



*Dear Teachers,*

*This guide has been developed as preparation and follow-up for your screening at the Reel Fun Film Festival of the film “Aurore”.*

## Film Synopsis

Aurore – French Film with English Subtitles

Once upon a time there was a kingdom where dancing was forbidden. Despite the ban and under the knowing and mischievous gaze of her little brother Solal, Princess Aurore happily seizes every occasion to dance. Influenced by a greedy and underhanded counselor, the King wants to marry Aurore to a rich Prince and save the kingdom from ruin. He organizes three balls to introduce Aurore to the world. But Aurore falls in love with a handsome and romantic painter. Obligated to choose between her love and her family she will follow her heart and mother's advice "Never forget to dance, even when you feel sad"...

Curriculum Themes: Ballet, fairy tales, fantasy, greed, making choices, imagination, love, innocence of children, freedom of expression, following your dreams and desires, French Language Studies

## Pre Screening Discussion Questions

- How can you express yourself through art?
- Is the right to express yourself through art as important as freedom of speech?
- Should the government have the ability to dictate acceptable artistic expression?
- When does 'duty' outweigh 'freedom' ?

## Lesson Plan 1

### Student Objectives

- Consider the role of art in preserving freedom of expression.
- Write a persuasive essay.
- Use examples from our society to illustrate your point, (i.e.) censorship, political correctness.

### Materials

- Copy of the movie “Aurore”
- Persuasive essay format
- Persuasive essay rubric

### Procedures

1. View the movie “Aurore”
2. Discuss the importance of ‘freedom of expression’ and the role of art in self expression.



3. Brainstorm why art/self expression is important.
4. Brainstorm the many ways that you can express yourself and your beliefs through art.
5. Introduce students to persuasive writing techniques (Introduction, Thesis Statement, Body and Conclusion)

### **Alternate Assignment**

Find a newspaper article or story which shows an artist who uses their artistic ability to persuade or present their point of view. Write a short review on the article – show the students an example first – can be from the present or the past.

Discuss what role the reoccurring bird plays in the film and what its significance is.

## **Lesson Plan 2**

### **Student Objectives**

- Explore the 'conflict of duty' versus the freedom to live your life.
- Understand how conflict is experienced by people other than royals.
- Write a fairytale based on the conflict in the students' lives.

### **Procedure**

1. View the movie "Aurore".
2. Discuss the conflict faced by Princess Aurore – her arranged marriage and the health of her father's kingdom vs. marriage for love.
3. Discuss how in smaller ways many face similar conflicts like, "My parents want me to be an engineer but I want to sing".
4. Relate the conflict of choices and decision making that junior high and/or high school students face when making post secondary choices. Even though you really want to be an actor should you choose a 'safer' career despite the fact that your heart tells you to be an actor?
5. Have students write a fairytale about their life and the competing forces they contend with.
6. Alternate Assignment:
7. Have students form groups and write and perform a skit to show the conflict of duty vs. the freedom to live your life.

## **Lesson Plan 3**

### **Student Objectives**

- Explore the conflict between conformity and self expression.
- Understand the need for societal rules and where the limits should end.



- Debate the difference between important societal norms and conformity of fashion or political control.
- Discuss whether a democracy benefits or suffers from too much conformity.
- Create a video showing the struggle between the need for individuality vs. conformity or perform and write a skit about it.

### **Procedure**

1. Discuss the competing themes of no dancing other than the acceptable and strictly controlled "Minute". How is this the same control and/or censorship with today's music?
2. Have students identify times when they have been forced to conform when they didn't feel it was fair.
3. Have the students share their above experiences either through writing an essay, preparing a skit, making a collage, selecting music which shows these themes and compile it on a CD to share.

### **Student Objectives**

- Write a persuasive letter, make a poster, or a political cartoon to the government expressing your struggle in accepting government control of self expression through art.