

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: The Beauty

Level 2 / Year 4 and above / Ages 8+

Curricular Themes: Technologies – Recycling and Reducing Waste

Created by Ian Cameron

Discovery Film Festival: Sat 17 October - Sun 1 November 2020

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

**DCA**

Dundee Contemporary Arts

  
**EUROPA CINEMAS**  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

**DUNDEE**  
ONE CITY, MANY DISCOVERIES

   
ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2020

With support from DCA Cinema and Learning teams



## 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](http://www.discoveryfilmfestival.org.uk/resources)



---

## The Beauty

Dir: Pascal Schelbli  
Germany 2019 / 4m14s  
Dialogue free

### Synopsis

Set in the ocean, the audience experiences the myriad of creatures that inhabit the water, but on closer inspection each creature is constructed from discarded plastic items. Sounds and visuals drive the narrative.

Watch the Teaser: <https://youtu.be/9n-g3cewPjw>

### Focus

Technologies – Recycling and Reducing Waste

### Other Film Links Within the Festival

*Mishou* – Set in the Arctic with underlying themes of the environmental impact of humans

### Other Film Links Outwith the Festival

*Happy Feet* – End sequence of the film looks at environmental issues

*Finding Nemo* – Sydney Harbour scene with rubbish and pollution



## Before watching the film

### Activity 1 – Making Connections

The film is set in an ocean. To cue pupils in before watching the film, ask the following questions. Pupils should be given time with a shoulder partner or in cooperative learning groups to think about answers to each of the questions. The activity could be completed individually as well.

- What is an ocean?
- What would you expect to see in an ocean?
- What sounds would you expect to hear under the water?
- What type of music would you use to make a film of underwater? What mood would you try and create?

These can be talked about orally or you can use **Activity Sheet 1** to take notes.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a***



## After watching the film

### Activity 1 – Investigating Sound 1

Use the word bank on **Activity Sheet 2a** for this activity. Give pupils a minute to look at the sheet and then give an opportunity for them to talk about any words they are unsure of.

Before you play the film, ask the pupils to concentrate on the sounds they are hearing. Watch the first 40sec of the film with the pupils and then pause the film. It would be beneficial to freeze/cover the video and just play the sounds to them. This will help them to concentrate on the sounds and not the visuals. With their shoulder partners, ask the pupils to discuss which words on the activity sheet would be the five best to describe the music and sounds they are hearing. They should colour the boxes containing these words light blue.

Play the rest of the film with the pupils, again asking the pupils to pay close attention to the sounds they are hearing. Ask them if the music and sounds have changed in any way. With their shoulder partners, ask the pupils to come up with the five best words on the activity sheet to describe the music and sounds they are now hearing. They should colour the boxes containing these words red. If there is any of the words they wish to use again, then colour this purple.

Pupils should then discuss which words would not be appropriate for either section and these should get a cross through them.

All the words from the sheet can then be cut out and organised on the Venn diagram in **Activity Sheet 2b**. Time should be given for pairs to discuss with other groups and justify their reasoning for including certain words.



## Activity 2 – Investigating Sound 2

Use the completed **Activity Sheet 2b** as a reference.

Pupils should now watch the film with the visuals back on. They should be encouraged to pay particular attention to the fish and how they have been created. The director uses the sounds and changes in the feel of the music to influence the audience. As we start to see close ups of the “fish” the music gets darker and more brooding. The following activity is to help lead the pupils through the process to start thinking about this.

After they have watched it they should be asked the following questions and given time to consider each with a shoulder/learning partner:

- What has the director used to construct the characters?
- Why do you think he has done this?
- How does the director want you to feel about this? Are there any clues in the film to support this?

Using the information from the discussion and **Activity Sheets 2a/b** as references, the pupils should write a paragraph or two on how the sound has been used in the film and how it has been used to influence the reader. The first paragraph should talk about the start of the film. The second paragraph should relate to the second part of the film where the music gets darker.

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

**EXA 1-19a / EXA 2-19a**



### Activity 3 – Investigating Character

Pupils should watch the film again and this time make notes of all the different animals they see, and which objects are used to create these. Screenshots have been included in **Appendix 1** to help.

Pupils should use **Activity Sheet 3a** to record the animals they see, and what they are made of. They should also consider alternative materials that could have been used.

When they are done, they can use **Activity Sheet 3b** to create their own character. They should annotate it to show the materials they would use to construct their creature. The sea creature could be one they have already seen or one that was not included in the film. Pupils should be reminded that their finished design should be one that could be included in the film i.e. it should be a salt water sea creature.

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a***

*I can:*

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre. **ENG 2-19a***



## Additional Resources

### Extension Activities:

- Make a model of their character designed in **Activity 3**
- Investigate the melting ice caps
- Enhancing the recycling campaign round the school
- Create a debate about the pros and cons of junk modelling in school. Is it better to recycle or reuse the materials for modelling?





# Activity Sheet 1 - The Ocean

<p>What is an ocean?</p>	<p>What would you expect to see in a film about an ocean?</p>
<p>What would you hear under the water?</p>	<p>What music would you choose? What mood?</p>

Activity Sheet 2a - Investigating Sounds

jangling

soft

long

clipped

joyful

peaceful

fierce

bubbling

relaxing

jazzy

light

classical

rocky

grumbling

bright

unnerving

scary

edgy

urgent

deep

rippling

exciting

rich

rounded

sudden

careful

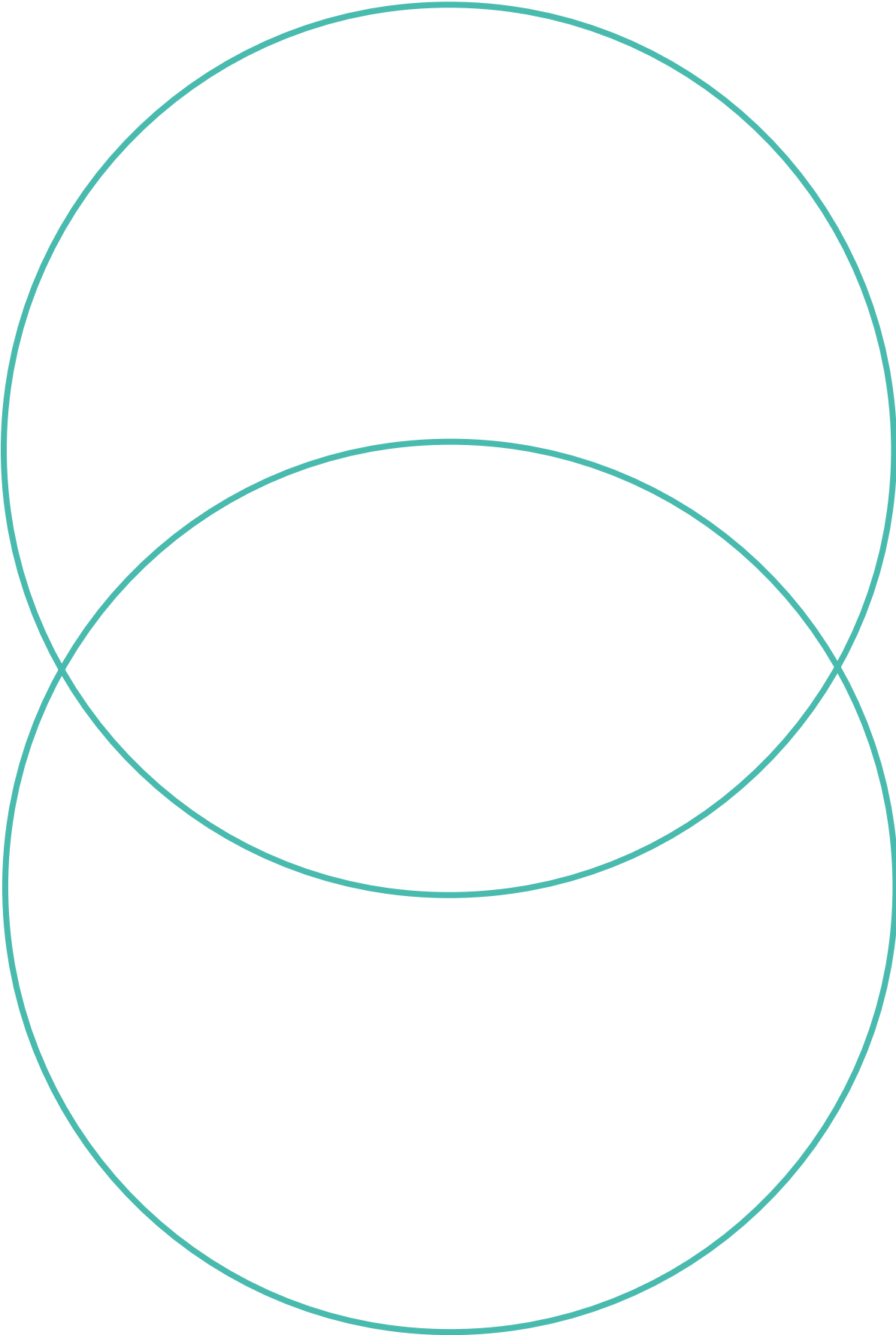
forceful

raging



**Activity Sheet 2b - Investigating Sound**

Sounds in the first part of the film



Sounds in the second part of the film



**Activity Sheet 3a - Understanding the Characters**

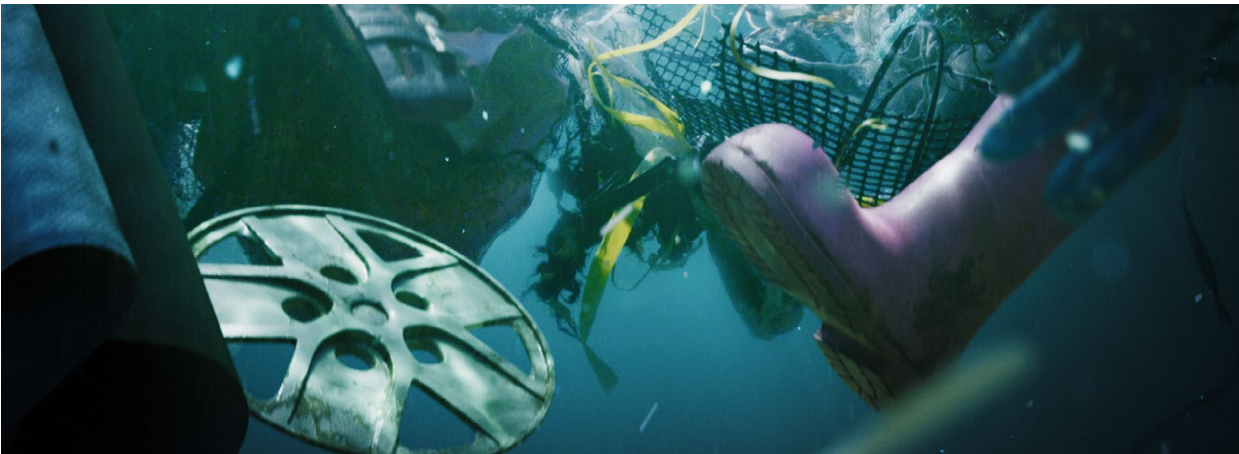
<b>Animal</b>	<b>Materials Used</b>	<b>Your Alternatives</b>



**Activity Sheet 3b - Creating Your Own Character**



Appendix 1





## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)