The Blue Tiger (Modrý tygr) is part of a collection of European films: the CinEd collection, a film education programme for young people.

This student sheet allows me to rediscover the film, to go through it in words and images, to know more about where the characters live and their time, to create and invent, to go further by discovering other works: films, books, music, photographs, paintings...

By participating in CinEd, I share the discovery of films with young people from other countries, all over Europe!
The film

1. Seen in the film

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
A fictional tiger appears in many forms in the city and causes panic. The mayor first rejects the presence of the tiger, later he goes on a search for the tiger.

The tiger is injured in a collision with the big mayor's car and he hides himself in the botanical garden. Johanka and Mates discover him here and invite Johanka's mother to help. She treats him with herbs.

The tiger influences also Mates' father and the relationships of the parents of both friends improve. Mommy invites everyone for a dinner.

Kráčmera, an assistant to Mayor Rýp, discovers the tiger in the botanical garden. He captures him during night and takes him to the hiding place in cellar. Johanka and Mates, who guarded the tiger, follow them and call for help. The mayor is revealed.

Morning at the botanical garden in the middle of the city. Johanka and her mother, a cleaner, live in the garden as well as Mates and his father, who is botanist. The relationship between adults is not very friendly.

Johanka and Mates are counting dogs on the way to school. During the next few days, dogs in the old part of town are beginning to disappear.

A strict schoolteacher controls if Johanka has her slippers at school, and she constantly raises conflicts. During one meeting, Johanka will be slapped.

Johanka has a rich imagination. In Johanka's imagery a tiger savior. Thanks to her imagination, Johanka revives the tiger just after the conflict with the schoolteacher.

In Johanka's school, the mayor Rýp appears, he shows to children the new idea of the city. Johanka and Mates discover for the first time that the municipality wants to destroy the botanical garden.

The black and white plans of a new city look modern but compared with the old city and its diversity give impression of austerity and impersonally look, without natural elements.

When kids run out of school, they find an old spa baths. In Johanka's mind life in the spa and also its painting of the island on the wall revive.
Petr Oukropec, director of the film The Blue Tiger, is a producer. And because he failed to find a suitable director, he filmed this movie in the end by himself.

He took inspiration from Juraj and Tereza Horvát's book of the same name, he collaborated with them on the screenplay and he focused primarily on Johanka's main character and her adventure.

He says that the film is about child's secrets, about the importance of inner freedom, the power of fantasy, about friendship among people. This is, after all, more important than places that are changing.

(Petr Oukropec, Kinobox, 2012)
In Europe and elsewhere

How do you say The Blue Tiger in other countries?

- Finland: Blue tiger
- Lithuania: Mėlynasis tigras
- Czech Republic: Modrý tygr
- Romania: Tigrul albastru
- Bulgaria: Синият тигър
- United Kingdom: The blue tiger
- France: Le tigre bleu
- Spain: El tigre azul
- Portugal: O tigre azul
- Italy: La tigre blu

In Europe and elsewhere

The film and its era

Context:
The film takes place in the Czech Republic, in a big city that is not quite real but it mostly reminds the capital Prague. The Czech Republic is a country with a long and rich history, the first Slavs came to the Czech lands in the 10th century. It is a relatively small country, so in one place there blends historical and old with completely new and modern. During the Communist regime (1948–1989), many people were expropriated, as everything should belong to everyone. And as nobody cared too much about anything, after the communist regime collapse, there was a great disorder period and there remained a large number of uninhabited, unused or devastated historical buildings.

People in the Czech Republic speak Czech. Children from the old district go to school where, in addition to teachers, a strict janitor with her dogs works. The janitor’s task is to lock the school before the class starts, so that she knows who comes late. Children in Czech schools have cloakrooms, where they leave or change their clothes and they also put on slippers (they change their shoes).
The film and me

► If I had to give another title to The Blue Tiger, it would be....

► What would I like to know more about the film? About the country or the time of the film? What surprised me?

► Which animal would I ask for help in case of emergency?

► What is freedom, what does it mean to be free? Which animal is a symbol of freedom for me?

► What would I like to ask, if I meet the director of the film The Blue Tiger, Petr Oukropec?

► What would happen if ... I try to tell or draw what would happen if...
  - If Johanka could not draw
  - If The Blue Tiger did not come to life
  - If The Blue Tiger came to life but did not recover from the injury
  - If The Blue Tiger came to life but could not do miracles
  - If............................................................

What is the place where I feel good, where is it?
I take photos of the surroundings where I live.
Do the places in the photos look like the places in the film?

I compare if they are similar to the places from the botanical garden and the old town, or rather the modern ones from the new city.

I choose one photo that inspires me so that I can make my own story and try to narrate it or write it.

► Do I like to dream during the day?
Do I have a rich imagination?

I can write a letter to the character of the film – Johanka to tell her about my imagination, to share if I understand her, or I go through some situations in the same way.
I can also write a letter to Mates: about what I am interested in, what I can do well, if I managed some problem, mystery, task.
The film and me

I make my own poster of the film.

I can choose images from the film (using the Young Spectator Space). Do they make me think of other images that I know (paintings, comics, clips...)?

I put images in interaction with some another. I compare pictures of the French painter Henri Rousseau (1844-1910) with images of the film. I compare situations and images of The Blue Tiger with pedagogical films which put together extracts of other CinEd films about some patterns.

How the animal can be revived in the movie? Johanka’s dreams appear in the film as flat-faced animations. The flat part is drawn, the original image is cut into individual parts and the background is also created separately.

I create the puppet of an animal so that we can really move the parts according to the instructions. At first I draw the animal, then I realize which parts of its body this animal will move. I finish my draw by “joints” of bones, by using adhesive rubber (PRIM FIX- Kores, Pritt,..).

I think about the place where my animal usually moves in, the place where it feels good. I create a “background” made of coloured sheets of paper - the environment for my animal. Then I put my animal in the environment and try its movements. Does the animal hide, or does it stand out, thanks to the environment? Does it use parts of the environment to move (to jump, crawl, fly...)?

Choosing and creating images

Tiger in a Tropical Storm, 1891.

Exotic Landscape, 1908.
To go further

If I liked *The Blue Tiger*, I might also like:

* Rentrée des classes (1956, France) by Jacques Rozier
  (FILM IN THE Cined Collection)
  One small boy, René will pass the first days of school as a truant together with wildlife animals in the nature flooded by light. Some situations from the school settings are similar.

* Petite Lumière (2003, France) by Alain Gomis
  (FILM IN THE Cined Collection)
  A common feature of the both films presents the power of imagination of the both main heroes of Fatima and Johanka and their conflict with the reality of the world.

* El espíritu de la colmena (1973, Spain) by Victor Erice
  (FILM IN THE Cined Collection)
  Eight-year-old Ana has many questions about the frightening figure Frankenstein, she has seen him in the cinema. Just like Johanka, Ana mixes reality with her own imagination and she experiences adventure in her own world.

* The Chronicles of Narnia: The Lion, the Witch and the Wardrobe (2005, USA / United Kingdom) by Andrew Adamson
  *The Chronicals of Narnia: Prince Caspian* (2008, USA, Poland, Slovenia, Czech Republic) by Andrew Adamson
  *Prince Caspian and the Voyage of the Dawn Treader* (2010, USA) by Michael Apted

* In the Attic or Who Has a Birthday Today? (2009, Czech Republic / Slovakia / Japan) by Jiří Barta

* Mach a Šebestová (1973-1986, Czechoslovakia) by Miloš Macourek, Adolf Born, Jaroslav Doubrava
To go further

These characters:

- Pascal in Le Ballon rouge (1956, France) by Albert Lamorisse
  A little boy from Paris, is experiencing many adventures and adversities. Both, the film and the book tell about the friendship of Pascal and the red balloon.

- Alice (1988, Czechoslovakia, Switzerland, Great Britain, West Germany) by Jan Švankmajer
  As an inspiration for this film served book Alice in the Wonderland. Thanks to great animation, we can together, with Alice, experience the adventures of a strange world of her own imagination as if we were there with her.

- Squid from the second floor (1986, Czechoslovakia, West Germany) by Jindřich Polák
  A pair of children’s heroes, Honza and Eve, discover during their not very successful seaside holidays some strange substance and they model from this material two oceanic squids. Since then, strange things have happened around them, and thanks to animal friends, there is no need of more miracles.

This book:

- The Chronicles of Narnia (1950-1956, United Kingdom) by Clive Staples Lewis
  The seven-part book is full of adventures of children who reach the fantastic country of Narnia, where talking animals live and where exists magic. The good has to front the evil and children play an important role in this action.

The author of this student sheet is Martina Voráčková, with the Cinémathèque Française.