

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



Teachers' Resource Pack:

## Shorts For Middle Ones 2023 – The Goose

First and Second Levels | Created by Sarah Sturrock

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

### DCA

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES



[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>



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# The Goose

**Dir: Jan Mika**

**France/Czech Republic 2022 / 12m39s**

**No dialogue**

## **Synopsis:**

The film follows a boy who dreams about being a professional footballer, but before he has the chance to do that, he must face up against his toughest opponent yet, a goose.

*The Goose* is an animated short film which has a mix of 2D and 3D stop-motion animation techniques. There is no dialogue in the film.

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## **Themes:**

Animals, football, family

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## **Teacher's notes:**

This resource pack contains materials for both First and Second Level learners. It contains activities for literacy, such as answering inferential and evaluative questions as well as describing events.

**(LIT 1-07a/2-07a, LIT 1-28a/ 2-28a)** There is also an art and design activity which looks at exploring different materials to create visuals, like in the short film **(EXA 1-02a/ 2-02a)**



## Before the Film

### Lesson Starter:

Look at the poster as a whole class. (Appendix 1) In small groups, come up with some questions you would like answered from the film and then share with the rest of the class. Discuss what you can see on the poster and predict what you think might happen in the film.



## After the Film

### Discussion Points/Questions:

- Was the goose mean and scary? Why/ why not?
- What do you think about the way the characters are created/ the animation techniques?
- How would you sum the short film up in 3 words?

### Activity 1: Film Literacy – Discussion

Think about the way the film made use of visuals. In partners, discuss the two different visual scenes the animators used. Think about the differences between these. When he was dreaming, it showed a black background with white lines and it was 2D. In comparison, when he was awake, it was 3D, stop motion which was made from material. Why do you think the creators did this? What impact did it have on the film? Did you like it? Why/ Why not?

*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 2: **Art & Design**

Thinking about the two different visual styles used in *The Goose*, and as discussed in Activity 1, create a self-portrait using one of the visuals for inspiration. You can either choose your favourite type of visual, or you could even do both as a side-by-side comparison, using an A3 piece of paper, split into two halves.

### **Here are some ideas for methods/materials to use:**

**Black and White:** You could use black paper and white chalk/crayon/pastel. Or you could use white paper and draw with white crayon then paint over it with black watercolour paint. Otherwise, you could flip it and do just plain black lines, using a black pen or pencil on a white background.

**Material:** You could use things like string/wool/felt/cardboard etc. to create a 3D self-portrait. You could also complete this as part of an outdoor learning task and use natural materials found outside.

*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***

*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***

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## Activity 3: **Describing your own events**

Use a storyboard (Appendix 2) to retell the story but change some important details. You could change the animal which comes into the garden, or change the ending, you could even change the plot but just keep some sort of battle between an animal and a human! When using a storyboard, think about the key parts of story to include. You could then turn this into your very own stop-motion animation using apps on an iPad or Netbook if you wanted to.

*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a***

*I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a***





Appendix 1 **Poster**



Appendix 2 **Storyboard Template**

Description:		Description:	
Description:		Description:	
Description:		Description:	





