

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 7 月 1 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    |     |
| 林念慈老師    |     |
| 李嘉澍老師    | 李嘉澍 |
| 羅丰燕老師    | 羅丰燕 |
| 專家 吳麗君教授 |     |
| 專家 陳錦芬教授 |     |
| 專家 謝宜君教授 |     |
|          |     |
|          |     |
|          |     |
|          |     |



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-2 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 13

講座照片



講座名字：李嘉澍老師

講座演講的日期/時間：

1080701 / 16:00-18:00PM

演講地點：校長室



講座名字：李嘉澍老師

講座演講的日期/時間：

1080701 / 16:00-18:00PM

演講地點：校長室



## 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 7 月 01 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

5 月 20 日本專案計畫指派台師大英語學系陳純音教授及國北教大音樂學系楊淑媚教授，教授們提供許多具體意見，請李老師及羅老師根據專家的意見來修正教學設計內容。

#### (二)教師共備課程設計-報告人：李嘉澍

本次報告第一學期第三單元第 1-6 節教學活動設計內容，已根據專家教授的指導意見再次研修，修正後內容如下。

|       |                                 |                                                                                                                                                    |      |                                                                                                    |
|-------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------|
| 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  | 三、聽，是什麼聲音 Listen ! What Sound ? |                                                                                                                                                    |      |                                                                                                    |
| 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。<br>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。<br>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。<br>音 3-II-1 能參與音樂活動，並展現聆賞禮儀。 | 核心素養 | 總綱<br>A1 身心素質與自我精進<br>B1 符號運用與溝通表達<br>B3 藝術涵養與美感素養<br>C1 道德實踐與公民意識<br>C2 人際關係與團隊合作<br>C3 多元文化與國際理解 |
|       | 學習內容                            | 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。<br>音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。<br>音 E-II-3 讀譜方式，如：五線譜、唱名法、拍號等。<br>音 E-II-4 音樂元素，如：節奏、力度、速度等。          |      | 領綱<br>藝-E-A1 參與藝術活動，探索生活美感。<br>藝-E-B1 理解藝術符號，以表達情意觀點。                                              |



|  |                                                                                                                                                                  |                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|  | <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>音 P-II-2 音樂與生活</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> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

### 設計理念

本單元運用欣賞<青花瓷>認識中國著名瓷器也了解歌曲由來，<青花瓷>的影片是採用人體打擊來做伴奏，因此也認識人體打擊樂器、低音鼓及小鼓的名稱並學會打出強弱拍，進而創作出樂曲。另外還認識協奏和獨奏的不同及舞台上的位置。學會歌曲<聖誕鈴聲>的中英文歌詞，並製造出簡易樂器為歌曲做伴奏，還能看總譜並進行合奏，最後與他人團隊合作來進行表演。

|                    |                    |                                                                                                                                                                                                                                                                                                                  |
|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <p><b>學習主題</b></p> | <p>人權教育/人權與生活實踐</p> <p>環境教育/能源資源永續利用</p> <p>品德教育/品德發展層面</p> <p>科技教育 /科技知識</p> <p>安全教育 /運動安全</p> <p>生涯規劃教育/生涯教育與自我探索</p> <p>多元文化教育 /我族文化 的認同</p> <p>戶外教育 /觀察並覺知環境，提高對環境的敏感性</p> <p>國際教育/國家認同、 國際素養</p>                                                                                                            |
| <p><b>議題融入</b></p> | <p><b>實質內涵</b></p> | <p>人 E5 欣賞、包容個別差異並尊重自己與他人的權利。</p> <p>環 E16 了解物質循環與 資源回收利用的 原理。</p> <p>品 E2 自尊尊人與自愛愛人。</p> <p>品 E3 溝通合作與和 諧人際關係。</p> <p>科 E2 了解動手實作的重要性。</p> <p>安 E6 了解自己的身體。</p> <p>涯 E4 認識自己的特質與興趣。</p> <p>涯 E7 培養良好的人際互 動能力。</p> <p>多 E1 瞭解自己的文化特質。</p> <p>多 E2 建立自己的文化認同與意識。</p> <p>戶 E1 善用五官感知環 境，分別培養眼、耳、鼻、舌、觸覺 及心靈的感受能</p> |

三、問題提問 (Ask some questions)

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

T: Who know the name of it?

S: “青花瓷”.

T: Very good. It is “blue-and-white porcelain” (青花瓷).

貳、發展活動 (Presentation & practice)

一、認識藝術品的青花瓷 blue-and-white porcelain

青花瓷 ( 英語 : blue-and-white porcelain ) 是源於中國、遍行世界的一種白地藍花的高溫釉下彩瓷器，常簡稱青花 ( blue-and-white ) ，也用來指代該裝飾工藝。該品種清新明快，質樸大方，不僅是工業化之前影響最廣的瓷器，還被視為中華民族審美理念的代表。



(清康熙青花西洋仕女花觚)

二、認識歌曲的青花瓷

青花瓷是方文山作詞、周杰倫譜曲演唱的中國風歌曲。歌曲旋律採用「宮調式」的主旋律。

原本方文山要將歌曲取名為「青銅器」，因青銅器不夠浪漫改用宋朝的「汝窯」為歌名，但覺得「青花瓷」更加的浪漫優雅，最終方文山決定使用青花瓷作為歌曲名。青花瓷一開始被周杰倫誤聽成青蛙池。

三、人體打擊樂器 body percussion

- We will learn how to play the drum set.

blue-and-white  
porcelain



17min  
s

body percussion

bass drum  
strong beat

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      | 力。<br>國 E2 表現具國際視野的本土文化認同。<br>國 E3 向外國人介紹我國文化特色的能力。<br>國 E5 體認國際文化的多樣性。<br>國 E6 具備學習不同文化的意願與能力。 |
| 與其他領域/科目的連結                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 社會、自然科學、健康與體育、綜合活動領域 |                                                                                                 |
| 教材來源                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 自編                   |                                                                                                 |
| 教學設備/資源                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 電腦、單槍投影機、電子白板        |                                                                                                 |
| <b>學習目標</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                                                                                                 |
| <ol style="list-style-type: none"> <li>1. 認識人體打擊樂器、低音鼓及小鼓的名稱並學會打出強弱拍，進而創作出樂曲。</li> <li>2. 會欣賞歌曲青花瓷並了解歌曲由來，也認識中國著名瓷器。</li> <li>3. 認識協奏和獨奏的不同及舞台上的位置。</li> <li>4. 學製造出簡易樂器為歌曲做伴奏。</li> <li>5. 學會聖誕鈴聲的中英文歌詞的唱法。</li> <li>6. 能學會看總譜並進行合奏。</li> <li>7. 能欣賞、包容個別差異並尊重自己與他人進而完成團隊合作的能力。</li> <li>8. 運用其他設備或資源學習音樂。</li> <li>9. 能善用各類資源進行仿作或創作。</li> </ol>                                                                                                                                                                                                                                                                                                                                               |                      |                                                                                                 |
| <b>教學活動設計</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                                                                                                 |
| <b>教學活動內容及實施方式</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      | <b>英語相關知識</b>                                                                                   |
| <p>===== 第一節開始 Lesson one 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: Today we are going to show you a famous song. First of all, please listen carefully. What is it? Let's listen the music.</p> <p>T: (Play the video "blue-and-white porcelain" 青花瓷.)</p> <p><a href="https://www.youtube.com/watch?v=3CLW-Y45KgI">https://www.youtube.com/watch?v=3CLW-Y45KgI</a></p> | 8mins                |                                                                                                 |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------|
| <ul style="list-style-type: none"> <li>The bass drum, usually will be played on the “strong beat”.<br/>Today, we use some steps to play the part of bass drum.</li> </ul>  <ul style="list-style-type: none"> <li>The rim shot of snare drum, usually will be played on the “weak beat”. Today, we use some claps to play the part of rim shot.</li> </ul>  <ul style="list-style-type: none"> <li>Sit tight, and then begin to use step foot on the “strong beat”(強拍，本曲是位於第一、三拍) and clap hands together on the “week beat”(弱拍，本曲是位於第二、四拍). (Teacher plays the song “blue-and-white porcelain”, and students repeat after teacher.)</li> </ul> <p><b>參、綜合活動(Wrap-up)</b></p> <ol style="list-style-type: none"> <li>Review new words.<br/>Use flashcard (PowerPoint file) to review the new words.</li> <li>Review sentence patterns.</li> <li>Divide students into two parts who collaborate this song. First part of students play the “bass drum” part, and the other part of students play the “rim shot” part.</li> </ol> <p>===== 第一節結束 Lesson one ending =====</p> | <p>15min<br/>s</p> | <p>rim shot<br/>snare drum<br/>weak beat</p> |
| <p>===== 第二節開始 Lesson two beginning =====</p> <p><b>壹、引起動機 (Warm up and review)</b></p> <ol style="list-style-type: none"> <li>課堂打招呼 (Greeting ready)</li> </ol> <p>T: Good morning / afternoon<br/>S: Good morning / afternoon<br/>T: Are you ready for this lesson?<br/>S: Yes, ready.<br/>T: Pay attention to me. Today, we will learn something new.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>8mins</p>       |                                              |


|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| <p>二、簡介本節課主要學習 (Introduce students what they will learn)</p> <p>T: Today we are going to show you more different ways to do the Body Percussion. Sounds good?</p> <p>T: (Play the video "BODY PERCUSSION 'TRY' SANT ISCLE".)<br/> <a href="https://www.youtube.com/watch?v=KnT2IUkd_s8">https://www.youtube.com/watch?v=KnT2IUkd_s8</a></p> <p>T: (Play the video "Clapping Music for 5 Performers (by Santi Carcasona)".)<br/> <a href="https://www.youtube.com/watch?v=X2-GP6LV8DM">https://www.youtube.com/watch?v=X2-GP6LV8DM</a></p> <p>三、問題提問(Ask some questions)</p> <p>T: How do you feel about that?</p> <p>T: Sounds good?</p> <p>S: "Yes".</p> <p>T: Very good. Let's play some new movements.</p> <p>貳、發展活動 (Presentation &amp; practice)</p> <p>一、熱身 Warm up</p> <ul style="list-style-type: none"> <li>● Good teamwork is the priority. From the begin, our minds are in sync. We count beats inside us. The kind act is out of a silent understanding.</li> <li>● We are playing 2 bars in 4 beats. First 4 beats, we shout it out. Next 4 beats, we maintain silent but still count the beats inside us. After 2 bars, we shout a "one" for ending check.</li> <li>● The command to count the beats should be "one, two, three, four", Got it ? Good. So I will hear the voice come out from you "one, two, three, four" and then keep silent for four beats. After that, we will hear a "one".</li> <li>● We must keep the last "one" come out at the same time.</li> <li>● We will try last "two" or last "three", and so on.</li> <li>● 可以挑戰 : (1)增加空白的小節數(2)背對背</li> </ul> | 20min<br>s |  |
| <p>二、活動 Movement</p> <ul style="list-style-type: none"> <li>● Foot steps.</li> <li>● Clap hands based on the footsteps.</li> <li>● Shout your voice based on the footsteps.</li> </ul> <p>參、綜合活動 (Wrap-up)</p> <p>一、Review new words.<br/>Use flashcard (PowerPoint file) to review the new words.</p> <p>二、Review sentence patterns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 12min<br>s |  |









|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Footsteps play strong beat and shakers play weak beat.</p> <p>準備一張學習單，印 Jingle Bells 的曲譜詞，五線譜下可留空間，需要 Shakers and footsteps 的地方，學生可加記號進去。</p> <p><b>參、綜合活動 (Wrap-up)</b></p> <p>一、 Review new words.<br/>Use flashcard (PowerPoint file) to review the new words.</p> <p>二、 Review sentence patterns.</p> <p>三、 Sing the song together.</p> <p>Jingle bells, jingle bells, jingle all the way.<br/>你看他不必風霜，面容多麼慈祥。</p> <p>Jingle bells, jingle bells, jingle all the way.<br/>他給我們帶來幸福，大家喜洋洋。</p> <p>===== 第四節開始 Lesson four ending =====</p> | <p>15min<br/>s</p>                            |
| <p>===== 第五節開始 Lesson six beginning =====</p> <p><b>壹、引起動機 (Warm up and review)</b></p> <p>一、 課堂打招呼 (Greeting ready)</p> <p>T: Good morning / afternoon<br/>S: Good morning / afternoon<br/>T: Are you ready for this lesson?<br/>S: Yes, ready.<br/>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: From now on, we are going to prepare our performance which will be held at the last class we meet.</p> <p>三、 問題提問 (Ask some questions)</p> <p>T: Which part do you like to play? recorder part, vocal part or shaker part?<br/>T: Every part should be played with your body percussion - footsteps.</p> <p><b>貳、發展活動 (Presentation &amp; practice)</b></p> <p>一、 Divide students into 3 parts and help them to get job from this tiny orchestra.</p> <p>二、 Use the score to teach them how to read the score and play their own part from it.</p> <p>三、 Each team should own a part leader to conducting their part.</p> | <p>5mins</p> <p>25min<br/>s</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>performance</p> <p>orchestra<br/>score</p> |
| <p><b>參、綜合活動(Wrap-up)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| <p>一、 Review new words.<br/>Use flashcard (PowerPoint file) to review the new words.</p> <p>二、 Review sentence patterns.</p> <p>三、 "Welcome to Our Tiny Orchestra and Enjoy the Music."</p> <p>===== 第六節結束 Lesson six ending =====</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>10min<br/>s</p> |  |
| <p>學習評量：奧福音樂節奏表示法、body percussion、平板電腦鋼琴 APP (iOS:Piano HD / Android:Perfect Piano)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |  |
| <p>參考資料：</p> <p>unit 1:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=-JRJibhgwUQ&amp;t=13s">https://www.youtube.com/watch?v=-JRJibhgwUQ&amp;t=13s</a></li> <li>2. <a href="https://www.historytoday.com/archive/birth-mozart">https://www.historytoday.com/archive/birth-mozart</a></li> <li>3. <a href="http://recordersupport.weebly.com/twinkle-twinkle-little-star.html">http://recordersupport.weebly.com/twinkle-twinkle-little-star.html</a></li> <li>4. <a href="https://www.youtube.com/watch?v=NfntnA9QVro#t=35s">https://www.youtube.com/watch?v=NfntnA9QVro#t=35s</a></li> <li>5. <a href="https://www.youtube.com/watch?v=FCi2u265wxQ">https://www.youtube.com/watch?v=FCi2u265wxQ</a></li> <li>6. <a href="https://www.youtube.com/watch?v=HMjQygwP11c">https://www.youtube.com/watch?v=HMjQygwP11c</a></li> <li>7. <a href="https://www.youtube.com/watch?v=M851_qHQ03A">https://www.youtube.com/watch?v=M851_qHQ03A</a></li> <li>8. <a href="https://www.president.gov.tw/Page/97">https://www.president.gov.tw/Page/97</a></li> <li>9. <a href="https://www.youtube.com/watch?v=4As0e4de-rl#t=42m14s">https://www.youtube.com/watch?v=4As0e4de-rl#t=42m14s</a></li> <li>10. <a href="https://www.president.gov.tw/Page/96">https://www.president.gov.tw/Page/96</a></li> <li>11. <a href="https://www.youtube.com/watch?v=SEmXc_npp9k">https://www.youtube.com/watch?v=SEmXc_npp9k</a></li> <li>12. <a href="https://www.wfes.tp.edu.tw/node/184">https://www.wfes.tp.edu.tw/node/184</a></li> <li>13. <a href="https://www.youtube.com/watch?v=tLLjWidoSTk">https://www.youtube.com/watch?v=tLLjWidoSTk</a></li> <li>14. <a href="https://www.youtube.com/watch?v=TkSyUBTFxJU">https://www.youtube.com/watch?v=TkSyUBTFxJU</a></li> <li>15. <a href="https://www.youtube.com/watch?v=mFbCEoCs2Uc">https://www.youtube.com/watch?v=mFbCEoCs2Uc</a></li> <li>16. <a href="https://youtu.be/D7pyOVK3Myl">https://youtu.be/D7pyOVK3Myl</a></li> </ol> <p>unit2:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=aTrtKikAW6E#t=5s">https://www.youtube.com/watch?v=aTrtKikAW6E#t=5s</a></li> <li>2. <a href="https://en.wikipedia.org/wiki/Sarah_Josepha_Hale">https://en.wikipedia.org/wiki/Sarah_Josepha_Hale</a></li> <li>3. <a href="https://www.youtube.com/watch?v=hggISFswKcw&amp;t=1m47s">https://www.youtube.com/watch?v=hggISFswKcw&amp;t=1m47s</a></li> <li>4. <a href="https://www.youtube.com/watch?v=xpdo8Xv8LfQ">https://www.youtube.com/watch?v=xpdo8Xv8LfQ</a></li> <li>5. <a href="https://www.youtube.com/watch?v=R-RhjrHk_84">https://www.youtube.com/watch?v=R-RhjrHk_84</a></li> <li>6. <a href="https://www.youtube.com/watch?v=Tn5O3_C1sqw">https://www.youtube.com/watch?v=Tn5O3_C1sqw</a></li> <li>7. <a href="https://www.youtube.com/watch?v=CfJf8MGTYD0#t=1m11s">https://www.youtube.com/watch?v=CfJf8MGTYD0#t=1m11s</a></li> <li>8. <a href="https://www.youtube.com/watch?v=x-b8uOcBv0g&amp;t=1m52s">https://www.youtube.com/watch?v=x-b8uOcBv0g&amp;t=1m52s</a></li> <li>9. <a href="https://www.youtube.com/watch?v=tF5kr251BRs&amp;t=17s">https://www.youtube.com/watch?v=tF5kr251BRs&amp;t=17s</a></li> <li>10. <a href="https://www.youtube.com/watch?v=xyhx6zLAM">https://www.youtube.com/watch?v=xyhx6zLAM</a></li> </ol> <p>unit 3:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=3CLW-Y45Kgl">https://www.youtube.com/watch?v=3CLW-Y45Kgl</a></li> <li>2. <a href="https://www.youtube.com/watch?v=KnT2IUkd_s8">https://www.youtube.com/watch?v=KnT2IUkd_s8</a></li> <li>3. <a href="https://www.youtube.com/watch?v=X2-GP6LV8DM">https://www.youtube.com/watch?v=X2-GP6LV8DM</a></li> <li>4. <a href="https://www.youtube.com/watch?v=D8YniK3rbiM">https://www.youtube.com/watch?v=D8YniK3rbiM</a></li> <li>5. <a href="https://www.youtube.com/watch?v=x28hjpOkMqQ">https://www.youtube.com/watch?v=x28hjpOkMqQ</a></li> <li>6. <a href="https://www.youtube.com/watch?v=fl-U72Zsa5U">https://www.youtube.com/watch?v=fl-U72Zsa5U</a></li> </ol> |                    |  |
| <p>附錄：</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |  |

七、散會：下午 18:00