

CLASS DEPARTMENT RECOMMENDATION: primary school, 4th grade

TEACHING UNIT: *Out for a Walk, Diversity to the Rescue, Shadows*

CLASS TYPE: Analysis and interpretation of short animated films

DURATION OF A TEACHING UNIT: 45 minutes

OUT FOR A WALK (School of Animated Film Čakovec, Čakovec, 2022.)

MOTIVATION

Conversation with the students

1. What does it mean to let *your brain go for a walk*?
2. What do you think about most when your brain *goes for a walk*?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Out for a Walk* produced by the School of Animated Film Čakovec.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the kinds of shots used, especially at the beginning of the film.
2. Pay attention to the sound in the film.
3. Pay attention to the beginning and end of the film, i.e. to how the beginning and end frame the story.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

What was the most interesting to you?

Did any scenes make you laugh?

ANALYSIS AND INTERPRETATION OF THE FILM

1. How does the film start?

The film starts with the logo of the School of Animated Film Čakovec and the name of the film.

2. What does the name of the film look like? What color is it? Which letter stands out?

The name of the film is colourful, and the letter O stands out because instead of it there is a drawing of a brain.

3. What is the name of the kind of shot the film starts with? What is shown in the first shot? Why?

An extreme wide shot of the school, shown in order to determine that is the place of action.

4. What do the following shots show?

Next we see a shot of the classroom and then a full shot of a student sitting at the school desk.

5. After the full shot of the student, what kind of shot is she in next?

Next we see her in a close-up, and then we see her head open.

6. What do we see in the following shot?

We see a full shot of the brain waking up.

7. How are those two shots connected, considering the name of the film?

These shots show how the student's brain goes *for a walk*, i.e. how she gets lost in thought and doesn't follow in class.

8. Who is the main character of the film?

The student's brain.

9. What does her brain experience and who does it meet?

It meets various animals such as chickens, cows, pigs, monkeys, elephants, storks, but also people and clouds. It plays with the chickens' brains, experiences different accidents, some animals help it and so on.

10. Which shots reveal that the brain is returning to its owner, i.e. that it is no longer out on a walk?

An extreme wide shot of the school and a shot of the chimney through which the brain returns, which is connected to the stork that returns it, a shot of the school bell and a close-up of the student whose head closes.

11. Which elements does sound consist of in films?

Music, voices and noises.

12. What is the music like in this film?

The music is non-diegetic.

13. Are there any voices or noises in the film?

There are no voices, but there are noises such as the sound of yawning, rain and the school bell.

14. What type of animated film is this?

A hand-drawn animated film.

***DIVERSITY TO THE RESCUE* (Photo Cinema Video Club Zaprešić, Zaprešić, 2022.)**

MOTIVATION

Conversation with the students

1. What does it mean to be different or unlike other people?
2. Have you ever imagined what the life of an earthworm looks like?
3. What dangers can an earthworm encounter in its life?
4. What do you know about hedgehogs? Have you ever seen a hedgehog? What makes a hedgehog special? What does it eat?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Diversity to the Rescue* produced by Photo Cinema Video Club Zaprešić.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the beginning of the film.
2. Pay attention to the material from which the characters are made.
3. Pay attention to the sound.
4. Pay attention to the ending credits.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

Do you think it's difficult to make a film like this one? Why?

ANALYSIS AND INTERPRETATION OF THE FILM

1. How does the film start? What do we see and hear?

The film starts with shots of nature that actually show what the narrator is saying.

2. What do we call a voice in the film that was added later, i.e. a voice that cannot diegetically be connected to a scene we are watching?

Voice-over.

3. What kind of animation was used to make the first shots of the film that direct the viewer to the place of action?

Hand-drawn animation.

4. What makes Wormy different from other baby worms?

He can't pronounce the *r* sound and he can't crawl. Wormy knows how to roll fast.

5. What are earthworm characters made of?

They are made of plasticine.

6. What kind of animation was used in the rest of the film, if the earthworms are made of plasticine?

Object animation.

7. Are all the elements of sound present?

Yes, there are voices (the narrator and the characters), noises (e.g. birds chirping) and non-diegetic music.

8. Who poses a threat for the earthworms?

A hedgehog that eats them on the way home.

9. Why is Wormy a special baby worm?

Because he can roll the fastest and he teaches other baby worms how to roll quickly to save themselves from the hedgehog.

10. How does sound emphasize that Wormy can roll the fastest?

It is emphasized by the sound of a fast car.

11. How does the film end?

The film ends with the message that diversity is good.

12. What's the last shot of the film?

In the last shot, the hedgehog retreats to its burrow.

13. What is special in the ending credits?

There is an animated character of Wormy in the ending credits.

SHADOWS (Photo Cinema Video Club Zaprešić, Zaprešić, 2022.)

MOTIVATION

Conversation with the students

1. Are you afraid of shadows?
2. Have you ever seen a shadow that scared you?
3. How are shadows created?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Shadows* produced by Photo Cinema Video Club Zaprešić.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the kinds of shots used and the role they have.
2. Pay attention to the angles used.
3. Pay attention to the sound.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

Did you expect this sort of ending?

How can the name of the film be connected to the film's topic?

ANALYSIS AND INTERPRETATION OF THE FILM

1. How does the film start?

The film starts with a shot in which a male character in a full shot is running through city streets.

2. What follows after that shot?

A full shot of a girl sitting at a bus stop and looking at her cell phone. The name of the film also appears in that shot.

3. What does the name of the film look like?

The letters in the name also have shadows.

4. What else did you notice at the bus stop?

A poster of Severina (a Croatian singer), which gives the film a spatial context for the plot (Croatia).

5. What do we call the angle in which the camera shoots from above?

A high angle.

6. Did you notice any high angles in this film?

Yes, the high angle is present in the shot in which the male character is running; it is an extreme high angle, i.e. a Bird's Eye View Shot.

7. Why was the high angle used for that shot?

Because it wants to hint at the inevitability of the fateful meeting of the characters.

8. Is the male character shown in any other kinds of shots?

Yes, he appears in close-up to emphasize his emotions.

9. In which shot is the close-up particularly important?

In the shot after the male character falls, because this kind of shot wants to show his emotion, which is falling in love.

10. Which shot precedes the bus arriving?

A close-up of the girl, which also shows her emotions. It's clear that she likes the boy as well, which is suggested by her smile.

11. At what point does the shadow appear? What's unusual about that shadow?

After the girl gets on the bus and the boy waves at her, his shadow appears, but interestingly, it's the shadow of a female person.

12. How does the boy react?

He looks scared, looking for shade to escape from his shadow, and before he goes out into the sun again, we see his face in a close-up, showing confusion and fear.

13. After the shadows on the wall merge, what is the following shot? What do we see and hear?

After the shadows on the wall merge, we see a close-up of the girl who laughs again, and we can hear romantic music.

14. How does the film end?

A wide shot of the street, the boy and the girl are walking hand in hand, which indicates that they've become a couple.

15. Which elements of sound are present in the film?

There are no voices, but we hear non-diegetic music and the noises of cars and buses.

16. What type of animation was used to make the film?

Computer animation.

EVALUATION

- monitoring student activities while watching a film
- checking the understanding of the film by asking directed questions
- teaching sheet (quiz)

THE TEACHING SHEET (QUIZ) is available on the Film EDUcation website.