

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



Teachers' Resource Pack:

## **Shorts for Wee Ones – How the Bear Composed a Song**

Early Years | Created by Ian Cameron

**Discovery Film Festival: Sun 25 October – Sun 2 November 2025**

### **DCA**

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES

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[dca.org.uk/discovery-film-festival](https://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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:

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

### *How the Bear Composed a Song*

Dir: Kristína Bajaníková

Slovakia 2025 / 7m

Dialogue free



A bear composer, working at home, struggles to find the right combination of notes for his piano composition. When a small group of woodland animals sets up their picnic near to his house, he finds it even harder to maintain his creativity. They are playing their own music which is different and at odds with what the bear is trying to create. This intrusion into his space leads to an aggressive outburst from the bear and he initially takes his frustrations out on these innocent bystanders.

## None

Age and stage recommendations, including CfE objectives:

**Literacy: LIT 0-19a+b, 0-21b, 0-26a, 1-22a**

English: **ENG 1-19a, 1-31a**

Expressive Arts: **EXA 0-05a / EXA 1-05a, EXA 0-17a, EXA 1-17a, EXA 0-19a, EXA 1-19a**

This is a wonderful film to engage pupils with thoughts about community and working together. There are themes of teamwork and conflict resolution, allowing pupils to explore these at a level that is appropriate for Early and First level pupils.

This film is also an “in” for early music production and encouraging pupils to celebrate likes and dislikes in musical/artistic tastes and respecting the differences in the views of others.



## Before watching the film:

### Activity 1: **What do You Listen to? (Music)**

The film features two sets of animals which have distinctly different tastes in music. Bear has his piano music, which is sedate and peaceful, the picnic crew have a beat-driven music taste which appears to be a little more “pop” driven. Prior to the film, pupils could discuss in small groups the things they like to listen to.

Each pupil could create a picture of their favourite artist/musician, or them interacting with their favourite music, and have these displayed on the wall of the classroom. Where appropriate, pupils could write a sentence or two about why they like a particular piece of music and these statements could be added to the display.

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### Activity 2: **Creating Character (Film and Screen, Art, Literacy)**

**Resources:** Pens/pencils, card, scissors, glue, Blutack

Create a new character for the film.

In partners, pupils should try to recall the film and the characters they can remember. These can then be shared with the class. If they cannot remember, or are missing a character, the picture on the **Activity 2 Worksheet (Appendix 1)** could be shown on a whiteboard/screen to remind the pupils.

In their pairs/learning partners/groups, pupils should then come up with a list of new animals that could be used added to the film. These should fit with the existing story, e.g. woodland animals that have come to see where the music has come from.

Pupils should then design and create a new character they could add to the story. **Activity 2 Worksheet** could be used to help ensure the characters are all similarly sized, if needed.

These could then be used with **Activity 3** to create a new scene for the story. In **Activity 2 Worksheet**, the components have been kept separate to allow pupils to join their heads, bodies, arms and legs together to mimic the style of the original film. This also allows pupils the potential to use Blutack (or similar product) to create moveable hinges/joins to position their characters in a variety of poses. Characters could be created in one solid piece if required.

Pupils could write a short description of their character or describe their character to a shoulder partner.



### Activity 3: **Set Building (Film and Screen, Art, Literacy)**

**Resources:** Coloured paper/card, scissors, pens/pencils, boxes (optional), glue, **Activity 3 worksheet (Appendix 2)**.

As a class, discuss the various settings in the film with the pupils (the bear's room, at the bear's window, the corner of the bear's house, the picnic table, the piano). Which ones were outside? Which ones were inside? How could you tell? What clues were there to help the audience know?

Pupils could work in small groups, or as a larger class team, to create a setting for a new scene in the film. If working as a class, this could be a wall display. If in smaller groups, this might be a length of paper, or a cardboard box. Pupils can then work as a team to create the individual components to add to the scene, e.g. trees, bushes, grass, instruments, tables, windows, sky, etc. They might wish to add new elements that weren't in the original film, e.g. loch/river etc.

The teams should then build their set (2D or 3D). When complete, they can add the characters from **Activity 2** to their scenes.

## Activity 4: **Emotional Soundtracks (Film and Screen, Music)**

**Resources:** Musical instruments, junk modelling scraps,

The music throughout the film drives the narrative, dictating mood and, ultimately, the narrative resolution. Investigating the context of the film, pupils should be asked to think about why music was important for the story of the film. Challenge questions might include: What kind of music was the bear playing? How did it feel? How was the music from the picnic different? How did the film feel at the end? Was the music important for this?

Using a selection of materials/instruments, pupils should investigate different ways of making sounds. Working as a “class orchestra”, give pupils to find an instrument or material for an open set of criteria. E.g. your instrument/material must make a scary/sad/happy/lonely/joyful sound. Pupils should then play these as an ensemble to create a fluid composition. This could be led by a staff member conducting at the front initially, with some pupils getting opportunities to take on this role as the lesson progresses. Final compositions could be entirely musical instruments, entirely junk modelling materials, or a combination of both. These could be recorded if desired.

**Activity 4 Worksheet (Appendix 3)** could be used to record how the pupils chose to make their sounds. This whole activity is designed to allow pupils to respond in the way they see fit. There is no right or wrong response for the pupil choices.

See the **Useful Websites/Links list on page 9** to see other opportunities for extending play using music.



## Appendix 1

### Activity 2 Worksheet: Creating Character



Use the boxes. Draw a new character. Draw each part in a box.

<b>Head</b>	<b>Leg 2</b>	<b>Body</b>
<b>Leg 1</b>	<b>Arm 1</b>	
	<b>Arm 2</b>	

## Appendix 2

### Activity 3 Worksheet: **Set Building**





## Appendix 3

### Activity 4 Worksheet: **Emotional Soundtracks**

Feeling	Instrument / Material (write or draw what you used)

My best sound was:

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Because:

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## Useful websites / links

Google Music Lab: <https://musiclab.chromeexperiments.com/Experiments>

Online music creation. The Song Maker (which allows you to download your creation), Rhythm and Kandinsky options are particularly satisfying apps within the suite.

BeepBox: <https://tinyurl.com/bdfwjdw6>

A little more complex than Music Lab but still lots of fun to produce simple music.

Draw Beats: <https://drawbeats.com/>

From the same project as BeeBop but has an easier interface and can be made full screen to allow interaction with interactive whiteboard.

Blob Opera:

<https://artsandculture.google.com/experiment/blob-opera/AAHWrq360NcGbw?hl=en&cp=e30>

Guaranteed to make even adults smile as they play! Really simple, but effective. Pull the blobs, let them sing.





## 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 **[amaya.marco@dca.org.uk](mailto:amaya.marco@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 **[amaya.marco@dca.org.uk](mailto:amaya.marco@dca.org.uk)**