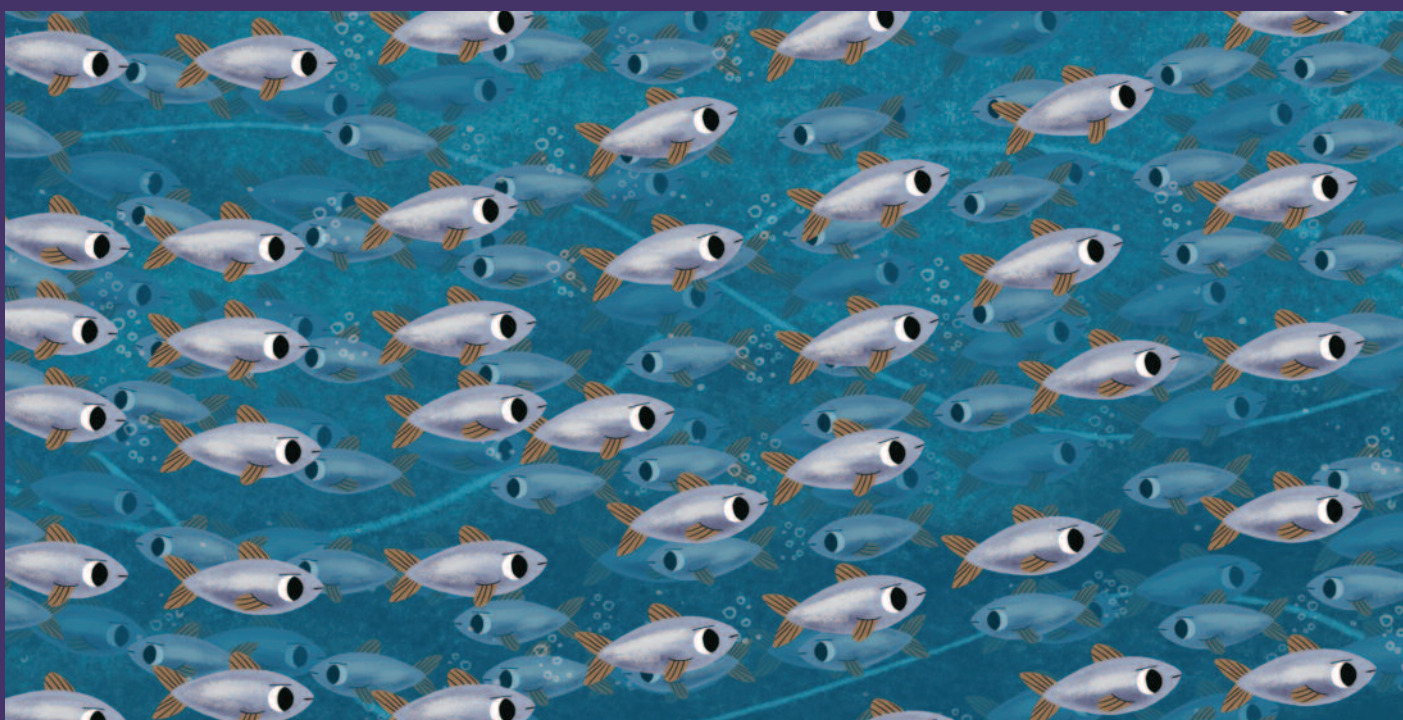


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts For Wee Ones – Pond**

Early Years and First Level | Created by Sonia MacEwan

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

DCA

Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES



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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 21st Century Literacy/moving image texts

Each resource is free and available to download from:

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

Pond (Tümpel)

Dirs: Lena von Döhren, Eva Rust

Switzerland 2023 / 8 mins 30 sec



Pond (Tümpel)

Synopsis:

A shoal of herrings, adopting fantastic formations, roams the vast ocean. When seagulls suddenly attack, one small herring finds itself stranded in a tidal pool. As it searches desperately for a way out, it discovers many other sea creatures here. And now there is no time for fear: only by joining forces can they hope to defend themselves against the hungry seagull.

Underlying themes:

Friendship, teamwork.

The resources in this pack are aimed at Early and First Level of CfE. The activities focus on discussion, art, writing, and health and wellbeing.

*I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a***

*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 write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***

*I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a/1-01a***

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a***

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a***

*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***



Before watching the film

Part 1: Listening

You will need: the trailer at [Pond Trailer](#)

Listen to the trailer with the screen off, so pupils cannot see it but can hear it. Ask them to think of, write down or draw everything they think they can hear. Who do they think the main characters are? Where do they think they are? What do they think is happening?

Discuss their responses, asking them to provide evidence of what makes them think that.

Do not watch the trailer before completing the next activity.

Before watching the film

Part 2: Poster Discussion

You will need: the film poster in Appendix 1.

Look at the poster advertising the film in Appendix 1. This can be printed with the discussion table for each group of pupils, or enlarged on the whiteboard. In their groups, pupils discuss who they think the main characters are, where the film will be set and what they think might happen.

You can now watch the trailer with pupils.

*I listen or watch for useful or interesting information and I use this to make choices or learn new things.
LIT 0-04a*

*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 2: **Expressive Arts – Making Music**

You will need: A selection of everyday objects, Appendix 2.

Discuss the different ways the characters make music in the first half of the film. Explain that in film production, everyday objects are used to enhance sound effects. This is called Foley sound effects. Older pupils could research this further, using the internet to find examples of how sound effects are created.

Explain to pupils that they are going to make their own music using not musical instruments, but everyday objects. They could bring in an everyday item or food item from home that will make a sound.

Watch the video clip at <https://youtu.be/HUyaSpLO3wU>

Explore pitch, dynamics and rhythm:

PITCH: Discuss using: [What is pitch? – BBC Bitesize](#)

Play the game at: [EYFS / KS1 Music: Understanding pitch – BBC Teach](#)

DYNAMICS: Discuss using: [What are dynamics? – BBC Bitesize](#)

RHYTHM: Discuss using: [How do pulse and rhythm work? – BBC Bitesize](#)

Put pupils into groups and allow them time to explore the objects and the sounds that can be made with them. They could either create their own music or create sound effects to accompany a story. Encourage pupils to think about if/how they can change the pitch (eg by adding more water) and dynamics. They can use the sheet in appendix 2 to record how they did this. They could then perform for the class.

Some examples can be found at:

[Music made from everyday objects \(parentcircle.com\)](#)

[How to make music with reused objects – BBC Bitesize](#)

[How to make music with everyday objects – BBC Bitesize](#)

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

Activity 3: Literacy/Research

You will need: Appendix 3, A4 paper.

Seagulls are often seen as an annoyance, particularly in seaside towns such as Arbroath in Angus where seagulls often attack members of the public particularly for food. They have caused some schools to have to change playtime arrangements so that pupils do not have food outside and to be particularly careful with litter to avoid attracting them.

Personal Writing

This activity will encourage them to see things from others' point of view. They will complete a piece of writing from the viewpoint of the seagulls. Tell them that in the film, the seagulls are viewed as being the 'baddies'. They appear to cause the fish to get lost and are portrayed as a danger to the sea creatures. Now imagine that they are a seagull. All they want is friends to play with. The seagull hears the music in the sea and thinks it sounds interesting so goes to explore. The sea is an unfamiliar setting for them, they are used to being in the sky and the fresh air. The seagull gets unsure when it enters the water. It wants to play with the creatures but they think it is trying to attack them.

Pupils will write a story about trying to make friends with the sea creatures. There is a writing frame for this in Appendix 3 which can be used with younger pupils.

Persuasive Writing

Pupils could create a poster to persuade other children their age not to leave litter/food in the playground as it may attract seagulls.

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a





Activity 3: **Literacy/Research**

Research some of the sea creatures that feature in the film. You could allocate a different type to different groups of pupils and get them to either draw it, write a few sentences about it or create a fact file about it, depending on age & ability. You could also look at where each type of creature can be found and discuss if any can be found near where you live. This could also be followed up by a trip to the beach or a sea life centre if there is anywhere appropriate near where you live.

Sea anemones are half animal, half plant. They are also called animal flowers. They don't have a skeleton. But they have a bunch of tentacles. They can pull these in, when they are in danger and then look like a ball or a slimy tomato.

Seagulls have very good eyesight: even when flying high in the air, they can see exactly what is happening underwater. However, they cannot dive deep since there is air between their feathers and they float on the water like an air mattress. That is why they like to forage for food in shallow tidal pools.

Most **mussels** bury themselves in the sand, but some lie on the seabed and can even swim. When danger is imminent, they quickly close their shells and wait until it is safe again.

Herrings can talk to each other by farting messages. They emit bubbling farts that last a good five seconds. Sometimes even longer: The longest fart measured so far lasted about 30 seconds.

Crabs purify the water. They can filter out bacteria and even toxins. Some have one claw that is much larger than the other one. With the larger one they can crack open prey and with the smaller one they are more agile and can put food in their mouth very quickly.

Starfish have no heart, no blood and no brain. But they really can regrow their limbs. That usually takes time about a year. Some can even grow an entirely new starfish from just one arm.

Octopus can actually change colour very quickly! And of course they can also squirt ink if they feel threatened. They don't necessarily build cairns, but they are very intelligent and playful.

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**

Appendix 1

Learning Intention: to use context clues.



<p>Who do you think the main characters are?</p>	
<p>Where do you think the film is set?</p>	
<p>What do you think will happen to the characters?</p>	



Appendix 2

Learning Intention: to change pitch and dynamics.

In the table below, record each object you used to create music and how you changed the pitch and dynamics.

Object	Pitch (high/low)	Dynamics (quiet/loud)



Appendix 3

Learning Intention: to create a personal story.

<p>Today I feel...</p>
<p>I went to...</p>
<p>The creatures thought...</p>
<p>To make friends I will...</p>

Words:

bored	lonely	sea
friends	play	music
scared	because	helped



Film Information

Director's Filmography:

The little Bird and the Leaf, 2012

The little Bird and the Squirrel, 2014

The little Bird and the Caterpillar, 2017

The little Bird and the Bees, 2020

Production Team:

- Directors **Lena von Döhren & Eva Rust**
- Producers **Catpics AG, Sarah Born, Rajko Jazbec, Dario Schoch**
- Co-Producers **Schweizer Radio & Fernsehen, SRG SSR, Gabriela Bloch Steinmann**
- Animation **Lena von Döhren, Simon Eltz, Ramon Schoch**
- Backgrounds **Eva Rust**
- Music **Martin Waespe**
- Sound design **Tobias Diggelmann, Thomas Gassmann, Martin Waespe**
- Sound mix **Thomas Gassmann**
- Editing **Fee Liechti**
- Colour Grading **David Röthlisberger**
- Consultants **Andreas Lori, Christa Capaul, Stefan Holaus, Nils Hedinger**

A message from the director:

Our animated film *POND* is suitable for children aged 4 and over. The story tells an adventure – of strength, weakness, difference and solidarity – and with a lot of humor gives an insight into the underwater world, an unusual world full of exciting creatures.

In addition to social aspects, we want to sensitize the children to the peculiar beauty of the animals that live in tidal pools. e.g. a sea anemone that surprisingly unfolds, a starfish that grows back limbs, or an octopus that skilfully builds works of art.

Everything is exciting in this small, mysterious world, and therefore worth protecting and treating with respect. With the film we would like to arouse interest in our environment, which is so great and worth seeing even on a small scale.

Directors:

Lena von Döhren

Born 1981 in Berlin, Germany. German citizenship. 2007 Bachelor in Audio-Visual Communication at the Gerrit Rietveld Academy, Amsterdam. She has been living and working in Lucerne since 2009. 2011 Master in Design, Major Animage from the HSLU (Lucerne University of Applied Sciences, Design & Art). The idea for the Little Bird came about during her master's degree. All four films in the mini-series *THE LITTLE BIRD* celebrated their world premiere at the Berlinale.

Lena's animated films have been shown at numerous festivals and have received awards in Sapporo, Paris, Hiroshima, Ottawa and La Bourboule, among others.

Eva Rust

Born 1986 in Zurich, Switzerland. 2010 Bachelor in visual communication, focus on illustration nonfiction from the HSLU (Lucerne University of Applied Sciences, Design & Art). In addition to her work as an illustrator, she teaches at the SfG BB (School for Design in Bern and Biel). Her picture books have been published by various publishers internationally.

Information about the accompanying book, together with a colouring sheet to download, can be found at <http://www.tuempel.ch>





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