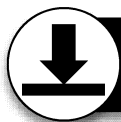


Harry Potter and the Cursed Child

Scheme of Work for KS3 Drama



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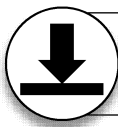
Teacher's Introduction

This scheme of work is perfect for any group that has not done Drama before, i.e. Year 7 or Year 9 (depending on your school's setting). It is designed to introduce a group to all the basic elements that make up Drama teaching and Drama lessons, such as script reading, movement, stage directions and use of voice. No prior knowledge of any of the *Harry Potter* stories is required, but it might be worth familiarising yourself with the relationships between some of the main characters (Harry, Ron, Hermione, Draco, Neville, etc.) who appear in the play.

The edition of the play that I have used is published by Little, Brown (2016).

I love teaching this scheme of work and try to make it as fun as possible.

October 2019



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SCHEME OF WORK C

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LESSON NUMBER	LEARNING OBJECTIVE	ACTIVITIES	
1	To understand what is involved in creating a character for a play	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint on characterisation 3. Sorting Hat quiz and marking 4. Jellybean roulette 5. Reflection sheet on jellybeans 6. Plenary and coat of arms homework 	<ul style="list-style-type: none"> • Resource 1 • Resource 1 • Resource 1 • Resource 1 • Resource 1 • Every flavoured jellybean • Harry Potter and the Chamber of Secrets • zzed.uk/98
2	To understand how to work well with others	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Activity 1 – Working well with others, rules 4. Rehearsal of script 5. Performance of script 6. Character impressions sheet 7. Plenary and family tree homework 	<ul style="list-style-type: none"> • Resource 2 • Resource 2 • Resource 2 • Prop bag of jellybeans • Script, pp. 1-10
3	To understand stage directions and how to use them	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Stage placement exercise and labelling 4. Rehearsal of script 5. Performance of script 6. Plenary and stage directions homework 	<ul style="list-style-type: none"> • Resource 3 • Resource 3 • Resource 3 • Script, pp. 11-20
4	To understand how movement is used in a play	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Stage placement exercise and labelling 4. Rehearsal of script 5. Performance of script 6. Plenary and movement homework 	<ul style="list-style-type: none"> • Resource 4 • Resource 4 • Resource 4 • Resource 4 • Prop wand

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LESSON NUMBER	LEARNING OBJECTIVE	ACTIVITIES	
5	To understand how to describe voice and how to use it in script work	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Voice activity 1 4. Rehearsal of script 5. Performance 6. Activity 1 7. Peer-assessment 8. Plenary and diary entry homework 	<ul style="list-style-type: none"> • Resource 5 • Resource 5 • Resource 5 • Resource 5
6	To understand how to write a monologue	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Rehearsal rules activity 4. Rehearsal of Scorpious task 5. Self-assessment 6. Peer-assessment 7. Plenary and costume design sheet 	<ul style="list-style-type: none"> • Resource 6 • Resource 6 • Resource 6 • Resource 6
7	To understand how to write a monologue	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Mind-mapping exercise 4. Monologue skeleton script writing 5. Plenary and homework 	<ul style="list-style-type: none"> • Resource 7 • Resource 7 • Resource 7
8	To complete the final assessment of the theme	<ol style="list-style-type: none"> 1. Starter 2. PowerPoint 3. Performing the monologue 4. Peer-assessment 5. Self-assessment 6. Plenary and homework 	<ul style="list-style-type: none"> • Resource 8 • Resource 8

LESSON 1

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 1.1, 1.2, 1.3, 1.4 and 1.5
- Every flavour jellybeans
- Harry Potter theme:
zzed.uk/9901-hp-theme

Learning objective: To understand what is expected during Drama lessons

Teacher's note: This first lesson has been taught in complete costume. I usually have it create a buzz over what the students will hear. When I first launched this side of the lesson with a group of 120 students and had no problems (students are so tired the teacher would actually dress up for a lesson that they tend not to mess about after) as a normal lesson (still in costume!) and by decorating the classroom in appropriate

Starter	5 minutes	<p>'Clap, stamp, up and down' warm-up game. All sit in their chair (in their usual places that you use in your lessons) and perform one of either 'clap' or 'stamp'. See the video again. Aim for all the class to be in sync with each other. Stand up and sit down. Again, aim for synchronisation.</p> <p><i>Teacher's note: This game can be used as a whole class activity (I've done it with 120 pupils) and you can switch the 'clap' and the pupils have to stamp).</i></p>
Activity 1: Opening lecture	25 minutes	<p>Use Resource 1.1 for the lecture, which has all the information.</p> <p><i>Teacher's note: The lecture refers to the Harry Potter world as possible, and it can be cut or added to as you see fit. It's an introduction to drama in all its aspects for those who have done Drama lessons before.</i></p>
Activity 2: Sorting Hat quiz	25 minutes	<p>Each student should be given a Sorting Hat quiz. They need to make sure that they put their name on it.</p> <p><i>Teacher's note: It might be worth pointing out to the students that the answers to this quiz have had students in the past worried about it. Mark it truthfully, but then divide the class into two groups, or just simply divide the class before the quiz. I have found that the first option seems to work best.</i></p>
Plenary	5 minutes	<p>Students need to think of one word to describe how they felt when they started school, and say it to the class.</p>
Homework	-	<p>Students need to create a coat of arms to represent their house. Use Resource 1.3. It should include some kind of animal and objects that represent them and their hobbies.</p> <p><i>Teacher's note: An exemplar version of this homework is in Resource 1.4. Students' sorting house quizzes can be used as a plenary.</i></p>

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RESOURCE 1.1 – OPENING LECTURE

Slide 2 Before we settle... before each Drama lesson there will be a starter warm up is important as lessons will be physical, and it will help you get into the lesson.

Slide 3 CLAP, STAMP, UP, DOWN GAME

Slide 4 I now want you to close your eyes and use your imagination. (please close your eyes)
Go to: zzed.uk/9901-hp-theme

Now take a deep breath in and then out...

Listen to the music...

What does it make you imagine?

Fairies? Pixies? Something even more magical? What about wizards?

Now imagine this. You are 11 years old and you hear the hoot of an owl. The owl has a letter in its beak. And the letter is for you.

You know what the letter is because, ever since your parents told you that you've hoped, with all your might, that this letter might arrive.

You open the window and let the owl in. It is the colour of snow, its feathers are soft and it looks at you with its big, orange eyes. You take the letter and feel the stiff brown paper and you run your fingers over the all the way. Your hands are shaking with excitement as you break open the seal and read the letter.

You have been accepted to join the famous Hogwarts School of Witchcraft and Wizardry.

Open your eyes!

Welcome to Hogwarts – the _____
school's name) branch.

Slide 5 My name is Professor _____ and I started teaching here _____
_____ moons ago in rural _____ after study placed me here. _____
_____. I have been studying Drama and _____

_____ because. (Or something similar!)

How many of you new students have ever studied Drama in your school?

Slide 6 Drama is a fantastic subject which allows you to become anything you want to be. It teaches you confidence, helps you overcome a fear of speaking in front of a group, and your skills of working together and creating together.

However, because Drama is so very different from other subjects, it is the first task of all new students who come through the hallowed doors of Hogwarts to learn the basics of Drama.

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Slide 7

1. **Try your best**

School is about being the best version of yourself, and that is not always easy. Some things you will find easy – others less so... but whatever you do, always give it your all.

2. **Be supportive of others**

You will be asked to perform with and in front of your peers. And the front of the class can be a scary place to be... I was there here in front of you today; however, after meeting some of my colleagues in the teaching staff, I have felt supported and encouraged others to support you in your efforts.

3. **Listen to instructions**

As with any lesson, you will be given tasks and instructions. I will be using a PowerPoint, much like the one behind me, so that you can guarantee there will be at least one person in this class who has the instructions are!

4. **Use your rehearsal time wisely**

In Drama more than other subjects you will have the opportunity to work in groups and be given time to create your work independently in the classroom. This is a perfect opportunity to work through your ideas, manage your time, in order to gain the best result you can.

Drama is inclusive. It doesn't matter what your background or experience with the subject before or if you don't know what it is – everyone can do it. I have yet to find a pupil who can't do Drama.

Slide 8

What will we be doing in Drama?

We will be exploring the theme 'Who are we?' and will also be looking at including staging and script work, how best to work together in groups, and how to write – with a particular focus on the newly published play *Harry Potter and the Cursed Child* only published last month! You will also get to have a go at casting and creating special wands that have been made especially for this class!

Slide 9

Why Harry Potter?

Over 20 years ago Harry Potter was a pupil at Hogwarts, and what made him special was that he was what the wizarding world called 'the boy who lived'. He survived the Avada Kadavra curse cast at him by the wicked Voldemort, a name that would be known by anyone and everyone within the world of magic. It was an influence he had on the world to come or what his time at Hogwarts was like.

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This is an account of what happened to him from the *Goblet of Fire*

‘Harry had been a year old the night Voldemort – Dark Wizard for a century, a wizard who had been steadily for eleven years – arrived at his house and mother. Voldemort had then turned his wand on Harry and performed the curse that had disposed of many full-blooded wizards in his steady rise to power – and, incredibly, instead of killing the small boy, the curse rebounded on Voldemort. Harry had survived with a scar on his forehead, and Voldemort had been reduced to a state of near-death. His power over his life almost extinguished, Voldemort returned to the secret community of witches and wizards. Long had lifted, Voldemort’s followers had discovered that Harry Potter had become famous.’ (*Goblet of Fire*¹)

Slide 10

You are like Harry...

You are at the start of your secondary school journey and anything is going to take part in every activity and sign up to them straight away and see what other opportunities arise? Are you going to become a member of the creative writing group? Will the creative writing group be where your talents lie? Here are things that happen.

_____ (Insert your school’s name)
things grow and make yourselves grow. A place to find out who you are and what your dreams can be made, built upon and achieved.

But Harry didn’t succeed to become the famous character he has become. He had a good group of friends and colleagues who helped him in the good times. He made the best friends he ever had in his school days and carried them into his adult life. He learnt that teamwork is key.

I understand that new friendships can sometimes be difficult, especially in a new environment. One of Harry Potter’s friends, Hermione, who went to Hogwarts, found it difficult to fit in because she was extremely good at everything anybody else. However, here at school I really hope this wouldn’t be the case. We embrace the things that make us different from others, and other people embrace us.

Slide 11

In the next couple of weeks you will find out what makes some of us who we are and I hope that in the coming years, we, as teaching staff, will help you to find out who you are.

In the wizarding world they too learn about their identity through their experiences. In the first place, they learn how to deal with their greatest fears. Harry learns how to overcome his fear of the evil Dementors (the guard dogs of the Ministry of Magic) and learning about the Patronus charm.

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¹ Taken from *Harry Potter and the Goblet of Fire*, J K Rowling, Bloomsbury, 2000, p. 23

'How does it work?' said Harry nervously.

'Well, when it works correctly, it conjures up a Patronus, which is a kind of Anti-Dementor – a guardian which acts as a shield against the Dementor... The Patronus is a kind of positive force, made of the very things that the Dementor feeds upon – hope, happiness, the will to survive – but it cannot feel despair, as real humans can, and so it can't hurt it...'

'What does a Patronus look like?' asked Harry.

'Each one is unique to the wizard who conjures it' said Lupin.



Harry finds out later that his Patronus charm (the one that makes it take the shape of a stag, just like the one his father had).

What would your Patronus be if you could cast one? What would it look like?

My Patronus would probably be _____
(e.g. a tiger – slightly fierce and quite mysterious!) This can be used as a writing prompt.

You will be asked to work in groups; for that to happen, we will need to know what your Patronus is.

Slide 12

The Sorting Hat

As many of you may know, when you arrive at the imposing castle of Hogwarts, you are ushered into the Great Hall to be sorted into your houses by the Sorting Hat.

'Legend has it that the hat once belonged to one of the four founders of Hogwarts, Godric Gryffindor, and that it was jointly enchanted by the four founders (Godric Gryffindor, Helga Hufflepuff, Rowena Ravenclaw and Salazar Slytherin) to ensure that students would be sorted into the four houses, which would be selected according to each founder's preferences in students.'

The Sorting Hat is one of the cleverest enchanted objects that wizards will ever meet. It not only contains the intelligence of the four founders, can speak (through a rip near its brim) and is able to see into the future, which enables it to look into the wearer's head and divine their true abilities or mood. It can even respond to the thoughts of the wearer. (Pottermore.com)³



In Drama you will spend a lot of time working in groups of three, writing scripts and coming up with your own devisings. However, the Sorting Hat is a bit of a trickster today... For this reason, we will be using the Sorting Hat to decide which Hogwarts house, which you will be asked to work in during Drama.

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² Harry Potter and the Prisoner of Azkaban, J K Rowling, Bloomsbury, 1999, p. 176

³ <https://www.pottermore.com/explore-the-story/the-sorting-hat>

Slide 13

Gryffindor House

The crest for Gryffindor is a lion, and this house is named after H
Godric Gryffindor (an accomplished dueller in his time).

Traits can include courage, nerve and daring, but some Gryffindor
arrogant. Other traits include determination, quick-thinking, play

Gryffindor has produced dark wizards over the years, but this has

Famous Gryffindor members include Albus Dumbledore, Hermion
family, Neville Longbottom and, of course, the most famous wiza

Slytherin

The crest for Slytherin is a snake and this house is named after H
Salazar Slytherin.

Traits can include cunning, ambition and resourcefulness, and Sly
mind.

Although Slytherin can sometimes be seen as the Dark Wizards' f
another and are extremely loyal to their friends.

Famous Slytherin members include Severus Snape, Draco and Lu

Hufflepuff

The crest for Hufflepuff is a badger and this house is named after
Helga Hufflepuff.

Traits can include having an affinity with animals. Hufflepuffs are
working. Hufflepuff is a very inclusive house.

One of their gifts is that they are amazing cooks and can make th

Famous Hufflepuff members include Cedric Diggory, Newton Sca

Ravenclaw

The crest for Ravenclaw is an Eagle... very misleading, I know!

Traits include wit, individuality, wisdom and acceptance.

Ravenclaws have a quirky side to their personalities and usually l

Famous Ravenclaws include Cho Chang, Luna Lovegood and Gild

Now, it doesn't really matter which house you end up in as each
attributed to little quirks.

and me... I'm in _____ (insert your name)
sometimes the results can be quite surprising!

Under your seat is the Sorting Hat quiz....

Please make your answers clear.

There are no wrong or right answers.

Make sure you put your name on it...

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Slides 14–23 Sorting Hat quiz: leave plenty of time for everyone to fill

Thank you. The results of the Sorting Hat will be revealed during

Slide 24 About risk and jelly beans
How many of you like sweets?

And jelly beans? Good.

When Harry Potter met his friends Ron and Hermione on his first day at school, he broke the ice by bonding over the amazing array of sweets available on the Hogwarts Express.

I, too, have brought some jelly beans with me, which I fully intend to share and leave for your next lesson.

However, these jelly beans do come with a risk.

Among the sweets I have poured in a box of Bertie Bott's Every Flavour Beans. In *Harry Potter and the Philosopher's Stone*, Harry had never heard of them. He hadn't either.

This was Harry's first experience of them:

'Harry finally tore his eyes away from his Chocolate Frog picture of the vanishing wizard' to open a bag of Bertie Bott's Every Flavour Beans.

"You want to be careful with those" Ron warned Harry. "They're all different flavours, they *mean* every flavour – you know, you get a chocolate and peppermint and marmalade, but then you get liver and tripe. My brother reckons he had a bogey flavour once."

Ron picked up a green bean, looked at it carefully and bit it. "Ahhh... see?" said Ron. "Sprout flavour!" (*Harry Potter and the Philosopher's Stone*, p. 78)

So, what have jelly beans and drama got to do with each other?

You will be taking a risk when you pick a jelly bean from the bowl because you don't know what the flavour will be until you pop it into your mouth. Most of the time it's a good one (though I can't promise that there will actually be a marmalade or an earwax flavoured one...)

Drama is about taking risks, not massive ones. Not life-threatening risks, but risks of something out of the ordinary. The risk of taking on a challenge, a target which is difficult, first, seem impossible to achieve.

Slide 25 However, the risk, in Drama, almost always pays off. Because the more you take out of it.

So, are you going to use this new year in a new school to start taking risks and seizing opportunities? To try to overcome fears and take the plunge?

As I come to the end of the lecture, I ask you... are you brave enough to take the risk?

Thank you.

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⁴ *Harry Potter and the Philosopher's Stone*, J K Rowling, Bloomsbury, 1997, p. 78

RESOURCE 1.2 – SORTING HAT QUIZ

Name:

Class:

PLEASE ANSWER THE FOLLOWING QUESTIONS TRUTHFULLY TO MAKE SURE YOU GET INTO THE RIGHT HOUSE. Please put a cross by your answer.

1. **Moon or stars?**

- a) Moon ☐
- b) Stars ☐

2. **Four goblets are placed before you. Which one do you drink from?**

- a) The silver one, which seems to contain ground diamonds.
- b) The gold one, which smells of plums and chocolate.
- c) The green one, which almost blinds you with its bright colour.
- d) The black one, which is warm to the touch.

3. **What lesson would be your favourite to learn at Hogwarts?**

- a) Transfiguration (turning into different animals and objects)
- b) Flying on a broomstick
- c) Potions and charms
- d) Care of magical creatures

4. **What pet would you choose?**

- a) Toad ☐
- b) Tabby cat ☐
- c) Rat ☐
- d) Owl ☐

5. **Forest or lake?**

- a) Forest ☐
- b) Lake ☐

6. **What is your favourite colour?**

- a) Green ☐
- b) Yellow ☐
- c) Red ☐
- d) Blue ☐

7. **In a fire, what would you save?**

- a) A book of mystical charms
- b) A pair of slippers which never burn
- c) A phoenix feather
- d) A glowing fortune-telling ball

8. **You end up in a magical garden. What will you explore first?**

- a) The glittering mushrooms growing on a tree
- b) The fragrant herbs in the corner
- c) The statue of a wizard who is looking your way
- d) The dark pond in which strange fish live

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RESOURCE 1.3 – COAT OF ARMS HOMEWORK

Name:

I live in:

My favourite subject is:

My Hogwarts house is:

Personality traits:

.....

.....



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**Glue a copy of
your Hogwarts
house shield
here!**

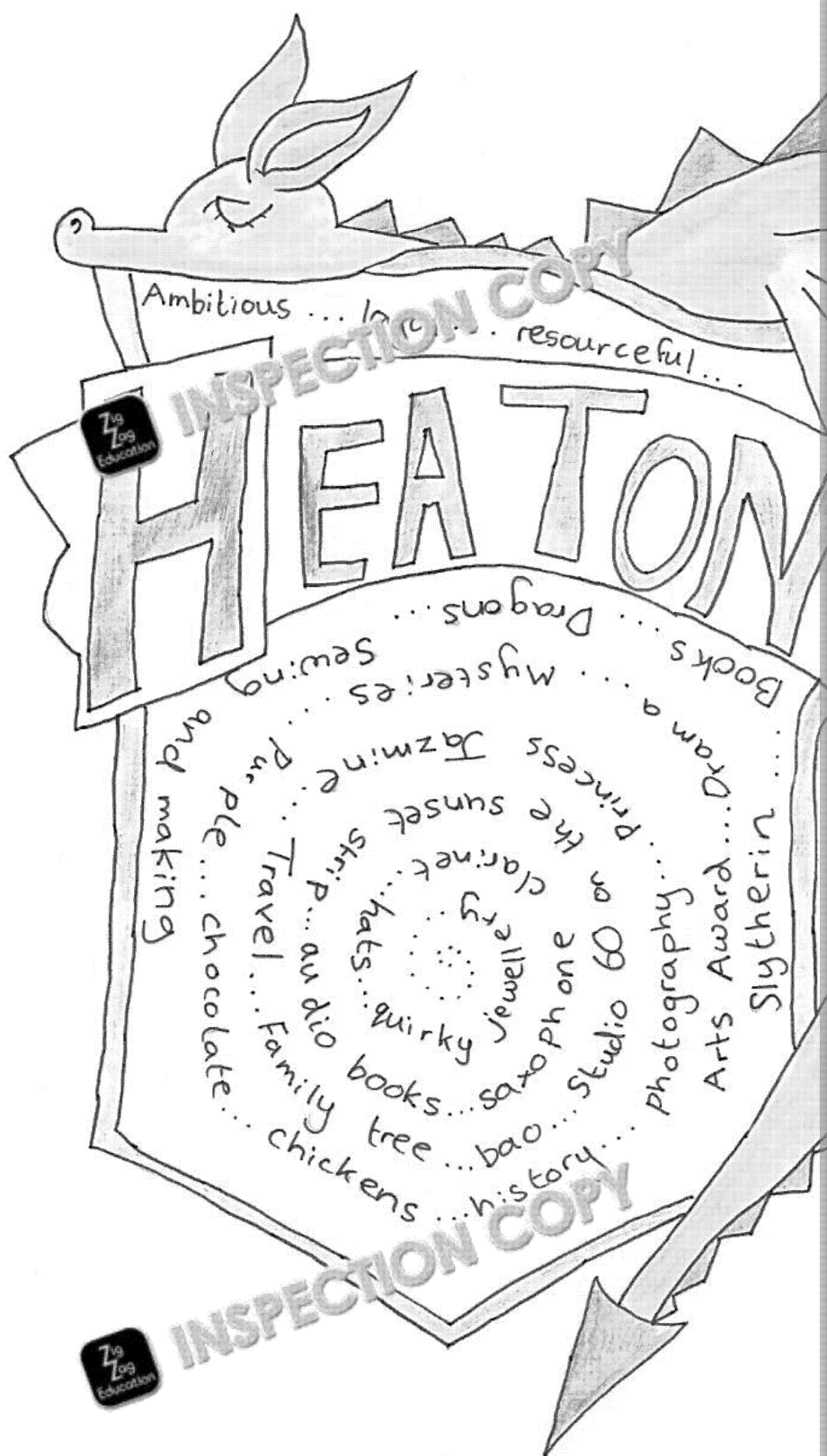


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RESOURCE 1.5 – SORTING HAT QUIZ ANSWERS

1. **Moon or stars?**
 - a) Moon (Slytherin and Ravenclaw)
 - b) Stars (Gryffindor and Hufflepuff)
2. **Four goblets are placed before you. Which one do you drink from?**
 - a) The silver one, which seems to contain ground diamonds.
 - b) The purple one, which smells of plums and chocolate.
 - c) The golden one, which almost blinds you with its bright colour.
 - d) The black one, which is warm to the touch.
3. **What lesson would be your favourite to learn at Hogwarts?**
 - a) Transfiguration (turning into different animals and objects)
 - b) Flying on a broomstick
 - c) Potions and charms
 - d) Care of magical creatures
4. **What pet would you choose?**
 - a) Toad (Ravenclaw)
 - b) Tabby cat (Slytherin)
 - c) Rat (Hufflepuff)
 - d) Owl (Gryffindor)
5. **Forest or lake?**
 - a) Forest (Hufflepuff and Ravenclaw)
 - b) Lake (Slytherin and Gryffindor)
6. **What is your favourite colour?**
 - a) Green (Slytherin)
 - b) Yellow (Gryffindor)
 - c) Red (Hufflepuff)
 - d) Blue (Ravenclaw)
7. **In a fire, what would you save first?**
 - a) A book of mystical writings
 - b) A cure for dragon burns
 - c) A phoenix feather
 - d) A glowing fortune telling ball
8. **You enter a magical garden. What will you explore first?**
 - a) The towering mushrooms growing on a tree
 - b) The fragrant herbs in the corner
 - c) The statue of a wizard who is looking your way
 - d) The dark pond in which strange fish live

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LESSON 2

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 2.1, 2.2 and 2.3
- Prop bag of sweets
- Script, pp. 13–15

Learning objective: To understand how to work well with others

Starter	5 minutes	<p>Students need to try to remember the four houses. As a bonus they need to try to remember the animal associated with each of them.</p> <p><i>Teacher's note: The answers are Hufflepuff (badger), Gryffindor (lion), Slytherin (snake) and Ravenclaw (eagle)</i></p>
Activity 1	25 minutes	<p>Ask students to get into groups with people they don't know. They need to come up with a list of rules that will make it easier to work in groups easier and make rehearsal run more smoothly. Write these up on Resource 2.1. When the students have finished, share their rules with the rest of the class.</p> <p><i>Teacher's note: This runs on from work done in Lesson 1 and makes students think about the components of a group practice.</i></p>
Activity 2	25 minutes	<p>Ask students to get into groups of three. They need to choose a character from the script where Rose and Albus board the train for the first time (Act One, scene 3, pp. 13–15), and then write a character profile for that character from Rose, Albus and Scorpius. They need to read it out loud and then fill in the character profile for that character (Rose, Albus and Scorpius). (Resource 2.2)</p> <p><i>Teacher's note: The extract starts just after Rose and Albus board the train and ends on Scorpius's line: 'our parents – the Potters and the Malfoys'.</i></p>
Plenary	5 minutes	<p>You need to name three character traits that you think each character has about Rose, Albus and Scorpius.</p>
Homework	-	<p>Students need to make a mini family tree of the characters that have appeared in the play. The family tree should include Scorpius, Astoria and Draco Malfoy, Harry, Ron and Hermione. (Resource 2.3)</p>

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RESOURCE 2.1 – RULE SHEET EXERCISE

When rehearsing in groups, we should remember the follow

1)

.....

2)

.....

3)

.....

4)

.....

5)

.....

6)

.....

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RESOURCE 2.2 – CHARACTER PROFILE S

On this sheet, write down aspects of the three characters in the script. Consider their family background and what they think and say about others.

Rose	Albus	

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RESOURCE 2.3 – FAMILY TREE HOMEWORK

Try to create a family tree which includes the following characters: Ron Weasley, Hermione Weasley, Ginny Weasley/Potter, Harry Potter, Albus Potter, Draco Malfoy, Astoria

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LESSON 3

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 3.1, 3.2 and 3.3
- Script, pp. 41–44

Learning objective: To understand stage directions and how to use them

Starter	5 minutes	<p>Students need to pass a clap around the room with pairs or trios so that there is a steady rhythm concentrating on the game.</p> <p><i>Teacher's note: This game is a perfect tool for focusing the classroom as they have to work together to get the rhythm. Sometimes it can be fun to set a metronome so that each group has a steady rhythm. There are lots of online versions if you don't have a metronome.</i></p>
Activity 1: Stage map exercise	25 minutes	<p>Ask students to move their chairs so they are not facing the front of the classroom. Ask students to move to whichever side of the room they will not know the stage placement (unless they guess). This exercise is something similar) so may well be a little confused. Once they are in place, left, upstage centre, upstage right, centre stage right, downstage right, downstage centre and downstage left. Once students have moved around the space, show them the 'stage map' on it and get them to do the exercise. They will fill in Resource 3.1 with the correct stage map placement.</p> <p><i>Teacher's note: The concept of the 'stage map' may be new to some students. Remember to tell students that it is from the point of view of the actor onstage rather than from the audience's point of view.</i></p>
Activity 2	25 minutes	<p>Students need to be given a copy of the script with the stage directions (pp. 41–44). The scene is between Harry and Albus Dumbledore at Hogwarts. Albus is reluctant and doesn't want to rehearse this scene in pairs, taking particular note of the stage directions within the script. Students need to highlight the stage directions to ensure that they try to act them during rehearsal. The scene is then shown to the rest of the class and the other students can give feedback. The assessment sheet (Resource 3.2) with details about the scene is used in each field.</p>
Plenary	5 minutes	<p>Students need to come up with either a stage direction or a line of dialogue and name it before they are allowed to leave the room.</p>
Homework		<p>Students need to look at Resource 3.3 and fill in the details about the scene. They then perform the stage directions with either their model or a partner.</p>

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RESOURCE 3.1 – STAGE MAP LABELLING S

Label the grid below with the correct terms: upstage left, upstage centre, upstage stage left, centre stage, downstage right, downstage centre and downstage left.

Audience

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RESOURCE 3.2 – PEER-ASSESSMENT SHEET

Group	Types of movement used in piece	Description of voices used

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RESOURCE 3.3 – HOMEWORK

Stage direction	How I might perform it
An awkward pause	
Softly walks away	
Slightly hesitates	
Desperate to reach out but doesn't	
Finally losing his temper	
Seeing red	
Realising what he has said	
A horrible pause	
A silence	
Picks up the blanket and throws it	
He runs out of the room	

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LESSON 4

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 4.1, 4.2, 4.3 and 4.4
- Prop wands (optional!)

Learning objective: To understand how movement is used in a script

Starter	5 minutes	Students need to come up with different words to describe this movement.
Activity 1	25 minutes	<p>Ask the students to get into pairs. Show students the resource (also on Resource 4.3) and go through each of the spells and their pronunciation. Ask them to devise a short scene in which the spells may be used. They also need to come up with a beginning (the wizzarding duel start?), a middle (the duel itself) and an end?). Ask students to think about how they may use the spells and how the audience might look at it. Students will then perform their scenes to their peers, who will assess the scenes. (Resource 4.4)</p> <p><i>Teacher's note: I have included a resource in which the spells are written phonetically, which should help students who need it.</i></p>
Activity 2	25 minutes	<p>Using the scenes they created during Activity 1, students need to write the scripts that they created. Students need to think about the placement, when their characters move (and what they say) as they move, as well as how the lines are said. Students need to try to make sure that they write it out in script form.</p> <p>When students have finished writing their scripts, they need to perform them to another group to be assessed, using the peer-assessment resource.</p> <p><i>Teacher's note: If possible, scripts should be colour-coded, with the movement being in a different colour from the rest of the script. Encourage students to use the 'Next steps' column in the resource. This will help improve the work of each of the groups.</i></p>
Plenary	5 minutes	<p>Before leaving the classroom, students need to answer the following questions:</p> <ul style="list-style-type: none"> • What do you need to remember for describing movement? • What do you need to remember about writing a script?
Homework		For homework you need to create a set design for the scene that was performed in class today. You need to include a design for the background, the furniture and at least four different props. (Resource 4.5)

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RESOURCE 4.1 – SPELL SHEET

Spell	Pronunciation	
Expelliarmus!	(Ex-spell-i-arm-ous)	Repel
Incarcerous!	(In-cars-cer-ous)	Confinement
Flipendo!	(Fli-uh-n-doh)	Knock
Brachiabindo!	(Brac-ear-bin-do)	A bind
Levicorpus!	(Lev-e-cor-pos)	Caution
Relesto!	(Re-lest-o)	Make
Obscuro!	(Ob-skure -ro)	Caution
Rictumsempra!	Ric-tem-sem-prah	Caution

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RESOURCE 4.2 – PEER-ASSESSMENT FOR ACTIVITY 1

Watch the mini scenes and assess the pieces in the table below.

Group number	Words to describe movements used	

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RESOURCE 4.3 – PEER-ASSESSMENT FOR
ACTIVITY 2

Group number	What we like about the script	Next steps (v

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RESOURCE 4.4 – HOMEWORK TASK

You need to create a design for your script. In the boxes below, draw a backdrop, stage furniture and at least four props.

Backdrop design:

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<p>The stage furniture I used:</p> <div> INSPECTION COPY</div>	<p>The props I used:</p>
---	--------------------------

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LESSON 5

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 5.1, 5.2, 5.3 and 5.4

Learning objective: To understand how to describe voice and how to use it in script

Starter	5 minutes	<p>Ask the students to come up with as many words as they can think of to describe a voice. They should do this individually, and they have one minute to think of words. They then need share their words with the class.</p> <p><i>Teacher's note: This exercise can be used to create a list of words to use in the script. You could also build one up from previous lesson materials.</i></p>
Activity 1	25 minutes	<p>Ask students to get into pairs. They will be looking at the script excerpt and discussing the place between Albus and Harry. Harry and Albus are at the school sanatorium at Hogwarts. Students need to discuss the script and create a full range of voices, thinking about pace, pause, pitch and tone. The script will then be performed to the class, and the class will complete an assessment sheet (Resource 4.3).</p> <p><i>Teacher's note: The script excerpt you will be using is the scene in which Harry tells his son, Albus, to stay away from the school. This is because Scorpius is rumoured to be a Death Eater. This is also because Harry and Scorpius's actual father, Draco, is a Death Eater. The scene should give plenty of room for exploration.</i></p>
Activity 2	25 minutes	<p>Students should again get into pairs (but work with the partner they worked with in Activity 1). They will be given the script excerpt (Resource 5.2). The character names have been removed. Students need to rehearse the script and try to work out which character is speaking. They need to experiment with the script and use their own voices to perform the script. These will then be performed to the class. The class will mark it against the peer-assessment sheets (Resource 4.3).</p> <p><i>Teacher's note: This script is taken from a meeting between Harry and Albus, which takes place at the Ministry of Magic. There is a lot of experimentation. Ask the students to try to work out which character is male or female, or whether they can be both. Ask them to guess the characters are and why they have guessed this. If they are wrong, they should then try out different combinations of characters. For example, Harry, Harry and Ron, Ron and Draco, Hermione and Albus, etc. to name a few. How does the conversation change?</i></p>
Plenary	5 minutes	<p>Students need to try to define the terms 'pace', 'pitch', 'pause' and 'tone'. They then try to explain each term to the person next to them.</p>
Homework	-	<p>You need to create a diary entry about the incident from the point of view of one of the characters. It could be Harry or Albus from the first script or Hermione or Scorpius from the second. You need to write about how you felt about the incident and what might happen next. This needs to be completed on a separate sheet of paper.</p>

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RESOURCE 5.1 – PEER-ASSESSMENT 1

Group number	Describe the tone, pitch, pause and pace of the performance.	What was good about the performance?

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RESOURCE 5.2 – A AND B SCRIPT

- A:** How did it go?
- B:** It was true.
- A:** Are you sure?
- B:** They were taken to Azkaban.
- A:** What about the Time-Turner? (*B takes out the Time-Turner from their pocket*) Does it go further back than one hour?
- B:** We don't know anything yet. I wanted to try it out there and then, but I
- A:** Well, we have it now.
- B:** And you're sure you want to keep it?
- A:** I don't think we have a choice. Look at it. Can't you see what would happen with it?
- B:** What are you doing here?
- A:** I was anxious about the news and I thought I'd check whether you'd kept everything neat and tidy.
- B:** (*looking around*) Turns out I'm not. But that can be fixed. (*waves wand*)

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⁵ Based on Harry Potter and the Cursed Child, Jack Thorne based on ideas by JK Rowling

RESOURCE 5.3 – PEER-ASSESSMENT 2

Group number	Which characters do you think were in the scene?	

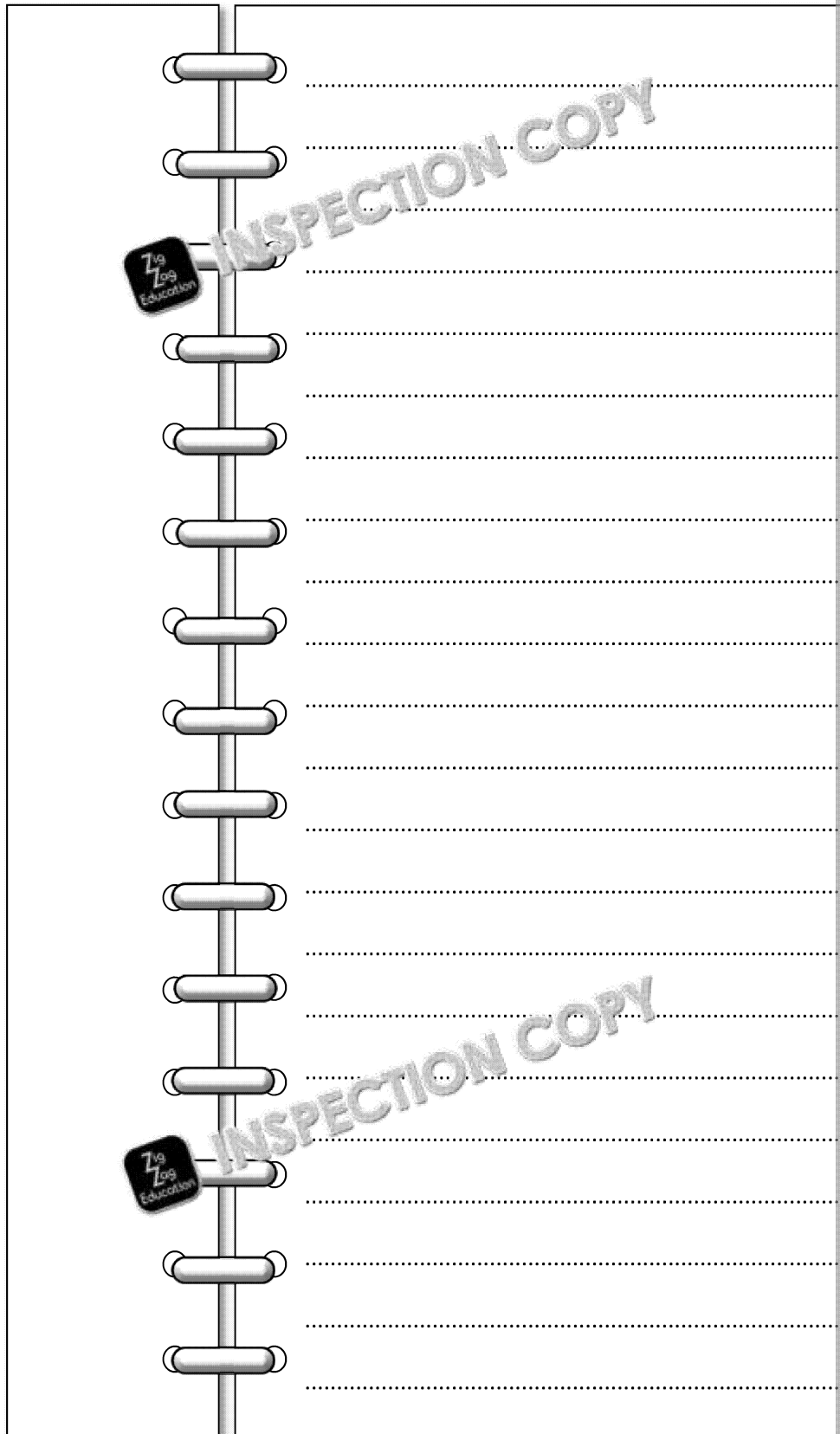
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RESOURCE 5.4 – DIARY ENTRY HOMEWORK

You need to create a diary entry about the incident which happened in your chosen scene. You can be either Harry or Albus from the first script or Hermione from the second script. You need to write about how you felt about the incident from the script and what you learned. Write your diary entry in the space below.



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LESSON 6

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 6.1, 6.2, 6.3 and 6.4

Learning objective: To understand rehearsal and how it works in the classroom

Starter	5 minutes	Ask students to come up with a definition of the word 'rehearsal' that a non-drama student would understand.
Activity 1: Rules of rehearsing	25 minutes	<p>In groups of four, students need to come up with a list of rules for a good rehearsal. They need to think about what they have learnt from previous lessons and what they have learnt from previous students have come up with a list of rehearsal rules. They then need to turn their list of rules into a poster.</p> <p><i>Teacher's note: This exercise is really good to help students remember the rules of the Drama classroom. The posters can be displayed and help remind students of expectations.</i></p>
Activity 2: Scorpius's monologue	25 minutes	<p>Students will work by themselves for this exercise. They need to read Scorpius's monologue. This can be taken directly from the book (found on p. 153), from the line 'Without me?...' to the end of the monologue on the next page. Students need to read through the monologue and think about how they might stage it. Then they need to perform the monologue to the audience fills in the assessment forms (Resource 6.4).</p> <p><i>Teacher's note: For some students, it might be difficult to remember the monologue so that there is none of the intervention time.</i></p> <p><i>If you are short on time, the monologue can be split into three. This works nicely if the students are seated in a line, and they each speak their part to the other.</i></p>
Plenary	5 minutes	Students need to name something they have learnt from Scorpius.
Homework		Students need to design a costume for the character of Scorpius. They need to think about colours, clothing that reflects his personality and what his parents would approve of (Resource 6.5).

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RESOURCE 6.1 – REHEARSAL RULES ACTIVITY

Below, as a group, you need to come up with a list of rehearsal rules. You need to ensure that other groups use their rehearsal time wisely. You need to come up with five rules.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

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RESOURCE 6.2 – SELF-ASSESSMENT

Name

When I performed my monologue I felt:

.....

.....

.....

Movement I used was:

.....

.....

.....

The voice I used was:

.....

.....

.....

Anything else?

.....

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RESOURCE 6.3 – PEER-ASSESSMENT

Name	Movement they used	Voice they used

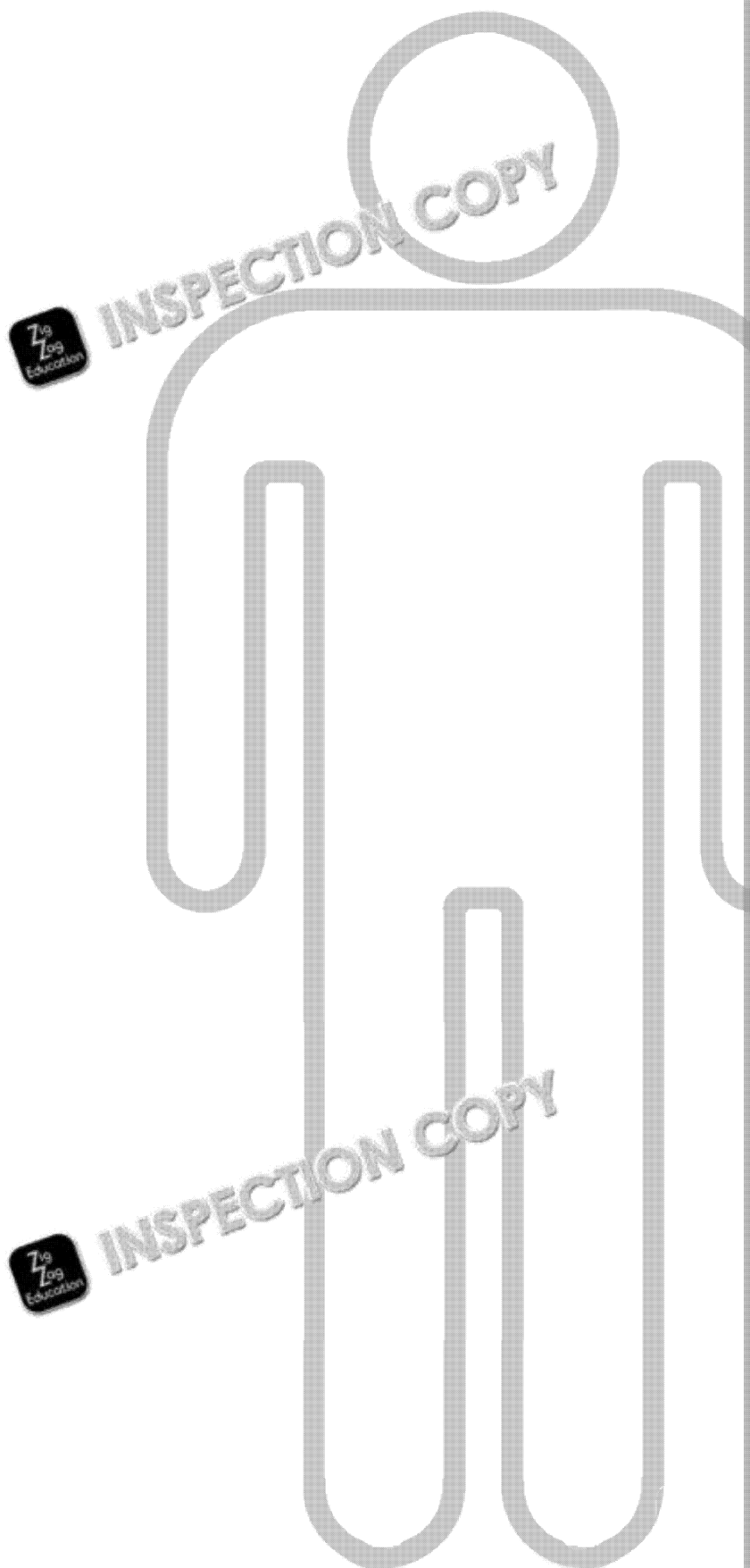
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RESOURCE 6.4 – COSTUME DESIGN HOMEWORK

Design a costume for Scorpius. His costume should reflect his character and his personality. Consider his hair, clothing, colours and suitability.



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LESSON 7

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 7.1, 7.2 and 7.3

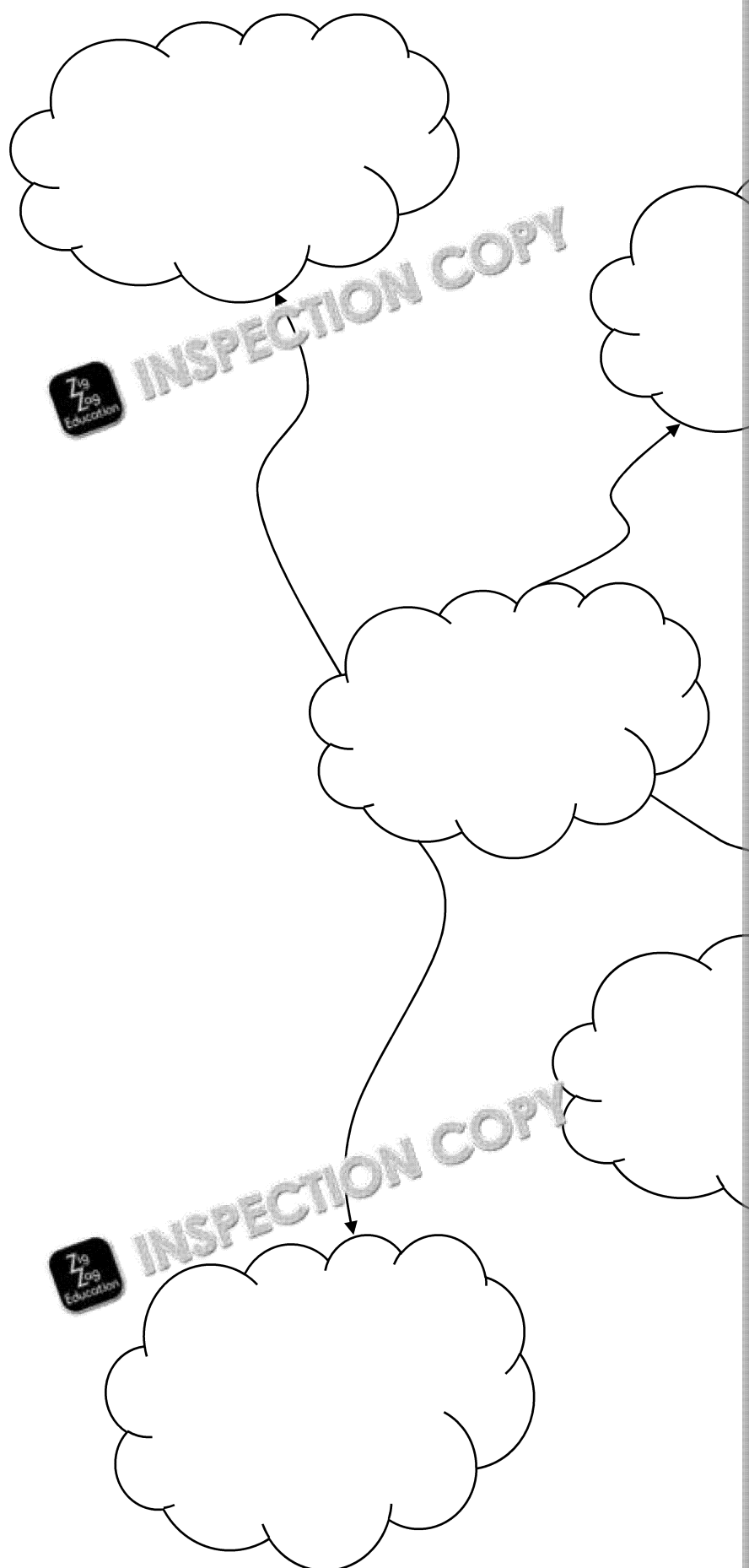
Learning objective: To understand how to write a monologue

Starter	5 minutes	Students need to give the definition of a monologue.
Activity 1: Mind-mapping exercise	15 minutes	<p>Students are asked to think of all the things they like about themselves and then fill out Resource 7.1 and Resource 7.2 with all the things that they like, and have happy memories of what makes them 'tick'.</p> <p><i>Teacher's note: Some students are ready to reveal their secrets. It might be worth checking with Heads of Year about safeguarding issues or anything that might be 'unsafe'. I have found this to be a really great exercise for students to do about themselves. This is also a chance for you, as a teacher, to reveal a little about yourself to your students, just as willing to put yourself forward and do the exercise as they do.</i></p>
Activity 2: Monologue writing	35 minutes	<p>Ask students to sit on their own and start writing a monologue. They want to write it following the prompts on Resource 7.2. They need to make sure that they are not repeating the subject to the next. They can make it funny but if they have finished it, they need to start learning it off by heart.</p> <p><i>Teacher's note: Learning words off by heart is something that some students struggle with. If they genuinely struggle with line learning, ask them to write a list of things that they like so that they have something to help them if needed. If they are stretched, ask them to include something about their character.</i></p>
Plenary	5 minutes	Students need to name one thing that helps them to remember a list on the board.
Homework	-	Each student needs to take home a copy of their monologue. They also need to fill in Resource 7.3 and complete the monologue.

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RESOURCE 7.2 – MONOLOGUE PROMPT S

Hello. My name is _____

I was named this because _____

I have _____ brothers and _____ sisters. I live in (village/town/city) of _____

and have lived there for _____ years. If I could live anywhere, it would be _____

because _____

I live with my (mum/dad/brothers/sisters/auntie, etc.) _____

I have _____ pets. They are called _____

My favourite subject at school is _____ because _____

When I grow up I want to be a _____ because _____

My hobbies are _____

A surprising thing about me is _____

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RESOURCE 7.3 – HOMEWORK SHEET

My monologue:



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Movements I will use:

Voice I will use:



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LESSON 8

LESSON PLAN

Resources needed:

- PowerPoint with notes
- Resources 8.1, 8.2, 8.3 and 8.4

Learning objective: To complete the final assessment of the theme

Starter	5 minutes	Students need to come up with words that could be used in a performance.
Activity 1: Monologue performance	35 minutes	<p>Students will have been preparing their monologue and bring them with them this lesson. Students then perform to the class and perform their monologue.</p> <p><i>Teacher's note: Remember to tell your students that this is a time to judge. Remind them that their peers can be daunting and that they, as a class, are supportive of each other.</i></p>
Activity 2: Peer-assessment	15 minutes	<p>After every student has performed their monologue, a peer assessment (Resource 8.1) needs to be pinned to the wall. Students then need to walk around the room and give feedback for each student's performance on each other. Feedback needs to be positive and non-critical.</p> <p><i>Teacher's note: This is a great opportunity for you to encourage each student to perform more confidently. This is a scheme of work that you cover with a year group and for students to get to know each other but also to perform, on their own, for the first time.</i></p>
Plenary	5 minutes	Students need to say how they felt before they performed and then after they performed their monologue.
Homework	-	Students need to fill in the self-assessment sheet and evaluate their performance of their monologue.

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RESOURCE 8.1 – PEER-ASSESSMENT SHEET

Name:

Below, write feedback on the monologue performance that you saw. Only positive feedback.

.....

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Teacher feedback:

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RESOURCE 8.2 – HOMEWORK

Write a mini review of your monologue performance, using the template below.

Before my performance I felt:

.....

.....

.....

I stood on the stage and I felt:

.....

.....

.....

During my performance I felt:

.....

.....

.....

After my performance I felt:

.....

.....

.....

If I did it again I would:

.....

.....

.....



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