



FILM-ED SPANISH LANGUAGE: GRADES 3-5

PRE-VISIT VIEWING GUIDE

Make the most of your visit

In advance of your Field Trip to the New York International Children's Film Festival, please utilize this pre-visit guide which aims to prepare your class for the screening.

The screening will consist of an hour long program of nine short films from seven different countries. The films vary in length, story theme and style. In the post-screening discussion, facilitated on site, the group will dig deeper into the films to find connections and contrasts between the films.

With a focus on media literacy, the buzzwords and discussion questions in this guide will encourage your students to think critically about film and form their own opinions or interpretations.

Please remind your students that films, just like the stories found in books, have similar narrative components, such as: a THEME, SETTINGS, CHARACTERS, and so on. Many of these concepts will be familiar to your students, however, this program aims to have students apply these concepts to film.

After your visit, our Post-Visit Discussion Guide will facilitate follow-up conversations with students in the classroom. See the Post-Visit Guide for alignment with NY State Learning Standards.



buzz words

Literacy Terms

ANTAGONIST - The villain in a story or film. This character opposes the PROTAGONIST.

CONFLICT - The problem the characters encounter in a story.

GENRE - A specific type of music, film, or writing. There are many different types of GENRES, including DOCUMENTARIES, DRAMAS, COMEDIES, etc.

NARRATOR - This character tells the story of events and experiences in a story or film in their own words.

PLOT - The entire storyline, including both the CONFLICT and the RESOLUTION.

PROTAGONIST - The main character in a story or film.

RESOLUTION - The solution to the CONFLICT.

THEME

The main idea of the story, which sometimes teaches a lesson.

Film Terms

ANIMATION - A movie made from a series of drawings, computer graphics, or photos of objects that seem to be in motion because of small changes in each frame.

DIALOGUE - The words the CHARACTERS say or the sounds they make.

DOCUMENTARY - A nonfiction film which captures real life or investigates an interesting real-life story. Documentaries can "document" history and/or teach something to the audience.

LIVE-ACTION - This type of film uses real people, animals, or settings. A live-action film can be non-fiction or fiction. If a live-action film tells a fictional story, this is called REALISTIC FICTION.

STOP MOTION ANIMATION - ANIMATION made from still images of physical objects such as paper cut-outs or posable puppets.

SOUNDTRACK - The songs or music heard in a film.

STORYBOARD - A series of drawings, similar to a comic strip, which act as a plan for what the film will look like.

SUBTITLES - Words shown at the bottom of a screen that translate the DIALOGUE when it is in a foreign language.



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PRE-VISIT DISCUSSION QUESTIONS

1

The short films we will watch use different colors and materials to tell you about the CHARACTERS and SETTINGS.

- What kind of colors would you use to tell a happy part of the story?
- A scary part of the story?
- A part of the story that has lots of action and adventure?

2

The movies we will watch may be categorized into different categories or GENRES, such as DOCUMENTARY, DRAMA, COMEDY, etc. As you watch, think about each short film's GENRE.

- What GENRE of book do you like best? What about for films? Why?
- If you were to make a "short film," which GENRE would you choose? Why?

3

Think of your favorite book, television show or movie, and the CHARACTERS who are in it. Who is the PROTAGONIST? Who is the ANTAGONIST? How can you tell if a CHARACTER is a PROTAGONIST or ANTAGONIST?

- What does the PROTAGONIST / ANTAGONIST look like?
- How does the PROTAGONIST / ANTAGONIST act in the story?
- What are some common characteristics of a PROTAGONIST / ANTAGONIST ?
- What do other CHARACTERS in the story think of him/her? (e.g., Do they think the CHARACTER is funny, scary, helpful, serious?)
- Would you consider the PROTAGONIST a hero?

4

Some of the films we will watch only use music and sounds to tell a story and make you feel a certain way about the characters and action.

- How would a silly song in a film make you feel?
- How would a slow and quiet song in a film make you feel?
- How would a fast and loud song in a film make you feel?



FILM-ED SPANISH LANGUAGE: GRADES 3-5 POST-VISIT GUIDE



Creativity Does Not Recognize Walls
Fernando Campos
Mexico



Piñata Love
Joel Ramirez
USA



A Hole
Maribel Suarez
Mexico



Sleepover
Susana Casares
Spain



Bzzz
Anna Cetti &
Guicho Nuñez
Mexico



The Piñata King
Charlie Kwai, Chris
Lee & Paul Storrie
Mexico / UK



Rain in the Eyes
Rita Basulto
Mexico



Mateo and the Cinema
Luis Felipe
Hernández Alanís
Mexico



Lucy vs. the Limits of Voice
Mónica Herrera
Mexico



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POST-VISIT GUIDE

1

The program included films that may be categorized into different GENRES – some were funny, some were emotional, some were even a little scary.

- Which film was your favorite? What did you like about it?
- Which film was your least favorite? Why?
- What type of GENRE was your favorite? Why?

2

Often times, characters in a story or film will deal with some sort of CONFLICT. Over the course of the story or film, they try to solve the problem, and find a RESOLUTION.

- What was the CONFLICT in **Rain in the Eyes**? What was the RESOLUTION?
- What was the CONFLICT in **Piñata Love**? What was the RESOLUTION?
- Which type of film do you like better – one with a CONFLICT or without a CONFLICT? Why?

3

Sometimes, things may not appear as they seem. In **Sleepover**, we discover something new that may change our opinions about the story or characters.

- Do your feelings about the PROTAGONIST change over the course of the film? How?
- What thoughts and emotions did the PROTAGONIST deal with in **Sleepover**?
- Were there similarities between the PROTAGONIST and the ANTAGONIST?
- Did the PROTAGONIST or ANTAGONIST change over the course of the film? Did their relationship change?

4

We saw some films that used music and sounds to help tell the story. Some films had DIALOGUE (words the CHARACTERS say) while others did not.

- Does music help tell a better story?
- How was music/sound used in **Lucy vs. the Limits of Voice**?
- How was music/sound used in **Creativity Does Not Recognize Walls**?
- Do you prefer a film with or without DIALOGUE? Why?



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POST-VISIT ACTIVITIES

1

Imagine you are going to make a short film with no DIALOGUE.

- Write one sentence to describe what your short film is about.
- How would you tell a story using colors, sounds, music and actions?
- What would your opening SCENE look like?
- What would your closing SCENE look like?
- Draw a picture from either your opening or closing SCENE and write a short description.

2

Imagine you are going to make a DOCUMENTARY about your life. This DOCUMENTARY will convey one 'big idea' about who you are.

- What SCENES from your daily life (e.g. getting ready for school, doing homework, hanging out with friends, playing with your pet, etc.) would you need to capture in order to convey this 'big idea'?
- Create a STORYBOARD that outlines 3 to 5 SCENES in your DOCUMENTARY.
- Don't forget to give your documentary a title!

3

Think about which short film was your favorite. Now imagine that you are a character in that film. Write an autobiography from that character's POINT OF VIEW. As you write, think about the following questions:

- What challenges did that character face in the story? What actions did that character take (e.g., helped her grandfather, made a piñata, took care of a hole, etc.)?
- What kinds of feelings do you think that character experienced in the story?
- Describe the settings and other characters from your characters perspective.

NY State Learning Standards Covered in this Guide

3rd Grade

MA:Cr1.1.3 MA:Pr7.2.3
MA:Cr2.1.3 MA:Re9.1.3
MA:Pr4.1.3 MA:Cn10.1.3
MA:Re7.1.3 MA:Cn11.1.3

4th Grade

MA:Cr1.1.4 MA:Re9.1.4
MA:Cr2.1.4 MA:Cn10.1.4
MA:Re7.1.4 MA:Cn11.1.4
MA:Pr7.2.4

5th Grade

MA:Cr1.1.5
MA:Cr2.1.5
MA:Re7.1.5
MA:Pr7.2.5
MA:Cn10.1.5