

Learning about jazz

Ce reportage nous montre que jazz et démocratie sont basés sur les mêmes principes.

Transcript

Gill Stedman: Jazz is a popular style of music that began in the African-American communities of New Orleans at the beginning of the last century. Now it is part of a new programme for disadvantaged schools in the United States.

RTÉ reporter Anne-Marie Smyth: It's a history class with a difference at Morris Jeff Community School in New Orleans. These nine-year-olds are getting to learn a little bit about their past by learning about jazz. The key lesson is that jazz and democracy are based on the same principles.

Musician: Look at our band! Do we all look exactly the same?

Pupils: No!

Pupil Sasha Etheredge: Everyone is different and everyone has a talent! And if we put all those talents together, it can make something that no one's ever thought about it before.

Pupil: One instrument can be the beat, one instrument can be a sax, so it all comes together to make good music.

Wynton Marsalis, Director of jazz: Through the blues we teach that things happen in life, the second thing through swinging, we teach you to work together with people, then through improvisation we teach you that you have a unique identity.

Gill Stedman: Sixty inner-city schools are taking part, most of them in the United States but there are also classes in Puerto Rico and Australia. The artists are some of the top jazz musicians in the world and from the look of these children, they're definitely hitting the right note.

Objectifs et démarche pédagogique

Liens avec les programmes

- Cycle 3 ➤ Des repères géographiques, historiques et culturels des villes, pays et régions dont on étudie la langue ➤ Leurs caractéristiques physiques et repères culturels
- Cycle 4 ➤ Langages ➤ Les langages artistiques et leurs interactions

CECRL

Peut comprendre des mots familiers et des expressions très courantes au sujet de l'environnement concret et immédiat, si les gens parlent lentement et distinctement. – **Écouter, A1**

Peut identifier l'élément principal de nouvelles télévisées sur un événement, un accident, etc., si le commentaire est accompagné d'un support visuel. – **Écouter, A2**




Peut produire des expressions simples isolées sur les gens et les choses. – **Parler (EOC), A1**

Peut faire une description brève et élémentaire d'un événement ou d'une activité. – **Parler (EOC), A2**

Peut écrire des expressions et des phrases simples isolées. – **Écrire, A1**

Peut écrire un message bref et simple. – **Écrire, A2**

Missions possibles

		Voici quelques principes démocratiques. Explique comment ils peuvent être appliqués au jazz. <ul style="list-style-type: none">➤ La participation citoyenne➤ L'égalité➤ La tolérance➤ Accepter les résultats des élections➤ Les Droits de l'Homme➤ Le respect de la loi
		Conçois un poster pour inviter tes correspondants anglophones à rejoindre le club de jazz.

Contenu linguistique

➤ Contenu lexical

- L'école : *schools, lesson, history class, music, learn, teach, work together.*
- La musique : *jazz, musicians, talent, instrument, the beat, a sax, improvisation, the right note.*

➤ Contenu grammatical

- *Be* et *have* au présent
- Présent simple et présent en *BE + V-ing*

Contenu culturel

- Jazz et démocratie

Démarche proposée

PHASE 1 : ANTICIPATION / MOTIVATION

- Montrer l'image figée et procéder à un *brainstorming* pendant lequel les élèves émettent des hypothèses sur le sujet de la vidéo. Ces hypothèses peuvent être exprimées en français, le professeur reformulant les phrases en anglais au tableau. De cette manière, les élèves sont exposés à une langue authentique, les mots-clés sont placés en contexte et l'entrée dans la langue se fait de manière fluide et rapide. Le professeur « outille » ses élèves pour les activités de compréhension orale et de production. Il veillera à ce que les mots *classroom, pupils, musicians, music band, clarinet, trumpet, drum, bass, keyboard, guitar* soient abordés au cours de cette phase et peut-être *jazz* si les élèves peuvent associer ces différents instruments à ce style de musique.

PHASE 2 : CONSTRUCTION

A. Focalisation sur le contexte

- En fonction des contenus de l'activité B qui pourraient donner trop d'informations sur le contexte et la compréhension du sujet, on ne distribuera la fiche d'activités qu'après l'activité A. Le professeur pourra reproduire l'activité A au tableau pour le repérage des éléments contextuels.
- Visionner le reportage en entier. Demander aux élèves de noter les mots porteurs de sens et d'identifier les éléments du contexte. Faire une mise en commun des idées, en anglais ou en français, selon le niveau des élèves. Cette étape permet à nouveau d'introduire ou de préciser le lexique.
- Si nécessaire, visionner à nouveau le reportage pour vérifier, confirmer, corriger ou compléter les informations.

B. Focalisation sur le message

- Visionner le reportage pour travailler la compréhension d'éléments qui relèvent davantage du détail. Faire des pauses régulières aux endroits stratégiques pour que les élèves puissent repérer les informations et noter leurs réponses. Montrer plusieurs fois le reportage ou les extraits si c'est nécessaire.

C. Focalisation sur la langue

- Les activités proposées permettent de travailler sur des points linguistiques abordés dans les activités de compréhension orale et dont la maîtrise sera utile pour les activités de production.

PHASE 3 : PRÉPARATION ET PRODUCTION

- Le travail de préparation doit être l'occasion de travailler pour l'expression orale sur les techniques oratoires, la prosodie, la gestuelle, l'intonation... Pour l'expression écrite, on sensibilisera les élèves aux choix à effectuer par rapport au(x) public(s) cible(s) et à la mise en forme.
- Faire relire l'intitulé de la tâche aux élèves. Sous l'étayage du professeur, les élèves dégagent les critères d'évaluation et les descripteurs de réussite de la tâche.
- En utilisant les informations recueillies dans les activités précédentes et les amorces proposées, les élèves élaborent individuellement leur propre discours.

Compléments

Internet

- Le site de Wynton Marsalis pour l'éducation : <http://wyntonmarsalis.org/education>

Images

- <http://www.cndp.fr/crdp-dijon/-Clic-images-.html>

Corrigé des activités – A1

STAGE 1: ANTICIPATION

Look at the paused image and draw up hypotheses on the subject.

Les élèves essaient de dire à quoi ils pensent en voyant l'image figée et quel peut être le sujet de la vidéo.

STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context

Watch the video and try to complete the grid below.

Place	A classroom in New Orleans, USA
People	Musicians, pupils
Topic	Jazz (and democracy)

B. Understand the message

1. Watch the beginning of the video and try to complete the following grid.

Style of music: jazz					
Information about its origins	Communities	<input checked="" type="checkbox"/> African-American	<input type="checkbox"/> Asian	<input type="checkbox"/> Cuban	<input type="checkbox"/> Italian
	City & country	<input type="checkbox"/> Liverpool, England		<input type="checkbox"/> Manchester, England	
		<input type="checkbox"/> Chicago, USA		<input checked="" type="checkbox"/> New Orleans, USA	
Century	<input type="checkbox"/> 17 th century	<input type="checkbox"/> 18 th century	<input type="checkbox"/> 19 th century	<input checked="" type="checkbox"/> 20th century	

2. Try to find information about the programme presented in the report.

Name of the school	Morris Jeff Community School
City	New Orleans
Aim of the history class	Teach children about their past by teaching about jazz.
Key lesson	Jazz and democracy are based on the same principles.

3. Listen to the people interviewed and find out what jazz teaches.

“Everyone is **different** and everyone has a **talent!**”

“And if we put all those **talents** together, it can **make** something that no one ever thought about it **before.**”

Different **instruments** come together to make **good** music.

Jazz teaches that things **happen** in life.

Jazz teaches to **work** together with people.

Jazz teaches that you have a **unique** identity.

C. Focus on language

1. Label these instruments with the words below.

DRUM — KEYBOARD — BASS — GUITAR — CLARINET — TRUMPET — SAXOPHONE — PIANO



BASS



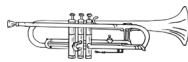
CLARINET



SAXOPHONE



GUITAR



TRUMPET



PIANO



KEYBOARD



DRUM

2. Complete the sentences with *is*, *are*, *has* or *have*.

- Jazz **is** a popular style of music.
- Jazz and democracy **are** based on the same principles.
- Everyone **is** different and everyone **has** a talent!
- We teach you that you **have** a unique identity.
- The artists **are** some of the top jazz musicians in the world.

Corrigé des activités – A2

STAGE 1: ANTICIPATION

Look at the paused image and draw up hypotheses on the subject.

Les élèves essaient de dire à quoi ils pensent en voyant l'image figée et quel peut être le sujet de la vidéo.

STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context

Place	A classroom in New Orleans, USA
People	Musicians, pupils
Topic	Jazz (and democracy)

B. Understand the message

1. Watch the beginning of the video and try to complete the following grid.

Style of music: jazz		
Information about its origins	Communities	African-American communities
	City & country	New Orleans, USA
	Century	20th century

2. Try to find information about the programme presented in the report.

Name of the school	Morris Jeff Community School
Type of school	<input type="checkbox"/> music school <input checked="" type="checkbox"/> disadvantaged school <input type="checkbox"/> advantaged school
City	New Orleans
Aim of the history class	Teach children about their past by teaching about jazz.
Key lesson	Jazz and democracy are based on the same principles.

3. Listen to the people interviewed and find out what jazz teaches.

“Everyone is **different** and everyone has a **talent!**”

“And if we put all those **talents together**, it can **make something** that no one ever **thought** about it **before.**”

Different **instruments** come **together** to make **good music.**

Jazz teaches that things **happen** in **life.**

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Jazz teaches that you have a **unique** identity.

C. Focus on language

1. Label these instruments.



BASS



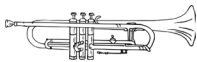
CLARINET



SAXOPHONE



GUITAR



TRUMPET



PIANO



KEYBOARD



DRUM

2. Complete the sentences with *is*, *are*, *has* or *have*.

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Séquence 12 Learning about jazz

Nom :	Classe :	Date :
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STAGE 1: ANTICIPATION

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STAGE 2: BUILD UP KNOWLEDGE

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People	
Topic	

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2. Try to find information about the programme presented in the report.

Name of the school	Morris Jeff Community School
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Aim of the history class	Teach children about their by teaching about jazz.
Key lesson	Jazz and are based on the same principles.

3. Listen to the people interviewed and find out what jazz teaches.

- a) "Everyone is and everyone has a!"
- b) "And if we put all those together, it can something that no one ever thought about it"
- c) Different come together to make music.
- d) Jazz teaches that things in life.
- e) Jazz teaches to together with people.
- f) Jazz teaches that you have a identity.

Nom :	Classe :	Date :
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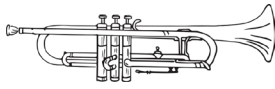
C. Focus on language

1. Label these instruments with the words below.

DRUM — KEYBOARD — BASS — GUITAR — CLARINET — TRUMPET — SAXOPHONE — PIANO



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2. Complete the sentences with *is*, *are*, *has* or *have*.

- a) Jazz a popular style of music.
- b) Jazz and democracy based on the same principles.
- c) Everyone different and everyone a talent!
- d) We teach you that you a unique identity.
- e) The artists some of the top jazz musicians in the world.

STAGE 3: PRODUCE



Make a poster to invite your English-speaking friends to join the jazz club.

Nom :	Classe :	Date :
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STAGE 2: BUILD UP KNOWLEDGE

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People	
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B. Understand the message

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	City & country	
	Century	

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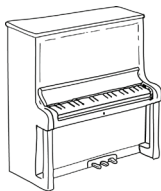
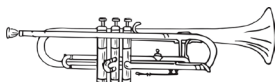
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STAGE 3: PRODUCE

		<p>Here are some principles of democracy. Explain how they can be applied to jazz.</p> <ul style="list-style-type: none"> ➤ Citizen participation ➤ Equality ➤ Tolerance ➤ Accepting the results of elections ➤ Human rights ➤ The rule of law
	<p>Make a poster to invite your English-speaking friends to join the jazz club.</p>	