

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: La Banda (Love Beats)

Senior Phase

Created by Gordon Mackenzie

Discovery Film Festival: Sat 19 October - Sun 3 November 2019

discoveryfilmfestival.org.uk

DCA²⁰

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES



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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



La Banda (Love Beats)

Dir: Roberto Bueso

Spain 2018 / 1h26m

Spanish with English subtitles

Modern Languages Resources

This pack is aimed at Modern Language teachers for use with S5 and S6 and / or teachers of Media. Modern Languages Resources are on pages 2 to 14, followed by English language versions of the activities for Media students from page 15 onwards.

Synopsis

Edu, a young musician who lives in London, returns for ten days to his hometown in Spain to attend his brother's wedding. The return awakens in him the need to recover everything he left behind: especially his connection with his former flame, Alicia, who is now the girlfriend of his best friend Juanma.

Advisory: There is no violence in the film. However, several characters smoke, there is a great deal of social drinking (including one character drinking to excess and vomiting). There is a brief scene of a theft with no recrimination. Characters swear infrequently (16 F words are in the subtitles through the film), though this is natural language for young people in their 20s. One 25-year-old male character is attempting to woo a girl of 17, though this is presented comically and the girl is very much in control of the situation. The age of consent in Spain is 16.



Activity - Predictions

Allow all to look at the poster and make some predictions. This works best if the class have not read the synopsis above.

Prediction 1: Es una película...

- | | | | |
|-------------------------------------|---|---|------------------------------------|
| <input type="checkbox"/> de comedia | <input type="checkbox"/> de drama | <input type="checkbox"/> de ciencia ficción | <input type="checkbox"/> de terror |
| <input type="checkbox"/> policíaca | <input type="checkbox"/> película romántica | <input type="checkbox"/> musical | |

Los protagonistas son...

- | | | | | |
|---------------------------------------|----------------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> estudiantes | <input type="checkbox"/> músicos | <input type="checkbox"/> trabajadores | <input type="checkbox"/> amigos | <input type="checkbox"/> británicos |
| <input type="checkbox"/> desconocidos | <input type="checkbox"/> jóvenes | <input type="checkbox"/> viejos | <input type="checkbox"/> desempleados | <input type="checkbox"/> españoles |

Los temas de esta película son...

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> la amistad | <input type="checkbox"/> el amor | <input type="checkbox"/> la naturaleza |
| <input type="checkbox"/> el crecimiento | <input type="checkbox"/> la muerte | <input type="checkbox"/> la venganza |

I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. MLAN 3-08a

Activity - Translate



As you can see in the poster, the film was featured at the Festival de Málaga Cine en Español, and also Cinemajove Festival Internacional de Valencia. The Valencian Film Festival highlighted this film, saying:


La película explora la vida en una localidad que podría ser cualquiera de las comunidades de la Comunidad Valenciana...Estoy convencido de que la película se conecta con la parte más emotiva de quienes han tenido esta juventud en un pueblo.

Source: <https://valenciacity.es/actualidad/cinema-jove-estrena-la-opera-prima-del-director-valenciano-roberto-bueso-la-banda/>

Translate the underlined text into English.

I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures.

MLAN 4-11a



Activity - Trailer

In Spanish

Trailer: <https://www.youtube.com/watch?v=81Ux6bzGE8I>

This shows Roberto Bueso introducing the film, followed by the trailer. Watch the video. As you watch, try to note down what you see or hear. Do not worry about trying to catch every word of Spanish! You might note down particularly strong visuals, things that you see happen or settings.

Having watched the trailer, go back to your predictions from the Poster activity. Do you think you have predicted correctly? Would you change anything?

Watch again Roberto Bueso's introduction. He introduces the film (the first 20 seconds of the video). What is special about the actors?

Additional resource

Subtitled-in-Spanish version of the trailer:

https://www.imdb.com/title/tt7973858/videoplayer/vi2866920473?ref_=tt_ov_vi

In English

Watch the trailer again, this time with English subtitles (<https://vimeo.com/335074880>)

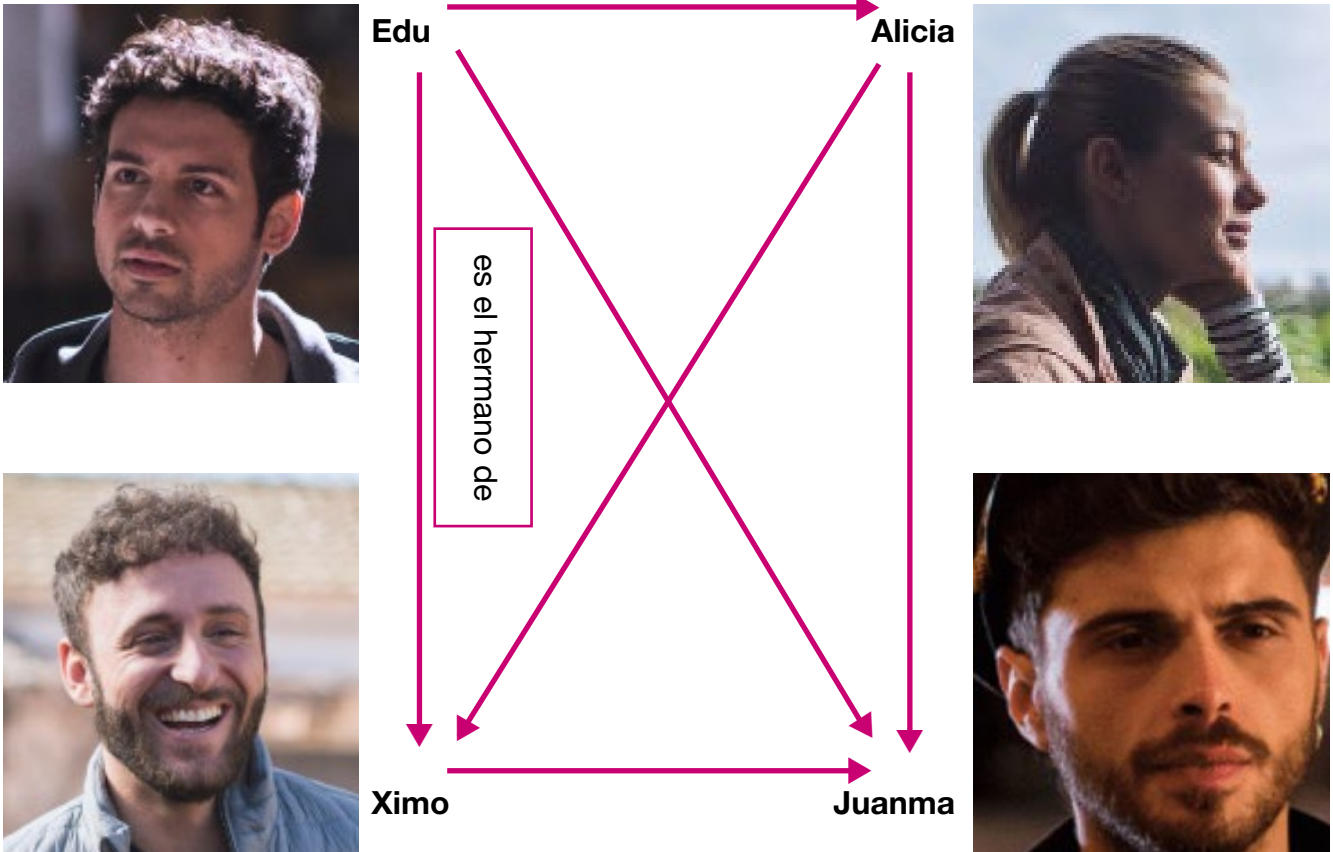
Once you have watched this, check back to when you made notes about the Spanish trailer. Was everything you noted down accurate? Was your summary of the plot from the previous activity similar to what was said in this trailer?

*I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts. **MLAN 4-01a***




Activity - Relationship Web

The main characters are named below. Complete the relationship web by filling in the different relationships between the characters, following the example. Some arrows might need multiple descriptors (e.g. Edu and Alicia).



I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words. MLAN 4-13a



Activity - Interview

Read the interview with Roberto Bueso, the director, and Gonzalo Fernández, the actor who plays Edu.

5 “Yo tenía claro que esto era una historia de iniciación”. Así define de primeras Roberto Bueso su primer largometraje, ‘La Banda’. “Habla de un momento de cambio en el que el protagonista, Edu, necesita volver a su entorno superar algunas cuentas pendientes que le están bloqueando su crecimiento personal, y casi para buscar su lugar en el mundo. Porque cada paso que da a la hora de perseguir sus sueños, le va distanciando de lo que había conformado su mundo hasta entonces”.

El germen de esta historia viene de cuando el propio cineasta estaba estudiando cine en Madrid, alejado de su Valencia natal y sentía cosas similares a las que siente su personaje. A la hora de querer explicarlo todo fue reuniendo una serie de escritos, y finalmente tenía una historia que había que contarse.

10 En su proyecto de final de carrera, el cortometraje ‘La noche de las Ponchongas’ le salió bien coger a chavales que nunca habían actuado con actores profesionales. “Me gustó mucho esa mezcla y quedó muy natural. Se pareció mucho a lo que quería. Aquí conseguí convencer a los productores de que esa era la vía, que había que contar una historia con una realidad muy concreta de Valencia, los chicos tenían que pertenecer a ella, yo quería que fueran músicos también, hicimos un casting inmenso e hicimos muchas entrevistas”.

15 Gonzalo Fernández, el encargado de dar vida a Edu, es músico, pero tampoco profesional. Es óptico y fue el elegido para dar vida a este chaval que se encuentra en un momento de bloqueo. La experiencia en la actuación ha sido maravillosa, tanto que si tiene que escoger entre la música, la óptica o la actuación, elige sin dudar la última. “Sobre todo si fuese como lo que se ha vivido en esta”. Reconoce que está difícil, pero quiere seguir probando.

20 Le llegó la noticia pensando que era para extras. En el proceso de selección, Roberto hizo todo de forma muy sutil. Pasó varias pruebas y sobre todo hablaron mucho de los personajes y del background del protagonista.

25 Había que captar una esencia que fuera implícita. Y así se dio con el cuarteto protagonista, unos chicos valencianos y que su procedencia les hace conocer lo de las bandas, “algo muy intrínseco en cada pueblo”, matiza Gonzalo, el encargado de dar vida a Edu. “Yo soy de un pueblo de 1400 habitantes y la gente está muy ligada al tema de las músicas. Por ejemplo, Xavi Giner, que da vida a Farinós, es de un pueblo de 400 habitantes y tiene dos bandas. Hay tópicos en la película por los que se pasa muy encima, pero ahí están”.

30 La historia local tuvo una acogida muy cálida ante el público en el pasado Festival de Málaga, donde competía en la Sección Oficial. “Habla de algo universal en un punto muy local, eso es algo bueno. Al fin y al cabo los americanos lo hacen constantemente”, afirma Bueso.

Interview taken from fotogramas.es

1. Re-read lines 1 to 5. Roberto Bueso talks about how Edu needs to return to his home town. Why does he need to do this? (2)
2. Re-read lines 6 to 8. How did the story for La Banda come about? (2)
3. Re-read lines 9 to 14. How did Bueso go about finding actors for his new film? Who in particular was he looking for? (2)
4. Re-read lines 15 to 19. Gonzalo Fernández is asked to choose between three aspects of his life. What are those three things, and what would he choose as his top priority? (2)
5. Re-read lines 23 to 28. What are we told about where Xavi Giner is from? (2)
6. Translate the underlined section into English.

I can select and read for interest and enjoyment a range of more detailed texts containing complex language, including imaginative accounts, both prose and poetry, which use familiar and unfamiliar language and may have had some adaptation. **MLAN 4-10a**



Activity - Writing based on the film

Below are some suggested topics that could provide inspiration for a short piece of writing in Spanish. These could be used to create the National 5 or Higher Writing Assignment.

National 5 - A Cinema Review

Write 120–200 words in Spanish. You take part in an outing with your school to see a foreign film, *La Banda*. You are asked to give a brief account of the film in Spanish.

You could mention:

- An overview of the plot
- Your opinion of the film
- The themes of the film
- Whether you would recommend this film to others
- A description of one of the main characters

Higher

Roberto Bueso's film *La Banda* is a realistic depiction of friendships.

You could mention the different friendships within the film and discuss the importance of friends and what they mean to you. You could also set out the advantages and disadvantages of different relationships. You could mention whether friends are reliable and compare the friendships visible in the film to your own friendships.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.

Reading a book is better than watching a film. Do you agree?

Write about a book that you have read and a film that you have watched in class. Which did you prefer and why? What differences were there between them? You could discuss how each plot developed and describe the main characters. You could also mention if it is better to see things on screen or imagine them from a book.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.

The best way to learn about a culture is to watch film and TV from that country.

You have just seen Roberto Bueso's *La Banda* and will have opportunities to watch other foreign films in class. What do you think the main benefits are of watching these and why? Can you learn as much about a language and culture from textbooks? You could discuss what the advantages and disadvantages of each are.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.

You should follow your heart and not your head.

Using Roberto Bueso's *La Banda* as an example, you could discuss whether you should follow a career path that you love, or whether you should follow a career that is more likely to lead to monetary success. You could discuss whether money can buy happiness, or whether happiness is the most important factor. You could also discuss the risks and rewards of working abroad.

Write 200–250 words in Spanish to express your ideas and opinions. Give reasons for your opinions and draw any appropriate conclusions.

I can write about experiences, feelings and opinions and can offer reasons for having those opinions.

MLAN 4-13b

I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. **MLAN 4-14a**



Useful references/resources

Review of La Banda in CineMaltido:

<https://www.cinemaldito.com/la-banda-roberto-bueso/>

Interview with director Roberto Bueso in El Cultural:

<https://elcultural.com/roberto-bueso-queria-contar-una-historia-convencional-con-sencillez-y-magia>

Review in El País:

https://elpais.com/cultura/2019/06/19/actualidad/1560961949_775043.html



Love Beats (La Banda)

Dir: Roberto Bueso

Spain 2018 / 1h26m

Spanish with English subtitles

Media Resources

This pack is aimed at Modern Language teachers for use with S5 and S6 and / or teachers of Media. Modern Languages Resources are on pages 2 to 14, followed by English language versions of the activities for Media students from page 15 onwards.

Level: Higher and National 5 Media. As part of the new exam, N5 and Higher students are expected to analyse an unseen poster, advert or front page of newspaper/magazine. The analysing poster task will prepare them for this. If a pupil's final product for their Assignment is to create a poster then this can also be included in their research and planning section.

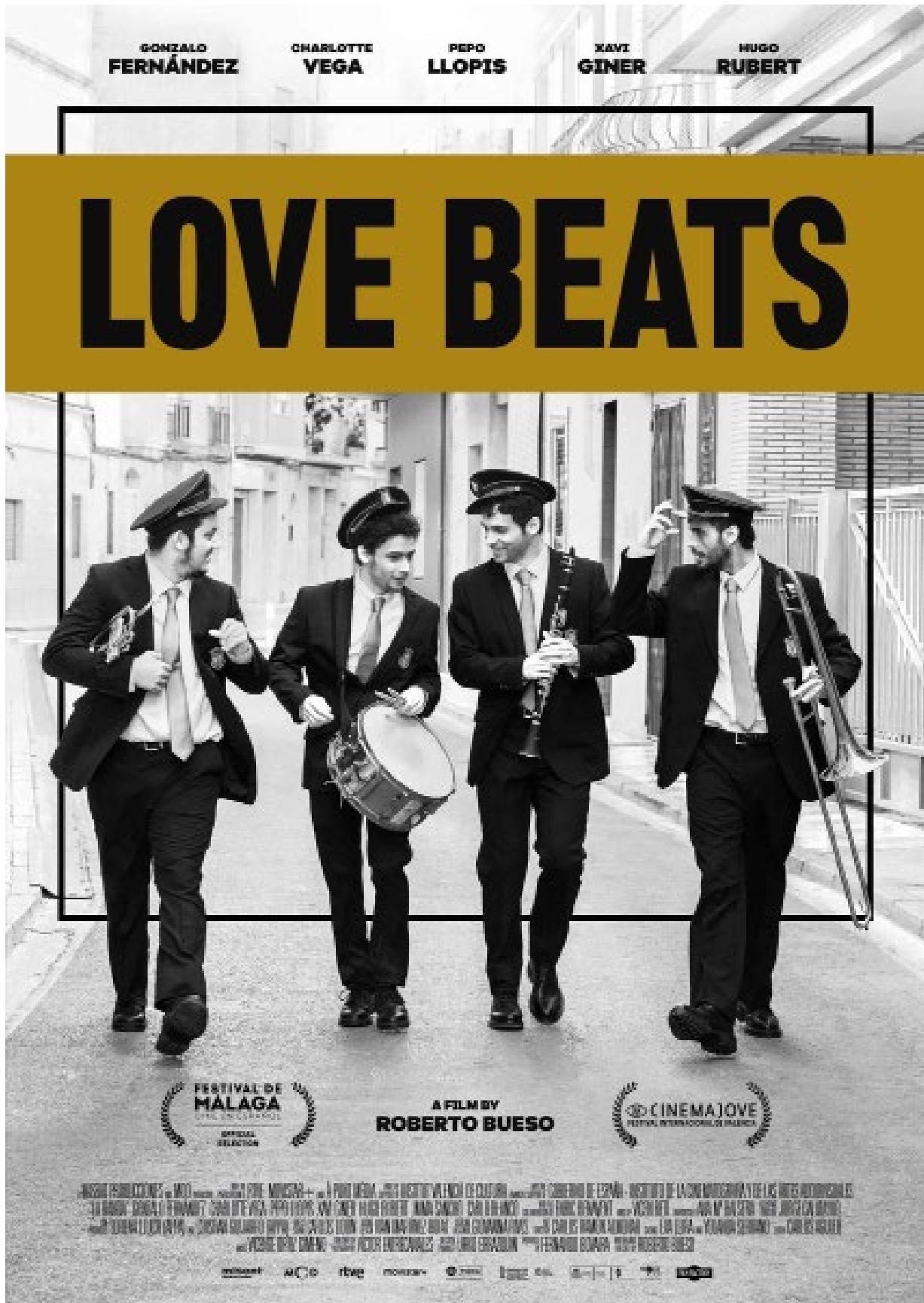
Synopsis

Edu, a young musician who lives in London, returns for ten days to his hometown in Spain to attend his brother's wedding. The return awakens in him the need to recover everything he left behind: especially his connection with his former flame, Alicia, who is now the girlfriend of his best friend Juanma.

Advisory: There is no violence in the film. However, several characters smoke, there is a great deal of social drinking (including one character drinking to excess and vomiting). There is a brief scene of a theft with no recrimination. Characters swear infrequently (16 F words are in the subtitles through the film), though this is natural language for young people in their 20s. One 25-year-old male character is attempting to woo a girl of 17, though this is presented comically and the girl is very much in control of the situation. The age of consent in Spain is 16.

Before watching the film

The Poster





Activity – Predictions

Allow all to look at the poster and make some predictions. This works best if the class have not read the synopsis above.

Prediction 1: What genre of film do you think Love Beats is going to be?

Prediction 2: How would you describe the main characters? Age, school pupils, students, have jobs?

Prediction 3: What themes do you think this film might have?

Activity – Poster Effectiveness

In pairs think who the target audience is and what the purpose of the poster is. It should be established that most posters are used to promote the film and persuade audiences to go and see the film. The target audience must be justified with evidence from the poster. How has the creator of the poster achieved their purpose?

Activity – Trailer

Watch the trailer with English subtitles: <https://vimeo.com/335074880>

As you watch, try to note down a what you see or hear. Do not worry about trying to catch every word of subtitles! You might note down particularly strong visuals, things that you see happen or settings.

Return to your earlier predictions. Do these match up to what you have seen?

Compare and contrast the trailer and the poster. Which is more effective at selling the film to you?

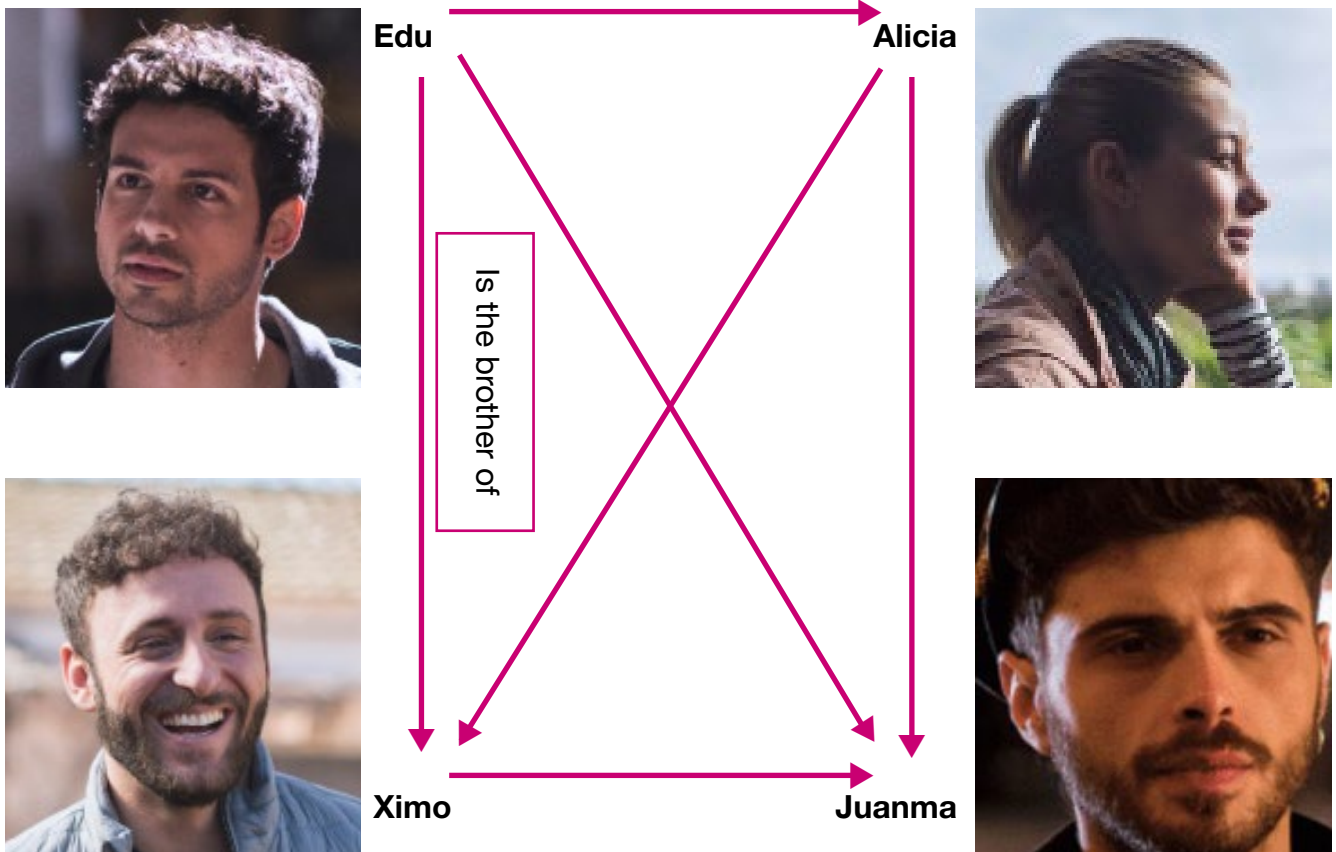
Which would make you personally more likely to see the film? Justify your answer.

.....

After watching the film

Activity - Relationship Web

The main characters are named below. Complete the relationship web by filling in the different relationships between the characters, following the example. Some lines might need multiple links!





Activity - Writing based on the film

Below are some suggested topics that could provide inspiration for a short piece of reflective writing.

Roberto Bueso's film *La Banda* is a realistic depiction of friendships.

You could mention the different friendships within the film and discuss the importance of friends and what they mean to you. You could compare the friendships visible in the film to your own friendships. You could also discuss whether you think the friendships in *La Banda* are realistic or not.

Reading a book is better than watching a film. Do you agree?

Write about a book that you have read and a film that you have watched in class. Which did you prefer and why? What differences were there between them? You could discuss how each plot developed and describe the main characters. You could also mention if it is better to see things on screen or imagine them from a book. Use *La Banda* as the film – the choice of book is up to you.

The best way to learn about a culture is to watch film and TV from that country.

You have just seen Roberto Bueso's *La Banda*, a foreign language film subtitled in English. What do you think the main benefits are of watching these and why? Can you learn as much about a language and culture from textbooks? You could discuss what the advantages and disadvantages of each are.

You should follow your heart and not your head.

Using Roberto Bueso's *La Banda* as an example, you could discuss whether you should follow a career path that you love, or whether you should follow a career that is more likely to lead to monetary success. You could discuss whether money can buy happiness, or whether happiness is the most important factor. You could also discuss the risks and rewards of working abroad.



Activity - Soundtrack

The film's music was composed by Vicente Ortiz Gimeno. Two of his tracks can be found here:

Tornar a casa de Vicente Ortiz Gimeno:

<https://soundcloud.com/vicenteortizgimeno/tornaracasa>

Cristina Pastor de Vicente Ortiz Gimeno:

https://www.youtube.com/watch?v=_9H1iZVtcVg

Listen to the two pieces of music. Can you work out when in the film these could have been used?

Listen again to the two pieces of music and write a few short sentences to describe how each track makes you feel. Having done this, write a short paragraph comparing how effective the two pieces of music are; whether you like them; and how strongly they manage to convey emotions.

Activity - Film Review Summary

FilmDreams.net (<http://www.filmdreams.net/2019/06/la-banda-2019.html>) summarised their review of *La Banda* with a “Best and Worst”, that looks like this:

THE BEST: The Good feeling you get from the film and the scenes with all 4 band members

THE WORST: This film is set in Valencia; it's hard to see if people from other places will enjoy it

Come up with your own “best and worst” to describe your reactions to having watched *La Banda*.



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