

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Shorts for Wee Ones 2021**

Early Level and Level 1

Curricular Themes:

*Expressive Arts, Literacy, Science, Technology, Health and Wellbeing*

Created by Lynsey Dick

**Discovery Film Festival: Sat 23 October – Sun 7 November 2021**

# DCA

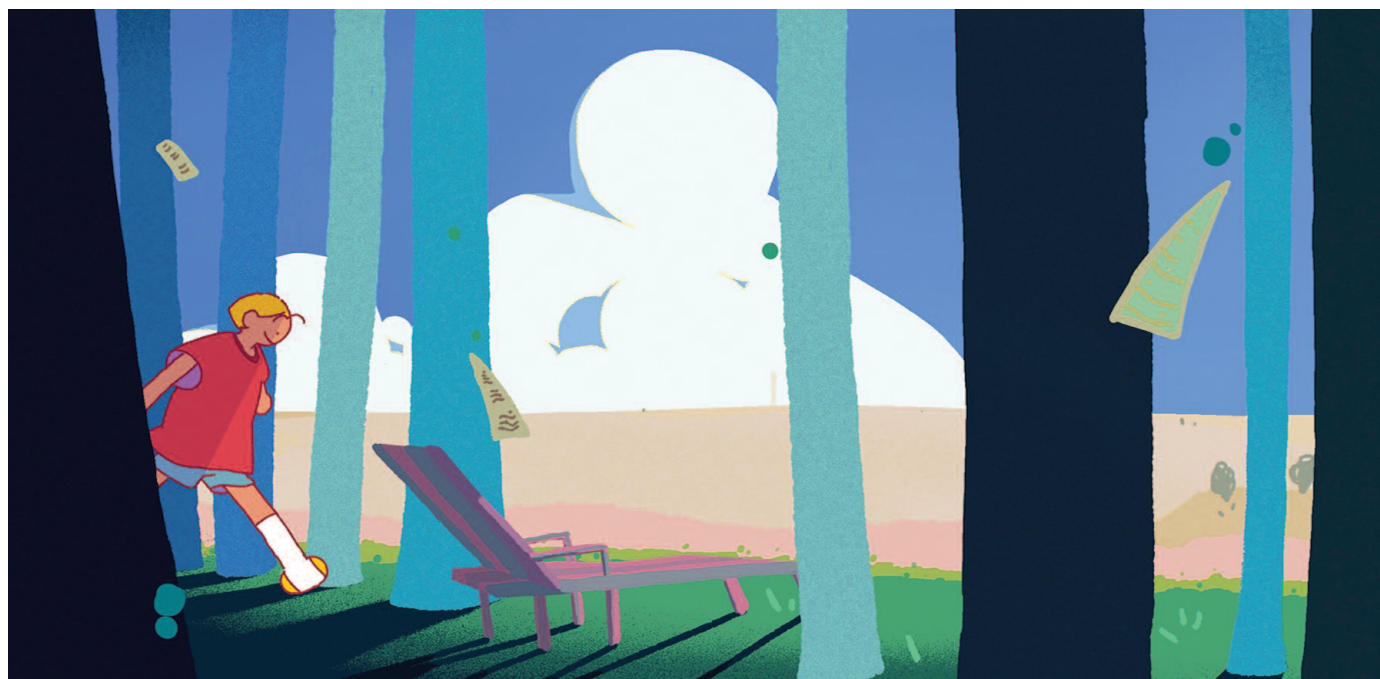
Dundee Contemporary Arts



ALBA | CHRUTHACHAIL

**discoveryfilmfestival.org.uk**

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With support from DCA Cinema and Learning teams



## Mido And The Instruments (*Mido et les instrumeaux*)

2020, dir: Roman Guillanton, France, (5'50'')

### Synopsis

Mido lives alone in his forest and loves to sing. One day, a musical band of animals stops at his home. That day, Mido discovers the opportunity to become a part of the musical world, as well as the undeniable fact that his singing is really, really awful. How in the world is he going to make his dream of joining this band come true?

The full film can be viewed here:

[Mido et les instrumeaux | Animation short film 2020 | ASA - YouTube](#)

### Before visiting the cinema

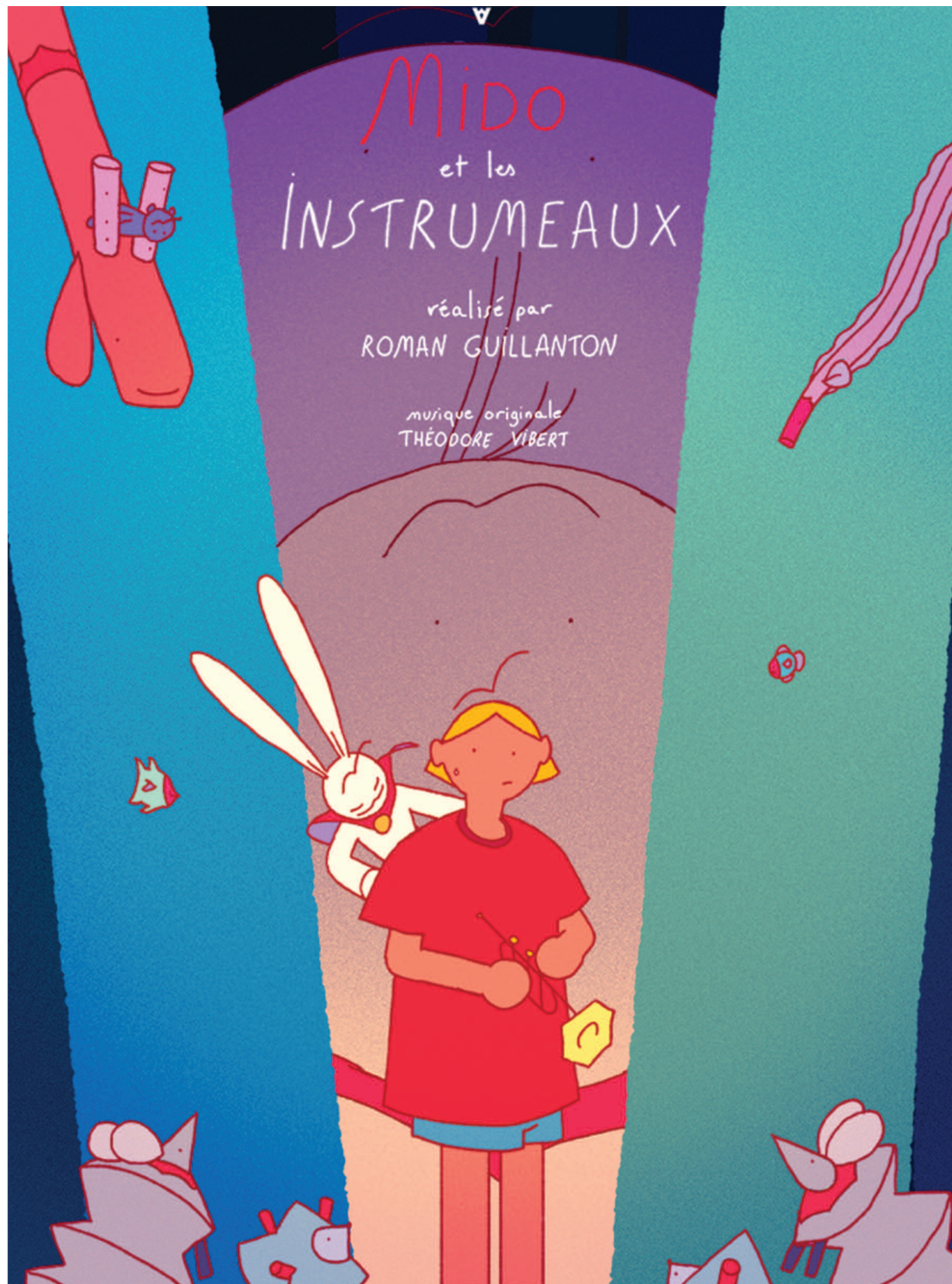
#### Activity 1 – Listening and Talking

Share the title, synopsis, and poster with the class. Ask them to predict what they think will happen. Ask them to share their ideas. Record the answers on post-it notes or an interactive whiteboard document.

#### Questions for discussion

- Who is the main character?
- Why do you think Mido lives alone?
- Will there be other characters?
- How will he get to be part of the band?









## After visiting the cinema

### Activity 2 – Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film? Did they like or dislike the film? Can they explain their reasons?

#### Questions for discussion

- How did Mido feel living on his own?
- Why does Mido love to sing?
- Where do you think the animals have come from?
- How does Mido feel being part of the band?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*



### Activity 3 – Expressive Art – Music

Music helps to tell the story in this animation. Have the children listen to and watch it again. What different instruments can they identify? To help teach them about different instruments use the following links.

#### String Family

The string family is made up of instruments that use strings to make their sound. They can be played using your fingers to pluck the strings or a bow that is pulled across the strings.

[House of Sound – string instruments – YouTube](#)

#### Brass Family

Brass instruments are made from metal. To play this instrument you must make a buzz sound into the mouthpiece.

[House of Sound – brass instruments – YouTube](#)

#### Woodwind Family

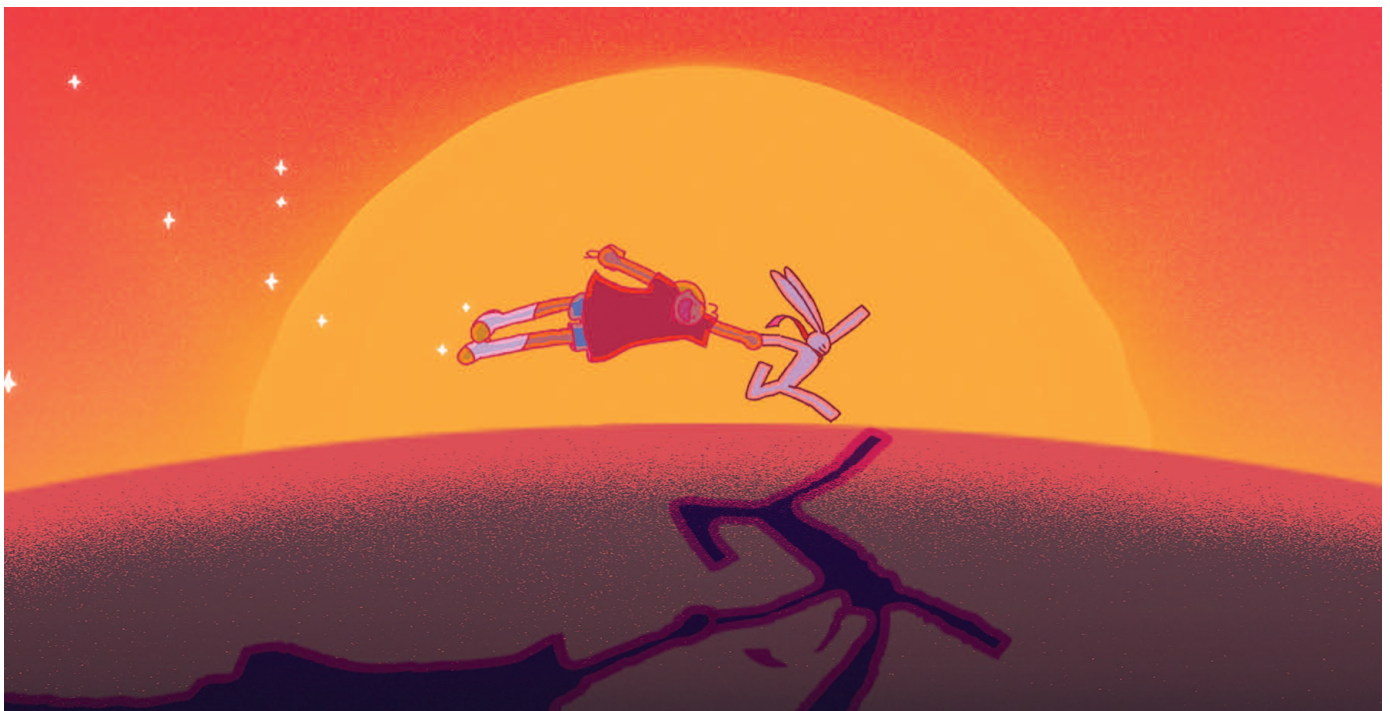
Woodwind instruments are played by blowing air through them. Most are made from wood, but some are made from metal.

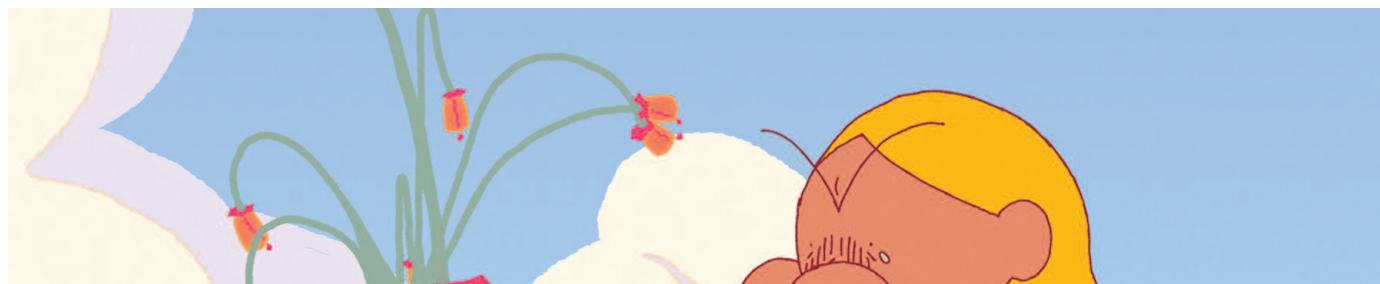
[House of Sound – woodwind instruments – YouTube](#)

#### Percussion Family

Percussion instruments are played by hitting, shaking or scraping them. There are hundreds of percussion instruments.

[House of Sound – drums and percussion – YouTube](#)





## Activity 6 – Expressive Arts – Music

One of the lovely things about this animation is that there is no dialogue. The sound purely comes from around Mido and the animals that appear with the instruments.

A great way to experiment is with sounds that can be found in nature. Have the children collect things that they can use to make instruments. This could be leaves, twigs, stones, seeds, shells etc. Experiment with the different sounds that they make.

You can also try making different instruments using different materials. Use the following links to help you create a band in your class just like Mido's

The RSNO have created fantastic videos on how to create instruments.

**#RSNOchallenge 1 – Create a Samba Band – YouTube**

**#RSNOchallenge 2 – Tuneful Glasses – YouTube**

**#RSNOchallenge 4 – Musical Bottles – YouTube**

**#RSNOchallenge 7 – Create a String Instrument – YouTube**

**#RSNOchallenge 9 – Recycled Percussion – YouTube**

**The following outcomes cover Activities 4, 5 and 6:**

*I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a*

*I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a*

*Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a / EXA 1-18a*

*I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a*

*I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a*

*I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a*

*I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a*

*I can experiment with and identify uses of a range of computing technology in the world around me. TCH 0-14b*