Junior Jam

iJam

Knowledge Organisers

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: EYFS rJam

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

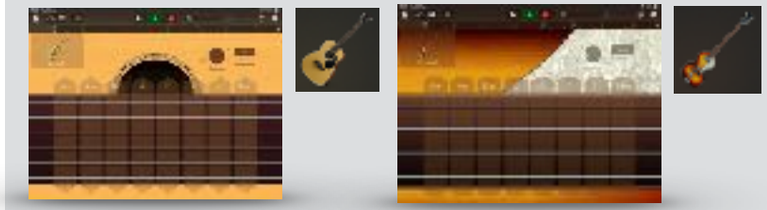
1. Pupils can name five musical instruments by sight.
2. Pupils can clap along to a beat.
3. Pupils understand that instruments are played in different ways.
4. Pupils are able to create music using the app BANDIMAL.
5. Pupils can add more than one instrument to their musical piece.
6. Pupils can create multiple pieces of music per lesson with more than one instrument.
7. Pupils can imitate musical instruments verbally.

Course Overview

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.

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.

GarageBand



Apps Used

- **All Musical Instruments**
- **Musical Me! HD**
- **Pianimal**
- **BANDIMAL**
- **GarageBand**

Vocabulary Bank

Instrument	*Something that we can use to make music.*
Genre	*Genre is the style of music.*
Beat	*The beat is the steady pulse of the song.*
Rhythm	*A rhythm is a pattern of long and short sounds.*
Live Loops	*Pre-recorded musical phrases and beats.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Lite Level 1 iLoop

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

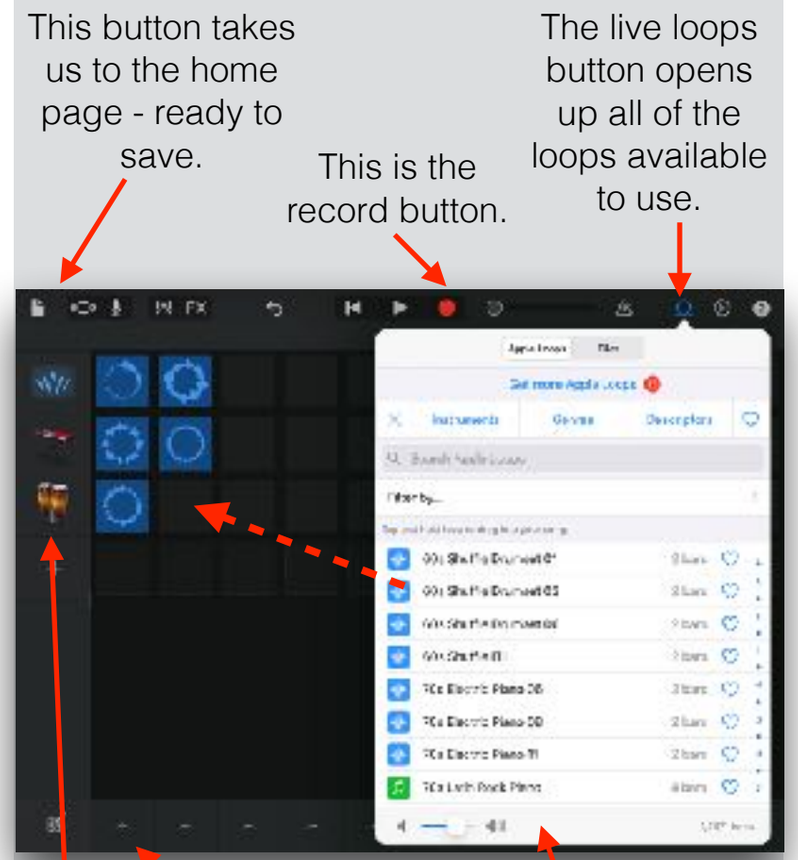
1. Pupils can add live loops to their project.
2. Pupils can add at least 4 instruments in their project.
3. Pupils know that 'Introduction' and 'Verse', are the first sections of a song.
4. Pupils can create and record their own drumbeat.
5. Pupils can use filters in live loops to find sounds easier.
6. Pupils know what the word structure means.
7. Pupils can name the 'Chorus', 'Bridge' and 'Outro' as the other sections of a song.
8. Pupils can explain what the phrase *a Cappella* means.
9. Pupils can explain what constructive criticism is.
10. Pupils can name some key characteristics of each section of a song.

Course Overview

Course overview: This is an introduction to basic songwriting 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 GarageBand. To know how to use its simple functions like 'Live Loops' and begin to understand Smart instruments. To know all parts of the songs and be able to recognise them.

GarageBand



Vocabulary Bank

Instrument	*Something that we can use to make music.*
Structure	*The sections of a song: Intro, Verse, Chorus, Bridge and Outro.*
Genre	*Genre is the style of music.*
Evaluating	*Looking at our work and thinking about what went well and what didn't.*
Live Loops	*Pre-recorded musical phrases and beats.*
A Cappella	*Singing without other instruments.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Lite Level 2 iGenre

Course Evaluation Criteria

Y2: We would expect all children in Y2 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

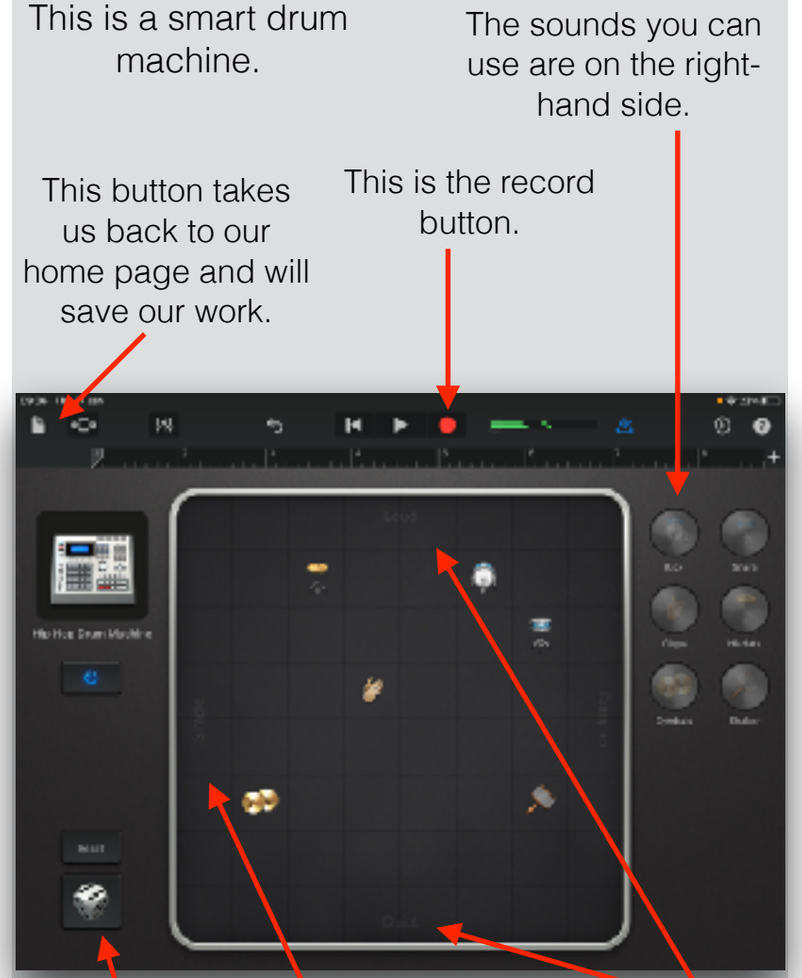
1. Pupils can create a drumbeat on GarageBand.
2. Pupils know what the word genre means.
3. Pupil are able to choose sounds from 'Live Loops'.
4. Pupils are able to filter sounds by 'Genre'.
5. Pupils can name two countries where World music could be from.
6. Pupils know that Dance/Electronic Music is made from electronic instruments.
7. Pupils know that rapping is a vocal style associated with hip-hop music.
8. Pupils understand that music can be a mixture of multiple genres.
9. Pupils are able to find sounds that complement each other in a specific genre.
10. Pupils can name at least one instrument from Japan.

Course Overview

Course overview: Students 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.

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.

GarageBand



Vocabulary Bank

Instrument	*Something that we can use to make music.*
Structure	*The sections of a song: Intro, Verse, Chorus, Bridge and Outro.*
Genre	*The style a piece of music is in.*
Filters	*Filters narrow down our search for specific instruments, genres or descriptors.*
Live loops	*Live loops are pre-recorded musical phrases.*
World Music	*Music that comes from different parts of the world.*
Smart Drums	*A drum machine that can be used to create drum tracks in GarageBand.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Level 1 iSong

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can record a drumbeat onto GarageBand.
2. Pupils can use filters to choose their sounds on the 'Live Loops'.
3. Pupils know what music production means.
4. Pupils know that a chorus is the main section of a song and that it repeats a few times.
5. Pupils can name 3 or 4 sections of a popular song structure.
6. Pupils can explain why a song needs to be mixed.
7. Pupils can name two ways a song could end.
8. Pupils can explain the meaning of the word instrumentation.
9. Pupils can use musical terms to describe the differences between sections in a popular song structure.
10. Pupils can explain what a press release is and why it is used.

Course Overview

Course overview: This is an introduction to basic song writing skills using the GarageBand app. Pupils will work in pairs or small groups to create a short composition using a variety of instruments and sounds available in the app. Tempo will be addressed, both in relation to musical genre and how it affects the feeling and impact of a song. Musical and rhythmical patterns will be developed, and pupils will appraise each other's work with a view to implementing changes and improving their compositions.

Learning Outcome for the course: To have created a full song in GarageBand including Intro, verse, chorus and a breakdown. To have a good knowledge of how to use a mixture of 'Live Loops' and 'Smart Instruments'. To know keywords and phrases surrounding Music Production.

GarageBand



Vocabulary Bank

Music Production	*The process of creating and recording music using technology.*
Structure	*The sections of a song: Intro, Verse, Pre Chorus, Chorus, Bridge, Outro.*
Genre	*The style a piece of music is in.*
Filters	*Filters narrow down our search for specific instruments, genres or descriptors.*
Mixing	*Checking that all instruments can be heard over one another.*
Fade	*The music gradually getting quieter over time.*
Instrumentation	*The particular instruments used in a piece of music.*
Press Release	*A document that includes information to promote your song.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Level 2 iDance

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

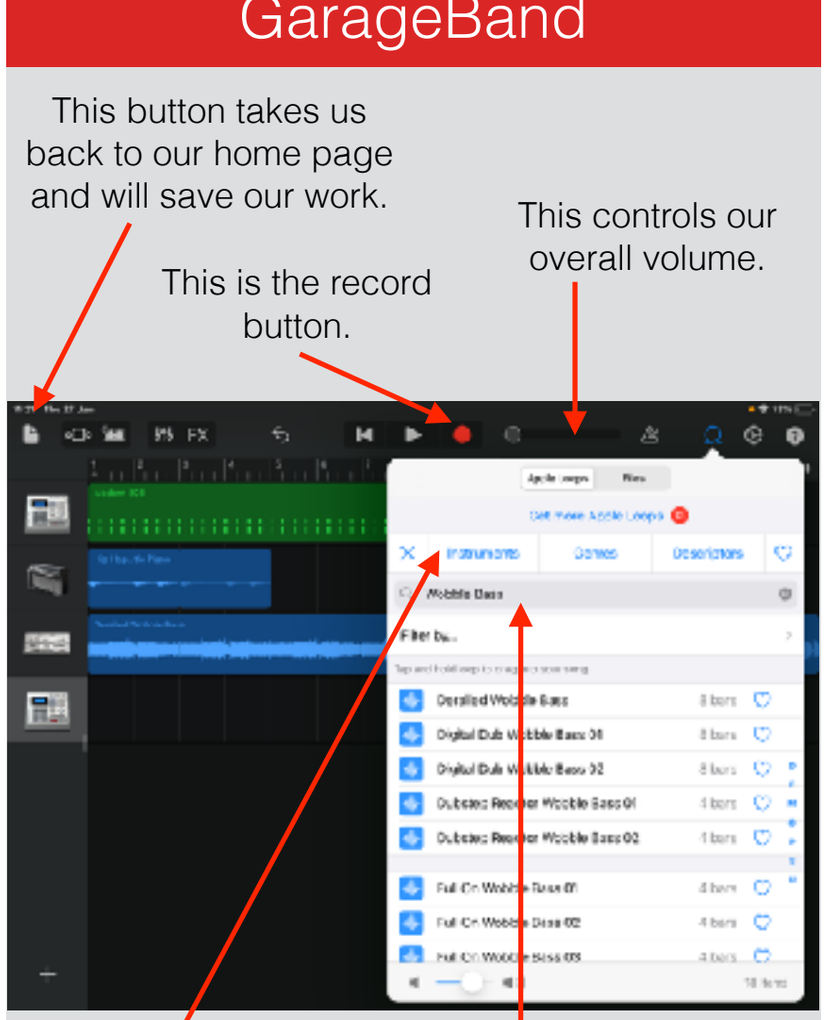
1. Pupils know the meaning of the word genre.
2. Pupils can use the beat sequencer to create a drumbeat.
3. Pupils understand key sounds of a drum kit.
4. Pupils can name three different dance sub-genres.
5. Pupils can explain why the drop is the most important section of a dance song.
6. Pupils can create a ‘wobble bass’ sound.
7. Pupils understand that a ‘wobble bass’ is a characteristic of Dubstep.
8. Pupils know what BPM stands for.
9. Pupils can explain what a 4-to-the-floor drumbeat is.
10. Pupils can explain why a snare on beat 3 makes a song sound slower than if it was on beats 2 and 4.

Course Overview

Course overview: Participants will begin listening to a variety of popular dance music styles and analysing key elements that distinguish one genre from another. These findings will then be applied when students create a short composition in their chosen genre. Elements such as dynamics and pitch will be explored and applied to the compositions. The concept of the ‘Audio Spectrum’ will be introduced and participants will begin to use stereo-panning and level controls to improve their music’s balance and texture.

Learning Outcome for the course: Now that students know how to use the basic functions of GarageBand to compose a song they will look at a specific music genre in more depth. This genre will be dance music. They will learn; the characteristics of three sub-genres within dance Music; the importance of BPM; how to beat match samples; how to beat match self-composed melodies, and how to compose in a certain style.

GarageBand



Vocabulary Bank

Genre	*The style a piece of music is in.*
Mixing	*Checking that all instruments can be heard in the mix over one another.*
Dance	*A style of music designed for people to dance to with several sub-genres.*
Tempo	*The tempo is the speed of the music.*
BPM	*Beats Per Minute is what we measure speed in.*
4-to-the-Floor	*A pattern where the kick drum plays on the first beat of the bar.*
FX	*FX is used to change the sounds of an instrument.*
Wobble Bass	*A bass part usually found in Dubstep music created using a modulation wheel.*
Drum Machine	*A drum machine creates a full beat sequence.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Level 3 iHip-Hop

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils know where Hip-Hop originated from.
2. Pupils can explain what sampling is.
3. Pupils know what a hook is and why it is important to a song.
4. Pupils understand that rap is a vocal style first used in Hip-Hop music.
5. Pupils know the two different types of Hip-Hop: Nu Skool and Old Skool.
6. Pupils know what a hype man is and can explain their role.
7. Pupils can write a rap stemming from personal experience.
8. Pupils know the advantages and disadvantages of using samples.
9. Pupils can explain why good raps are inspired by personal experiences.
10. Pupils are able to perform their rap to the class.

Course Overview

Course overview: This workshop focuses on the origin and progression of Hip-Hop as a musical movement. Students will study the basic elements of the genre and develop their sampling and audio editing skills to create their own original Hip-Hop track. As well as using 'GarageBand', other apps will be introduced so participants can add their own drum rhythms, loops and sampled sounds to their compositions. Students will progress to creating lyrics to rap, speak or sing accompanying their tracks.

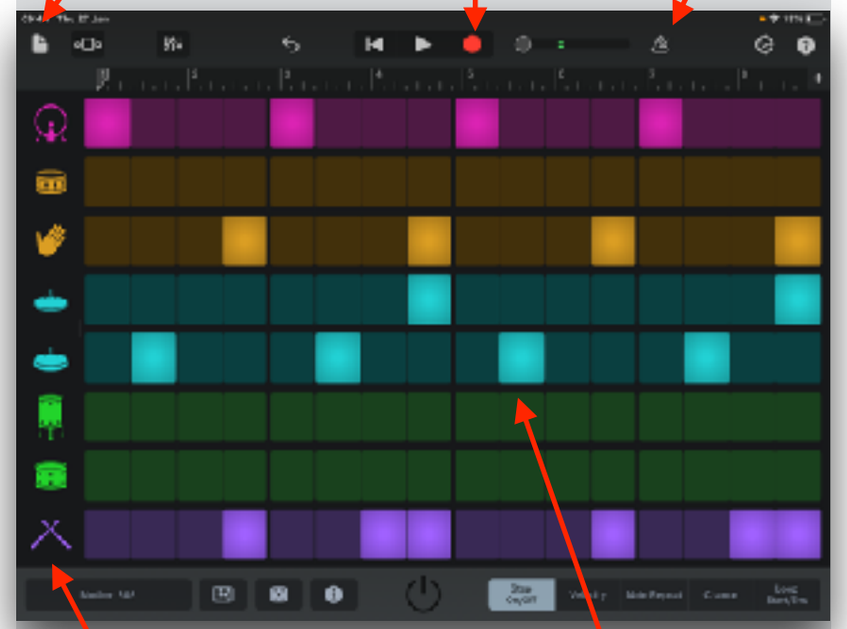
Learning Outcome for the course: With the knowledge they have now gained through Levels 1 + 2 of iJam they will now be able to apply it to a new genre. Over the iJam module we will be looking at Hip-Hop. The class will learn the musical characteristics of the genre, as well as new sections of the style, such as hooks. Alongside learning about the music, we will also learn about the history of the genre, compose a rap to beat match their composition and compose in that style.

GarageBand

This button takes us back to our home page and will save our work.

This is a record button.

We are able to use this to change our BPM.



The sounds that can be used in the beat sequencer are displayed down the left-hand side.

Highlight the boxes the you want to play in the beat sequence.

Vocabulary Bank

Hip-Hop	*Hip-Hop is an urban music style that originated in the 70s in the Bronx.*
Genre	*The style a piece of music is in.*
Hook	*A melody repeated throughout a song.*
Mixing	*Checking that all instruments can be heard over one another.*
Fade	*The music gradually getting quieter over time.*
Rap	*When the lyrics are chanted rather than sung to a melody.*
Old Skool	*70s and Early 80s Hip-Hop with influences from funk music.*
Nu Skool	*Mid 80s to present day Hip-Hop using drum machines and synthesisers.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iJam: Level 4 iRemix

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

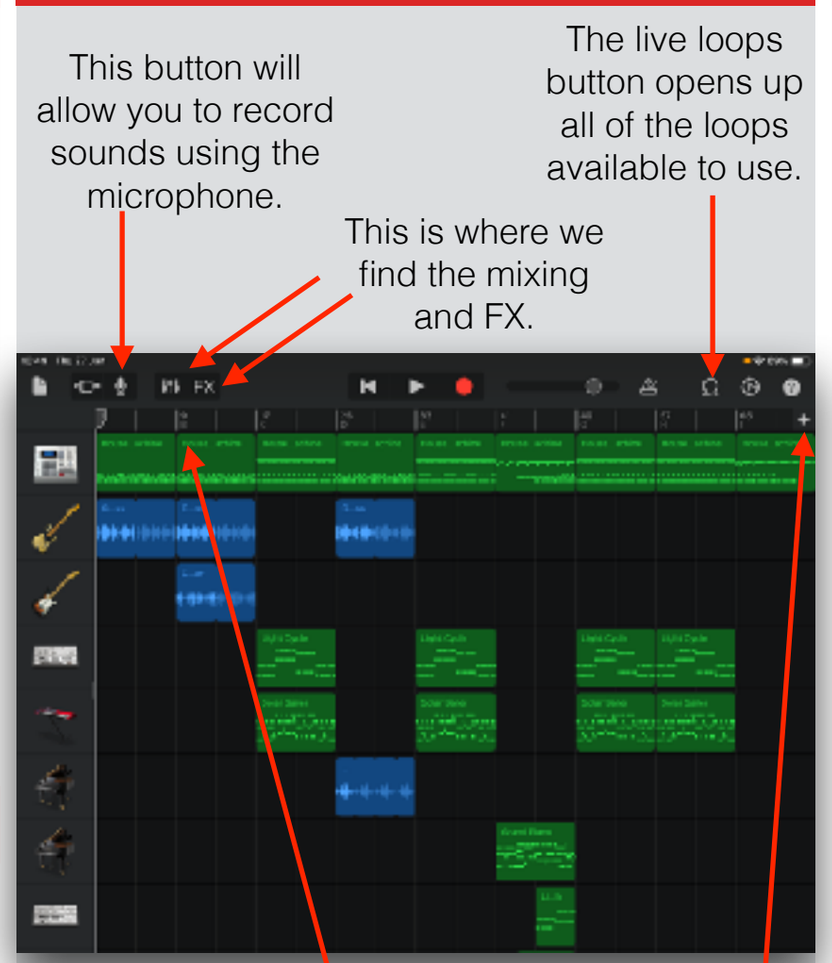
1. Pupils can explain the difference between sampling and remixing.
2. Pupils understand that beatboxing isn't confined to mimicking drum sounds.
3. Pupils know what a vocal stem is.
4. Pupils can name three different ways to remix a song.
5. Pupils are able to remix a song using sounds from a specific genre.
6. Pupils can remix two songs by playing them at the same time, with the same tempo.
7. Pupils can create a beatbox consisting of five or more layers all in time with each other.
8. Pupils can use smart instruments to play the chords of the song they are remixing.
9. Pupils can remix the drop of one song to play as the build of another song ends.
10. Pupils can use three different remixing methods in their final projects.

Course Overview

Course overview: Throughout iRemix pupils will be learning all about remixing and sampling. They will look into a number of different ways to remix a song each lesson. They will try adding vocal effects to stems, creating live loops and layering them, as well as changing the genre of a song to something unexpected. During the final few sessions the pupils will create their own remix of a song of their choosing.

Learning Outcome for the course: Combining their compositional and app skills from Level 1, 2 and 3 the pupils will now be able to use the more advanced functions to learn about sampling and remixing. Groups will explore three different types of remixing, know the difference between remixing and sampling, along with the legal implications of both, before composing some of their own.

GarageBand



Vocabulary Bank

Genre	*The style a piece of music is in.*
Filters	*Filters narrow down our search for specific instruments, genres or descriptors.*
Mixing	*Checking that all instruments can be heard over one another.*
Fade	*The music gradually getting quieter over time.*
Instrumentation	*The particular instruments used in a piece of music.*
Remix	*Something taken from a song and changed slightly in a new one.*
Beatboxing	*Mimicking drum machines and instruments with your mouth.*
Tempo	*Tempo is the speed of the music measured in BPM.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.