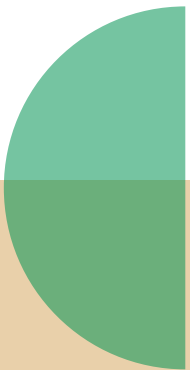
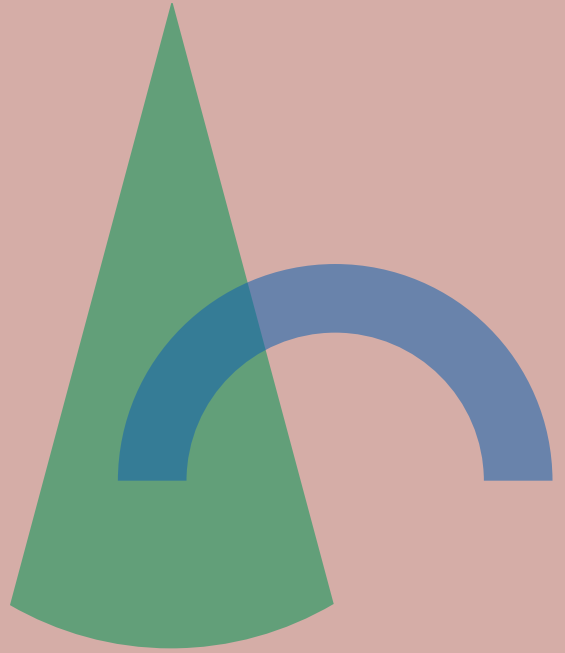
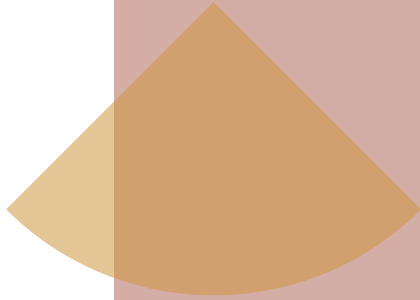




**cinemini**  
europe



How to create a meaningful  
film experience with  
**VIRTUOS VIRTUELL**



## A project on film education for 3-6 year old's

From a very young age, children are open to many different forms of art. Film, as an audiovisual medium, is particularly attractive and accessible for almost all children. Children not only enjoy moving image and easily engage with narrative films and documentaries, but also actively respond to abstract and experimental films, which give them a lot of room for imagination.

Children see movies on a daily basis. How can we make film watching a meaningful experience? How and what can we teach children in a very early age about film and media, since the early years are the most formative? We try to answer these questions on a practical way in Cinemini Europe, a film education project with films, activities and teaching materials for children between 3-6 years old.

With Cinemini Europe we want to give children and care takers the opportunity to discover the diverse world of moving image in a meaningful and fun way. We believe it is not primarily about understanding film, but rather experiencing it. By watching, playing and reflecting on moving image, we want to stimulate the development of creativity and critical thinking and spark a love for film.

Cinemini Europe is an European project by Das Österreichische Filmmuseum, Deutsches Filminstitut & Filmmuseum, Eye Filmmuseum, Kinodvor Cinema Ljubljana, Taartrovers and is supported by Creative Europe.

**This material is created to support the creation of meaningful film educational activities.**

# VIRTUOS VIRTUELL

**Director** Thomas Stellmach,  
Maja Oschmann  
**Country** Germany  
**Year** 2013  
**Prod. by** Thomas Stellmach  
**Length** 8 minutes  
**Image** B&W  
**Sound** sound



## Synopsis

An experimental animation film that does not tell a story in a classical sense but rather creates a movement of wet ink on a white background that seems to take up the dramatic arch of the overture we are hearing on the soundtrack. Their interplay stimulates us to see things, events, maybe even drama in what is basically just black shapes on a white surface. The film happens on the screen before us and is simultaneously created in our head.

## Film aesthetic

At the centre of this film we find a musical piece: The overture of Louis Spohr's opera "The Alchemist". It is the basis for this experimental piece created by the graphic artist Maja Oschmann and the animation filmmaker Thomas Stellmach. Its visuals are based on ink drawings that were made in direct response to the music and were then animated. In the combination of the musical piece with the visuals a film is created that suggests a narrative where there is none. The main ink line that serves as the starting point of the film seems to follow or is accompanied by the music, changing its speed, direction and movement whenever the music shifts. What we see then is not only a line moving but a character on a journey, meeting landscapes made from black lines on a white background, sometimes approaching them carefully, sometimes chasing them and sometimes being chased.

### Filmmaker(s)

Thomas Stellmach is a director, animation filmmaker and producer who received an Oscar for the puppet-film *Quest*. He studied animation with the renowned animation artist Paul Driessen at the Academy of Fine Arts, Kassel (Germany) and is the co-founder of the animation studio “Lichthof”.

Maja Oschmann’s work is situated on the border between drawing and music which she investigates in collaborations with musicians and composers. Her ink-drawings are often inspired by musical pieces and aim to establish a visual language of their own.

### Creating a meaningful film experience

General suggestions on how to work with this film:

- 1 Prepare a meaningful screening for the children, in cinema, at school or kindergarten (ideal setting: large screen, a bit of darkness, clear but not too loud sound, space for playing – potentially with an installation or else with a simple set up like table and drawing paper or light and shadow).
- 2 Have an introductory dialogue with the children on film in general and the project: ask about their personal experiences with film, ask if they’ve seen a film in a cinema before, tell them about the project and the visit, and discuss the rules.
- 3 Introduce the film(s) and watch the film.
- 4 Allow the children to bodily articulate reactions and to share emotions, thoughts and notifications about their experience.
- 5 Create a safe surrounding for a discussion and encourage a dialogue. Let the kids share their thoughts, draw connections between what they’ve seen, articulate similarities and follow up on differences (have they seen things differently in the same film?).
- 6 Let the children process the films by playing freely (with one of the installations or a simple alternative).
- 7 Hand out the activity cards, and let the children play in groups or individually.
- 8 Repeated viewing: watch films again (and again, and again: children love repetition and learn from it).

### Talking & Activity suggestions

- 1 After watching the film: Ask the children what they felt when watching the film and specifically investigate if their feelings changed in the course of the film. Have they seen a story? Did they see something in ink stains? Maybe an animal, a person, a plant?
- 2 Play the soundtrack of the film again (without the images) and ask the children to create a drawing while listening to it. Before you do so it might be helpful to do it yourself once so they can see what you mean.
- 3 If you have an overhead projector, let children experiment with ink on the glass and project it on the wall. Extra: put on some music, and let them ink on the rhythm.

### The activity cards

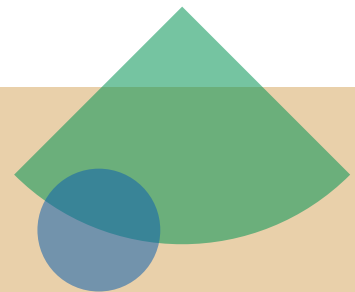
For each film of the Cinemini Europe project two or more activity cards have been created. The activity cards are nice treasures for the children, a remembrance of what they've seen. The assignment on each card invites to reflect and elaborate a bit more on the film. With simple and playful activities like drawing, dancing, acting or imagining children can work on the development of various skills, such as fine motor skills, speaking and listening skills and social and emotional skills. The activity cards can be done in groups, individually, in class or at home.

### Further watching or viewing

The following films from the cinemini Europe project might be a good addition to *Virtuos Virtuell*:

*A Colour Box* – in combination with this film you could explore a different form of abstract film and the fusion of music and images.

*Moia Mama – Samolet* – this is also a film where the (emotional and physical) movement of its characters is closely linked to the music, but here the story does not come from the soundtrack but is told in the images while the music accompanies them.



#### Colophon

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