

VIRTUAL MAGIC SCHOOL



Resource Pack and Scottish Curriculum Links

January 2023

Introduction

Thank you for signing up to Virtual Magic School! We hope you and your students enjoy the experience.

This document contains information created by teachers across Scotland and England on the links between respective primary school curricula and the Virtual Magic School course.

Also included are the links to each specific episode as well as any items you may need for the corresponding lesson (scissors, paper, rubber bands etc)

The last page contains our thanks to our funders as well as links to MagicFest's social media channels.

We'd really appreciate it if you (as the teacher) were able to complete [this very short 3-5 minute feedback form](#) after using Virtual Magic School to help MagicFest improve, expand and learn from the project.



All lessons can be accessed [via this link to our website](#), or individually through the links below.

If you experience any technical issues or would like to get in touch about the project, please contact us at info@magicfest.co.uk or via social media (links on last page).

Curriculum links: At a glance

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|---|---|
| <p>Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.</p> | |
| <p>Opportunities for personal achievement</p> | <p>Interdisciplinary learning</p> |
| <p>Children will learn and develop new skills that are transferable to many other areas of their schooling, and life in general.</p> <p>Children will build their confidence in performing, beginning individually and building towards performing for others.</p> <p>Giving and receiving feedback is a chance to develop a positive ethos within the class.</p> <p>A chance to develop a growth mindset and resilience as tricks may not work out correctly the first time.</p> | <p>This block of lessons allows for the children to make connections between different aspects of their learning.</p> <p>They will be able to explore the ways that their writing, and subsequently their talking, can have an impact on the audience through skills learnt in drama.</p> <p>The performance elements within this programme draws together the literacy outcomes alongside the positive impact on health and well-being of performing and increasing confidence.</p> <p>These lessons allow children to work with partners within class, as well as a virtual partner in Kevin, developing their skills in teamwork and turn taking.</p> |
| <p>Ethos and life of the school as a community</p> | <p>Curriculum areas and subjects</p> |
| <p>This programme allows for significant links to the school (and wider community) to develop their sense of community.</p> <ul style="list-style-type: none"> • Children working together within class; supporting and encouraging each other, developing approaches to giving and taking feedback, being a performer and audience member. • Children may work on the skills and performance at home with family, giving them a chance to share positive experiences from school. • Children will eventually be able to perform this for others, sharing the excitement of their learning with others. If this is enjoyable, it may spark an interest throughout the school where younger children can participate in following years. • Children receiving feedback on their writing skills from staff/peers (during script building) | <p>Trick Performance HWB 1/2-12A: Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. EXA 1/2-01A: I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 1/2-12A I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-14a: I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. Giving Feedback to Peers LIT 1-02a: When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</p> |

- Children receiving feedback on their performances from staff/peers (during performance practising)

LIT 2-02a: When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

Script Writing

EXA 1/2-02a: I have the opportunity to choose and explore a range (extended) of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-14a: I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

EXA 2-14a I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

LIT 1-25a: I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.

LIT 1-25a: I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

Curriculum links: [Lesson 1: Mind Reading](#)

You will need:

Piece of paper

Pen / pencil

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| Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. | |
| Opportunities for personal achievement | Interdisciplinary learning |
| A chance to learn a new skill that can impress their friends and peers. | This lesson briefly talks about the history and use of Binary. |
| Ethos and life of the school as a community | Curriculum areas and subjects |
| | MTH 2-13a Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. |

Curriculum links: [Lesson 2: Script Writing](#)

You will need:

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

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| Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. | |
| Opportunities for personal achievement | Interdisciplinary learning |
| Children have ownership over the story/theme. This means that they can tailor it to their interests and have personalisation and choice in the creation of their script and prompt. This transforms it to their trick and gives a sense of achievement. | This lesson will have a significant focus on writing and the way that links to the performance. It will develop the children’s writing skills in relation to: <ul style="list-style-type: none">● Introductions and endings● Ensuring that vocabulary choice is specific and tailored to your interest/audience.● The use of headings and subheadings to organise ideas logically. |
| Ethos and life of the school as a community | Curriculum areas and subjects |
| | |

Curriculum links: [Lesson 3: Rubber Bands](#)

You will need:

Small rubber bands, one per child if possible.

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| Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. | |
| Opportunities for personal achievement | Interdisciplinary learning |
| There are opportunities for differentiation of the task to include a more challenging version. Children will appreciate the chance to push themselves further. | This lesson will link to learning within science around energy sources and forces. |
| Ethos and life of the school as a community | Curriculum areas and subjects |
| | SCN 1-04a I am aware of different types of energy around me and can show their importance to everyday life and my survival. |

Curriculum links: [Lesson 4: Script Writing](#)

You will need:

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

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|---|---|
| <p>Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.</p> | |
| <p>Opportunities for personal achievement</p> | <p>Interdisciplinary learning</p> |
| <p>Children have ownership over the story/theme. This means that they can tailor it to their interests and have personalisation and choice in the creation of their script and prompt. This transforms it to their trick and gives a sense of achievement.</p> | <p>This lesson will have a significant focus on writing and the way that links to the performance. It will develop the children’s writing skills in relation to:</p> <ul style="list-style-type: none"> ● Introductions and endings ● Ensuring that vocabulary choice is specific and tailored to your interest/audience. ● The use of headings and subheadings to organise ideas logically. |
| <p>Ethos and life of the school as a community</p> | <p>Curriculum areas and subjects</p> |
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Curriculum links: [Lesson 5: Card Balance](#)

You will need:

Pack of cards / card cut 6cm x 9cm and 3 x 9 cm for each pupil.

Light object to balance.

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| Opportunities for personal achievement | Interdisciplinary learning |
| There are opportunities for differentiation of the task to include a more challenging version. Children will appreciate the chance to push themselves further. | This lesson will link to learning within science around gravity and centre of mass. |
| Ethos and life of the school as a community | Curriculum areas and subjects |
| | SCN 1-04a I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-07a By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. |

Curriculum links: [Lesson 6: Script Writing](#)

You will need:

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

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| <p>Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.</p> | |
| <p>Opportunities for personal achievement</p> | <p>Interdisciplinary learning</p> |
| <p>Children have ownership over the story/theme and art design of their prop. This means that they can tailor it to their interests and have personalisation and choice in the creation of their script and prompt. This transforms it to their trick and gives a sense of achievement.</p> | <p>This lesson also brings in the artistic and creative side of the pupils as they explore different designs to their props.</p> |
| <p>Ethos and life of the school as a community</p> | <p>Curriculum areas and subjects</p> |
| | <p>EXA 2-02a I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-06a I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-07a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others’ work.</p> |

Curriculum links: [Lesson 7: Dominoes](#)

You will need:

Piece of paper

Pen / pencil

Scissors

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|---|---|
| Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. | |
| Opportunities for personal achievement | Interdisciplinary learning |
| An opportunity to learn a specific “move” skill that is commonly used in magic but once learned will give a great sense of achievement. | This lesson will discuss your different types of memory: short term memory, long term memory and working time memory. |
| Ethos and life of the school as a community | Curriculum areas and subjects |
| | |

Curriculum links: [Lesson 8: Script Writing](#)

You will need:

Piece of paper

Pen / pencil

Scissors

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|---|---|
| <p>Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.</p> | |
| <p>Opportunities for personal achievement</p> | <p>Interdisciplinary learning</p> |
| <p>Children have ownership over the story/theme and the prop used. This means that they can tailor it to their interests and have personalisation and choice in the creation of their script and prompt. This transforms it to their trick and gives a sense of achievement.</p> | <p>This lesson will link to learning within art and design.</p> |
| <p>Ethos and life of the school as a community</p> | <p>Curriculum areas and subjects</p> |
| | <p>EXA 2-02a I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-06a I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-07a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others' work.</p> |

With thanks

We would like to extend our warmest thanks to Baillie-Gifford, Creative Scotland, and The Space Arts for their funding of this project and without whose support it would not have been possible.



Actual Investors



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