

ROALD DAHL'S FANTASTIC MR FOX



ADAPTED FOR THE STAGE BY **SHAKE & STIR THEATRE CO**

TEACHER RESOURCE KIT

**SYDNEY
THEATRE
CO**

**SHAKE
& STIR**
THEATRE CO



CREATIVES

Adaptor Nick Skubij

Director Ross Balbuziente

Designer Josh McIntosh

Lighting Designer Jason Glenwright

Sound Designer Guy Webster

Video Designer Craig Wilkinson

Illustrator Jon Weber

Marketing Assistant David Fell

Education Liaison Katie Gentle

Hi guys,

FACT! Fantastic Mr Fox is one of my all-time favourite books.

I have lost count the amount of times I have read this book from cover to cover. How cool is it that I now have the opportunity to direct a stage version of this story!?

It's been an absolute pleasure to work with such a hilarious cast - we have had so much fun putting this show together for you. A whopping thanks to our creative team for helping us bring this story to life and who took on the super-fun challenge of creating a real life cartoon world, live on stage. You know what? There are also a whole team of people backstage that you don't see, that are so important to every live theatre production - I want to say a huge thank you to our awesome backstage crew for truly making the magic happen. Finally, big cheers to Mr Roald Dahl!

So dig in - it's time to get foxy!

ROSS BALBUZIENTE
DIRECTOR





watch with
GLITTERING EYES
the whole world around you
BECAUSE THE GREATEST SECRETS
ARE ALWAYS HIDDEN 
in the most unlikely places
THOSE WHO **MAGIC**
DON'T BELIEVE IN
WILL NEVER FIND IT.

Roald Dahl



AUSTRALIAN CURRICULUM LINKS

GENERAL CAPABILITIES

Literacy, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding

PRIMARY - ENGLISH

YEAR 1

- * Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

YEAR 2

- * Compare opinions about characters, events and settings in and between texts (ACELT1589)
- * Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
- * Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
- * Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

YEAR 3

- * Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)
- * Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
- * Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)



AUSTRALIAN CURRICULUM LINKS

YEAR 4

- * Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)
- * Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
- * Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)

YEAR 5

- * Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
- * Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

YEAR 6

- * Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
- * Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
- * Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)



AUSTRALIAN CURRICULUM LINKS

PRIMARY - DRAMA

YEAR 1 AND 2

- * Explore role and dramatic action in dramatic play, improvisation and process drama [ACADRM027]
- * Use voice, facial expression, movement and space to imagine and establish role and situation [ACADRM028]
- * Respond to drama and consider where and why people make drama [ACADRR030]

YEAR 3 AND 4

- * Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama [ACADRM031]
- * Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place [ACADRM032]
- * Shape and perform dramatic action using narrative structures and tension in devised and scripted drama [ACADRM033]
- * Identify intended purposes and meaning of drama, using the elements of drama to make comparisons [ACADRR034]

YEAR 5 AND 6

- * Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations [ACADRM035]
- * Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action [ACADRM036]
- * Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience [ACADRM037]
- * Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts [ACADRR038]

THEATRICAL STYLES

CINEMATIC THEATRE

Cinematic Theatre is the integration of stage and screen. Filmed or animated action works in unison with live actors to create a dynamic form of story telling, morphing time, place and reality.

CONVENTION	IN THE SHOW
Integrated Projected Image	The tiered set piece is projection mapped so that the set can transition seamlessly from the different farms, to deep below the ground and high up into the branches of the tree. The use of the animated screens enables all manner of possibilities to occur on stage including: digging, falling, fights and a flood of cider!

CHILDREN'S THEATRE

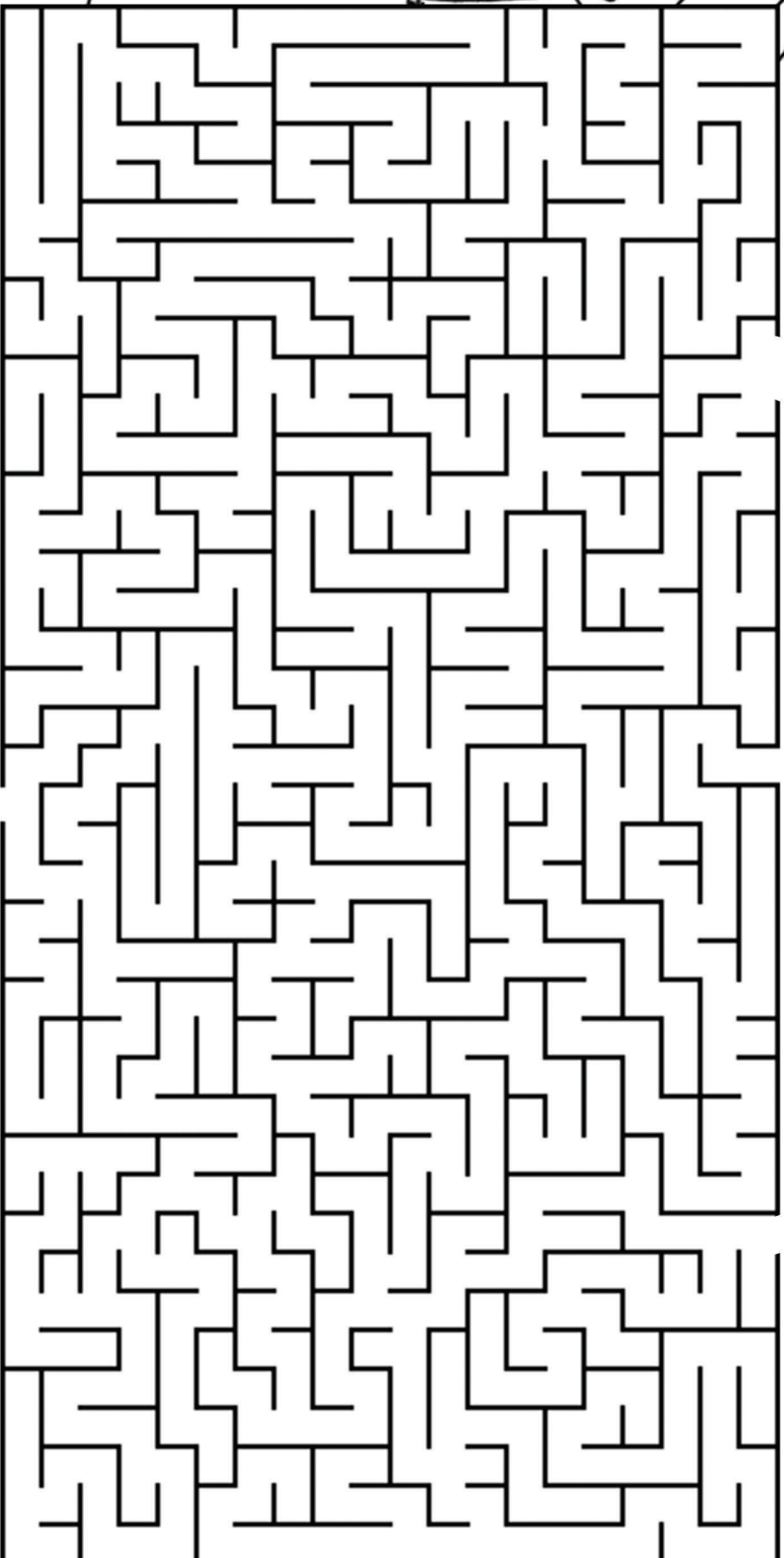
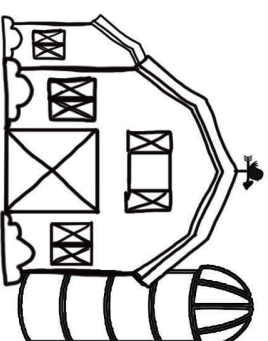
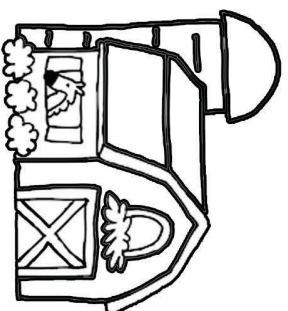
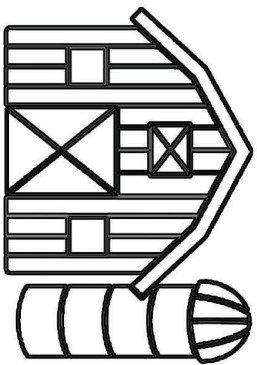
Children's theatre is a hybrid genre drawing upon elements of many different genres of theatre including, but not limited to: use of humour, audience participation, visual appeal, unrealistic elements, stock characters, moral message or educational worth.

CONVENTION	IN THE SHOW
Comedy	Theatre for young people must engage them through humour, even if the tale is dark or unhappy in some way – your hook with children is always through laughter. This show is full of various types of comedy including slapstick, black comedy, double entendre, improvisational comedy, puns and through Roald Dahl's fantastic quirky storytelling of course!
Unrealistic Elements	Children's theatre has the ability to transcend genres of theatre, throwing non-realistic elements into the mix. Specific examples from the show include: magical elements, breaking the fourth wall, actors playing multiple roles, actors playing animals (that talk as well!). All these elements help to engage children – allowing them to suspend their disbelief and use their imaginations in a really fun way.
Easy to follow Narrative Structure	The whole play follows the central tension of the Fox family defending their home. The three farmers, and their confrontations with the foxes provides clear chapters all building to the central show down!
Moral Messages	Across the tale of Mr Fox, the characters have to make choices which makes them evaluate what is important to them, what's the right thing to do and how to survive! As the audience watches the show they learn different things about family, perseverance and home.

MAGICAL REALISM

Magical Realism is a genre or style of theatre which utilises fantastic or imaginary elements to communicate the action.

CONVENTION	IN THE SHOW
Non-Human Characters	The anthropomorphic use of the animals and imaginary characters blurs the line of reality and fiction.
Time and Place shifts	The sense of time and place is morphed throughout the show, jumping from place to place and past to present allowing characters and action to transition without explanation.
Other Worlds	While often grounded in a realistic setting, the dramatic action within the play follows its own rules of logic. Characters do not question the surreal situations they find themselves in, but embrace them.
Real becomes Unreal	Unusual events and actions of the characters go hand in hand with real-life elements - farmers defending their land sits beside foxes having a sweet little home they are prepared to fight to defend.



MAZE MADNESS

START
HERE

**CAN YOU FIND YOUR WAY
TO EACH OF THE FARM HOUSES?
USE DIFFERENT COLOURS FOR EACH PATH!**



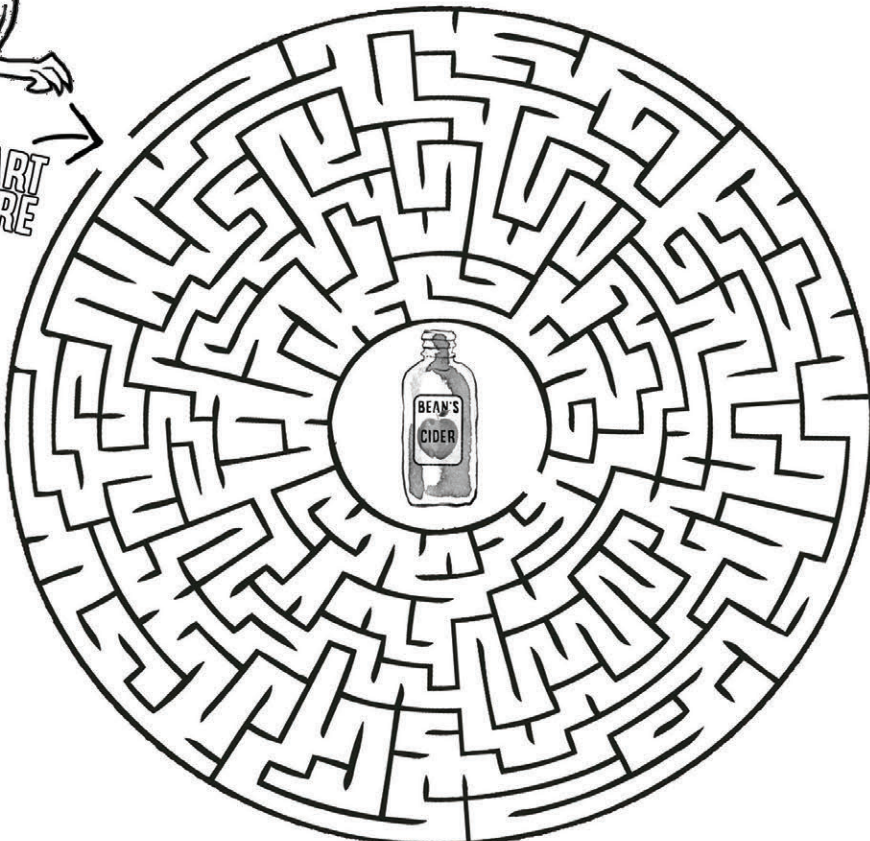
**USING ONLY THE LETTERS ABOVE,
SEE HOW MANY 4 LETTER WORDS YOU CAN MAKE!**

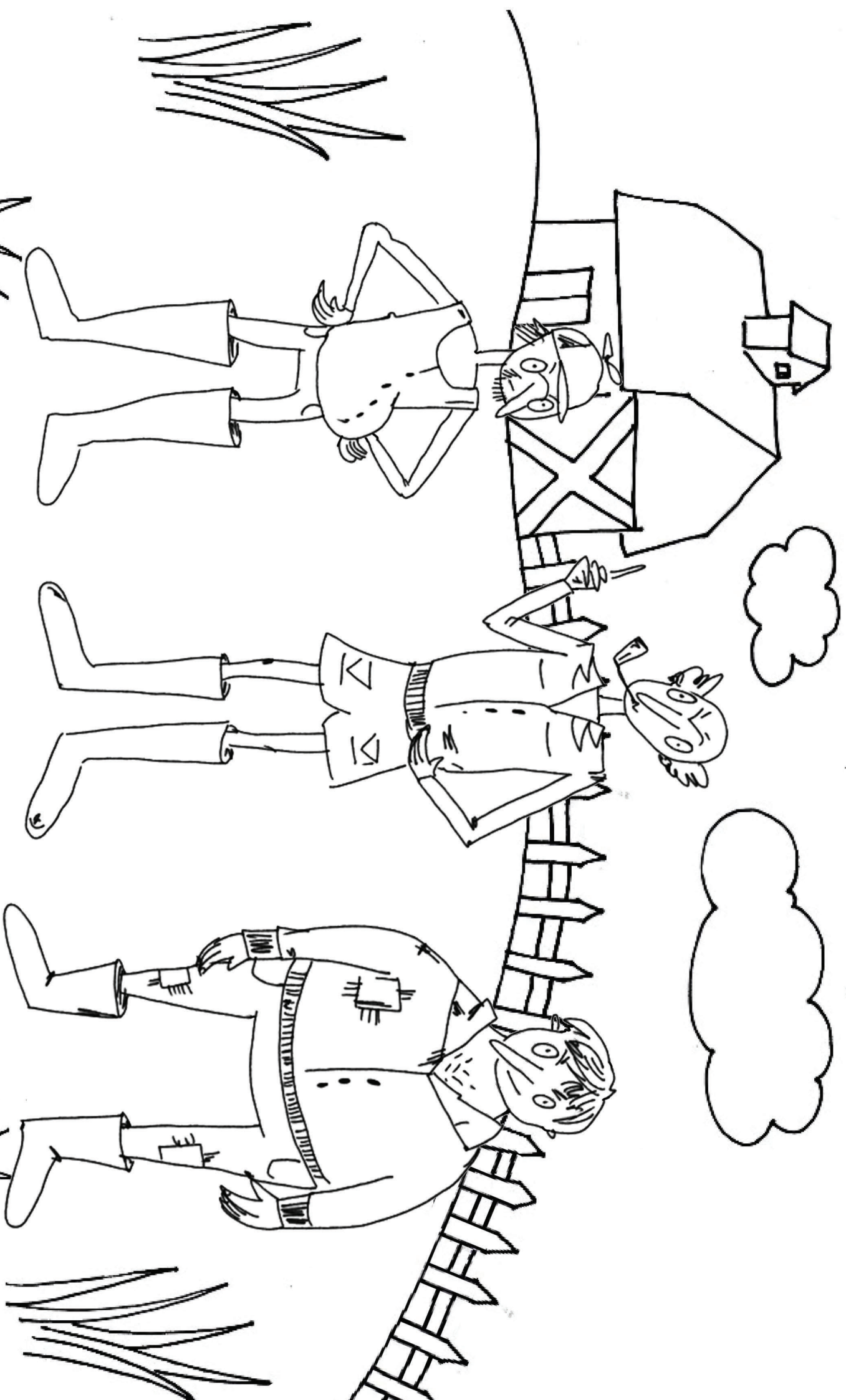
RAT RACE

CAN YOU HELP RAT FIND HIS WAY TO BEAN'S CIDER?



**START
HERE**



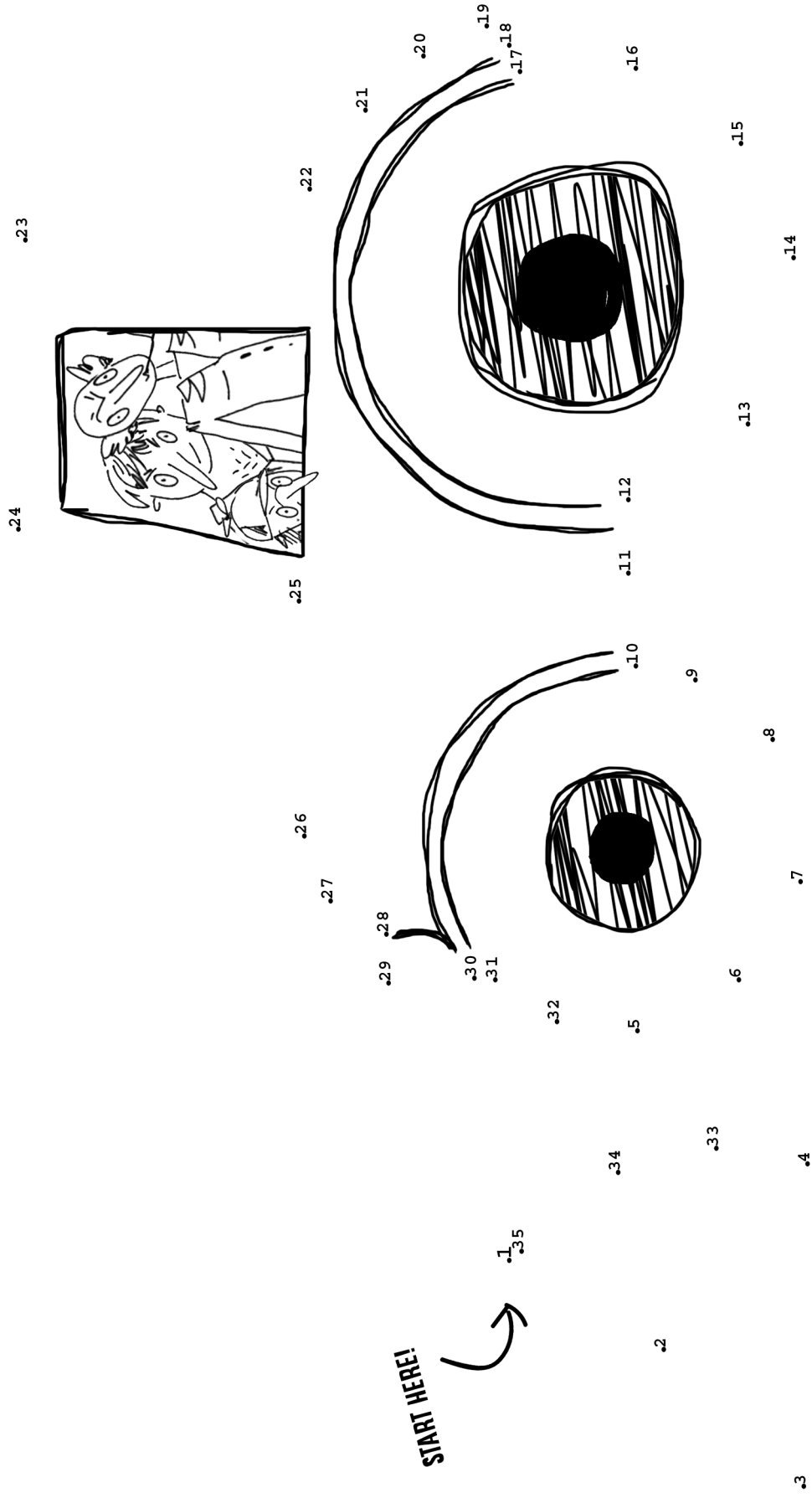


COLOUR IN THE FARMERS

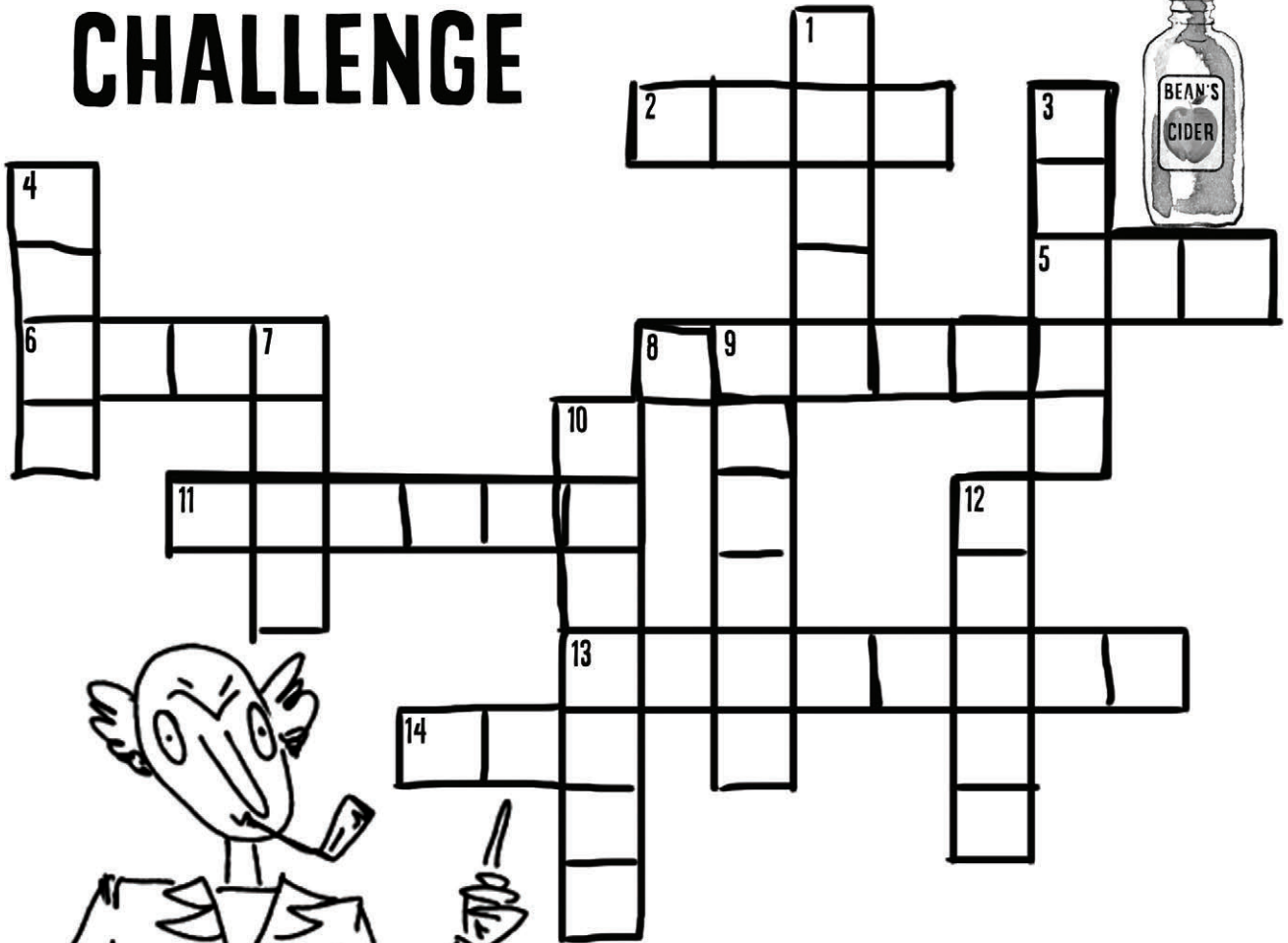
DOT TO DIG!

WILL YOU HELP THE FARMERS CATCH THE FOXES BY CONNECTING THE DOTS?

START HERE!



BEAN'S CROSSWORD CHALLENGE



ACROSS

2. CHASE IS ALLERGIC TO THESE.
5. WHAT THE FOXES DO TO ESCAPE THE FARMERS.
6. MR FOX LOSES THIS WHEN THE FARMERS ALMOST CATCH HIM.
8. THE COLOUR OF CHASE'S SHOES.
11. THE LONELIEST ANIMAL FOX MEETS.
13. THE FIRST THING THAT MR FOX STEALS FOR DINNER.
14. THE ANIMAL THAT CHASE FIGHTS.

DOWN

1. PROJECTED BACKGROUNDS CAN SOMETIMES BE CALLED MULTI _____
3. THE LIQUID BEAN MAKES WITH THE FRUIT FROM HIS ORCHARD.
4. BUNCE'S FAVOURITE FOOD.
7. BOGGIS, BUNCE AND BEAN, ONE FAT, ONE SHORT, ONE _____
9. THE ANIMAL THAT EATS CARROTS FOR DINNER.
10. THE MACHINE THE FARMERS USE TO TRY AND CATCH THE FOXES.
12. THE SENSE THAT MR FOX USES TO SPOT OUT BOGGIS, BUNCE AND BEAN.



MRS FOX'S FANTASTIC FACTS

HOW MUCH CAN YOU REMEMBER FROM THE SHOW?

**WHAT ANIMAL DO THE FOX'S MEET
IN THE CIDER CELLAR?**

- A Mole
- B Badger
- C Rat
- D Rabbit

WHAT DOES BOGGIS RAISE ON HIS FARM?

- A Pigs
- B Ducks and Geese
- C Chickens
- D Turkey and Apples

WHAT IS FARMER BUNCE'S SPECIALITY?

- A Apple Cider
- B Pâté
- C Carrots
- D Fishing

WHAT IS MR FOX'S SON'S NAME?

- A Chad
- B Chase
- C Dash
- D Dylan

**WHAT IS THE FASTEST DIGGING
ANIMAL ON EARTH?**

- A Fox
- B Badger
- C Rat
- D Mole

**WHAT FAMILY OF ANIMALS DOES
THE FOX BELONG TO?**

- A Canidae
- B Felidae
- C Carnivore
- D Metaphor

WHAT DO ALL FOXES HATE?

- A Dogs
- B Bees
- C Dairy
- D Mondays

WHAT IS A GROUP OF FOXES KNOWN AS?

- A A fleece
- B A pen
- C A skulk
- D A collection

WHAT HAPPENED TO BADGER'S FAMILY?

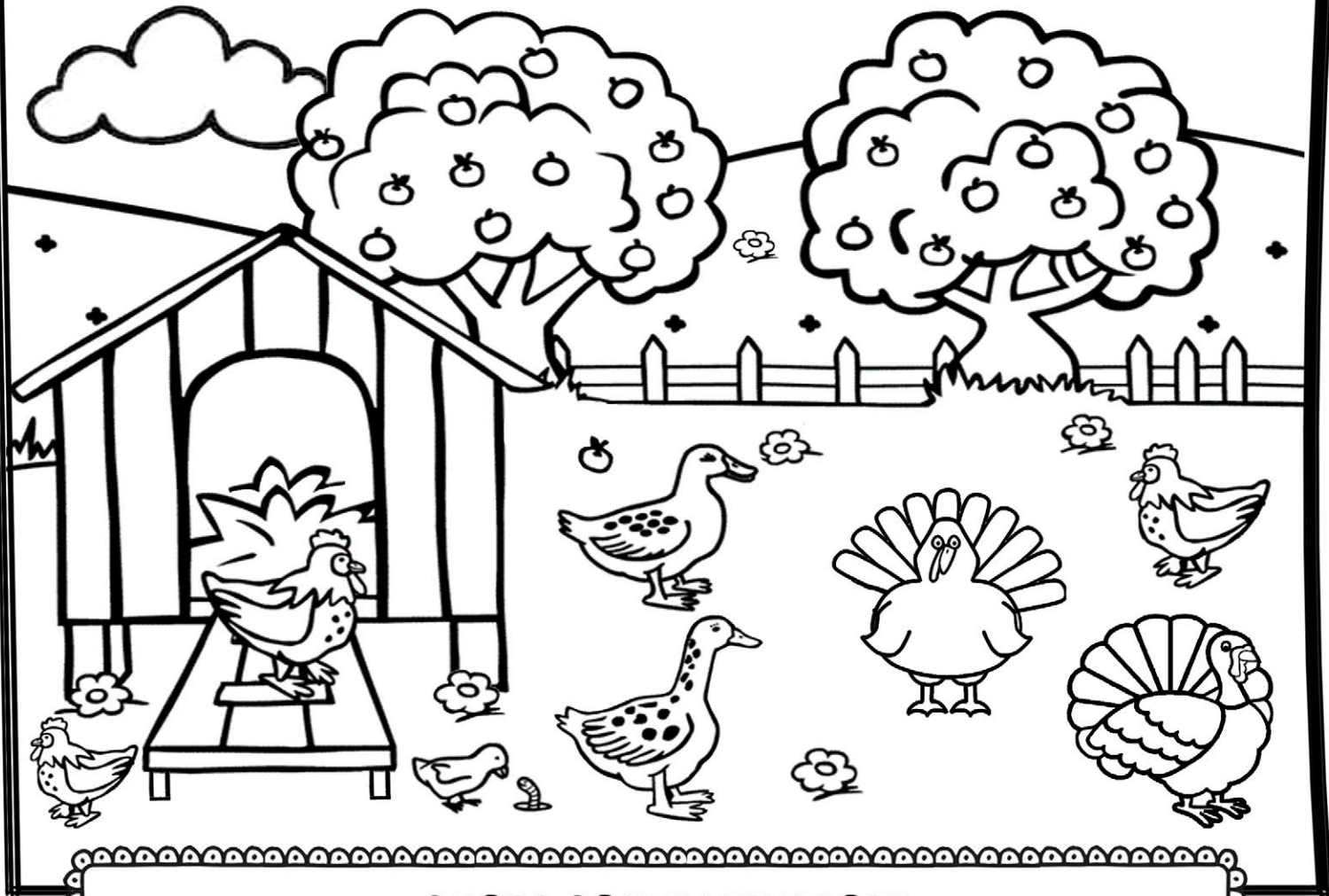
- A Went into hiding
- B On vacation
- C Mysteriously disappeared
- D Cooked into a stew

**HOW HAS MR FOX AVOIDED CAPTURE
FROM THE FARMERS?**

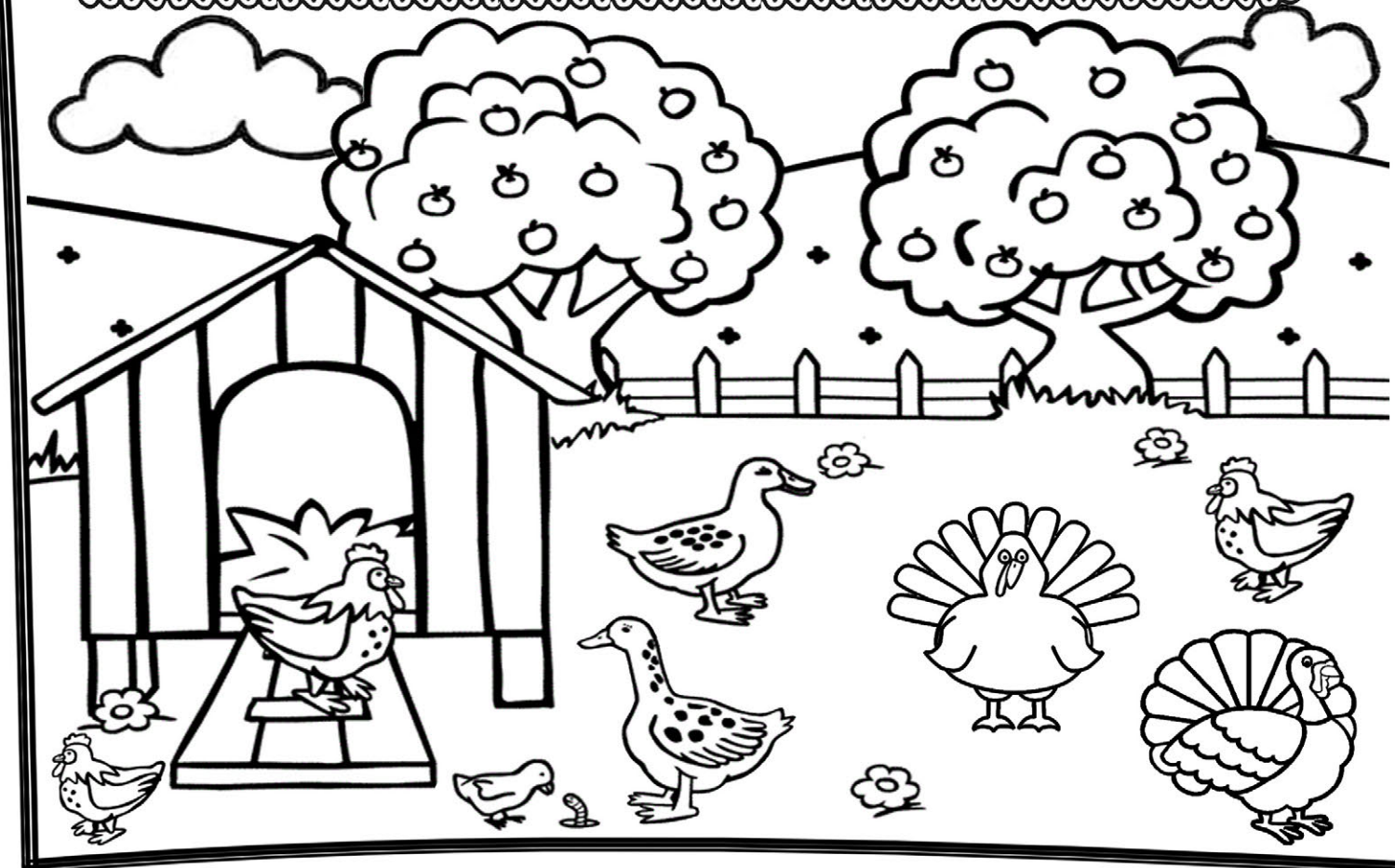
- A By staying down wind of them
- B Setting up surveillance cameras
- C Being very very sneaky
- D Building a wall

YOUR SCORE:

/10



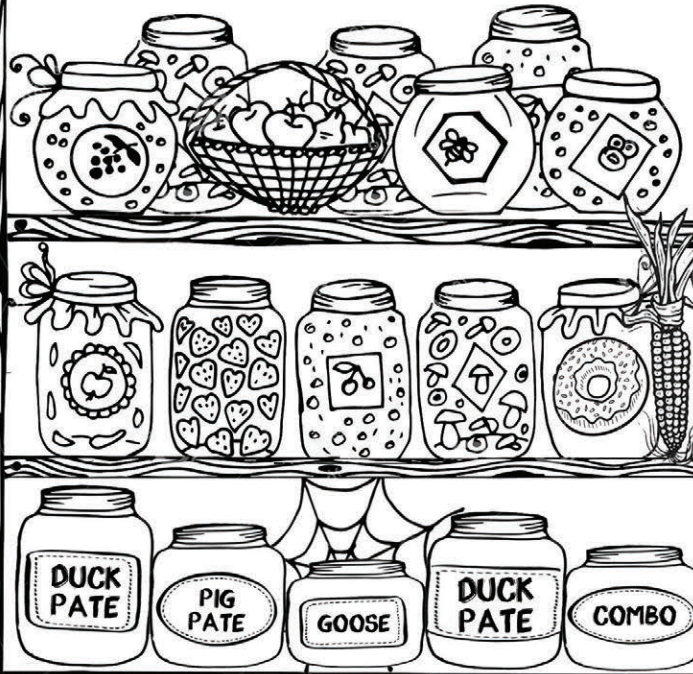
CROSS CONTAMINATION!
THE FARM BIRDS HAVE GONE WILD!
CAN YOU SPOT THE 10 DIFFERENCES BETWEEN THE TWO FRAMES?





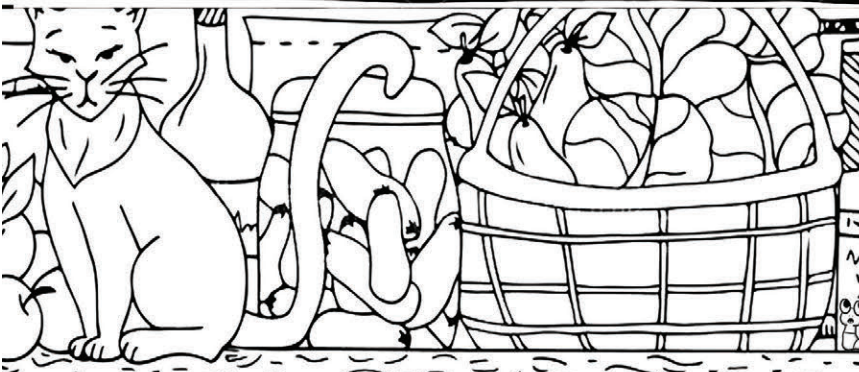
COLOUR THE FOX FAMILY!

**BUNCE'S
SMALL GOODS**



**CAN YOU FIND THE ITEMS ON
FARMER BUNCE'S SHOPPING LIST?**

- 1 cat
- 4 corn cobs
- 2 snails
- 5 spider webs
- 3 worms
- 2 bumblebees
- 2 fish
- 4 doughnuts
- 1 slice of pizza



FANTASTIC MR FOX COSTUME DESIGNS BY JOSH MCINTOSH





**CAN YOU REMEMBER ANY OF THE SETS FROM THE SHOW?
DRAW THEM BELOW!**

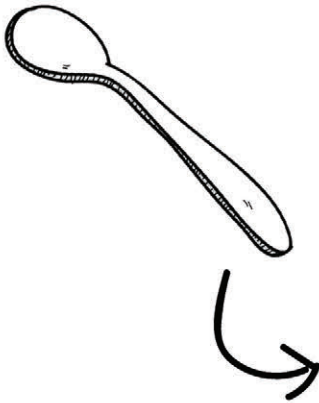
MOLE'S MUD MUG



WHAT YOU NEED

4 TBS SELF-RAISING FLOUR
2 TBS SUGAR
2 TBS COCOA
1 EGG
3 TBS MILK
3 TBS VEGETABLE OIL
1/2 TSP VANILLA ESSENCE
1 TBS MILK CHOCOLATE CHIPS
SCOOP OF ICE CREAM FOR THE TOP!

REMEMBER TO
ASK AN ADULT
FOR HELP WITH
INGREDIENTS



HOW TO MAKE IT

STEP ONE

IN A LARGE MUG, PLACE ALL THE DRY INGREDIENTS AND MIX WELL WITH A SPOON.
TIP! USE THE SPOON TO GRIND ALL OF THE COCOA AGAINST THE SIDE OF THE CUP SO THERE ARE NO LUMPS!

STEP TWO

ADD THE EGG AND BEAT IT A LITTLE ON TOP OF THE DRY INGREDIENTS TO BREAK THE YOLK.

STEP THREE

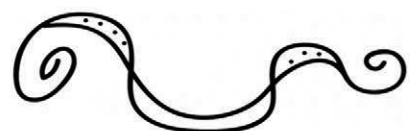
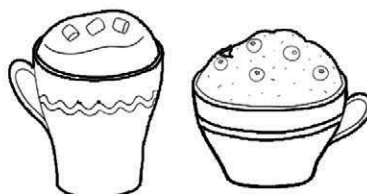
ADD THE OIL, MILK AND VANILLA AND MIX UNTIL WELL COMBINED.

STEP FOUR

STIR THE CHOCOLATE CHIPS IN AND PUT INTO THE MICROWAVE ON HIGH FOR 3 MINUTES.

STEP FIVE

SERVE WITH A NICE BIG SCOOP OF ICE-CREAM.



WORD DIG

M J F J G B L M C P A R B B B
B E A N A Z V I F E X E O D X
H G A D K M T Q C G R D G J F
X P G N B S Y Q V A G I G Z B
K E J J A Z P F Z W R C I V Y
R R J T B I N C G E B R S S S
L E N N U T C D O F C J O C Z
Z A D M T H K I Y E U N Y T O
F T R U Y B H G O U F C U Q J
L A T R A C T O R R B Q Z B K
F J O X O G G C O Y H S N Q N
N C E R D G Y U O U F N B T M

BADGER
BUNCE
DIG
MEAN

BEAN
CARROT
FANTASTIC
TRACTOR

BOGGIS
CIDER
FARM
TUNNEL

ABOUT SHAKE & STIR THEATRE CO

shake & stir is one of the country's leading contemporary theatre companies touring Australia and New Zealand since 2006. shake & stir produce an annual season of Mainstage and in-school productions.

Mainstage work includes: The Twits, Fourteen, Fourthcoming, Fantastic Mr Fox, A Christmas Carol, The Australian premiere of Green Day's American Idiot, George's Marvellous Medicine, Endgame, Roald Dahl's Revolting Rhymes & Dirty Beasts, Dracula, Wuthering Heights, 1984, Tequila Mockingbird, Out Damn Snot, Animal Farm and Statespeare.

The company is widely acknowledged as a leading national touring theatre company, taking medium to large scale works to major metropolitan and regional centres in every state and territory of Australia, annually. shake & stir has been nominated for APACA'S Drover Award for Tour of the Year for every past national tour, collecting the Award consecutively in 2014 & 2015.

National Tours included: Jane Eyre, George's Marvellous Medicine, Green Day's American Idiot, Dracula, Wuthering Heights, Roald Dahl's Revolting Rhymes & Dirty Beasts, 1984, Animal Farm and Statespeare.





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