



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

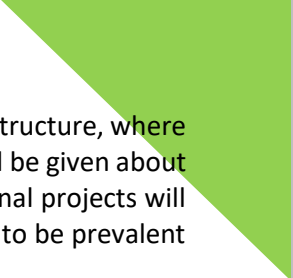
Learning Session 1: Pupils will be introduced to music with a discussion on how much they listen to music in their day to day lives. They will learn about different musical instruments, and how to identify them by sound. The key word structure in a musical scenario will be explained, with the pupils 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 newfound 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 unique portal for your school on our secure website, where you can access key information. We have found this to be a quick and easy way to provide all the information you require. Using your login, you can access our relevant policies and instructor information, including photos for identification purposes. The website address is www.juniorjam.co.uk/protected; please use the username and password from your order confirmation. You will also be given a restricted-access user, which means you can share this log-in with your staff without them being able to access personal data or your order information. We ask that, when in the portal, you update the key contacts for the school, including your subject leaders.

OFSTED, Planning and Overview Documents

Shortly after booking, the main contact will receive an email containing your planning documents. By clicking the links in this email, you can view the planning, unit overviews, and National Curriculum links for each level we are delivering. These documents are important and necessary should OFSTED decide to conduct a Deep Dive into one of the subjects we are providing. If your subject coordinators need access to these documents, they can be found in the Deep Dive section of your portal, accessed through the restricted-access user. If OFSTED schedules a visit on a day we are present, please contact the Junior Jam office so we can inform our staff members. Within the portal, our dedicated Deep Dive section provides all the key information behind our rationale for the 3 I's and guides you to the documents needed for a successful inspection of the subject we are teaching. We provide progression maps, curriculum links, short-term planning, learning objectives for each lesson, and knowledge organisers. We are happy for you to add our knowledge organisers to your website.

Assessment

At the end of each half term, our staff will produce a Course Evaluation for each class they teach. This will directly link to the National Curriculum and detail how the class, as a whole, has achieved key curriculum objectives. The evaluations will be accessible via your portal. Junior Jam also offers 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 provide our staff member with time and resources during their PPA teaching time, they will endeavour to complete it for you — this time cannot be during lunch or break. If no time is available within your PPA Cover, additional time can be requested from your Junior Jam sales agent.

Requirements

The lessons require access to a smartboard or projector. Staff will connect their Junior Jam iPads to the boards using our own cables and connectors.

PPA Questionnaire

Before your first PPA Cover session, our instructor will arrive 30 minutes early to complete a brief questionnaire about your school and the classes they will be teaching. If you could arrange for either the main contact or another member of your team (SLT/Class Teacher) to go through this with our staff member, it would greatly benefit the lessons. You can also use this time to show our staff around the school and explain your safeguarding and behaviour policies.

iMedia Uploads

As part of our iMedia provision, you will be able to view and share some of the work pupil's produce.

Our staff will upload pupil's work on our secure website. Again, these can be found on your portal, within the Impact section of the Deep Dive tab. Work will be viewable at the end of each completed 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. The work uploaded will vary depending on the specific topic being taught.

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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Instructors will introduce the course and what it will involve, Pupils will understand the sessions learning objective. Introduce keywords: - Instruments - Structure
	Teaching Point	The instructor will introduce the iPads and headphones to the pupils and introduce the concept of music production using iPads.
Main Content 10-15 Mins	Focus	The pupils will learn what instruments are and see how many they can name by listening to the sound of a few different instruments.
	Teaching Point	The instructor will teach pupils the importance of using different instruments to allow create different types of music. They will also explain song structure, that songs don't stay the same throughout, they change so they don't become boring.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will demonstrate how to find different instrument sounds on the app GarageBand and use them together.
Task 25 Mins	Focus	Pupils will create one section of a song by using a few different instrument loops and making them play at the same time.
	Differentiation/ Extension	Pupils will add a second set of instruments to mix and match their sounds and have more choice.
Plenary 5 Mins	Recap	Pupils will recall what structure means and where they might be able to hear music in their day to day lives.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the previous learning session's content and understand the session's learning objective. Introduce keywords: - Section - Introduction - Verse
	Teaching Point	The instructor will ask questions on the content from last learning session. Pupils will use this time to learn more about the structure of a song.
Main Content 10-15 Mins	Focus	The pupils will explore the introduction and the verse sections of a song.
	Teaching Point	The instructor will play a video that outlines a typical structure of a pop song before explaining that an introduction and verse are important parts of a song because people might not like them and want to turn the song off.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will demonstrate the live loops section of GarageBand to add an extra section.
Task 25 Mins	Focus	Pupils will create their song and focus more on the difference in sounds between the Intro and Verse.
	Differentiation/ Extension	Pupils will choose an appropriate set of instruments or sounds that work well together in their song.
Plenary 5 Mins	Recap	Pupils will recall the keywords Section, Introduction and Verse and why it's important to start a song with a good introduction.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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 GarageBand.
- 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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the previous learning session's content and understand the session's learning objective. Introduce keywords: - Chorus - Bridge - Outro
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce three new sections; Chorus, Bridge and Outro.
Main Content 10-15 Mins	Focus	The pupils will explore why a chorus is one of the most important sections of a songs and the various jobs of the other sections.
	Teaching Point	The instructor will ask pupils to put the sections in order of how they go to create a typical pop song structure.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will demonstrate how to add more blocks to their GarageBand Live Loops project to replicate each section.
Task 25 Mins	Focus	Pupils will use a wider variety of instruments to create their new sections.
	Differentiation/ Extension	Pupils will choose instruments that work well together or change any instruments that they think need changing. They can also mix and match sounds from each section.
Plenary 5 Mins	Recap	Pupils will recall the new sections, why the chorus is the most important section and what happens in the bridge section.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the previous learning session's content and understand the session's learning objective. Introduce keywords: - A Cappella
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce a cappella and a new section of GarageBand, Tracks.
Main Content 10-15 Mins	Focus	Pupils will understand that a cappella means singing or making noises with your mouth and without any instruments playing. Pupils will aurally recognise a cappella singing from examples.
	Teaching Point	The instructor will explain why people might use a cappella and how to replicate different instruments with their mouth.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will demonstrate how to use the Tracks section of GarageBand.
Task 25 Mins	Focus	Pupils will use Tracks to create their sections. Instead of displaying all loops as blocks, they will view one section at a time so they can focus on each one, beginning with the introduction.
	Differentiation/ Extension	Pupils will create more sections in addition to their introduction. They can also add live loops to the sections, with a focus on keeping the sections sound similar and cohesive.
Plenary 5 Mins	Recap	Pupils will recall the keyword a cappella and recap how to make a drumbeat sound with their mouths.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the previous learning session's content and understand the session's learning objective.
	Teaching Point	The instructor will progress to the next section of the song.
Main Content 10-15 Mins	Focus	The pupils will recap the Tracks section on GarageBand by building on their existing introduction, before moving onto creating their next section, the Verse.
	Teaching Point	The instructor will remind pupils why each section is important to build up the entire structure of a song but should sound pleasant together when played in succession.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will demonstrate how to add a new section and other instruments that can be chosen for each section.
Task 25 Mins	Focus	Pupils will use Live Loops on GarageBand to create an introduction to their songs.
	Differentiation/ Extension	Pupils will choose an appropriate set of instruments or sounds that work well together in their song.
Plenary 5 Mins	Recap	Pupils will recall how to add a new section on Tracks and what section comes after the introduction.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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.

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the previous learning session's content and understand the session's learning objective. Introduce keywords: - Bridge - Outro
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce section selection. They will explore how a bridge differs from the rest of the song, and why having an outro is important.
Main Content 10-15 Mins	Focus	The pupils will explore how to create an effective bridge and outro, that they will eventually add to their projects to finish an entire song with a basic structure.
	Teaching Point	The instructor will recap the importance of each section and replay play a video explaining the structure of a song and the role of each section.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will recap how to add new sections and add instruments to their work. The instructor will also show how instrument selection can help when creating these final two sections.
Task 25 Mins	Focus	Pupils will finish their final sections in their own time, once they have finished one section, they will move onto the next without any prompts from the instructor.
	Differentiation/ Extension	Pupils will complete the entire song and go between each section to improve their work by editing loops or changing the instruments.
Plenary 5 Mins	Recap	Pupils will recall how to add loops to their work and what sections are in a pop song in order.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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

Some pupils will:

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

Learning Session 7

Learning Objective:

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

Lesson Plan:

Introduction 5-10 Mins	Focus	Pupils will recap the whole courses content so far and understand this session's learning objective. Introduce keywords: - Showcase - Improve
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce showcases to the pupils and showing ways to improve our work.
Main Content 10-15 Mins	Focus	The pupils will explore editing their work and getting it ready for showing the rest of the class.
	Teaching Point	The instructor will explain to the pupils to choose something that they like about each groups work, and that giving feedback can be important to build confidence.
Demonstration 5-10 Mins	Instructor-Led Activity	The instructor will remind pupils how to edit their work and select different sections to edit and add or take away instruments or sounds.
Task 25 Mins	Focus	Pupils will be asked to show respect when groups are showing their work, pupils will bring their iPads to the front and connect it to the smart board at the front of the class. They will play a couple of their favourite sections for the class to here before listening to feedback from the class.
	Differentiation/ Extension	If there is spare time at the end of the session pupils will continue with their songs or create an extra verse and chorus to pad out the song.
Plenary 5 Mins	Recap	Pupils will recall why it is important to talk about the work you have done with others.
	Lesson Conclusion	Pupils can ask questions to consolidate their learning and pack away any resources.

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.

Differentiation

Pupils with lower ability will be encouraged to create all 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.