

Year 7 – Spring

Term	Spring	
Topic	Harry Potter and the Cursed Child	
Big Question	<u>How can we turn a script into a performance?</u>	
Concepts	Narration Freeze frame Mime Soundscapes Guided Tours Teacher in Role Audience Awareness Voice projection Characterisation Set Design Script work	
Knowledge	How to be able to explore a script by taking on the role of different characters. How to create a believable character by embodying facial expressions, vocality and body language. How to use the voice to experiment with different layers of vocality. How to enhance performance by experimenting with different rehearsal techniques, such as narration, freeze frame and soundscapes.	
Skills	Being able to use props and furniture to create an imaginative set, where students can then improvise, in role, to a live audience. Develop ability to create a successful portrayal of character in performance. Develop ability to understand narrative and explore own interpretations of a well-known story. Develop the ability to interpret a script creatively, delivering lines confidently and clearly in character. Learning lines from a script ready for a live performance Develop communication skills when working as a team to listen, share and advise with peers.	
Common Misconceptions	The Cursed Child is an extension of Harry Potter's story, when in fact, it is the story of his child's journey to Hogwarts. Some students are misinformed about characters and themes of the play. They believe it is purely about the story of Harry Potter. The Cursed Child, however, focuses entirely on the stagecraft of the magic and the special effects it entails to keep the magic alive.	
Key Vocabulary	Characterisation Interpretation Improvisation Proxemics Soundscapes Still images / freeze frames Role on the wall	Hot seating Script Different parts of the stage Technical elements Special Effects (SFX)
Assessment Points	Regular peer and self-reflection when watching the work of others Consistent verbal feedback offered by the teacher on small scenes created in class. Graffiti wall – verbal feedback documented by student / teacher to monitor progress. Mid unit assessment: written reflective questions in booklet based on performance created and questions on script End of unit assessment: Practical performance based on script in Act 1 Scene 3 – the boarding the train scene.	
Diversity, Inclusion and Personal Development	Character Diversity: The play introduces new characters that contribute to a more diverse cast, including Scorpius Malfoy, who plays a prominent role. The inclusion of characters from various backgrounds broadens the representation within the wizarding world.	

	<p>Family Dynamics: The play explores different family structures and dynamics. It depicts not only the traditional nuclear family but also unconventional family setups, emphasizing that love and connection are not confined to a specific family model.</p> <p>Time Travel and Alternate Realities: The plot involves time travel and alternate realities, allowing for the exploration of different outcomes and character developments. This concept promotes inclusivity by showcasing various possibilities and paths for characters.</p> <p>Themes of Acceptance: The play touches upon themes of acceptance, forgiveness, and understanding. Characters struggle with their identities and the expectations placed on them, reflecting real-world issues related to self-discovery and acceptance.</p> <p>Representation of Magical Abilities: The play introduces characters with unique magical abilities, emphasizing that magical talents come in diverse forms. This mirrors the broader theme of embracing differences and recognizing the value in various skills and abilities.</p> <p>Exploration of Friendship: The friendship between Scorpius Malfoy and Albus Potter is a central element of the play. Their close bond, despite societal expectations and preconceptions, promotes inclusivity and challenges stereotypes.</p> <p>Incorporation of Social Commentary: While set in the magical world, the play subtly incorporates social commentary relevant to the real world, including issues of discrimination and prejudice. This allows for discussions about the impact of such themes on both wizarding and Muggle societies.</p>
<p>How parents can be of support</p>	<ul style="list-style-type: none"> • Ensure students are completing homework when it is set • Read over lines with students to ensure they have learnt them and know them for the exam. • Discussions and conversations about Harry Potter – characters, themes, plot etc. • Students to have the opportunity to watch Harry Potter and the Cursed Child live on stage
<p>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Watch short clips of Harry Potter and the Cursed Child on YouTube to support skills and short scenes we are looking at in class. • Watch different examples of facial expression, body language and emotive expression in films and short clips. • Read around the play and recap prior books / films with characters and themes to ensure understanding. • Trailer for the Broadway stage show https://www.youtube.com/watch?v=hlxI17G3hqQ • Trailer for the West End stage show https://www.youtube.com/watch?v=92b69BmlbBQ • Discussion around the genre of magic and fantasy fictional stories