

# APPENDIX: TEACHER'S (TO ACCOMPANY POWERP

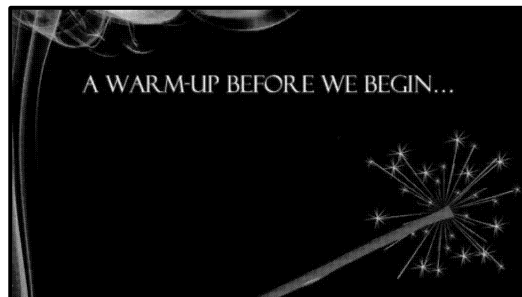
## LESSON 1

Slide 1



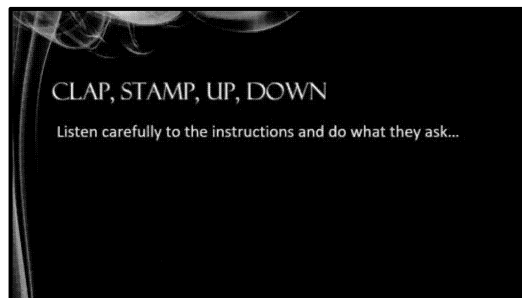
Opening slide

Slide 2



Warm-up

Slide 3



Warm-up – 'Clap

Because students  
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warm-up in which  
enough for them  
This game is a v  
clap. Students j  
and have enough

Slide 4



Imagination exercise  
speech

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Slide 5

**PROFESSOR HEATON**

- Teacher of Drama
- Expert at spell casting
- House: Slytherin
- Wand: 10-inch fir with unicorn hair
- Crazy about chocolate, her family, books and chickens!

Insert photo of yourself here

This is your chance to provide information about the information you have about the pupils. Please do

Slide 6

**WHY STUDY DRAMA?**

- It teaches you confidence
- It helps you overcome a fear of speaking in public
- It helps build up your skills of working together and creating together

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Zig Zag Education

I always find that the subject of Drama is a detail and/or so

Slide 7

**THE RULES OF DRAMA**

1. Try your best
2. Be supportive of others
3. Listen to instructions
4. Use your rehearsal time wisely

If you already have a classroom, use it. If you have a policy of with regard to students – especially different from

Slide 8

**WHAT WILL WE BE DOING IN DRAMA THIS TOPIC?**

- A chance to learn all the basics of Drama as an academic and practical subject
- Looking at the script for *Harry Potter and the Cursed Child*
- Learning skills in voice, movement, characterisation and the art of the monologue

This just gives a chance to what you will be doing in this topic

Slide 9

**WHY HARRY POTTER?**

- Over 20 years ago he started at Hogwarts after a life of complete uncertainty
- He had no idea how his life had influenced the wizarding world before he even knew about it
- He found himself in the forefront of a school and shaped himself into a member of the community and a well-rounded person
- He was not the best at his subjects, but he tried to overcome his weaknesses

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Zig Zag Education

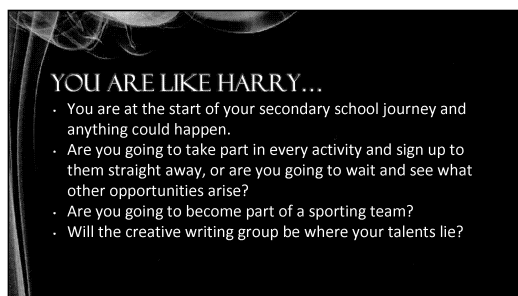
A little bit about the character of Harry Potter. I doubt you will have known about this

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Slide 10



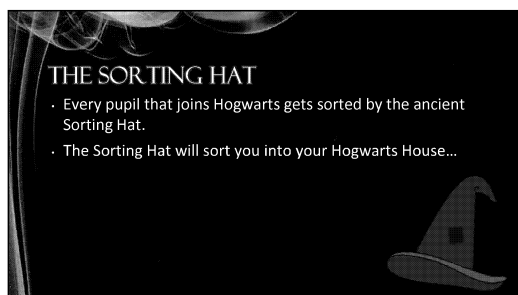
A comparison b  
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Slide 11



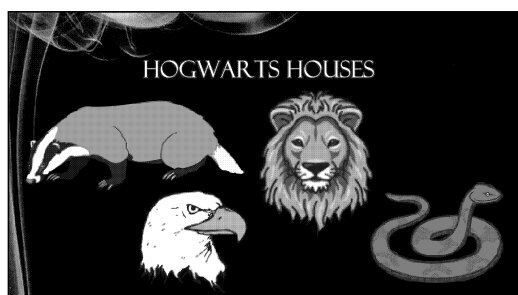
A new school ar  
students to pon

Slide 12



A little bit about

Slide 13



The Hogwarts h

Slide 14

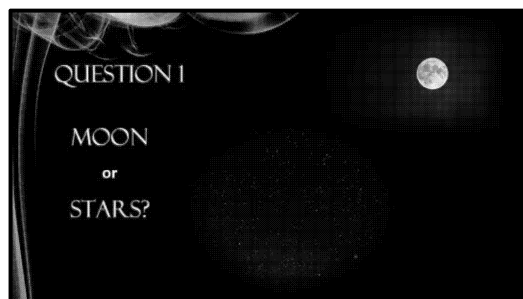


Sorting Hat quiz  
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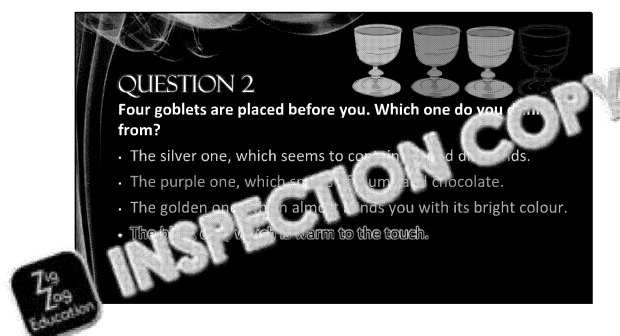
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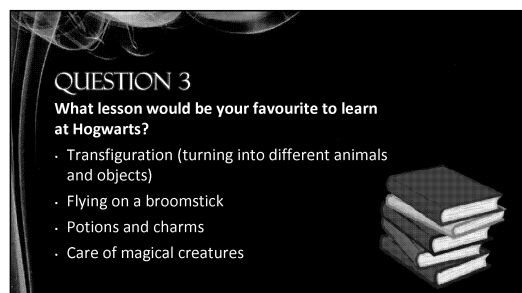
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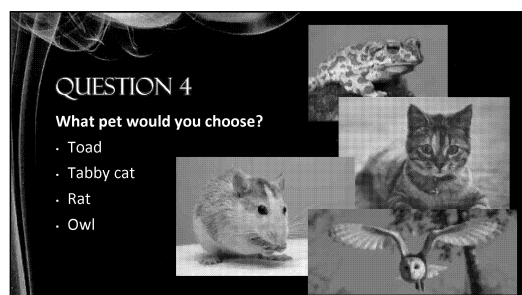
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Slide 17



Slide 18



Slide 19



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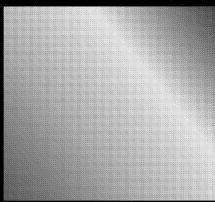


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**QUESTION 6**

**What is your favourite colour?**

- Green
- Yellow
- Red
- Blue

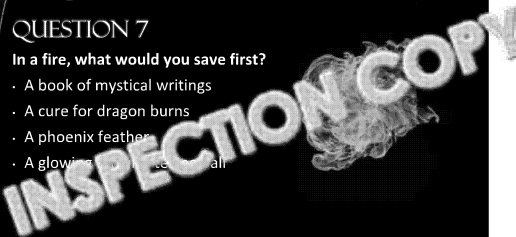



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**QUESTION 7**

**In a fire, what would you save first?**

- A book of mystical writings
- A cure for dragon burns
- A phoenix feather
- A glowing object
- All





Slide 22

**QUESTION 8**

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

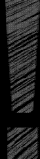
- The glittering mushrooms growing on a tree
- The fragrant herbs in the corner
- The statue of a wizard who is looking your way
- The dark pond in which strange fish live



Slide 23

**REMEMBER...**

- Remember to write your name on your quiz sheet
- Make sure your answers are clear!
- Pass your quiz sheets to the end of the row (towards the middle!)
- Those at the end of the row, put them under your seat!



Slide 24

**AND FINALLY, A THOUGHT ON JELLY BEANS...**



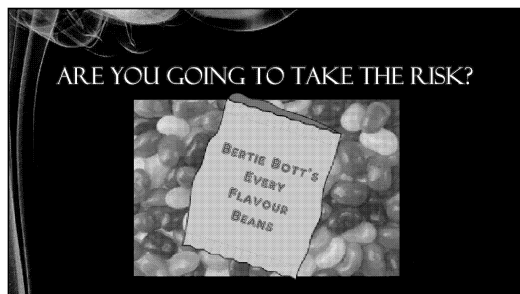


The jelly bean a  
something stud

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Slide 25



The jelly beans  
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those, I have on  
take a jelly bear

Slide 26



A final thought

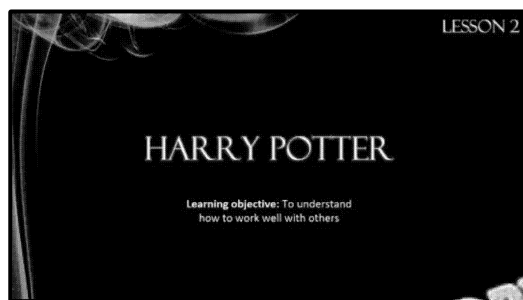
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## LESSON 2

Slide 1



Opening slide w

Slide 2



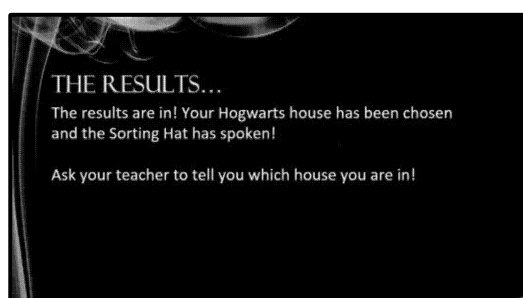
Starter activity

Slide 3



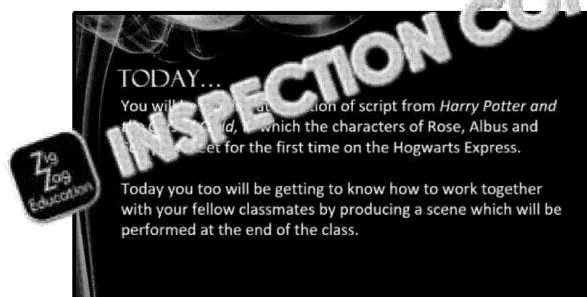
Starter answer

Slide 4



Explanation of t

Slide 5



Overview of the

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Slide 6

### ACTIVITY 1

- In your group you need to compile a list of rules that you think will help groups work well together.
- This list will be used throughout this topic whenever you do group work.
- The list could include: Always listen to one another; Let everyone have a chance to speak; Always say 'yes' to new ideas; etc.
- When you have finished, you will share your rules with the rest of the class.

Activity 1

Slide 7

### ACTIVITY 2

- You will be rehearsing and then performing an extract from *Harry Potter and the Cursed Child*.
- In this extract, Rose (daughter of Hermione Granger and Ron Weasley) and Albus (son of Harry Potter and Ginny Weasley) have boarded the Hogwarts Express for the very first time. Albus is heading towards Hogwarts.
- Rose is sitting in the odd seat whereas Albus is just going to sit down and enjoy the ride.

Activity 2

Slide 8

### WORDS YOU MIGHT STRUGGLE WITH

**Fizzing Whizzbees** (sherbet balls that, when sucked, make you float a few inches off the ground)

**Shock-o-Choc** (dark chocolate with chilli powder)

**Pepper Imps** (small black peppermints which make smoke come out of your nose and ears)

**Astoria and Draco Malfoy** – Scorpius's parents. Both were at school with Harry Potter.

**Rehearsal** – commonly misspelt. Rehearsal is practising a script.

Word bank (Teachers making a board for students might find this useful for students who have difficulty with phonetically spelled words. You can also make a word bank for students who have difficulty with phonetically spelled words.)

Slide 9

### CHARACTER PROFILES

- You need to fill out a character profile for each of the characters in the scene: Rose, Scorpius and Albus.
- Try to find out as many things as you can about each of these characters from the script: what they are like, their family background, what they think and say about others, etc.

Explanation of the character profiles

Slide 10

### PLENARY

You need to name three character traits that you have discovered today.

Plenary

Slide 11

### HOMEWORK

You need to make a mini family tree of some of the characters you have met so far in the play. The family tree needs to include Rose, Albus, Scorpius, Astoria and Draco Malfoy, Harry, Ron, Ginny and Hermione.

Homework

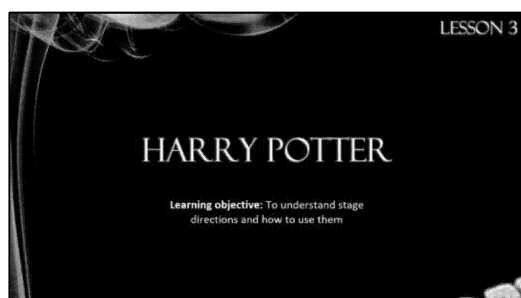
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# LESSON 3

Slide 1



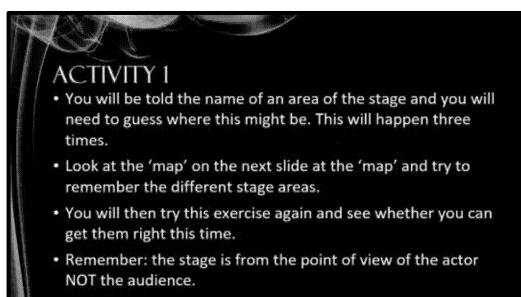
Introductory slide

Slide 2



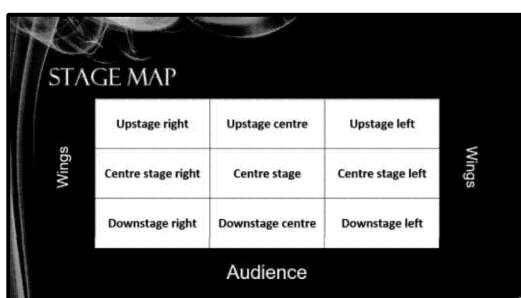
Starter activity

Slide 3



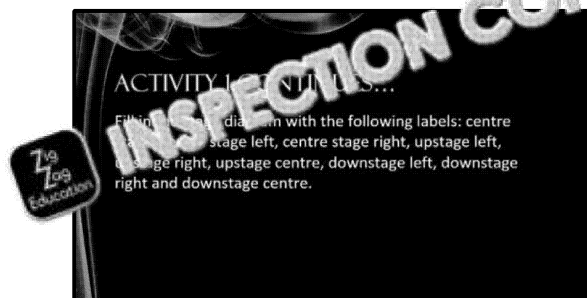
Activity 1, part 1

Slide 4



Stage map diagram

Slide 5



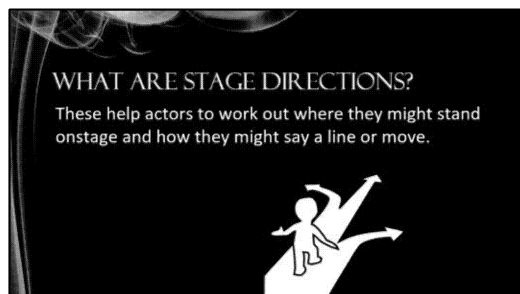
Activity 1, part 2

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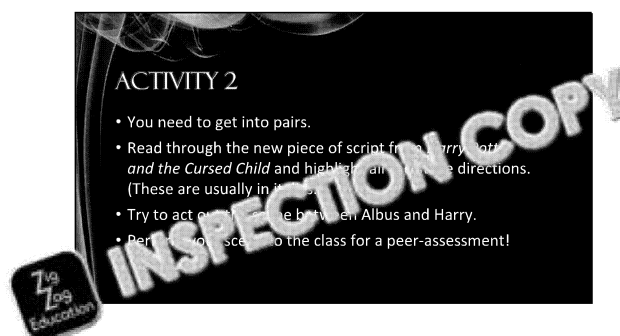


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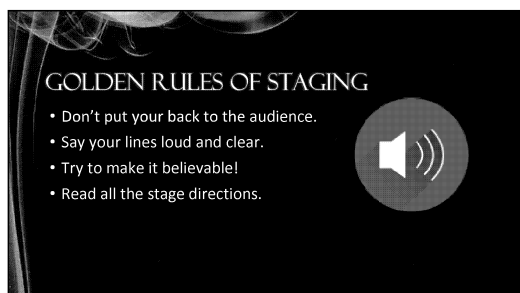
Explanation of t

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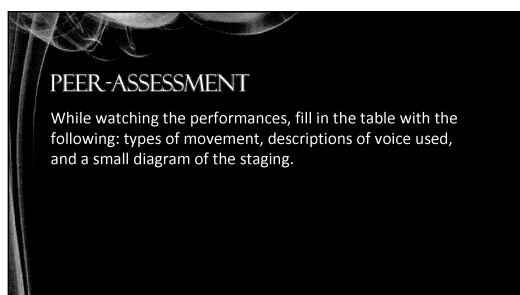
Activity 2 expla

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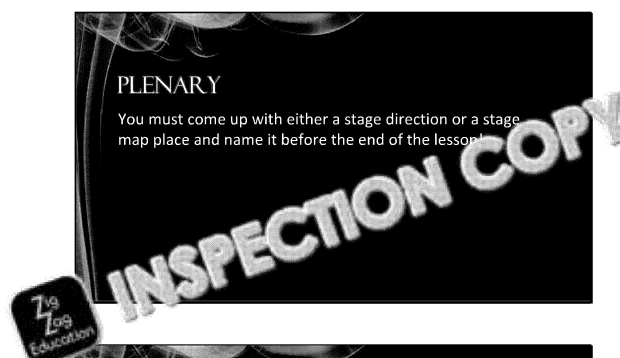
Golden rules of

Slide 9



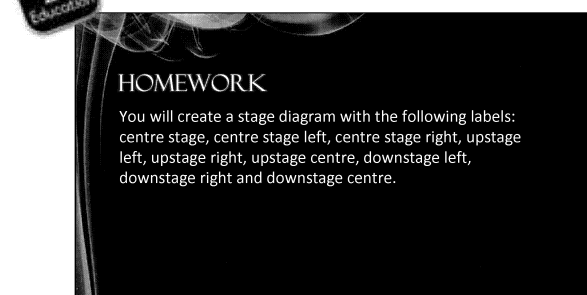
Peer-assessmen

Slide 10



Plenary

Slide 11



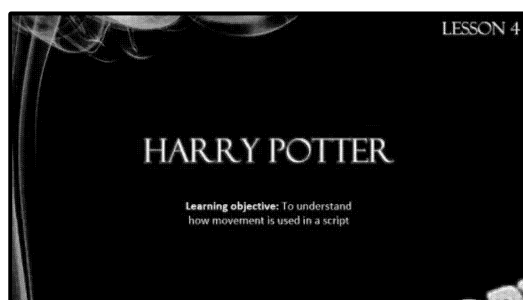
Homework

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# LESSON 4

Slide 1



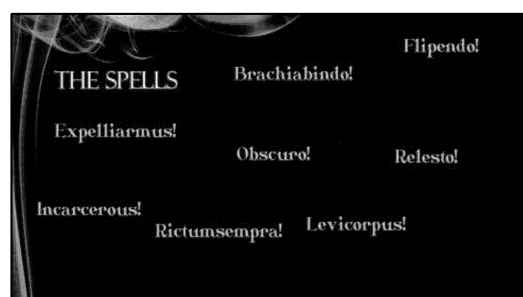
Opening slide

Slide 2



Introduction to

Slide 3



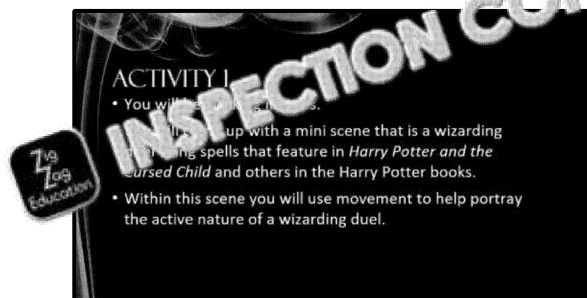
The spells

Slide 4



An explanation

Slide 5



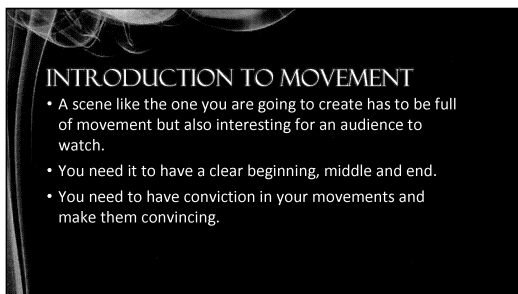
Explanation of

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Slide 6



### INTRODUCTION TO MOVEMENT

- A scene like the one you are going to create has to be full of movement but also interesting for an audience to watch.
- You need it to have a clear beginning, middle and end.
- You need to have conviction in your movements and make them convincing.

Introduction to

Slide 7

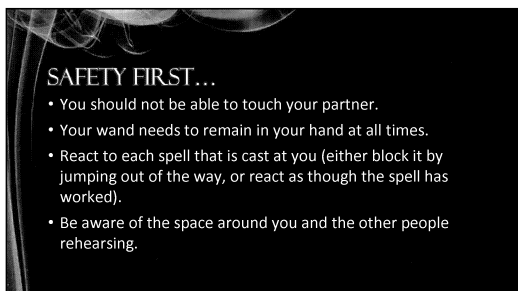


### YOUR TASK TODAY...

- You will be casting spells at each other and choosing your spells from those that will be displayed on the board.
- You can use as many or as few as you like.
- You need to have a clear beginning, middle and end.
- You may use objects to stage your scene.

Further instruct

Slide 8

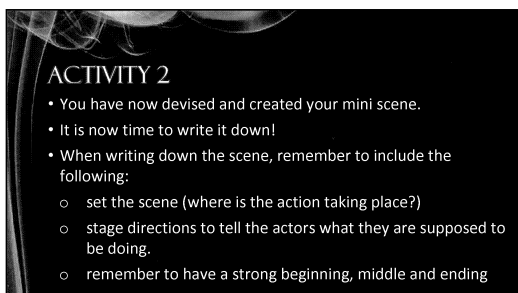


### SAFETY FIRST...

- You should not be able to touch your partner.
- Your wand needs to remain in your hand at all times.
- React to each spell that is cast at you (either block it by jumping out of the way, or react as though the spell has worked).
- Be aware of the space around you and the other people rehearsing.

The safety mess  
particularly if yo

Slide 9

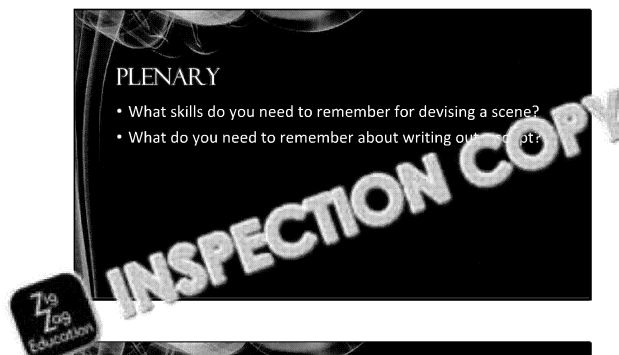


### ACTIVITY 2

- You have now devised and created your mini scene.
- It is now time to write it down!
- When writing down the scene, remember to include the following:
  - set the scene (where is the action taking place?)
  - stage directions to tell the actors what they are supposed to be doing.
  - remember to have a strong beginning, middle and ending

Activity 2 expla

Slide 10

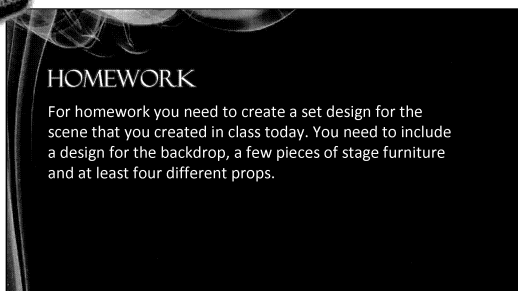


### PLENARY

- What skills do you need to remember for devising a scene?
- What do you need to remember about writing out a script?

Plenary

Slide 11



### HOMEWORK

For homework you need to create a set design for the scene that you created in class today. You need to include a design for the backdrop, a few pieces of stage furniture and at least four different props.

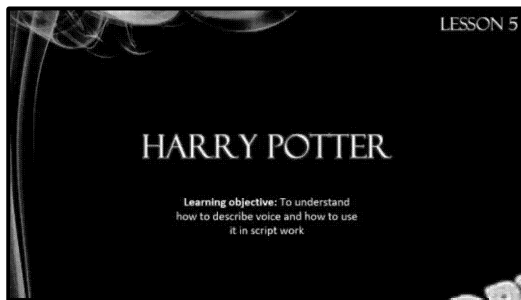
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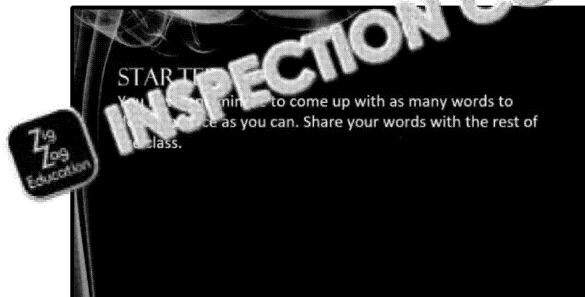
# LESSON 5

Slide 1



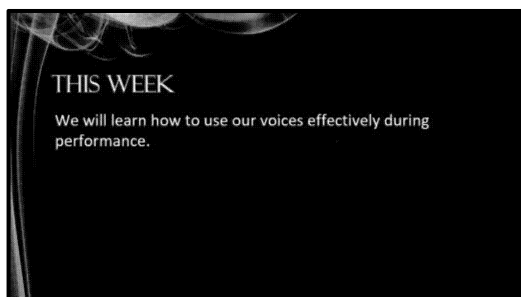
Title slide

Slide 2



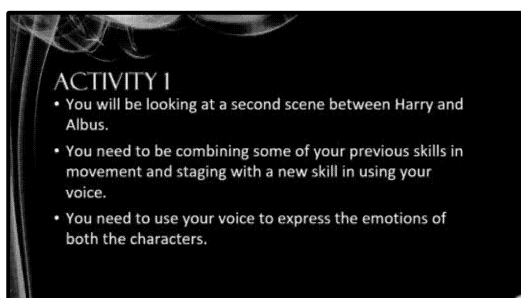
The starter

Slide 3



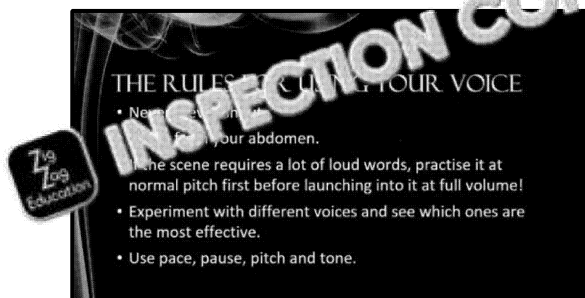
Introduction to

Slide 4



Activity 1 instructions

Slide 5



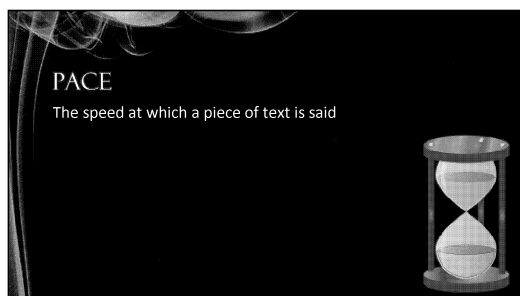
Some rules for using your voice  
*note: this might be a bit of a challenge at times and could be a good opportunity to discuss the importance of using your voice effectively during performance.*

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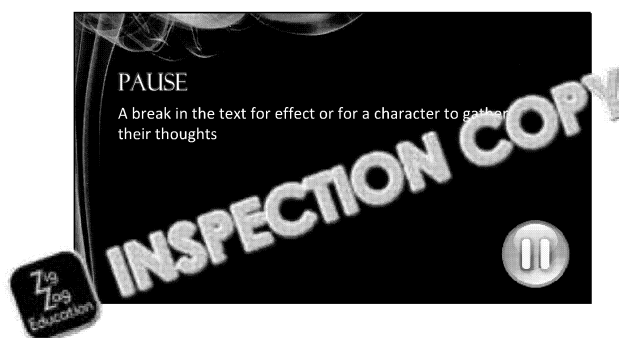


Slide 6



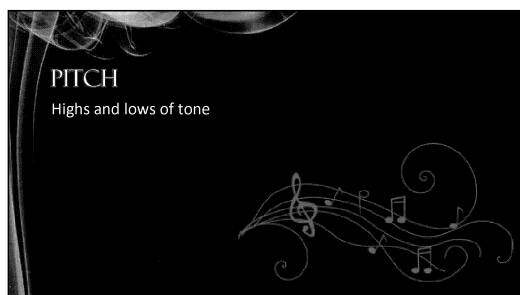
Definition of 'pa

Slide 7



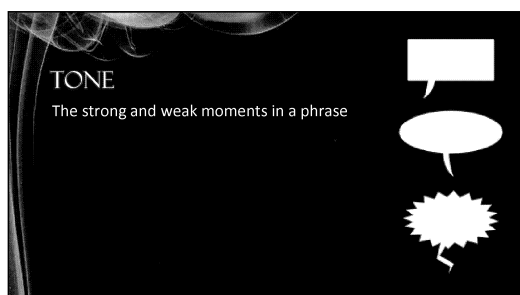
Definition of 'pa

Slide 8



Definition of 'pi

Slide 9



Definition of 'to

Slide 10



Some extra han

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Slide 11

**ACTIVITY 2**

- You will be performing a second section of script; however, the character names have been taken out and replaced with A and B.
- You will create characters to say these lines using voice and movement.
- You will rehearse with focus.
- You will perform your mini scene in front of the class.
- Can you work out which characters may be saying these lines? What do they seem to be talking about?

Activity 2 instru

Slide 12

**PEER-ASSESSMENT**

Fill in the peer-assessment sheet:

- Who do you think is talking? Why?
- What voices and movements would these characters?

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Zig Zag Education

Peer-assessment

Slide 13

**PLENARY**

Can you define each of the following terms?

- pitch
- pause
- pace
- tone

Plenary

Slide 14

**HOMEWORK**

You need to create a diary entry about the incident that happened in your chosen script from the point of view of one of the characters. You can be either Harry or Albus from the first script or Hermione or Harry from the second script. You need to write about how you felt about the incident from the script and what might happen next.

Homework

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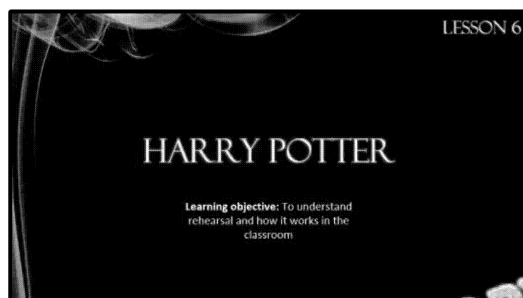
Zig Zag Education

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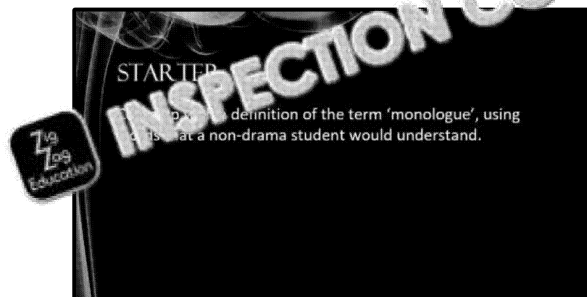
# LESSON 6

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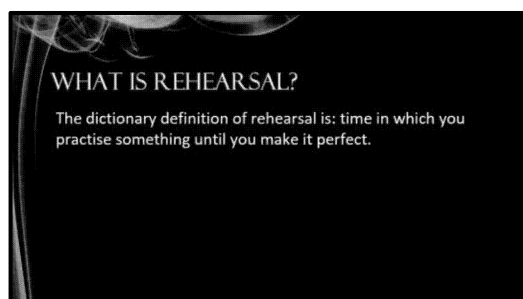
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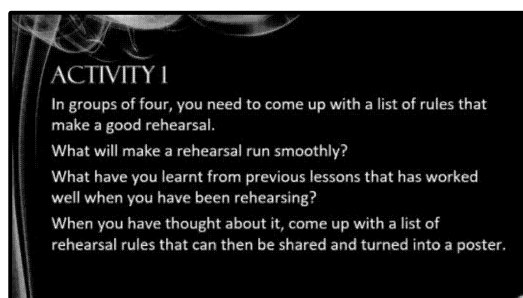
Starter activity

Slide 3



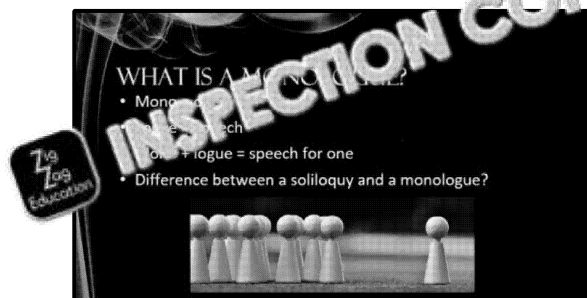
Definition of rehearsal  
*could ask students to provide their own definitions and examples*

Slide 4



Activity 1 explanation

Slide 5



Definition of monologue  
*difference between monologue and soliloquy – a monologue is a speech made by one person but the audience is present, whereas a soliloquy is a speech made by one person but the audience is not present*

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Slide 6

## ACTIVITY 2

- You will be looking at Scorpius's monologue. He is speaking it to Albus.
- You will rehearse on your own
- Remember to follow your own rehearsal rules.

Activity 2 explanation

Slide 7

## SCORPIUS'S MONOLOGUE

This is the first time in the script that Scorpius tells Albus what he really thinks of him. It is his opportunity to vent his feelings and tell Albus what the past school year has actually been like for him. He goes through many emotions while giving the monologue as he does not know whether he will get the opportunity to see him again.

A quick summary of the monologue and why he says it

Slide 8

## SELF-ASSESSMENT

- You will be watching the monologue performed by members of the class.
- You need to write a self-assessment of your performance and include the following:
  - how you felt while performing
  - what movements you used in your monologue
  - what types of voices you used in your monologue

An explanation of the self-assessment

Slide 9

## PEER-ASSESSMENT

While watching the class perform, you need to fill in the peer-assessment sheet with the following information:

- how they moved
- how they used their voice
- what they could improve on for next time

An explanation of the peer-assessment

Slide 10

## PLENARY

Before you leave the classroom today, you need to think of, and name, something that you have learnt about the character of Scorpius.

Plenary

Slide 11

## HOMEWORK

You need to design a costume for Scorpius. Think about colours, types of clothing, and suitability of clothing.



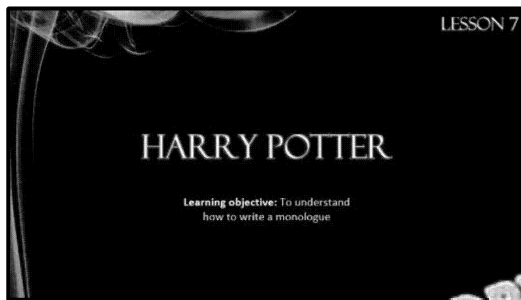
Homework task

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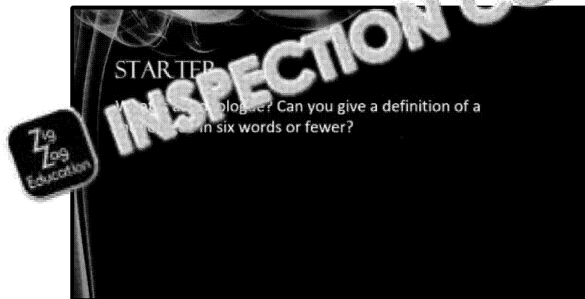
# LESSON 7

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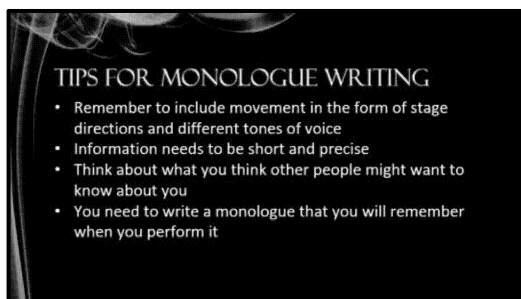
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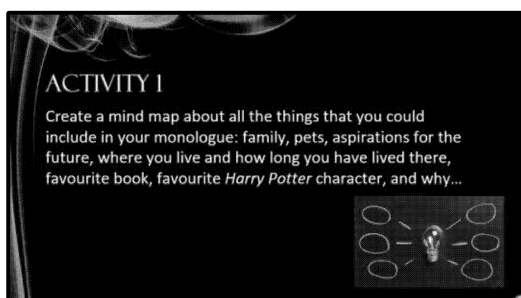
Starter activity

Slide 3



Tips for monologue writing

Slide 4



Activity 1

Slide 5



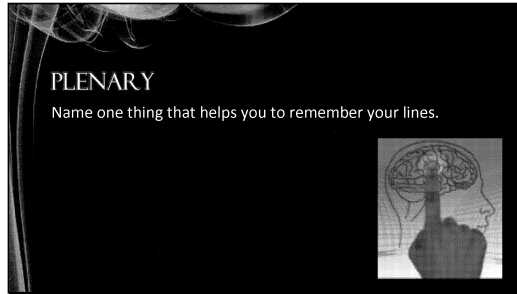
Activity 2

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Slide 6



Plenary

Slide 7



Homework

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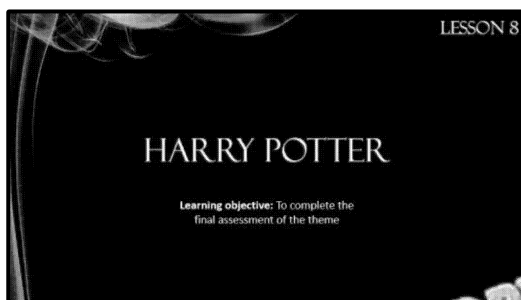


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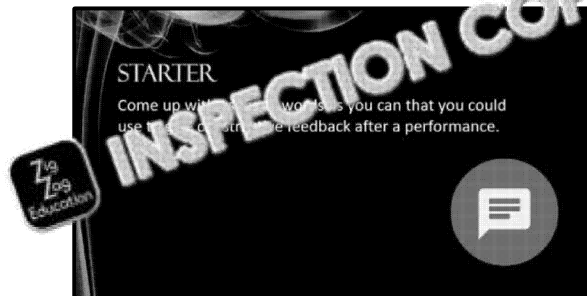
# LESSON 8

Slide 1



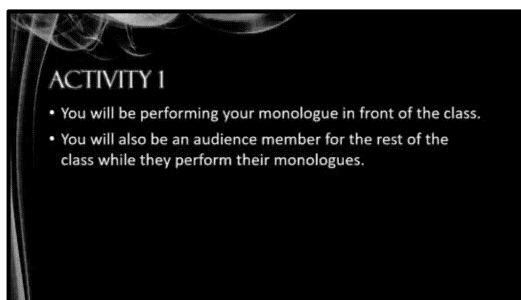
Title slide

Slide 2



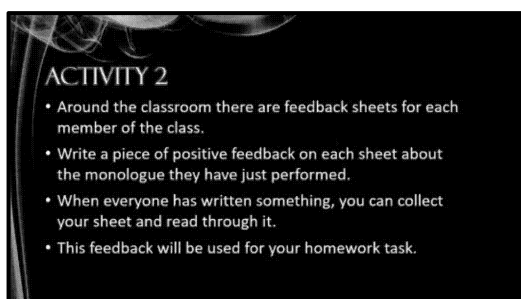
Starter activity

Slide 3



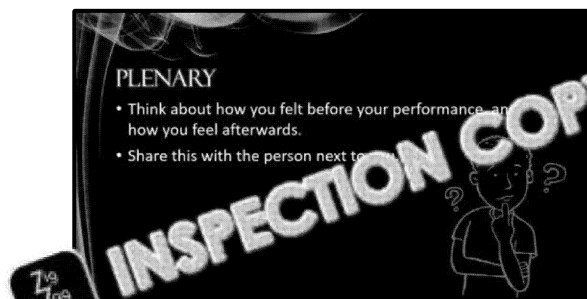
Instructions for  
probably take up  
depending on h  
your class. This  
assessment and

Slide 4



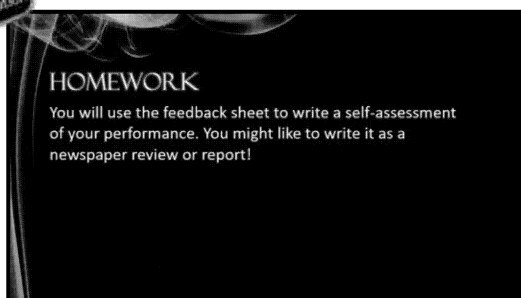
Instructions for  
up at the beginn

Slide 5



Explanation of p

Slide 6



Homework task  
lesson

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