**S1 Table Musical implementation framework with structure and timing of participant workshops and data collection.** In addition, between workshops schools were able to use the online resources to carry out their own sessions to learn the lyrics, music and choreography.

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| **Workshop** | **Description** | **Scottish School** | **English School** |
| **First contact session** | * Introduction to musical for teachers * 1-2 hours total | 5/3/18 | 8/3/18 |
| **Data collection pre-musical** | * Pre-musical qualitative data collection focus groups with children carried out * Pre-musical quantitative data collection completed with children, in form of online questionnaire delivered in classroom setting | 5/3/18 | 8/3/18 |
| **Participant introductory workshop** | * First introduction to project for pupils * Interactive talk through synopsis followed by short session to start each character group on their songs * Aim to encourage enthusiasm in project and to aid teachers with task of helping children learn songs * 2-3.5 hours total | 28/3/18 | 18/4/18 |
| **Staging workshop** | * Created to teach actions and movement needed to take the show to stage * Day finishes with full run-through of show * 5.5 hours total | 24/5/18 | 18/6/18 |
| **Performance workshop** | * Opens with full cast ‘meet and greet’ followed by ‘walk through’ of show to link disparate elements and character groups. * This is followed by the dress rehearsal, with aim is to become comfortable with singing together in the performance space alongside the adult characters * Final performance run in afternoon, attended by family and friends * Total 3.5 hours plus performance time | 13/6/18 | 4/7/18 |
| **Data collection two weeks post-musical** | * Post-musical qualitative data collection focus group with children carried out * Post-musical quantitative data collection completed with children | 25/6/18 | 16/7/18 |
| **Data collection six months post-musical** | * Further post-musical quantitative data collection completed with children; Scottish school only | December 2018 | n/a |