

# Noise Control



*Noise Control is a 'documentation' – a documentary and animated story told concurrently. It is based on a true story, and set on the Kapiti Coast in 2001. A rooster is adopted by a local kindergarten, helping to teach the children about empathy. The rooster is upsetting the neighbours with his early-morning crowing so noise control is called in, and the rooster pays the price for keeping the neighbours awake. Told through interviews, news clips, live action and animation, this story is about what happens to a rooster that is too loud.*

**Writer/director:** Phill Simmonds

**Producer:** Huia Lambie

**Animation / 11 minutes / Rated PG  
Low-level violence / 2008**

**Theme:** Tolerance

**Key Competency:** Participating and contributing

## **ABOUT THE FILM:**

The tragi-comic saga is shot in the Simmonds Brothers' distinctive 'documentation' style: using 2D animation and audio to portray real-life events.

*Noise Control* is based on the real-life shooting of Raumati South Kindergarten's rooster by animal control officer Mr Wolf in 2001, which made national news.

## **ABOUT THE DIRECTORS:**

In the mid 1990s Phill and his brother Jeff Simmonds collaborated on simple web animation projects, which progressed to short, hand-drawn animated films. In 2007, Phill branched out on his own and established the animation company Simmonds Brothers Animation Ltd. *Noise Control* was the company's first 'documentation' project. He currently has a feature in development as well as a number of television and commercial animation projects.

[www.nzfilm.co.nz/film/noise-control](http://www.nzfilm.co.nz/film/noise-control)





## EXPLORING NARRATIVE

### Enquiry Question:

How does the mixture of news clips, interviews and fictitious interviews help tell a more complete story?

This story is told through a mixture of news clips, interviews recorded at the time, and fictitious interviews and scenes with the rooster and his neighbours. View the film and think about what kind of information is held in the three parts of the film.

- + **News clips** orient the film, meaning it puts the film in context.
- + **Interviews** give us facts from the situation; they let us hear from the characters involved.
- + **Fictitious scenes and interviews** humanise the rooster; give us a sense of empathy for the characters involved; increase the dramatic elements of the film.

### ■ WHOLE CLASS:

- + Which of these elements do you think was most helpful in building our understanding of the story?

### ■ INDEPENDENT:

- + Use a flow map to put the main events of the story in order. Under the flow map, identify how we find out about these events (news clips, interviews, or fictitious scenes and interviews).

### ■ GROUPS:

- + How would the story be different if one of these elements was changed or taken out of the film?

### ■ INDEPENDENT:

- + What do you think the interviewer was hoping to achieve by telling this story?

### ■ WHOLE CLASS:

- + Why do you think this news item got so much attention when it happened?



## EXPLORING KEY COMPETENCIES – PARTICIPATING AND CONTRIBUTING

### Enquiry Question:

How could these characters have better handled the situation by showing the key competency of participating and contributing?

Participating and contributing is about how we take part in society. When we are active members of society, there will be situations like this one where we are in conflict with others, where we should show tolerance.

### ■ WHOLE CLASS:

- + Was the kindergarten acting responsibly by keeping farm animals in a residential area?

### ■ GROUPS:

- + How could the kindergarten have worked with the community to achieve a different outcome to the story?

### ■ INDEPENDENT:

- + What would happen if councils no longer had people to enforce noise control?

### ■ WHOLE CLASS:

- + How do we balance our right to make noise with others' right to quiet?