**Project Description & rubric**:  Prepare a presentation of a singer AND a musical group/ band.  For each, write a full description using the oral and written structures provided and by **DESCRIBING  5 PARTS** of the music/video that you like/ don't like.  Use the "composantes de la musique" list to inspire you. Don't forget that details are key to a good grade.  Use qualifiers, transition words and opinions. Use PowerPoint, iMovie, or any other presentation software that allows you to add recordings.

**Summary of presentation:**

20 sentences =10 sentences per song ( 1 intro, 1 conclusion + 8 descriptive sentences) x 2 (hand in for written assessment part of rubric)

Audio recording of your voice during the presentation (for oral assessment part of rubric)

2 music video clips ( for presentation part of rubric)

**Structures you must use:**

J'aime écouter la musique \_\_\_\_\_\_\_\_ parce que c'est...       ( je n'aime pas)  
J'adore la musique \_\_\_\_ parce que c'est...                        (je déteste)                 
Mon chanteur/euse  préféré(e)est...parce qu'il/elle est...       (n'est pas)  
Mon groupe préféré est...parce qu'ils sont.....   (s).       (ne sont pas)  
Ma chanson préférée est...parce que..........  
Dans la chanson, il y a...

Extending structure you can use :

Il y a aussi…..

J’aime aussi (un cours) parce que …

Je n’aime pas (un cours) parce que…

J’aime aussi (un professeur) parce que …

Je n’aime pas (un professeur) parce que …

J’adore…./ Je déteste…..

J’ai…/ Je n’ai pas…

Je suis…/ Je ne suis pas

Voiçi…

**Composantes de la musique**   
les instruments (m-p) sont...(s)  
​la voix est...(e)  
la production est...(e)  
le refrain est...  
les couplets (m-p) sont...(s)  
le message est...  
les paroles (f-p) sont ...(es)  
le vidéoclip est...  
les genre/ style  
​le rythme

Description, qualifiers and formatting you can use:

**ADJECTIVES:**

BEFORE THE NOUN: size, age, beaty adjectives: beau/ belle vieux/ vielle grand/grande petit/petite nouveau/ nouvelle ancien/ ancienne

AFTER THE NOUN: all other descriptors

**EXTRA DETAILS:**

Connecting words: et, mais, parce que, à cause de, avec, à/ aux, quand, où, aussi

Qualifying words : beaucoup, un peu, super, hyper, terriblement, vraiment, totalement, très, trop, presque,

Core French 9 Unit Project Unit: La musique

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Project** | 1-Emerging | 2-Developing | 3-Proficient | 4-Extending | **WORTH** |
| **Audio**  Sound recording, music, pronunciation, flow, expression | Poor sound; pronunciation and/or flow may hinder comprehension | Clear sound; pronunciation and/or flow may hinder comprehension | Clear sound; pronunciation and/or flow does not hinder comprehension | Clear sound with background music; pronunciation and flow show expression | /30 |
| Visual  Backdrop, images/video, creativity, motivation | Has no backdrop; images/video are missing | Has a backdrop; images/video are limited; | Appropriate backdrop; good video/images; shows creativity | Creative backdrop; interesting video/images and elements; shows motivation | /10 |
| **Writing** | 1-Emerging | 2-Developing | 3-Proficient | 4-Extending |  |
| **Length**  20 sentences  Intro/ conclusion | Less than 14 sentences, missing some intro/ conclusion | 14-16 sentences ; missing some intro/ conclusion | 18-20 sentences ; has 2x intro/ conclusion | More than 20 sentences; has 2x intro/ conclusion | /10 |
| **Detail and information**  Details, transition words, Risks | Very limited detail and information. | Includes some detail and information | Appropriate detail | Additional detail and expression; taking risks. | /40 |
| **Accuracy**  Model provided accurately copied; | Model is rarely inaccurately copied | Model is sometimes accurately copied | Model is mostly accurately copied | Model is always accurately copied | /5 |
| **Mechanics**  spelling,punctuation capitalization, accents | Mechanics errors hinder the meaning | Mechanics errors may interfere with meaning or flow | Mechanics errors do not interfere with meaning or flow | Almost no mechanics errors | /5 |
| **TOTAL** |  | | | | 100 |

Notes: