

Educational material

# A Perfect Little Apple Pie / In My Nostrils



**CLASS DEPARTMENT RECOMMENDATION:** 4th grade

**TEACHING AREA:** Culture and media

**TEACHING UNIT:** *A Perfect Little Apple Pie, In My Nostrils*

**CLASS TYPE:** Analysis of short freestyle films

**DURATION OF A TEACHING UNIT:** 45 minutes

## A PERFECT LITTLE APPLE PIE

School of Building and Crafts Čakovec, Čakovec, 2024

### MOTIVATION

Conversation with the students

1. Which social media do you use most often?
2. How often do you watch *stories* on social media?
3. What kind of *stories* do you like the most?
4. How much can influencers change the world?
5. What do you think about this profession or hobby?

### THE ANNOUNCEMENT OF THE FILM

You will watch a short film *A Perfect Little Apple Pie* produced by the School of Building and Crafts Čakovec.

### INSTRUCTIONS FOR WATCHING

1. On your first watch, pay attention to the visuals, and on the second, concentrate more on the sound in order to be as ready as possible for the analysis and interpretation of the film.

### WATCHING THE FILM

### EXPRESSION OF STUDENT IMPRESSIONS

What do you think of this film? Be sure to provide arguments for your impressions.

## ANALYSIS AND INTERPRETATION OF THE FILM

**1. Which animation technique does the author use?**

Stop-motion animation.

**2. How would you define stop-motion animation?**

It's an animation technique in which each shift in the movement of an object (usually moved by an animator) is photographed to create the illusion of complete movement.

**3. What can we hear at the beginning of the film?**

Non-diegetic music, followed by narration through voice-over.

**4. What is non-diegetic music and what is a voice-over?**

Non-diegetic music doesn't have a source in the scene we are watching, and a voice-over is a non-diegetic voice that the viewer feels is placed over the scene.

**5. What is the narrator's voice like? What impression is achieved with such a voice?**

A high-pitched voice that emphasizes the irony in the depiction of the ideal virtual world of Instagram and the reality which we live in.

**6. Which angle predominates during the preparation of the pie dough at the beginning of the film?**

The extreme high angle.

**7. What does the name of the film indicate?**

Instagram, social media, and the words "little pie" indicate irony.

**8. What does this film parody, and what does it criticize?**

By choosing the title and the content (baking a pie), it parodies *stories* on Instagram, as well as their authors with the caricature narrator's voice and the content of the narration in which she distorts theses (banalizes what is not banal).

The film criticizes certain negative sides of today's world in the subtext of a banal *story* on Instagram.

## IN MY NOSTRILS

Latvian Academy of Culture, Latvia, 2024

### MOTIVATION

Conversation with the students

1. What do you think the topic of a film called *In My Nostrils* could be?
2. What could we - figuratively speaking - have "in our nostrils"?
3. Have you heard of the phrase "sensory impression"?
4. What does it mean or what could it mean?
5. What connection might sensory impressions have with the world of imagination?

### THE ANNOUNCEMENT OF THE FILM

You will watch a short film *In My Nostrils* produced by the Latvian Academy of Culture.

### INSTRUCTIONS FOR WATCHING

1. Pay attention to the narrative lines and the moment they finally come together in the film.
2. Pay attention to the sound in the film.
3. Try to spot a subjective shot.

### WATCHING THE FILM

### EXPRESSION OF STUDENT IMPRESSIONS

What do you think of this film? Be sure to provide arguments for your impressions.

### ANALYSIS AND INTERPRETATION OF THE FILM

1. **How does the film start?**

With a shot of a man with a mask followed by a cut and a close-up of a boy.

2. **What is the music in the film like?**

Non-diegetic music that enhances the atmosphere of the film.

**3. How many narrative lines are combined in this film?**

Two: one following the boy and one following the people with masks.

**4. What do we call the editing process of following multiple narrative lines/separate events?**

Parallel editing.

**5. Where were these narrative lines filmed?**

The narrative line following the boy was filmed in the interior (the home), and the narrative line following the people with masks was filmed in the exterior (the forest).

**6. What is a subjective shot?**

A shot that shows what a character sees. *A shot that shows what a supposed character in a scene is looking at.* (Film Lexicon, online edition)

**7. Are there any subjective shots in this film? How are they emphasized?**

The subjective shots are those of looking through a magnifying glass, and they are emphasized by first seeing an extreme close-up of the boy's eye through the magnifying glass, followed by shots of what he sees through the magnifying glass.

**8. At what point do the narrative lines come together?**

After the family dinner, the boy goes into the woods where he dances with the man with a mask.

**9. How can we conclude that these last scenes are a part of the boy's imagination?**

By the very intense lighting, but also by the colors in the scene.

**10. What are the elements of sound in films?**

Voices, music and noises.

**11. Which of these elements is the only one present in this film?**

Music.

**12. Which element of sound appears at the very end of the film, during the end credits?**

Noises of shouting and breathing.

**13. How is the contrast between the interior and the exterior achieved?**

With colours.

## EVALUATION

- monitoring student activities while watching a film

- checking the understanding of the film by asking questions
- teaching sheet (quiz)

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