



WARNER BROS.
STUDIO TOUR
LONDON

THE
MAKING OF
Harry Potter

INCLUSIVE LESSON ACTIVITIES FOR GROUP LEADERS WORKING WITH SPECIAL NEEDS STUDENTS

These activity notes have been prepared to support teachers and group leaders working with children and young people with special or additional needs.

These resources are designed to be inclusive and interactive, inspired by the genuine behind-the-scenes crafts used to make the magic come to life in the Harry Potter films. Students will gain an understanding of some of the key roles involved in filmmaking whilst trying out the activities, using drama, movement and crafting.

PROPMAKER

Design and make a wand

The Propmaker is responsible for making, storing and transporting props, which are any movable object on set.

Wands are amongst the most iconic props on the Harry Potter film sets, thousands were created during production.

The Props Department originally wanted to make all the wands from wood, but this took a long time, so most wands were made from resin instead.

Each character had an individual wand created by our prop makers.

To help students create a wand, work through these steps:

- ◆ Find a pipe cleaner, thin piece of plastic or a stick which will be the base shape for the wand.
- ◆ Using tissue paper/newspaper/scrap paper and glue, make papier-mâché and have students wrap the base shape in the paper. Use the glue to stick it down – leave to dry overnight.
- ◆ Students can decide which colour to paint their wand – most wands in the Harry Potter films were various shades of wood brown, but a few were different. Lord Voldemort's wand was white, as though it was made of bone.
- ◆ Children could add a tassel or bead to the end of their wand for some extra personality.

DIALECT COACH

Spell pronunciation

The Dialect Coach helps to design and refine the voice and speech pattern for each character.

In the Harry Potter films, some complicated words and spells are used:

Wingardium leviosa – levitation charm

Levicorpus – levitates target by their ankle

Petrificus totalus – body-bind curse

Confringo – sets things on fire

Piertotum locomotor – animates statues

Follow these instructions to encourage students to learn how to pronounce these spells:

- ◆ Begin by breaking down the word into sections or sounds.
For example, *alohomora* = al-o-ho-mor-a
- ◆ Then, ask the students to try tapping out the syllables with their hands. Alternatively, they could try stomping them out with their feet.
- ◆ Note down the count for the number of syllables in each word.
- ◆ Try to spell out what each syllable sounds like phonetically.
- ◆ Lastly, encourage them to practice the spell pronunciation with the magic wand prop – can they make up their own wand movements for each spell?



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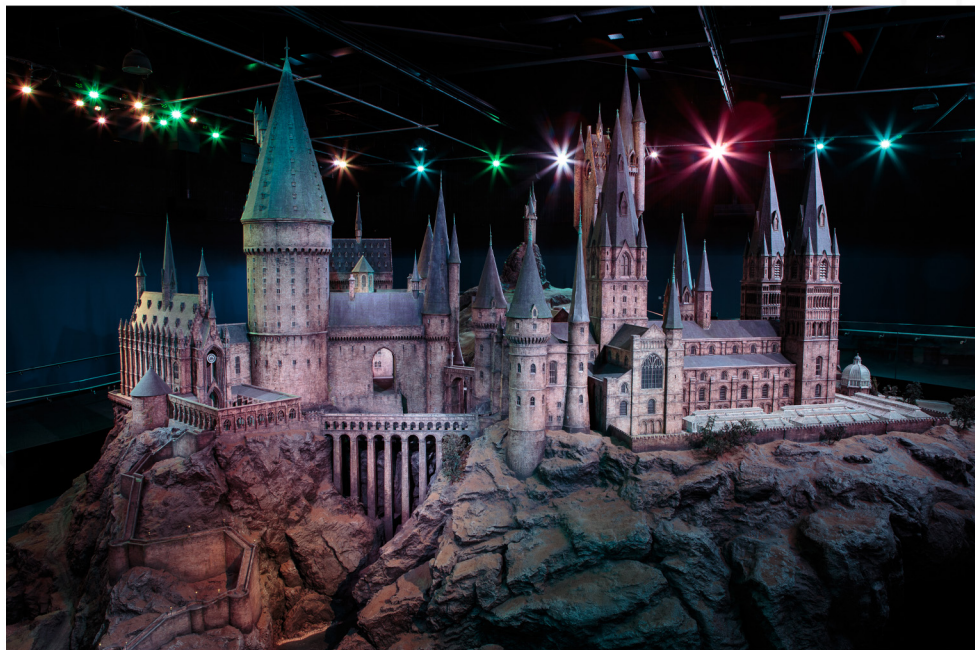
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CONSTRUCTION CREW

Build Hogwarts castle

The Construction Department are responsible for building sets.

In total, 588 sets were created for the Harry Potter films. Sometimes building a full-size set was not possible, so model makers created smaller versions. This model of the Hogwarts castle was used throughout the Harry Potter film series, including the very first time Harry Potter sees the castle as he travels across the lake.



**Students can have a go themselves at creating a model of the most iconic set –
Hogwarts castle!**

Using any craft supplies to hand, children can create what they think the castle should look like. The cardboard centres of toilet rolls make great turrets!

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FOLEY ARTIST

Create the sound effects

The Foley Artist creates background sounds in post-production.

So far, you have explored three elements of Harry Potter and the Philosopher's Stone which now need to have sound added to them.

Those sounds are:

- ◆ Casting a spell
- ◆ Travelling in a boat across the lake to get to Hogwarts
- ◆ Sitting in the Great Hall

Work with the students to brainstorm the sound or sounds that they think are involved for each action.

How will they make the sound?

Is there more than one sound at a time?

What objects could they use to create sound?

How will they make the sound of a magic spell being cast?

What could be used to recreate the lapping of the water against the boats that take the students to Hogwarts?

How can they create the ambience and the excited chatter of the children in the Great Hall?

Encourage the students to practice creating the sounds alongside the action or objects they have created so far.