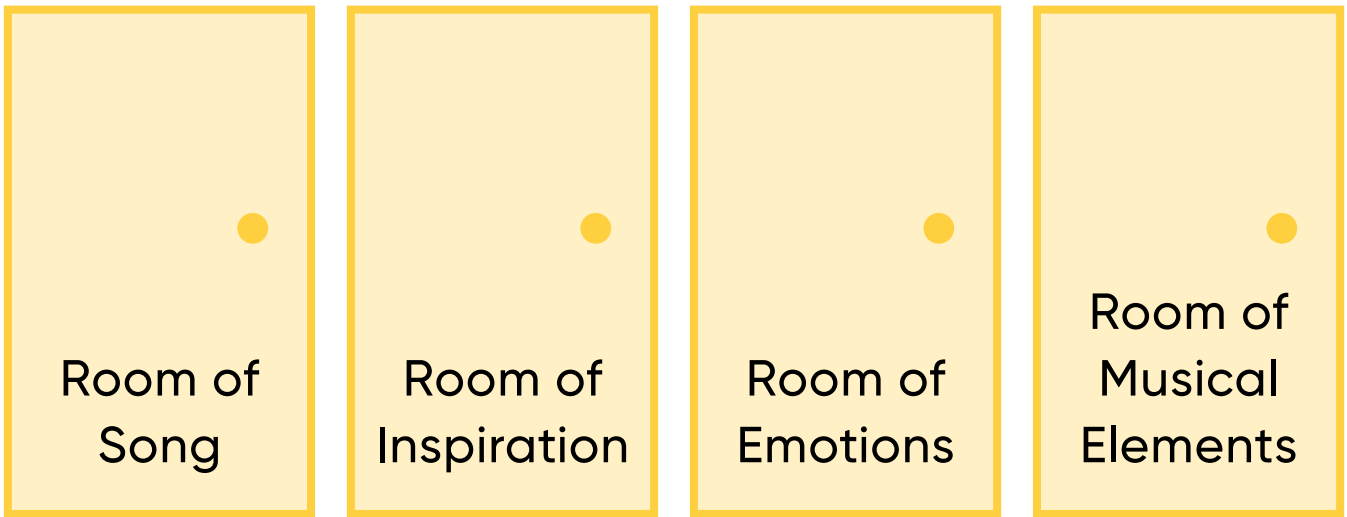
"As we traveled back and forth over the Solfege Bridge, Jazz said breathlessly, "the melody sounds the same either way."

"OK, kids, now that you have discovered the secret solfège code by using a variety of tempos and dynamics," said MG Carpet, "it's time to enter Music Land! "Wow, exclaimed Ladd, "there are so many musical symbols and they all look alive." "That's called animation," said Jazz.

Then Jazz shouted: "Look over there, it's a treble clef walking with a bass clef. They must be discussing their latest score." "Look at those two eighth-notes" said Ladd, "they are holding hands." "And look at that family of sixteenth-notes, all four of them are holding hands," said Ladd. "And over there, next to the bar line, poor little quarter-rest, sitting silently by himself," said Jazz in a sad voice.

Fortunately, out of the musical *tutti* of characters, emerged our Music Land tour guide, Maestro Stokowski, a well-known orchestra conductor. "Greetings," said the Maestro, "I'm glad you were able to discover the secret solfège code!"

MG Carpet said, "We've had quite a journey so far and are really looking forward to learning how music is important in Disney movies!" In absolute awe of Maestro Stokowski, Jazz said dreamingly, "you're the orchestra conductor from the movie, *Fantasia*!" "That's right, Jazz," responded Maestro Stokowski, "and by the way, you have a very musical name! We have many rooms in Music Land. Today, we are going to visit four of them!"



Room of
Song

Room of
Inspiration

Room of
Emotions

Room of
Musical
Elements

Room of Song

- Walt Disney discovered that using songs can help to understand the characters' feelings.
- He began to use songs as early as *Snow White and the Seven Dwarfs*.
With a Smile and a Song
- And as recently as *Moana*.
How Far I'll Go

Room of Inspiration

- Instead of the characters helping to create the music, in 1940, Walt Disney thought the opposite way. He selected several orchestra pieces and asked his animators to create a visual story with animation to go with the music.
- The original *Fantasia* features several orchestral pieces which were collected into animated shorts to create a full-length movie.
 - *Dance of the Sugarplum Fairy*
by Peter Ilyich Tchaikovsky
- And again in *Fantasia 2000*
 - Symphony No. 5 by
Ludwig van Beethoven

For fun, watch this Silly Symphony, one of Mr. Disney's early orchestra animations.
"Bridge of Harmony."

Room of Emotions

- We often feel as if we are riding a roller coaster of feelings when watching a Disney movie.
- We connect with the characters by feeling sad when they are sad and joyous when they are joyful. The music helps us to share those feelings with the characters.
- By watching and listening to a Disney movie, we can relate those emotions to our own lives.
- **Loss:** The emotions that our heroes go through could be loss—losing something or someone that is important to us. Through music, it helps us to connect with the character.
 - An example would be Mufasa's death in *The Lion King*.
- **Redemption:** This could be seen as a rescue or getting a fresh start after making a mistake.
 - An example would be Anna protecting Elsa in *Frozen*.
- **Rise of the Hero:** The music lifts us up to a positive final ending.
 - *The Lion King* - Simba rises to become a responsible king by overcoming the past.
- **In our own lives:** The music becomes a "soundtrack" with our journeys and experiences.

Room of Musical Elements

Melody: pitches and silences that move forward in time.

Rhythm: the long and short length of sounds and silences.

Tempo: the rate of speed of sounds and silences.

Dynamics: how loud or soft the music sounds.

Form: the organization of the music.

Texture: the layering of sounds.

Timbre: the tone color of a voice or instrument.

"There are so many rooms here in Music Land, we could spend days learning more about music," said Ladd. Jazz added. "When we get back home, we can share with our friends, all of the things we have learned," said Ladd. "Fortunately, we have a fabulous music teacher in our school and we can continue to learn even more about music," said Jazz.

"Here is an activity that we could do in our music room!" said Ladd.

Activity Instructions for the Music Teacher K-3 Orff Instruments

1. Keeping in mind the musical skills of the students, each student will create a 16-beat melody in **C pentatonic** (C-D-E-G-A) by using the following short poem:

"Music and Disney are quite a good fit, (ending on any bar except "C")
"Full of wisdom and full of wit." (ending on either "C" bar)

2. Using the "Music and Disney" printable, apply the list of elements to their creations:

Melody - write down the letters of the Orff instrument bars above the rhythm syllables.

Rhythm - speak or sing their melody in the correct rhythm.

Tempo - select the speed of their melody.

Dynamics - depending on their skill level, add dynamics (in English or Italian).

Form - how they would organize their melody (play it twice, the first time fast, the second time slow, etc.).

Texture - if they performed their melody with another student, describe how many layers there are.

Timbre - are they using a wood or a metal instrument.

"Here is one that my class could do," said Jazz.

Activity Instructions for the Music Teacher 4-5 Orff Instruments

1. Keeping in mind the musical skills of the students, each student will create a 16-beat melody in **C pentatonic** (C-D-E-G-A-C) by using the following short poem:

"Music and Disney are quite a good fit, (ending on any bar except do - "C")
"Full of wisdom and full of wit" (ending on either do - "C" bar)

2. Using the "Music and Disney" printable, apply the list of elements to their creations:

Melody - write down the letters of the Orff instrument bars above the rhythm syllables.

Rhythm - speak or sing their melody in the correct rhythm.

Tempo - select the speed of their melody.

Dynamics - depending on their skill level, add dynamics (in English or Italian).

Form - how they would organize their melody (play it twice, the first time fast, the second time slow, etc.).

Texture - if they performed their melody with another student or students, describe how many layers there are.

Timbre - are they using a wood or a metal instrument.

To make this activity more challenging:

Extension Activity - Grades 4 and up
An Extension Activity:

1. Divide the music class into three groups, each with a variety (size and timbre) of Mallet instruments.

1. **Group one** would create their melodies in the Pentatonic C.

2. **Group two** would create their melodies in Pentatonic F.

3. **Group three** would create their melodies in Pentatonic G.

(For variety, this group could do the rhythmic poem with the second line first.)

"Full of wisdom and full of wit," Music and Disney are quite a good fit."

2. Create a 16-beat melody in the group's **pentatonic** by using the following short poem:

"Music and Disney are quite a good fit" (ending on any bar except do)
"Full of wisdom and full of wit" (ending on either do)

3. Remind the students:

At the end of the 1st phrase of the poem, they **should not end on do**.

At the end of their second phrase, **they should end on do**.

4. If time, using the "Music and Disney" printable, apply the list of elements to their creations.

Melody - write down the letters of the bars above the rhythm symbols. Rhythm - speak or sing their melody in the correct rhythm.

Tempo - select the speed of their melody using tempo terms.

Dynamics - depending on their skill level, select the dynamics of their melody.

Form - how they would organize their melody (play it twice, the first time fast, the second time slow, etc.).

Texture - apply if they performed their melody with 1, 2 or more students and describe how it sounds.

Timbre - are they using a wood or a metal instrument.

If desired, the students could play these four melodies in sequence as a class.

1. **Group one** would play their melodies together in C Pentatonic.

2. **Group two** would then play their melodies together in F Pentatonic.

3. **Group three** would then play their melodies together in G Pentatonic.

(For variety, this group could do the rhythmic poem with the second line first.)

"Full of wisdom and full of wit, Music and Disney are quite a good fit."

5. **Lastly, Group one** would play their melodies one more time.

If time and interest, one student from each group could perform their melody in this chord progression, C, F, G, C. Extend to two students or more on each part, *etc.*

Discuss the performances, chord progressions, improvisation, etc.

An alternate activity for music classrooms that would prefer un-pitched percussion instruments.

Follow the same guidelines from above and use a variety of woods, metals, skins and shakers/scrappers. Allow the students to be creative with their sounds.

Music Land

MG Carpet motioned to Ladd and Jazz to come over to a door named "Silly Symphonies." "Between 1929 and 1939—almost 100 years ago," said our guide, Maestro Stokowski, "Walt Disney Productions produced 75 musical short films known as Silly Symphonies. The sound and music was recorded BEFORE creating the animation. This helped to develop the Disney movies we see today with special effects animation and dramatic storytelling. They were very popular during that time. If time allows, we can watch a Silly Symphony called *Bridge of Harmony*."



"I'm so glad you were able to visit Music Land and explore a few of our many musical rooms," said Maestro Stokowski. "In order to find your way to the next Land, you will need to follow the maze at the end of the hall." After shaking his hand, they made their way toward the maze.

The maze had several curves and turns. At one point, Ladd said, "I think the maze is in the shape of a treble clef!!" (*Students could draw a treble clef in the air. Be sure to end up with the circle around 2nd line "G."*)

Jazz came to the end of the maze and noticed that there was a big, dark hole in front of her. Ladd was not paying attention and bumped into her from behind. Both Jazz and Ladd fell into the hole, with MG Carpet soaring right behind them. It was a slow fall, and MG Carpet skillfully found his way under them. They could see words flashing around them. Words like **theme, main topic, characters, voice, organization, word choice, sentence structure, vocabulary, loss, conflict, action and resolution.**

As they cruised through what they had decided was an airlift tunnel back to the mainland of Disney Land, Ladd shouted, "when I tie together all of the words we saw in the tunnel, it seems as if we are headed toward Story Land!" Jazz replied, "If so, that will help us to put together all of the other elements of a story that we have been creating along the way!" "I can't wait to see what happens!," said Ladd.

8. Story Land

The tunnel suddenly swooped the three of them upward and they landed in a room with all sorts of writing tools. There were pads of paper, pencils, colored pencils, clipboards and plenty of comfy floor pillows. There were computers and screens and all sorts of complicated equipment in the room. Ladd said, "This must be a room where the writers of Disney movies come to create their stories." Jazz wisely added, "and it all comes down to knowing the basics of storytelling." MG Carpet pointed to a wall with several buttons and said, "let's try pushing the protagonist button and see what happens."



The Protagonist

- ◆ The protagonist is the main character of the story, also known as the hero.
- ◆ It should be someone that the readers care about and understand.
- ◆ The protagonist might have flaws—like too much confidence or too much trust.
- ◆ They must have goals that reflect the good in people or nature.
- ◆ They should seem almost larger than life.

Jazz remembered, "Back in *Villain and Hero Land*, we created one of each. Since the Protagonist is the hero, I wonder if the Antagonist button describes our villain."

The Antagonist

- ◆ The antagonist is the villain of the story.
- ◆ This character demonstrates strong powers.
- ◆ They are in opposition to the goals of the Protagonist.
- ◆ The Antagonist has their own goals, usually of power.
- ◆ In the end, the Antagonist should get what's coming to them.

"So now we have descriptions of our villain and hero, said MG Carpet. "What button should we press next?" "Well, said Ladd, "in a story, it's important to begin with a **Theme**." "We've talked about the elements of music in Music Land. Do any of those musical elements apply to writing a story?" asked Jazz.

Theme – Main Topic – Melody

A **theme** in writing is the main concept that connects the plot and characters together to give it meaning. It helps the listener/reader follow the story.

A theme in music is the **main melody** that the piece of music is built around, like a main character. It helps the listener follow the story of the music.

Sentence Structure – Rhythm

Sentence structure is the way words are arranged to make a complete sentence. Sentences begin with a capital letter, and use words, punctuation and grammar to build a good thought. Good story writing includes a variety of sentence lengths to move the story along.

In music, sentence structure can be compared to **Rhythm**. A sentence in music is called a *phrase*, with note values such as a quarter note, half note and many more. These symbols communicate the rhythm of the music. Like good story writing, music includes a variety of phrase lengths to move the music along.

Action – Dynamics/Tempo

Action in a story is what characters do to make the story move forward. It uses words to describe what is happening. Words can describe action that is fast and bold or slow and peaceful. Of course the action can be all degrees in-between.

Action in music is related to **Tempo** (fast or slow) and **Dynamics** (loud or soft). Tempo markings such as *allegro* or *largo* and dynamic markings such as *forte* or *piano* help to tell the musical story. **Tempos** can change gradually with an *accelerando* and *ritardando*. Dynamics can change gradually with a *crescendo* or *diminuendo*.

Organization – Form

Organization in a story is the logical order of events, with a clear beginning, middle and end, like a “roadmap.” It arranges ideas, characters and actions so that the story makes sense.

Organization in music is called **Form** and is the way musical ideas are arranged into a “roadmap” of the music. There is a clear beginning, middle and end in the music.

Plot – Texture

The **Plot** in a story introduces a conflict, builds tension and reaches a conclusion. Within the Plot, there are many layers of activity. At the beginning there might be only one plot line. As the tension builds in the story, there could be two or more plots or layers of activity happening at the same time.

Plot is like the **Texture** of music. Texture explains how layers of sound—instruments and voices—combine to make the music feel thick or thin. It could be a single melody, a melody with accompaniment or many melodies at the same time.

Voice – Timbre

Voice in writing a story is the unique personality, tone and style of a character or characters. It uses vocabulary, sentence structure and point of view to tell the story. It is a specific way a character thinks and speaks.

In music, Voice is similar to the musical term **Timbre**. It is the special, unique sound of an instrument or voice that makes it sound different than others. It is often called *tone color*. For example, a flute sounds different from a trumpet.

“Look at all of the walls in Story Land. Over there is a wall with *Villains and Heroes* buttons, and another wall with *Color* buttons,” said Ladd. “Look everyone, the room is in the shape of an octagon, with each wall showing one of the lands we visited!” said Jazz in an excited voice.

“It’s all coming together! If we use information from all of these walls in the *Story Land* room, we can create our very own magical story,” shouted Ladd. “There’s *Animation Land* over there and next to it, *Villain and Hero Land*, *Color Land*, *Magic Land*, *Knowledge Land*, *Music Land* and of course *Story Land*!” added Jazz. “We can’t forget *Mr. Walt Disney Land*,” said MG Carpet. “That’s where it all began!” “Let’s get started!” exclaimed both Jazz and Ladd at the same time!

Story Land

As they were working on their stories, Ladd said, "we didn't have a guide for Story Land." "Maybe that's because you already have all of the tools you need to write a story," replied MG Carpet.

Unknown to both Ladd and Jazz, Maestro Stokowski had secretly given MG Carpet a conductor's *baton*. When MG Carpet pulled it out from under his rug, Ladd asked, "What is that?" "It's a conductor's *baton*," replied MG Carpet. "A *baton* is used to conduct an orchestra to help them play together. It shows the musicians when to start to play and how to play it." "Like dynamics and tempo and other musical elements?" asked Jazz. "Exactly," replied MG Carpet.

MG Carpet gave the baton a wave in the air and suddenly, it turned into a glittering wand. Ladd and Jazz looked down in amazement as their night clothes had been turned into concert clothes. They were now "dressed for success!" Maestro Stokowski had given MG Carpet a magic wand!!

MG Carpet called out, "Hop on board my Magic Carpet, we are headed for Concert Land!"



VOCABULARY & PRINTABLES

Disney Magic Vocabulary

Music Terms

Bar line – A vertical line that divides measures into a specific amount of beats.

Baton – A thin, wand-like stick used by a conductor to direct an orchestra, choir or band. The gestures with a baton make musical cues easier to see and keeps the musical ensemble playing together.

Conductor – Someone who guides the orchestra and the audience on a musical journey. A conductor directs the music ensemble throughout the musical performance.

Dynamics – The degree of loudness or softness of the music. Dynamics can also gradually change.

Forte – loud

Piano – soft

Crescendo – gradually getting louder

Diminuendo – gradually getting softer

Form – The way musical ideas are arranged into a “roadmap” of the music. There is a clear beginning, middle and end in the music.

Melody – A combination of pitches and rhythms in music that form a recognizable “tune.”

Note Values – Quarter note, half note, eighth notes, sixteenth notes, quarter rest, etc.

Pentatonic Scale – a pentatonic scale consists of five pitches that use only whole steps between the pitches. In solfège language, that would be “do, re, mi, sol, la.”

Rhythm – Note values such as a quarter note, half note and many more that are grouped to create the long and short sounds in a melody.

Solfège – A system of reading music where notes of the scale are given specific syllables such as do, re, mi, fa, sol, la, ti and do.

Tempo – The speed of the music. Tempo markings such as *allegro* or *largo* help to tell the musical story. Tempos can also gradually change.

Accelerando – going from slow to fast

Allegro – a tempo similar to a jogging speed

Andante – a tempo similar to a walking speed

Largo – a tempo similar to a slow walking pace

Ritardando – going from fast to slow

Texture – Layers of sound (instruments and/or voices) combine to make the music feel thick or thin. It could be a single melody, a melody with accompaniment or many melodies at the same time.

Vocabulary List

Timbre – The special, unique sound of an instrument or voice that has a different tone quality than others. It is often called *tone color*. For example, a flute sounds different from a trumpet.

Tutti – All of the instruments in the orchestra play at the same time.

Families of Instruments

String family – Musical instruments that produce sound by means of vibrating strings. These instruments include the violin, viola, cello, string bass, harp and guitar.

Woodwind family – Although woodwind instruments originally were made of wood, today some are made from metal, plastic or some combination of these materials. They are narrow cylinders or pipes, with holes, and an opening at the end and a mouthpiece at the top. These instruments include the flute, clarinet, oboe and bassoon.

Brass family – Wind instruments made out of metal with either a cup or funnel shaped mouthpiece, such as a trumpet, horn, trombone and tuba.

Percussion family – Any instrument that makes a sound when it is hit, shaken or scraped. These would include the following categories:

Skins: timpani, bass drum, snare drum, djembe and hand drum. Woods: claves, woodblock and slap stick.

Metals: triangles, tambourines, finger cymbals and cymbals.

Shakers and scrapers: maracas, egg shaker, shaker, guiro, sand blocks and cabasa.

--	--

Draw or describe your Villian in pencil only

Draw or describe your Hero in pencil only

--	--

Draw or describe your Magic object

Draw or describe your Time and Place

Printable—Flip Book

Printable—Flip Book

Music and Disney

Name _____
Room Number _____

Fill in the blanks or circle your answer:

Melody/Rhythm - write the letters of your melody and speak them in the correct rhythm.

Letter names

ti - ti ta ti - ti ta ti - ti ta ta (rest)

Music and Disney are quite a good fit,

Letter names

ta ta ti - ti ta ta ta ta (rest)

Full of wisdom and full of wit.

Which Pentatonic scale are you using: (circle one)

C F G

Tempo - Select how slow or fast your song will be:

Slow Moderately Slow Medium Fast Fast

Dynamics - Select how soft of loud your song will be:

Soft (*piano*) Medium soft (*mezzo piano*) Medium loud (*mezzo forte*) Loud (*forte*)

Form - How you will perform your song, here are some ideas:

One time through Two times through The 2nd phrase first with a friend

Other (please describe) _____

Texture - If playing two pitches at the same time or performing with a friend or friends, circle how many layers are there. How many sounds do you hear at the same time?

One Two Three Other _____

Timbre - What is the sound of your instrument?

Xylophone-wood Metallophone-metal Glockenspiel-metal Other _____

About Orchestra Hall



WELCOME!

Orchestra Hall, home of the Minnesota Orchestra since 1974, is known as one of the best acoustic spaces in the world. In 2012, the Hall was renovated to create long-awaited upgrades and additions throughout the building.

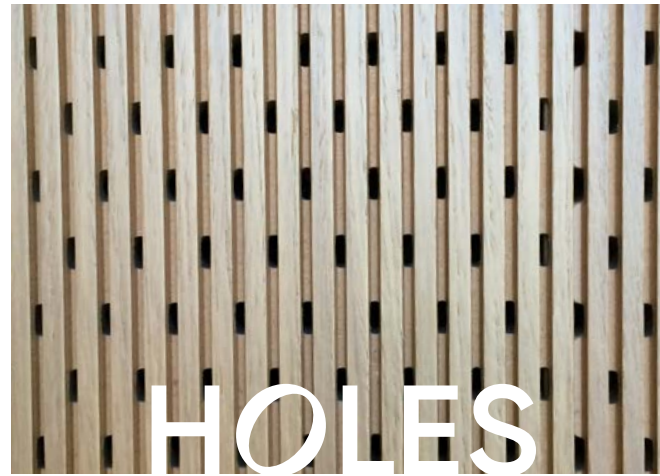
As you walk into the lobby area and into the auditorium, here are some things to look for...

About Orchestra Hall



LOCKERS

Yes, Orchestra Hall has lockers! But instead of putting school books in them, audience members put their coats in them during concerts. We thought about getting rid of them during the renovation but discovered that having coats in the lockers actually helps to sound-proof the Lindahl Auditorium because they soak up sound!



HOLES

The small holes in the brown paneling on the lobby walls absorb sound so everyone can talk to their friends at the same time without having to shout!



FUZZ

Fuzzy carpeting on the walls is another soundproofing element of the ring corridor.



1 INCH

Look for a one inch gap as you walk through the lobby doors into the ring corridor. Orchestra Hall is actually two separate buildings separated by a one-inch gap that is filled with a special material to block noise and vibrations from going inside the Lindahl Auditorium.



114 CUBES

There are 114 cubes on the ceilings and walls. Instead of absorbing sound like in the lobby, the cubes bounce the sound all over the place so everyone can hear our Orchestra play. But that also means that if you talk from your seats the musicians can hear you too!



Why cubes? When they were first building Orchestra Hall the architects kept envisioning a shape on the walls and ceiling but couldn't decide what to use. Legend has it that one of the architects went home to have dinner with his family and as he described the problem with the hall, his kids responded "It could be like Fantastic Four superhero 'The Thing!'" He loved the idea so much that he added cubes on the wall and ceiling, giving the hall its iconic "Thing-inspired" look!

Survey Wrap Up

After attending the Minnesota Orchestra Concert at Orchestra Hall, please fill out our "Wrap-up" questionnaire:

Disney in Concert: The Sound of Magic After Concert Wrap-Up - Upper Elem

Name: _____
Room Number: _____

1. What was your favorite "invisible land" when Ladd and Jazz visited Disneyland?
(Circle only one answer.)

Who is this Walt Disney guy? Animation Land Villain and Hero Land Color Land

Magic Land Knowledge Land Music Is-Land Story Land Concert Land

2. During the performance of *Beauty and the Beast*, how did the music make you feel?
(You may circle more than one answer.)

Happy Scared Excited Sad Love
Surprised Lonely Angry

3. During the performance of *The Villains Own the Night*, how did the music make you feel?
(You may circle more than one answer.)

Happy Scared Excited Sad Love
Surprised Lonely Angry

3. During the performance of *The Loss, Redemption and Rise of a Hero*, how did the music make you feel? (You may circle more than one answer.)

Happy Scared Excited Sad Love
Surprised Lonely Angry

4. The concert ended with music from what movie? (Circle only one answer)

Toy Story Frozen Cinderella Moana

5. During this part of the concert, how did the music make you feel? (You may circle more than one answer.)

Happy Scared Excited Sad Love
Surprised Lonely Angry

6. What was your favorite part of the concert? (You may circle more than one answer.)

Beauty and the Beast Part of Your World—How Far I'll Go The Princess and the Frog

Villains Own the Night Loss, Redemption and Rise of a Hero The Elsa Epic

7. Why? _____

Survey Wrap Up

After attending the Minnesota Orchestra Concert at Orchestra Hall, please fill out our "Wrap-up" questionnaire:

Disney in Concert: The Sound of Magic
After Concert Wrap-Up – Lower Elem

Name: _____
Room Number: _____

1. What was your favorite “invisible land” when Ladd and Jazz visited Disneyland?
(Circle only one answer.)
Who is this Walt Disney guy? Animation Land Villain and Hero Land Color Land

Magic Land Knowledge Land Music Is Land Story Land Concert Land

2. During the performance of *Beauty and the Beast*, how did the music make you feel?
(You may circle more than one answer.)

Happy Scared Excited Sad Love

Surprised Lonely Angry

3. During the performance of *The Villains Own the Night*, how did the music make you feel?
(You may circle more than one answer.)

Happy Scared Excited Sad Love

Surprised Lonely Angry

4. During the performance of *The Lion, the Witch and the Wardrobe*, how did the music make you feel?
(You may circle more than one answer.)

Happy Scared Excited Sad Love

Surprised Lonely Angry

4. The concert ended with music from what movies? (Circle only one answer)

1. (Toy Story) 2. (Frozen) 3. Cinderella 4. Moana

5. During this part of the concert, how did the music make you feel? (You may circle more than one answer.)

Happy Scared Excited Sad Love

Surprised Lonely Angry

6. What was your favorite part of the concert? (You may circle more than one answer.)

Beauty and the Beast Part of Your World-How Far I'll Go The Princess and the Frog
Villains Own the Night Loss, Redemption, and Rise of a Hero The Elsa Epic

7. Why? _____