**Project Phases**

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| **Focus 1** | The magic of movies. |
| **Focus 2** | The magic of maths. |
| **Focus 3** | The magic of science |
| **Focus 4** | The magic of spells. |
| **Focus 5** | The magic show. |

**Essential Question:** How is magic made?

**Project & Exhibition:** Pupils present their own/favourite representation of magic (story, trick, spell etc) at the Yarborough Academy magic show.

**Enhancements:** Visit from John Morton (illusionist), trip to Harry Potter Studios, visit from Margaret Deller to teach pupils about the magic of Jesus’ miracles.

**Project Based Learning Timeline**

Hawthorn

Term 1

2015-2016

**Hook**Pupils will have a visit from John Morton – an illusionist who will perform for them and answer questions. This will provide the pupils with inspiration for their exhibition.

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| **Focus 1 – The magic of movies.** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  As writers the pupils will create mystery and suspense stories in the style of JK Rowling   |  |  |  | | --- | --- | --- | | **Basic**  What are the features of this genre? | **Advancing** How is this genre different to a traditional tale? | **Deep** Mrs Albery has written a mystery story – can you critique and give her constructive feedback? |   As computer scientists the pupils will create a magical scene using green screen/gif   |  |  |  | | --- | --- | --- | | **Basic**  Can you describe two different ways magic can be created on screen? | **Advancing** Which is your favourite on screen technique? Explain why you think this. | **Deep** From the different techniques we have studied which do you think is the most effective and why? |   **Subjects and Opportunities**:  Writing: Write stories of mystery and suspense.  **Activities:**  Watch Harry Potter and the Philosophers stone. Study parts of the text. Look at characterisation/plot/structure and story writing skills.  **Subjects and Opportunities**:  Computing: Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Activities:**  Use green screen technology children create an ‘illusion’  Children create a moving image by creating a GIF (like Harry’s moving photograph frames) Investigate Escher and ‘moving images’ |
| **Focus 2 – The magic of maths** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  As mathematicians pupils practice/refine/perform different magic tricks.   |  |  |  | | --- | --- | --- | | **Basic**  Can you describe the maths in your favourite magic trick? | **Advancing** What are the similarities and differences between the different magic tricks. | **Deep** Using one of these elements can you design your own trick? |   **Subjects and Opportunities**:  Maths: Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.  **Activities:**  Children explore mathematical magic tricks involving square numbers, card tricks/probability, think of a number etc. |
| **Focus 3 – The magic of science** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  As scientists the pupils will figure out the ‘science’ behind magic tricks.   |  |  |  | | --- | --- | --- | | **Basic**  Can you name and describe 3 scientific magic tricks. | **Advancing** Choose 3 magic tricks. Explain what is the same and what is different about them. | **Deep** Teach someone else your magic trick. |   As writers the pupils will create an explanation text about a scientific magic trick.   |  |  |  | | --- | --- | --- | | **Basic**  Can you describe the maths in your favourite magic trick? | **Advancing** What makes this text good? Explain why you think that. | **Deep**  Mrs.Albery thinks that this text is rubbish. Is she just in thinking this? |   **Subjects and Opportunities**:  Science: Explain how light appears to travel in straight lines and how this affects seeing and shadows, Examine the properties of materials using various tests. Look at solubility and recovering dissolved substances. Separate mixtures.  Examine changes to materials that create new materials that are usually not reversible.  **Activities:**  Spells/Chemical reactions. RE Link with turning water into wine (Margaret Deller)  Walking on water. RE Link with Jesus walking on water (Margaret Deller)  Computing: Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Music: Improvise and compose music using the inter-related dimensions of music separately and in combination.  RE: study the beliefs, festivals and celebrations of Christianity.  **Activities:**  Children use Makey Makey to create a keyboard to improvise music.  English: Write explanations.  **Activities:** Children read/analyse explanation texts and pupils write their own for a scientific magic trick. |
| **Focus 4 – Magic of spells.** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** As writers thechildren learn by heart/perform the scene of the three witches from Macbeth**.** Children produce a spell in the form of a poem.   |  |  |  | | --- | --- | --- | | **Basic**  Describe the features of a spell. | **Advancing** Take three spells. Put them in order of effectiveness and explain why you’ve put them in that order. | **Deep** Spells are always written in rhyme. True or false? Why? |   **Subjects and Opportunities**:  Writing: Learn by heart and perform a significant poem. Write poems that convey an image (simile, word play, rhyme and  Metaphor etc.)  **Activities:**  Children recreate the scene of the three witches and learn their ‘poem’ off by heart. Pupils look at features/structures of shakespeare’s writing. (Iambic pentameter, rhyming couplets, similes and metaphors) |
| **Focus 5 – The magic show.** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** As communicators the children will create an effective magic performance.   |  |  |  | | --- | --- | --- | | **Basic**  Describe your performance. | **Advancing** Which magic performance is best? Explain why you think that. | **Deep** Houdini is heralded as one of the greatest magicians of all time. Why do you think he has this status? Justify your answer. |   **Subjects and Opportunities**:  Speak to small and larger audiences at frequent intervals.  Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.  **Activities:**  Pupils look at existing magic performers and analyse what makes them a good performer. Children practice skills and then create their own performance in preparation for the magic show. |