

## 英語融入藝術與人文領域課程理念與架構

環境教育一直是本校的重點議題，因我們地理位置在南崁溪旁，也鄰近虎頭山，有著天然的教學資源，本校於 103 年規劃了綠生活地圖的課程，每年帶領學生認識南崁溪生態與步道，在 104 學年度新路的孩子們發現到南崁溪生態被破壞，鳥類大幅減少，105 學年度由老師帶領孩子參加「DFC 改變世界的小桃子」活動，透過一系列的宣導、淨溪、訪問等活動，讓社區民眾重新關心南崁溪的整潔。爾後，更希望透過視覺藝術與環境教育的結合，讓學生除了關心環境議題，更能從生活中培養美感素養。培根曾說過：「藝術是人與自然相乘」，如同中國藝術的哲學思維：「蓋藝之至者，從心所欲而不逾矩，師天寫實而犁然有當於心；師心造境而秩然勿倍於理-《談藝錄》作者錢鐘書」，讓學生透過美感素養，體會大自然的和諧也是一種藝術，並且期望能將此環境與藝術的結合成為新路的校本課程，永續傳承。

在藝術與人文領域的課程規劃，透過英文為學習工具，進行「探索與表現」、「審美與理解」、「實踐與應用」三大主軸，除了培養學生的藝術與人文智能之外，同時提升學生英語學習成效，並激發學生更多創意與批判思考能力。此外，英語融入視覺藝術課程的評量方式是採實作評量，學習評量僅採用學生作品為評量的主體，英語學習是增加學生接觸英語學習機會，提供全英語情境，以達成英語學習生活化之目的。

本計畫以四年級 3 個班，規劃四年級的藝術與人文課程(總主題：戀戀南崁溪)，由藝術與人文老師與英文老師協同教學，結合藝術與人文領域發展特色英語課程及活動，每週安排如下：

單元	名稱	教學週次
一	我的鳥朋友	2-7 週
二	指印彩虹魚	9-11 週
三	南崁溪風情	13-15 週
四	寫卡片給南崁溪	17-18 週

設計依據

學習重點	學習表現	<ul style="list-style-type: none"> <li>●視 1-II-1 能探索視覺元素，並表達自我感受與想像。</li> <li>●視 1-II-2 能探索媒材特性與技法，進行創作。</li> <li>●視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</li> <li>●視 2-II-1 能發現生活中的視覺元素，並表達自己的情感。</li> <li>●視 2-II-2 能觀察生活物件與藝術作品，並珍視自己與他人的創作。</li> <li>●視 3-II-2 能運用藝術創作及蒐集物件，美化生活環境。</li> </ul>	核心素養	<ul style="list-style-type: none"> <li>●藝-E-A1 參與藝術活動，探索生活美感。</li> <li>●藝-E-A2 認識設計式的思考，理解藝術實踐的意義。</li> <li>●藝-E-B3 感知藝術與生活的關聯，以豐富美感經驗。</li> <li>●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。</li> </ul>
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	學習內容	<ul style="list-style-type: none"> <li>●視 E-II-1 色彩感知、造形、光影、質感、空間探索</li> <li>●視 E-II-2 媒材、技法、工具知能</li> <li>●視 E-II-3 點線面創作體驗、平面與立體創作、聯想創作</li> <li>●視 A-II-1 視覺元素、生活之美、視覺聯想</li> <li>●視 A-II-2 自然物與人造物、藝術作品與藝術家</li> <li>●視 P-II-2 藝術收藏、生活實作、環境布置</li> </ul>		
議題融入	實質內涵	<ul style="list-style-type: none"> <li>●環 E1 參與戶外學習與自然體驗，覺知自然環境的美、平衡、與完整性。</li> <li>●環 E2 覺知生物生命的美與價值，關懷動、植物的生命。</li> <li>●環 E16 了解物質循環與資源回收利用的原理。</li> </ul>		

	所融入之學習重點	<ul style="list-style-type: none"> <li>●視 E-IV-4 環境藝術、社區藝術</li> <li>●視 P-III-2 生活設計、公共藝術、環境藝術</li> </ul>
教材來源	自編(結合本校本位課程)	
教學資源	蠟筆、指印材料、水彩用具、雲彩紙、教學 PPT、	
學習目標		
<ol style="list-style-type: none"> <li>1. 能瞭解樹葉拓印的趣味及創意，藉由葉脈的紋路呈現創作圖畫。</li> <li>2. 能透過指印畫創作河川裡的魚來完成一幅環保宣導作畫。</li> <li>3. 能熟悉水彩渲染技法，進行風景創作。</li> <li>4. 能瞭解寫卡片的創作與擬人化溪流之間的互動關係。</li> <li>5. 能透過廢物利用進行美術創作，從中體會愛物惜物。</li> </ol>		

課程架構

理念---友善環境

主軸---感恩惜福

主題---戀戀南崁溪

活動名稱	學習脈絡
我的鳥朋友	認識南崁溪出現的鳥類，將其特徵運用樹葉拓印方式拼貼，創作過程並引導學生如何保護我們的鳥朋友。
指印彩虹魚	透過觀察南崁溪的魚類，體認到環境保護對魚群的影響力之大，藉由指印畫作品展示對親朋好友宣導愛護環境的重要性。
南崁溪風情	沿著學校的南崁溪步道，到中正公園沿著欣賞景色，藉由蠟筆及水彩渲染認識南崁溪的人文風情。
寫卡片給南崁溪	利用寫卡片，說出對南崁溪的畫，與大自然拉近距離；並應用回收物裝飾卡片，從中體認愛物惜物，永續利用的美好。

## 英語融入藝術與人文領域教學單元理念與重點

週次	主題	藝文領綱	藝術課程理念與設計
2-7	<b>主題一</b> 我的鳥朋友	<ul style="list-style-type: none"> <li>●視 1-II-2 能探索媒材特性與技法，進行創作。</li> <li>●視 1-II-2 能探索媒材特性與技法，進行創作。</li> <li>●視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</li> </ul>	<p><b>課程理念：</b> 認識南崁溪出現的鳥類，將其特徵利用落葉拓印方式拼貼，創作過程引導學生如何保護我們的鳥朋友。</p> <p><b>課程設計：</b></p> <ol style="list-style-type: none"> <li>1. 課堂上先認識南崁溪畔常見的鳥類，如白鷺鷥、夜鷺、蒼鷺、鶺鴒鳥等，並認識鳥類的基本身型構造。</li> <li>2. 學習使用望遠鏡，然後戴著望遠鏡實地到南崁溪步道上觀賞鳥類。</li> <li>3. 在校園中蒐集落葉，認識樹葉的葉形及樹葉的葉脈，再觀察鳥類的羽毛，教導並練習如何利用葉脈的紋路來呈現鳥類的羽毛。</li> <li>4. 完成作品及作品賞析與宣導。</li> </ol>
9-11	<b>主題二</b> 指印彩虹魚	<ul style="list-style-type: none"> <li>●視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</li> <li>●視 2-II-1 能發現生活中的視覺元素，並表達自己的情感。</li> </ul>	<p><b>課程理念：</b> 透過觀察南崁溪的魚類，體認到環境保護對魚群的影響力之大，藉由指印作品的展示，向親朋好友宣導愛護環境的重要。</p> <p><b>課程設計：</b></p> <ol style="list-style-type: none"> <li>1. 課堂上先認識南崁溪畔可見的魚-吳郭魚，並認識魚的基本身型與構造。</li> <li>2. 實地到南崁溪步道上觀賞魚類。</li> </ol>

		<ul style="list-style-type: none"> <li>●視 2-II-2 能觀察生活物件與藝術作品，並珍視自己與他人的創作。</li> </ul>	<ul style="list-style-type: none"> <li>3. 觀賞水汙染對於水中生物影響的相關小影片之後，讓學生更懂得愛護溪流。</li> <li>4. 利用指印畫完成創作。</li> <li>5. 完成作品及作品賞析與宣導。</li> </ul>
13-15	<b>主題三</b> 南崁溪風情	<ul style="list-style-type: none"> <li>●視 1-II-1 能探索視覺元素，並表達自我感受與想像。</li> <li>●視 1-II-2 能探索媒材特性與技法，進行創作。</li> <li>●視 2-II-1 能發現生活中的視覺元素，並表達自己的情感。</li> </ul>	<p><b>課程理念：</b> 沿者學校旁南崁溪步道到中正公園，欣賞沿途風光，藉由水彩渲染法，認識南崁溪的人文風情。</p> <p><b>課程設計：</b></p> <ul style="list-style-type: none"> <li>1. 課堂上先討論回想上學途中看到的建築物、樹木、花草、動物等，再以 google map 介紹南崁溪步道到中正公園的路線，分組沿途找尋景點，然後出發實地勘查。</li> <li>2. 教師將帶領學生沿著路線，並實際用眼觀察幾個特色景物。</li> <li>3. 透過教學 PPT 觀賞上節課實地勘察南崁溪風情景色。教導結合蠟筆與水彩的應用，並練習如何以水彩渲染法繪畫風景。</li> <li>4. 學生實際操作練習。</li> <li>5. 作品賞析。</li> </ul>
17-18	<b>主題四</b> 寫卡片給南崁溪	<ul style="list-style-type: none"> <li>●視 1-II-1 能探索視覺元素，並表達自我感受與想像。</li> <li>●視 1-II-2 能探索媒材特性與技法，進行創作。</li> <li>●視 2-II-1 能發現生活</li> </ul>	<p><b>課程理念：</b> 利用寫卡片，說出對南崁溪言語，與大自然拉近距離。</p> <p><b>課程設計：</b></p> <ul style="list-style-type: none"> <li>1. 課堂上，先回想從認識鳥朋友、指印彩虹魚、南崁溪風情，每個課程與南崁溪息息相關，相處後有無悄悄話想和南崁溪分享的，可更進一步拉近距離。</li> <li>2. 討論如何創作卡片，引導小朋友思考，發現可以使用資源回收物。</li> </ul>

		<p>中的視覺元素，並表達自己的情感。</p> <p>●視 3-II-2 能運用藝術創作及蒐集物件，美化生活環境。</p>	<p>3. 讓學生說出想對南崁溪說的話，與南崁溪拉近距離。</p> <p>4. 學生自願分享他們的卡片。</p>
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## 素養導向教學規劃

課程名稱	學習目標	核心素養	學習內容	學習表現	Language Of Learning	Language For Learning	Language Through Learning	節數
第一單元 我的鳥朋友 Unit 1 My Bird Friend (校園之美)	<ol style="list-style-type: none"> <li>學生能認識南崁溪的自然生態，並懂得珍惜。</li> <li>學生能認識南崁溪出現的鳥類。</li> <li>學生能認識鳥類身體的特徵。</li> <li>學生能認識且運用望遠鏡來觀察。</li> <li>學生學會水彩繪圖</li> </ol>	藝-E-A1 藝-E-A2 藝-E-B3 藝-E-C2 環 E1 環 E2 環 E6	視 E-Ⅱ-1 視 E-Ⅱ-2 視 E-Ⅱ-3 視 A-Ⅱ-1 視 A-Ⅱ-2 視 P-Ⅱ-2 視 E-Ⅳ-4 視 P-Ⅲ-2	1-Ⅱ-1 1-Ⅱ-2 1-Ⅱ-3 2-Ⅱ-1 2-Ⅱ-2 2-Ⅱ-3 3-Ⅱ-2	重要關鍵字  eyes, ears, use, see, listen, hear, with, observe, beak, head, eye, body, claws, wings, tails, feather, nature  line up, see, with, stone, rock, walk, mountain, building,	<b>1-2</b> ✓Let's go along the Nankan brook to observe birds and something. ✓Let's go! ✓Line up and walk together. ✓Now, tell me what you can see from Nankan brook? ✓We can see mountains, trees, and stones ✓We see mountains behind the buildings. ✓Look at the bird. Where is the bird standing? ✓It's standing on the rock. ✓The bird is flying over the brook. ✓I can see ____. ✓I can see a / an <u>color</u> <u>body part</u> . <b>3-4</b>	✓Please use a/an ____ to sketch/draw the bird.  ✓First, use your pencil to draw.... ✓Then, color it. ✓Finally, please share your ____ with your classmates  ✓Be careful!  ✓Control your water in your paint.	12

	<p>技法。</p> <p>6. 學生能集體創作出符合主題的作品。</p> <p>7. 學生能說出鳥類相關的英文單字。</p> <p>8. 學生能分享創作過程的收穫。</p> <p>9. 學生能發現並感受葉片不同的紋理與觸感。</p> <p>10. 學生能仔細觀察葉片的細部紋理。</p> <p>11. 學生能和同學討</p>				<p>tree, fly over, stand, behind, in front of, observe, start, nature</p> <p>drawing paper, paint, paint brush, water color, bottle, blender, crayons, pencil, sketch</p> <p>eak, head, eye, body, claw, wing, tail, feather, tree, building,</p>	<p>✓What do you see from the screen? ✓Please pay attention to ____. ✓Do you know the names of the birds? ✓How do you think about our Nankan brook? ✓Which bird do you like? ✓Try to sketch what you see? ✓Show me your ____. ✓Take out a/an ____. ✓I like/prefer... ✓Firstly, use pencil to sketch. ✓You can use crayons to paint feather, like this way. ✓You can use water color, too. ✓Draw some things as background, like tree, building... ✓Do you understand? ✓Do you have any questions? ✓Raise your hand. ✓Look at the blackboard.</p> <p><b>5-6</b></p>	<p>✓Can anyone tell me what you see in the slides? ✓Tell your classmates. ✓How did you do it? ✓Would you please share your ideas with your classmates? ✓What kind of leave pattern do you like best? Why?</p>	
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	<p>論，並分享發現的心得。</p> <p>12. 學生能進行相關的創作。</p>			<p>understand, blackboard</p> <p>red, orange, blue, green, yellow, purple, pink, black, white</p> <p>look at, screen, pattern, pick up, collect, leaf, leaf rubbing, pay attention, observe, shape, school, campus, make a line, structure, vein,</p>	<p>✓What do you see from the screen?</p> <p>✓Please pay attention to ____.</p> <p>✓Do you know the names of the birds?</p> <p>✓How do you think about our Nankan brook?</p> <p>✓Which bird do you like?</p> <p>✓Try to sketch what you see?</p> <p>✓Show me your ____.</p> <p>✓Take out a/an ____.</p> <p>✓I like/prefer...</p> <p>✓My bird is called ____.</p> <p>✓There are ...parts in its body. They are .....</p> <p>✓I use ____ to draw my bird.</p> <p>✓I use ____ to paint.</p> <p>✓I use ____ to paint its ____.</p> <p>✓Its ____ is ____.</p> <p>✓It sings ____.</p> <p>✓I enjoy drawing my bird in the class.</p> <p>✓I suggest you ____.</p> <p>✓Wow! It looks <u>nice</u>.</p> <p>✓You use bright color.</p>		
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				margin, tip, blade, science class, learn, fallen, oval, heart, ovate, obovate, needle, linear, lanceolate  demonstrate, leaf rubbing, pay attention, color, leaf, method, create, artwork, paper, crayon, shape, vein, mix, like,	<b>7-8</b> ✓Today, we're going to do leaf rubbing. ✓Let's look at the screen. ✓Look at these picture. ✓How many shapes of the leaves do you see? ✓The shape of the leaf is ____. ✓You learn in science class. ✓Let's know about the structure of the leaf. ✓Let's find leaves on campus / at school. ✓Let's see/ observe the pattern of the leaves. ✓Let's go. ✓Go outsides and make a line ✓Collect the leaves on the ground, and observe their patterns. ✓Please pick up the fallen leaves., at least five leaves or more leaves ✓You can pick up / collect all kinds of shapes. ✓How many leaves do you pick up / have?	
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				<p>single, only one, try, how many</p> <p>scissors, glue, crayons, background, water color, rubbing leaves, mouse, bird, feather, fish</p>	<p>✓Now, I will show you how to do leaf rubbing.</p> <p>✓Look at me carefully. Pay attention to what I am doing.</p> <p>✓You use the crayon to rub.</p> <p>✓Secondly, put the leaf under the paper.</p> <p>✓Put the crayon flat to paint / rub.</p> <p>✓You can rub more leaves.</p> <p>✓You can use single / only one color.</p> <p>✓You can try to mix colors on rubbing leaves.</p> <p>✓What are the differences in the shapes of leaves?</p> <p>✓What kind of vein do you like?</p> <p>✓What kind of patterns can you create with leaf rubbing?</p> <p>✓Share your leaf rubbing artwork with your classmates.</p> <p><b>9-10</b></p> <p>✓Let's look at the screen.</p> <p>✓How many shapes of the leaves do you see?</p> <p>✓What are they?</p>	
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					<ul style="list-style-type: none"> <li>✓What shape is this leaf?</li> <li>✓It's <u>oval</u>.</li> <li>✓The shape of the leaf is <u>heart</u>.</li> <li>✓Which part of the leaf is called <u>vein</u>?</li> <li>✓Show me the <u>vein</u>.</li> <li>✓Please pay attention to me. Listen carefully.</li> <li>✓First, use the scissors to cut the rubbing leaves.</li> <li>✓Second, use the glue to paste on the drawing paper.</li> <li>✓Design or draw some patterns.</li> <li>✓What tool do you use?</li> <li>✓I use the scissors.</li> <li>✓What do you do with scissors?</li> <li>✓I use the scissors to cut the leaves.</li> <li>✓Let's think about it.</li> <li>✓What kind of pattern can you make?</li> <li>✓You can use water color and crayons to paint other patterns or backgrounds.</li> </ul> <p><b>11-12</b></p> <ul style="list-style-type: none"> <li>✓I use <u>crayons</u> to rub leaves.</li> <li>✓I mix some colors, like <u>red</u> and <u>blue</u>.</li> </ul>	
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					<p>✓I use rubbing leaves to make some patterns, like <u>butterfly</u>, <u>bird</u>, <u>boy</u>, <u>girl</u>, <u>fish</u>...</p> <p>✓They are ____.</p> <p>✓It is ____.</p> <p>✓I enjoy leaf rubbing in class.</p> <p>✓Hello! / Good afternoon. Everyone, I draw ____.</p> <p>✓I use <u>crayons</u> to rub leaves.</p> <p>✓I mix some colors, like <u>red</u> and <u>blue</u>.</p> <p>✓I use rubbing leaves to make some patterns, like <u>butterfly</u>, <u>bird</u>, <u>boy</u>, <u>girl</u>, <u>fish</u>...</p> <p>✓They are ____.</p> <p>✓It is ____.</p> <p>✓My ____ is ____.</p> <p>✓I enjoy leaf rubbing in class.</p> <p>✓Thank you for listening.</p> <p>✓I think it can be ____.</p> <p>✓I suggest you ____.</p> <p>✓It looks ____.</p>	
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<p>第二單元 指印彩虹魚 Unit 2 Perler Beads of Fish (生活中的 藝術)</p>	<p>1. 能認識南 崁溪的自然生態，並 懂得珍惜 2. 能認識南 崁溪出現 的魚類 3. 能認識魚 類身體的 特徵 4. 能認識且 運用望遠 鏡來觀察 5. 能將利用 指印方式 拼貼創作 魚類的特 徵 6. 能學習如 何保護我 們的魚朋 友</p>	<p>藝-E-A1 藝-E-A2 藝-E-B3 藝-E-C2 環 E1 環 E2 環 E6</p>	<p>視 E-Ⅱ-1 視 E-Ⅱ-2 視 E-Ⅱ-3 視 A-Ⅱ-1 視 A-Ⅱ-2 視 P-Ⅱ-2 視 E-Ⅳ-4 視 P-Ⅲ-2</p>	<p>1-Ⅱ-1 1-Ⅱ-2 1-Ⅱ-3 2-Ⅱ-1 2-Ⅱ-2 2-Ⅱ-3 3-Ⅱ-2</p>	<p>重要關鍵字 eyes, ears, use, see, listen, hear, with, observe, eye, mouth, fin, scale, nature  line up, see, with, stone, walk, mountain, building, tree, behind, in front of, observe, start, nature, fish, swim, eye, mouth, fin, tail, scale</p>	<p><b>1-2</b> ✓Let's go along the Nankan brook to observe fish and something. ✓Let's go! ✓Line up and walk together. ✓Now, tell me what you can see from Nankan brook? ✓We can see mountains, trees, and stones ✓We see mountains behind the buildings. ✓We see fish swimming. ✓It's swimming in the brook.. ✓I can see a <u>color body part</u>. ✓Look at the fish. ✓It's a body. ✓It has a <u>color body part</u>. ✓Look at the fish. ✓It's a body. ✓It has a <u>color body part</u>. <b>3-4</b> ✓What do you see from the screen?</p>	<p>✓Please use your finger to print some fish and create your own picture  ✓Then, create the fish with your fingerprint.</p>	<p>6</p>
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				<p>stone, rock, walk, mountain, building, tree, swim, stand, behind, in front of, observe, start, nature, fish, eye, moth, fin, scale, tail, body, has</p> <p>drawing paper, paint, paint brush, water color, bottle, blender, crayons, ink</p>	<ul style="list-style-type: none"> <li>✓ Please pay attention to ____.</li> <li>✓ Do you know the names of the fish?</li> <li>✓ How do you think about our Nankan brook?</li> <li>✓ Which fish do you like?</li> <li>✓ Use your finger to print.</li> <li>✓ Try to print what you see?</li> <li>✓ Add <u>color</u> ink pad to print.</li> <li>✓ Show me your ____.</li> <li>✓ Take out a/an ____.</li> <li>✓ Try to design pictures.</li> <li>✓ I like/prefer...</li> <li>✓ Use your fingers to print on the drawing paper.</li> <li>✓ You need to use the ink pad.</li> <li>✓ You can use crayons or water color to paint the background.</li> <li>✓ You use some colors ink to print fish.</li> <li>✓ Try to make different patterns.</li> </ul> <p><b>5-6</b></p> <ul style="list-style-type: none"> <li>✓ What do you see from the screen?</li> </ul>	
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				pad, ink e ye, body, fin, scale, tail, finger, pattern red, orange, blue, green, yellow, purple, pink, black, white  fish, water, river, brook, bird, Nankan brook, print, use, crayon, tool  nice, perfect, draw,	✓Please pay attention to ____. ✓Do you know the names of the fish? ✓How do you think about our Nankan brook? ✓Which fish do you like? ✓Show me your ____. ✓Take out a/an ____. ✓What tools do you use? ✓I use ____ to print my fish. ✓I make <u>number</u> fish. ✓I see ____ and draw, too. ✓I like/prefer... ✓My fish is called ____. ✓There are...parts in its body. They are ..... ✓I use ____ to draw my bird. ✓I use ____ to paint. ✓I use ____ to paint its ____. ✓Its ____ is ____. ✓It sings ____. ✓I enjoy drawing my fish in the class.	
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					bigger, clear, excellent, better, beautiful, pretty, big, small			
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<p>第三單元 南崁溪風情 Unit 3 The Custom of Nankansi (自然之美)</p>	<p>1. 學生能認識南崁溪的風景。 2. 學生能觀察南崁溪的風景特色。 3. 學生能認識且運用拍照技術。 4. 學生能認識並運用水彩繪圖技法。 5. 學生能探索水彩的色彩變化。 6. 學生能創作出符合主題的作品。</p>	<p>藝-E-A1 藝-E-A2 藝-E-B3 藝-E-C2 環 E1 環 E2 環 E6</p>	<p>視 E-Ⅱ-1 視 E-Ⅱ-2 視 E-Ⅱ-3 視 A-Ⅱ-1 視 A-Ⅱ-2 視 P-Ⅱ-2 視 E-Ⅳ-4 視 P-Ⅲ-2</p>	<p>1-Ⅱ-1 1-Ⅱ-2 1-Ⅱ-3 2-Ⅱ-1 2-Ⅱ-2 2-Ⅱ-3 3-Ⅱ-2</p>	<p>重要關鍵字 observe, discuss, way, route, carefully, search, map  line up, see, house, bridge, quiet, building, way, park, along, walk, small, big, temple, egret, bird, stand, fly  see, house, bridge, quiet, building,</p>	<p><b>1-2</b> ✓Let's discuss something. ✓What do you see on the way to school? ✓I see ____. ✓Very good! / Excellent! ✓You observe very carefully. ✓We can use google map to search for route. ✓Let's go! ✓Line up and walk together. ✓Now, tell me what you can see along the way to the park? ✓We can see the bridge, old house, small temple... ✓We see buildings. ✓We see some birds standing on the rock. ✓There are a lot of egrets. ✓It's so quiet on the way. ✓We can see the bridge, old house, small temple... ✓We see buildings. ✓It's quiet along the route.</p>	<p>✓What does it look like? ✓What colors are they? ✓Colors come from..... and colors will change with light.  ✓Be careful!  ✓Control your water in your paint.  ✓More or less water makes colors different.</p>	<p>6</p>
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				<p>way, park, along, walk, small, big, route, basketball court, route, temple, health, facilities, old, there are</p> <p>drawing paper, paint, paint brush, water color, bottle, blender, crayons, bright, contrast red, orange, blue, green,</p>	<p>✓ We see the basketball court. ✓ There are some health facilities. ✓ We find some birds, like egrets.</p> <p><b>3-4</b></p> <p>✓ What do you see from the screen? ✓ Please pay attention to ____. ✓ What do we observe along the route? ✓ We see ____. ✓ What is the special spot for you? ✓ I like/prefer ____. ✓ Use crayons and water color to print on the drawing paper. ✓ Firstly, use pencil to sketch. ✓ Then, use crayons and water color to paint. ✓ Make colors contrast. ✓ Try to use bright.</p> <p><b>5-6</b></p> <p>✓ We can see the bridge, old house, small temple... ✓ We see buildings. ✓ It's quiet along the route.</p>	
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				<p>yellow, purple, pink, black, white, firstly, then, try to</p> <p>see, house, bridge, quiet, building, way, park, along, walk, small, big, route, basketball court, route, temple, health, facilities, old, there are</p>	<p>✓ We see the basketball court. ✓ There are some health facilities. ✓ We find some birds, like egrets. ✓ We see some birds. ✓ I draw ____. ✓ I use ____ to pain ____. ✓ The ____ is ____ ✓ I suggest you ____. ✓ Wow! It looks <u>nice</u>. ✓ You use the way of overlapping. ✓ You use bright color. ✓ You use a good way of contrast.</p>		
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<p>第四單元 寫卡片給南 崁溪 Unit 4 A Card for Nankan Brook (自然之美)</p>	<p>1. 學生能聊 解自然生 態,環境保 護。 2. 學生能認 識南崁溪 邊的景色。 3. 學生能運 用卡片來 彩繪。 4. 學生能創 作出符合 主題的作 品。 5. 學生能說 出製作卡 片相關的 英文單字。</p>	<p>藝-E-A1 藝-E-A2 藝-E-B3 藝-E-C2 環 E1 環 E2 環 E6</p>	<p>視 E-Ⅱ-1 視 E-Ⅱ-2 視 E-Ⅱ-3 視 A-Ⅱ-1 視 A-Ⅱ-2 視 P-Ⅱ-2 視 E-Ⅳ-4 視 P-Ⅲ-2</p>	<p>1-Ⅱ-1 1-Ⅱ-2 1-Ⅱ-3 2-Ⅱ-1 2-Ⅱ-2 2-Ⅱ-3 3-Ⅱ-2</p>	<p>重要關鍵字 want to, talk, about, say, beautiful  draw, craft, colored paper, scissors, pattern, paste, card, recycled  remind, card, be careful  beautiful, bird, egret, bike along, brook, quite, long</p>	<p><b>1-2</b> ✓What do you want to talk about? ✓I want to say ____. ✓You are beautiful. ✓You can draw. ✓You can make some art crafts. ✓You can use colored paper. ✓You use scissors to cut patterns. ✓You paste patterns on the card. ✓You can use recycled things to decorate the card. <b>3-4</b> ✓Nankan brook is beautiful. ✓You have many birds, like egrets. ✓I can ride a bike along the brook. ✓The brook is quite long. ✓I draw ____. ✓I use ____ to decorate ____. ✓The ____ is ____ ✓I enjoy making a card for Nankan brook. ✓I suggest you ____. ✓Wow! Your card looks <u>nice</u>.</p>	<p>✓Which card do you like best? Why?  ✓Is it beautiful/stylish? ✓Do you know what .... is ?  ✓How do you decorate/color your card?  ✓What do you want to say for Nankan brook?</p>	<p>4</p>
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					decorate, enjoy, make, card			
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