

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource:

Shorts For Wee Ones – Ursa

Early and First Levels | Created by Tinike Dingwall

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

DCA

Dundee Contemporary Arts

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MEDIA-PROGRAMME OF THE EUROPEAN UNION

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EDUCATION

discoveryfilmfestival.org.uk

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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>:

Ursa – Song Of The Northern Lights (Ursa – Nordlysets sang)

Dir: Natalia Malykhina

Norway 2021 / 10m20s

No dialogue

Ursa

Synopsis:

A little polar bear Ursa is alone in the cold dark Arctic and looking for his mum. He walks through a blizzard, through icy cold tundra and sharp ice hummocks, towards the northern lights and the magic song in hope to find his mother. After many challenges he comes to the edge of the earth. In front of him is only the sea and the northern lights. And there in the distance, in the northern lights he sees his mum!

A film where the music is so important to the storyline. Couldn't stop watching till the end!

Before the film

Activity 1: The Poster



- Look at the poster for the film. Who do you think the main character is?
- How is that character feeling?
- How did they end up where they are?
- What is going to happen to them?

Write your predictions on post-its or on an interactive whiteboard page.

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

After the film

Activity 2:



- What are the Northern lights?
Resource/Information:
<https://theconversation.com/curious-kids-what-causes-the-northern-lights-111573>
- Can you create your own picture of the Northern lights? You may want to add images to it, like in the film.
<https://www.youtube.com/watch?v=ZgxmD2KmRz8>

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

*I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. **SCN 0-06a***

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

Activity 3: **Music**



Music plays an important part in this film.

Listen to the song which is played when the Northern Lights appear. Turn off the screen so pupils can only hear the song without the images.

How does this make you feel? What do you think it is saying? How does the song make Ursa feel?

In groups or as a class can you make up your own song for the Northern Lights? What instruments would you use? What message would you be singing to Ursa?

*I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. **EXA 1-16a***

*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 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**



Comic strip

Take the main events of the film or part of the film and put them into a comic strip. Feel free to add speech marks and have the characters speaking to one another.

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

*As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **HWB 0-08a / HWB 1-08a***

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

Activity 5: Health & Wellbeing/Drama



- In the film Ursa gets separated from his Mum. This can be a very scary experience for any child. Have any of the children in your class ever been lost? How did they feel? How did Ursa feel when he was lost?
- What steps can you take to prevent yourself getting lost? E.g arrange a meeting point, don't wander off etc.
Resource: <https://www.verywellfamily.com/what-to-teach-a-child-to-do-when-lost-620557>
- What steps can you take to prevent yourself getting lost? E.g arrange a meeting point, don't wander off etc.

Drama activity: act out what to do if you get lost.

*I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a / HWB 1-16a***

*I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-17a / HWB 1-17a***

*I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a***



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