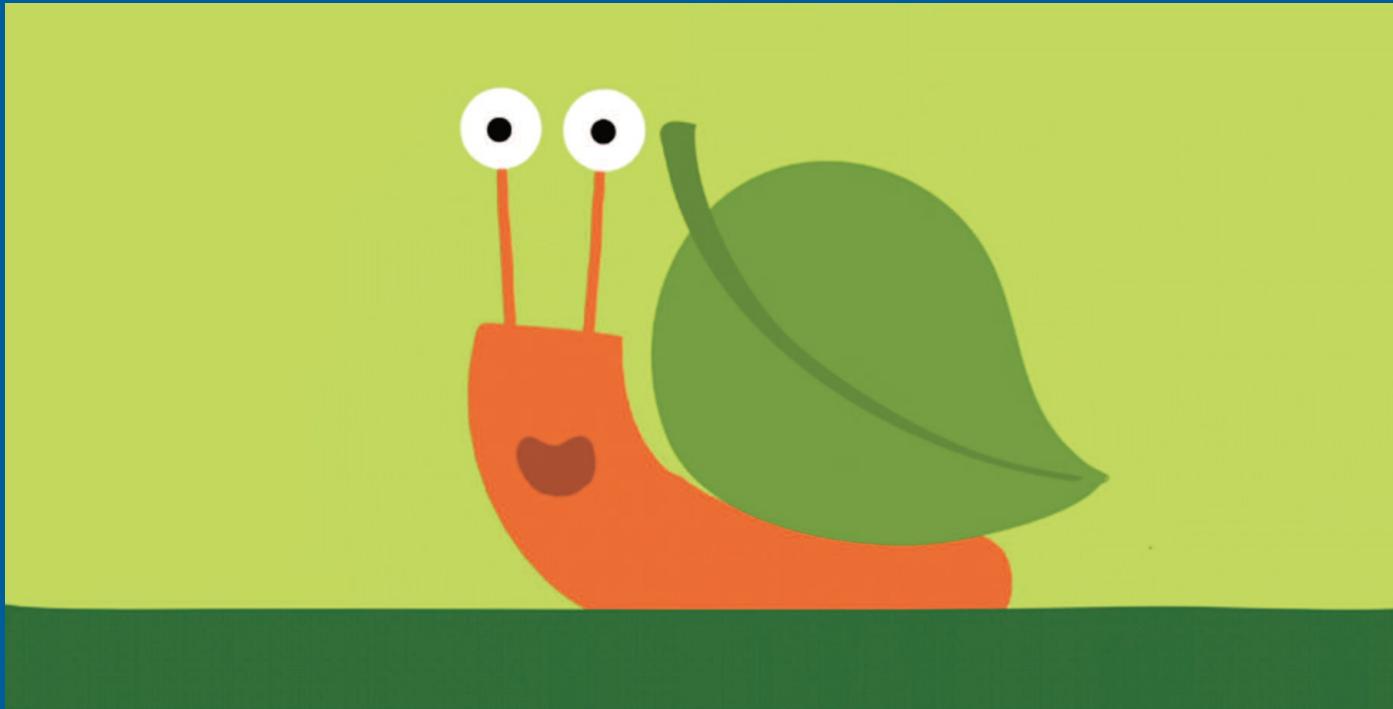
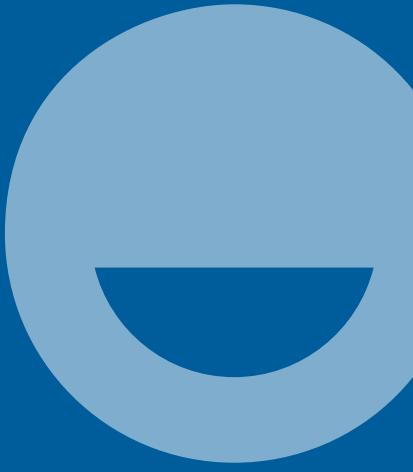


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences

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## Teachers' Resource Pack: **Shorts for Wee Ones 2021**

Early Level and Level 1

Curricular Themes:

*Expressive Arts, Literacy, Science, Technology, Health and Wellbeing*

Created by Lynsey Dick

**Discovery Film Festival: Sat 23 October – Sun 7 November 2021**

# DCA

Dundee Contemporary Arts

EUROPA CINEMAS  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE  
ONE CITY, MANY DISCOVERIES

CREATIVE  
SCOT  
LAND  
  
ALBA | CHRUTHACHAIL

.....  
**discoveryfilmfestival.org.uk**

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With support from DCA Cinema and Learning teams



## Introduction

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

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:

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



## Before your visit to the cinema

Explain to the children that they are going to watch a variety of short animations. Share the titles with the children and ask them to predict what they think each might be about. Encourage them to think about what characters will be in the films, what the setting will look like and what might happen in the stories.

Also share that the films are made in different countries. Share where the films have been made and using Google Maps identify where these countries are in the world.

*To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.* **SOC 2-14a**

## Film Titles

- *Ink* (The Netherlands)
- *Kiko et les animaux* (France/Switzerland)
- *Mido et les instrumeaux* (France)
- *Juan Viento* (Argentina)
- *The Little Hedgehog* (USA)
- *Kiki la plume* (France)
- *Starhunters* (Austria)
- *Slug* (Germany)

## Trailers available to watch

- *Ink* (trailer) <https://vimeo.com/462973401>
- *The Little Hedgehog* (full film) <https://www.youtube.com/watch?v=jg5pTLX8sTs>
- *Kiko et les animaux* (*Kiko And The Animals*) <https://youtu.be/l2FE1gxVQL0>
- *Sur la colline* (*On The Hill*) (trailer/film unavailable)
- *Kiki la Plume* (*Kiki The Feather*) <https://vimeo.com/454265194>  
<https://www.youtube.com/watch?v=GKtj6Zdwfb8>
- *Mido et les instrumeaux* (*Mido And The Instruments*)  
<https://www.youtube.com/watch?v=bzLMAr6vgfI>
- *Starhunters* (full film) <https://vimeo.com/238897212>  
<https://www.youtube.com/watch?v=Qr-Khenai8o>
- *Juan Viento* (trailer) <https://www.youtube.com/watch?v=0TeBBFOnaKM>
- *Slug* (trailer/film unavailable)

## After your visit to the cinema

Discuss with the children what their favourite film was. They could share this with a partner or in co-operative learning groups. Take feedback and encourage them all to choose a film they like and to say why they liked it.

*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**





## Ink

2020, dir: Joost van den Bosch, Erik Verkerk, Netherlands, (2'15")

### Synopsis

In this hilarious short animation, a clean-up neat-freak octopus uses all of his tentacles trying to maintain his clean and tidy ways.

The trailer can be viewed here: <https://vimeo.com/462973401>

### Before visiting the cinema

#### Activity 1 – Listening and Talking

Let the children see the trailer. Share the title with them and get them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document. The music in this film is great fun.

#### Questions for discussion

- What is the film about?
- Who are the characters?
- What is the problem?
- What does the octopus not want the man to miss?
- Where does the ink come from?



## 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? Did they like or dislike the film? Can they explain their reasons?

### Questions for discussion

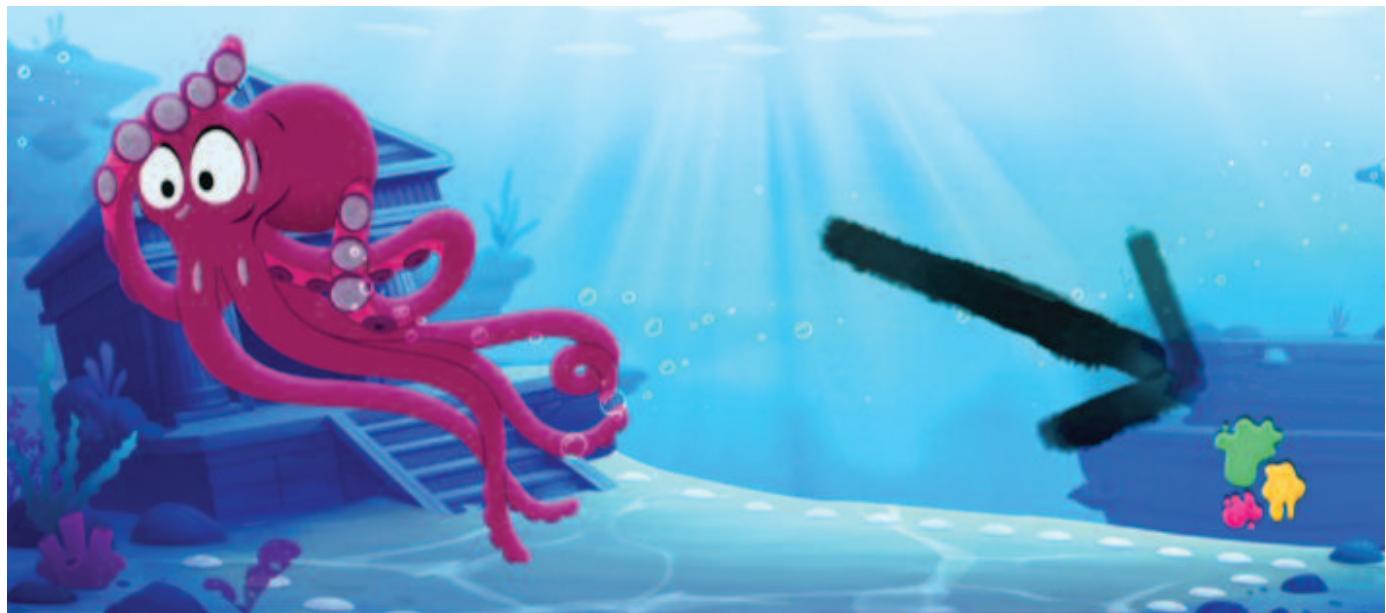
- Why was the octopus tidying?
- Where was the octopus?
- Why was he angry?
- How did we know he was angry?
- How did he try to get the cleaners attention?

*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/Health and Wellbeing

There is no dialogue in this film, it relies upon the characters expressions for us to understand how the character is feeling. Use the still images below to decide how the character is feeling in each scene. Discuss with the children, what is happening and why the octopus feels the way he does.

Encourage the children to up-level their vocabulary for this activity.

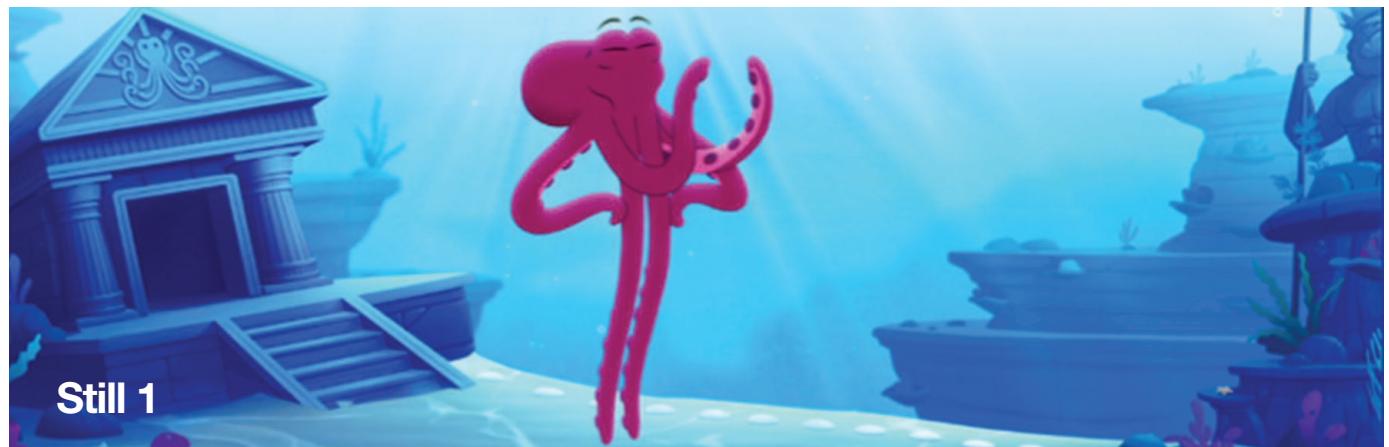
Have the children work in groups. Give each group a different still and have them discuss and write down their ideas for the emotions the octopus is feeling. Change the still around to give each group a chance to add to the emotions recorded.

*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***

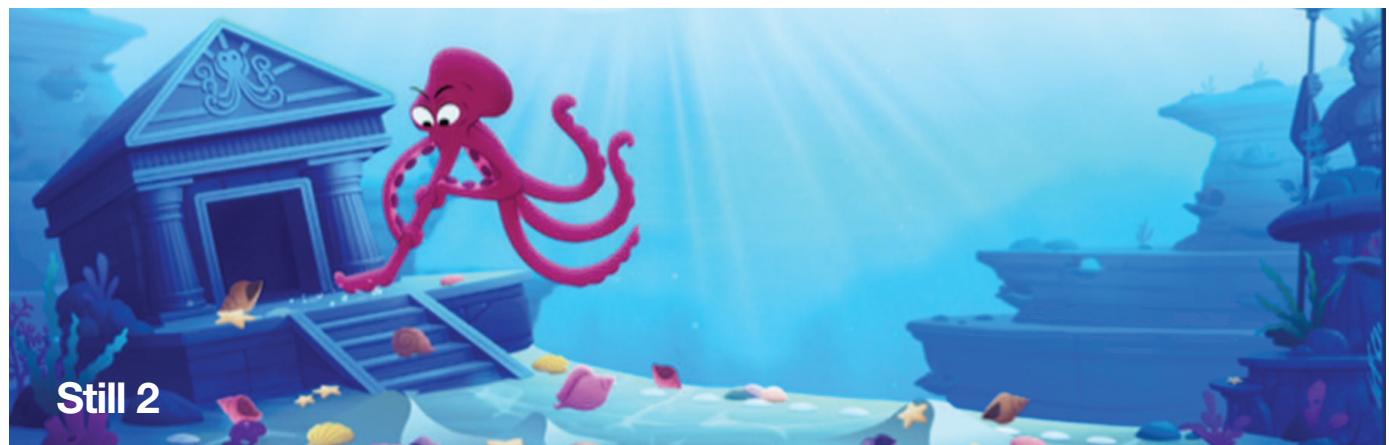
*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*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***

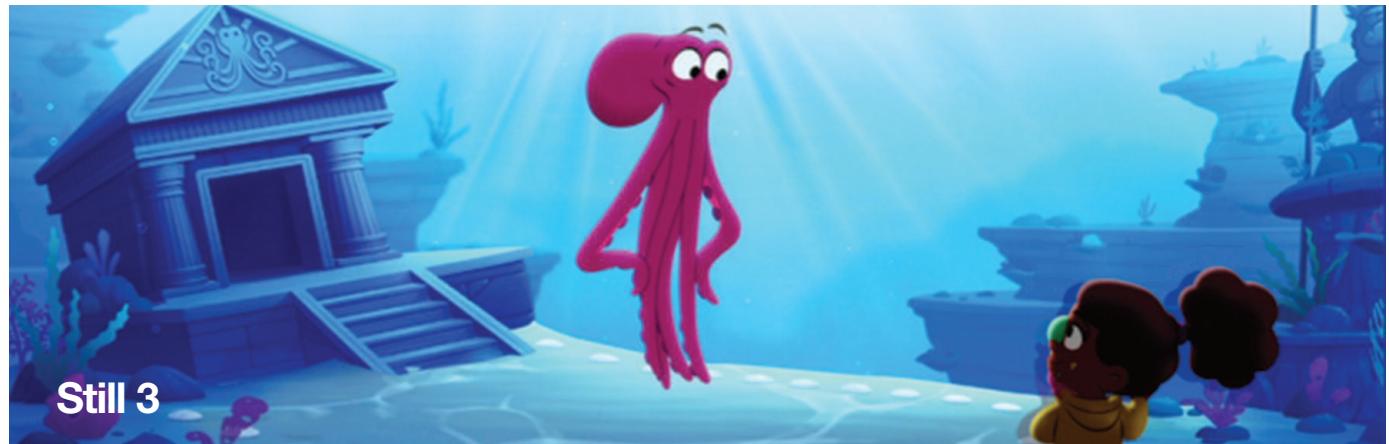
*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04***



Still 1



Still 2



Still 3



Still 4



## The Octopus feels:

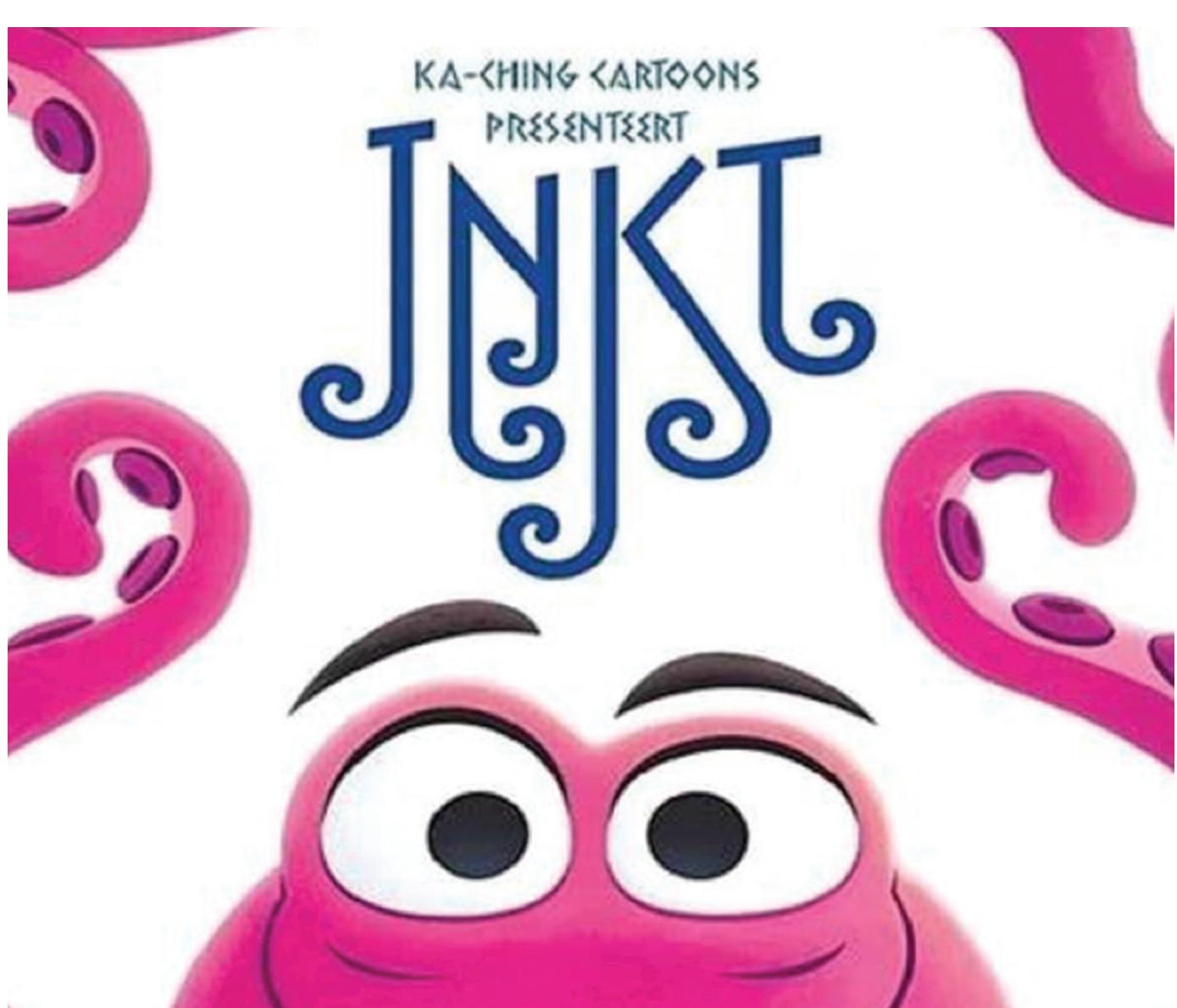
**Still 1**

**Still 2**

**Still 3**

**Still 4**





## Activity 4 – Expressive Art – Art and Design

The poster for the film features the main character, the octopus. Have the children design their own film poster for *Ink*.

*I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a*

*Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a*

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



## Activity 5 – Expressive Arts – Music/Dance

The piece of music used in this animation is called Zorba the Greek or Zorba's Dance. Listen to and watch this recording of it on YouTube from André Rieu's concert.

### YouTube link:

- [André Rieu – Zorba's Dance \(\*Sirtaki\*\) – YouTube](#)

Let the children watch the performance. Can they identify any of the instruments that are being played? How does the music make them feel?

Explain to them that this is a piece of music by a Greek composer Mikis Theodorakis and the song featured in a film. The dance that accompanies it is known as sirtaki.

The octopus and the cleaner perform a dance of their own when the glass breaks. Can the children create their own dance to the music?

This video can be used to help them come up with some traditional moves to accompany the music. Or they could learn the routine and follow it along. Have fun!

### YouTube link:

- [Zorba The Greek Dance - The Greek Orchestra Emmetron Music HD - YouTube](#)

*I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a*

*I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a*

*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*





## The Little Hedgehog

2020, dir: WenJu Chow, USA, (3'53")

### Synopsis

In this beautiful animation, a little hedgehog struggles to fit in with the other hedgehogs as he doesn't have any spines yet. He tries lots of different ways to fit in but none of them seem quite right.

The full film can be viewed here:

[The Little Hedgehog – Animated Short Film on Vimeo](#)

[Wen Ju Chow – The Little Hedgehog 2020 – YouTube](#)

### Before visiting the cinema

#### Activity 1 – Listening and Talking

There is no trailer for this film so just share the title with them and get them to predict what they think will happen. **Do not show them the film before the visit.** If you want to give them some clues, turn the interactive board off and let them listen to the film. The music is beautiful and there are some noises they may be familiar with. Once they have listened to the film, ask them to share their ideas. Record the answers on post-it notes or an interactive document.

#### Questions for discussion

- Why do you think it is called *The Little Hedgehog*?
- Who will be the main character?
- What did you hear?
- Do you think there will other characters?
- What will happen in the film?

# After visiting the cinema

## **Activity 2 – Listening and Talking**

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

## **Questions for discussion**

- Why was the little hedgehog sad?
  - Why was he different?
  - What did he do to try and fit in?
  - Do you think the other hedgehogs minded he was different?

*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 – HWB**

Celebrating being different is a key theme in this animation. The little hedgehog wants to fit in, but the other hedgehogs do not mind that he is different. Discuss with the class the importance of being different and unique and why it is important that we recognise and understand how others feel.

Have the children work in pairs or groups to come up with some ways the other hedgehogs could help the Little Hedgehog.

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

*I 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*

*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*



## Activity 4 – Literacy – Writing

Use these still images to help the children write some dialogue between the characters. Use the previous activity as a starting point. Have them think about what each hedgehog would say.

## Activity 5 – Literacy – Writing

Use the still images as a stimulus for some descriptive writing. The characters within an animation are one of the most important parts. Have the children think about the physical descriptions of the little hedgehog and his friends.

Try to use this as an opportunity to expand and up level their vocabulary. Have them create word banks to share with each other.

*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*

**LIT 0-01a / LIT 0-11a / LIT 0-20a**

*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***

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

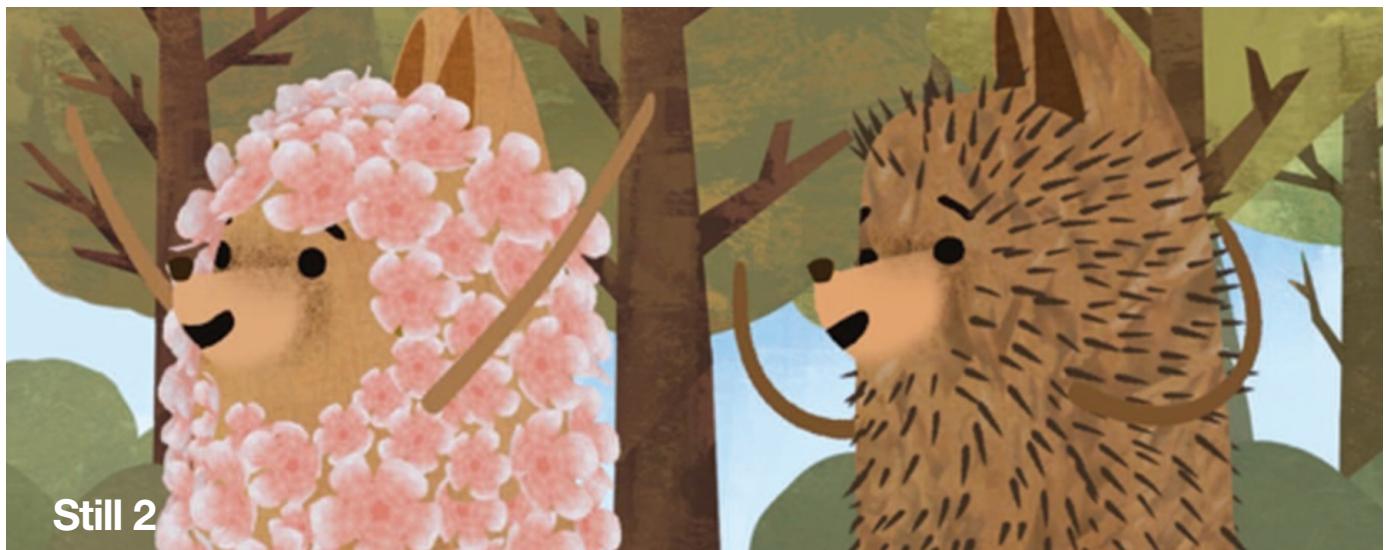
*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a***

*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***

# Dialogue Stills



## Still 1



## Still 2

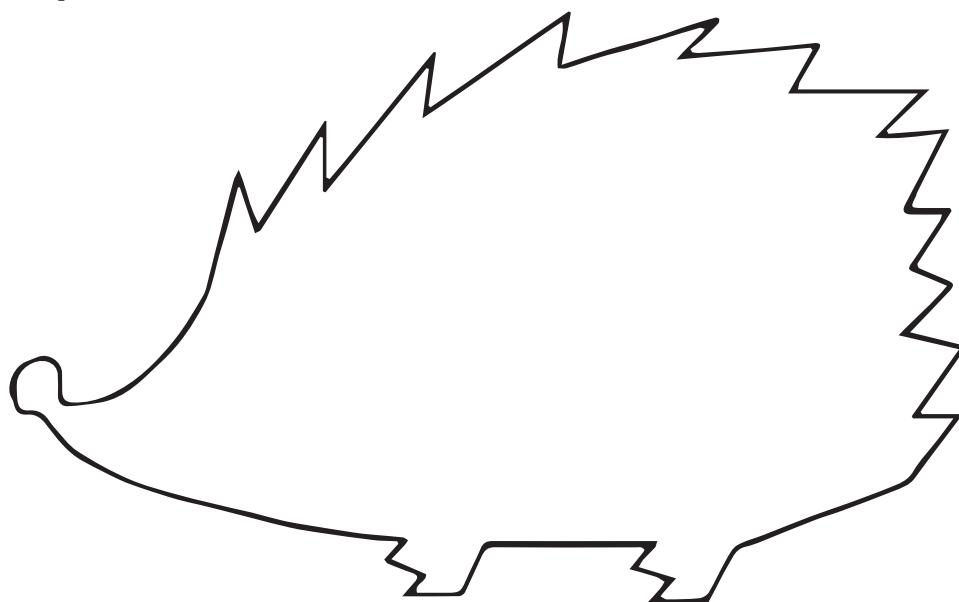


## Still 3

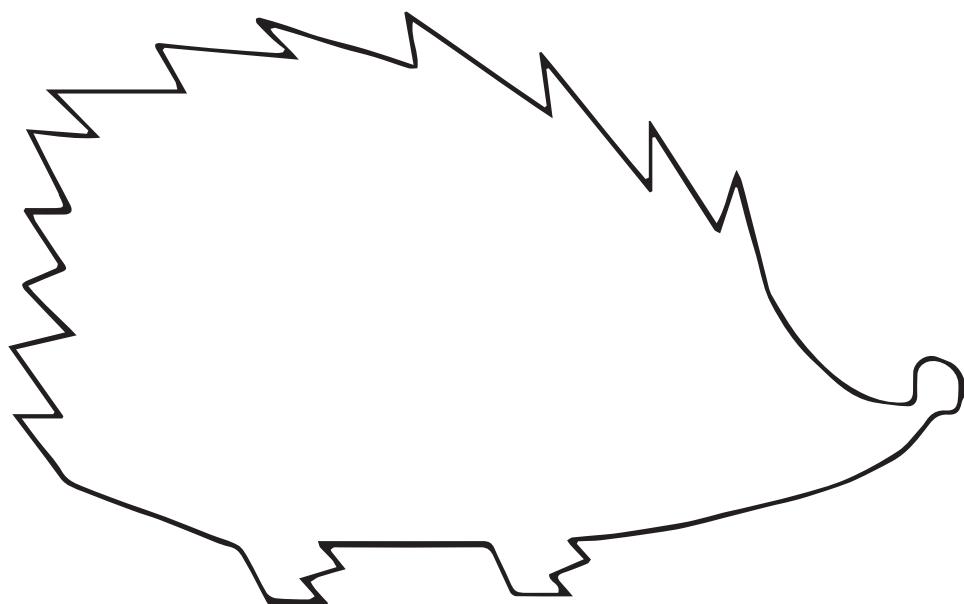


## Hedgehog Descriptions:

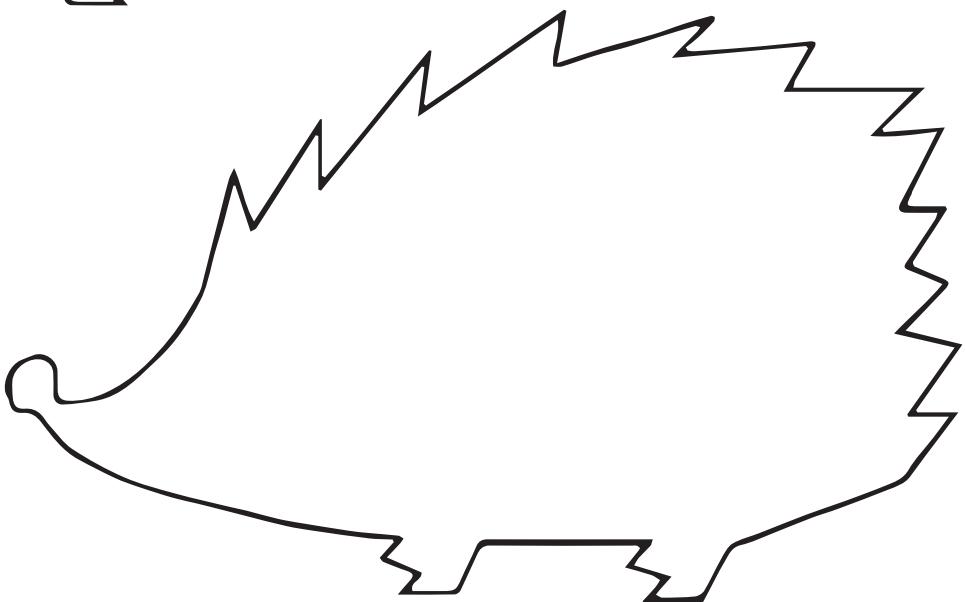
Still 1



Still 2



Still 3





## **Activity 6 – Expressive Arts – Art and Design**

Have the children go out and gather some beautiful natural materials. This could be different coloured leaves, pinecones, grass, flowers, twigs, clay etc.

Use the materials to make little hedgehogs that are all different and unique like our little hedgehog in the animation. These are just some possibilities below. Allow the children to experiment with different materials.

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

EXA 0-02a

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

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





# Kiko et les animaux (*Kiko And The Animals*)

2020, dir: Yawen Zheng, France/Switzerland, (7'33")

## Synopsis

In this animation a young boy Kiko seems intent on terrorising all the animals. He is not a particularly nice character, and we really end up feeling for the animals. But everyone can change, can't they?

This film is available in English, and also in French with English subtitles.

The trailer can be viewed at:

Kiko et les animaux / Kiko and the animals (court métrage) | Teaser – YouTube

Additional images are available: [Kiko and animals \(folimage.fr\)](#)

## Before watching the film

## **Activity 1 – Listening and Talking**

Let the children see the trailer. Share the title with them and get them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document.

## **Questions for discussion**

- Who is the main character?
  - What is the character like?
  - Why does Kiko behave the way he does?
  - What will happen in the film?
  - How do the animals feel?



## After visiting the cinema

### Activity 2 – Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

### Questions for discussion

- What happened in the film?
- Is Kiko a nice person?
- Why do they think he behaves in this way towards the animals?
- Should he treat them this way?
- How do the different characters feel?
- What made Kiko change?

*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**



## Additional activity

- Have the children try to list all the different animals.
- How many can they remember?
- Rewatch the film and see if they are correct.

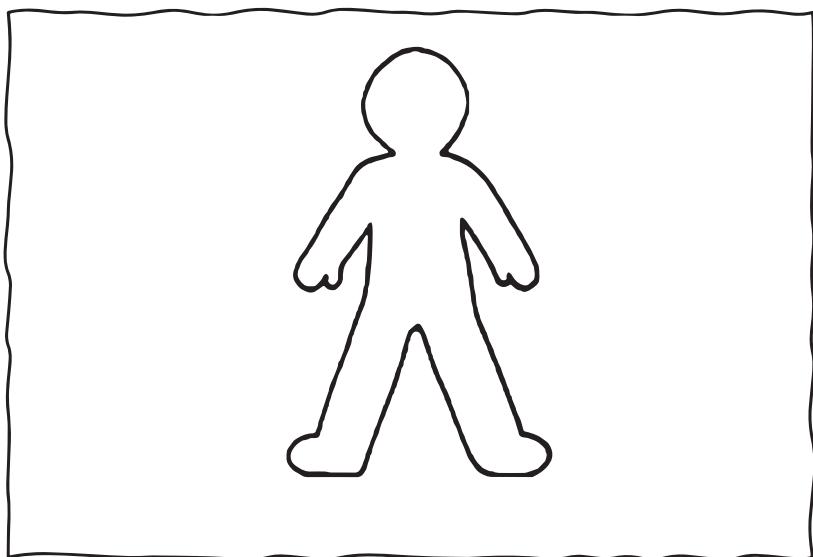
## Activity 3 – HWB

Show the children the image below. This image says a lot about Kiko's character. Have the children describe Kiko, encourage them think about his personality and the way he behaves and acts.

*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*

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





Add their descriptions to the Kiko template.

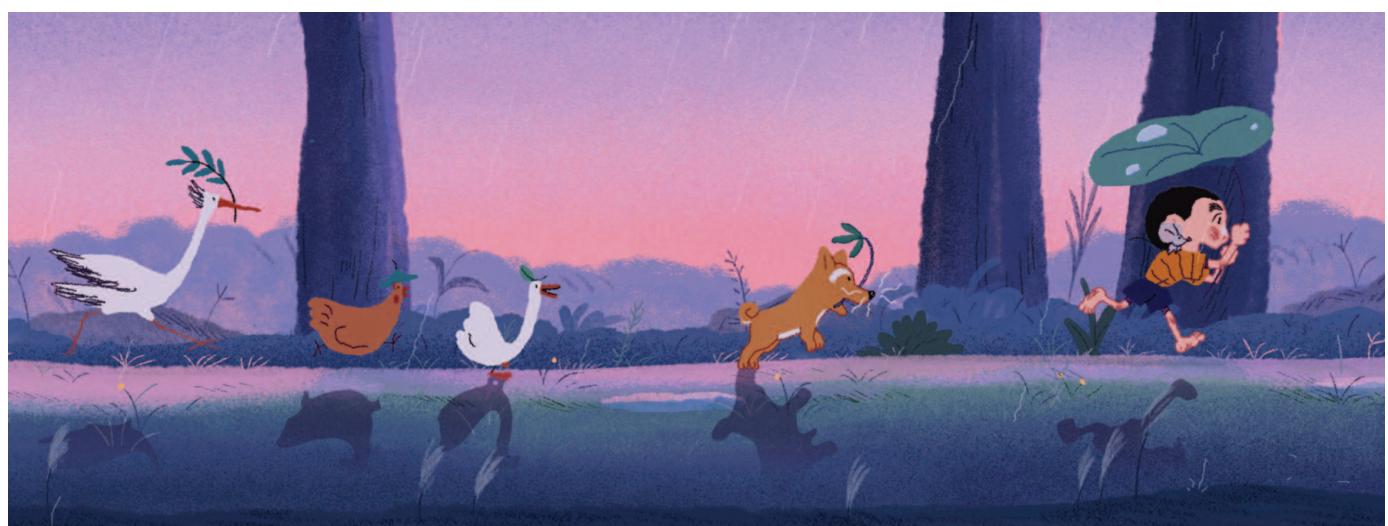
- Have the children describe Kiko, encourage them think about his personality and the way he behaves and acts.

## Activity 4 – HWB

Kiko's behaviour and attitude changes towards the animals near the end of the animation. After feeling sad and upset, he realises that the animals feel that way too. Have the children write/explain some of the acts of kindness that the animals show towards Kiko. Have them fill in the table below to list or draw the acts of kindness shown.

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

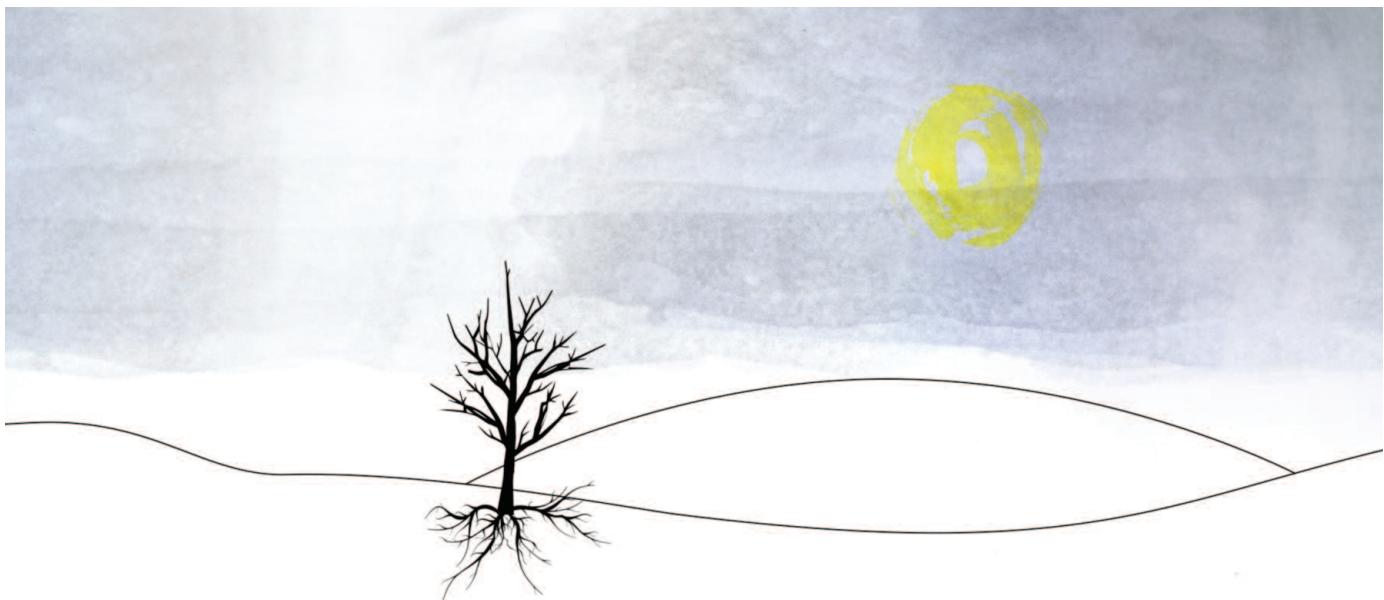
*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a / HWB 1-44*





	<p><b>Acts of Kindness</b></p> 	





## **Sur la colline (*On The Hill*)**

**2020, dir: Léo Guillet, Sa cha Marcelin, France, (5'00")**

## Synopsis

In this stunning animation a tree slowly comes back to life after a long winter. Follow its journey through the changing seasons. The music for this is beautiful and calming.

There is currently no trailer for this film.

## Before visiting the cinema

## **Activity 1 – Listening and Talking**

Share the title with the children in French and English. Read them the synopsis and ask them to make predictions about the film.

## **Questions for discussion**

- What do you think the film is about?
  - What would you find/see on the hill?
  - Can you think of any hills nearby?

## **After reading the synopsis**

- What is the main character?
  - Will there be other characters?
  - Can the children name the 4 seasons?
  - What can they tell you about each of the seasons?



## After visiting the cinema

### Activity 2 – Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

#### Questions for discussion

- What happened in the film?
- Were there any other characters?
- How did we know the seasons were changing?
- What was the music like?
- How did it make you feel?

*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 – Expressive Art – Music

#### Music Featured in the Film

The music featured in this film is:

Boiling Sea – Digital Mess [Digital Mess – Boiling Sea \(Original Mix\) – YouTube](#)

Jaytech – Crystal Palace [Crystal Palace – YouTube](#)

Both pieces of music could be described as techno/ dance genre. Let the children listen to them and have them think back to the film. Can they place parts of the music with the changing seasons?

- What do they think of the music?
- Do they like it?
- Have they heard anything similar?

*I can respond to music by describing my thoughts and feelings about my own and others' work.* **EXA 0-19a**

*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**



## Activity 4 – Literacy

This beautiful animation provides a great stimulus for poetry. Have the children work in pairs or groups, gather words that describe the tree throughout the different seasons. This could be colour, sound, shape, the way it provides shelter, life for other animals etc. Using these, words create a variety of poems describing the tree and the seasons. There are different templates below to use.

*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*

## HT 0-01a / HT 0-11a / HT 0-20a

*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 1-20a*

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

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*

*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.*

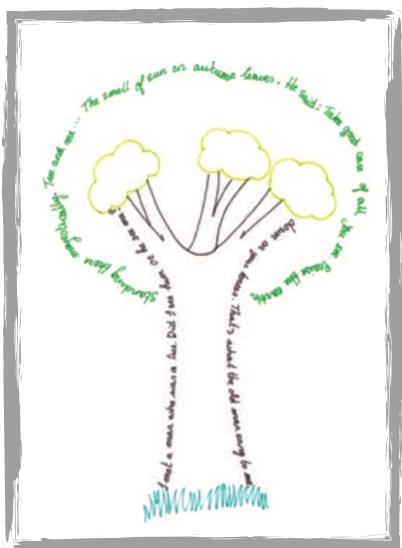
**ENG 1-31a**

There are different examples and templates below to use.

## Kennings

A Kenning is a poem that uses pairs of words to describe the subject.

This example shows a kenning written to describe a bird. Children could work in pairs to each suggest a word that describes the tree.



a worm-eater  
a nest-maker  
a cushion-filler  
a seed-muncher  
a fish-guzzler  
a fast-flier  
a cat-escaper  
a tree-liver  
an acrobatic-glider  
an adventurous-swooper  
a tweeting-singer

*put these together*

I'm a bird!



## Shape Poem

A shape poem is a form of visual poetry. The words mark out the shape of the subject of the poem. In this case, a tree.

•  
S  
P  
R  
I  
N  
G

S  
U  
M  
M  
E  
R

A  
U  
T  
U  
M  
N

W  
I  
N  
T  
E  
R



## **Activity 5 – Expressive Art – Art and Design**

This animation will allow the children to experiment with using different materials to create the different seasons. Colour is so important within the animation, and as previously discussed, it shows the changes happening.

Make sure to discuss the importance of cool and warm colours within this animation. The contrasting use of colour is another technique used to show the changing seasons. But it also impacts on the movements of the tree.

Use these images as a stimulus for the children. They can experiment in creating their own landscapes for the tree.

You could try using:

- Ink and water/Coloured pen and water (use straws to blow the ink and water around). You could also use water misters to move paint and ink around on the paper. Spraying the ink/paint with a brush and your finger will give a messy but mottled and very beautiful effect.
  - Marbling inks
  - Paper collage
  - Water colours
  - Sponge the background and draw the tree on using pen or calligraphy ink

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

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

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

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*

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



Still 1



Still 2



Still 3



Still 4



## Kiki la Plume (*Kiki The Feather*)

2020, dir: Julie Rembauville, Nicolas Bianco-Levrin, France (5'47")

### Synopsis

Kiki the canary only knows his cage and the old lady who feeds him. When at last the door of the cage is left open, he escapes and discovers the world outside. But being a free bird is very scary.

The full film can be viewed here:

[Kiki La Plume on Vimeo](#)

[Kiki la plume – YouTube](#)

### Before visiting the cinema

#### Activity 1 – Listening and Talking

Share the title, synopsis, and poster with the class but do not show them the film. Ask them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document.

#### Questions for discussion

- Who is the main character?
- Why do you think Kiki is in a cage?
- Will there be other characters?
- What will happen to him once he is free?

# KiKi LA PLUME



Un film de **Julie Rembauville & Nicolas Bianco-Levrin**  
Musique **Maxence Camelin** Crédit sonore **Marie Doyeux**



## 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? Did they like or dislike the film? Can they explain their reasons?

## **Questions for discussion**

- How did Kiki feel being kept in the cage?
  - Why did he want to leave?
  - Who was the other character?
  - How did the crow help Kiki?

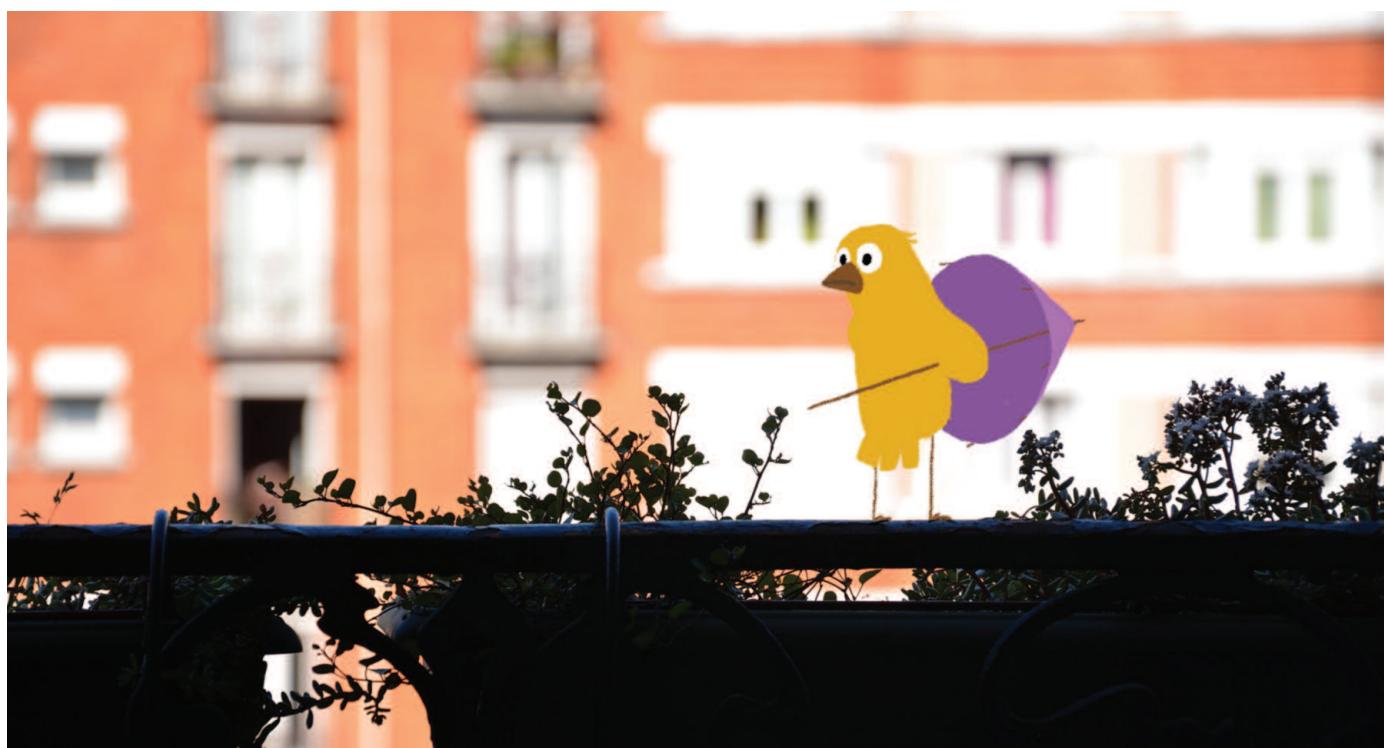
*I enjoy exploring and choosing stories and other texts to watch, read or listen to and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*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*

*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*





### Activity 3 – HWB/Literacy

Kiki and the Crow are very different characters. Kiki has lived life in a cage and the crow is streetwise and can look after itself. Have the children compare the two characters. Help them to identify different personality traits for the two characters.

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

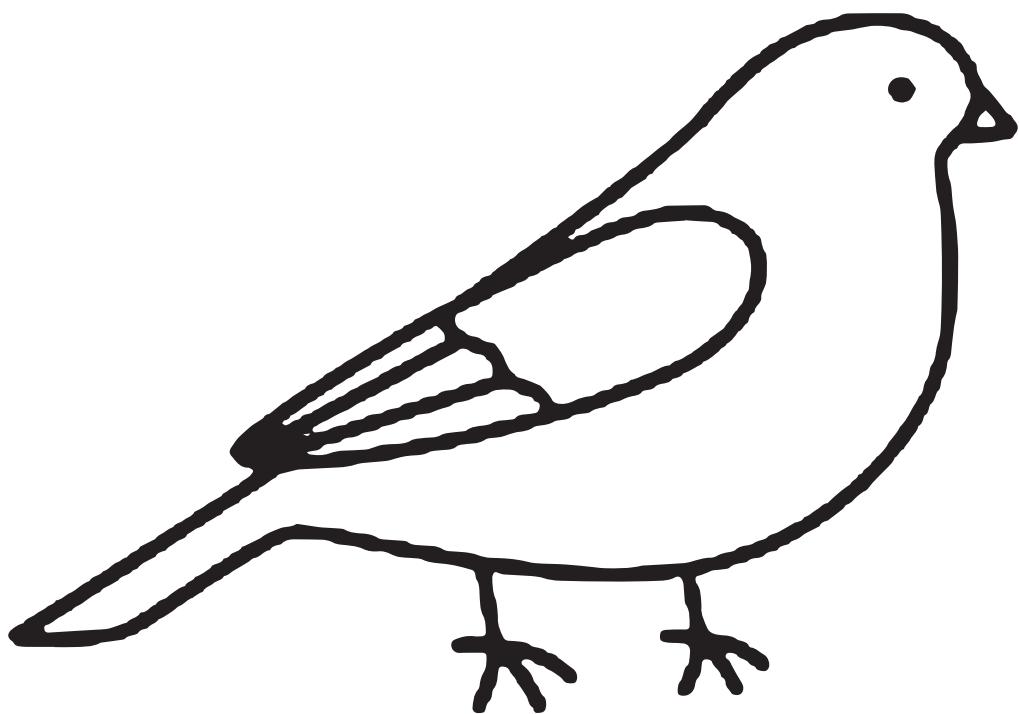
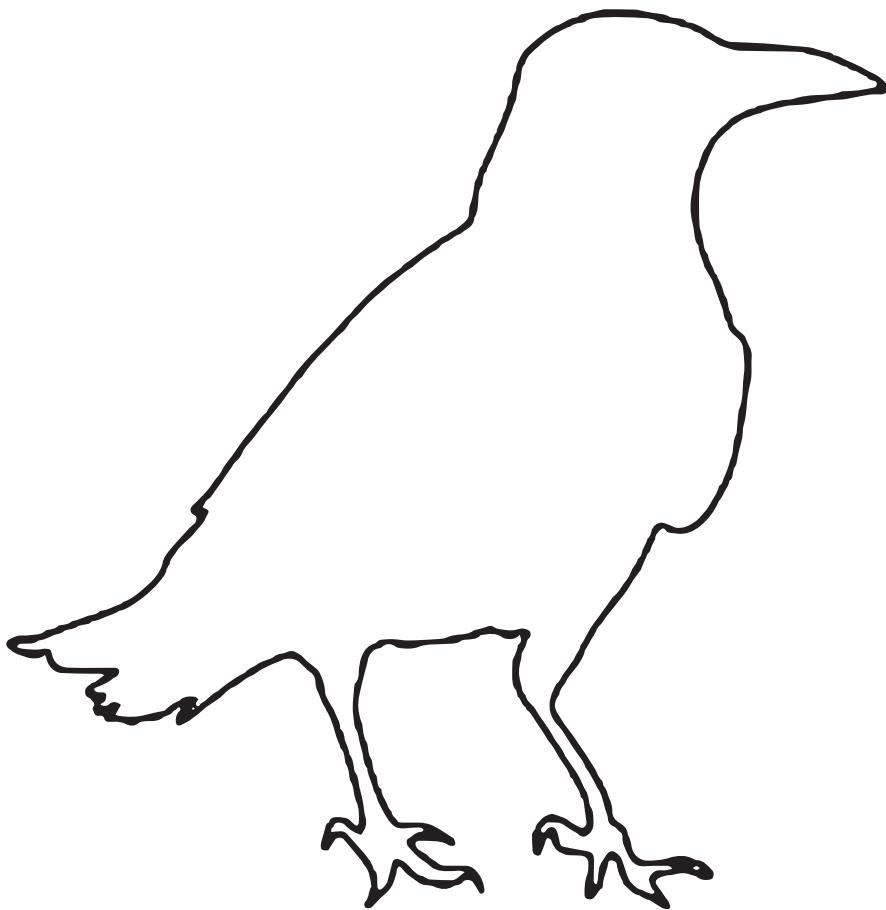
**HWB 0-05a / HWB 1-05a**

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB 0-44a / HWB 1-44a***

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a***

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a***

*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***





## Activity 4 – Expressive Arts – Art and Design/Technology

This animation combines different visual techniques. The real-life backgrounds provide a brilliant back drop for the story to take place. Have the children go out into their communities around the school, take pictures using digital cameras, netbooks, i-pads. Use these to build their own animations/artwork.

When they have decided on their image, print these off. Use the image as the backdrop for their character. They can then draw, colour, and cut out their own Kiki or Crow and decide where to place them.

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

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

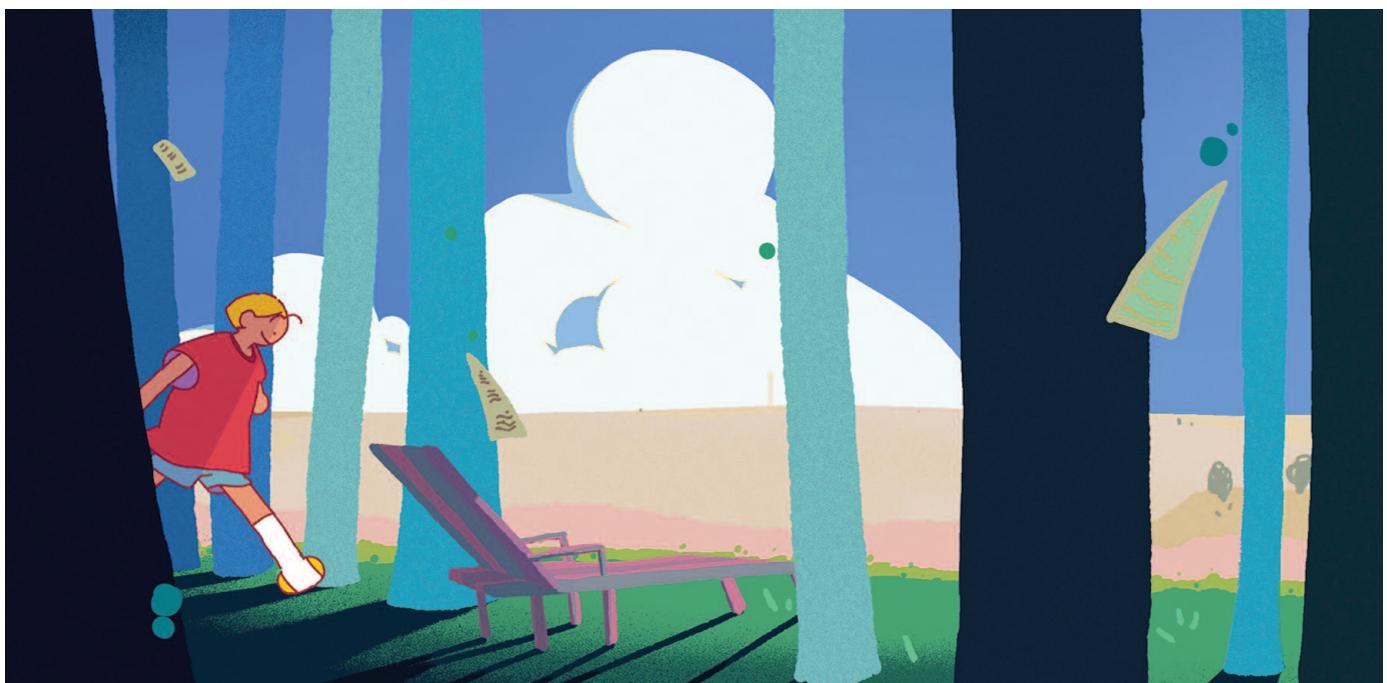
*I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a / EXA 1-04a***

*I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. **TCH 0-01a***

*I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 0-01a***

*I explore and discover different ways of representing ideas in imaginative ways. **TCH 0-11a***

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



## Mido And The Instruments (*Mido et les instrumeaux*)

2020, dir: Roman Guillanton, France, (5'50")

### Synopsis

Mido lives alone in his forest and loves to sing. One day, a musical band of animals stops at his home. That day, Mido discovers the opportunity to become a part of the musical world, as well as the undeniable fact that his singing is really, really awful. How in the world is he going to make his dream of joining this band come true?

The full film can be viewed here:

[Mido et les instrumeaux | Animation short film 2020 | ASA - YouTube](#)

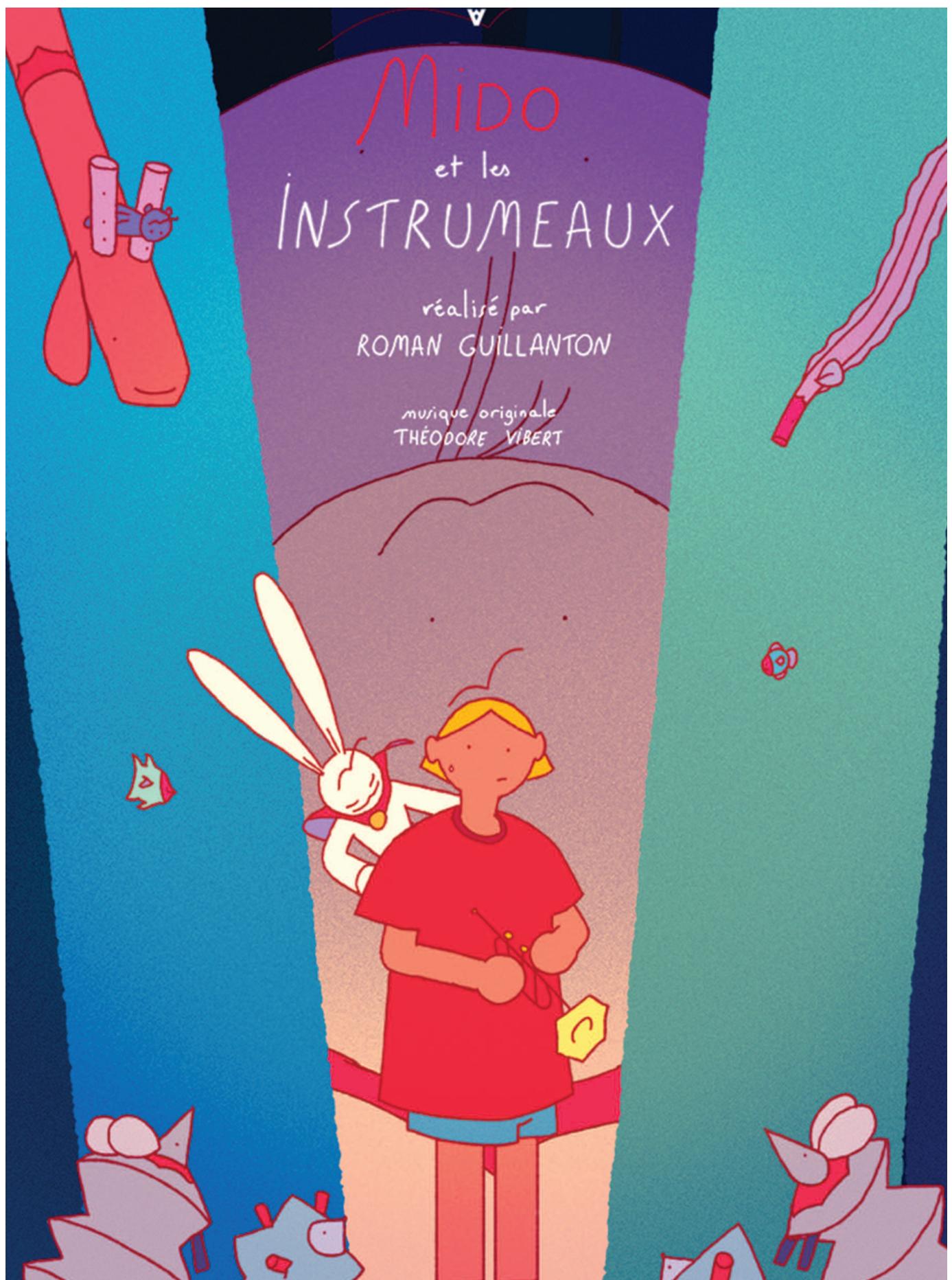
### Before visiting the cinema

#### Activity 1 – Listening and Talking

Share the title, synopsis, and poster with the class. Ask them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document.

#### Questions for discussion

- Who is the main character?
- Why do you think Mido lives alone?
- Will there be other characters?
- How will he get to be part of the band?





## After visiting the cinema

## **Activity 2 – Listening and Talking**

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

## **Questions for discussion**

- How did Mido feel living on his own?
  - Why does Mido love to sing?
  - Where do you think the animals have come from?
  - How does Mido feel being part of the band?

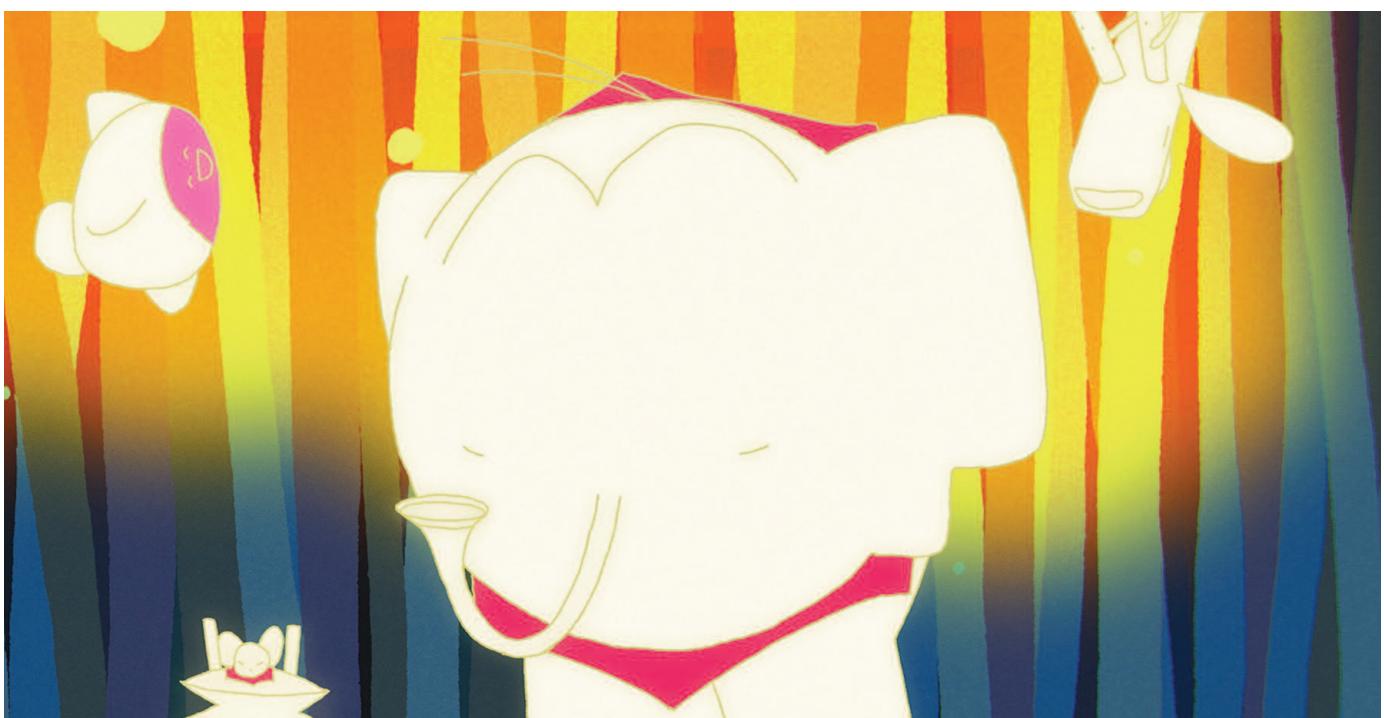
*I enjoy exploring and choosing stories and other texts to watch, read or listen to and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*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

*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**





## **Activity 3 – Expressive Art – Music**

Music helps to tell the story in this animation. Have the children listen to and watch it again. What different instruments can they identify? To help teach them about different instruments use the following links.

# String Family

The string family is made up of instruments that use strings to make their sound. They can be played using your fingers to pluck the strings or a bow that is pulled across the strings.

[House of Sound – string instruments – YouTube](#)

## **Brass Family**

Brass instruments are made from metal. To play this instrument you must make a buzz sound into the mouthpiece.

**House of Sound – brass instruments – YouTube**

## Woodwind Family

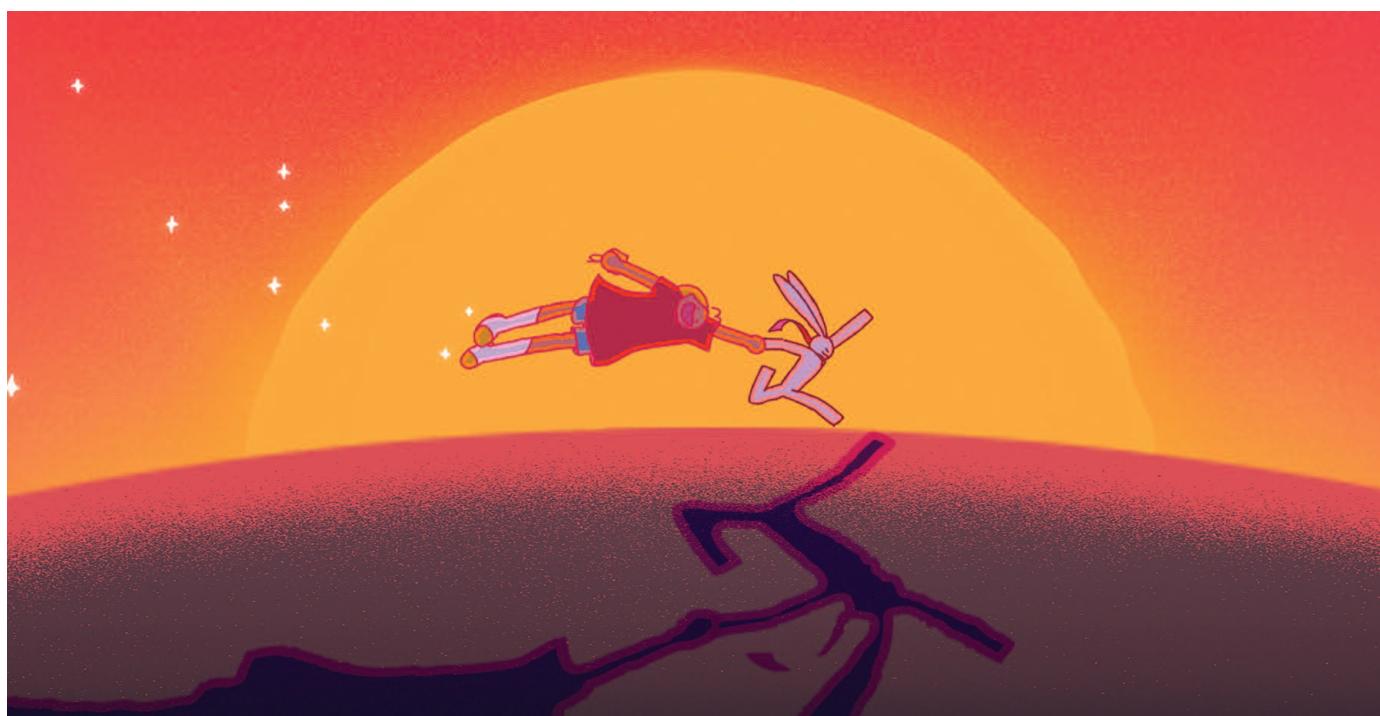
Woodwind instruments are played by blowing air through them. Most are made from wood, but some are made from metal.

**House of Sound – woodwind instruments – YouTube**

## Percussion Family

Percussion instruments are played by hitting, shaking or scraping them. There are hundreds of percussion instruments.

House of Sound – drums and percussion – YouTube





## Activity 4 – Expressive Art – Music/Technology

The colours in this film are fantastic and take us on a journey into Mido's imagination. To encourage the children's creativity within music and technology have them create their own piece of music using Chrome Music Lab. It can be found by searching Chrome Music Lab in Google or at the following link:

[Chrome Music Lab \(chromeexperiments.com\)](http://chromeexperiments.com)

### Click on the Kandinsky app.

Compositions can be created by the children 'drawing' in the app. This is an incredibly visual way to create some music. The children can experiment with things like different instrument sounds, pitch, note durations, different combinations of sounds. Their composition will change depending on the colour button they choose.

Encourage them to be as creative as they want. They can draw shapes, lines, dots, squiggles, their name, images from the animation, actual pictures of things they want. All the compositions will be unique.

Allow the colours from *Mido et les instrumeaux* to inspire them when they use this.

## Activity 5 – Expressive Arts – Art and Design

Following on from the Kandinsky music lesson, re-watch the animation and have the children look out for the different use of colour.

### Questions for discussion

- What do they notice about the colours?
- Are there different colours at different points in the animation?
- Why do they think different colours are used?
- What do the different colours represent?
- Do they like the use of colour?

The children could create their own place for Mido to live but using different colours. Look at the following artists and their use of colour in their work. Inspired by them, have the children create their own artwork.

- Henri Matisse
- Wassily Kandinsky
- Mark Rothko
- Piet Mondrian

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

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / 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 0-07a / EXA 1-07a*





## Activity 6 – Expressive Arts – Music

One of the lovely things about this animation is that there is no dialogue. The sound purely comes from around Mido and the animals that appear with the instruments.

A great way to experiment is with sounds that can be found in nature. Have the children collect things that they can use to make instruments. This could be leaves, twigs, stones, seeds, shells etc. Experiment with the different sounds that they make.

You can also try making different instruments using different materials. Use the following links to help you create a band in your class just like Mido's

The RSNO have created fantastic videos on how to create instruments.

[\*\*#RSNOchallenge 1 – Create a Samba Band – YouTube\*\*](#)

[\*\*#RSNOchallenge 2 – Tuneful Glasses – YouTube\*\*](#)

[\*\*#RSNOchallenge 4 – Musical Bottles – YouTube\*\*](#)

[\*\*#RSNOchallenge 7 – Create a String Instrument – YouTube\*\*](#)

[\*\*#RSNOchallenge 9 – Recycled Percussion – YouTube\*\*](#)

**The following outcomes cover Activities 4, 5 and 6:**

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

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

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

*I explore everyday materials in the creation of pictures/models/concepts. **TCH 0-10a***

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

**TCH 1-10a**

*I explore and discover different ways of representing ideas in imaginative ways. **TCH 0-11a***

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

*I can experiment with and identify uses of a range of computing technology in the world around me.*

**TCH 0-14b**





# Starhunters

2017, dir: Johannes Schiehs, Austria, (3'10")

## Synopsis

A young amateur astronomer wants to enjoy the beautiful night sky, but he crosses a hunter who has other plans.

Advisory: There is a shot fired within this film that might give some children a fright. The animals appear to be in danger but there is a happy ending.

The full film can be viewed here:

[Starhunters on Vimeo](#)

[Starhunters – YouTube](#)

## Before watching the film

### Activity 1 – Listening and Talking

There is no trailer for this film. Instead, share the title with them and let them hear the animation but turn the board off so they cannot see it. Get them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document. The music in this film is great fun.

### Questions for discussion

- What can you hear?
- Are there any noises that sound familiar?
- What do you think the film is about?
- What do you think starhunters are?
- Who do you think the characters might be?



## 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? Did they like or dislike the film? Can they explain their reasons?

## **Questions for discussion**

- Who are the main characters?
  - What do each of the characters want to do?
  - Is there a character you prefer?
  - Why does the hunter behave the way he does?
  - Is the way he is behaving acceptable?
  - How do you think the animals feel?

*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*

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

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

*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

This animation works so well without any dialogue but just what would each character say to each other if there was dialogue?

Have the children write dialogue for each of the characters in the picture. This could be questions about what each other is doing. It could be a conversation between them.

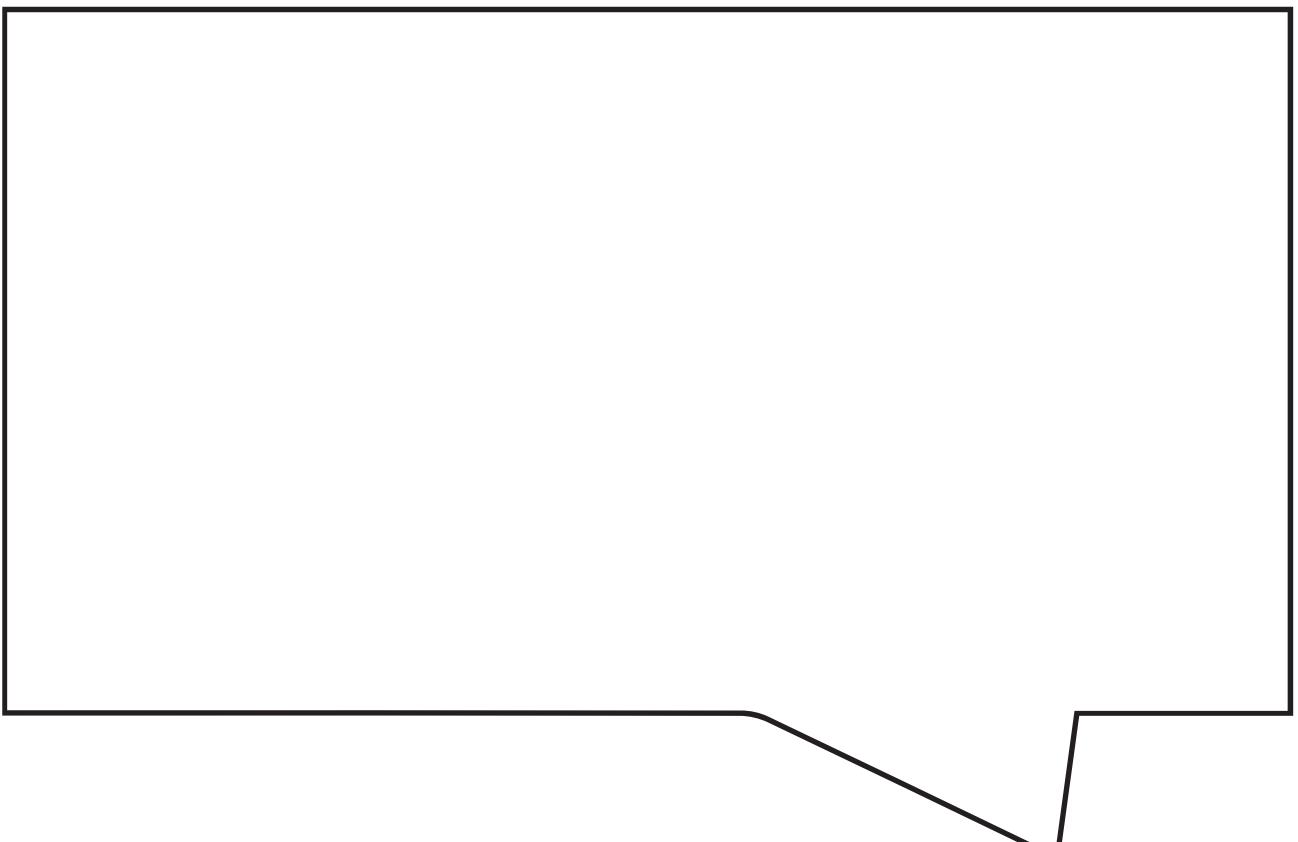
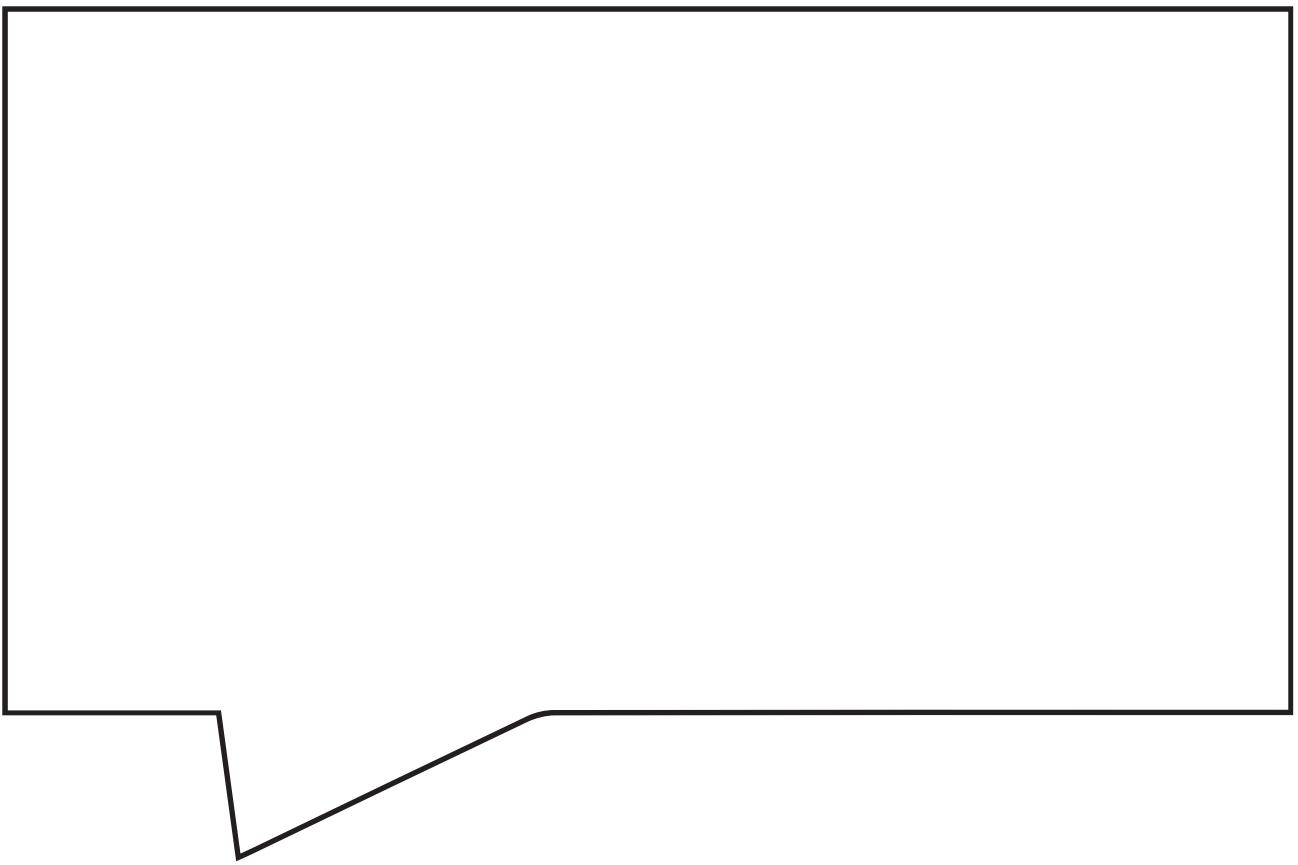
*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*

**LIT 0-01a / LIT 0-11a / LIT 0-20a**

*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**

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

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* **LIT 0-09b / LIT 0-31a**





## Activity 5 – Expressive Arts - Art and Design

This animation is such a great example of using colour, camera shots and silhouettes in such a simple way. Use the images above as a stimulus. Have the children explore creating artwork with silhouettes.

They could do this in lots of different ways:

- Black card and cut outs
- Drawing the outline and painting it black
- Using black card and painting/colouring the sky

*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 a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a*

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





## Juan Viento

2020, dir: Carlos Farina, Argentina, (4'30")

### Synopsis

Juan is in charge of keeping the park clean, making the wind his worst enemy. However, this time the wind holds a surprise for him.

The trailer can be viewed here:

[Juan Viento – Trailer – YouTube](#)

### Before watching the film

#### Activity 1 – Listening and Talking

Let the children see the trailer. Share the title with them and show them the poster below. Get them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document. The music in this film is great fun.

#### Questions for discussion

- What is the film about?
- Who is Juan Viento?
- Who is the main character?
- What is missing from the poster?
- Will there be other characters?
- What is the problem?



# JUAN VIENTO

UN CORTO DE  
**CARLOS FARINA**



GUIÓN, DIRECCIÓN, DISEÑO, ANIMACIÓN Y EDICIÓN

**CARLOS FARINA**

MÚSICA ORIGINAL Y DISEÑO DE SONIDO

**ANDRÉS GROSSO y CARLOS DEL RÍO**

swingstudio.audio



## 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? Did they like or dislike the film? Can they explain their reasons?

### Questions for discussion

- Why did Juan find his job difficult?
- What changed when the kite caught on his bag?
- What were his memories?
- How did those memories make him feel?
- What happy memories do you have?

*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*

*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

Juan doesn't seem very happy at his job. As it is a constant battle with the wind, he feels like he never wins at keeping the park tidy. However, when the kite catches onto his bag, he is suddenly reminded of happy childhood memories. These memories take him back and make him feel very differently.

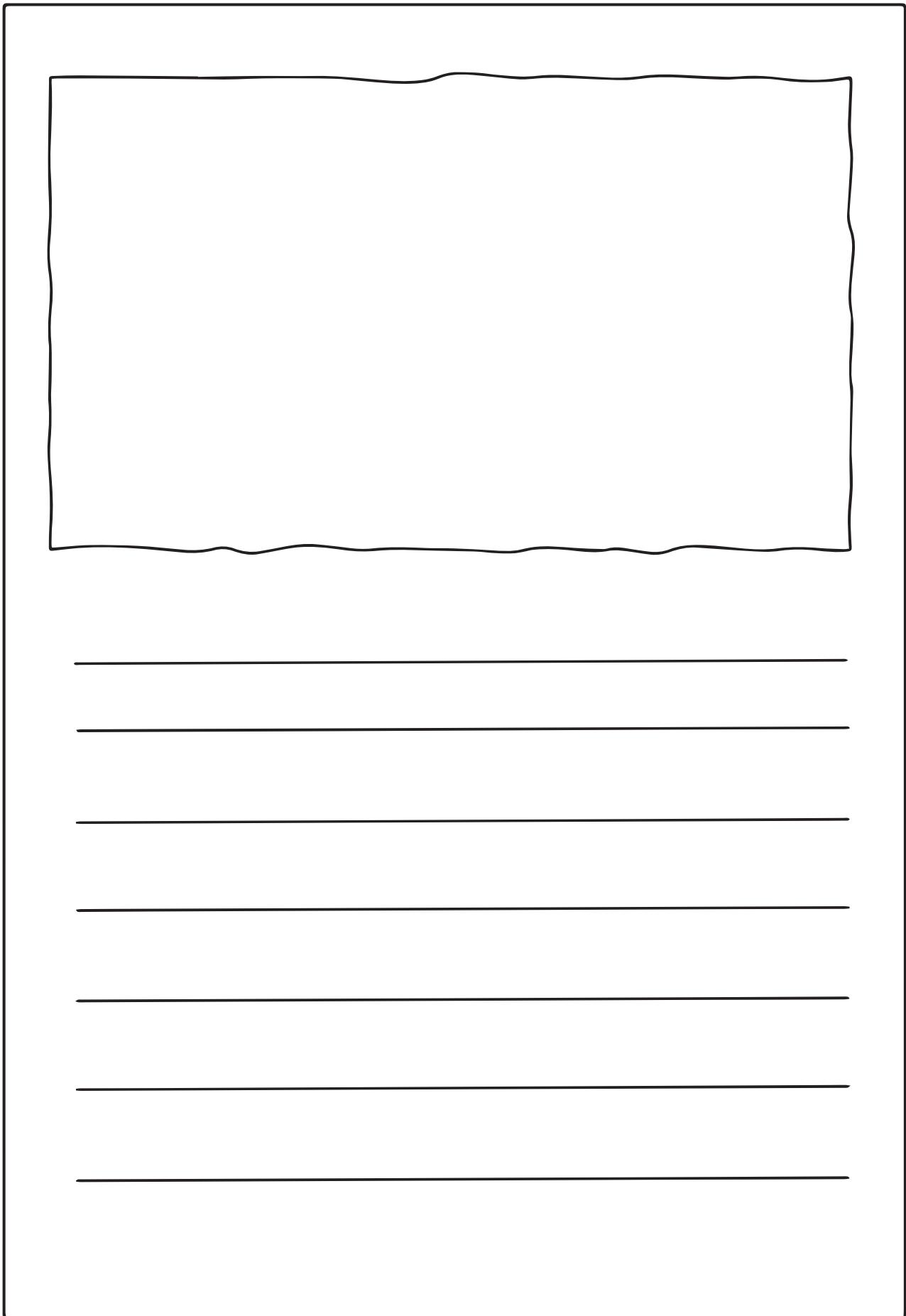
Have the children write a short paragraph or a few sentences about this event in the film.

Make sure to include, how Juan is feeling, what happens, how this changes his mood and how he feels because of it.

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*

*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*

Use the template on the next page if you wish.





## **Activity 4 – Expressive Arts – Art and Design**

Let the children design their own kite. The one that catches onto Juan's bag is very plain but brings back lots of memories for him. The children can be creative with their designs. They can plan them out first or provide lots of different materials for them to experiment with.

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

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

*Working on my own and with others, I use my curiosity and imagination to solve design problems.*

**EXA 0-06a**

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

## Activity 5 – Technologies

Once the children have designed their own kites, they could try building models of kites. They can make predictions and conduct experiments to see which of their kites are most effective.

This can be done using a variety of materials such as, twigs, art straws, drinking straws, bits of bamboo, canes, paper, cloth, tarpaulin, plastic bags, twine, string, Sellotape, masking tape etc.

This link has some simple ideas for kite building, but part of the process should be allowing the children to choose the material to see which works best.

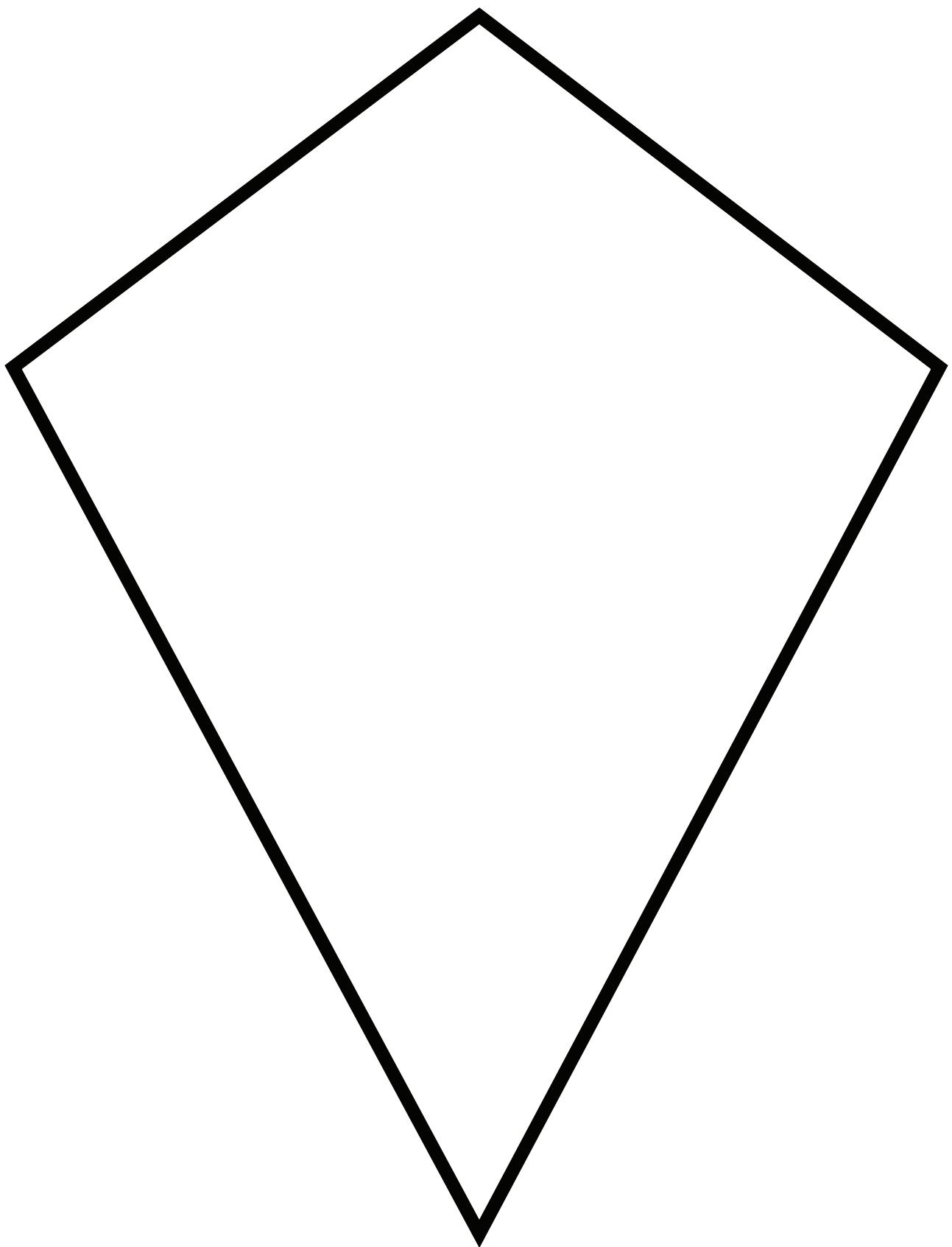
How to make a kite – Countryfile.com

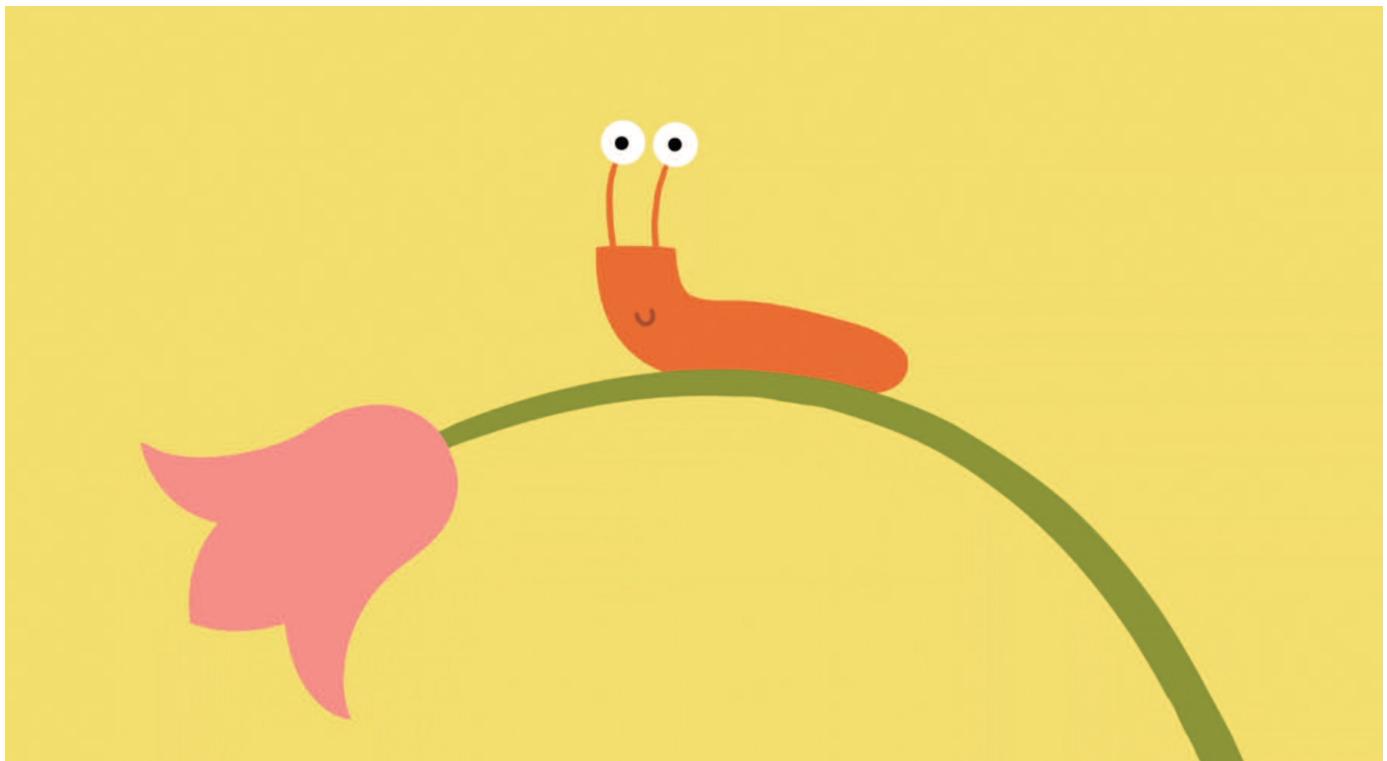
*I explore ways to design and construct models.* TCH 0-09a

*I can design and construct models and explain my solutions.* **TCH 1-09a**

*I explore everyday materials in the creation of pictures/models/concepts.* TCH 0-10a

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





# Slug

2018, dir: Julia Ocker, Germany, (3'37")

## Synopsis

This little slug wants to be just like the other snails, except there is a very obvious difference.

There is currently no trailer or film available. However, the episode that *SLUG* features in can be found on Prime under *Animanimals Vol 2*. Warning! This has a catchy little tune that will get stuck in your head.

## Before watching the film

## **Activity 1 – Listening and Talking**

Share the title, synopsis and show the class the picture above. Get them to predict what they think will happen and discuss what the film is about. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document. The music in this film is great fun.

## Questions for discussion

- What is the film about?
  - Who is the main character?
  - What will happen to Slug?
  - Will there be other characters?



## After visiting the cinema

## **Activity 2 – Listening and Talking**

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

### **Questions for discussion**

- What did Slug want to be?
  - Why was Slug different?
  - How did Slug feel?
  - Is it right to try and fit in with others?

*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**

*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 – Art and Design/Literacy**

There is no film poster for this, so have the children use the written and visual information and have them design a poster to advertise *Slug*.

*I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a*

*Working on my own and with others, I use my curiosity and imagination to solve design problems.*

**EXA 0-06a**

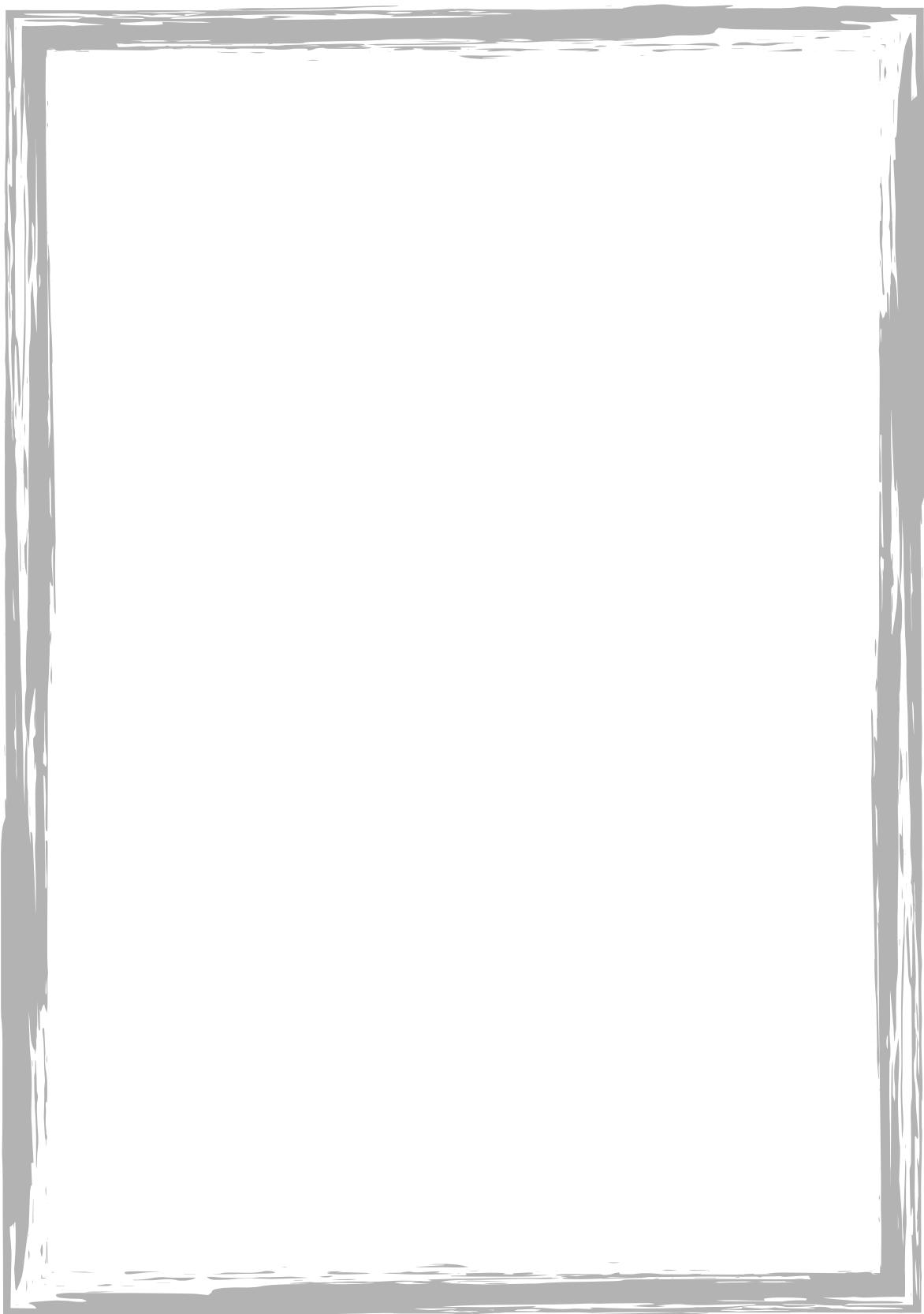
*I can use exploration and imagination to solve design problems related to real-life situations.*

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-19a**

*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

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

I use the poster design outline on the next page if you wish.





## Activity 4 – HWB

Slug desperately wants to fit in with the other snails, but he is different from them. Use these stills below with the children and have them come up with the different emotions that Slug feels throughout the film. Encourage them to expand on their emotional vocabulary. They could work in pairs or groups to look at each image and swap them around. Once they have identified all the emotions, make them into bubble writing and display them around each image. There is a bubble template below.

## Activity 5 – HWB

Why do you think Slug feels like he needs to fit in? What could the other snails do to help Slug fit in? Use the blank postcard below to create a message of kindness that the snails could write for Slug.

### Outcomes for Activities 4 and 5:

*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*

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

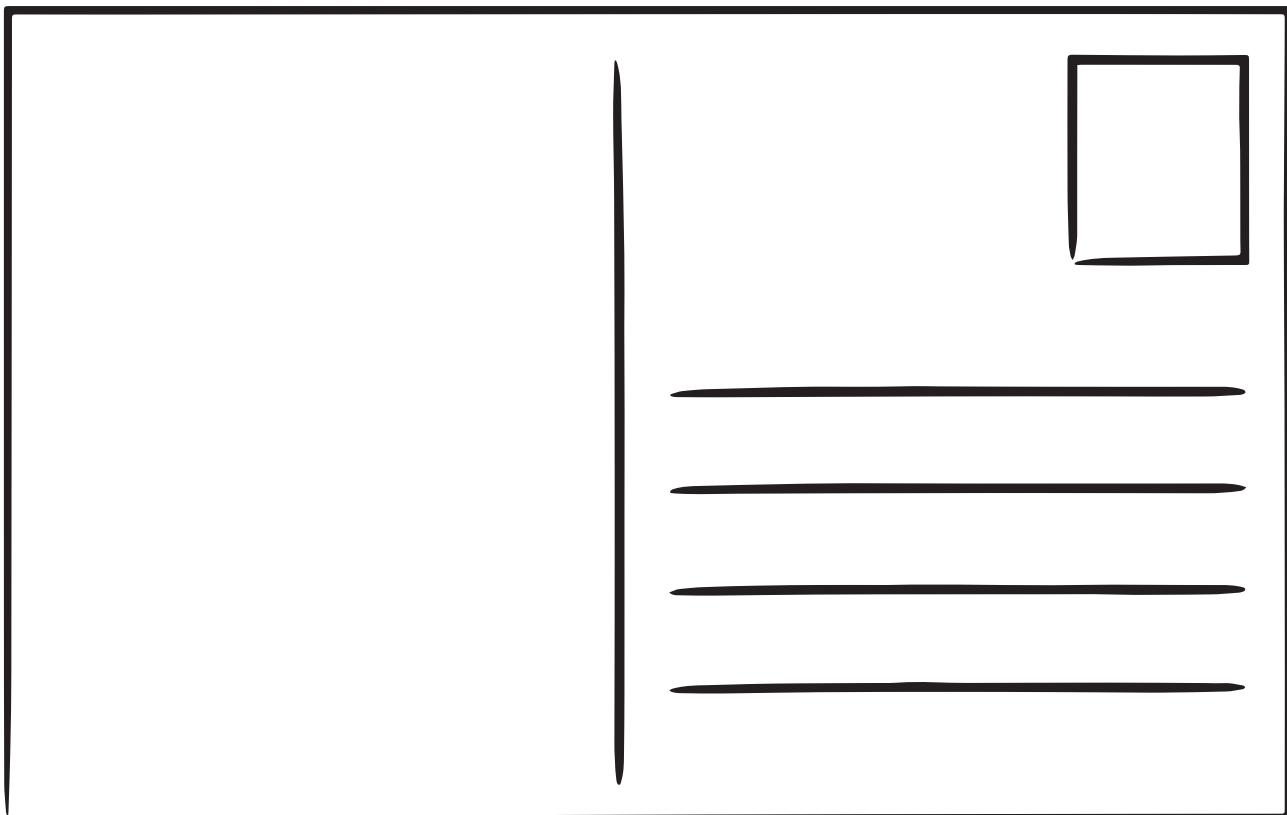
*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. EXA 0-04a / EXA 1-04a*

*I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. HWB 0-08a / HWB 1-08a*

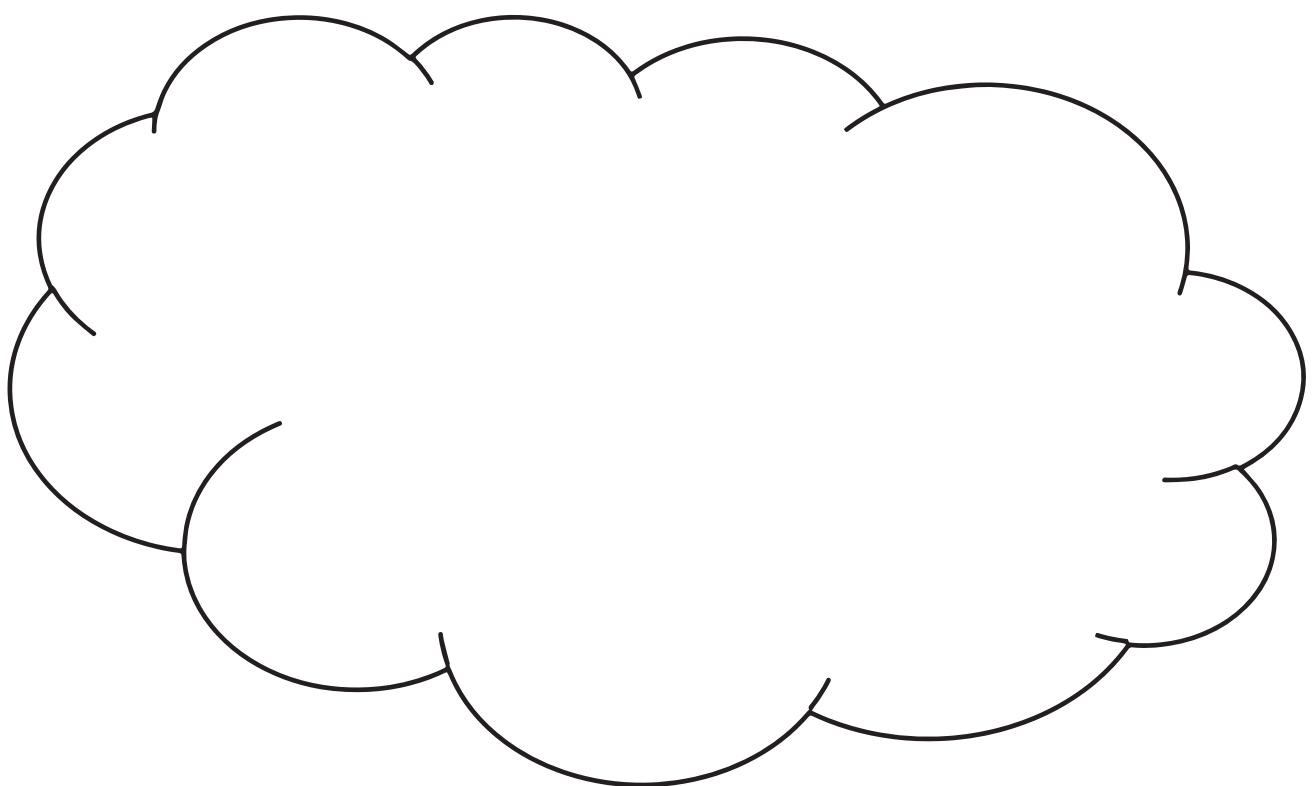




# Postcard Template



# Bubble Writing

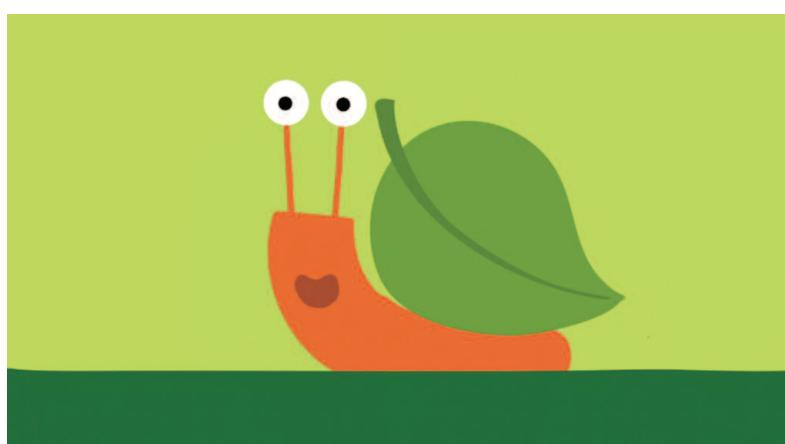




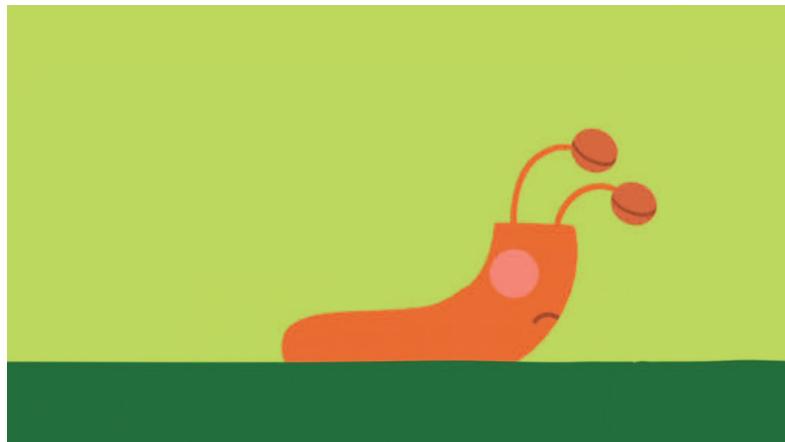
**Still 1**



**Still 2**



**Still 3**



**Still 4**





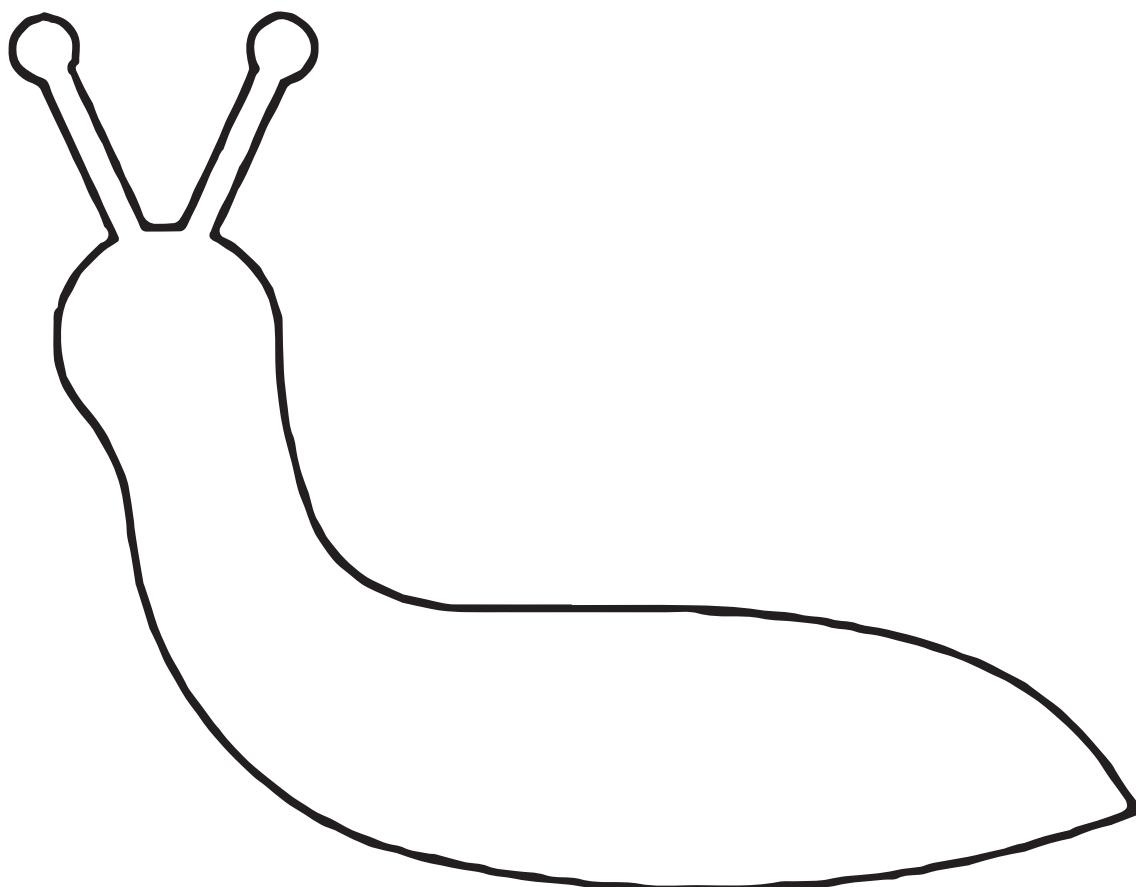
## **Activity 6 – Expressive Art – Art and Design**

Slug is desperate for a shell so he can be just like the other snails. The children can either design a shell for Slug or they can look for more natural options, similar to the ones Slug tries. Let them experiment with different material and design ideas when creating Slug's new shell.

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

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

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





## 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](mailto:mike.tait@dca.org.uk).

## Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)

