

AP[®] FRENCH LANGUAGE AND CULTURE



About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP[®] Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational), defined in the *World-Readiness Standards for Learning Languages* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to the AP World Languages and Cultures courses.

AP French Language and Culture Course Overview

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

PREREQUISITE

There are no prerequisites; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

Course Themes

The AP French Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

The themes may be combined, as they are interrelated.

World Languages and Cultures Learning Objectives

The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

AP French Language and Culture Exam Structure

AP FRENCH LANGUAGE AND CULTURE EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the francophone world throughout the exam.

Format of Assessment

Section I: Multiple Choice | 65 Questions | ~ 1 Hour, 35 Minutes | 50% of Exam Score

Part A: 30 questions; 40 minutes

- Interpretive Communication: Print Texts

Part B: 35 Questions; ~55 minutes

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

Section II: Free Response | 4 Tasks | ~ 1 Hour, 28 Minutes | 50% of Exam Score

- Task 1 — Interpersonal Writing: Email Reply (1 prompt)
- Task 2 — Presentational Writing: Persuasive Essay (1 prompt)
- Task 3 — Interpersonal Speaking: Simulated Conversation (5 prompts)
- Task 4 — Presentational Speaking: Cultural Comparison (1 prompt)

EXAM QUESTION TYPES

Note: On the AP French Language and Culture Exam, all directions, questions, and texts are presented in French.

Multiple-Choice Section

Part A:

Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

Part B:

Print and Audio Texts

Students respond to a variety of authentic audio texts*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

Audio Texts

Students respond to questions based on audio texts* that are paired with print materials.

*Note: All audio texts are played twice.

Free-Response Section

Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar.

La Vie Contemporaine- Contemporary Life

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... (What kinds of long-term independent accomplishments are desired?)

Read: <ul style="list-style-type: none"> read articles on theme and subtheme read Allons- au dela text selections for theme and subthemes as well as articles from online authentic resources read and make inferences, comprehend authentic reading sources on the theme 	Speak: <ul style="list-style-type: none"> ask questions and give answers give Portfolio presentations and discussion participate in discussion for texts, topics and presentations present a cultural comparison, comparing student own community and a francophone country on the theme or subtheme 	Listen: <ul style="list-style-type: none"> listen to audio files on themes and subthemes authentic resource respond to discussion questions for portfolio listen to fellow student responses for discussion listen to songs and videos 	Write: <ul style="list-style-type: none"> answer and email with development and justify responses to questions about the text write an answer incorporating class discussion and students own opinion write a 5 paragraph organized essay on a topic incorporating sources write about artefacts in portfolio
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MEANING

ENDURING UNDERSTANDINGS: Students will understand... (What specifically do you want students to understand? What inferences should they make?)

- theme and subtheme ideas, and how they relate to culture in France, the US, their own community and other francophone countries
- the cultural facets of theme/ subtheme
- more about their own culture and French/francophone culture

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

- How is quality of life defined by people and by society?
- How is contemporary society influenced by cultural products, practices and perspectives on culture?
- What are considered challenges in contemporary life?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- vocabulary necessary to participate in discussions, presentations and writing assignments for theme/subtheme
- concepts associated with theme and subtheme

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- participating in class discussion
- contributing to class discussion
- researching
- reading and interpreting information from authentic resources on theme/subtheme
- writing in an organized essay on theme/ subtheme incorporating sources and class discussion
- presenting on theme/ subtheme, portfolio artefacts

La Vie Contemporaine- Contemporary Life

Subtheme 1- Marketing and advertising

- How does advertising and marketing of products improve our quality of life? How do they influence us?
- How does a salesperson convince a client to buy a product?
- What are the challenges that advertising creates for a consumer?

Subtheme 2- Housing

- Do people judge others according to the housing in which they live? In what way? How does the place/location of an individual's residence influence the decisions that one takes in life?
- What influence does housing have on the quality of life of people? In what measure can one say that life is different according to the choice of their housing?

Subtheme 3- Sports and hobbies

- Where does the immense pride come from a team's supporters posted on a sports field or posted in support for sports teams?
- How do sports and hobbies bring together or divide people that participate in them?
- Qu'est-ce qu'un enfant peut apprendre en pratiquant un sport ou un jeu avec ses camarades? What can a child learn from practicing a sport or a game with his/her friends?

Subtheme 4- Professional world

- How does a man or woman define themselves by their work? What personality traits that characterize a person who works?
- How does culture, the perspectives and uses of the notion of the influence professional work and the choice of profession?
- What are the challenges posed by the working world today?

Subtheme 5 Rites of passage

- How does society mark the stages of life by different rites of society?
- What influence does culture exercise on its rites of passage? What rites have evolved with time?
- What questions and what challenges do rites of passage place?

Subtheme 6 Traveling

- In today's world where everything is linked, is traveling worth the expense and time?
- How does travel enrich life in offering to meet new people and broaden horizons?
- What are the challenges that traveling brings about? Take into consideration traveling conditions, security steps completed, have all means been taken into consideration?

La Quête de Soi- The search of Self

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... (What kinds of long-term independent accomplishments are desired?)

Read: <ul style="list-style-type: none"> read articles on theme and subtheme read Allons- au dela text selections for theme and subthemes as well as articles from online authentic resources read and make inferences, comprehend authentic reading sources on the theme 	Speak: <ul style="list-style-type: none"> ask questions and give answers give Portfolio presentations and discussion participate in discussion for texts, topics and presentations present a cultural comparison, comparing student own community and a francophone country on the theme or subtheme 	Listen: <ul style="list-style-type: none"> listen to audio files on themes and subthemes authentic resource respond to discussion questions for portfolio listen to fellow student responses for discussion listen to songs and videos 	Write: <ul style="list-style-type: none"> answer and email with development and justify responses to questions about the text write an answer incorporating class discussion and students own opinion write a 5 paragraph organized essay on a topic incorporating sources write about artefacts in portfolio
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MEANING

ENDURING UNDERSTANDINGS: Students will understand... (What specifically do you want students to understand? What inferences should they make?)

- theme and subtheme ideas, and how they relate to culture in France, the US, their own community and other francophone countries
- the cultural facets of theme/ subtheme
- more about their own culture and French/francophone culture

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

- How are facets of identity expressed in different circumstances?
- How does language and culture influence a person's identity?
- How does identity evolve with time?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- vocabulary necessary to participate in discussions, presentations and writing assignments for theme/subtheme
- concepts associated with theme and subtheme

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- participating in class discussion
- contributing to class discussion
- researching
- reading and interpreting information from authentic resources on theme/subtheme
- writing in an organized essay on theme/ subtheme incorporating sources and class discussion
- presenting on theme/ subtheme, portfolio artefacts

La Quête de Soi- The search of Self

Subtheme 1- Alienation and assimilation

- How does one reveal their identity in different situations? How do children react to cultural differences?
- How does language and culture influence identity? In assimilating a new environment and/or culture, what does one lose and/ or gain or keep?
- How does identity develop over time? In the face of problems, how can an immigrant improve their situation?

Subtheme 2- Beliefs and Value systems

- How does the society in which one grows up in influence personal morality?
- What type of event can put to test or modify personal values? (Can tragedy changes ones values?
- What moral questions do parents impose on their children and how do parents influence a child's identity?

Subtheme 3- Language and identity

- How does language express identity?
- Why is language often a source of conflict? What are these types of conflict?
- How does language reflect culture?

Subtheme 4- Nationalism and Patriotism

- What is the source of national pride and patriotism expressed by so many people?
- What does one owe to the country in which they live? The country in which they were born?
- What does a nation have a right to expect from its citizens?

La Famille et la Communauté- Family and Community

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... (What kinds of long-term independent accomplishments are desired?)

Read: <ul style="list-style-type: none"> • read articles on theme and subtheme • read Allons- au dela text selections for theme and subthemes as well as articles from online authentic resources • read and make inferences, comprehend authentic reading sources on the theme 	Speak: <ul style="list-style-type: none"> • ask questions and give answers • give Portfolio presentations and discussion • participate in discussion for texts, topics and presentations • present a cultural comparison, comparing student own community and a francophone country on the theme or subtheme 	Listen: <ul style="list-style-type: none"> • listen to audio files on themes and subthemes authentic resource • respond to discussion questions for portfolio • listen to fellow student responses for discussion • listen to songs and videos 	Write: <ul style="list-style-type: none"> • answer and email with development and justify responses to questions about the text • write an answer incorporating class discussion and students own opinion • write a 5 paragraph organized essay on a topic incorporating sources • write about artefacts in portfolio
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MEANING

ENDURING UNDERSTANDINGS: Students will understand... (What specifically do you want students to understand? What inferences should they make?)

- theme and subtheme ideas, and how they relate to culture in France, the US, their own community and other francophone countries
- the cultural facets of theme/ subtheme
- more about their own culture and French/francophone culture

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. How is family conceptualized in different societies?
2. How do people contribute to the well-being of a community?
3. How does the role of family and of community differ from one society to another?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- vocabulary necessary to participate in discussions, presentations and writing assignments for theme/subtheme
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LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- participating in class discussion
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La Famille et la Communauté- Family and Community

Subtheme 1- Social Relationships

- By what socio-economic norms do social classes distinguish themselves?
- What explicit or implicit rules exist in social classes? Age classes ?
- One cannot stop their own aging, but how does one evolve their belonging to a social class?

Subtheme 2- Children and adolescence

- How does a family organize education of a child?
- Who else, other than the family takes part in a child education?
- What do you think of the saying « It takes a village to raise a child »? How, in these conditions, does the role of family and community differ or converge?

Subtheme 3- Customs

- What are holidays and ceremonies that are a part of family life? What are the holidays that one celebrates with friends ?
- What role do holidays play in a culture?
- What are the ceremonies that mark the stages of life? Why do ceremonies bring family together and sometimes friends participate?

Subtheme 3- Family

- What are the composition of families at the time of this story, for your parents and your grandparents and today? What are the changes that occurred?
- What role does each member play in a family? What is its contribution ? How does the structure of family change under the influence the modification of diverse roles ?
- How does family structures change under the influence of society? What other types of family structures are there in the world?

Subtheme 4- Friendship and Love

- Why are friendship and love so important in society? What is necessary to do to maintain a friendly relationship or more serious?
- How does friendship and love contribute to the well-being of a group?
- How can friendship and love be different in other cultures?

Les Defis Mondiaux- Global Challenges

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

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- theme and subtheme ideas, and how they relate to culture in France, the US, their own community and other francophone countries
- the cultural facets of theme/ subtheme
- more about their own culture and French/francophone culture

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. What questions concerning the environment, politics and society are placed as a challenge to the peoples of the world?
2. What are the origins of these questions?
3. What are the possible solutions to these challenges?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- vocabulary necessary to participate in discussions, presentations and writing assignments for theme/subtheme
- concepts associated with theme and subtheme

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- participating in class discussion
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Les Defis Mondiaux- Global Challenges

Subtheme 1- Tolerance

- In what circumstances does one prove tolerance or intolerance in society today?
- What provokes intolerance ?
- Comment pourrait-on promouvoir la tolérance dans notre société? How could one promote tolerance in our society?

Subtheme 2- The environment

- What are the most discussed questions concerning the environment?
- What actions are what attitudes are at the origin of these questions?
- What can one do to answer these pressing questions?

Subtheme 3- Health

- What are the most urgent problems concerning health?
- Why do these problems exist?
- What solutions are there for them?

Subtheme 4- Human rights

- Quels sont les droits essentiels de l'être humain? What are the essential rights for a human?
- Why do certain governments or regimes want to alienate these rights?
- How can one teach that all men have certain unalienable rights and fight for these rights?

Subtheme 5- Food (diet and supply)

- What problems are posed by food in the world today?
- Why do obvious solutions not work?
- What new solutions do you propose?

Subtheme 6- War and Peace

- Explain the difference of opinions on war between people and governments.
- What are the causes of war? How can it be avoided?
- How can one put an end to wars?

La science et la technologie- Science and Technology

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... (What kinds of long-term independent accomplishments are desired?)

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ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. How does the evolution of science and technology touch our everyday life?
2. What elements are at the origin of innovation and discovery in the domains of science and technology?
3. What role does morality play in the progression of science?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

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LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

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La science et la technologie- Science and Technology

Subtheme 1- Discoveries and inventions

- How have discoveries and inventions of the 21st century improved our lives? Who is implicated by these inventions and discoveries? Who have been forgotten?
- What motivates or advances modern technology?
- In what measure can one say that technological progress is accompanied by a moral decline?

Subtheme 2- New means of communication, the future of technology and intellectual property

- What technological and communication developments are felt in everyday life?
- What motivates continuous invention of new technology? Does it appease our thirst for gadgets? What technological promises are out there for the future?
- Quel est le rôle de la moralité et de la loi dans l'utilisation des technologies modernes?

Subtheme 3- Technology and its effects on society and moral choices

- How do relationships between people change? Have they changed with the introduction of new technologies?
- What are many more moral choices must be made today than at the beginning of the 20th century? Do you agree with this opinion?
- How do we know if the use of new technology has gone too far? What role do we assign to morality in our use of new technology?

L'esthétique- Beauty

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... (What kinds of long-term independent accomplishments are desired?)

Read: <ul style="list-style-type: none"> • read articles on theme and subtheme • read Allons- au dela text selections for theme and subthemes as well as articles from online authentic resources • read and make inferences, comprehend authentic reading sources on the theme 	Speak: <ul style="list-style-type: none"> • ask questions and give answers • give Portfolio presentations and discussion • participate in discussion for texts, topics and presentations • present a cultural comparison, comparing student own community and a francophone country on the theme or subtheme 	Listen: <ul style="list-style-type: none"> • listen to audio files on themes and subthemes authentic resource • respond to discussion questions for portfolio • listen to fellow student responses for discussion • listen to songs and videos 	Write: <ul style="list-style-type: none"> • answer and email with development and justify responses to questions about the text • write an answer incorporating class discussion and students own opinion • write a 5 paragraph organized essay on a topic incorporating sources • write about artefacts in portfolio
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- theme and subtheme ideas, and how they relate to culture in France, the US, their own community and other francophone countries
- the cultural facets of theme/ subtheme
- more about their own culture and French/francophone culture

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. What does our concept of beauty and creativity rest on?
2. How does the ideal of beauty influence everyday life?
3. How do the arts put in question into perspectives on culture while reflecting it?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- vocabulary necessary to participate in discussions, presentations and writing assignments for theme/subtheme
- concepts associated with theme and subtheme

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- participating in class discussion
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L'esthétique- Beauty

Subtheme 1 Cultural Heritage

- By what progression can one access the idea of beauty? What constitutes beauty?
- How does our ideal of beauty express itself in everyday life? Why does one choose what is beautiful and reject that which is less beautiful?
- What constitutes the cultural heritage of a country?

Subtheme 2 Architecture, visual arts and beauty

- How does one recognize beauty?
- How does one establish criteria which determines beauty? Who establish these criteria?
- How does visual beauty (art and architecture) enrich our daily life?

Subtheme 3 Music

- What determines our taste in music?
- Where can one listen to music in daily life? How does music influence our daily life?
- How does music reflect our culture or other cultures in the world?

Subtheme 4 performing arts

- How does one represent reality in a scene?
- Does the theater reflect life of each of us or does art have more ambitious and noble aspirations? Is the objective of theater changed over the course of time?
- How does theater respond to the preoccupations of daily life and how does it influence these preoccupations?