

Topic: Where do these stairs lead?

Objectives:

- reading animation on the level of literal and symbolic meanings
- identifying the characters of parables in literature and film
- creating short written statements referring to a film
- finding connections between a painting, a film, a popular song
- characterizing a film hero
- the role of film means of expressions in conveying the content of a film

Working methods:

- working with source text (picture, film, song)
- individual work
- group work
- class discussions

Teaching resources:

- the film „Stairs” by Stefan Schabenbeck
(<https://www.youtube.com/watch?v=QfGi9-0ubJA&t=364s>)
- selected film stills from the film „Stairs”
(<http://fototeka.fn.org.pl>)
- H. Biedermann, Lexicon of symbols, Warsaw 2001
- selected reproductions of paintings with a staircase motif, e.g., Rembrandt, The Scientist in a room with winding staircase, M.J. Blondel, Napoleon I, Monet, The Garden at Vertheuil ii.

- text and recording of S. Grzeszczak's song „Stairs” (https://www.youtube.com/watch?v=68Z978U28qY&list=RD68Z978U28qY&start_radio=1&rv=68Z978U28qY&t=0)

Working time: one lesson

The course of the lesson:

1. Introduction: the motif of the stairs in culture.
Students look at reproductions of selected paintings and point out the motif of the stairs that connects them.
2. The symbolic significance of stairs in art.
 - Students write their own associations evoked by the image of the stairs on small sticky notes and then hang the notes on the big board and compare them with the remarks of their friends.
 - Symbolism of stairs according to „Lexicon of symbols” – reading the corresponding entry in the dictionary.
3. Video presentation.
Students watch an animation entitled „Stairs” directed by Stefan Schabenbeck. Before the screening, the teacher informs the students that the film was made in 1968 and is considered by film critics as one of 20 masterpieces of Polish animation. The film is short, it lasts 7:20.
4. First evaluation of the film.
Students give their impressions and feelings about the movie they watched.
5. Creation of the film character.
 - Students receive printouts of selected frames of the film. Working in groups, they arrange them chronologically and write down the inner thoughts of the character at

different stages of his/ her journey up the stairs. Each team presents the results of their work.

- Question to..... Students formulate and present one question they would like to ask a movie character if they had the opportunity.
- Me – the hero of the film. Discussion: Is it easy to identify with the character? Do the situations presented in the film relate to feelings, experiences and reflections I know from my own life experience or someone I know? The discussion in class should make students aware that Schabenbeck's film has a timeless dimensions, it is a parable. It is an opportunity to remind them of the literary parables they have learned.

6. Film making – film means of expression.

- film sets
- colours
- music

Do they disturb or help you understand the main idea of the film?

7. Creation of the character in the film „Stairs” and the identity of the speaking subject in Sylwia Grzeszczak's pop song „Stairs” – similarities and differences.

The teacher distributes the lyrics of the song to the students and informs them that the song by Sylwia Grzeszczak comes from the album „Composing yourself” (released in June 2013), the recordings from this album reached the second place on the Polish charts, and the album achieved triple platinum status.

Students' work during the lesson



