

SEQUENCE -Liaison 3^e-2^e

Niveau du CECRL: A2/B1

Classe concernée: 2e

Axe d'étude: La création et le rapport aux arts

Thématique: Art de Vivre ensemble

Activités langagières privilégiée : Expression orale et expression écrite

Autres activités développées: Compréhension orale, compréhension écrite

Problématique: How has the Punk movement contributed to a cultural and social awakening which is still valid today?

Supports :

- ° **The trailer for the film “The Filth and the Fury”, 2000 (jusqu'à 1'50)**
- ° **“What is Punk?” taken from “25 definitions of Punk” by Paul Hiebert, June 21, 2010 (doc.annexe 1)**
- ° **“Fire In The Booth”, a song by Akala (doc.annexe 2)**
- +“The Beginnings of Punk” taken from “Please Kill Me, The Uncensored Oral History of Punk” by Legs McNeil and Gillian McCain, 1996 (doc.annexe 3)**

Objectifs grammaticaux	Objectifs lexicaux	Objectifs culturels
Le Prétérit Le superlatif If sentences	Vocabulaire de la description l'analyse les sentiments Vocabulaire lié à - la révolte/contestation - les conditions de vie - le style vestimentaire/les comportements Expressions du contraste	Impact d'un courant musical marquant de la fin des années 70s sur la société de l'époque et d'aujourd'hui.

Tâche finale: Create the front and the back cover for a book focusing on the Punk Movement

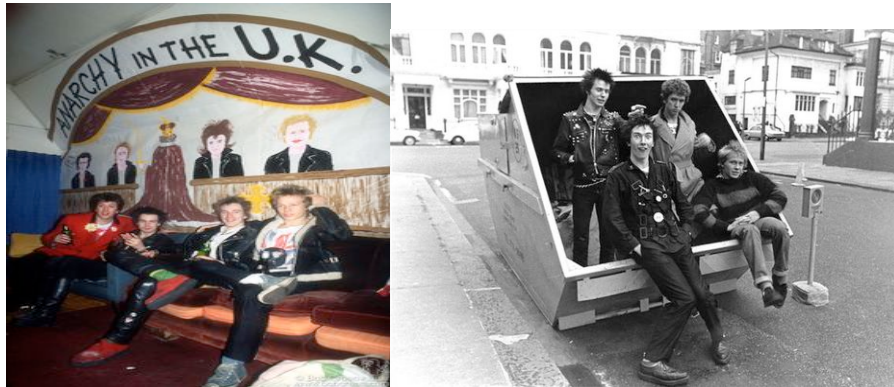
Image vidéo-projetée leur montrant de quoi sont composées ces 2 parties de la couverture

1. Focus on the Front Cover: Choose a title and a subtitle / Give the author's name / Choose an image that illustrates the topic of the book

2. Focus on the back cover: Write a blurb and a few reviews and/or testimonials/quotes by famous people/journalists

The blurb = the text which presents the book, gives some information about what can be found in the book but does not reveal too much

Mise en Œuvre possible



Rappel lexical + culturel: who /what: the Sex Pistols/ one of the most famous bands of the 70s / Johnny Rotten was their singer/ they were known for their provocative attitude/behaviour/ "God Save the Queen" = chorus of their song / Their aim: to challenge the Establishment/the rules / to stand out from the norm / "anarchy": rappel definition

° **Visionnage du trailer** "The Filth and the Fury" 2 fois avec tâche donnée à chaque groupe: 1 group focusing on what they can see / 1 group focusing on what they can read and hear

° Un porte-parole peut être désigné dans chaque groupe pour mise en commun au sein du groupe (vocabulaire donné par le professeur à la demande) puis présentation à l'ensemble de la classe

° **Images:** people dancing / having a great time/ letting off steam at the Sex Pistols' gig/concert

The band performing / demonstrators /people demonstrating

Buildings on fire / an airplane that explodes / a riot / people running wild/ people burnt at the stake/
Puppets/

The parade of the Guards/ The Union Jack/ The Queen as the Head of the Armed Forces / a photo of
The Queen with her mouth and eyes covered / with a safety pin across the mouth.

Faire ressortir le contraste entre l'ordre établi représenté par la reine/ les gardes et le désordre/ la rébellion

°° **Text:** year 1977 / The Sex Pistols = banned from playing live= censored / branded subversive = terrorists, traitors or betrayers/ trouble-makers/people who try to weaken/destroy the political system/the government //sacked by 2 record companies

°° **Audio:** the Sex Pistols = the antithesis (=opposite) of humankind / outrageous/ Don't accept the old order, get rid of it / putting out (=making public) what the truth was

Faire ressortir l'idée qu'ils ont provoqué une véritable révolution: set the world on fire / turned the world upside down / urged people to react/ not to accept everything...

Recap. Oral et écrit en fin de parcours

Homework: revoir notes TE + lire le texte « The Beginnings of Punk »

A2: Present the document: type of document /who wrote it/ date when it was published

+ Pick out the proper names and say who or what they refer to

B1: Explain why the journalist and his friends liked this new type of music and why they decided to call it « punk »

Warming-up: the Punk movement and the Sex Pistols: what they represented/ what their movement led to
Mise en commun : travail sur texte « The beginnings of Punk »

Travail sur le texte « What is Punk ? »

Lexique à élucider/vérifier: ugly (not beautiful)/ pain (=suffering) /willful (=intentional/deliberate)/
struggle(=fight)/ undermine(=weaken) /trademark(=symbol) /disruption (disorder)

Exercice qui peut être proposé : Find the synonyms of the following words in your text (en indiquant le n° de la citation pour les élèves qui ont le plus de difficultés)

Lecture et repérage : Kind of music adjectives : brilliant, powerful

- + « Music that takes up the energies, and the bodies, and the hearts and the souls »
- « you put (...) blood and sweat into it »
- « music that is (...) beyond (your) control »

Impact on people / What it brings to people

Musical freedom/nirvana = happiness/ freedom from pain= absence of pain

« bring people together »= unite

an attraction because it is part of the underground = illegal

a call to action « undermine/reject/make anarchy and disorder/cause chaos and disruption »

- + Citation n° 6 (Greg Graffin) explicitée à l'aide d'1 médiateur qui va reformuler l'énoncé et répondre aux questions des camarades. Idée qui doit ressortir: Punk movement = a movement that urges us to question ourselves about the society we live in, to challenge conventional/traditional views on the world, to search for the truth and not to take everything for granted.

Recap. Oral puis écrit en fin de parcours : en binômes, les élèves rédigent un recap. à partir des notes au tableau (recap. qui est relevé et corrigé par le professeur // l'un d'entre eux est sélectionné et mis sur Pronote pour pouvoir être récupéré par les élèves pour la séance suivante)

Homework : Recap. à revoir + demander à 1 élève de faire une recherche sur Akala: who he is / his real name/ kind of artist/ what he is known for / what he has founded.

+ demander à un autre élève de faire une recherche sur Malcom X

ducksters.com/history/civil_rights/malcolmx.php

who he was / date of birth/death/ what he is known for / why this name / what he wrote

5
+
4

°Warming-up : what Punk has brought to people/ its impact on people

°Présentation par 1 élève de l'artiste **AKALA**: he was born Kingslee James Daley in 1983/ a popular English artists/ a rapper, a poet and an activist/ he is a fan of Shakespeare/ founded the "Hip-Hop Shakespeare" Company in 2009. /Prise de notes des camarades et recap.oral par l'un d'entre eux ensuite.

° Présentation par 1 autre élève de **Malcom X** et prise de notes des camarades avec recap. oral par l'un d'eux ensuite.

° Explicitation du titre "**Fire in the Booth**" = a British TV show / rappers perform in a vocal booth. The title comes from the format of the show.

° Classe qui peut être divisée en 2 groupes / ou travail qui peut être fait avec l'ensemble des élèves par étapes

- 1ère partie: first half of the lyrics 1...20

- 2e partie: second half of the lyrics 20...the end

Mots qui peuvent être donnés avec le texte ou explicités à l'aide d' un exercice lexical: to be on the dole = to be unemployed/ secondary(school) /to get caught up (in) = se faire embarquer (dans) PART 1

Dough = (familiar word) money/thugs = criminals/the womb = le ventre (d'une mère) / to knock the hustle = critiquer les efforts des autres /my older bars = my older songs

° Repérage : Part 1

- Period of his life the singer is talking about = his past/his childhood " I grew up" / "age nine"

- what we learn about this period of his life = difficult /went through hard times /painted the town red

smuggled drug/got involved in drug trafficking

"drugs"/"violence"/ "a bit of tragedy/ "got a name and dough"

his family " on the dole" /"single parent family " : was brought up by only one parent"/ had to manage on his own/

his education/school " secondary school" /"teachers treated me stupid" / read

Malcom" = a smart kid / curious/ self-educated /"first men to

give me schooling (...) gangsters"

° Repérage : Part 2 (travail de repérage qui peut être fait à l'aide d'une fiche dans la mesure où cette partie est plus difficile)

- What the singer is talking about: the impact of his childhood on his life
- Who is "we" lines 23 /25/26 + "you" lines 28/32: we = the rappers / people like him//you= the audience/the people who are listening to him
- Focus on lines 23-26: travail de reformulation et/ou traduction et recap. : the artist tries to show that if a child has got a good upbringing / the "right guidance and love" , he won't do bad things "sell drugs" or "become a thug" or a hoodlum
- Focus on lines 29-30: "done (= I've done) may things wrong, I just don't boast about it in songs" (to boast (about) = to be proud of) the artist's feelings: It's like a confession/ he confesses to having done things wrong / he doesn't want to talk about this / he is reluctant to talk about this / he is not proud of it but he feels he is not responsible for it.

En fin de parcours, recap. the artist's message /goal

+ Relation between the message he conveys and the Punks' one?