

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts for Middle Ones 2017**

First and Second Level

Created by Caroline Gordon, Germain Julien, Joy Christie, Lindsey Law and Sheena Lusby

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

DCA

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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.

We do hope that you find this useful and enjoy your cinema experience with us,

Discovery Film Festival team

Shorts for Middle Ones 2017

In this package of short films you'll discover a chameleon in the Underground, polar bears walking across the ice floes of the far North, an artistic cat, and two daring heists with varying degrees of success. For seven of the films we have some great resources, background information and a series of class activities for both before and after your film experience.



Alike

Directed by Daniel Martinez Lara and Rafa Cano Méndez

Spain 2015 / 8 mins

Activities created by Joy Christie

Synopsis

In the daily routine of work and school, Copi tries his best to make his son, Paste, understand what is right and wrong in life. But Paste sees the world in a different light and teaches his father the importance of being creative and unique whilst listening to what your heart is telling you.

Underlying themes

Happiness, love, parental relationships, alienation, dehumanization, society, rules, struggle, systems and the power of music

Before the film

Look at the poster advertising the film below, with the name blanked out. In groups discuss what the short could be about and come up with a title, justifying your reasons for it.

Reveal the real name of the film and promote further discussion.



Watch the trailer at <https://www.youtube.com/watch?v=uSJ6oLxNNr0>

Encourage the children to make predictions about what they have watched.

- **What kind of film do we think this is? Funny/sad/action/scary/romance?**
- **What do we think about the characters we have seen?**
- **Where do you think the film is set?**

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

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



After the film

Activity 1 **Reading the film through colour**

The film has no dialogue yet its plot is very powerful. This is helped by the clever use of colour in the film.

Split your class into colour tables (eg, greys, reds, blues etc) and watch the film again, each group noting down the content in the film of varying colours.

You can watch the whole film again here: <https://www.youtube.com/watch?v=kQjtK32mGJQ>

Once notes have been taken discuss the following:

- Which colour is used the most and what things does it represent?
- Why was this colour appropriate?
- What colours are used to change the mood of the film?
- What feelings do they represent?
- Which colours are important to make certain characters stand out? Do you agree with the colours chosen or could this have been done differently?

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 2 **Summarising**

Ask the pupils to reduce the film to the five/six main parts that need to be in the story. These can be laid out in storyboard format or under headings in a jotter.

Rewrite the storyboard once planned and take a new paragraph for every change of scene.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a***

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a***

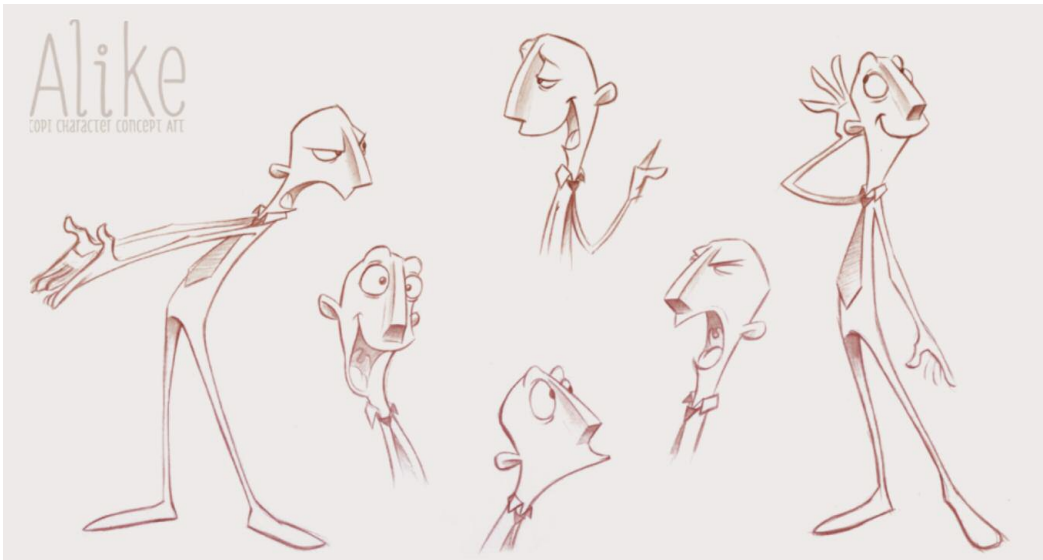
Activity 3 **Bringing the characters to life**

Visit the site to see behind the scenes previews at some of the background work for *Alike*.!

<http://alike-short.blogspot.co.uk/p/artwork.html>

Explain the names of the two main characters, Copi (dad) and Paste (son). Discuss possible reasons behind these names. How does this deepen your understanding of the film?

Look carefully at the sketches of the characters below:



You can see similar characters in these shots from a previous film by the same director called *Changes*.



After discussing these characters and their similarities and differences try sketching one.

Using plasticene try making a model of a similar character. Using an iPad and iMotion app create a scene for your character, moving them bit by bit to create a short film. Be adventurous, remembering the importance of colour in the film and the message it was trying to create.

Use this video to help you if you haven't used iMotion before:

<https://www.youtube.com/watch?v=BHjbEGe6E9I>

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a

Activity 4 **Through the characters' eyes**

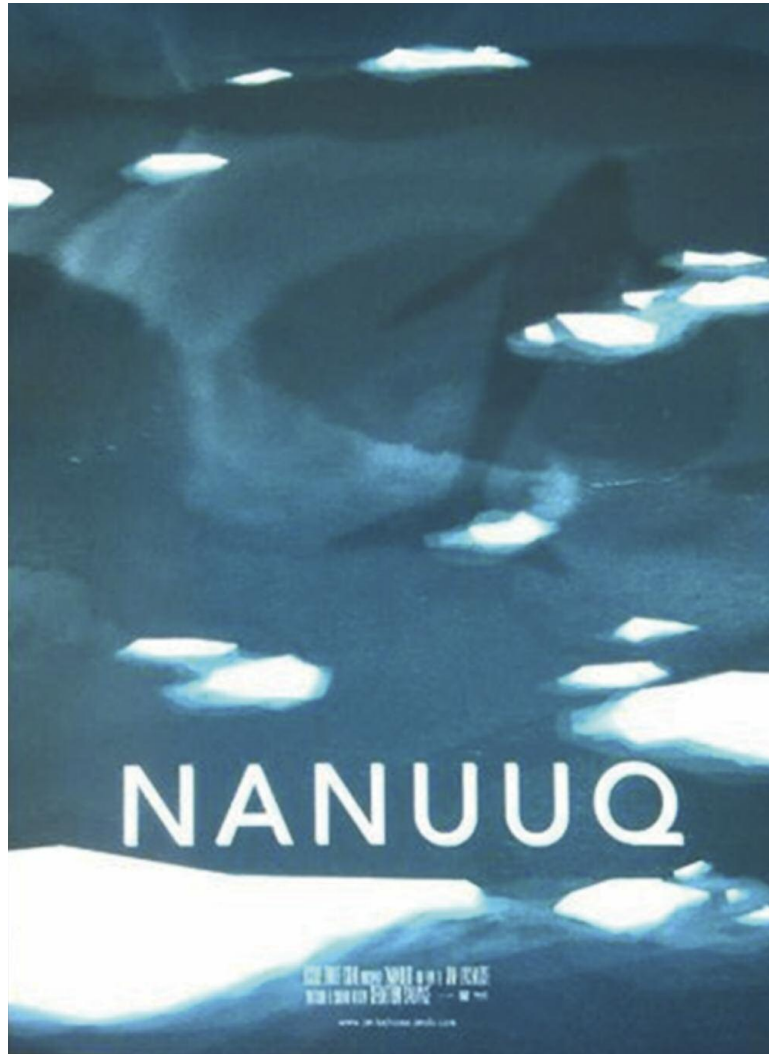
Use the resource cards provided with your class. Paste and his father Copi may live in the same house but their view of life is very different at the start of the film.

Split the class into small groups of 3 or 4. Using the resource cards, ask each group to sort the statements into Paste's thoughts and his dad's thoughts. Then sort each pile into a diamond nine pattern, with what you think the characters' strongest feelings are at the top, and the least strongest at the bottom.

Look at other groups. Is there a consensus? This is an excellent way to generate good quality group discussion.

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 wish he would hurry up in the morning	I want to play the violin	I wish he'd play with me
I'm so tired	Why doesn't he just do what he's told?	I feel like I'm a disappointment
Nobody likes what I do	Nobody appreciates me	I wish I was brave enough to perform like him
Everyone looks so sad	There's no time for fun in this life	It's a busy life and we just have to keep working hard
I wish he would talk to me – really talk	Look at that man playing the violin – how silly!	I will never succeed
I enjoy giving a hug	Let's do exciting things that make us laugh	We have to follow the rules or we will stand out and be different



Nanuuq

Directed by Jim Lachasse
France 2016 / 3m30s

Activities created by Lindsey Law

Nanuuq ('Polar Bear' in Inuit language) is an animation by a student from Ecole Emil Cohl, Lyon France, as part of his animation course. It was selected to be shown at the Toronto International Film Festival (TIFF) in 2016. The film is hosted on the Ian Somerhalder Foundation site which deals with environmental issues.

Synopsis

This deceptively simple animation carries a powerful message about the world in which we currently live. It has no dialogue but relies on imagery to share the story. It follows a female polar bear and her cub on a journey across the Arctic.



Health and Wellbeing

Before the film

It is better not to see the film until entering the cinema in order to experience the full impact. However, pupils are advised and recommended that they both watch and listen with the greatest of care so that they can answer the discussion points after the film.

After the film

It is possible to watch the film again on <https://vimeo.com/172386207>. This will refresh the memory and enable the pupils to see elements they may have missed on first viewing.

Discussion points

- What is the director and film's creator trying to tell us?
- What warning is being given?
- In the film itself, what sounds can be heard?
- What do some of the sounds tell us? E.g. creaking, slushy snow, ice crashing down?
- What creatures do we see in addition to the polar bears?

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

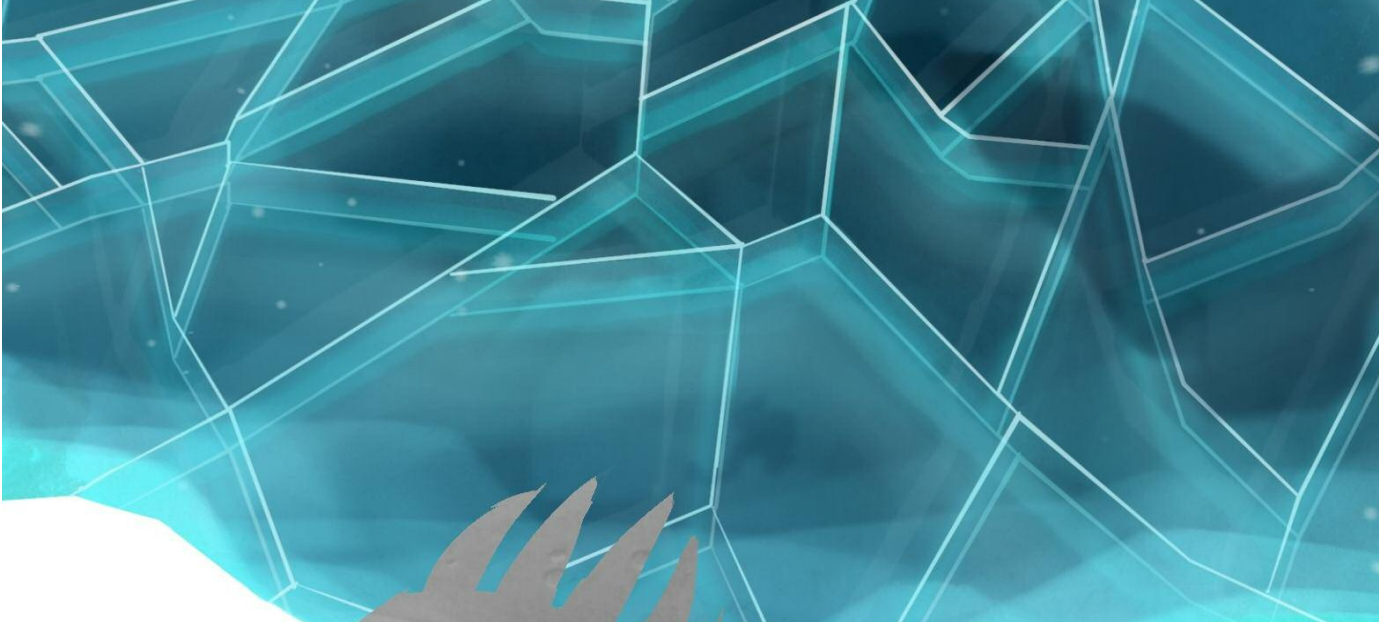
I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

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

In one part of the film the artist changed his viewing point or perspective. He shows the polar bear as seen by the whale, and then the whale as seen by the polar bear.

How did he show the thin ice through which each could be seen?

Did you think this was effective? Can you suggest other ways to do this?



Why did the artist choose the colours he did? He used what is called a limited palette.

Was this a good idea? Did it help to tell his story?

How did the sounds and music contribute to the film? Did this help in expressing the sounds and sensations of the Arctic?

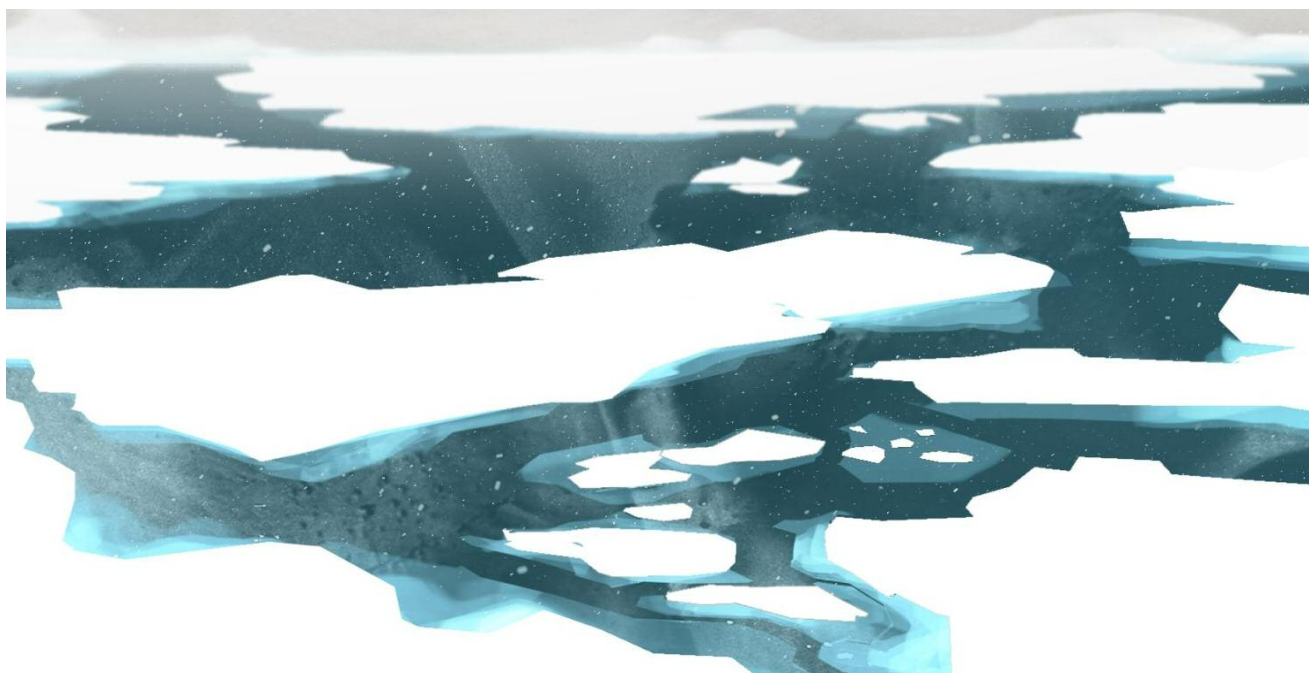
The artist himself said that he chose animation because it was like 'moving drawing'. He also stated he 'likes backgrounds and huge landscapes'. He describes himself as fascinated by ice floes, frozen lakes and bears in general. These interests have influenced his decision to use these in his film.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a / EXA 1-18a / EXA 2-18a

The Director /Artist chose to highlight the concerns of what is happening in the Arctic.



Are there specific environmental concerns which the pupils may wish to draw attention to?

Pupils may wish to discuss their influences and preferences and how this could be use to make a short film clip.

Activity

The pupils could devise a stop frame animation using the techniques in the film using images and collage. The materials themselves may dictate the content of the animation. Details of the technique can be found at jonasandthesea.com in the 'Making of' section. The pupils will need to do a story board prior to filming. This can be done in a number of ways. One method is to make a folded concertina book and, using collage or other techniques, create a story sequence. Ideas can be found on artfulparent.com which demonstrates watercolour painting over tissue paper.

Another website called createmixedmedia.com has Creating A Visual Timeline of You / An Accordion Book and Using Ephemera as a Collage layer.

For more information on I Can Animate2 see <http://www.kudlian.net>

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b / TCH 2-04b**

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 2-2a**

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-2a**

I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08b**

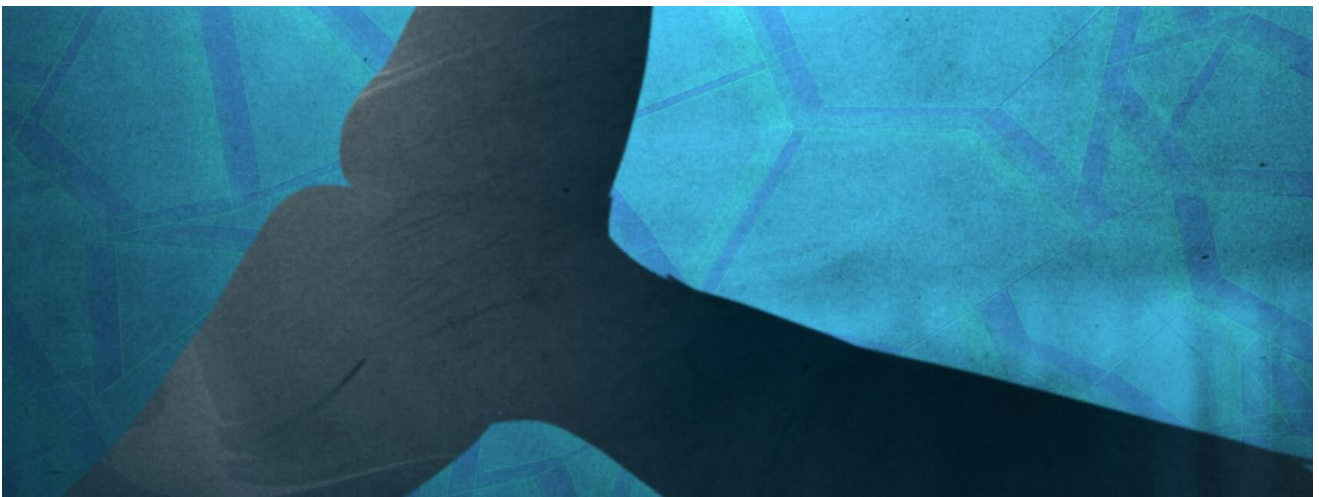
Additional Information

A site which encourages pupils to re-use and recycle can be found at

<https://www.recyclenow.com/recycling-knowledge/getting-started/recycling-at-school>

Another valuable site for detailed information about the polar bear is

<https://www.worldwildlife.org>species>





Amour Fou

Directed by Florian Werzinski

Germany 2015 / 4mins

Activities created by Caroline Gordon

Teacher Resource For First Level 8yrs +

CFE Literacy/English/Art and Design

Winner of the “Short Tiger” award in 2016, *Amour Fou* is a slightly eccentric animation from filmmaker Florian Werzinski. The film has a strong visual appeal, providing a whistle-stop tour of a number of Parisian landmarks. A contrast between the chaos of a ‘big getaway’ set against a still and silent Parisian backdrop... Enjoy!

Synopsis

The Mona Lisa is stolen from the Louvre by a fan madly in love with the painting. Told from the thief’s perspective, the audience goes on a thrilling ride with him as he tries to escape the police chasing him throughout the city of Paris.

Before the film

Despite the visual and amusing presentation of this film, some challenging themes for discussion are offered.

Watch the trailer here: <https://www.youtube.com/watch?v=6Yn-OmtJO8U>

In advance of going to watch the full film, discuss the following with pupils:

- **Film action:**

Making predictions; will the main character be successful in his quest to get away with the Mona Lisa? What do you think are his intentions with the painting?

Record these thoughts and predictions.

- **Film setting:**

Paris is one of the busiest and most visited cities in the world, but is very silent and still in this film. Ask pupils to comment on the film setting; have they visited Paris before or any big city?

Record these thoughts.

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a





After the film

Discussion questions

- Reflect on the predictions given in advance of the film. What was shocking, surprising about the film outcome? Was this the same or different to the predictions?
- Discuss the setting of the film, why is this important to the film story?
- What does a big city sound and look like? What do pupils notice about the presentation of the city in this film? Why has the filmmaker chosen to present Paris like this? What impact does this have on the audience?

*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***

Expressive Arts (Art)

Wonderful views of Paris are displayed in this film; flying underneath and overhead a variety of iconic Parisian buildings. This sets the scene for discussion and work around perspective and 3D drawings to help bring images to life.

Task: Recreate a scene from the film, develop your own ending or make your own version of the animation by sketching, junk modelling or painting your own Parisian landmarks or streets giving consideration to the artistic features in the list below. Encourage pupils to relate discussion to their observations from the film.

- Colour
- Tone
- Shading
- Form

In which ways would the appearance and atmosphere of the film have been different if for example, the colours used were brighter?

Include technology to enhance this activity by taking photo stills of art work produced to write up a story board. If possible, explore apps to bring animations to life such as Skitch, iMovie or Spark Video.

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a***

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a***

*I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a***

*I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a***



Health and Wellbeing

Circle time or the cooperative learning task below would support discussion around some of the deeper themes presented in the film.

- What is the difference between a need and a want?
- What is an acceptable length to go to, to get the thing you want?

(Encourage pupils to share personal stories relating to these points.)

Task: Make a list of things that may be classed as a need and those that would be deemed a want.

Task: The film is presented from the thief's perspective; *how will he be feeling after the event?*

Create a life-sized drawing of the main character from the film. As a whole class, brainstorm word and phrases encouraging pupils to write or record these thoughts inside this drawing of the thief. Keep the focus at this point solely on the thief's perspective, how does he feel? What does he think of his actions?

Cooperative Task: Encourage pupils (in smaller groups) to chat about the film event, but this time from the perspective of others, including themselves. What is the impact of the thief's actions on others/the rest of the world? Is the main character thinking of others at any point during the story?

Use the 'Continuous Story' format below to retell the sequence of events around the theft from the perspective of a journalist or someone retelling the event to a friend etc.

"CONTINUOUS STORY The rules are simple. One person creates a story line and everybody in turn adds a few sentences until the story is complete or everybody gets tired."

The above activity and other additional cooperative learning games can be found here:

<http://www.learningforlife.org/exploring/resources/99-720/x08.pdf>

Task: If pupils could have a (restorative) conversation with the thief after the event, what questions would pupils ask of him?

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 1-09a**

I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-16a / ENG 0-17a**

Modern Languages (French)

Use the setting of the film as a stimulus for learning about some French language and culture facts to support your teaching on L2 French in line with 1+2 language learning.

Petit Quiz:

Q: French is the official language spoken in how many countries?

A: 29

Q: Can you name some French speaking countries?

A: Switzerland, Canada, Gabon, Egypt, Morocco.

(Did you know there is a French speaking area in India? This is called Puducherry)

Q: What is the capital of France, Switzerland or another French speaking country mentioned above?

A: Paris – France Geneva – Switzerland
Quebec – Canada Libreville – Gabon
Cairo – Egypt Rabat – Morocco

Task: Play a memory game to recall some of the landmarks in the film and revise some familiar language.

Additional Resources: PowerLanguage Platform <http://plplatform.net/french/extra-resource/paris>

Dans – in Il y a – there is/are

The first pupil will begin... “Dans Paris, il y a la tour Eiffel”

The next pupil will continue with ... “Dans Paris, il y la tour Eiffel et la Notre Dame”

Each pupil will recall and build on the information given by previous pupils. This may work best in smaller groups.

Additional resource: Enjoy a poem linked to Paris by Paul Éluard

<https://www.youtube.com/watch?v=oNieqs36c3A>

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**

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

I have experienced a variety of simple texts, which may have been adapted for young learners. **MLAN 1-10a**



Darrel

Directed by Marc Briones and Alan Carabantes

Spain 2016 / 3m30s

Activities created by Sheena Lusby

Synopsis

'Looks speak louder than words'. Darrel the green chameleon feels comfortable sitting alone in the metro eating flies. However he soon discovers another chameleon (red) has chosen the other end of the bench where she is quietly reading a book. They notice each other and exchange glances, but both react shyly. The red chameleon blushes and looks cautiously interested whereas Darrel, who is possibly also interested, is overcome with embarrassment. He changes, as chameleons do, and blends into the metro walls. Have they missed the opportunity to be friends?

Activity 1

Select appropriate words to describe how each chameleon is responding during the short animation. Using Appendix 1 write these words on the lines provided. See Appendix 2 for ideas which could be used. Complete the sheet by drawing or writing 'what happens next?'

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

Appendix 2
Teacher Ideas for Activity 1

Example of Green Chameleon's Feelings	Example of Red Chameleon's Feelings
<p style="text-align: center;">Hungry Food source Happy Contented Eager Excited Noisy Yummy</p>	<p style="text-align: center;">Alone Still Quiet Occupied Sad Curious Lonely Disappointed</p>

Appendix 3
Emotions

Positive ✓	Negative ✗

Appendix 3

Here are some examples to get you started

My Emojis From A-Z

 Angry	 Bored	 Cheerful	 Down
 Exhausted	 Fearful	 Grumpy	 Happy
 I	 Joyful	 Kooky	 Lazy
 Mad	 Nervous	 Outraged	 Proud
 Queasy	 Relaxed	 Sad	 Terrified
 Upset	 Victorious	 Worried	 (E)Xcited
 Yucky	 Zany	How do you feel today?	



Wrapped

Directed by Roman Kalin, Falko Paeper and Florian Wittmann

Germany 2015 / 4m08s

Activities created by Sheena Lusby

Synopsis

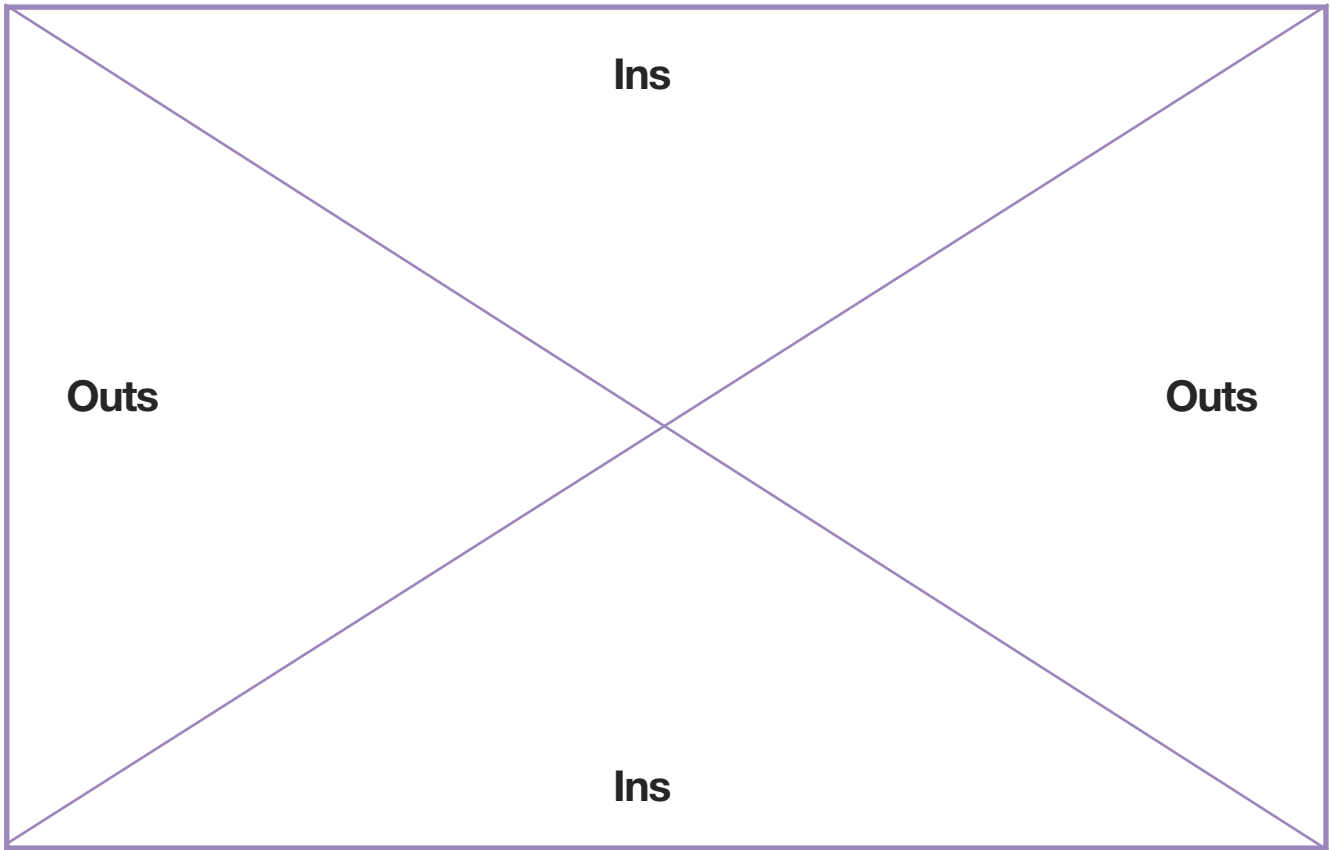
This animation lends itself to apocalyptic studies, however it may be more suitable, considering the age range, to tackle the issues of environmental change, including global warming, throughout the world. This short depicts a series of vivid events apparently triggered by the death of a small rat. A city is rapidly engulfed by fast growing vines and roots. The power of this growth is sufficient to completely wipe out a city's man made infrastructure, and spell the end of civilisation as we know it. The sequence of visual events highlights the cyclical nature of life, and the need to respect our environment.

Activity 1 – INs and OUTs

This task features an INs and OUTs activity (see Appendix 1 for board and cards) where the children work in groups to discuss and then decide the relative merits of a variety of global issues. The children place the cards which they feel protect the environment in the INs parts of the board, and those which could be harmful go in the OUTs sections of the board.

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and i am learning to select and organise resources independently. LIT 2-10a

Appendix 1 Global Warming INs and OUTs



- Factory pollution
- Aerosols
- Petrol emissions
- Litter
- Recycling
- Burning fossil fuels
- Planting flowers and trees
- Install solar panels
- Turning off electricity when appropriate
- Walk or cycle to work
- Low energy equipment (eg: fuel, light bulbs etc)

Appendix 2

Town Versus Country

Advisory note: this would work better if enlarged onto A3

Town		Country		
	✓	✗	✓	✗
1				
2				
3				
4				
5				

Appendix 3

Example of Poster for stimulus





The Cat And Its Artist

Directed by Maike Koller

Germany 2016 / 5m32s

Activities created by Sheena Lusby

Synopsis

An artist is in his studio repeatedly painting bananas, (his favourite subject). Meanwhile a stray cat at the open studio window is focussed on catching a bird. The cat pounces, misses the bird and lands on the studio floor. The artist is friendly to the cat and continues with his painting. A visitor (art critic) arrives to view the painting, is unimpressed and departs. The artist is devastated and retires miserably to his bed. The cat tries to help the man by giving him a drink but to no avail. As the artist remains depressed the cat decides to help by adding a bird to the painting. Upon awakening the artist is appalled to see that his work of art has been desecrated. The artist and the cat fight, throwing paint at each other and in the meantime unintentionally create an abstract picture. The art critic returns, loves the picture, purchases it and leaves. The cat, who is sitting on the window ledge, is wary when the artist approaches with the offer of money, but is easily persuaded by a bowl of milk. Finally the artist and the cat co-operate to create further pieces of abstract art which they both sign.

Activities

Activity 1 – Shared Drawing Extension

For this activity children work in pairs, one in possession of a completed drawing, (see Appendix 1 for an example) and the other child with a blank sheet of paper and drawing materials. The purpose of this activity is for the pair to work co-operatively. The child with the drawing has to instruct their partner with as much detail as possible to try and recreate the sample picture.

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources³ as required. LIT 1-10a

Activity 2 – Diamond 9

The intention of this activity is to examine children’s responses (positive or negative) after accidentally ruining another child’s picture. Diamond 9 is a ranking activity with no right or wrong answers. It lends itself ideally to discussion.

Each child will have a set of 9 cards with a range of responses and a Diamond 9 board (see Appendix 2). The children will, individually, rank the statements in the order they feel is the most appropriate response to the ruined picture.

To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a



Appendix 1

Shared Drawings Extension Activity

Example only of a possible picture for Shared Drawing activity



Appendix 2

Diamond 9

A diamond-shaped grid of 9 empty rectangular boxes for writing. The grid consists of 1 box in the top row, 2 boxes in the second row, 3 boxes in the third row, 2 boxes in the fourth row, and 1 box in the bottom row. All boxes are empty and have a thin purple border.

I'm sorry

**It wasn't
that special**

**Your picture
still looks good**

**It wasn't
my fault**

**I didn't mean
that would you
like another
piece of paper?**

I don't care

That's a shame

**It doesn't really
matter**



Un plan d'enfer (A Hell Of A Plan)

Directed by Jean-Loup Felicioli and Alain Gagnol

France/Belgium 2015 / 5m50s

Activities created by Germain Julien

Synopsis

Deux cambrioleurs affolent les chiens d'un quartier en lâchant des dizaines de chats. Ils profitent du vacarme pour s'introduire dans la maison d'une dame âgée. Tout se déroulera-t-il comme prévu ?

Two burglars release dozens of cats into a neighbourhood to make the dogs bark. They use the noise and chaos generated to break into an elderly woman's house. Will everything go according to plan?

Teacher's notes: as well as providing elements of general discussion and background information about 'A hell of a plan', one of the main focus of the activities provided here is to develop the skills of pupils in the language used in the short (French). Activities should be relevant for pupils from P5 to P7.

Avant le film (Before the film)

Watch the teaser: <https://www.youtube.com/watch?v=KSylG169ifU>

Who are the characters involved?

What do you think they are about to do?

What kind of pets/animals did you spot in the teaser?

Do you think there will be other animals involved in the short film?

Make a list of all the French words for pets/animals that you know.

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

Après le film (After the film)

Activity 1

As you have noticed there are different animals appearing in this short film. Can you match the picture with the French word for each.

- a) un chat
- b) un chien
- c) un poisson
- d) un requin
- e) un pingouin



I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a

Activity 2

Do you know what the word 'onomatopoeia' means? If not look it up in an English dictionary.

Can you work out how the French have transcribed the noise that each of the animals below make?

- | | |
|---------------------------|--------------|
| a) le chat (Meow) | 1. Meuh |
| b) le chat (Purr) | 2. Croa Croa |
| c) le chien (Woof) | 3. Ouaf Ouaf |
| d) l'oiseau (Tweet) | 4. Hi Han |
| e) la vache (Moo) | 5. Miaou |
| f) le cheval (Neigh) | 6. Ronron |
| g) l'âne (Hee-Haw) | 7. Cui Cui |
| h) la grenouille (Ribbit) | 8. Hiii |

I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 1-07a

Activity 3

Le chat est de quelle couleur? Look at the picture below and write the number of the cat according to its colour.



Le chat noir ____ Le chat orange ____ Le chat bleu ____ Le chat gris ____
Le chat beige ____ Le chat rouge ____ Le chat rose ____

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. MLAN 1-11a

Activity 4

Read each statement below, describing the characters on the pictures, fill in the blanks by picking the correct French word from the box to complete the sentences.



Carl est _____, il a les cheveux _____ et il porte un tee-shirt _____ .

Mo est _____, il a les cheveux _____ et il porte un polo _____ .

Le chat est _____, le chien est _____ et a un collier _____ .

La grand-mère a les cheveux _____ et porte un pyjama _____ .

petit grand jaune noir vert violet
rouge beige blancs bruns roux

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

Activity 5

Both directors have worked on a lot of feature and short animation films.

Look at some examples of their previous work and see if you can spot some similarities with 'Un plan d'enfer' (A hell of a plan).



Une vie de Chat

Look at the poster of the film.

In which city do you think this film is set?

Find out what the English translation of the film title is and you will get confirmation whether you answered the previous question correctly or not.

On the poster, which character is familiar to you?

(tick the correct box)

- le chat
- le chien
- la fille (girl)
- le voleur (bugler)

Now watch the trailer: https://www.youtube.com/watch?v=MKCWRJ_LMAQ

What do you think are the similarities and differences between this film and the short you have watched? (Think in terms of plot, characters, drawing and animation style.)

Finally watch this teaser from the film 'Phantom boy': <https://youtu.be/OT1vMDI3fM8>

Once again have you spotted a familiar character? (tick the correct box)

- le chat
- le chien
- le garçon (boy)
- le voleur (bugler)

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a



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