

CLASS PROJECT



La La Land

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Project/sequence GUIDELINE

1. Preface

Students will learn about the American dream working on one of the most popular films nowadays, *La La Land*. A musical directed by Damien Chazelle and starring Ryan Gosling and Emma Stone. This movie has been nominated to 14 Academy Awards and it is a modern version of Hollywood musicals. Students will be able to work on new vocabulary related to music and cinema, they will go through some of the lyrics of the movie and finally they will have the chance to watch the movie at the cinema. After this, a written composition will be made to discuss about the role of characters, the scenery, the moral, and so on and so forth, and an oral presentation will be prepared so that the students can justify their choice of topic and illustrate everything with a *Powerpoint* presentation or a poster.

2. The project/sequence

2.1. The context

This project is designed for a heterogeneous group of English 3 who love reading and watching films and TV series. The timing to accomplish it will require four sessions.

2.2. Objectives, competences, contents and assessment criteria

a. Objectives: Students will be able to:

- Listen to two songs of the original soundtrack of the film *La La Land* “*It’s another day of Sun*” and “*City of Stars*” and fill in the gaps.
- Create a podcast/video about their expectations of the film before watching it and use future predictions with will (*I think, I’m sure...*).
- Watch *La La Land* in original version with subtitles at the cinema.
- Write a composition about an outstanding feature of the film (actors,

- characters, plot, original soundtrack...)
- Create a podcast/video about the main curiosities of the film.
 - Give a presentation on the topic they have chosen.

b. Competences: Linguistic Competence, Learning to learn Competence, Autonomy and Personal Initiative Competence, Social and Citizenship Competence.

c. Contents of the curriculum:

Competència pragmàtica	Competència discursiva	Lèxic i aspectes semàntics	Morfosintaxi	Ortografia i aspectes gràfics	Fonètica i fonologia
<p><i>Funcions i aspectes sociolingüístics</i></p> <p>Singing and understanding “City of Stars” and “Another day of Sun.</p> <p>Watching La La Land in original version with subtitles at the cinema.</p> <p>Reading curiosities on Behind-the-scenes on the film's award-winning score.</p> <p>Writing about an outstanding feature in the film.</p> <p>Create a podcast /video about their expectations of the film before watching it and use future predictions with will (<i>I think, I'm sure...</i>).</p> <p>Creating a wall poster about the most important aspects of La La Land</p> <p>Presenting their writing or mural on the topic chosen.</p>	<p><i>Organització del discurs i tipus de text</i></p> <p>Presenting their composition/ Powerpoint / poster to the rest of the class.</p> <p>Debate about any topic worked on the presentation.</p>	<p><i>Lèxic i aspectes semàntics</i></p> <p>Words referring to cinema and music: audition, a roll of film, cast, fade in/out, rehearsal, the score, mic, neon</p>	<p><i>Morfosintaxi</i></p> <p>Will: Decisions: “I'll have a coffee”.</p> <p>Offers: “I'll help you”.</p> <p>Promises: “I'll love you forever”.</p>	<p><i>Ortografia i aspectes gràfics</i></p> <p>Elision of words: 'cause, hear-em, ev'ry, gotta</p>	<p><i>Fonètica i fonologia</i></p> <p>Diphthong /aʊ/ and /əʊ/</p>

d. Assessment criteria

COMMUNICATIVE DIMENSION

ORAL COMMUNICATION

1. Understand and extract the main ideas and details about the film *La La Land* using some of the vocabulary learnt in class at the oral presentation.
2. Openly and spontaneously participate in the presentation.
3. Discuss about their chosen topic of the film *La La Land*, exposing their personal opinion and describing their own reactions.
4. Guess bits of the plot of the film before watching it, using structures like “*I think*”, “*I’m sure...*” + future.

READING COMPREHENSION

1. Understand short texts with information about the film for the elaboration of their project.
2. Summarize the main ideas of an article, webpage or link for the creation of their own writing for the presentation.
3. Understand and follow the subtitles of the film together with the conversation.

WRITING

1. Write a descriptive or argumentative text about one topic of personal interest on the film *La La Land* using different verbal tenses like Past Simple, Present Perfect and the Conditional.
2. Prepare a Powerpoint or a poster to illustrate the main ideas of the topic, using podcasts, music, and their own recordings.

ATTITUDINAL DIMENSION

1. Using techniques of body language and paralinguistic aspects to streamline and improve oral communication.
2. Show interest about American culture and the world of Hollywood in which the language of learning is spoken and respect them.
3. Show ability to self-regulate and evaluate their own learning process.

<i>Comunicació oral</i>	<i>Comprensió lectora</i>	<i>Expressió escrita</i>
Capacitat de fer-se entendre en presentar oralment.	Capacitat d'entendre les idees centrals d'una peça musical. Capacitat de seguir una pel·lícula amb ajuda de subtítols.	Nivell assolit en la construcció de textos narratius sobre l'Amèrica de l'era del jazz. Nivell assolit en la construcció de textos descriptius per comentar aspectes concrets d'una pel·lícula.

2.3. Activities

ACTIVITY: "City of stars"

TIMING : 50 minutes (1 session)

RESOURCES: Audio + worksheets + flipcards + video

<https://animoto.com/play/8DijEcxlsQKVpE98RjgHQ>

PROCEDURE: fill the gaps; understand the song; learn new vocabulary

DYNAMICS: individually (song); groupwork (understanding); in pairs (new vocabulary)

ACTIVITY: "Someone in the crowd"

TIMING :45 minutes (session 1) + 10 minutes (session 2 correction)

RESOURCES: song, picture

PROCEDURE: Based on the first part of the movie, students empathize with the life of a professional artist wannabe in LA. Students hear the song and try to understand it by ordering sentences. Then they work with pictures to try to make sentences in groups of three. Then they go home with the task of writing about the life of a wannabee artist. How's their daily life? How do they pay their bills? What is their expertise? What do they try to achieve? What happens after some time? The following day the text is handed in. In the third day the text is returned and its correction briefly discussed with each pupil individually.

DYNAMICS: individually and also in groups of three. But mostly individually.

ACTIVITY: *The Fortune Teller*

TIMING: 40 minutes.

RESOURCES: Video, photo camera and a microphone. Link:

<https://animoto.com/play/zlVWSyjY2wxfRN1Z3D2sTQ>

PROCEDURE: Students watch an Animoto video with some pictures of the film. In this video there are some questions. The aim is to make students guess what is going to happen before they watch the movie. Some of the structures used can be "I think...", "I suppose", "I'm sure..."

DYNAMICS: Students work in groups of 5 people.

ACTIVITY: *Did you know?*

TIMING: 40 minutes

RESOURCES: a computer with internet connection and a microphone. Pen and notebook to plan the activity. Audacity and Movie Maker programs, magazines and websites.

PROCEDURE: Firstly, the students watch our podcast to understand the task they need to do. <https://www.youtube.com/watch?v=TzY1iJgCMY0&feature=youtu.be>

Students look for information based on the given resources to find one curiosity about the film. Once the idea is chosen, students must create a video with images and their own recording, explaining this curiosity to the rest of the students. The video would be uploaded on YouTube.

DYNAMICS: Students will work on groups of 5. The roles for the elaboration of the video must rotate.

ACTIVITY: *Eureka!*

TIMING: 1 hour at home

RESOURCES: a piece of paper and a pen or a computer, a dictionary or Internet connection.

PROCEDURE: Students will have to prepare their written composition about the chosen topic in order to prepare the oral presentation. Some of the ideas could be those included in their video/podcast about curiosities of the film.

DYNAMICS: Students work individually at home and then they share their ideas with their groups.

ACTIVITY: *Let's get it done!*

TIMING: 2 hours (1 session)

RESOURCES: Computer, Digital Intelligent Whiteboard, speakers, a draft or guideline.

PROCEDURE: Students will give their presentation on the topic they have chosen. The ideas will be the ones included in their writing/composition and in the video/podcast about some curiosities of the film.

DYNAMICS: Students work in groups of 5 people. It is very important that they do not read their draft. They should explain their work with their own words.

2.4. Evaluation

PROCESS: Students working on the activities. Everything will be taken into account for the evaluation; i.e., preparation of the activities, participation with their partners and the final outcome.

PRODUCTS: One composition and one video/podcast. In the end, the students have to do a presentation based on the documents they have been working on. As they will have created a podcast or video to explain some aspects of the movie, it will be added to the presentation in order to support their ideas and make the presentation more vivid.

FINAL PRODUCT: Oral presentation of their project. It is when students give a presentation on their chosen topic with the support of a video, photos, a podcast, etc.

There are two different rubrics. The first one evaluates the whole project and every skill. The last one refers to the oral presentation held at the end of the project.

The first rubric is for the teacher's use only. It looks at 3 of the 5 main skills a person needs in a given language. Since it covers the preparing phase, it only needs those, although teachers are free to modify it if they deem it appropriate. It is not designed to provide a numeric mark, but to make comments to the student's ability and development during the preparation of the final activities of the project.

	Excellent	Good	Pass	Needs some improvement
Oral	Can express with good pronunciation, especially diphthongs, what their poster or presentation is about	Is capable of communicating ideas effectively	needs not much help when presenting orally	It is too hard to understand what they were talking about
Listening	Understood almost everything what was presented in the lesson	is capable of understanding all of the parts that do not use more complicated vocabulary or constructions	Gets the context and some of the main ideas	Could not get the main ideas or context.
Writing	Uses various tenses and vocabulary resources effectively	there is some variety, everything can be understood, there are few mistakes	Simple vocabulary, not much variety, but generally easy to be understood	It is too hard to understand, it is off topic, there are many spelling mistakes

Our final task for the project *La La Land* is an oral presentation. The students will have to talk about one particular topic about this film; for instance one of the main characters Mia & Sebastian, the love story, the world of cinema, the world of music, the director, the original soundtrack, the plot...

The students can use flashcards, videos, music, or whatever they consider suitable to do their presentation as original and vivid as possible. They are not allowed to read on written paper. However they can use a guideline or a short draft to help them with their presentation.

A rubric has been created to evaluate them. Moreover, the criteria to be evaluated are:

- Comprehension
- Vocabulary
- Content
- Enthusiasm

The score is from 1 (the lowest mark) to 4 (the highest mark).

Students will know the details for the evaluation from the very beginning, so that they can prepare their project taking into account all these criteria.

Student Name: _____

CATEGORY	4	3	2	1
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

2.5. Class management and methodology

The class can be divided in smaller groups that will work together. There is no reason to make the groups by ourselves, the students can sort it out themselves in this case. The teacher presents the different activities, and then keeps helping the different groups of pupils achieve their aims. Finally, he or she directs a presentation session. Of course, special care should be taken with going to the cinema to see the movie as with all other possible out-of-the-school activities. Those are always slightly more challenging.

The methodology is project-based together with flipped classroom and expects of our students that they make use of the different skills they have been acquiring in our classes. Students will have enough time to prepare the project in class as the teacher provides clear instructions, links and specific information to make the elaboration of the project easier.

The role of the teacher is paramount in this matter as it will change throughout the development of the project, depending on the task the students are doing. At the beginning it might be instructive, as the students need to know what they are going to do and what we are asking from them. But the teacher will also be a guider as he or she will facilitate and orient students in their searching of information. While the

students are working, the teacher is monitoring that every group is performing a task and that they are on the right way to develop this project.

Error correction also plays a very important part. While the students are presenting their projects, the teacher will write down some comments regarding the grammar, spelling, word order, etc. together with the rubric, so that the student knows what he or she has done wrong. Nevertheless, the teacher will not interrupt the flow of speech, this way students will feel more confident and motivated about the way they are doing it.

2.6. Resources

- Podcast Task Video: <https://youtu.be/TzY1iJgCMY0>
- La La Land Original Soundtrack:
- https://www.youtube.com/watch?v=BMQdZRLi_WM&list=PLywiNEAPE4I9mIv_edkzGeyJkeJmB9b8J
- City of Stars Lyrics with gaps: <https://es.scribd.com/document/341569271/LA-LA-LAND-City-of-Stars>
- It's Another Day of Sun lyrics with gaps: <https://es.scribd.com/document/341569574/It-s-Another-Day-of-Sun-Gaps>
- La La Land Curiosities: <https://www.popsugar.com/entertainment/Ryan-Gosling-Playing-Piano-La-La-Land-42857238>
- <https://www.popsugar.com/entertainment/La-La-Land-Facts-42970670>
- <http://www.konbini.com/us/entertainment/interesting-facts-about-la-la-land/>
- <https://moviepilot.com/p/la-la-land-trivia-things-you-might-not-know/4173894>
- <http://www.therichest.com/world-entertainment/15-mind-blowing-facts-about-la-la-land/>
- <https://www.youtube.com/watch?v=TzY1iJgCMY0&feature=youtu.be>
- Vocaroo: <http://vocaroo.com/i/s0D4xkxPL6rZ>
- Rubistar: <http://rubistar.4teachers.org/index.php>
- Animoto: <https://animoto.com/play/zlVWSyY2wxfRN1Z3D2sTQ>
- <https://animoto.com/play/8DijEcxxlsQKvPE98RJgHQ>
- Blendspace: <https://www.tes.com/lessons/yoTZe7Qfk3tY3Q/la-la-land-project>
- Some presentations at CFA Cornellà: <https://www.youtube.com/watch?v=hrTOue3V1hE>

3. Final thought

Using films is a fantastic way of making the students feel motivated and engaged to do any sort of project. As we learned when we studied about multiple intelligences, most of the students in this generation, Millennials and generation Z, are visual learners who really think that an image is better than words. Moreover, they love watching videos on different social networking sites, therefore, films form part of their cultures and their habits.

This project, even if not necessarily included in a project-based English course, provides an interesting insight into Anglo-Saxon culture, for not only Hollywood is one of its main avatars, but this movie is supposed to be based on decades of cinematographic tradition. But, perhaps, the most important aspect is that it allows to

make a break from more standard English class activities, perhaps those based on the textbook or so, and work together in something fun and sometimes more enjoyable.

The reason why the movie *La La Land* has been chosen among many others, was for the fact that it is very visual and it is adapted to any level. It is also a modern classic and makes a tribute to the history of American moviemaking. As we wanted to bring all the students registered in English 1, 2 and 3, we thought that this film was the perfect one for its freshness, musicality and because it was suitable for all audiences.

Furthermore, it was historically nominated to 14 Academy Awards although it finally obtained 6 Oscars, and it is a film that students either love or hate but does not leave anyone indifferent.

