

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Patchwork Spider

Early and First Level / Years 1 - 4 / Ages 5 - 8

Curricular Themes: Literacy & English, Expressive Arts, Health & Wellbeing

Created by Lynsey Dick

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

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

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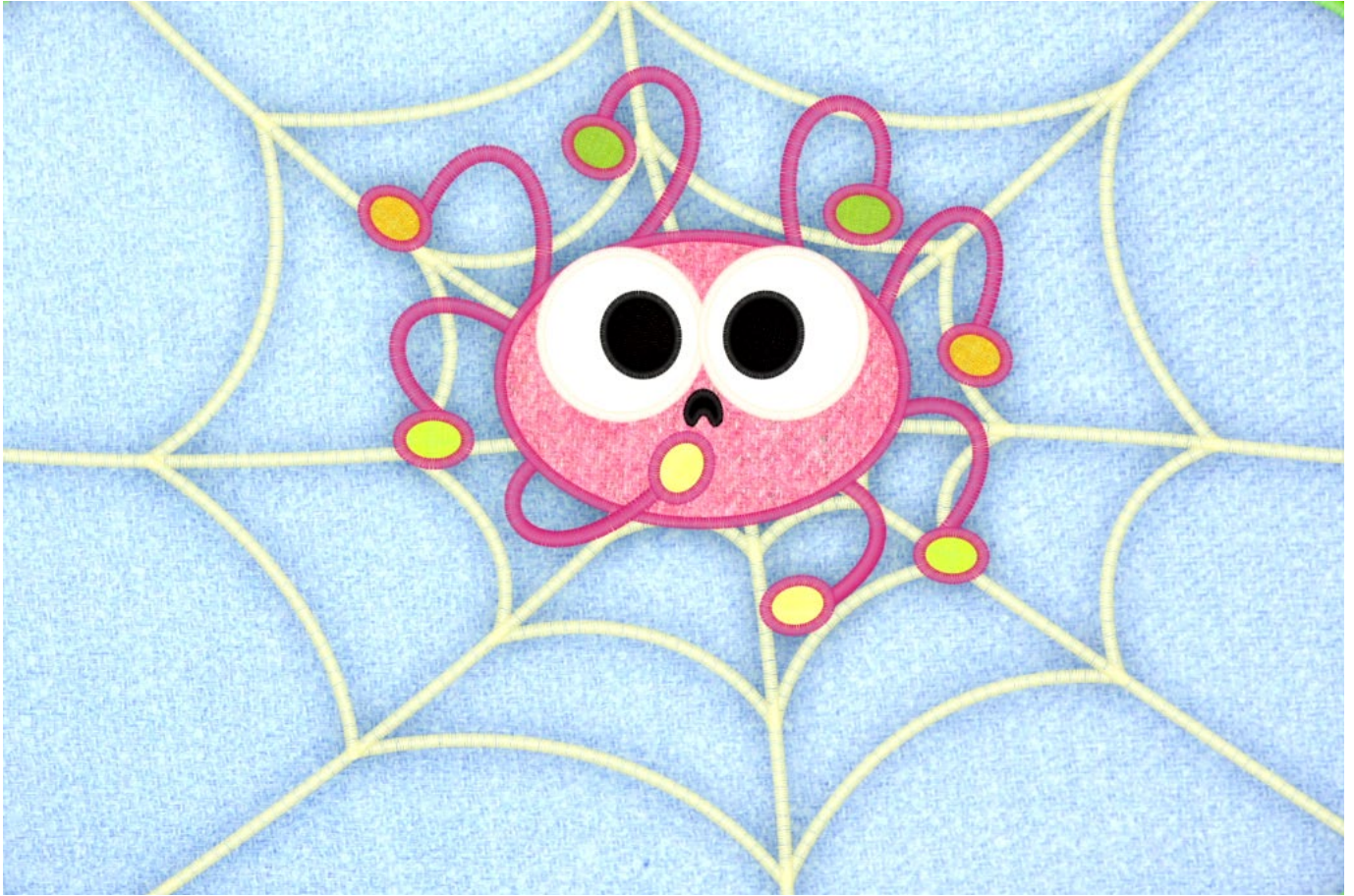
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With support from DCA Cinema and Learning teams



## Introduction

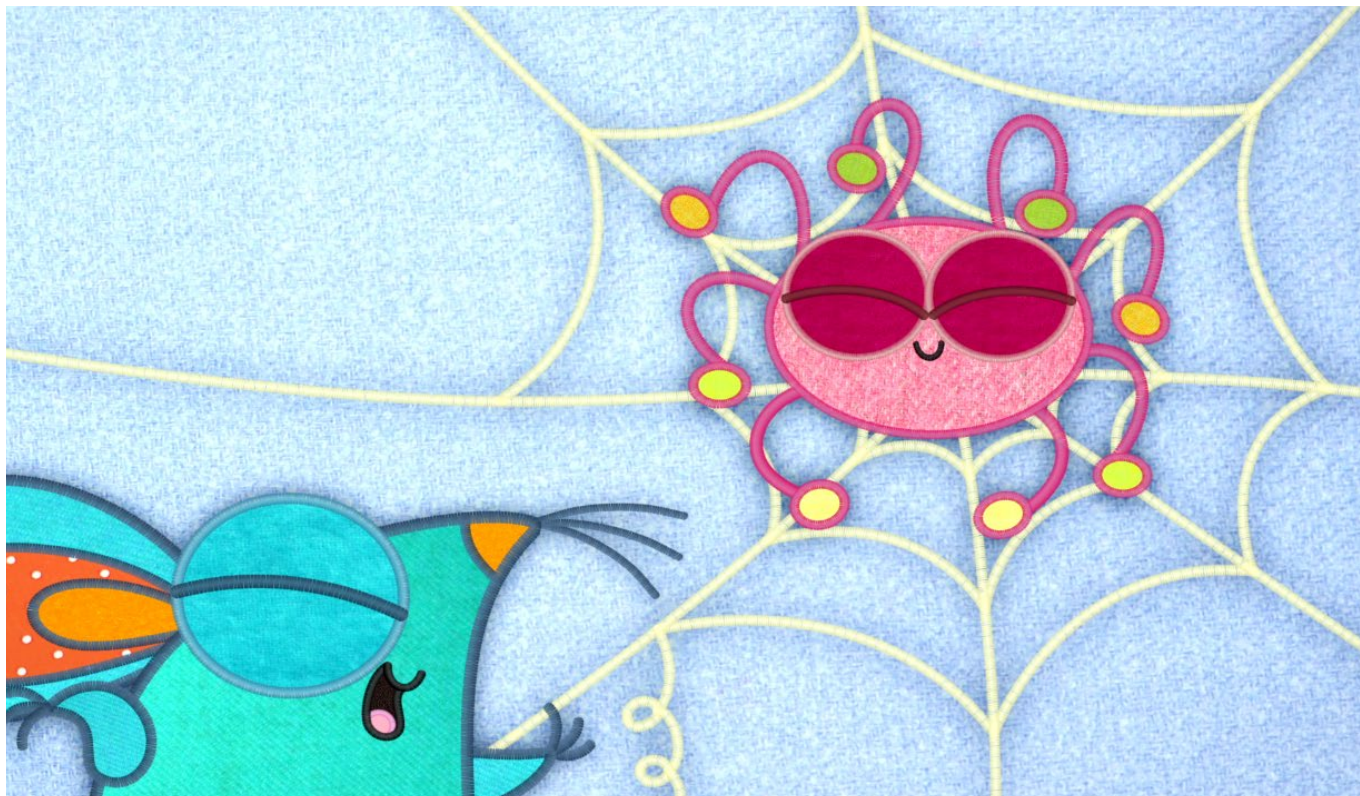
Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

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](http://www.discoveryfilmfestival.org.uk/resources)



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## Patchwork Spider (Die Spinne auf meiner Schmusedecke)

Dir: Angela Steffen  
Germany 2019 / 3m54s  
English

### Synopsis

The spider on this patchwork blanket has a problem. It wants to play music on its web, but a string does not sound very good at all. Will Spider's friends find a solution and be able to help her?

The trailer can be viewed here: [https://youtu.be/6x\\_4sb6U-wo](https://youtu.be/6x_4sb6U-wo)



## Activity 1 – Listening and Talking

Explain to the children they are going to watch a film/trailer about a character from *Patchwork Pals*. They may be familiar with them as the series has been on CBeebies.

The animation can be viewed here: <https://www.youtube.com/watch?v=nRUtV9r87z4>

### Questions for discussion:

- What is the film about?
- Who is the main character?
- Who are the other characters?
- What is wrong with Spider?
- How do you think Spider feels?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

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

Activity 2 – HWB/Literacy/Art



There are so many emotions shared in this lovely animation that it can be used to open up discussion about how we feel. It is also important to touch on how friends can help us to feel better.

Use the skills in **Appendix 1** to help the children identify the different emotions the patchwork pals feel. Encourage them to up-level the words and think of alternatives e.g. sad, upset, unhappy, disappointed. Have them create graffiti art using lettering and colouring to match each picture and emotion.

*I am aware of and able to express my feelings and am developing the ability to talk about them.*  
**HWB 0-01a / HWB 1-01a**

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.* **HWB 0-04a / HWB 1-04a**

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.* **HWB 0-05a / HWB 1-05a**

*I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.* **LIT 1-24a**



### Activity 3 – Literacy/HWB

The patchwork pals show that they are good friends by helping Spider solve the problem of her broken web. Watch the film again and encourage the class to listen carefully to what the pals say to Spider.

#### Questions for discussion:

- What do the pals say to Spider?
- How do they encourage her?
- Do they help her solve the problem?
- What do they suggest?
- Are they kind to Spider?

Pause the film after each character has spoken to Spider. Have the children think, pair and share their ideas and what they heard the characters say. Take a note of this on the IWB or on post-it notes.

Have the children use these for ideas or have them create their own text for each pal. Use the speech bubble templates (**Appendix 2**) and have them match them to the stills. You can use the same ones as in **Appendix 1**.

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

*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***

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a***

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b***

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0-13a / LIT 0-21a***

*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a / HWB 1-02a***

## Activity 4 – Expressive Arts – Art and Design



This animation lends itself to beautiful artwork. Have the children choose one of the patchwork animals (there are lots of episodes on CBeebies). Look at the different colours that are used and the different patterns you can see.

Have the children experiment with watercolour paints or pen and water. This will help create beautiful expressive backgrounds. You will need quite a thick cartridge paper for this. Give the children a piece of square paper, this will be unusual for them to work on.

Once the children have chosen their patchwork animal and they have painted their background, have them draw their character on top of this. For some, you might want them to draw their character on a separate piece of paper, have them cut them it out and layer them on top of the background. You could use a variety of media for this: pens, crayons, coloured ink.

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

*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*

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



## Activity 5 – Expressive Art – Music

The little Spider’s web makes up a lovely example of the ‘do re mi fa so la ti do’ sequence in music. Or it would if the last string of the web worked.

With tuned percussion, such as glockenspiels or xylophones, have the children explore these notes – C D E F G A B C. Can they hear the similarities to the note the spider plays?

Have them compose their own short melody. Using a pentatonic major scale is a good place to have them start. This is using the notes C D E G A. It is easier for them to work with four beats in each part of the sequence.

If it helps you can colour code the notes for them or write them down using the note names. Have them record their ideas on a white board or a piece of paper or use the templates in **Appendix 3**. Encourage repetition of note patterns and if you are confident teaching it, they can use different lengths of notes as well. Such as ‘ta’ (one beat) and ‘te-te’ (quavers). These are just examples, once they understand the notation of these, they can of course make up their own.

### Extension Activities

Another fantastic example of this musical sequence is the song from *The Sound of Music*.

1. Let them listen and watch the video of the song. See if they can identify the note patterns.  
YouTube – *The Sound of Music* – ‘Do-Re-Mi’  
<https://www.youtube.com/watch?v=drnBMAEA3AM>
2. Zoltan Kodály was a Hungarian musical theorist. He developed specific ways of teaching children music. Using hand signals was one of these ways (**Appendix 4**). Again, if you feel confident using these, teach them to the children to help with their understanding of the musical notation.
3. The children could try to make their own musical instruments.  
YouTube – The RSNO Challenge #7 – Create a String Instrument  
<https://www.youtube.com/watch?v=0ucdddXWaKY>

*I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a*

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

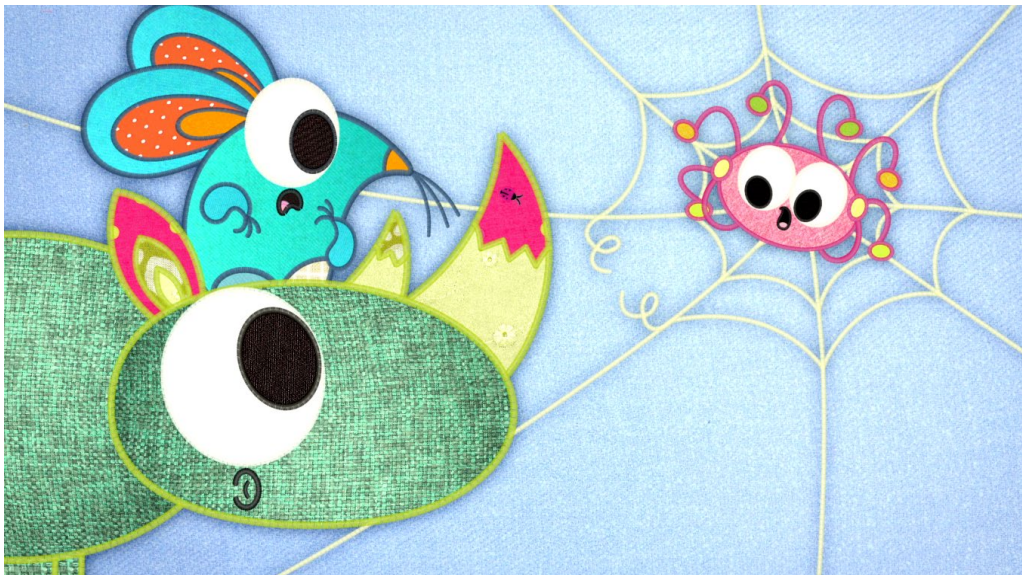
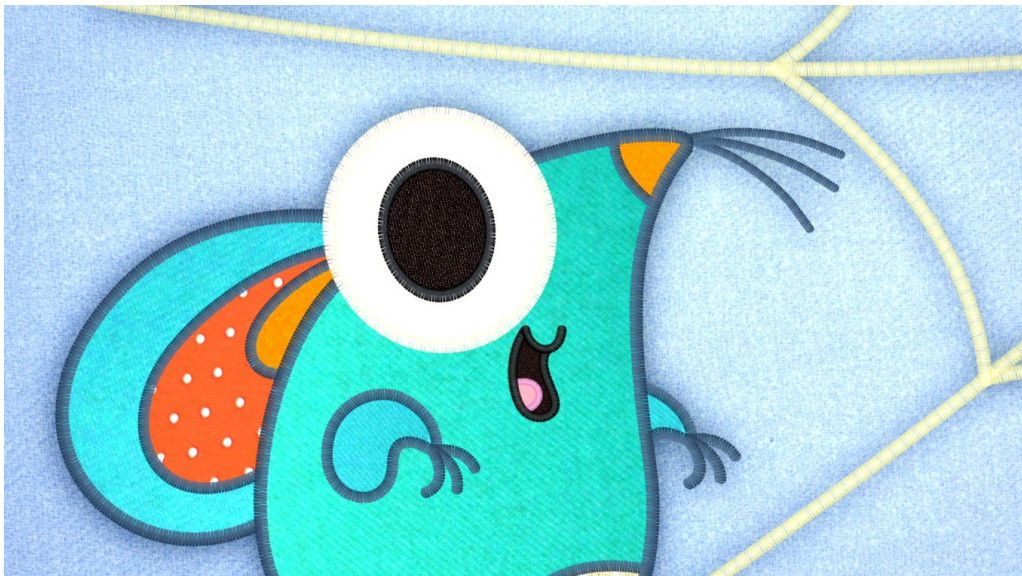
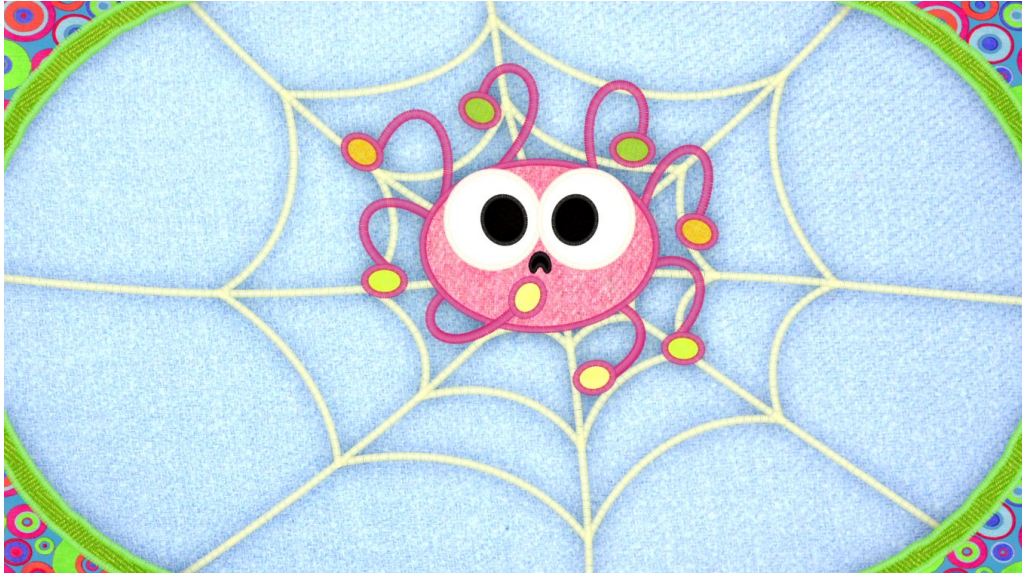
*Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.*

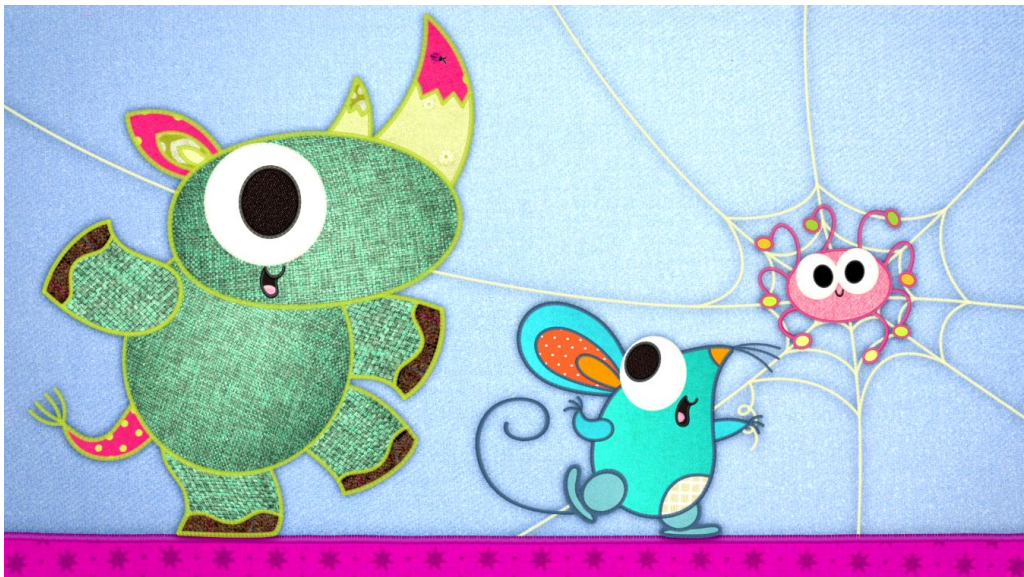
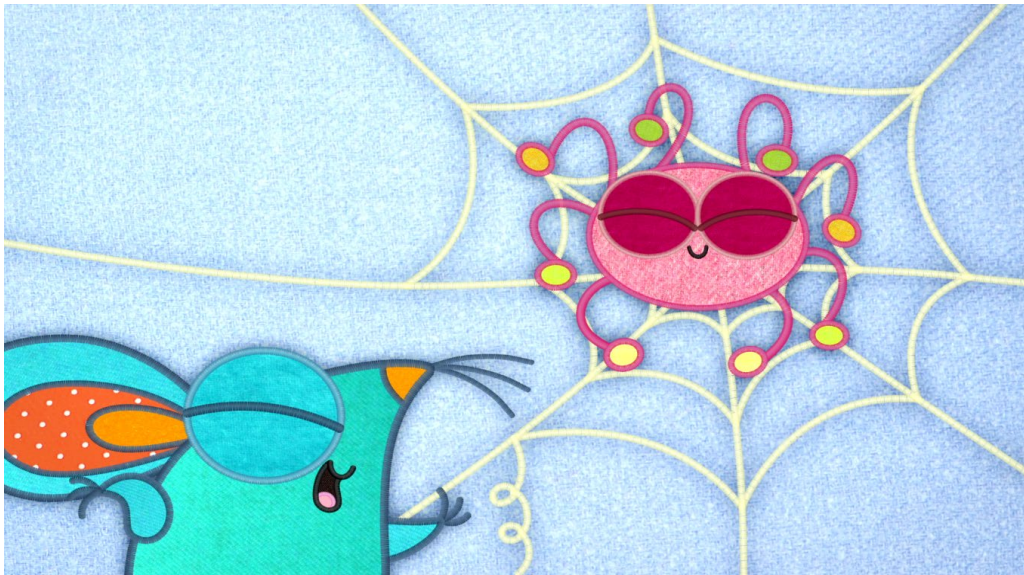
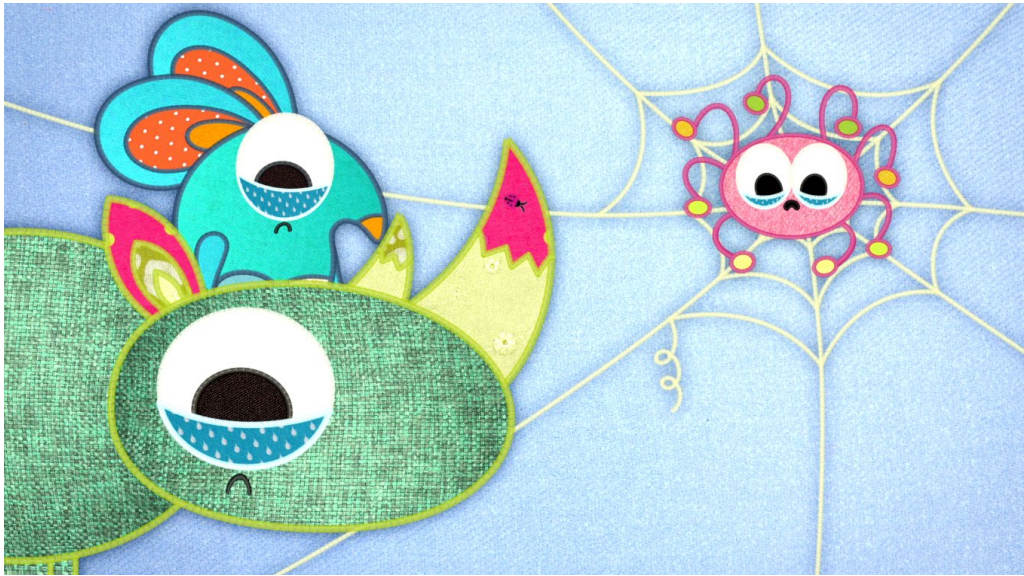
**EXA 0-18a / EXA 1-18a**



Additional Resources

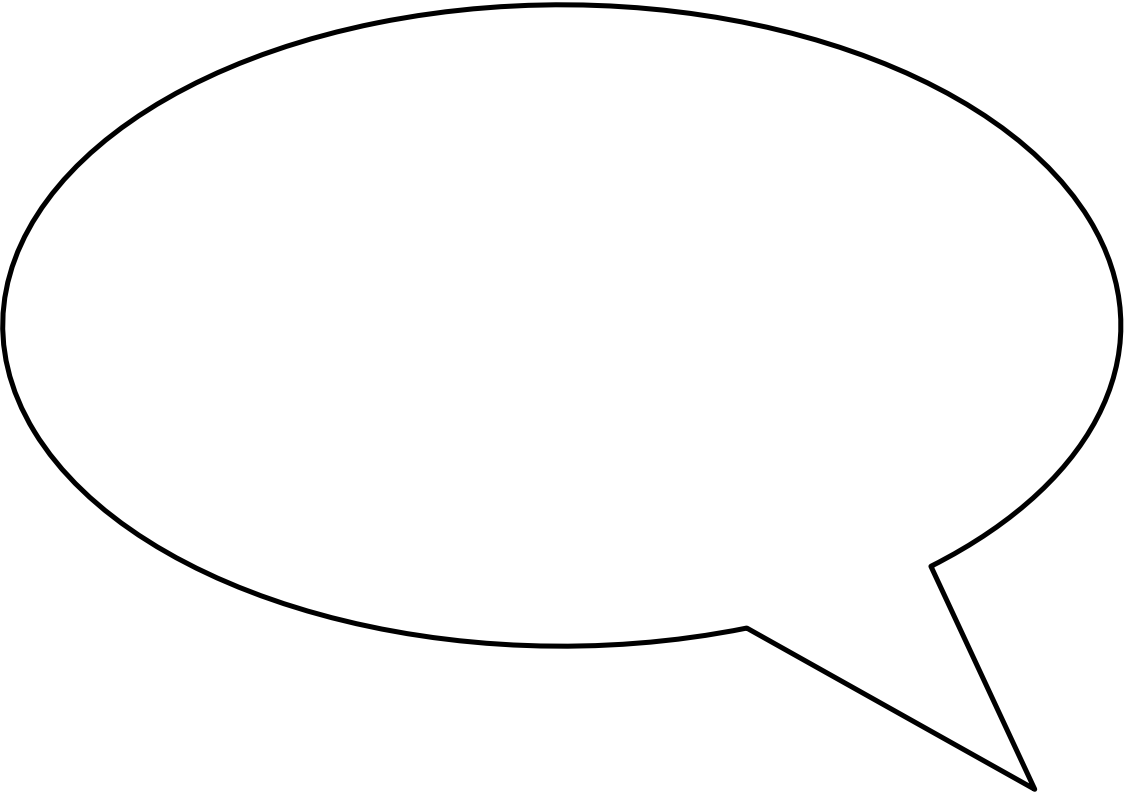
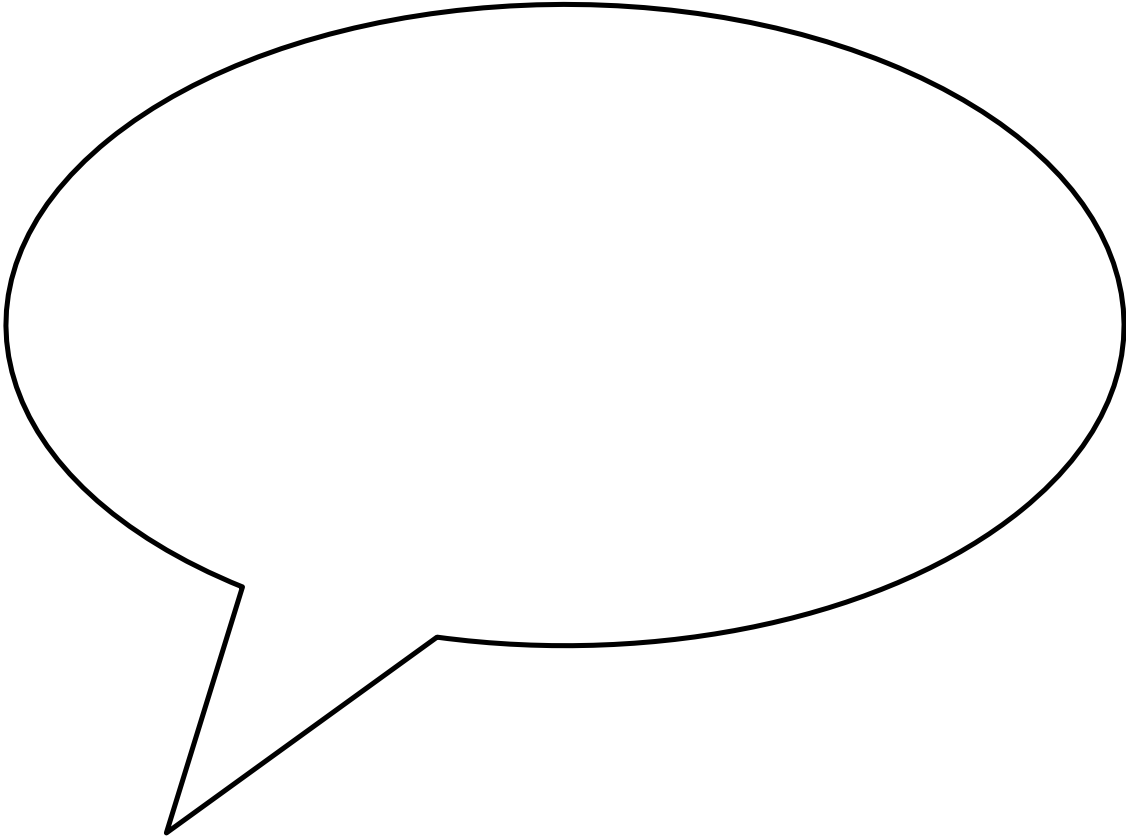
Appendix 1





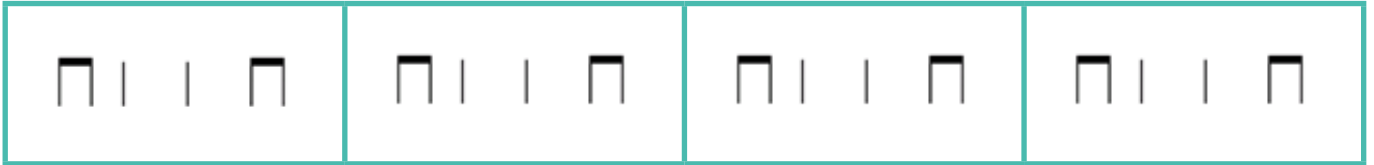
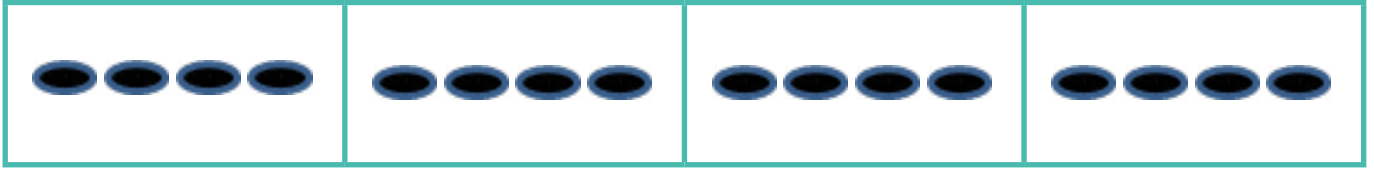


**Appendix 2**





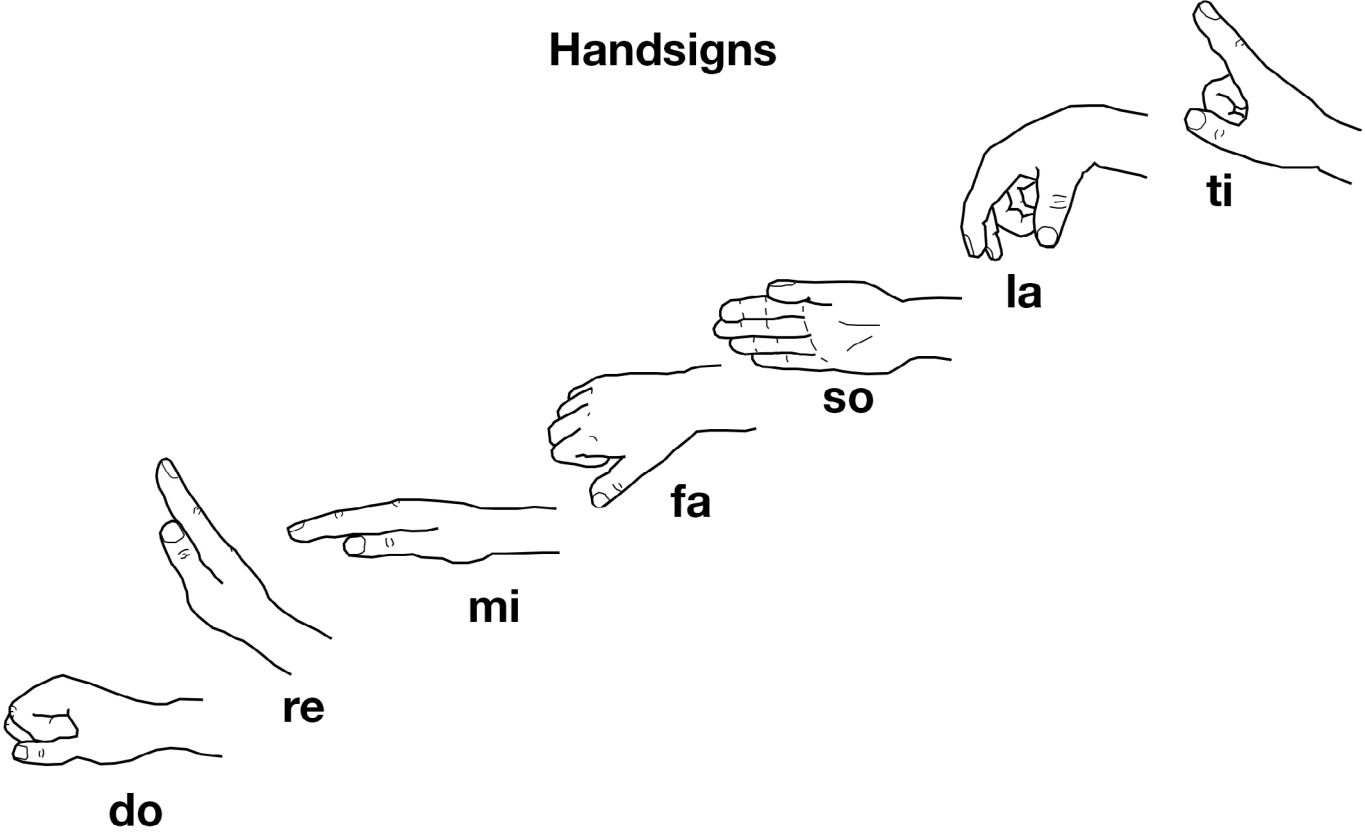
## Appendix 3

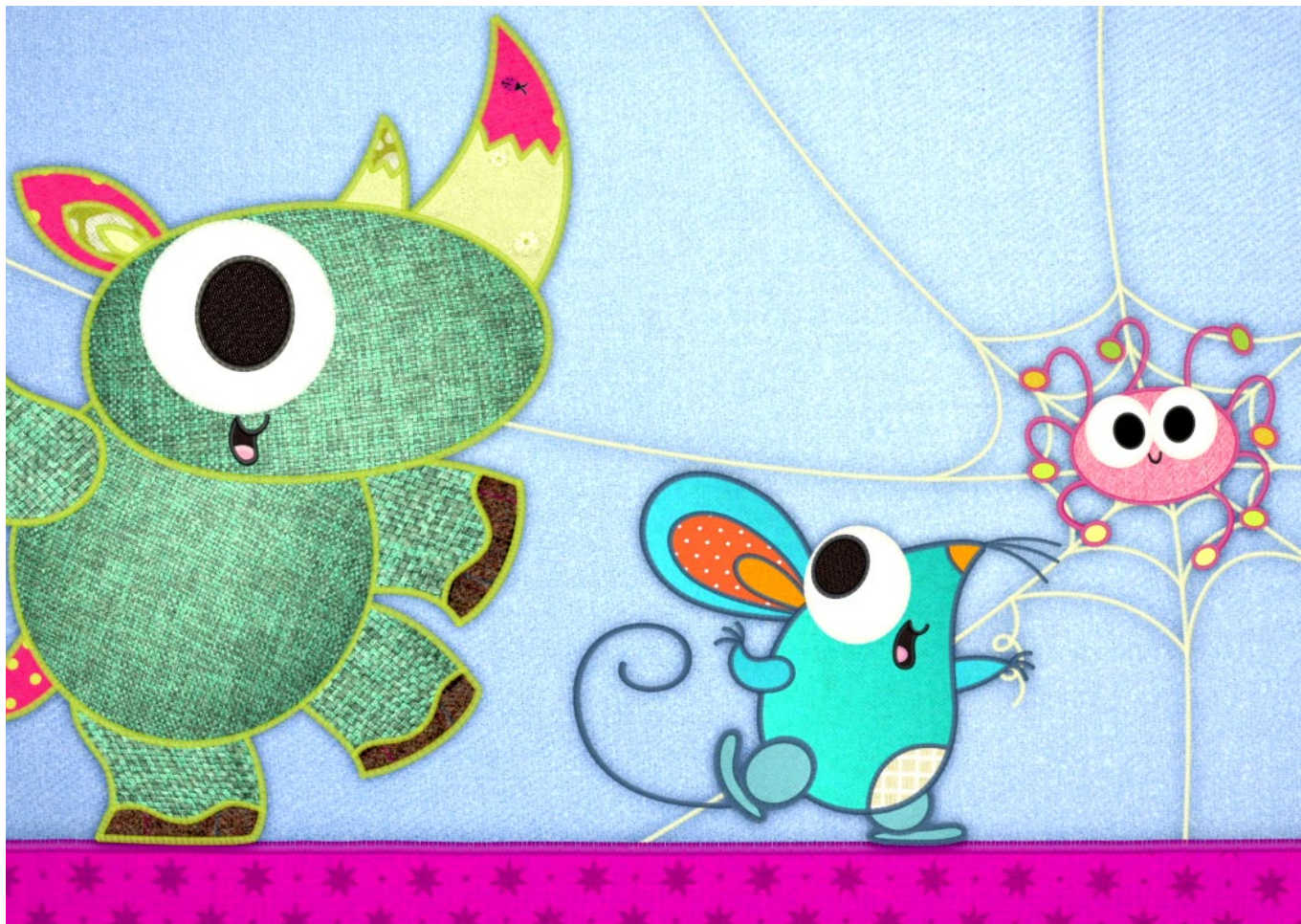




# Appendix 4

## Handsigns





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## 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](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)