



**iMedia**

**Lite Level 1 iJam – iLoop**

**KS1 PPA Cover Planning**

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

## Lite Level 1

### iLoop

Unit Length: 5 – 7 hours

**Course overview:** This is an introduction to basic song writing skills using the app 'GarageBand'. Students will work initially as a class creating a class song before moving into pairs or small groups to create a short composition using a variety of instruments and sounds available within the Apps.

**Learning objective for the course:** To be confident in use of the app Garage Band. To know how to use it's simple functions like 'Live Loops' and begin to understand Smart instruments. To know all parts of the songs and be able to recognise them.

**Keywords:** Tempo; Structure; Introduction; Verse; Chorus; Breakdown/Bridge; Outro; Duplicate; Critique; Producer; Music Production; Instrumentation; Texture; Fade and Editing.

### *App Used: GarageBand*


**Learning Session 1:** Pupils will be introduced to music with a discussion on how much they listen to music in their day to day lives. They will learn about different musical instruments, and how to identify them by sound. The key word structure in a musical scenario will be explained, with the pupils being introduced to 'GarageBand' on the iPad. Following instructions within small groups, pupils will navigate around the program and learn how to listen, evaluate, and select sounds that work well with each other. Pupils will be taught how to save and organise their work.

**Learning Session 2:** Having already been introduced to structure, pupils will look at this keyword in depth and learn about the different sections in a song structure. Pupils will use this new found knowledge to explain why the intro and verse are important, and why they need to be different from each other. Now able to add a new section to their work, pupils will expand their musical competence and make decisions on what sounds are suitable for each part of their music.

**Learning Session 3:** The last parts of a song structure will be introduced, and the pupils will be able to place each section in the order they appear. Pupils will be able to identify a characteristic of each which explains its function, use, and add these into their music in order to complete it. They will be encouraged to filter their sounds by instrument to find their required sounds easier.

**Learning Session 4:** Pupils will learn what 'A Capella' means and by watching examples will take part in their own, taking care of their dynamics and rhythm. A new feature of Garageband will be introduced in a way to increase the creative scope of the pupils, with an emphasis on choosing the correct sounds for the section and style of their choosing. SMART Drums will be used to start their final musical piece, with live loops backing it up.

**Learning Session 5:** Having started their final musical piece in the previous learning session, pupils will continue creating using appropriate sounds and instruments. A recap on structure will be given, and pupils will be shown how they can add new sections into their existing work. Making sure to keep the difference in the sections clear, pupils will have a distinct change from their intro to their verse.



**Learning Session 6:** The session starts with a recap of the different sections of a song structure, where the pupils will be tasked with placing each section in the correct order. A reminder will be given about how to add new sections, and the pupils will be tasked with completing their song. Final projects will be between 3 and 5 sections long, and the characteristics of each will be encouraged to be prevalent while listening.

**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 learn about evaluating their songs through feedback and listening to other pupils' work. They will be able to show their completed projects and will understand the importance of feedback and what they can do with it.

**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](http://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.

## Lite Level 1 iLoop: 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

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

#### 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.

# Lite Level 1 iLoop: Learning Objectives and Outcomes

## Learning Session 1

### Learning Objective:

Today we are learning how to start a new 'Live Loop' project in the new app GarageBand. We will learn how to add sounds to our project to make a melody. We will also understand the meaning of the word Structure.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- have started a 'Live Loop' project and created one melody consisting of four instruments.

##### Most pupils will

- have made more than one melody. Each melody should have a different feel to it.

##### Some pupils will

- be using the instrumentation filter to find instruments more easily.

## Learning Session 2

### Learning Objective:

Today we are learning that songs have different sections. The first sections we will look at are the Introduction and Verse. We will use audio skills to identify where an introduction stops and a verse starts, as well as learning why both parts are important to the song.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- have made a 5-block long introduction and a 6-block long verse on a new project within Garage Band.
- know the name of the first two sections of the song (Intro and Verse).

##### Most pupils will

- have put thought into the loops they chose for each section and made sure they blended well together.

##### Some pupils will

- have put thought into the transition between Introduction and Verse, to make sure the sections blend.
- also know some of the key characteristics in each section.

### Learning Session 3

#### Learning Objective:

Today we are learning about the final sections of the song; the Chorus, Bridge and Outro. We will look at the differences between the sections we are learning about this week and the ones from last week.

#### Learning Outcome:

##### By the end of the lesson;

##### All pupils will

- know the final three sections of the song.
- have added three more block sections to their project to represent a chorus, a bridge and an outro.

##### Most pupils will

- have put thought into the loops they chose for each section and made sure they blended well together.

##### Some pupils will

- have put thought into the transition between the Bridge, Chorus and Outro, to make sure the sections blend.
- know some of the key characteristics in each section.

### Learning Session 4

#### Learning Objective:

Today we will be moving away from the 'Live Loop' projects and starting a 'Track' project. We will learn how to add instruments to our song and make the beginnings of our introduction. We will also look at the keyword 'a cappella' and use our vocal and audio skills to recreate a song.

#### Learning Outcome:

##### By the end of the lesson;

##### All pupils will

- understand how to create a 'Track' Project. They should have created a drumbeat.
- know the keyword 'a cappella' and be able to explain the meaning.

##### Most pupils will

- be able to give a verbal demonstration of Beatboxing.
- have recorded the drumbeat.

##### Some pupils will

- have moved on to adding live loops to their track.

## Learning Session 5

### Learning Objective:

Today we will be bringing together all the parts of the song that they now know under one word: Structure. We will build on the 'Track' project started last week and create a full introduction and move to learning how to add a new section to create the verse.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- be able to explain all parts of the song and use the word structure correctly.
- use their knowledge of 'Live Loops' from previous lessons to add music to their introduction.

##### Most pupils will

- be able to use a combination of 'Live loops' and instrumentation to create a pleasant melody.

##### Some pupils will

- be moving from their finished introduction and move on to adding a new section to start a verse.

## Learning Session 6

### Learning Objective:

Today we will be finishing our 'Track' projects. We will add one more section to the project.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- have finished at least an Introduction, Verse and Chorus as a 'Track' project.
- have done this using a mixture of instrumentation and thought behind what they are adding.

##### Most pupils will

- have finished these sections and be able to go back and edit their work, adding and taking away where necessary.

##### Some pupils will

- have completed all of the above and have time to add an Outro.



## Learning Session 7

### Learning Objective:

Today we will learn about evaluating our songs through feedback and listening to other pupils' work.

### Learning Outcome:

#### By the end of the lesson;

#### All pupils will

- be able to give positive feedback to the pieces they listen to.

#### Most pupils will

- know that this constructive criticism is the better way of giving feedback

#### Some pupils will

- know will be able to articulate why constructive is the best form of feedback.

**Pupils with lower ability** will be encouraged to create all of their sections alongside other students. In the final week they will go back to the Learning objective of Learning Session 5 and finish the first parts of their 'Track' project.

**Pupils of a higher ability** will be encouraged to move through the objectives faster. They will add further sections to mirror what they did with the 'Live Loop' project; adding a Bridge and an Outro. They will also have a stronger grasp of the key words be able to explain them in more detail. Some pupils may move on to the Keystage two words in very exceptional circumstances.