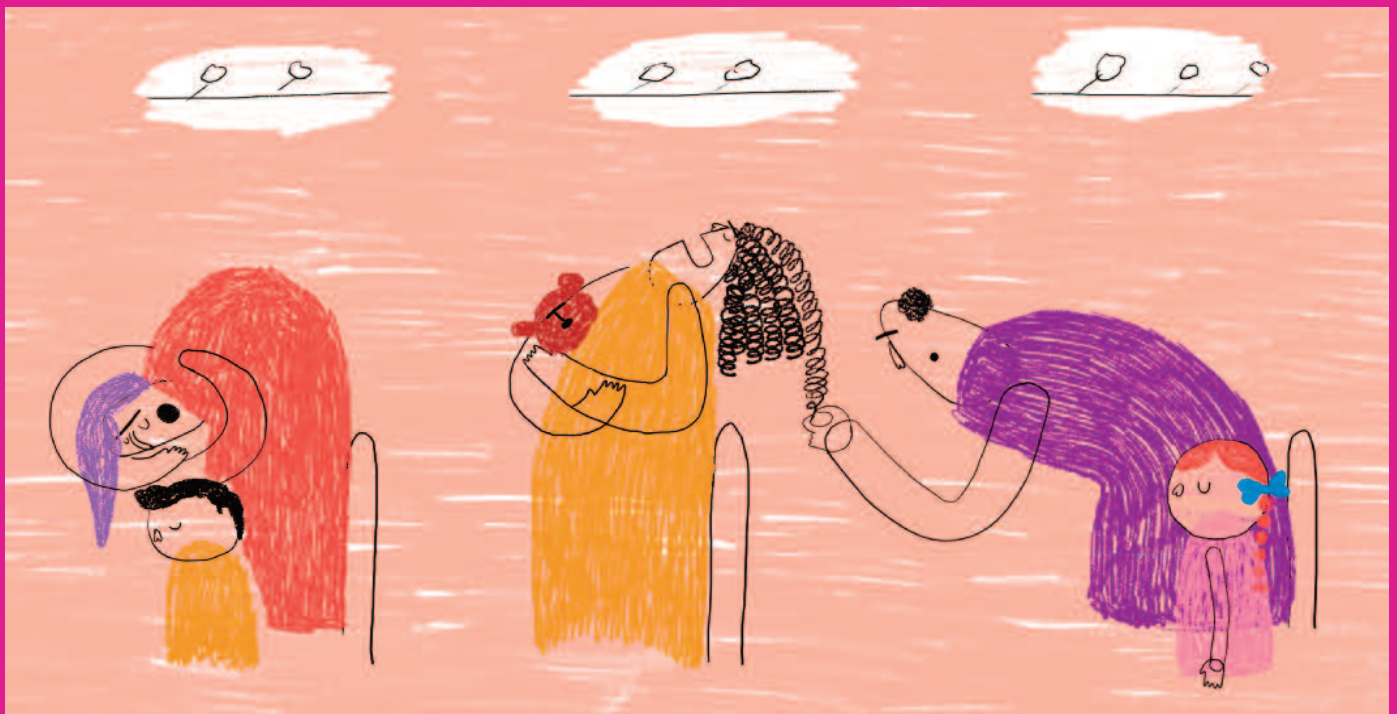


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Shorts for Middle Ones 2019**

First and Second Level

Created by Helen Appleyard, Meg Brough, Ian Cameron, Joy Christie, Lynsey Dick, Lindsey Law, Sheena Lusby, Sarah Sturrock and Sonia Swankie

**Discovery Film Festival: Sat 19 October – Sun 3 November 2019**

# DCA

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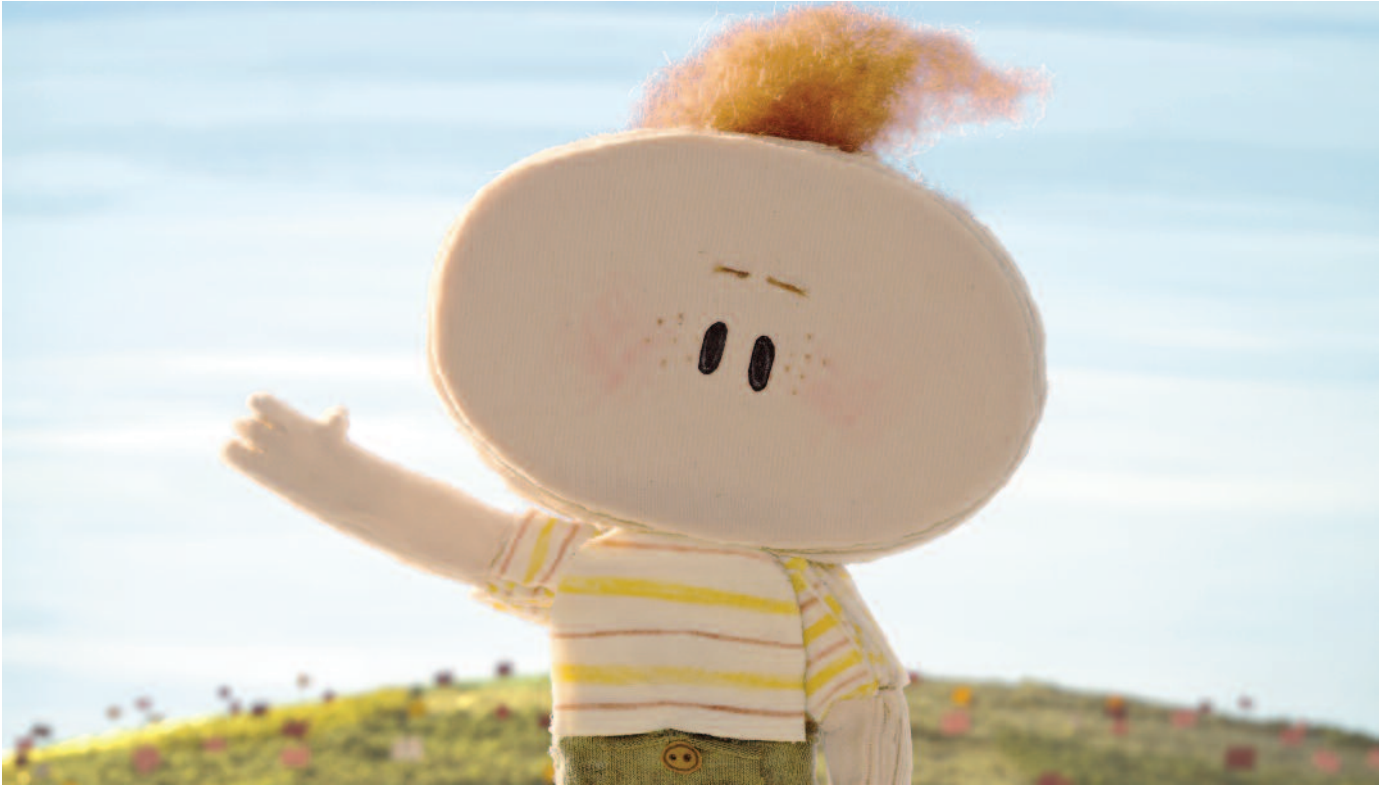
**DUNDEE**  
ONE CITY, MANY DISCOVERIES

 **CREATIVE SCOTLAND**

ALBA | CHRUTHACHAIL

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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:  
<http://www.discoveryfilmfestival.org.uk/resources>



## Shorts for Middle Ones 2019

- **Coucouleurs**, 2018, dir. Oana Lacroix, Switzerland (6'35'') – no dialogue
- **Hors Piste**, 2018, dirs. Léo Brunel, Loris Cavalier, Camille Jalabert and Oscar Malet, France (6'01'') – no dialogue
- **Hedgehog**, 2018, dirs. Vaibhav Keswani, Jeanne Laureau, Colombine Majou, Morgane Mattard, Kaisa Pirttinen and Jong-ha Yoon, France (4'43'') – English
- **Pearfall**, 2017, dir. Leonid Shmelkov, Estonia (2'56'') – no dialogue
- **Belly Flop**, 2018, dirs. Kelly Dillon and Jeremy Collins, South Africa (4'54'') – no dialogue
- **Pouštět draka** (*The Kite*), 2019, dir. Martin Smatana, Czech Republic (13') – no dialogue
- **Flipped**, 2018, dirs. Hend Esmat & Lamiaa Diab, UK (5'15'') – no dialogue
- **Le Renard & l'Oiselle** (*The Fox And The Bird*), 2019, dirs. Fred et Sam Guillaume, Switzerland (12') – no dialogue
- **Slurp**, 2018, dir. Florent Hill, France (4'15'') – in French with English subtitles

In this package of short films you'll watch birds of a feather learning to flock together, discover the reasons for a young boy's obsessive interest in hedgehogs and see the (self-professed) world's finest mountain rescue team in action saving a stranded, and very unlucky, Alpine skier. One film looks at a very special relationship between a boy and his grandfather, and how their shared hobby of kite flying holds them together during difficult times. There's an introduction to absurdism involving a tricycle and a pear and a vision of a topsy-turvy world in which parents and children swap places and behaviours. For each of the nine films we have some great resources, background information and a series of class activities for both before and after your film experience.





## Hors Piste

Directed by Léo Brunel, Loris Cavalier, Camille Jalabert and Oscar Malet

France 2018 / 6'01"

No dialogue

*Activities created by Helen Appleyard*

### Curriculum for Excellence subjects/themes

Literacy, Expressive Arts, Technology, prediction, cause and effect, comedy genre, problem solving

### Synopsis of film

Hors Piste introduces us to the characters of Salami and Parmesan, two hapless accident-prone rescuers who attempt to rescue The Wounded, an injured skier from the top of a very high mountain. The film follows their misguided attempts to bring The Wounded to safety.



## Before watching the film or preparing for a Discovery Film Festival visit

Watch the trailer on <https://youtu.be/EGRMMzuFn7I>

### Discussion points

- Discuss why the rescuers, although they have a helicopter, are shown climbing down the mountain. Can the children predict why they are not flying The Wounded off the mountain?
- Can the children identify some of the obstacles the rescuers have overcome?
- Can the children give a reason why Salami and Parmesan might be floating?
- Discuss why the rescuers were named Salami and Parmesan and The Wounded is not given a name.

*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*

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

## Activities: after watching the film

### Discussion Questions?

- There is no dialogue in this film. Did it affect your understanding of the film?
- Why do you think the film makers did not add dialogue?
- What do you think of the characters Salami and Parmesan, were they good at their job, why?
- What is the genre of the film, can you think of films which are in the same genre?

*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*

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







## 6 The Slope



### Answers

- 1 The Helicopter** – Parmesan puts his skis on his back then walks towards the helicopter, the skis hit the rotary blades causing the helicopter to fall off the mountain and blow up meaning they have to walk down the mountain.
- 2 The Crevasse** – To cross the crevasse Parmesan and Salami use The Wounded on his stretcher upside down as a bridge.
- 3 The Rope** – Salami jumps off the cliff leaving Parmesan to hold his rope but he just lets it run through his fingers and Salami lands face first in the snow below.
- 4 The Cliff** – The Wounded is lowered down the slope face first to the cliff which he bounces off giving him more bruises, injuries and a black eye.
- 5 The Shelter** – Leaving the wounded planted in the snow outside the shelter Parmesan and Salami settle down for the night in the rickety shelter. Salami jumps on the top bunk which causes the shelter to hurtle down the slope like a ski jumper launching itself into space before re-entering the atmosphere landing with a crash further down the slope.
- 6 The Slope** – The Wounded slides himself down the slope, face first in the snow, bouncing off rocks and trees on the way causing more injuries.

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

*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*





## Activity 2: **CREATING A COMIC STRIP**

After children have viewed this animation get them to retell the main points of the story in comic strip, displaying the key catastrophic events which unfolded during the journey down the mountain. This activity is designed for the children to hand draw/illustrate the sequence of events. However the activity could also be produced digitally using available software such as Comic Life.

Not all the events need to be included in the comic – the children could decide on the main events together. Listed below is a summary of the events in order:

- 1 The rescue helicopter with Salami and Parmesan arrives and lands.
- 2 Parmesan's skis knock the helicopter off the mountain and it explodes.
- 3 Salami and Parmesan carry the stretcher down the mountain and come to a crevasse where they use the stretcher as a bridge to cross.
- 4 They come to a cliff Salami jumps off and lands face first in the snow.
- 5 They lower The Wounded, face first down the cliff bouncing off the rock on the way down.
- 6 They throw The Wounded over a gap.
- 7 They stop for a rest and offer The Wounded a drink without releasing his arms.
- 8 The stretcher slides over a frozen lake.
- 9 After being pushed up a cliff The Wounded slides down a slope bouncing off rocks on the way.
- 10 Salami and Parmesan find a shelter. They leave The Wounded outside in the freezing snow and settle in the shelter for the night.
- 11 The shelter breaks away and slides down the slope. It ski jumps into space and after re-entry lands smashing into the snow.
- 12 Finally The Wounded, having slid himself through the trees again face first, lands next to Salami and Parmesan who pick him up and continue on the journey down the mountain.

*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***

*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***

*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: Literacy – interviewing the rescue party



Salami and Parmesan appear to be the successful rescuers. However they have in their haphazard attempt at rescue caused more injuries to the poor Wounded Skier than he originally had.

Organise the children into small groups have them role play a journalist interviewing the participants of the rescue (they could record these scenes to show to the rest of the class if they have the technology available). As a class create some questions that the journalist could ask to help the role play Some groups could interview Salami, Parmesan and some The Wounded. The children could be encouraged to imagine that Salami and Parmesan are very pleased that they have rescued this injured Skier. The Wounded however would tell a different tale of neglect and injury throughout the journey.

Bring the class back together have them show excerpts of their interviews either through recordings or live performances. Discuss the different stories from the point of view of Rescuers and The Wounded, compare the answers.

You could extend this activity by asking the children to create an article for a newspaper either from the point of view of Salami and Parmesan or from The Wounded's point of view using Headlines such as HEROIC RESCUERS SAVE SKIER Or BUNGLING RESCUERS CAUSE MORE HARM TO INJURED SKIER.

*I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a*

*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 / LIT 2-20a*

*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 convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a*

### Follow up

This is a slapstick film which is reminiscent of silent comedies such as Laurel and Hardy, Charlie Chaplin, or in modern times Mr Bean where well-meaning individuals try to help out others or solve problems not always successfully. These films usually have a happy ending after a series of hilarious catastrophes. Introduce the children to a different genre of film by watching and discussing some of these films, examples of which can be found readily online.

### Useful References/ resources

<https://www.intofilm.org> – for film resources and access to comedy films

<https://www.literacyshed.com/>



## Bellyflop

**Directed by Jeremy Collins**

**South Africa 2018 / 4'53"**

**No dialogue**

*Activities created by Lindsey Law*

### **Synopsis**

Persistence pays off when an unashamed young girl learning to dive is unperturbed by a talented diver who steals the spotlight.

### **Awards**

Cinemira Budapest International – Children’s Jury Prize.

Longwood Animation Film Festival – Best in Show, Best 3D

Zlin Film Festival International – Czech TV Audience Award

Cinema in Sneakers Film Festival – Special Mention

Giffoni Film Festival – Gryphon for Elements 6+

Kleinkaap Short Film Festival – Best Local Film

Africa Movie Academy Award – Best Animation

Animatopia – Best Short Film Audience Award

Tenerife International Short Film Festival – Family Shorts Award

Children's Film Festival Seattle – Favorite Animated Short Audience Award



## Before the film

### Activity 1

Look at the film poster which promotes the animation (Appendix 1).

Answer the following questions. This can be done as a whole class activity or in small groups.

**Note:** If doing as a class activity, this image is on the link below, in After the film section, and can be shown on a larger screen.

The film title is *Belly Flop*. What is a belly flop and where does it take place?

Does anyone who does a belly flop mean to do it?

Look at the girl on the poster. What is she wearing? There are clues to what she is doing?

List what these are.

What sort of person do you think the main character Penny is? Give reasons for your answer.

Now watch the 30 second trailer. It can be found by using Google listed on YouTube under the Gig Harbor Film Festival.

Discuss as a whole class activity considering the following:

Are the conclusions already reached correct?

Does the trailer add any further information? If so, what is this information?

*As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a*

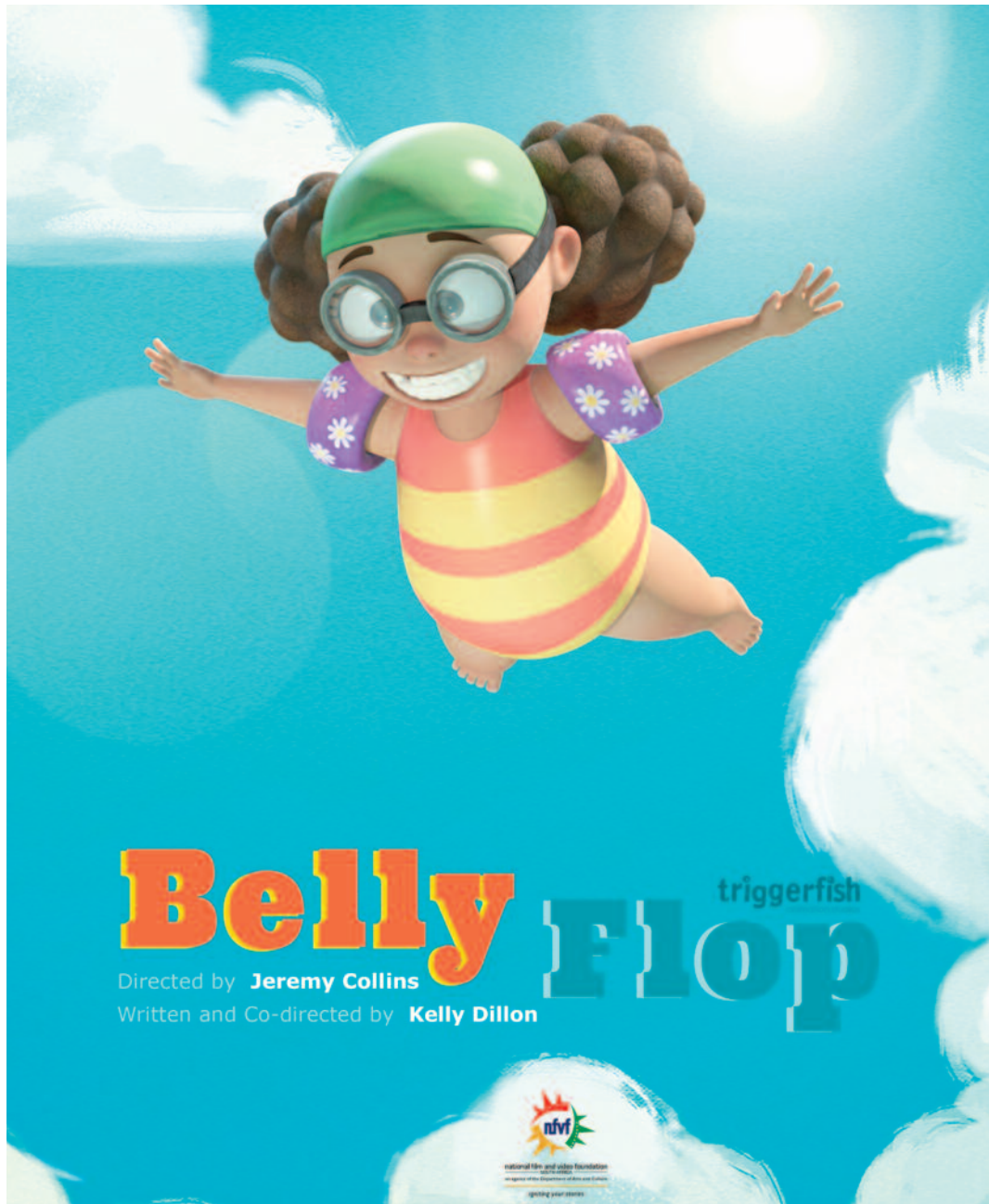
*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a*

*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*

*I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a*



Appendix 1 **The poster**



**After the film**

The full animation is available on <https://vimeo.com/246972982>

The Animation World Network website (<https://www.awn.com/news/triggerfishs-belly-flop-now-online>) also has detailed background information on the inspiration behind, and the making of, the animation. ***I would strongly recommend that pupils see the animation in full at the cinema screening first.***



## Activity 2: Sequencing the story

Divide the class into small groups.

Photocopy sufficient copies for 1 set of cards per group and cut these out (Appendix 2).

Prior to watching the full animation again, complete the following sequencing activity

In groups, lay out the cards from Appendix 2.

Read out each card, discuss with the group and, once agreed, place in order according to the sequence they appeared in the film.

Compare your answers with the other groups. If there are differences then discuss this until everyone is satisfied.

*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**

*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**

Watch the animation in full using the link provided.

Compare your final answer with the sequence shown in the film. Were there any significant differences in your answers and the film sequence?

*As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.* **LIT 0-02a / ENG 0-03a**

*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**

## Appendix 2 Sequence Cards

Enlarge the page and cut into individual cards.

People at the poolside applaud the summersault dive.	The fire travels along the lighter fluid and trapping the man, dog and diver.	The seagull startles Penny when she is on the top diving board.
There is a tidal wave over the entire pool.	Penny sees the pool and the diving boards at the other end.	Penny tries to dive from the second diving board. No one notices.
A mother with her baby in an inflatable ring are on the grass	The man accidentally sets the diver's pigtail on fire.	Penny has sunscreen applied to her face.
Penny climbs cautiously to the top diving board.	The diver's pigtail is cut into a singed bob.	Penny performs a backwards belly flop.
The girl dives off the highest diving board and kicks a beach ball on the way down.	A mother with her baby, in an inflatable ring, are in the pool.	The adult with Penny does not notice her first belly flop into the water.
The diver watches Penny and thumbs her nose at her.	Penny runs along the side of the pool the stops to watch the diver.	Everyone, including the diver, applaud Penny
Penny tries to dive off the first diving board and does a belly flop.	Penny waves to the diver from the top diving board.	There is lighter fluid dripping on the ground at the edge of the pool.



### Activity 3 (a)

Being a visual detective can help you to answer the following questions. It shows how the filmmaker presents a great deal of information without saying anything. Look closely at the above image for your answers.

- 1 Where is the story taking place?
- 2 What are the clues which support your answer?
- 3 What is the weather like at the location?
- 4 Give reasons for your answer.
- 5 The filmmaker wishes to show that Penny and the adult with her are together. The pattern of their clothing is different but what is the same?

*As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a*

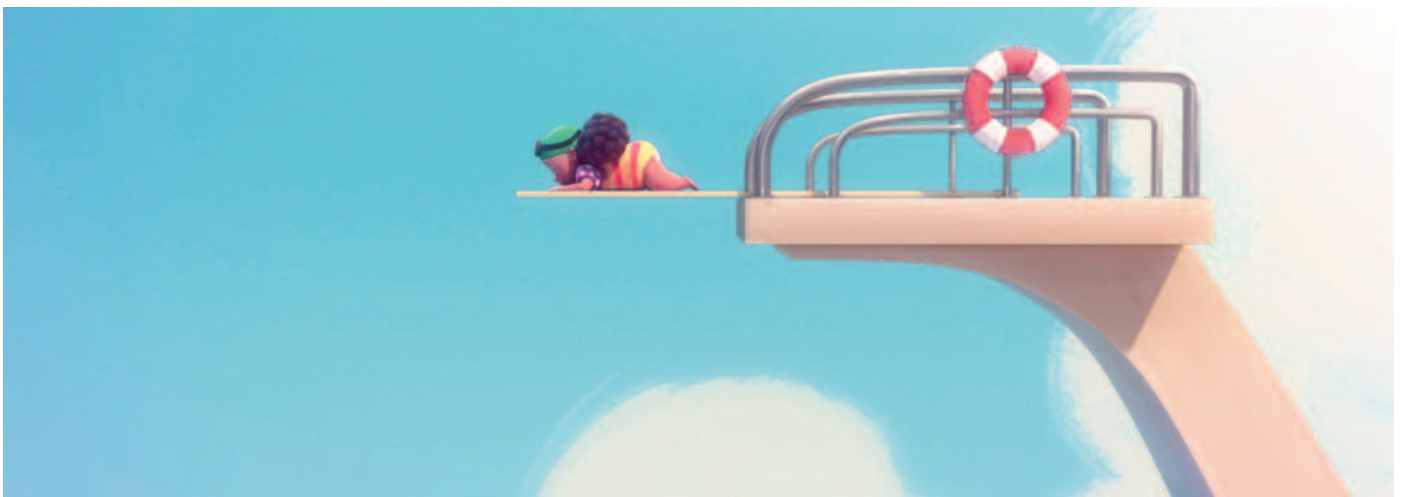
*I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a*

*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a*

*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*



Activity 3(b)



It is often said that a picture paints a thousand words. Look carefully at the two pictures above.

How do you think Penny is feeling when she tries to dive from the highest board at the swimming pool?

Explain the reasons for your answers. Describe how the artist has shown how Penny feels. Think about her expression and how she gets to the end of the diving board.

Have you ever looked up at something like a diving board and funfair ride and thought it did not look too high? Did you then discover that it seemed much higher when you look down? There is a practical mathematical reason for this phenomenon. The clue is in the position of your eyes.

*I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a*

*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a*



### Activity 3 (c)

Describe the characteristics of Penny and the talented diver. Choose from the selection of words offered in the Word Bank and complete the Personal Attributes and Behaviours Chart (Appendix 3).

**Note:** not all words may be appropriate and some words may apply to both.

You may wish to use a thesaurus to add further words of your own.

*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*

*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*



## Word Bank

haughty	cheerful	excited	nervous	brave
sneering	show off	sporty	startled	eager
anxious	delighted	surprised	talented	contemptuous
afraid	proud	pleased	disgusted	terrified
curious	skilful	persevering	admiring	calm

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*

**HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a**

*I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.*

**HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a**

### Activity 3 (c)

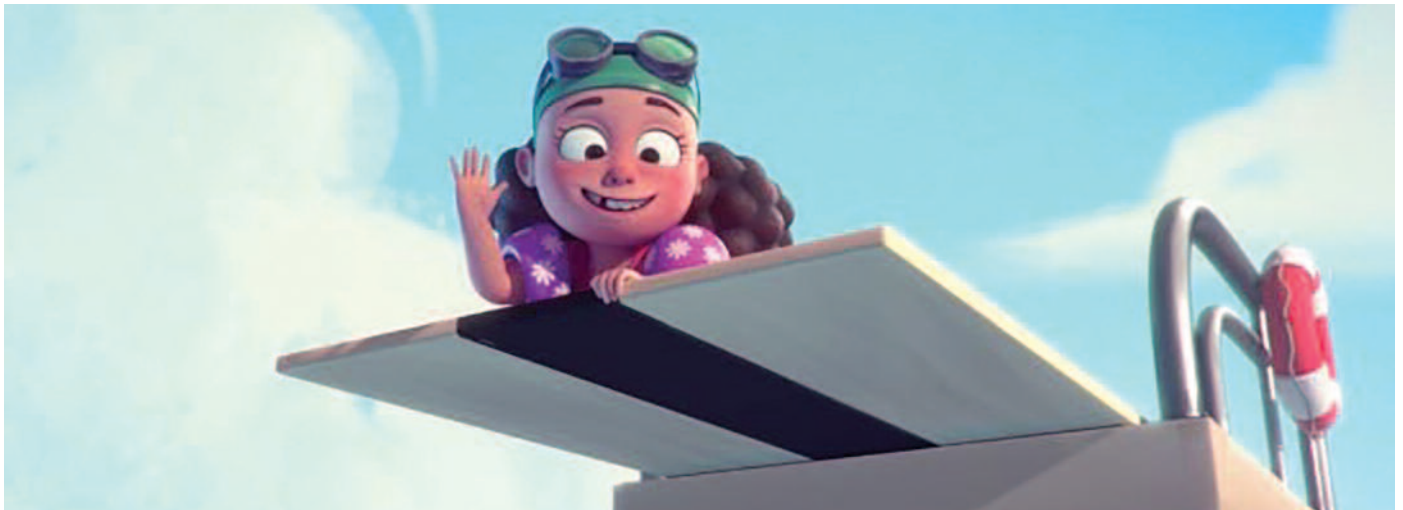
Once the Personal Attributes and Behaviours Chart has been completed then each attribute and behaviour can be assigned as being either Positive or Negative. Further discussion can be held on this.

*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 make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.* **HWB 1-11a / HWB 2-11a**





## Activity 4

At the end of the film Penny was seen to have saved the day and averted disaster. The even the diver also applauds a rather surprised but pleased Penny.

Describe the event as covered a local newspaper or television channel.

How might it be reported on social media platforms?

Images from this resource pack or on

<https://www.awn.com/news/triggerfishs-belly-flop-now-online> may be used.

*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 / LIT 2-20a*

*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 use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a*

*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*

*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 am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*

**HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b**

*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 / HWB 2-02a / HWB 3-02a / HWB 4-02a**



## Hedgehog

Directed by Vaibhav Keswani, Jeanne Laureau, Colombine Majou, Morgane Mattard, Kaisa Pirttinen and Jong-ha Yoon

France 2018 / 4m43s

In English

*Activities created by Sheena Lusby*

### Synopsis

This short is about a little boy struggling to find his place in the world. He experiences rejection and indifference at home, and animosity and a degree of antipathy at school. He is a thoughtful child and has channelled all his feelings and emotions into his interest in hedgehogs, which in turn have become his substitute relationship. This is the only topic he feels confident and willing to share with others. However he doesn't find in anybody a sympathetic audience, not even his teacher. He retreats into this other world where he is caring for the hedgehogs; a degree of care he does not seem to have experienced himself.

### Advisory

As part of the soundtrack we overhear possible domestic abuse issues, as the boy's parents argue with each other.



## Activity 1: Over the Rainbow Discussion

Following on from viewing the short Hedgehog the children will work in co-operative groups to discuss positive and negative aspects about relationships. Using appendix 1 sort the cards into two piles – positive words to be displayed ‘over’ the rainbow and negative words to be placed ‘under’ the rainbow. Once completed children will use a thesaurus to find other words which could be used to discuss positive and negative emotions.

*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*

*I can recognise how the features of spoken language can help in communication, and I can use what I learn. LIT2-03a*

*I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT2-06a*

## Activity 2: Positive Negative Illustrations

Pupils will create two illustrations showing the boy in a negative light then in a positive light. See Appendix 2 (class discussion appropriate here).

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

*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 3: Possi Tree

The class will each be given the 'skeleton tree', See Appendix 3 for details to create a web of positive words. It would be appropriate for the children to refer to the first activity completed to help them reach positive conclusions.

*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*

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT2-15a*

### Activity 4: Fact File Hedgehogs

Children will use non-fiction texts and the internet to create a fact file on hedgehogs. This should include their habitat, food and characteristics. It would also be good to add pictures and drawings.

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a*

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT2-24a*

*Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a*

### Activity 5: Clay Model

Using clay children will construct a model of a hedgehog. See Appendix 4 and internet sites such as Twinkl and You Tube for examples.

*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*





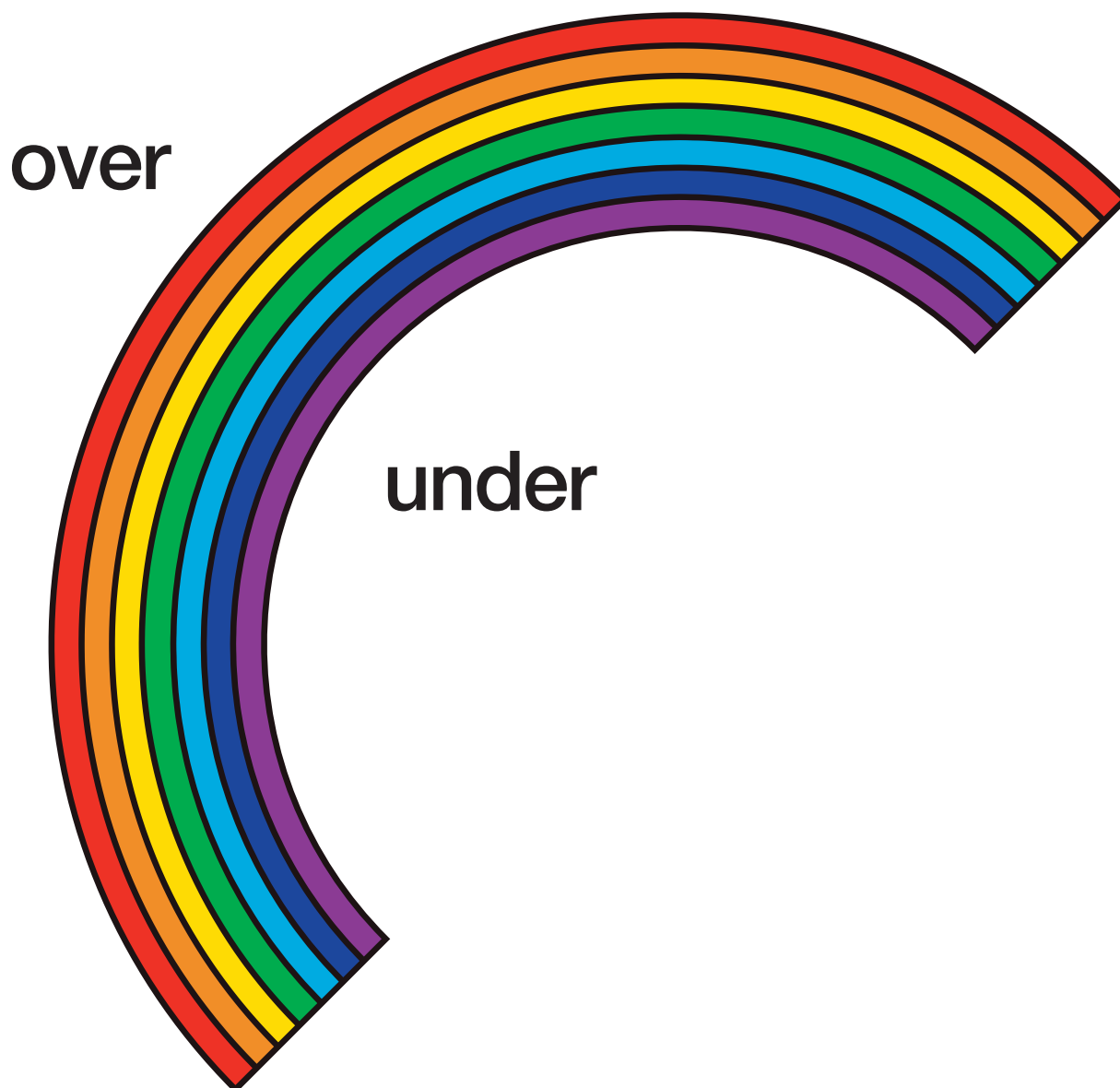
## Appendix 1

Teacher Note: these are just a few examples please add more of your pupils' choice.

thoughtfulness	inclusion	insight
realisation	tolerance	patience
differences	trust	sympathy
kindness	friendship	acceptance
rejection	shame	embarrassment
hostility	stressfulness	negativity
trapped	animosity	dysfunctional

Appendix 2A

Teacher Note: these are just a few examples please add more of your pupils' choice.





## Appendix 2B

(Teacher Note: For this activity A3 paper would work best)

<b>Negative Light</b>	<b>Positive Light</b>

Appendix 3

Write positive words on the branches of the tree.





Appendix 4



EYFS Don't Hog the Hedge! Hibernating Clay Hedgehogs Adult Input Plan and Resource Pack



Don't Hog the Hedge! Hibernating Clay Hedgehogs Display Cards



## Pearfall

**Directed by Leonid Shmelkov**

**Estonia 2017 / 2m56s**

**No dialogue**

*Activities created by Ian Cameron*

### Synopsis

*Pearfall* is a surreal animated short by Russian filmmaker Leonid Shmelkov. In this short the main character battles against the inevitable effects of gravity on a pear. The character (a blue monster) tries unsuccessfully to prevent a pear falling repeatedly on his head. The story involves no words, but instead uses odd sounds of communication from the characters.

### Before watching the film

Pupils should choose two of the following questions to answer when watching the film.

- Who are the characters?
- What happens?
- What surprises are there for you?
- Does the film conclude the way you expected?
- Is there anything you don't like?
- What sounds were used?
- Are there other short films this reminds you of?
- How would I change the film if I was making it?

*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: Understanding the Story

Ask pupils to recall the different ways the main character tries to avoid being hit by the pear. Some class discussion should also be undertaken about the forces at work on the pear i.e. gravity. Pupils can then work in small groups to come up with their own solutions to protect the character from the falling fruit. Pupils should include a list of materials they would need, a diagram of the solution and annotations on the diagram to help explain their solution.

Pupils should then be given an opportunity to explain their solution to another group. As a class the pupils can vote on which of the solutions they feel are best. This should take account of how effective, inventive and practical the solution would be.

### Extension:

Pupils can think of a solution using materials they can access around the classroom, or materials they could bring in from home. They should then build their solution to protect the character from the pear. Pupils should then develop a fair test to allow them to test all solutions equally.

*I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a*

*I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a*

## Activity 3: Making Links to Art

Resources: <https://www.tate.org.uk/kids/explore/what-is/surrealism> Intro to Surrealism

During this activity pupils will investigate what surrealism means and some artists that create surreal works of art.

Pupils should watch the short film about the Surrealist movement on the Tate Museum Kids website. The link can be found above. Pupils should then be asked to recap the film to a partner to come up with 5 things they understood/remember from the Tate film. Pupils should then make a list of things they think they have seen that might have been influenced by Surrealism. This might include specific film sequences or adverts they have seen or artwork they have seen in a gallery. Pupils should collect these ideas on a piece of paper, folded in two with the headings, “Films” and “Adverts” at the top of each half.

*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**





#### Activity 4: Making Art

Pupils should respond to the film by creating their own surreal piece of artwork. This can be as a dream response or autonomous response. Pupils can work in small groups. Some suggestions for materials would be:

- Magazines, scissors, for cutting up for collage
- Pencils, pens and blindfolds for autonomous creations
- Video cameras for creating surrealist film
- Card, scissors, for creating characters/shapes for animation
- Large sheets of paper for planning and creating

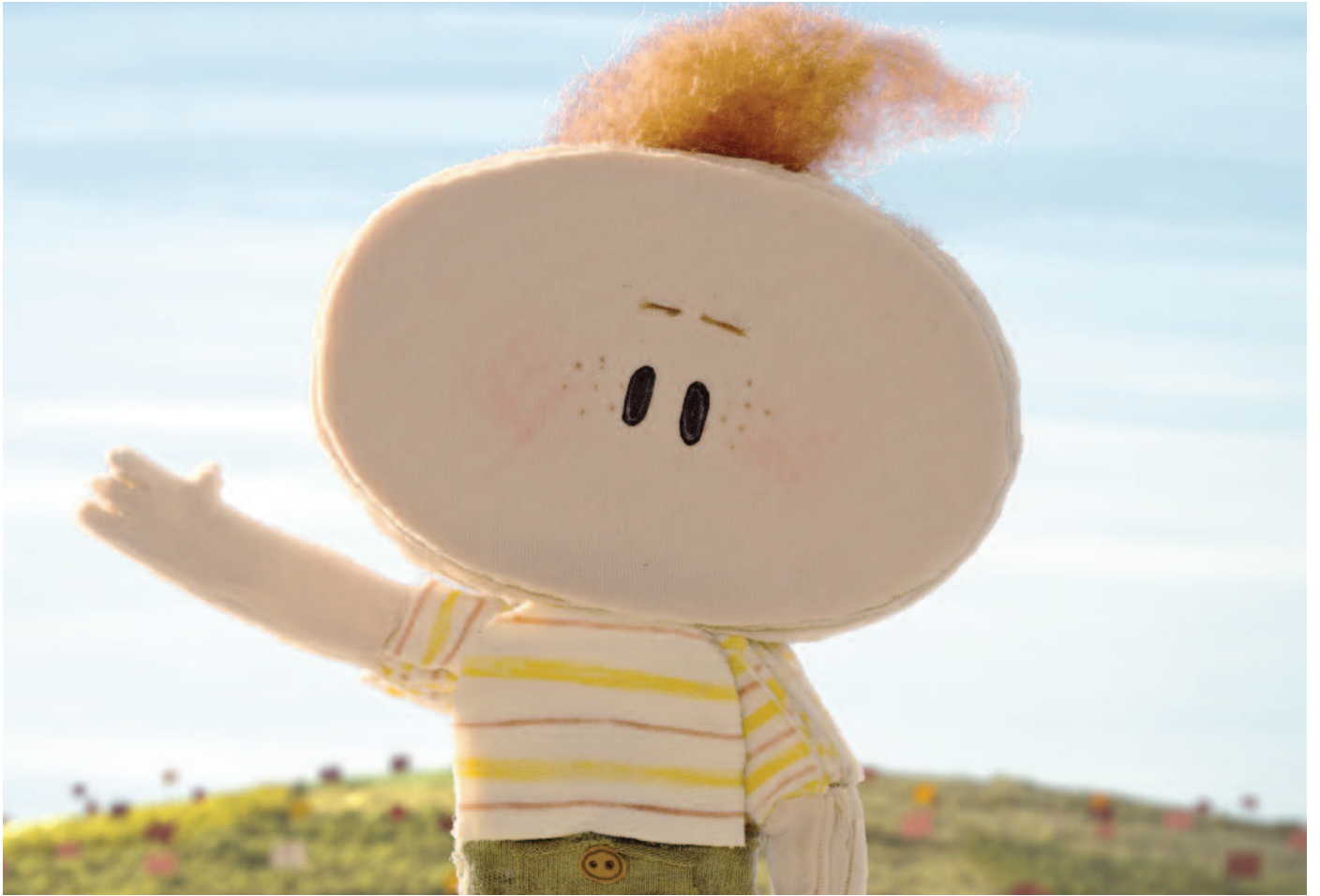
Pupils can then write a short description of their artwork explaining the title, their inspiration for the piece and what they feel it represents. Artwork could be used for a presentation or gallery visits from other classes.

*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***

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***

*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**



## The Kite

**Directed by Martin Smatana**

**Czech Republic, Slovakia and Poland 2019 / 13m03s**

**No dialogue**

*Activities created by Joy Christie*

### **Synopsis of film**

This visual delight of a film deals with the issue of death in a simple and symbolic way through the relationship between a little boy and his grandpa. The characters are put together in layers which represent their time left on earth. Seasons come and go and as time passes it reminds us that all living creatures must die but death doesn't mean the end of our journey.

### **Underlying themes**

Death, relationships with older generations, afterlife, lifecycles. This film handles the issue of death in a very sensitive, natural way.



## Before watching the film

Watch the trailer on <https://vimeo.com/310988917>

### Discussion points

- Where is the film set?
- Who are the main characters in the film? What do you think their relationship is?
- By listening to the music in the trailer, what do you think this film might be about/how does it make you feel?
- The film is called 'The Kite' but what important part in the film do you think the kite has?
- In groups, create a storyboard to record predictions about what might happen.

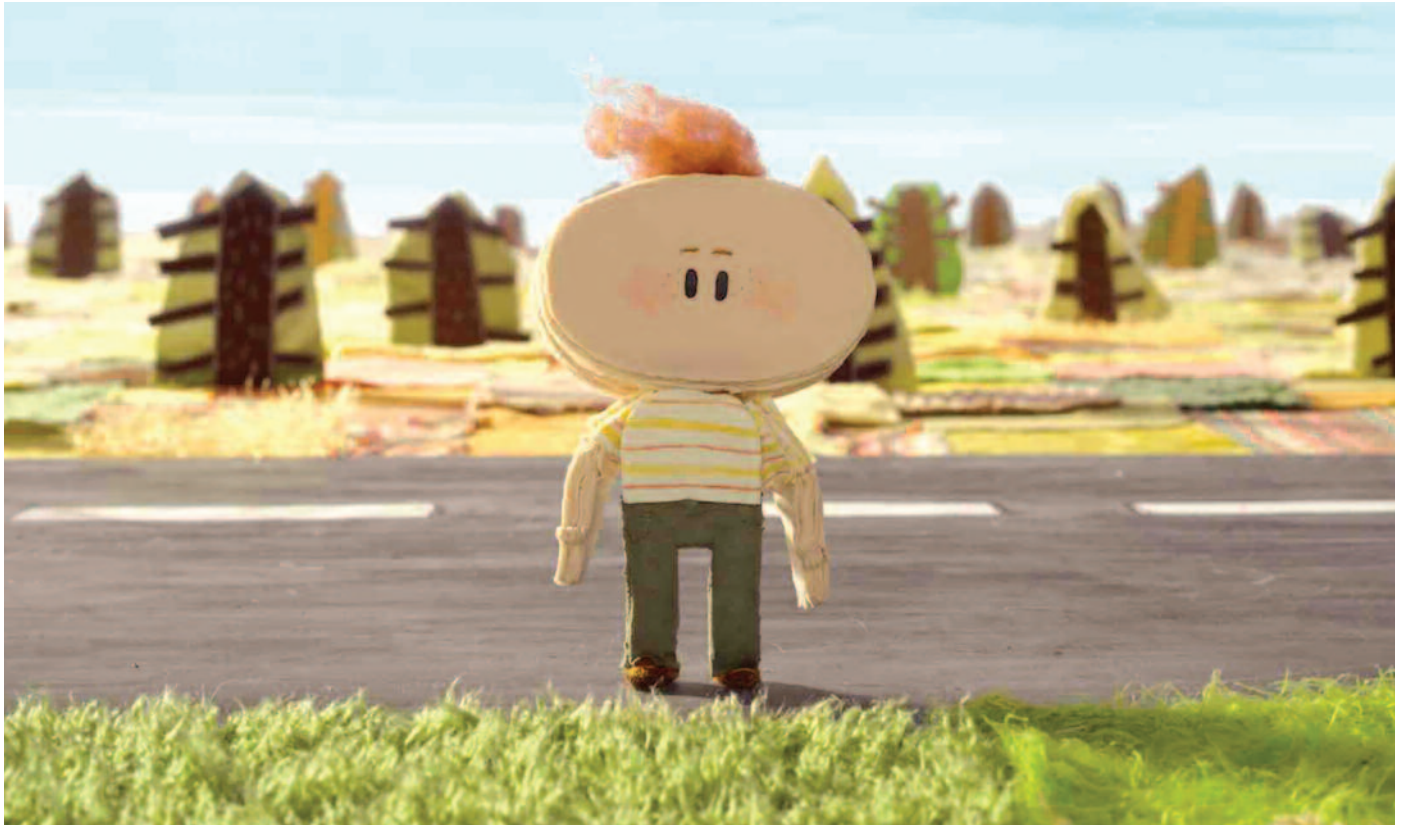
*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a*

*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

### Activity 1: Create!

Discuss the boy and his grandpa and the importance/relevance of how they are made in the film (the young boy has his whole life ahead of him and therefore has many strong layers whereas the grandpa only has a little time left and has one or two layers).

Either individually or as a group activity, children could design a new character for the film.

Create detailed drawings of what the character would look like and where they would fit into the film. Then as a class or group, decide which character should be created and brought to 'life'.

Discuss what materials would be appropriate to use.

Make models and display.

*During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. TCH 1-13a / TCH 2-13a*

*Through discovery and imagination, I can develop and use problem-solving strategies to construct models. TCH 1-14a / TCH 2-14a*

*I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a*





## Activity 2: Mindmapping and exploring unanswered questions

Pupils should make a mind map of all the things they know/remember about the film. The headings should be Characters, Locations, Objects, Story, Mood/Feeling/Emotions. The pupils can work independently or in pairs to create the mind map and should have 20 minutes to commit as many ideas to paper.

The pupils should then be asked to speculate using what they know. They should create another mind map of possible answers to the unknowns. Pupils should be reminded that for this exercise there are no wrong answers. The headings for the new mind map should be:

Where did the bus come from? Why does grandpa stay on the top of a hill in a tiny house? Why don't the rest of the little boy's family look after the grandpa? Where does the little boy live? Are there other villages/towns? Can you really fly above the clouds? Had grandpa really died? How can remember our loved ones once they've gone?

*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*

### Activity 3: Pattern

Repeated shape pattern is used effectively and cleverly in this film. Look at the following stills below and work with a partner to identify parts of the scenes with similar patterns.



Complete and continue the list below to begin exploring similarities:

Item	What does it remind me of?	Where else can I see this in the film?	Illustrate it
Grandpa's hat			
The tree beside his house			
The clouds			
Grandpa's shirt			

*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*







## Flipped

**Directed by Hend Esmat and Lamiaa Diab**

**UK 2018 / 5m**

**No dialogue**

*Activities created by Sarah Sturrock*

### Synopsis of film

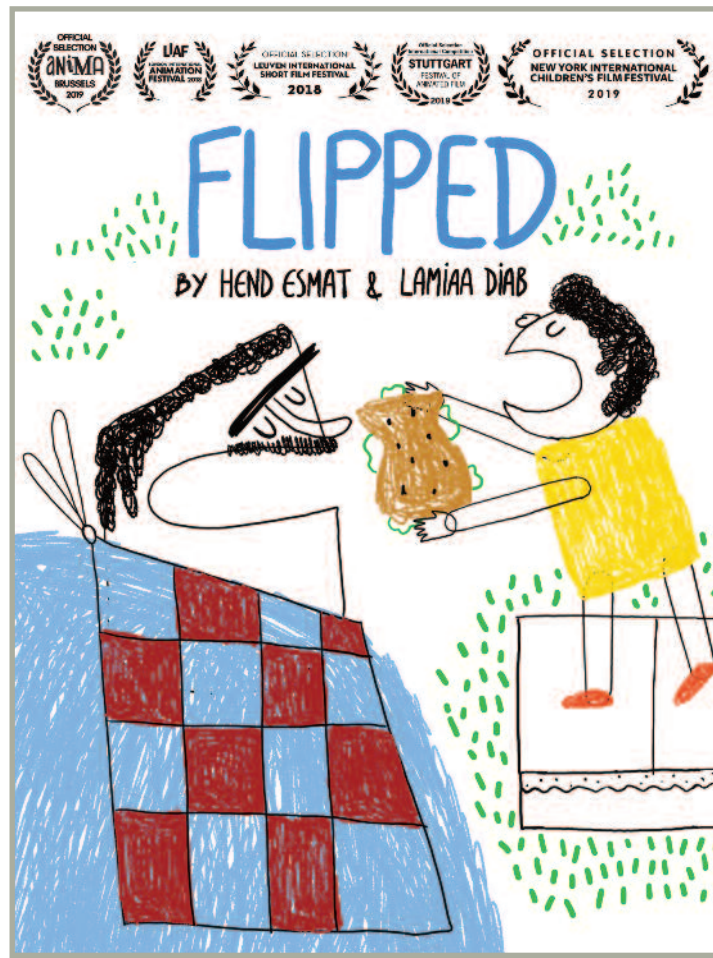
Flipped explores the absurdity of a world where the roles of kids and adults are switched. It is an animated story with no dialogue. The story follows a day full of bizarrely reversed interactions, unravelling the dynamics of this relationship, tackling topics about maturity and parenting in a comic way.

Flipped was created by Hend Esmat and Lamiaa Diab. They are a design and animation directing duo, originally from Cairo and currently based in Bristol, UK. They both finished their MA at the Bristol School of Animation in 2018 and previously studied Film and Media Design back in Cairo where they collaborated on different projects. Quickly they discovered they shared similar interests, in terms of design and approach, then started working together as a duo in 2012. Flipped was their MA graduation film.

### Lesson Starter

Before you see the film. Look at the poster for the film. In pairs or small groups write down 3 questions you may have from looking at the poster. For example: "Why is the little girl feeding the man?" Swap your questions with another group and try to answer their questions. You can guess what you think might happen and discuss why you think this. Share your answers with the group you have swapped with.





Watch the teaser: <https://vimeo.com/254686479>

### Discussion points/questions from teaser

- What do you notice about how the film is animated?
- Why do you think this is?
- What do you think is going to happen in the film?
- Why might the film be called 'Flipped'?
- Can you think of any instances where a child might have to look after or help look after an adult in a real-life situation?
- How do you think that could make the child feel?

*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*

*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*

## After watching the film

### Activity 1:

During the film there is no real dialogue but instead there are plenty of sound effects. These include the adults crying when they hurt themselves, splashing in the pool or joyfully giggling. Get the children to see if they can remember any other sound effects made during the film and discuss how the character may have been feeling at that time. (You can also re-watch the teaser to help you).

Hand out the emotion cards (Appendix 2). 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.

After completing this activity, children should be brought back together to discuss the importance or effect of sounds effects in this film to portray the feelings of the characters. This activity focuses on understanding the importance of the sound used in this film. Some of the emotions will be more tricky than others.

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

**EXA 1-12a**

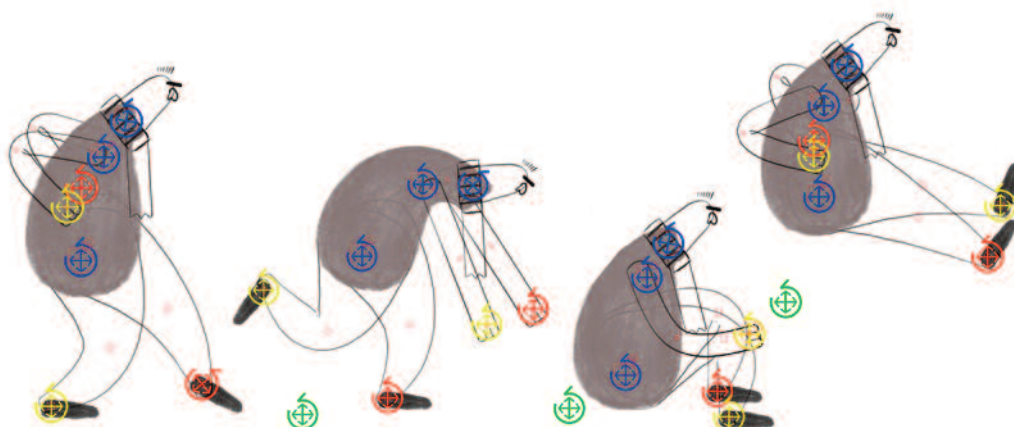
*I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.* **EXA 2-12a**

*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**





Appendix 1

Happy

Sad

Angry

Scared

Surprised

Jealous

Shocked

Uncomfortable





Confused

Content

Hurt

Eager

Joy

Nervous

Tense

Irritated











## The Fox And The Bird *Le renard et l'oisille*

Directed by Samuel Guillaume and Frédéric Guillaume

Switzerland 2019 / 12m

No dialogue

*Activities created by Lynsey Dick*

### Synopsis

This absolutely beautiful animation follows a lone hungry fox as he embarks on a strange venture into fatherhood when he discovers a tiny baby bird. This unlikely friendship results in beautiful moments shared between them.

The trailer can be viewed here: <https://vimeo.com/302023945>

### Before watching the film

#### Activity 1: Listening and Talking

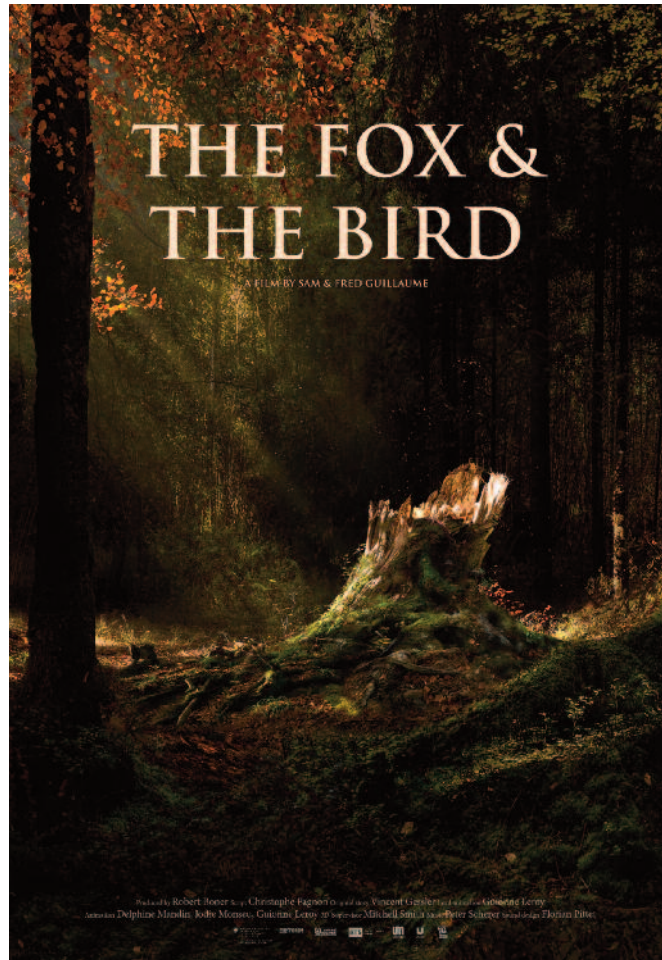
Show the children the trailer for the film and tell them the name in French. Can they predict what the title of the film is in English.

Once they have seen the trailer and made their predictions show them the poster for the film, use the image below.

#### Questions for discussion

- What is the film about?
- Who is the main character?
- Why is the fox running away?
- What will the fox do with the egg?
- What do they think of the poster?





## After watching the film

### Activity 2: Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film?

#### Questions for discussion

- What happened in the film?
- Why couldn't the fox get any fish?
- What were the beavers doing?
- Why did the fox look after the bird?

*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 3: Literacy/Expressive Arts, Music

Sound plays a very important part in this animation. The music used very much influences the way we feel throughout the film. It evokes different emotions and feelings. With the children explore the different emotions that they felt during the film.

Encourage them to think pair and share with a partner or in a group. Get feedback from the class and discuss the different feelings and at what point they felt that when watching the film.

To help them explore how music can influence emotions, listen to the following pieces of music. Discuss the feelings it evokes, discuss what they hear and discuss what it makes them think of.

The following links are to the BBC Ten pieces websites where you can watch and hear professional orchestras performing the pieces.

Gustav Holst – The Planets – ‘Mars’ <https://www.bbc.co.uk/programmes/p02b14ld>

Georges Bizet – Carmen Suite – ‘Habanera’ <https://www.bbc.com/teach/ten-pieces/KS2-3/zjk8jty>

Antonín Dvořák – Symphony No. 9, The New World Symphony – Largo (2nd Movement)  
<https://www.bbc.com/teach/ten-pieces/KS2-3/z7qmhbkc>

Modest Mussorgsky – A Night on the Bare Mountain  
<https://www.bbc.com/teach/ten-pieces/KS2-3/zvw2t39>

*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**

*I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.* **EXA 1-19a / EXA 2-19a**

*I am aware of and able to express my feelings and am developing the ability to talk about them.*  
**HWB 1-01a / HWB 2-01a**

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

*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.* **LIT 1-01a / LIT 2-01a**

## Activity 4: Literacy

Using the still images below to look at how important characters and setting is within animation. Use the images to stimulate some descriptive writing, about the setting or the characters.

Encourage them to really look at the detail in the images. Take suggestions and create a word bank on the interactive board. Some children may benefit from working in pairs or a small group. Use this exercise to try and up-level their vocabulary. For more able to children they could try using different strategies to find alternative words such as a thesaurus.

Spend a lot of time discussing this to allow the children time to share their ideas, this will help support all the learners.

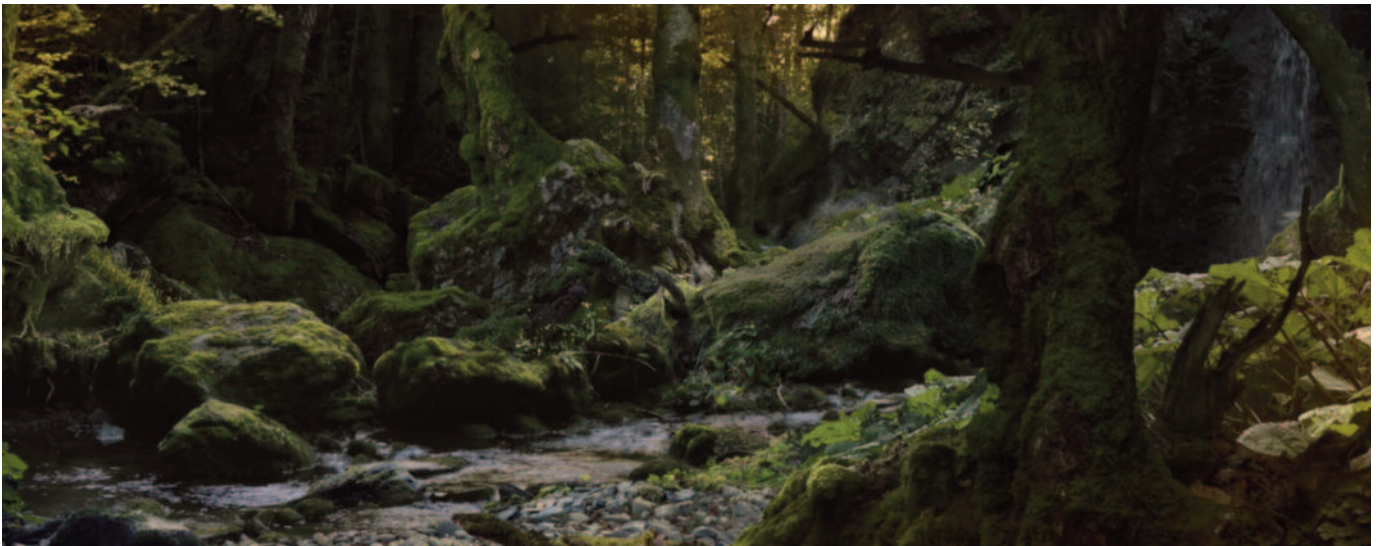
Children can then transfer this to writing and planning their own setting or characters within writing or animations.

*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**

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.*

**LIT 2-26a**

















**Habitat**

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**Diet**

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**Habitat**

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**Other Information**

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## Activity 6: HWB

The Fox and The Bird make an unlikely pair and as the friendship develops they become to rely on one another. The fox helps the bird learn to fly and in return the bird tries to help the fox to collect food.

This is an excellent example of mutual kindness, how to help one another and how to work together.

With the class, create a calendar of kindness. This can be something that the whole class contribute to or it could be completed within groups. Encourage the children to think of ways they can help each other in the classroom and in the playground.

*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**

*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 / HWB 2-09a**





## Coucouleurs

Directed by Oana Lacroix

Switzerland 2018 / 6m35s

No dialogue

Activities created by Sonia Swankie

### Synopsis of film

In a large forest where single-coloured birds live, everyone has found his place in a tree that looks like him. But what happens when a bird has two colours? An animation with no dialogue, told through the actions, sound effects and music.

*Coucouleurs* is Oana Lacroix's first short. She was born in 1989 in Switzerland and gained a bachelor and a master in animation from Ceruleum school, Lausanne.

### Themes

Friendships, exclusion, discrimination, we are all unique with some similarities and differences.

The activities for this film focus on Literacy, Health & Wellbeing and Expressive Arts.

They involve listening & talking, debating, note taking, exploring discrimination and creating art using different tones of a single colour.

*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**

*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/2-04a**

*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/2-05a**

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

*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**

*I recognise that we have similarities and differences but are all unique.* **HWB1-47a**





## Before watching the film

Listen to the trailer with the screen out of view of the children. Ask them to write down everything they think they can hear. Discuss what they think.

### Discussion points

- Who do they think the main character might be?
- Where do they think the film is set?
- What clues have they found that support their thoughts?

*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

### Activity 1: Feelings & Setting

In groups, get the children to consider how the main character feels when it thinks it's found friends and when they reject it. They could use a thesaurus to think of as many interesting adjectives as they can. See which group comes up with the most after a set time.

Why do you think the main character isn't happy? Have you ever felt that way before? What did you do? Discuss with a partner.

What changes take place in the film? (seasons, friendships, cooperation). How did the birds eventually manage to live together happily? Does it matter if we look different? Discuss as a class.

*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/2-04a*

*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/2-05a*

## Activity 2: Monochromatic artwork

The animation uses simple shapes and colour. Each animal fits in because they are all the same colour which matches their surroundings. Children will create their own monochromatic artwork using different tones to create colour harmony. Colour harmony is discussed at

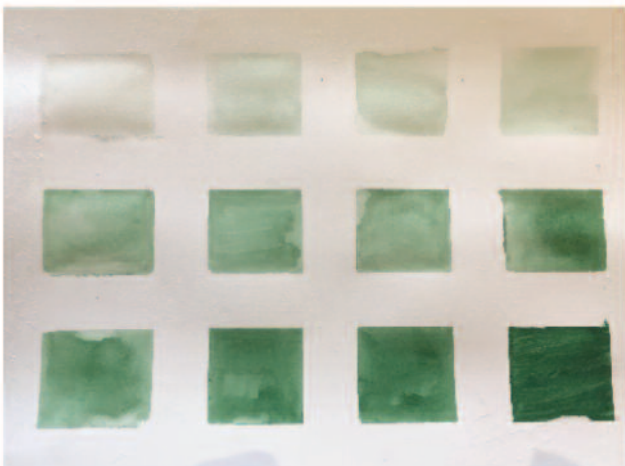
<http://www.sensationalcolor.com/understanding-color/theory/color-relationships-creating-color-harmony-1849#.XSJPBndFzIU>

When children think of monochromatic artwork they often think of black & white, however monochrome artwork can use different tones of any single colour.

<https://www.tate.org.uk/art/art-terms/m/monochrome>

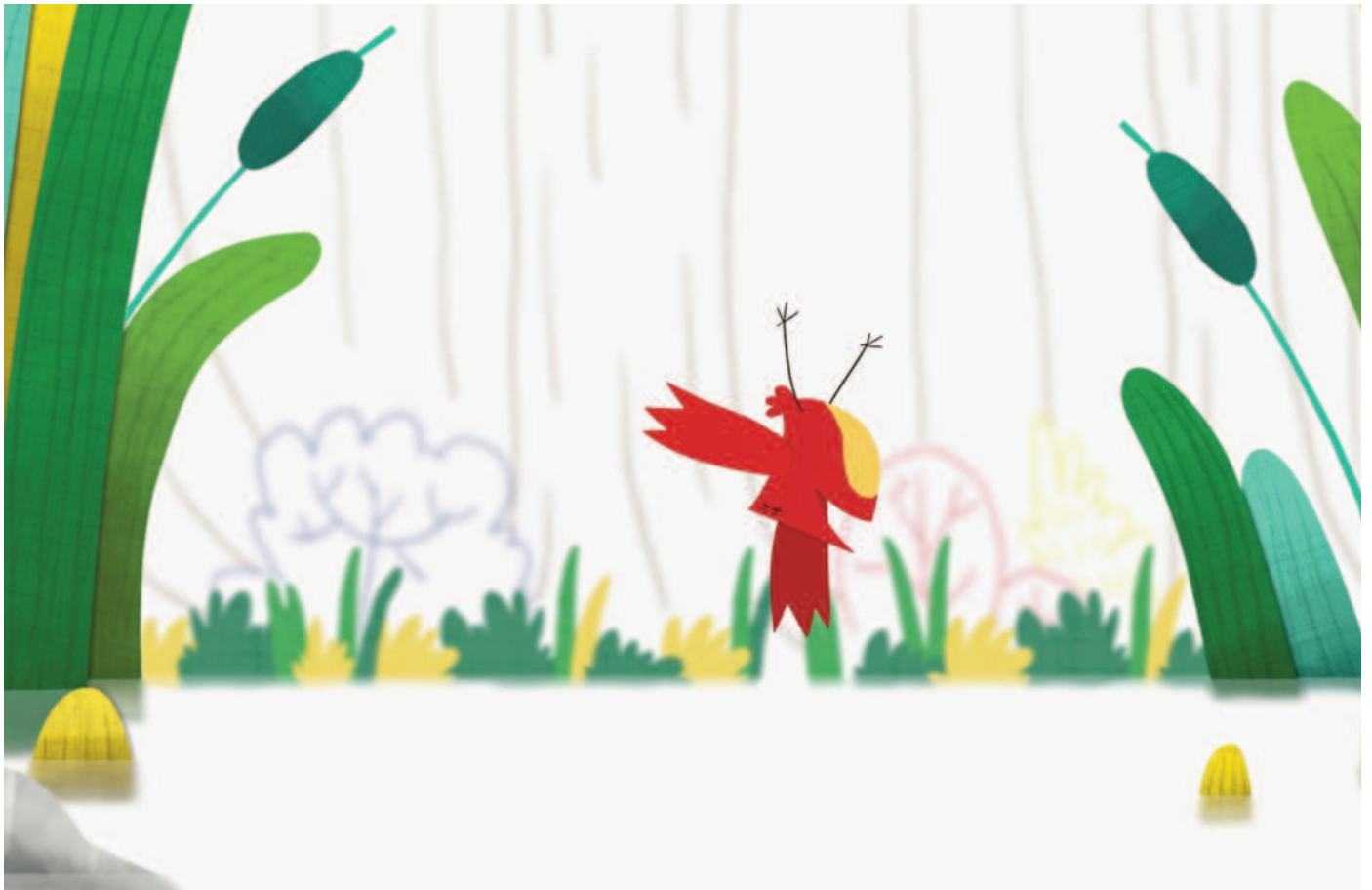
Start by creating a palette to experiment with the different tones that can be created with a single colour. Mark off a piece of paper into 12 rectangles using masking tape. Begin with water in a lid or tray and add a very small amount of paint with a brush. Paint the first rectangle. Add a bit more colour and paint the next rectangle. Keep doing this until all rectangles are filled. The last one should be mostly paint with little water.

For the artwork you will need thick black pens and A4 white cartridge paper. Children draw a basic shape, such as a heart, in the middle of the card using a pencil. Next, use a ruler and the pencil to draw rectangles over the whole page, behind the shape and then inside the shape. Starting with mostly water and a small amount of one colour, children paint some of the rectangles, ensuring they are not adjacent. They then add a little more colour and paint some more rectangles. Keep doing this until all rectangles have been painted. Children can refer to their palette to see how many more tones they can use throughout the activity. Once dry, go over the pencil lines with the black pen.



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



### Activity 3: Debate

Discuss discrimination in society and how some people are excluded. Why do the class think some people are subjected to discrimination? Ask them how they think discrimination impacts on people's lives. Have they ever felt left out?

The following clips could be used to promote discussion.

<https://www.bbc.com/bitesize/clips/zqvnvcw> (focus on racism)

<https://www.bbc.com/bitesize/clips/z7vnvcw> (focus on bullying)

Divide the class into two groups. Children will debate the motion that the dual-coloured bird (the main character) should not be allowed to stay with the single coloured birds. Group 1 will be for the motion and group 2 will be against the motion. Children should prepare facts and their points of view to present in small groups as a debate. Younger children could complete a discursive text rather than take part in a debate.

*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***

*I recognise that we have similarities and differences but are all unique. **HWB1-47a***





## Slurp

**Directed by Florent Hill**

**France 2018 / 4m14s**

**In French with English subtitles**

*Activities created by Meg Brough*

### Synopsis

Slurp is about a little boy who tries to solve a family problem: his grandmother's soup slurping! Slurp is about family relationships, responsibilities and finding a way to live in harmony with others.

### Institutional information

Executive Producer: Florent Hill and Marina Barabanova

Actors: Colin Hill, Fanny Delaage Hill, Rachel Verdonck, Cyril Cotinaut

Sound Edito : Justin Vaudaux

Music Composer: Guillaume Ferran

### Background information

- The idea came to the Florent Hill when he was thinking about the place of elderly people in France.
- He wrote the script in a few minutes and paid for the whole thing himself.
- It took 3 days to film.
- He didn't have to pay for actors because the grandmother is the director's grandmother and the little boy is his cousin. Two of his friends were actors for the mum and dad parts and it was shot in his grandparents' home. His friends even helped out on the set.
- The fly in the film is real and flew at a moment when they really needed the actor to focus. (He was only 3!)
- All of the sounds were recreated by the director and his sound editor.



## Points for discussion

- What is the problem that the little boy has to fix?
- Do you think the little boy has a good relationship with his grandmother?
- Have you ever had a problem that you have had to fix?
- Why do you think there is no talking in the film?

*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 3-07*

## Before watching the film

- What is a “slurp?”
- When do we usually hear that sound?

**Predictions:** Try to come up with an imaginative story where the sound of a slurp is important.

## Onomatopoeia

As you will notice, there are no conversations between the characters in this film. However, the director has told a story through the use of camera shots and the sounds. This can be the same in writing, when an author wants to tell a story, he/she doesn’t even have a camera. They must only use words such as ‘slurp’ to describe the noises they hear. This is called onomatopoeia. Some other examples are ‘crash’, ‘bang’ and ‘crackle’.

**Task one:** in a group, come up with a list of at least 10 onomatopoeic words.

**Task two:** Write down as many sounds as you can remember from the film. Try to come up with an onomatopoeic word for each of them.

**Task three:** Beside each word you have written, write down what is happening in the film at that point. Eg. ‘slurp’ = grandmother slurping soup from a spoon.

**Task four:** onomatopoeia stories

***Buzz buzz buzz. Scream. Swoosh swoosh. Stamp stamp stamp. Slam.***

This tells the story of someone who is scared of bees, flapping their arms, running away and shutting the door!

Try to write your own story in the same way, only using sound words.

*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*

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a*



## Family Relationships

The little boy clearly has a very close relationship with his grandmother, despite the racket she makes! As we have already said, we don't need to hear what they say to each other to tell that they love each other. This film is based on (and stars) the Florent Hill's own grandmother. He said "It is a film without dialogue, I recalled my memories and my visions to establish a whole list of gestures and looks which make all the drama."

**Write down a list of ways we can tell that the little boy has a good relationship with his grandmother, even though they don't talk.**

*To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. ENG3-17a*

## Reflective Writing

We have just been thinking about the ways in which someone else demonstrates a close relationship with a family member. Now you are going to think about someone you are very close to you. Write a little piece about why they are important to you. Here is a paragraph plan to help you.

**Paragraph one:** Think about someone who you have a good relationship with. Describe them and what you love about them.

**Paragraph two:** What kind of things do you do together? If someone was to see you two together (like the little boy and his grandmother) how would they know you had a good relationship?

**Paragraph three:** Describe a habit they have. Is it funny? How do you cope with this?

**Paragraph four:** What is it about this person that makes them so special? What have you learned from them? Has your relationship with them helped you become the person you are today?

*I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3-30a*





## Storytelling and Problem Solving

This story explores the idea of getting older. Both for the grandmother and the little boy. The little boy takes on some responsibilities in dealing with a family problem.

When we think about a story with a problem, we have to think about how this problem is presented to us.

Once there was a man called Todorov. His job was to study stories and think about what made them all similar. He discovered that in all good stories there is a problem, or disruption, that the main character must solve.

He says that every story follows this structure.

- 1 Everything is calm. Nothing bad has happened yet.
- 2 A problem presents itself. The main hero has to solve this problem.
- 3 The hero realises there is a problem and embarks on a quest or journey to solve this.
- 4 There is a scene when the problem appears to have been solved
- 5 The problem has been solved. Things can go back to normal. Or as normal as they can be!

**Task one:** Think about “Slurp.” For each of the five parts, describe how they can be applied to the film. (The only time there is a piece of important dialogue is in stage four, when the little boy overhears something on the tv. What does he hear and how does this help him solve his problem?)

**Task two:** Think of your favourite story or film. Can you apply this story structure to a story you love? Or can you catch Todorov out?

**Task three:** Think about a time you had a problem. How did you fix it? Did things go back to normal? Apply your story to each of the five bullet points. Here is an example

- 1 I was calmly eating my cereal for breakfast minding my own business.
- 2 A wasp came through my window and landed on my nose.
- 3 I tried to blow it off. It didn't move. I thought “I'm going have to try another option”
- 4 I ran around the house, swooshing my arms, trying to get the wasp to go away when I noticed a newspaper. I picked it up and hit my nose with it.
- 5 My problem had been solved. The wasp had flown away. I could go back to my cereal. The only problem was, my nose was twice the size because I had been hit by a newspaper and stung by a wasp.





## Task four – Storyboarding

Before a production team embarks on making their film, storyboards will be created in order to plan their film the best that they can. This is especially popular in animation and it will help all departments (such as costume, props, scenery) to have one unified vision.

Storyboarding is kind of like a comic strip in that it involves drawing the part of the story and thinking hard about what is the most important information to tell the story. Florent Hill said During the shooting he worked “based on the script and 99% storyboard.” He also explained that he used the storyboard to ensure that the scenes were edited correctly.

Draw five boxes on your page. Each of these will be for a different part of your problem story. In each box you must draw what is happening at that part of the story. For example, box one will have a drawing of you in your normal setting. Box two should include a drawing of your problem presenting itself.

**Extension task:** If you have any extra time, you might want to do a little more production work. For each box describe what you have included (eg. The character’s costumes, the props, the scenery) and why you have included this. Eg. ‘I have chosen to put my character in a white t-shirt because the colour of the bee will stand out more and make it more obvious to my audience.

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a*

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26*

*I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a*

Helpful links <https://cinesud.nl/nieuws-inspiratie/2019/case-study-slurp>

