

## Le projet musique !!!



**Objectives:** The global objective of the music project is to give students a platform for expression that pertains to their daily lives. As such this project creates added motivation for students to invest in their work and simultaneously improve their French in all competences. Further, through this project students will reflect on their individual culture as well as today's francophone music culture, and how they might interact.

**N.B.** This project requires frequent use of computers and internet. YouTube.com or Dailymotion.com (or any other video website) also needs to be accessible in class.

**Levels:** French III+

### Creating a class blog

This is a very easy, self-guided process for the teacher to follow before starting the project. The blog will allow the students to log on simultaneously and create individual blogs. Blogger.com is the suggested blog.

- 1) Go to [www.blogger.com](http://www.blogger.com)
- 2) Follow steps. There is an option of selecting French as the user language.
- 3) Create a username and password easy for students to remember and enter

Students will also be able to post videos onto the blog. To enable this option:

- 1) Create an account with [dailymotion.com](http://dailymotion.com). Use same username and password as with [blogger.com](http://blogger.com)

2) Choose a video. Click on “add to a blog” and sign up blogger account.

4) Practice sending a video

5) Students **must log on** to dailymotion.com to send a video

\*\*Teachers should explore the different possibilities of personalizing the class blog, e.g. using a class photo as the header!

### **First class:** Why do you listen to music?

**Objectives:** To have students share their ideas and express themselves in a manner that incites interest in the project.

**Option:** Students will have the option of filming their answers to the question “Why do you listen to music?” The video could then be posted on the blog.

**Materials:** video-camera (optional), computers with internet, worksheets [A], [B1] and [B2]; video projector (optional)

**Length:** 50 min.

**Preparation:** Option of finding a video clip to be shown for those who would like to film their responses as a “street survey”. (Read Filming Option)

**Grammar:** Review “Mise en relief”

**Procedure:** Distribute worksheet [A]. Give students a few minutes to come up with the most answers (with or without computers). Go over answers. Distribute worksheet [B1] and have students fill it out, making sure to have no grammar mistakes. Students will give their responses on the class blog.

**Bloggng:** Distribute laptops or have students log on to a desktop. Direct students to the blog and have students log on and click on “New Message”. In the subject box have students type their name. In the message box students will first type the question and then answer it. Make sure students have publishable grammar. Once finished, have students comment on each other’s entry.

**Filming option:** (This option may be best as an after-school project; Ideal groups have 5-6 people.) Distribute worksheet [B2] to each group. Have one student act as a reporter, one as camera person, and the rest as interviewees. (Option of

showing a video-clip of a street interview as an example:

<http://www.youtube.com/watch?v=rRHURRItUm8>.) Once finished filming you can post the video on the blog to be seen by all.

### **Second class:** International Francophone Music

**Objectives:** To teach students about the international nature of francophone music. To show students how to analyze a music video and reflect on the use of videos.

**Materials:** Computers; video projector; speakers; worksheet [C]

**Length:** 50 min.

**Preparation:** At dailymotion.com, or youtube.com, select videos by various francophone musicians and send them to the class blog. Artist suggestions: Le Canada: Céline Dion (*Pour que tu m'aimes encore* ; minutes 1 :00-2 :00) ; La France/Le Sénégal: Mc Solaar (*Clic-Clic*) ; L'Algérie: Khaled (*Aïcha*) ; La France : Pascal Obispo (*Mourir Demain*) ; La Cote d'Ivoire : Douk Saga (*Sagacité*--preview to see if O.K. to show. If so, this type of music is what many kids in West Africa listen to. The genre is called *Coupé Décalé*. Very fun!); La Côte D'Ivoire: Magik System (*Ki Di Mé*)

**Procedure:** Have the blog projected as the students enter class. Play a minute of each video and have students try to guess the nationality of each singer. Tell students to think of their favorite video while they are watching. After playing the videos, ask students what *la musique francophone* is. (These videos can also be a way to broach the topic of *la Francophonie*, and colonization/immigration—"Why is there a *francophonie*?" "Why do they speak French?", etc.). Distribute worksheet [C] to students. Have students choose the video they like best from those shown, fill out worksheet [C] and send their video to the blog. If time permits, allow students the opportunity to present one minute of their video.

### **Third class:** Debate

**Objectives:** To understand how and why debates are conducted. To explore a current controversy and evoke students' opinions.

**Materials:** worksheet [D], worksheet [E], worksheet [F]

**Preparation:** Either use worksheet [D] or find an article suitable to their level that addresses a current controversy or problem in the music industry. *Les Clés Juniors* ([www.lesclesjunior.com](http://www.lesclesjunior.com)) is a great website for articles written in an accessible level of French. Worksheet [D] is an good example and an article taken from *Les Clés Juniors* : “La musique sur Internet ça peut rapporter gros”.

**Grammar:** Review “Comparatif” and “Superlatif”

**Length:** 50 min.

**Procedure:** If using worksheet [D] (ask similar warm-up questions if not) ask students to define aloud Internet piracy. Brainstorm problems that result from piracy (E.G.: artists don’t make money) and brainstorm ways to sell music (If they were musicians, what would they do?). Distribute the article and read aloud. Then discuss, asking comprehension and vocabulary questions. Distribute worksheet [E] and have students critique each of the three ways to sell music in worksheet [D]. Discuss/Review how a debate is conducted. Have two students debate by presenting an advantage (or more) of their method for selling music, and a disadvantage (or more) of their opponent’s choice. The rest of the students can be the judges, using the attached rubric on worksheet [F].

**Fourth class:** Biography of favorite artist Part I--research

**Objectives:** To improve research skills and to teach students which types of questions help build a biography.

**Materials:** Computers w/ internet, worksheet [G]

**Length:** 50 minutes

**Preparation:** Using worksheet [G] to create an example, choose a musician about whom to present a biography. Briefly explain conducting research and how to answer questions. (**N.B.:** In order to find information students will need to choose a Francophone or Anglophone artist that is relatively famous—or whose bio can be easily found.) Possible resources: [encyclopedia.com](http://encyclopedia.com), [Wikipedia.com](http://Wikipedia.com)

**Procedure:** Distribute worksheet [G]. Allow students to research artists on the internet and answer all questions.

**Fifth class:** Biography of a favorite artist Part II--composition

**Objective:** To help students compose a short biography.

**Materials:** worksheet [G], writing paper

**Preparation:** According to your research from Class 4, write a paragraph-long biography. Make copies or project onto board.

**Grammar:** Review “Passé Composé” and “Imparfait” tenses

**Length:** 50 min.

**Procedure:** Distribute copies or project your research and have one student read your research. Then hand out copies of your paragraph and have one student read your paragraph. Ask the class if they see how you took the research and put it into your paragraph. Ask them to do the same with their research in order to write a paragraph.

**Sixth and Seventh class:** Film

**Objectives:** To improve oral comprehension and encourage students to think about how music influences people and themselves.

**Preparation:** Show the movie *Les Choristes*, a film that shows how music can influence people. After the movie, distribute worksheet [H]. Discuss in class how music influenced the children. Then have students blog an answer to this question: Comment la musique vous influence-t-elle aujourd’hui ?

**Eighth class:** Write lyrics to a song

**Objectives:** To instruct students how to write lyrics to a song. To teach Students will learn three basic rhythmic structures for a song. To give students the opportunity to express themselves freely and to work on vocabulary.

**Materials:** Computer w/ Internet + Video Projector (only for teacher, optional); Over-head projector; worksheet [I], worksheet [J], worksheet [K]

**Preparation:** Make up examples of rhythmic patterns AAAA, AABB, ABAB, ABCD. Write a short song, like worksheet [J], (or use worksheet [J]) to be completed in class.

**Length:** 50 min.

**Procedure:** Explain rhythmic patterns: AAAA, AABB, ABAB, ABCD etc. Explain where rhyme is **always** located—at the end of each line. Make up an example of each—or ask a student to make one up. Write on chalkboard or projector.

2) Distribute worksheet [I]. Have students try to guess the rhyme pattern. (For more advanced levels, play these songs from the internet ([youtube.com/dailymotion.com](http://youtube.com/dailymotion.com)) and have them guess the patterns by listening.)

3) Write a song in class. First choose pattern and write on chalkboard, then write possible parts to a song, e.g. problem, climax, resolution. Explain that the theme can be about anything—feelings about someone/something, thoughts, stories, etc. Worksheet [J] is an example that can be projected and completed together.

4) Ask students to write a song with two choruses + one refrain. Worksheet [K].

5) Give students the option to sing their song.