

## ICONS AND THEIR TRANSFORMATION – Scénario pédagogique

<u>Classe de</u>	<ul style="list-style-type: none"><li>• 1e Générale</li></ul>
<u>Niveau</u>	<ul style="list-style-type: none"><li>• B1</li></ul> <p>EE ➤ raconter une histoire en mettant en relief la succession et la cohérence des événements et des comportements.</p>
<u>Durée de la séquence</u>	<ul style="list-style-type: none"><li>• 1 séance + évaluation (+ Français + Histoire + conférence romancière)</li></ul>
<u>Objectifs:</u>	<ul style="list-style-type: none"><li>• <u>Culturels</u>: rappels icônes américaines -éléments constitutants du drapeau ; lien drapeau-hymne quelques repères -Jimi Hendrix ; Woodstock</li><li>• <u>Grammaticaux</u>: emploi des temps passé (HAVE +V-EN ; prétérit)</li></ul>
<u>Documents :</u>	<ul style="list-style-type: none"><li>• Powerpoint "Star-spangled banner"; and "Guess who?"</li><li>• vidéos : American national anthem -traditional version <a href="http://www.youtube.com/watch?v=OmtiSqhrGWw">http://www.youtube.com/watch?v=OmtiSqhrGWw</a> Jimi Hendrix at Woodstock -The Star Spangled Banner - <a href="http://www.youtube.com/watch?v=DcZKkZOTCTI">http://www.youtube.com/watch?v=DcZKkZOTCTI</a></li><li>• songsheet -lyrics The Star-Spangled Banner</li><li>• worksheet for pairwork -Jimi Hendrix</li></ul>
<u>Tâche finale :</u>	<ul style="list-style-type: none"><li>• imaginer le remodelage d'une icône nationale par un personnage célèbre et le présenter à la classe.</li></ul>

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### DEROULEMENT DE LA SEQUENCE

ACTIVITES	OBJECTIF DIDACTIQUE	TRAVAIL ELEVE
<p>Watch star-spangled banner powerpoint; find the connection between the final slide and the previous ones.</p> <p>Watch video and sing.  <a href="http://www.youtube.com/watch?v=0mtiSqhrGWw">http://www.youtube.com/watch?v=0mtiSqhrGWw</a></p> <p>Watch <i>Guess who?</i> Power point; name him if possible.</p> <p>Pairwork-gapfill activity; giving the overall picture.</p> <p>Watch video: Hendrix performing The Star-Spangled Banner at Woodstock on 18<sup>th</sup> August 1969:  <a href="http://www.youtube.com/watch?v=DcZKkZO7CTI">http://www.youtube.com/watch?v=DcZKkZO7CTI</a></p> <p>Conference with Lydie Salvayre.</p> <p>Feedback in class from conference and project summary (Smith took the Irish poem and wrote the music; Hendrix borrowed the song and recomposed the national anthem; Lydie Salvayre has used this musical moment to write her book)</p> <p><b>Final task: written (and drawn / recorded /sculpted as wished...)</b></p>	<p>Warm-up activity to fix the starting point; create link between flag and song; historical reminder of flag's composition.</p> <p>Reminder of tune and words of US national anthem.</p> <p>Observation of 1960s rock icon; (left-handed guitarist; origins, clothing) -establishing a picture of Jimi Hendrix in our minds.</p> <p>Establishing the main facts about the rock icon Jimi Hendrix.</p> <p>Encountering and analyzing this musical moment. Underlining the historical context: Vietnam / Woodstock / Civil Rights in the USA. Highlighting the musical / visual expression of these different threads.</p> <p>Meeting a novelist.            Seeing how 3minutes43seconds of iconic musical moments can be converted into a novel.</p> <p>Overview of unit; preparing FT.</p> <p>Carry out a further transfer of icons through the prism of a famous character; reworking the theme of the lesson.</p>	<p>Watch and be prepared to react and comment; feedback on images. Notes.</p> <p>Read lyrics and reformulate -general comprehension. Listen and sing along.</p> <p>Watch and be prepared to comment on what you can see; describe the portraits; name the musician if familiar.</p> <p>Interview your partner to complete the Jimi Hendrix biography. Be prepared to report back to the class.</p> <p>Watch the video and take notes of what is recognizable /not recognizable; explain what the unusual noises represent.</p> <p>Active participation in a conference / debate (in French!)</p> <p>Reminding ourselves of transformations; using past tenses.</p> <p>Take a national symbol, put it in the hands or voice or shoes of a famous person and imagine how it can be reappropriated to give a new message</p>