

Discovering a film with children is a unique experience; fun, it allows you to work on all the targeted skills of school programs in class and to develop multiple abilities. The ability to understand and make oneself understood, to create mental images, to observe, classify, invent, communicate with others or even to expressing yourself through movement, being sensitive to rhythm and sound worlds. Films also invite children to recognize their emotions and understand those of others. Certain questions are common to each film; sometimes become obvious to adults, they are not necessarily natural and each viewing with children will be the opportunity to ask questions that will become reflexes to exercise critical thinking and develop tastes.

French (and or foreign languages)

			Understand and make people understand
1	2	3	Identify the author and production team Scenario, direction, animation, music...
1	2	3	Brainstorming What the students retained, what they understood or did not understand, what they felt...
1	2	3	Tell the story orally or in writing In a few sentences then in one sentence as short as possible.
1	2	3	Identify, name (Vocabulary) and describe the elements of the film Objects, places, shapes, colors, sounds... Describe the characters (portrait) and their role in the film.
1	2	3	Being able to remember the film A few days after viewing. (music extension: remember the scenes using musical extracts).
1	2	3	Identify relationships and positions between objects Adverbs of place, over there, underneath, inside... Oral and/or written (extensions of the visual arts).
1	2	3	Identify, name and describe the actions of the characters Make a list of verbs that describe actions.
1	2	3	Differentiate between fiction and reality Is it fiction, a story, a context inspired by reality? Is this a dream? Is this plausible?
1	2	3	Identify the key elements of the film The characters, the objects necessary to understand the film.
1	2	3	Identify the scenes, the key moments of the film How many scenes? why is this a key moment?
1	2	3	Identify indicators, temporal and spatial benchmarks. When ? How long ? Or ? The position of the characters in space.
1	2	3	Change point of view Tell the story from the point of view of several characters.
1	2	3	Comparing the movie and the real world An object in reality (the 5 senses) and in a film (living world extension).
1	2	3	Describe a character from the film Physically and psychologically.
1	2	3	Describe the mood of the film What is an ambiance, an atmosphere?
1	2	3	Classify films (visual universes, stories, etc.) Following the viewing of several films.
1	2	3	Identify the time and place of the story historical, timeless, imaginary?
1	2	3	Identify the messages of the film Debates and small philosophical workshops.
1	2	3	Understanding the intention of the film's author Dominant intention of the author and his main arguments.
1	2	3	Compare multiple movies Genres, visual and sound universes, narrative forms, figures of speech, characters, rhythm of the film...
1	2	3	Debates about what children watch outside of school Favorite films? Series, feature films, documentary films, TV programs...
			Create individually or collectively
1	2	3	Imagine a new title Compare the titles offered and explain the choice (plastic arts extension: film poster).
1	2	3	Imagine the dialogues of the film Then read while watching the film.
1	2	3	Make a book with the images from the film (the child narrators) Explain the choice of narrator: tell in the first or third person, in the present or the past...
1	2	3	Create a movie storyboard from footage from the movie Add a caption. Specify camera movements for ages 9 to 12 (visual arts extension).
1	2	3	Create a new character A character who would find his place in history: Human, animal, object or abstraction... (personification).
1	2	3	Imagine a beginning and an end A beginning before the film, a new ending or the continuation of the film. Two different endings...
1	2	3	Change a moment or an element of the film and imagine the new story a key element of the film or a secondary element. What if an inanimate thing in the film came to life?
1	2	3	Recreate the movie timeline From disordered sentences (plastic arts extension with images from the film).
			Express your opinions and emotions
1	2	3	Express a personal opinion about the film Points of view, affinities. Defend your opinion. Why do I love a little, a lot, passionately...?
1	2	3	Compare with personal experiences Does the film remind you of a personal experience?
1	2	3	Recognize your emotions and understand those of others Identify and express your emotions. Classroom dialogue. See the glossary of emotions.

Plastic arts

Cycle 1	1	Identify yourself and be sensitive to the arts
2	2	Analyze the visual worlds of the film History of art, artistic movements... Discovery of various artistic expressions and comparison.
3	3	Compare with other forms of representation An apple in the history of art for example (artistic expression as a vision of the world).
4	4	Identify references Compare with cinematographic, literary, pictorial works...
Cycle 2	5	Experiment and create
6	6	Make a plan of the decor, represent the space The main elements, the characters' journeys...
7	7	Represent a character or object In drawing and in volume (modeling clay) then compare.
8	8	Experiment with framing With a camera. Close-up, off-camera... See the file: the cinema lexicon.
9	9	Make a film or animation in class Camera (stop motion), video camera or tablet. Make a thaumatrope or flipbook.
10	10	Create a story (before watching the film) Imagine a story based on 2 or 3 images from the film then draw the missing images.
11	11	Create a movie poster Choice of elements, layout (French extension or foreign languages, imagine the title).
Cycle 3	12	Appropriate cinematographic techniques
13	13	Identify staging techniques Flashback and other narrative tools.
14	14	Use cinematic vocabulary See the file: The cinema glossary.
15	15	Create a storyboard for the film Draw vignettes from images of the film (French extension or foreign languages).
16	16	Compare with other forms of expression Novel, poem, comic strip, painting, sculpture, theater, documentary film, advertising...
17	17	Identify animation techniques Hand drawing, stop motion, computer.
18	18	Discover new professions Screenwriter, director, animator, producer, sound engineer... See the file: cinema professions.

Music

Objectives	The role of sound and music
1	Describe and compare sound elements Identify similarities and differences.
2	Understanding the role of music Relationship with the staging and images. Soundtrack without the film. Extract with different music.
3	Sing the music from the film Alone or in a choir, with or without instruments.
4	Imitate a sound effect from the film Simple means like hands, mouth, crumpled paper...
5	Compose music and/or sound effects for the film Simple means, the voice, the hands or musical instruments. Understand the influences on the film.

SEE

Create	Build body language
Replay	Replay, Reproduce a scene from a film Dialogues and scenography, Theatrical play, mime. Imitate postures, facial expressions.
Reproduce	Reproduce movements with your body The movement of characters, trees, clouds, abstract shapes...
Have other students guess	Have other students guess Imitate a character or element from the film, postures, facial expressions and get people guessing.

Math

Cycles	1	Maths for little ones
	2	A little algebra Count the characters or elements of a film. The number of times...
	3	A little geometry Identify and draw geometric shapes.
	4	Space in 3 dimensions Find your way around the locations of the film. Add the temporal dimension. Relationship between object and space.