

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts for Middle Ones – Lulina and the Moon (Lulina e a Lua)**

Second Level | Created by Sarah Derrick

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

DCA

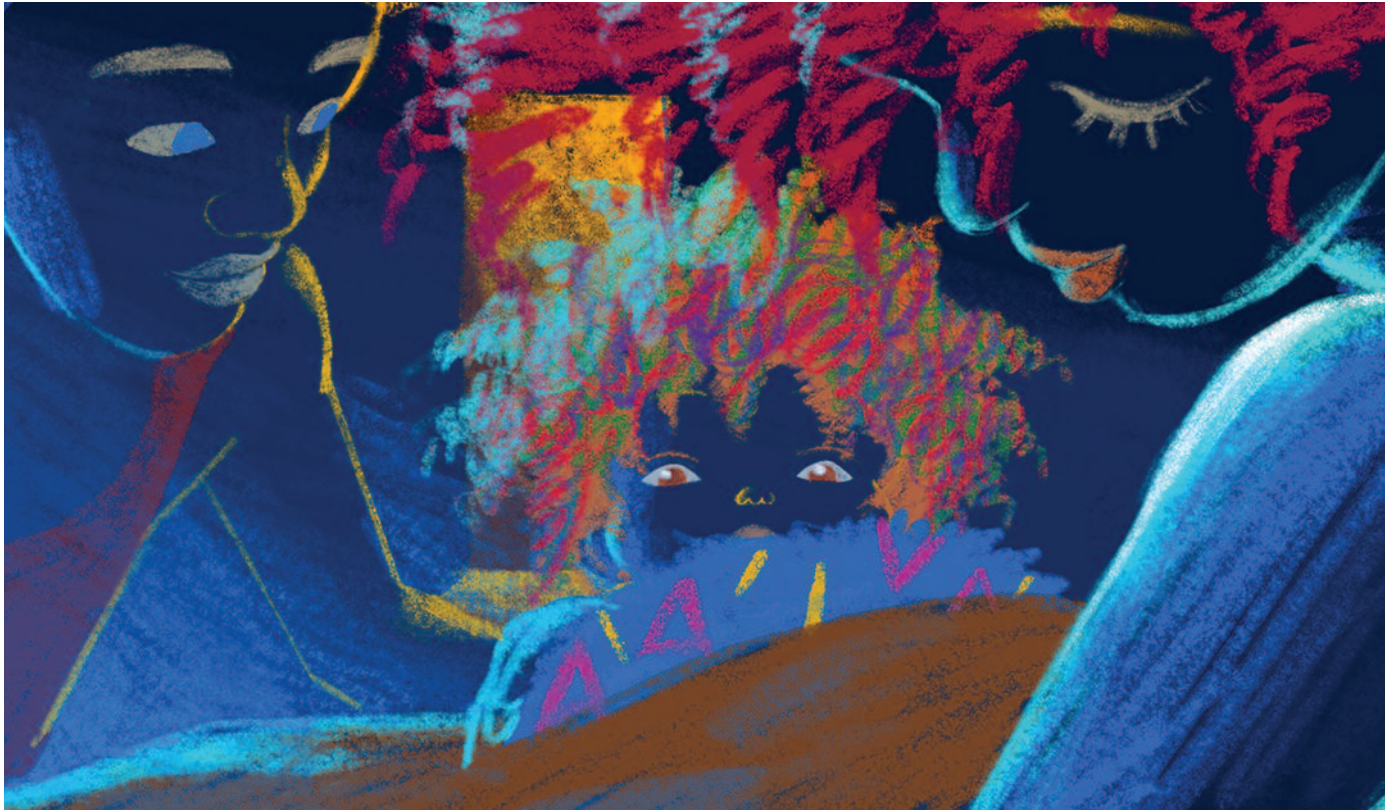
Dundee Contemporary Arts

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

Lulina and the Moon (Lulina e a Lua)

Dirs: Alois di Leo, Marcus Vinícius Vasconcelos

Brazil 2023 / 14m

Lulina and the Moon (Lulina e a Lua)

Synopsis:

To face the fear brought on by the arrival of her first sibling, Lulina, a five-year-old girl, escapes on a fantastical journey to the Moon.

Lulina draws her greatest fears on the infinite white surface of the Moon and then magically, her illustrations come to life.

Her drawings show her that her problems aren't as bad as her imagination makes them out to be. Her imagination and expressive art making helps Lulina during a time of change in her life.

Teacher's notes:

This pack covers the following Experiences and Outcomes for Early and First Levels:

Literacy (Listening and Talking): LIT 0-21b , LIT 0-07a / LIT 0-16a / ENG 0-17a , LIT 1-07a

Literacy (Writing): LIT 0-26a, LIT 1-24a, LIT 1-26a

Health and Wellbeing: HWB 0-04a / HWB 1-04a, HWB 0-05a / HWB 1-05a, HWB 0-08a / HWB 1-08a, HWB 0-47a

Expressive Arts (Line, Shape, Colour, Pattern, Texture): EXA 0-02a, EXA 1-02a, EXA 1-03a, EXA 0-04a / EXA 1-04a, EXA 0-05a / EXA 1-05a

Expressive Arts (Music and Percussion): EXA 0-18a / EXA 1-18a / EXA 2-18a, EXA 0-17a, EXA 0-19





Before watching the film

Activity 1: **The Poster**

Look at the poster in (**Appendix 1**).

- Encourage the children to share ideas for what they think the film could be about.
 - Who/what are the main characters?
 - What are the main colours – what is the effect of the colours and patterns?
 - How does the poster make them feel?
 - Make a list of key words and save it; you could make a big moon shape from white paper and write the word on or stick post-it notes on. Older children could do this themselves.
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Activity 2: **The trailer**

Watch the trailer a couple of times and answer the questions below.

Link: <https://youtu.be/qY5-8l4MNdU>

- Who/what are the main Characters?
 - What are the main Colours – what is the effect of the colours and patterns?
 - What about the Sounds – what can you hear (sea sounds and percussion/strings in repeated rhythms)
 - What is the Story about do they think? (prediction)
 - Record your pupils' answers and use these after the visit to the cinema.
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After watching the film

- Revisit the predictions made from using the poster or the trailer.
- Were any of the predictions correct?

Revisit the list of words and see the how these have changed since viewing the whole film.



Activity 3: **Identifying, describing and sharing our feelings**

a) Use the stills images from the film (**Appendix 2**) to start a conversation about different emotions that Lulina feels through the film at different points in the story.

Try to have them move away from just sad or happy. Can they use words like:

Worried, Upset, Frightened, Happy, Excited, Proud, Pleased

An older class may be able to write these down, with a younger class just have them share their ideas with a partner and then feedback to the whole class. Write these answers up onto the interactive board.

b) Use this to lead into a discussion about acceptance and encouragement from others. This can help to explore the concept of all being unique, different and treating people with respect.

c) You can use this to help expand their emotional literacy and know where and when to ask for help

Big Emotions – Glow Scotland: <https://tinyurl.com/m6scvzvm>

d) Making links with the Pixar films *Inside Out* (2015) and *Inside Out 2* (2024)

Feelings and Self-Regulation – Glow Scotland: <https://tinyurl.com/dxavwc4y>

This great resource from Pixar shows the character designs for the film:

<https://www.pixar.com/inside-out-2>

Activity 4: **Drawing or collaging our feelings**

One of the most beautiful things about this animation is the use of colour, texture and line created by the materials used in the making the film – crayons or pastels against a white then against a black background.

It would be lovely to use different techniques and materials in the classroom to re-create these effects as a follow-on activity from Activity 3 describing and sharing our feelings.

Materials

- Chalks onto black or darker sugar paper
- Wax crayons or chalks onto white paper
- Recycled wallpaper – you could draw on the reverse
- Or you could use tissue paper shapes, tin foil, recycled materials for collaging, flat or scrunching up or folding for texture



Expressive Art projects

- a) Draw a feeling with line, colour and texture; what does a happy line look like, how does it move, what colours go with happy; what does a worried line look like, how does it move and what colours go with worried – you can link this with Activities 1 and 2.
 - b) Expressive feelings diary/journal or sketchbook. Feelings diary – Twinkl <https://tinyurl.com/49eayx8r>
 - c) Emotions or feelings wheel – Twinkl <https://tinyurl.com/mr3u325v>
 - d) Colours and colour mixing activities. <https://mrprintables.com/printable-color-wheel.html>
 - e) Some more ideas here: Emotions <https://tinyurl.com/2vnzpekn> and Art Early Level <https://tinyurl.com/4d99pbrw>
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Activity 5: **Sound, rhythm and percussion**

Materials

Percussion instruments if school has them; string instruments for plucking and bowing if you have them.

Recycled materials to make junk instruments.

Ideas

- a) Make junk instruments like rubber band cereal box guitars, the tin can drum and lentil shakers.
Junk instruments: <https://home.ioi.london/watch/junk-instruments>
DIY musical instruments: <https://takeitaway.org.uk/diy-musical-instruments/>
- b) Make a soundscape for the moon, for under water or for inside the house.
Thinking about the Settings in the film of the white moon, under water scenes and the dark corridor in the house, plus Lulina's feelings and how the characters and pattern move – what kinds of Sounds go with the Settings and what kind of Sounds go with the Characters?
- c) Make a soundscape for Lulina and how she is feeling.
- d) Revisit Activities 1, 2, 3 and 4 and select feelings to create soundscapes for.
- e) Replay the trailer and create a Soundscape in groups – each group to perform with the trailer to the rest of the class.

Useful resources for making the most of short films in the classroom

Screening Shorts

Created by Screen Scotland with input from teachers and Discovery Film Festival, this website has a range of short films you can watch in the classroom free of charge, plus a clear film education framework and tried and tested classroom activities:

<https://screeningshorts.org.uk/resources/teaching-activities/reading-a-screen-text>

For young children the BFI’s framework of the Three Cs and Three Ss (in the Screening Shorts resource above) is helpful for focus when watching, talking or writing about a film:

C for Character, Colour, Camera (shots/angles)

S for Story, Sound, Setting



Appendix 1

Poster



Appendix 1

Stills from the film

