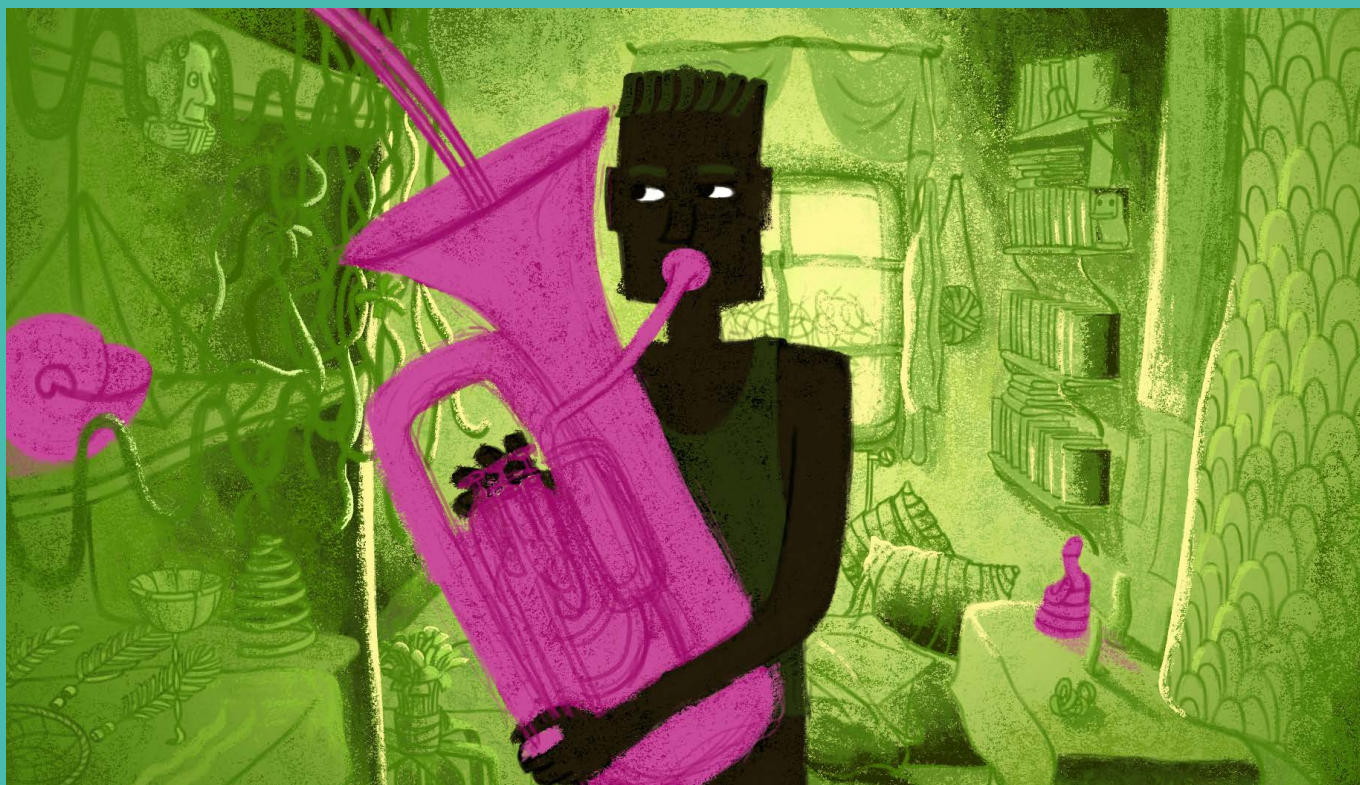


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Angel's Trumpet

Levels 1 and 2 and above / Ages 8+

Curricular Themes: Health and Wellbeing (Teamwork), Music (Composition)

Created by Ian Cameron

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

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


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ONE CITY, MANY DISCOVERIES

 **CREATIVE LAND**
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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



Angel's Trumpet

Dir: Martinus Klemet
Estonia 2019 / 2m26s
Dialogue free

Synopsis

In this abstract, surrealist film the main characters are a group of differently coloured birds that feed on the music from different brass instruments. The birds each have their own unique way of collecting the music. The reader is unaware of the reason for this until the final scene where the birds congregate on a statue in the town square and “release” the collected music which, when played together, creates the music of the *William Tell Overture*.

Focus

Health and Wellbeing – Teamwork
Music – Composition

Other Film Links Within the Festival

Mishou – dir. Milen Vitanov – Teamwork



Before watching the film

Activity 1 – Making Predictions, Looking for Clues

Pupils should be given a copy of **Activity Sheet 1a** and **1b**. This can be shared, one between two or in a small group.

Pupils should be told these are still images (**Activity Sheet 1a**) from the film they are about to watch. They should be given time to discuss in their pairs/groups about what stands out. You can ask the pupils to think about the following questions as they look at the pictures:

- What stands out?
- Is there anything that looks odd?
- Do the pictures have anything in common?
- What type/genre of film do you think this is?

Pupils could also be asked to comment on each of the 3 Cs and 3 Ss (Colour, Camera, Character, Setting, Sound, Story) if work has been done on this previously.

Give pupils time to discuss each of these questions in turn with their partners/groups, then ask them to make notes of their ideas on **Activity Sheet 1b**. Pupils should be chosen at random to share some of the ideas from their sheets with the rest of the class.

*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***

After watching the film

Activity 1 – What are my Skills?



Pupils should watch the film. After watching the film ask pupils to discuss in shoulder partners the different ways the birds collected the sounds. How were they different? What happened at the end? Highlight to the pupils that even though they had collected different parts of the tune, and had different skills to do that, they came together at the end to create the piece of music together and work as a team.

Ask the pupils to think about the unique skills they have as individuals. These might include specific skills like archery, football, baking or painting or might be as generic as “being creative” or “sporty”. Using **Activity Sheet 2**, pupils should think about the skills on the sheet they possess. Some of the ideas might require a little explaining. If this is being done with a younger class, pupils could just draw some of the things they are good at on a blank piece of paper or scribble jotter.

If they have ticked the boxes, they should then think about which of the skills they are best at and which one they could work on to become better at.

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a



Activity 2 - What Does it Take to Make a Team?

The pupils should be reminded that the birds worked together to create the finished piece of music. Each bird had a different skill that they used to collect the music. Ask pupils to discuss with their shoulder partners different opportunities in their lives where they worked as a member of a team. This might include football, string group, swimming club or playing cooperative games socially or in the playground.

Pupils should use their sheet from the last activity and think about which of the skills listed on the sheet would be important skills to develop to help them work as an effective team member.

Working in pairs, pupils should cut out each of the words on **Activity Sheet 3a**. Again, it might be useful to go over the different skills and outline what each means. Then, using **Activity Sheet 3b**, they should place the cards they cut out onto the diamond nine grid, most important at the top and working down to the least important at the bottom. Before placing any of the cards they should justify to their partner why they are placing each one where they have chosen. Pupils should then share their ideas with a neighbouring set of partners. At this point they can change their minds if they hear an idea that they hadn't considered. Each word can be stuck down when finished and the completed sheets could for part of a class display about Teamwork.

*Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a***

*Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a***



Activity 3 – Composition

When the birds work together, they create a piece of music that is cohesive and complete. Pupils should be asked how an orchestra or band use different instruments but make the sounds feel like they are being played together. What would each member of the orchestra or band consider when they are performing their music? Possible answers might include: timing, playing the right notes, using a conductor, watching each other, communicating, etc.

Pupils should work in pairs initially. Using the first set of four boxes on **Activity Sheet 4a**, pupils should plan out a four-beat rhythm. Each box will be one beat. In their pairs, pupils should create a rhythm by cutting out crotchets/rests from **Activity Sheet 4b**. Each of the boxes on the first row should get either a crotchet or rest in them. Pupils should then practise clapping out their rhythm with their partner.

Using the next row, the pair should create a different rhythm. This should then also be practised. Pupils should then be encouraged to try and play the rhythms at the same time, with one partner playing the top rhythm, and one playing the bottom one. Remind the pupils they will need to be doing the same timing for each in order for it to work.

If pupils are getting the hang of this, they can then start to use the quavers included on the sheet to create more complex rhythms or work with another pair to create 4 x 4 beat rhythms.

*I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a***

*I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a***



Additional Resources

Extension Activities:

- Investigate another film that has a group of people working together
- Create their own bird characters and consider the instrument they would feed on
- Investigating classical music, looking at music that inspires and motivates
- Continue to create more complex pieces of music using **Activity Sheets 4a** and **4b**



Activity Sheet 1a - Predicting / Looking for Clues



Activity Sheet 1b - Predicting / Looking for Clues

Write down any interesting things you saw in the pictures. You might think about:

- What stands out?
- What looks odd?
- Do the pictures have anything in common?
- What type/genre of film do you think it is?





Activity Sheet 2 - What are my Skills?

Sporty Maths Creative Communicator

Language Musical Caring

Respectful Sociable Organiser Inclusive

Reliable Influencer Problem Solver

The skill I am best at is _____ . I know this because _____

The skill I need to work on most is _____ because _____

Activity Sheet 3a - What Makes a Good Team Member?

Communicator

Influencer

Problem Solver

Negotiator

Social

Caring

Includer

Respectful

Organiser

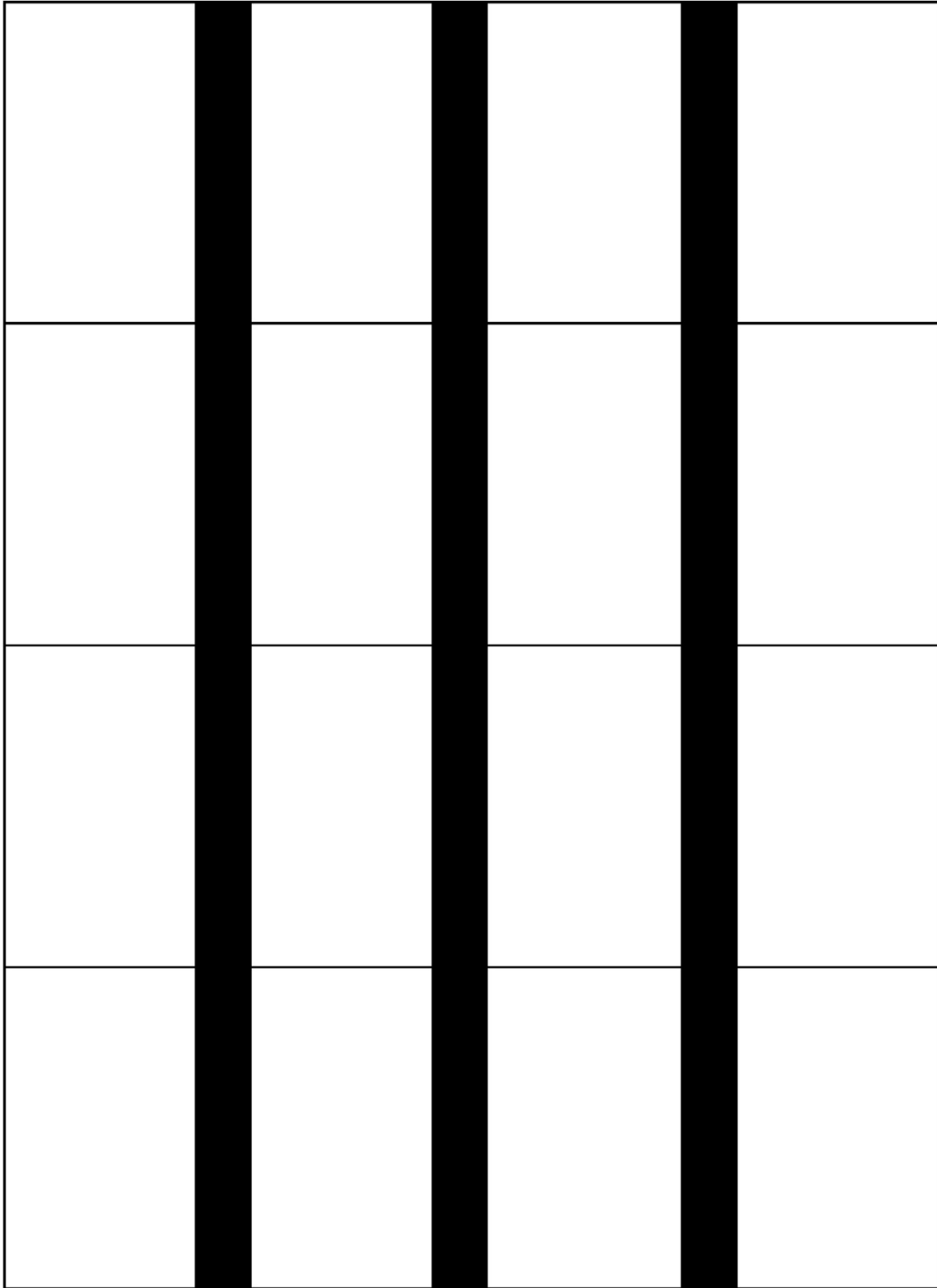


Activity Sheet 3b - What Makes a Good Team Member?

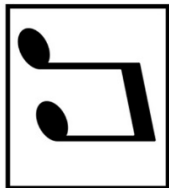
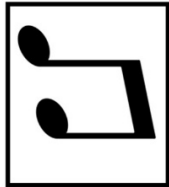
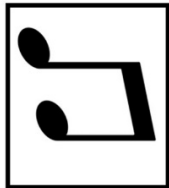
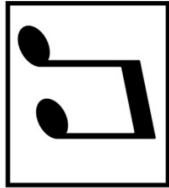
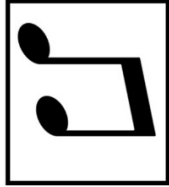
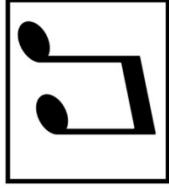
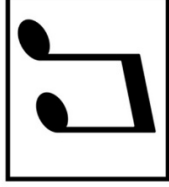
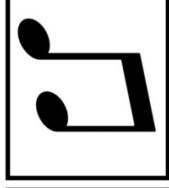
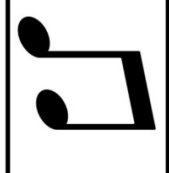


















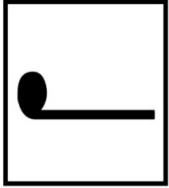
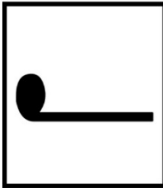
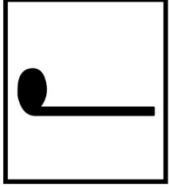
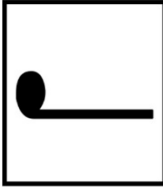
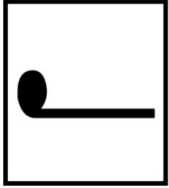
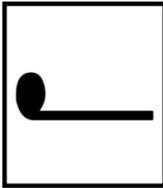
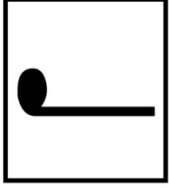
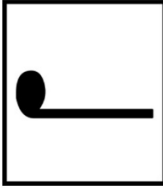
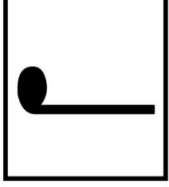
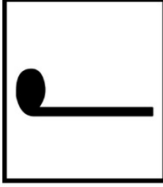
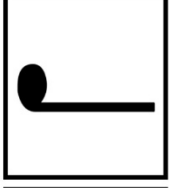
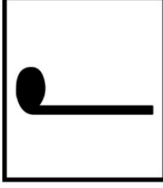
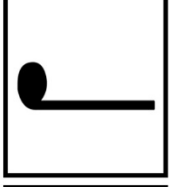
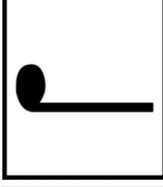
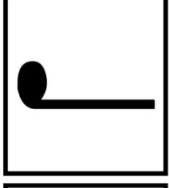
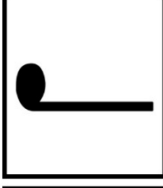
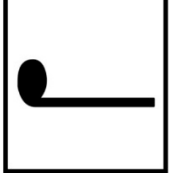
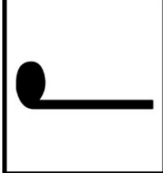


Activity Sheet 4a - Making Music

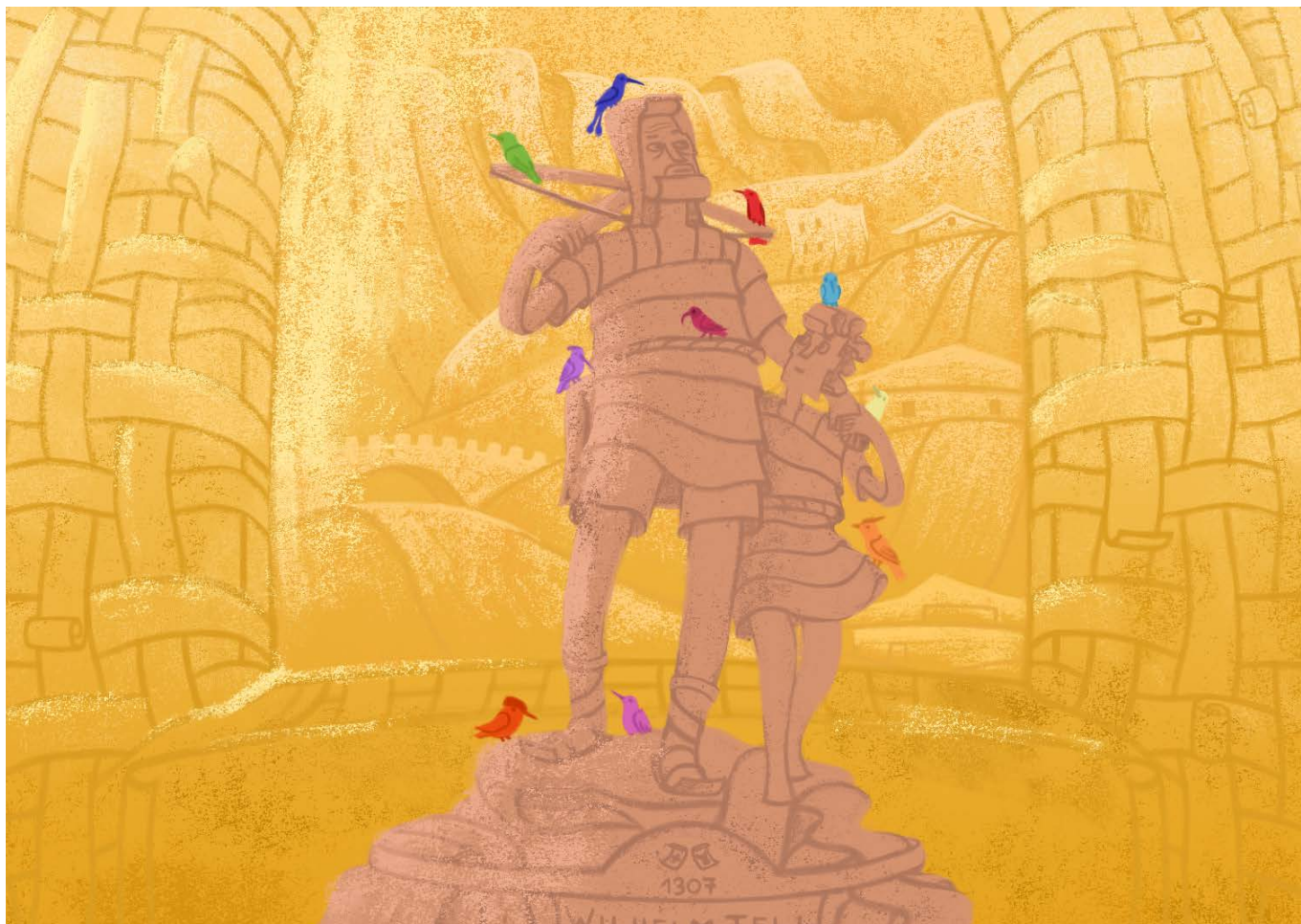
Activity Sheet 4a—Making Music



Activity Sheet 4b - Making Music

																																												
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Activity Sheet 4b—Making Music



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