

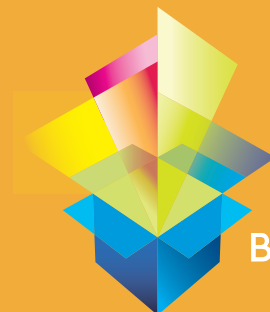


SERGEANT PEPPER STUDY GUIDE

From the John VanDuzer Children's Film Collection

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Now in production

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Message to the Educator

The Youth Learning Department at the Toronto International Film Festival Group aims to provide children, youth and students with new academic opportunities and social experiences by introducing them to the language and power of the moving image. We are proud to introduce educators to the John VanDuzer Children's Film Collection. This initiative reflects our continuing commitment to educating and inspiring youth with the transformative powers of the moving image.

The collection, the first of its kind in the world, is empowered to purchase, archive and distribute the best children's and family films available from around the world. Developed with education experts, study guides accompany each film and are designed to address contemporary social issues and provide a wealth of synergistic programming with the Ontario Ministry of Education. For more information, please visit reellearning.ca, our online film-literacy resource for educators.

Synopsis

SERGEANT PEPPER

Country of Origin: Germany

Release Year: 2004

Original Language: German with English subtitles

Director: Sandra Nettelbeck

Runtime: 98 minutes

Themes: Friendship, adventure, courage, honesty

Grade Recommendation: 2 to 4

Sergeant Pepper is a dog in danger – and not because he's named after a Beatles tune. Probably the first dog ever to receive a large inheritance from his late master, Pepper is one rich pup. However, the dead man's estranged grown-up children are willing to do anything it takes to get their hands on their father's fortune – and that means Pepper's life is at stake.

When he trots into the backyard of a solitary young boy named Felix, the two strike up a conversation (in addition to his great wealth, Pepper also possesses the very special gift of being able to talk to children who believe in miracles), and they immediately become fast friends. Since a little dog can only do so much alone, Felix and his sister Felicia step in to help save Pepper from the greedy clutches of his next of kin.

The resulting adventure proves that all you need is courage, honesty and a little help from your friends in order for good to prevail.

Curriculum Applicability

Grade 3 Curriculum Expectations

Subject & Strand	Overall Expectation	Specific Expectation
The Arts, Music	<ul style="list-style-type: none"> • Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing and creating music. • Create and perform music, using a variety of sound sources. • Communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language). 	<p>Knowledge of Elements</p> <ul style="list-style-type: none"> • Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion or “found” instruments. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Identify the feelings that are evoked by a particular piece of music (e.g., <i>Peter and the Wolf</i> by Sergei Prokofiev). • Explain, using appropriate musical terminology, their preference for specific songs or pieces of music. • Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).
Language Arts, Media	<ul style="list-style-type: none"> • Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques. 	<p>Conventions and Techniques</p> <ul style="list-style-type: none"> • Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music and sound effects to help explain the visual images). Teacher prompt: <i>Watch a section of this DVD without the sound. Watch it again with sound. How does the soundtrack help convey the message?</i> • Identify conventions and techniques appropriate to the form chosen for a media text they plan to create. Teacher prompt: <i>How can you use these features to help you communicate your ideas effectively?</i> <p>Producing Media Texts</p> <ul style="list-style-type: none"> • Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Adapting the Guide to Other Grades

Although the activities in this guide target Grade 3 curriculum expectations, the suggested activities may be easily modified to meet similar expectations in other grades.

Subject & Strand	Grade 2, Specific Expectations	Grade 4, Specific Expectations
The Arts, Music	<p>Creative Work</p> <ul style="list-style-type: none"> Produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments). Create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound <p>Critical Thinking</p> <ul style="list-style-type: none"> Recognize that mood can be created through music (e.g., in a work such as <i>Carnival of the Animals</i> by Saint-Saëns). Recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness). 	<p>Creative Work</p> <ul style="list-style-type: none"> Create an accompaniment for a story, poem or drama presentation, using their knowledge of beat, rhythm and tone colour. Create musical compositions that show appropriate use of some of the elements of music (e.g., tempo, dynamics, pitch, beat, rhythm, tone colour), and perform them. <p>Critical Thinking</p> <ul style="list-style-type: none"> Describe how a composer can manipulate the elements of music to create a specific mood (e.g., in <i>The Sorcerer's Apprentice</i> by Dukas). Explain the effects of different musical choices.
Language Arts, Media	<p>Creating Media Texts <i>Conventions and Techniques</i></p> <ul style="list-style-type: none"> Identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., sound effects or a soundtrack for a dramatization of a poem). <p>Producing Media Texts</p> <ul style="list-style-type: none"> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a selection of background music and sound effects to accompany a picture book that will be read aloud to the class). 	<p>Creating Media Texts <i>Conventions and Techniques</i></p> <ul style="list-style-type: none"> Identify conventions and techniques appropriate to the form chosen for a media text they plan to create. Teacher prompt: <i>What are the essential components of this form? Have you included them all?</i> <p>Producing Media Texts</p> <ul style="list-style-type: none"> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a storyboard identifying the sound effects, images and dialogue to be used in filming a scene from...).

Pre-Screening Activity

In this section, the following curriculum expectations will be met:

Music: Critical Thinking

- Identify the feelings that are evoked by a particular piece of music.
- Explain, using appropriate musical terminology, their preference for specific songs or pieces of music.
- Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

Prior to viewing the film *Sergeant Pepper*, students will benefit from a warm-up activity that assists them in beginning to think critically about the music they hear in films. The goal of the warm-up activity is to encourage students to pay conscious attention to the musical choices that enhance a film's message.

Teachers may choose to do one or both of these suggested warm-up viewing activities:

1. As recommended in the Grade 3 Music Curriculum, watch the movie *A Prokofiev Fantasy with Peter and the Wolf*. While viewing the film, prompt students to notice how different types of instruments are used to support each character's personality.

To adapt this activity to other grade levels, teachers may refer to the Arts Curriculum (under the Music: Critical Thinking section) for suggested listening resources. For example, Grade 4 teachers may choose to present *The Sorcerer's Apprentice* by Paul Dukas instead, while Grade 2 students would listen to *Carnival of the Animals* by Camille Saint-Saëns.

2. Show a clip from any popular movie that your group of students would enjoy, asking them to pay attention to the background music. Movies like *Shrek* or *Jurassic Park* offer several clips that would demonstrate how music is used in film to help enhance or create a mood. While viewing the clip, ask students to discuss what feelings are evoked by the piece of music in the selected scene. What are the effects of different musical choices?

Screening Prompts

Following the warm-up activity, screen *Sergeant Pepper* and encourage students to pay close attention to these questions:

1. How is mood created through music?
2. What are the effects of different musical choices? (“E.g., slow music that is loud can be dramatic or ceremonial, whereas slow music that is soft can suggest thoughtfulness.” Arts Curriculum, 1998.)
3. What sound effects are used in the film?
4. Do any of the main characters have a specific theme song or music that plays each time they enter the scene? Notice what kind of music plays in the scenes with the evil daughter and Sergeant Pepper. How does the music support their personalities?

Post-Screening Activity

Part 1: Critical Thinking – Analyzing how music can create a specific mood in film

Part 1 of the post-screening activity continues to focus on the curriculum expectations for Music: Critical Thinking.

Revisit sections of the film where music plays an important role in enhancing the mood of the scene:

Mood Created	Time Code	Description of Scene	Discussion Questions
Music is used to enhance the loving and caring friendship between Felix and Sergeant Pepper.	31:54 to 32:33	Felix and Sergeant Pepper are just starting to become friends in this scene. The music is subtle yet it does play a role in creating a mood.	Ask students to listen to the instrumentation. Are there many layers, or is it kept simple? What does the slow and soft playing of the piano suggest? Why aren't a lot of instruments used? Why is the music subtle and gentle?
	39:30 to 40:47	Felix and Sergeant Pepper are having a heart-to-heart conversation. Felix asks Sergeant Pepper if he misses his deceased owner.	
	1:10:08 to 1:11:39	Felix and Sergeant Pepper are having another heart-to-heart moment.	
	1:16:09 to 1:17:56	Felix is injured.	

Continued on the next page...

Mood Created	Time Code	Description of Scene	Discussion Questions
Music is used to enhance the sense of adventure and excitement in the scene.	1:14:14 to 1:16:00	Mom and Dad are searching for Felix and Felicia.	How does the score enhance the excitement in the scene?
	1:23:00 to 1:24:00	Sergeant Pepper comes back to Felix.	
Characters are represented by a specific musical score.	40:52 to 41:30	Corinna is driving in her car.	The scenes with Corinna (the evil daughter) are always supported by the same score or a similarly styled one. What kind of tone does the music suggest? Why would the same type of music play in her scenes? How does it assist in creating a specific mood for her character?
	45:11 to 45:32	The same music plays as in the scene above.	
	49:47 to 50:00	The music is different, but it is of a similar style.	
These suggested clips depict a range of emotions.	58:00 to 1:02:52	Felix and Felicia try to save Pepper.	The variety of emotions presented in these scenes creates an opportunity to discuss how music is used to enhance the range of emotions in climactic parts of a film.
	1:03:26 to 1:04:02	The music is big and orchestral as Corinna and Simon chase Felix and Felicia.	
	1:06:31 to 1:09:30	The music in this scene changes from quiet and slow to fun and fast-paced. Have students think about how the music enhances the mood of the scene.	

Contrasting musical scores is a technique that filmmakers use to further enhance a desired emotion. For example, in the clip starting at **1:20:00** and ending at **1:23:00**, the loud, happy music that plays as Felicia leaves her friend's car contrasts with the sad, slow music that plays as the scene shifts its focus to Felix. This contrast enhances the sadness that Felix is feeling at this point in the movie.

Songs also create a mood. A song may be placed in a particular scene because the lyrics support the story and heighten emotion. In two important scenes portraying the strength of Sergeant Pepper and Felix's friendship, a song (instead of instruments alone) supports the scene. The song underlines the fact that Sergeant Pepper and Felix are indeed the best of friends.

- **37:23 to 38:53** – Discuss why the music is uplifting even though it is a sad part in the film. Felix's father wants to get rid of Sergeant Pepper. Why would the director choose a happy song versus a sad one?
- **1:28:20 to the end of the film** – Felix and Sergeant Pepper sing their song together.

Part 2: Production Activity – Applying what we've learned

Now that students are able to think critically about the important role that music plays in creating a specific mood, they are ready to engage in hands-on activities whereby they will create and perform a musical composition or select a piece of previously recorded music to accompany their production.

In part 2 of the post-screening activity, the following expectations will be met:

Music: Knowledge of Elements

- Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion or "found" instruments.

Media: Conventions And Techniques

- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music and sound effects to help explain the visual images.) **Teacher prompt:** *Watch a section of this DVD without the sound. Watch it again with sound. How does the soundtrack help convey the message?*
- Identify conventions and techniques appropriate to the form chosen for a media text they plan to create. **Teacher prompt:** *How can you use these features to help you communicate your ideas effectively?*

Producing Media Texts

- Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Students choose a story, poem or scene from *Sergeant Pepper* and invent a background soundscape for their selection. They will use their voice and/or body to create effects, and instruments to create a specific mood. Below are various ways that students can meet the stated curriculum expectations for this section:

1. Students choose a short story that they have read in class. In a small group, one student acts as the narrator while the others add sound effects and music to enhance the mood of the story. Students may select a previously recorded piece of music to accompany their short story or play live any musical instruments available to them. If students choose live instruments, they do not have to create an original score but can experiment with the sound of the instrument.
2. Students create a soundscape for a poem that they have been studying in class. (Suggested poem: “A Dark, Dark Tale” by Ruth Brown.) Again, one student in a group narrates while the others contribute sound effects and music.
3. Select a scene from *Sergeant Pepper* for which students will create a soundscape. The scene will run in mute while students play music and add sound effects.

Through peer evaluation (see appendix 2, page 14), classmates will determine the effectiveness of the choice of music and effects created.

Production Challenge 1

Students may choose to select music from their personal library of songs rather than invent their own music. Students will create a short dramatic piece to accompany the selected music. The action should support the mood presented in the musical piece.

Here is an example of a simple short film that an individual created using the *Jaws* theme song: <http://www.youtube.com/watch?v= adtRNQjaSU>. Note that the production value is not important; rather, the focus is on using the music to create a mood.

Production Challenge 2

Students may record their soundscape into Audacity. Audacity is a sound-recording programme that allows students to create special effects for the sounds they record (e.g., amplify a sound, alter a sound by making it higher or lower pitched, etc.).

To download Audacity, use this link:

<http://www.teacherspodcast.org/podcasting-help/>

To take a tutorial on how to record sound using Audacity, use this link: <http://www.youtube.com/watch?v=QXOOHOzCHHY&NR=1>. The example used in the video is the recording of a poem, but students can follow the same steps to record instruments or sound effects.

Appendices

Following this page, please find two pull-out appendices:

- Appendix 1: Music and Media Evaluation Rubric (page 13)
- Appendix 2: Peer Evaluation Handout (page 14)

Currently under construction in downtown Toronto, Bell Lightbox is soon to be the world's leading destination for film lovers. This major new cultural institution on the Canadian and international landscape will be structured around five state-of-the-art cinemas celebrating film from around the world. Bell Lightbox programming will give context to films through innovative cross-media exhibitions, lectures, and film-related learning opportunities for all ages. Designed by the innovative architecture firm KPMB, Bell Lightbox's fluid design encourages exploration, movement and play within its soaring atriums.

TIFFG is a charitable, not-for-profit cultural organization whose mission is to transform the way people see the world through film. Its vision is to lead the world in creative and cultural discovery through the moving image.

Appendix 1: Music and Media Evaluation Rubric

	Accomplishment vs. Skill Level	Level 1: with limited effectiveness	Level 2: with some effectiveness	Level 3: with considerable effectiveness	Level 4: with a high degree of effectiveness
Music: Knowledge of Elements	Created or arranged music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion or “found” instruments.				
Music: Critical Thinking	Identified the feelings that are evoked by a particular piece of music. Explained, using appropriate musical terminology, their preference for specific songs or pieces of music. Identified and explained the effects of different musical choices (e.g., the effects of choosing specific instruments).				
Media: Conventions and Techniques	Identified the conventions and techniques used in some familiar media forms and explained how they help convey meaning (e.g., DVDs/videos use dialogue, music and sound effects to help explain the visual images).				

Peer Evaluation

Your name: _____

Group: _____, _____, _____



The music really helped to create a mood.



The music helped to create a mood.



The music did not help to create a mood.