

PAGE TO STAGE

ROALD DAHL'S
CHARLIE
AND THE CHOCOLATE FACTORY
THE NEW MUSICAL

Literacy resources based on the extraordinary
children's classic by Roald Dahl

The World's No.1 Storyteller

Appropriate for ages 7-12

www.charlieonbroadway.com



WELCOME TO THE WONDROUS WORLD OF THE MAJOR NEW STAGE MUSICAL



Charlie and the Chocolate Factory, the deliciously dark children's classic, is being turned into a brand-new Broadway musical from three-time Tony Award® winning director Jack O'Brien and the Grammy® and Tony-winning songwriters of *Hairspray*, Marc Shaiman and Scott Wittman.

This study guide has been designed to help you explore the journey of this classic book from page to stage with your students. It vividly captures the imagination and provides a great opportunity for teachers to ignite students' passion for reading and develop their literacy skills.

Using ***Charlie and the Chocolate Factory*** as a focus, this resource pack contains engaging activities that can be used by Elementary and Middle School teachers, or even keen fans of Roald Dahl who want to take part at home.

YOUR TOOLKIT CONTAINS...

An activity booklet that provides all the activity ideas

Activity sheets containing activity instructions, templates and useful passages from the book

Throughout this study guide, you will find activities that connect the Broadway production of ***Charlie and the Chocolate Factory*** to the following National Standards for Theatre Education:

Content Standard #1: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.

Achievement Standard:

- a) Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- b) Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue

Content Standard #2: Acting by assuming roles and interacting in improvisations

Achievement Standard:

- a) Students imagine and clearly describe characters, their relationships, and their environments
- b) Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters
- c) Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history

Content Standard #3: Designing by visualizing and arranging environments for classroom dramatizations

Achievement Standard:

- a) Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources
- b) Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

Content Standard #4: Directing by planning classroom dramatizations

Achievement Standard:

- a) Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations

Content Standard #5: Researching by finding information to support classroom dramatizations

Achievement Standard:

- a) Students communicate information to peers about people, events, time, and place related to classroom dramatizations

Content Standard #6: Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms

Achievement Standard:

- a) Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- b) Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
- c) Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

Content Standard #7: Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, and electronic media productions

Achievement Standard:

- a) Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
- b) Students explain how the wants and needs of characters are similar to and different from their own
- c) Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances
- d) Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating

Content Standard #8: Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

Achievement Standard:

- a) Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- b) Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

The National Standards for Theatre Education were developed by the American Alliance for Theatre and Education in cooperation with the Educational Theatre Association and as part of the National Standards for Arts Education, a product of the Consortium of National Arts Education Associations.

ACTIVITY IDEAS

Activity ideas are focused into two themes: ***Crazy Characters*** and ***Mr Wonka's Fantastic Factory***. Delivery notes and resources are included to make it fun and interactive support for all. Activities support the speaking, listening, reading and writing elements of the English curriculum. They can either be slotted into your existing teaching or used to deliver a broader program of study on ***Charlie and the Chocolate Factory***.

BOOK YOUR VISIT TODAY

School tickets are available to order from the ***Charlie and the Chocolate Factory*** website at charlieonbroadway.com. The resources in this pack can be used in the build-up to seeing the show or after your trip to further develop students' learning and understanding.

CRAZY CHARACTERS

ACTIVITY: SLAM WRITING

Resources

Worksheet 1 (on page 7)

Learning objectives

Students should...

Be able to describe the characters using appropriate vocabulary.

- Explain that all of the characters in ***Charlie and the Chocolate Factory*** have different looks and personalities.
- Give students 30 seconds to write down all of the words they can think of to describe each of the following characters:
 - ◆ ***Willy Wonka***
 - ◆ ***Charlie Bucket***
 - ◆ ***Grandpa Joe***
 - ◆ ***Augustus Gloop***
 - ◆ ***The Oompa-Loompas***
 - ◆ ***Violet Beauregarde***
- Once students have completed each list, ask them for the words they wrote down and collect them on the board.
- Worksheet 1 contains profiles of each of the characters. Did the class write down many of the words included in each character's profile?

ACTIVITY: DIARY ENTRY

Resources

Worksheet 1 (on page 7)

Learning objectives

Students should...

Be able to write from a character's perspective.

Understand how a character is portrayed in a piece of drama.

- Ask students to choose one of the characters profiled on Worksheet 1 or assign each student a character and ask them to read the relevant character profile.
- Students will write an imaginary diary entry for the night before ***Willy Wonka***'s factory opens for the tour.
- They should think about the way their character thinks and consider how they might be feeling. Are they excited, and if so, why? What are they looking forward to? Have they got any worries about the trip? Higher-ability students should think about the tone of voice they use for their diary entry—does it match the sort of language their character uses in the book?
- Once students have completed their entry they can swap it with another student who reads it to the rest of the class.
- Ask students to imagine they will be playing their character in the new musical and think about how they could transform their piece of writing into a performance.
 - How do they imagine the character's voice to sound?
 - Would they talk quickly or slowly?
 - Would they use a lot of gestures?
 - They can perform their entry at the end of the lesson.

CRAZY CHARACTERS - WORKSHEET 1

WILLY WONKA

Willy Wonka is the best chocolate maker and inventor in the world. He owns a big factory where he creates delicious candies and chocolates.

He is a small man who dresses in a top hat and brightly colored clothes.

He is an unusual man who does not trust other people since spies started giving away his secret recipes.

He is willing to try anything and refuses to believe other people who say things are impossible.

CHARLIE BUCKET

Charlie comes from a poor family and lives in a wooden house with his parents and grandparents.

Charlie is a very small boy with ragged clothes because he is so poor he can't afford to eat very much or buy new clothes.

He loves chocolate but only gets one chocolate bar per year for his birthday.

He is very close to his grandparents and enjoys listening to their stories.

Charlie is very selfless and is always thinking of others.

GRANDPA JOE

Grandpa Joe is 96 years old. He hasn't been out of bed for 20 years when **Charlie** finds a Golden Ticket, but when he hears the news he jumps out of bed to celebrate and accompany **Charlie** on the tour.

He is very tall and thin.

Grandpa Joe is a great storyteller but can get a bit overexcited. He loves chocolate as well.

Grandpa Joe is a big fan of **Willy Wonka** and is overjoyed that he gets to visit the factory.

AUGUSTUS GLOOP

Augustus Gloop finds the first Golden Ticket.

He is a very greedy young man who has only one habit - eating. As a result he is very fat, but his mother doesn't seem to worry about his health.

Augustus is so overexcited about the river of chocolate in **Wonka's** factory that he starts drinking from it and falls in.

THE OOMPA-LOOMPAS

Oompa-Loompas are small people with long hair who come from a tropical country called Loompaland. In their homeland they had spent their whole lives in the trees, hiding from the terrible creatures on the ground.

Their favorite food is cacao beans and they agreed to come and work in **Mr Wonka's** factory in exchange for as many cacao beans as they could eat.

They are very mischievous and like to sing songs all day to entertain themselves.

VIOLET BEAUREGARDE

Violet Beauregarde finds the third Golden Ticket.

She loves chewing gum more than anything but switches to chocolate to help find the ticket.

Violet's current record for chewing the same piece of gum is three months. After every night she sticks it on the bedpost and then starts again in the morning.

She is very rude about her mother who she thinks nags her, and enjoys sticking her gum on the buttons in the elevator so people get it stuck on their fingers.

CRAZY CHARACTERS

ACTIVITY: CHARACTER CARDS

Resources

Worksheet 2 (on page 9)

Learning objectives

Students should...

Be able to research a character and identify key traits.

- One of the big jobs in transforming the book into a musical is working out how to bring the characters to life on stage.
- Using the template on Worksheet 2, students should create a character card for one of the following characters:
 - ◆ *Mr Bucket*
 - ◆ *Veruca Salt*
 - ◆ *Mike Teavee*
- Some suggestions of key passages, which students could use for reference, are provided for each character on Worksheet 2.
- The completed character cards could be used to make a classroom display.



CRAZY CHARACTERS - WORKSHEET 2

Character Name:

Draw a picture of the character

- What does this character like to do?
- What are this character's good points?
- What are this character's bad points?
- What happens to this character at the end of the book?

CRAZY CHARACTERS

ACTIVITY: SPOTTING ADJECTIVES

Resources

Worksheet 3 (on page 11)

Learning objectives

Students should...

Know what an adjective is used for.

Be able to identify adjectives in a piece of writing.

- Students should read the extracts on Worksheet 3 and use a colored pen to highlight the adjectives.
- Create a list of the adjectives used by Roald Dahl to describe **Willy Wonka** and **Augustus Gloop**.
- As a class discuss the different words that are used for each – how do they help to build a picture of the characters? Can students use a thesaurus to find any other words that Roald Dahl could have used to describe them?
- Choose one of the words students have chosen and conduct a word association exercise. Discuss the fact that each word has many different connotations and is important in how the reader perceives a character.
- Discuss how these describing words would help the people developing the new musical to imagine the characters.

CRAZY CHARACTERS - WORKSHEET 3

Spotting the adjectives

Adjectives are **describing words**. They are used to describe nouns (things, people or places). Adjectives normally come **before** or **after** the noun.

Read the two passages below and underline all of the adjectives that you find to describe the two characters.

WILLY WONKA

Chapter 14

Mr Wonka was standing all alone just inside the open gates of the factory. And what an extraordinary little man he was! He had a black top hat on his head. He wore a tailcoat made of a beautiful plum-colored velvet. His trousers were bottle green. His gloves were pearly grey. And in one hand he carried a fine gold-topped walking cane.

Covering his chin, there was a small, neat, pointed black beard – a goatee. And his eyes – his eyes were most marvelously bright. They seemed to be sparkling and twinkling at you all the time. The whole face, in fact, was alight with fun and laughter.

And oh, how clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head, cocking it this way and that, and taking everything in with those bright twinkling eyes. He was like a squirrel in the quickness of his movements, like a quick clever old squirrel from the park.

Suddenly, he did a funny little skipping dance in the snow, and he spread his arms wide, and he smiled at the five children who were clustered near the gates, and he called out, 'Welcome, my little friends! Welcome to the factory!'

His voice was high and flutey. 'Will you come forward one at a time, please,' he called out, 'and bring your parents. Then show me your Golden Ticket and give me your name. Who's first?'

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AUGUSTUS GLOOP

Chapter 6

The very next day, the first Golden Ticket was found. The finder was a boy called Augustus Gloop, and Mr Bucket's evening newspaper carried a large picture of him on the front page. The picture showed a nine-year-old boy who was so enormously fat he looked as though he had been blown up with a powerful pump. Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy curranty eyes peering out upon the world. The town in which Augustus Gloop lived, the newspaper said, had gone wild with excitement over their hero. Flags were flying from all the windows, children had been given a holiday from school, and a parade was being organized in honor of the famous youth.

'I just knew Augustus would find a Golden Ticket,' his mother had told the newspapermen. 'He eats so many bars of chocolate a day that it was almost impossible for him not to find one. Eating is his hobby, you know. That's all he's interested in. But still, that's better than being a hooligan and shooting off zip guns and things like that in his spare time, isn't it? And what I always say is, he wouldn't go on eating like he does unless he needed nourishment, would he? It's all vitamins, anyway. What a thrill it will be for him to visit Mr Wonka's marvellous factory! We're just as proud as anything!'

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MR WONKA'S FANTASTIC FACTORY

ACTIVITY: A RIDE IN THE GLASS ELEVATOR

Resources

Worksheet 4 (on page 13)

Learning objectives

Students should...

Be able to think imaginatively about situations in a story.

Know how to plan and develop a piece of creative writing.

- Ask a class to read the extract on Worksheet 4.
- Now split the class into pairs and ask them to imagine that they are going to be riding in the glass elevator.
- Ask each pair to invent a room that they would like to visit with the glass elevator. They should decide what the name of the room would be and what they will see when they arrive there.
- Once students have spent ten minutes deciding on this they should act out what they find when the glass elevator arrives in their room.
What does the room look like, what do they find in the room?
What happens when they explore the room?
You may need to clear some space for this activity.
- Alternatively students could be asked to draw a storyboard of their adventure.
- After students have had time to explore their rooms they should write down key words about what they found and what happened to them.
- Finally they should write a story about their visit, which can be used for a new scene in the musical. They should use the first sentence provided on the worksheet as a starting point.



MR WONKA'S FANTASTIC FACTORY - WORKSHEET 4

A ride in the glass elevator

Chapter 25

"Now then," cried Mr. Wonka, "which button shall we press first? Take your pick!" Charlie stared around him in astonishment. This was the craziest elevator he had ever seen. There were buttons everywhere! The walls, and even the ceiling, were covered all over with rows and rows and rows of small, black push buttons! There must have been a thousand of them on each wall, and another thousand on the ceiling! And now Charlie noticed that every single button had a tiny printed label beside it telling you which room you would be taken to if you pressed it.

"This isn't just an ordinary up-and-down elevator!" announced Mr. Wonka proudly. "This elevator can go sideways and longways and slantways and any other way you can think of! It can visit any single room in the whole factory, no matter where it is! You simply press the button... and zing!... you're off!"

"Fantastic!" murmured Grandpa Joe. His eyes were shining with excitement as he stared at the rows of buttons.

"The whole elevator is made of thick, clear glass!" Mr. Wonka declared. "Walls, doors, ceiling, floor, everything is made of glass so that you can see out!"

"But there's nothing to see," said Mike Teavee.

"Choose a button!" said Mr. Wonka. "The two children may press one button each. So take your pick! Hurry up! In every room, something delicious and wonderful is being made."

Quickly, Charlie started reading some of the labels alongside the buttons.

THE ROCK-CANDY MINE - 10,000 FEET DEEP, it said on one.

COKERNUT-ICE SKATING RINKS, it said on another.

Then... STRAWBERRY-JUICE WATER PISTOLS.

TOFFEE-APPLE TREES FOR PLANTING OUT IN YOUR GARDEN - ALL SIZES.

EXPLODING SWEETS FOR YOUR ENEMIES.

LUMINOUS LOLLIES FOR EATING IN BED AT NIGHT.

MINT JUJUBES FOR THE BOY NEXT DOOR - THEY'LL GIVE HIM GREEN TEETH FOR A MONTH.

CAVITY-FILLING CARAMELS - NO MORE DENTISTS.

STICKJAW FOR TALKATIVE PARENTS.

WRIGGLE-SWEETS THAT WRIGGLE DELIGHTFULLY IN YOUR TUMMY AFTER SWALLOWING.

INVISIBLE CHOCOLATE BARS FOR EATING IN CLASS.

SUGAR-COATED PENCILS FOR SUCKING.

FIZZY LEMONADE SWIMMING POOLS.

MAGIC HAND-FUDGE - WHEN YOU HOLD IT IN YOUR HAND, YOU TASTE IT IN YOUR MOUTH.

RAINBOW DROPS - SUCK THEM AND YOU CAN SPIT IN SIX DIFFERENT COLORS.

"Come on, come on!" cried Mr. Wonka. "We can't wait all day!"

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MR WONKA'S FANTASTIC FACTORY - WORKSHEET 4 (CONTINUED)

Activity

1. Imagine you are in the elevator with **Charlie**, **Mr Wonka** and **Mike Teavee** and you get to choose which button to press and which room to visit. You will be acting out what happens when you push your chosen button. First think about the questions below and write notes about what you imagine.

- What would the name of the room be on the button?
- What would the journey to your room be like?
- What do you find in the room?
- What happens when you explore the room?
- Do you meet anyone new in the room?
What happens to the other characters in the room?
- Write down what you see, hear, smell and touch in your room.

2. Now act out your trip to the room. Try to imagine all the things that you see and how you react when you reach your room. You can act it out a few times and make some changes each time. This will help you to paint a detailed picture of your room and what happens there in your head.

3. Now you have decided what the room is like and imagined what happens when you visit it, write a short story about the way in which it could be used as the basis for a new scene in the **Charlie and the Chocolate Factory** musical. Use this as your first sentence:

Suddenly I saw it. There was no question about it; this was the button which I wanted to press. I was so excited I was shaking! Slowly I reached down towards the floor and pressed the button. It gave a satisfying click but at first nothing happened. Then, all of a sudden...

MR WONKA'S FANTASTIC FACTORY

ACTIVITY: STORYBOARDING THE SCENE

Resources

None required

Learning objectives

Students should...

Know how a piece of writing is transformed into drama.

Be able to create simple storyboards.

- Explain that ***Charlie and the Chocolate Factory*** is being turned into a brand-new musical stage production. One way to help visualize how a story will be transformed from a book into a play is to create a storyboard of the scenes.
- Students pick a short passage from the book and create a storyboard to show how that passage could look in the stage show. Their storyboard should be made up of five frames.
- They should consider where the characters are standing, how they move about the stage and what props they might need. Explain that students don't need to create amazing drawings, but they need to show how the characters move around the stage. They can include notes underneath each frame to explain them.

ACTIVITY: DESIGN AN AD

Resources

Collect some magazine ads

Learning objectives

Students should...

Understand how to write persuasively.

Be able to use pictures and words to create a persuasive piece.

- In the Television Chocolate Room, ***Willy Wonka*** invents an incredible machine to help create amazing ads for his chocolate bars.
- Ask students to create an ad for one of the following candies from ***Willy Wonka's*** Chocolate Factory:
 - ◆ Lickable wallpaper
 - ◆ The everlasting gobstopper
 - ◆ Hair toffee
 - ◆ Luminous lollies for bedtimes
 - ◆ Hot ice creams for cold days
- Once they have chosen their product, students should think about to whom they are going to be marketing their product and also what its selling points are.
- The ad should be designed to take up one page in a magazine. Collect some examples and use them to help guide students on how to create their ad.
- Remind students that their ad should be very persuasive and get across all the important information very quickly. The ad should also be visually appealing so ask students to include pictures they have drawn or cut out.
- Students can use the information in the book to find out about the candy or they can use their imagination to decide what the candy will be like.
- Explain that students could use the following techniques in their ad: bold writing; colorful pictures; the rule of three; rhyme; alliteration; catchy words.

MR WONKA'S FANTASTIC FACTORY

ACTIVITY: SETTING THE SCENE

Resources

None required

Learning objectives

Students should...

Be able to retain information from written passages and use their imagination to develop it further.

- As a class, read the beginning of chapter 15 which describes the Chocolate Room in *Willy Wonka's* factory.
 - Once you have read the description ask all students to shut their books. Students should imagine they are working on the sets for the new **Charlie and the Chocolate Factory** musical and draw the Chocolate Room from memory. They should try and include as many details as they can remember from the passage.
 - Once students have spent 10 minutes on their drawings read through the passage again. How much did students remember? Were there any features they missed?
-

ACTIVITY: UNCHARTERED TERRITORY

Resources

None required

Learning objectives

Students should...

Know some of the different types of maps and their uses.

Be able to scan text for information.

- Students use their imaginations to create a map of the Chocolate Factory.
- Use the book to introduce different types of maps and remind students of some of the rooms which are mentioned in the story.
- Remind students that they don't have to strictly try and reflect the factory described in the book, they can use their imagination to create the factory they would like to visit!

MR WONKA'S FANTASTIC FACTORY

ACTIVITY: THE FINAL CHAPTER

Resources

Worksheet 5 & 6 (on pages 18 and 19)

Learning objectives

Students should...

Be able to plan and note initial ideas.

Know how to develop and improve a story.

Be able to write imaginatively.

Part 1

- In the final chapter of *Charlie and the Chocolate Factory*, *Willy Wonka* collects *Charlie's* family in the glass elevator in order to take them back to live in and run his factory.
- Split students into groups and give each group one of the adventure cards (these can be printed and cut out from Worksheet 5).
- Students should look at the scenario and discuss as a group how the characters will solve each problem. Discuss their ideas as a class.
- Explain that they will now be writing an extra part for the new stage musical version *Charlie and the Chocolate Factory* using the ideas they developed from the adventure card.

Part 2

- Place students in a pair with someone from a different group. They will be using an interview-style exercise to help develop their ideas further and view the story from the character's perspective. One student will take on the role of their character while the other asks them questions.
- This activity could be carried out two or three times with students swapping partners each time; this will help students to develop and improve their writing even further.

Part 3

- Now students will plan their piece of writing by completing Worksheet 6.
- Students will identify the characters involved, describe the setting, outline the problem and then explain the resolution. Remind students to use exciting language in their writing and to make sure they explain not just what is happening but how their characters feel about it.



MR WONKA'S FANTASTIC FACTORY - WORKSHEET 5

Adventure cards

ADVENTURE CARD 1

While flying from the **Bucket's** house to the chocolate factory, **Grandma Josephine** grabs the controls and the elevator flies into space. How will you survive and get back to earth?



ADVENTURE CARD 2

You arrive back at the chocolate factory to find that rain has come through the hole in the roof and flooded the **Oompa-Loompa's** homes. How will you rescue them?



ADVENTURE CARD 3

When you arrive at the chocolate factory you find that a vicious **Whangdoodle** has hidden in one of the crates delivered from Loompaland and is rampaging around the chocolate room. How will you capture the beast?



ADVENTURE CARD 4

Mr Wonka falls ill while the elevator is flying back to the factory and he diverts the flight to Loompaland, the only place where a cure can be found. Where will you find the cure for **Mr Wonka**?



ADVENTURE CARD 5

You return to the factory and begin exploring the different rooms. You find a genie in an old crate of cacao beans who promises to give you one wish. What will your wish be?



ADVENTURE CARD 6

Once you return to the factory **Mr Wonka** decides that he wants to celebrate **Charlie's** ownership of the factory by releasing a new candy. What will the new candy be and how will it be made?



MR WONKA'S FANTASTIC FACTORY - WORKSHEET 6

Use the headings below to help structure your chapter:

Characters:

What characters will be involved in your chapter?

Setting:

Where does the chapter take place?

Do the characters go to more than one place?

Problem:

What is the problem that the characters have to solve?

Resolution:

How do they solve the problem and what happens once it has been solved?

ACTIVITY: WHO'S INVOLVED?

Resources

Worksheet 7 (on page 21)

Video interviews

- Explain to students that ***Charlie and the Chocolate Factory*** is being transformed into a brand-new Broadway musical.
 - Discuss what a musical is and explore what students would expect to see in a theatre.
 - Conduct a brainstorm around the different jobs that students think are involved in developing a musical; distribute copies of Worksheet 7 to introduce some of the jobs.
 - Were there any jobs that students didn't expect to see? Which jobs do they think they would enjoy most and why?
-

ACTIVITY: DESIGN A SET PART 1

- Explain to students that set design is very important for a musical as it lets the audience know where the characters are and helps to set the tone for the scene.
 - Show students a set design model for ***Charlie and the Chocolate Factory***.
 - Ask students to write down five words that describe the set model shown in the image.
 - Ask students to volunteer some of the words they have written down; what does the set tell them about the Bucket family's life?
-

ACTIVITY: DESIGN A SET PART 2

Resources

Worksheet 8 (on page 22)

- Split students into small groups and explain that they will be designing a set for one of the rooms in the book. You could ask them to choose their own or assign one of the following:
 - ◆ The Inventing Room (***Chapter 19***)
 - ◆ The Chocolate Room (***Chapter 15***)
 - ◆ The Television Chocolate Room (***Chapter 26***)
 - ◆ The Bucket family's home (***Chapter 1***)
- Show the video that demonstrates the design team's development process for a scene.
- Ask students to make a list of all the items they think should be shown in the set; they may need to re-read parts of the book to help focus on that setting again.
- Once they have formed a list of items they should create a "mood board" to show the tone of the set; they should cut out inspiring images from magazines or print out from the Internet.

Worksheet 8 will provide some ideas on how to create a "mood board".

WHO'S INVOLVED? - WORKSHEET 7

Director

.....

Composer

.....

Lyricist

.....

Book Writer

.....

Set Designer

.....

Costume Designer

.....

Choreographer

.....

Special Effects Designer

.....

Actor

.....

DESIGN A SET PART 2 - WORKSHEET 8

Creating a mood board

What is a mood board?

- Mood boards are a way of showing ideas using pictures and materials.
- Designers create mood boards to help inspire them and guide their ideas.
- They could be used to help create a set, costume, design for a room or even a painting.
- Mood boards are often made up of pictures cut from magazines or the Internet but can also contain ribbons, pieces of fabric, photos or color samples.
- A good mood board will help a designer to see how different ideas work together and helps them to develop their own ideas.
- For example, if a designer wanted to create a long flowing dress they might cut out pictures of waves to inspire the way that the dress moves around the body.

How to create a mood board:

- Start by looking through a stack of magazines; every time you see something you like, simply tear or cut it out.
- You don't have to look for specific images – choose any colors, shapes, spaces, words or pictures that you like or inspire you.
- Once you have gathered lots of materials, lay them all out in the center of your board and try some different ways of arranging them until you find a layout that you are happy with.
- Once your board has been created, see whether there are any themes coming through; what ideas does it give you for the project you are starting?

ACTIVITY: DESIGN A SET PART 3

Resources

Worksheet 9 (on page 24)

- Ask students to create a rough layout of their set from a bird's eye perspective using the template provided on Worksheet 9.
 - Once they have worked out where the scenery will go, they should draw a front-on sketch of their set; this drawing should be detailed, giving an idea of how each of the pieces of the set will look.
 - Students should color their sketch and write labels that show the materials to be used for building the set.
-

ACTIVITY: DESIGN A SET PART 4

Resources

Shoeboxes

Arts and craft materials

Set design video

Set build photos

- Show students the set build photos and explain that building the set is a very technical job so it is important to have a good plan from which to work.
 - Explain to students that they will be creating a model of their set using a shoebox, with the front wall cut out to represent the stage.
 - Remind students to consider the scale of the pieces that will make up their set.
 - Students should consider what materials they will use for each element of their set (clay, cardboard, craft items such as pipe cleaners); they could use paints, markers or crayons to create their backdrops.
 - Explain that they may not be able to make all the details which they have shown in their drawing but should try to create the main elements.
-

ACTIVITY: THE RIGHT MATERIAL

Resources

Samples of different materials

Worksheet 10 (on page 25)

Costume sketches

- Hand out the different fabric samples individually and discuss their properties as a class; ask students to describe the fabrics and examine their differences – are they stretchy, soft, bright, see-through etc.?
- Distribute a copy of Worksheet 11 to students; this provides information about different fabrics and character profiles.
- Ask students to read the character profiles and decide which of the fabrics would be best suited for their costume.
- Show students the costume sketches created for each character while developing the show.

DESIGN A SET PART 3 - WORKSHEET 9

Bird's Eye View

Once you have a list of all the items you want to include in your set, use the stage template below to plan where your items will be placed.

BACK OF STAGE

FRONT OF STAGE

THE RIGHT MATERIAL - WORKSHEET 10

Read the information below to find out more about these common materials.

WOOL

Wool is a fabric that comes from the coat of a sheep. Wool can be used for clothes that are light and warm.

It can be very comfortable and resists dirt so doesn't get as dirty as some other fabrics.

SPANDEX

Spandex is a man-made fiber – this means it cannot be found in the natural world. It is made by processing oil. Spandex is very stretchy and is often used to make workout clothes.

COTTON

Cotton is the most popular fabric in the world and is used to make lots of different items. It is soft and comfortable but also strong, although it wrinkles easily so sometimes it needs to be ironed to keep it flat.

SILK

Silk is a luxurious material that can have a beautiful shiny appearance. It can absorb color very well so often appears in bright colors. Silk can be light and airy which makes it comfortable in hot countries but is also quite delicate and can be easily stained.

LEATHER

Leather is made by processing animal skin. It is very strong and can last for many years. The more that leather is used the softer and more comfortable it becomes. It is usually brown or black but can be dyed many different colors.

NYLON

Nylon is a tough man-made fabric. It is thin, a little bit stretchy and dries quickly. It is very cheap to make but can be less comfortable than a natural fabric like cotton.

THE RIGHT MATERIAL - WORKSHEET 10 (CONTINUED)

Lending a Hand

The costume designers working on *Charlie and the Chocolate Factory* need some help deciding which material to use for certain parts of the costumes. Read the information below and decide which material would be best for each character's piece.

CHARACTER	WHICH ITEM	WHAT IS IT USED FOR?	MATERIAL
<i>Willy Wonka</i>	Pants	<i>Willy Wonka</i> spends lots of time running, jumping and generally rushing around his factory so he needs some light and flexible pants that will stretch instead of ripping.	
<i>Grandpa Joe</i>	Cardigan	<i>Grandpa Joe</i> spends all day every day in bed in a cold room in the Bucket's house. He needs a cardigan that will keep him really warm!	
<i>Charlie</i>	Shirt	<i>Charlie</i> doesn't have much money to spend so he has nice plain simple shirts. They need to be a strong material so they don't tear too easily but also keep him warm.	
<i>Willy Wonka</i>	Bow tie	<i>Willy Wonka</i> likes to look extravagant. For this he needs a shiny, colorful and elegant bow tie.	
<i>Veruca Salt</i>	Shoes	<i>Veruca Salt</i> only wears the best shoes. She needs them to be durable so she can walk around town showing them off but also likes them to be soft and comfortable.	

ACTIVITY: DRESSING THE OOMPA-LOOMPAS PART 1

Resources

Worksheet 11 (on page 28)

- As a class, read the passage at the end of Chapter 15, where the **Oompa-Loompas** are first introduced.
- Ask students to identify words that were used to describe the **Oompa-Loompas**; they will discover that the description is quite brief, and in order to build a fuller picture they will have to use their imagination.
- Ask students to pair up and create a mind map of words that they think describe the **Oompa-Loompas**' appearance; they can use Worksheet 5 as a guide.
- Once they have completed their mind maps, they should create a picture of how they imagine the **Oompa-Loompas** to look; remind students that there is no right or wrong answer because it is all up to their imagination.

ACTIVITY: DRESSING THE OOMPA-LOOMPAS PART 2

Resources

Worksheet 8 (on page 22)

- Now students have an idea of how they think the **Oompa-Loompas** should look, they can create a mood board for inspiration as to how they might be dressed.
- Hand out copies of magazines and give students access to the Internet to collect images that will help focus their vision. Worksheet 9 will provide students with some ideas on how to create a mood board.

ACTIVITY: DRESSING THE OOMPA-LOOMPAS PART 3

Resources

Fabric

Scissors

Glue

Costume sketches

- Ask students to draw two costumes for their **Oompa-Loompas**. They should color and label each costume with notes about the materials that the costume will be made from.
- Once they have completed their design, students could be asked to create a miniature model of one or all of the pieces from their costume design. You will need to provide a selection of different fabrics for them to choose from; a miniature model may help students to judge the dimensions of their costume.
- Students can use paper to practice cutting out the shapes they will need before using fabric to create the finished piece.
- Show students the costume sketches – how do the costumes designed for the musical differ from their designs?

DRESSING THE OOMPA-LOOMPAS PART 1 - WORKSHEET 11

Create a mind map listing all of the words that spring to mind when describing the *Oompa-Loompas*. We have given you some headings to help you get started.

What do they look like?

Height
Hair
Skin
Eye color
Body shape

OOMPA-LOOMPAS

What are they wearing?

Clothes
Jewelry
Shoes
Make-up

What are they like?

Personality
Likes
Dislikes

ACTIVITY: CREATE YOUR OWN CHOCOLATE TREAT

Resources

Worksheet 12 (on page 30)

- As a class, read Chapter 19 set in *Willy Wonka's* Inventing Room.
 - Ask students to think about the crazy candies they would like to invent. Using Worksheet 12, they should draw a picture of their new candy and complete the boxes to explain what it is made from and how it would be made.
 - Now invite students to create their own candies by adding ingredients to melted chocolate.
 - Provide students with a range of ingredients such as marshmallows, rose petals or even spices like cinnamon; students could choose their ingredients and add them to melted chocolate before adding them to a mold and leaving to set. Students can develop names for their inventions.
 - Once the chocolates are set, the class can try each other's inventions and make notes on what they do and don't like.
-

ACTIVITY - SPECIAL EFFECTS

Resources

Instruments

Interesting materials

- Explain that special effects engineers sometimes have to look at unusual places in order to find the effect that they need for a musical like *Charlie and the Chocolate Factory*.
- Ask students to create a special effects performance that creates the sound of one of the Inventing Room machines as it produces candies.
- Students could be given access to instruments, but should also be encouraged to find their own way of developing sounds using unusual materials e.g. running a stick along some railings or using rice in an empty tin container.
- Students should experiment with sounds and combine them to create a finished piece.
- Students should consider what is happening inside the machine during each stage of their piece.

CREATE YOUR OWN CHOCOLATE TREAT - WORKSHEET 12

Inventing a Candy

Imagine that you are helping **Mr Wonka** by coming up with a brand-new candy for him to make in his Inventing Room. Complete the sheet below to tell **Mr Wonka** all about your new invention.

What is the candy called?

.....
.....

Draw a picture of your candy in the space below:

How does it taste?

.....
.....

What are the ingredients?

.....
.....

How is it made?

.....
.....

Does it have any unusual effects on the person eating it?

.....
.....

Who is it for?

.....
.....

ACTIVITY - PACKAGING DESIGN

Resources

Chocolate bar wrappers

Worksheet 12-14

- Distribute a chocolate bar wrapper to each student; ask them to look at it and fill in Worksheet 13. This sheet will help students to start thinking about the purpose of the wrappers and how they fulfil that purpose.
- Tell students they are going to design a wrapper for a brand-new candy. They could use the chocolate they created in the 'Create your own Chocolate activity'; if they have not completed this activity then ask them to create one using Worksheet 12.
- Using the advice on Worksheet 14, ask students to consider their product's audience and how they can appeal to them. Using their own feedback, students can design three different wrappers for their bar.
- Once students have completed their drawings, they should swap with a partner. The partner should choose which drawing they like best and make a note of one positive point and two areas for improvement on the design before feeding back to the designer.

PACKAGING DESIGN - WORKSHEET 13

Designing a Candy Bar Wrapper

Look at the wrapper in front of you and complete the following questions:

What is the bar called?

.....

.....

Who makes it?

.....

.....

What is the wrapper made of?

.....

.....

What is the wrapper's job?

.....

.....

Who is this wrapper meant to appeal to?

.....

.....

What information does the wrapper tell us?

.....

.....

What colors are used on the wrapper?

.....

.....

What do you like about the wrapper?

.....

.....

What don't you like about the wrapper?

.....

.....

PACKAGING DESIGN - WORKSHEET 14

Designing Your Own Packaging

Before you start designing your packaging, think about the following questions:

- What is the best material to make your packaging from? You could use foil, cardboard, plastic or cellophane – which do you think works best for your candy?
- Who is your candy bar for? What sort of packaging do you think will appeal to them? Think about the sort of colors and pictures that you think they would like to see.
- What information are you going to include on your packaging?
It could just be the name of your candy, or you could include other exciting information that would appeal to your audience. E.g. ‘This toffee will have your hair standing on end!’

Using the spaces below, draw three different designs for your chocolate bar wrapper.



ACTIVITY: MAKING MOVES

- As a class read Chapter 17, which details *Augustus Gloop* falling into the chocolate river and being sucked up the pipe.
- Split students into small groups and ask them to break the scene down into four sections; write down what happens in each of the sections.
- Once students have done this, explain that they will be acting out the scene without using any words – just movements.
- Students should assign each other roles and work through each of the chapter’s sections one-by-one. What do they think it is important to show? How can they demonstrate the characters’ emotions without speech?
- Once students have practiced their performance, ask the groups to perform a section for the class (less able groups could simply concentrate on one section of the scene).

ACTIVITY: WHICH WORDS

Resources

Post-It notes

- Hand out three post-it notes to each student and ask them to write down a word or phrase about the show on each one.
 - Go around the class and collate students' words on the board.
 - Are the words linked to the show's themes (e.g. chocolate) or the tone of the show (e.g. fun / exciting)?
 - Highlight the fact that many different words have been used to talk about the same performance. Discuss the fact that people often pick up on different elements and react to them differently, meaning that everyone's experience of a show is slightly different.
-

ACTIVITY: YOUR FAVORITE SCENE

Resources

None required

- Discuss with students what their favorite scene from the play was.
 - Ask students to draw a picture to represent that scene.
 - Their picture does not have to be perfect but should show the key interactions between characters in that scene or reflect the reason why they liked that scene.
 - Students could use different materials to reflect different moods (i.e. chalk to show energy).
 - The drawings could be used to create a classroom display about your trip to **Charlie and the Chocolate Factory**.
-

ACTIVITY: WHAT WOULD YOU ASK?

Resources

Character portraits

- Using the character portraits, quickly recap on the main characters in the musical. Can students remember them all?
- Split students into pairs.
- Ask each student to think of three questions which they would like to ask one of the characters in the play and write them down.
- Now students take it in turns to ask their partner the questions which they have chosen. Their partner should take on the role of the character from the play and answer their questions.
- Students can choose how they want to play the character they are taking on but can use the way the character was portrayed in the musical to give them inspiration.

ACTIVITY: READ ALL ABOUT IT!

Resources

Worksheet 15 (on page 37)

Production photography

- Now students have seen the show, ask them to take on the role of a theatre critic and write a review. This review could be presented as a written piece for a newspaper or presented as a piece created for television or radio.
- Give each student a copy of Worksheet 15 which will provide them with some guidance in creating their review.
- Students could start their review by giving a quick summary of the plot, although remind them that most people won't want to know how the story finishes.
- They could choose to talk about any of the following parts of the show:
 - ◆ The acting
 - ◆ The set
 - ◆ The costumes
 - ◆ The music and songs
 - ◆ The dancing
 - ◆ The lights and special effects.
- In their reviews students should talk about what they liked about the performance and what they thought could have been better and give reasons to support what they thought. Would they recommend that people go and see the play?
- Give students access to the production photography.
- Ask students to perform or read out their review for the rest of the class.

ACTIVITY: SPREAD THE WORD

Resources

Teaser trailers

Posters

Letter-Sized Paper

- Show students the teaser trailers and posters created to help build excitement about the show.
- Ask students to create their own poster to publicize the show.
- Explain that advertising requires short punchy lines to catch people's interest. Ask them to develop three lines which they could use on a poster before choosing the most effective.
- Give each student a piece of letter-sized paper and ask them to create their poster. They should think about how to make their poster eye-catching. What colors would they use and why. What will they choose to make their main image?
- At the end of the lesson, split students into pairs and ask them to present their poster to their partner. Their partner should provide them with two pieces of positive feedback and one suggestion for how they think it could be improved.

READ ALL ABOUT IT - WORKSHEET 15

Imagine that you will be taking on the role of a theatre critic. This means that it is your job to watch plays and musicals at the theatre and write a review to tell other people about it. You will be writing your first review about ***Charlie and the Chocolate Factory***.

Choose your format

You could choose to create a review for a newspaper, television show or radio station. Whichever format you choose, you will need to plan your review before creating the final version.

What's the story?

It is useful to give people a quick summary of what happens in the performance. Tell your audience who the key characters are and roughly what happens to them but don't tell them everything in case they wanted the ending to be a surprise!

What to discuss

You should tell your audience what you liked about the show and what you thought could have been better. You might want to talk about any of the following areas:

- ◆ The acting
- ◆ The set
- ◆ The costumes
- ◆ The music and songs
- ◆ The dancing
- ◆ The lights and special effects

Use visuals

Help bring the performance to life for your audience by including a picture of the show (if you are creating a newspaper review) or a video or audio clip if you are creating a piece for television or radio.

What's the score?

Give the performance a 'star' rating out of five to help your audience quickly see how much you liked it.

ACTIVITY: POETRY IN MOTION

Resources

Worksheet 16

- Ask students to write a short poem about their trip to the theatre.
- They could use the first letters in the words **CHARLIE AND THE CHOCOLATE FACTORY** as the start of each line. A template is provided on Worksheet 16 for them to work with.
- Ask students to concentrate on expressing how they felt during the trip.
- Ask students to perform their poems for the rest of the class. Students could decorate their poems and they could be used to create a classroom display.

POETRY IN MOTION - WORKSHEET 16

Use the template below to help you create a poem about your trip to the theatre to see *Charlie and the Chocolate Factory*. Use the first letter provided to start each line.

**C
H
A
R
L
I
E**

**A
N
D**

**T
H
E**

**C
H
O
C
O
L
A
T
E**

**F
A
C
T
O
R
Y**