

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teacher's Resource: Landfill Harmonic

Levels 2, 3 and 4

Created by Lindsey Law

Discovery Film Festival: Sat 24 October – Sun 8 November 2015

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES


CREATIVE LAND
ALBA | CHRUTHACHAIL

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With support from DCA Cinema and DCA Community & Education Team



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery. They are created by classroom teachers and education professionals. Each resource aims to:

- Support and extend working with film in the classroom
- Help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- Develop confidence in Moving Image Education approaches and working with 21st Century Literacy /moving image texts

Each resource is free and available to download from www.discoveryfilmfestival.org.uk/resources or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team



Landfill Harmonic

Dir: Brad Allgood / Graham Townsley
USA/Paraguay/Norway/Brazil 2015 / 1h25m

Synopsis

Landfill Harmonic follows the Recycled Orchestra of Cateura, a Paraguayan musical group that plays instruments made entirely out of garbage. When their story goes viral, the orchestra is catapulted into the global spotlight. Under the guidance of idealistic music director Favio Chavez, the orchestra must navigate a strange new world of arenas and sold-out concerts. However, when a natural disaster strikes their country, Favio must find a way to keep the orchestra intact and provide a source of hope for their town. The film is a testament to the transformative power of music and the resilience of the human spirit.

Teacher's Notes

The film was made in Paraguay by a group of philanthropic and socially committed individuals who see it as their responsibility to raise awareness and promote advocacy for those unable to do it for themselves. These include Alejandra Amarilla, Rodolfo Madero, Belle Murphy, Juliana Penaranda-Loftus, Brad Allgood and Graham Townsley. Collaborating in this high quality production were Jorge Maldonado, Neil Barratt and composer Michael A. Levine. It is not a 'run of the mill' documentary. It is a beautifully observed story, full of surprises as well as having valuable insights from people who, themselves, surprise. This film deservedly won the Audience Award 24 Beats Per Second category at the SXSW Festival in April 2015.

The film covers the following curricular areas in CfE: Technologies, Expressive Arts, Literacy and Social Studies.

The film is subtitled and it may be useful to discuss this with pupils prior to visiting the festival. There is an opportunity to see subtitles used in the trailer and teaser clips.



Before the film

Discussion Activity

Prior to viewing the teaser and trailer clips it may be useful to discuss the title *Landfill Harmonic*. Research and collate the names of a range of well known orchestras and then compare with the film title. What two features of the film does this play on words combine? Carefully study the poster and see if you are correct.

Watch the trailer of the film at <https://vimeo.com/122542602>

Watch the teaser of the film at <https://www.youtube.com/watch?v=fXynrsrTKbl>

Encourage the children to make predictions based on what they have seen. Record these on a large sheet of paper for future reference.

What kind of film do the children think this is?

- A) Drama - which is a story
- B) Documentary - which is about real people and events?

What do we think about the children in the film? Do we share anything in common with them?

What do we think will happen during the film?

Make a list of the range of media titles featured. This will require several viewings of the teaser and trailer. The children may wish to collect some hard copy examples of these.

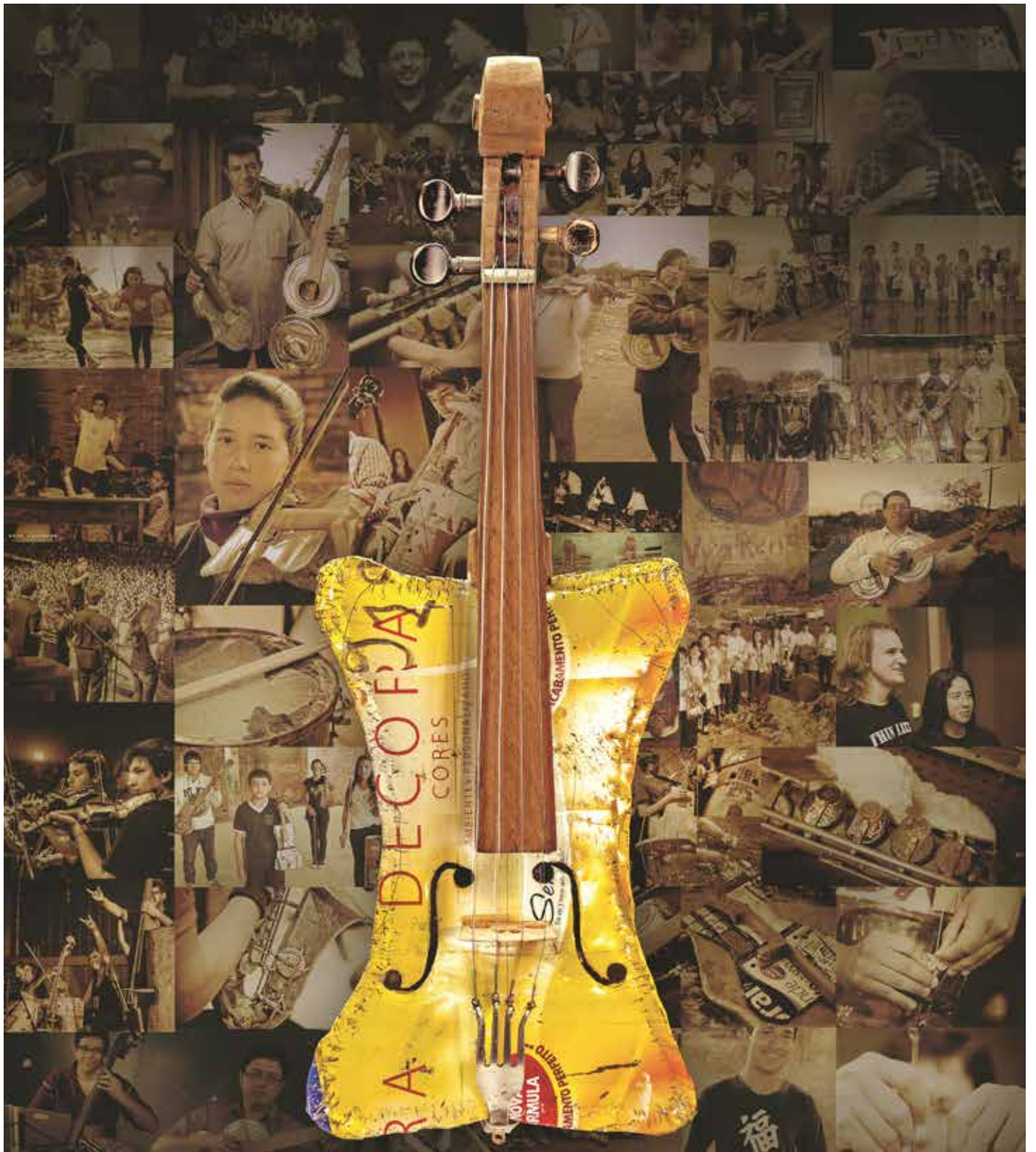
By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

LIT 1-26a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a**



landfillharmonic

A symphony of the human spirit

MEETAY FILMS IN ASSOCIATION WITH BELLA VOCE FILMS EUREKA PRODUCTIONS & HIDDEN VILLAGE FILMS PRESENTS "LANDFILL HARMONIC" FEATURING "THE RECYCLED ORCHESTRA OF CATEURA"
 DIRECTOR OF PHOTOGRAPHY BY NEIL BARRETT TIMOTHY FABRIZIO & BRAD ALLGOOD MUSIC BY MICHAEL A. LEVINE COSTUME DESIGNER BRAD ALLGOOD ASSOCIATE PRODUCERS NATALIE IRBY & JENNIFER TOCCOIGNY
 EXECUTIVE PRODUCERS ALEJANDRA AMARILLA EXECUTIVE PRODUCER ROBOLOFO MADEIRO EXECUTIVE PRODUCER BELLE MURPHY PRODUCED BY JULIANA PEÑARANDA-LOFTUS CO-PRODUCED BY JORGE MALDONADO
 STORY CONCEPT BY ALEJANDRA AMARILLA CO-DIRECTED BY JULIANA PEÑARANDA-LOFTUS DIRECTED BY BRAD ALLGOOD & GRAHAM TOWNSLEY



www.landfillharmonicmovie.com





After the film

It may be useful to display the colour poster as well as re-visiting the trailer and teaser prior to carrying out this task. Revisiting the trailer and teaser will assist in reminding pupils of details in the film.

Discuss the predictions made prior to having seen the film which were recorded on the large sheet of paper. Using different coloured felt pens circle those which were correct, those which were not, and then add those aspects of the film which took everyone by surprise. At the end of this process the children should all be happy with the conclusions and summaries which have been agreed.

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions.

LIT 3-09a

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions.

LIT 4-09a



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Tania stated that she was able to achieve what she had done through the help and support of family, friends and her community. Who were the people who helped her and the rest of the orchestra to achieve so much?

Who are the people who help our children in their daily lives?

After the flood had gone down, Cola carefully collected items which were very important to him. What were these? How did the film-maker show that this was a particularly important element of the film?

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a/ HWB 1-05a/ HWB 2-05a/ HWB 3-05a/ HWB 4- 05a

Through contributing my views, time and talents, i play a part in bringing about positive change in my school and wider community.

HWB 0-13a/ HWB 1-13a/ HWB 2-13a/ HWB 3-13a/ HWB 4-13a



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Follow up Activity 1

Use atlases / Google Earth / other maps to locate each of the countries shown in the film. Use the internet to carry out research about each country, investigating key facts such as population, climate etc. and create fact files about these countries and their people. Use the information to identify similarities and differences between Scotland and each of these countries. In addition, mark out on a map of the world the journeys taken by the orchestra. Label this with the matching details of news broadcast clips.

Compare and contrast how the lives of the children in the orchestra differ so much from their own both prior to their fame and afterwards.

Note how many kinds of media e.g. broadcast, social and print media spread this story worldwide.

Using the film's own website see how much information can be gathered.

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.

SOC 3-14a

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.

SOC 2-20a

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 1-03a / TCH 2-03a**

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**



Follow up Activity 2

The film included several genres of music, as Favio the orchestra leader himself noted. Can the children name these?

How many different musicians, composers and performers were mentioned during the film?

How did Jorge find out about most of his music? How did this compare with how the younger children in the film learned about their music? E.g Facebook.

Compare this to the music enjoyed by children generally today in Scotland.

Favio and Megadeth believe that music is a universal language. Do you agree?

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others' work.

EXA 1-19a/ EXA 2-19a

I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. **EXA 3-19a**

Having reflected on my personal experiences, including participation and engagement with professional, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgements and express personal opinions on my own and others' work.

EXA 4-19a

Follow up Activity 3

There are a number of environmental issues covered in the film. The main one is the use or misuse of resources. Favio notes that it better to consider how we use resources before it ever gets to landfill. We should recycle and re-use as much as we can.

For example, the children could make their own percussion instruments using information from the following source <http://www.rhythmweb.com/homemade/>
<https://makingmulticulturalmusic.worldpress.com.../14-world=musicinstruments>

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 0-18a/ EXA 1-18a/ EXA 2-18a

Having developed my ideas from range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

Education Scotland features Recycling in the Expressive Arts section by Roybridge School . It has a range of ideas to try.

You Tube has a huge selection of recycling clips like *23 Creative Ways to Re-use Old Plastic Bottles*.

<https://www.cbsnews.com/news/recycler-from-trash-comes-triumph-2/> is an example of how America reported the imaginative and creative work of the Landfill Harmonic.

Within and beyond my place of learning I can reduce, re-use and recycle resources I use, to help care for my environment. TCH-0-02a

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. TCH 2-02a

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. TCH 3-02a

I can examine a range of materials, processes or designs in my local community to consider and discuss their environmental, social and economic impact, discussing the possible lifetime cost to the environment in Scotland and beyond. TCH 4-2a

The flooding event had a massive impact on the community. Find out more about Climate change and weather patterns using the Met Office website metoffice.gov.uk.

Advice on helping the environment through building wildlife stacks and homes for insects can be found at rspb.org.uk.

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH 1 -03b

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance it has in my place of learning, at home and in the workplace. TCH 2 03b

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks. TCH 4 03b



Being a Global Citizen

This is a film which lends itself to a very wide range of additional topic work. It allows insight into a world so completely different from the children's own.

Our children and young people are developing their knowledge and understanding of the world, becoming more aware of their place in it and what it means to be a global citizen. We want our children to appreciate Scotland's diversity and effectively contribute to local, national and global communities, to develop informed views of real-life issues and to want to make a difference to the world in which we all live.

Rights and Responsibilities

Discuss needs / wants and the differences between the two.

What are our rights, what are our responsibilities?

Do our rights and responsibilities stay the same or change as we grow up?

Children can develop an awareness of the rights to which every child is entitled in the UN Convention of the Rights of the Child. A starting point for discussion would be to look at the Articles relating specifically to education, and then lead to further discussion and investigation into the other Articles.

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Children can debate which rights they think young people across the world are being denied. Whose responsibility is it to ensure children's rights are being met? What action can we take to protect and promote the rights of children across the world?

Explore the role played by charities and organisations such as Oxfam, UNICEF, Amnesty International, Save the Children etc. Children can investigate the key work these organisations undertake. As a class or whole school, you may want to choose a charity to support, with children taking responsibility for organising fundraising events. The Landfill Harmonic project invites support from its worldwide audience through its website.



Useful References / Resources

There are many useful websites related to global citizenship. Below are a few suggestions. They contain a range of materials from teacher information to lesson plans and teaching resources.

<http://www.educationscotland.gov.uk/learningteachingandassessment/>

[learningacrossthecurriculum/themesacrosslearning/globalcitizenship/index.asp](http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/index.asp)

<http://www.oxfam.org.uk/scotland/blog?p=9>

<http://www.oneworldcentredundee.org.uk/resources/index.shtml>

http://www.unicef.org/rightsite/484_540.htm



Evaluating this resource

We hope that you found this resource useful and appropriate. Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk