Unterrichtsvorschlag - Kreatives Songwriting

Activity	**Kreatives Songwriting : schreiben und performen von multilingualen Songtexten, die den Alltag der Lernenden thematisieren**
Context	The project was carried out in a bilingual German-French 5th grade, but it is also suitable for younger and older pupils
Level	Level 5th-7th grade, can be adapted to other age groups.
Innovative aspects	Pupils are encouraged to write, speak and record everyday topics that concern them (adolescence, school stress, bullying, positive experiences). The innovative potential of the activity lies in the multimodal form of expression: different semiotic systems such as visual, verbal, auditory, and gestural modes carry a bilingual message. Music in particular enables pupils to express emotions effectively as it combines the auditory and gestural modes. Linguistic-cultural reflection on languages and cultural specificities will also be carried out throughout the activity, contributing to the development of intercultural skills and openness to otherness.
Pedagogical objectives	Work together to choose a theme or a problem for the song. Research and use a multilingual dictionary or books in several languages, and make the most of the languages spoken in the classroom (pupils contribute their own knowledge). Identifying languages and the differences between them and the pupils' own language Working on transfer strategies between languages Creative songwriting Choose a musical pattern that supports the theme / helps reinforce the expressiveness Memory training Vocabulary learning Become aware of different phonetic systems
Competences	Linguistic / lexical skills Collaboration and mediation Creativity Body and emotional language Self-confidence
Pluralistic Approaches **Frame of references of the European Centre of Modern Languages of the Council of Europe** www.ecml.at	**1-A commitment to values and principles in the use of pluralistic approaches** 1-j Have confidence in the benefits of the didactic approaches proposed by pluralistic approaches. **4-Metalinguistic, metacommunicative and metacultural skills specific to pluralistic approaches** 4.a Ability to analyse multilingual situations and the status and uses of languages in their contexts. 4.b. Ability to analyse individuals' plurilingual communicative practices and their development. 4.c. Ability to analyse and compare languages and language varieties, even unfamiliar ones. **5-Didactic and pedagogical skills for the use of pluralistic approaches** 5.1-b Ability to identify the relevance of using pluralistic approaches in one's own context. 5.1-e Ability to organise teaching as a multilingual space by offering plurilingual and intercultural experiences.

	5.1-h Ability to organise teaching flexibly to accommodate learners' linguistic and intercultural experiences. 5.1-i Ability to select and/or produce a variety of resources and teaching materials appropriate to the implementation of pluralistic approaches.
Training modules	☐ **Discovering linguistic diversity** ☐ **Perceiving linguistic diversity** ■ **Managing linguistic diversity** ■ **Bringing linguistic diversity to life**
Variations	The song can be presented as a video clip. A wide variety of themes can be proposed. The type of song can also be varied (different musical styles, such as rap or slam, communication aims such as political songs, songs that tell a story, etc.).
Working steps	1. The teacher could, for example, give the pupils a selection of photos showing everyday situations or introduce the theme of puberty (examples of worksheets available to download). Alternatively, the teacher could play the song "Je ne parle pas français" by Namika, which could serve as a model for a song that incorporates several languages. Other songs based on this principle can be suggested. 2. The teacher suggests a phase of reflection on the use of several languages and the advantages of incorporating different languages into the song (universal message - to be understood by a wider audience, expressiveness and emotions, valuing the languages spoken by the pupils, etc.). 3. The pupils exchange ideas in groups and agree on a theme for their song or a common theme. You can work with them on themes they have already seen in class or take their everyday lives as a starting point. 4. The pupils write a free text and imagine the moments when the integration of other languages could be interesting. In this phase, the pupils have access to multilingual dictionaries, albums in other languages (depending on the theme), and the languages spoken by the pupils will be used. 5. The teacher then suggests different music or rhythms to support the song. 6. Work on phonetics but also on expressivity (variations in volume or rhythm), on the distribution of words in groups, solo, in pairs, according to voice, etc. is proposed. 7. Several training sessions are then carried out, with feedback from the pupils in the other groups, advice, encouragement, etc. 8. Depending on the case, the recordings are made or the performances take place.
Social forms of activity	Plenary session (discussion with the teacher) Group or pair work - collaborative activity
Material und Media	Work and research sheets Online or paper dictionaries Books adapted to the situation Accessories, musical instruments, percussion...

<u>Examples:</u> Worksheet Music video Theatre performance (see video clips on the platform)	 J'ai peur de ces zombies Ceux qui sont sur mon bulletin, fâchés Ceux qui sont en rouge dans mon cahier Ils me mettent en bouillie, ces satanés zombies ! Ils sortent su stylo de la maîtresse Leur tête en forme de zéro me stresse Et leur terrible chef, le monstre à grosses lunettes, Mi fantôme, mi ogre, mi vampire, mi squelette Lui il me terrifie, Toujours là dans ma tête Sein Name ? Der Deutsche Test ! HAHAHA ! Ich bin ein grosser dicker Test ! Ich komme um angst zu machen ! Ich bin das Monster mit ders grossen Brillen ! Cette nuit de novembre, juste avant le contrôle Je fais l'affreux cauchemar : des zombies dans le hall Qui attaquent ma copie et ça me pétrifie ! Et des sorcières folles volent au dessus de l'école ! HIHIHIHI ! Mais tout ça C'est pas si grave Et mes peurs je les écrase Et quelques zombies sur ma copie ça fera pas de moi un raté de la vie ! Don't worry ! Pas peur des zombies ! Keine Sorge ! **https://www.youtube.com/watch?v=HIQzxKp-md4**