



**iMedia**

**iJam – rJam**

## **EYFS PPA Cover Planning**

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

rJam Unit Length: 5 – 7 hours

**Course overview:** Throughout the half term the class will learn about composition and what different sounds and instruments sound like together. The class will be able to do this through a number of different apps escalating in difficulty.

## EYFS

**Learning objective for the course:** Pupils will learn about instrumentation, be able to name them on sight, and recognise them through sound. Pupils will use these instruments to create pieces of music and play along to tracks through the use of IOS apps. Pupils will also be able to create polyrhythms within the app BANDIMAL. Some pupils will also learn how to navigate very basic functions within GarageBand.

**Keywords:** Instruments, Rhythm, Beats, Keys, Strings, Instrument families.

**App Used:** *Musical Learning, Musical Me! HD, All Musical instruments, BANDIMAL, PianKids, GarageBand.*

**Learning Session 1:** For the first lesson the class will be asked about their favourite songs and why they like them. They will be encouraged to think of some of the instruments that may be in those songs. They will be asked to identify a range of different instruments and mimic the sounds that they make. For the first task of the half term, the class will be introduced to how music sounds when played on a computerised device. They will have the opportunity on the app Musical Learning to play different instruments.

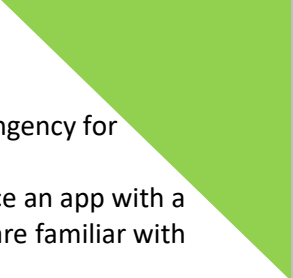
**Learning Session 2:** For Learning Session 2, the app for today's session is Musical Me! HD. This app has four different sections, each focusing on an area of musical skill. Students will work through the app developing their rhythm, aural recall and composition skills. In pairs students will be tasked with composing a two-bar melody using the rhythm provided.

**Learning Session 3:** During Learning Session 3 the pupils will start to think about the sounds instruments make. They will be asked to identify a range of different instruments and mimic the sounds that they make.

**Learning Session 4:** In Learning Session 4 the pupils will be able to play the instruments themselves, whether that means playing the keys or the strings of the instrument.

**Learning Session 5:** Pupils will be using the app BANDIMAL for the next two learning sessions. This session will focus on building up sounds and creating an eight count. There will be sounds for the pupils to select in order to create their piece.

**Learning Session 6:** For the second lesson on BANDIMAL the pupils will look at creating a piece of music with more than one instrument. Up until this point the pupils have been working with one instrument and pre-existing backings. During this lesson they will create their own polyphonic piece with multiple instruments/components.



**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. The pupils will use GarageBand for this lesson. They will have the chance to experience an app with a much more grown-up interface. The pupils will be able to play the instruments they are familiar with using a more realistic interface.

**Contingency:** Additional lesson plans are in place for children 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 course starting. A written report for your students 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 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 and Wall Posts

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.

## EYFS rJam: Early Learning Goals and Prime Areas

The learning pathways for each iMedia subject are in line with the statutory framework for the Early Years Foundation Stage. The content is outlined below and matched to how it will be covered over this module. iMedia levels are topic-based so students will be learning beyond these attainment targets and in real-life contexts.

Our educational programmes involve activities and experiences for the children as follows:

### **Communication and language:**

The children will build their skills in expressing themselves, through a range of speaking and listening activities.

**Listening and attention:** they give their attention to what others say and respond appropriately while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened, are happening or are to happen in the future.

### **Personal, social and emotional development:**

As the children are working in pairs or small groups they will be learning how to interact in a group setting and the appropriate behaviour that accompanies that. The children will develop respect for the people they are working with and the technology that has been given to them, as well as gaining confidence in their own abilities week by week.

**Self-confidence and self-awareness:** children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** they work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

**Making relationships:** children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Understanding the world:**

The class will get a chance to explore new technologies each week through the use of different apps and iPad features.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive arts and design:**

This involves the children being able to explore and play through a wide range of media; they will be able to share thoughts and feelings through music, design technology and role play.

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Playing and exploring:** children investigate and experience things, and 'have a go.'

**Active learning:** children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically:** children must develop their own ideas, make links between ideas, and develop strategies for doing this.

# EYFS rJam: Learning Objectives and Outcomes

## Learning Session 1

### Learning Objective:

Today we are going to learn the name of some instruments.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- be able to name five musical instruments by sight.

##### Most pupils will

- be able to name harder instruments by sight.

##### Some pupils will

- be able to name a number of instruments without seeing a photo.

## Learning Session 2

### Learning Objective:

Today we are going to learn how to improve our musical memory and rhythm skills.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- be able to tap along in time with the song.

##### Most pupils will

- be able to do multiple levels, testing their memory skills.

##### Some pupils will

- be able to move on to using both memory and rhythm skills to create their own piece.

### Learning Session 3

#### Learning Objective:

Today we are going to learn what different instruments sound like.

#### Learning Outcome:

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

##### All pupils will

- know what a small range of instruments sound like.

##### Most pupils will

- be able to make a verbal representation of an instrument.

##### Some pupils will

- be able to say what instrument is playing through hearing its sound.

### Learning Session 4

#### Learning Objective:

Today we are going to learn how to play different instruments on All Musical Instruments.

#### Learning Outcome:

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

##### All pupils will

- know how to produce sound on different instruments.

##### Most pupils will

- know if the instrument is played through keys or strings.

##### Some pupils will

- be able to start to use keywords such as keys and strings when talking about an instrument.



## Learning Session 5

### Learning Objective:

Today we will learn how to create music with BANDIMAL.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- be able to create music with the app.

##### Most pupils will

- be able to choose their sounds behind their main instrument.

##### Some pupils will

- be able to add more than one main instrument to their piece.

## Learning Session 6

### Learning Objective:

Today we are going to learn how to mix sounds together.

### Learning Outcome:

#### By the end of the lesson;

##### All pupils will

- be able to add more than one main instrument to their piece.

##### Most pupils will

- be able to choose their sounds behind their multiple main instruments.

##### Some pupils will

- be able to create multiple pieces during one lesson.

## Learning Session 7

### Learning Objective:

Today we will learn how to play the Smart Instruments on GarageBand.

### Learning Outcome:

#### By the end of the lesson;

#### All pupils will

- be able to play Smart Instruments on GarageBand.

#### Most pupils will

- be able to guide themselves around the app with little help.

#### Some pupils will

- be able to guide themselves around the app with no help.

### Differentiation within rJam

**Pupils of a lower ability will** work slower through the learning objectives to ensure they understand the key elements of the course. Some pupils will be asked to continue with BANDIMAL and not move on to GarageBand. The children/instructor will have a choice to go back through the apps and see where their knowledge is lacking and focus their attentions on that app for the lessons proceeding Learning Session 6.

**Pupils of a higher ability will** be asked to explore more functions on GarageBand. They will look at the Live Loops section and begin to create a song using pre-existing loops. More advanced pupils will be asked to move on to some work from Lite Level 1.