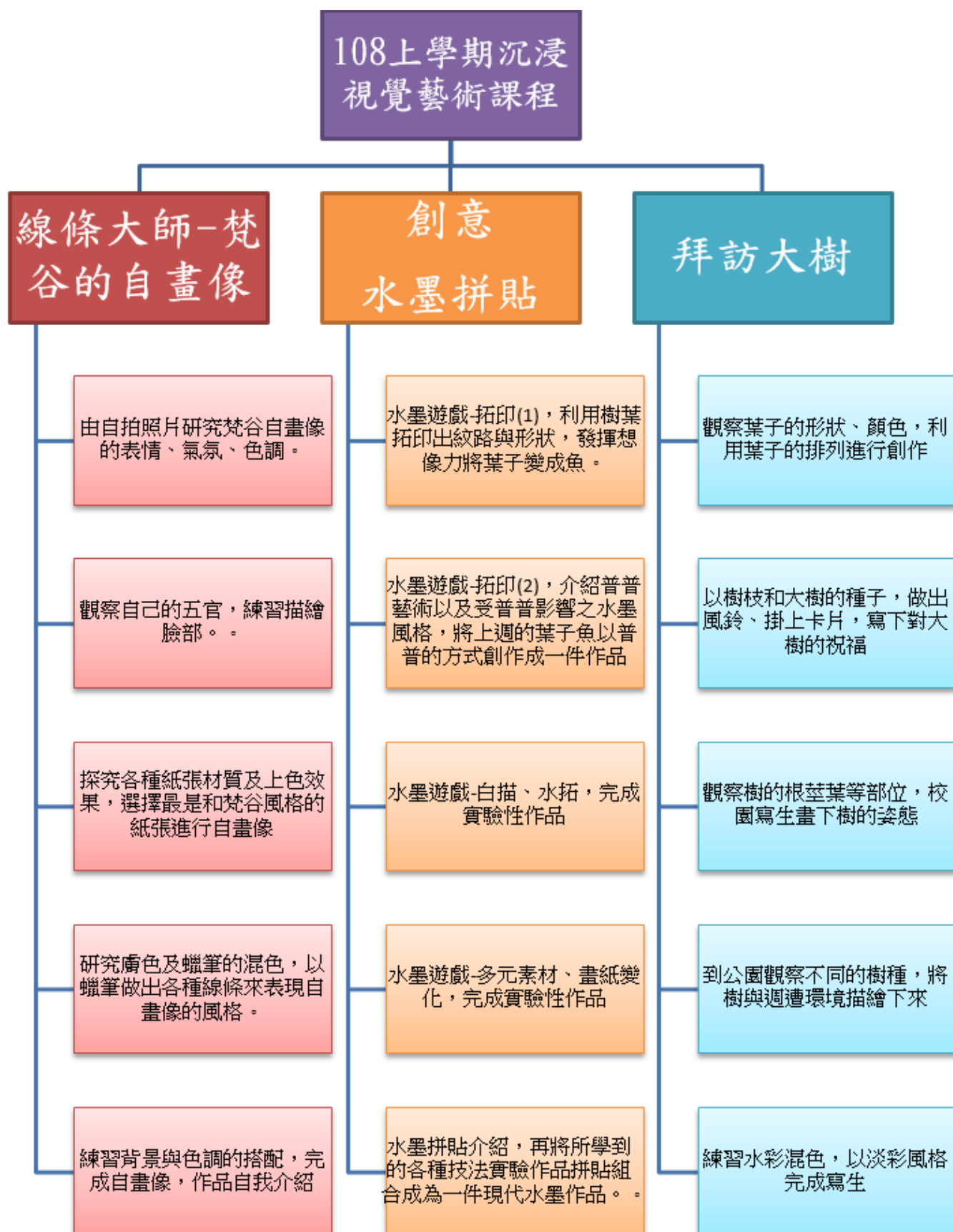


# 雲林國小 108 學年度四年級第一學期課程架構及教案設計



主題單元	名稱	教學週次	內容大綱
108 上學期			
一	線條大師-梵谷的自畫像	1	由自拍照研究梵谷自畫像的表情、氣氛、色調。
		2	觀察自己的五官，練習描繪臉部。
		3	探究各種紙張材質及上色效果，選擇最是和梵谷風格的紙張進行自畫像。
		4	研究膚色及蠟筆的混色，以蠟筆做出各種線條來表現自畫像的風格。
		5	練習背景與色調的搭配，完成自畫像，作品自我介紹。
二	創意水墨拼貼	1	水墨遊戲-拓印(1)，利用樹葉拓印出紋路與形狀，發揮想像力將葉子變成魚。
		2	水墨遊戲-拓印(2)，介紹普普藝術以及受普普影響之水墨風格，將上週的葉子魚以普普的方式創作成一件作品。
		3	水墨遊戲-白描、水拓，完成實驗性作品。
		4	水墨遊戲-多元素材、畫紙變化，完成實驗性作品。
		5	水墨拼貼介紹，再將所學到的各種技法實驗作品拼貼組合成為一件現代水墨作品。
三	拜訪大樹	1	觀察葉子的形狀、顏色，利用葉子的排列進行創作。
		2	以樹枝和大樹的種子，做出風鈴、掛上卡片，寫下對大樹的祝福。
		3	觀察樹的根莖葉等部位，校園寫生畫下樹的姿態。
		4	到公園觀察不同的樹種，將樹與週遭環境描繪下來。
		5	練習水彩混色，以淡彩風格完成寫生。

## 四年級英語融入藝術與人文領域教學單元理念與重點(上學期)

### 主題一

主題名稱	線條大師-梵谷的自畫像	教學設計者	簡佳倚、文湘娥、謝依倩、王怡涵	
教學對象	四年級上學期	教學節次	10 節課(40 分鐘/節) 1-5 週	
能力指標	<p>1-2-1 探索各種媒體、技法與形式，了解不同創作要素的效果與差異，以方便進行藝術創作活動。</p> <p>2-2-7 相互欣賞同儕間視覺、聽覺、動覺的藝術作品，並能描述個人感受及對他人創作的見解。</p> <p>3-2-11 運用藝術創作活動及作品，美化生活環境和個人心靈。</p>			
學習目標	<p>1. 了解梵谷生平及生命歷程</p> <p>2. 欣賞梵谷的著名作品，強化美感經驗。</p> <p>3. 認識梵谷作品特色，了解其畫作與生活的關聯，以及風格的轉變。</p> <p>4. 感受不同色彩與線條的表現，提昇鑑賞及表現能力。</p>			
教學方法	講述法、示範教學法、協同教學法			
第 1 週 教學活動-活動一		教學時間	教具	評量
<p>一、教學準備： 梵谷之歌(唐麥克林)、畫家自畫像 PPT、自畫像著色畫、實物投影機、梵谷一生簡短版影片、梵谷自畫像圖片 2 張</p> <p>二、引起動機： 1. 撥放影片”【七月半】#42 棚拍 10 連拍 真簡單”(35s) <a href="https://www.youtube.com/watch?v=qL2DiHOZaq4">https://www.youtube.com/watch?v=qL2DiHOZaq4</a> 2. ST：相機自拍時，你怎麼選擇動作和表情來表現自己呢？</p> <p>三、發展活動： (一)畫家的自畫像 觀看 5 位不同的自畫像作品，引導學生看見表情、色調、背景等線索，解讀畫家所要傳遞的自我形像。 ◎從自畫像裡的人物造形、表情變化等，引導學生討論梵谷的性格和個性。 ◎讓學生討論梵谷所使用的各種大小、長短、曲線、漩渦狀的線條和形狀表現出的特色。 ◎色彩的表情：認識梵谷作品中的用色</p>		10	clip	能仔細觀察並參與活動
		20	實物投影機	能瞭解藝術家外在的特徵與內在的性格。
		15	畫家自畫像 PPT	能正確回答老師的問題
		5	梵谷一生簡短版影片	能欣賞並分析梵谷的自畫像

<p>(三)色彩與心情</p> <p>1. 教師複習“色彩給人的聯想與感受”。</p> <div data-bbox="146 324 625 609"> </div> <p>2. 學生將黑白的梵谷自畫像著上顏色 (教室撥放梵谷之歌)<a href="https://www.youtube.com/watch?v=IZsvyXJwCHc">https://www.youtube.com/watch?v=IZsvyXJwCHc</a> 教師巡堂句型: 四、統整活動: a. 教師提問, 引導學生說出想法。 你在頭髮畫了綠色, 有什麼原因?(ET 示範)</p> <p>ST 總結顏色的視覺效果對情緒的影響</p> <ol style="list-style-type: none"> <li>1. 提醒學生下次要攜帶的器具</li> <li>2. 指導整裡用具、打掃教室。</li> </ol> <p>ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 <a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a> ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告, 老師檢查) ET: Good job. You may take a break.</p>	<p>15</p> <p>10</p> <p>5</p>	<p>梵谷自畫像片張</p> <p>自畫像著色畫</p> <p>學生作品</p>	<p>學生能說出對各種色彩的感受 能思考選擇用色來完成著色</p> <p>學生能說出選擇顏色的原因</p> <p>學生能欣賞比較同學的作品</p>
<p>第2週 教學活動-活動二</p>	<p>教學時間</p>	<p>教具</p>	<p>評量</p>
<p>一、教學準備: 梵谷荷蘭時期作品、鏡子、口紅火焰向日葵多媒體、眼鼻口學習單、PPT「五官示範」、唇膏、棉花棒</p> <p>二、引起動機: ET: Hey, boys and girls. Do you remember what is his name? (教師拿上一堂學生作品提問) Ss: Vincent Van Gogh(梵谷) ST: Good job! ET: We did Van Gogh's self-portrait last week. Here is a puzzle of another self-portrait for you to try. ST: 每一組小組長輪流出來拼自畫像圖 火焰向日葵多媒體遊戲 拼拼看(梵谷的作品拼圖)</p>	<p>10</p> <p>5</p>	<p>火焰向日葵多媒體</p> <p>眼鼻口學</p>	<p>能參與活動</p>

<p>梵谷在發生割耳事件後，感覺到自己不一樣了，所以把自己當時的狀態畫下來。</p> <p>你覺得他自戀我也不反對，但人的一生中有很多階段，每個階段面貌、心態都會不一樣。</p> <p>ST 提醒教師提醒學生仔細觀察五官的變化</p> <p>欣賞影片” 4 分鐘畫完人的一生” (4 分)</p> <p><a href="https://www.youtube.com/watch?v=30kbJaaMiaM">https://www.youtube.com/watch?v=30kbJaaMiaM</a></p> <p>看完影片後</p> <p>ET: Is that the same person?</p> <p>ST: Yes, 是同一個人從嬰兒到老喔!</p> <p>三、發展活動:</p> <p>(一)五官觀察：教師示範說明，學生完成學習單</p> <ol style="list-style-type: none"> <li>1. 觀察學習單上的眼睛，將兩個不同的眼睛仔細的畫出來。</li> <li>2. 觀察學習單上的鼻子，將鼻子的光線變化畫出來。</li> <li>3. 親吻一下：學生擦口紅，將唇印留在紙上，觀察嘴唇造型，再試著畫畫看。</li> </ol> <p>我會發下唇膏及棉花棒，請依照自己的唇形描繪，確實地印在學習單上。</p> <p>(ET ST 課間巡視, 重複 eyes, ears, nose, mouth)</p>	30	習單  唇膏、棉花棒	能觀察五官構造並完整畫出臉部
<p>(二)什麼是自畫像?自畫像是……我的臉部特徵，我的各種表情或是心情，包括喜怒哀樂，使用畫畫的方式保存下來。</p> <p>請學生使用鏡子觀察自己的臉部、找找自己的臉部特徵。</p> <p>ET: Joy, Can you show us how to draw a self-portrait? Can I draw a cartoon face?</p> <p>ST: No, no cartoon face.當你在畫的時候，別忘了看看鏡子仔細觀察後再把特徵畫下來。(畫在黑板上示範，ET 用英文補充說明)</p> <p>ET: If you were a model, you want to be happy, sad or cool?</p> <p>ST:先想好你要的表情很重要喔!</p> <ol style="list-style-type: none"> <li>1. 臉型 face shape-是圓的、方的還是瓜子臉等，大小至少手掌大。 Oval, long, square, round, heart shaped face</li> <li>2. 眉毛 eyebrow type--每個學生眉型差異也很大，注意粗細長短以及位置高(ET ST 課間巡視, 重複 circle, oval, square) 低。thick ,thin, straight, curved eyebrow</li> <li>3. 眼睛 eye shape--上弧形加下弧形。有無戴眼鏡。可加上眼睫毛。 round /almond shaped eye, with or without glasses,eyelashes</li> <li>4. 鼻子 nose shape-摸摸看自己的鼻梁、鼻翼、鼻孔。big/small, high/flat nose</li> <li>5. 嘴巴 mouth type—上下嘴唇張開或合上都可以，也可以加上牙齒 big/small and open/closed mouth</li> <li>6. 耳朵 ear shape-可畫兩層(一層室內耳廓) big/small, round/square</li> </ol>	25	鏡子  PPT 「五官示範」	能觀察比對畫作與本人，說出具體的差異之處

<p>ears ST: Ok 那你們懂了嗎? ET: Yes! Let's start! (ET ST 課間巡視, 重複 This is my face. I have a/an round/oval face. I am happy/cool/sad/cute/funny.)</p> <p>(三)自畫像五官構圖: 學生互相幫忙比對自畫像構圖與本人之間的差異, 仔細檢查五官特徵是否有描繪出來, 做局部調整, 完成臉部的自畫像構圖。.</p> <p>四、統整活動</p> <p>1. 欣賞同學學習單自由發想作品, 口頭發表。 ST: Karen, please show us your picture. ET: Sure, after me, it's all your turn. Ss: This is my <u>face</u>. I have a/an <u>round/oval face</u>. I am <u>happy/cool/sad/cute/funny</u>.(將句型寫在黑板上)</p> <p>Now, it's your turn. Who wants to be the first? (鼓勵發表)</p> <p>2. 畫作賞析: 荷蘭時期:【吃馬鈴薯的人】 收拾整理桌面</p> <p>3. 提醒學生下次要攜帶的器具</p> <p>4. 指導整理用具、打掃教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 <a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a> ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告, 老師檢查) ET: Good job. You may take a break.</p>	10	學生作品  畫作圖片	能口頭介紹自己的自畫像特色  學生能專心參與、仔細觀察
第3週 教學活動-活動三	教學時間	教具	評量
<p>一、教學準備: 教師準備: 粉蠟筆 crayons、牛皮紙 kraft paper、西卡紙 bristol board、粉彩紙 colored paper、梵谷巴黎時期畫作、320# 砂紙 sandpaper、小畫家空白著色圖檔 學生準備: 粉蠟筆</p> <p>二、引起動機: 1. 老師發下牛皮紙、西卡紙、粉彩紙、砂紙, 每一組一份, 學生先用眼觀察、手觸摸, 感受紙張的特性。 你們猜猜哪一片葉子是用哪一種紙畫出來的。 (展示作品, 學生寫下英文答案)</p> <p>三、發展活動: (一)探索各種紙張: ST:我們先賣個關子, 等我們做完實驗再公布看看那一組答對了。 每一個人都在每一種紙上畫畫看, 再檢查一次你們那一組的答</p>	5  20	牛皮紙、描圖紙、粉彩  紙、砂紙	學生能專心觀察說出感覺  學生能參與實驗, 寫出正確答案

<p>案，可以改答案喔。</p> <p>(二)粉蠟筆在紙張上的效果：學生討論那一種紙的效果適合畫哪一種主題：</p> <ol style="list-style-type: none"> <li>岩石 rock</li> <li>果凍 jelly</li> <li>毛怪 hairy monster</li> </ol> <p>ET: Joy, I like a hairy monster. I want to draw one.</p> <p>ST: Hairy Monster? 毛怪，他會毛茸茸的，那一張紙的效果會比較適合呢?</p> <p>Ss: 西卡紙</p> <p>ET: Why?</p> <p>Ss: .....(接著問石頭、果凍)</p> <p>(三)猜猜梵谷的自畫像，較接近哪一種紙張所呈現的效果？梵谷的作品其實是用油畫完成的，油畫顏料塗在有明顯肌理的畫布上，呈現出筆觸鮮明的效果。</p> <p>ST:我們再看一次梵谷自畫像。你們猜猜是哪種紙張?</p> <p>ST: 你們都很棒唷!但是當時梵谷是用畫布。</p> <p>ET: Canvas?</p> <p>ST:梵谷的作品其實是用油畫完成的，油畫顏料塗在有明顯肌理的畫布上，呈現出筆觸鮮明的效果。(教師拿出畫布)</p> <p>(四) 各種皮膚的顏色：</p> <ol style="list-style-type: none"> <li>運用電腦繪圖的著色軟體，學生體驗微弱的顏色變化也會造成不同的效果。漸層的感覺和留下肌理的效果也很不一樣。....</li> </ol> <p>ST 按照學生反應操作</p> <p>ST:其實顏色只要差一點點，看起來感覺就會不一樣，尤其在人的臉上更加明顯。</p> <p>ET: I feel the same!</p> <p>ST: 就像每一個人天生膚色就是不一樣啊!</p> <ol style="list-style-type: none"> <li>在蠟筆盒裡，挑出最適合用來表現自己膚色的一隻蠟筆。</li> </ol> <p>ST:發下砂紙並示範如何構圖，學生按照上週的自畫像構圖，在砂紙上先畫出大致位置。</p> <ol style="list-style-type: none"> <li>完成自畫像構圖： <ol style="list-style-type: none"> <li>自畫像的脖子--直接畫 2 條直線就可，注意脖子粗細。</li> <li>衣服--可在衣服上畫上花樣或圖案變化，才不會太單調。</li> <li>頭髮--提醒學生可畫一些瀏海，這樣看起來才不會像光頭，另外女生的馬尾可以畫在側面。</li> </ol> </li> </ol> <p>(ET, ST 課間巡視)</p> <p>☆ 收拾教室</p> <p>指導整理用具、打掃教室。</p> <p>ET: Now it's time for cleaning.</p> <p>播放 Clean Up is fun 的歌</p> <p><a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a></p> <p>ET: Are you done with the cleaning?</p>	<p>35</p> <p>10</p>	<p>砂紙、粉蠟筆</p> <p>電繪軟體-小畫家</p>	<p>學生能說出各種紙張的著色特色</p> <p>學生能專心觀察，說出差異和感受</p> <p>學生能選出一支接近自己膚色的蠟筆</p>
---	---------------------	-------------------------------	--

<p>Ss: Yes, we are done.</p> <p>ET: Good job. Come to the front and sit down.</p> <p>四、統整活動</p> <p>畫作賞析:巴黎時期:【花魁】、【唐吉老爹】</p> <p>ET: Joy, are we going put the color on our face?</p> <p>ST: Not now! 畫完自己的臉後，下周才要上色了。在哪之前，我們現在先來欣賞偉大畫家梵谷的用色。</p> <p>ET: Can you tell me more about it?</p> <p>ST: Sure, my pleasure. (ST 介紹唐吉老爹及魁)</p> <p>提醒下週攜帶之用具</p>		<p>膚色蠟筆</p> <p>梵谷作品</p>	<p>學生能專心聆聽</p>
<p>第4週 教學活動-活動四</p>	<p>教學時間</p>	<p>教具</p>	<p>評量</p>
<p>一、教學準備:</p> <p>教師準備:【流動的畫】PPT、影片&lt;會動的星空&gt;、火焰向日葵多媒體遊戲、梵谷畫作</p> <p>學生準備:粉蠟筆</p> <p>二、引起動機:</p> <p>多媒體遊戲, 火焰向日葵:</p> <p>ST:哪一張圖是用哪一種線畫出來的呢?。</p> <p>ET: There are straight lines, curve, short lines, long lines and lines with dots. Let's play the game.</p> <p>ST:每種不同的線條所呈現出的效果都不一樣。</p> <p>ET: What kind of lines did Van Gogh use?</p> <p>ST: 我們來研究看看!(線條的魅力)</p> <p>三、發展活動:</p> <p>(一)膚色蠟筆用色混色指導與運用</p> <p>ST:我們剛剛已經有看到臉部的流線, 現在請選出兩種深淺不同的膚色蠟筆。</p> <p>請學生挑出蠟筆盒中適合當膚色的顏色, 觀察臉部的亮面與暗面, 用短線條將臉部的皮膚表現出來。</p> <p>(教師課堂巡視 This part is darker/brighter.)</p> <p>(二)髮色蠟筆用色混色指導與運用</p> <p>ST: 接著我們來幫頭髮上色!</p> <p>ST: 甚麼色系都可以! 看你想要給人家甚麼樣的感覺!</p> <p>ST: 直線跟曲線所造成的效果很不一樣, 想清楚你要使用的筆觸。</p> <p>頭髮顏色使用的效果:淺色平塗加深色線條? 深色平塗加淺色線條? (教師課堂巡視 long/short line, curve, straight line)</p> <p>指導整理用具、打掃教室。</p> <p>ET: Now it's time for cleaning.</p>	<p>10分</p> <p>30分</p> <p>25分</p> <p>15分</p>	<p>梵谷畫作</p> <p>多媒體遊戲</p> <p>Clip</p> <p>【流</p>	<p>能專正確說出答案</p> <p>能運用兩種以上的皮膚色, 畫出臉部的亮面與暗面</p> <p>能運用線條營造頭髮的流動感</p>





<p>(二)衣服上色混色指導 衣服圖案顏色使用類似色、對比色的效果。 (發給學生未完成的自畫像)</p> <p>(二)背景線條運用指導、用色指導 我們還有背景喔！我們可以配合你想要表達的心情選擇適當的色彩!(show 出梵谷自畫像著色學習單) 不同的線條在搭上不同的色彩就能展現出情緒。(ST 示範)</p> <ol style="list-style-type: none"> <li>1. 先將背景以平塗法上色</li> <li>2. 配合心情選擇適當的背景顏色，快樂就畫些黃色和橘色的漩渦；興奮或熱情就畫上紅色的火花；悲傷就畫上藍色漩渦；而紫色和黑色最能表現氣憤！</li> </ol> <p>四、統整活動(Sharing time)</p> <ol style="list-style-type: none"> <li>1. 教師指導學生輪流上臺展示自己的畫作，說明自己的創作想法和觀察表現。 Hello, My name is _____. This is my work/drawing/... I use the color <u>orange</u> and <u>red</u> because I am <u>happy</u>. I also draw many <u>circles</u> and <u>lines</u> (because ..... 學生可以用中文說明)(句型寫在黑板)</li> <li>2. 請學生說說看，是否能從他人的作品中感受作者的個性。</li> <li>3. 指導整理用具、打掃教室。</li> </ol> <p>ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 <a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a> ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告，老師檢查) ET: Good job. You may take a break.</p> <p>欣賞繪本 I like myself. <a href="https://www.youtube.com/watch?v=kTLxkMaOXDk">https://www.youtube.com/watch?v=kTLxkMaOXDk</a></p>	20 分	<p>題</p> <p>學生能運用類似色跟對比色進行創作</p> <p>◎能欣賞同學的作品與分享自己的創作</p> <p>◎能將桌面整理乾淨</p>
---	------	--

主題二

主題名稱	創意水墨拼貼	教學設計者	簡佳倚、文湘娥、謝依倩、王怡涵	
教學對象	四年級	教學節次	10 節課(40 分鐘/節) 5 週	
能力指標	1-2-1、1-2-2、1-2-3、2-2-6、3-2-12			
學習目標	1. 能了解當代水墨畫的創新精神 2. 能嘗試不同的當代水墨特殊技法 3. 能運用水墨特殊技法拼貼成具創意及獨特性的作品 4. 能認識普普藝術的來源、特色和作品			
教學方法	示範教學、實驗、協同教學法			
第 6 週 教學活動-活動一		教學時間	教具 評量	
<p>一、教學準備：</p> <p>教師準備：版畫作品一張、水墨作品一張、水墨用具閃示卡 6 樣、影片”袁金塔水墨拓印法”、影片”HOORAY FOR FISH”、各種樹葉 6 份、葉子拓印範例 4 張、機械宣紙(4 開 1/3 張)、調墨盤、墊布</p> <p>學生準備：毛筆、墨汁、水彩</p> <p>二、引起動機：</p> <p>教師展示水墨工具(毛筆、調墨盤、墨汁、墊布、宣紙、筆洗桶)，複習工具的名稱和用途。</p> <p>三、發展活動：</p> <p>(一)水墨的創作，除了用毛筆直接繪畫，還可以用其他的方法：  <u>ET: We did Sumi-e ink wash painting, what's the difference from Sumi-e ink printmaking?</u>  <u>ST: You will know better after the clip.</u></p> <p>1. 觀賞袁金塔水墨拓印法影片(可看部份片段)(022-2:33 分)<a href="https://www.youtube.com/watch?v=FfzkK4fbY9g">https://www.youtube.com/watch?v=FfzkK4fbY9g</a></p> <p>2. 教師提問：除了毛筆之外，還可以怎麼創作呢？用拓印的方式創作，和毛筆直接畫有什麼不同？(創作時會留下半自動的痕跡，產生意想不到的效果，圖案較為開放、有趣，千變萬化)</p> <p>(二)創作活動:葉子變變變(拓印樹葉聯想)</p> <p>1. 選用造形明確，葉脈清晰的樹葉(教師先行準備好)</p> <p>2. 樹葉上墨(濃且乾)，趁未乾時用手壓印在紙面上。</p> <p>3. 運用想像力，加上幾筆動物的特徵，讓葉子變成金魚、蝴蝶…等</p> <p>4. 水彩淡彩上色，完成樹葉拓印小品。</p>		10	水墨用具閃示卡 6 樣 影片	能回答教師的問題 能專心觀看操作影片
		15	各種樹葉	能專注於創作並發揮創意
		40	葉子拓印範例 4 張	

<p>“HOORAY FOR FISH”  <a href="https://www.youtube.com/watch?v=-C2vIVHVnes">https://www.youtube.com/watch?v=-C2vIVHVnes</a></p> <p>*收拾桌面、整理教室。播放 Clean Up is fun 的歌</p> <p>四、統整活動</p> <p>1. 教師提問，引導學生欣賞同學水墨小品：</p> <p>a. 猜猜作品的主題是什麼？這種動物和樹葉的形狀搭配嗎？</p> <p>b. 找出和自己的作品相同的葉子，觀察葉脈拓印的清楚嗎？</p> <p>c. 你喜歡哪一件作品？給喜歡的作品一個”讚”。</p> <p>ET: It' s sharing time. I can' t wait to seeing different fish.</p> <p>ST: Me, too. Anyone wants to share?</p> <p>ET: Me, first.</p> <p>My name is_____.</p> <p>This is my favorite fish because I like <u>blue eyes</u>.</p> <p>Ss: Good job.</p> <p>2. 提醒攜帶下週用具。</p>	15	影片 學生 作品	能說出自己作品的特色
d 第 7 週 教學活動-活動二	教學 時間	教具	評量
<p>一、 教學準備：</p> <p>教師準備：各種樹葉、4 開宣紙、調墨盤、墊布、影片” HOORAY FOR FISH”、 影片” What is Pop Art?”、 四張格線範例、PPT” 普普與水墨”</p> <p>學生準備：毛筆、墨汁、水彩</p> <p>二、 引起動機：</p> <p>ST: Hey, students, do you remember what we did with the leaves?</p> <p>Ss: ………</p> <p>ET: Right! We did sumi-e ink printmaking with the leaves and turned it into a fish on the rice paper.</p> <p>ST: 分析學生作品的用墨用色及造型。</p> <p>ET: There are many different fish. Do you remember the video last time ? Let' s watch it again.</p> <p>“HOORAY FOR FISH”  <a href="https://www.youtube.com/watch?v=-C2vIVHVnes">https://www.youtube.com/watch?v=-C2vIVHVnes</a></p> <p>三、 發展活動：</p> <p>1. 介紹普普藝術 What is Pop Art?   Tate Kids  <a href="https://www.youtube.com/watch?v=DhEyoDCTSDQ2:46">https://www.youtube.com/watch?v=DhEyoDCTSDQ2:46</a></p> <p>2. 從美式普普風欣賞袁金塔普普風水墨的創作作品  (撥放 PPT “普普與水墨”)</p>	10  5  10	影片  影片  PPT	學生能專心參與  學生能專心欣賞影片，說出影片內容  學生能回答老師的提問

p.2 工廠大量生產的產品，排列呈現也可以是藝術作品，例如罐頭、飲料。

安迪沃荷是第一個發現這種現象把它變成藝術品的人。

Students, 想想看還有甚麼東西是你在超市可以看見且大量排列的物品？

p.3 常常出現的人像（大量的印刷文宣、海報），也是一種大眾藝術。

ET: I know her. She was a superstar in the USA!

ST: 對！她就是瑪莉蓮夢露！她當時比周子瑜還紅喔！

ET: Who's that guy?

ST 他是中國之前的主席-毛澤東。他也是名人喔！所以也被安迪沃荷拿來創作。

p.4 如何結合水墨與普普呢？

ET: How can we put sumi ink and pop art together?

ST 中文介紹袁金塔

p.5 袁金塔在美國求學時，作出了獨創的水墨創作風格

p.6、p.7 改變創作的構圖方式、已及描繪的方法，作出了普普效果的水墨畫。

### 3. ST 示範與說明

a. 決定創作步驟，學生可以二擇一

方法一：先摺出格線，畫出格間，再拓印樹葉、完成作品。

方法二：先拓印樹葉，再畫出格間、完成作品。

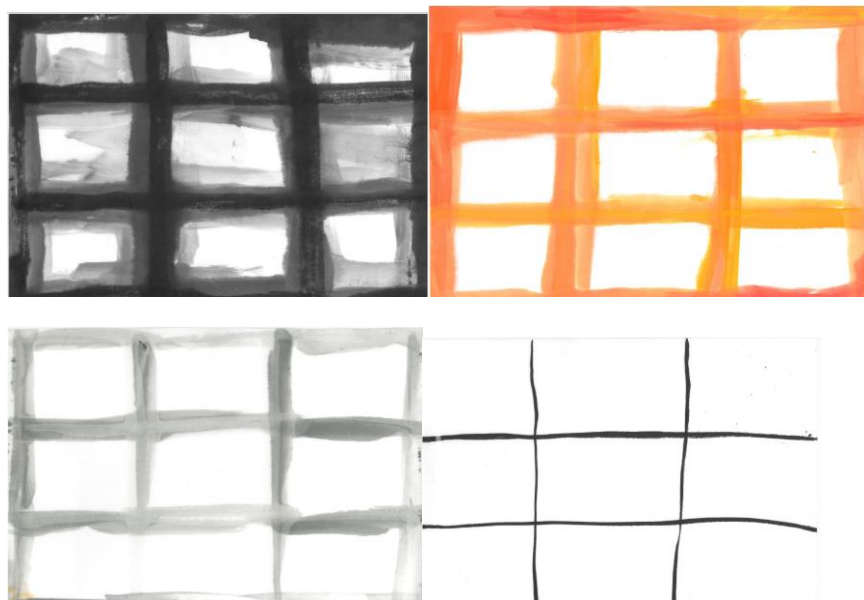
b. 選擇格間的線條粗細、濃淡、色彩。

越粗或越深色效果越強烈，切割的感覺就越明顯。

ET: Look at these 3 paintings. If you were a fish, which house would you like? Why?

Ss: .....

ST 歸納說明



5

四張  
格線  
範例

學生能說出對  
不同格線的感  
受

<p>4. 創作時間 (ET, ST 行間巡視, covers the edge of leaf; don't put water in the ink; put fin, tail, and eyes )</p> <p>*收拾桌面、整理教室。播放 Clean Up is fun 的歌</p> <p>四、 統整活動： 學生說出”我最喜歡這隻魚，因為這隻魚很……，這張畫看起來很……”。</p> <p>ET: It's sharing time. I can't wait to seeing different fish.</p> <p>ST: Me, too. Anyone wants to share?</p> <p>ET: Me, first.</p> <p>My name is_____.</p> <p>This is my favorite fish because I like its <u>blue eyes</u>. It looks <u>happy/sad/angry/cool/funny</u>.</p> <p>Ss: Good job.</p>	40	4 開宣紙 各種樹葉	學生能利用葉子拓印完成作品
<p>第 8 週 教學活動-活動三 水墨遊戲一</p>	教學時間	教具	評量
<p>一、 教學準備： 教師準備：白繪半成品、牛奶、小張宣紙*2、水墨用具、淺盤、畫家水墨作品、竹籤 學生準備：毛筆、墨汁</p> <p>二、 引起動機： 1. 教師挑選上週學生完成作品 4-5 件掛於牆上，引導孩子欣賞作品： ST: 大家還記得努力兩週的作品嗎? “My name is_____.</p> <p>This is my favorite fish because I like its blue eyes. It looks happy/sad/angry/cool/funny/cute.</p> <p>Ss: Good job</p> <p>2. 隱形字畫猜一猜： a. 老師手上拿著一張事先用牛奶寫了字或畫了圖的宣紙，請學生猜猜看老師寫了什麼?( <u>happy/sad/angry/cool/funny/cute</u>) b. 教師在宣紙上塗墨，使圖案顯出，公布答案。 <a href="https://www.youtube.com/watch?v=EvFpS3DrFk8">https://www.youtube.com/watch?v=EvFpS3DrFk8</a>(國王的新衣)</p> <p>三、發展活動： 玩創意水墨實驗(打破學生對傳統水墨刻板印象)</p> <p>(一) 白繪： 教師示範後，學生創作： 1. 用筆蘸全脂牛奶畫圖案或寫字。</p>	10	學生作品  白繪半成品  牛奶、小張宣紙、竹	學生能說出對作品的喜好與原因  能專心觀察後猜測答案  能運用牛奶在紙上畫出圖案

<p>2. 將畫紙放乾。</p> <p>3. 畫紙翻面，將施加牛奶區塊的背面加以墨染，使圖案浮現出來。</p> <p>(學生操作, 教師巡視 What are you drawing/writing? I' m drawing/writing a <u>dog</u>.)</p> <p>學生完成後，</p> <p>ET: Are you done with the drawing/writing? (學生將作品放一邊晾乾，待浮墨實驗結束後再染墨)</p> <p>(二) 水拓(浮墨)Ink marbling</p> <p>教師示範後，學生創作：</p> <ol style="list-style-type: none"> <li>1. 水盆裝清水，滴入墨汁，並用竹籤攪動水面，這時水面會快速的產生推擠效用，水紋的流動也會隨即改變。</li> <li>2. 輕放畫紙並伏貼水面。</li> <li>3. 最後將畫紙拿起，平放桌面。</li> </ol> <p>(視時間決定是否要將浮墨作品創作成完整作品)</p> <p>(各組一個代表讓別組同學猜，猜中加分，ET 先示範如何猜)</p> <p>請學生在白描作品背面上墨，公布答案。</p> <p>ST 解釋為何會這樣</p> <p>四、統整活動：</p> <ol style="list-style-type: none"> <li>1. 教師提問，引導學生欣賞藝術家的水墨作品，特別是在筆墨之外的創作方式，藉此呼應學生兩週來的學習。</li> </ol> <div data-bbox="146 1189 486 1429" data-label="Image"> </div> <div data-bbox="539 1200 844 1451" data-label="Image"> </div> <ol style="list-style-type: none"> <li>a. 在作品裡你看見什麼？</li> <li>b. 有哪個部分你認為”不是直接用毛筆畫出來的”？你覺得效果如何？</li> <li>c. 猜猜看作品要表達的主題？</li> </ol> <p>ET: Joy, whose works are these?</p> <p>ST: _____. Karen, what do you see in the first work?</p> <p>ET: I see flowers. How about you guys, students</p> <p>Ss: I see_____</p> <p>ST: Do you see milk?</p> <p>Ss:.....</p> <p>ET: I guess flowers are made of milk because they are white.</p> <p>ST: 畫家先用牛奶將雪白的梅花點出來，再做暈染來完成這幅畫。</p> <p>哪我們來看另一件品。這件作品要請大家發揮想像力喔。</p>	<p>10</p>	<p>籤</p> <p>淺盤、小張宣紙、竹籤</p> <p>畫家水墨作品</p>	<p>能按照步驟完成水拓作品</p> <p>能說出藝術作品可能的創作方式</p>
---	-----------	--	--

<p>ET: Boys and girls, what do you see in the picture?  Ss: I see_____.</p> <p>ET: One question, Do they put the rice paper in the ink water first(ink marbling) or they draw the boy first?  Ss: ………..</p> <p>ST: 總結孩子的答案。</p> <p>ET:  *收拾桌面、整理教室。播放 Clean Up is fun 的歌  *提醒攜帶下週用具。</p> <p>ET: What' s for next week ?  ST: Please bring_____next week.</p>			
<p>第 9 週 教學活動-活動四 水墨遊戲二</p>	<p>教學 時間</p>	<p>教具</p>	<p>評量</p>
<p>一、教學準備：  教師準備：替代畫筆的素材（菜瓜布、抹布、紗網、牙刷、滾輪、塑膠袋、水果網袋、紙團）、35*35cm 宣紙、35*17.5cm 宣紙  學生準備：毛筆、墨汁</p> <p>三、引起動機:猜猜箱子裡放了什麼？what' s in the box  <a href="https://www.youtube.com/watch?v=wnZHkU5kRxU">https://www.youtube.com/watch?v=wnZHkU5kRxU</a>  Kids Guess What's in the Box!  教師將菜瓜布、塑膠袋…等放進密閉的箱子裡，請學生摸摸看，盡量說出質感(粗粗的、滑滑的、厚、薄…)，讓全班猜他摸到的是什麼？  (給學生摸第 1 個箱子)繼續猜第二個箱子(放塑膠袋)。</p> <p>三、發展活動：  (一)玩創意水墨實驗-多元素材</p> <p>1. 教師在各組桌上放一組替代畫筆的素材(菜瓜布、抹布、紗網、牙刷、滾輪、塑膠袋、水果網袋、紙團)</p> <p>2. 學生在每次實驗前先選擇一項媒材，教師出題指定創作方式，讓學生嘗試各項材料創作的可能性，每次實驗完學生就可以換另一個素材：</p> <p>a. 壓印：刷上少量的濃墨，印在紙張上的效果  b. 輕拍：塗上墨汁壓印或輕拍在畫紙上，力道較壓印輕。  c. 擦印：塗上墨汁後，拉出筆直或彎曲的線條。  d. 自由嘗試：由上面的實驗中，激發出的創作方式，加以實驗看看。(收回桌上的實驗素材)</p> <p><a href="https://www.youtube.com/watch?v=Yz-h5K0WBh8">https://www.youtube.com/watch?v=Yz-h5K0WBh8</a></p>	<p>10</p> <p>35</p> <p>30</p>	<p>替代 畫筆 的素</p> <p>替代 畫筆 的素 材、 35*35 cm 宣</p>	<p>能依據同學的提示說出自己的猜測</p> <p>能依照老師指令做出至少三種水墨效果</p> <p>能說出各種壓印方式的各人經驗</p>




<p>ST 總結各種質感與作法所產生的效果：</p> <p>點、線、面的分布與視覺感受</p> <p>可預測與不可預測(看起來和實際印出來的差異)</p> <p>影響效果的因素：水分的多寡</p> <p>教師巡堂用語：</p> <p>How do you do with your printing? Pressing, patting, wiping or free style.</p> <p>What are you using to do the printing?</p> <p>I' m using_____.</p> <p>Which way do you do? pressing, patting or wiping</p> <p>(二) 玩創意水墨實驗-畫紙變化</p> <p>1. 揉紙壓印：將空白紙張捏揉成皺摺狀，在皺褶的紙張上塗刷墨汁，可視創作需要以局部或大面積方式上墨。</p> <p>2. 肌理擦印：將紙張墊在具質感的牆面上，以手用力壓印直至紙張呈現凹凸痕跡。以毛筆沾上乾墨皺擦畫面後，就可出現顆粒質感(僅教師示範)</p> <p>ST 教師將墨刷在預先壓印好凹凸痕跡的紙上</p> <p>ST 總結把紙弄皺不是只有一種方法。</p> <p>*收拾桌面、整理教室。播放 Clean Up is fun 的歌</p> <p>四、統整活動</p> <p>教師出題(岩石、毛毛雨、魚…)，學生針對此次的多個練習選擇一種適合主題的技法，並說出原因(教師引導肌理質感的部分)。</p> <p>黑板貼出數張學生作品，教師提問：</p> <p>ET: Which one looks like <u>rocks</u>?</p> <p>SS:……</p> <p>ST: 你覺得這件作品是用甚麼方式完成創作的?</p> <p>ET: Pressing, patting or wiping?</p> <p>Ss:……</p> <p>例如：岩石，揉紙壓印，因為它的紋路有粗糙的感覺，銳利的線條感覺很硬。</p> <p>*提醒攜帶下週用具。</p>	5	紙  35*17 .5cm 宣紙  學生 作品	能按照程序與方法完成揉紙壓印水墨實驗          能說出至少兩種創作方式所呈現的效果
第 10 週 教學活動-活動五	教學時間	教具	評量

<p>一、教學準備： 教師準備：底紙、PPT 學生準備：毛筆、墨汁、水彩、剪刀、口紅膠</p> <p>二、引起動機： 欣賞剪貼影片 “What will it become?” <a href="https://www.youtube.com/watch?v=02i3akeNLnc">https://www.youtube.com/watch?v=02i3akeNLnc</a> 請學生注意變色龍是怎麼”畫”出來的？後來牠到了動物園，其他動物又是怎麼做出來的？ (Pause before the teacher talk)</p>	15	PPT	學生能說出動物可能的做法
<p>四、發展活動： (一) 水墨質感與聯想：</p> <p>(二) 動物的動態：</p>	15	PPT 動物的動態	學生能在欣賞作品後回答老師的問題
<p>ET:Teacher Joy,how to make it? Show us, please! ST: Ok, let’s watch a PPT.注意看動物在做什麼喔。 ST: Here are some color paper for you. ET: Oh, does it look good on <u>yellow</u> paper? Ss: ..... ST: Come and get your works.(發下作品) ET: Check what animal you want to make. 行間巡視句型 ET: What animal do you want to make? ..... Ss: I want to make a/an ..... ET: Why? Ss: Because there are straight lines/spots/curve lines/shapes/.... ET:What is it doing? Ss: It’s <u>running</u>.</p>	40	學生作品	學生能依據視覺質感決定一種動物來創作
<p>(三) 選擇適合主題色彩的底紙 學生(2-3)分享自己想要做的動物及彩色底紙 ET: What animal do you want to make? Ss: I want to make a ..... ET: Why? Ss: Because there are..... ET: So what color paper do you want for your animal? Ss: I want blue paper for my animal. ET: Boys and girls, pick one piece of color paper for your animals.</p> <p>(四) 用剪刀、膠水(或口紅膠)，將前3週所學到的各種技法實驗作品拼貼組合成為一件現代水墨作品。 ET: Let’ s cut the shapes you want and put them together on</p>		彩色底紙	學生能比較選擇一個合適的色彩做為底紙能將桌面收拾乾淨

<p>the color paper.</p> <p>行間巡視句型</p> <p>ET: What animal do you want to make? .....</p> <p>Ss: I want to make a/an _____.</p> <p>ET: Why?</p> <p>Ss: Because there are straight lines/spots/curve lines/shapes/....</p> <p>(播放背景音樂)</p> <p>*收拾桌面、整理教室。播放 Clean Up is fun 的歌</p> <p>四、統整活動</p> <p>1. 學生分享創作：</p> <p>My name is _____.</p> <p>This is my work.</p> <p>I made a/an_____because there are straight lines/spots/curve lines/shapes/....</p> <p>學生回饋: Good job. I like your _____. It's cute/funny/cool/real</p> <p>2. 提醒攜帶下週用具。</p>	10		學生能說出創作靈感來源
--	----	--	-------------

主題三

主題名稱	拜訪大樹	教學設計者	簡佳倚文湘娥、謝依倩、王怡涵	
教學對象	四年級上學期	教學節次	10 節課(40 分鐘) 11-15 週	
能力指標	1-2-4、1-2-5、2-2-8、3-2-11			
學習目標	1、 觀察及探索樹木的特徵，進行描繪與想像。 2、 能連結人與樹木的關係，進而對樹木及其棲樹動物產生關懷。			
教學方法	練習教學法、發表教學法、合作學習教學法			
第 11 週 教學活動-活動一		教學時間	教具 評量	
<p>一、 教學準備：學生-白膠、剪刀、奇異筆 教師- Tree Song Clip、樹的各部位名稱閃示卡、校園樹木照片、各組一個箱子、樹葉拼貼 PPT、對開書面紙 6 張</p> <p>二、 引起動機：（英文授課） 1. 教師播放一起唱 Tree Song 重點擺在葉子和動物 <a href="https://www.youtube.com/watch?v=D7dKRBZVLvI">https://www.youtube.com/watch?v=D7dKRBZVLvI</a></p>  <p>Ss: 我知道，是根、莖、葉。 ST: That' s right, roots 是樹的根, trunks 是莖, and leaves 是葉子。 老師介紹 root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s) ST: 那我們來看你們能檢出多少不一樣的葉子!</p>		10	Tree Song Clip  樹的各部位名稱閃示卡  校園樹木照片	學生能一起哼唱  學生能說出樹的各部位名稱
<p>三、 發展活動：</p> <p>1. 到校園裡撿樹葉，每一組撿收集各種形狀、大小、顏色不同的葉子在紙箱裡，並記注意它是哪一棵樹木的葉子。</p> <p>2. 將葉子帶回教室，以小組為單位幫葉子分類，小組用各自的方式來分類，老師再提問分類的依據： 教師歸納分類的方式如下</p>		15  10	各組一個箱子	學生能撿至少 20 種大小形狀顏色不同的葉子  學生能參與分類活動

<p>a. 按照大小 Base on the size of your leaves. Like this group, big ones are together in the same group. The small ones are together in the same group. There are medium ones here.</p> <p>b. 按照顏色 Base on the color of your leaves. Like this group, yellow ones are together in the same group. The green ones are together in the same group.</p> <p>c. 按照形狀 Base on the shape of your leaves. Same shapes are in the same group.</p> <p>將葉子加以排列作為服裝設計。 行間巡視句型 I use the <u>big/small/yellow/green/brown</u> leaves for my clothes and it looks <u>cool/cute/beautiful/special</u>. (撥放 Tree Song 當創作時的背景音樂) Who Lives in a Tree? 四、統整活動 1. 學生介紹自己的作品 Hello, we're group <u>1</u>. This is our work. Our topic is <u>蝴蝶夫人</u>. We use the <u>big/small/yellow/green/brown</u> leaves for the clothes and it looks <u>cool/cute/beautiful/special</u>.</p> <p>2. 教師提問：創作時你們有遇到什麼困難嗎？如何克服？ 3. 將學生作品張貼於教室伸展台，讓學生自由欣賞。 ET: You can come to the runway corner and see other students' works.</p> <p>3. 收拾桌面、整理教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 <a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a> ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告，老師檢查) ET: Good job. You may take a break.</p>	<p>35</p> <p>10</p>	<p>樹葉 拼貼 PPT 、對開 書面 紙6 張</p>	<p>學生能參與創作活動</p> <p>學生能說出如何運用葉子做出想要的效果</p>
<p>第 12 週 教學活動-活動二</p>	<p>教學 時間</p>	<p>教具</p>	<p>評量</p>
<p>一、 教學準備：學生-剪刀、彩色筆 教師-毛線、各式種子 4-6 種、樹枝 6 支、16K</p>			

丹迪紙 6 張

二、 引起動機：

最近雲林國小的樹越來越少了，到底都是誰把樹砍掉了呢？（PPT 雲小大樹不見了）

不是喔，這些樹木是因為各種因素才不見的（颱風、生病、外傷…）  
（播放 PPT）

Trees | Educational Video for Kids

<https://www.youtube.com/watch?v=5I7u5FMQxHA>

“Trees | Educational Video for Kids”

三、 發展活動：

ET: Now we know why trees are so important for us. I want to do some good things for them. What can I do, Joy?

ST: Students, What can we do for them?

Ss: 不要砍樹，不要亂拔樹葉，不要亂刻字

ET: That's right! We need to protect them. What else can we do?

ST: I know! 除了保護他們，我們也可以送上一些祝福。

ET: That's a good idea! We can write cards with tree seeds, leaves and branches. Let people remember to protect trees.

ST: 這是一個很重要且有意義的任務。我有一個不錯的想法！（拿出示範品）

ET: Wow! What's this? It looks like a pair of balances.

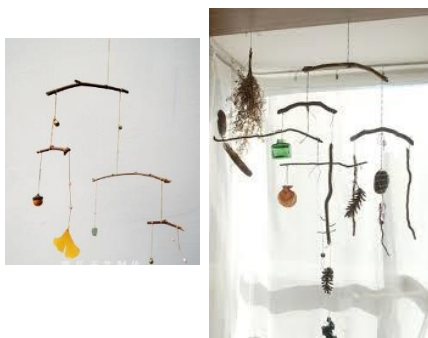
ST: That's right! A pair of balances.

ET: So what do we need to make a pair of balances.

ST: Here are the things we need. (拿出板子)

What do we need?

1. seeds
2. branches
3. string
4. paper
5. scissors



What do we do ?

1. Choose the seeds you want.
2. Tie the seeds (more than 3) with the string on the branches.
3. Cut the paper and write few sentences.
4. Tie the card to the branches.
5. Make it balance.

1. 種樹與砍樹的平衡。
2. 介紹平衡風鈴，科學上的調整原理與方法。
3. 到校園去找適合的樹枝及種子，帶回教室。
4. 預先在小卡片上寫下給大樹的話。

10

PPT

學生能說出圖片是在校園的哪裡拍攝的

50

Clip

學生能專心觀賞影片

毛線、各式種子、樹枝

學生能將種子綁好、維持平衡

<p>5. 綁上繩子與吊飾、小卡片。</p> <p>6. 每一組完成一件作品。 (行間巡視 重、輕、平衡、綁緊)</p> <p>Dear trees, Thank you so much for everything. You are so <u>strong</u>. I love you. Wish you the best!</p> <p>Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best.</p> <p>Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes!</p> <p>四、 統整活動</p> <ol style="list-style-type: none"> <li>1. 布置愛樹園區，展覽一個星期，歡迎大家來參觀、留言。</li> <li>2. 收拾桌面、整理教室。</li> </ol> <p>ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 <a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a> ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告，老師檢查) ET: Good job. You may take a break.</p>	<p>10</p> <p>10</p>	<p>丹迪 紙</p>	<p>學生能完成祈 福卡</p> <p>學生能完成佈 置</p>
<p>第 13 週 教學活動-活動三</p>	<p>教學 時間</p>	<p>教具</p>	<p>評量</p>
<p>一、 教學準備：學生-鉛筆、橡皮擦                     教師-校園樹木照片、樹木作品 PPT、寫生板、                     圖畫紙、紙膠、點點貼</p> <p>二、 引起動機：</p> <p>Review tree parts by playing Silly sketch</p> <p>root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、 bud(s)</p> <p>ET: Let's play a sketch game. ST: Before the game, let's review the tree parts. (ET reviews the tree parts) ET: Here's the tool for the sketch game. ST: This tool for the sketch game?</p>	<p>10</p>	<p>校園 樹木 照片</p>	<p>學生能以身體 展現大樹姿態</p>

ET: Let me show you. Put your one hand here, just like me.

ST: And then?

ET: Draw a card and sketch tree part on the card.

ST : Sketch together?

ET: Yes! Let's start drawing. (示範一個 tree part)

邀請兩組學生上台操作 sketch game

三、 發展活動：

1.. 觀察老師提供的樹木照片，用肢體做出樹的動作、姿態。

ST: Students, let's take a look at these pictures.

ET: Wow so many trees!

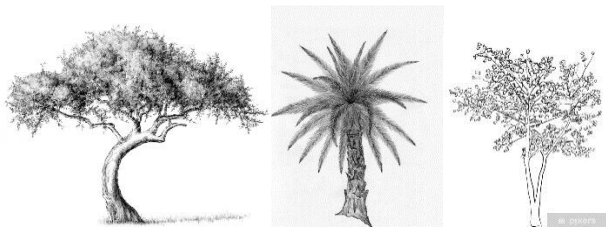
ST: Yes, I want everyone to look carefully. Each tree is doing different pose?

ET: Pose? You mean when I take a picture and I do the pose? (ET starts posing)

ST: Yes. Students, 大家想這些樹木正在做出拍照的 pose，你們可以模仿大樹們的動作嗎？

ET: Each tree is doing different action. Please look at these tree and copy their actions.

欣賞三張以樹為主題的素描作品，預告今天要到戶外寫生。



ST: Let's look at these pictures.

ET: It's so beautiful.

ST: These are "sketches".

ET: Oh, I see. So today we are going to make a sketch.

ST: Yes, we will go outside and make our own sketch.

2. 戶外選擇一棵樹(教師指定某三棵擇一)，畫下樹的姿態及特徵。

a. 注意取景的角度，找到樹最美好的一面。

b. 注意防曬防寒，蚊蟲螞蟻的安全問題。

ST: When you go out, you choose a tree you like.

ET: And find a good angle.

ST: 找到樹最美好的角度

ET: Watch out the mosquitoes.

樹木  
作品  
PPT


5

10



<p>3. 教師示範畫下一棵樹的各個部位，如同畫一個人，從哪裡開始畫都是可以的。</p> <p>root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s)</p> <p>ET: If you see a tree, which part do you start drawing?</p> <p>Ss....</p> <p>ET: How about starting with <u>trunk</u>?</p> <p>ST 示範畫 trunk</p> <p>ET: Then? root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s) (ET asks Ss)</p> <p>ST 接著示範畫樹的其他部位</p> <p>ET: Here's a beautiful tree.</p> <p>4. 發下寫生畫版，說明注意事項，開始創作：</p> <ol style="list-style-type: none"> <li>a. 寫生板的拿執及使用方法。</li> <li>b. 避免用力壓、折、摔落。</li> <li>c. 約定工作結束的集合時間。</li> </ol> <p>What do we need?</p> <ol style="list-style-type: none"> <li>1. Sketch board</li> <li>2. Pencil box</li> <li>3. Paper</li> <li>4. chair</li> </ol> <p>What do we do?</p> <ol style="list-style-type: none"> <li>1. Get the sketch board.</li> <li>2. Get the paper.</li> <li>3. Get the chair.</li> <li>4. Go out and choose one tree.</li> <li>5. Find a good angle of a tree.</li> <li>6. Make a sketch.</li> </ol> <p>ET: Ok, blue come to the front and get the sketch board.</p> <p>ST: Remember to hold the sketch board straight.</p> <p>ET: Like this? (ET demonstrate the wrong example)</p> <p>ST: No, hold it straight. And remember to hold it carefully.</p> <p>ET: Don't press the sketch board or let it fall. Be careful.</p> <p>ST: Also watch out the time.</p> <p>ET: Everyone needs to meet after 35 minutes.</p> <p>(行間巡視：The <u>trunk</u> is <u>thick</u>, you need to make it <u>thicker</u>.)</p>	45	寫生板、圖畫紙、紙膠	學生能在欣賞後選擇一顆樹加以描繪
--	----	------------	------------------

<p>4. 歸還寫生畫板。</p> <p>Ss coming back to the classroom.</p> <p>ET: When I call your group, please come to the front and give the sketch board back to me.</p> <p>四、 統整活動</p> <p>將作品放在所選的樹木前方，共同欣賞同學的作品。教師發下兩種貼紙，請學生貼出”畫出特徵賞”以及”最佳角度賞”。</p> <p>The most special award.</p> <p>The best angle award.</p> <p>ET: This one is special, because the <u>leaves</u> look real to me.</p> <p>ST: This one has the most stickers, why?</p> <p>Ss.....</p> <p>ET: Wow, I can see the lines of the trunk. /I can see the roots/many branches./The branches stretch everywhere.</p> <p>ST: You all did a good job.</p>	10	點點貼	學生能分辨作品的細膩度及美感，將貼紙貼在作品上
<p>第 14 週 教學活動-活動四</p>	教學時間	教具	評量
<p>一、 教學準備：學生-鉛筆、橡皮擦 教師-Clip、寫生板、圖畫紙、紙膠</p> <p>二、 引起動機：（英文授課）</p> <p>1. 影片觀賞 <a href="https://www.youtube.com/watch?v=dOIPDL17i0">https://www.youtube.com/watch?v=dOIPDL17i0</a> Top 10 Oldest And Beautiful Trees Around The World</p> <p>ET: Wow! There are so many beautiful trees! Which one is your favorite?</p> <p>ST: I like the pink tree.</p> <p>ET: You mean Blooming Cherry Tree?</p> <p>ST: Yes, it's so beautiful! How about you? Which one is your favorite?</p> <p>ET: I like the Maple tree. How about you, students?</p> <p>Ss:.....</p> <p>ST: Good, but the trees in our community are beautiful, too!</p> <p>ET: Oh, can we go outside and draw the trees ?</p> <p>ST: Yes ! How did you know !</p> <p>ET take out the snacks and says “You draw the trees and I eat the chips.”</p> <p>ST: And I drink some tea !</p> <p>三、 發展活動：</p> <p>教師說明校外教學注意事項：</p>	10	Clip	學生能說出喜歡的樹木之原因
	10	寫生板、圖	學生能說出寫生的用具、步

<p>ET: Let's go ! Are you ready? I can't wait !</p> <p>ST: Yes and no. Something you need to know before we go.</p> <ol style="list-style-type: none"> <li>1. Listen to teachers carefully.</li> <li>2. Watch out the cars and strangers.</li> <li>3. Don't walk alone and stay with your classmates or teachers.</li> <li>4. Be polite and talk gently.</li> </ol> <p>What do we need?</p> <ol style="list-style-type: none"> <li>1. Sketch board</li> <li>2. Pencil box</li> <li>3. Paper</li> <li>4. Chair</li> </ol> <p>What do we do?</p> <ol style="list-style-type: none"> <li>1. Get the sketch board.</li> <li>2. Get the paper.</li> <li>3. Get the chair.</li> <li>4. Go out and choose one tree.</li> <li>5. Find a good angle of a tree.</li> <li>6. Make a sketch.</li> </ol> <p>ET: Ok, everyone comes to the front and gets the sketch bag.</p> <p>ST: Also watch out the time.</p> <p>ET: Everyone needs to meet after 35 minutes.</p>  <p>(行間巡視：The <u>trunk</u> is <u>thick</u>, you need to make it <u>thicker</u>.)</p> <p>4. 歸還寫生畫板。</p> <p>Ss coming back to the classroom.</p> <p>ET: When I call your group, please come to the front and give the sketch board back to me.</p> <p>4.</p> <p>四、 統整活動</p> <ol style="list-style-type: none"> <li>1. 將學生畫同一棵樹的作品擺在一起，欣賞不同的詮釋風格。</li> </ol>	<p>50</p>	<p>畫 紙、紙 膠</p> <p>驟及注意事項</p> <p>學生能找到美麗的視角，完成樹的描寫</p> <p>學生能說出喜</p>
	<p>10</p>	

<p>ST: Let's look at these drawing.</p> <p>ET: Which one do you like the best and why?</p> <p>Ss:.....</p> <p>2. 指導清洗用具和整理桌面。</p> <p>ET: Now it's time for cleaning.</p> <p>播放 Clean Up is fun 的歌</p> <p><a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a></p> <p>ET: Are you done with the cleaning?</p> <p>Ss: Yes, we are done. (分組跟老師報告，老師檢查)</p> <p>ET: Good job. You may take a break.</p>			歡作品的的原因
<p>第 15 週 教學活動-活動五</p>	教學時間	教具	評量
<p>一、 教學準備：學生-鉛筆、水彩用具 教師-繪本故事、N 次貼每生一張</p> <p>二、 引起動機：（英文授課）</p> <p>1.繪本導讀 Leaves by David Ezra Stein <a href="https://www.youtube.com/watch?v=n5Ow-WJH9QE">https://www.youtube.com/watch?v=n5Ow-WJH9QE</a></p> <p>ET: Who is in the story?</p> <p>Ss: A young bear.</p> <p>ET: What does he do?</p> <p>Ss: .... Put the leaves back.</p> <p>ET: Yes, he tries to put the falling leaves back on the trees.</p> <p>ST: Why does he do that?</p> <p>Ss: ..... Because the bear loves the trees.</p> <p>ET: And then he takes a long nap. What happened?</p> <p>Ss: .... New leaves are growing back.</p> <p>ET: Right! New leaves are all around, welcoming him.</p> <p>三、 發展活動：</p> <p>1. 教師指導利用水彩上色：</p> <p>a. 刷上淡淡的天空藍，留白沒話的地方就是雲</p> <p>b. 樹幹先用多一點的水分塗淺咖啡，等稍微乾的時候再用乾一些的深咖啡色畫出樹幹肌理</p> <p>c. 用深綠與淺綠的調色方法，畫出葉子的形狀。</p> <p>ET: Now, we are done with sketching. What should we do next?</p> <p>ST: 不覺得還少了什麼嗎? The sketch is black and white.</p> <p>ET: Oh, I know! Color!</p> <p>ST: Yes, Color! What color is the sky, students?</p> <p>Ss: Blue!</p>	<p>10</p> <p>30</p>	<p>繪本故事</p>	<p>學生能專心觀賞</p> <p>學生能回答問題</p>

<p>ET: How about the cloud?  Ss: White!  ST: For the cloud, you don't need to draw anything.  ET: The tree trunk is brown, I can draw all of the tree trunk with brown!  ST: No! For the tree trunk, we need to use more water to make it become light brown.  ET: Oh I see! Wait for the paint to dry, we can use the dark brown to draw the line.  ST: Yes! The last one is leaves.  ET: How to draw the leaves?  (ST demonstrate the toning)  ET: Wow I see! We can use different tones of green to darw the shape of the leaves.  ST: We can use the light green and dark green to make beautiful leaves.</p> <p>2. 教師提問樹能夠作的運用：  a. 有樹的優點  b. 在樹下可能作的事  c. 在樹上可能從事的活動</p> <p>ET: The bear loves the trees so much! What are some good things about trees?  Ss: ...Trees can clean the air.  ST: What is the bear doing under the tree in the video?  Ss: Sleeping!  ET: Yes, the bear lives in the tree. It's a house for them.  ST: What else can you do under the trees?  Ss: ..... Playing!</p> <p>3. 將上次畫的樹，周圍或樹上用鉛筆畫出人與動物、梯繩、樹屋...等，使這一棵樹不再孤單。</p> <p>ST: Good job! Today we are going to draw more things.  ET: Think about what you can do under the trees or in the trees.  Ss: I know, I can draw a bike. My friend and I are riding bikes  ST: Good Job! Using pencil to draw more things.  ET: Yes, for example a house or a swing. To make your trees not lonely.</p> <p>4. 使用粉蠟筆將人物動物等小物件上色。</p> <p>ET: After drawing more things with pencil, please color it with crayons.</p>	<p><b>30</b></p>	<p>學生能將樹週  邊的生物、物  件畫出來</p>
--	------------------	-------------------------------------

<p>5. 完成作品後，布置小畫展(教室布告欄)。</p> <p>ST: Are you done?</p> <p>Ss... Yes!</p> <p>ET: Please put your painting on the bulletin board.</p> <p>四、 統整活動</p> <p>1. 利用 N 次貼，對別人的作品寫下鼓勵或建議的話，貼在作品下方。</p> <p>ET: Please come to me with pencils and get a paper.</p> <p>ST: Write down what you think about the others' painting</p> <p>ET: And stick the paper below the painting.</p> <p>2. 指導清洗用具和整理桌面。</p> <p>ET: Now it's time for cleaning.</p> <p>播放 Clean Up is fun 的歌</p> <p><a href="https://www.youtube.com/watch?v=gPq7wzGEjqE">https://www.youtube.com/watch?v=gPq7wzGEjqE</a></p> <p>ET: Are you done with the cleaning?</p> <p>Ss: Yes, we are done. (分組跟老師報告，老師檢查)</p> <p>ET: Good job. You may take a break.</p>	<b>10</b>	N 次貼	學生能寫下對作品的感覺，給與同儕回饋
--	-----------	------	--------------------

## 英語教室用語與學科專業英語

單元	教學使用的英語用語	學科領域專用英語
1-1	<p>May I come in ? It's your turn.            You did a good job. Let's try.            Shall we start? Let's play a game.Let's take a look. Which one is your favorite ? What color do you see ? I see blue/red /oragnes.            Are you done with the coloring?            Time to clean up.Pick up the trash and throw away in the trash can.            Are you done with the cleaning?            Good job/ excellent. Take a break.            May I go to the bathroom? May I be excused? May I borrow the marker/pencil?            She/He makes a <u>happy</u> face.            She/He is <u>happy</u>.            What color is his <u>eyes/nose/hair/clothes</u> ?            His <u>eyes/nose/hair/clothes</u> is <u>red</u>.</p>	<p>self-portrait, happy,sad, angry, cool,funny,cute             short lines, long lines, swirls, curves,circles             eyes/nose/hair/mouth /face/clothes             Which one is your favorite?            My favorite is_____            Why? How do you feel from that painting?            I feel _____.             I like red/blue. Red/Blue makes me feel hot/peaceful.</p>
	<p>Sharing :            How does he feel ?            He is <u>sad/angry/happy/funny/cute/cool</u>.            His moth is <u>blue</u>. He is <u>cool</u>.</p>	
單元	教學使用的英語用語	學科領域專用英語
1-2	<p>May I come in ? It's your turn.            You did a good job. Let's try.            Time to clean up. Shall we start?.Let's take a look.            Pick up the trash and throw away in the trash can.            Are you done with the cleaning?            Good job/ excellent. Take a break.</p>	<p>puzzle/worksheet            Oval, long,square, round,heart, thick ,thin, straight, curved, round /almond shaped, big/small, high/flat nose             How do you feel about this self-portrait? Is he happy, sad, funny or cool?</p>

	May I go to the bathroom? May I be excused? May I borrow the marker/pencil?	Pay attention to the light.
	Sharing : Hello, My name is _____. This is my work/drawing/ This is my <u>face</u> . I have a/an <u>round/oval face</u> . I am <u>happy/cool/sad/cute/funny</u> .	
單元	教學使用的英語用語	學科領域專用英語
1-3	May I come in ? It's your turn. You did a good job. Let's try. Time to clean up. Shall we start? Let's take a look. Pick up the trash and throw away in the trash can. Are you done with the cleaning? Good job/ excellent. Take a break. May I go to the bathroom? May I be excused? May I borrow the marker/pencil?	oil pastel, kraft paper, colored paper、sandpaper, bristol board, canvas  rough/smooth, wiith lines, rock, jelly, hairy monster  neck/clothes/hair  Let's try darker. How does she look, right now?
單元	教學使用的英語用語	學科領域專用英語
1-4	May I come in ? It's your turn. You did a good job. Let's try. Time to clean up. Shall we start? Let's take a look. Are you done with the coloring? Pick up the trash and throw away in the trash can. Are you done with the cleaning? Good job/ excellent. Take a break. May I go to the bathroom? May I be excused? May I borrow the marker/pencil?	oil pastel, kraft paper、colored paper、sandpaper, bristol board There is a shadow here and there. So they're darker. Where is the brighter part? This part is darker/brighter.  If I want my hair blue, I will use dark blue and bright blue.
單元	教學使用的英語用語	學科領域專用英語
1-5	May I come in ? It's your turn. You did a good job. Let's try. Time to clean up. Shall we start?	I like this one because it is colorful.  What's the difference between these



<p>How about you, which one do you like ?</p> <p>Let's take a look. Are you finished ?</p> <p>Pick up the trash and throw away in the trash can.</p> <p>Are you done with the cleaning?</p> <p>Good job/ excellent. Take a break.</p> <p>May I go to the bathroom? May I be excused? May I borrow the marker/pencil?</p>	<p>two paintings?</p> <p>He looks happy because the color is bright.</p> <p>I can draw some lines, swirls, curves, circles</p>
--	--

<p>Sharing :</p> <p>Hello, My name is _____.</p> <p>This is my work/drawing/...</p> <p>I use the color <u>orange</u> and <u>red</u> because I am <u>happy</u>. I also draw many <u>circles</u> and <u>lines</u> because .....</p>
---

單元	教學使用的英語用語	學科領域專用英語
第二	<p>check in /check out</p> <p>quietly take your seat</p> <p>hands up/hands down</p> <p>put your hands on the lap</p> <p>freeze, listen up, eyes on me</p> <p>circle and heart: put the mat on the table.</p> <p>triangle, come to the teacher and get the rice paper</p> <p>square, get each student one flower palettes.</p> <p>Put the _____ eyes, ___ fins, _____ tails on the fish.</p>	<p>工具材料：</p> <p>2-1</p> <p>(1)毛筆 bamboo brush (2)墨汁 ink (3)宣紙 rice paper (4)墊布 mat (5)調墨盤 flower palette</p> <p>(6)筆洗桶 brush washer</p> <p><u>Sumi-e ink printmaking</u></p> <p>Sumi-e Ink leaves printmaking</p> <ol style="list-style-type: none"> <li>Pick one leaf.</li> <li>Cover the leaf with ink</li> <li>Gently put the leaf on the rice paper</li> <li>Put the paper on the leaf.</li> </ol> <p>One hand press the paper and another hand wipes it.</p>
	<p>Sharing time:</p> <p>My name is_____.</p> <p>This is my favorite fish because I like <u>blue eyes</u>.</p>	

	<p>What are you using to do the printing? I'm using_____.</p> <p>Which way do you do? Pressing, patting or wiping?</p>
2-2	<p>check in /check out</p> <p>quietly take your seat</p> <p>hands up/hands down</p> <p>put your hands on the lap</p> <p>Let's watch a clip</p> <p>What does your leaf turn into? My leaf turns into a <u>green bee</u></p> <p>What do you see in the picture? I see a <u>zebra</u>.</p> <p>How do you do with the printmaking? I <u>pat</u> (press, wipe...)the <u>toothbrush</u> with ink on the rice paper.</p> <p>工具材料：</p> <p>(1) 宣紙 rice paper</p> <p>(2) 水彩 watercolor</p> <p>(3) 墨汁 ink</p> <p>學術領域用語</p> <p>pop art</p> <p>we can make many printings with the same leaf</p> <ol style="list-style-type: none"> <li>1. Covers the edge of leaf</li> <li>2. don't put water in the ink;</li> <li>3. put fin, tail, and eyes on the fish.</li> <li>4. Sumi-ink pop art</li> </ol>
	<p>Sharing time:</p> <p>My name is_____.</p> <p>This is my favorite fish because I like its <u>blue eyes</u>.</p> <p>It looks <u>happy/sad/angry/cool/funny</u>.</p>
2-3	<p>check in /check out</p> <p>quietly take your seat</p> <p>hands up/hands down</p> <p>put your hands on the lap</p> <p>T: What are you drawing/writing?</p> <p>Ss: I'm drawing/writing a <u>dog/dog</u>.</p> <p>T: what do you see in the picture?</p> <p>Ss:I see_____.</p> <p>ET: What's the tool for next week ?</p> <p>ST: Please bring_____next week.</p> <p>工具材料：</p> <p>(1) 水盆 plastic basin</p> <p>(2) 牛奶 milk</p> <p>(3) 淺盤 plate</p> <p>(4) 毛筆 bamboo brush</p> <p>(5) 宣紙 rice paper</p> <p>(6) 墨汁 ink</p> <p>學術領域用語</p> <p>水墨遊戲一</p> <ol style="list-style-type: none"> <li>1. put the milk on the bamboo brush.</li> <li>2. draw one animal on the rice paper</li> <li>3. after you finish, put it aside.</li> </ol> <p>水墨遊戲二</p> <ol style="list-style-type: none"> <li>1. fill in the water in the plate.</li> <li>2. put one drop or two drops of ink in the water</li> <li>3. Stir it or draw with chopsticks</li> <li>4. Gently put the rice pater on the water.</li> </ol>

		5. Take the rice paper from the water and put it aside
2-4	<p>How do you do with your printing? Pressing, patting, wiping or free style.</p> <p>What are you using to do the printing? I'm using_____.</p> <p>Which way do you do? pressing, patting or wiping</p> <p>ET: Which one looks like <u>rocks</u>?</p> <p>SS: The pressing/wiping/patting/rumpled paper one</p>	<p>工具材料： 代畫筆的素材（菜瓜布 scouring pads、抹布 wipe、紗網 net、牙刷 toothbrush、滾輪 roller、塑膠袋 plastic bag、水果網袋 fruit bag、紙團 rumbled paper、宣紙 rice paper</p> <p>毛筆：Bamboo brush</p> <p>墨汁：Ink</p> <p>學術領域用語 rough/smooth</p> <p>Put some ink on the toothbrush and print it on the rice paper.</p> <p>There are 3 ways to do the printing: Pressing, patting and wiping.</p> <p>Pressing: We put ink on the toothbrush and then press it on the paper</p> <p>Patting: we put some ink on the toothbrush and pat it on the rice paper</p> <p>Wiping: we put some ink on the toothbrush and wipe it on the rice paper</p> <p>No water and just a little ink</p>
2-5	<p>ET: What animal do you want to make?</p> <p>Ss: I want to make a _____.</p> <p>ET: Why?</p> <p>Ss: Because there are_____.</p> <p>ET: So what color paper do you want for your animal?</p> <p>Ss: I want blue paper for my animal.</p>	<p>工具材料： (1)毛筆 bamboo brush、(2)墨汁 ink、(3)水彩 water color、(4)剪刀 scissors、(5)口紅膠 glue</p> <p>學術領域用語</p> <p>We pressed, patted, wiped, put the paper in the water and painted with milk.</p>
	<p>Sharing: My name is _____.</p> <p>This is my work.</p> <p>I made a/an_____ because there are straight lines/spots/curve lines/shapes/....</p>	

單元	教學使用的英語用語	學科領域專用英語
第三 3-1	<p>It's your turn. You did a good job. Let's try. Time to clean up. Shall we start? Are you done cleaning? Good job/excellent Take a break. Let's go line up.</p> <p>root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s)</p> <p>Each person has to pick up 20 leaves. Big and small, green or yellow, and different shapes.</p> <p>We will have some games after we come back to the classroom.</p> <p>You only have 10 minutes.</p>	<ol style="list-style-type: none"> <li>1. Base on the size of your leaves. Like this group, big ones are together in the same group. The small ones are together in the same group. There are medium ones here.</li> <li>2. Base on the color of your leaves. Like this group, yellow ones are together in the same group. The green ones are together in the same group.</li> <li>3. Base on the color of your leaves. Like this group, yellow ones are together in the same group. The green ones are together in the same group.</li> </ol>
	<p>Sharing time: Hello, we're group <u>1</u>. This is our work. Our topic is <u>蝴蝶夫人</u>. We use the <u>big/small/yellow/green/brown</u> leaves for the clothes and it looks <u>cool/cute/beautiful/special</u>.</p>	
3-2	<p>It's your turn. You did a good job. Let's try. Time to clean up. Shall we start? Are you done cleaning? Good job/excellent Take a break. Let's go line up.</p> <p>Let's watch a video to know more about why trees are so important for us.</p> <p>We can write cards with tree seeds, leaves and branches.</p>	<p>What do we need?</p> <ol style="list-style-type: none"> <li>1. seeds</li> <li>2. branches</li> <li>3. string</li> <li>4. paper</li> <li>5. scissors</li> </ol> <p>What do we do ?</p> <ol style="list-style-type: none"> <li>1. Choose the seeds you want.</li> <li>2. Tie the seeds (more than 3) with the string on the branches.</li> <li>3. Cut the paper and write few sentences.</li> </ol>

		<p>4. Tie the card to the branches. 5. Make it balance.</p>
3-3	<p>Sharing time: Dear trees, Thank you so much for everything. You are so <u>strong</u>. I love you. Wish you the best!</p> <p>Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best.</p> <p>Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes!</p> <p>It's your turn. You did a good job. Let's try. Time to clean up. Shall we start? Are you done cleaning? Good job/excellent Take a break. Let's go line up.</p> <p>root(s) 、trunk(s) 、leaf(leaves) 、 flower(s) 、fruit(s) 、branch(es) 、 seed(s) 、bud(s)</p> <p>Let's look at these pictures. I want everyone to look carefully. Ok, blue come to the front and get the sketch board.</p>	<p>What do we need? 5. Sketch board 6. Pencil box 7. Paper 8. chair</p> <p>What do we do? 7. Get the sketch board. 8. Get the paper. 9. Get the chair. 10. Go out and choose one tree. 11. Find a good angle of a tree. 12. Make a sketch.</p> <p>I can see the lines of the trunk. /I can see the roots/many branches./The branches stretch everywhere.</p>
3-4	<p>Something you need to know before we go.</p> <ol style="list-style-type: none"> <li>1. Listen to teachers carefully.</li> <li>2. Watch out the cars and strangers.</li> <li>3. Don't walk alone and stay with your classmates or teachers.</li> <li>4. Be polite and talk gently.</li> </ol>	<p>What do we need?</p> <ol style="list-style-type: none"> <li>1. Sketch board</li> <li>2. Pencil box</li> <li>3. Paper</li> <li>4. Chair</li> </ol> <p>What do we do?</p> <ol style="list-style-type: none"> <li>1. Get the sketch board.</li> <li>2. Get the paper.</li> </ol>

	<p>When I call your group, please come to the front and give the sketch board back to me.</p> <p>Ok, everyone comes to the front and gets the sketch bag.</p> <p>Also watch out the time.</p> <p>Everyone needs to meet after 35 minutes.</p>	<ol style="list-style-type: none"> <li>3. Get the chair.</li> <li>4. Go out and choose one tree.</li> <li>5. Find a good angle of a tree.</li> <li>6. Make a sketch.</li> </ol> <p>The trunk is thick, you need to make it thicker.</p>
3-5	<p>What should we do next?</p> <p>What color is the sky, students?</p> <p>Please come to me with pencils and get a paper.</p> <p>Write down what you think about the others' painting.</p> <p>And stick the paper below the painting.</p>	<ol style="list-style-type: none"> <li>1. Using pencil to draw more things.</li> <li>2. The tree trunk is brown, I can draw all of the tree trunk with brown!</li> <li>3. For the tree trunk, we need to use more water to make it become light brown.</li> <li>4. Wait for the paint to dry, we can use the dark brown to draw the line.</li> <li>5. We can use different tones of green to darw the shape of the leaves.</li> </ol>