

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences

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## Teachers' Resource Pack: **Shorts for Middle Ones – Water (Agua)**

Second Level | Created by Lucie Maupetit

**Discovery Film Festival: Sat 19 October – Sun 3 November 2024**

**DCA**

Dundee Contemporary Arts

**DUNDEE**  
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT  
ALBA | CHRUTHACHAIL

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[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>:

### *Water (Agua)*

Dir: Raúl `Robín Morales

Mexico 2022 / 4m 52s

Spanish language

# Water (Agua)

## Synopsis:

Water, the perfect fabric that crosses everything and everyone, which is present in every landscape, in every being, and in everything we love and see. The water dances through this world and flows at its perfect rhythm, until the hand of man interrupts that journey... can we be part of that journey in a natural way?

## Teacher's notes:

The film has no dialogue, except for a few verses of a poem in Spanish at the end of the film. These verses have English subtitles. This pack is aimed at Primary learners aged 8+. Activities in this pack cover the following Experiences and Outcomes across the curriculum:

*Literacy (Listening and Talking):* **2-04a, 2-05a**

*Literacy (Writing):* **2-20a**

*Modern Languages (Spanish):* **MLAN 2-01a**

*Expressive Arts (Music):* **EXA 2-19a**

*Expressive Arts (Art):* **EXA 2-07a**

*Science:* **2-05a**





## Before watching the film:

### Activity 1: The Poster

Look at the poster for the film (**Appendix 1**).

- What do you think the main theme and/or characters will be?
- Do you know in what language the film *Agua* will be?  
How do you feel about the film not being in English?
- How do you feel when you see the poster (happy/sad/calm/nervous...)?  
Does it make you want to watch the film?

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Read the information about the film and answer the questions.

#### Ficha técnica AGUA

**Título:** Agua

**Género:** Animación - Medioambiente

**Duración:** 4.57 min

**Formato:** Full HD

**Idioma:** Español

**País:** México

**Año:** 2022

**Producción:** Gabriela Loaria

**Producción ejecutiva:** Jorge Gutiérrez y Diego Luna


**Dirección:** Raúl Robín Morales

**Arte:** Armando Fonseca y Amanda Mijangos

**Animación:** Ramon Baturoni, Aranzazu Zamora, Oscar Muro Arredondo, Verónica Anaya

**Música:** Nicolás García Lieberman



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- 1) What is the title of the film?
  - 2) How long does the film last?
  - 3) In what language is the film?
  - 4) In which country was the film made?
  - 5) Who produced the film?
  - 6) Who directed the film?
  - 7) Who wrote the music?
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## Activity 2: **After watching the film**

Look at the poster for the film (**Appendix 1**).

- What did you think about the film?
  - Is the story what you expected from the poster?
  - What do you think is the main message of the film?
- 

## Activity 3: **Exploring sounds**

There are four types of sounds used in moving image:

- Music
- Dialogue
- Sound effects
- Silence

Which ones of them are used in this animation and how/why/when?

Paying particular attention to the music, is the style of music the same throughout or does it change with the story. Think about the tempo (Is the music fast or slow?), the pitch (Is the music high or low?), the choice of instruments... How does the music make you feel at different stages in the story?



## Activity 4: Exploring colours

Colours are used in films and animations to help tell a story. Here are some of the common meanings of colours.

**Blue:** Trustworthiness, peace, calm, serenity, stability

**Red:** Love, energy, passion, danger, aggression

**Yellow:** Happiness, energy, optimism, fear

**Green:** Nature, growth, harmony, peace

**Orange:** Energy, enthusiasm, creativity

**Purple:** Royalty, power, mystery

**Black:** Mourning, death, darkness, sophistication, luxury

**Turquoise:** Calmness, creativity, wisdom, good fortune

**Pink:** Femininity, love, playfulness, tranquillity

**Brown:** Nature, warmth, comfort, reliability, simplicity, strength, health

**Gray:** Neutrality, sophistication, formality, restraint, tranquillity

**White:** Simplicity, purity, innocence, cleanliness

Think about how the director used colours to tell the story. What colours are used, when? Why do you think they chose these colours.

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## Activity 5: Exploring lines

Artists use a mixture of straight lines and curved lines. Think about the different items in the film. Which ones are drawn using mostly straight lines and which ones are drawn using mostly curved lines? Can you see a pattern?



## Activity 6: Exploring the storyline

Watch the film again at this link: <https://youtu.be/RmwglrAnKv0>

Create a storyboard for the film. Choose a maximum of six key scenes in the film and draw them in order. You can add a short comment at the bottom to explain what is happening in the scene.

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## Activity 7: Creative writing

At the end, the drop of water helps the hand recover. What do you think should happen next or what do you wish would happen next? Write or draw your ideas on the worksheet (**Appendix 2**).

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## Taking the learning further: Citizenship

This short film was created as part as the #SerAgua campaign which aims to view water as part of what makes us rather than a resource to be used. Did you know that more than 60% of the human body is made of water?

Do some research to learn more about water and sustainability. The BBC bitesize website can be helpful for that. Link: <https://tinyurl.com/4t34k78p>

You could then find a creative way to display your new knowledge. For example you can ask each learner to write an idea to reduce how much water they use on a piece of paper shaped as a water drop.

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## Taking the learning further: STEM

The start of the animation could be a nice way to revise or introduce learning around the water cycle.

Match up the main processes of the water cycle with their definition:

- |                      |   |
|----------------------|---|
| <b>Runoff</b>        | <b>Liquid water turns into gas (vapour).</b>                              |
| <b>Evaporation</b>   | <b>Gas water condenses and turn into liquid water.</b>                    |
| <b>Precipitation</b> | <b>Water from clouds falls back to Earth in the form of rain or snow.</b> |
| <b>Condensation</b>  | <b>Liquid water flows across the land.</b>                                |
| <b>Transpiration</b> | <b>Liquid water gets into the ground.</b>                                 |
| <b>Infiltration</b>  | <b>Water contained in plants and trees evaporates in the air.</b>         |

Which of these processes are depicted in the first few scenes of the film?

## Taking the learning further: Spanish

The director chose to end the film with a poem which is a message of hope for a better future.

Listen to the poem again at this link: [on.soundcloud.com/EHUNS44csGUPg3BY9](https://on.soundcloud.com/EHUNS44csGUPg3BY9). Fill in the blanks with the words from the box. You do not need to understand the meaning to recognise the words you hear.

### Que sobreviva la palabra

#### *A César Vallejo*

Que sobreviva la \_\_\_\_\_ (1)

en este espacio \_\_\_\_\_ (2) donde el frío

se lleva por delante muchos \_\_\_\_\_ (3) y también las mujeres ateridas avanzan hacia el hielo de las sombras.

Que viva la palabra ensangrentada

en túneles que \_\_\_\_\_ (4) una tregua

en medio de \_\_\_\_\_ (5) y discordias, para encontrar la paz dentro del \_\_\_\_\_ (6).

Que renazcan los versos de la \_\_\_\_\_ (7)

con música del \_\_\_\_\_ (8)

y sonidos del \_\_\_\_\_ (9) de los astros.

Y se escuchen, al límite, las voces de los guardianes de la \_\_\_\_\_ (10).

agua

conflictos

hombres

negro

sueño

buscan

fuego

luz

palabra

tierra



## Taking the learning further: Poetry

In groups or on your own, create a poem about water.

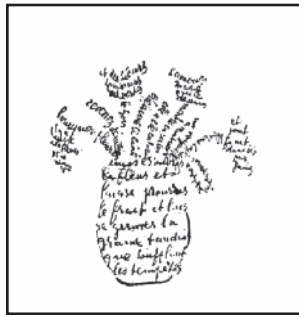
It can be as simple as an acrostic poem, a poem in the style of Apollinaire or a haiku

### Examples:

Acrostic poem:



Apollinaire's style:



Haiku:

5 syllables

7 syllables

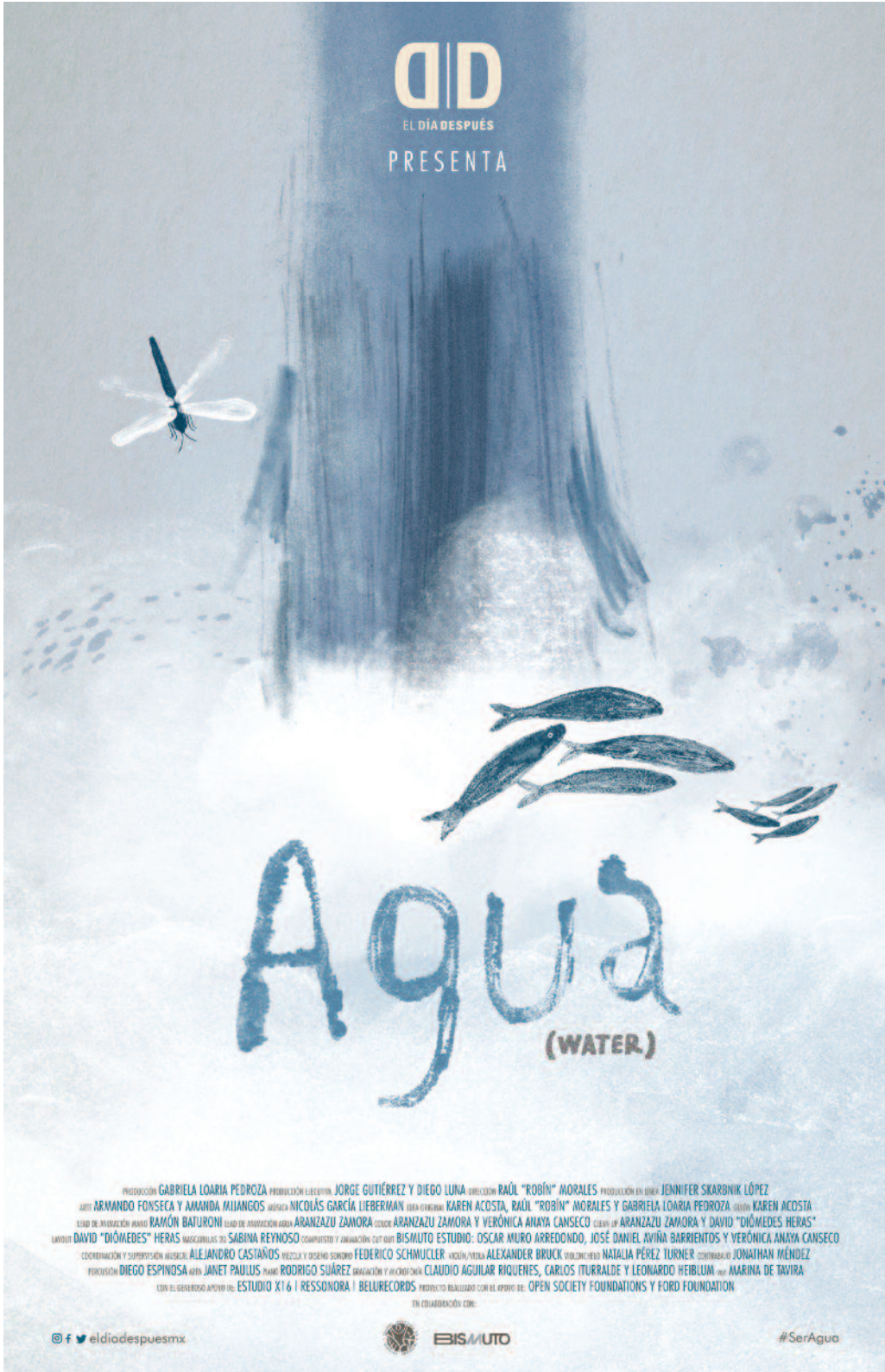
5 syllables

Autumn is the best  
Yellow, red, brown, leaves fall down  
What a gorgeous sight!



Appendix 1

Agua poster



Appendix 2

Discovery Agua

**Ser Agua**

What do you think it happened in the end with the drop of water and the water in general?  
What do you imagine or what would you like it to happen?

DRAW IT OR WRITE IT DOWN HERE

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