

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會議紀錄

一、開會時間：108 年 4 月 19 日(星期五)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

3 月 26 日陳錦芬教授到校指導時，特別指出我們設計的教案中教室英語及生活用語、音樂用語有些語法有待修正，謝謝陳韻如主任及林念慈老師協助提供英語語法方面的資料。另外，吳麗君教授也提出十二年國教核心素養教學設計中總綱、領綱、學習表現及學習內容、議題融入須搭配該單元節數學習主要重點，不用將全部的核心素養指標都列出。今天請李老師，將修正的第二學期第一單元的教學活動設計內容作報告。

(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。

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| 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 | | | | |
| 學習重點 | 學習表現 | 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。 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。 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。 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。 音 3-II-1 能參與音樂活動，並展現聆賞禮儀。 | 核心素養 | 藝-E-A1 參與藝術活動，探索生活美感。 藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-B3 |

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| | 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 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 P-II-1 音樂活動、音樂會禮儀</p> | <p>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> |
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設計理念

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。

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| 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 | | |
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| 教學活動內容及實施方式 | | 英語相關知識 |
| ==== 第一節開始 Lesson one beginning ===== | | |
| <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</p> <p>S: Good morning / afternoon</p> <p>T: Are you ready for this lesson?</p> <p>S: Yes, ready.</p> <p>T: Pay attention to me. Today, we will learn something new.</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 of all, please listen carefully. What is it? Let's listen the music.</p> <p>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>o 認識 J.S.Bach 的點點滴滴</p> | <p>5mins</p> <p>15mins</p> | <p>musician</p> <p>minuet, major</p> <p>J.S.Bach</p> |

- 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)
 - 布蘭登堡協奏曲
 - G 弦上的詠嘆調
 - 樂隊組曲：No.3 - Gavotte – alternativement
Gavotte II

參、綜合活動 (Wrap-up)

- 一、Review new words.
Use flashcard (PowerPoint file) to review the new words.
- 二、Review sentence patterns.12
- 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 Mandarin.

20mins

中板 林福裕 詞

老鳥鴉年紀老，跳不動，飛不高，
在窩裡叫，呀呀叫！呀呀叫！
小鳥鴉，到田裡捉小蟲，
帶給媽媽，吃個飽，吃個飽。

==== 第一節結束 Lesson one ending =====

==== 第二節開始 Lesson two beginning =====

壹、引起動機 (Warm up and review)

5mins

- 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 will learn more about Minuet.

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 observe your conducting. Before you play the video, you can ask students 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)

15mins

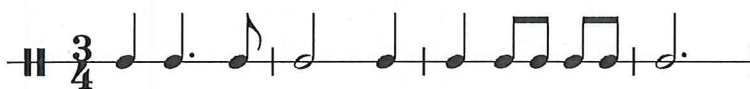
一、 $\frac{3}{4}$ Time Signature, as known as the "waltz"

- The waltz (from German Walzer ['vɑltʃɐ]) is a ballroom and folk dance, normally in about this sound triple time, performed primarily in closed position.



waltz

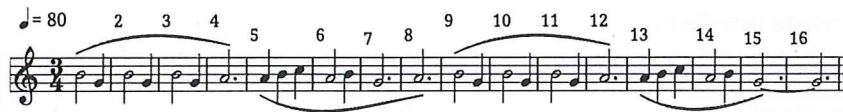
二、Okay, let's take a look of $\frac{3}{4}$ Time Signature.



- You can count 3 beats in one bar.

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| <ul style="list-style-type: none"> • Enjoy this video about waltz dance. https://www.youtube.com/watch?v=tRTVoN95miM <p>參、綜合活動 (Wrap-up)</p> <p>一、Review new words. Use flashcard (PowerPoint file) to review the new words.</p> <p>二、Review sentence patterns.</p> <p>三、Can you recognize which music or song could be the ¾ Time signature(waltz) music?</p> <p>==== 第二節結束 Lesson two ending =====</p> | 20mins | |
| <p>==== 第三節開始 Lesson three beginning =====</p> <p>壹、引起動機 (Warm up and review)</p> <p>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 will learn something new.</p> <p>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")</p> <p>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 the name of this song? S: "河水". T: Very Good. It is "Whitewater"(河水).</p> <p>貳、發展活動 (Presentation & practice)</p> <p>一、教唱"河水"</p> <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 | 10mins | |
| | 15mins | |

great classic. He born in Cairo (Egypt) on July 16th 1930, is a French singer-songwriter.



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

二、Play the music “河水” by Carl Orff Music Method.

The “Half note” sounds like “TA~”.

三、Sing the song “河水” with body percussion.

- step 1: Footsteps as a half note, and clap hands as a quarter note.
- step 2: 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.
- step 3: 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.

參、綜合活動 (Wrap-up)

1. Review new words.
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.

===== 第三節結束 Lesson three ending =====

15mins

===== 第四節開始 Lesson four 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 will learn something new.

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

T: We love to show a beautiful song to you.

5mins

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| <p>T: (Play the music video "Moon River").</p> <p>https://www.youtube.com/watch?v=Q7SI7N22k_A</p> <p>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.</p> <p>T: Who know the name of this song?</p> <p>S: "Moon River".</p> <p>T: Very Good. It is "Moon River".</p> | | |
| <p>貳、發展活動 (Presentation & practice)</p> <p>一、Andy Williams</p>  <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.</p> <p>He sold more than 100 million records worldwide.</p> <p>https://www.youtube.com/watch?v=8gOqSfJN_gA</p> <p>https://www.youtube.com/watch?v=DAV74hzbj7w</p> | 10mins | Andy Williams singer |
| <p>二、Henry Mancini</p>  <p>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.</p> <p>https://www.youtube.com/watch?v=9TpvTEb4BaQ</p> <p>https://www.youtube.com/watch?v=Ga1dGEGsUyME</p> <p>https://www.youtube.com/watch?v=bL7ZLp0L17E</p> | 10mins | Henry Mancini composer, conductor arranger |

二、認識二分音符 half note

- 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。



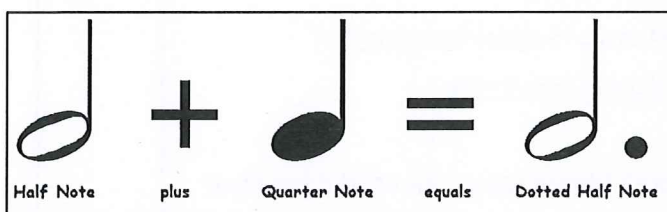
以上面的譜表為例，一個 4/4 time signature 的 bar 之中，總共的拍數有四拍，一個空心符頭的二分音符的長度佔去了二拍，只剩下二拍可以用，所以也只能放兩個四分音符。

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 half note



- 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：

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 words.

Use flashcard (PowerPoint file) to review the new words.

二、Review sentence patterns.

三、Carl Orff Music Method practice




5mins


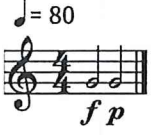

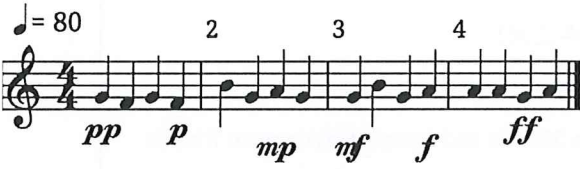
half note


5mins

附點二分音符

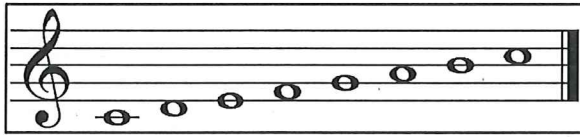
5mins

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| <p>===== 第四節結束 Lesson four ending =====</p> | | |
| <p>===== 第五節開始 Lesson five 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</p> <p>S: Good morning / afternoon</p> <p>T: Are you ready for this lesson?</p> <p>S: Yes, ready.</p> <p>T: Pay attention to me. Today, we will learn something new.</p> <p>二、簡介本節課主要學習 (Introduce students what they will learn)</p> <p>T: 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 of all, please listen carefully. What is it? Let’s listen the music.</p> <p>T: (Play the video ”Symphony No. 94 as the "Surprise Symphony"“.)</p> <p>https://www.youtube.com/watch?v=tF5kr251BRs#t=16s</p> <p>三、問題提問 (Ask some questions)</p> <p>T: Have you seen this music before? Please raise your hand if you have heard this music. Good job.</p> <p>T: Who know the name of it?</p> <p>S: “Surprise Symphony”.</p> <p>T: Very Good. This movie name is “Surprise Symphony”(驚愕交響曲).</p> | <p>10mins</p> | |
| <p>貳、發展活動 (Presentation & practice)</p> <p>一、The Story behind the “Surprise Symphony”</p> <p>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.</p> <p style="text-align: center;">"Surprise Symphony" Theme</p>  <p>二、Dynamics (強弱法)</p> | <p>10mins</p> | |

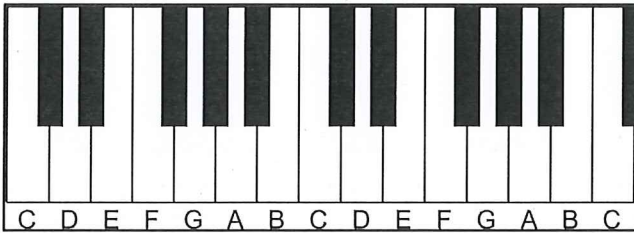
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| <ul style="list-style-type: none"> • mezzo forte vs mezzo piano  <ul style="list-style-type: none"> • forte vs piano  <ul style="list-style-type: none"> • fortissimo vs pianissimo  <ul style="list-style-type: none"> • List of dynamics (from weak to strong)  <p>參、綜合活動 (Wrap-up)</p> <ol style="list-style-type: none"> 一、Review new words. Use flashcard (PowerPoint file) to review the new words. 二、Review sentence patterns. 三、Practice: Play lots of notes, note by note, change the dynamics at the same time. <p>===== 第五節結束 Lesson five 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 Lesson six beginning =====</p> <p>壹、引起動機 (Warm up and review)</p> <ol style="list-style-type: none"> 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 will learn something new. 二、簡介本節課主要學習 (Introduce students what they will learn) | <p>5mins</p> | |

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| <p>T: Today we wanna talk more about Haydn. First of all, please listen carefully. I will play a music which made by Haydn's 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.</p> <p>T: Who is the composer?</p> <p>S: "Mozart".</p> <p>T: Very Good. It was composed by Mozart.</p> | 10mins | |
| <p>貳、發展活動 (Presentation & practice)</p> <p>一、Friendship beyond generations (忘年之交)</p> <ul style="list-style-type: none"> ● 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. <p>二、About Haydn</p> <ul style="list-style-type: none"> ● Father of the Symphony ● Father of the String Quartet ● famous works <ul style="list-style-type: none"> ○ 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 <p>三、C major scale</p> <ul style="list-style-type: none"> ● 唱名(review) <div style="text-align: center;">  <p>Do Re Mi Fa Sol La Ti Do</p> </div> | 10mins | <p>Father of the Symphony</p> <p>Father of the String Quartet</p> <p>major scale</p> |

• 音名



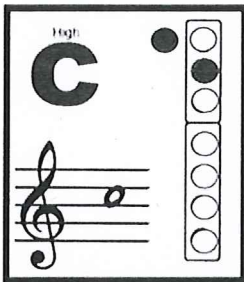
音名就是音高的名稱，即 C、D、E、F、G、A、B、C。音名和音高的關係是絕對的，唱名和音高的關係是相對的。每高或低八度的音高的音名是一樣。



10mins

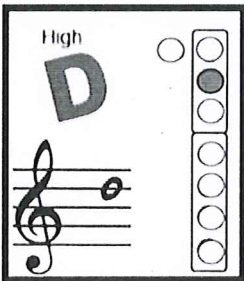
5mins

四、C5 and D5 on recorder



Fingering hints to play high C

- 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



Fingering hints to play high D

- 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!

參、綜合活動 (Wrap-up)

一、Review new words.

Use flashcard (PowerPoint file) to review the new words.

二、Review sentence patterns.

三、Practice: Play the notes from G4 to D5 with recorder.

==== 第六節結束 Lesson six ending =====

七、散會：下午 18:00

