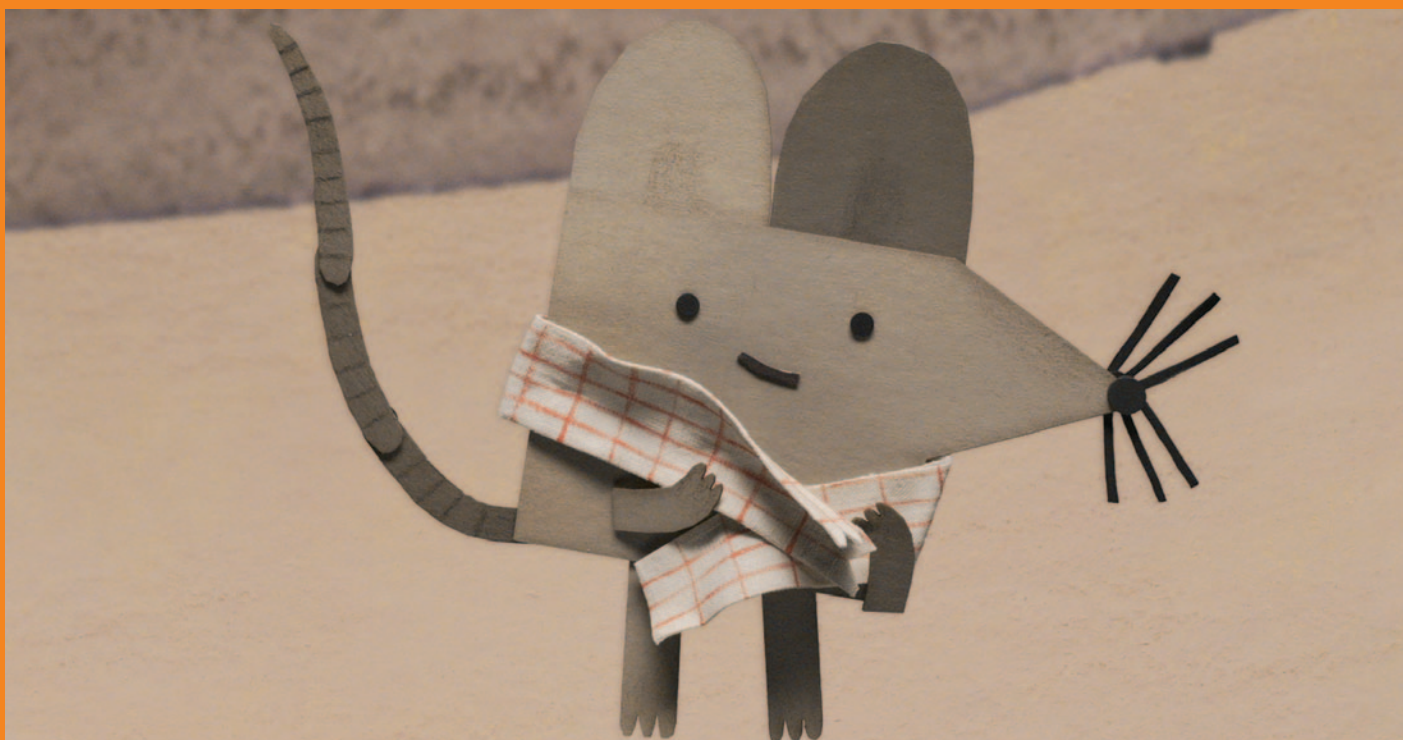


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

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Teachers' Resource Pack: Shorts for Wee Ones **Piccolo, Piccolo**

Early and First Levels | Created by Ian Cameron

Discovery Film Festival | Mon 2 – Wed 18 November 2026

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dca.org.uk/discovery-film-festival

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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/>

Piccolo, Piccolo

Dir: Marta Gennari

France, Switzerland 2025 / 9m



Piccolo, Piccolo

Synopsis:

A little mouse (Piccolo Piccolo), teased by their older siblings, is desperate to be included in their adventures. The older mice are too absorbed in fighting and tussling to pay the little mouse any attention! Piccolo sets out on their own to explore the mountain behind the farm where they live. But the weather closes in, hampering Piccolo's safe passage back down the mountain. After travelling round in circles in the fog, Piccolo eventually finds their way back to the safety of the family, having experienced an adventure of their own.

Advisory note:

Mild peril – The mouse sets off up a mountain without telling anyone and gets lost. She finds her way home in the end.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

The Film is suitable for 5+. The pack is aimed at First Level but contains suggestions for differentiating for an older audience.

Film and Screen: **EXA 1-20a, EXA 1-24a**

Literacy and English: **ENG 1-31a, ENG 1-19a, LIT 1-20a**

Teacher quote:

This film has no dialogue, so completely accessible by all ages and languages. The animation style is charming and “old school.”

Before watching the film:

Activity 1: What is Animation? (Film and Screen, Literacy and English)

Resources:

Cadburys Ad: https://youtu.be/IIJD93Z2C_8?si=FgfrYxBsfcsk7U

Evian Ad: <https://www.youtube.com/watch?v=dBbrpemT7k8>

Coca-Cola Ad: <https://youtu.be/rTQUWlgaUs?si=ISRvahRaPkjooBE0>

Trailer: <https://youtu.be/5tJcUWnTYMg?si=7CqwaPK-9TU-PCBt>

Let the pupils know they are going to watch some films that will be animated. What is meant by animation? What have they watched that is animated? Films, TV, etc. Answers might include *Bluey*, *Wallace and Gromit*, *Shaun the Sheep*, *Coco Melon*, *Toy Story* etc.

Let them know that even if they don't watch TV programmes or films that are animated, then there is often animation in adverts. Watch the 3 clips listed in the resources. For each one, ask the pupils if they can spot where animation has been used. Why has the director used animation in each of them?

Watch the trailer (see link in **Resources**). What does the animation look like? Does it remind you of anything? How do you think the animator made it?



Activity 2: Thinking about Character (Literacy and English, Film and Screen)

Resources:

Trailer: <https://youtu.be/5tJcUWnTYMg?si=7CqwaPK-9TU-PCBt>

Coloured paper/card, white card, blu/white tack, glue, scissors

Note: Whilst this activity works as a standalone activity, it would be useful to use this in partnership with **Activity 3** and **Activity 4**.

Pupils should watch the trailer again. As a class, pupils should re-examine the style of animation, thinking about how it was made (**Activity 1**). Using shoulder partners, they should then list/draw all the characters they saw the mouse encounter on the adventure, including the siblings. They should think about words to describe each of the characters. Depending on age and stage pupils might think about describing the appearance of the character, how the character acts or what affect they had on or influenced other characters.

Pupils should then create their own character to add to the story. This new character should fit with the story and what they would expect to see in the woods or farm etc. Pupils should initially sketch this character on paper. However, when they have done this, they should then create their character as an animation character. Older pupils could think about the characteristics of their character and how this might change the looks, colour etc.

Using the card and paper, pupils should create and then cut out separately the head, body, legs and arms of their character. If cutting these out on coloured paper, the paper should then be stuck to card and then cut out again. Blu Tack can be used to join the component parts together. This allows the joints to move. If using these characters in **Activity 4**, they should be kept somewhere safe.



Activity 3: Thinking about Setting (English and Literacy, Film and Screen)

Resources:

Junk modelling pieces, scissors, glue, large sheet of paper A3 or A2, coloured paper, **Activity Sheet 1**

Working in groups of 3 or 4, pupils should recreate or invent a new scene from the film.

Activity Sheet 1 can be used to remind the pupils what the settings look like. This can be printed out for them to add notes to (e.g. colours, materials etc) or shown on a whiteboard/projector for the whole class to see. Asking them to think about how the animator, Marta Gennari, created the scenery will help in this process. Possible questions for this might be:

- How do you think the animator made the scenery?
- What materials do you think she used?
- Where is it set? Is there more than one location?
- What do you notice about the colours?
- What do you think you would need to make a scene like this?

Pupils should then work in their groups as Set Designers to list the materials, plan the design and then make the scenery. These can be collated for a wall display, adding words and descriptions to support any written work around this, or kept safely to use in **Activity 4**.



Activity 4: **Stop-Motion Animation**

Resources:

iPad/Tablet, Animation App (e.g. Stop Motion Studio, Stikbot Studio 2.0, Zing, Aardman Animator)

Using the scenery from **Activity 3** and the puppet from **Activity 2**, pupils can now create a short animation with their characters. By working in teams, they can pool resources to allow each team to use more than one character if they wish.

If you are new to animation, find one of the apps listed above. Familiarising yourself with the app is straightforward as they all have YouTube tutorials available for entry level. Fife, Dundee and Angus LAs all have access to Stop Motion Studio, which is the most used across Scottish Local Authorities.

If pupils haven't used animation before, the basic rules for success when starting off are:

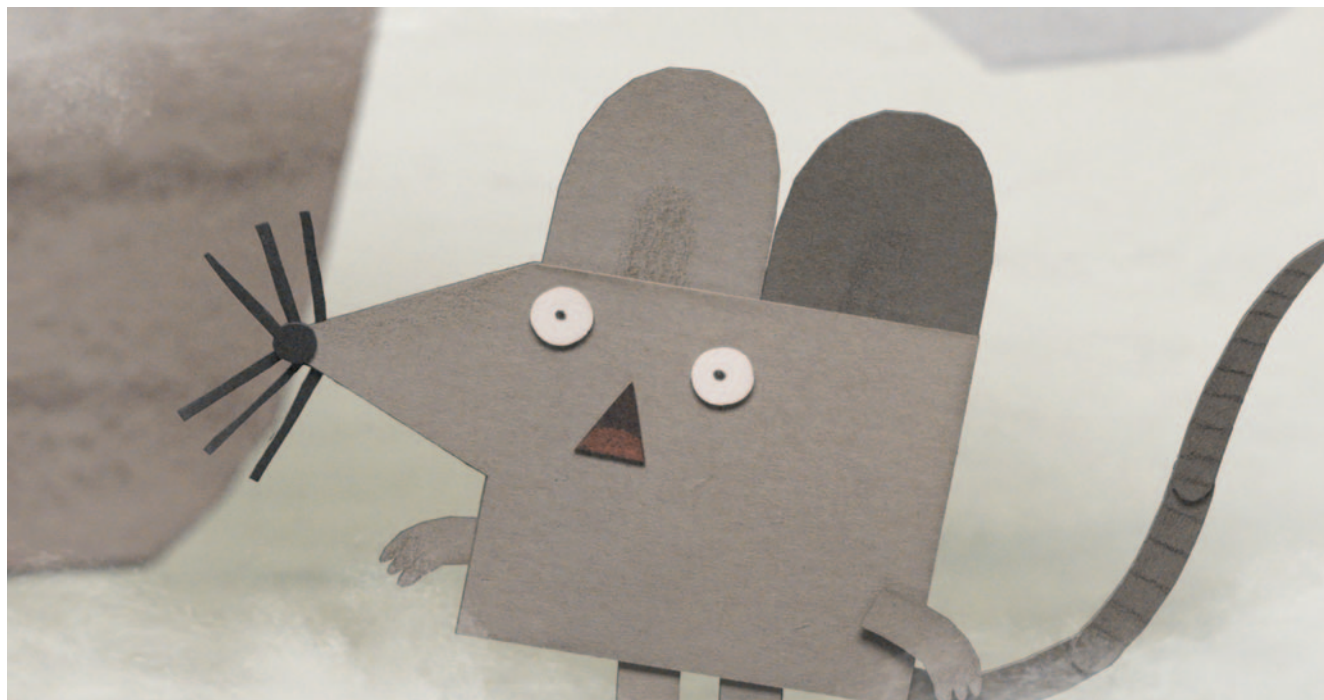
- No hands in shot
- Small movements
- Keep the camera in the same place

Value needs to be given to the process, not the end result. Allowing pupils to play, experiment and develop their ideas is important when creating any moving image product.



Appendix

Activity 2 Image:



Activity 3 Image:



Appendix

Activity 3 Image:





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**