



Understanding+



Aperture Lesson Plan: Stative vs. Dynamic Verbs

MUSIC+ Song-Based Lesson Plan
(Song Activity Factory)



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Aperture (Harry Styles) A BEAT+ MUSIC+ Experience - Instructions pdf

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Description:

This lesson explores the tension between public perception and private reality through the mechanical metaphor of a camera lens. Students analyze atmospheric soundscapes and neon-lit imagery to decode how individuals control the "light" they let into their lives. By examining the linguistic distinction between permanent states and transient actions, learners engage in a structured debate regarding honesty, emotional transparency, and the metaphors of modern relationships.

System Note: This Guest Pass lesson demonstrates the visible lesson layer of the BEAT+ Method. In the full system, teachers are supported by real-time pedagogical decision tools designed to manage classroom friction during each stage of the lesson.



Details:

- Language level: B2 (Upper-Intermediate)
- Learner type: Teens and Adults
- Skills: Listening, Speaking (Argumentation), Reading (Inference), Writing (Descriptive)
- Topic: Perception, Metaphor, Stative vs. Dynamic Verbs
-]Materials: 🖱️ [\[Click for Google Slides\]](#), 🖱️ [\[Click for Student Worksheet\]](#), 🖱️ [\[Click for Lyric Sheet Cut Out\]](#), 🖱️ [\[Click for Assessment Pack\]](#)
- Duration: 60 minutes

Objectives:

- Analyze the mechanical metaphor of an aperture to discuss personal transparency.
- Differentiate between stative and dynamic verbs within the context of song lyrics.
- Use evidence-based argumentation to debate a character's emotional honesty.
- Synthesize lexical metaphors and grammatical structures to produce a reflective written output.

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Step-by-step Lesson Plan

Step 1 – [Visual Hook] (The Lens Opening) – Motivation+ (5 min)

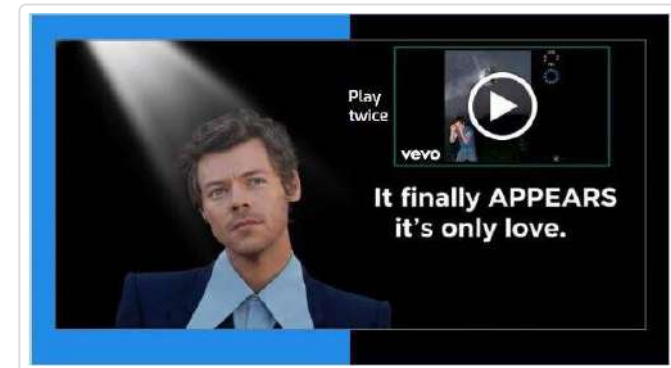


- First, display Slide 1, which features a macro close-up of a camera lens aperture.
- Introduce the concept by explaining: “Look at the mechanism on the screen. It controls how much light enters a camera.”
- Connect this to the lesson's theme: “Today, we are looking at how people control what they show to others.”
- Then, transition to the next phase by saying: “Let's listen to the atmosphere of a world where everything is 'complicated' and see what the singer is trying to find.”

Step 2 – [Narrative Soak] (The Tokyo Scene) – Understanding+ (8 min)

- Begin by displaying Slide 2, showing a busy, neon-lit street in Tokyo at night.
- Instruct students to listen for the global coherence of the song: “Just listen to the atmosphere.”
- Play the specified segment of the song, "Aperture," once. (the video on the slide is already programmed to start and stop at the right time).
- After listening, guide students to identify the emotional "vibe" by asking them to check boxes for the feelings they hear in the music on Part 1 of their worksheet.

Step 3 – [The Mechanic] (The Logic Check) – Understanding+ (7 min)



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- Next, display Slide 3, featuring a person's face illuminated by a sudden flash of light.
- Explain the focus for this second listen: "He doesn't say 'It is love' immediately. He says 'It appears.'"
- Play the specified segment of the song twice. (the video on the slide is already programmed to start and stop at the right time)
- Instruct students to note down what changed the singer's mind on Part 2 of their worksheet.
- Transition to the next step by highlighting: "The singer uses specific words for things that are changing and things that stay the same."

Step 4 – [Grammar Noticing] (The Perception Filter) – Skills+ (10 min)



- Hand out the Lyrics Sheet to each student.
- Display Slide 4, which shows a double exposure of a person running and a silhouette standing still.
- Explain the grammatical focus: "In music, English doesn't always follow textbook rules. Today, we are only asking one question: Is this an action someone is doing, or a permanent state?"
- Play the specified segment of the song twice. (the video on the slide is already programmed to start and stop at the right time)
- Instruct students to categorize the verbs in Part 3 of their worksheet.

Step 5 – [Lexical Decoding] (The Metaphorical Keyhole) – Skills+ (5 min)

- Display Slide 5, featuring a vintage film reel with glowing digital time codes.
- Direct students to Part 4 of their worksheet.
- Pose a thought-provoking question to decode the metaphors: "These words are usually for technology, but here they are for people. If a relationship has 'trap doors,' what does that mean for the person inside?"
- Prepare them for the next activity by stating: "You have the tools; now it's time to decide if the singer is being honest with us."

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Step 6 – [Collaborative Meaning-Making] (The Cadence Debate) – Interaction+ (5 min)

- Display Slide 6, showing a hand-written journal entry with underlined words.
- Instruct students to work in groups to prepare their arguments.
- Prompt their discussion: “Is the singer really 'going on clean,' or is he just playing 'another cadence?’”

Step 7 – [Interactional Mediation] (The Battle) – Interaction+ (10 min)

- Display Slide 7, which depicts two people talking with a single beam of light between them.
- Initiate the debate: “Start your debate.”
- Emphasize the use of evidence: “Refer to the Battle Cards on your worksheet to sustain the discussion. Challenge your partner if they don't use evidence from the lyrics.”
- Conclude this phase by encouraging personal reflection: “You've analyzed his 'aperture'; now, open your own.”

Step 8 – [Pushed Output] (Going on Clean) – Creativity+ (10 min)

- Finally, display Slide 8, showing a bright, sunlit doorway at the end of a dark hallway.
- Direct students to Part 5 of their worksheet.

- Explain the task: “You have 10 minutes to finish your output. You must use at least one 'Perception' verb and one 'State' verb to explain your version of 'Going on Clean!'.”

Answer Key & CCQs

- **Answer Key Part 3:** Action: Going, Toying. State: Appears, Belong.
- **CCQs:** 1. *Can I say 'I am belonging to you'?* (No, it's a state). 2. *Does 'appears' mean it is a fact or just what he sees?* (What he sees/perception).

You've Just Run a Lesson on Perception, Metaphor, and Evidence-Based Discussion. Curious Where It Came From?

You've just facilitated a structured, high-engagement ESL experience — developing listening inference, lexical analysis, and argumentation through a song, while maintaining clear pedagogical focus and assessment value.

What you've used here is not a one-off idea. It's a small window into my full **BEAT+ Method** and **MUSIC+ Framework** — the system I use to design song-based lessons that are immersive, assessable, and sustainable for real classrooms.

Where This Lesson Fits in a Larger System

This Guest Pass lesson represents one visible layer of the BEAT+ Method and the MUSIC+ Framework — a structured system designed to transform songs into high-rigor, evidence-driven learning environments.

In the complete methodology, teachers are supported by additional professional tools, including:

- Real-time classroom decision support systems
- Advanced instructional architecture guides
- A continuously expanding library of premium lesson and assessment packs

This Guest Pass lets you experience how a structured song-based lesson actually runs in real classrooms — before you ever need the full system behind it.

👉 [Explore the full system inside the Exclusive Subscriber Club](#)

