



# FILM-ED SPANISH LANGUAGE 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 six short films from four 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.

**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.



# FILM-ED SPANISH LANGUAGE 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?
- What does the PROTAGONIST / ANTAGONIST sound like?
- How does the PROTAGONIST / ANTAGONIST act in the story?
- What do other CHARACTERS in the story think of him/her? (e.g., Do they think the CHARACTER is funny, scary, helpful, serious?)
- What are some common characteristics of a PROTAGONIST / ANTAGONIST ?

4

Some of the films we will watch come from other countries. These films will include SUBTITLES in English at the bottom of the screen to translate what the CHARACTERS are saying (their DIALOGUE). Other 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?



**Spelliasmous**  
Ben Garfield  
*Cuba, Documentary*

The universal language of wizards bridges cultures in this imaginative documentary.



**FISH PEZ**  
Javier Quintas  
*Spain, Live Action*

The choices we make at mealtime sometimes have a very big impact for a seemingly picky eater with a lot more on his mind.



**Stardust**  
**Polvo de estrellas**  
Aldo Sotelo Lázaro  
*Mexico, Live Action*

One young man realizes that no matter how humble his surroundings, he can still find a path to reach for the stars.



**Horse's Stone**  
**Piedra de Caballo**  
Cynthia Fernández Trejo  
*Mexico, Live Action*

Can a fabled stone offer another path for Matilde's life on her Mexican rancho?



**Gina**  
David Diomedes Heras  
*Mexico, Animation*

Dancing *son jarocho* has been Gina's dream since she was born, but stuck wearing a chicken suit she can't take off, she'll have to shake more than just her tail feathers to reach the top.



**Jesszilla**  
Emily Sheskin  
*USA, Documentary*

A pugilist-in-training, Jess has big boxing aspirations, while her father worries and supports her in one-two alternations of his own.



# FILM-ED SPANISH LANGUAGE 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

In some films, like **Gina** and **Horse's Stone**, there is a clear PROTAGONIST, whose actions or voice NARRATES the story from his or her POINT OF VIEW.

- What thoughts and emotions did the PROTAGONIST deal with in **Gina**? In **Horse's Stone**?
- Who was the ANTAGONIST in **Gina**? In **Horse's Stone**?
- Were there similarities between the PROTAGONIST and the ANTAGONIST? Differences?

3

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

4

Films including **Spelliasmous** and **Jesszilla** are considered DOCUMENTARIES, but they are also LIVE-ACTION. How can the AUDIENCE tell if a LIVE- ACTION movie is also a DOCUMENTARY?

- Is a LIVE-ACTION film always a DOCUMENTARY?
- Is a DOCUMENTARY always LIVE-ACTION?
- Why isn't **Gina** considered a DOCUMENTARY?
- What makes films like **FISH** and **Horse's Stone** FICTION?



# FILM-ED SPANISH LANGUAGE POST-VISIT ACTIVITIES

1

Imagine you are going to make a short film and the **SETTING** is your favorite place.

- Write a couple sentences describing where your short film takes place.
- What kind of colors, sounds, music and actions can be found in your **SETTING**?
- What kind of **CHARACTERS** might be in your story?
- 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., trained to box daily, saved food for later, befriended a horse, 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