



Music module

“Bilingual classes”

2. "I got my heart, I got my soul"

Body and emotions in the English song

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Still frames in the music video (Groovefinder version)

In this phase, we work with two extracts from the [video clip "Ain't got no, I got life"](#) in the Groovefinder version (1:13 to 1:37 and 2:22 to 3:48).

There, we can see a picture for roughly one to two seconds each; this picture is divided into four parts in which we see four pictures that either all have to do with one part of the body each or all four with the same part of the body but from a different perspective. We see hands, a ponytail, eyes, a head, a chin, ears, the brain, a heart, the soul, the smile.

In the second section, we see the same parts of the body but shown completely differently and with a different statement. For example, the smile that is seen as a smile in the first part, is reversed to its opposite in the second part.

Both extracts correspond to the second part in the song lyrics.

The students see the still frames of these extracts (without sound) and describe what they see, if possible in plenary.

see also: [Tools](#)

Variant: the teacher copies the still frames from the video and gives one picture respectively to a small group (3 to 4 persons); the students describe this picture for their fellow students.

This activity can also be designed as giant memory: the still frames are each allocated twice to groups or individual students who describe them. The group or the student with the corresponding picture must recognise this and, to this end, can also ask questions.

Feelings in music

This activity can be performed with any piece of music, be it instrumental or music with words. Frequently, another alternative is to describe individual music extracts.

The teacher prescribes adjectives on the blackboard or in the form of a worksheet, e.g.:

Task: *You hear a song. What adjectives fit the music?*

boring – melancholic – lively – cheerful – sad – aggressive – angry – determined

Lexis questions are clarified. It is possible that the students do not even know some expressions for feelings in their mother tongue, thus making it all the more interesting for them to learn these in the foreign languages.

This task can be extended at will, e.g. to include the constituent parts of the music. *How is the rhythm, the melody, the voice...*

Other tasks with other intermediate products are conceivable, e.g. painting a picture to the music and verbalising it by presenting it to fellow students, writing a dialogue between two persons talking about the song, posting the song on a social network and writing a brief comment on the music, and much more.