

## National Curriculum for England

Curriculum subject	Programme of study	Content	Film
Science	<b>Working scientifically</b>	<p>Observing closely using simple equipment; performing simple tests; gathering and recording data to help in answering questions.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units and a range of equipment, including thermometers and data loggers; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>FernGully: The Last Rainforest WALL·E FernGully: The Last Rainforest WALL·E</p>
	<b>Plants</b>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>FernGully: The Last Rainforest</p>
	<b>Living things and their habitats</b>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>FernGully: The Last Rainforest Arctic Tale Watership Down WALL·E Watership Down Arctic Tale</p>
	<b>Animals, including humans</b>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Arctic Tale Watership Down</p>
	<b>Evolution and inheritance</b>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Arctic Tale Watership Down</p>

## National Curriculum for England

Curriculum subject	Programme of study	Content	Film
Music	Music	Listen with concentration and understanding to a range of high-quality live and recorded music.	FernGully: The Last Rainforest
PSHE and citizenship		Please see individual schemes of work for links relating to the issues explored within this resource.	All films
English	Spoken language	Ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in discussions, presentations, performances, role play, improvisations and debates.	All films
	Writing - composition	Writing narratives about personal experiences and those of others (real and fictional); writing poetry; expanded noun phrases to describe and specify.	WALL·E FernGully: The Last Rainforest
	Reading - comprehension	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Arctic Tale
Computing	Computing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	FernGully: The Last Rainforest

## National Curriculum for England

Curriculum subject	Programme of study	Content	Film
Art and design	Art and design	<p>Use a range of materials creatively to design and make products.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>FernGully: The Last Rainforest</p> <p>Watership Down</p> <p>WALL·E</p>
Design and technology	Design	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	WALL·E
Geography	Geographical skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	WALL·E

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
Language and literacy	Talking and listening	<p>Key Stage 1 Pupils should be enabled to:</p> <p>Participate in talking and listening in every area of learning.</p> <p>Listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities.</p> <p>Listen to, interpret and retell, with some supporting detail, a range of oral and written texts.</p> <p>Listen to and respond to guidance and instructions.</p> <p>Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.</p>	FernGully: The Last Rainforest
		<p>Key Stage 2 Pupils should be enabled to:</p> <p>Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.</p> <p>Tell, re-tell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum.</p> <p>Participate in group and class discussions for a variety of curricular purposes.</p> <p>Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.</p> <p>Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.</p>	Watership Down, WALL·E and Arctic Tale

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
Language and literacy cont.	Talking and listening cont.	<p>Key Stage 2 cont.</p> <p>Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations.</p> <p>Talk with people in a variety of formal and informal situations.</p> <p>Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.</p>	
	Reading	<p>Key Stage 1</p> <p>Pupils should be enabled to:</p> <p>Retell, reread and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT.</p>	All Films
		<p>Key Stage 1</p> <p>Pupils should be enabled to:</p> <p>Research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways.</p> <p>Use a range of comprehension skills, both oral and written, to interpret and discuss texts.</p>	WALL·E
		<p>Key Stage 2</p> <p>Pupils should be enabled to:</p> <p>Use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task.</p>	WALL·E

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
Language and literacy	Writing	<p>Key Stage 1</p> <p>Pupils should be enabled to:</p> <p>Participate in modelled, shared, guided and independent writing, including composing on screen.</p> <p>Talk about and plan what they are going to write.</p> <p>Begin to check their work in relation to specific criteria.</p> <p>Write for a variety of purposes and audiences.</p>	FernGully: The Last Rainforest
		<p>Key Stage 2</p> <p>Pupils should be enabled to:</p> <p>Participate in modelled, shared, guided and independent writing, including composing on screen.</p> <p>Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.</p> <p>Express thoughts, feelings and opinions in imaginative and factual writing.</p> <p>Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics.</p>	Watership Down WALL·E Arctic Tale

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
Environment and society	Geography	<p>Key Stage 2</p> <p>Develop enquiry and fieldwork skills: questioning, planning, collecting, recording, presenting, analysing, interpreting information and drawing conclusions relating to a range of sources.</p> <p>Develop critical and creative thinking skills to solve geographical problems and make informed decisions.</p> <p>Develop a sense of place through the study of:</p> <p>A range of local, national, European and global contexts.</p> <p>Contrasting physical and human environments, issues of topical significance.</p>	<p>FernGully: The Last Rainforest</p> <p>Watership Down</p> <p>Arctic Tale</p>
The world around us	Movement and energy	<p>Key Stage 1</p> <p>Pupils should be able to explore:</p> <p>Explore sources of energy in the world.</p> <p>How and why people and animals move.</p> <p>Changes in movement and energy over time.</p>	<p>Arctic Tale</p> <p>WALL·E</p> <p>FernGully: The Last Rainforest</p>
		<p>Key Stage 2</p> <p>Pupils should be able to explore:</p> <p>The causes and effect of energy, forces and movement.</p> <p>Causes that affect the movement of people and animals.</p> <p>Positive and negative consequences of movement and its impact on people, places and interdependence.</p>	

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
The world around us	Interdependence	<p>Key Stage 1 Pupils should be able to explore:</p> <p>'Me' in the world.</p> <p>How plants and animals rely on each other within the natural world.</p> <p>Interdependence of people and the environment.</p> <p>The effect of people on the natural environment over time.</p> <p>Interdependence of people, plants, animals and place.</p>	All films
		<p>Key Stage 2 Pupils should be able to explore:</p> <p>How they and others interact in the world. How living things rely on each other within the natural world.</p> <p>Interdependence of people and the environment and how this has been accelerated over time.</p> <p>The effect of people on the natural and built environment over time.</p>	
The world around us	Change over time	<p>Key Stage 1 Pupils should be able to explore:</p> <p>Ways in which change occurs in the natural world.</p> <p>How people and places have changed over time.</p> <p>Positive change and how we have a responsibility to make an active contribution.</p>	WALL·E Arctic Tale



## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
The world around us	Change over time cont.	<p>Key Stage 2 Pupils should be able to explore:</p> <p>How change is a feature of the human and natural world and may have consequences for our lives and the world around us.</p> <p>Ways in which change occurs over both short and long periods of time in the physical and natural world.</p> <p>The effects of positive and negative changes globally and how we contribute to some of these changes.</p>	
Personal development and mutual understanding	Mutual understanding in the local and wider community	<p>Key Stage 1</p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in developing themselves as members of a community.</p>	WALL·E
		<p>Key Stage 2</p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in: playing an active and meaningful part in the life of the community and being concerned about the wider environment.</p>	
The arts	Music	<p>Key Stage 1</p> <p>Pupils should be enabled to:</p> <p>Listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.</p>	FernGully: The Last Rainforest
		<p>Key Stage 2</p> <p>Listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.</p>	

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
The arts cont.	Music cont.	<p>Key Stage 2 Pupils should be enabled to:</p> <p>Look at and talk about the work of artists, designers and craftworkers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making.</p> <p>Develop understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.</p> <p>Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions.</p> <p>Use a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.</p>	Watership Down
	Drama	<p>Key Stage 1 Pupils should be enabled to:</p> <p>Develop their understanding of the world by engaging in a range of creative and imaginative role-play by creating invented situations on their own and with others, and responding in role to the dramatic play of others and to the teacher.</p> <p>Explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others.</p>	WALL·E

## Northern Ireland curriculum

Curriculum subject	Programme of study	Content	Film
The arts cont.	Drama cont.	<p>Key Stage 2 Pupils should be enabled to:</p> <p>Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.</p> <p>Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role.</p>	WALL·E

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Expressive Arts	Art and design	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. <b>EXA 2-02a</b>	Arctic Tale
		I can create and present work that shows developing skill in using the visual elements and concepts. <b>EXA 2-03a</b>	Watership Down
		Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. <b>EXA 2-04a</b>	Watership Down
		Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <b>EXA 2-05a</b>	Arctic Tale Watership Down
	Drama	I enjoy creating, choosing and accepting roles, using movement, expression and voice. <b>EXA 1-12a</b>	WALL·E
		I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. <b>EXA 2-12a</b>	WALL·E
		I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. <b>EXA 1-14a</b>	WALL·E
		I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. <b>EXA 2-14a</b>	WALL·E

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Expressive Arts cont.	Music	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. <b>EXA 1-19a</b>	FernGully: The Last Rainforest
Health and Wellbeing	Mental, emotional, social and physical wellbeing Social wellbeing	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. <b>HWB 1-13a / HWB 2-13a</b>	All films
	Planning for choices and changes	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. <b>HWB 1-19a</b>	All films
		Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <b>HWB 2-19a</b>	All films
Literacy and English	Listening and talking - finding and using information	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b>	WALL·E
		I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b>	Arctic Tale
	Listening and talking - understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. <b>LIT 1-07a</b>	WALL·E FernGully: The Last Rainforest

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Literacy and English cont.	<b>Listening and talking - understanding, analysing and evaluating cont.</b>	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. <b>LIT 2-07a</b>	WALL·E Arctic Tale Watership Down
	<b>Listening and talking - creating texts</b>	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. <b>LIT 1-09a</b>	WALL·E FernGully: The Last Rainforest
		When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> <b>LIT 2-09a</b>	WALL·E Arctic Tale Watership Down
		I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b>	Arctic Tale
	<b>Reading - finding and using information</b>	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. <b>LIT 1-14a</b>	WALL·E
		Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b>	WALL·E

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Literacy and English cont.	Reading - finding and using information cont.	I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. <b>LIT 1-15a</b>	WALL·E
		I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b>	WALL·E
	Reading - understanding, analysing and evaluating	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. <b>LIT 1-16a</b>	WALL·E
		To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b>	WALL·E
	Writing - tools for writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. <b>LIT 1-22a</b>	FernGully: The Last Rainforest Watership Down
		In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b>	Watership Down
		Throughout the writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b>	Watership Down

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Literacy and English cont.	Writing - tools for writing cont.	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. <b>LIT 1-24a</b>	WALL·E
		I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b>	WALL·E
	Writing - organising and using information	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-26a</b>	WALL·E FernGully: The Last Rainforest
		By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>	WALL·E Arctic Tale
	Writing - creating texts	I am learning to use language and style in a way which engages and/or influences my reader. <b>ENG 2-27a</b>	Arctic Tale
		I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b>	Arctic Tale
		I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <b>LIT 2-29a</b>	WALL·E
		Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. <b>ENG 1-31a</b>	FernGully: The Last Rainforest Watership Down



## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Sciences	Planet Earth - biodiversity and interdependence	I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and, from what I have learned, I can grow healthy plants in school. <b>SCN 1-03a</b>	FernGully: The Last Rainforest
		I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. <b>SCN 2-01a</b>	Watership Down
		I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a structures, characters and/or settings. <b>ENG 1-31a</b>	Watership Down
	Biological systems - inheritance	By investigating the life cycles of plants and animals, I can recognise the different stages of their development. <b>SCN 2-14a</b>	Arctic Tale
		By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. <b>SCN 2-14b</b>	Arctic Tale
	Materials - properties and uses of substances	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. <b>SCN 2-15a</b>	WALL·E

## Curriculum for Excellence - Scotland

Curriculum subject	Organiser	Experiences and Outcomes	Film
Social Studies	People, past events and societies	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. <b>SOC 2-04a</b>	Watership Down
	People, place and environment	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. <b>SOC 2-08a</b>	WALL·E Watership Down
Technologies	People, past events and societies	I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 1-04b / TCH 2-04b</b>	WALL·E Arctic Tale
	People, place and environment	During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. <b>TCH 1-13a / TCH 2-13a</b>	WALL·E
		Through discovery and imagination, I can develop and use problem-solving strategies to construct models. <b>TCH 1-14a / TCH 2-14a</b>	WALL·E

## National curriculum for Wales

Curriculum subject	Programme of study	Content	Film
Science	<b>Interdependence of organisms</b>	<p>Through fieldwork, the plants and animals found in two contrasting local environments, eg identification, nutrition, life cycles, place in environment.</p> <p>The interdependence of living organisms in those two environments and their representation as food chains.</p>	All films
Curriculum Cymreig (7–14)		Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.	All films
Welsh and English	<b>Oracy</b>	<p>Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener.</p> <p>Communicating for a range of purposes, eg presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading.</p>	All films
	<b>Reading</b>	<p>Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views.</p> <p>Reading/viewing extracts and complete texts with challenging subject matter that broadens perspectives and extends thinking, eg environmental issues, sustainability, animal rights, healthy eating.</p>	All films

## National curriculum for Wales

Curriculum subject	Programme of study	Content	Film
Welsh and English cont.	Writing	<p>Use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose.</p> <p>Writing for a range of purposes, eg to entertain, report, inform, instruct, explain, persuade, recount, describe, imagine and to generate ideas.</p>	All films
Mathematics	Handling data	<p>Collect, represent, analyse and interpret data.</p> <p>Understand and use probability</p>	FernGully: The Last Rainforest
Geography	Investigating	<p>Observe and ask questions about a place, environment or a geographical issue, eg why does it flood? How and why is our village changing?</p> <p>Measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, eg use instruments to measure rainfall, use GIS, design questionnaires.</p> <p>Organise and analyse evidence, develop ideas to find answers and draw conclusions, eg use a data spreadsheet, compare weather data.</p>	All films
	Communicating	<p>Express their own opinions and be aware that people have different points of view about places, environments and geographical issues, eg about wind farms, fair trade.</p> <p>Make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, eg a traffic problem.</p> <p>Communicate findings in a variety of ways, eg using geographical terms, annotated photographs, maps, diagrams, or ICT.</p>	All films

## National curriculum for Wales

Curriculum subject	Programme of study	Content	Film
Design technology	Designing	<p>Use a range of information sources to generate ideas for products.</p> <p>Develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate.</p>	FernGully: The Last Rainforest
	Making	<p>Choose appropriate materials, ingredients, equipment, tools/utensils and techniques from a range made available to them.</p> <p>Measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques.</p>	FernGully: The Last Rainforest
Art and design	Understanding	Describe and make comparisons between their own work and that of others.	Watership Down Arctic Tale
	Investigating	<p>Select and record from:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• experience</li> <li>• memory</li> <li>• imagination</li> </ul>	Watership Down
Music	Composing	Improvise, compose and arrange music.	FernGully: The Last Rainforest
	Appraising	Listen to and appraise music with perception and attention to detail.	FernGully: The Last Rainforest