

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts for Middle Ones – Ana Morphose**

Second Level | Created by Ian Cameron

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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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>:

Ana Morphose

Dir: João Rodrigues

Portugal 2023 / 9m 30s



Ana Morphose

Synopsis:

A little girl reads herself to sleep. As she dozes off, the physical world starts melting into an alternate reality where the contents of a book rule over the laws of physics.

Ana has to escape being swallowed by the overwhelming accumulation of printed knowledge and find her own space in a world where nothing is what it seems.

This is a stop-motion animation that bends reality and plays with the idea of being “lost in a book”. Imagination and exploration through text is key all the way through this film. The landscapes the girl finds herself exploring/escaping are crafted from pages of text, with colours and music used beautifully to convey meaning and emotion.

Advisory note:

There is some dark imagery and implied peril that is used to convey the idea of the young girl being lost in an imaginary world created by her reading a book. She has no clearly defined mouth which some sensitive pupils might find worrying.

Teacher's notes:

This pack is aimed at Literacy and English and Art. The following Experiences and Outcomes are covered by this pack:

Literacy and English: **LIT 2-04a, LIT 2-06a, LIT 2-07a**

Expressive Arts: **EXA 2-03a, EXA 2-06a, EXA 2-04a**

Before the film

Activity 1: Finding Meaning in the Title

Resources: Access to dictionaries/online content

Thomas Medicus anamorphic sculpture: <https://tinyurl.com/bdfxp8h8>

Jonty Hurwitz anamorphic sculptures: <https://tinyurl.com/ycyt6cv9>

Bernard Pras anamorphic portrait: <https://tinyurl.com/3sv6dt4e>

Pupils should be introduced to the title of the film *Ana Morphose* and the fact this is very similar to the word “anamorphic”. Pupils should use dictionaries/google to look up the word. Once they have the definition the links above can be used as examples of what this might look like.

Pupils should use the information they now have and the screenshot of the film (**Appendix 1**) to start to make predictions about the content of the film.

Activity 2: Discussion Points

The following questions can be used to cue in the pupils prior to watching the film:

- Who is the main character?
- What stands out about the character?
- What films/stories does the film remind you of?
- What type of film might this be?
- Why does the character not have a mouth?





After the film

Activity 3: Understanding the Film

Resources: Shoulder partners

The film is very abstract in its interpretation of its subject matter. This can be difficult for pupils to process. The following activity can be used to give pupils time to come to their own conclusions about the story of the film. Pupils should:

- Be given time to work with a shoulder partner to remember as much about the film as possible, thinking about the story and sequence that were shown in the story.
- Work as a class to decide on a sequence of events in the story. This could be recorded as a timeline on a white/blackboard.
- Work in pairs to decide the 4 key events that stood out in the story.
- Given time to consider what the meaning of the short film was. What type of book did the girl have? What happened to the girl? Why did this happen? Why has the director chosen the title? What might the film be trying to tell us?

This should be the pupils' interpretation and they should be reminded that there are no right or wrong answers as long as they can justify their ideas within the context of what they saw in the film. Art is subjective, and pupils should be encouraged to explore this.

Activity 4: Sounds

Resources: Tuned percussion, selection of junk items that could be used to make a variety of sounds

The sounds in the film are important to telling the story. Ask pupils to work in pairs to remember what sound they heard in the film, and what type of sound did they not hear.

Films often have three distinct types of sound, music, speech and foley (sound effects). Explain to pupils that, often in film, the only sound recorded at the time of filming is the speech, everything else is added after in post-production.

Ask pupils to think about the sounds they heard and how these helped tell the story. What was the feeling created by the sounds? What effect did not having speech have on the story? Which ones stood out? Which ones were more subtle? How did it make you feel when the music stopped?

Pupils can start to think about how they might use sound in film. Using a part of a short film that they have not seen before, pupils should then create a sound story/soundscape to go with the film. The film library at Screening Shorts <https://screeningshorts.org.uk/browse-films> may be of help. These are accessible for free by using a Glow account login. Pupils should watch the chosen film without the sound then create a list of sounds that would be appropriate for the film. Using the junk materials or tuned percussion, pupils should create a soundtrack. Each group should have a chance to play their interpretation across the visuals before the class watches the film back with the real soundtrack playing.

This idea could be developed further by trying to create different soundtracks for the same film, but to create a different feel e.g. comedy or horror.

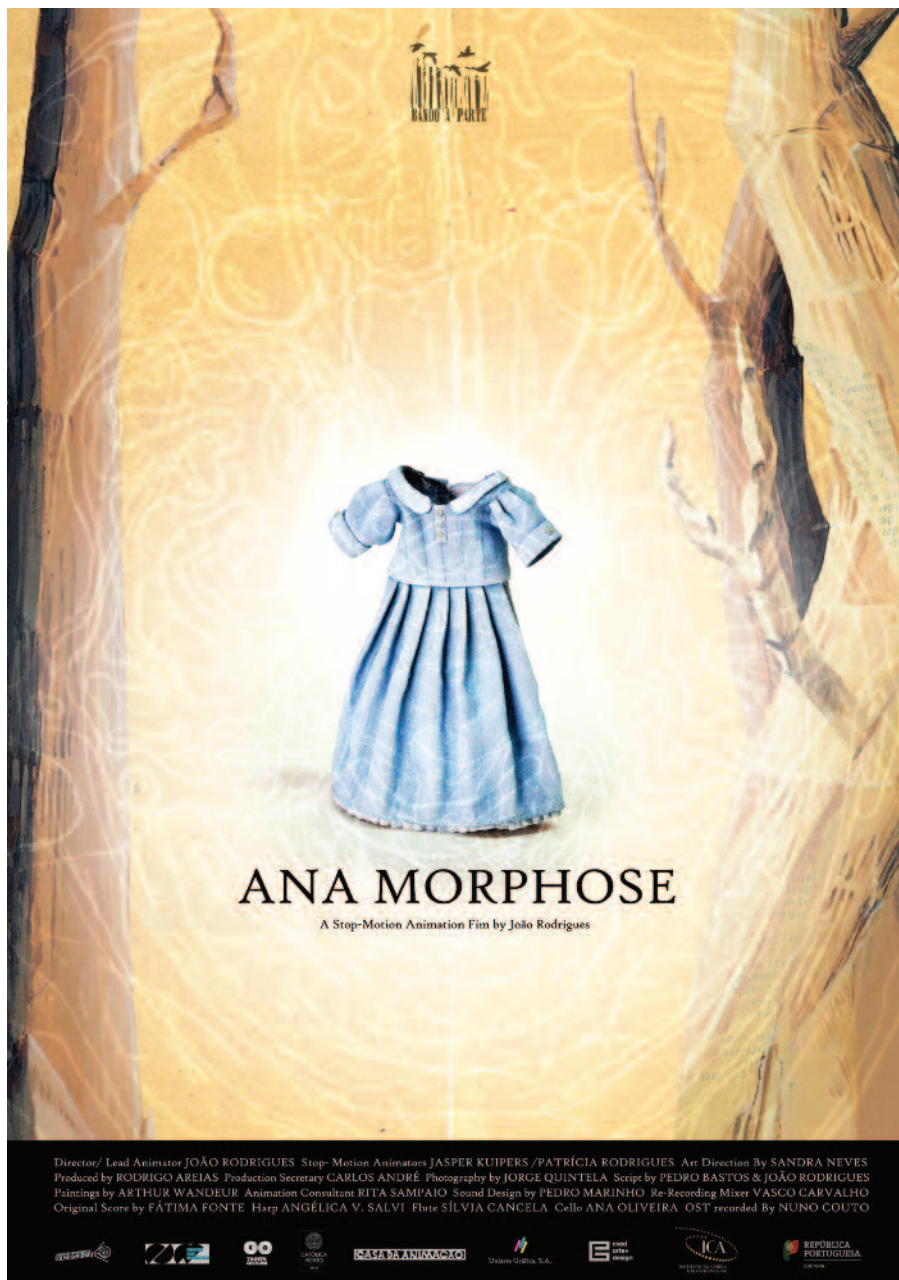
Activity 5: **Creating the Setting/Scene**

Resources: Access to dictionaries/online content

Using old books, pupils should create alternative scenes to the ones experienced by the girl. For example, somewhere other than where she found herself in the woods. This might include a beach, cave or something similar. The new scenes should feel like they are part of the film and convey a mood/tone that is appropriate for the film.

This could be done individually or a large scene as a team. Pupils should consider the colours that they will use to convey the feeling of the scene.

The scene could be created in 2D or 3D. If working in 3D, boxes could be used to create the set.



Appendix 1





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