iMedia

Level 3 iJam – iHip-Hop

KS2 PPA Cover Planning

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

iHip-Hop

Level 3

Unit Length: 5 – 7 hours

Course overview: This workshop focuses on the origin and progression of Hip-Hop as a musical movement. Students will study the basic elements of the genre and develop their sampling and audio editing skills to create their own original Hip-Hop track. As well as using 'GarageBand', other Apps will be introduced so participants can add their own drum rhythms, loops and sampled sounds to their compositions. Students will progress to creating lyrics to rap, speak or sing accompanying their tracks.

Learning Outcome for the course: With the knowledge they have now gained through levels 1 + 2 of iJam they will now be able to apply it to a new genre. Over the iJam module we will be looking at Hip-Hop. The class will learn the musical characteristics of the genre, as well as new sections of the style, such as hooks. Alongside learning about the music, we will also learn about the history of the genre; compose a rap to beat match their composition and compose in that style.

Keywords: MC; DJ; DJ Kool Herc; Rap; Nu Skool (New school); Old Skool (Old School); Synthesisers; Genre; Grand Master Flash; Sampling; Hook.
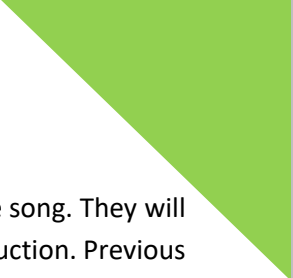
App Used: GarageBand.

Learning Session 1: Pupils will be introduced to the history and origins of Hip-Hop music. They will recognise how Hip-Hop is in itself a culture as well as a musical genre, and how it has changed since its beginnings. They will also be able to differentiate between Old Skool and Nu Skool, and the key characteristics of both. This learning session will ascertain students' knowledge of Hip-Hop in addition to recapping elements from Levels 1 and 2.

Learning Session 2: Pupils will learn about sampling and its importance within Hip-Hop music. They will be tested on recreating some classic Hip-Hop parts and expanding their musical performance ability. This learning session involves understanding and applying the use of production techniques, rhythm and pitch through a number of exercises building on knowledge already attained.

Learning Session 3: This session will initiate the final project. Pupils will learn what a musical hook is and then create a Hip-Hop instrumental. Following a established structure, they will be programming drums and creating a musical hook to work alongside the rap they will create in Learning Session 4 and 5.

Learning Session 4: Pupils will learn about writing lyrics. They will understand why so many rappers write about experiences and subjects they are knowledgeable in, rather than a random subject. This session involves a case study of George the Poet and will require students to analyse his lyrics before writing their own to accompany their song. This session has links with literacy as well as music.

Learning Session 5: After writing their rap last learning session, this lesson will be used for the pupils to perform their raps and receive feedback from their classmates. Pupils will use this lesson to improve their lyrics and explore how peer assessment will help better their work.

Learning Session 6: Students will take the raps they performed and record it onto the song. They will learn how to use microphones correctly and why it is an important tool in music production. Previous experience with mixing will help add the finishing touches onto their song, and pupils will be prepared to showcase their work in the next Learning Session.

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 able to showcase their final songs they have been working on. They will understand the value of constructive criticism, and any time remaining will be used to apply that feedback to polish off their work.

Contingency: Additional lesson plans are in place for less able students and higher ability students.

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 order starting. A written report for your students is outside the scope of your PPA Cover contact, 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 children's 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 students 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. 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 3 iHip-Hop: 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 students will be learning beyond these attainment targets and in real-life contexts.

Curriculum 2014

Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- 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.

Music

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Level 3 iHip-Hop: Learning Objectives and Lesson Outcomes

Learning Session 1

Learning Objective

Today we are learning about Hip-Hop music and culture. We will look at where it originated from, when it started and what it sounds like.

Learning Outcome:

By the end of the lesson - Upper KS2;

All pupils will

- know what other elements accompany music to make up the Hip-Hop culture.

Most pupils will

- be able to name the two variations of Hip-Hop music.

Some pupils will

- be able to state the exact dates when the movement began.

Learning Session 2

Learning Objective

Today we are learning what sampling is and its use within Hip-Hop.

Learning Outcome:

By the end of the lesson - Upper KS2;

All pupils will

- be able to recreate some famous bass lines and drumbeats from popular songs.

Most pupils will

- be able to do this aurally, receiving only a few clues from the instructor.
- be able to combine the bassline and melody in GarageBand.

Some pupils will

- be able to do this aurally without receiving clues from the instructor.

Learning Session 3

Learning Objective
Today we will be introduced to a new song part, specific to commercial popular music, the hook.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will
- be able to create a hook on GarageBand using smart instruments.

Most pupils will
- be able to create a hook using a combination of smart and live instruments.

Some pupils will
- be able to create a hook using just live instruments and remaining in time with the drum beat they created in beat sequencer.

Learning Session 4

Learning Objective
Today we will be learning about rapping. What it is, when it started, who performs it, and how do we write one?

Learning Outcome:
By the end of the lesson – Upper KS2;
All pupils will
- be able to write a rap for an appropriate age range.

Most pupils will
- be able to finish their rap and be able to practise their rap over their music.

Some pupils will
- be able to explain what a "hype" man is and why he's necessary to the genre.

Learning Session 5

Learning Objective
Today we will be learning to review and evaluate our work.

Learning Outcome:
By the end of the lesson – Upper KS2;
All pupils will
- be able to review the work they have completed last lesson.

Most pupils will
- be able to evaluate their peers' work.

Some pupils will
- be able to review their peer evaluation and change their work accordingly, if they agree with the feedback.

Learning Session 6

Learning Objective
Today we will be learning how to combine our rap with our track and record them onto our piece of music.

Learning Outcome:
By the end of the lesson – Upper KS2;
All pupils will
- be able to record their rap on GarageBand onto their song they made earlier in the course.
- be able to perform their work at the end of the lesson and receive feedback from the class.

Most pupils will
- be able to edit their work after recording is done and add an appropriate outro.

Some pupils will
- be able to use quantization to finalise their pieces.

Learning Session 7

Learning Objective
Today we will learn how to evaluate our work and give constructive feedback that can help structure future work.

Learning Outcome:

By the end of the lesson - Upper KS2;

All pupils will
- be able to say what they like and dislike about other pupils' work.
- know the difference between constructive and non-constructive criticism.

Most pupils will
- be able to provide constructive criticism about other pupils' work.

Some pupils will
- be able to say how they would change their piece, based on feedback from the class.

Differentiation and Progression

Differentiation within Level 3

Pupils with lower ability will be encouraged to focus on creating a single hook and writing a rap. They will not make as much progress on the song, but they will have a recorded piece at the end of the half term.

Pupils of a higher ability will be asked to add FX to their track once recording is finished to make the feel of the track more authentic to the 'Nu Skool'.
They will be encouraged to use the different chords within the 'Smart Instruments' and change at bar ends.
They will be more confident in using, and have more time to use, the mixing functions to edit their work to add a unique quality to it.

Progression

Level 4: iRemix
Combining their compositional and app skills from level 1, 2 and 3 the pupils will now be able to use the more advanced function to learn about sampling and remixing. Groups will explore three different types of remixing, know the different between remixing and sampling, along with the legal implications of both, before composing some of their own.