

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:

Shorts For Wee Ones – Luce And The Rock

Early Years and First Level | Created by Sonia MacEwan

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES



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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>:

Luce and the Rock

Dir: Britt Raes

Belgium/Netherlands/France 2022 / 12 mins 58 secs



Luce and the Rock

Synopsis:

Luce lives a happy life in a peaceful little village, together with her mother and the other villagers. Every day is the same, and that's the way everyone likes it. The only thing that scares Luce is the dark, but luckily her little lightsticks keep her safe!

One day a giant Rock Creature disturbs the quiet life in the village. He destroys everyone's house, including Luce's! Luce is angry and determined to take the Rock Creature back to his home.

But the Rock Creature might have more in common with Luce than she first thought...

Underlying themes:

Friendship, newcomers.

The resources in this pack are aimed at Early and First Level of CfE. The activities focus on discussion, art, writing, and health and wellbeing.

*I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a***

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

*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***

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***

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

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a***

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a***

*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***

Before watching the film

Predicting

You will need: the film trailer, A4 paper, pencils, colouring pencils

Watch the trailer at <https://youtu.be/WWvkGCmbZQw>. Discuss the following points with the pupils:

- Who are the main characters?
- Why do you think one is yellow?
- Why do you think one is rounded and the others are square shaped?
- What do you think the big blue eye is?
- What do you think is going to happen?

Pupils should draw what they think might happen next.

There is also a short interview with the director at <https://youtu.be/QujJUntEL5c>. There are subtitles, but these can easily be read aloud to the pupils.

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LIT 0-04a

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After watching the film

Activity 1: Literacy – Rock Painting Story Retelling

You will need: a smooth stone for each pupil (they could bring these in), paints, paintbrushes and marker pens.

Pupils should work in groups of 3 or 4. They will retell the story in their groups using rocks. Each pupil should have 1 rock and each group will need a selection of paints, marker pens and paintbrushes. In their groups, they will allocate a part of the story to each person. 1 person should represent the beginning of the story, 1 should represent the middle (or 2 if there are 4 in the group) and 1 should represent the end of the story. They will do this by creating a painting on their rock to summarise their part of the story. For example: the beginning person might paint a broken house, the middle person might paint the sea and the end person might paint the rock blue to represent the rock person with a happy face. They will then summarise each part of their story to create a retelling in their group. They can perform this for the class or to another group.

Simpler Version:

Each person paints their stone a different colour and draws a face, to represent a different character. For example: yellow for Luce, blue for the rock person and red for one of the villagers. They then use their characters to retell the story.

I listen or watch for useful or interesting information and I use this to make choices or learn new things.
LIT 0-04a

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

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**



Activity 2: **Literacy – Sequencing**

You will need: film images in Appendix 1, sentences in Appendix 2/3/4/5 depending on the age and ability of pupils

Pupils should work in pairs. Print the images in Appendix 1 for each pair of children. They should sequence the images and discuss with their partner what is happening in each one. Pupils can then either:

- Glue each image into their jotter and write a sentence underneath to explain what is happening in the image.
- Match the sentences in Appendix 2 to the images
- Have the sentences in Appendix 3 cut, ready for pupils to rearrange to form the sentence.
- Colour in the key words in Appendix 4.
- There is a sheet with the words in dots in appendix 5 that can be used for writing practice. See attached Appendix 5

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Activity 3: **Health & Wellbeing – Circle Time Discussions**

In a circle, use the following activities for discussion

- How do we know Luce is scared of the dark? She has a light from her mum that makes it less scary at night. What are you scared of and what do you do to make it less scary?
- At the beginning, the villagers do not like the rock person. It has blocked them inside and then destroys their homes. They do not take time to get to know the rock person, they just see it as a bad thing. Do you think it's important to find out about someone or believe what you think/what you hear about them? Why?
- Have you ever experienced this? Either having a first impression of someone without getting to know them or others making a first impression of you? How were you/they wrong? How did you/they find out they were wrong? This could be being/having a new pupil join the class or a club, moving home etc.
- What could you do to make someone feel welcome?

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HWB 0-01a/1-01a

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When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

LIT 1-09a



Appendix 1

Learning Intention: to use context clues.





Appendix 2

Learning Intention: to match sentences to pictures.

Luce lives in a village.

She has a light.

A bad rock comes.

They build the house.

Appendix 3

Learning Intention: to form sentences.

Luce	Lives	In	A	Village
She	Has	A	Light	
A	Bad	Rock	Comes	
They	Build	The	House	



Appendix 4

Learning Intention: to write letters.

rock

stuck

dark

light

home



Appendix 5

Name: _____

Date: _____

handwriting practice

rock

stuck

dark

light

home

fix

sleep

day

night

swim



Film Information

Director's Filmography:

Luce and The Rock // 13 min // 2022 // Directed by Britt Raes // Produced by Thuristar in co-production with Studio Pupil & La Cabane Productions

Catherine // 12 min // 2016 // Directed by Britt Raes // Produced by Creative Conspiracy

Child's Play // 1 min // 2013 // Directed by Britt Raes and Bert van Haute // Produced by Vivifilm

The Last Pieces // 11 min // 2011 // Directed by Britt Raes // Produced by Espace Dragone

I like bird // 1 min // 2009 // Directed by Britt Raes // Produced by KASK School of Art

Director's Awards:

Best Belgian short: *Catherine*, Anima 2017, Brussels 2017

Best short film chosen by the childrens jury & best short film chosen by the professional jury: *Catherine*, European Youth Film Festival of Flanders 2017, Brugges, Antwerp 2017

Audience winner shorts for kids section: *Catherine*, International Animation Film Festival – Gdansk 2016

School Jury Prize: *Catherine*, Filemon 2016, Brussels 2016

First Prize Animation: *Catherine*, Pentedatillo Film Festival

Audience Award "From Absurd to Zany": *Catherine*, LIAF

Best international short: *Catherine*, Animasivo

Best writing award: *Catherine*, Et Cultura Festival

Best script: *Catherine*, Animage

Award Best Animation Short: *Catherine*, Ottawa International Short Film Festival

Award for Best Film More than 5 up to 24 Minutes: *Catherine*, Cinanima

Audience Award World Animation Competition: *Catherine*, Leeds International Film Festival

Audience Award to the Best Animation Short Film: *Catherine*, San Sebastian Horror & Fantasy Film Festival

Audience Award Best of 'The Winners' Category: *Catherine*, Big Cartoon Film Festival

Award Best Animated Short: *Catherine*, Kaohsiung Short Film Festival

Audience Award and Honourable Mention Best 2D Film: *Catherine*, Dublin Animation Film Festival

3rd Place: *Catherine*, Thessaloniki Animation Film Festival

Special Mention: *Catherine*, Balkanima

Best animation short film: *Catherine*, Kinofest

Best gag: *Catherine*, Funcinema Film Festival international comedy film festival

Best animated film: *Catherine*, Star Film Fest

Zabut premio award – first prize: *Catherine*, Zabut international animated short film festival

Best Short in Kids Section: *Catherine*, Lago Film Fest 2017

Audience Award: *Catherine*, Womanimation

Le Prix de la Critique UPCB/UCC press jury prize: *Catherine*, Brussels Short Film Festival 2017 Brussels

Special mention: lightness and humor: *Catherine*, Animocje 2017

Best international animation short: *Catherine*, Leiria film fest 2017, Leiria

Best female director and audience choice award: *Catherine*, Animakom 2017, Bilbao



Production Team:

- Animation **David Chambolle, Jane Mangubat, Paul Vibert-Vallet & Sacha Brauner**
- Clean-Color **Niels Dekker, Yara Henning & Tomoko Yoshida**
- Script **Britt Raes**
- Set **Jane Mangubat, Claire Sebring & Britt Raes**
- Casting (English Version) **Fien Raes, Karolien Duellaert, Casper Raes, Bram Meindersma & Susanne Edam**
- Image: Effets Spéciaux / Special Effects **Niels Dekker & Britt Raes**
- Film Editor **Britt Raes**
- Rendering-Compositing **Raf Schoenmaekers**
- Sound Engineer **Bram Meindersma**
- Sound Editor **Bram Meindersma**
- Mix **Bram Meindersma**
- Soundtrack **Bram Meindersma**

Director:

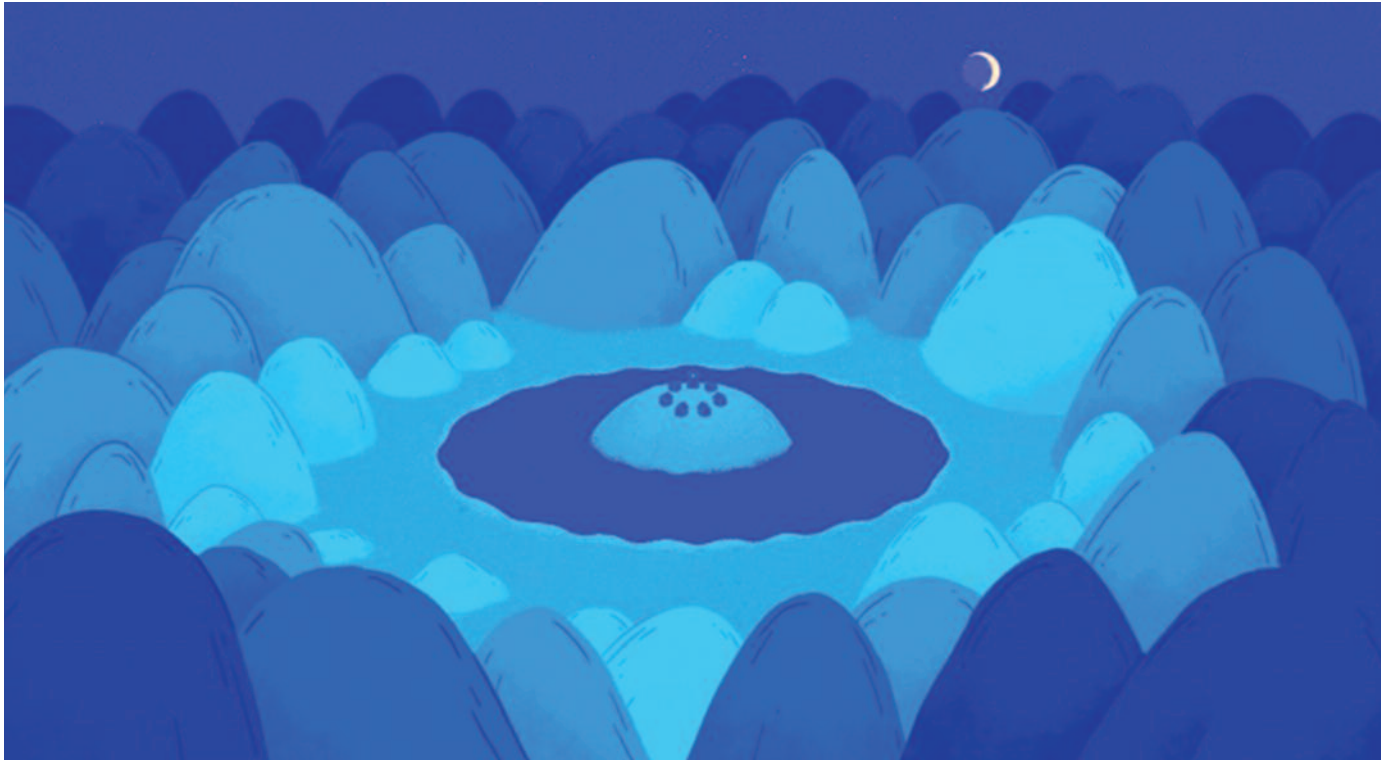
Britt Raes

Britt (1986) was born in Belgium and lives in the cosy town of Ghent. She teaches animation at the KASK School of Arts, where she graduated herself in 2011.

Since then she's been finding her way in illustration and animation, doing both her own independent projects and commissioned work. In 2016 she finished her first professional short film *Catherine*. It travelled the world to over 200 festivals, winning prizes along the way, and Britt happily travelled along! In 2022 she finished the film *Luce and the Rock* which she will also adapt as a children's book.

In her spare time she eats chocolate, listens to indie music, reflects about NVC, admires her plants, pets as many cats as possible, binges animation and rides her bike. Except in the snow, as she's scared of falling. If she's reincarnated, she hopes to come back as a cat named Fluffy and get many chin rubs!





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