

Summary

Hugo is an orphan boy living in the walls of a train station in 1930s Paris. He learned to fix clocks and other gadgets from his father and uncle which he puts to use keeping the train station clocks running. The only thing that he has left that connects him to his dead father is an automaton (mechanical man) that doesn't work without a special key. Hugo needs to find the key to unlock the secret he believes it contains. On his adventures, he meets George Melies, a shopkeeper, who works in the train station, and his adventure-seeking god-daughter. Hugo finds that they have a surprising connection to his father and the automaton, and he discovers it unlocks some memories the old man has buried inside regarding his past.

Themes

- Awe and amazement
- Friendship
- Family
- Transformation
- Memory and the past
- Isolation
- Art and culture
- Truth

Cross-curricular possibilities

Social studies subject curriculum

Competence aims after Year Level 10

- create stories about people from different societies in the past and present and show how their living conditions and values influenced their thoughts and actions
- discuss and elaborate on important changes in society in recent times and reflect on how today's society opens to new changes

Hugo Cabret

USA, 2011

Based on the novel by
Bryan Selznik (2008)

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English subject curriculum

Purpose

- Literary texts in English can instil a lifelong joy of reading and a deeper understanding of others and of oneself. Oral, written and digital texts, films, music and other cultural forms of expression can further inspire personal expressions and creativity.

Competence aims after Year 10

- discuss and elaborate on different types of English literature from English-speaking countries
- create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression

Overordnet del – verdier og prinsipper for grunnopplæringen

Skolen skal la elevene utfolde skaperglede, engasjement og utforskertrang [...]. Elevene skal lære og utvikle seg gjennom [...] estetiske uttrykksformer og praktiske aktiviteter. [...] Elever som lærer om og gjennom skapende virksomhet, utvikler evnen til å uttrykke seg på ulike måter, og til å løse problemer og stille nye spørsmål. [...] I et større perspektiv er skapende læringsprosesser også en forutsetning for elevenes dannelse og identitetsutvikling. (1.4)

Læreplan i kunst og håndverk

Etter 10. årstrinn

- tegne bildemanus, redigere og manipulere enkle digitale opptak og vurdere bruk av egne virkemidler
- vurdere ulike budskap, etiske problemstillinger og visuell kvalitet i reklame, film, nettsteder og dataspill
- samtale om opplevelse av hvordan kunstnere til forskjellige tider og i ulike kulturer har uttrykt seg gjennom foto, film og video, og bruke dette som utgangspunkt for eget arbeid