

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts for Middle Ones 2018**

First and Second Level

Created by Ian Cameron, Lindsey Law, Sheena Lusby and Shona Brownlee

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DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

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Shorts for Middle Ones 2018

- ***Father And Daughter***, 2016, dir. Chenglin Xie, China (5'21") – no dialogue
- ***Catastrophe***, 2017, dir. Jamille van Wijngaarden, The Netherlands (2'15") – no dialogue
- ***Outdoors***, 2017, dirs. Anne Castaldo, Sarah Chalek, Elsa Nesme and Adrien Rouquié, France, (6'31") – no dialogue
- ***Rouff***, 2017, dirs. Benjamin Brand, Johannes Engelhardt, Markus Eschrich, Johannes Lumer and Julius Rosen, Germany (6'28") – no dialogue
- ***Scrambled***, 2017, dir. Bastiaan Schravendeel, The Netherlands (6'26") – no dialogue
- ***The Language Of Ball***, 2017, dir. Ramón Rodríguez, USA (8'47") – in English and Arabic with English subtitles
- ***Nouvelle Cuisine***, 2017, dir. Manuel Reyes Halaby, Spain (4'22") – no dialogue
- ***Inclusion Makes The World More Vibrant***, 2017, dir. Genevieve Clay-Smith, Australia (3'07") – in English with subtitles
- ***Wishing Box***, 2017, dirs. Wenli Zhang and Nan Li, USA (5'27") – no dialogue
- ***City***, 2017, dirs. Sandra Boynton and Michael Ford, USA (3'45") – in English
- ***Hybrids***, 2017, dirs. Roman Thirion, Matthew Pujol, Kim Tailhades, Yohan Thireau and Florian Brauch, France (6'22) - no dialogue

In this package of short films you'll discover the power of friendship through sport, watch an old Rubik's Cube finding a whole new audience, visit a chic Parisian restaurant with a truly unique menu for its most discerning clientele and face the dark and dangerous realities of the deep in the unsettling world of the Blue Planet. 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.



Before watching the film

Watch the trailer on <https://vimeo.com/226259274>

Discussion points

Why does the little girl go to her neighbour's door?

How do you know?

What happens when she goes to look at her elderly neighbour's pet bird?

In what kind of building does the girl and her neighbour live?

What do you think the number 33H on the flat door means?

The girl and the elderly lady are seen hurtling downhill together. Why do you think they are doing this? Are they looking for something?

Pay careful attention to the pictures in the credits. There is a clue to how the film ends.

Can you say what it is? Additional clues: a dustbin is involved. The hunt for Arnold continues.

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

As I listen or watch, I can:

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

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 can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a



After watching the film

Note: by using an on-line search engine for 'Outdoors MOPA' you will access a range of images which will remind you of the film and will act as prompts for the suggested activities in the following section.

Activity 1

In which city does this story take place?

There are at least three clues. These are:

- 1) The Flat Iron building
- 2) The yellow taxi cabs
- 3) The street performer being the Statue of Liberty

Working in small groups and using a range of sources and resources, collect and make a collage of all these images to make a poster for the film 'Outdoors'.

If you were to make a collage of your own town or city, which landmarks, notable features or associated images would you use?

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a



Activity 2

Working in small groups, cut out the statements in Appendix 2 into individual cards. Using the images shown in Appendix 1, try to match each statement with an image and place them in chronological order.

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

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

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

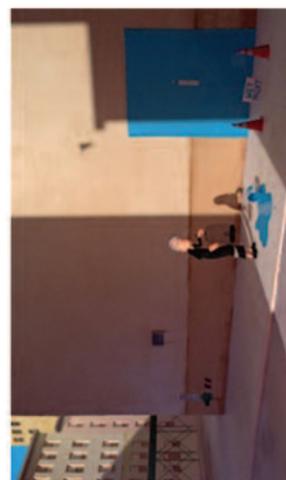
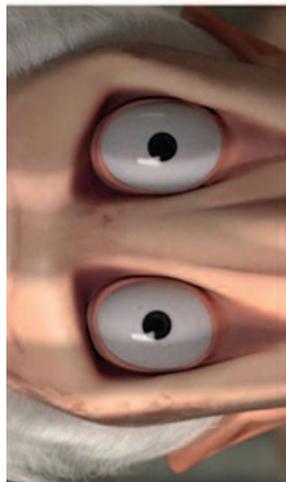
I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a / LIT 4-06a

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 can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a

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 / LIT 3-10a

Appendix 1



Appendix 2

<p>There are blue footprints on the pavement and road.</p>	<p>The girl leaves the Music Shop.</p>
<p>The city street is full of noisy yellow taxis.</p>	<p>The girl leaves the multi-storey building to put up her posters.</p>
<p>The elderly lady is wondering what has happened to her pet bird.</p>	<p>The girl asks the guide dog for help.</p>
<p>The girl watches the bird fly round the room and out of the open window.</p>	<p>The elderly lady walks through the spilt blue paint.</p>
<p>The girl asks the Statue of Liberty street performer if she has seen her neighbour.</p>	<p>The elderly lady uses binoculars to find her pet bird.</p>
<p>The city streets are full of noisy vehicles including a hamburger van.</p>	<p>The elderly lady sits in her gloomy flat and thinks about what she will do now.</p>



Activity 3: Matching Cards

Cut out the following cards and place them into two piles. One set has Statements (Appendix 3). The other set has Feelings /Emotions (Appendix 4).

Select a statement card and then, after discussion, decide which Feelings/Emotions card, or cards, best matches it. There is no absolute answer. There may even be several. It is the discussion process that is important.

Note- by using an on-line search engine for 'Outdoors mopa' you will access a range of images which will remind you of the film and will act as prompts for the suggested activities.

*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a***

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

*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 literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***

*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a***

*I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a***

*I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b***

*I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB 3-44b / HWB 4-44b***

Appendix 4 Emotions/Feelings Cards

Some words are repeated as they may be used for several Statement cards.
Blank cards can be added with additional emotions or feelings as needed.

Emotions/ Feelings hopeful	Emotions/ Feelings pleased	Emotions/ Feelings interested	Emotions/ Feelings curious	Emotions/ Feelings surprised
Emotions/ Feelings upset	Emotions/ Feelings worried	Emotions/ Feelings confused	Emotions/ Feelings annoyed	Emotions/ Feelings disappointed
Emotions/ Feelings helpful	Emotions/ Feelings hopeful	Emotions/ Feelings confused	Emotions/ Feelings anxious	Emotions/ Feelings generous
Emotions/ Feelings surprised	Emotions/ Feelings unhappy	Emotions/ Feelings lonely	Emotions/ Feelings bewildered	Emotions/ Feelings pleased
Emotions/ Feelings anxious	Emotions/ Feelings delighted	Emotions/ Feelings puzzled	Emotions/ Feelings excited	Emotions/ Feelings satisfied
Emotions/ Feelings happy	Emotions/ Feelings unhappy	Emotions/ Feelings surprised	Emotions/ Feelings puzzled	Emotions/ Feelings delighted

Activity 4

Study the image of the main character in the film who is the young girl. Study how she is dressed and how this reflects her personality. She wears bright and cheerful designs and colours. You may wish to design a character of your own expressing their personality in a different way. You may also wish to use a range of expressions which show different feelings and emotions listed in Activity 3.



Shoo Rayner, author and illustrator, has a series of YouTube videos which offer a starting point for this activity, <https://www.youtube.com/watch?v=4za5eEkcCM>. Alternatively, look for Shoo Rayner Drawing and search on his page for drawing emotions faces.

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 / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a**



Hybrids

Directed by Florian Brauch, Matthieu Pujol, Kim Tailhades, Yohan Thireau, Romain Thirion (all students at the French school MoPA)

France 2015 / 6m18s

Activities created by Ian Cameron

Themes: **Recycling, pollution, oceans/seas**

Synopsis

The story of how animals might hypothetically adapt to a polluted ocean. It follows the interactions of the animals as they feed and try to survive in a changing world. This film highlights the dangers of polluting the world's oceans by showing a potentially uncomfortable view of mutated animals affected by the waste left in their habitat.

Advisory Note:

There is some violence of the animals on other animals as they hunt and feed on each other. Some mild gore is evident when a fish is bitten by a shark and the scavenged by crabs. There is also mild peril during the hunting and build-up of tension. It is no worse than what pupils can see on the Blue Planet or Planet Earth series. Teacher discretion is required though.



Activity 2: Considering Context

Resources: A3 paper plus

- BBC iPlayer: Blue Planet 2 The Clean Up <https://bbc.in/2v1DAor>
- BBC iPlayer: CBBC report on plastic pollution <https://www.bbc.co.uk/newsround/42810179>
- Independent.com film <https://ind.pn/2pZ3Opf>
- Independent.com Pictures of pollution around the world <https://ind.pn/2NW4jK3>

Pupils should watch the short film featuring David Attenborough responding to the influence of Blue Planet 2 on plastic pollution. As they watch the fill in **Activity Sheet 2**. Pupils should be given time to look at the headings on the sheet before watching the film to give them an idea about what they are looking for. They should then watch the other clips and look at the images of pollution around the world (halfway down the page of the fourth link). Ask the pupils to continue to fill out **Activity Sheet 2** with as much information as possible.

Pupils should then be given time to share their information with at least two other pupils. Pupils should be encouraged to take notes from other pupils, writing down anything interesting they have not yet noted.

Using the information gathered, pupils can then create a poster (in pairs or individually) to highlight the issue of plastic pollution in the oceans. This should give information on types of pollution, ways to help and interesting facts that might persuade the audience.

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

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 1-02a



Activity 3: Creating Hybrids

Resources: Materials gathered from home, Looney Tunes Three R clip

<https://www.youtube.com/watch?v=t3tVFCvo2rk>

Remind pupils of the three Rs, Reduce, Re-use and Recycle. This can be done by watching the Looney Tunes clip. Ask them what they have in place in their homes for meeting each of the three Rs. This might include recycling bins (what types?), taking clothes/toys to a charity shop, compost in garden, turning the tap off when brushing teeth or having a toilet with a reduced flush.

Prior to this activity, pupils should be asked to collect and gather things that would otherwise be going in landfill from around their house. These might include old clothes that are too worn for the charity shop, bottle tops, black plastic containers etc. Pupils should be reminded these need to be cleaned thoroughly before coming in to school.

Referring to their plan in **Activity 1** pupils can then use their ideas to create a collage or 3D model that would be an extra character for the *Hybrids* film.

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

Activity 4 – Character Development

Resources: Materials gathered from home, Looney Tunes Three R clip

<https://www.youtube.com/watch?v=t3tVFCvo2rk>

Using the fish at the start of the film pupils should use the plan on **Activity Sheet 3** to plan out what might be going through the fish's head. This plan will then be used to write a short 1-2 paragraph description of the fish's encounter with the shark. This is best done in first person. Pupils should be guided on the language they are using to reflect this.

This should be repeated for at least one of the other characters (octopus, shark, turtle, vulture, shrimp) and can be included in a wall display using the completed plans and hybrids from **Activity 1** and **Activity 3**.

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.

ENG 1-31a



Activity Sheet 2

While watching the clips fill in as much detail as possible in each of the boxes.

<p>Facts</p>	<p>Single use plastic items</p>	<p>Items that appear on beaches</p>
<p>Problems caused by plastic pollution in oceans</p>	<p>Things we can do</p>	<p>Things the government can do</p>





Activity Sheet 3

Film in as much detail about your character as possible.

Character:	
What does it see?	What does it hear?
What does it think?	What does it smell?
How does it feel? (before)	How does it feel? (after)



The Language Of Ball

Directed by Ramón Rodríguez, USA 2017 / 8m47s. In English and Arabic with English subtitles
Activities created by Shona Brownlee

Synopsis

A lonely teenager, new to New York City, has to step out of his comfort zone to make new friends, through the universal language of basketball.

Before your visit to the cinema

Watch the trailer for the film at <https://vimeo.com/229472864>

Encourage children to make predictions about what they have watched

- What kind of film do we think this will be?
- Where do you think the film is set?
- Why are there messages written on the basketball?
- If Ahmed is unable to speak English, how will he be able to communicate?

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 watching the film

Discuss the predictions made before watching the film and compare to their opinions having seen the whole film.

Points for discussion:

- There is very little dialogue in this film. Why do you think this is? Did it affect your understanding of the film?
- Ahmed carried his ball everywhere with him, why do you think this was?
- How do you think Ahmed felt, being in a new country, unable to speak the language?

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a



Drama

As Ahmed cannot speak English, he is unable to communicate with others. Discuss how we can express feelings and emotions through body language and facial expressions. This provides an excellent opportunity for drama activities focusing on non-verbal communication.

Provide a selection of emotion/activity cards. Working in groups, children should select one card to act out to their group using only body language, facial expressions, gesture and mime. The rest of the group then need to work together to guess the emotion/activity.

Throughout the film, there are a range of handshakes, fist bumps and high fives. In pairs, children could create their own celebratory handshake.

I enjoy creating, choosing and accepting roles, using movement, expression and voice.

EXA 1-12a

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a / EXA 2-13a**

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-15a / EXA 2-15a**



Health & Wellbeing

At the start of the film, Ahmed seems unhappy and shy. He is in a new city, doesn't know anyone and cannot speak the language.

Discuss the importance of friendships and the qualities of a good friend. How can we support and include those who may feel left out?

Circle time provides a good opportunity to discuss emotions and relationships. Some children may be able to relate to Ahmed's experiences of being in a new situation and share their feelings.

*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 1-02a / HWB 2-02a***

*I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 1-03a / HWB 2-03a***

*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 1-04a / HWB 2-04a***

*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 1-05a / HWB 2-05a***

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 1-07a / HWB 2-07a***

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 1-08a / HWB 2-08a***



Social Studies

Throughout the film, we hear background radio and television footage of President Trump discussing the problem of illegal immigration from Mexico, Latin America and the Middle East. He calls for a shutdown of Muslims entering the United States.

What are children's opinions of this? Is this discriminatory? What impact could views such as these have?

This provides a very good opportunity to debate current affairs, critically examining the different ways in which the news is reported through a range of media. Children could compare the same news story, reported from differing sources and identify ways in which the story is reported differently. What is bias? What is "fake news"? Can we always believe what we hear/read on the news?

*I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. **SOC 1-15a***

*I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a***

*I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b***

*I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c***

*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***

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

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

*To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a***

*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***

I can:

- discuss structure, characterisation and/or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- discuss the writer's style and other features appropriate to genre. **ENG 2-19a**



Rouff

Directed by Benjamin Brand, Johannes Engelhardt and Markus Eschrich
Germany 2017 / 6m28s

Activities created by Sheena Lusby

Synopsis

Rouff is an animation about a frustrated artist repeatedly drawing the character 'Rouff' the dog. While drawing Rouff he becomes disheartened and gives up before completing the dog. The drawing of Rouff, with only 3 legs, appears to come to life and after several small adventures, in an attempt to be the same as all other dogs (with 4 legs) he manages to assist the artist with his work.

Advisory Note: This film does show the artist smoking. It may be appropriate to discuss healthy lifestyles.

Activity 1: Discussion relating to Acceptance

Show first 1 min and 13 secs of animation. Pause and discuss with the children what problems this dog may face with only 3 legs and do they think these problems could be resolved in any way? Use the clip below to show how dogs can live active happy lives without 4 legs. As the clip is being watched children could make brief notes to discuss. Ask the children to then work in pairs to create a 3 legged animal of their own using junk modelling or construction materials.

<https://www.youtube.com/watch?v=7IAHoLn1bXs>

Teacher Notes: This activity lends itself to discuss social inclusion and accepting being different. It includes teamwork within your class to construct their own animal of choice which requires the children to achieve 'balance'. For older children this could be extended using some of the STEM resources which can be found online.

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a

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



Activity 3: Diamonds Nine Activity

In this activity the children have to read 9 statements (found in Appendix 2 and 3) which are intended to assist in the solution of a problem. There is no right or wrong answer with this activity and it is to be completed independently. Once children have finished this task they discuss why they ranked statements in a particular order.

Teacher Notes: After discussing the attempts the dog made to resolve a sequence of problems introduce the Diamonds Nine activity entitled 'I have a problem – how will I resolve it?'

Activity 3: Diamonds Nine Activity

Please put these statements in boxes the same size as the ones found on the diamonds nine board so that the children can easily stick them inside.

Try different strategies	Ask a friend	Use library books
Ask a relative	Keep working alone	Research using the internet
Ask a teacher	Give up	Work with a group

Activity 4: Adventure Story and Poster

In this activity the children will create a new adventure story for Rouff and then design a poster to illustrate this.

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

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

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

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





Inclusion Makes The World More Vibrant

Directed by Genevieve Clay-Smith, Australia 2017 / 3m07s

Activities created by Sheena Lusby

Synopsis

A little boy and his blind mother visit an art gallery as she wants him to experience and understand works of art. He selects a vibrant battle scene to share with his mother, allowing her to appreciate the artist's work. This is a well thought out live action film with care and sensitivity at its core.

A short Behind The Scenes video can be seen here:

<https://www.youtube.com/watch?v=Up60zj6jw5U>

Activity 1: A visit to a gallery

This activity would add reality and may enhance the appreciation of works of art. The task involves the children selecting an item on display in the gallery and taking photographs of it. The photographs would then be used as a stimulus for a solo/group talk in school describing their chosen piece. Although this is entitled Activity 1 it will involve many strands – for example preparation prior to visit, follow up activities, feedback after gallery visit and time to prepare talks. It would be preferable that the child can display their chosen photograph on a large whiteboard or other visual aid so all children can see it clearly.

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 1-06a

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 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



Catastrophe

Directed by Jamille van Wijngaarden

The Netherlands 2017 / 2m15s

Activities created by Sheena Lusby

Synopsis

This animation focuses on a cat named Rodney living in an apartment block with a bird, a dog, and of course the tough lady of the house, Nel. Rodney is obsessed with the bird, but has been warned by the lady of the house that dire consequences will occur if the bird is harmed.

This 'short' spirals out of control with many funny catastrophic events occurring.

Advisory Note: This film does show the lady of the house smoking. It may be appropriate to discuss healthy lifestyles.

Activity 1: Chain Reaction Comic Strip

After children have viewed this animation they will create a 'chain reaction' comic strip, displaying the key catastrophic events which unfolded. This activity is designed for the children to hand draw/illustrate the sequence of events. However the activity could also be produced on a computer using the app 'Comic Life 3'. This can be accessed via plasq.com for 30 days (free of charge).

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. EXA1-02a

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

Activity 2: Imaginative Catastrophic Story

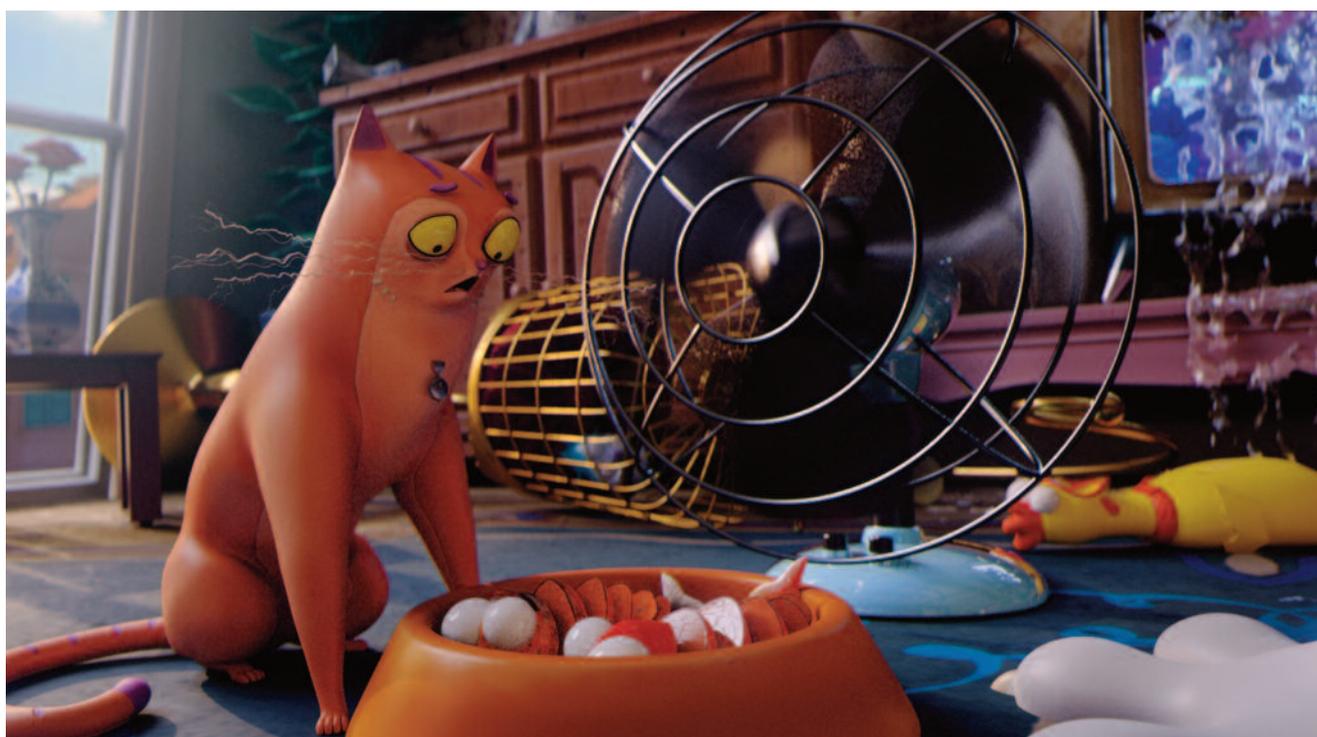
This activity involves the children creating an imaginative piece of writing demonstrating the disconcerting effects of a 'chain reaction'.

Example: Here is a series of events which could be used to demonstrate a simple 'chain reaction'.

- Book is placed on table
- Book knocks over cup of tea
- Liquid spills
- Liquid lands on cat
- Cat jumps on granny's shoulder
- Granny loses balance
- Granny grabs curtain to steady herself
- Curtain comes off rail
- Granny unravels herself from the curtain

Key question: Can she re-hang the curtain?

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT-1-20a

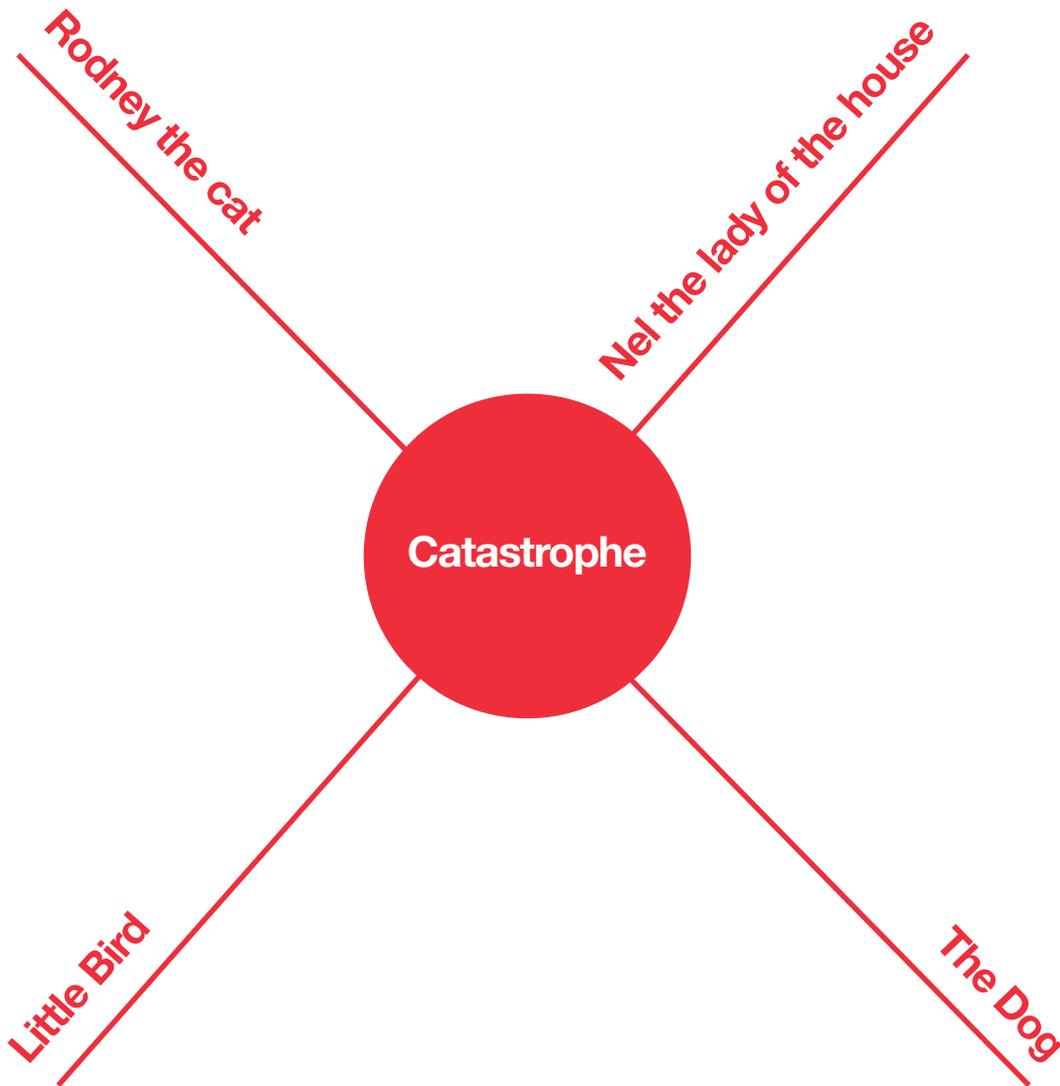


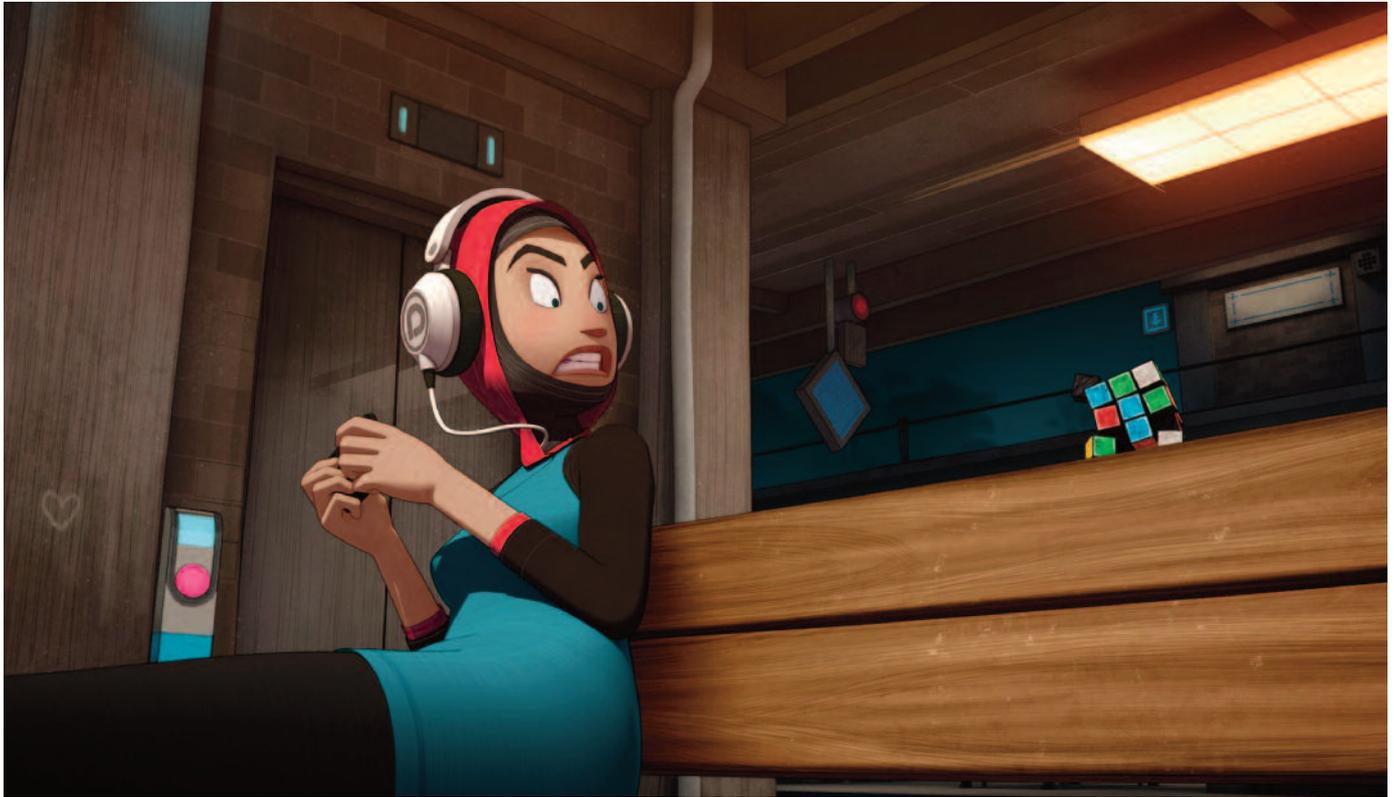
Activity 3: Mind Map

Create a mind map of the main characters in this story. A mind map may consist of colours, drawings and words associated with a particular key character. Please use Appendix 1 for a mind map worksheet. If you require further information on mind mapping skills there are lots of websites online by Tony Buzan.

I can create and present work using visual elements of line, shape and form. EXA1-03a

Appendix 1: Mind Map





Scrambled

Directed by Bastiaan Schravendeel

The Netherlands 2017 / 6m26s

Activities created by Sheena Lusby

Synopsis

A typical modern teenager Esra misses her train causing her to feel frustrated and angry. She slumps onto a bench on a train platform and starts to play a frenetic and mind blowing game on her smart phone. A Rubik's cube decides she needs some 'calm' and approaches to assist with some interesting outcomes.

Before watching the film

Activity 1: Original Poster Ideas

Before watching the animation, show this poster to the class and ask them to make contributions to unravel what they think the animation may be about (see Appendix 1a). At this stage there can be no right or wrong answers. Children can then write down their ideas on a post it and add it to a large sheet entitled 'Scrambled'. See Appendix 1b for example.

Appendix 1a



Appendix 1b

This is an example of what the post it board could be like

Scrambled



*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***

*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***



After watching the film

Activity 2: Mindfulness

This activity is designed to enable a child to learn how to de-stress when their mind feels ‘Scrambled’ (like Esra’s in the animation). This is just one example of a mindfulness activity but many more can be found online. Another good activity for de-stressing can be ‘Yoga for Kids’ again which can be found online.

Floating on a Cloud

Imagine a big fluffy cloud floating above you. See it come down gently beside you. Imagine what your cloud looks like. What colour is it? Does it have a shape? This is your own special cloud... you are completely Safe and Happy when you are on your Cloud.

Climb up onto your cloud and it will take you anywhere you want to go.

What things do you see as you float on your cloud? Where will it take you?

Let your cloud fly you to a special place where you can rest Quietly and feel Peaceful.

*I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 1-15a***

*I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 1-06a***

Activity 3: Retro V New Technology

This task could involve children visiting a care home to talk to residents about toys they used to play with as a child, as well as other retro objects/artefacts which they had in their homes. (Some care homes have a ‘Room from my Past’ with many of these items available to view).

An alternative activity could be to either ask an elderly person into the school for a discussion, or pupils asking an older relative in their family about their past.

*I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a***

*Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a***



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