

MUSC 81L Music in Animated Film

Summer 2022

Session 1

Department of Music

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Lecture Zoom Link:

<https://ucsc.zoom.us/j/2618864481?pwd=a1hNaUNUSDhSTIJvV0dpdTA1N2N3UT09> (Links to an external site.)

Class Time: T/Th 9:00 a.m. - 12:00 p.m.

Course Description

Introduces a selective survey of music in Animated Film (Disney, Pixar and DreamWorks), both instrumental and vocal, highlighting the representative works from the 1930s to the present. Through listening and viewing, students will explore the use and role of music in Animated Film.

Course Objectives / Outcome

Students will:

cultivate interest and gain an understanding of music in animated films.

explore various musical excerpts in animated films through listening, readings and analysis.

develop listening, and analytical skills by watching and writing about music scenes in animated films.

Course Materials

Lecture slides on a weekly basis.

Selected playlists and links provided.

Student Study Hours for Class

It is recommended to study for 30 hours per week on this course

Engaging with lectures: 8 hours

Reviewing course materials: 8 hours

Completing weekly writing: 8 hours

Listening (before and after each lecture): 6 hours

Nature of Assessments

***Weekly Short Essay**

Each week students will write a short essay covering and assessing lecture materials.

***Writing Assignments**

There will be two writing assignments (midterm and final).

Specific guidelines will be provided.

Weekly Short Essay and two writing assignments (Midterm and Final) are intended for students to practice how they can apply musical concepts and knowledge covered in class to selected media clips.

As students accomplish each assignment:

Students will explore historical background of musical style in animated film briefly covered in class each week, which will help them to understand and interpret the music and scenes better.

Students will listen music in each scene very carefully and repeatedly, so that they can develop their listening skills on how each instrumental and vocal sound was used effectively to interact with each scene.

Students will cultivate the critical thinking in music and culture with selected readings while they do the musical analysis at the same time.

Especially through midterm and final writing assignments, students will learn to practice structural analysis of longer musical excerpts and analyze in-depth by contrasting more than one musical scenes.

Then students will experience and build the critical thinking and writing skills in terms of interpreting the role of music inside the scenes in Animated films.

Grading and course requirements

Attendance / Small Group Discussion: 25%

Weekly Short Essay (Week 1,2 and 4): 30%

Midterm (Writing): 20%

Final Writing Assignment: 25%

A+: 97-100

A: 93-96

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 60-69

F: <60

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Course/Class Schedule

*Specific schedule and dates (TBD). This schedule is subject to change.

Week 1: Music in Disney films (1930- 1994)

- Introduction to the course
- Syllabus overview
- Lecture Slides

The survey/history of music in Disney Animated Film (1930- 1994)

Listen, review and discuss films <Eleven films including Fantasia (1940), Alice in Wonderland (1951) and Beauty and the Beast (1991)>

- Student participation and small group discussion
- Weekly Short Writing

: Specific prompts and rubrics will be provided

Week 2: Music in Disney, Pixar and DreamWorks films (1995- 2005)

- Lecture Slides

Brief survey/context of music in Disney, Pixar and DreamWorks Animated films (1995- 2005)

Listen, review and discuss films < films including Toy Story (1995), Mulan (1998), The Prince of Egypt (1998) and Shrek (2001)>

- Student participation and small group discussion
- Weekly Short Writing

: Specific prompts and rubrics will be provided

Week 3: Music in Disney, Pixar and DreamWorks films (2006- 2010)

- Lecture Slides

Brief survey of music in Disney, Pixar and DreamWorks Animated Film (2006- 2010)

Listen, review and discuss films < films including Cars (2006), Kung Fu Panda (2008), Up (2009) and Toy Story 3 (2010)>

- Student participation and small group discussion
- Midterm Writing Assignment

Additional guidelines will be provided.

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Week 4: Music in Disney, Pixar and DreamWorks films (2011- 2015)

- Lecture Slides

The survey and historical context of music in Disney, Pixar and DreamWorks Animated Film (2011- 2015)

Listen, review and discuss films < films including Brave (2012), Frozen (2013), Inside Out (2015) and Home (2015)>

- Student participation and small group discussion

- Weekly Short Writing

: Essays based on assigned reading + listening/watching clips

: Specific prompts and rubrics will be provided

Week 5: Music in Disney, Pixar and DreamWorks films (2016- 2021)

- Lecture Slides

The survey/history of music in Disney, Pixar and DreamWorks Animated Film (2016-2021)

Listen, review and discuss films <films including Trolls (2016), Coco (2017) and Soul (2020)>

- Student participation and small group discussion
- Final Writing Assignment

Complete a final essay by selecting films and answering the assigned questions

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Academic Integrity

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued as preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, the student may face both academic sanctions imposed by the instructor of the course and disciplinary sanctions imposed either by the provost of his or her college or by the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in expulsion from the university and a permanent notation on the student's transcript.

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides the UCSC community with a wide range of mental health services. Counseling services are confidential and free of charge to all UCSC students. Students contact CAPS for a wide range of reasons, including stress, depression, anxiety, eating and body image concerns, grief and loss, substance abuse, issues related to oppression, discrimination or harassment, personal identity issues, recovery from trauma, relationship concerns, family or academic problems, transitions or simply adjusting to the complex demands of university life. For more information, see: <http://caps.ucsc.edu/index.html>Links to an external site.

Campus Advocacy, Resources & Education (CARE)

UCSC Campus Advocacy, Resources & Education (CARE) believes that all people deserve to live and engage in an environment free from violence. We believe in promoting an environment where people can learn and work while being safe and healthy. We celebrate the differences on this campus and believe in working collectively to create a community that is free from violence, exploitation, and harassment and instead promotes safety and equity. The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. We respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services. CARE also works collaboratively with students, faculty and staff to educate the campus community about the vital role that each of us has in preventing violence and creating social justice locally and globally.

<https://care.ucsc.edu/who-we-are/about-care.html>Links to an external site.Links to an external site.

Phone: 831-502-2273 Email: care@ucsc.edu