



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 musical projects 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 Me! HD, All Musical instruments, BANDIMAL, Pianimal Musical, 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 All Musical Instruments to play different instruments.

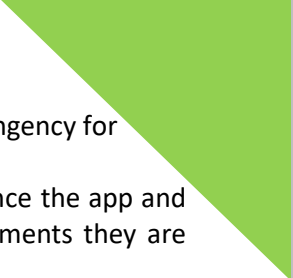
Learning Session 2: For Learning Session 2, the app for today's session is Musical Me! HD. This app has four different sections, each focusing on an area of musical skill. Students will work through the app developing their rhythm, aural recall and composition skills. In pairs students will be tasked 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 or Garageband to create music themselves. 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 this lesson 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 the app and use a feature called SMART instruments. 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 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.

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

- understand how 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.