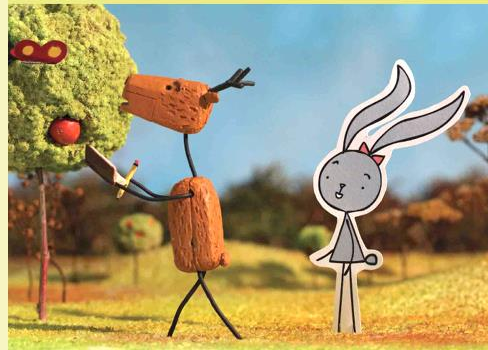




London International Animation Festival 2025

Digital Creative Learning
Teacher Resource



London International Animation Festival

Contents

- Introduction to Animation ... page 3
- Primary School activities ... page 4
- Curriculum Links: ...page 12
 - Visual Arts, Music, Science and Technology
- Secondary School activities ...page 15
- Curriculum Links: ...page 23
 - Visual Arts, PDHPE, Geography and English

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Introduction to animation

What is animation?

Animation is an artform which creates the illusion of movement by displaying a sequence of still images, drawings, or frames, in quick succession.

This technique relies on optical illusion. If the human eye sees a series of images fast enough, even for a fraction of a second, it makes the brain perceive continuous motion.



Primary School



**Activities in the
classroom**

Film Synopses

Sloth

– **Julia Ocker, Germany, 2018**

– This sleepy sloth really, really, really wants an ice-cream – but is he way too slow?

Ant

– **Julia Ocker, Germany, 2018**

– The ants are working together perfectly, but there is one ant who is doing something else.

Between the Lines

– **Maria Koneva, Russian Federation, 2017**

– A Zebra thinks she is completely alone in a world where everyone has a partner, until she finds another Zebra.

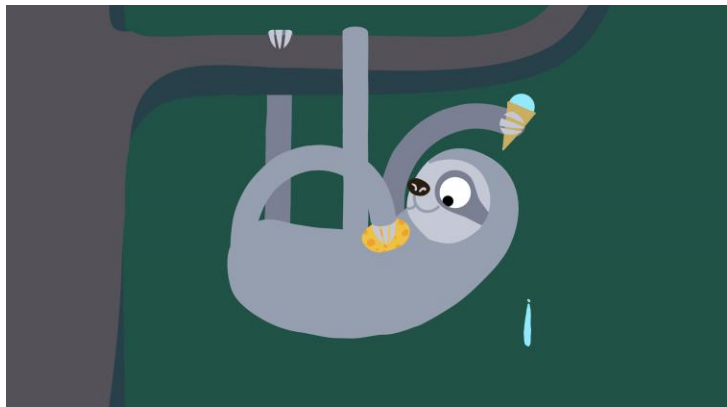
Pre-show activities – Sloth

Julia Ocker, Germany, 2018

1. Film Prediction: Read the aloud the description of the film to students:

A sleepy sloth goes on a slow-motion adventure in search of ice cream—but everything keeps going wrong until a clever parrot helps him out!

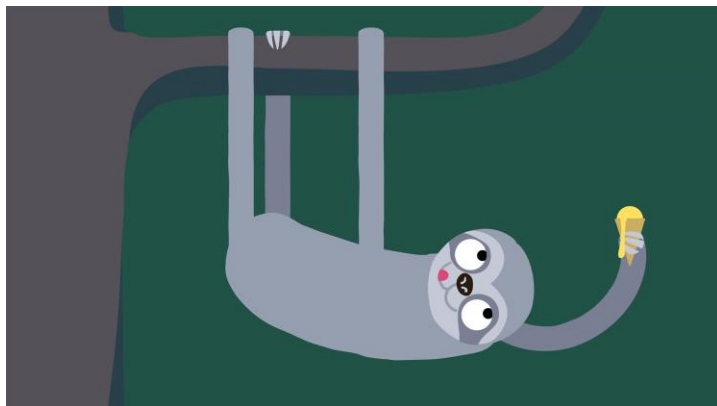
- a. Have students predict what might stop the sloth from eating his ice cream. Will he find a way to enjoy it? They can write or draw their predictions, then share them with a partner.
2. Body Language Brainstorm: As a class, discuss how people and animals show emotions without using words. Ask What does someone look like when they're excited? Frustrated? Sleepy? List these on the board, then have students act out one emotion using only their face and body.
 3. Colour and Mood Exploration: Show the class different colours and ask what feelings they think each one shows (e.g. red = angry, blue = calm). Predict which colours might appear in a story about a sloth who keeps missing out on ice cream!



Post-show activities – Sloth

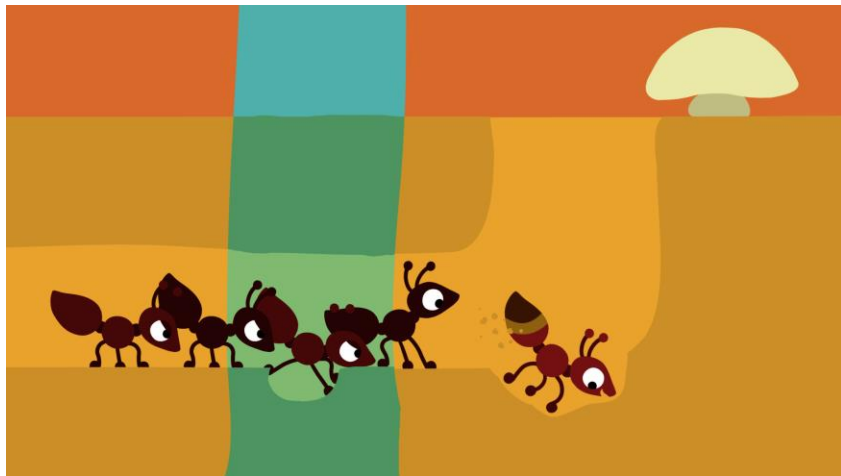
Julia Ocker, Germany, 2018

1. Independent reflection: Have students reflect on the task either orally or in written form. Use these questions to guide a reflection after viewing:
 - How did the sloth show how he was feeling?
 - What problems did he face?
 - How did the parrot help him in the end?
 - What message do you think the story is sharing?
2. Storyboard Sequence: Fold a piece of A4 paper into three quadrants and have students draw a three-part comic showing the beginning, middle and end of the sloth's journey for ice cream. Encourage them to focus on the sloth's body language and expressions.
3. Creative Movement: Have students act out the sloth's journey, moving slowly and reacting with gestures only. Use music to change the mood (e.g. fast-paced music when the ice cream melts, soft music when the sloth is sad)
4. Character Helper Writing Task: Prompt students by posing the question:
If you could help the sloth, what would you do?
 - Have students draw a new character (like the parrot) and describe how they would help the sloth get his ice cream.



Pre-show activities – Ant

Julia Ocker, Germany, 2018



1. Ant Facts Exploration Poster: Ask students what they know about ants. How do ants live and work? What jobs do they do in a colony? Watch a short video or show pictures of ant tunnels to spark curiosity. From this have students create a poster that has one interesting fact about ants.
2. Teamwork Brainstorm: Discuss what it means to be part of a team by asking: 'What are the benefits of working together?' and 'What might happen if someone in the group has a new idea?' Have students draw these examples in their books or on the board to prompt further discussion.
3. Prediction Prompt: Read the description to prompt students to write a paragraph in their books predicting how the other ants might react and how the group might change.

The ants all work together—until one ant decides to do something differently. What happens next?

Post-show activities – Ant

Julia Ocker, Germany, 2018



1. Reflection: Have students reflect either verbally or in written form using these questions to reflect:
 - What did the little ant do that was different?
 - How did the other ants respond?
 - What happened to their work after that?
 - What does this story tell us about trying new ideas?
2. Ant Innovation Drawing: Students draw the ant and what new idea it had. Then draw how the colony changed after trying something new.
3. Mini Science Poster: Have students create a simple poster about what ants need to survive (food, shelter, teamwork) labelling parts of an ant and describe their role in a colony.
4. Group Collaboration Activity: In small teams, give students a challenge (e.g. build a paper tower, move an object without touching it directly) and encourage them to problem-solve together—just like the ants! Have students then reflect on this group challenge by writing a shared reflection as a group.

Pre-show activities – Between the Lines

Maria Koneva, Russian Federation, 2017

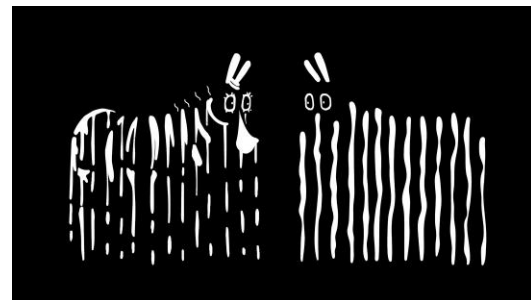
1. **Sound and Feeling Exploration:** Play short clips of music with different tempos and moods (e.g. fast jazz, slow sad piano). Prompt students by asking ‘How does this music make you feel?’ List emotions on the board and match them to music styles.
2. **Character Prediction:** Read the following description of the short film:
 - This film uses music and shapes to tell a story about a zebra who feels lonely and is looking for a friend.Have students draw what they think the zebra’s world might look like using only lines and shapes — no characters or words. They can use sharp lines for fast feelings, soft curves for calm moments or any patterns they think might match the zebra’s journey.
3. **Zebra Dance Drawing:** Have students draw or imagine how a zebra might dance when it’s happy, sad, or excited. After drawing students have students choose a piece of music that fits their zebra’s emotions.
4. **Shapes & Feelings Exploration Artwork:** On the board, draw different shapes (e.g. zigzag lines, spirals, curved waves, circles, rectangles). Ask students: What do these shapes feel like? Do they look calm, fast, happy, lonely, or excited? Discuss how artists can use simple lines and shapes to express emotions before having students create their own artwork using lines and shapes to express an emotion.



Post-show activities – Between the Lines

Maria Koneva, Russian Federation, 2017

1. **Class Discussion:** Have students work in different groups to reflect on the film. Have each group reflect on the following questions either verbally or in written form:
 - How did the music change in the film?
 - How did the zebra move when it was happy or lonely?
 - What instruments or sounds did you hear?
2. **Draw the Music and write an artist's statement:** Have students draw lines, shapes, or patterns that match different parts of the film's music. After students have completed their drawings have students write an artist's statement/description of their work and intention using words like 'fast,' 'bouncy,' 'smooth,' and 'swirly' to describe their art.
3. **Feelings Dance:** Play music and have students move like the zebra would—soft and slow for sad, fast and spinning for excited. Let them take turns choosing music and leading a group.
4. **Sound Storyboard:** Create a storyboard with 3 key moments in the film. Under each box, students describe what the music was like (fast/slow, loud/soft) and what the zebra was feeling.
5. **Collaborative Visual Mood Mapping:** Working in groups have students using coloured pencils to create a visual 'mood map' of the zebra's journey:
 - Beginning: shapes that show loneliness
 - Middle: shapes that show searching
 - End: shapes that show happiness or connection



Primary School

Curriculum links and resources



Curriculum Links

Connecting with the classroom

Sloth – Visual Arts

- VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.
- VAS1.3 Realises what artists do, who they are and what they make.
- VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.
- VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

Ant – Science & Technology

- STe-3LW-ST explores the characteristics, needs and uses of living things
- ST1-4LW-S describes observable features of living things and their environments
- ST2-4LW-S compares features and characteristics of living and non-living things
- ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

Curriculum Links

Connecting with the classroom

Between the Lines – Visual Arts

- VAES1.4 Communicates their ideas about pictures and other kinds of artworks.
- VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.
- VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.
- VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

Between the Lines – Music

- MUES1.4 Listens to and responds to music.
- MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
- MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
- MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Secondary School



**Activities in the
classroom**

Film Synopses

Rabbit and Deer

– **Peter Vacz, Hungary, 2013**

- Rabbit and Deer are living happily together until their friendship is put to the test by Deer's new obsession to find the formula for the 3rd dimension.

Spring Jam

– **Ned Wenlock, New Zealand, 2016**

- A young stag, lacking impressive antlers, knows he needs to improvise sweet music if he's to have any chance during the mating season.

Tend

– **Tom Judd, Ed Barrett, UK, 2018**

- A father and daughter live peacefully in the forest, until one day their familiar routine begins to fall apart.

Pre-show activities – Rabbit and Deer

Peter Vacz, Hungary, 2013

1. **Analysing Relationship Dynamics:** Have students to consider the following scenario:

In pairs or small groups, discuss:

- What qualities contribute to respectful, inclusive relationships?
- How can changes in personal identity, interests, or environment affect a friendship?

Have students record 3 potential outcomes of this situation and evaluate which are most inclusive and respectful.

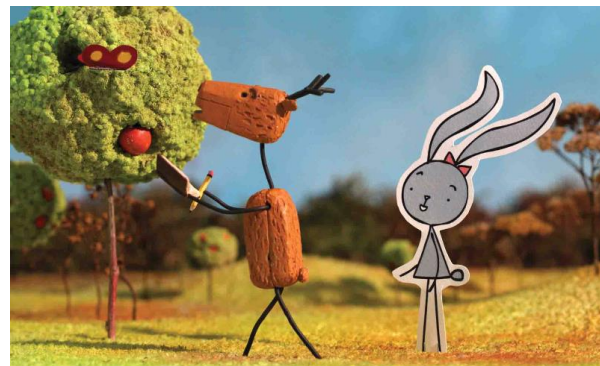
2. **Contextual Factors Brainstorm & Infographic:** On a shared class mind map or Jamboard, have students identify contextual factors (e.g. personal growth, environment, cultural norms, digital influence) that can influence how relationships develop or break down. Using the brainstorm have students choose one of the identified contextual features to create a infographic on relationships.



Post-show activities – Rabbit and Deer

Peter Vacz, Hungary, 2013

1. Empathy and Difference: Prompt students to discuss as a class using the following prompts:
 - How did the characters' perspectives change?
 - What role did empathy play in reconnecting their friendship?
 - How did the shift from 2D to 3D symbolise real-world change or growth?
2. Personal Reflection Task: Have students write a short reflection exploring a time when a relationship in your life changed because of shifting perspectives, personal growth, or distance. Have students reflect on what helped maintain respect and inclusion? What they would do differently now? Extension: Have students Vlog about this experience.
3. Scenario Reimagining: In small groups, have students rewrite a scene from the film where Rabbit and Deer use a different conflict resolution strategy. Have students present the alternate version to the class and evaluate its impact on the relationship.



Pre-show activities – Spring Jam

Ned Wenlock, New Zealand, 2016



1. New Zealand Fieldwork Snapshot: Have students complete a short research task using atlases or online search engines to locate New Zealand and describe key physical features (e.g. snow-capped mountains, native forests, flora/fauna). Have students identify and record:
 - One unique plant species (e.g. lupins)
 - One iconic animal (e.g. kiwi) One landform (e.g. Southern Alps)
2. Prediction and Analysis Prompt:

How might the New Zealand environment influence the life or behaviour of a native animal?

Using the prompt above, have students write a short prediction about what challenges a young stag might face in a natural, competitive setting like Spring Jam.

Post-show activities – Spring Jam

Ned Wenlock, New Zealand, 2016



1. Environment Feature Mapping: Have students sketch a simplified version of the film's landscape and annotate physical features (forests, alpine ridges, valleys). After students have completed this have them showcase their work to a peer and discuss how these were these features stylised in the animation and what real-world environments they resemble.

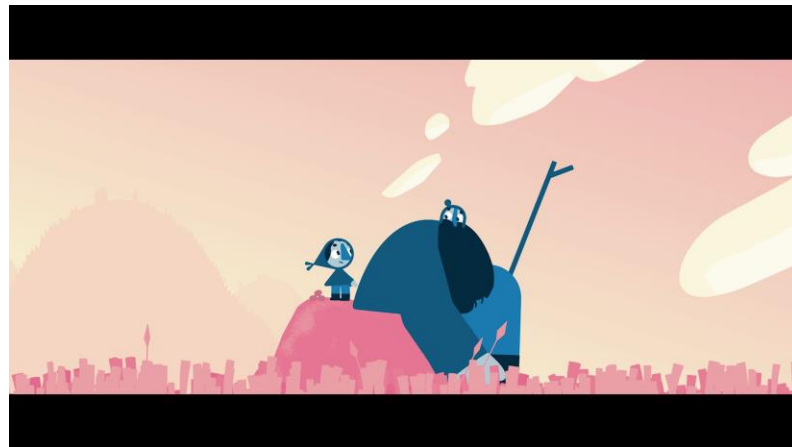


2. Visual Geography Comparison: Using screenshots have students compare the film's interpretation of landscape with photographs of actual New Zealand environments. From this have students create their own stylised visuals of the New Zealand landscape.
Extension: Have students work in groups to research and create stylised visuals of another country.

Pre-show activities – Spring Jam

Ned Wenlock, New Zealand, 2016

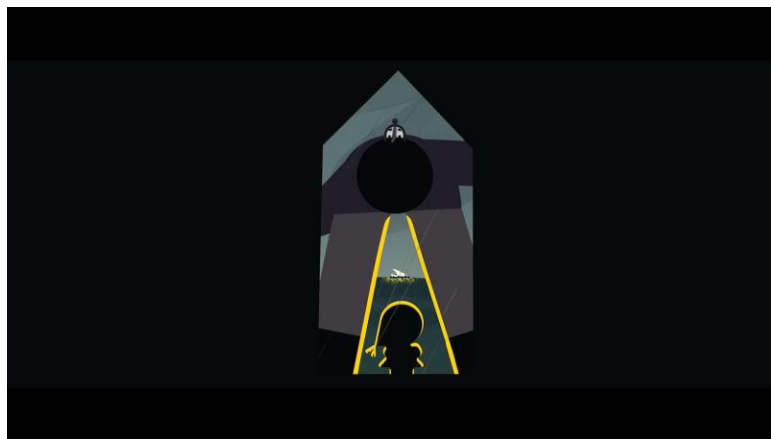
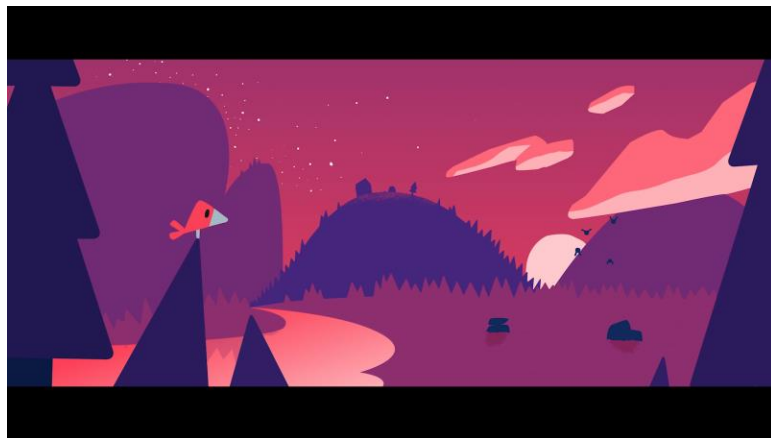
1. Exploring Symbolism Fire as Metaphor: Introduce the idea of fire as a symbol in literature and film (e.g. survival, destruction, obsession, responsibility). Have students brainstorm or quick write what fire might represent in a story about a father and daughter.
2. Visual Text Anticipation Task: Show students a single still from the film (Stills can be found in this interview: <https://directorsnotes.com/2018/05/31/animade-tend/>) to have them reflect on:
 - What mood is created by the visual elements?
 - How might the setting contribute to a narrative about family?



Post-show activities – Spring Jam

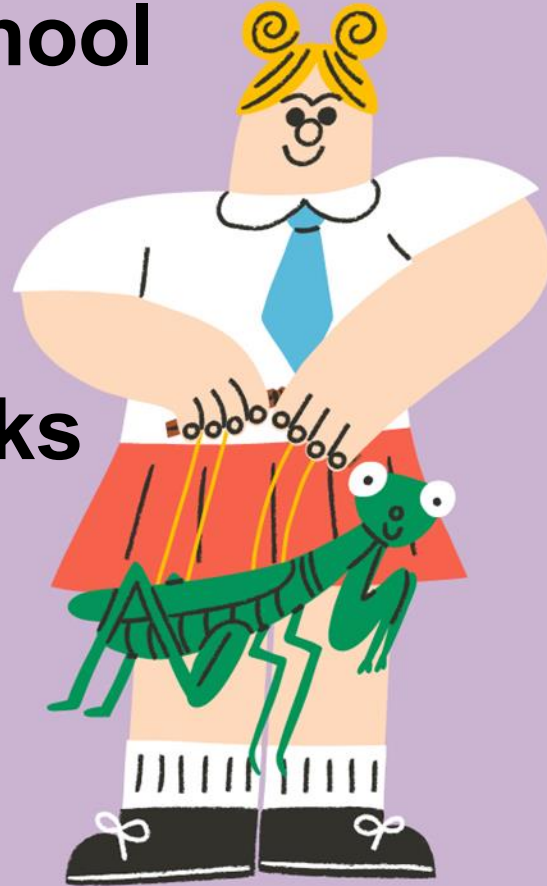
Ned Wenlock, New Zealand, 2016

1. Visual Metaphor Analysis Think-Pair-Share: Have students individually respond to the following questions in their books, before sharing the answers with their peers and then to the class:
 - What does the fire come to represent throughout the film?
 - How do changes in the fire's appearance reflect shifts in the father's priorities?
 - What story is told through visual techniques alone?
1. Analytical Writing Task: After watching the film and deconstructing scenes as a class have students write short essay analysing how *Tend* uses visual forms (movement, composition, colour, sound) to build meaning. Students must reference specific scenes and link them to one of the film's themes: distraction, responsibility, connection.
2. Creative Reimagining: Have students storyboard a new scene in which the father re-engages with his daughter in a meaningful way. Have students focus on how colour and composition to highlight their message in their story board.



Secondary School

Curriculum links and resources



Curriculum Links

Connecting with the classroom

Rabbit and Deer - PDHPE

- PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others
- PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

Spring Jam - Geography

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
- GE5-1 explains the diverse features and characteristics of a range of places and environments

Curriculum Links

Connecting with the classroom

Tend - English

- EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures
- EN4-URB-01 examines and explains how texts represent ideas, experiences and values
- EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

Resources

More about the Sydney Opera House

Sydney Opera House: Our Story

- <https://www.sydneyoperahouse.com/our-story>

How we work – strategic plans and programs

- <https://www.sydneyoperahouse.com/about-us/how-we-work>

Community projects

- <https://www.sydneyoperahouse.com/about-us/in-the-community>

Careers and opportunities

- <https://www.sydneyoperahouse.com/about-us/careers-and-other-opportunities>

Creative Learning resources

- <https://www.sydneyoperahouse.com/learn/teachers-and-students/classroom-resources>

Get in touch

Got questions? Contact us with any enquiries about our education programs for schools via phone or email.

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