

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



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

Early Level and Level 1

Curriculum for Excellence subjects:

Technologies, Literacy, Expressive Arts, HWB, Social Studies, Sciences

Created by Lynsey Dick

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DCA

Dundee Contemporary Arts


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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 Wee Ones are a compilation of short animations from different countries. The films cover different themes such as adventure, friendship, acceptance, emotions and working together.

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 film might be about.

Encourage them to think about what characters might be in each film and what some of the stories might be about.

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

- *La Cage – In a Cage* (France)
- *Der kleine Vogel und die Raupe – The Little Bird and the Caterpillar* (Switzerland)
- *Camino de agua para un pez – Water Path for a Fish* (Columbia/France)
- *Belchonok i sanki / Бельчонок и санки – The Sled* (Russia)
- *Ruhe – Silence! For Pete's sake!* (Germany)
- *Den lilla flykten (A Small Escape)* (Sweden)
- *Tiger* (Germany)
- *The Mole and the Earthworm* (Germany)

After watching the film

Discussion questions

- Did anyone predict what the main character was?
- Why have the scissors decided to escape?
- Where will the scissors go?
- Could the scissors have escaped without the other stationery supplies?

Children's Task

Through the use of everyday objects the scissors have been transformed into something extraordinary and very beautiful. Get the children to list the objects that are used to create the bird. The children could try to create their own take of the bird using objects found in the classroom eg. Scissors, post-it notes, pencils, paper clips.

Alternatively they could create a steam punk or wire model of the bird using bits of old jewellery, washers, bits of wire etc.

Working in pairs of co-operative learning groups, the children can design their own model. Get them to draw their model first and give them some junk materials to use to build it. They are only allowed to use the parts they are given.

This will encourage them to use problem solving skills to help ensure their models are similar to the character. Once they have agreed on the design it can be glued together with PVA.



Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a

Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways. TCH 0-15a



La Cage – In the Cage

2016, dir. Loïc Bruyère, France (5'45'')

Synopsis

A caged bear finds an unusual friend in a little bird that cannot fly. Despite not being able to fly, the little bird sings beautifully and together they overcome their problems. This is a beautiful animation with wonderful colours and toe tapping music.

Before visiting the cinema

Show the children the trailer for the film. This can be found at:

<https://vimeo.com/ondemand/lacage>

The trailer is very short and may need to be watched several times. Ask the children to look out for the characters that feature in the trailer. Think pair and share what characters they see. Go back and ask them to check off all the characters to see if they missed any.

Questions for discussion

- Who are the main characters?
- Is there anything unusual about the characters?
- Where do they think the bear and bird are?
- Why do they think the bird and bear are friends?

After watching the film

Discussion questions

- Why did the mother bird leave the chick behind?
- How did the bear feel having the chick as a friend?
- Have you ever had a friend that was a bit different to you?

Children's Task One

This film has very little dialogue in it which allows the children to be creative in what the characters are saying to one another.

Show them this still of the film. Get them to think pair, share their ideas about what each character is saying. They could take turns in taking on the roles of each character and could act out what they would say. Take feedback and display their ideas on the interactive white board, for older classes and more able children they could write their ideas down to remind them when completing the task later.



This still is of the bird and bear first realising that the bird can finally fly



This still is of the bear admiring the bird's beautiful singing voice as the bird and music featured often mimic one another.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a

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

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

Children's Task Two

This film subtly shows different emotions from both the characters. They find themselves thrown together but very quickly realise that the relationship is beneficial to both of them. Ask the children to think back to how each character felt at different points during the film:

- The bear is surprised when the bird stays with him
- The bird is glad that the bear provides shelter, warmth safety from the weather
- The pair have lots of fun when the bird is bouncing on the bears stomach
- There is a mutual acceptance of each other the bear can't sing but the bird can
- The bear is hurt when the bird leaves him
- However the bear is rescued and taken away by the birds

Some of these are quite complex emotions. Discuss these difference scenes with the children and encourage them to expand their emotional vocabulary. Use some of these stills to help them. The children can create graffiti boards with different emotions on them to accompany each still. This could be done in pairs, co-operative learning groups or individually.



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**

Children's Task Three

Music is a very important feature in this lovely animation. The bird sings beautifully and the melody of the background music is often echoed by the bird. The music has a distinctly 1930s swing feel to it. It would be good to explore this with the children. The music is unusual because of the rhythm and the groove of it is to encourage people to dance. Good artists to listen to would be:

- Louis Armstrong
- Duke Ellington
- Glenn Miller



Once the children have listened to different pieces and artists, get them to respond to the music by describing what they hear. Can they hear different instruments if so what instruments, can they hear different tempos (fast, slow etc.), does the music make them happy, does it make them want to dance? Encourage them to share their thoughts with a partner and the class. Do they have a favourite?

I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a

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

Children's Task Four

The music can also be put on during an art lesson. Let the children respond to the music in whatever way they feel. You could limit their use of materials to just pencil or you could provide different materials for them to choose from. Encourage them to be creative and expressive. Draw their attention to the rhythm and the beat of the music can they incorporate this into their art work. Do they see patterns emerging? Does it make them want to use specific colours? Responding to music in this way has no right or wrong answer and the great thing is everybody's art work will be completely unique.

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

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

Extension Activity

Swing music was also firmly associated with dancing. There are lots of tutorial videos on Youtube that can be used to learn simple swing dance routines.

I have opportunities to enjoy taking part in dance experiences. EXA 0-10a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a



Ruhe. Zum Donnerwetternocheinmal! – Silence! For Pete's Sake!

2015, dir. Kai Pannen, Germany (7'38'')

Synopsis

Mr Bumble just wants to take a nap. However, as everybody else goes about their daily business, he finds that it is just too noisy. A frustrated Mr Bumble moves his things to the top of the mountain but he finds the opposite problem, the silence is too quiet. He makes the decision to return to his friends where he learns to accept the noise around him.

Advisory: there is a farting cow in this animation, the children will love it!

Before visiting the cinema

Show the children the trailer for the film. This can be found at:

<https://www.youtube.com/watch?v=v3o32rV2pVs>

Share the title of the film with the children and discuss why they think it is called Silence! For Pete's Sake! There are a quite a few characters in this animation. Get the children to count how many characters they can see in the trailer. Help them identify what each character is doing.



Questions for discussion

- Why is it called Silence! For Pete's sake?
- Who do they think is the main character?
- Why would the character want silence?
- What are the other characters doing?
- Pay close attention to the background and foreground of the animation, how are these different?
- Can the children spot the changing shapes in the clouds? What shapes do they see?

After watching the film

Discussion questions

- Why was Mr Bumble so annoyed?
- Why was he tired and taking a nap?
- What were the characters doing that annoyed him?

Children's Task One

Have the children create a poster to help Mr Bumble's friends keep the noise down. This could include some instructions or persuasive language to remind them that he needs his sleep.

Give the class time to generate some phrases or instructions that can be included on their posters. Take their ideas and display on the interactive white board. Pay close attention to the language that is used and try to encourage them to up-level instructional language. For some pupils they could look at including persuasive punctuation such as exclamation marks.

They could also include some images to make their posters stand out.

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

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



Silence!



Children's Task Two

To begin with it is the everyday noise that is preventing Mr Bumble from sleeping. There are noises that everybody finds irritating. Discuss some of these noises with the class. For some it may be the scraping of the tray on the table, some might not like the sound of a pencil squeaking on paper. Listen to answers and compare, do some people find the same things irritating?

However, once away from the noise, Mr Bumble realises that he misses these everyday sounds. Some of these noises can be recreated using objects in the classroom or use of the instruments available. Try to put these noises together to see if something melodic can be created out of them. To structure the sound story, split the pupils into three groups. The first group are the characters making the original 'annoying' noises. Then have the second group create the sound story for Mr Bumble moving up the mountain and then his crash back down and finally the third group try to organise these sounds into a rhythm or pattern so that it has a melody.

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-16a

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

Children's Task Three

Mr Bumble might have found it easier to sleep if his mobile made a soothing sound. Try to make a mobile that could be hung up so that when going to sleep it is calming but has the necessary background noise that Mr Bumble needs to fall asleep.

The frame for the mobile could be made using 2 sticks tied together with twine or string. Try to use materials that can be recycled such as arts and crafts odds and ends, mis-matched beads, crinkly paper, old CDs, bits of shells, twigs, pine cones etc.

Pinterest and Happy Hooligans website has some nice suggestions:

<http://happyhooligans.ca/homemade-wind-chimes-for-kids/>

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

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

After watching the film

Discussion questions

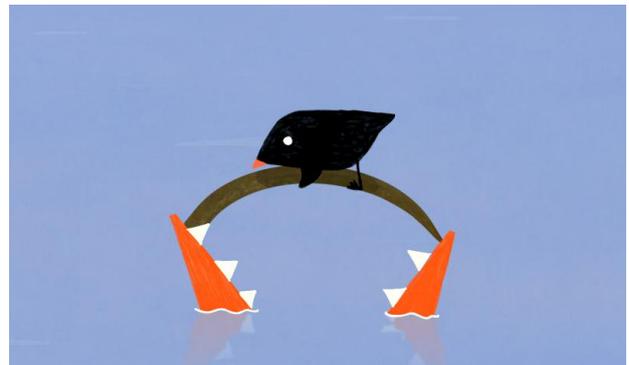
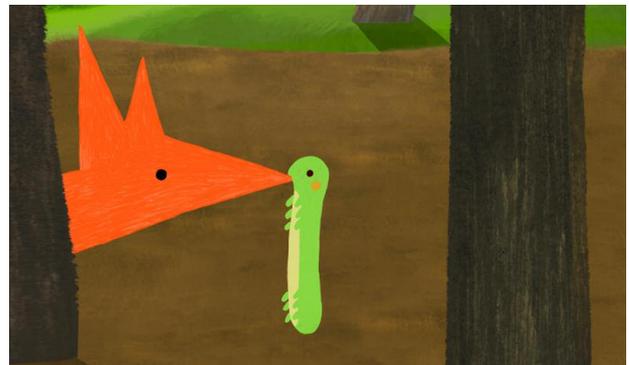
- Did any of them predict why the characters were in the water?
- Did anyone think there would be another character?
- Why was the bird so intent on looking after the leaves?
- Why did the caterpillar need the leaf?

Children's Task

This is a very cute simple animation and it would be a great opportunity for the children to try to use cut out paper to recreate the characters. In co-operative learning groups, assign (or let the children choose) a character from: the bird, fox, caterpillar or butterfly. Let the children make their characters using coloured paper; draw the children's attention to the simple lines and shapes. Large amounts of detail are not necessary to make these characters successful.

Once they have created their characters the children can write and story board some extra scenes that the characters feature in. Encourage them to be creative with their thoughts, what other mischief could the caterpillar or fox get up to?

This could then be drawn onto story boards and the story written to accompany it or simple backdrops could be made and the children make their own animations using 'I Can Animate.'





This template can be used to story board any ideas.



*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 can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a***

*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***

*I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. **TCH 0-03a***

*I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. **TCH 0-04b***

*I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 1-04a***

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

*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 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***

After watching the film

Discussion questions

- What made the mole sad?
- How did we know that he was sad?
- Have you ever felt lonely?
- How did he feel when he realised the worm was another mole?

Children's Task One

Using a circle time structure, encourage the children to share a time when they felt lonely or sad or a time they wish they had someone to play with or a special person to share things with. This could have been in school or out of school.

Using a talking teddy (or other object) pass the item around and allow them to share their experiences. It is ok for children not to share. Remind the children about being accepting of other and the importance of including people and being friends.

It is also important to know who is available to help if we feel alone or sad. Get the children to identify people in and out of school that they can talk to and who can help them.

*I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a***

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a***





Tiger

2015, dir. Kariem Saleh, Germany (4'02'')

Synopsis

A cheeky looking little tiger is imprinted on a food plate but when his tummy rumbles he can't help but wander off to find food.

Activities

This film can be viewed at: <https://www.youtube.com/watch?v=u2dY6rZVLy8>

Before visiting the cinema

Before watching the film let the children hear the sounds and music from the film. DO NOT SHARE THE TITLE OF THE FILM. Keep the computer screen and interactive white board turned off. Get the children to predict what the main character might be and what is happening. Take feedback and record their answers.

After watching the film

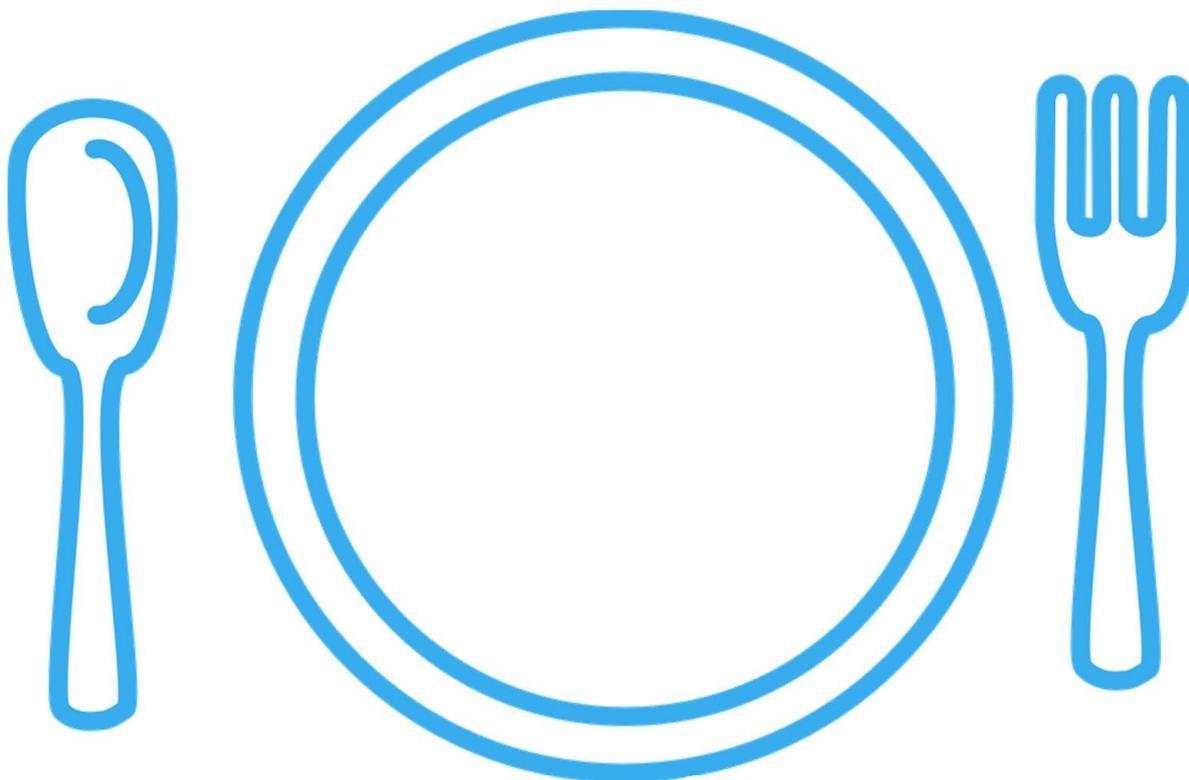
Discussion questions

- Did anyone predict what the main character was?
- What prompts the Tiger to look for food?
- What would the child think is happening to the food?
- Did the Tiger have a favourite food?
- Do you think the child wonders why the juice is gone, the cutlery no longer in place and the table cloth ruffled? If so does he know the reason why?

Have the children create a meal for the Tiger. If the Tiger wasn't keen on the broccoli is there a different vegetable that they think it would like? What is their favourite meal? What do they think the Tiger would like to eat?

The children can draw and label the meal on the plate template for the Tiger. They could create their own design on the plate as well.

I know that people need different kinds of food to keep them healthy. HWB 0-32a



Children's Task Two

Once the children have created different meals, look at the components of the meals. Are there healthy options? Are the meals balanced? Are they nutritional? Are there any changes they could make to the meals?

You could choose 1 or 2 meals to make for the children to try. Focus on the preparation of the food and the importance of hygiene whilst preparing food. Encourage children to try things they maybe haven't tasted before. For some classes you may want to look at food journeys as well.

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a

By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a

Extension Task

In some ways this story is similar to 'The Tiger Who Came to Tea' by Judith Kerr. You could read this book after viewing the film and discuss similarities and differences.

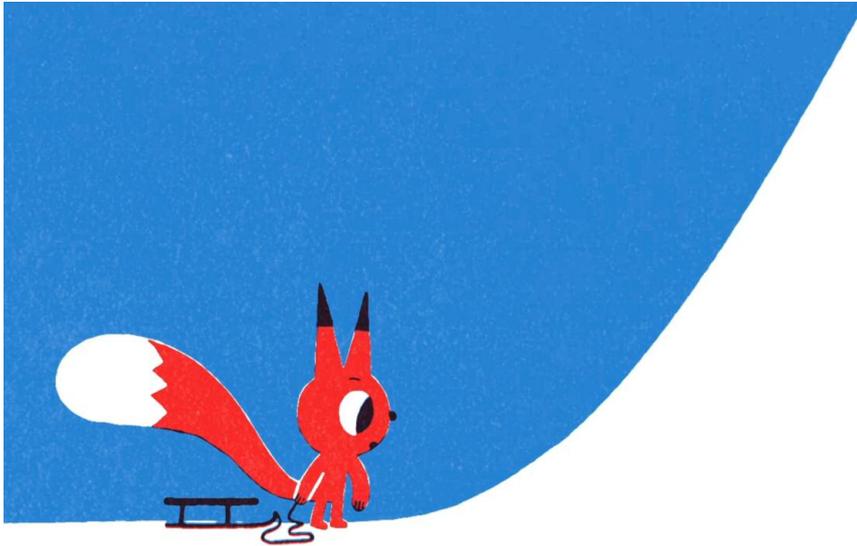
Look at the different styles of animation and illustrations. How do the characters compare?

How is the story similar or 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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c





Belchonok i sanki / Бельчонок и санки – The Sled

2016, dir. Olesya Shchukina, Russia (4'19'')

Synopsis

This curious little squirrel discovers something new and fascinating. What adventures will he get up to on his new sled?

Before visiting the cinema

The trailer for the film can be found at: <https://vimeo.com/183250732>

Show the children the trailer for the film. Make sure you watch it right to the end!

The squirrel is obviously really excited about his new toy. Get the children to predict what adventures he will have whilst playing with the sled. Draw the children's attention to the fact this film has been made in Russia. Point out the different lettering that is used in the film title.

Questions for discussion

- Have you ever found a new toy?
- What was it? (Share answers with a partner)
- How did you feel when you got your new toy?
- How do you think the squirrel feels, considering he's not sure what the sled is for yet?

After watching the film

Discussion questions

- Where do you think the sled came from?
- Have you ever been on a sled?
- How did you feel?
- How did the squirrel feel at the top of the big hill and going down it?
- Why were the birds laughing at the squirrel?

Children's Task One

This is a brilliant piece of animation with cute mischievous characters, adventure and a bit of risk involved. It would be good to look at the history of animation and how through the years animation has evolved to become something as great as this.

It is thought that thaumatropes are the one of the earliest forms of animation dating back to Victorian times. Creating a thaumatrope using the squirrel and the scene where he lands in the snow would be a great activity for the children.

This BBC website has the instructions for creating a thaumatrope and it is very straight forward, scroll down to page 3. There are also lots of tutorial clips on YouTube just search 'how to make a thaumatrope.'

https://downloads.bbc.co.uk/history/handsonhistory/victorians_games.pdf



*I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. **SOC 0-04a***

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



Children's Task Two

Another early form of animation was flip books. These are such a great, fun and simple way to get the children thinking about animation.

You could create your own flip books using the character of the squirrel, possibly drawing his journey down the hill on his sled. Or you could encourage the children to create their own character.

The key to a flip book is simple drawings. Not huge amounts of detail and keep the movements on each page small. A stick man doing star jumps for example is a good one to start with.

Have the children experiment with drawing these. This is a great task for pairs or co-operative learning groups.

This BBC website has a great little video showing how to create your very own flip book.

<http://www.bbc.co.uk/education/clips/z2fmg82>

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

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

Extension Task

If you wanted to extend the children's understanding of animation further, it would be great to look at software programmes like Pivot and Scratch. This could be in a very loose way, just let them play with it and see what they come up with. Or set them a challenge of making a short and simple animation.

I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 1-04a



Camine de agua para un pez – Water Path For A Fish

2016, dir.Mercedes Marro, Columbia/France (8')

Synopsis

As a little boy lies trying to sleep on a hot evening somewhere in Latin America, he hears an unusual sound outside. When he investigates he sees a group of cats trying to get a goldfish that is gasping for air in a little puddle of water. This little goldfish encounters a heart stopping adventure in a quest for water.

Activities

The trailer for the film can be found at: <https://vimeo.com/149262058>

Before visiting the cinema

Show the children the trailer for the film. This is a beautiful animation that is really addressing a very serious issue for some communities, the need for water conservation. The children will be very focused on the adventures of the little fish so try to encourage them to think about why the fish is struggling in the water.

Questions for discussion

- Why is the boy finding it difficult to sleep?
- What alerts him to what is going on outside?
- Why does the boy help the fish?

After watching the film

Discussion questions

- Why is the fish in such a small pool of water?
- What happened when the boy turned the tap on?
- Why did this happen?
- Why does everybody get up during the night to collect water?

Children's Task One

This film is a great way to explore the idea of water conservation and the human need for water. We are lucky to live in a country where water is always available at the turn of a tap. Highlight the fishes need for water to survive. Then look at the fact that everybody else requires water to live. Use this still image to stimulate discussion about all the different people queueing to collect water and brainstorm the different ways they might use the water they have collected.



Get the children to think pair and share their ideas and take some feedback. Either in co-operative learning groups or pairs have the children describe some ways that they use water in daily life, either at home or at school.

Have them create a poster showing some of the ways they use water and ask them to think of some ways they could conserve water. Is it by turning the tap off when brushing their teeth?

*I can talk about science stories to develop my understanding of science and the world around me. **CN 0-20a***

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-02a***

Children's Task Two

Start by locating Latin American countries on a map. Discuss with the children and describe the kind of climate and environmental features there. Explore the similarities and differences of our country to these countries.

For some older classes, newspaper articles can be looked at to explain and stimulate discussion about water shortages. This can include the lack of clean water, the journeys people face to collect water and the rationing of water.

The website Water Aid has some very good lesson ideas and resources including some excellent stories and pictures on it. This could be used to extend the children's learning in regards to people's struggles for water around the world.

<http://www.wateraid.org/uk/get-involved/schools/primary-resources>

I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 0-08a/SOC 1-08a

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b





Evaluating this resource

We hope that you found this resource useful and appropriate. Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk.

Would you make a good Discovery Film Festival Case Study?

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

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

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk