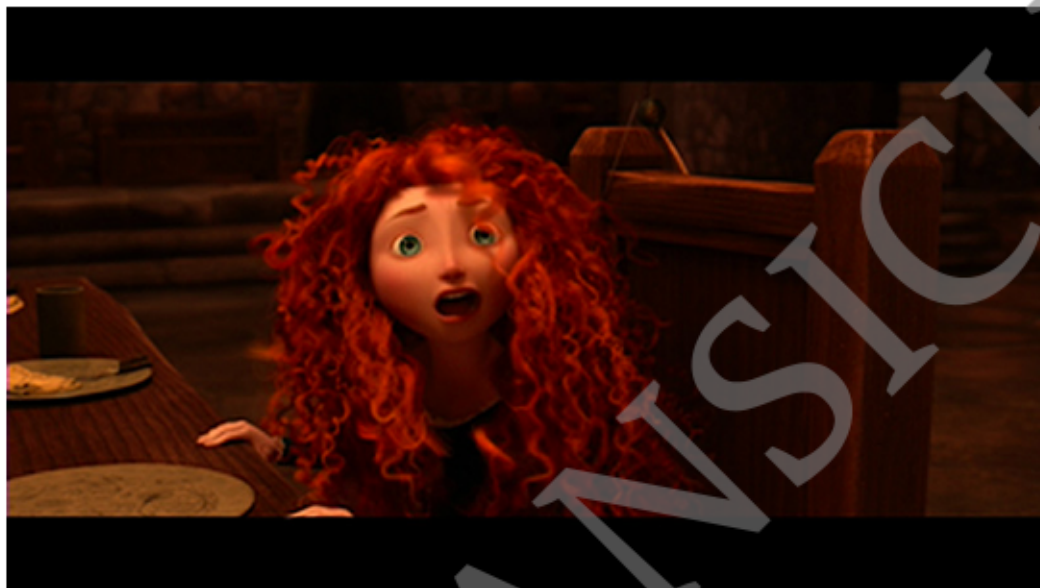


I.D.9

Hörspiel und Film

Disney's animated film *Brave* – Die Filmfiguren, das Setting und die Handlung kreativ analysieren (Klasse 7/8)

Julian Stöferle



© Foto: Robert Anderson/Pixar Animation Studios/Walt Disney Pictures

Anhand des Disney-Films „*Brave*“ erleben Ihre Lernenden eine Reise ins mittelalterliche Schottland. Dabei erhalten sie einen Einblick in die Sprache und die Kultur des Landes. Der unterhaltsame Fantasy-Animationsfilm bietet neben einem hohem Motivationspotenzial viele Sprechanlässe für Ihren Englischunterricht und trägt zur Übung wichtiger kommunikativer Kompetenzen und zur Förderung der Kreativität bei.

KOMPETENZPROFIL

Klassenstufe:	7/8
Dauer:	4–9 Unterrichtsstunden + LEK
Kompetenzen:	1. Hör-Seh-Verstehen: die Hauptaussagen eines Films erschließen; 2. Sprechen: Inhalte wiedergeben oder zusammenfassen; 3. Medienkompetenz: einen Film lernstandgemäß analysieren
Thematische Bereiche:	Schottland, Familie, Selbstbestimmung, <i>coming-of-age</i> , Generationenkonflikte, Eltern-Kind-Beziehung, Legenden und Geschichten
Medien:	Film „ <i>Brave</i> “ (2012) von Steve Purcell, Mark Andrews und Brenda Chapman

Auf einen Blick

Für jede Stunde ist der Film „*Brave*“ und ein Beamer zur Präsentation erforderlich.

1. Stunde

Thema: Introduction to the film *Brave*

M 1 **Getting ready to work with the film *Brave* – About fate** / zu Zitaten Stellung nehmen und Leitfragen beantworten (EA, GA, GA, PL)

2. Stunde

Thema: Understanding the main title sequence

M 2 **Meeting the characters – An overview** / einem Filmausschnitt relevante Informationen zu den Charakteren entnehmen (EA, PL)

M 3 **Describing the scenery – A message** / die Landschaft im Film beschreiben und eine *WhatsApp*-Nachricht schreiben (EA, GA)

3. Stunde

Thema: Characterisation of Merida

M 4 **A word crown – „Princess“** / Begriffe zuordnen und begründen (EA)

M 5 **Merida – A real princess?** / einem Filmausschnitt Informationen entnehmen und diese in einem Gespräch verwenden (EA, PA, PL)

4. Stunde

Thema: An interior monologue

M 6 **Merida's betrothal – What goes through her mind?** / einen inneren Monolog nach einem Gespräch zwischen Merida und ihrer Mutter schreiben (EA)

5./6. Stunde

Thema: The gathering of the clans and grammar revision

M 7 **The four great clans meet – An oral report** / einen Filmausschnitt verstehen und aus den gewonnenen Informationen einen mündlichen Bericht erstellen (EA, PL)

M 8 **The simple past – Revision** / das Simple Past wiederholen und üben (EA)

M 9 **Revision: The simple past – A game** / Simple-Past-Formen spielerisch üben (GA)



Meeting the characters – An overview

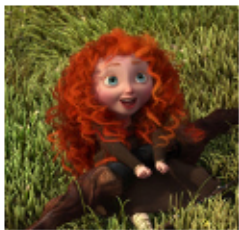
M 2

The main title sequence (00:55 min.–04:45 min.) is the opening scene in a film. It introduces the viewer to the main characters, the setting and the conflicts or themes in the film.



Tasks

- Watch the main title sequence of the film *Brave* and answer questions a)–c):
 - In what time period is the film set?
 - Where is it set?
 - Who are the characters introduced in the opening scene?
- Watch the sequence again. Take notes on what the first scene tells you about the following characters. Speculate about the roles they play in the film.

Character	Notes
 Merida	
 Merida's mother	
 Merida's father	
 Mor'du	

Fotos: Robert Anderson/Pixar Animation Studios/Walt Disney Pictures

M 3

Describing the scenery – A message



Tasks

1. You have just watched the opening scene of the film *Brave* and you are fascinated by the landscape. Imagine your friend asks you on *WhatsApp* how your English lesson was today. Answer by writing a message in which you describe the scenery. The words in the box will help you.



© Colourbox

wide space mountainous high steep forest mystical
hills sea river clear deep peak rocks



2. Work in small groups.
 - a) Read your *WhatsApp* messages to each other.
 - b) Give each other feedback. Use the following phrases to help you.

Positive feedback

- I really enjoyed listening to your text.
- Your text was easy to follow and understand.
- I'm impressed by the way you described the scenery.

Constructive feedback

- I think you could improve your text by adding more specific details.
- Your text was a bit short.

Specific feedback:

- I really liked the way you began your description.
- I think your text was a bit confusing.
- I wasn't sure what you meant by this sentence: ... Could you please explain it further?

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M 4

A word crown – “Princess”



Tasks

1. Which words from the word crown fit the description of a princess and which do not? Fill in a table like the one below.
2. Explain your choice.

A princess is ... because ...	A princess is not ... because ...

Queen Elinor – A good mother?

M 11

Tasks

- What makes a good mother? Collect ideas.
 - Form groups of three to four students. Stand up, walk around the classroom.
 - In your group, brainstorm answers to the question.
 - Summarise the key points from your group and make notes on the qualities of a good mother.
 - Share two or three of your ideas with the class.
- Create a character profile of Merida's mother. Use your knowledge from your previous work with the film.



Foto: Robert Anderson/Pixar Animation Studios/Walt Disney Pictures



Name:	
Age:	
Job:	
Address:	
Looks:	
Family:	
Skills:	
Likes:	
Dislikes:	