

Task for *Fox*

Teacher Template

| Deconstructing images | What do I see? (Pages 13 and 14) | What does this mean? (Pages 13 and 14) |
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| <p>NARRATIVE What story or moment is depicted in this image?</p> | Magpie is having a conversation with Dog and then with Fox. | It means a disruption and possible change to the relationships. |
| <p>SETTING/LANDSCAPE Where is this set and what are the features or mood of that place?</p> | It is set in the bush and one appears to be at dusk and the other at night. | The darkness of the second page may suggest something sinister or secretive. |
| <p>SALIENCE/COMPOSITION/JUXTAPOSITION</p> <ul style="list-style-type: none"> • What are your eyes drawn to first? • How has this been achieved? Why? • Is there anything in the image that you notice now that wasn't apparent initially? • Comment on anything of significance that appears in the background, midground or foreground; and centre, left or right. | <p>Reader initially drawn to the face and eyes of Fox and Dog, and then the Magpie in relation to each.</p> <p>The two animals are mirror images to the centre fold. Juxtapositioning of Magpie in the images changes.</p> <p>In both cases Magpie is on the outer. In the first image she is in a higher position to Dog and in the second image she is at eye level with Fox looking intensely at each other.</p> | <p>The illustrator use light to draw the reader to focus on the characters of Dog and Fox and interaction with Magpie.</p> <p>This highlights the fact that Dog and Fox are opposites in motivation and personality, and that they have different relationships with Magpie.</p> <p>Dog's downward gaze may relate to his blindness and naivety. The intensity of Magpie and Fox's demanding gaze suggest something is going on. Here the text and image work together to tell the story. The gaze and the word '<i>whispering</i>' create suspicion.</p> |
| <p>COLOUR/LIGHT/SATURATION How does the use of colour influence the reader and create mood or emotion? What do you notice about:</p> <ul style="list-style-type: none"> • Tone or saturation. • Use of warm and / or cool colours. • Contrast: light / dark, rough/ smooth • Type of medium used, type of brush / pencil strokes. • What is your understanding of the symbolic meaning of colours used? | <p>The light seems to be shining on Dog's body whereas Fox seems to be shrouded in darkness, with the exception of his face.</p> <p>Warm to dark colours: orange, red, brown, black, ochre.</p> <p>Oils are used as the medium for the paintings - images look scratched into it.</p> | <p>Darkness surrounding Fox might signify characteristics of foxes: i.e. nocturnal creatures with a feral pest status. Fox is unfamiliar; the darkness helps create uncertainty and suspicion.</p> <p>Signifies a hot, dry and harsh environment.</p> <p>Oils are applied in layers adding depth and richness Scratching might indicate claws, animal tracks and harsh environment.</p> |

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| <p>FRAMING/ ANGLES</p> <ul style="list-style-type: none"> • How is the reader positioned in relation to the image? • Consider the framing of the image: intimate distance, social distance, public distance • Consider the angle, or viewers' perspective: straight, high or low angle? Foreground, midground, background | <p>The composition is using a straight angle at a social distance.</p> | <p>Focus stays on the characters and we are able to witness their connectedness and relationships.</p> |
| <p>VECTORS / LINES OF ACTION/GAZE</p> <ul style="list-style-type: none"> • What vectors are evident? • How do your eyes move across the page? • How is action or movement depicted? | <p>A vector is apparent in the gaze between Bird and Fox as they look into each other's eyes.</p> <p>There are vertical lines representing the forest behind.</p> <p>There is an inverted V shape from the centre of the spread into the far bottom corners.</p> <p>The lines created by Dog and Fox's crouching is mirrored across the spread.</p> <p>Vectors created by the trees are pointing upward and the vectors created by the animals are pointing downward.</p> | <p>The direct gaze shows the close engagement between the two (in contrast to Magpie and Dog on the left-hand page who are not looking at each other).</p> <p>Symmetry is created by the boulders and the vectors formed by trees (and they may symbolise a sense of imprisoned). The inverted V shape across the double spread draws the readers' eyes down towards the animals and the relationships between them.</p> |
| <p>SYMBOLISM/ ANTHROMORPHISM</p> <p>What objects or animals appear to be representing something else, or a concept or idea?</p> | <p>Dog, Fox and Magpie are examples of anthromorphism (very common in children's literature).</p> <p>Perhaps: Rocks symbolising stability</p> <p>Trees symbolising prison bars.</p> | <p>The rocks may suggest stability for Magpie as she perches on top of the rocks and appears to be in a dominant position on the left-hand page. In contrast, on the right-hand page she loses power as she descends to meet the demands of Fox.</p> <p>See column re symbolism of trees.</p> |
| <p>FONT</p> | <p>Print text appears across the bottom of the page</p> | <p>According to the author (see Allen and Unwin notes in further resources), he was</p> |

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| | <p>Font is in childlike scrawl - handwritten.</p> <p>Grammatically correct</p> | <p>inspired by his six year old and chose to produce the font with his left hand, closer to his heart, to bring heart and language closer to together, with the intent of making it more confronting.</p> <p>The font is consistent with the style of illustration: scratchy and naive, drawing our attention to disorder and disruption in the plot and between characters.</p> |
| Language and narrative | | |
| <p>Figures of speech: e.g. similes, metaphors, personification</p> | <p>Personification and anthromorphism re Dog, Fox and Magpie.</p> <p><i>"I am his missing eye and he is my wings".</i></p> | <p>It means that the reader begins to equate the action of the animals with those of humans in order to apply the themes to human experience.</p> <p>This emphasises the interdependence of Magpie and Dog and that they form the same body.</p> |
| <p>Sounds of language: rhyme, alliteration, assonance, onomatopoeia, repetition (it may be necessary to read the text aloud)</p> | <p>Repetition of the word faster.</p> | <p>Fox uses repetition as a persuasive technique to convince Magpie to go with him.</p> |
| <p>Sentence rhythm: simple, compound or complex sentences</p> | <p>Predominantly simple sentences with the exception of the complex sentence regarding and spoken by Fox.</p> | <p>This sentence structure may reflect the complexity and cunning of Fox.</p> |
| <p>Perspective</p> | <p>Magpie is a female character while Dog and Fox are male.</p> <p>Magpie is the indigenous creature while Dog and Fox are introduced species.</p> | <p>It is interesting to note that the female character believes that her survival is dependent on either of the male characters, Dog and Fox. When she is betrayed and abandoned by Fox she returns immediately to Dog suggesting that she cannot survive independently.</p> <p>Magpie may represent the vulnerability of indigenous species/people who find themselves dominated by non-indigenous other.</p> |

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| <p>Character development: changes, values, actions, personality, roles of children vs adults, dialogue</p> | <p>Both Magpie and Dog carry injuries.</p> <p>The dialogue and dialogue tags reveal much about the characters.</p> | <p>These injuries affect their relationships and are the basis of the narrative.</p> <p><i>'He's alright, let him be'</i>, suggests that Dog is naive and blind to the fault of others, mirroring his physical blindness.</p> <p>The dialogue tag <i>'Fox whispers to Magpie'</i>, reflects his secrecy and cunning.</p> |
| <p>Setting: qualities and location of setting, realism or other</p> | <p>The Australian bush following a bushfire.</p> | <p>This reflects the danger of the Australian landscape and the capacity of animals/people to adapt to the harshness. This is a very strong example of how the images and print text work together as both accentuate the dangers and dryness of the Australian bush.</p> |
| <p>Narrative development: plot, twists, resolution</p> | <p>Classic plot development: orientation, complication, climax, and resolution.</p> | |