

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts for Middle Ones – Filante**

Second Level | Created by Virginie Bradbury

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

DCA

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES

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ALBA | CHRUTHACHAIL

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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>:

Filante

Dir: Marion Jamault

France 2023 / 8m 49s

Filante

Synopsis:

Every night, Paulette observes the same shooting star in the sky. She makes her deepest wish: to find her mysteriously missing pet rat. The days go by, but the animal doesn't return. Paulette wants to understand what's wrong with her star.

This is a lovely short film about relationships and possessions in a beautiful maritime setting.

Teacher's notes:

This pack covers the following Experiences and Outcomes for 2nd level:

Literacy (Listening and Talking): **LIT 2-02a, LIT 2-07a**

Literacy (Reading): **LIT 2-14a**

Expressive arts: **EXA 2-03a**

Modern languages (French): **MLAN 2-01c, MLAN 2-05b, MLAN 2-07b**

Health and Wellbeing: **HWB 2-01a, HWB 2-09a**

Technology: **TCH 02-02a**



Activity 1: **Creating landscapes inspired by Filante**

The film was created using cuts of paper – try making your own paper landscape!

Different textured and coloured papers could be used but why not create a marbled effect paper for a truly special art project? Watch this video: <https://youtu.be/M38KH0mGaKs> to find ideas on how to create a marbled effect on paper. I would recommend each learner create three different effects on A4 sheets that could then be used for their art. They could also decide to share with a friend or the rest of their table for more effects.

Discuss with the class what landscape they could create and what they would need to incorporate in their work, e.g. seaside landscapes could include rocks, cliffs, birds and different sea animals. You could have a station where a group would create their marbled paper, while the rest of the class are planning their landscape.

Once the paper is completely dry, the learners can begin to cut shapes. Ask the learners to draw the shapes at the back of their marbled paper. These could be as simple as using 2D shapes only, e.g. triangles for trees, circles for the sun... or the learners could create a realistic effect by drawing more intricate buildings, flora and fauna... Remind the learners that the smaller the drawing, the harder it will be to cut out.





Activity 2: **Gold Fact File**

Watch this YouTube video with your class - <https://youtu.be/rDjnNisW2l8>

You could ask the learners to search the internet for information about gold and complete a fact file using the downloadable templates here: <https://tinyurl.com/ym5w3hm4>

Alternatively, the learners could read the gold fact file (**Appendix 1**) and answer the Kahoot! Quiz at this link: <https://tinyurl.com/bdeu696v>

If you don't have digital devices for Kahoot!, a Powerpoint of the same questionnaire is available here: <https://tinyurl.com/26jz6x5w> Learners just need coloured cards (blue, yellow, red and green) to indicate their answers to each question.

Activity 3: **Modern Languages (French)**

Learn the vocabulary for different bakery products using the different Powerpoints:

- a) Les animaux de compagnie: Qu'est-ce que c'est ? Link: <https://tinyurl.com/2p8y8z95>
- b) Les animaux de compagnie: C'est quel numéro ? Link: <https://tinyurl.com/3e2xb2uw>
- c) Les animaux de compagnie: C'est ... ou ... ? Link: <https://tinyurl.com/bdhdh59c>
- d) Les animaux de compagnie: Q'est-ce qu'il manque ? Link: <https://tinyurl.com/4ctuua3b>

The mini flashcards (**Appendix 2**) can be printed to use for many activities including:

- Les animaux de compagnie mini flashcards
- Checking individual understanding (e.g. 'Show me: un chat.')
- Snap
- Pairs (pelmanism)
- Kim's game (small groups)

Ask the learners to create a poster for a potential lost pet using the 'Perdu' poster template. (**Appendix 3**)

One sentence at a time, allow the learners to share in pairs then out loud what they are going to write. Use the Powerpoint 'Les animaux de compagnie – La description' to support the learners. Link: <https://tinyurl.com/4d8p22aj> Once they have written their sentence, move on to the next sentence.

The poster contains these sections:

- a) Name of the pet
- b) Kind of pet
- c) Description (Please note that the PowerPoint gives the option of feminine and masculine, the learners will decide if their pet is male or female at the start of their writing)
- d) Contact details



Discussion points:

- In *Filante*, how is passing time represented?
The learners should mention the speeding shooting stars behind the main character (1m 52s) or the cheese morsels being cut off (1m 57s).
- Discuss with your class the importance of relationships, and good health over possessions.
What is more important in life than gold/materialistic possession?
Why hasn't Paulette tried to take her pet, Ratou back home? (Mention the right of others to have a family) How do you think she may feel about her decision?
- Discuss with your class the importance of the closing credits of a movie.

Start by asking the learners if they would like it if their work was displayed and everyone thought it was wonderful but never paid attention to who did it. How would they feel? Do they think it would be fair?

What do the learners know about closing credits? What are they for?

Do they stay at the cinema once a movie is over and watch the credits? Why? Why not?

Closing credits or end credits are a list of the cast and crew of a particular film, television program, or video game. Where opening credits appear at the beginning of a work, closing credits appear close to, or at the very end of a work. A full set of credits can include the cast and crew, but also production sponsors, distribution companies, works of music licensed or written for the work, various legal disclaimers, such as copyright and more.

Closing credits are usually white text on black screen.

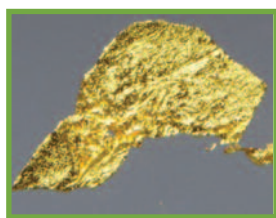
Nowadays, closing credits tend to be more entertaining to the audience, encouraging them to stay even when the film is finished. They can now include short epilogues showing what happens to some characters once the movie is over, sketches or funny outtakes. This aims at making sure that the cast and crew of the film get the recognition they deserve after all their hard work.

In *Filante* though, the closing credits also include an important piece of information about how gold has appeared on Earth.



‘3.8 billion years ago, several stars collided with the Earth’s crust. The gold on our planet comes from these star residues.’

Appendix 1 Gold Fact File



Gold Fact File

Gold is a precious metal that is soft, heavy, shiny and rare. It is a chemical element. Its chemical symbol is Au, as the Latin word for gold is aurum. It has been used for thousands of years by people across the world, for jewellery, decoration, and as money. It is used to repair teeth as it is durable. It is also used in electronic equipment like computers as it conducts electricity well.



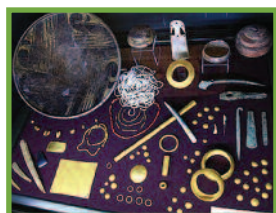
Chemical properties

Gold is very soft and a goldsmith can hammer it into thin sheets or formed into many shapes. When it is used in money or jewellery, it is often alloyed (mixed) with silver or another metal to make it harder. The amount in such jewellery is described in 24 parts called karats. A 12-karat gold alloy is 50% gold, and 24-karat gold is pure.



Money

Gold has been used around the world as money. In ancient times, it was made into coins. Today, most money is made of other materials. Governments and banks keep large amounts of gold in the form of bars. Gold reserves are safely kept in a safe and it is not usually used. It shows that the country has enough money to operate. It can also be used to pay debts to other countries.



History

Gold has been used to make beautiful objects since ancient times. As gold is very durable, many of these objects still exist and can be seen in museums. Between 4,600 and 4,200 BCE, long before Mesopotamia or the Egypt of the pyramids, goldsmithing first began on the shores of the Black Sea, in the land that is today Bulgaria. A few kilometres from Varna was a Copper Age necropolis (cemetery) containing the oldest gold objects ever discovered.



Culture

Great achievements are often rewarded with gold or gold-plated items, for example, gold medals, gold trophies and other decorations. Gold is associated with perfection or divine principles. Gold also refers to the wisdom of ageing and fruition. The fiftieth wedding anniversary is golden. A person's most valued or successful years are sometimes called 'golden years'. Wedding rings are usually made of gold. It is long-lasting and does not change over time. It symbolises eternal vows and perfection.

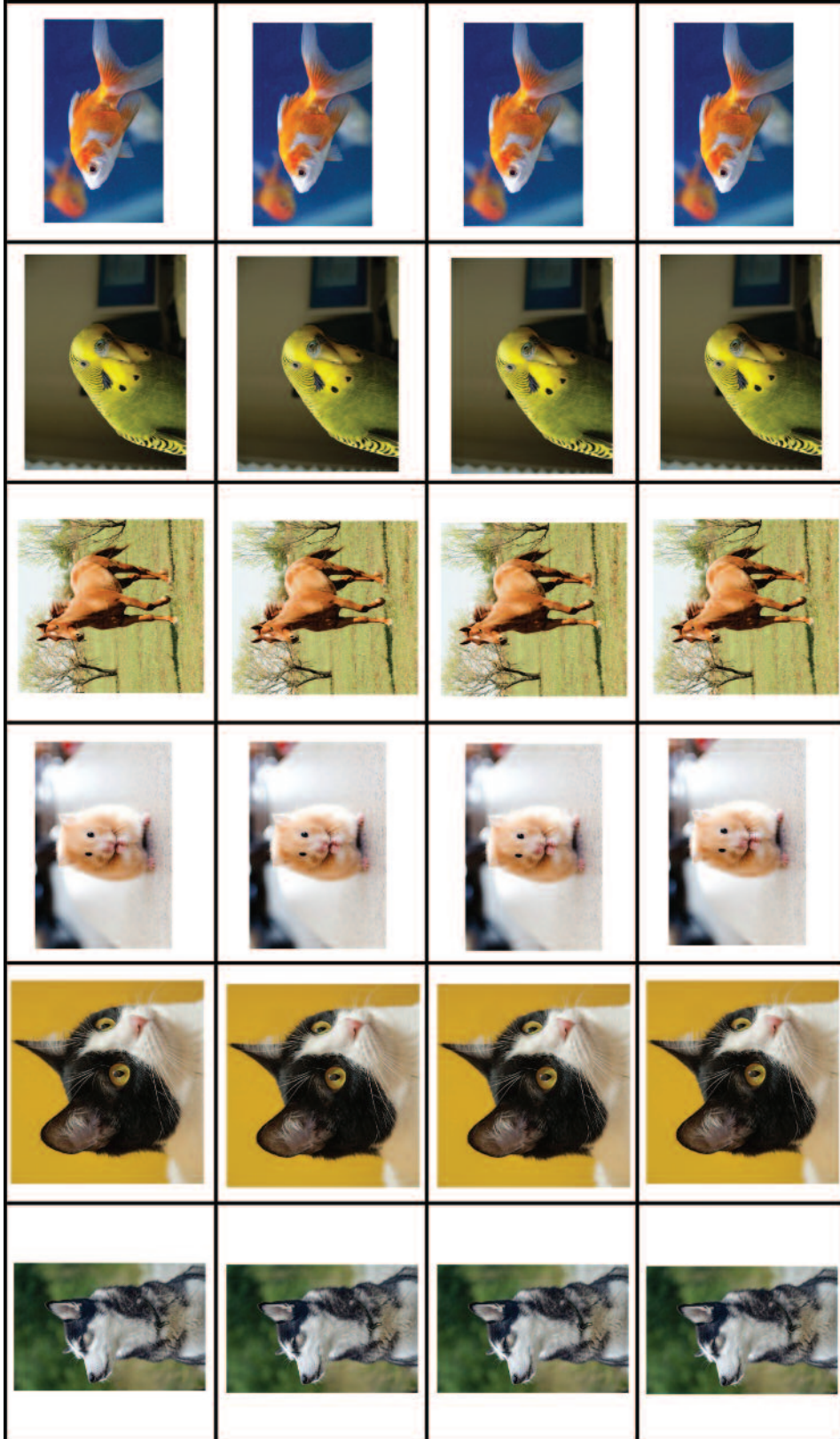


Mining

Most of the gold on our planet is deep inside the Earth's core because it is dense. Nearly all of the gold discovered comes from meteorites. Gold can be found in rocks throughout the world but in most cases, the amount of gold is so small that it is not visible. It is not an easy task to get it out of the rock. Gold is sometimes washed into streams or rivers, where it can be seen. It is believed that it is how the earliest people first discovered gold. China, Australia, Russia, the United States, Canada, Peru and South Africa are the main suppliers of gold.

Appendix 2

Filante mini flash cards





Appendix 3

Perdu poster

PERDU



Nom de l'animal: _____

Type d'animal: _____

Description: _____

Contactez: _____



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