

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts for Middle Ones** **Discovery's Greatest Hits**

First, Second and Third/Fourth Levels

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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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SCREEN SCOTLAND
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A Love Story in Milk

Dir: Danann Breathnach, 2m11s

Synopsis

Milk bottles in love! Follow their romantic journey in this quirky short film/advertisement where unfortunately their fates and sell by dates are sealed from the very start!

Before the film

Watch a number of adverts together as a class and explore how the images, sounds and story might persuade an audience, US, to buy or sign up for something.

After the film

Visit this link to view the film online: vimeo.com/23627164

Literacy Activity: **Talking, listening and sharing opinions**

Watch the film once more and ask children to note down all the clues in the film which suggest they are in love. Here are some stills from the film to get the ball rolling.



Pair and share notes and feedback to class.

This short film has got people talking. The general consensus is that this film has creatively driven us to think about environmental issues. Discuss in class exactly what these issues are, inspired by this film.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-28a



Literacy Activity: **Slogans**

This film was made as part of a campaign to reduce rubbish by half. Read what Julian Kirby, Waste Campaigner for Friends of the Earth, said:

“People around the country want to cut down on the rubbish they throw away but all too often are let down by inadequate and confusing recycling collections. We’re fighting for a happier ending for the nation’s waste – it’s time for the Government to help cut waste and boost recycling.”

Visit this link to see a list of slogans used to try to encourage us to recycle.

thinkslogans.com/slogans/environmental-slogans/recycling-slogans

Make up some of your own using the ones in the link to help you. Design posters to go with the slogans. Think about the way the director used clues in the film which got our attention and try and make your poster powerful to get people thinking.

*I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a***

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-28a***



The Dam Keeper

Dir. Robert Kondo and Daisuke Tstutsumi, USA 2014 / 18 mins

Synopsis

Set in a post industrial world, a lonely, friendless pig has inherited the job of maintaining the windmill at the top of a dam that holds back a dark, killer cloud that threatens to engulf the town below. The windmill needs winding every 8 hours to make sure the smog cloud is blown back and keeps the idyllic town pristine and healthy. Between windings, the pig travels into the town to attend school, where he is treated poorly by his fellow classmates. After making a new friend, but then feeling betrayed, the pig questions why he protects the town. His maintenance of the Windmill lapses and the town finds itself in the grip of the choking fog. He soon realises his mistake and the battle is on to save the town.

Main Themes: Loneliness, friendship and environmental issues.

Before the film

Activity 1: Prediction

Listen to the trailer for the film without the visuals (www.thedamkeeper.com then press the play button above Gallery). Pupils should work in pairs to talk and write down (3mins) what they heard using words or phrases to describe what they think the visuals will be like.

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a



Activity 2: **Prediction**

Explain to the pupils that the main character of the film they are going to watch is a pig. Ask them to come up with three stories that involve pigs with their shoulder partners, then share these with face partners. Pupils can be asked at random to share their partner's ideas.

This should be repeated with ideas about what they know about pigs.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a***

Activity 3: **Prediction**

Watch the trailer for the film www.thedamkeeper.com then follow instructions above). Give pupils 3 mins to write as many words as they can manage that describe what they have seen. Some words may include dark, pig, mask, windmill, scary, cogs, wheels, job etc.

Discuss how their opinions have changed about pigs.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a***

After the film

Discussion questions

- Why is the pig being bullied and laughed at in school? Have you ever had this happen to you? (This is a good opportunity to discuss bullying, how it makes us feel and how we cope with it)
- Why do you think Fox is nice to Pig when the others are not?
- How do Pig's emotions change throughout the film?
- What do you think caused the smog/fog that Pig is keeping from covering the town?
- What makes Pig start the windmill again?
- The voice at the end says 'Dad always said the job of a dam keeper is to keep the darkness away but he never told me what to do when the darkness surrounds you'. How does the film maker change the colours, music to change the atmosphere towards the end of the film? How does this dark scene make you feel?
- What do you think the filmmaker's message was?

Activity 1: Design

Pupils to design a new machine to keep the Fog at bay. They must take account of how it will be maintained, how it will deal with the fog and where it will be positioned. Pupils can complete this individually or in small teams and can either be a practical junk modelling activity or a design on paper only.

Through discovery and imagination, I can develop and use problem-solving strategies to construct models. TCH 1-14a/TCH 2-14a



Activity 2: **Summarising**

Ask the pupils to reduce the film to the five/six main parts that need to be in the story. These can be laid out in storyboard format or under headings in a jotter.

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a



Activity 3:

Using What They Know

Pupils should make a mind map of all the things they know/remember about the film. The headings should be Characters, Locations, Objects, Plot, Mood/Feeling/Emotions. The pupils can work independently or in pairs to create the mind map and should have 10 minutes to commit as many ideas to paper.

The pupils should then be asked to speculate using what they know. They should create another mind map of possible answers to the unknowns. Pupils should be reminded that for this exercise there are no wrong answers. The headings for the new mind map should be:

Where did the fog come from? Who built the windmill? Will the pig find other friends? What would have happened had the windmill not started? Are there other villages/towns? The pupils could use this to complete a short story prequel to the film or design an new introduction.

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 4: **Making Links / The Environment**

Using the ideas in Activity 3, explain to the pupils that we have similar issues. Our planet is also being destroyed in ways that are maybe less obvious than the fog. This should lead onto an investigation of issues such as water use, waste, power consumption, pollution etc. Links should be made back to the film to remind pupils that if one person, or a small group of people, are the only ones to take responsibility for looking after our planet then it is going to be very difficult to “keep the fog back”.

*Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b***

*I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. **TCH 2-02b***

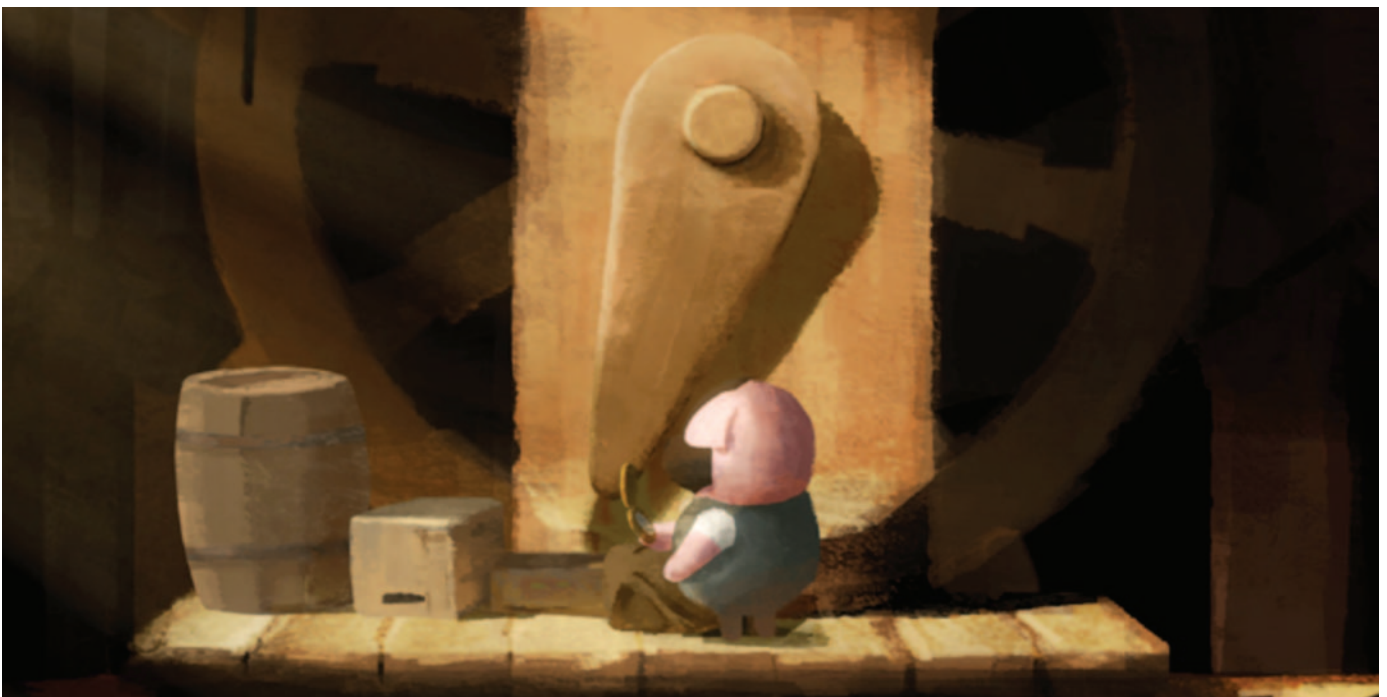
Useful References / Resources

Official film website <https://www.thedamkeeper.com/>
Loads of info, pictures and behind the scenes video clips.

Scottish Water Education Website www.scottishwater.co.uk/help-and-resources/education

Scottish Power <http://www.powerwise.org.uk/pages/welcome.asp>
Information on renewables (teacher zone requires you to create a logon)

E-On Energy Experience <http://www.eon-uk.com/energyexperience/>
A range of age specific activities for all pupils.





Johnny Express

Dir: Kyungmin Woo, South Korea 2013 / 5m27s

Activities created by Helen Appleyard

Synopsis

In the year 2150, Johnny, a lazy Space Delivery Man, must deliver a package on a planet he does not fully understand. When the spaceship arrives at its new destination all he has to do is simply deliver one tiny package on this new planet. However his latest delivery doesn't go as planned. The planet is so small it takes him only 5 minutes to circumvent it looking for anyone to deliver to. While his problems are small, on a much smaller scale the residents of the planet have some very big problems.

The action cuts quickly between Johnny's frustration in looking for but not finding the alien to deliver the package to and the chaos he unknowingly creates on the planet. This short film is full of slightly dark humour and dramatic sequences – be prepared for a shock ending.

Before the film

There is no trailer available for this film. However, part of the joy of the film are the surprises which occur throughout. Before visiting the cinema you can use the following images to introduce the film and the main character.

Ask the children to predict what might happen in the film. What type of film do they think it will be?

Discussion Images & Question Image 1

- What planets do you think Johnny visits?
- What does he deliver?
- Where are the deliveries being made? What gives you this clue?

Images 2 and 3

- What do you think the delivery driver is like? Look at the 2 pictures of him, one showing him getting an award for best delivery man and the other showing him lying among piles of rubbish?
- What do you think has happened?
- Why are the pictures so different?
- Does this tell you something about him or the story?



Image 1



Image 2



Image 3

After the film

The full film can be re-watched here <https://youtu.be/uRtd2-58FK0> or <https://vimeo.com/94502406>, making it possible to pause at important moments.

Discussion questions

- Looking back at your discussions before the film, what did you think was going to happen? Did your predictions match anything in the film? Were you right about any of them?
- Did the end of the film shock you? How did it make you feel?
- The delivery man/driver is unaware of the devastation he has caused; do you think the filmmaker was trying to send a message to the audience?
- Does the film have any similarities to other films the children have seen? (Think about other alien invasion movies or animations).

Although the film is definitely humorous there are themes which can be discussed further or used as a stimulus for other lessons such as pollution, rubbish and the destruction of habitats.

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 can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a





Activity 1: **Summarising**

This film's shock ending can be the starting point for a discussion about taking care of our own environment. An initial focus could be on the litter that Johnny drops which causes as much destruction as Johnny himself.

The children could investigate how rubbish left behind affects their local environment and what they can do to help. A good information site for teachers is the RSPCA site which documents what happens to animals when rubbish is left behind: <http://www.rspca.org.uk/adviceandwelfare/litter>

Another site which encourages children to reuse and recycle can be found at <https://schools.recyclenow.com>

The children could produce posters and information sheets about looking after our environment by having less litter or even create a campaign in school to pick up and recycle litter.

*I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a***

Activity 2: **Character And Story**

Activity 2a

This task focuses on the character and story of the Johnny Express Delivery Man and the surviving purple alien.

- What did the children think of the delivery man/driver before seeing the film?
- What do they think about his character after they witnessed what he did both to the planet and the aliens? How do they feel about him saying that he had delivered the package when he had lost it?
- Do you think he realises what he has done to the planet?
- If he finds out he has destroyed a planet, how do you think he would feel?

Having discussed the delivery man/driver character continues the story by deciding what happens next to our delivery man. The children could create a completely new story looking at where the next package will be delivered to. What happens on the next planet? The class could create a series of the adventures of Johnny Express deliveries, and for example the next planet could be a planet of giants where our delivery man is the one who is in danger.

Activity 2b

Alternatively the class could continue the story from the view point of the tiny purple alien removed from the planet by the delivery man drinks can, and remember he is the only survivor of his race.

- Does the Purple Alien survive?
- What does he do next?
- How does he escape space? What happens to him?
- What was in the parcel? Does it help him?

Either story could be written as a simple story, a comic strip or as a storyboard for the next episode of Johnny Express the series.

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19***

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a***

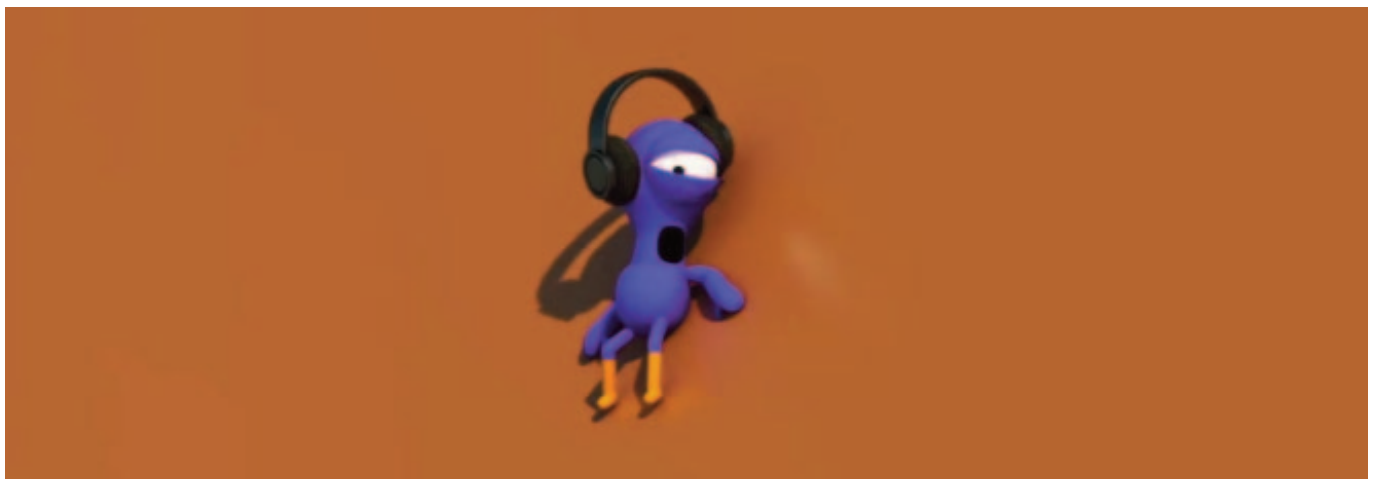
Follow-up activities

The film uses many classic disaster movie scenes. The children could compare this short film with other disaster style movies or cartoons such as Independence Day or Monsters V Aliens (depending on the age of the children) and list their similarities to Johnny Express as well as looking for characteristics of this genre of film.

Information on a variety of films can be found here:

http://www.filmeducation.org/resources/film_library/getfilms.php?id

*Having explored the elements writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a***





The Cat and Its Artist

Directed by Maïke Koller, Germany 2016 / 5m32s

Synopsis

An artist is in his studio repeatedly painting bananas, his favourite subject. Meanwhile a stray cat at the open studio window is focused on catching a bird. The cat pounces, misses the bird and lands on the studio floor. The artist is friendly to the cat and continues with his painting. A visitor (art critic) arrives to view the painting, is unimpressed and departs. The artist is devastated and retires miserably to his bed. The cat tries to help the man by giving him a drink but to no avail. As the artist remains depressed the cat decides to help by adding a bird to the painting. Upon awakening the artist is appalled to see that his work of art has been desecrated. The artist and the cat fight, throwing paint at each other and in the meantime unintentionally create an abstract picture. The art critic returns, loves the picture, purchases it and leaves.

The cat, who is sitting on the window ledge, is wary when the artist approaches with the offer of money, but is easily persuaded by a bowl of milk. Finally the artist and the cat cooperate to create further pieces of abstract art which they both sign.



Activity 1: **Exploring Sound**

This is a short film with no words, sound is important to the telling of the story. Ask the children how does the sound help tell the story? Re-watch the film but this time turn the picture off and just listen to the sounds. Can the children still tell what is happening? Pause the film at various points and ask the children what is going on, check their answers against the images – how close were their guesses? Ask them how they knew which part of the story they were at?

Further Activity

Have the children create their own music or Foley (sound effects) for the film. This time turn the sound off and in groups ask the children to create sounds using everyday objects found around the classroom. Give each group a scene to make the sounds for and have them play the sound effects for the others in the class as the film plays. Get them to give feedback to each other on the effectiveness of the sounds.

www.intofilm.org has some short activity ideas and information on making and adding sound effects to film.

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 1-18

Activity 2: Exploring Colour

Discussion Questions

- Discuss the colours in the film. How did they change from the outside to the inside of the building?
- How do the colours make you feel?
- Did you notice that the cat, the artist, the buyer, the bird and the room are all shades of black and white? Why do you think the filmmaker did this?
- What did the artist paint in all the original pictures? Do you like them? Why do you think the buyer doesn't like them?
- How does the original art compare to the cat and artist's collaborative piece?
- Which one do you like the most, explain your answer?

Find 2 contrasting pieces of art, the: www.tate.org.uk has a selection of paintings available online and ideas about how to develop responses to art. Ask the children to compare the 2 art images and write down words or phrases about how they make them feel. Discuss this as a class.

Books and films often use colour to express emotion – how do colours make you feel? Give the children coloured paper and ask them to list emotion words that they feel when they see this colour. *The Colour Monster by Anna Llenas* is a great book to look at which explores emotions associated with different colours.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07

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





Activity 3: **Creating Art**

The cat and the artist find a way to create art together. As a class or group create a collaborative piece of art. There are many ideas out there using abstract individual pieces to create a larger piece of art. Try using the search 'Collaborative Art Projects for children' there are lists of ideas for you to use with your class.

Alternatively lay out a large piece of paper per small group or pair and a variety different media choices paint, pastels, crayons, materials or paper and ask the children to create a piece of abstract art 'no rules' just let them express themselves in any way they like just like the animation. They could incorporate real images either drawn or from magazines or they could just create shapes and colour, leave it up to them, just like the cat and the artist there is no plan.

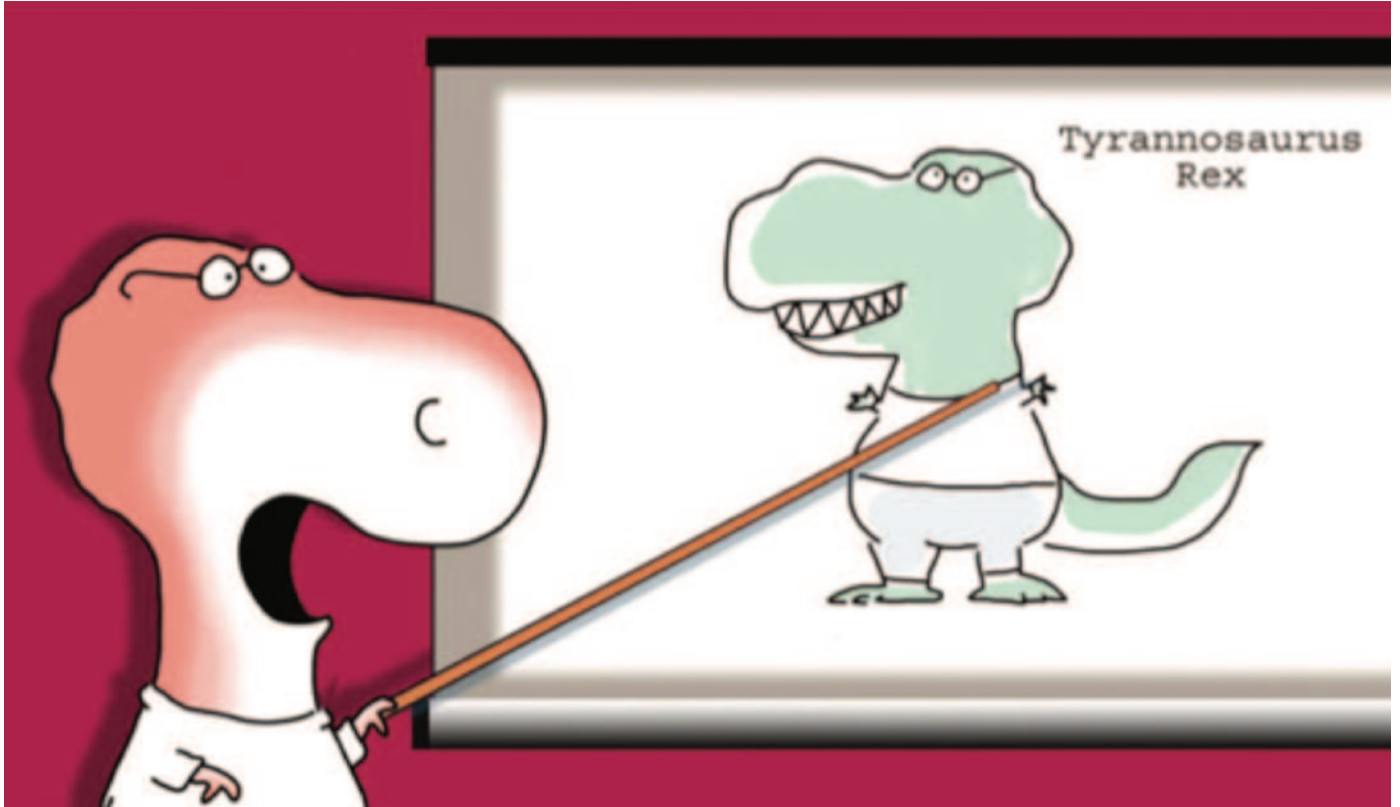
Arrange the finished pieces of art around the room and ask the children to discuss what they see and how each piece of art makes them feel.

A follow-up activity could be to explore the work of various abstract artists such as Kandinsky, Jackson Pollock and Piet Mondrian. The children could become art detective ask them to think about the following.

- What colours do you see?
- How has the artist used lines?
- Does the piece have any texture?
- Does the piece of art remind them of anything?
- What is happening in the piece, what do they see?
- If they were inside the piece of art what do they see, smell or hear?
- How does the art make them feel?
- If you had to describe the art piece to a friend what 3 words would you use?

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a



Tyrannosaurus Funk

2017, dir. Sandra Boynton, USA (4'10")

There is no trailer for this film but the whole film can be viewed at <https://www.youtube.com/watch?v=y1nBhDVuTR0>

Synopsis

Join Samuel L. Jackson as he ventures into the world of animation as a singing T-Rex. This catchy funky beat will have you tapping your feet.

Before visiting the cinema

Activity 1: Listening and Talking

Let the children HEAR the film first. Turn off the interactive board and just let them listen to the film. DO NOT SHARE THE TITLE WITH THEM. Get them to predict what they think is happening. Ask them to share their ideas. They should be able to use clues such as lyrics. Do not show them the film until you have visited the cinema.

Questions for discussion

- What do they think the film about?
- What can they hear?
- Who do they think the characters are?
- What do they think the characters are doing?



After visiting the cinema

Activity 2: **Listening and Talking**

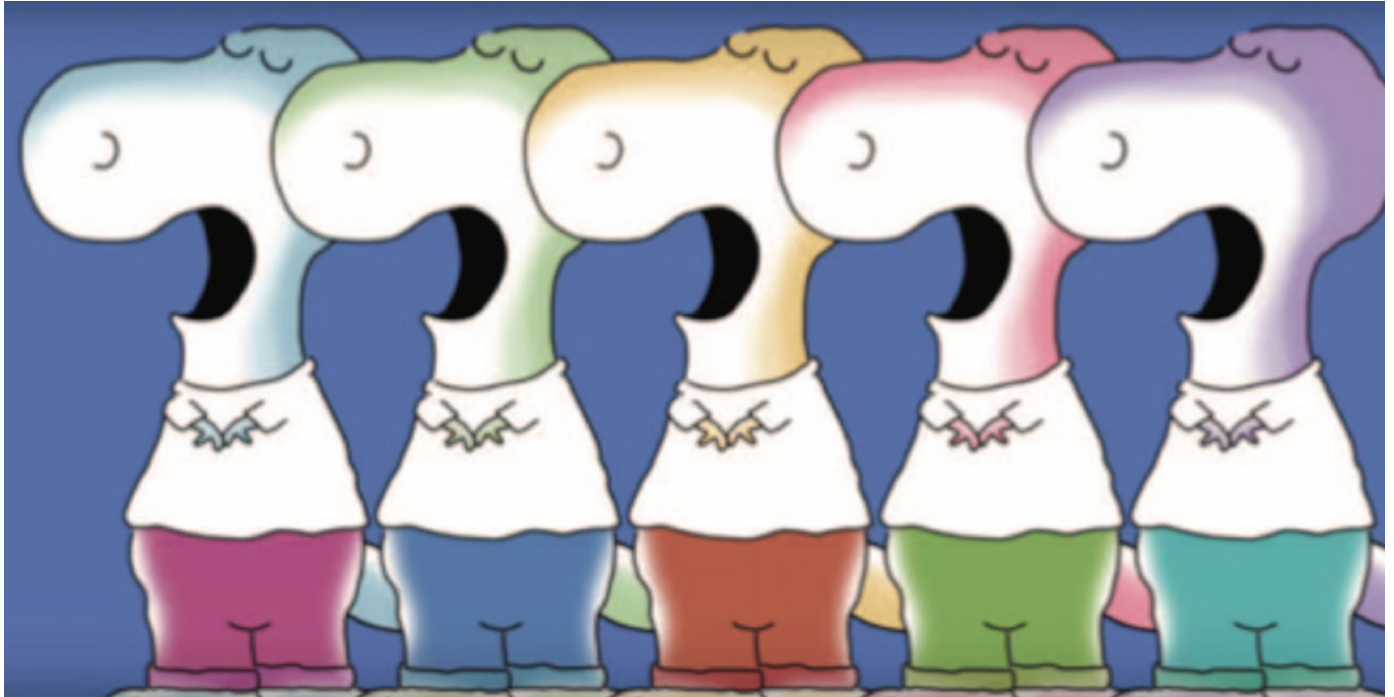
Look back at the predictions that were made. Do any of them match what happened in the film?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b***

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a***

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a***

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***



Activity 3: **Expressive Arts/Literacy**

This track is sung by a very famous actor Samuel L. Jackson. The track is taken from a CD and songbook called Hog Wild, with other Sandra Boynton songs.

Have a look at her website and show the children the cover of the CD. Get them to come up with some ideas and try to design a new CD cover.

<http://www.sandraboynnton.com/sboynnton/boynntonmusic.html>

Make sure the children include details such as:

- Album title
- Track listings (including Tyrannosaurus Funk)
- Singers
- Animator

Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a

I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a

Activity 4: **Expressive Arts**

The music in this animation is a key feature. Encourage the children to listen to the music whilst watching the film and have them try to keep the rhythm by clapping or clicking their fingers.

Get the children to describe how the music makes them feel.

- Do they feel happy?
- Do they want to tap their feet?
- Do they want to dance?

The features of funk music are a strong rhythm and the harmonies. Let the children listen to some other funk music and see if they have different opinions about it. James Brown *I Feel Good* would be a good example to listen to. Can the children identify any instruments?

The children could also learn the chorus to the Tyrannosaurus Funk song.

Have the children create a short dance routine to accompany the chorus or whole song.

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a / EXA 1-09a / EXA 2-09a

I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a





The Beauty

Dir: Pascal Schelbli, Germany 2019 / 4m14s

Dialogue free

Synopsis

Set in the ocean, the audience experiences the myriad of creatures that inhabit the water, but on closer inspection each creature is constructed from discarded plastic items. Sounds and visuals drive the narrative.

Watch the Teaser: <https://youtu.be/9n-g3cewPjw>

Focus

Technologies – Recycling and Reducing Waste

Other Film Links

Happy Feet – End sequence of the film looks at environmental issues

Finding Nemo – Sydney Harbour scene with rubbish and pollution



Before watching the film

Activity 1: Making Connections

The film is set in an ocean. To cue pupils in before watching the film, ask the following questions. Pupils should be given time with a shoulder partner or in cooperative learning groups to think about answers to each of the questions. The activity could be completed individually as well.

- What is an ocean?
- What would you expect to see in an ocean?
- What sounds would you expect to hear under the water?
- What type of music would you use to make a film of underwater? What mood would you try and create?

These can be talked about orally or you can use **Activity Sheet 1** to take notes.

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a



After watching the film

Activity 1: Investigating Sound 1

Use the word bank on Activity Sheet 2a for this activity. Give pupils a minute to look at the sheet and then give an opportunity for them to talk about any words they are unsure of.

Before you play the film, ask the pupils to concentrate on the sounds they are hearing. Watch the first 40sec of the film with the pupils and then pause the film. It would be beneficial to freeze/cover the video and just play the sounds to them. This will help them to concentrate on the sounds and not the visuals. With their shoulder partners, ask the pupils to discuss which words on the activity sheet would be the five best to describe the music and sounds they are hearing. They should colour the boxes containing these words light blue.

Play the rest of the film with the pupils, again asking the pupils to pay close attention to the sounds they are hearing. Ask them if the music and sounds have changed in any way. With their shoulder partners, ask the pupils to come up with the five best words on the activity sheet to describe the music and sounds they are now hearing. They should colour the boxes containing these words red. If there is any of the words they wish to use again, then colour this purple.

Pupils should then discuss which words would not be appropriate for either section and these should get a cross through them.

All the words from the sheet can then be cut out and organised on the Venn diagram in **Activity Sheet 2b**. Time should be given for pairs to discuss with other groups and justify their reasoning for including certain words.



Activity 2: Investigating Sound 2

Use the completed **Activity Sheet 2b** as a reference.

Pupils should now watch the film with the visuals back on. They should be encouraged to pay particular attention to the fish and how they have been created. The director uses the sounds and changes in the feel of the music to influence the audience. As we start to see close ups of the “fish” the music gets darker and more brooding. The following activity is to help lead the pupils through the process to start thinking about this.

After they have watched it they should be asked the following questions and given time to consider each with a shoulder/learning partner:

- What has the director used to construct the characters?
- Why do you think he has done this?
- How does the director want you to feel about this? Are there any clues in the film to support this?

Using the information from the discussion and **Activity Sheets 2a/b** as references, the pupils should write a paragraph or two on how the sound has been used in the film and how it has been used to influence the reader. The first paragraph should talk about the start of the film. The second paragraph should relate to the second part of the film where the music gets darker.

*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 / EXA 2-19a

Activity 3: Investigating Character

Pupils should watch the film again and this time make notes of all the different animals they see, and which objects are used to create these. Screenshots have been included in Appendix 1 to help.

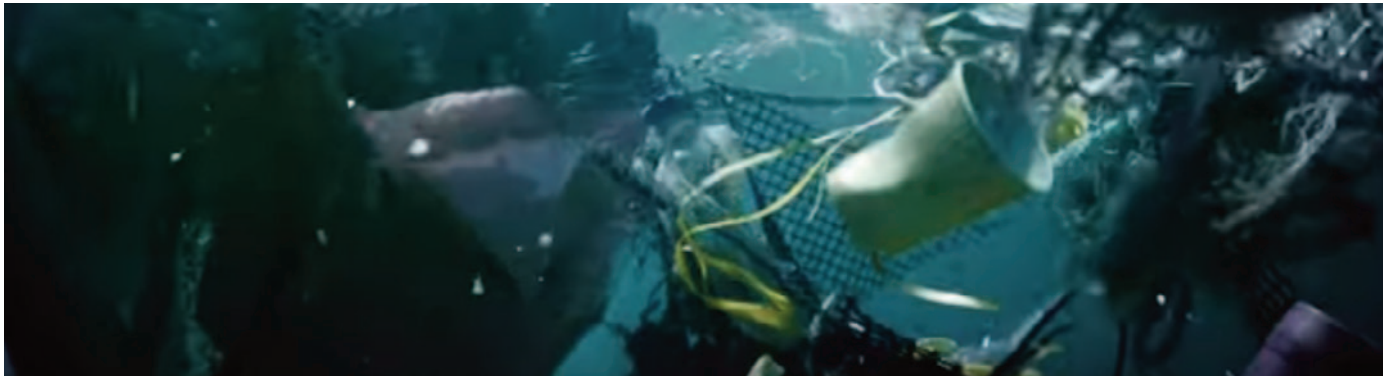
Pupils should use **Activity Sheet 3a** to record the animals they see, and what they are made of. They should also consider alternative materials that could have been used.

When they are done, they can use **Activity Sheet 3b** to create their own character. They should annotate it to show the materials they would use to construct their creature. The sea creature could be one they have already seen or one that was not included in the film. Pupils should be reminded that their finished design should be one that could be included in the film i.e. it should be a salt water sea creature.

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

I can:

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre.* **ENG 2-19a**



Activity 4: **Oceans and Plastics Pollution**

The film shows us the ocean as a vast beautiful place but it also serves as a warning to protect its vastness from pollution particularly from long lasting plastic. This is a good starting point to increase the children's awareness of plastics and how we can use, dispose of or reuse them safely. It could also lead to learning about climate change and the natural world.

Watch the film again without the sound ask them to write down words to describe what they see. Read through the following transcript — it reads like a poem. What do the children think it's implying? Compare it with their words; are there any similarities? Give them a copy of the transcript and ask them to use different colour highlighters to identify words which are about the plastic, about the ocean, about humans. What do they think the words mean? What are the films words and images trying to tell us?

The Beauty (transcript)

Go on,
Dive in
Forget about it
Think about thriving
At least for a bit
Don't despair
It lasts forever
Here
Now
And everywhere
It's light, solid and buyable
It's viable
From the bottoms of the sea
To the blossoms of a tree
Every creature's free
And so are we
Everything's fine
No bother
Think about the Earth
The wind
And the water
Don't be silly
It's not our duty
So we better quietly enjoy this beauty

Follow up activities

The children could investigate the use of plastic and how it is damaging life in our oceans.

The V&A Dundee recently had an exhibition highlighting plastics called 'Plastics: Remaking the world' their *Thinglink* which is a brief look into the exhibition is still available on www.VAM.ac.uk in School Resources. This link www.wwf.org.uk/get-involved/schools/oceans-and-plastics should take you to the WWF educational resources for Oceans and Plastic Pollution.

Additional Resources

Extension Activities:

- Make a model of their character designed in Activity 3
- Investigate the melting ice caps
- Enhancing the recycling campaign round the school
- Create a debate about the pros and cons of junk modelling in school. Is it better to recycle or reuse the materials for modelling?





Activity Sheet 1: **The Ocean**

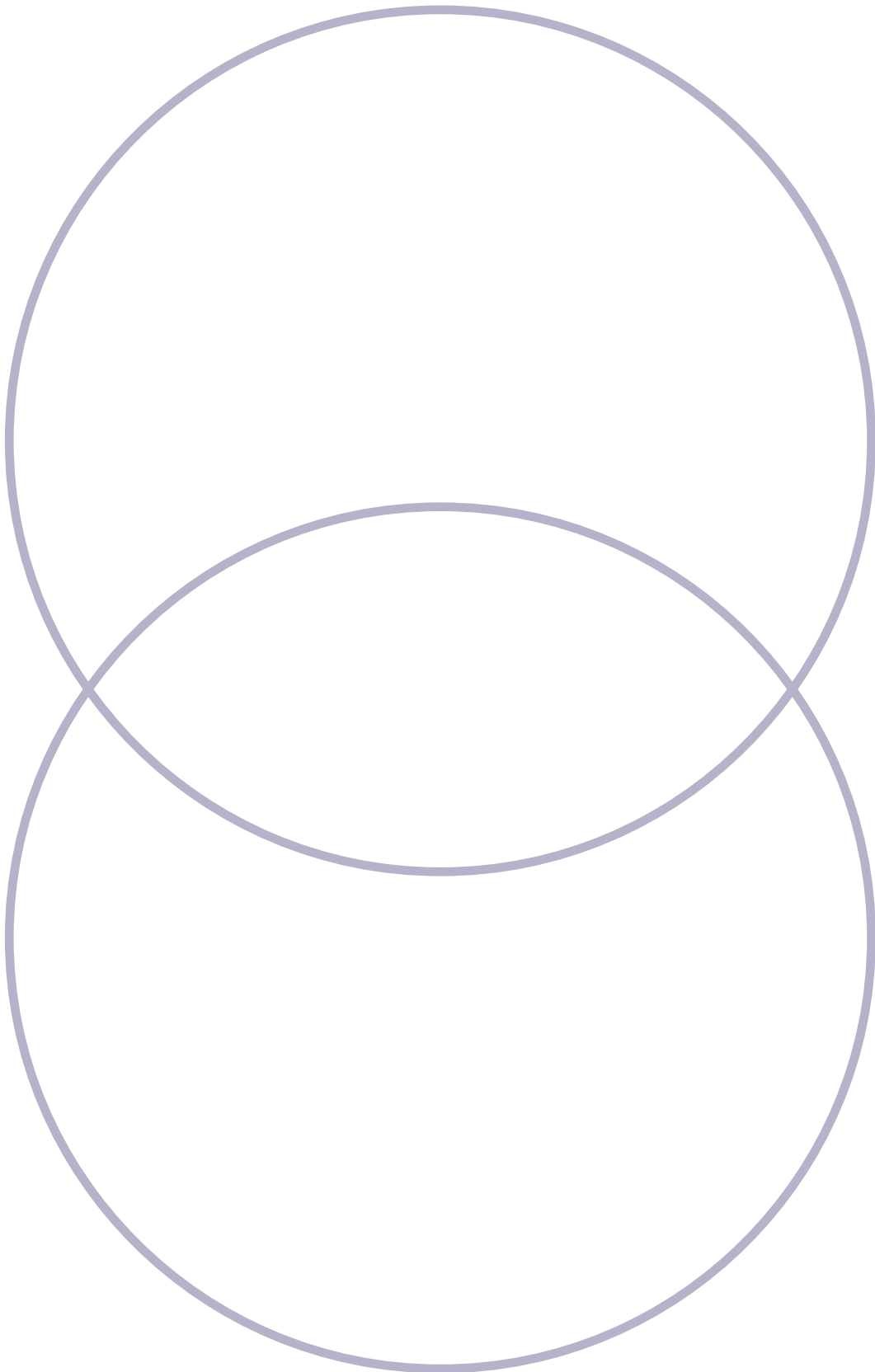
<p>What is an ocean?</p>	<p>What would you expect to see in a film about an ocean?</p>
<p>What would you hear under the water?</p>	<p>What music would you choose? What mood?</p>

Activity Sheet 2a: **Investigating Sounds**

jangling		soft		long
	clipped		joyful	
peaceful		fierce		bubbling
	relaxing		jazzy	
light		classical		rocky
	grumbling		bright	
unnerving		scary		edgy
	urgent		deep	
rippling		exciting		rich
	rounded		sudden	
careful		forceful		raging



Activity Sheet 2b: **Investigating Sound**



Sounds in the first part of the film

Sounds in the second part of the film



Activity Sheet 3a: **Understanding the Characters**

Animal	Materials Used	Your Alternatives



Activity Sheet 3b: **Creating Your Own Character**



Appendix 1





Additional resources

Resources for the film *Hors Piste* can be downloaded here:

DCA Guide (discoveryfilmfestival.org.uk) (Shorts For Middle Ones 2019 – pages 3 – 9)



Resources for the film *Migrants* can be downloaded here:

DCA Guide (discoveryfilmfestival.org.uk) (Shorts For Middle Ones 2021) – pages 8 – 24

DCA Guide (discoveryfilmfestival.org.uk) (Shorts For Language Practice – French Level 2)

DCA Guide (discoveryfilmfestival.org.uk) (Shorts For Language Practice – French Level 3)



ML resources for the film *Father And Daughter* can be downloaded here:

DCA Guide (discoveryfilmfestival.org.uk) – French – (Shorts For Middle Ones 2018 – pages 2 – 9)

DCA Guide (discoveryfilmfestival.org.uk) – Spanish – (Shorts For Middle Ones 2018 – pages 2 – 9)

DCA Guide (discoveryfilmfestival.org.uk) – German – (Shorts For Middle Ones 2018 – pages 2 – 9)



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