

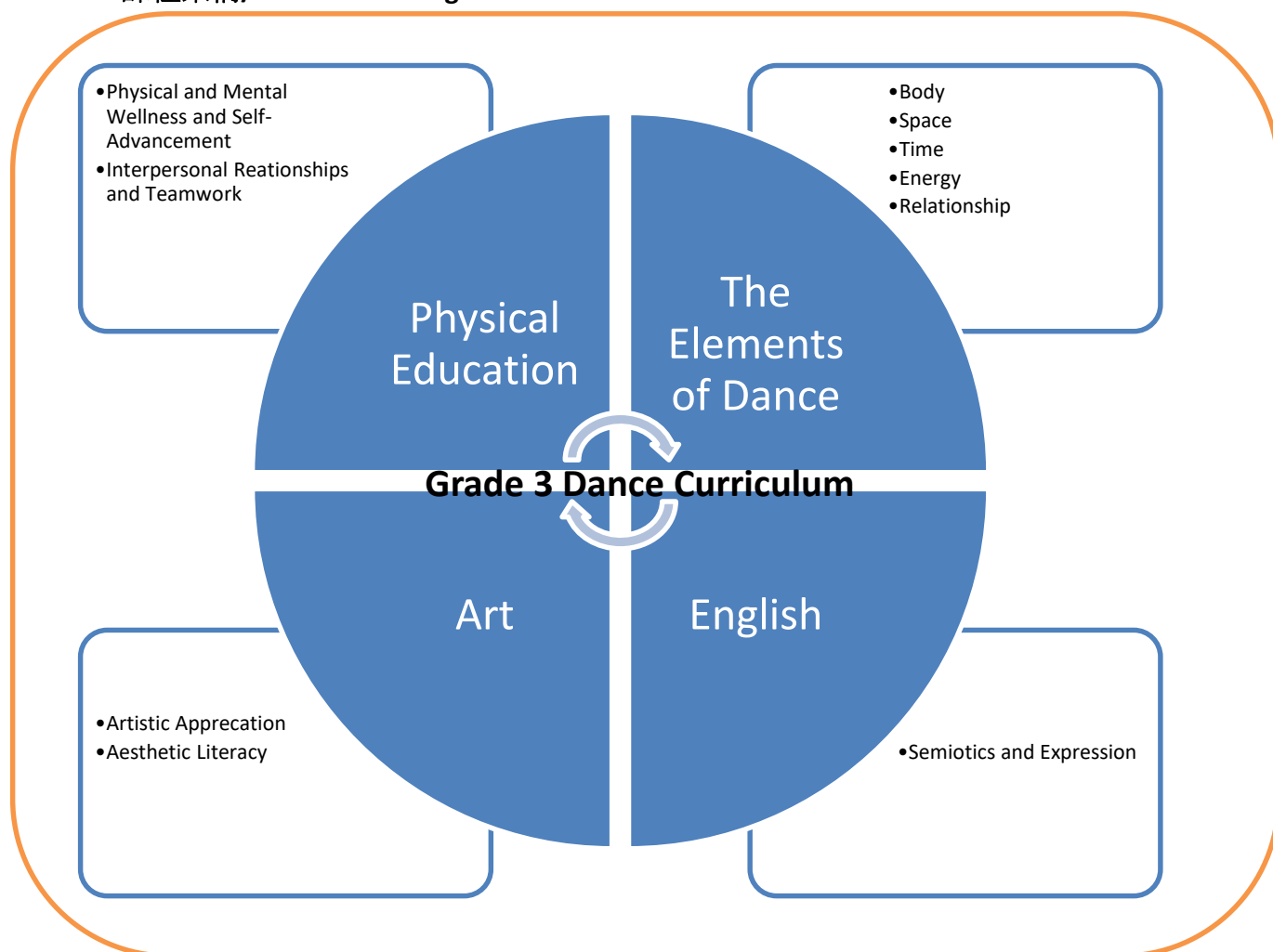
臺中市北區篤行國民小學 108 學年度第二學期校訂課程計畫

1. 基本資料/ Basic information

主題名稱	舞蹈教育			
實施年級	三年級	總節數	共 20 節	
單元名稱	教學單元一：線條不一樣 Body shapes:Lines 教學單元二：流行舞蹈 Pop Dance 教學單元三：七拼八湊 Space:Levels 教學單元四：藝術賞析-認識芭蕾 Introducing Ballet			
設計依據				
學習重點	學習表現	<ul style="list-style-type: none"> ● <u>健康與體育領域</u> 1c-II-1 認識身體活動的動作技能。 2c-II-2 表現增進團隊合作、友善的互動行為。 2c-II-3 表現主動參與、樂於嘗試的學習態度 2d-II-3 參與並欣賞多元性身體活動 3c-II-2 透過身體活動，探索運動潛能與表現正確的身體活動。 4d-II-2 參與提高體適能與基本運動能力的身體活動。 ● <u>語文領域－英語文</u> (一) 語言能力(聽) 1-II-7 能聽懂課堂中所學的字詞。 1-II-8 能聽懂簡易的教室用語。 1-II-9 能聽懂簡易的日常生活用語。 1-II-10 能聽懂簡易句型的句子。 (二) 語言能力(說) 2-II-2 能唸出英語的語音。 2-II-3 能說出課堂中所學的字詞。 (六) 學習興趣及態度 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動 	領域核心素養	<ul style="list-style-type: none"> ● 健體 E A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。 ● 健體 E B3 具備運動與健康有關的感知和欣賞的基本素養，促進多元感官的發展，在生活環境中培養運動與健康有關的美感體驗。 ● 健體 E C2 具備同理他人感受，在體育活動和健康生活中樂於與人互動、公平競爭，並與團隊成員合作，促進身心健康。 ● 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 ● 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。
	學習內容	<ul style="list-style-type: none"> ● <u>健康與體育領域</u> Ab- II -1 體適能活動。 		

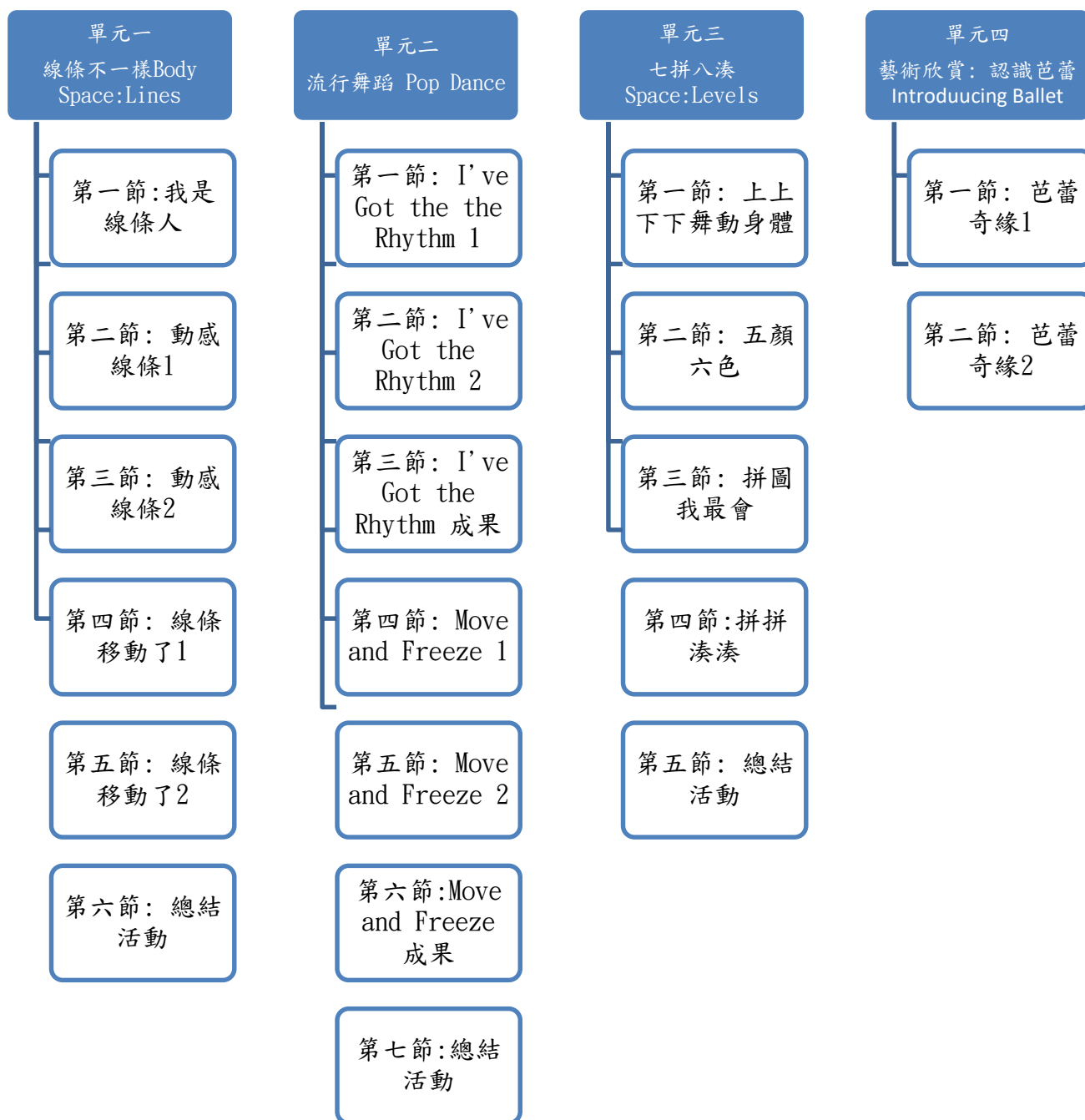
		<p>Bc-II-1 暖身、伸展動作原則。</p> <p>Ce-II-1 其他休閒運動基本技能。</p> <p>Ga-II-1 跑、跳與行進間投擲的遊戲。</p> <p>Ib-II-1 音樂律動與模仿性創作舞蹈。</p> <p>Ib-II-2 土風舞遊戲。</p> <p>● <u>語文領域-英語文</u></p> <p>A. 語言知識 - c. 字詞</p> <p>Ac-II-1 簡易的教室用語。</p> <p>Ac-II-2 簡易的生活用語</p>		
跨領域連結	學習表現	<p>1-II-4 能感知、探索與表現表演藝術的元素和形式。</p> <p>1-II-7 能創作簡短的表演。</p>	領域核心素養	<ul style="list-style-type: none"> ● 藝-E-A1 參與藝術活動，探索生活美感。 ● 藝-E-B3 善用多元感官，察覺感知藝術與生活的關聯，以豐富美感經驗。
	學習內容	<p>表 E-II-2 開始、中間與結束的舞蹈或戲劇小品。</p> <p>表 E-II-3 聲音、動作與各種媒材的組合。</p>		
學習目標				
<ol style="list-style-type: none"> 1. 培養學生具備舞蹈的知識、態度與技能，增進舞蹈的美感經驗。 2. 覺察肢體律動的豐富性，養成尊重與欣賞其多元表現。 3. 建構學生舞蹈的美學欣賞能力，豐富休閒生活品質與全人健康。 4. 藉由舞蹈課程的實施，培養學生良好人際關係與團隊合作精神。 5. 5. 培養學生基本英語文能力，在教師引導下能運用所學的英文進行簡易溝通。 				

2. 課程架構/ Curriculum Diagram



課程設計涵蓋之舞蹈基本元素/ The Elements of Dance included in curriculum	
Body	whole body awareness and movement, use of body parts, locomotor movement
Space	levels, pathways, directions, size of movement
Time	freeze, tempo, rhythm
Energy	flow
Relationship	solo/group

3. 單元課程節次/ Unit Chart





課程進度/ Unit Pacing Guide				
單元 Unit	週次 Week	單元主題 Theme	單元教學重點 Unit teaching focus	英語詞彙/ 芭蕾 法文詞彙 English/ French vocabulary
1	第一週~ 第六週 Week 1 ~ Week 6	線條不一樣 Body Shapes : Lines	帶領學生複習不同的線條，如：直線、弧線、波浪線、鋸齒線、螺旋線等，請學生以肢體動作表現出這些線條。 Have students review different lines: straight line, curved line, wavy line, zig zag line, spiral line. Have students create these lines using the combination of body parts and body movement.	straight line curved line wavy line zig zag line spiral line
2	第七週~ 第十三週 Week 7~ Week 13	流行舞蹈 Pop Dance	帶領學生利用流行歌曲，將學過的身體部位融入歌曲中，以開發學生的肢體協調性與節奏感，並讓學生能夠快樂的享受舞蹈的樂趣。 Have students dance with pop songs, moving their body parts with the rhythm and flow of the music. In doing so , students are to develop their own physical coordinaiton and sense of rthymn and enjoy the pleasure of dance.	head shoulders hands bottom elbows knees feet eyes clap stomp left right move freeze jump shake turn
3	第十四週~第十八週 Week 14~ Week 18	七拼八湊 Space: Levels	帶領學生在不同顏色的地墊上能運用空間的層次做出不同的肢體動作，進而讓學生強化記憶能力。 Have students to create different body movements at three kinds of levels and each level is presented on a specific color mat. Students are to enhance their memory skill through the above activity.	high level middle level low level blue pink green yellow mat
4	第十九週~第二十週 Week 19 ~Week20	藝術欣賞：認識 芭蕾 Introducing Ballet	老師藉由帶讀英語繪本(Be the best EVER ballerina!)和觀看芭蕾電影(Ballerina/ 芭蕾奇緣)介紹芭蕾的基本動作。 Introduce Ballet and its basic	Ballet plie relevé sauté leap/grand jeté

			movements to students by reading picture book, Be the best EVER ballerina!, and watching Ballet movie, Ballerina.	Turn-out Grand Battement Arabesque Pirouette Fouetté Turn
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4. 各單元教案 / Unit plans

單元教案 / Unit Plan			
【教學單元一】線條不一樣 Body Shapes - Lines			
英語學習內容/ language of learning	Vocabulary straight line curved line wavy line zig zag line spiral line	Sentence Patterns Make a straight line. Make a curved line. Make a wavy line. Make a zig zag line. Make a spiral line.	Classroom English Good job! Great! Raise your hands. Stop. Stand up. Sit down. Thank you. Criss-cross your legs. Put your hands in the back. Go back to your seat. Come here. Are you ready? Are you finished? Keep moving. Clap your hands. Put on your shoes. Line up. Go to the nurse. Put on your mask. Go to the bathroom. Wash your hands.
第一節 / Period 1	我是線條人		
教學活動 / Activities	時間 / Time	備註 / Information	

<p>1. Begin the class with warm-up activity.</p> <p>2. Review body lines taught in previous semester. Have a student, or multiple student volunteers demonstrate a few examples of lines.</p> <p>3. Use line picture cards and call out a line for students to make.</p> <p>Instruciton for making each line:</p> <ul style="list-style-type: none"> ➤ Straight line: stand up straight. Lie down on the floor and don't move. Stand on your hands. ➤ Wavy line: wave your hands. Wave your legs. Keep moving. ➤ Curved line: bend your elbows up. Bend down your elbows. Bend over your body. Stand with feet apart. Bend your knees. ➤ Zig zag line: sit down. Raise up your knees. Put your hands back to touch the floor. ➤ Spiral line: One student stand in the center. Other students stand one after another. Stand in clockwise direction. <p>4. Have students move with the drum beat, as teacher stops beating the drum, call out a certain line, students stop what they are doing and start to form the line teacher asks.</p> <p>1. 教師帶領學生執行暖身操。</p> <p>2. 教師講解並帶領學生複習每一種線條。</p> <p>3. 請學生聽到教師指令並做出不同的線條造型。</p> <p>4. 請學生跟著教師鼓聲移動，停止時聽教師指令，並做出正確線條造型。</p>  <p>straight line</p>  <p>curve line</p>	<p>5</p> <p>10</p> <p>10</p> <p>15</p>	<p>教具/ Materials</p> <p>drum/鼓*1</p> <p>drum stick/鼓棒*1</p> <p>maracas/沙鈴*1</p> <p>line flashcards/字卡</p> <p>評量/ Assessment</p> <p>Students can follow directions to make lines using various body parts.</p> <p>實作評量：學生能跟著教師指令做動作。</p>
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zig zag line






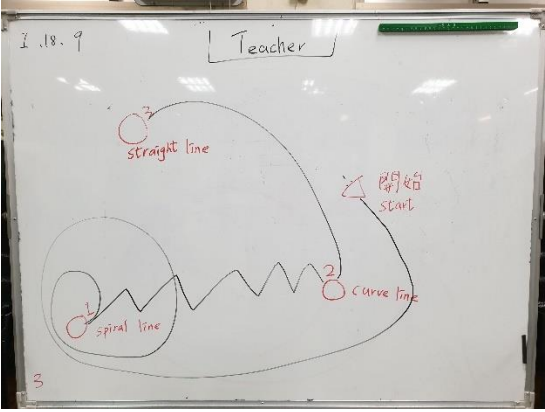
spiral line



curved line

第二節/ Period 2		動感線條 1	
教學活動/ Activities		時間/ Time	備註/ Information
<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Teacher demonstrates examples of lines. Ask students to stay at their own spots and move at different kinds of lines. 3. Have students work with a group of four or five students to come up with a line combination and demonstrate it to teacher. Ask students to choose three kinds of lines they want to make. <ul style="list-style-type: none"> ➤ We have 5 lines. Now pick three lines. Which line does your team want to make? <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 教師講解，並請學生將不同的線條造型在原地動起來。 3. 請學生 4-5 人一組，進行分組練習拼湊線條造型。 		<p>5</p> <p>15</p> <p>20</p>	<p>教具/ Materials</p> <p>drum/手鼓*1</p> <p>drum stick/鼓棒*1</p> <p>maracas/沙鈴*1</p> <p>body shape flashcards/字卡</p> <p>評量/ Assessment</p> <p>Students can follow directions to make shapes using various body parts.</p> <p>實作評量：學生能跟著教師指令做動作。</p>
第 3 節/ Period 3		動感線條 2	

教學活動/ Activities	時間/ Time	備註/ Information
<p>1. Begin the class with warm-up activity.</p> <p>2. Have students move with the drum beat. As teacher stops beating the drum, call out a certain line. Students stop what they are doing and start to form the line teacher asks.</p> <p>3. Have students work with a group of four or five students to present their line combination to the class.</p> <p>1. 教師帶領學生執行暖身操。</p> <p>2. 請學生跟著教師鼓聲移動，停止時聽教師指令，並做出正確動感線條。</p> <p>3. 請學生 4-5 人一組，呈現拼湊線條造型。</p>  <p>straight line</p>  <p>zig zag line</p>  <p>curved line</p>	<p>5</p> <p>10</p> <p>25</p>	<p>教具/ Materials</p> <p>drum/手鼓*1</p> <p>drum stick/鼓棒*1</p> <p>maracas/沙鈴*1</p> <p>body shape flashcards/字卡</p> <p>評量/ Assessment</p> <p>Students can follow directions to make shapes using various body parts.</p> <p>實作評量：學生能跟著教師指令做動作。</p>
第 4 節/ Period 4	線條移動了 1	
教學活動/ Activities	時間/ Time	備註/ Information

<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Play charade. Have one student come to the front of the class and make a certain line. Ask other students to name what line it is. 3. Teacher demonstrates moving at different lines from point A to point B. Ask students to practice the above movement. 4. Ask students to work in groups of four or five students to discuss line combination and put it on the paper marking starting and ending point. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 教師帶學生玩比手畫腳的遊戲，請一位學生到前面做出一種線條造型，讓其他同學回答這是那一種線條。 3. 教師講解，並請學生試著運用不同的線條造型從A點移動到B點。 4. 學生4-5人一組，教師給予各組學生一張白紙，請學生進行分組討論，運用上學期教過的路徑，將組別要走的路線畫出來，並標示起始點與結束點。 	<p>5</p> <p>10</p> <p>20</p>	<p>教具/ Materials</p> <p>drum/手鼓*1</p> <p>drum stick/鼓棒*1</p> <p>maracas/沙鈴*1</p> <p>line flashcards/字卡</p> <p>paper/紙</p> <p>pencil/鉛筆</p> <p>eraser/橡皮擦</p> <p>評量/ Assessment</p> <p>Students can follow directions to make shapes using various body parts.</p> <p>實作評量:學生能跟著教師指令做動作。</p>
第5節/Period 5	線條移動了2	
教學活動/ Activities	時間/ Time	備註/ Information

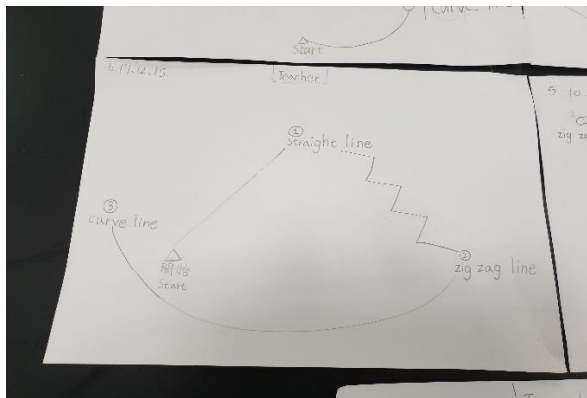
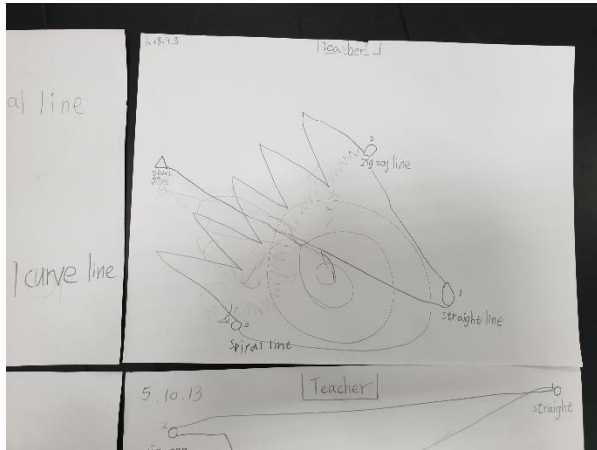
1. Start the class with warm-up activity.
 2. Have students to work with a group of four or five students to draw line combination map.
 3. When students finish the above assignment, have them work with groups to practice combination of different lines they create. Teacher offers feedback to every group.
1. 教師帶領學生執行暖身操。
 2. 學生 4-5 人一組，將路線圖完成，並標示每個路線是以哪種線條移動，並交予教師檢查。
 3. 各組學生完成後，分組在教室進行練習，教師給予各組別建議。

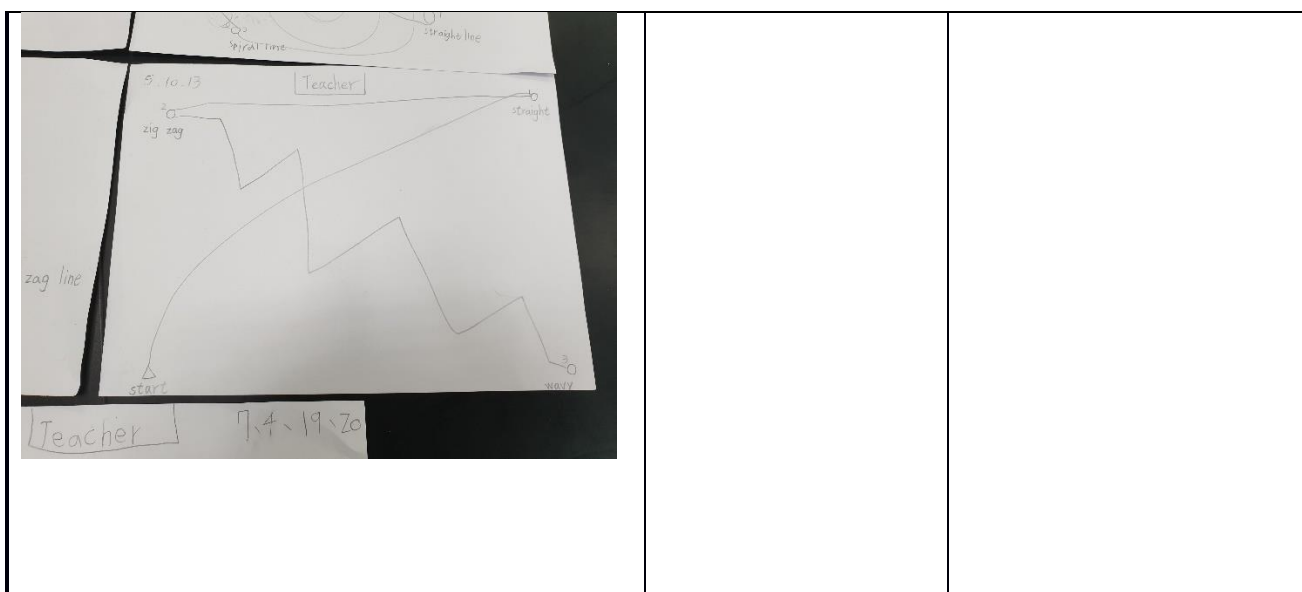
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教具/ Materials
drum/手鼓*1
drum stick/鼓棒*1
line flashcards/字卡

評量/ Assessment
Students can follow directions to make shapes using various body parts.

實作評量: 學生能跟著教師指令做動作。





第 6 節/Period 6 總結活動		
教學活動/ Activities	時間/ Time	備註/ Information
<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Teacher reviews all kinds of lines taught in this unit. 3. Have students work with groups to create line combination and show the moves. Remind students to pause for 5 seconds as they present each line shape. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 複習線條不一樣的單元內容。 3. 請學生運用不同線條移動方式並組成不同線條造型進行分組的成果驗收。提醒學生每種造型必須清楚停住 5 秒。 	<p>5</p> <p>5</p> <p>30</p>	<p>教具/ Materials</p> <p>drum/手鼓*1</p> <p>drum stick/鼓棒*1</p> <p>body shape flashcards/字卡</p> <p>評量/ Assessment</p> <p>Students can follow directions to make shapes using various body parts.</p> <p>實作評量:學生能跟著教師指令做動作。</p>

單元教案 / Unit Plan			
【教學單元二】流行舞蹈 Pop Dance			
英語學習內容/ language of learning	Vocabulary head shoulders hands bottom elbows knees feet eyes clap stomp left right move freeze jump shake turn	Sentence Patterns I've got the rhythm in my _____. C'mon, move and freeze. C'mon, jump and freeze. C'mon, shake and freeze. C'mon, turn and freeze.	Classroom English Good job! Great! One more time. Again. Raise your hands. Stop. Stand up. Sit down. Thank you. Go back to your seat. Are you ready? Go to the left stage. Go to the right stage. Be quite, please. Put on your shoes. Line up. Put on your mask. Go to the bathroom. Wash your hands.
	第一節 / Period 1	I've Got the Rhythm 1	
教學活動 / Activities		時間 / Time	備註 / Information
1. Begin the class with warm-up activity. 2. Ask students to sit on the floor, watch the song video and sing with it. Song Link: I've Got the Rhythm https://www.youtube.com/watch?v=Sux_Ut4nKGw https://www.youtube.com/watch?v=C2WJ2bWTV2g		5 10 10 15	教具 / Materials projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡 評量 / Assessment Students can follow directions to dance. 實作評量：學生能跟著 教師指令做動作。
3. Teacher demonstrates the choreography in intro and the 1 st verse in the song. 4. Ask students to practice dancing to the music. 1. 教師帶領學生執行暖身操。 2. 請學生看著影片，邊看邊唱。 3. 老師示範並教導學生前奏與第一段的舞蹈 分解動作 4. 讓學生配合音樂並反覆練習。			

第二節/ Period 2		I've Got the Rhythm 2	
教學活動/ Activities		時間/ Time	備註/ Information
1. Begin the class with warm-up activity. 2. Teacher demonstrates the choreography taught last week. Ask students to follow teacher's movement. 3. Teacher demonstrates the choreography in 2 nd verse in the song. 4. Have students practice dancing step by step. Have the whole class dance to the 1 st and 2 nd verses of the song. 1. 教師帶領學生執行暖身操。 2. 教師帶領學生一同複習上週的動作。 3. 老師示範，教導學生第二段的舞蹈分解動作。 4. 讓學生配合音樂將第一段及第二段串聯並反覆練習。		5 10 15 10	<u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡 <u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。
第 3 節/ Period 3		I've Got the Rhythm 成果	
教學活動/ Activities		時間/ Time	備註/ Information
1. Begin the class with warm-up activity. 2. Teacher demonstrates the choreography taught last week. Ask students to follow teacher's movement. 3. Have students practice dancing step by step and dance to the music. 4. Divide students into groups. Have groups of students practice the dance and then present their dance to class. 1. 教師帶領學生執行暖身操。 2. 教師帶領學生一同複習上週的動作。 3. 讓學生配合音樂反覆練習。 4. 學生分組進行成果展現。		5 10 10 15	<u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡 <u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。
第 4 節/ Period 4		Move and Freeze 1	
教學活動/ Activities		時間/ Time	備註/ Information

<p>1. Begin the class with warm-up activity. 2. Ask students to sit on the floor, watch the song video and sing with it. Song Link: Move and Freeze https://www.youtube.com/watch?v=388Q44ReOWE</p> <p>3. Teacher demonstrates the choreography in intro and the 1st verse in the song. 4. Ask students practice dancing to the music.</p> <p>1. 教師帶領學生執行暖身操。 2. 請學生看著影片，邊看邊唱。 3. 老師示範並教導學生前奏與第一、二段的舞蹈分解動作。 4. 讓學生配合音樂並反覆練習。</p>	<p>5 10</p> <p>15</p> <p>10</p>	<p><u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡</p> <p><u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。</p>
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第 5 節 / Period 5 | Move and Freeze 2

教學活動 / Activities	時間 / Time	備註 / Information
<p>1. Begin the class with warm-up activity. 2. Teacher demonstrates the choreography taught last week. Ask students to follow teacher's movement. 3. Teacher demonstrates the choreography in 2nd verse in the song. 4. Have students practice dancing step by step. Have the whole class dance to the 1st and 2nd verses of the song.</p> <p>1. 教師帶領學生執行暖身操。 2. 教師帶領學生一同複習上週的動作。 3. 老師示範，教導學生第二段的舞蹈分解動作。 4. 讓學生配合音樂將第一段及第二段串聯並反覆練習。</p>	<p>5 15</p> <p>15</p> <p>10</p>	<p><u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡</p> <p><u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。</p>

第 6 節 / Period 6 | Move and Freeze 成果

教學活動 / Activities	時間 / Time	備註 / Information
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<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Teacher demonstrates the choreography taught last week. Ask students to follow teacher's movement. 3. Have students practice dancing step by step and dance to the music. 4. Divide students into groups. Have group of students practice the dance and then present their dance to class. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 教師帶領學生一同複習上週的動作。 3. 讓學生配合音樂反覆練習。 4. 學生分組進行成果展現。 	<p>5</p> <p>10</p> <p>10</p> <p>15</p>	<p><u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡</p> <p><u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。</p>
<p>第 7 節/Period 7 總結活動</p>		
<p>教學活動/ Activities</p>	<p>時間/ Time</p>	<p>備註/ Information</p>
<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Teacher demonstrates the choreography of the two songs taught in previous week. Ask students to follow teacher's movement. 3. Have students present the dance to teacher and class. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 教師放音樂及影片讓學生複習 I've Got the Rhythm 及 Move and Freeze 的動作。 3. 學生進行最後的流行舞蹈成果驗收。 	<p>5</p> <p>15</p> <p>20</p>	<p><u>教具/ Materials</u> projector/投影機*1 song video/影片*1 sound systems/音響*1 lyrics flashcards/字卡</p> <p><u>評量/ Assessment</u> Students can follow directions to dance. 實作評量:學生能跟著教師指令做動作。</p>

I've Got the Rhythm 歌詞

Doo-ta! Doo-doo-ta!
Doo-ta! Doo-doo-ta!
One! Two! Three! Four! Yeh, yeh, yeh, yeh! X2

I've got the rhythm in my head. Head!
I've got the rhythm in my shoulders. Shoulders!
I've got the rhythm in my hands. Clap, clap! Hands!
I've got the rhythm in my bottom. Bottom!

Doo-ta! Doo-doo-ta!
Doo-ta! Doo-doo-ta!
One! Two! Three! Four! Yeh, yeh, yeh, yeh!

I've got the rhythm in my elbows. Elbows!
I've got the rhythm in my knees. Knees!
I've got the rhythm in my feet. Stomp, stomp! Feet!
I've got the rhythm in my eyes. Eyes!

I've got the rhythm all over. Oh, yeah!
I've got the rhythm all over. Woo-ha!
I've got the rhythm all over. One! Two! Three!
I've got the rhythm all over.
And freeze! Tap!

Doo-ta! Doo-doo-ta!
Doo-ta! Doo-doo-ta!
One! Two! Three! Four! Yeh, yeh, yeh, yeh!

Move and Freeze 歌詞

C'mon, move and freeze. C'mon, move and freeze.
C'mon, move and freeze. C'mon, move and freeze.

Put your right hand on your left knee,
your left hand on your right. Your knees move in and out. Your hands stay tight.
Now keep on with your moving but switch hands on your knees.
Keep on moving in and out till we say freeze.

C'mon, move and freeze. C'mon, move and freeze.
C'mon, move and freeze. C'mon, move and freeze.

Put one hand across your shoulder one hand across your back.
Now jump in place. Do you like it like that?
Now switch hands across your shoulders and switch hands across your back.
Now just be nimble, just be quick, just like Jack.

C'mon, jump and freeze. C'mon, jump and freeze.
C'mon, jump and freeze. C'mon, jump and freeze.

Everybody shake your body from your head down to your feet.
And don't stop shaking until we stop the beat.
Shake it to the east and shake it to the west.
Shake it, shake it, shake it with my friends who are the best.

C'mon, shake and freeze. C'mon, shake and freeze.
C'mon, shake and freeze. C'mon, shake and freeze.

Put your right hand on your head, your left on someone's knee.
Now turn once in a circle and buzz like a bee.
Now turn the other way, don't let go or lose your spot. Keep turning left, keep turning right
until the music stops.

C'mon, turn and freeze. C'mon, turn and freeze.
C'mon, turn and freeze. C'mon, turn and freeze. "Alright, you can move now."

單元教案/ Unit Plan			
【教學單元三】七拼八湊 Space-Levels			
英語學習內容/ language of learning	Vocabulary high level middle level low level blue pink green yellow mat	Sentence Patterns Make a high level shape with blue mat. Make a middle level shape with green mat. Make a low level shape with yellow mat.	Classroom English Good job! Great! One more time. Again. Raise your hands. Stop. Stand up. Sit down. Thank you. Go back to your seat. Are you ready? Be quite, please. Put on your shoes. Line up. Put on your mask. Go to the bathroom. Wash your hands.
	第一節/ Period 1	上上下下舞動身體	
教學活動/ Activities		時間/ Time	備註/ Information
1. Begin the class with warm-up activity. 2. Ask students, "What is a level?" ➤ Level is how high or low we can get our bodies to move. • high • middle • low ➤ Teacher demonstrates a high, medium, low level. 3. Have students move to the music. When music stops, call out a level for students to use the pathway to move at. 4. Have students walk to the music, make several movement at different levels. An example would be relevé at high level. 1. 教師帶領學生執行暖身操。 2. 教師講解空間的層次變化，如：高水平、中水平、低水平。 3. 請學生跟隨音樂走動，音樂停止時在不同水平上做出不同造型。 4. 請學生跟隨音樂走動，並在不同水平上做出不同移動方式，如：高水平(跳、Relevé 升高/踮腳)...等。		5 15 10 10	<u>教具/ Materials</u> CD/ 音樂 CD*1 sound systems/ 音響*1 level flashcards/ 字卡 <u>評量/ Assessment</u> Students can follow directions to move. 實作評量：學生能跟著教師指令做動作。
第二節/ Period 2		五顏六色	
教學活動/ Activities		時間/ Time	備註/ Information

<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Teacher puts colored mats on the floor. Instruct students to create different shapes according to the mat color. An example would be making a low level shape with pink mat. 3. Ask students to move to the music with the mats, when music stops, teacher call out a certain shape, and students are to make that shape with mats. 4. Ask studnets to move to the music with mats. When music stops, call out a movement for students to move at with their nearby classmates. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 教師將不同顏色的地墊擺放在地上，告知學生每個顏色地墊必須做什麼姿勢造型，如：粉色要做低水平造型。 3. 請學生拿著彩色墊子跟隨音樂走動，音樂停止時聽從老師指令運用墊子做出造型。 4. 請學生拿著彩色墊子跟隨音樂走動，音樂停止時與鄰近的同學一同做出指令動作。 	<p>5 5 15 15</p>	<p><u>教具/ Materials</u> CD/音樂 CD*1 sound systems/音響*1 level flashcards/字卡 blue, pink, green, yellow mats /彩色墊子 4 色*32</p> <p><u>評量/ Assessment</u> Students can follow directions to move. 實作評量：學生能跟著教師指令做動作。</p>
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第 3 節/ Period 3 | 拼圖我最會

教學活動/ Activities	時間/ Time	備註/ Information
<ol style="list-style-type: none"> 1. Begin the class with warm-up activity. 2. Have students work in pair to come up with different shapes at high, medium, and low level, and to present their shapes to whole class. 3. When some students present their shapes, have other students guess what shapes they are making. <ol style="list-style-type: none"> 1. 教師帶領學生執行暖身操。 2. 請學生 2 人一組，分組討論運用彩色墊子做出不同水平的造型動作，並分組呈現。 3. 請其他組學生猜猜別組拼出哪些造型。 	<p>5 25 10</p>	<p><u>教具/ Materials</u> level flashcards/字卡 blue, pink, green, yellow mats /彩色墊子 4 色*32</p> <p><u>評量/ Assessment</u> Students can follow directions to move. 實作評量：學生能跟著教師指令做動作。</p>

第 4 節/ Period 4 | 拼拼湊湊

教學活動/ Activities	時間/ Time	備註/ Information
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<p>1. Begin the class with warm-up activity.</p> <p>2. Have student work with groups of four students to come up with three kinds of real-life object shapes built with color mats. Examples of shapes would be a chair, a bathtub, and a car.</p> <p>3. After making shapes, have students add on the corresponding body movement that matches the shapes. An example would be pretending sitting on the chair with the chair shaped mats. Remind students that extra mats are for their shaping materials.</p> <p>1. 教師帶領學生執行暖身操。</p> <p>2. 請學生 4 人一組，分組進行討論，運用彩色墊子拼出 3 種不同的立體造型，如：椅子、浴缸、汽車。</p> <p>3. 完成立體造型後，請學生加上相符的肢體動作，如：椅子(可以設計假裝做椅子的動作)。 提醒學生多出來的彩色墊子能當輔助道具。</p>	<p>5 10 25</p>	<p><u>教具/ Materials</u> level flashcards/ 字卡 blue, pink, green, yellow mats / 彩色墊子 4 色*32</p> <p><u>評量/ Assessment</u></p> <p>Students can follow directions to move. 實作評量：學生能跟著教師指令做動作。</p> <p>Students can verbalize their thoughts and opinions. 口語評量：學生能勇於分享及發言。</p>
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第 5 節/Period 5	總結活動
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教學活動/ Activities	時間/ Time	備註/ Information
<p>1. Begin the class with warm-up activity.</p> <p>2. Have students take turns to work with groups to present their three real-life object shapes to class. Meanwhile, other students who are not performing fill in the feedback form for the performers.</p> <p>1. 教師帶領學生執行暖身操。</p> <p>2. 分組進行成果驗收。 其他組別可幫演出組別評分(1-10 分)。</p>	<p>5 35</p>	<p><u>教具/ Materials</u> level flashcards/ 字卡 blue, pink, green, yellow mats / 彩色墊子 4 色*32</p> <p><u>評量/ Assessment</u></p> <p>Students can follow directions to move. 實作評量：學生能跟著教師指令做動作。</p> <p>Students can verbalize their thoughts and opinions. 口語評量：學生能勇於分享及發言。</p>

單元教案 / Unit Plan			
【教學單元四】藝術賞析-認識芭蕾 Introducing Ballet			
英語學習內容/ language of learning	Vocabulary Ballet pile relevé sauté leap/grand jeté Turn-out Grand Battement Arabesque Pirouette Fouetté Turn	Classroom English Good job! Great! Raise your hand. Stand up. Sit down. Thank you. Are you ready? Be quite, please. Put on your shoes. Line up. OK! Go!	
第一節 / Period 1	芭蕾奇緣 1		
教學活動 / Activities	時間 / Time	備註 / Information	
1. Read the picture book "be the best EVER ballerina!" Book Link: https://www.youtube.com/watch?v=659ggqWCLTs&t=111s	10	教具 / Materials picture book/ 英語繪本 x1 DVD/ 影片 DVD*1 projector&screen / 投影機&投影螢幕*1	
2. Play the first half of the movie, ballerina. Introduce ballet basic movements.	30		
1. 英文老師導讀 芭蕾舞本 "Be the best EVER ballerina!" 。			
2. 舞蹈老師播放芭蕾舞劇(芭蕾舞緣) 前半段影片中女主角學舞及表演片段讓學生欣賞。 教師講解電影裡的基本芭蕾舞動作，如:Relevé(升高/踮腳)、sauté(雙腳跳)、leap/grand jeté(跨跳)…等。			
第二節 / Period 2	芭蕾奇緣 2		
教學活動 / Activities	時間 / Time	備註 / Information	

<ol style="list-style-type: none"> 1. Play the movie clips that present the main actress learning ballet and showcasing ballet. 2. After watching the movie clips, have students share their thoughts with the whole class. <ol style="list-style-type: none"> 1. 老師播放芭蕾舞劇(芭蕾舞奇緣)後半段影片中女主角學舞及表演片段讓學生欣賞。 2. 請學生分享觀看影片想法。 	<p>30</p> <p>10</p>	<p><u>教具/ Materials</u> <u>教具/ Materials</u> picture book/ 英語繪本 x1 DVD/ 影片 DVD*1 projector&screen / 投影機&投影螢幕*1</p> <p><u>評量/ Assessment</u> Students can verbalize their thoughts and opinions. 口語評量: 學生能勇於分享及發言。</p>
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Ballet term definition	Illustration
<ul style="list-style-type: none"> ● plie (plee-ay): to bend. Keeping both feet flat on the floor at all times, bend your knees. ● Relevé (ruh-leh-vay’): to rise. This can be done on one foot or both feet together. Start with the feet together, keep the knees straight and lift the heels high enough so all of your body weight is on the balls of the feet – NOT the tips of your toes. Repeat this on one foot.: ● saute (soh-tay): to jump. This means that you leave the ground by jumping off of both feet at the same time and you land on both feet at the same time. (Basic Ballet Positions, 無日期) 	 <p>(Basic Ballet Positions, 無日期)</p>
<ul style="list-style-type: none"> ● Grand jeté : is a classical ballet term meaning “big throw.” It describes a big jump where the dancer throws one leg into the air, pushes off the floor with the other, jumping into the air and landing again on the first leg. (Ballet Term Definition, 202) 	 <p>(Ballet Term Definition, 202)</p>

<p>Turn-out: turn out is the rotation of legs outwards.</p>	 <p>(Stanton, 2019)</p>
<p>Battement: (French: “beating”), in ballet, an extension of the leg to the front, side, or back, either repeatedly or as a single movement. (Britannica, 2020) Grand Battement: (French: “large beating”), in which the leg is lifted to hip level or higher and held straight. (Britannica, 2020)</p>	 <p>(How to: Grand Battement, 無日期)</p>
<p>Arabesque: In ballet, arabesque is a position where the body is supported on one leg, with the other leg extended directly behind the body with a straight knee. (Arabesque, 2020)</p>	 <p>(Arabesque, 2020)</p>
<p>Pirouette (peer-oo-wet'): A complete turn of the body on one foot. (Ballet Vocabulary, 無日期)</p>	 <p>(Shutterstock, 2020)</p>
<p>Fouetté Turn(fweh-tay turns): Fouetté turns is a classical ballet term meaning “whipped turns.” (Arabesque, 2020)</p>	 <p>(FOUETTE TURNS TUTORIAL, 2019)</p>