

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Through Rocks and Clouds (Raíz)**

First and Second Level | Created by Lindsay Law

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

DCA
Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
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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:
dca.org.uk/discovery-film-festival-resources

Through Rocks and Clouds (Raíz)

Dir: Franco Garcia Becerra

Peru / Chile / 2024 / 1hr 23mins

Quechua and Spanish with English subtitles



Through Rocks and Clouds (Raíz)

Synopsis:

Feliciano, an 8-year-old alpaca herder, feels euphoric: Peru has a chance to qualify for the World Cup. Meanwhile the pressure of a mining company puts Feliciano's village at risk and threatens his world and his dreams. It explores both divisions and unity within and between communities and how these are approached.

Advisory note:

There are several instances in this film and trailer which some learners may find upsetting. Feliciano talks to Ronaldo about the mountain spirit, Auki Tayta and its frightening habits. The villagers are threatened obliquely by motorcyclists in the dark and separately by the mining truckers at a barricade. There is also a scene of alpacas having been slaughtered. This is a scene of distressed villagers and alpacas lying on the ground.

Teacher's notes:

This pack is aimed at First and Second Level and it covers the following Experiences and Outcomes:

Social Studies: **SOC 1-08a, SOC 2-08a, SOC 2-08b, SOC 2-09a, SOC 1-16a, SOC 1-17a, SOC 1-18a, SOC 1-20a, SOC 2-20a, SOC 2-19a**

Health and Wellbeing: **HWB 1-05a, HWB 2-05a, HWB 2-07a, HWB 1-09a, HWB 2-13a, HWB 2-44b**

Science: **SCN 1-01a, SCN 2-01a, SCN 2-02a, SCN 2-20b**

Technologies: **TCH 1-01a, TCH 2-01a, TCH 1-11a/TCH 2-11a**

Literacy (Listening and Talking): **LIT 1-01a/LIT 2-01a, LIT 1-02a, LIT 2-02a, LIT 1-04a, LIT 2-04a, LIT 1-06a, LIT 2-06a, LIT1-07a, LIT 2-07a, LIT 1-08a, LIT 2-08a**

Art and Design: **EXA 1-02a, EXA 2-02, EXA 0-05a/EXA 1-05a/EXA 2-05a, EXA 1-06a, EXA 2-06a, EXA 1-07a /EXA 2-07a**

Religious and Moral Education: **RME 1-04b, RME 1-04c, RME 1-05a, RME 2-05b, RME 1-09a, RME 2-09b, RME 1-09c, RME 2-09d**

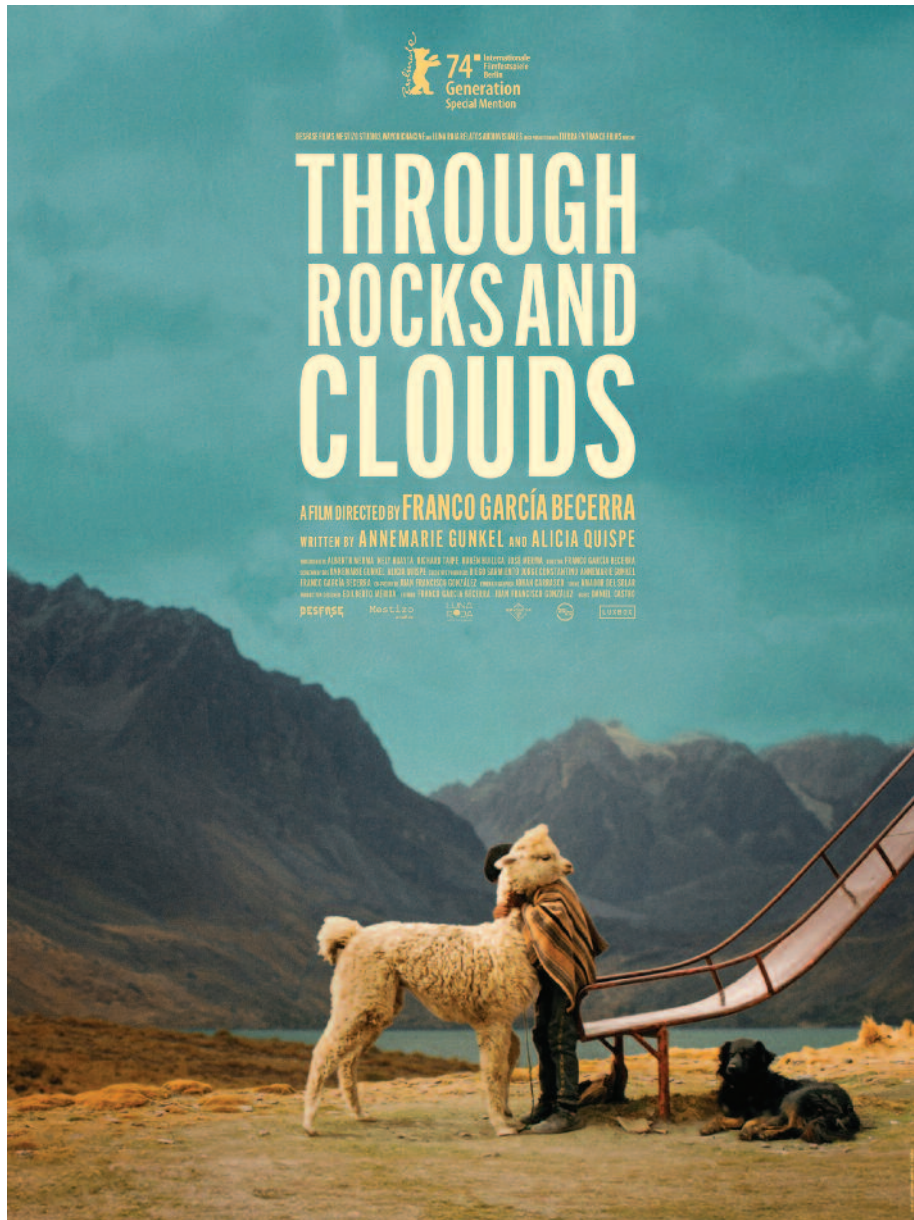
Before watching the film

Activity 1: The Poster

Show the film poster to the class on either interactive whiteboard or on shared printed laminated sheets. The latter to be retained as a teaching resource.

Closely study the film poster and answer the following questions. Record your answers.

- Where do you think the film is set? What makes you think that? Do you think the title is a clue?
- Who do you think is the principal character?
- What do you think might be the relationship between the alpaca, dog and the boy?





Activity 2: **The Trailer**

Now watch the film trailer and answer the following questions noted above again.

<https://youtu.be/mVAYz0iBeSE>

Further discussion points for the trailer:

Having now seen the trailer return to the answers previously recorded and compare with the initial thoughts about the poster. How does the trailer broaden out your expectations for the film itself? Was this what you expected? Give reasons for your answers.





After watching the film

Activity 3: Discussion points

Throughout the film the director leaves clues to enhance our understanding of the film and direct attention to specific themes. Revisiting the trailer may help with some answers.

- Many indigenous peoples are spiritual in their relationships with their natural environment. When Feliciano is at home with his parents, he asks why the god Auki Tayta is angry. What answer does his father give?
- We see a glimpse of a shadow on the football poster on the wall. What do you think this might be?
- Who does Feliciano's father mean when he says 'they'?
- What warning does Feliciano's mother give and why?
- Alpaca wool is highly prized. What answer is Feliciano's father given when he asks for a better price for the wool?
- What does Feliciano ask the alpaca shearer to do to his alpaca Ronaldo as a tribute to the footballer?
- The townspeople seem to support the miners. Why might that be?
- Two motorcyclists drive at speed through the village. What do you think they are trying to do?
- Identify the cues which show that the villagers are gradually leaving. These are shown by Feliciano going to places where his friends used to be. Describe what these are.
- The FIFA World Cup is a strand which is carried through the film. When do we first learn that Peru is in the 2018 World Cup? Where is it being held?
- What does Feliciano read which tells him about the Peru team?
- Where does he see a football shirt?
- What big event brings the townspeople and the villagers together?
- No one in the town will help the villagers when they complain about the missing alpacas. Why do you think this is?
- Two motorbikes are parked up near the Police station in the town. Do you think this is a coincidence?
- What image is on the other side of the stone Feliciano carries with him when looking for Ronaldo and the rest of the herd?
- What do the villagers do to halt the miners and protect their land and livelihood?



Activity 4: **Use of Camera Angles and Colour in Film**

The director selects camera shots and angles to lead the audience's attention to specific points throughout the film to tell the story and highlight specific details. A long shot helps to set the scene of where and the story takes place. It literally "sets the scene". A medium shot is used to draw the audience in to be part of what is happening between characters.

The screening shorts link below is a useful tool to familiarise learners with examples from which they can use to describe and answer the following questions:

Link: <https://tinyurl.com/yc2htyyc>

- Feliciano believes in the traditional stories of Auki Tayta. What does Feliciano do to help find the missing alpacas? In this scene the camera is looking down as Feliciano reaches up to place something on a high rock. What is that and where did he get it?
- Feliciano believes that Auki Tatyta has kept the herd safe. How does the director hint that this might have been the case? Think about how the camera seems to be looking over someone's shoulder when the alpacas are missing. Whose shoulder might that be?
- How does the director show us that the water is being polluted?

It is not only the images and scenes that the director selects that tell the narrative of the film but also the colours used. An example of this is the scene with Feliciano and his parents and the scene with Feliciano when he is on the lower slopes of the Andes with Ronaldo. Both these images contain a wealth of detailed information.

Colour can be used to indicate mood, thoughts and feelings of a character, setting or scene.

- Compare and contrast the colours used in each of the pictures. Make a list for each image. It might be helpful to think of warm and cold colours.
- What can you see in the picture of Feliciano at home with his parents? How do they live and dress?
- How is Feliciano dressed and how does he appear when is out on the grazing slopes? Does he seem different in any way?
- What sort of thing do they tell you about how Feliciano lives his life in the mountains and at home?



Activity 5: **Andean Culture: Dress**

The style of dress throughout the film reflects the cultural heritage which is an intrinsic part of the life of the Peruvian villagers. The alpaca wool is used, not only because it is a traditional local resource, but also because it is remarkably warm and waterproof as well as being ecologically good practice.

Read each description in the table below and add any character who may have worn the traditional garments described. To help you, review the trailer and the images in this resource pack. There may be more than one name for each garment, and a character could wear several different garments. There is a list of names to help you in the word box in the next page.



Feliciano	Mother	Father	Villagers
Girls playing football		Boys playing football	

<p>Jobona jackets are popular among women in Peru. They are handwoven and made of either wool or Alpaca fibre creating a vibrant and warm garment.</p>	
<p>A turquoise knitted cardigan</p>	
<p>A chullo is a traditional Peruvian hat typically constructed of alpaca or llama wool. These hats often feature earflaps and colourful geometric designs to keep warm in Peru's mountain climate.</p>	
<p>Women in Peru wear traditional attire called pollera, consisting of colourful skirts with many layers. Made of wool or cotton fabric</p>	
<p>A knitted striped jumper</p>	
<p>The Liclla is an integral part of Quechuan culture and covers chest and shoulders in an oval form, often decorated with colourful embroidery, fringe, or tassels.</p>	
<p>A maroon knitted sleeveless jumper.</p>	
<p>Peruvian ponchos are made from wool from vicuna, alpaca or llama and often feature colourful patterns. Ponchos provide extra warmth in Peru's freezing mountain climate.</p>	



Activity 6: **Comparing different cultural experiences**

Cut out the green statements on **Appendix 1**. Distribute the statements either to small class groups or do as a whole class activity.

Each statement refers to a scene in the film. Think about how you would do the same activity here at home, e.g. how would you listen to a sport commentary? How does this compare with Feliciano's experience? Are there things in his life that you are not expected to do? Compare your experiences.





Appendix 1

Feliciano runs about on the rocky landscape holding a radio, with an extended aerial up high to catch a football match commentary.

Feliciano walks back up a stony road in the dark towards his home with family members and other villagers.

Feliciano eats dinner served from a pot of food cooked on an open fire.

Feliciano points to Peru and Russia on a big map of the world on the classroom wall.

Feliciano, his family and other villagers go to the town to join the community watching the World Cup match.

Feliciano walks out around the alpaca grazing pastures in the dark on his own searching for Ronaldo.

Feliciano visits an empty classroom with wooden desks covered in dust.

He points to Peru and Russia on a big map of the world on the classroom wall.



Teacher's Additional Comments

This film is an exceptionally rich resource which touches on so many aspects which can be explored through a range of curricular areas. It touches on the mysticism and spiritual beliefs of the indigenous peoples. The film's incredible authenticity lies in the fact that director and the screenwriters are from the geographical area, and the actors were drawn from the surrounding area. The actor who plays the mother is a Quechua speaker and the crew used Spanish and Quechua speakers throughout. Great respect was shown to the indigenous people to enable them to participate in, and contribute to elements of the story, since they too are dealing with current socio-economic conflicts.

The lead actor playing Feliciano actually had a pet alpaca in addition to his dog. He found the stone which had an imprint of an alpaca on it during rehearsals. This was incorporated into the story when he carried it when searching for the missing herd. This film enables learners to experience a little of what life is like in some more remote but still vitally important parts of the world. Feliciano, his family and local community live in harmony with their natural environment, preserving it for others who follow in their footsteps; unlike the international mining companies who, as Feliciano's father says, "just take riches and don't leave anything for us".

Extension Activities and Resources

Art exhibition

An exhibition by Peruvian artist Claudia Martínez Garay will be on at Dundee Contemporary Arts (DCA) during Discovery Film Festival. Her exhibition *Every Seed is Awakened* is worth seeing in conjunction with a visit to the film festival, particularly with the film *Through Rocks and Clouds*. Claudia Martínez Garay lives and works between Amsterdam and Lima and her work takes inspiration from her own Andean heritage, exploring historical images, propaganda, and sounds from her home country. See more information about the exhibition here:

<https://www.dca.org.uk/events/N2m-claudia-martnez-garay/>

Short films

There are a number of animated short films which deal with depleting natural resources which have dramatic consequences in different parts of the world."

The Red Herring:

<https://www.youtube.com/watch?v=KcO3WY-7rFE>

Jonas and the Sea:

<https://vimeo.com/272549416>



Educational websites

What can we do to help the planet? These agencies offer ideas and resources for the classroom.

WWF: Early Years classroom resources:

<https://www.wwf.org.uk/get-involved/schools/resources/early-years-resources>

RSBP: Education and inspiring the next generation:

<https://www.rspb.org.uk/helping-nature/what-we-do/education-and-inspiring-the-next-generation>

This includes a certificated programme called Wild Challenge.

Schools already participate in a wide range of eco-based activities including recycling and reusing programme.

The Biggest Hour for Earth:

<https://www.earthhour.org/about/the-biggest-hour-for-earth>

Fairtrade:

<https://www.fairtrade.org.uk>

This includes managing the environment as well as crop production.

Recycling for Kids: Learn how to Reduce, Reuse, and Recycle:

<https://youtu.be/Fex-wvrOZf4>

American short video on reduce, recycle and reuse. The concept is universal.

Books

Through Rocks and Clouds gives a child's perspective whilst the book listed below gives an adult's view and understanding which gives a good background in the topic.

The impact of resource exploitation on indigenous people across the world is explored in depth by a book *We Will Not Be Saved* by Nemonte Nenquimo, a Waorani Indigenous Ecuadorian woman. It is introduced in an essay in *The Big Issue No.27/ 05–11 August 2024*: "We don't want you to save us. Just hear us" by Nemonte Nenquimo.

Trips and Visits

There are a number of alpaca farms in Angus and Fife where it is possible to arrange visits for learners to meet these interesting creatures for themselves and learn more about them.



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 amaya.marco@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 amaya.marco@dca.org.uk