

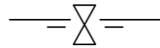


CREATING CREATURES TEACHING RESOURCE

Students will develop their understanding of how magical creatures are described, designed and created for a film.

LEARNING OBJECTIVES:

- To recognise, understand and be able to use features of good descriptive writing
- To understand the various ways in which magical creatures were brought to life for the *Harry Potter* films
- To be able to describe and design your own magical creature invention



LESSON FOCUSES

PRE-VISIT:

Students will learn about descriptive language, in preparation for being able to recognise and write effective creature descriptions during their Studio Tour visit.

VISIT LESSON:

Students will learn how creatures were described in the *Harry Potter* books and how those creatures were designed and created for the *Harry Potter* films. Students will then have the opportunity to describe and design their own magical creatures.

POST-VISIT:

Students will continue to work on creating their own magical creatures which they invented during their visit to the Studio Tour.



CREATING CREATURES PRE-VISIT ENGLISH LESSON

Start by discussing the importance of descriptive writing – explain how using adjectives and sensory details can make writing come alive. Provide a brief example by describing an object in the classroom with and without descriptive language.

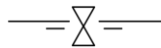
Introduce expanded noun phrases and similes – explain and give examples.

Divide students into groups and give each group an object in the classroom to describe, using expanded noun phrases and similes, without naming the object (e.g. 'this object is a four-legged piece of equipment which is as big as a bear'). See if other groups can guess which object is being described.

Then ask students for any suggestions of how the descriptions could be improved using other descriptive language that they have learnt about. Elicit features such as onomatopoeia, alliteration and figurative language, depending on what students have previously learnt. Ask students to add these features into their descriptions to make them clearer.

Explain that during the Studio Tour visit, students will be learning more about creatures. In preparation for this, they should choose their favourite animal and write a piece of descriptive writing about the animal, again without naming the animal. Students should then swap their description with a partner, who should guess which animal is being described.

This activity could be turned into a game, where the student guessing which animal is being described will draw the animal. They will then pass their drawing to a third student, who will write a description of what the second student has drawn. This can continue for as many rounds as you wish, and at the end students can reveal whether the animal being drawn/described at the end is the same as the one described at the beginning.





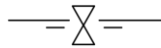
CREATING CREATURES PRE-VISIT ART & DESIGN LESSON

Start by introducing the concept of creature design and its applications in films and literature. Show examples of famous creature designs (e.g., dragons, mythical creatures, aliens). Students could be asked to bring in an example of a creature they like from a film or book.

Ask students where they think the inspiration for these creatures came from. What do they recognise in the creature's features (e.g. scales, feathers, head of an eagle, body of a snake)?

Discuss the importance of observing real-life animals for inspiration when designing creatures. Show reference images of various animals and discuss their unique features (e.g., textures, shapes and colours).

Encourage students to think about how they can combine features from different animals to create new creatures. Students should create a mood board with their favourite aspects from different creatures. This could either be done by sticking pictures onto their mood board, or by drawing the features.





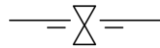
CREATING CREATURES POST-VISIT ENGLISH LESSON

After the Studio Tour lesson, students should continue to work on their creature descriptions.

Give students some time to evaluate and edit their work, thinking about the features of good descriptive writing which were identified before and during the Studio Tour visit. Students can reflect on questions including:

- What is my creature called?
- Does my creature sound intriguing to a reader? Is there anything I can add to my writing to make the creature more interesting?
- Can a reader clearly picture what my creature looks like from the description?
- Is anything about my partner's concept art different to how I imaged my creature? What could I add to my description to help my partner see the creature the same way I do?
- How many features of good descriptive writing have I included?

Once students have finalised their description, they can begin thinking about a narrative that their creature would appear in.



CREATING CREATURES POST-VISIT ART & DESIGN LESSON

After the Studio Tour lesson, students should continue to work on their creature designs.

Choose whether students should use their own creature description as a basis for their design, or the concept artwork they created for their partner's description.

Explain that following on from concept art, the next stage in creating their creature will be to produce a prototype. Students should reflect on which materials would be best to create their prototype from (e.g. clay, cardboard) and should explain why these materials would work best. They should also use the mood boards they created in the pre-visit lesson to influence their design and material choices.

Students should then create their prototypes – once all students have completed their prototypes, they can reflect back on the original description and artwork to note any developments in the design.



CREATING CREATURES NATIONAL CURRICULUM LINKS

English – KS2

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends
 - Discussing words and phrases that capture the reader's interest and imagination
 - Identifying how language, structure, and presentation contribute to meaning
- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - Using expanded noun phrases to convey complicated information concisely

English – KS3

- Reading a wide range of fiction
- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Drawing on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing
 - Drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing to achieve particular effects
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Art & Design – KS2

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Art & Design – KS3

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
 - To use a range of techniques and media, including painting
 - To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work