

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

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Teachers' Resource Pack: **Sketches on Ice**

First Level Learners | Created by Lucie Maupetit, Virginie Bradbury

Discovery Film Festival | Mon 2 – Wed 18 November 2026

DCA

Dundee Contemporary Arts

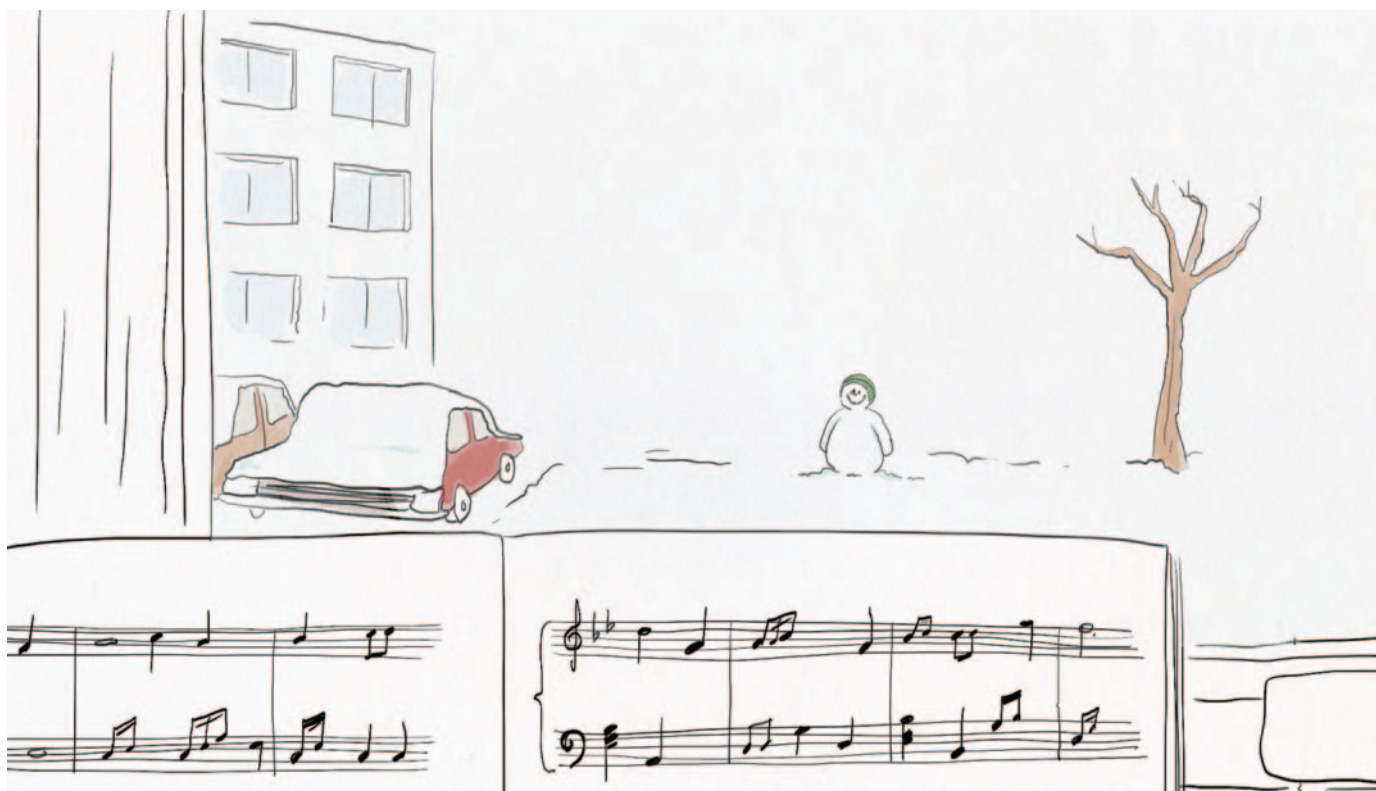
DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE
LAND
SCOT
ALBA | CHRUTHACHAIL

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dca.org.uk/discovery-film-festival

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With support from the 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:

<https://www.dca.org.uk/discovery-film-festival-resources/>

Sketches on Ice (Esquisses Sur Glace)

Dir: Marion Auvin

Belgium/France, 2025, 4m

Fire In My Pocket

Synopsis:

It snowed! Lou and Marius are playing in the street, building a snowman. But Mom calls them back home – Marius has to practise his clarinet, and Lou has homework to do! Pfff!... Lou opens her notebook and begins her exercises. Marius plays a few hesitant notes, but... incredible! Outside, the snowman has moved.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 6 and above. This pack is aimed at First level learners. This film is recommended for P2 to P4. The following CfE Experiences and Outcomes are covered in this pack:

Literacy and English: **LIT 1-04a**

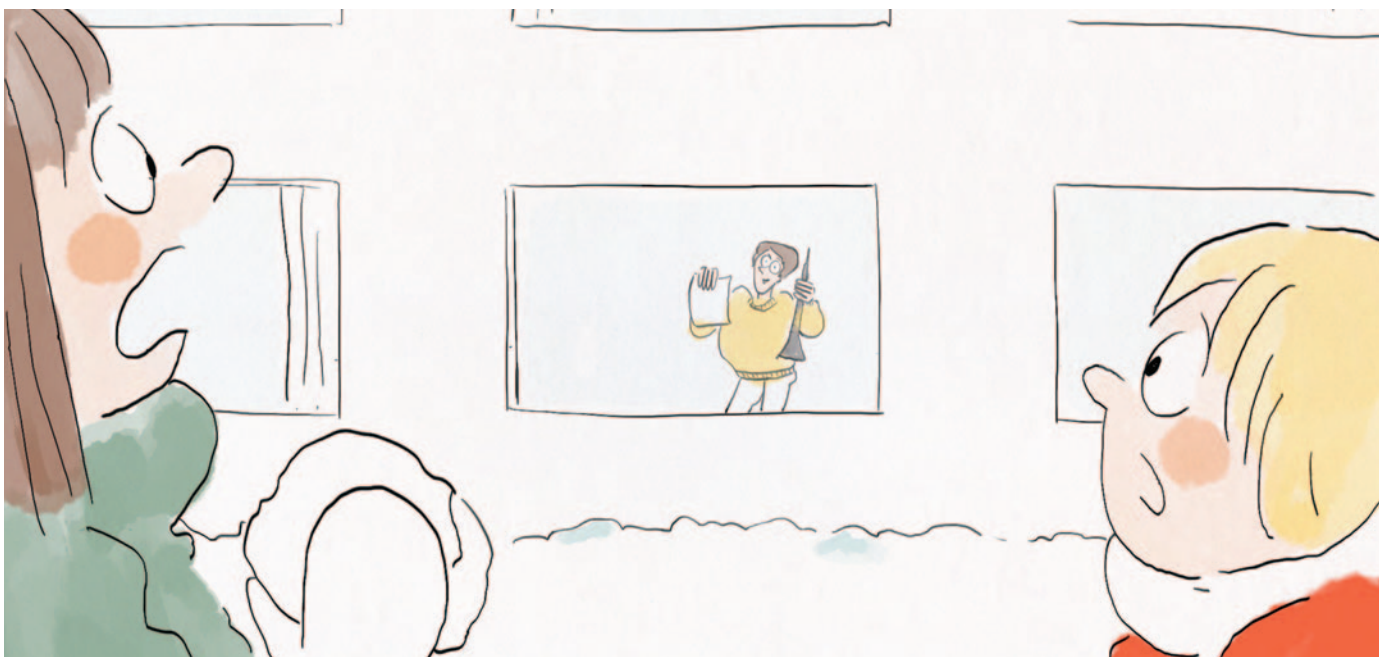
Modern Languages: **MLAN 1-07b, MLAN 1-08b**

Expressive Arts: **EXA 1-02a, EXA 1-09a, EXA 1-17a**

Film and Screen Curriculum: **I am participating in activity which creates individual and shared experience, enjoyment and engagement through exploring and making Film and Screen products.**

Teacher quote:

Sketches on Ice is an endearing animated film. Its simplicity brings both poetry and joy to viewers of all ages. Though short and wordless, it captures the heart of wintertime magic.



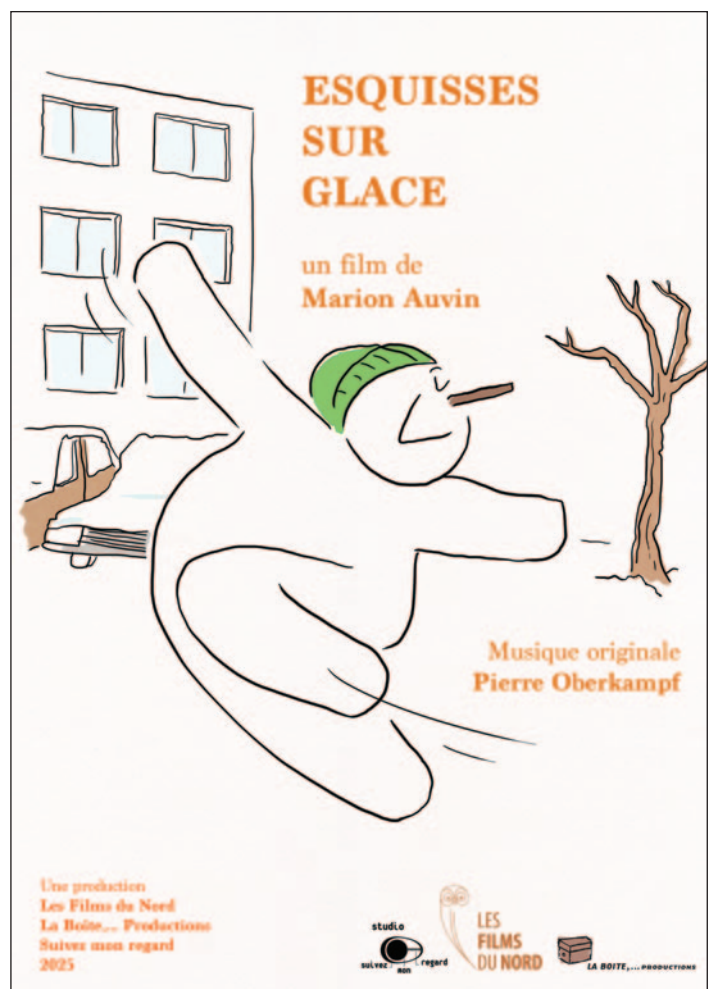
Before watching the film:

Activity 1: The poster (Literacy and Modern Languages)

Before your visit, look at the official poster. Although the poster is in French, the more confident readers should be able to extract relevant information from it as most words are cognates. Do not hesitate to point to the area where the learners may find the information if the learners are finding this activity too challenging.

With the learners, answer the following questions:

- What do you see on this poster?
- What language is used? Why do you think?
- What is the title of the movie in French?
(Please note that Sketches on Ice is a literal translation from the French title)
- Who directed the film?
- Who wrote the music?
- What year was the movie created?
- What do you think might happen in the movie?



Activity 2: **Expressing feelings in French (Modern Languages)**

Introduction:

Appendix 2: Sketches on Ice Powerpoint.pptx

Practice the question with the learners: Comment ça va ?

Introduce flashcards one by one, let the learners ask you the question and you answer or use the sound file.

(For the Happy flashcard, there are 2 possible answers depending on whether the happy person is a boy or a girl. It does not impact any of the other answers. Similarly, there are 2 possible written answers for the Tired flashcard but this does not affect the pronunciation either way.)

Go over flashcards again and ask the learners to repeat (feel free to play with it and make them repeat with a loud voice, with a low voice, slowly, fast, high pitched, low pitched...)

Ask the learners to repeat with a delay, make them wait for 3 seconds before repeating to allow them to process and think of the answer.

C'est quel numéro? (What's the number):

Ideally, you would like the learners to be able to answer in French but if your learners haven't practised French numbers yet, this can be answered in English.

You can use flashcards if you prefer and blu-tac them on the board. For each flashcard you need to write a number of your choice.

Choose a range of numbers the pupils have learnt.

You call out an item and pupils say the number in French.

Qu'est-ce qu'il manque? (What is missing?):

Again, encourage the learners to formulate an answer in French. Please note that the answers are recorded for support.





Activity 3: **Move to the Mood** (Expressive Arts – Music and Dance and Film Literacy)

Class discussion:

With the class, discuss what makes the snowman dance. What mood does it display?

How are the children feeling whilst playing the music?

Move to the Mood:

Play a short piece of music and ask the learners to move freely in a way that matches the mood they hear. After the first listening, stop and ask the learners what feelings they noticed. Play the same piece again and ask them to refine their movements using ideas such as smooth, sharp, fast, slow, high and low.

The learners may move around their own space, freeze on cues, or use gestures that show emotion. This gives them the chance to listen carefully, respond creatively and improve their movement choices.

Give one clear focus at a time, such as “Listen for whether the music feels calm or exciting.” Use praise to highlight successful matching between music and movement. If needed, pause the music and remind pupils to use body shape, speed and space to show feeling more clearly.

Recommended music:

Expressive & Sad

- *The Swan* by Camille Saint-Saëns: Encourages slow, flowing, and graceful movements.
- *Gymnopédie No. 1* by Erik Satie: Promotes gentle, heavy, or sleepy swaying.

Energetic & Happy

- *The Aviary* from *The Carnival of the Animals* by Camille Saint-Saëns: Inspires fast, light, fluttering movements.
- *William Tell Overture (Finale)* by Gioachino Rossini: Perfect for high-energy galloping, jumping, and running.

Scary, Suspenseful & Creepy

- *In the Hall of the Mountain King* by Edvard Grieg: Ideal for teaching acceleration; starts with sneaky tiptoeing and ends in wild, frantic jumping.
- *Night on Bald Mountain* by Modest Mussorgsky: Promotes dramatic, sharp, and stomping "monster" movements.

Calm & Peaceful

- *Morning Mood* from *Peer Gynt* by Edvard Grieg: Inspires waking up, stretching, and smooth, growing actions.
- *Aquarium* from *The Carnival of the Animals* by Camille Saint-Saëns: Perfect for slow-motion, underwater gliding.

Activity 4: Rhythm Game (Music)

Introduction:

Your learners will have hopefully had the chance to attend Kodaly sessions in P1 and P2. If not, or if you are looking for extra practice visit the link:

Rhythm Reading Lesson 1: <https://www.youtube.com/watch?v=Nx4CavF0AuM>

Rhythm Reading Lesson 2: <https://www.youtube.com/watch?v=9EB7d0eWcl0>

Please note that you may want to refer to the rhythm Ti Ti as Ta Ti (as called by the Kodaly instructors in Dundee City council).

Rhythm game:

Sketches on Ice Activity 4 Credit: QuincyAndCompany, 1st Grade Rhythm Card Game, See **Appendix 3**

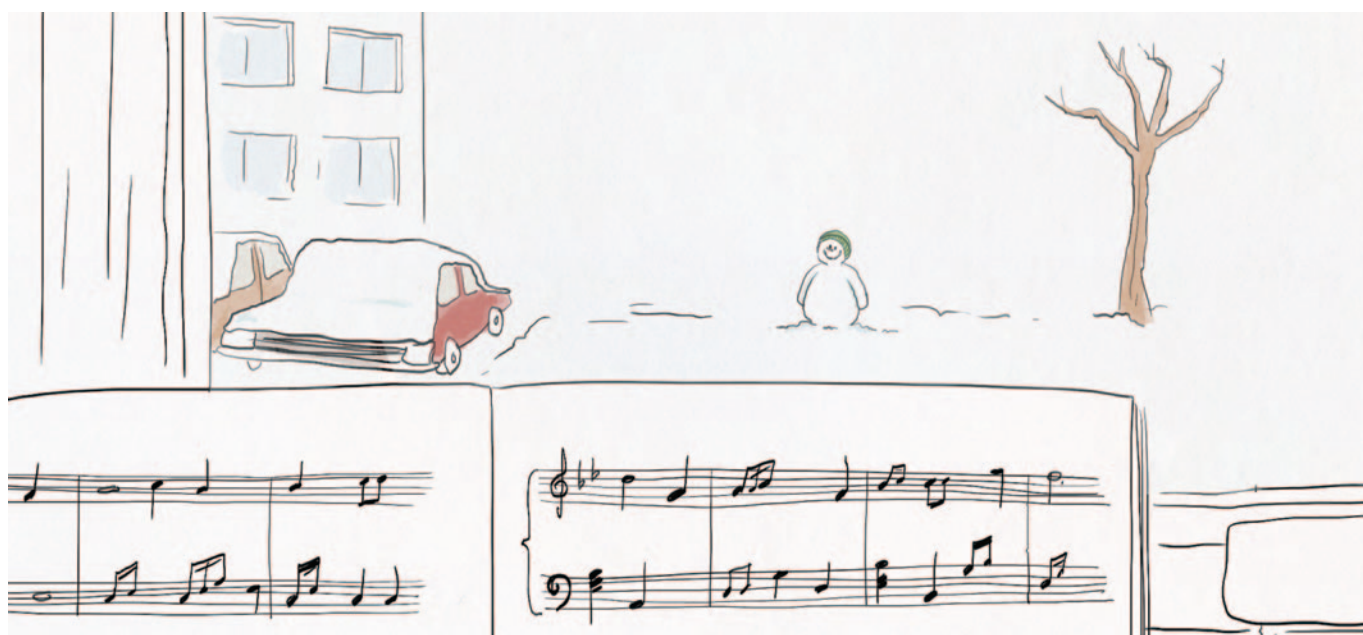
This game is played in small groups so print a set of cards for each group. A player picks a card from the pile of cards. They now need to say and clap the rhythm on their card. If they do it correctly, they can keep the card and the next person gets a turn. If incorrect, they need to put the card back to the bottom of the pile and the next person gets a turn.

If a learner picks up a card with a sound effect on it. They need to return all of their cards to the bottom of the pile and the next person gets a turn.

The winner is the person with the most cards when you call 'time'. Ask each group to finish their round and count how many cards they have. In case of a tie, both are winners.

Taking it further:

There are many Rhythm Games online, some based on popular songs that will engage all learners. Here is one of them: **Music with Mrs. Gibbs:** <https://www.youtube.com/@MusicwithMrsGibbs>



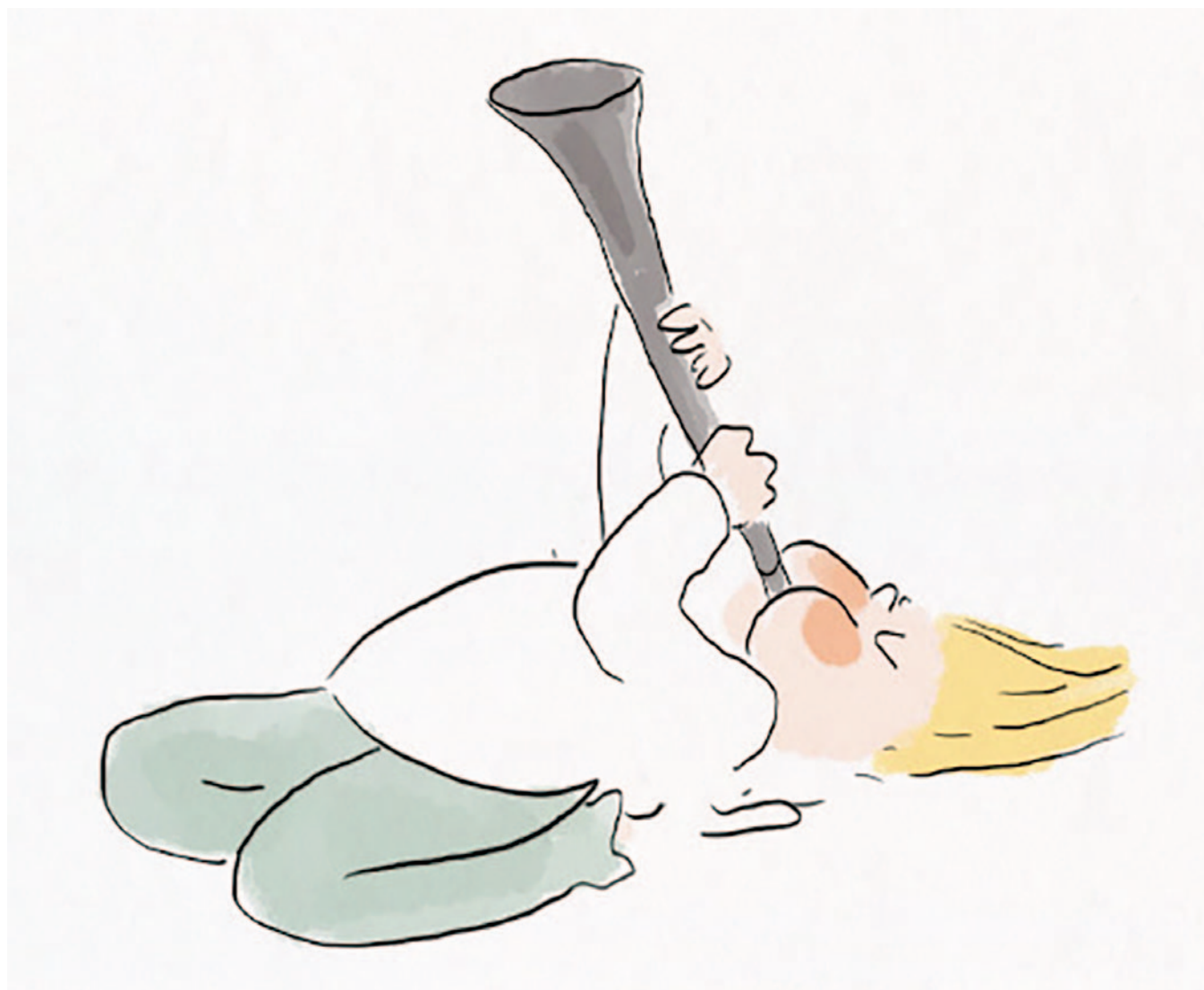
Activity 5: **Take your pencil for a walk (Expressive Arts – Art and design)**

This activity is inspired by artist Paul Klee who defined a drawing simply as “a line going for a walk”.

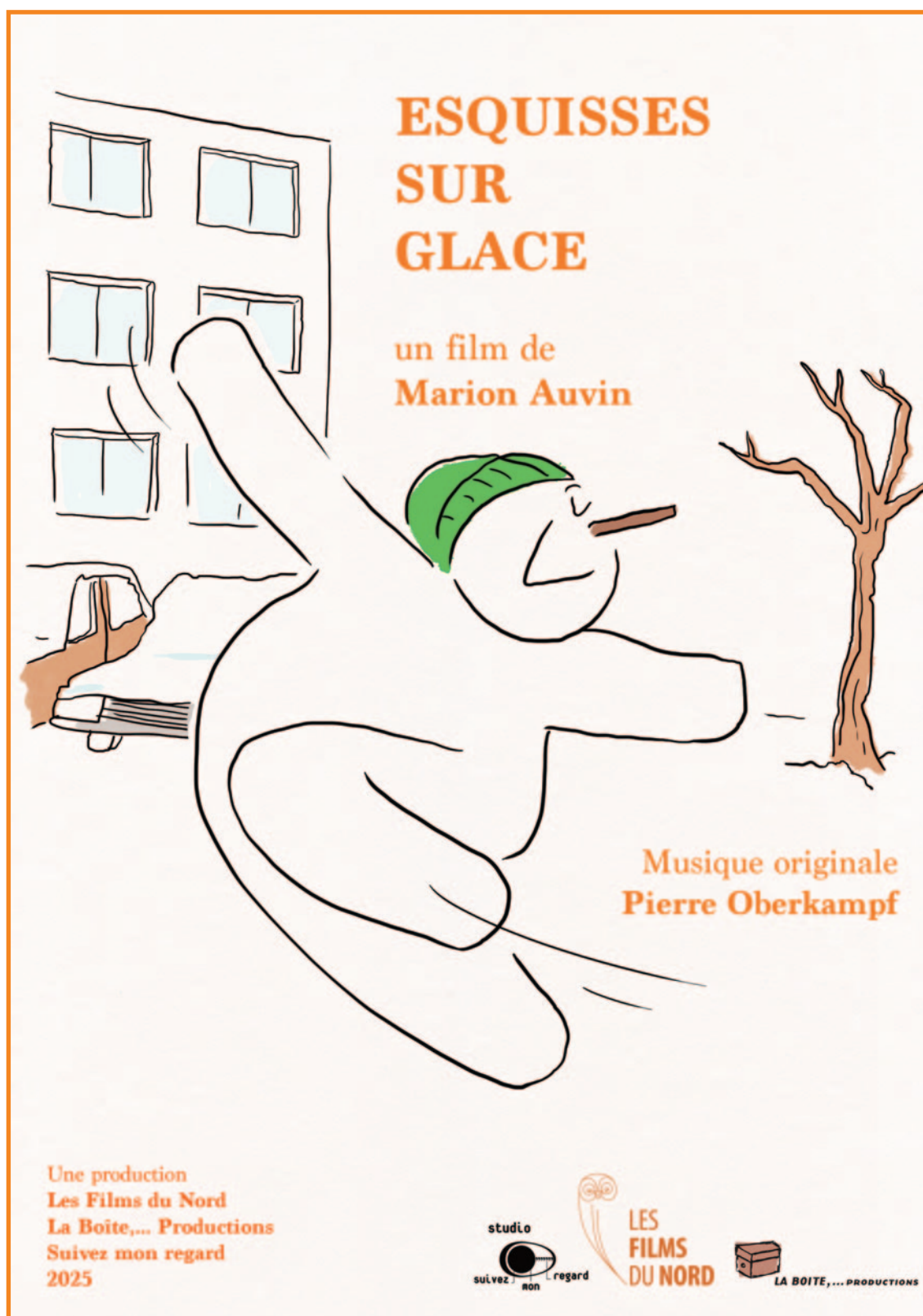
Using an A4 piece of paper and a pencil, ask the learners to place their pencil in one corner of the page. Without lifting the tip, slowly draw a continuous squiggly line.

Demonstrate to your learners beforehand so they understand that they are aiming at crossing the line over itself multiple times to create closed shapes across the page.

Once the paper is filled with a “walked” line, use a variety of media (e.g. pencils, paint, felt pens) and fill the shapes with block colour or patterns.



Appendix 1: Poster Sketches on Ice Activity 1



Appendix 3: Sketches on Ice Activity 4

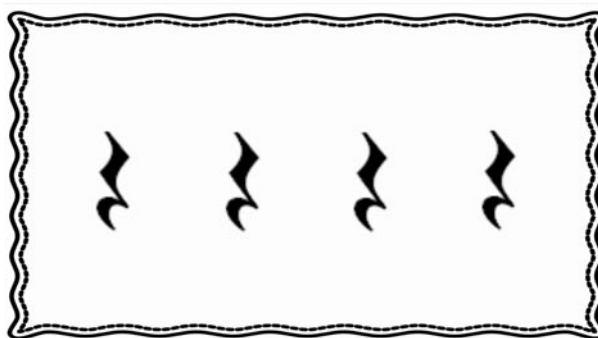
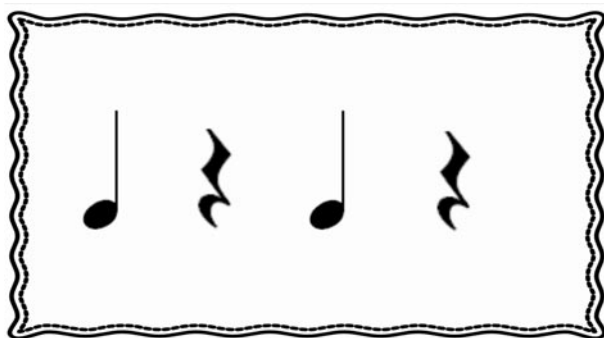
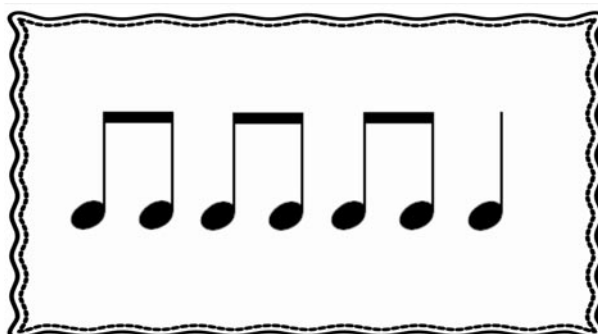
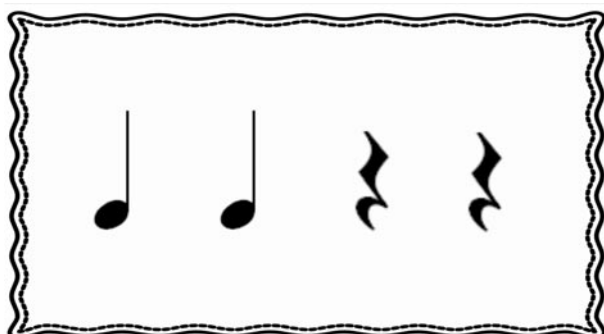
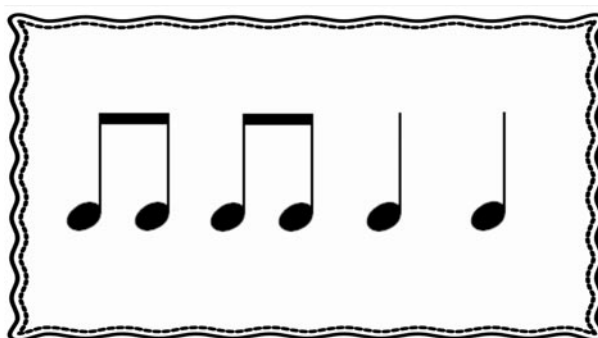
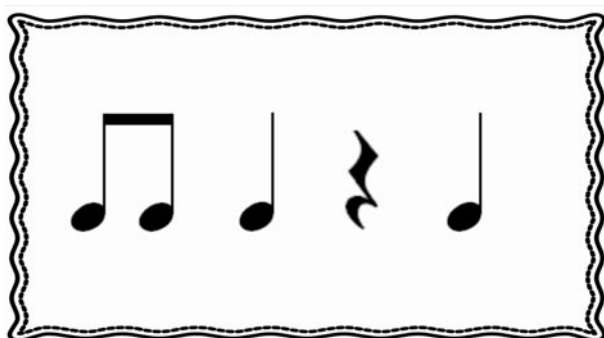
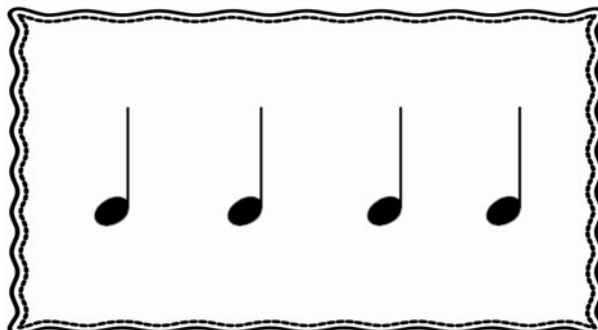
Rules:

- One student picks a card out of the box or pile. They need to say and clap the rhythm on their card. If they do it correctly, they can keep the card and the next person gets a turn. If they say it incorrectly, they need to put the card back and then the next person gets a turn.
- If a student picks up a card with a sound effect on it, they have to put all their cards back in the box and then the next person gets a turn.
- The winner is the person who has the most cards when you call "time." Typically, I tell them to finish the round and then count their cards to discover who is the winner. Some groups will have ties and both of them will be winners.

Variations:

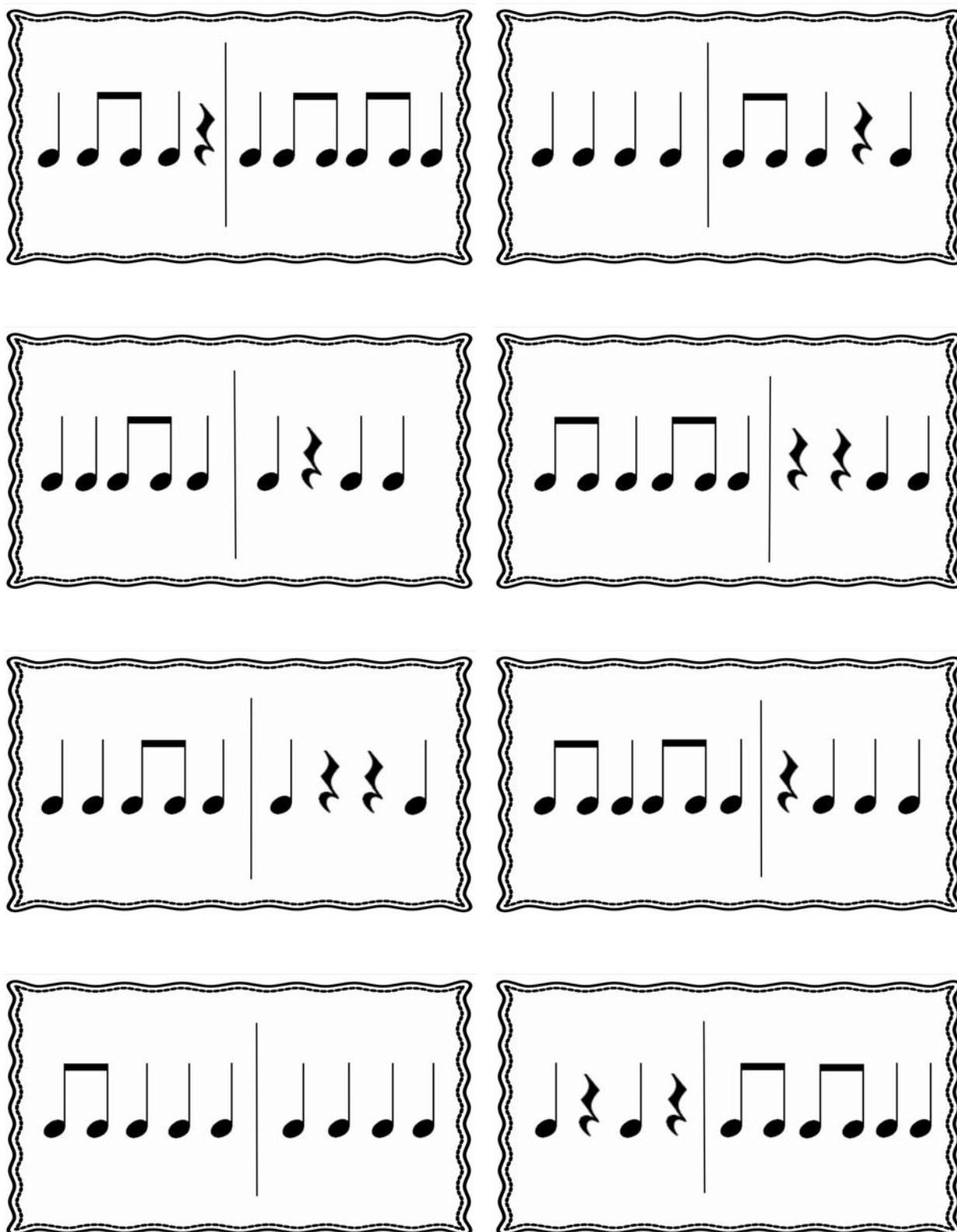
- Try mixing it up after the first round - have them switch groups.
- Have them review with a lower level set of cards and then move up to the current grade level of cards.
- Have them clap without saying the rhythm.
- Have a fellow student decide whether they should clap it, say it, or both.

Have fun!!!



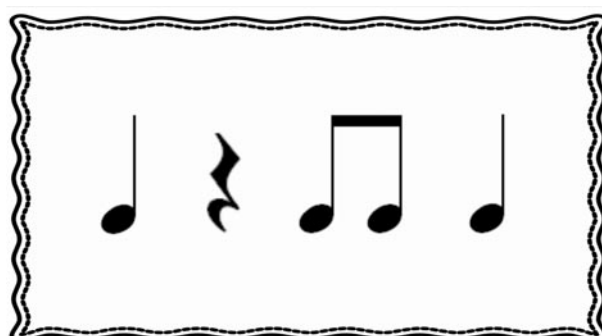
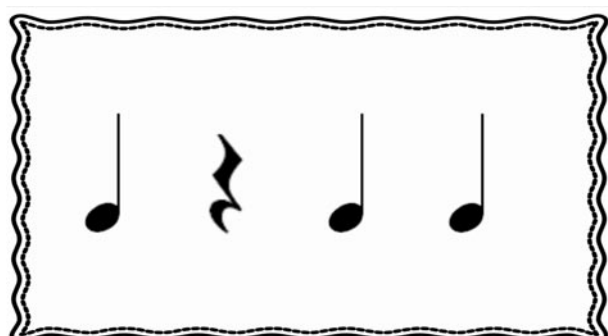
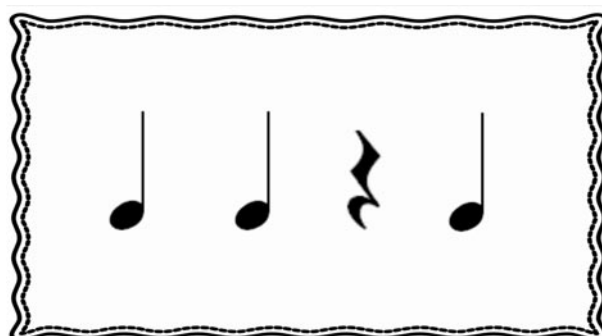
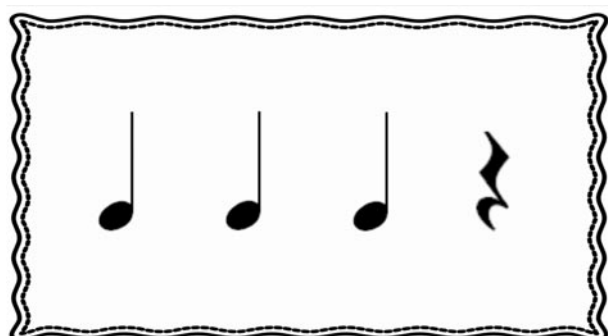
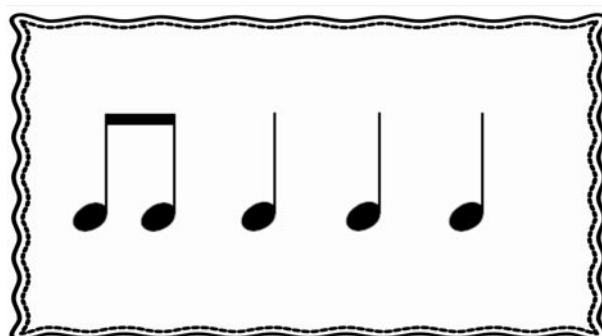
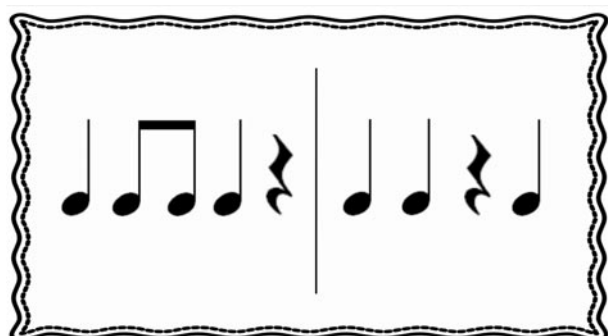
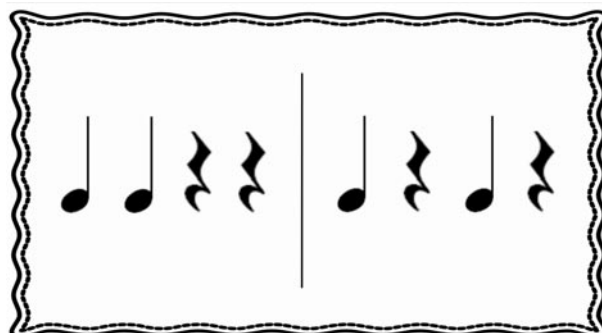
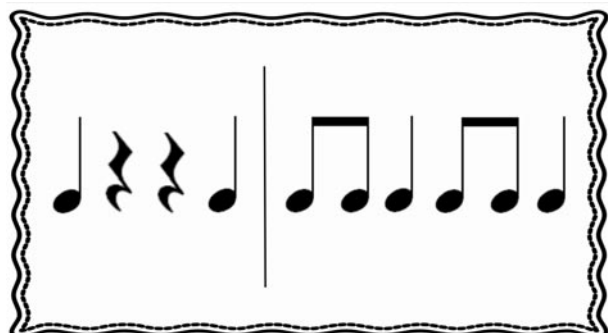


Appendix 3: Sketches on Ice Activity 4



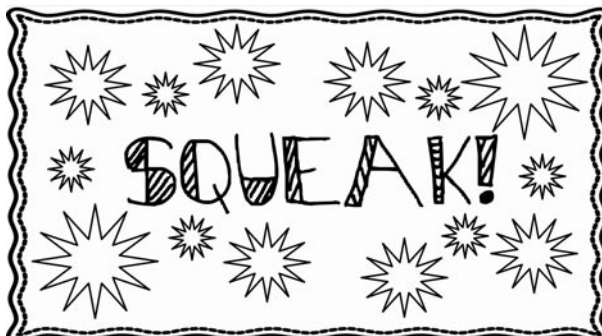
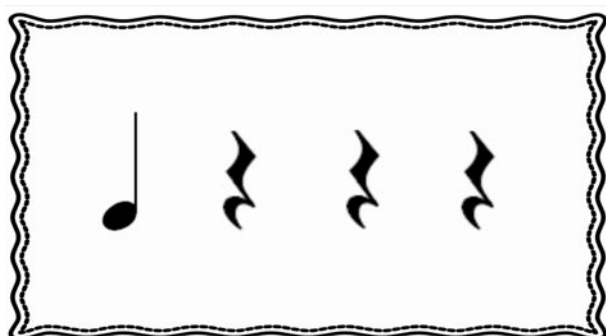
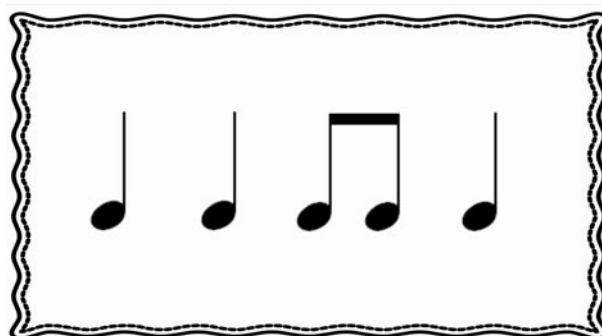
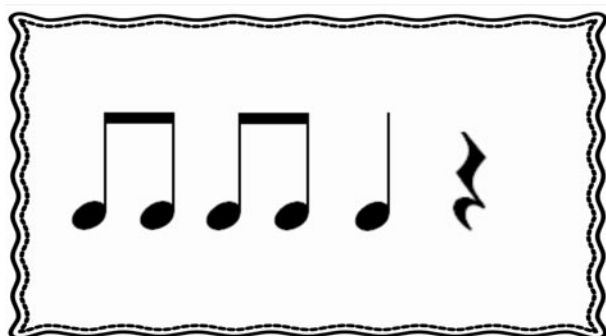
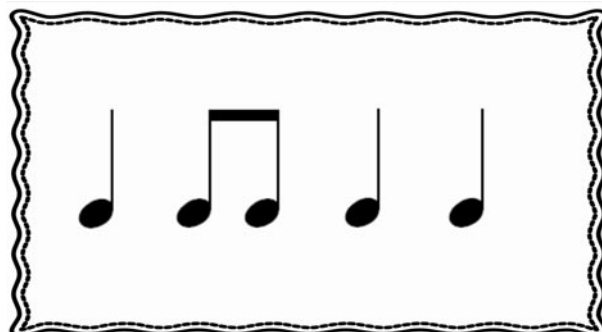
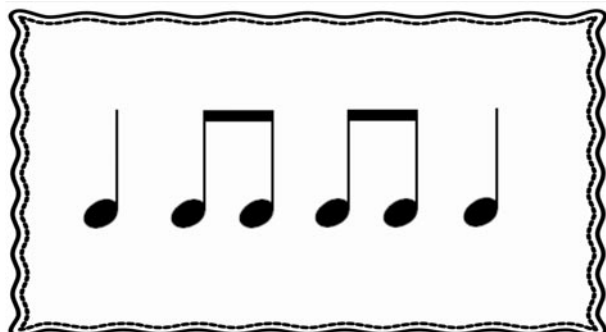


Appendix 3: Sketches on Ice Activity 4



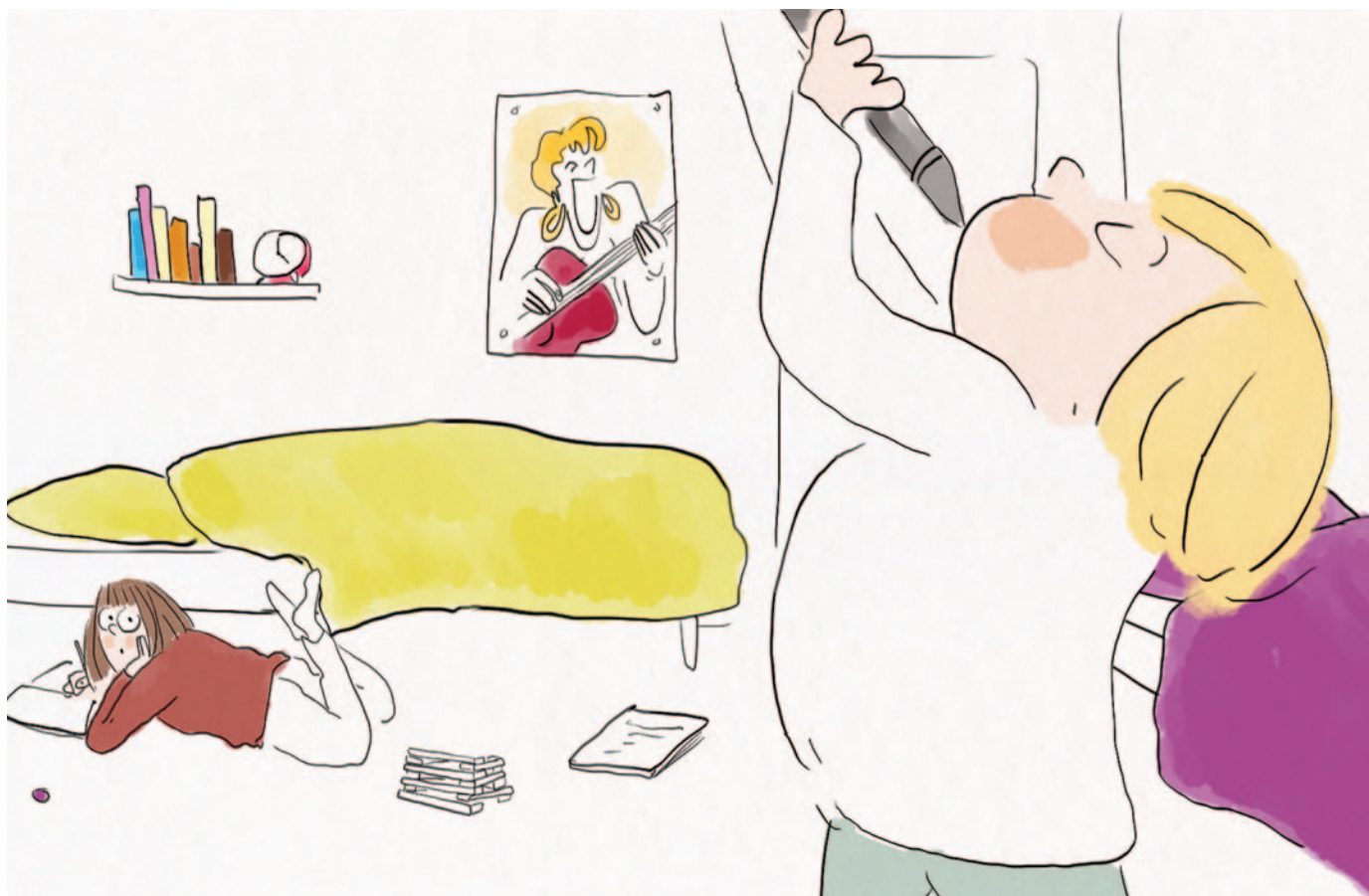


Appendix 3: Sketches on Ice Activity 4



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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 olivia.knight@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 olivia.knight@dca.org.uk