

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: 6:1

Level 2 / Years 5 – 7 / Ages 8 - 11

Curricular Themes: Literacy, Health & Wellbeing, RME and Art & Design

Created by Sonia Swankie

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

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

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## 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)



## 6:1

Dir: Sergei Ryabov

Russia 2018 / 2m46s

Russian with English subtitles

### Synopsis

An inseparable girl and cat are on a long journey, playing checkers. The girl keeps winning, but can a losing cat nab a comeback? And at what lengths will it go to, to ensure success?

### Director

Sergei Ryabov was born in 1977 in Schelkovo, Russian Federation. Ryabov studied at the Moscow Art College where he graduated in 1995 before becoming an artist-jeweller. He then studied in the Gerasimov All-Russian State Institute of Cinematography from 1995-2001. During this time he completed a student animation film entitled *Home Alone*. He then worked as an animator for some years in different studios in Moscow. In 2006 Sergei Ryabov created the film *Rybka* at his home, which won 17 prizes at various international film festivals, including the 'Award for Best Film for Children' in 2008 at the Bradford Animation Festival.

### Watch

The full film is available here: <https://www.youtube.com/watch?v=0MGzDZAI2ho>



## Underlying themes

Persistence, patience, never giving up, cheating.

## Resources

The resources in this pack are aimed at Second Level of CfE. The activities focus on Literacy, Health & Wellbeing, RME and Art & Design. They involve listening & talking, personal writing, creative writing, exploring personal feelings, morals and creating 3D models which could be used to film a trailer.

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*

**LIT 2-07a**

*I can recognise how the features of spoken language can help in communication, and I can use what I learn.* **ENG 2-03a**

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.* **ENG 2-30a**

*I am aware of and able to express my feelings and am developing the ability to talk about them.* **HWB 2-01a**

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.* **ENG 2-31a**

*I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.* **RME 2-09c**

*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.* **EXA 2-02a**

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*

**LIT 2-07a**



## Before watching the film

### Discussion

Look at the two posters in **Appendix 1**, promoting the animation. Either as a class or in small groups, discuss the following points:

- Who do you think the characters are?
- What do you think their relationship is?
- What makes you think this?
- What do you notice about the colour used in the posters?
- What do you think this tells you about the animation?
- What do you notice about the type of animation? How do you think the animation has been created?
- The animation is entitled *6:1*. What do you think it might be about?
- Create a question that you have regarding the plot, characters or setting. The question should not be able to be answered with 'yes' or 'no'!

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*

**LIT 2-07a**



## Activity



Divide the class into 7 groups. Give each group a still from the animation (see **Appendix 2**).

Each group should discuss the following:

- What do you think is happening in this part of the animation?
- Where in the animation do you think the still is from: the beginning, the middle or the end? Why?
- What do you think has just happened before this scene?
- What do you think will happen next?

Groups should ensure that everyone has an opportunity to give their response to each question. They should be encouraged to build on the contributions of others, e.g. by asking or answering questions, clarifying points or supporting others' opinions/ideas.

Once all groups have finished their discussion, they should present their thoughts to the rest of the class and show them their still. This could either be verbally or they could work together to create a digital presentation or poster to share.

*I can recognise how the features of spoken language can help in communication, and I can use what I learn.* **ENG 2-03a**



## After watching the film

### Activity 1: Personal Writing - Perseverance

The cat in the animation perseveres despite losing 6 consecutive games.

Discuss with the class:

- What clues there are that the girl expects to win (she is more interested in reading her book, not really paying close attention therefore not expecting the cat to make any strategic moves, makes a comment that the score will become '7:0')
- Do they think you can ever be good at something straight away, or do you always need to keep practising to improve?
- Do things ever work out right the first time? Discuss inventors. Do they get it right first time? Discuss James Dyson who famously failed over five thousand times before successfully creating his first Dyson.
- You may want to look at one of the following inspirational videos:
  - <https://www.youtube.com/watch?v=3CQusoJSh0E>
  - <https://www.youtube.com/watch?v=kZIXWp6vFdE>

Ask the class to reflect on a time when they have had to persevere at something. They may wish to reflect on the impact of Covid-19 and lockdown. How did they react to not being able to go to school? Did they adjust well to learning from home? Perhaps they had to persevere to complete tasks when they didn't want to.

Pupils write about their experience, focussing on:

- What they had to persevere at.
- Why they had to persevere – why did they not want to do it/what was difficult and why did they have to complete it?
- How did they feel when they couldn't do it/didn't want to do it?
- How did they feel when they kept going? Was there a time when they didn't think they'd be successful?
- What was the outcome? How did it make them feel? What have they learnt from the experience and how might it help them in future?

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.* **ENG 2-30a**

*I am aware of and able to express my feelings and am developing the ability to talk about them.* **HWB 2-01a**



## Activity 2: Creative Writing

The animation is set on a train. There are clues that this is a long journey (they are playing a board game, she is reading a book, they have snacks set out). Pupils will create a story using the train journey, from the perspective of either the cat or the girl.

They should consider:

- Why are they there? What has happened that has led them to be on this train?
- Why are they together? What is their relationship?
- Where are they going? Why are they going there? What is going to happen to them once they arrive?
- Where will the action take place? Will something exciting happen on the train? Will it be where they are going?
- The train journey could be the main setting for the story or it could just feature in one part of it.
- Remember to focus on description – characters appearance and feelings, together with description of setting. Try to include some similes, metaphors, alliteration and onomatopoeia.

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***



### Activity 3: Honesty



In the animation, the cat's luck changes when the draught pieces move around the table due to the train moving. Discuss with the class:

- Do you think the cat cheated in the end? Why?
- Did the cat do anything wrong? Why?
- Was the cat completely honest about winning? Why?
- Is it ever acceptable to not be honest? When? Why?
- What do you think the cat should've done? What would you have done? Why?

Use the mindmap in **Appendix 3** to explore honesty. Either with a partner or in a small group, pupils should discuss:

- When they've told a lie or someone has lied to them and why
- Whether or not everyone in the world views honesty in the same way and why
- How honesty can affect your mental wellbeing
- How honesty can affect your social relationships

*I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c*

## Activity 4: Art & Design



The animation is created using 3D models. Discuss with the class what they think about the use of models. How does this affect the story and the characters? Do they think they would feel differently towards the animation had it been drawn in 2D?

Using clay, create a character from the animation. You could use technology such as an iPad to create a stop-motion animation with the character.

The class could be split into small groups to create a trailer for the animation. Each person in the group could create a character or part of the setting. These could then be used to make a stop-motion animation trailer. Pupils should consider music and/or any script they wish to include.

*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***



## Activity 5: Picture Comprehension

Show pupils the image of the film's director Sergei Ryabov in **Appendix 4**. They should then use clues from the image to make inferences about what type of person they think he is.

- What do you think he enjoys doing in his spare time?
- What type of place do you think he lives in?
- Why do you think he created the animation?
- What do you think his influences were?

Identify the clues that support your answers.

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*

**LIT 2-07a**

## Additional Resources

### Appendix 1





## Appendix 2



- What do you think is happening in this part of the animation?
- Where do you think they are?
- Where in the animation do you think the still is from? The beginning, the middle or the end? Why?
- What do you think has just happened before this scene?
- What do you think will happen next?





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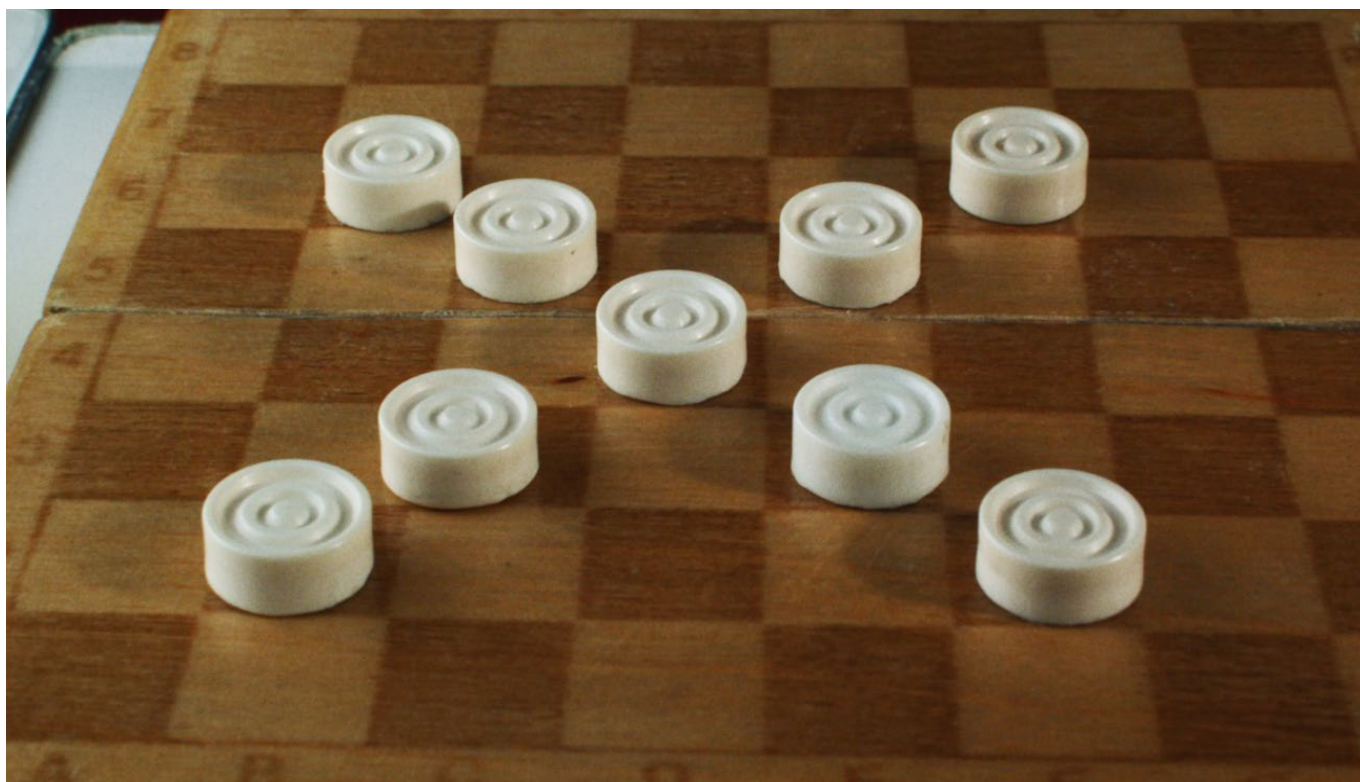


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## Appendix 3

# Honesty

When have you ever  
told a lie or when has  
someone lied to you?  
Why did you/they lie?

Does everyone view  
honesty in the same  
way? Why?

How could honesty  
improve your social  
relationships?

How could honesty  
improve your mental  
wellbeing?

## Appendix 4



### **Sergei Ryabov's Filmography:**

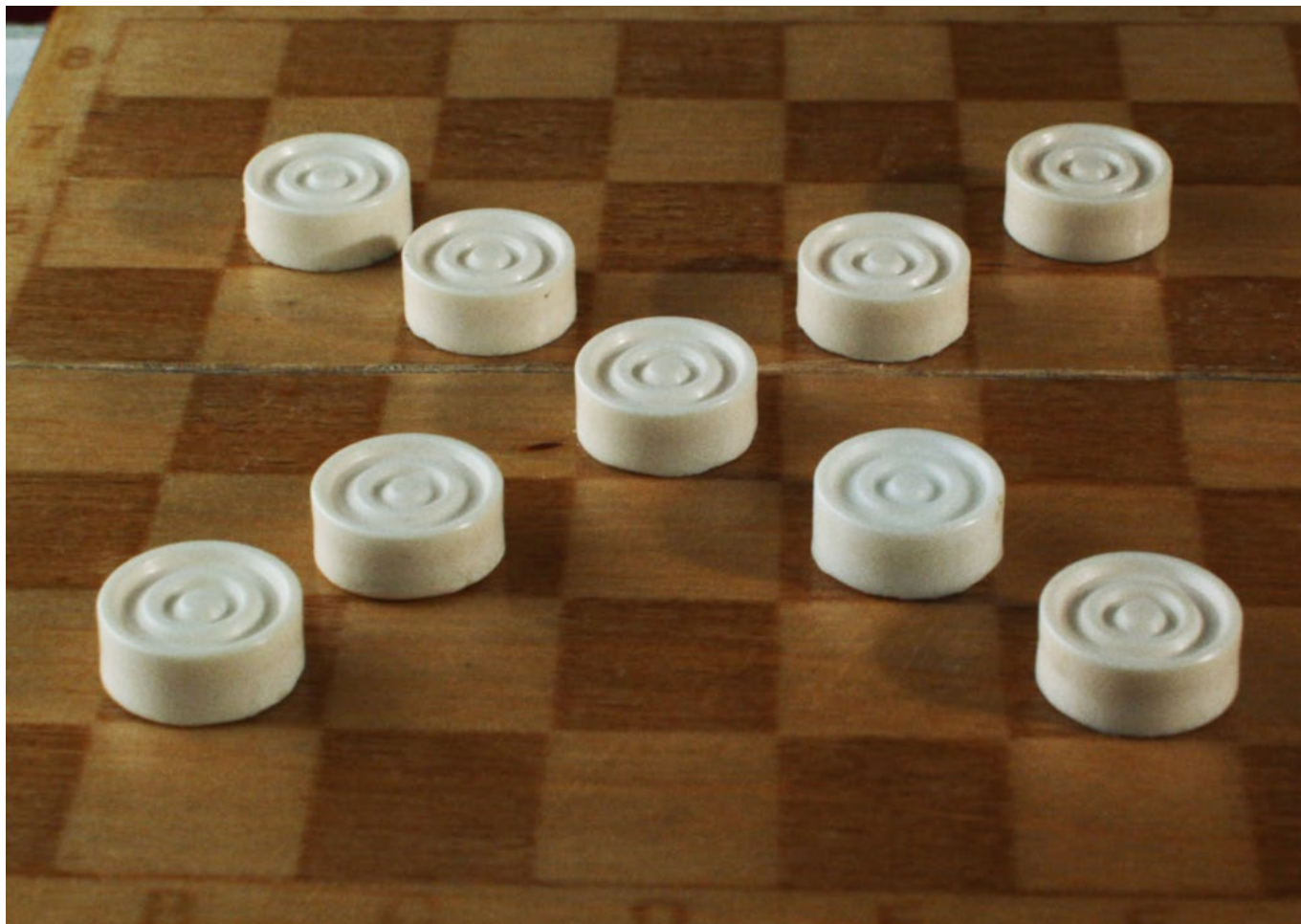
2000 – Home Alone  
2007 – The Tiny Fish  
2011 – The Sausage  
2011 – New Year's Flame  
2011 – Funny Pictures  
2012 – By The Fire  
2012 – Mushroom & Eggplant  
2012 – Mushroom & Pumpkin  
2018 – 6:1  
2019 – The Portrait (in production)

### **6:1 Production Team:**

Script, Direction, Design, Model-making, Animation, Camera, Sound and Editing - Sergei Ryabov

Music – Dmitri Shostakovich

Cast – Alyona Ryabova, Tatyana Ryabova



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## 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)