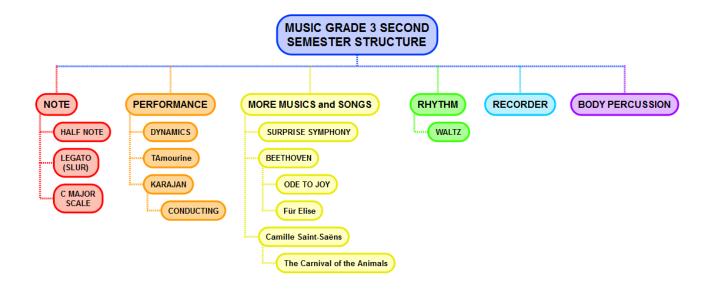
臺北市萬芳國民小學沉浸式英語特色學校教學計畫三年級第二學期

- 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	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。英 1-II-7 能聽懂課堂中所學的字詞。英 1-II-8 能聽懂簡易的教室用語。英 1-II-9 能聽懂簡易的日常生活用語。英 1-II-10 能聽懂簡易句型的句子英 2-II-3 能說出課堂中所學的字詞。英 2-II-5 能使用簡易的日常生活用語。英 3-II-5 能使用簡易的日常生活用語。 英 3-II-2 能辨識課堂中所學的字詞。 英 3-II-3 能看懂課堂中所學的句子。	核心素養	藝-E-A1 參與索惠·E-B1 理與索惠·E-B1 理以意觀學 整-E-B3 感動關感-E-B3 感動關感-E-C1 識別社-E-C2 透學習 理解 變理

音 E- II-1 多元形式歌曲,如:獨唱、齊唱等。基礎歌唱技 受與團隊合作的 巧,如:聲音探索、姿勢等。 能力。 音 E-Ⅱ-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。 藝-E-C3 音 E-Ⅱ-3 讀譜方式,如:五線譜、唱名法、拍號等。 體驗在地及全球 音 E-Ⅱ-4音樂元素,如:節奏、力度、速度等。 藝術與文化的多 音 E- II - 5 簡易即興,如:肢體即興、節奏即興、曲調即興 元性。 英-E-A2 音 A-Ⅱ-1 器樂曲與聲樂曲,如:獨奏曲、臺灣歌謠、藝術 具備理解簡易英 歌曲,以及樂曲之創作背景。 語文訊息的能 音 A-Ⅱ-2 相關音樂語彙 力,能運用基本 音 A-Ⅱ-3 肢體動作、語文表述、繪畫及戲劇等回應方式。 邏輯英-E-B1 學習內容 音 P-Ⅱ-1 音樂活動、音樂會禮儀 具備入門的聽、 英 Ac-Ⅱ-8 簡易的教室用語 說、讀、寫英語 英 Ac-Ⅱ-9 簡易的生活用語 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。 英-E-C3 認識國內外主要 節慶習俗及風土 民情。

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	國 E5 體認國際文化的多樣性。 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
===== 第一節開始 THE FIRST-LESSON 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 have learned about some new thing. 二、簡介本節課主要學習(Introduce students what they will learn) 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". 三、問題提問(Ask some questions) T: Have you heard this music? Please raise your hand if you have heard		Musician Minuet, Major
this music. Good job. 貳、發展活動(Presentation & Practice)	15mins	J.S.Bach
 ○ 《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。 ○ 認識 J.S.Bach 的點點滴滴 ■ 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 ● ⑤弦上的詠嘆調 ● 樂隊組曲: No.3 - Gavotte – alternativement Gavotte II 	20mins	
一、Review new vocabulary.		

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. 紀出 老》, 跳 叫意,呀~呀~ 叫!! 呀 窩至 裡空 到公 妈?,吃。 ===== 第一節結束 THE FIRST-LESSON ENDING ===== ==== 第二節開始 THE SECOND-LESSON BEGINNING ===== 5mins 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 ¾ 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 15mins from body percussion. **WALTZ** 三、問題提問(Ask some questions)

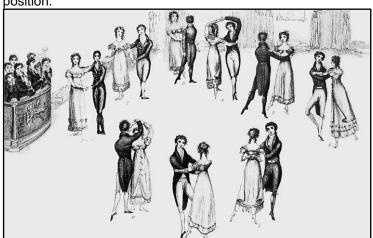
T: How many beats in one bar(measure)?

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

S: "3 beats".

貳、發展活動(Presentation & Practice)

- ─、¾ Time Signature, as known as the "WALTZ"
 - The waltz (from German Walzer ['valtse]) is a ballroom and folk dance, normally in About this sound triple time, performed primarily in closed position



20mins

 ☐、Okay, let's take a look of ¾ Time Signature.



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

參、綜合活動(Wrap-up)

- Review new vocabulary.
 Use flash card (Powerpoint file) to review the new vocabularies.
- 二、Review sentence patterns.
- Ξ. Can you recognize which music or song could be the ¾ Time Signature(Waltz) music?

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

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

壹、引起動機(Warm up and Review)

- 一、課堂打招呼(Greeting ready)
 - T: Good Morning / Afternoon
 - S: Good Morning / Afternoon
 - T: Are you ready for this lesson?
 - S: Yes, ready.
 - T: Pay attention to me. Today, we have learned about some new thing.
- 二、簡介本節課主要學習(Introduce students what they will learn)
 - T: Today we are going to learn a new song.

T: (Play the music "L'Eau Vive") 三、問題提問(Ask some questions) 15mins T: Have you heard this song? Please raise your hand if you have heard this song. Good job. T: Who know this song name? S: "河水". T: Very Good. This song name is "Whitewater"(河水). 貳、發展活動(Presentation & Practice) 一、教唱"河水" • "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. 加教圓滑線 和連結線 15mins 河水靜靜向東流 流過鄉村和城市 流過荒野峽谷 河水日夜向東流 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. • 1st pattern: Footsteps as a half note, and clap hands as a quarter note. 2nd pattern: Clap hands as the 1st beat, and pat left chest by left palm. as 2nd beat, and then pat right chest by right palm as the 3rd beat. 3rd pattern: Footstep as the 1st beat, and pat left chest by left palm as 2nd beat, and then pat right chest by right palm as the 3rd beat. 參、綜合活動(Wrap-up) 1. Review new vocabulary. 2. Review sentence patterns. 3. 4th pattern: Left step as the 1st beat, and 2nd step as the 2rd step, and then clap hands as the 3rd beat. ===== 第三節結束 THE THIRD-LESSON ENDING ===== ===== 第四節開始 THE FOURTH-LESSON BEGINNING ===== 5mins 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: Sometimes, the waltz music has more feeling than 4/4 TIme Signature or others. We love to show a beautiful song you might heard before.

T: (Play the music video "Moon River").

https://www.youtube.com/watch?v=Q7SI7N22k_A https://www.youtube.com/watch?v=LK4pmJQ6zgM

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 these song name?

S: "Moon River".

T: Very Good. This movie name is "Moon River".

貳、發展活動(Presentation & Practice)

Andy Williams



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

He sold more than 100 million records worldwide.

https://www.youtube.com/watch?v=8gOqSfJN_gAhttps://www.youtube.com/watch?v=DAV74hzbj7w

二、Henry Mancini



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

https://www.youtube.com/watch?v=9TpvTEb4BaQ https://www.youtube.com/watch?v=Ga1dGEsUyME https://www.youtube.com/watch?v=bL7ZLp0L17E

二、認識二分音符(加英文)

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



以上面的譜表為例,一個 4/4 Time Signature 的 bar 之中,總共的拍數

10mins

Andy Williams

singer

10mins

Henry Mancini

composer, conductor arranger

5mins

二分音符 (加英文)

5mins

附點二分音符

(加英文)

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 ¾ Time Signature (The Waltz)

三、認識附點二分音符(加英文)

● 在音樂記譜中,附點二分音符是一個二分音符加上一顆附點而成,它所 代表的音符長度是「增加了音符長度的一半」。

所以如果是二分附點音符,這個符號的聲音長度就是:

2拍(二分音符)+1拍(二分音符的一半)=3拍

參、綜合活動(Wrap-up)

-. Review new vocabulary.

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

- = Review sentence patterns.
- 三、Carl Orff Music Method practice



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

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

壹、引起動機(Warm up and Review)

- 一、課堂打招呼(Greeting ready)
 - T: Good Morning / Afternoon
 - S: Good Morning / Afternoon
 - T: Are you ready for this lesson?
 - S: Yes, ready.
 - T: Pay attention to me. Today, we have learned about some new thing.
- 二、簡介本節課主要學習(Introduce students what they will learn)

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

T: (Play the video "SYMPHONY NO. 94 as the "Surprise Symphony"".) https://www.youtube.com/watch?v=tF5kr251BRs#t=16s

三、問題提問(Ask some questions)

T: Have you seen this music before? Please raise your hand if you have

10mins

10mins

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)

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

"Surprise Symphony" Theme



10mins

mezzo forte mezzo piano

二、Dynamics (強弱法)

mezzo forte vs mezzo piano



forte vs piano



fortissimo vs pianissimo



List of dynamics (from weak to strong)



fortissimo pianissimo

forte piano

dynamics

10mins

參、綜合活動(Wrap-up)

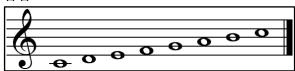
-. Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies.

- 二、Review sentence patterns.
- Ξ、Practice: Play lots of notes, note by note, change the dynamics at the same time.

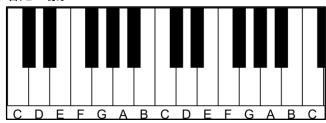
===== 第五節結束 THE FIFTH-LESSON ENDING =====		
==== 第六節開始 THE SIXTH-LESSON BEGINNING =====		
壹、引起動機(Warm up and Review)	5mins	
一、課堂打招呼(Greeting ready) T: Good Morning / Afternoon S: Good Morning / Afternoon T: Are you ready for this lesson? S: Yes, ready. T: Pay attention to me. Today, we have learned about some new thing. 二、簡介本節課主要學習(Introduce students what they will learn) T: Today we wanna talk more about Haydn. First, please listen carefully. I will play one music which made by his friend. Do you know who is his friend? Let's listen the music? 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 三、問題提問(Ask some questions) T: Have you heard this music before? Please raise your hand if you have heard this song. Good job. T: Who is the composer? S: "Mozart". T: Very Good. This song was composed by Mozart.	5mins	
 一、Friendship beyond generations (忘年之交) ● Haydn was 24 years older than Mozart. ● The composers Wolfgang Amadeus Mozart and Joseph Haydn were friends. Their relationship is not very well documented, but the evidence that they enjoyed each other's company and greatly respected each other's work is strong, and suggests that the elder Haydn acted in at least a minor capacity as a mentor to Mozart. A group of string quartets by Mozart are dedicated to Haydn. 二、About Haydn ● Father of the Symphony ● Father of the String Quartet ● famous works ○ https://www.youtube.com/watch?v=PIN2c22xJRY ○ https://www.youtube.com/watch?v=RLDF8OeD-hc#t=55s ○ https://www.youtube.com/watch?v=ASB6hFUat4q#t=41 三、C major scale 加介紹大音階構成及半音和全音 ● 唱名(review) 	10mins	Father of the Symphony Father of the String Quartet major scale



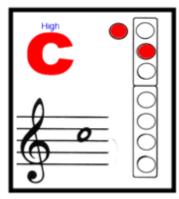
音名



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。

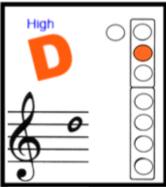


四、C5 and D5 on recorder



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!

5mins

10mins

參、綜合活動(Wrap-up)

- Review new vocabulary.
 Use flash card (Powerpoint file) to review the new vocabularies.
- 二、Review sentence patterns.
- Ξ、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	ť			
	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。 英 1- II - 7 能聽懂讓堂中所學的字詞。 英 1- II - 8 能聽懂簡易的對室用語。 英 1- II - 9 能聽懂簡易的日常生活用語。 英 1- II - 10 能聽懂簡易句型的句子 英 2- II - 3 能說出課堂中所學的字詞。 英 2- II - 5 能使用簡易的日常生活用語。 英 3- II - 5 能使用簡易的日常生活用語。 英 3- II - 2 能辨識課堂中所學的字詞。 英 3- II - 3 能看懂課堂中所學的句子。		藝-E-A1 參與藝生 。 藝-E-B1 理素之 藝-E-B1 理表之 一個 一個 一個 一個 一個 一個 一個 一個 一個 一個 一個 一個 一個	
學習重點	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。音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。音 E-II-3 讀譜方式,如:五線譜、唱名法、拍號等。音 E-II-5 簡易即興,如:節奏、力度、速度等。音 E-II-5 簡易即興,如:肢體即興、節奏即興、曲調即興等。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。音 A-II-2 相關音樂語彙音 A-II-3 肢體動作、語文表述、繪畫及戲劇等回應方式。音 P-II-1 音樂活動、音樂會禮儀英 Ac-II-8 簡易的教室用語英 Ac-II-9 簡易的生活用語	核心素養	受能藝體藝元英具語力邏具說文下學進通升英認節民與力是-C3 地文。 2 解息運上門、。運詞易考效。內俗合。 2 化 簡的用 B 1 聽英引所句常略。 主風智 C 國習。 簡	

設計理念

先認識鈴鼓的構造及演奏方法並為歌曲青春舞曲伴奏。從欣賞合唱交響曲中認識貝多芬及其作品,也 學習演唱歡樂頌。認識指揮家卡拉揚並學習 2、3、4 拍的指揮法。最後學習用直笛吹奏歡樂頌並演唱歡樂 頌的中英文歌詞。

議題融入	學習主題	國際教育-國際素養
	實質內涵	國 E5 體認國際文化的多樣性。 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.認識鈴鼓的構造及演奏方法並為歌曲青春舞曲伴奏。
- 2.欣賞合唱交響曲,認識貝多芬及其作品,也學習演唱歡樂頌。
- 3.認識指揮家卡拉揚並學習 2、3、4 拍的指揮法。
- 4.學習用直笛吹奏歡樂頌並演唱歡樂頌的中英文歌詞.

教學活動設計

教學活動內容及實施方式		英語相關知識
===== 第一節開始 THE FIRST-LESSON 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.		TAmbourine
T: Pay attention to me. Today, we have learned about some games to		
play.		
二、簡介本節課主要學習(Introduce students what they will learn)		
T: Today we are going to learn how to play the TAmbourine.		
T: (Show the picture of TAmbourine.)	10mins	
三、問題提問(Ask some questions)		
T: Do you have seen this instrument before?		
T: Who know the answer is?		

S: "TAmbourine".

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

tap. shake. roll.

15mins

貳、發展活動(Presentation & Practice)

- 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》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

參、綜合活動(Wrap-up)

Review new vocabulary.

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

- ☐、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".

20mins

10mins

Beethoven

貳、發展活動(Presentation & Practice)

- 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

義音樂在形式方面做到了極限。 10mins 第3號交響曲:英雄 第5號交響曲:命運 第6號交響曲:田園 第8號鋼琴奏鳴曲:悲愴 第14號鋼琴奏鳴曲:月光 三、上學期曾經學過的 "Für Elise" (給愛麗絲), 也是貝多芬的作品。 https://www.youtube.com/watch?v=_mVW8tgGY_w 加介紹直立鋼琴.平台鋼琴.電子琴 四、Play the music "Ode to Joy" with your recorder. = 80 **參、綜合活動(**Wrap-up) -. Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies. 二、Review sentence patterns. Ξ、Play the song "Ode to Joy" variation with recorder. ===== 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) 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 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 let you know a musician. (Play the video) https://www.youtube.com/watch?v=p24u3JzgMnc 三、問題提問(Ask some questions) T: Do you remember this song? Please raise your hand if you have know this song. Good job. 20mins Karajan T: Who know this song name? S: "Beethoven Symphony No.5". T: Very Good. This song name is "Beethoven Symphony No.5"(貝多芬第 五號交響曲:命運).

貳、發展活動(Presentation & Practice)

- 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.

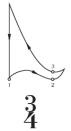
卡拉揚在指揮舞台上活躍 70 年。他帶領過歐洲眾多頂尖的樂團,並且曾和柏林愛樂樂團有過長達 35 的合作關係。他熱衷於錄音和導演,為後人留下了大量的音像資料(到 1988 年為止他發行超過 1 萬張唱片約 700 款錄音),包括眾多的管弦樂,歌劇錄音和歌劇電影,涵括從巴洛克,到後浪漫主義歐洲作曲家,甚至部分現代樂派的作品。其中一些作品,如貝多芬的交響曲還被多次錄製。卡拉揚在音樂界享有盛譽,甚至在中文領域被人稱為「指揮帝王」。

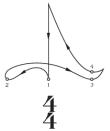
<u>Karajan - Wagner - Der Ring des Nibelungen (On Blu-ray audio)</u> <u>Karajan - Antonio Vivaldi - The Four Seasons</u> Karajan - Richard Wagner - Die Meistersinger von Nürnberg

=. 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

 Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies. 二、Review sentence patterns. 三、Let students do conducting. 分組練習 and 個人練習。 ===== 第三節結束 THE THIRD-LESSON ENDING ===== ===== 第四節開始 THE FOURTH-LESSON BEGINNING ===== 壹、引起動機(Warm up and Review) 10mins 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. 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. 20mins 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. 貳、發展活動(Presentation & Practice) Teacher divide students into 2 parts: recorder part and conducting part. And ask recorder part to play the music as below: 10mins 1st time: Play steadily. 2nd time: Conductor could change dynamics freely. 3rd time: Conductor could change speed freely. **參、綜合活動(**Wrap-up) -, Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies. = Review sentence patterns. 三、Could your conducting way be easily to read? Prepare an evaluation form for the players. Let them evaluate the conductor. ===== 第四節結束 THE FOURTH-LESSON ENDING =====

===== 第五節開始 THE FIFTH-LESSON BEGINNING =====		
│ │壹、引起動機(Warm up and Review)		
	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. Let's be a conductor again.		
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.		
三、問題提問(Ask some questions)	25mins	
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.		
貳、發展活動(Presentation & Practice)		
W. W.K. I and I an		
Teacher divide students into 2 parts: recorder part and conducting part. And ask recorder part to play the music as below:		
J=80 2 3 4 5 6 7 8		
\$ 4	10mins	
Tips:		
1st time: Play steadily.2nd time: Conductor could change dynamics freely.		
 3rd time: Conductor could change speed freely. 		
参、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、Could your conducting way be easily to read ? Prepare an evaluation form		
for the players. Let them evaluate the conductor.		
===== 第五節結束 THE FIFTH-LESSON ENDING =====		
===== 第六節開始 SIXTH-LESSON BEGINNING =====		
壹、引起動機(Warm up and Review)		
=== \\ \dagger \tau \\ \dagger \tau \\ \dagger \\ \dagg	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 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 show you a lyric to sing the "Ode to Joy".
- 三、問題提問(Ask some questions)
 - T: Do you have experience to write lyric? Please raise your hand if you have heard this song. Good job.

貳、發展活動(Presentation & Practice)

Let's try to sing "Ode to Joy" in English



S-ing, s-ing is a jo-y. We love to sing in class-room. I love music, you love music. E-very-bo-dy loves to sing.

二、Let's try to sing "Ode to Joy" in Madarin



我們喜歡高聲歌唱,學會歌唱真快樂!

我愛歌唱、你愛歌唱,大家一起來歌唱!

參、綜合活動(Wrap-up)

- Review new vocabulary.
 Use flash card (Powerpoint file) to review the new vocabularies.
- =. Review sentence patterns.
- 三、Can you make your own lyrics? Take a try.

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

25mins

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	F華		
		設計依據		
學習重點	學習表現容	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。 英 1- II - 8 能聽懂簡易的教室用語。 英 1- II - 9 能聽懂簡易的教室用語。 英 1- II - 10 能聽懂簡易的教室用語。 英 1- II - 10 能聽懂簡易句型的句子 英 2- II - 3 能說出課堂中所學的字詞。 英 2- II - 3 能說出課堂中所學的字詞。 英 2- II - 3 能說出課堂中所學的字詞。 英 3- II - 3 能看懂課堂中所學的可子。 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。 音 E- II - 2 簡易節奏樂器、曲調樂器的基礎演奏技巧。音 E- II - 3 讀譜方式,如:五線譜、唱名法、拍號等。音 E- II - 3 讀譜方式,如:五線譜、唱名法、拍號等。音 E- II - 3 簡易即興,如:胺體即興、 1	核素	藝參探美藝理以意藝感的美藝識的藝透學受能藝體藝元英具語力邏具說文下學進通升英認節民告與索感E解表觀E知關感E別社E過習與力E驗術性E備文,輯備、能,、行。學E識慶情不動。B種別的一個的一個的一個的一個的 是一個的一個的一個的一個的一個的一個的一個的一個的一個的一個的一個的一個的一個的一

設計理念

帶領學生運用身體來製造各種音效或動作。以歡樂頌為主要旋律,加入直笛及身體打擊樂器來做合奏。學會森林狂想曲、動物狂歡節歌曲及節奏。

議題融入	學習主題	國際教育-國際素養
	實質內涵	國 E5 體認國際文化的多樣性。 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.帶領學生運用身體來製造各種音效或動作。
- 2.以歡樂頌為主要旋律,加入直笛及身體打擊樂器來做合奏。
- 3.學會森林狂想曲、動物狂歡節歌曲及節奏。

教學活動設計

教學活動內容及實施方式		英語相關知識
===== 第一節開始 THE FIRST-LESSON 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 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 show you how to make lots of playing parts		
together.		
三、問題提問(Ask some questions)	25mins	
T: How do you feel about that?		
T: Sounds good?		
S: "Yes".		
T: Very Good. Let's play some new movements.		

貳、發展活動(Presentation & Practice)		
ı		
 Warm Up Could you turn your face from left side to right side while you conducting? Show us how you could do. Could you give a sign to ask players change their dynamics? Movement Turn your face from left side to right side while you conducting. Give sign to any specific part. Change the dynamics while the players playing the music. 		
参、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、Collaborate		
Divide students into 3 groups: "group one", "group two" and "group three".		
They can choose their "weapon" to play the music: recorder, tambourine or		
vocal.		
===== 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)	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: Let's listen one music about animal. Do you know any animal(in zoo)?		
S: (etc.)		
二、簡介本節課主要學習(Introduce students what they will learn)		
	25mins	
Carnival of the Animals).		
三、問題提問(Ask some questions) T: Did you ever heard this music before? Please raise your hand if you		
have heard this word. Good job.		
貳、發展活動(Presentation & Practice)		
一、Play the video		
https://www.youtube.com/watch?v=8y-KBIDFZOo (music only)		Carnival
Okay, it is a animal music. The animal is? (Show answer in the next slide)		

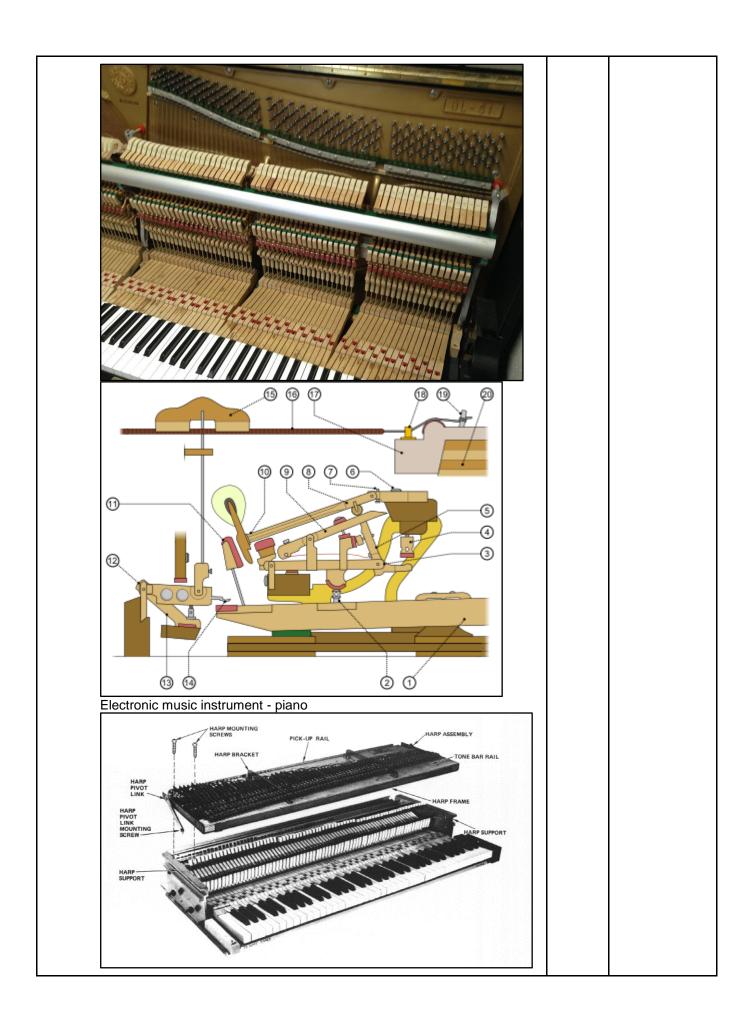
=,	Play the video						
	Let's listen into the music and guess again.						
	https://www.youtube.com/watch?v=cXEy_UfSgCU_(music only)						
	Okay, it is a animal music. The animal is?						
三	(Show answer in the nex	ŕ	of	tho	Animala		
_	, The	Carnival	of	the	Animals		
							Saint-Saëns
							Came Cacho
						10mins	
	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.							
	Body Percussion-Sounds & Rhythms DVD Trailer, ISBN-10: 3-933136-87-3						
=,	二、Follow and play the part after 28 seconds.						
参 综合	活動(Wrap-up)						
	A Company						
一、Review new vocabulary.							
Use flash card (Powerpoint file) to review the new vocabularies.							
二、Review sentence patterns.							
三、Can you create your own rhythm pattern?							
===== 第二節結束 THE SECOND-LESSON ENDING =====							
===== 第	三節開始 THE THIRD-LE	SSON BEGINN	ING ====	:=			
 壹、引起	動機(Warm up and Revie	w)				5mins	
, 5,76		•••/				3111115	
-,	課堂打招呼(Greeting read	dy)					
	T: Good Morning / Aftern	oon					
	S: Good Morning / Aftern	oon					
	T: Are you ready for this	lesson?					
	S: Yes, ready.						
	T: Pay attention to me. L	et's make an ac	apella tea	m.			
=,	簡介本節課主要學習(Intro	oduce students v	vhat they	will learn)			
	T: Today we are going to	combine the vo	cal and b	ody percuss	ion		
	together.					25mins	
Ξ,	問題提問(Ask some ques	tions)					
	T: Without the conductor	, could we play ເ	great or ju	st fine?			
	S: "No", "Yes"?						
						ı	

T: Okay, let's do it today. 貳、發展活動(Presentation & Practice) Teacher shows how to use footsteps for stubborn part, and singing with the clap hands or something else. 10mins Keep footsteps steadily in 4 beats. Keep vocal singing steadily in 4 beats. Make some changes in clap hands. **參、綜合活動(**Wrap-up) -. Review new vocabulary. Use flash card (Powerpoint file) to review the new vocabularies. 二、Review sentence patterns. Ξ、Divide students into groups. Let them have their own performance in different ways. ===== 第三節開始 THE THIRD-LESSON ENDING ===== ===== 第四節開始 THE FOURTH-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: From now on, we are going to prepare our performance which will be held at the last class we meet. 三、問題提問(Ask some questions) T: Which part do you like to play? Vocal part, Tambourine part or Body Percussion? 貳、發展活動(Presentation & Practice) Ask students write down their score, and then play their score on their own.

參、綜合活動(Wrap-up)

Review new vocabulary.

Use flash card (Powerpoint file) to review the new vocabularies. 二、Review sentence patterns. 三、"Welcome to Our Acapella Squad." ===== 第四節結束 THE FOURTH-LESSON ENDING ===== ===== 第五節開始 THE FIFTH-LESSON BEGINNING ===== 壹、引起動機(Warm up and Review) 一、課堂打招呼(Greeting ready) T: Good Morning / Afternoon S: Good Morning / Afternoon T: Are you ready for this lesson? S: Yes, ready. T: Pay attention to me. Today, we have learned about some new thing. 二、簡介本節課主要學習(Introduce students what they will learn) T: 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. 三、問題提問(Ask some questions) T: What different between natural music instrument and electronic music instrument? T: Do they sound like the same? T: Have you ever play music with electronic music instrument before? 貳、發展活動(Presentation & Practice) - What is MIDI? 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。 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 二、Structure Natural music instrument - piano





三、Sound

natural piano vs electronic(digital) piano

https://www.youtube.com/watch?v=pUJDf5-8V44

natural violin vs electronic violin

https://www.youtube.com/watch?v=aq8ksT5NA7s&t=22s

natural drums vs electronic drums

https://www.youtube.com/watch?v=qJI2uXNxXyA

T: Which one you prefer? why?

參、綜合活動(Wrap-up)

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

- 二、Review sentence patterns.
- Ξ、Do you like natural music instrument or electronic music instrument?

===== 第五節結束 THE FIFTH-LESSON ENDING =====

===== 第六節開始 THE SIX-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 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)

- 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)

- =, How to switch another instrument?
- 三、How to change octave?

參、綜合活動(Wrap-up)

- 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)

- 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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