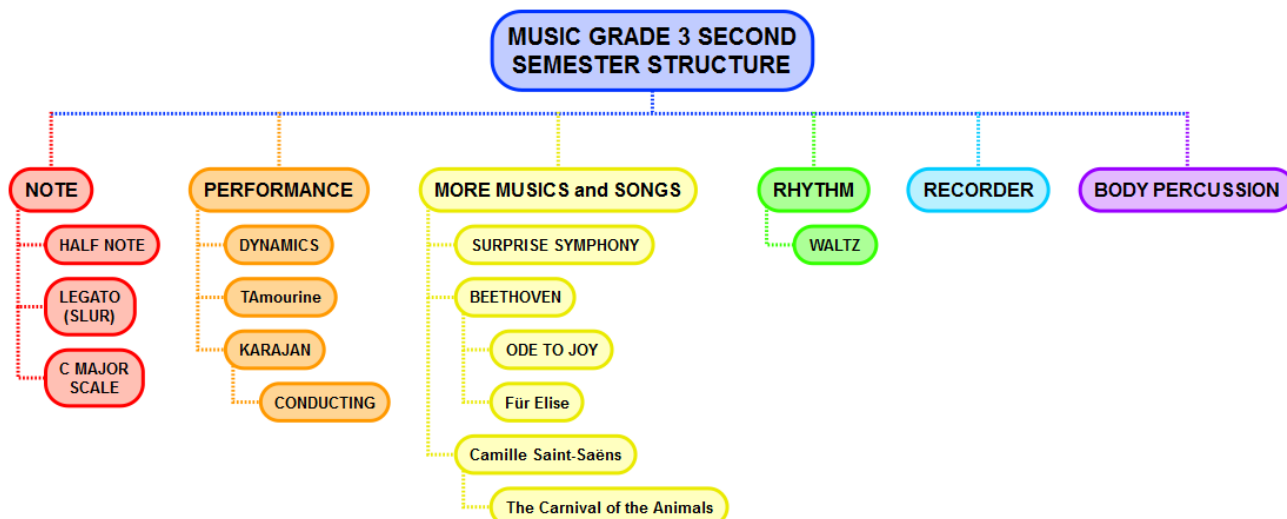


1. 主題名稱：國際響樂
2. 設計者：李嘉澍、羅丰燕、高麗鳳
3. 主題架構：



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				
學習重點	學習表現	<p>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。</p> <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>	核心素養	<p>藝-E-A1 參與藝術活動，探索生活美感。</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</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>	<p>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>
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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。

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 &amp; Practice)</p> <p>認識歌曲</p> <ul style="list-style-type: none"> <li>● 《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。</li> <li>● 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。</li> </ul>  <p>Menuet</p> <ul style="list-style-type: none"> <li>○ 認識 J.S.Bach 的點點滴滴 <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ He was a composer and musician of the Baroque period.</li> <li>■ 著名代表作欣賞(摘要播放) <ul style="list-style-type: none"> <li>● <a href="#">布蘭登堡協奏曲</a></li> <li>● <a href="#">G 弦上的詠嘆調</a></li> <li>● 樂隊組曲 : <a href="#">No.3 - Gavotte – alternativement Gavotte II</a></li> </ul> </li> </ul> </li> </ul> <p>參、綜合活動(Wrap-up)</p> <p>一、Review new vocabulary.</p>	<p>5mins</p> <p>15mins</p> <p>20mins</p>	<p>Musician</p> <p>Minuet, Major</p> <p>J.S.Bach</p>

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

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 Madarin.

中板 林福裕 詞

老烏鴉年紀老，跳不動，飛不高，  
在窩裡叫呀呀，叫呀呀，叫呀！

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 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 your play the video, you could 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).

5mins

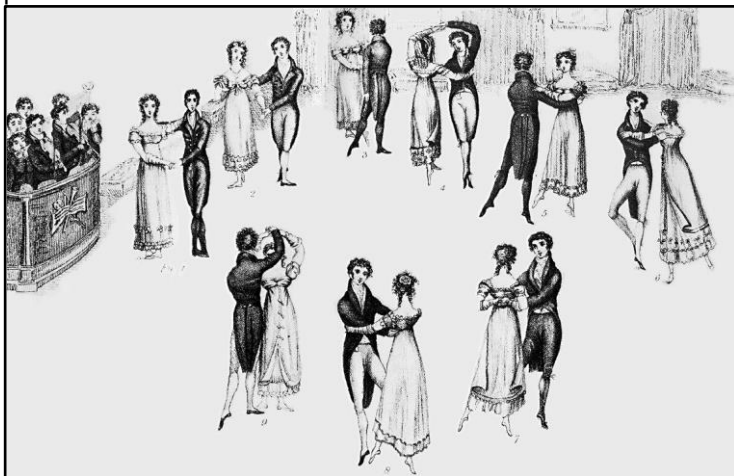
15mins

WALTZ

貳、發展活動(Presentation & Practice)

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

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

10mins

<p>T: (Play the music “L'Eau Vive” )</p> <p>三、問題提問(Ask some questions)</p> <p>T: Have you heard this song? Please raise your hand if you have heard this song. Good job.</p> <p>T: Who know this song name?</p> <p>S: “河水”.</p> <p>T: Very Good. This song name is “Whitewater”(河水).</p> <p>貳、發展活動(Presentation &amp; Practice)</p> <p>一、教唱”河水”</p> <ul style="list-style-type: none"> <li>• “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.</li> </ul>  <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"> <li>• 1st pattern: Footsteps as a half note, and clap hands as a quarter note.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>參、綜合活動(Wrap-up)</p> <ol style="list-style-type: none"> <li>1. Review new vocabulary.</li> <li>2. Review sentence patterns.</li> <li>3. 4th pattern: Left step as the 1st beat, and 2nd step as the 2nd step, and then clap hands as the 3rd beat.</li> </ol> <p>===== 第三節結束 THE THIRD-LESSON ENDING =====</p>	<p>15mins</p> <p>15mins</p>	<p>加教圖滑線 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?</p>	<p>5mins</p>	

<p>S: Yes, ready.</p> <p>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.</p> <p>T: (Play the music video “Moon River” ).</p> <p><a href="https://www.youtube.com/watch?v=Q7SI7N22k_A">https://www.youtube.com/watch?v=Q7SI7N22k_A</a></p> <p><a href="https://www.youtube.com/watch?v=LK4pmJQ6zgM">https://www.youtube.com/watch?v=LK4pmJQ6zgM</a></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 these song name?</p> <p>S: “Moon River”.</p> <p>T: Very Good. This movie name is “Moon River”.</p>	10mins	Andy Williams
<p>貳、發展活動(Presentation &amp; 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. He sold more than 100 million records worldwide.</p> <p><a href="https://www.youtube.com/watch?v=8gOqSfJN_gA">https://www.youtube.com/watch?v=8gOqSfJN_gA</a></p> <p><a href="https://www.youtube.com/watch?v=DAV74hzbj7w">https://www.youtube.com/watch?v=DAV74hzbj7w</a></p>	10mins	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><a href="https://www.youtube.com/watch?v=9TpvTEb4BaQ">https://www.youtube.com/watch?v=9TpvTEb4BaQ</a></p> <p><a href="https://www.youtube.com/watch?v=Ga1dGEsUyME">https://www.youtube.com/watch?v=Ga1dGEsUyME</a></p> <p><a href="https://www.youtube.com/watch?v=bL7ZLp0L17E">https://www.youtube.com/watch?v=bL7ZLp0L17E</a></p>	5mins	composer, conductor arranger
<p>二、認識二分音符(加英文)</p> <ul style="list-style-type: none"> <li>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。</li> </ul>  <p>以上面的譜表為例，一個 4/4 Time Signature 的 bar 之中，總共的拍數</p>	5mins	二分音符 (加英文)
		附點二分音符 (加英文)





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

The musical notation shows two staves of music in 4/4 time. The first staff begins with a piano (*p*) dynamic. The second staff concludes with a fortissimo (*ff*) dynamic, marked with an accent (>).

10mins

mezzo forte  
mezzo piano

### 二、Dynamics (強弱法)

- mezzo forte vs mezzo piano

♩ = 80

A musical staff in 4/4 time showing a sequence of notes. The first half is marked *mf* and the second half is marked *mp*.

- forte vs piano

♩ = 80

A musical staff in 4/4 time showing a sequence of notes. The first half is marked *f* and the second half is marked *p*.

- fortissimo vs pianissimo

♩ = 80

A musical staff in 3/4 time showing a sequence of notes. The first half is marked *ff* and the second half is marked *pp*.

- List of dynamics (from weak to strong)

♩ = 80

A musical staff in 4/4 time showing a sequence of notes with dynamics: *pp*, *p*, *mp*, *mf*, *f*, and *ff*. The notes are grouped into four measures labeled 1, 2, 3, and 4.

10mins

forte  
piano

fortissimo  
pianissimo

dynamics

## 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.

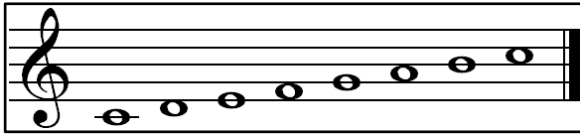
### 三、Practice: Play lots of notes, note by note, change the dynamics at the same time.



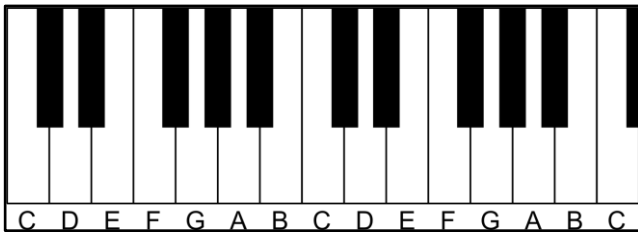


Do Re Mi Fa Sol La Ti Do

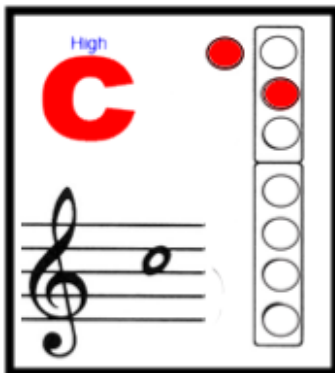
• 音名



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。

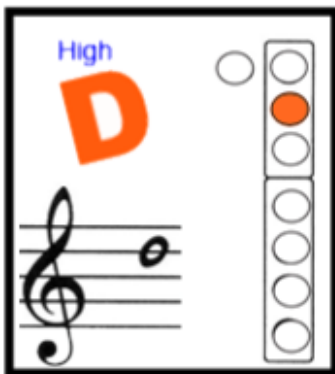


四、C5 and D5 on recorder



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!

10mins

5mins

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

===== 第六節結束 THE SIXTH-LESSON ENDING =====



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	二、歡樂時光			
設計依據				
學習重點	學習表現	<p>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。</p> <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>	核心素養	<p>藝-E-A1 參與藝術活動，探索生活美感。</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>		



S: "Tambourine".

T: Very Good. The answer is "Tambourine"(鈴鼓).

tap.  
shake.  
roll.

### 貳、發展活動(Presentation & Practice)

15mins

#### 一、認識鈴鼓的構造及持用方式

- 鼓面
- 鼓框
- 振鈴

#### 二、認識鈴鼓的演奏方式

- tap.
- shake.
- roll.

#### 三、青春舞曲

老師自編鈴鼓的演奏搭配歌曲教唱。

**青春舞曲**

维吾尔族民歌  
王洛宾改编

1 =  $b_A$   $\frac{4}{4}$   
慢板

3 2 7 1 | 3 2 1 7 6 6 4 | 3 | 3 2 7 1 | 3 2 1 7 6 6 6 6 |

太阳下去 明朝依旧爬上 来, 花儿谢了 明年还是一样 开。  
冰雪消融 春风就会吹过 来, 风雨过后 阳光依旧放光 彩。  
下山的太阳 清晨一早爬上 来, 山河春回大 地 花盛 开。

6 6 2 4 | 3 6 4 | 3 3 2 | 3 | 3 2 7 1 | 3 2 1 7 6 6 4 3 |

美丽小鸟 飞去 无影 踪, 我的青春 小鸟一样 不回来,  
美丽小鸟 飞去 无影 踪, 我的青春 小鸟一样 不回来,  
美丽小鸟 飞去 又飞 来, 愿我的青春永 远 留下 来,

3 2 7 1 | 3 2 1 7 6 6 6 :| 6 . 1 1 1 | 1 . 7 6 . 1 7 6 7 |

我的青春 小鸟一样 不回来, (别的那呀呀哟别的那呀哟)  
我的青春 小鸟一样 不回来, (别的那呀呀哟别的那呀哟)  
我的青春 小鸟一样 不回来, (别的那呀呀哟别的那呀哟)

7 1 2 4 | 3 2 1 7 | 6 6 6 :|

我 的 青 春 小 鸟 一 样 不 回 来。  
我 的 青 春 小 鸟 一 样 不 回 来。  
愿 我 的 青 春 永 远 留 下 来。

《青春舞曲》是一首新疆短小精悍的歌曲，并且深受中外人民喜欢。作者王洛宾被称为西部歌王，他对西部音乐的整理、传播起到了不可估量的作用。在王洛宾搜集、整理、改编的中国民歌中，《青春舞曲》是首快速活泼的歌曲。只有王洛宾首稿（三段歌词），年代最久远，被收录在《掀起你的盖头来-西部歌王王洛宾和他的歌》《百歌颂中华2》之中，上世纪70年代末经著名歌唱家朱逢博的再次演唱，深受欢迎。

本曲谱上传于 [中国曲谱网](#)

10mins

### 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、讓學生自己創作鈴鼓的 pattern。

===== 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 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 a new song and a great musician.

(Teacher plays the music "Beethoven 9" )

<https://www.youtube.com/watch?v=rOjHhS5MtvA#t=1h6m34s>

三、問題提問(Ask some questions)

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

T: Who know this music name?

S: "歡樂頌".

T: Very Good. This chart name is "歡樂頌".

貳、發展活動(Presentation & Practice)

一、Let's learn about how the "Ode to Joy" in the 9th symphony.

The Symphony No. 9 in D minor, Op. 125, is the final complete symphony by Ludwig van Beethoven, composed between 1822 and 1824. It was first performed in Vienna on 7 May 1824.

二、About Beethoven



Ludwig van Beethoven (17 December 1770 – 26 March 1827) was a German composer and pianist. He remains one of the most recognised and influential of all composers. His best-known compositions include 9 symphonies, 5 piano concertos, 1 violin concerto, 32 piano sonatas, 16 string quartets, his great Mass the Missa solemnis, and one opera, Fidelio. By his late 20s his hearing began to deteriorate, and by the last decade of his life he was almost completely deaf.

貝多芬可以說繼承了德奧作曲家巴赫、海頓和莫扎特的音樂精髓，將古典主

10mins

20mins

Beethoven





貳、發展活動(Presentation & Practice)

一、Karajan (5 April 1908 – 16 July 1989)



He born Heribert. He was an Austrian conductor. He was principal conductor of the Berlin Philharmonic for 35 years. Generally regarded as one of the greatest conductors of the 20th century.

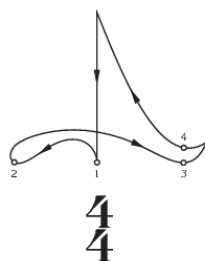
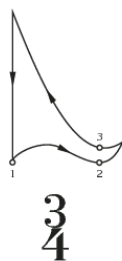
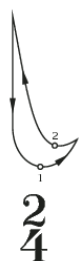
卡拉揚在指揮舞台上活躍 70 年。他帶領過歐洲眾多頂尖的樂團，並且曾和柏林愛樂樂團有過長達 35 的合作關係。他熱衷於錄音和導演，為後人留下了大量的音像資料（到 1988 年為止他發行超過 1 萬張唱片約 700 款錄音），包括眾多的管弦樂，歌劇錄音和歌劇電影，涵括從巴洛克，到後浪漫主義歐洲作曲家，甚至部分現代樂派的作品。其中一些作品，如貝多芬的交響曲還被多次錄製。卡拉揚在音樂界享有盛譽，甚至在中文領域被人稱為「指揮帝王」。

[Karajan - Wagner - Der Ring des Nibelungen \(On Blu-ray audio\)](#)

[Karajan - Antonio Vivaldi - The Four Seasons](#)

[Karajan - Richard Wagner - Die Meistersinger von Nürnberg](#)

二、How to conducting? You might never be Karajan, but you can learn how to conducting.



Let's act like a conductor !


Teacher play and conducting a music and ask students to follow. Count the beats loudly by voice.


參、綜合活動(Wrap-up)

10mins

conducting

5mins

<p>一、 Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies.</p> <p>二、 Review sentence patterns.</p> <p>三、 Let students do conducting. 分組練習 and 個人練習。</p> <p>===== 第三節結束 THE THIRD-LESSON ENDING =====</p>		
<p>===== 第四節開始 THE FOURTH-LESSON BEGINNING =====</p> <p><b>壹、引起動機(Warm up and Review)</b></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 an experience to be a conductor.</p> <p>二、 簡介本節課主要學習(Introduce students what they will learn) T: Today we are going to combine the conducting and the tambourine play.</p> <p>三、 問題提問(Ask some questions) T: Do you have experience to conducting the music player before? Would you like to do it? S: "No", "Yes". T: Okay, let's do it today.</p> <p><b>貳、發展活動(Presentation &amp; Practice)</b></p> <p>Teacher divide students into 2 parts: recorder part and conducting part. And ask recorder part to play the music as below:</p>  <p>Tips:</p> <ul style="list-style-type: none"> <li>● 1st time: Play steadily.</li> <li>● 2nd time: Conductor could change dynamics freely.</li> <li>● 3rd time: Conductor could change speed freely.</li> </ul> <p><b>參、綜合活動(Wrap-up)</b></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、 Could your conducting way be easily to read ? Prepare an evaluation form for the players. Let them evaluate the conductor.</p> <p>===== 第四節結束 THE FOURTH-LESSON ENDING =====</p>	<p>10mins</p> <p>20mins</p> <p>10mins</p>	

<p>===== 第五節開始 THE FIFTH-LESSON 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. Let's be a conductor again.</p> <p>二、簡介本節課主要學習(Introduce students what they will learn)  T: Today we are going to combine the conducting ,tambourine and recorder together.</p> <p>三、問題提問(Ask some questions)  T: Do you have experience to conducting the music player before? Would you like to do it?  S: "No", "Yes".  T: Okay, let's do it today.</p> <p>貳、發展活動(Presentation &amp; Practice)</p> <p>Teacher divide students into 2 parts: recorder part and conducting part. And ask recorder part to play the music as below:</p>  <p>Tips:</p> <ul style="list-style-type: none"> <li>• 1st time: Play steadily.</li> <li>• 2nd time: Conductor could change dynamics freely.</li> <li>• 3rd time: Conductor could change speed freely.</li> </ul> <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、Could your conducting way be easily to read ? Prepare an evaluation form for the players. Let them evaluate the conductor.</p> <p>===== 第五節結束 THE FIFTH-LESSON ENDING =====</p>	<p>5mins</p> <p>25mins</p> <p>10mins</p>	
<p>===== 第六節開始 SIXTH-LESSON 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</p>	<p>5mins</p>	

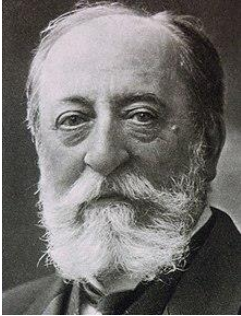


領域/科目	藝術領域/音樂科		設計者	李嘉澍、羅丰燕、高麗鳳
實施年級	三年級		總節數	8節(240分鐘)
單元名稱	三、動物嘉年華			
設計依據				
學習重點	學習表現	<p>音 1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧，以表達情感。</p> <p>音 1-II-2 能依據引導，感知與探索音樂元素，嘗試簡易的即興，表達自我的感受。</p> <p>音 2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。</p> <p>音 2-II-2 能認識與描述樂曲創作背景，體會音樂與生活的關聯。</p> <p>音 3-II-1 能參與音樂活動，並展現聆賞禮儀。</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>	核心素養	<p>藝-E-A1 參與藝術活動，探索生活美感。</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>		



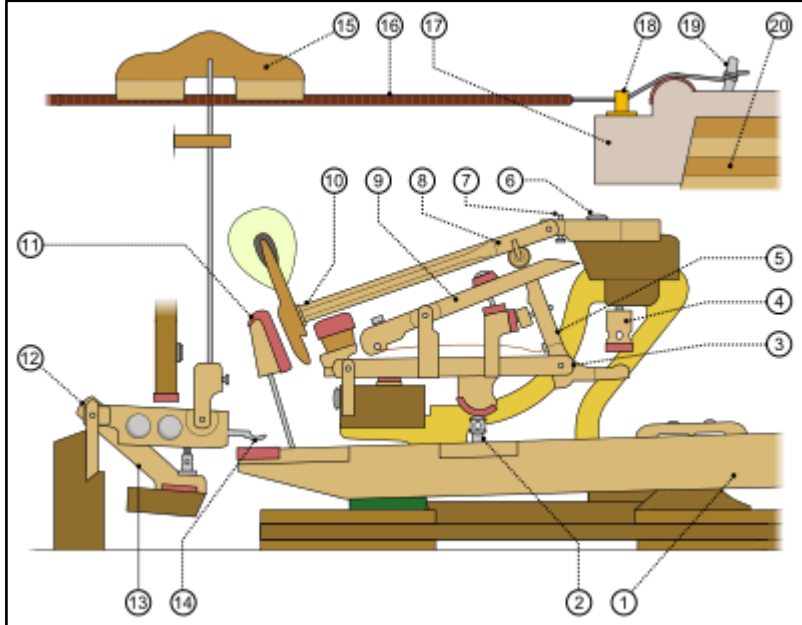




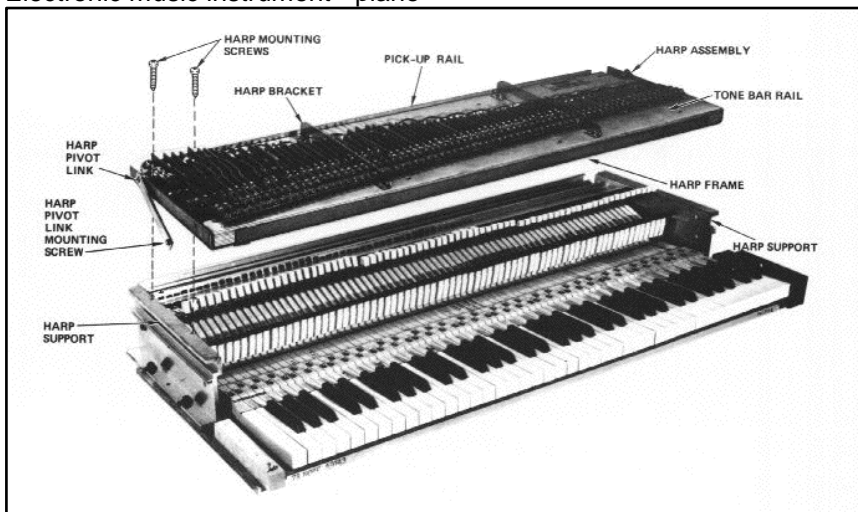
<p>二、 Play the video</p> <p>Let's listen into the music and guess again.  <a href="https://www.youtube.com/watch?v=cXEy_UfSgCU">https://www.youtube.com/watch?v=cXEy_UfSgCU</a> (music only)  Okay, it is a animal music. The animal is?  (Show answer in the next slide)</p> <p>三、 The Carnival of the Animals</p>  <p>The Carnival of the Animals (Le carnaval des animaux) is a humorous musical suite of fourteen movements by the French Romantic composer Camille Saint-Saëns. The work was written for private performance by an ad hoc ensemble of two pianos and other instruments, and lasts around 25 minutes.  <a href="#">Body Percussion-Sounds &amp; Rhythms DVD Trailer, ISBN-10: 3-933136-87-3</a></p> <p>二、 Follow and play the part after 28 seconds.</p> <p><b>參、綜合活動(Wrap-up)</b></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、 Can you create your own rhythm pattern?</p> <p>===== 第二節結束 THE SECOND-LESSON ENDING =====</p>	<p>10mins</p>	<p>Saint-Saëns</p>
<p>===== 第三節開始 THE THIRD-LESSON BEGINNING =====</p> <p><b>壹、引起動機(Warm up and Review)</b></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. Let's make an acapella team.</p> <p>二、 簡介本節課主要學習(Introduce students what they will learn)  T: Today we are going to combine the vocal and body percussion together.</p> <p>三、 問題提問(Ask some questions)  T: Without the conductor, could we play great or just fine?  S: "No", "Yes"?</p>	<p>5mins</p> <p>25mins</p>	



<p>Use flash card (Powerpoint file) to review the new vocabularies.</p> <p>二、 Review sentence patterns.</p> <p>三、 "Welcome to Our Acapella Squad."</p> <p>===== 第四節結束 THE FOURTH-LESSON ENDING =====</p>		
<p>===== 第五節開始 THE FIFTH-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</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 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 will let you know what the MIDI is. MIDI is a technology which combines music instruments with computer. The composer could use MIDI system to create their music by this system.</p> <p>三、 問題提問(Ask some questions)</p> <p>T: What different between natural music instrument and electronic music instrument?</p> <p>T: Do they sound like the same?</p> <p>T: Have you ever play music with electronic music instrument before?</p> <p>貳、發展活動(Presentation &amp; Practice)</p> <p>一、 What is MIDI?</p> <p>音樂數位介面 ( Musical Instrument Digital Interface , 簡稱 MIDI ) 是一個工業標準的電子通訊協定 , 為電子樂器等演奏裝置 ( 如合成器 ) 定義各種音符或彈奏碼 , 容許電子樂器、電腦、手機或其它的舞台演出配備彼此連接 , 調整和同步 , 得以即時交換演奏資料。</p> <p>MIDI 不傳送聲音 , 只傳送像是音調和音樂強度的資料 , 音量 , 顫音和相位 [1]等參數的控制訊號 , 還有設定節奏的時鐘訊號。在不同的電腦上 , 輸出的聲音也因音源器不同而有差異</p> <p>二、 Structure</p> <p>Natural music instrument - piano</p>		



Electronic music instrument - piano





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 will give you a set of MIDI and let you play with it. I wish you could have a good experience in this trip.

三、問題提問(Ask some questions)

T: Which instrument simulation is your favorite? why?

貳、發展活動(Presentation & Practice)

一、Preparing

1.Connect MIDI controller(keyboard) with portable device(iPad or Android pad) by lighting OTG or micro USB OTG connector.



2.Turn on the APP.(iOS: Garageband, Android: Walk Band)





3. Play some notes by preset voice (piano, usually)

- 二、 How to switch another instrument?
- 三、 How to change octave?

**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、 "Welcome to Our Acapella Squad."

===== 第六節結束 THE SIXTH-LESSON ENDING =====

===== 第七節開始 THE SEVENTH-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 playing part of score "Ode to Joy".
- 二、 簡介本節課主要學習(Introduce students what they will learn)  
Teacher shows the score of "Ode to Joy". And assign students to parts to play this music.
- 三、 問題提問(Ask some questions)  
T: What instrument you like?

**貳、發展活動(Presentation & Practice)**

Ask students play their music staff.

**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、"Welcome to Our Orchestra !"

===== 第八節結束 THE EIGHTH-LESSON ENDING =====

學習評量：奧福音樂節奏表示法、Body Percussion、平板電腦鋼琴 APP(iOS:Garageband / Android:Walk Band)

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