

- BOHEMIAN RHAPSODY V1 / et V2

Bohemian Rhapsody	
rapport aux arts : from its origins to the movie, discover the multi faces of the band music Queen	
UNIT 4	How has art been a way to communicate for a band such as <i>Queen</i> ?

V1 : TF: écriture d'un biopic avec choix imposé de certains artistes décidés en classe

V2: TF: écriture d'une critique du film, en répondant à la question de l'unité

1) Getting to know the band => be ready to write an interview between a journalist and one member of the band

- 1a- Biography part 1
- 1b- Biography part 2
- 1c- Biography part 3

distribution des biographies (groupe de 3): repérage et partage des informations en groupe.

Les groupes sont remélangés avec une personne par biographie:

partage des infos en vue d'un pair work oral: imagine an interview between the band / Brian May / Roger Taylor / Freddie Mercury / John Deacon and a journalist (travail en semi-improvisation → on donne les rôles en dernières minutes / on change les groupes)

2) Travail sur pochette:

genially : repérage évolution des pochettes

partage en 12 groupes: une pochette par groupe => présentation par groupe: description, couleur, ambiance : proposer une date

le faire mettre au tableau puis //:

Pochettes dessinées : Hot Space - Jazz – News of the world – Queen – innuendo

Pochettes photos : A kind of magic – Queen Queen 2 – Sheer heart attack – the Game – The miracle – The works – Made in Heaven

Pochettes logo : A day at the races – A night at the opera –

conclusion sur images de chaque logo en utilisant le genially: recap en commun

<https://view.genial.ly/5edfa21e0ff2050da83416b1/game-action-queen-records-sleeves>

<u>Queen</u>	<u>13 juillet 1973</u>
<u>Queen II</u>	<u>8 mars 1974</u>
<u>Sheer Heart Attack</u>	<u>8 novembre 1974</u>
<u>A Night at the Opera</u>	<u>21 novembre 1975</u>
<u>A Day at the</u>	<u>10 décembre 1976</u>

Anne-Charlotte Legrand & Nelly Soor, Académie de Versailles

Races

News of the World 28 octobre 1977

Jazz 10 novembre 1978

The Game 27 juin 1980

Hot Space 3 mai 1982

The Works 27 février 1984

A Kind of Magic 2 juin 1986

The Miracle 22 mai 1989

Innuendo 5 février 1991

Made in Heaven 6 novembre 1995

2b- Queen logo : retour sur pochette logo => // avec Coat of arms

2c- Coat of Arms → repérage des éléments, présentation vidéo

2d :coat of arm explained <https://www.youtube.com/watch?v=a4U0niNRa6g>

V1: tâche intermédiaire: présentation du coat of arms de Queen : imaginer le processus de création

V2: tâche intermédiaire: rédaction d'un article sur le dernier album de Queen : prendre une pochette au choix, rechercher les chansons de l'album et rédiger l'article correspondant, type magazine Rock

3) Conveying a message

3a We Will Rock You (1977)

3b- We Are The Champions (1977)

3c- Another One Bites The Dust (1980)

3d-The Show Must Go On (1991)

A) Ecoute => repérage: feeling, rythm, message given

First, listen to the song without looking at the video. What are your impressions ? What images come to your mind.

Then, watch the video and look at the costumes and staging : what idea do they convey ?

Read the lyrics, analyse the song : what is it about ? what is the message

B) mise en commun en group work => conclusion: maîtrise de la chanson / message à donner / représentation du groupe

3a We Will Rock You (1977) : nonchalance, attitude atypique (dans le jardin de Roger Taylor, sous la neige), désir d'un message court et chanté par tous: we will rock you whatever you think of us + we are all part of the band

3b- We Are The Champions (1977) : ego surdimensionné, toujours accolé à we will rock you, mise en scène avec les costumes typiques de Freddie, chanson devenue culte

Anne-Charlotte Legrand & Nelly Soor, Académie de Versailles

3c- Another One Bites The Dust (1980) : rythme de bass, peu commun, message clair, code gay ouvertement affiché: corne, moustache, pantalon moulant, t shirt sans manche

3d- The Show Must Go On (1991): dernier clip de Freddie de son vivant, ode à sa carrière musicale, beaucoup d'images souvenirs

rappel: à ce moment là Freddie Mercury n'a ni infirmé; ni certifié les rumeurs à son compte.

Possibilité évoquer le "God Save the Queen" joué systématiquement en clôture des concerts

+ Bon à savoir: les clips de Queen était vu comme révolutionnaire (I want to Break Free / It's a Kind of Magic : référence culturelle (série à succès) / histoire racontée, costumes, mise en scène pour le 2nd)

METTRE LES LYRICS EN LIGNE

V2: tâche intermédiaire: rédaction d'un article suite à la diffusion de la chanson, critique positive ou négative, chanson ou clip => sorte d'entre-filet, choix du magazine par le pair work

4) Live Aid: the making of an iconic concert

4a- Queen at Live Aid: the real story of how one band made rock history – part 1

4b- Queen at Live Aid: the real story of how one band made rock history – part 2

4c- Queen at Live Aid: the real story of how one band made rock history – part 3

Live Aid: travail sur les textes en autonomie

imagine an interview between the band / Brian May / Roger Taylor / Freddie Mercury / John Deacon and a journalist (barème) => before / after, noté,
be ready to answer questions (groupe et rôle en impro)

V1: préparation de la TF: présentation d'un certains nombres de chanteurs, vote en classe puis par groupe => recherche : travail sur leur biographie: recherche en groupe pour chaque artiste, partage d'information en inter-groupe. Groupe au choix, selon l'artiste choisi au final.

V2: write a movie review about a (fictional) documentary about Live Aids. Look at the **Writing a Good Movie Review in 8 steps** document and make it as realistic as possible

5) préparation visionnage du film Bohemian Rhapsody

V1 → movie review: travail sur la fiche + pour ceux ne connaissant pas le film, trouver des idées de ce qui pourrait être mis en place pour rendre le film plus dynamique, pour ceux connaissant le film, faire la liste pour s'en souvenir.

V2 → travail sur movie review – recap des éléments vu en classe : repérage afin de rendre dynamique le visionnage

6) visionnage du film Bohemian Rhapsody, 2018, Bryan Singer

7) présentation de la TF

V2:

UNIT 5- Bohemian Rhapsody	
rapport aux arts : from its origins to the movie, discover the multi faces of the band music Queen	
UNIT 5	How has art been a way to communicate for a band such as <i>Queen</i> ?
At the end of the Unit, I will	<ul style="list-style-type: none"> - discuss the different representation of Queen - spot how art can serve a message - how representation can vehicule a message
What vocabulary will I need ?	<ul style="list-style-type: none"> - music - description physique - feelings
What grammatical structure will I need ?	<ul style="list-style-type: none"> - exaggerations - past - modals
What documents will be used ?	<p>1) Getting to know the band 1a- Biography part 1 1b- Biography part 2 1c- Biography part 3</p> <p>2) The making of an image 2a- Genially, Queen Cover Sheets 2b- Queen logo 2c- Coat of Arms 2c- Explanation of the Coat of arms</p> <p>3) Conveying a message 3a1 We Will Rock You (1977) 3a2- lyrics (à venir) 3b- We Are The Champions (1977) 3b2- lyrics (à venir) 3c- Another One Bites The Dust (1980) 3c2- lyrics (à venir) 3d-The Show Must Go On (1991) 3d2- lyrics (à venir)</p> <p>4) Live Aid: the making of an iconic concert 4a- Queen at Live Aid: the real story of how one band made rock history – part 1 4b-Queen at Live Aid: the real story of how one band made rock history – part 2 4c- Queen at Live Aid: the real story of how one band made rock history – part 3</p>

	5) Bohemian Rhapsody movie, 2018, Bryan Singer
What will I learn about ?	- the evolution of a rock band - spotting messages in video clips and songs - how perception is all about conveying message
Final Task	You are about to produce a biography about a famous person. Write the biopic: how some elements of it are real, some elements have been twisted and to what purpose. Be ready to be interviewed about this biopic!

Instructions for your Final Task :

- 1) You are supposed to take part to an interview: try to have as little notes as possible
- 2) My advice? Write a full biopic in order to have your ideas clear
- 3) Write questions which will allow you to carry on long answers: try to make it as few yes / no questions as possible or make sure you will develop your answers

V3:

UNIT 5- Bohemian Rhapsody rapport aux arts : from its origins to the movie, discover the multi faces of the band music Queen	
UNIT 5	How has art been a way to communicate for a band such as <i>Queen</i> ?
At the end of the Unit, I will	- discuss the different representation of Queen - spot how art can serve a message - how representation can vehicule a message
What vocabulary will I need ?	- music - description physique - feelings
What grammatical structure will I need ?	- exaggerations - past - modals
What documents will be used ?	1) Getting to know the band 1a- Biography part 1 1b- Biography part 2 1c- Biography part 3 2) The making of an image 2a- Genially, Queen Cover Sheets 2b- Queen logo 2c- Coat of Arms 2c- Explanation of the Coat of arms

	<p>3) Conveying a message 3a1 We Will Rock You (1977) 3a2- lyrics (à venir) 3b- We Are The Champions (1977) 3b2- lyrics (à venir) 3c- Another One Bites The Dust (1980) 3c2- lyrics (à venir) 3d-The Show Must Go On (1991) 3d2- lyrics (à venir)</p> <p>4) Live Aid: the making of an iconic concert 4a- Queen at Live Aid: the real story of how one band made rock history – part 1 4b-Queen at Live Aid: the real story of how one band made rock history – part 2 4c- Queen at Live Aid: the real story of how one band made rock history – part 3</p> <p>5) Bohemian Rhapsody movie, 2018, Bryan Singer</p>
What will I learn about ?	<ul style="list-style-type: none"> - the evolution of a rock band - spotting messages in video clips and songs - how perception is all about conveying message
Final Task	You are a film critic and will write a movie review about the movie <i>Bohemian Rhapsody</i> by Bryan Singer.

Instructions for your Final Task :

- 1) You will have an hour full to write your critic in class
- 2) Don't forget to watch the movie with a critic eye: make sure you have in mind the different elements you've spotted out during the lesson
- 3) It's a movie critic: give your opinion. What you liked, what you didn't.
- 4) You may bring whatever documents you think useful to write your critic in class
- 5) Remember to make a link with our question: How has art been a way to communicate for a band such as *Queen*?

DOCUMENTS

- 1- Getting to know each other (biography)



1- While mention of Queen usually conjures up images of its legendary frontman, Freddie Mercury, the band was actually the musical creation of guitarist Brian May, many years before the Mercury wowed the world with his three-octave vocal range.

Raised in the Feltham, Middlesex, section of London, a teenage May was smart and dedicated enough to build his own guitar, the legendary Red Special, with his father in 1963. The following year, he joined classmate Dave Dilloway to form a band called 1984, adding harmonica player and vocalist Tim Staffell before their first public gig in October.

May, who was studying astronomy at London's Imperial College, soon quit the band to focus on his schoolwork. But he also yearned for more creative musical expression, and he joined forces with his old bandmate Staffell to launch a new group that became known as Smile. The trio became a quartet when London Hospital Medical College dentistry student Roger Taylor responded to the group's advertisement for a drummer. Taylor impressed the others with his chops and energy, and by the fall of 1968, Smile was professionally up and running.



2- Meanwhile, Staffell had become friends with a unique character named Freddie Bulsara. Born Farrokh Bulsara in Zanzibar, Mercury had emigrated with his conservative Parsee family to Feltham, Middlesex, in 1964, before enrolling at Ealing in 1966. Largely remembered by classmates as shy and quiet, Mercury nonetheless stood out for his exotic looks and budding taste for outlandish fashions. He also possessed a sharp sense of humor and an endearingly campy side, traits that made an immediate impression on May and Taylor upon their first meeting in early 1969.

Before long, Mercury was an established member of the Smile entourage, instructing its members on how to perform and lobbying to become the lead singer while following them around on gigs. He grew especially close to Taylor and moved in with the band after graduating from Ealing in 1969.

That summer, Mercury became the lead singer of a cover band called IbeX. Eventually changing its name to Wreckage, the group struggled to find its footing and disbanded by the end of the year, though not before its frontman stumbled upon what would become his signature move of parading around with

the top half of a mic stand.

As Wreckage flailed, the fortunes of Smile also waned. By early 1970, Smile had been dumped by its label and lead singer Staffell. Mercury was then involved with another group called Sour Milk Sea, but this venture soon petered out as well, creating the opportunity for Mercury, May and Taylor to move forward with their musical aspirations together in April 1970.



3- It was Mercury, favoring the simplicity of a one-word name, who came up with the name Queen. He also set about completing his own transformation from shy London immigrant to rock star, with a nod to the Roman mythological messenger of the gods, henceforth becoming known as Freddie Mercury. The missing link was uncovered after a chance meeting with bassist John Deacon at a London disco in February. An electronics student at Chelsea College, Deacon was a few years younger but a seasoned performer with a Leicestershire band called The Opposition. Quiet and a quick learner, he fit right in with a headstrong group that was stubbornly plowing ahead with its musical dreams.

Indeed, it would take quite a bit of stubbornness for Queen to ride out the two-and-a-half years until their self-titled debut album hit stores, but the pieces were in place, setting the stage for the emergence of one of the most innovative and popular rock bands of the decade and beyond.

Queen's Freddie Mercury never wanted to have an in-depth discussion about his sexuality with the public. However, it was well known that this icon of rock had had relationships with both men and women. At one point he claimed to be bisexual, but he may have been a gay man who got involved with members of the opposite sex because he was trying to survive — and build a career — in a very homophobic world. Mercury died of an AIDS-related illness at the age of 45, taking his personal insights into his sexuality to the grave.

It wasn't until November 23, 1991, that he issued a statement that said in part: "Following enormous conjecture in the press, I wish to confirm that I have been tested HIV-positive and have AIDS. I felt it correct to keep this information private in order to protect the privacy of those around me." He died the next day.

2- Genially Pochettes Queen: <https://view.genial.ly/5edfa21e0ff2050da83416b1/game-action-queen-records-sleeves>

3- coat of arms : <https://www.youtube.com/watch?v=a4U0niNRa6g>

Queen at Live Aid: the real story of how one band made rock history -1-

By *Classic Rock (Classic Rock)* published November 12, 2018

Live Aid, which took place simultaneously at Wembley Stadium in London and John F. Kennedy Stadium in Philadelphia on July 13, 1985, was the [most ambitious rock concert](#) of its era. Geldof, the rocker behind Band Aid wanted to raise more money for famine relief in Ethiopia. The result was a 16-hour concert featuring more than 50 sets from the biggest pop and rock acts of the era, including Madonna, David Bowie and U2.

Geldof approached Mercury through Spike Edney, a former member of Geldof's own band, who had recently joined Queen to play keyboards during the group's live shows. Queen was noncommittal because the group was exhausted after a spring 1985 tour of New Zealand, Australia and Japan. And Mercury had recently cast doubt on the band's future by releasing a solo album, "Mr. Bad Guy," to a lukewarm reception.

"We were all forming a sort of a rut," Mercury said at the time. "I wanted to get out of this last 10 years of what we were doing. It was so routine. It was like, go to the studio, do an album, go out on the road, go round the world and flog it to death, and by the time you came back it was time to do another album. After a while it's like a painter... you know, you paint away, and then you stand back and look at it in perspective. That's exactly what we needed. We just needed to be away from each other, otherwise you just keep going in that routine and you don't even know if you're going down."

Before the Live Aid event, Freddie was clearer on his motivation for the show: "I'm not doing it out of guilt. Even if I didn't do it, the poverty would still be there. It's something that will always be there, to be honest, when you think about it. All we can do to help is wonderful things. I'm doing it out of pride, pride that I've been asked as well as that I can actually do something like that. And so basically I'm doing it out of feeling that one way all the hard work that I've actually done over the years has paid off, because they're actually asking me to do something to be proud of. I'm actually in with all the biggies and I can do something worthwhile. To actually sing something that's an integral part of what's going on, you know, and the song [*We Are The Champions*] seems to convey that anyway, without us thinking about it. That's what's magical, and I think that's going to probably bring tears to my eyes, I tell you, when I do it."

Queen at Live Aid: the real story of how one band made rock history -2-

By *Classic Rock (Classic Rock)* published November 12, 2018

It was Geldof who best summed up the mood of Live Aid 1985 and Queen's impact on it. "Queen were absolutely the best band of the day," he remembered. "They played the best, had the best sound, used their time to the full. They understood the idea exactly, that it was a global jukebox. They just went and smashed one hit after another. It was the perfect stage for Freddie: the whole world. And he could pounce on stage doing *We Are The Champions*. How perfect could it get?"

Anne-Charlotte Legrand & Nelly Soor, Académie de Versailles

Freddie's long-term lover, Jim Hutton, had never been to a gig before Live Aid. In his memoir *Freddie And Me* he described the aftermath of Queen's all-conquering Live Aid performance on that historic day at Wembley Stadium: "When he came off, he rushed to his trailer and I tottered behind like a puppy. His first words were: Thank God that's over!" Joe ripped his wet clothes from him and dressed him. Adrenalin still overflowing, Freddie knocked back a large vodka to calm himself. Then his face lit up. As we stepped out of the caravan we met a grinning [Elton John](#). "You bastards..." he said to Freddie.

Queen rotated around the stadiums of the world after Live Aid 1985. After their jaded years, they enjoyed an Indian summer of a career, having cemented their place as one of history's true great rock'n'roll bands.

Queen at Live Aid: How Rock's Royalty Stole The Show – getting ready

Published on September 8, 2021 By Martin Chilton

The old Wembley Stadium was the setting, on July 13, 1985, for one of the greatest live concerts ever staged: Live Aid. Sting, U2, Dire Straits, The Who, David Bowie, Elvis Costello, [Elton John](#), and George Michael were among the acts performing in London that day (Bob Dylan, Eric Clapton, Mick Jagger, Madonna and Tom Petty were at the JFK Stadium in Philadelphia for the American counterpart). But of all the high-caliber artists on display that day, there was unanimous agreement that Queen's Live Aid performance stole the whole show with a magnificent, 21-minute tour-de-force set.

Their participation was initially in doubt, however, and as recently as June 2019, guitarist Brian May admitted: "We definitely hesitated about doing Live Aid." After finally accepting The Boomtown Rats' Bob Geldof and Midge Ure's invitation to play the benefit concert for Ethiopian famine relief, Queen – who comprised **Freddie Mercury** (lead vocals, piano, and guitar), Brian May (guitar and vocals), John Deacon (bass guitar), and Roger Taylor (drums and vocals) – were consummate professionals and decided to rehearse their set thoroughly to get timings and solos down to perfection for what would be a truncated performance.

They booked out the 400-seat Shaw Theatre, near King's Cross train station in London, and spent a week honing their five-song setlist, getting it ready for the 72,000 fans who would be at Wembley – and the estimated 1.9 billion people watching on television from 130 countries around the world.

Though the band did not like performing in daylight – and knew they would have no soundcheck to get the quality levels they wanted – they knew the concert gave them a chance to show the world what a great live band they were. "It was our opportunity to show that it's the music first and foremost," said May.

Geldof had advised all the participants not to promote new hits but to do their old favorites. Queen took the message to heart. When it came to choosing time slots, they were shrewd, opting to go on at 6.41pm, which was close to prime time in the UK and also after the satellite feed from London of the live broadcast had gone global.

Queen at Live Aid: How Rock's Royalty Stole The Show – Queen's performance

Published on September 8, 2021 By Martin Chilton

Queen were immediately preceded at Wembley by the comedians Griff Rhys Jones and Mel Smith – who (...) introduced “the next combo” as “Her Majesty... Queen.”

A truly charismatic Mercury, who looked full of confidence, jogged out on to a vast stage whose top was adorned with a banner saying “Feed The World.” Mercury, sporting his trademark mustache and wearing white jeans, a white tank top, and with a studded band around his right bicep, began by sitting at the piano and playing a short, inspired version of “Bohemian Rhapsody.”

During “Radio Ga Ga” he got up and strutted around the stage, using the microphone and stand as a prop, and getting the fired-up crowd to join in with the chorus. The next few moments were remarkable, as Mercury led the 72,000 spectators in some spine-tingling vocal improvisation, as they sang along to “ay-oh.” His final, wonderful vocal was dubbed “the note heard around the world.” Mercury was simply mesmerizing. “I’d never seen anything like that in my life and it wasn’t calculated, either... it was the greatest day of our lives,” said May.

“You bastards, you stole the show”

It wasn’t only Queen who realized they had been sensational. Paul Gambaccini, who was part of the BBC broadcasting team at Live Aid, recalled the awe among other superstar musicians watching backstage. “Everybody realized that Queen was stealing the show,” said Gambaccini. These were the very words Elton John uttered when he rushed into Mercury’s trailer after the set. “You bastards, you stole the show,” joked the charismatic star.

“Queen smoked ’em. They just took everybody. They walked away being the greatest band you’d ever seen in your life, and it was unbelievable,” said Dave Grohl of Foo Fighters. “And that’s what made the band so great; that’s why they should be recognized as one of the greatest rock bands of all time, because they could connect with an audience.”

Their impact was summed up by Geldof. “Queen were absolutely the best band of the day,” the Live Aid organizer said. “They played the best, had the best sound, used their time to the full. They understood the idea exactly, that it was a global jukebox. They just went and smashed one hit after another. It was the perfect stage for Freddie: the whole world.”

5) movie

6) repérage des éléments faussé

7) coat of arms et logo:genially à faire <https://www.youtube.com/watch?v=a4U0niNRa6g>

Writing a Good Movie Review in 8 steps

The art of filmmaking consists of many parts that play significant roles in the overall perception of the story. Here is a list of basic elements that you can include in a movie review:

- Film genre
- Producer
- Film director
- Budget
- Screenplay
- Setting and overall atmosphere
- Cast and acting
- Story lines
- Film message(s)
- Dialogue
- Music accompaniment
- Powerful scenes
- Camera operations
- Special effects

1. Watch the film like a film critic. Even if you have already watched the film several times, it's time to analyze it from another angle. Do actors wear historically correct costumes? What emotions does the camera operator try to convey? How does one scene move to another? What mood does the color and lighting establish? Try to evaluate all elements that were involved in the film creation.

2. Divide the film into scenes. This will help you find out the sequence of scenes and evaluate their significance to the overall idea. Look how the director moves from one story line to another, presents a story twist, and depicts characters. Does the movie have flashbacks?

3. Look through critical reviews of the movie. Search not only over the internet, but also look at academic databases in your college library. Academic works about films and views of professionals about the films may give you good ideas for your own review.

6. Present your own point of view and understanding of the film. For example, you can explain the

- has an attractive and attention-grabbing title;
- has a brief description at the very beginning;
- contains a short overview of the story;

- The role of music, special effects, operator work, motifs, editing, characters, or other movie details. For example, you can discuss the role of black and white tones in "Angel-A" (2005) by Luc Besson.
- Analysis of the narrative form. For example, you can define the influence of postmodern scripts in "Pulp Fiction" (1994) by Quentin Tarantino.
- Analysis of a movie from a cultural, political, theoretical, historical, or ideological perspective. You can make a profound analysis of the movie in the context of a particular approach.

List of approaches you can apply to your movie review:

- The influence of an artistic vision and the director's approaches to the overall character of the movie. How has the director's viewpoint influenced the movie? Do the director's works have distinctive characteristics that distinguish him or her from other directors?
- Analysis of the film genre from the perspective of typical qualities of the genre. For example, you have chosen the thriller "The Silence of the Lambs." What typical qualities of a thriller does this movie have? What differentiates it from other thrillers?
- The role of cultural traditions and the country's history on the film. For example, a typical ending of Hollywood movies is a happy ending. Bollywood movies are typically accompanied by dancing or singing.
- Comparison of two films. It may be two films of one director, or two films on one book or story, or two films of identical genres.

Phrases you can use :

introduction:

It is a typical representative of the drama/ comedy/ action film/ thriller genre ...
The movie was directed/ produced by ...
The script was written by/ was take from ...
The story is about...
The movie has a classical/ multiple timeline/ hyperlink/ circular structure ...

main body:

The film contains/ is full/ gets ...
The music underlines/ conveys/ supports ...
The story unfolds/ takes place/ creates an atmosphere ...
The story arises curiosity/ keeps tension/ entertains/ touches/ thrills/ has unexpected twists ...
Dialogues are melodramatic/ convincing/ realistic ...
The actors' performances are exceptional/ personal/ touching/ realistic/ appealing/ convincing ...
The film contains a few funny/ scary/ strange scenes ...
The film gets extremely funny/ dramatic/ thrilling in places ...
The most powerful scene is ...

end:

If you enjoy ..., you will like this film ...

The film literally ...

If you find films/ works of director X compelling, you will enjoy this film too ...

This film will change the way you think ...

I certainly/ definitely recommend this film to ...

On a scale from ten to zero ...

Summing up, the film is must-see/ worth seeing/ shouldn't be missed/ box office success ...

Barème TF V2 :

Bohemian Rhapsody – TF								
You are a film critic : write a movie review about the movie <i>Bohemian Rhapsody</i> by Bryan Singer. Explain how has art been a way to communicate for <i>Queen</i> , as a band.								
	Qualité du contenu	Pt score	Cohérence de la construction du discours	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un écrit fluide, convainquant, étayés par des éléments (inter)culturels pertinents.	30	J'ai produit un récit ou une argumentation complexe, cela m'a permis de démontrer d'un usage d'une langue et d'un raisonnement structurés.	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes.	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25
B2	J'ai fait un lien pertinent avec le thème de la séquence : j'ai explicité en quoi Brian May et Roger Taylor ont utilisé le film pour continuer à donner une image précise de <i>Queen</i> , à leur convenance	20	Mon opinion sur le film était claire, tranchée et argumentée. j'ai utilisé de façon pertinente plusieurs éléments du film que j'ai développé.	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	20	Je produis un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15
B1	J'ai écrit une critique de film pertinente, argumentée et claire, en m'appuyant sur des éléments du film. J'ai su faire le lien avec l'unité.	10	J'ai su m'appuyer sur des éléments pertinents du film pour développer mon opinion sur le film. Mon opinion était claire	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture.	10	Je peux produire un texte mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7
	J'ai traité le sujet et produit un écrit court et peu étayé.	5	J'ai exposé une expérience ou un point de vue en utilisant des	5	Je produis un texte immédiatement compréhensible	5	Je peux produire un texte dont les mots sont adaptés à	5

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A2			connections élémentaires		malgré des erreurs fréquentes.		l'intention de communication, mais mon répertoire lexical est limité	
	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4
A1	J'ai amorcé une production écrite en lien avec le sujet	3	J'ai énuméré des informations simples et brèves.	3	Je produis un texte globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un texte intelligible malgré un lexique pauvre.	3
Pré-A1	J'ai rassemblé des mots isolés, en lien avec le sujet.	1	J'ai rassemblé des notes, non articulées	1	Je produis un écrit mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

	0	1-4				5- 12			13-18			19-22			23-31			32-39			40+	B1
	0	1-12				13-17			18-20			21-25			26-39			40-59			60+	B1-B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	