

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Shorts For Middle Ones 2023** **Bruit Rose (Pink Noise)**

First and Second Levels | Tinike Dingwall

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

### **DCA**

Dundee Contemporary Arts

**DUNDEE**  
ONE CITY, MANY DISCOVERIES



ALBA | CHRUTHACHAIL

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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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:  
<http://www.discoveryfilmfestival.org.uk/resources>:

### ***Bruit Rose (Pink Noise)***

Dirs: Arthur Lemaître, Ulysse Lefort, Martin Wiklun

France 2022 / 2m11s

No dialogue







## After watching the film

### Activity 2: **Film Literacy/Music**

There are no words in the film just music. Why do you think this is? Do you like the music? How do you think changing the music would have changed how you were feeling about what you were seeing?

Link to do before or after this music lesson (depending on how much support you feel your pupils may need). Think about what instruments have been used to represent different animals in other music.

<https://midnightmusic.com/2011/06/15-fantastic-free-carnival-of-the-animals-resources/>

<https://lincolnsymphony.com/wp-content/uploads/2017/06/Carnival-of-the-Animals-YPC-Lessons.pdf>

Can you make up your own different music/song to go with this film? What instruments would you use? If you are writing a song what sort of words would you use? Watch the film again and play your music to it. How does this change the film?

*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***

*I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. **EXA 2-16a***

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

*I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a***

*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 / EXA 2-18a**

Activity 3: **Art**

Look at how animals use camouflage in the real world to protect themselves.

<https://www.discoverwildlife.com/photo-galleries/camouflaged-wildlife/>

In the film often the animals have the wrong patterns/skin on them. Or the animal is in totally the wrong place. Look and discuss these images and then allow the pupils to make their own animal art creations, using the wrong patterns or placing the animals in unusual settings.





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

*I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a***

*Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a***

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## Activity 4: **Life Cycles**

The film is all about life! Look at the life cycles of different animals. Could also discuss how different animals look after their young too and compare to how humans look after their young.

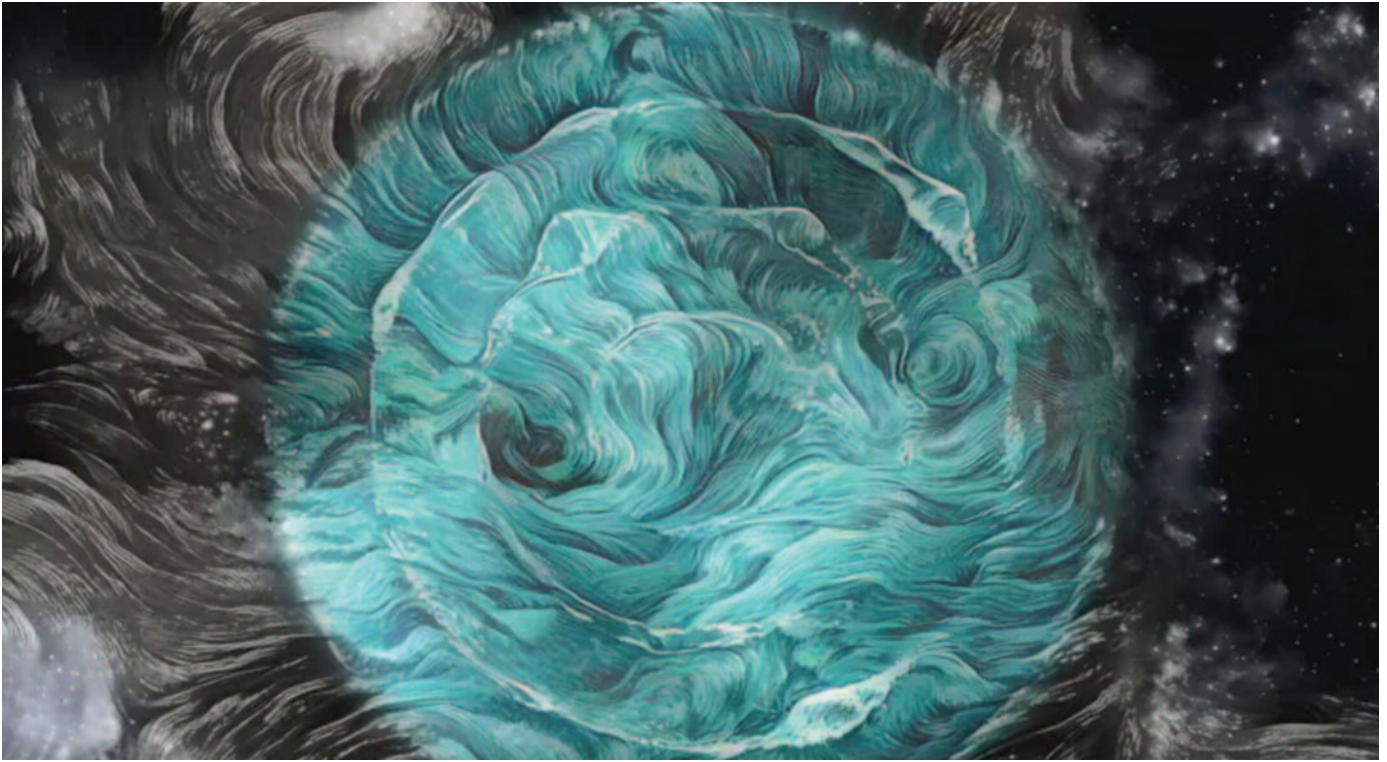
<https://www.bbc.co.uk/bitesize/topics/z484382/articles/zwn6mnb>

<https://www.orchidsinternationalschool.com/learning-key-concepts/grade-5/science/life-cycle-of-animals/>

<https://www.kidzone.ws/animals/lifecycle.htm>

*I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a / HWB 1-50a***

*By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. **SCN 2-14a***



## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)