iMedia

Lite Level 2 iJam – iGenre

KS1 PPA Cover Planning

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

iGenre   **Unit Length:** 5 – 7 hours

Course overview: Pupils will learn about a selection of different styles of popular music from the past 60 years and be tasked with creating their own versions using the app 'GarageBand'. Pupils will learn how to recognise different instruments and sounds associated with different genres.

Lite
Level 2

Learning Outcome for the course: During this module the class will be learning all about genre. They will be able to identify different genres throughout different times in history, and some will be able to give key characteristics from those genres. Pupils will also be able to use filter functions correctly to obtain specific samples. Some pupils by the end of the course will be able to mix samples from different genres with success.

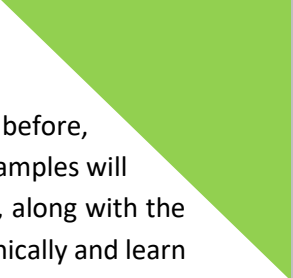**keywords:** Genre; Hip – Hop; Blue; Rock 'n' Roll; World; Filters

App Used: GarageBand

Learning Session 1: The first learning session will explain the genres of music that pupils will learn over the course before recapping skills covered in Level 1. Pupils will understand the keyword genre and will be able to give examples of different styles. The app 'GarageBand' will be re visited, with pupils reminding themselves of the layout and process in creating a song with multiple sections and using the 'Live Loops' feature.

Learning Session 2: Pupils will be introduced to Blues and Rock 'n' Roll music. They will learn about the characteristics of the styles, and how the experiences of the performer play an important part in the feel and style. They will listen to several examples, answer questions about the different sounds and instruments, and identify some famous musician of the genre. The pupils will begin writing their own Blues or Rock 'n' Roll song, using the genre filter in 'Live Loops' to pick loops of an appropriate style.

Learning Session 3: This learning session will introduce the pupils to Dance and Electronic music. The definitions of these words in a musical context will be explained, and the instruments used for the genre will be shown. After listening to several examples and answering questions about the different sounds and instruments, they will begin writing their own song in a dance style, making sure of the genre appropriate sounds in Garageband.

Learning Session 4: Hip-Hop/Urban music is the next genre covered in this course, with the pupils learning about the origins and where it came from. They will be able to recognise and point out where it started in the USA, as well as the key characteristic of the genre. The vocal style rapping will be explained with the pupils looking at examples and then trying it themselves. The next track the pupils will create will fall under this style, using the genre filter in 'Live Loops' to stick to appropriate sounds,

Learning Session 5: Being the first genre of music the pupils may never have heard of before, this lesson focuses on world music and the multitude of different styles that exist. Examples will be shown with the pupils focusing on where abouts in the world they think it's from, along with the introduction of new musical instruments. Pupils will locate some of the areas geographically and learn the names of traditional Japanese instruments. The task will emphasis finding sounds from one specific world music culture into one section, and then changing into another.

Learning Session 6: Pupils will recap the genres of music they have studied over the course and talk about what would happen if some of these were mixed into one piece of music. An example of a multi-genre song will be shown, with the pupils tasked with identifying which genres have been put together to achieve the style. The final task sees the pupils take the sounds they have been using and mixing them together into one final piece of music. The song will potentially make use of every genre they have learnt and will be showcased 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. Having completed their final task in the last learning session, pupils will showcase their work to the rest of the class. They will learn why self-evaluation is important and improve their work by giving and receiving constructive criticism.

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 2 iGenre: 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 2 iGenre: Learning Objectives and Outcomes

Learning Session 1

Learning Objective:
Today we will learn the keyword Genre and see what that word means within music.

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: - Genre - Smart Drums - Live Loops
	Teaching Point	The instructor will introduce the iPads, headphones and the GarageBand app to the pupils and introduce the concept of genres within music.
Main Content 10-15 Mins	**Focus**	The pupils will learn that genre means to define a type or style of music, and there are many different types, some even have their own sub-genre.
	Teaching Point	The instructor will teach pupils that different genres use different instruments, might only be used in certain genres.
Demonstration 5-10 Mins	**Instructor-Led Activity**	The instructor will demonstrate how to create a song starting with Smart Drums and then moving onto Live Loops. Pupils will be learning how to use GarageBand and therefore can choose any genre for this learning session.
Task 25 Mins	**Focus**	Pupils will choose a genre using the filters and only use instruments that are related to it.
	Differentiation/ Extension	Pupils will add a new section and create a different genre for that section by choosing different types of instruments.
Plenary 5 Mins	**Recap**	Pupils will recall what genre means, name a few types of genres and how to add loops on GarageBand
	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 what the word Genre means.

Most pupils will:
- use the genre filter function with confidence.

Some pupils will:
- use the filter function of genre with efficiency and not mix genre samples.

Learning Session 2

Learning Objective:
Today we will learn about Blues and Rock 'n' Roll. We will look at the characteristics of this genre and compose a piece of music to suite that style.

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: - Blues - Rock 'n' Roll - Filter
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce the genres; Blues and Rock 'n' Roll.
Main Content 10-15 Mins	Focus	The pupils will explore the instruments that make up Blues and Rock 'n' Roll and what the genre is about.
	Teaching Point	Pupils will learn that Blues music is typically sad before it progressed into Rock 'n' Roll and that the genres main instrument is the electric guitar. Pupils will learn about some famous artists of the genre.
Demonstration 5-10 Mins	**Instructor-Led Activity**	The instructor will recap how to add drums and loops to the project. They will also show pupils how to filter the sounds by genre so that pupils can only choose sounds from that genre.
Task 25 Mins	Focus	Pupils will create a Blue/Rock 'n' Roll/Rock song, they will need to select drums that suit that genre and use a guitar sound.
	Differentiation/ Extension	Pupils will choose more guitar sounds that work together and build the song up into sections. They can also use the smart guitar instrument.
Plenary 5 Mins	**Recap**	Pupils will recall what the genres they have been learning about are and what instruments are typical of the genre.
	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 name of their first genre of study: Blues and Rock 'n' Roll.

Most pupils will:

- be able to name characteristics of that genre.

Some pupils will:

- be able to apply their knowledge to finding samples matching the criteria.

Learning Session 3

Learning Objective:
Today we will learn about the genre of Electronic music. We will look at the characteristics of this genre and compose a piece of music to suite that style.

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: - Electronic - Dance Music
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce Electronic/Dance Music to the pupils.
Main Content 10-15 Mins	Focus	The pupils will explore why electronic music has that name and talk about some of the instruments that are typical of that genre.
	Teaching Point	The instructor will talk about keyboards, synthesisers, and drum machines and how they work. They will then listen to an example of one of the first dance songs ever created.
Demonstration 5-10 Mins	**Instructor-Led Activity**	**Tasks for this course are similar in each learning session but with a different genre of music.** The instructor will demonstrate how to change the drum type so that it better fits the music, and recap how to add instruments and new sections to the project.
Task 25 Mins	Focus	Pupils will be creating their dance/electronic music by using only electronic instruments such as drum machines, synthesisers and keyboards.
	Differentiation/ Extension	Pupils will choose instruments that work well together or change any instruments that they think need changing. They can also use electronic specific techniques to add to their music like using a drum machine to create their beat or using an arpeggiator to add some interesting sounds to their music.
Plenary 5 Mins	**Recap**	Pupils will recall dance and electronic music and why they have those names. They will also recap what instruments are typically used in that genre.
	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 name of their next genre of study: Electronic music.

Most pupils will:

- be able to name characteristics of that genre.

Some pupils will:

- be able to apply their knowledge to finding samples matching the criteria.

Learning Session 4

Learning Objective:
Today we will learn about the genre of Hip-Hop music. We will look at the characteristics of this genre and compose a piece of music to suite that style.

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: - Hip – Hop - Urban - Rap
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce Hip – Hop music and where it originated from.
Main Content 10-15 Mins	Focus	Pupils will understand that Hip – Hop was born in New York in USA and will listen to an example of an older Hip – Hop song.
	Teaching Point	The instructor will explain that rapping plays a big part of the genre and will ask pupils what instruments they think is typical of the genre by watching the example and seeing what instruments they can hear.
Demonstration 5-10 Mins	Instructor-Led Activity	**Tasks for this course are similar in each learning session but with a different genre of music.** The instructor will demonstrate how to use the 'Drummer' function on GarageBand and continue with their song from there. The instructor will demonstrate a rap and discuss with the pupils if they wish to create their own.
Task 25 Mins	Focus	Pupils can choose between 'Nu Skool' and 'Old Skool' Hip-Hop styles by choosing different drummers. Then continue with the rest of their songs using the filters for the loops.
	Differentiation/ Extension	Pupils will create more sections and extra instruments. They can also write or short rap or see if they can use an existing nursery rhyme to fit over their music.
Plenary 5 Mins	Recap	Pupils will recall the history of Hip – Hop, what techniques are used within it and the instruments that are typical of the genre.
	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 name of their next genre of study: Hip-Hop.

Most pupils will:

- be able to name characteristics of that genre.

Some pupils will:

- be able to apply their knowledge to finding samples matching the criteria.

Learning Session 5

Learning Objective:

Today we will learn about the genre of World music. We will look at the characteristics of this genre and compose a piece of music to suite a country of your choosing.

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: - World Music - Traditional
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce to world music.
Main Content 10-15 Mins	**Focus**	The pupils will be learning about what world music entails and why it might be called world music. Pupils will also be introduced to the function of 'Smart instruments' for the first time.
	Teaching Point	The instructor will show some videos of different types of world music, where they are from and what instruments are used in that type. Pupils will learn that some instruments are only used in that type of world music.
Demonstration 5-10 Mins	**Instructor-Led Activity**	The instructor will demonstrate how to record some drums and other world instruments such as a Chinese drum kit or a Pipa that would be included in different types of world music. Pupils will do this through the 'smart instruments' function.
Task 25 Mins	**Focus**	Pupils will use many different instruments to create their song. Since they have been learning about instruments from different countries, they can mix and match the instruments, as long as it sounds good.
	Differentiation/ Extension	Pupils can create many different sections and could create one for each country by only using instruments from that country. They can also explore more smart instruments.
Plenary 5 Mins	**Recap**	Pupils will recall what world music is, some of the countries that have been mentioned and to name some instruments from Japan.
	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 name of their next genre of study: World Music.

Most pupils will:

- be able to name characteristics of that genre.
- use smart instruments.

Some pupils will:

- be able to apply their knowledge to finding samples matching the criteria.
- use smart instruments with aural efficiency.

Learning Session 6

Learning Objective:
Today we will be learning how to mix different samples from different genres and from the styles we have learnt about over the past six weeks.

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: - Mix - Multi-Genre
	Teaching Point	The instructor will ask questions on the content from last learning session and introduce mixing two or more genres together to create something unique.
Main Content 10-15 Mins	Focus	The pupils will explore why people might mix genres together and some multi-genre music that already exists.
	Teaching Point	The instructor will mention that genres can be a mix, the music just has to sound good. They will play a video for pupils to pick out some hints of genres that they can pick out from the multi-genre song.
Demonstration 5-10 Mins	Instructor-Led Activity	**Tasks for this course are similar in each learning session but with a different genre of music.** The instructor will recap all the parts of GarageBand that pupils can use to create their song so that pupils get an idea what elements they might want to use. Pupils will be asked to pick 2-3 genres for their song from this recap.
Task 25 Mins	Focus	Pupils will create their own multi-genre song using any part of GarageBand that they have used over this course.
	Differentiation/ Extension	Pupils can create more sections and mix more instruments to create their song.
Plenary 5 Mins	Recap	Pupils will recall what genres they have looked at over this course and if they are only allowed to use one genre.
	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 name other genres that we have specifically focused on and others that we have not.

Most pupils will:

- be able to match characteristics to some genres and piece them together to compose a multi-genre song.

Some pupils will:

- be able to combine samples together from multiple genres with success.

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 showcasing pupils work to the rest of the class.
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 extra sections to pad out the song.
Plenary 5 Mins	**Recap**	Pupils will recall what genre means and why is it important to talk about each other's work.
	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
- be able to use the word constructive criticism effectively.

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 a short sample of each genre of music, focusing on if the samples work well together rather than creating a whole section.

Pupils of a higher ability will be encouraged create more than one section of a genre per week using the knowledge they gained in level 1 to make the different sections of the song sound correct.