

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Secondary Shorts – Piece Of Art**

Third/Fourth Levels and Senior Phase | Created by Lindsey Law

Discovery Film Festival: Sat 22 October – Sun 6 November 2022

DCA
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ONE CITY, MANY DISCOVERIES

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SCOTTISH
EDUCATION

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- PIECE OF ART -

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:
<http://www.discoveryfilmfestival.org.uk/resources>:

Piece Of Art

Dirs: Joost van den Bosch, Erik Verkerk

The Netherlands 2021 / 2m15s

No dialogue



Piece Of Art

Synopsis:

A burglar breaks into a museum and breaks more than he wants. As he tries to escape he can't help but burn, tear and crack the stolen painting until we are left with nothing but a small... piece of art. *A Piece of Art* is a comedic, short animated POV film.

Curriculum for Excellence subjects:

Literacy & English and RME.

Synopsis:

There are images of both male and female nudity in this animation. The former is an important feature in this film.

Before the film

The poster may be shown on the Promethean whiteboard or copies made and distributed to class groups. Using Visual Detective skills, examine the film poster carefully, noting use of colour, principal character, potential setting, and film genre. These observations may be noted on Post-Its in the first instance. Using the information gathered the learners are invited to make predictions about the film and its outcome. These, too, can be captured on Post-Its to revisit on the conclusion of the film.

An important question may be why is there a black border round the character and what might this be?

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02

As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements identify and discuss similarities and differences between different types of text – use this information for different purposes. LIT 3-04a

As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements compare and contrast different types of text gather, link and use information from different sources and use this for different purposes. LIT 4-04

The Poster



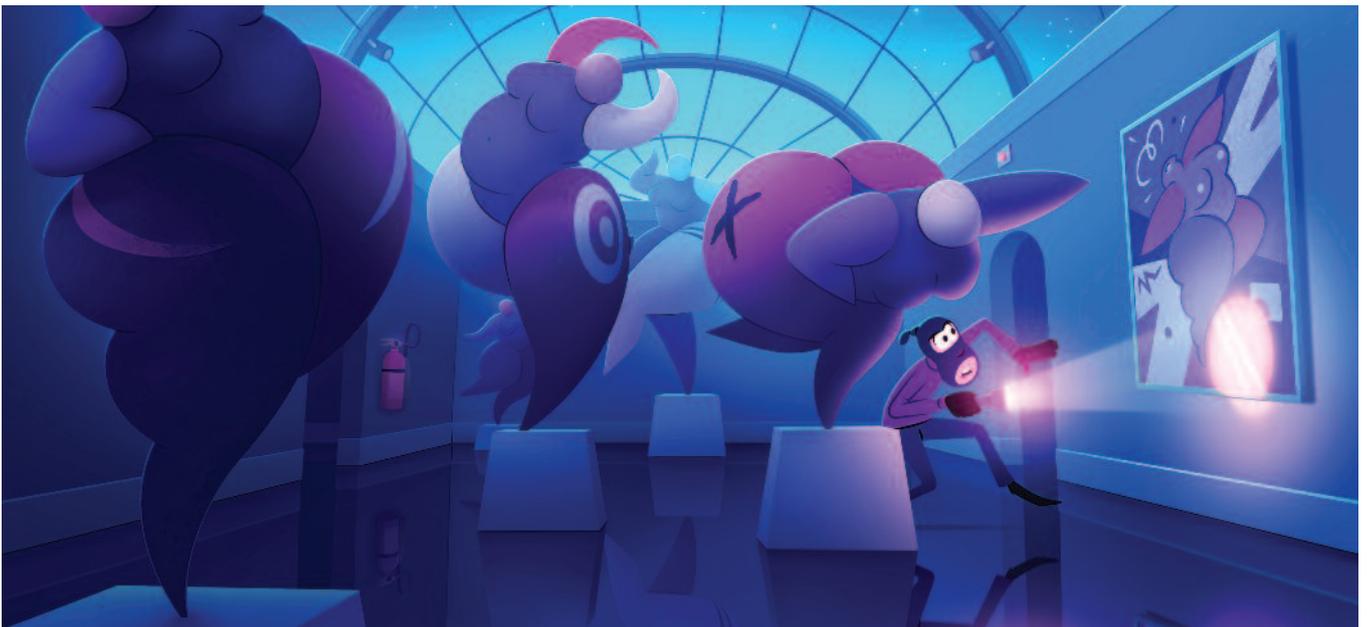
After watching the film

After the film, review the Post-It comments and predictions and compare these with what has been learned by watching the film.

Have any views, opinions predictions proved to be correct? These should be moved to a section on the wall or flipchart board and further discussion on how clues in the poster were identified. Those predictions which were inaccurate should be discussed then set aside.

Discussion Questions

- What time of day did the burglar choose to break into the museum? Give reasons for your answer.
- How do we know that the museum lights are switched off? Give reasons for your answer.
- How does the limited use of colour support your answer?
- Is the burglar confident in what he is doing? Give reasons for your answer.
- There are two features/objects, in this image, which have significance in the next part of the film? What are they?



As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-05a / LIT 4-05a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**

Perspective and camera position



The still image shows the principal character after he has failed to get the portrait he was going to steal and has destroyed all the sculptures which lie in pieces behind him.

- Can you name a comic character who is as unsuccessful at stealing art work?
- Does this help to explain the rough black edges shown in the poster?
- Can you recall any previous film which has used laser beams in a museum in an attempt to prevent a burglary?
- Can you name a film where the principal character throws a grappling hook through a glass roof to effect an escape? There are several.

Use of sound

Though there is no dialogue in this film sound is used to express a range of emotions and events.

- List individual sounds heard and rate them in order of importance. How do these sounds add to the drama of the story?

Visual information through imagery

The following image may be displayed on the Promethean whiteboard for learners to explore details and answer the following questions.



- Was the burglar ultimately successful in obtaining a “Piece of Art”? Give reasons for your answer.
- Has he ever been successful? There are many clues given in the picture itself. Use these to extrapolate details of the burglar’s current circumstances.

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. TCH 1-04c

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

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a

Further suggestions and activities

- The newspaper on the floor is emblazoned with the headline 'Museum Heist'. Does this suggest the burglar was successful?
- Write the newspaper article about the art theft. This can be a factual account as demonstrated in the film or a sensationalized account designed to excite and interest readers. This could be done as an on-line newspaper feature.

*I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a***

*I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. **LIT 4-24a***

- Does the final image of the burglar suggest that crime pays?
- A poster depicting that crime does not pay could be created using a range of techniques and comic warnings. These can be done through cartoon, comic characters or collages using newspapers and magazines.

*I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. **RME 3-09b***

*I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09***

Learners could research and explore the exploits of *Mr. Bean*, the *Mission Impossible* franchise, *Johnny English*, the *Ocean's 8* franchise and *The Thomas Crown Affair*.



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any 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