

教育部國教署沉浸式英語教學特色學校試辦計畫

臺北市萬芳國小實施教師共備課程研發及與教學實驗工作坊簽到表

一、工作坊時間：108 年 1 月 28 日(星期一)16:00-18:00

二、工作坊地點：校長室

出席人員	請簽名
高麗鳳校長	高麗鳳
陳韻如主任	(假)
林念慈老師	林念慈
李嘉澍老師	李 嘉 澍
羅丰燕老師	羅丰燕

教育部國教署沉浸式英語教學特色學校試辦計畫
臺北市萬芳國小 107 學年度實施教師共備課程研
發及與教學實驗工作坊會議 教案分享 7

講座照片



講座名字：李嘉澍老師

講座演講的日期/時間：

1080128 / 16:00-18:00PM

演講地點：校長室



講座名字：李嘉澍老師

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臺北市萬芳國小實施教師共備課程研發及與教學實驗工作坊會議紀錄

一、開會時間：108年1月28日(星期一)16:00-18:00

二、開會地點：校長室

三、主持人：高校長麗鳳

記錄：李嘉澍

四、出席人員：如簽到表

五、會議內容

(一)主持人報告(略)

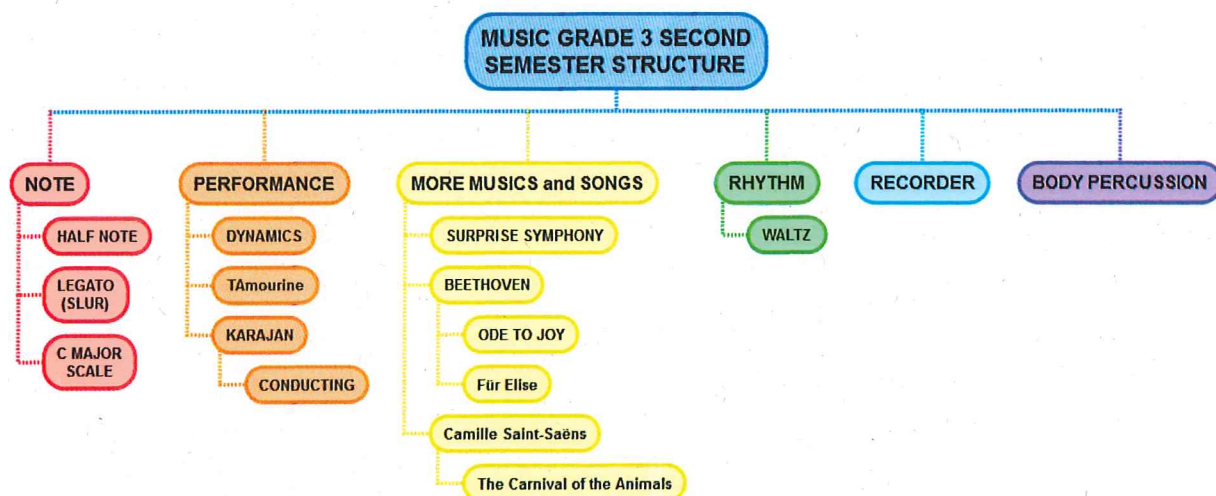
(二)教師共備課程設計-報告人：李嘉澍

本次報告第二學期第一單元第1-6節教學活動設計內容，備課小組夥伴共同討論再研修，修正後內容如下。

臺北市萬芳國民小學沉浸式英語特色學校教學計畫三年級第二學期

單元名稱：音符與節奏 NOTE & RHYTHM

1. 主題名稱：國際響樂
2. 設計者：李嘉澍、羅丰燕、高麗鳳
3. 主題架構：




領域/科目	藝術領域/音樂科	設計者	李嘉澍、羅丰燕、高麗鳳
實施年級	三年級	總節數	6節(240分鐘)
單元名稱	一、美妙的旋律 Wonderful melody		
設計依據			
學習	學習	音 1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧，以表達情感。	核心 藝-E-A1 參與藝術活動，探索生活

重點	表現	<p>音 1-II-2 能依據引導，感知與探索音樂元素，嘗試簡易的即興，表達自我的感受。</p> <p>音 2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。</p> <p>音 2-II-2 能認識與描述樂曲創作背景，體會音樂與生活的關聯。</p> <p>音 3-II-1 能參與音樂活動，並展現聆賞禮儀。</p> <p>英 1-II-7 能聽懂課堂中所學的字詞。</p> <p>英 1-II-8 能聽懂簡易的教室用語。</p> <p>英 1-II-9 能聽懂簡易的日常生活用語。</p> <p>英 1-II-10 能聽懂簡易句型的句子</p> <p>英 2-II-3 能說出課堂中所學的字詞。</p> <p>英 2-II-4 能使用簡易的教室用語。</p> <p>英 2-II-5 能使用簡易的日常生活用語。</p> <p>英 3-II-2 能辨識課堂中所學的字詞。</p> <p>英 3-II-3 能看懂課堂中所學的句子。</p>	素養	<p>美感。</p> <p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-B3 感知藝術與生活的關聯，以豐富美感經驗。</p> <p>藝-E-C1 識別藝術活動中的社會議題。</p> <p>藝-E-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p> <p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯</p> <p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。思考策略提升學習效能。</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情。</p>
	學習內容	<p>音 E-II-1 多元形式歌曲，如：獨唱、齊唱等。基礎歌唱技巧，如：聲音探索、姿勢等。</p> <p>音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。</p> <p>音 E-II-3 讀譜方式，如：五線譜、唱名法、拍號等。</p> <p>音 E-II-4 音樂元素，如：節奏、力度、速度等。</p> <p>音 E-II-5 簡易即興，如：肢體即興、節奏即興、曲調即興等。</p> <p>音 A-II-1 器樂曲與聲樂曲，如：獨奏曲、臺灣歌謠、藝術歌曲，以及樂曲之創作背景。</p> <p>音 A-II-2 相關音樂語彙</p> <p>音 A-II-3 肢體動作、語文表述、繪畫及戲劇等回應方式。</p> <p>音 P-II-1 音樂活動、音樂會禮儀</p> <p>英 Ac-II-8 簡易的教室用語</p> <p>英 Ac-II-9 簡易的生活用語</p>		
設計理念				
<p>欣賞 G 大調小步舞曲來認識巴哈的生平也學習該歌曲的中文歌詞，並了解圓舞曲的由來。演唱河水的中英文歌詞，介紹該歌曲的作曲家及演唱者，也從歌曲中認識二分音符及附點二分音符。欣賞驚愕交響曲並認識音樂的強弱表示法。最後學習 C 大調音階、唱名及音名，以及高音 C 高音 D 的直笛按法，以準備學習新的歌曲。</p>				
議題融入	學習主題	國際教育-國際素養		
	實質內涵	<p>國 E5 體認國際文化的多樣性。</p> <p>國 E6 具備學習不同文化的意願與能力。</p>		
與其他領域/科目的連結		社會領域		
教材來源		自編		
教學設備/資源		電腦、單槍投影機、電子白板		
學習目標				

1. 欣賞 G 大調小步舞曲認識巴哈的生平也學習該歌曲的中文歌詞，並了解圓舞曲的由來。
2. 演唱河水的中英文歌詞，介紹該歌曲的作曲家及演唱者，並認識二分音符及附點二分音符。
3. 欣賞驚愕交響曲並認識音樂的強弱表示法。
4. 學習 C 大調音階、唱名及音名，以及高音 C 高音 D 的直笛按法。

教學活動設計

教學活動內容及實施方式		英語相關知識
<p>===== 第一節開始 THE FIRST-LESSON BEGINNING =====</p> <p>壹、引起動機(Warm up and Review)</p> <p>一、課堂打招呼(Greeting ready)</p> <p>T: Good Morning / Afternoon S: Good Morning / Afternoon T: Are you ready for this lesson? S: Yes, ready. T: Pay attention to me. Today, we have learned about some new thing.</p> <p>二、簡介本節課主要學習(Introduce students what they will learn)</p> <p>T: Today I will introduce a famous music and a musician. First, please listen carefully. What is this music? Let's listen the music? T: Play the video "Minuet in G Major".</p> <p>三、問題提問(Ask some questions)</p> <p>T: Have you heard this music? Please raise your hand if you have heard this music. Good job.</p> <p>貳、發展活動(Presentation & Practice)</p> <p>認識歌曲</p> <ul style="list-style-type: none"> ● 《G 大調小步舞曲》(英語: Minuet in G Major) 主要指三首以 G 大調做成的小步舞曲，其中最知名的即為德國作曲家約翰·塞巴斯蒂安·巴哈的小步舞曲。 ● 雖然名為巴哈小步舞曲，但實際上並非巴哈所作。1970 年代以前人們都認為是巴哈做的曲子，因為此曲出自巴哈《獻給妻子的筆記本》。但後來證實作曲者為克利斯蒂安·佩措爾德，習慣上還是稱之為巴哈的小步舞曲。  <p>○ 認識 J.S.Bach 的點點滴滴</p> <ul style="list-style-type: none"> ■ J.S.Bach was born at March 21st, 1685 born in the Duchy of Saxe-Eisenach and passed away when he was 65 years old. ■ He was a composer and musician of the Baroque period. ■ 著名代表作欣賞(摘要播放) <ul style="list-style-type: none"> ● 布蘭登堡協奏曲 ● G 弦上的詠嘆調 ● 樂隊組曲：No.3 - Gavotte – alternativement Gavotte II <p>參、綜合活動(Wrap-up)</p> <p>一、Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies.</p> <p>二、Review sentence patterns.12</p>	<p>5mins</p> <p>15mins</p> <p>20mins</p>	<p>Musician</p> <p>Minuet, Major</p> <p>J.S.Bach</p>

三、Play the music “Minuet in G Major”. The version for you playing is in C chord. Play it with the Carl Orff Music Method or Singing in Madarin.

中板 林福裕 詞

老烏鴉年紀老，跳不動，飛不高，
在高裡叫，呀呀叫！呀呀叫！
小烏鴉年紀小，到田裡捉小蟲，
帶給媽媽，吃個飽，吃個飽。

===== 第一節結束 THE FIRST-LESSON ENDING =====

===== 第二節開始 THE SECOND-LESSON BEGINNING =====

壹、引起動機(Warm up and Review)

一、課堂打招呼(Greeting ready)

T: Good Morning / Afternoon

S: Good Morning / Afternoon

T: Are you ready for this lesson?

S: Yes, ready.

T: Pay attention to me. Today, we have learned more about the last class we had learned.

二、簡介本節課主要學習(Introduce students what they will learn)

T: Today I will introduce the $\frac{3}{4}$ Time Signature.

T: Play the video "Minuet in G Major". At the same time, conducting with this music and let students watch what are your doing. Before you play the video, you could ask students to try to count the beat as they had learned from body percussion.

三、問題提問(Ask some questions)

T: How many beats in one bar(measure)?

S: "3 beats".

T: Great! It is. There are 3 beats in one bar(measure).

貳、發展活動(Presentation & Practice)

一、 $\frac{3}{4}$ Time Signature, as known as the "WALTZ"

- The waltz (from German Walzer ['valtsɔ]) is a ballroom and folk dance, normally in About this sound triple time, performed primarily in

5mins

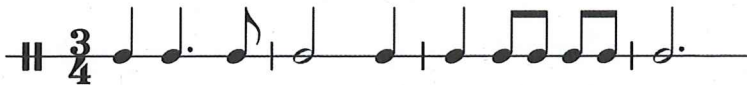
15mins

WALTZ

closed position.



二、Okay, let's take a look of $\frac{3}{4}$ Time Signature.



- You can count 3 beats in one bar.
- Enjoy this video about WALTZ dance.
<https://www.youtube.com/watch?v=tRTVoN95miM>

20mins

參、綜合活動(Wrap-up)

- 一、Review new vocabulary.
Use flash card (Powerpoint file) to review the new vocabularies.
- 二、Review sentence patterns.
- 三、Can you recognize which music or song could be the $\frac{3}{4}$ Time Signature(Waltz) music?

===== 第二節結束 THE SECOND-LESSON ENDING =====

===== 第三節開始 THE THIRD-LESSON BEGINNING =====

壹、引起動機(Warm up and Review)


- 一、課堂打招呼(Greeting ready)
T: Good Morning / Afternoon
S: Good Morning / Afternoon
T: Are you ready for this lesson?
S: Yes, ready.
T: Pay attention to me. Today, we have learned about some new thing.
- 二、簡介本節課主要學習(Introduce students what they will learn)
T: Today we are going to learn a new song.
T: (Play the music "L'Eau Vive")
- 三、問題提問(Ask some questions)
T: Have you heard this song? Please raise your hand if you have heard this song. Good job.
T: Who know this song name?
S: "河水".
T: Very Good. This song name is "Whitewater"(河水).

10mins

貳、發展活動(Presentation & Practice)

- 一、教唱"河水"

15mins

<ul style="list-style-type: none"> • “L’Eau Vive” (Whitewater) a French song written, composed and performed by Guy Béart in 1958. This song was a big hit for Guy Béart and remains a great classic. He born in Cairo (Egypt) on July 16th 1930, is a French singer-songwriter.  <p>河水靜靜向東流 流過鄉村和城市 河水日夜向東流 流過荒野峽谷</p> <p>二、Play the music “河水” by Carl Orff Music Method. The “Half note” sounds like “TA~”.</p> <p>三、Sing the song “河水” with body percussion.</p> <ul style="list-style-type: none"> • 1st pattern: Footsteps as a half note, and clap hands as a quarter note. • 2nd pattern: Clap hands as the 1st beat, and pat left chest by left palm as 2nd beat, and then pat right chest by right palm as the 3rd beat. • 3rd pattern: Footstep as the 1st beat, and pat left chest by left palm as 2nd beat, and then pat right chest by right palm as the 3rd beat. <p>參、綜合活動(Wrap-up)</p> <ol style="list-style-type: none"> 1. Review new vocabulary. 2. Review sentence patterns. 3. 4th pattern: Left step as the 1st beat, and 2nd step as the 2nd step, and then clap hands as the 3rd beat. <p>===== 第三節結束 THE THIRD-LESSON ENDING =====</p>	<p>15mins</p>	<p>加教圓滑線 和連結線</p>
<p>===== 第四節開始 THE FOURTH-LESSON BEGINNING =====</p> <p>壹、引起動機(Warm up and Review)</p> <p>一、課堂打招呼(Greeting ready)</p> <p>T: Good Morning / Afternoon S: Good Morning / Afternoon T: Are you ready for this lesson? S: Yes, ready. T: Pay attention to me. Today, we have learned about some new thing.</p> <p>二、簡介本節課主要學習(Introduce students what they will learn)</p> <p>T: Sometimes, the waltz music has more feeling than 4/4 Time Signature or others. We love to show a beautiful song you might heard before. T: (Play the music video “Moon River”). https://www.youtube.com/watch?v=Q7SI7N22k_A https://www.youtube.com/watch?v=LK4pmJQ6zgM</p> <p>三、問題提問(Ask some questions)</p> <p>T: Have you heard this song before? Please raise your hand if you have heard this song. Good job. T: Who know these song name? S: “Moon River”. T: Very Good. This movie name is “Moon River”.</p> <p>貳、發展活動(Presentation & Practice)</p> <p>一、Andy Williams</p>	<p>5mins</p> <p>10mins</p>	<p>Andy Williams</p>



He was an American singer. He recorded 43 albums in his career, of which 15 have been gold-certified and three platinum-certified. He was also nominated for six Grammy Awards.

He sold more than 100 million records worldwide.

https://www.youtube.com/watch?v=8gOqSfJN_gA
<https://www.youtube.com/watch?v=DAV74hzbj7w>

二、Henry Mancini



He was an American composer, conductor and arranger, who is best remembered for his film and television scores. He won four Academy Awards, a Golden Globe, and twenty Grammy Awards, plus a posthumous Grammy Lifetime Achievement Award in 1995.

<https://www.youtube.com/watch?v=9TpVTEb4BaQ>
<https://www.youtube.com/watch?v=GalDGEsUyME>
<https://www.youtube.com/watch?v=bL7ZLp0L17E>

二、認識二分音符(加英文)

- 在音樂記譜中，二分音符是一個空心符頭加上一支符桿而成，它所代表的音符時間長度是 quarter note 的兩倍、也就是二拍。



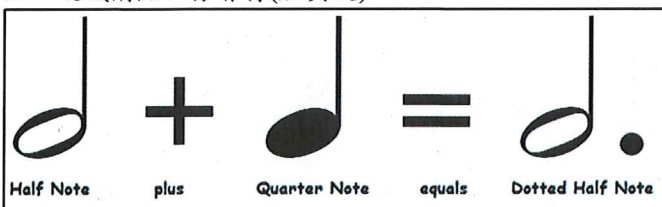
以上的譜表為例，一個 4/4 Time Signature 的 bar 之中，總共的拍數有四拍，一個空心符頭的二分音符的長度佔去了二拍，只剩下二拍可以用，所以也只能放兩個四分音符。

拍數的計算式：2拍+1拍+1拍=4拍

音符的計算式：二分音符+四分音符+四分音符=4拍

- There are lots of beautiful music and song created by $\frac{3}{4}$ Time Signature (The Waltz)

三、認識附點二分音符(加英文)



- 在音樂記譜中，附點二分音符是一個二分音符加上一顆附點而成，它所代表的音符長度是「增加了音符長度的一半」。所以如果是二分附點音符，這個符號的聲音長度就是：

10mins

singer

Henry Mancini

5mins

composer,
conductor
arranger

二分音符(加英文)

5mins

附點二分音符
(加英文)

5mins

2 拍(二分音符)+1 拍(二分音符的一半)=3 拍

參、綜合活動(Wrap-up)

一、Review new vocabulary.

Use flash card (Powerpoint file) to review the new vocabularies.

二、Review sentence patterns.

三、Carl Orff Music Method practice



===== 第四節結束 THE FOURTH-LESSON ENDING =====

===== 第五節開始 THE FIFTH-LESSON BEGINNING =====

壹、引起動機(Warm up and Review)

一、課堂打招呼(Greeting ready)

T: Good Morning / Afternoon

S: Good Morning / Afternoon

T: Are you ready for this lesson?

S: Yes, ready.

T: Pay attention to me. Today, we have learned about some new thing.

二、簡介本節課主要學習(Introduce students what they will learn)

T: As we'd learned that lots of waltz music are so beautiful. Today we are going to show you a great composer. He played music for "JOKE". How's that? First, please listen carefully. What is this song? Let's listen the music?

T: (Play the video "SYMPHONY NO. 94 as the "Surprise Symphony"")

<https://www.youtube.com/watch?v=tF5kr251BRs#t=16s>

三、問題提問(Ask some questions)

T: Have you seen this music before? Please raise your hand if you have heard this music. Good job.

T: Who know this music name?

S: "Surprise Symphony".

T: Very Good. This movie name is "Surprise Symphony"(驚愕交響曲).

貳、發展活動(Presentation & Practice)

一、The Story behind the "Surprise Symphony"


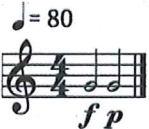


Haydn's music contains many jokes, and the Surprise Symphony includes probably the most famous of all. He wrote this "surprise" to awaken the audience.

"Surprise Symphony" Theme



10mins

10mins

<p>二、Dynamics (強弱法)</p> <ul style="list-style-type: none"> • mezzo forte vs mezzo piano  <ul style="list-style-type: none"> • forte vs piano  <ul style="list-style-type: none"> • fortissimo vs pianissimo  <ul style="list-style-type: none"> • List of dynamics (from weak to strong)  <p>參、綜合活動(Wrap-up)</p> <p>一、Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies.</p> <p>二、Review sentence patterns.</p> <p>三、Practice: Play lots of notes, note by note, change the dynamics at the same time.</p> <p>===== 第五節結束 THE FIFTH-LESSON ENDING =====</p>	<p>10mins</p> <p>mezzo forte mezzo piano</p> <p>forte piano</p> <p>fortissimo pianissimo</p> <p>dynamics</p> <p>10mins</p>	
<p>===== 第六節開始 THE SIXTH-LESSON BEGINNING =====</p> <p>壹、引起動機(Warm up and Review)</p> <p>一、課堂打招呼(Greeting ready)</p> <p>T: Good Morning / Afternoon S: Good Morning / Afternoon T: Are you ready for this lesson? S: Yes, ready. T: Pay attention to me. Today, we have learned about some new thing.</p> <p>二、簡介本節課主要學習(Introduce students what they will learn)</p> <p>T: Today we wanna talk more about Haydn. First, please listen carefully. I will play one music which made by his friend. Do you know who is his friend? Let's listen the music?</p> <p>T: (Play the video "G 大調弦樂小夜曲作品第十三號 K525".) https://www.youtube.com/watch?v=FCi2u265wxQ</p> <p>三、問題提問(Ask some questions)</p> <p>T: Have you heard this music before? Please raise your hand if you have heard this song. Good job. T: Who is the composer? S: "Mozart". T: Very Good. This song was composed by Mozart.</p>	<p>5mins</p>	

貳、發展活動(Presentation & Practice)

一、Friendship beyond generations (忘年之交)

- Haydn was 24 years older than Mozart.
- The composers Wolfgang Amadeus Mozart and Joseph Haydn were friends. Their relationship is not very well documented, but the evidence that they enjoyed each other's company and greatly respected each other's work is strong, and suggests that the elder Haydn acted in at least a minor capacity as a mentor to Mozart. A group of string quartets by Mozart are dedicated to Haydn.

二、About Haydn

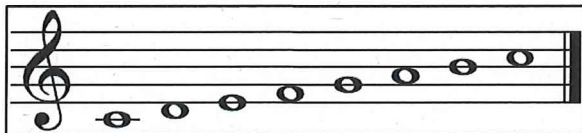
- Father of the Symphony
- Father of the String Quartet
- famous works
 - <https://www.youtube.com/watch?v=PIN2c22xJRY>
 - <https://www.youtube.com/watch?v=WdB82xdSWIE#t=1m9s>
 - <https://www.youtube.com/watch?v=RLDF8OeD-hc#t=55s>
 - <https://www.youtube.com/watch?v=ASB6hFUat4g#t=41>

三、C major scale

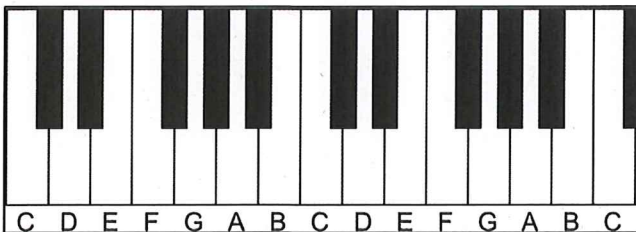
- 唱名(review)



- 音名



音名就是音高的名稱，即 C、D、E、F、G、A、B、C。音名和音高的關係是絕對的，唱名和音高的關係是相對的。每高或低八度的音高的音名是一樣。



四、C5 and D5 on recorder

10mins

Father of the Symphony

Father of the String Quartet

10mins

major scale

10mins

	<p>Fingering hints to play high C</p> <ul style="list-style-type: none"> • High C is in the 3rd space. • The left hand covers the thumb hole and the middle hole on the top. • Blow with nice, firm air • Do not over blow and squeak. 	5mins	
	<p>Fingering hints to play high D</p> <ul style="list-style-type: none"> • High D is played with only the middle hole of the left hand covered • The thumb hole is OPEN • Balance out the recorder by holding on to the recorder with your right hand, but be careful not to cover up any lower holes. • Do not over blow or it will drive your teacher crazy! 		
<p>參、綜合活動(Wrap-up)</p> <p>一、Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies.</p> <p>二、Review sentence patterns.</p> <p>三、Practice: Play the notes from G4 to D5 with recorder.</p> <p>===== 第六節結束 THE SIXTH-LESSON ENDING =====</p>			

七、散會：下午 18:00