

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Regardez, écoutez, discutez...** **Shorts For Language Practice**

P2 and P3

Created by Virginie Bradbury, Lucie Maupetit, Lucy Reilly and Natalie Wotherspoon

**Discovery Film Festival: Sat 21 October – Sun 5 November 2017**

## DCA

Dundee Contemporary Arts



**DUNDEE**  
ONE CITY. MANY DISCOVERIES



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

© Dundee Contemporary Arts 2017  
With support from the 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 following pages contain a number of activities which could be done after watching four of the short films previewed. The films are:

*The Cat And Its Artist*, 2015, dir. Maïke Koller, Germany (5'30") – no dialogue

*La cage (In A Cage)*, 2016, dir. Loïc Bruyère, France, (6') – no dialogue

*Tiger*, 2016, dir. Kariem Saleh, Germany (4') – no dialogue

*Amour Fou*, 2015, dir. Florian Werzinski, Germany (4'15") – no dialogue

# The Cat And Its Artist

All sound files can be found on the accompanying PowerPoint file.

Here is the link [http://www.dca.org.uk/assets/general/The\\_cat\\_and\\_its\\_artist.pptx](http://www.dca.org.uk/assets/general/The_cat_and_its_artist.pptx)

## Activité 1 Associe le français et l'image.

Match up the French phrase to the picture.



1 Je suis en colère.

2 J'ai peur.

3 Je suis content.

4 Je suis triste.

*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b*

*With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13*





## Activité 2 **Jacques a dit (Simon says) with feelings**

In France, the game ‘Simon says’ is called ‘Jacques a dit’, which literally translates to ‘Jack said’. To play this game, the teacher or a pupil calls for example “Je suis triste”. If the teacher or pupil says “Jacques a dit: Je suis triste” then the class should act out the feeling. If the teacher or pupil only says “Je suis triste,” then the class should not act out the feeling. If they do then they should be out of the game. To keep these pupils engaged, they could play but sitting down.

### **Useful vocabulary**

- Je suis triste – I am sad
- Je suis content – I am happy
- J’ai peur – I am scared
- Je suis en colère – I am angry
- Assieds-toi – sit down (when speaking to one person)
- Asseyez-vous – sit down (when speaking to more than one person)
- Tu as gagné – you win

*I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b***

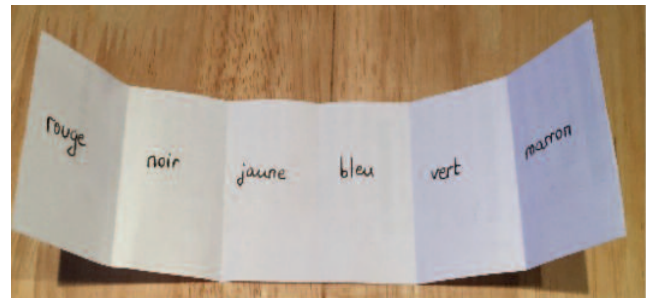
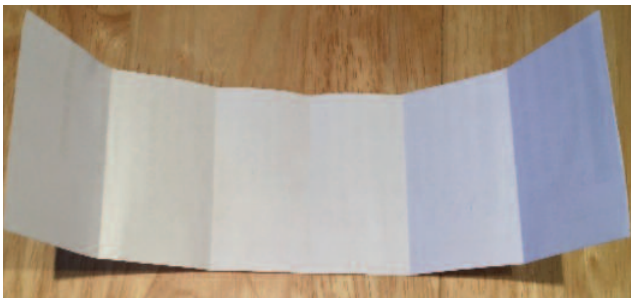
*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a***

### Activité 3 **Le Loto en Ligne – Line Bingo**

*The Cat And Its Artist* explores different colours. Play this game to reinforce colours vocabulary. Use the instructions below to play a game of line bingo.

- **Pliez le papier six fois et dépliez-le** – Fold the paper 6 times and unfold (horizontally)
- **Écrivez six mots et les images** – Write 6 words and pictures
- **Écoutez bien** – listen well
- **Déchirez le mot quand vous l’entendez** – tear off the word when you hear it called
- **Criez: ‘Loto!’** – shout out ‘Lotto!’ (when you got rid of all the pictures)

Please note, you can only tear the pictures from each end.



### Les couleurs



orange



jaune



bleu



vert



rouge



noir



blanc



violet



rose



gris



marron

*With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13*  
*I can listen and show understanding of language from familiar voices and sources. MLAN 1-01c*



## Activité 4 **Snap**

Once pupils have torn the above pictures up, play a game of snap in teams. Pupils can only collect all the cards if they can name what is on the picture. Encourage the pupils to name the colour as they place their card down on the pile.

*I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **MLAN 1-07b***

---

## Activité 5 **Sur ma tête – On my head**

To play this game, pupils should use the cards from line bingo and pupils should work in partners or small groups. Person 1 holds a card above the head of person 2 (so person 2 can't see what is on the card). Person 2 then has 3 guesses to try and find out what card is above his/her head by asking 'C'est + colour?'. The team should reply by saying 'oui, c'est...' or 'non, ce n'est pas...'

*With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03***

---

## Activité 6 **Famous artists**

You could use the PowerPoint link ([http://www.dca.org.uk/assets/general/The\\_cat\\_and\\_its\\_artist.pptx](http://www.dca.org.uk/assets/general/The_cat_and_its_artist.pptx)) to present the artists to your class. Pupils can take notes. The children can then complete the quiz in their cooperative learning groups for example, using their notes (and the printed information if needed).

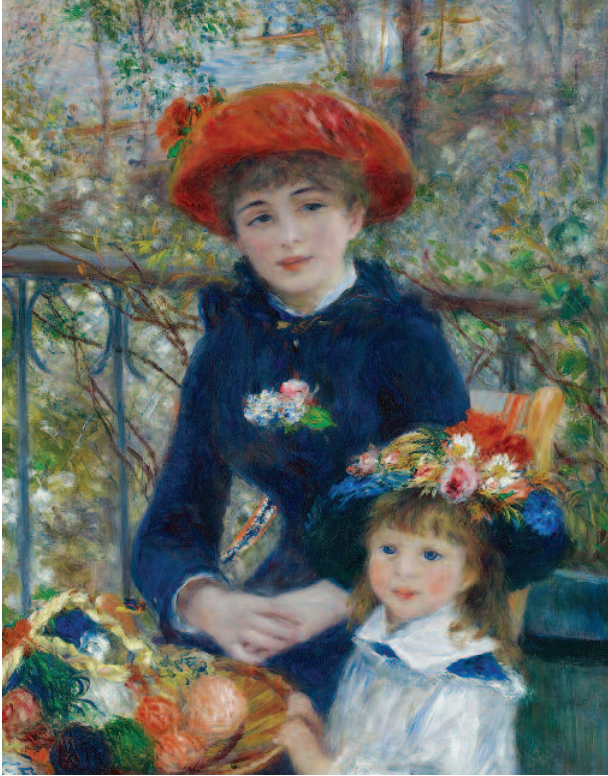
*I can recognise labels and environmental print. I am beginning to organise images and texts. With support, I can sequence images and text to demonstrate my understanding. **MLAN 1-08a***

*I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a***



# Auguste Renoir

Auguste Renoir – a leading painter in the development of impressionist style.  
His paintings are known for their vibrant light and colour.



*Two Sisters*, oil on canvas, 1881



*The Artist's Family*, 1896



- Il s'appelle Auguste Renoir.
- Il est français.
- Il est né à Limoges.
- Il est né le 25 février 1841.



# Claude Monet

Claude Monet – a founder of French impressionism. He liked to paint the French countryside and used a method of painting the same scene many times to capture the changing of light and passing of seasons.



*Coquelicots, La promenade (Poppies), 1873*



*Water Lilies and the Japanese bridge, 1897-9*



- Il s'appelle Claude Monet.
- Il est français.
- Il est né à Paris.
- Il est né le 14 novembre 1840.





# Hervé Di Rosa

Hervé Di Rosa – he brings to life unique characters and his work features in many institutions around the world.



*Di Rosa Massacre, 2010*



*Ballade en Forêt, 2014*



- Il s'appelle Hervé Di Rosa.
- Il est français.
- Il est né à Sète.
- Il est né le 17 décembre 1959.

# Georges Seurat

Georges-Pierre Seurat was a French post-Impressionist painter. He is noted for his innovative use of drawing media and for devising the painting technique known as pointillism.



*A Sunday on La Grande Jatte, 1884*



*The Eiffel Tower, 1889*



- Il s'appelle Georges Seurat.
- Il est français.
- Il est né à Paris.
- Il est né le 2 décembre 1859.





Quiz des artistes – Artists Quiz

1 Who was born on 17th December 1959? .....

2 Who painted 'Two Sisters'?

- a) Auguste Renoir b) Claude Monet c) Georges-Pierre Seurat

3 Where was Claude Monet born? .....

4 Match the following:

Auguste Renoir .....

A



Claude Monet .....

B



Georges Seurat .....

C



Hervé Di Rosa .....

D





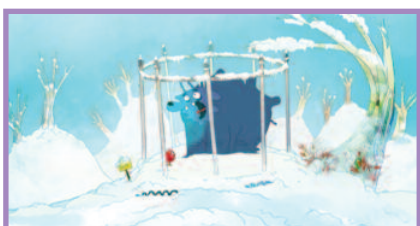
# La cage (In A Cage)

## Activité 1 Associe l'anglais et le français.

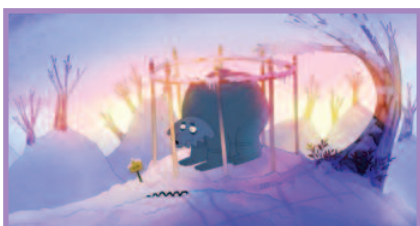
Match up the English and the French.



I am angry. ● ● J'ai froid.



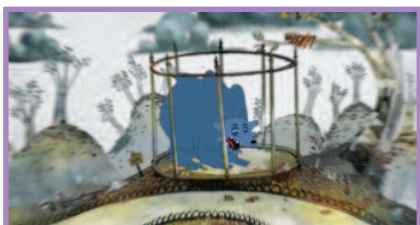
I am cold. ● ● Je suis triste.



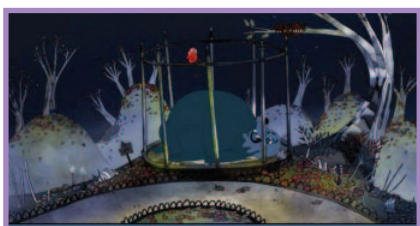
I am sad. ● ● Je suis content.



I am tired. ● ● Je suis en colère.



I am scared. ● ● J'ai peur.



I am happy. ● ● Je suis fatigué.

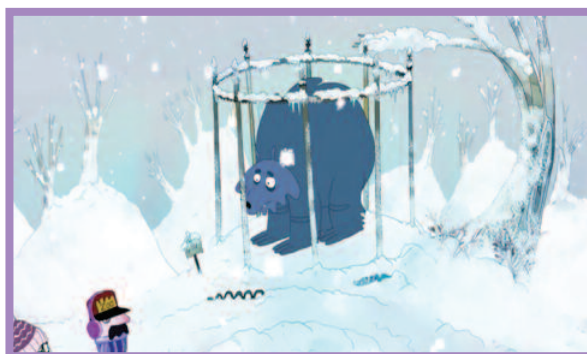
Activité 2 **La météo**

Associe la phrase en français pour chaque image.

*Match up the French sentence for each picture.*



Il neige.  
Il y a des nuages.  
Il y a du brouillard.  
Il pleut.  
Il y a du soleil.

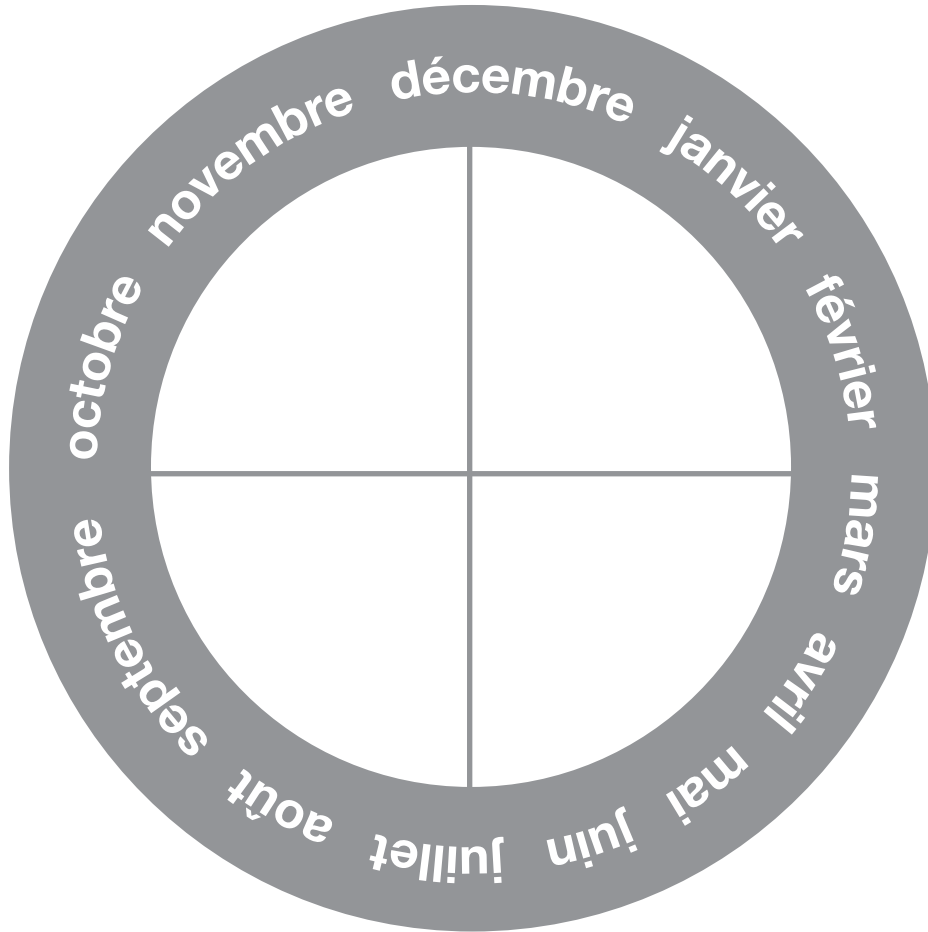


*I can recognise labels and environmental print. I am beginning to organise images and text.*  
**MLAN 1-08a**

Activité 3 **La roue des saisons**

Associe la saison à l'image et positionne-les sur la roue.

Match up the season to the picture and place them on the wheel.

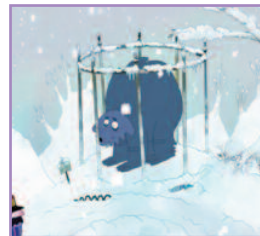


**l'été**

**le printemps**

**l'hiver**

**l'automne**



*I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images, and text to demonstrate my understanding. **MLAN 1-08a***

*I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display using clocks, calendars and other methods. **MNU 0-10a***

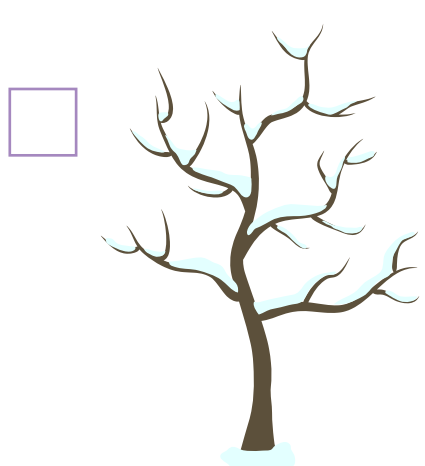
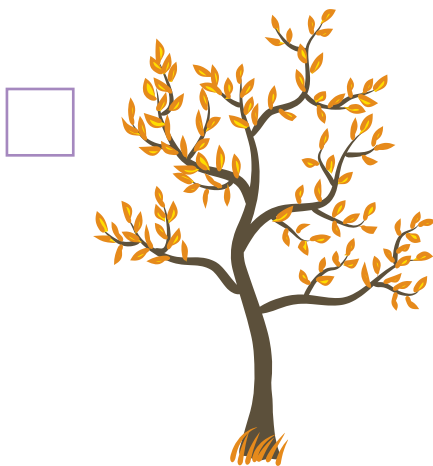
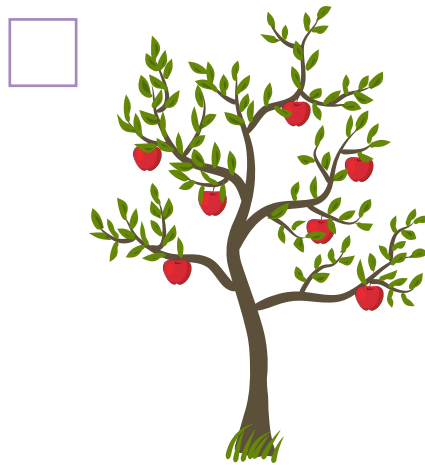
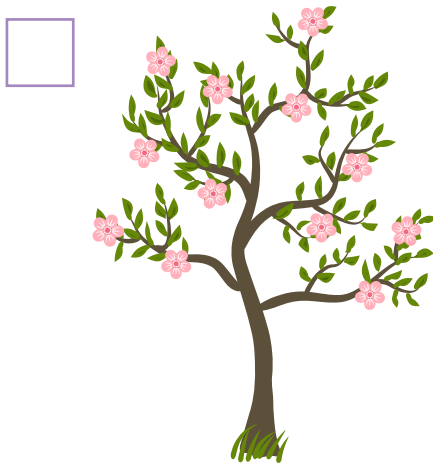


Activité 3 Extension

**Associe la description des arbres avec la bonne saison.**

Match up the description of trees with the correct season.

- 1 Les arbres n'ont pas de feuilles, seulement un peu de neige blanche sur les branches.
- 2 Les arbres ont des feuilles rouges, jaunes, orange et marron qui tombent par terre.
- 3 Les arbres ont beaucoup de feuilles vertes et parfois des fruits.
- 4 Les arbres ont quelques feuilles jaunes ou vertes et parfois aussi des fleurs roses ou blanches.



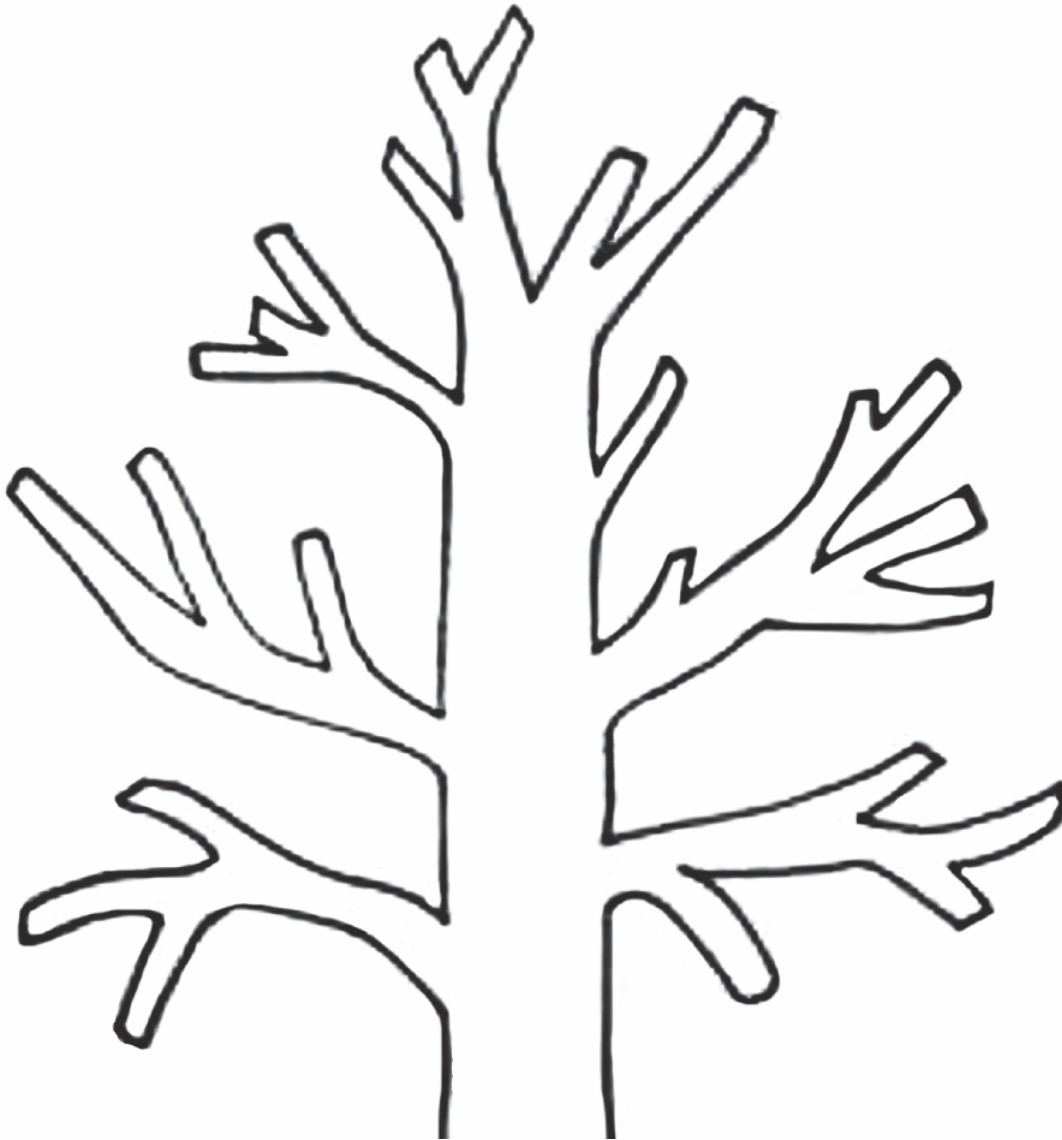
*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b*

Activité 4

## L'arbre des saisons

Using the instructions from the powerpoint presentation, create an artwork, showing how trees change according to the season. Pupils can do all 4 seasons by themselves or can work in groups of 4 and do one season each. The Powerpoint link is:

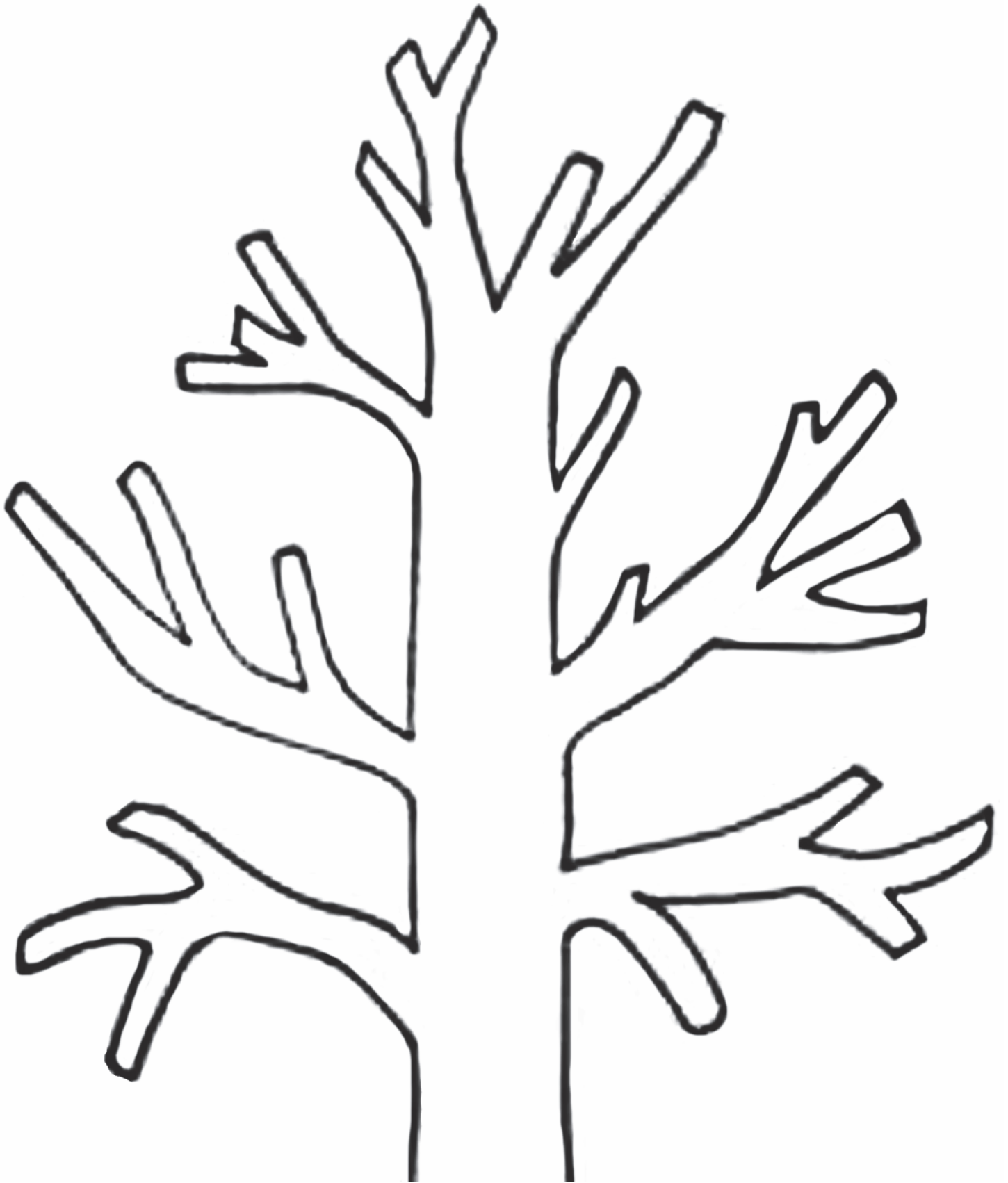
[http://www.dca.org.uk/assets/general/l\\_arbre\\_des\\_saisons.pptx](http://www.dca.org.uk/assets/general/l_arbre_des_saisons.pptx)



*I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b***

*I have observed living things in the environment over time and I am becoming aware of how they depend on each other. **SCI 0-01a***

*I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 1-04a***





# Tiger

## Activité 1 C'est quel numéro?

Associe les mots avec la bonne image.

Match up the words with the correct picture.

Les fraises .....

L'eau .....

Les spaghetti .....

La sauce tomate .....

Les pommes .....

La glace .....

Les carottes .....

Les poires .....

Le chocolat .....

Le jus d'orange .....











Les prunes .....

Le brocoli .....



I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b

## Activité 2 Team window

				
la glace	les pommes	la sauce tomate	l'eau	le jus d'orange
				
le brocoli	le chocolat	les carottes	les spaghetti	les poires

In groups of 4 :

- 1 Person 1 picks up a card and says in French whether they like that item or not.  
E.g: **J'aime les poires.** / **Je n'aime pas les poires.**
- 2 Person 1 asks the others what they think of that item: **Et toi? Tu aimes les poires?**
- 3 Persons 2, 3 and 4 answer: **Oui, j'aime les poires.** / **Non, je n'aime pas les poires.**
- 4 Person 1 counts how many people like that item and write that item in the correct part of the paper.
- 5 Person 2 picks up another card and repeats the process.
- 6 Continue until you have used up all the cards.

*I can participate in a range of collaborative activities. MLAN 1-05b*

1

3

ALL

0

2



### Activité 3 Où est le tigre?

Utilise le lien ci-dessous pour jouer à: 'Où est le tigre?'  
Use the link below to play: 'Where is the tiger?'

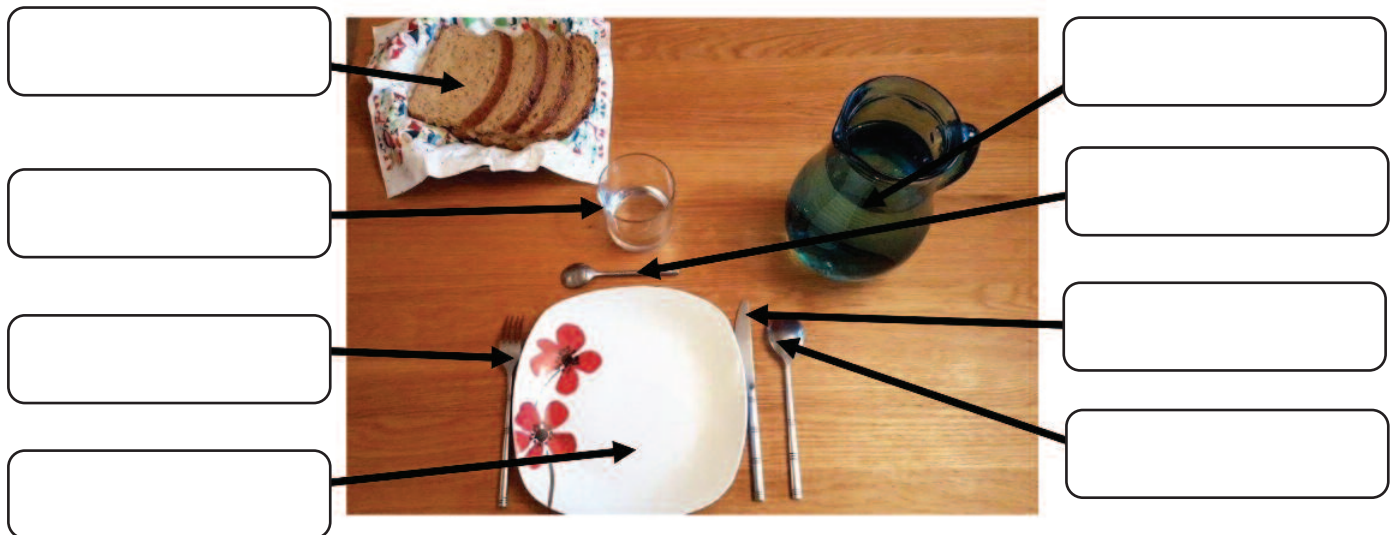
[http://www.dca.org.uk/assets/general/pictures\\_food.pptx](http://www.dca.org.uk/assets/general/pictures_food.pptx)

Players take it in turn to guess where the tiger is by saying which food they think the tiger is behind. E.g: **Le tigre est derrière le brocoli.**

*I can use my knowledge of language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b*

### Activité 4 La table française

Regarde l'image et écris les mots au bon endroit.  
Look at the picture and write the words in the correct place.



Le couteau    L'assiette    La carafe d'eau    Le pain    La petite cuillère  
La fourchette    Le verre    La grande cuillère

*I can recognise labels and environmental print. I am beginning to organise images and text.  
With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a*

#### Pour aller plus loin...

Set up a role play area where you have to set the table the French way, following picture above. You could have the above picture printed and labelled in the area as a checklist.

Try setting up the table the French way at home and take a picture of it.

*Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken. MLAN 1-06*

# Amour Fou

## Activité 1 Quiz about Paris: Kahoot

Using ipads or computers, children will answer a quiz about Paris.

Here's the link: <https://play.kahoot.it/#/k/d67c3fa9-ef84-4100-8d44-1fb99aea9fcd>

Kahoot! is a refreshingly new take on quizzing. Combining game-based learning, ease-of-use and mobile technology, Kahoot! creates an enchanting social experience, leaving everyone totally gripped and absorbed in your content.

You can get a free account at <https://getkahoot.com>

*Through a variety of media, I am developing an awareness of social cultural and geographical aspects of locations in a country where the language I am learning is spoken. MLAN 1-06*

## Activité 2 Poetry: Fill in the gaps

Fill in the gaps using the transports word bank below. Make sure the word rhymes with the friend's name. Use the PowerPoint to listen to the French pronunciation

[http://www.dca.org.uk/assets/general/Les\\_Transports.pptx](http://www.dca.org.uk/assets/general/Les_Transports.pptx)

For example:

Mon ami Alberto, voyage en moto

pieds taxi avion ~~mete~~ train métro  
voiture bateau vélo

### Les Transports

Mon ami Alberto, voyage à **moto**

Mon ami Arthur, voyage en \_\_\_\_\_

Mon ami Simon, voyage en \_\_\_\_\_

Mon ami Alexis, voyage en \_\_\_\_\_

Mon ami Pablo, voyage à \_\_\_\_\_

Mon ami Maturin, voyage en \_\_\_\_\_

Mon ami Toto, voyage en \_\_\_\_\_

Mon ami Pierrot, voyage en \_\_\_\_\_

Mais mon ami Olivier, il voyage à \_\_\_\_\_.

*I explore the patterns and sounds of language through songs and rhymes and show understanding verbally and non-verbally. MLAN 1-01a*

*With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13*

## **Answers**

### Les Transports

Mon ami Alberto, voyage à **moto**

Mon ami Arthur, voyage en **voiture**

Mon ami Simon, voyage en **avion**

Mon ami Alexis, voyage en **taxi**

Mon ami Pablo, voyage à **vélo**

Mon ami Maturin, voyage en **train**

Mon ami Toto, voyage en **bateau**

Mon ami Pierrot, voyage en **métro**

Mais mon ami René, il voyage à **pieds**.



### Activité 3 **Drama activity**

Print out the 4 sites of Paris and display them in different areas of the classroom/gym hall/playground.

Ask the children to go to one site using a specific mode of transport:

- à pied – walking (*children walk to the site*)
- à vélo – cycling (*children pretend to pedal to the site*)
- en voiture – by car (*children pretend to drive to the site*)
- en train – by train (*children say 'tchoo-tchoo' as they walk to the site*)
- en bateau – by boat (*children pretend to row a boat to the site*)
- en avion – by plane (*children pretend to fly to the site*)

The teacher/pupil could give for example, the following instructions:

- 'Allez au Louvre à vélo'
- 'Allez à la Tour Eiffel en avion'

Alternatively, you could use the pictures to play '4 corners'. At the signal, the children will run to a corner. You will need to print another smaller set to pick a corner and eliminate the children who chose this site.

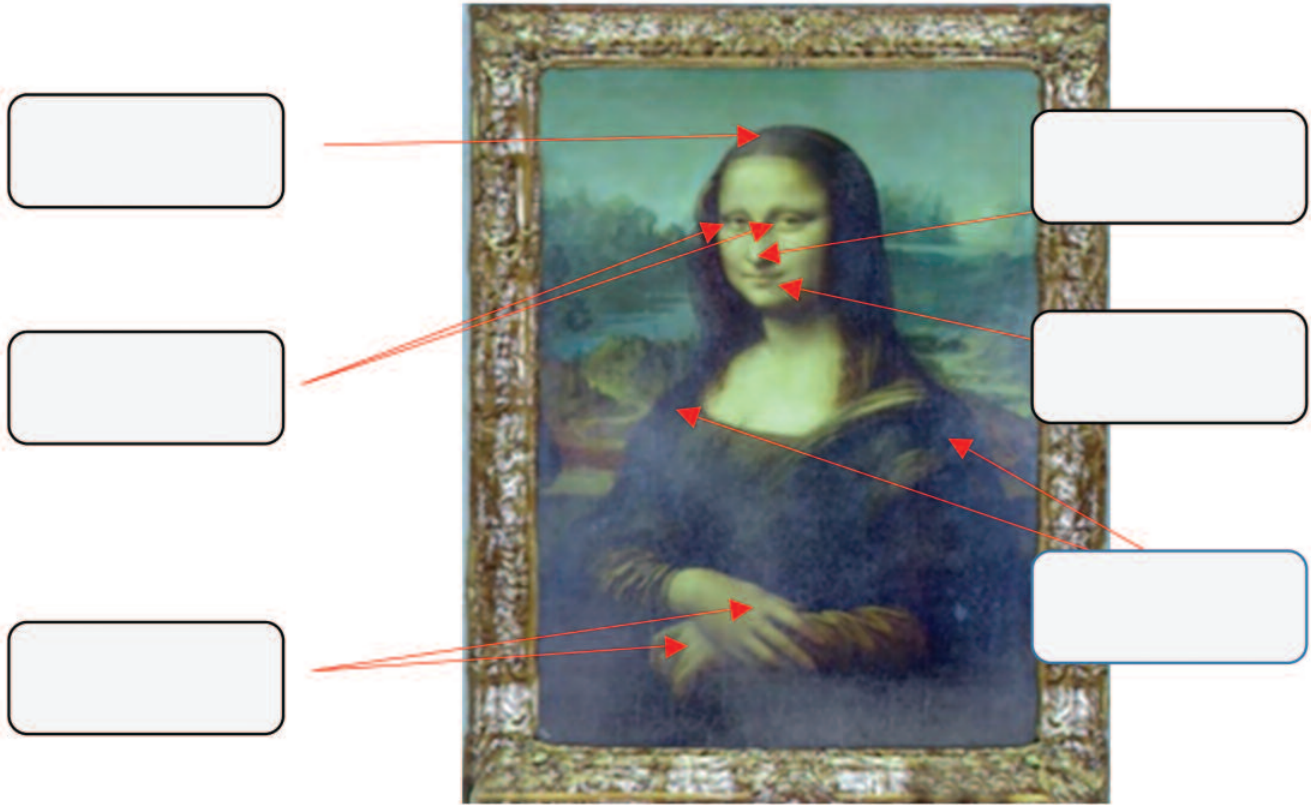
*I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 1-01b*



Activité 4 **Labelling activity**

Using the labels below, cut and paste (or write) the word matching each part of the portrait.

**Mona Lisa – La Joconde**



les mains

les yeux

la bouche

le nez

les épaules

la tête

*I can recognise labels and environmental print. I am beginning to organise images and text.  
With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a*

## Activité 5 **La bataille navale**

Use the PowerPoint to listen to the French pronunciation:

([http://www.dca.org.uk/assets/general/La\\_bataille-navale.pptx](http://www.dca.org.uk/assets/general/La_bataille-navale.pptx))

Players have a map of Paris with 3 monuments on it.

They need to guess where the other 3 monuments are located by calling out the coordinates.

Players take turns in guessing, calling out square coordinates. E.g : 'A3'

The other player then has 2 options :

- 1 There is a monument on that square and he must say 'Oui, c'est ...'
- 2 There is nothing on that square and he must say 'Non'

The six monuments are :

**La cathédrale Notre-Dame**

**La basilique du Sacré-Coeur**

**L'Arc de Triomphe**

**La tour Eiffel (2 cases)**

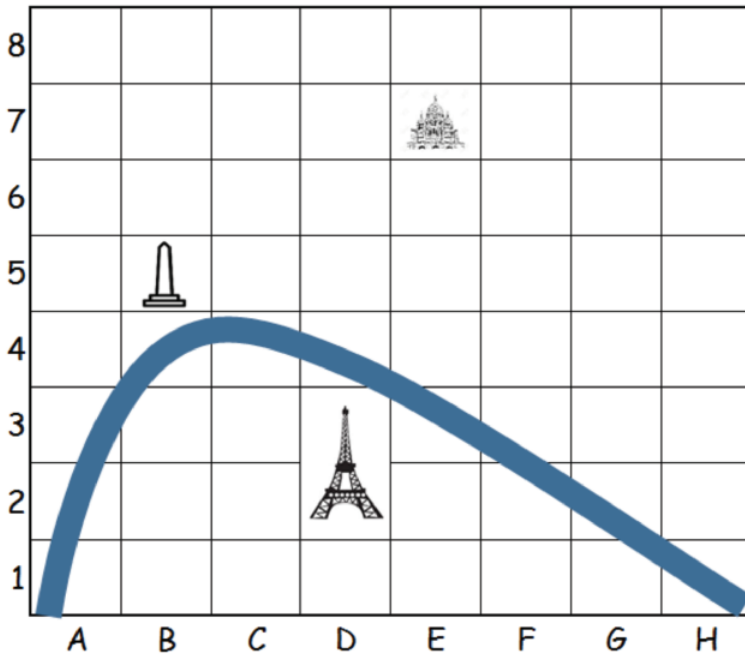
**Le musée du Louvre (2 cases)**

**L'Obélisque**





**Partenaire A**



La cathédrale Notre-Dame



La basilique du Sacré-Coeur



L'Arc de Triomphe



La tour Eiffel (2 cases)



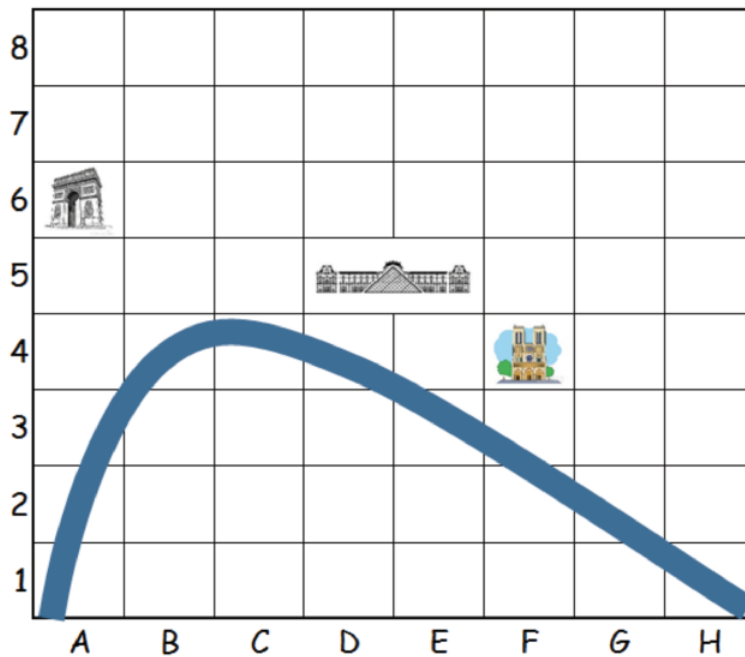
Le musée du Louvre (2 cases)



L'Obélisque



**Partenaire B**



La cathédrale Notre-Dame



La basilique du Sacré-Coeur



L'Arc de Triomphe



La tour Eiffel (2 cases)



Le musée du Louvre (2 cases)



L'Obélisque



---

## 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](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)