

MUSICAL MEDLEY (French)

Performance Standard 29B.I

Students will listen to two different popular songs recorded by two different artists in the target language and compare their themes and analyze their similarities and differences accordingly:

- *Knowledge*: know vocabulary and structures for indicated songs;
- *Comprehension*: understand context of songs; and
- *Communication*: use interpretive skills to communicate ideas in the target language.

Procedures

1. ***In order to understand music, dance, folk art, visual art, drama and architecture related to the target language societies (29B)***, students should experience sufficient learning opportunities to develop the following:
 - Compare themes in selected works of art that are representative of various areas where the target language is spoken; and
 - Analyze similarities and differences between the art forms studied.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Familiarize students with musical listening comprehension tasks.
4. Students will listen to the songs “*Tous les blues sont écrits pour toi*” by Céline Dion and the song “*Ti Monde*” by Beausoleil.
5. During the first class period, explain to students the procedure for the listening assessment and how it will be evaluated.
6. Play one song through the first time for the students. After listening to the song, have the students write down their impressions of the song. Repeat this step for the second song.
7. Hand out the worksheets with the words of the song and activities.
8. Play each song through a second time while the students follow the words on the sheet.
9. Give the students time (approximately 10 minutes per song) to look up and write the vocabulary definitions in the target language and briefly answer questions.
10. During the second class period, have students take out their notes on the two songs and play each song through a third time.
11. Divide students into small groups of 3-4 and give them 15 minutes to discuss in the target language their ideas and impressions about the two songs.
12. Hand out writing worksheets. Give the students 20 minutes to compare the themes of the two songs and analyze similarities and differences between them. They may choose to write about the group consensus or their own individual interpretations of the songs.
13. Evaluate the student’s performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: knew vocabulary and structures used in songs.
 - *Comprehension*: responses showed understanding.
 - *Communication*: effectively communicated ideas in target language.

Examples of Student Work not available

Time Requirements

- One class period for steps 1 - 5
- One class period for steps 6 – 8

Resources

- A copy of the Céline Dion’s album “*S’il suffisait d’aimer*” and a copy of Beausoleil’s album “*Cajun Conja*.”
- Copies of the activity task sheets
- Foreign Language Rubric

Les chansons de Céline Dion
TOUS LES BLUES SONT ÉCRITS POUR TOI

“I woke up this morning baby,
the blues was pouring out of me”
Cent fois ces mots je les ai dits
Ces mots que d’autres avaient écrits
De toute ma voix, de toute mon âme
“with all the soul that I can”
Le blues comme on me l’a appris
“I woke up this morning baby”
mais ce matin-là, j’ai compris.

La peine aux longs champs de coton
J’imaginai de mon cocon
Les coups, le sang, les temps boueux
J’avais mal en fermant les yeux
“His baby’s far away”
j’ai des pardons, j’ai des prières
Mais l’blues c’est pas des phrases en l’air

“I woke up this morning baby”
mais ce matin t’as vraiment froid
Tu comprends du fond de ta poitrine
Tous les blues sont écrits pour toi

“Oh, oh I feel, the blues in me
Nobody knows how I really feel
Nobody knows, nobody cares”
Les mots te brûlent un par un comme s’ils
Comme s’ils t’appartiennent enfin
Ces blues étaient les tiens

De toute ma voix, toute mon âme,
“with all the soul that I can”
Le blues qu’on n’m’a jamais appris
“I woke up this morning,
the blues was pouring out of me
Nobody knows, nobody sees”

1. Écrivez les définitions de ces mots:

- _____ âme
- _____ peine
- _____ cocon
- _____ coups
- _____ sang
- _____ boueux
- _____ prières
- _____ poitrine
- _____ pardons
- _____ les tiens

2. Quel est le thème de cette chanson?

3. Pourquoi a-t-elle ce titre?

<p><i>'TI MONDE</i></p> <p>O, ma jeune jolie 'ti monde, Moi, je connais tu me donnes les blues, bébé. Mais o, 'ti monde, ma chère poupée, On a eu pour se séparer. O, 'ti monde Moi, je connais tu me fais du mal, 'ti monde.</p> <p>Tu m'as dit tu veux rester avec moi, Mais ateur, moi j'ai vu t'es pas là, bébé. Tu peux dire à tes parents, bébé, Tu peux dire tu m'as canaillé, O, 'ti monde, chère. Tu connais j'ai eu les blues juste pour toi.</p>	<p>1. Écrivez les définitions de ces mots:</p> <ul style="list-style-type: none"> • _____ poupée • _____ faire du mal _____ • _____ ateur • _____ canailler _____ • _____ monde <p>2. Quel est le thème de cette chanson?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Pourquoi a-t-elle ce titre?</p> <p>_____</p> <p>_____</p> <p>_____</p>
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