

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts For Middle Ones – Aeronaut**

First and Second Level | Created by Sarah Sturrock

Discovery Film Festival: Sat 22 October – Sun 6 November 2022

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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>:

Aeronaut

Dir: Leon Golterman

The Netherlands 2021 / 2m15s

No dialogue

Aeronaut

Synopsis:

Aeronaut is a stop-motion animated film about ten-year-old Kevin, who dreams of becoming a pilot so he and his sister Jaimy can escape from their tyrannical father. But when Jaimy gets her hands on her brother's brand new model airplane, the bond between the two children is put to the test.

Aeronaut is a film which I would use in First and Second Level classrooms. It is a film which explores family relationships and hopes and dreams. There is lots of imagination used by the children in this film. I often use short films as a stimulus for writing within my teaching and this is one I certainly would use.

This resource pack is aimed at both First and Second Level and has activities from a range of curricular areas including literacy, expressive arts and technologies.

EXA 1-19a/ 2-19a, Lit 1-07a/ 2-07a, TCH 1-09a, 2-09a

Advisory:

Although, this won't be a problem for most children, sensitivity should be taken for any child you are aware of with families who may have alcohol abuse issues.





Before the film

Look at the poster (Appendix 1) and discuss what you think the film will be about. Pay particular attention to the characters and make assumptions based on the image as shown in the poster.

Try doing the first two discussion points in small groups then allowing some to share or it may get repetitive.

- What is your favourite toy of all time? Why is it that one?
- Have you ever had a toy you loved been broken? What happened to it? How did that make you feel?
- Why do you think Kevin liked that particular toy so much? Why do you think he dreamed of being a pilot and flying away?

Activity 1: Film Literacy/Music

Whole class discussion. Do you think music plays an important role in film? What can music do to a story in film? You are looking for the responses of setting atmosphere, conveying feelings/shaping emotional responses and setting rhythm. Music can also make us think of specific films from a piece of music such as the *Star Wars Theme* or *Harry Potter Theme*. You can find examples of these on YouTube and other video platforms.

Then, play a scene from a well-known film first with the music, then without the music to discuss what the music does to the scene. You will know your class and what their particular interests are but for example, if using YouTube you might want to use the *Stampede* from *The Lion King*, particularly as this is a scene most children will be familiar with.

<https://www.youtube.com/watch?v=5IFLz4CETj4>

Finally, discuss the music used in *Aeronaut*. You can use this clip to remind the children of the music used in the film.

https://m.facebook.com/watch/?v=4411801798868173&_rdr

The music changes when the plane is in the hands of Kevin's sister and when his Dad is shown on the screen. Why do you think this is? What is the music telling us?

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/ 2-19a

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 2: Design a model aeroplane

In the film, Kevin was so excited to receive his brand-new model aeroplane. It was bright red and he even imagined himself building it as if it was a real aeroplane. Then, after it was broken, his sister Jaimy made him a new aeroplane using the cardboard from the box it was delivered in. Can you design and build your own model aeroplane? You can use any resources whatsoever, such as junk modelling, Play-Doh or Lego. Think about what resources would be most suitable for an aeroplane.

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

I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a

Activity 3: Writing a Recount

Imagine you had your own model aeroplane which turned into a real aeroplane. You could fly it anywhere in the world. Where would you go and what would you do? Use the planning sheet to think about your senses before writing your recount (*Appendix 2*). Remember to write a recount you should write in the first person and in the past tense as it has already happened.



Appendix 1



Sensory Scene Setting

 SEE	 HEAR	 SMELL	 TOUCH	 TASTE

Use this sheet to plan what you would see, hear, smell, touch and taste while flying your aeroplane.



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