



Junior Jam

iMedia

Level 1 iCommunicate –

iCollaborate

KS2 PPA Cover Planning

- **Work Schemes**
- **Learning Objectives**
- **Key Skills**

iCollaborate

Unit Length: 5 – 7 hours

Course overview: This module focuses on podcasting, blogging, vlogging and broadcast channels. Pupils will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy.

Level 1

Learning outcome for the course: During this course, the pupils will learn about Blogs, Vlogs and Podcasts. They will look in depth at these three forms of communication with a view to creating their own. Pupils will learn how to use more advanced functions of GarageBand such as the auto-bar, and copy and paste. Pupils will use writing skills to plan their work and learn how to structure each of these means of communication effectively for their audience.

Keywords: Podcast, Blog, Vlog, Auto-Bar, Collaboration/Collaborate, Content, Episodic, Channel, Audience, Viewers, Listeners, Ident, Dead Air.

Apps Used Include: *GarageBand, iMovie, Logo Foundry, Word/ Notes, Strip Designer, DollToon.*

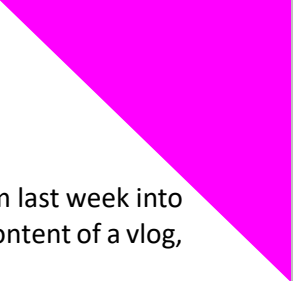
Learning Session 1: Learning Sessions 1 and 2 are all about Podcasts. During this lesson pupils will learn about the origins of podcasts and how they are structured. Pupils will hear about the content that goes into a podcast and begin to plan their own. In groups of four/five pupils will start to write an introduction. They will think about a theme for their podcast and roles for their peers within the group. Pupils will assign each other a role, e.g. sports reporter, then plan and record the introductions to their podcast.

Throughout all of the sessions there will be a strong emphasis on protecting your identity whether you are speaking, writing or videoing.

Learning Session 2: Continuing on from Learning Session 1 pupils will add a new section to their GarageBand project and start constructing a new story. This can be about something from school, something topical to the time or complete fiction. After an introduction recapping the learning from last week and talking about our new topic features, the groups will have the rest of the lesson to plan and record their news feature.

Learning Session 3: During this lesson pupils will learn about Jingles and Beds within podcasts and radio adverts. Pupils will listen to examples and analyse them as a class before moving on to composing/writing their own and imbedding it into their podcasts.

Learning Session 4: This learning session will move away from podcasts and begin to look at Blogs. Again, the pupils will learn their origins and how they are structured, as well as how you can obtain them. The pupils will be tasked in pairs to write their own blog around a subject of their choosing. Before they set off writing a number of different blogs written for different purposes will be looked at by the class and analysed, to make sure the pupils include everything they need to make it a success.



Learning Session 5: Learning Session 5 will task the pupils with turning their blogs from last week into a Vlog. Before this can be done, they must learn about the origins, structure, and the content of a vlog, as well as the differences between a vlog, a blog and a podcast.

Learning Session 6: With most vlogs being transmitted through YouTube the pupils will learn about creating a contents page. After analysis of some pages by different users the pupils will create a page description and format.

Throughout this lesson there will be an emphasis on protecting your identity on a channel, as they can often combine lots of forms of communication: a written description, links to other sites and videos of or about you.

Learning Session 7: This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term.

Pupils will be asked to combine all of their work and create their own contents page/channel. As an extra precaution towards protecting our identity, we are going to learn about Avatars. The pupils will have the opportunity to create an avatar for themselves, and this can be true to life or a creation of their own devising.

Contingency: Additional lesson plans are in place for pupils with higher and lower ability, as well as lessons for a longer half term.

iMedia

In this document we will provide you with key information relating to our PPA Cover

Secure Website

We have created a login for your school on our website where you can access key information. We have found this is a quick and easy way to provide you with all of the information you require. Using this login you can access all of our risk assessments, insurance documents and relevant policies, as well as a copy of each staff member's DBS with a photo of them for identification purposes. The website address to access this information is www.juniorjam.co.uk/protected; please use the username and password details that are on your order confirmation.

OFSTED, Planning and Overview Documents

Shortly after booking the main contact will receive a planning document email, by clicking the links in this email you can view the planning, unit overviews and National Curriculum mapping for each level we are delivering.

These documents are really important and vital should OFSTED decide to Deep Dive into one of the subjects we are providing. Please forward this email to the relevant subject coordinator for their records. If OFSTED schedule a visit on a day we are in, please contact the office so we can brief our staff members.

Assessment

From September 2020 our staff will produce a Course Evaluation for each class they teach. This will directly link to the National Curriculum and will detail how the class has achieved key curriculum objectives. This will be done at the end of each half term and will be accessible via the secure section of our website. Junior Jam also offer Reporting & Assessing, where each child receives individual grades at the end of each half term – this is an optional extra and must be requested with your sales agent prior to the course starting. A written report for your pupils is outside the scope of your PPA Cover contract, however if you give our staff member time and resources within their PPA teaching time, they will endeavour to provide this for you – this time cannot be their lunch or during their break and should be requested via your sales agent. If no time is available within your PPA Cover, additional time can be requested from your Junior Jam sales agent.

Space Requirements

Our iMedia lessons simply require the use of a classroom with an interactive whiteboard. Depending on the activity type we may be required to move desks around to create a more effective space; the staff members will always return the classroom to the state it was found in. The iDesign and iFilm workshops may also utilise outdoor spaces to add to the pupils' learning; this will always be done with school permission prior to the session beginning.

PPA Questionnaire

Before the first PPA cover session our leader will arrive 30 minutes early to fill in a quick question sheet relating to your school and the classes they will be teaching. If you could arrange for either yourself, a deputy or a class teacher to sit down with our staff member to run through this questionnaire it would be of great benefit to the lessons they run.

iMedia Uploads

Several of our iMedia subjects have work from the pupils which we can upload to our secure website. Your order confirmation contains the login details, simply click on the 'Media Uploads' tab to see the work that has been completed at the end of each half term. Whilst logged in you can see Wall Posts from our staff giving you an overview of how the lessons are going. There are some subjects where uploads are not produced due to GDPR and safeguarding; for more information on this please view our Digital Procedure Policy within the secure section of our website.

Level 1 iCollaborate: Curriculum links

The learning pathways for each iMedia subject are in line with the Curriculum 2014. Below outlines all the curriculum points hit during this unit. iMedia levels are topic-based so pupils will be learning beyond these attainment targets and in real-life contexts.

Curriculum 2014

Computing

- Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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.
- Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Level 1 iCollaborate: Learning Objectives and Lesson Outcomes

Learning Session 1

Learning Objective

Today we will learn about Podcasts: what they are, how to write them and how to tie them together.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to explain what a podcast is and how to find and download one.
- have started their introduction to the podcast with a theme in mind.

Most pupils will

- be able to say the key features found in an introduction of the program.
- have completed recording their introduction on GarageBand using the automatic bar length function.

Some pupils will

- have completed recording their introduction on GarageBand using the automatic bar length function.

By the end of the lesson - Upper KS2;

All pupils will

- be able to explain what a podcast is and how to find and download one.
- be able to say the key features found in an introduction of the program.
- have started their introduction to the podcast making sure everyone has something to say around their theme.

Most pupils will

- have completed recording their introduction on GarageBand using the automatic bar length function.

Some pupils will

- be able to explain the word episodic.
- be able to explain why the auto-bar function is a useful tool when recording voice.

Learning Session 2

Learning Objective:

Today we will learn how to write and record a feature for our podcast in the style of a news report.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know the differences between an introduction and a feature.

Most pupils will

- be able to explain the meaning of a feature.
- know that features can link together and don't have to be static.

Some pupils will

- be able to connect more than one feature together linking their reporters.

By the end of the lesson - Upper KS2;

All pupils will

- know the differences between an introduction and a feature.
- be able to explain the meaning of a feature.

Most pupils will

- be able to connect more than one feature together linking their reporters.

Some pupils will

- be able to use group members as different anchor-persons so they can have different people in charge of different areas of the same feature (e.g., someone on location).

Learning Session 3

Learning Objective

Today we will learn about radio beds and jingles before creating some of our own.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- understand the difference between beds and jingles.

Most pupils will

- be able to use loops to record a jingle that suits the style of their show.
- be able to add catching lyrics to their jingles.

Some pupils will

- be able to use Smart Instruments to record a jingle that suits the style of their show.

By the end of the lesson - Upper KS2;

All pupils will

- understand the difference between beds and jingles.
- be able to use loops to record a jingle that suits the style of their show.
- be able to add catching lyrics to their jingles.

Most pupils will

- be able to use a mixture of loops and Smart Instruments to record a jingle that suits the style of their show.
- be able to record beds for their show.

Some pupils will

- be able to use Smart Instruments to record a jingle that suits the style of their show.

Learning Session 4

Learning Objective

Today we will be learning about blogging, as well as learning the process to help us create one.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know the difference between a blog and a podcast.
- be able to write a simple blog around a given subject.

Most pupils will

- be able to write a more in-depth blog about a subject of their choice.

Some pupils will

- be able to write a more in-depth blog including feeling and opinions about a subject of their choice.

By the end of the lesson - Upper KS2;

All pupils will

- know the difference between a blog and a podcast.
- be able to write a blog around a subject of their choice.

Most pupils will

- be able to write a more in-depth blog including feeling and opinions about a subject of their choice.

Some pupils will

- be able to write a more in-depth blog referencing past blogs and experiences they have had/ blogged about.

Learning Session 5

Learning Objective

Today we learn how to take our blog from last week and turn it into a vlog. We will learn the difference between the two and the different ways to access them.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know the differences between a blog and a vlog.
- know where each of them can be found.
- be able to turn their blog into a vlog with some audible mistakes and dead air.

Most pupils will

- be able to turn their blog into a vlog with only a few audible mistakes and minimal dead air.

Some pupils will

- be able to turn their blog into a vlog without dead air when recorded.

By the end of the lesson - Upper KS2;

All pupils will

- know the differences between a blog and a vlog.
- know where each of them can be found.
- be able to turn their blog into a vlog with some audible mistakes and minimal dead air.

Most pupils will

- know that blogs, vlogs and podcasts can be episodic.
- be able to turn their blog into a vlog with only a few audible mistakes.

Some pupils will

- be able to turn their blog into a vlog editing their mistakes at the end.

Learning Session 6

Learning Objective

Today we will learn about creating channel descriptions and protecting our identity while filming content. We will also be learning what an IDENT is.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know what a description should hold.
- be able to write a brief description of their work.
- Know that an ident identifies the channel

Most pupils will

- write a description with an audience in mind.
- be able to give some advantages of an ident

Some pupils will

- be able to write in a certain style to suit their show, thinking about tone and content.

By the end of the lesson - Upper KS2;

All pupils will

- know what a description should hold.
- write a description with an audience in mind.
- Know that an ident identifies the channel.
- be able to give some advantages of an ident.

Most pupils will

- be able to write in a certain style to suit their show, thinking about tone and content.
- be able to see discreate meaning in some more complex idents.

Some pupils will

- be able to write a description including some made up information about the hosts.

Learning Session 7

Learning Objective:

Today we will learn how to build our channel and create our own contents page.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to add their completed work into a given format.

Most pupils will

- be able to use knowledge from other levels to enhance the look of the page.

Some pupils will

- be able to create an avatar to use as their logo.

By the end of the lesson - Upper KS2;

All pupils will

- be able to add their completed work into a given format.
- be able to use knowledge from other levels to enhance the look of the page.

Most pupils will

- be able to create an avatar to use as their logo.

Some pupils will

- be able to create more episodic content for their channel by using their podcast and turning it into a blog or vlog.

Differentiation

Differentiation within Level 1

Pupils of a lower ability will be asked to start all of the tasks and complete a small portion of each, so they have experienced the skills.

Pupils of a higher ability will be asked to create more content, expanding on the projects they have already completed. They may be asked to put more than one feature into their podcasts, or create episodic components to their podcast, blog, vlog or channel.

Progression

Level 2: iPublish

During Level 2 pupils will learn good photography practice such as, having a focal point, making sure your photo is in focus, as well as more advanced techniques like perspective and rule of thirds. Pupils will use these techniques and new knowledge gained from this course by analysing existing print media to create a magazine about their school. Pupils will learn how to use advanced features of Strip Designer to create their final product. Pupils will also build on knowledge from Level 1 iCommunicate as they learn about collaboration and distribution of this media.

Level 3: iAdvertise

Within Level 3 pupils will draw on skills from iJam, iCreate and iTech as well the previous levels of iCommunicate to create a full marketing campaign for companies. Pupils will learn to create radio broadcasts as well as learning about national and local distribution. They will be learning about TV adverts and how they tie in with other things like radio ads and print campaigns to create a full marketing strategy. Pupils will also learn about branding, both sonic and print, looking at colour, image and sound choices of different companies.

Level 4: iGraphics

Using knowledge from iProgram, iCommunicate and various other iMedia subjects, pupils will learn the different ways websites can be designed to industry standards, and how they can be used for collaboration. Everything they design will have a brief that they will have to learn to follow to create a finished product suitable for the company and the consumer. They will also learn a basic understanding of how to code in HTML and use this to code their own website to house a game, which again they have designed themselves.