雲林國小108學年度四年級第一學期課程架構及教案設計

108上學期沉浸 視覺藝術課程 創意 線條大師-梵 拜訪大樹 谷的自畫像 水墨拼貼 水墨遊戲-拓印(1),利用樹葉 由自拍照片研究梵谷自畫像 觀察葉子的形狀、顏色,利 拓印出紋路與形狀,發揮想 的表情、氣氛、色調。 用葉子的排列進行創作 像力將葉子變成魚。 水墨遊戲-拓印(2),介紹普普 以樹枝和大樹的種子,做出 觀察自己的五官,練習描繪 藝術以及受普普影響之水墨 **風鈴、掛上卡片**,寫下對大 風格,將上週的葉子魚以普 臉部。。 樹的祝福 普的方式創作成一件作品 探究各種紙張材質及上色效 水墨遊戲-白描、水拓,完成 觀察樹的根莖葉等部位,校 果,選擇最是和梵谷風格的 實驗性作品 園寫生書下樹的姿態 紙張進行自書像 研究膚色及蠟筆的混色,以 水墨遊戲-多元素材、書紙變 到公園觀察不同的樹種,將 蠟筆做出各種線條來表現自 化,完成實驗性作品 樹與调遭環境描繪下來 畫像的風格。 水墨拼貼介紹,再將所學到 練習背景與色調的搭配,完 練習水彩混色,以淡彩風格 的各種技法實驗作品拼貼組 成自畫像,作品自我介紹 完成寫生 合成為一件現代水墨作品。。

主題		教學週				
單元	名稱	次	內容大綱			
			108 上學期			
		1	由自拍照片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。			
	16 15 L ft th	2	探究各種紙張材質及上色效果,選擇最是和梵谷風格的			
_	線條大師-梵 谷的自畫像	3	紙張進行自畫像。			
	日 日 重 係	4	研究膚色及蠟筆的混色,以蠟筆做出各種線條來表現自			
		4	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。			
		1	水墨遊戲-拓印(1),利用樹葉拓印出紋路與形狀,發揮			
		1	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			
_	創意水墨拼貼	2	墨風格,將上週的葉子魚以普普的方式創作成一件作品。			
_	<i>割</i> 息水墨拼贴 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			
		3	合成為一件現代水墨作品。			
		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			
三	在計上出	2	樹的祝福。			
_	拜訪大樹	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

主題一						
主題名稱	線條大師-梵谷的自畫像	教學設	簡佳倚	、文湘娥、謝依		
		計者	倩、王,	台涵		
教學對象	四年級上學期	教學節	10 節課	(40 分鐘/節)		
		次	1-5 週			
能力指標	1-2-1 探索各種媒體、技法與形式,了解不同創	作要素的效	·素的效果與差異,以方便進行			
	藝術創作活動。					
	2-2-7 相互欣賞同儕間視覺、聽覺、動覺的藝術	作品,並能	5描述個/	人感受及對他人		
	創作的見解。					
	3-2-11 運用藝術創作活動及作品,美化生活環境	和個人心質	震。			
學習目標	1. 了解梵谷生平及生命歷程					
	2. 欣賞梵谷的著名作品,強化美感經驗。					
	3. 認識梵谷作品特色,了解其畫作與生活的關聯	, 以及風格	各的轉變			
	4. 感受不同色彩與線條的表現,提昇鑑賞及表現					
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	教具	評量		
		時間				
一、教學準備						
	麥克林)、畫家自畫像 PPT、自畫像著色畫、實物投	影 10	clip	能仔細觀察並		
機、梵谷一生 	L 簡短版影片、梵谷自畫像圖片 2 張			參與活動		
二、引起動機	<u>.</u>					
—		20	實物	 能瞭解藝術家		
1	youtube. com/watch?v=qL2DiH0Zaq4		投 影	外在的特徵與		
2. ST:相機	自拍時,你怎麼選擇動作和表情來表現自己呢?		機	內在的性格。		
三、發展活動	j:	15	事 它			
(一)畫家的自	畫像	10	畫家畫	能正確回答老		
觀看 5 /	位不同的自畫像作品,引導學生看見表情、色調、	背	像 PPT	師的問題		
景等線索,解	Z讀畫家所要傳遞的自我形像。					
◎從自畫像裡	B的人物造形、表情變化等,引導學生討論梵谷的 [,]	性				
格和個性。		5	梵 谷	能欣賞並分析		
◎讓學生討論	a 梵谷所使用的各種大小、長短、曲線、漩渦狀的:	線	一生	梵谷的自畫像		
條和形狀表現出的特色。 版 影						
◎色彩的表情	:認識梵谷作品中的用色		片片			

(三)色彩與心情			
1. 教師複習"色彩給人的聯想與感受"。	15	梵 谷	學生能說出對
		自像片張	感受
2. 學生將黑白的梵谷自畫像著上顏色	10	自書	., ,
(教室撥放梵谷之歌)https://www.youtube.com/watch?v=IZsvyXJwCHc		色畫	因
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 <u>頭髮</u> 畫了 <u>綠色</u> ,有什麼原因?(ET 示範)			
ST 總結顏色的視覺效果對情緒的影響			
1. 提醒學生下次要攜帶的器具			
2. 指導整裡用具、打掃教室。			
ET: Now it's time for cleaning.	_	ES3 .1	日本 カール 一番 コー
播放 Clean Up is fun 的歌	5	学生作品	學生能欣賞比 較同學的作
https://www.youtube.com/watch?v=gPq7wzGEjqE		11-00	製門字的作 品
ET: Are you done with the cleaning?			UU
Ss: Yes, we are done. (分組跟老師報告,老師檢查)			
ET: Good job. You may take a break.			
第2週 教學活動-活動二	教學 時間	教具	評量
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			
二、引起動機:	10	火焰	能參與活動
ET: Hey, boys and girls. Do you remember what is his name?		向日	
(教師拿上一堂學生作品提問)		葵多	
Ss: Vincent Van Gogh(梵谷)		媒體	
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	5	明 自	
火焰向日葵多媒體遊戲		眼鼻口學	
拼拼看(梵谷的作品拼圖)		一子	

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		習單	
的狀態畫下來。			
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。			
ST 提醒教師提醒學生仔細觀察五官的變化			
欣賞影片"4分鐘畫完人的一生"(4分)			
https://www.youtube.com/watch?v=30kbJaaMiaM			
看完影片後			
ET: Is that the same person?			
ST: Yes, 是同一個人從嬰兒到老喔!			
三、發展活動:			能觀察五官構
	30	唇膏	造並完整畫出
(一)五官觀察:教師示範說明,學生完成學習單 1. 觀察學習單上的眼睛,將兩個不同的眼睛仔細的畫出來。	00	、棉花	臉部
2. 觀察學習單上的鼻子,將鼻子的光線變化畫出來。		棒	
2. 観察字音平工的异丁,将异丁的无線變化畫出來。 3. 親吻一下:學生擦口紅,將唇印留在紙上,觀察嘴唇造型,		. ,	
再試著書書看。			
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。			
(ET ST 課間巡視,重複 eyes, ears, nose, mouth)			
(21 b) white with the second s			
 (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。	25	鏡子	能觀察比對畫
請學生使用鏡子觀察自己的臉部、找找自己的臉部特徵。		DDM [作與本人,說
ET: Joy, Can you show us how to draw a self-portrait? Can I draw a		PPT 「	出具體的差異
cartoon face?		五官	之處
ST: No, no cartoon face.當你在畫的時候,別忘了看看鏡子仔細觀察		示範」	
後再把特徵畫下來。 (畫在黑板上示範,ET 用英文補充說明)			
ET: If you were a model, you want to be happy, sad or cool?			
ST: 先想好你要的表情很重要喔!			
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			
2. 眉毛 eyebrown 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 eyebrown			
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			
4. 鼻子 nose shape-摸摸看自己的鼻梁、鼻翼、鼻孔。big/small,			
high/flat nose			
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			
6. 耳朵 ear shape-可畫兩層(一層室內耳廓) big/small, round/square			
		<u> </u>	

		1	T
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.)			
(三)自畫像五官構圖:	1.0		
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	10	學生	能口頭介紹自
特徵是否有描繪出來,做局部調整,完成臉部的自畫像構圖。.		作品	己的自畫像特
四、統整活動			色
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			
happy/cool/sad/cute/funny.(將句型寫在黑板上)			
Now, it's your turn. Who wants to be the first?			
(鼓勵發表)		畫作	學生能專心參
2. 畫作賞析:荷蘭時期:【吃馬鈴薯的人】		圖片	與、仔細觀察
收拾整理桌面			7, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
3. 提醒學生下次要攜帶的器具			
4. 指導整裡用具、打掃教室。			
ET: Now it's time for cleaning.			
播放 Clean Up is fun 的歌			
https://www.youtube.com/watch?v=gPq7wzGEjqE			
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.			
第 3 週 教學活動-活動三	教學	教具	評量
为 5 边 	秋字 時間	秋 丹	可里
_ 、	町间		
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	_		eta 3 11 de 11
二、引起動機:	5	牛皮	學生能專心觀
1. 老師發下牛皮紙、西卡紙、粉彩紙、砂紙,每一組一份,學		紙、描	察說出感覺
生先用眼觀察、手觸摸,感受紙張的特性。		圖	
你們猜猜哪一片葉子是用哪一種紙畫出來的。		紙、粉	
(展示作品, 學生寫下英文答案)		彩	
三、發展活動:	20	/st =:1.	朗儿仙众山应
(一)探索各種紙張:	20	紙、砂	
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。		紙	驗,寫出正確
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			答案

案,可以改答案喔。			
(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:			
a. 岩石 rock			
b. 果凍 jelly			
c. 毛怪 hairy monster			學生能說出各
ET: Joy, I like a hairy monster. I want to draw one.			種紙張的著色
ST: Hairy Monster? 毛怪,他會毛茸茸的,那一張紙的效果會比較			特色
適合呢?			17 3
Ss: 西卡紙			
ET: Why?			
Ss:(接著問石頭、果凍)			
(三)猜猜梵谷的自畫像,較接近哪一種紙張所呈現的效果?	35	砂	超 山 北 市 、納
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	აა		學生能專心觀
布上,呈現出筆觸鮮明的效果。		紙、	察,說出差異
ST:我們再看一次梵谷自畫像。你們猜猜是哪種紙張?		粉蠟	和感受
 ST: 你們都很棒唷!但是當時梵谷是用畫布。		筆	
ET: Canvas?			
 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)			
(四)各種皮膚的顏色:			
1. 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。			
ST按照學生反應操作			
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			
脸上更加明顯。			
ET: I feel the same!			
ST: 就像每一個人天生膚色就是不一樣啊!			
2. 在蠟筆盒裡,挑出最適合用來表現自己膚色的一隻蠟筆。			
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。 3. 完成自畫像構圖:			
a. 自畫像的脖子直接畫 2 條直線就可,注意脖子粗細。			
b. 衣服可在衣服上畫上花樣或圖案變化,才不會太單調。			
C. 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。			
(ET, ST 課間巡視)		電繪	學生能選出一
◇ 收拾教室	10	● ^個 軟體 −	字 生 服 送 山 一 支 接 近 自 己 膚
指導整裡用具、打掃教室。	10	,	·
ET: Now it's time for cleaning.		小畫	色的蠟筆
播放 Clean Up is fun 的歌		家	
https://www.youtube.com/watch?v=gPq7wzGEjqE			
ET: Are you done with the cleaning?		1	

		1	
Ss: Yes, we are done. ET: Good job. Come to the front and sit down.		膚色	
		爛筆	
四、統整活動		州 軍	超 止 处 亩 、以
畫作賞析:巴黎時期:【花魁】、【唐吉老爹】			學生能專心聆
ET: Joy, are we going put the color on our face?		++ W	聽
ST: Not now! 畫完自己的臉後,下周才要上色了。在哪之前,我		梵谷	
們現在先來欣賞偉大畫家梵谷的用色。		作品	
ET: Can you tell me more about it?			
ST: Sure, my pleasure. (ST 介紹唐吉老爹及魁)			
提醒下週攜帶之用具			
第4週 教學活動-活動四	教學	教具	評量
	時間		
一、 教學準備:			
教師準備:【流動的畫】PPT、影片<會動的星空>、火焰向日葵多			
媒體遊戲、梵谷畫作	10分	梵 谷	能專正確說出
學生準備:粉蠟筆		畫作	答案
二、引起動機:		多媒	
多媒體遊戲,火焰向日葵:		體 遊	
ST:哪一張圖是用哪一種線畫出來的呢?。		戲	
ET: There are straight lines, curve, short lines, long lines and lines	30 分		能運用兩種以
with dots. Let's play the game.	00 /		上的皮膚色,
ST:每種不同的線條所呈現出的效果都不一樣。			畫出臉部的亮
ET: What kind of lines did Van Gogh use?			画
ST: 我們來研究看看!(線條的魅力)			四共相田
三、發展活動:			
(一)膚色蠟筆用色混色指導與運用			
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。			
清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。			
(教師課堂巡視 This part is darker/brighter.)			
(二)髮色蠟筆用色混色指導與運用	25 分	Clim	小中田丛佐林
ST: 接著我們來幫頭髮上色!	20 T	Clip	能運用線條營
ST: 甚麼色系都可以! 看你想要給人家甚麼樣的感覺!			造頭髮的流動
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。			感
到 51. 且緣與曲緣所這成的效未依不一樣,忽清楚你安使用的單胸。 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)			
	15.0		
指導整裡用具、打掃教室。	15 分	_	
ET: Now it's time for cleaning.		【流	

by the Classe II. in four the file		£1.14	
播放 Clean Up is fun 的歌		動的	
https://www.youtube.com/watch?v=gPq7wzGEjqE		畫】	
ET: Are you done with the cleaning? Ss: Yes, we are done. (分組跟老師報告,老師檢查)		PPT	
ET: Good job. 四、統整活動			
1. 複習本週重點 CT. 包括工具如何在公司的 1. 2011 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
ST:每種不同的線條所呈現出的效果都不一樣。			
ET: I have an interesting video about Van Gogh. Let's take a look, shall we?			
<			
https://www.youtube.com/watch?v=Q8MTNx37mb4			
ST:Sure!線條會造成一種流動的效果,不只是自畫像用這種線條			
的方式來表現,剛剛看到的星夜也是這種風格。			學生能專心聆
ST: Yes! Let's take a look!(秀出【流動的畫】PPT)			聽
ET: So the Van Gogh's works look so alive. The lines are moving.			
ST: 對啊,好像畫中的事物都活起來了。			
ET: That's why I love Van Gogh's works so much.			
2. 提醒下週用具			
第二曲 地段江利 江利 丁	¥.與	 址 日	本 旦
第5週 教學活動-活動五	教學 時間	教具	評量
	山间		
教師準備:【The VIP in Van Gogh Life】PPT、影片< <u>變色龍馬</u>			
諦斯>、火焰向日葵多媒體遊戲、梵谷畫作	15 分	PPT	能專心聆聽並
學生準備:粉蠟筆	10 //	111	表達想法
二、引起動機:			N. Z. W. W.
梵谷生命中的貴人 ppt 賞析			
三、發展活動:			
(一) 觀看 P P T			
ET: Students, what's the difference between these two paintings?			
Ss:			
ST: 其實用色對一件作品的視覺效果影響很大。			
ET: Do you know chameleons ?	10 እ		
ST: 就是身體會隨著環境一直變色的動物嗎?	10分		
ET: Yes! I have an interesting story about chameleons. Let's watch it!			
(觀看變色龍馬諦斯影片:色彩的感覺、類似色、對比色介紹)		變色	學生能說出差
https://www.youtube.com/watch?v=KBOnLIB3hj4		産	異
3:45-5:12(相似色) 6:00-7:11(對比色)	40 分	施 諦斯	
小朋友們記得類似色跟對比色嗎?		影片	
Ss:		42.71	
			學生能回答問

(二)衣服上色混色指導 20 分 題 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) (二)背景線條運用指導、用色指導 學生能運用類 似色跟對比色 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 進行創作 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) 1. 先將背景以平塗法上色 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! 四、統整活動(Sharing time) ◎能欣賞同學 的作品與分 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。 想自己的創作 Hello, My name is _____ This is my work/drawing/... ◎能將桌面整 I use the color orange and red because I am happy. I also draw many 理乾淨 circles and lines (because 學生可以用中文說明) (句型寫 在黑板) 2. 請學生說說看,是否能從他人的作品中感受作者的性格。 3. 指導整裡用具、打掃教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE 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. 欣賞繪本 I like myself.

https://www.youtube.com/watch?v=kTLxkMa0XDk

王規一				
主題名稱	創意水墨拼貼	教學設	簡佳倚	、文湘娥、謝依
		計者	倩、王	台涵
教學對象	四年級	教學節	10 節課	(40 分鐘/節)
		次	5 週	
能力指標	$1-2-1 \cdot 1-2-2 \cdot 1-2-3 \cdot 2-2-6 \cdot 3-2-12$			
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化	丰品		
	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	· 法活動-活動一	教學	教具	評量
		時間		
一、教學準備	;:			
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		水墨	能回答教師的
影片"袁金塔	水墨拓印法"、影片" HOORAY FOR FISH"、各種框	封	用具	問題
葉6份、葉子	·拓印範例 4 張、機械宣紙(4 開 1/3 張)、調墨盤、雲	色	閃示	
布			+ 6	
學生準備:毛	筆、墨汁、水彩		樣	
二、引起動機	: :	10	影片	能專心觀看操
				作影片
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。			
三、發展活動	₇ :	15	各種	能專注於創作
(一)水墨的創]作,除了用毛筆直接繪畫,還可以用其他的方法:		樹葉	並發揮創意
ET: We did Su	mi-e ink wash painting, what's the difference from			
Sumi-e ink pri	ntmaking?			
ST: You will k	now better after the clip.			
1. 觀賞袁	金塔水墨拓印法影片(可看部份片段)(022-2:33)			
分) <u>https://w</u>	www.youtube.com/watch?v=FfzkK4fbY9g			
2. 教師提	·問:除了毛筆之外,還可以怎麼創作呢?用拓印的>	5		
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)			
(二)創作活動	動:葉子變變變(拓印樹葉聯想)	40	葉子	
			拓印	
1. 選用造	形明確,葉脈清晰的樹葉(教師先行準備好)		範例4	
2. 樹葉上	墨(濃且乾),趁未乾時用手壓印在紙面上。		張	
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				
4. 水彩淡	彩上色,完成樹葉拓印小品。			

"HOORAY FOR FISH"			
https://www.youtube.com/watch?v=-C2v1VHVnes			
*收拾桌面、整理教室。播放 Clean Up is fun 的歌	15	影片	能說出自己作
四、統整活動			品的特色
1. 教師提問,引導學生欣賞同學水墨小品:		學生	
a. 猜猜作品的主題是什麼?這種動物和樹葉的形狀搭配嗎?		作品	
b. 找出和自己的作品相同的葉子,觀察葉脈拓印的清楚嗎?			
C. 你喜歡哪一件作品?給喜歡的作品一個"讚"。			
ET: It's sharing time. I can't wait to seeing different			
fish.			
ST: Me, too. Anyone wants to share?			
ET: Me, first.			
My name is			
This is my favorite fish because I like <u>blue eyes</u> .			
Ss: Good job.			
2. 提醒攜帶下週用具。			
d 第 7 週 教學活動-活動二	教學	教具	評量
	時間		
一、 教學準備:	10		
教師準備:各種樹葉、4 開宣紙、調墨盤、墊布、影片" HOORAY		影片	學生能專心參
FOR FISH"、 影片" What is Pop Art?"、 四張格線範例、			與
PPT"普普與水墨"			
學生準備:毛筆、墨汁、水彩			
二、 引起動機:	5	影片	學生能專心欣
ST: Hey, students, do you remember what we did with the			賞影片,說出
leaves?			影片內容
Ss:			
ET: Right! We did sumi-e ink printmaking with the leaves and			
turned it into a fish on the rice paper.			
ST: 分析學生作品的用墨用色及造型。			
ET: There are many different fish. Do you remember the video	10	PPT	學生能回答老
last time? Let's watch it again.			師的提問
"HOORAY FOR FISH"			
https://www.youtube.com/watch?v=-C2vIVHVnes			
三、 發展活動:			
1. 介紹普普藝術 What is Pop Art? Tate Kids			
https://www.youtube.com/watch?v=DhEyoDCTSDQ2:46			
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. 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。

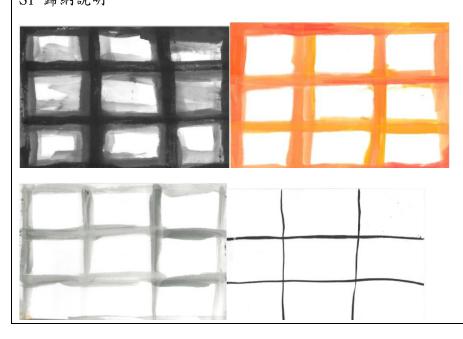
b. 選擇格間的線條粗細、濃淡、色彩。

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

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)	40	4開宣	學生能利用葉
*收拾桌面、整理教室。播放 Clean Up is fun 的歌		紙	子拓印完成作
四、 統整活動:		各種	品
學生說出"我最喜歡這隻魚,因為這隻魚很,這張畫看起		樹葉	
來很"。			
ET: It's sharing time. I can't wait to seeing different	10		學生能說出對
fish.			作品的喜好與
ST: Me, too. Anyone wants to share?			原因
ET: Me, first.			
My name is			
This is my favorite fish because I like its <u>blue eyes</u> . It looks			
happy/sad/angry/cool/funny.			
Ss: Good job.			
第 8 週 教學活動-活動三 水墨遊戲一	教學	教具	評量
	時間		
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			
二、 引起動機:	10	學生	學生能說出對
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		作品	作品的喜好與
ㅁ.			原因
ST:大家還記得努力兩週的作品嗎?			
"My name is			
This is my favorite fish because I like its blue eyes. It looks			
happy/sad/angry/cool/funny/cute.			
Ss: Good job			
2. 隱形字畫猜一猜:		白繪	能專心觀察後
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	50	半成	猜測答案
生猜猜看老師寫了什麼?(happy/sad/angry/cool/funny/cute)		品	
b. 教師在宣紙上塗墨,使圖案顯出,公布答案。			
https://www.youtube.com/watch?v=EvFpS3DrFk8(國王的新衣)			
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)		牛	
(一) 白繪:		奶、小	能運用牛奶在
教師示範後,學生創作:		張宣	紙上畫出圖案
1. 用筆蘸全脂牛奶畫圖案或寫字。		紙、竹	

- 2. 將畫紙放乾。
- 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。

(學生操作,教師巡視 What are you drawing/writing? I'm drawing/writing a <u>dog</u>.)

學生完成後,

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)

(二) 水拓(浮墨) Ink marbling

教師示範後,學生創作:

- 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。
- 2. 輕放畫紙並伏貼水面。
- 3. 最後將畫紙拿起,平放桌面。

(視時間決定是否要將浮墨作品創作成完整作品)

(各組一個代表讓別組同學猜,猜中加分,ET 先示範如何猜) 請學生在白描作品背面上墨,公布答案。

ST 解釋為何會這樣

四、統整活動:

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,華此呼確學生兩週來的學習。





- a. 在作品裡你看見什麼?
- 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?
 - c. 猜猜看作品要表達的主題?

ET: Joy, whose works are these?

ST: _____. Karen, what do you see in the first work?

ET: I see flowers. How about you guys, students

Ss: I see

ST: Do you see milk?

Ss:-----

ET: I guess flowers are made of milk because they are white.

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。

哪我們來看另一件品,這件作品要請大家發揮想像力喔,

淺盤張紙籤 紙

籤

能按照步驟完 成水拓作品

 10
 畫家

 水墨
 作品

能說出藝術作 品可能的創作 方式

ET: Boys and girls, what do you see in the picture? Ss: I see ET: One question, Do they put the rice paper in the ink water first(ink marbling) or they draw the boy first? Ss: ST: 總結孩子的答案。			
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。			
ET: What's for next week?			
ST: Please bringnext week.			
第 9 週 教學活動-活動四 水墨遊戲二	教學	教具	評量
中可過 教子伯勒 伯勒四 小堂近戲一	秋字 時間	秋 六	訂 里
	HJ 161		
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			
	10		
三、 引起動機:猜猜箱子裡放了什麼?what's in the box			
https://www.youtube.com/watch?v=wnZHkU5kRxU			能依據同學的
Kids Guess What's in the Box!		替代	提示說出自己
教師將菜瓜布、塑膠袋…等放進密閉的箱子裡,請學生摸摸		畫筆	的猜測
看,盡量說出質感(粗粗的、滑滑的、厚、薄…),讓全班猜他摸到		的素	
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)・			
三、發展活動:			
(一)玩創意水墨實驗-多元素材	35		
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)			能依照老師指
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,			令做出至少三
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			種水墨效果
個素材:	30		
a. 壓印:刷上少量的濃墨,印在紙張上的效果		替代	
b. 輕拍: 塗上墨汁壓印或輕拍在畫紙上,力道較壓印輕。		畫筆	能說出各種壓
c. 擦印: 塗上墨汁後,拉出筆直或彎曲的線條。		的素	印方式的各人
d. 自由嘗試:由上面的實驗中,激發出的創作方式,加以實驗		材、	經驗
看看。(收回桌上的實驗素材)		35*35	
https://www.youtube.com/watch?v=Yz-h5K0WBh8		CM 宣	

ST 總結各種質感與作法所產生的效果:		紙	
點、線、面的分布與視覺感受			
可預測與不可預測(看起來和實際印出來的差異)	5		
影響效果的因素:水分的多寡			
教師巡堂用語:			
How do you do with your printing? Pressing, patting, wiping			
or free style.			
What are you using to do the printing?		35*17	
I'm using		.5cm	
Which way do you do? pressing, patting or wiping		宣紙	
(二) 玩創意水墨實驗-畫紙變化		學生	能按照程序與
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		作品	方法完成揉紙
墨汁,可視創作需要以局部或大面積方式上墨。			壓印水墨實驗
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。以毛筆沾上乾墨皴擦畫面後,就可出現顆粒質感(僅			
教師示範)			
ST 教師將墨刷在預先壓印好凹凸痕跡的紙上			
ST 總結把紙弄皺不是只有一種方法。			
*收拾桌面、整理教室。播放 Clean Up is fun 的歌			
			能說出至少兩
四、統整活動			種創作方式所
教師出題(岩石、毛毛雨、魚…),學生針對此次的多個練習			呈現的效果
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)。			
黑板貼出數張學生作品,教師提問:			
ET: Which one looks like rocks?			
SS:			
 ST: 你覺得這件作品是用甚麼方式完成創作的?			
ET: Pressing, patting or wiping?			
Ss:			
 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。			
*提醒攜帶下週用具。			
第 10 週 教學活動-活動五	教學	教具	評量
	時間		
	<u> </u>	L	

一、教學事情: 裁師學備:底域、PPT 学生準備:底域、PPT 学生準備:底域、PPT 一、引起動機: 欣賞剪貼影片 "What will it become?" https://www.youtube.com/watch?v=02i3akeN.lnc 請寄生注意受色麗是急度"查"出来的?後來枪到了動物調、其他動物可能的做法 物又是怎麽做出來的? (Pauce before the teacher talk) 四、 發展活動: (一) 水墨質感與聯想: 15 PPT 動 学生能在欣賞 作品後回答老時的問題 (二) 動物的動態: 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壞。 ST: Ok, let's watch a PPT注意看動物在做什麼壞。 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. 代問題視句 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: Why? Ss: I want to make a 学生能比較選 等一個合適的 色彩做為應紙 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. (四) 用剪刀、膠水(或口紅膠)、腭箭 3 週所學到的各種技法實驗作品,對點級合成為一件現代本是作品。 ET: Is cut the shapes you want and put them together on				
學生學備:毛筆、墨汁、水彩、剪刀、口紅膠 二、引起動機: 放實剪貼影月 "What will it become?" https://www.youtube.com/watch?v=02i3akeNLnc 請學生注意變色龍是怎麼"壹"由來的?後來絕到了動物園,其他動物可能的數法 四、發展活動: (一) 水墨質感與聯想: 四、發展活動: (一) 水墨質感與聯想: 四、發展活動: (一) 外墨質感與聯想: 四、發展活動: (一) 動物的動態: ET:Teacher Joy,how to make it? Show us, please! ST: Ok, let's watch a PPT.注意看動物在微什麼喔。 ST: Ok, let's watch a PPT.注意看動物在微什麼喔。 ST: Gh, does it look good on yellow paper? Ss: ST: Come and get your works.(發下作品) ET: Check what animal do you want to make. 行問巡視句型 ET: What animal do you want to make? SS: Because there are straight lines/spots/curve lines/shapes/ ET: Why? Ss: Because there are straight lines/spots/curve lines/shapes/ ET: Why? SS: I want to make a ET: Why? SS: Because there are IT: So what cofor paper do you want for your animal? SS: I want blue puper for my animal. ET: Boys and girls, pick one piece of color paper for your animals. (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, 品類點組合成為一件現代水墨作品。	一、教學準備:			
Lips://www.youtube.com/watch?v=02i3akeNLnc	教師準備:底紙、PPT			
### Mitps://www.youtube.com/watch?v=02i3akeNLnc 請學生注意變色龍是急展"畫"出来的?後來地到了動物園、其他動 物又是怎麽做出來的? (Pauce before the teacher talk) 四、發展活動: (一) 水墨質感與聯想: 四、發展活動: (一) 水墨質感與聯想: 四、發展活動: (一) 水墨質感與聯想: 四、發展活動: (一) か墨質感與聯想: 四、發展活動: (一) か墨質感與聯想: 四、發展活動: (一) 動物的動態: 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噻。 ST: Here are some color paper for you. ET: Oh, does it look good on yellow paper? Ss: ST: Come and get your works.(發下作品) ET: Check what animal you want to make. 行問巡視句型 ET: What animal do you want to make?	學生準備:毛筆、墨汁、水彩、剪刀、口紅膠			
https://www.youtube.com/watch?v-02i3akeVI.nc	二、引起動機:			
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物又是怎麽做出來的? (Pauce before the teacher talk) 四、 發展活動: (一) 水墨質感與聯想: (二) 動物的動態: ET:Teacher Joy,how to make it? Show us, please! ST: Ok, let's watch a PPT.注急看動物在做什麼喔。 ST: Ok, let's watch a PPT.注急看動物在做什麼喔。 ST: Oh, does it look good on yellow 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 running. (三) 選擇適合主題色彩的應紙 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: 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. (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排貼組合成為一件現代水墨作品。	https://www.youtube.com/watch?v=02i3akeNLnc			物可能的做法
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(二)動物的動態: 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 yellow paper? SS: ST: Come and get your works.(餐下作品) ET: Check what animal you want to make. 行問巡視句型 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 running. (三) 選擇適合主題色彩的底紙 学生(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. (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贴組合成為一件現代水墨作品。	(一) 水墨質感與聯想:		物的	作品後回答老
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ET: Check what animal you want to make. 行間巡視句型 ET: What animal do you want to make?	Ss:			
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ET: Why? Ss: Because there are straight lines/spots/curve lines/shapes/ ET:What is it doing? Ss: It's running. (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. (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: What animal do you want to make?			
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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. (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。	(三) 選擇適合主題色彩的底紙		彩色	學生能比較選
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. (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。	學生(2-3)分享自己想要做的動物及彩色底紙		底紙	擇一個合適的
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. (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: What animal do you want to make?			色彩做為底紙
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. (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。	Ss: I want to make a			能將桌面收拾
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. (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: Why?			乾淨
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品拼貼組合成為一件現代水墨作品。	ET: Boys and girls, pick one piece of color paper for your animals.			
品拼貼組合成為一件現代水墨作品。				
品拼貼組合成為一件現代水墨作品。	(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			
ET: Let's cut the shapes you want and put them together on				
	ET: Let's cut the shapes you want and put them together on			

the color paper.		
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/ (播放背景音樂)		
*收拾桌面、整理教室。播放 Clean Up is fun 的歌		
四、統整活動 1. 學生分享創作: My name is This is my work. I made a/anbecause there are straight lines/spots/curve lines/shapes/ 學生回饋: Good job. I like your It's cute/funny/cool/real	10	學生能說出創作靈感來源
2. 提醒攜帶下週用具。		

主題名稱	拜訪大樹	教學設	簡佳倚	文湘娥、謝依
		計者	倩、王	
教學對象	四年級上學期	教學節		R(40 分鐘)
		次	11-15	週
能力指標	$1-2-4 \cdot 1-2-5 \cdot 2-2-8 \cdot 3-2-11$			
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,進而對樹木及其棲植	計動物產	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
一、 教	學準備: 學生-白膠、剪刀、奇異筆			
į	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			
二、引	起動機: (英文授課)	10	Tree	學生能一起哼
1. 教師	F播放一起唱 Tree Song		Song	哼唱唱
重點擺	在葉子和動物		Clip	
https://v	www.youtube.com/watch?v=D7dKRBZVLvI			
			樹的	
	flower		各部	
	leaf		位名	
	branch		稱閃	
	shutteresck		示卡	學生能說出樹的各部位名稱
Ss: 我:	知道,是根、莖、葉。 www.shutterstock.com -252114038			
ST: That's	s right,roots 是樹的根,trunks 是莖, and leave	S		
是葉子。	2 1 2 1 1 2 1 1 1 2 1 1 1 1 1 1 1 1 1 1		校園	
. • /	oot(s) \taunk(s) \leaf(leaves) \flower(s) \		樹木	
•	$branch(es) \cdot seed(s) \cdot bud(s)$		照片	
` ′	我們來看你們能撿出多少不一樣的葉子!			
·		15		
三、發	展活動:		各組	學生能撿至少
	· · · · · · · · · · · · · · · · · · · ·	;	一個	20 種大小形制
• •	子在紙箱裡,並記注意它是哪一棵樹木的葉子。		箱子	顏色不同的葉
門內示	1 在《相任》业的任息已代明《林倒不明录》。	10		子
9 收益	等子帶回教室,以小組為單位幫葉子分類,小組用各自	,		
	• • • • • • • • • • • • • • • • • • • •			學生能參與分
•	了式來分類,老師再提問分類的依據: ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			類活動
教師歸:	納分類的方式如下			

	1	ı	1
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.			
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.			
c. 按照形狀			
Base on the shape of your leaves. Same shapes are in the same			
group.			
	25	41. 苹	超小社会的创
將葉子加以排列作為服裝設計。	35	樹葉 拼貼	學生能參與創 作活動
行間巡視句型		PPT	11-70到
I use the big/small/yellow/green/brown leaves for my clothes and		、對開	
it looks cool/cute/beautiful/special.		書面	
(撥放 Tree Song 當創作時的背景音樂)		紙 6	
Who Lives in a Tree?		張	
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			
big/small/yellow/green/brown leaves for the clothes and it looks			
cool/cute/beautiful/special.	10		學生能說出如
2. 教師提問:創作時你們有遇到什麼困難嗎?如何克服?			何運用葉子做
3. 將學生作品張貼於教室伸展台,讓學生自由欣賞。			出想要的效果
ET: You can come to the runway corner and see other students' works.			
3. 收拾桌面、整理教室。			
ET: Now it's time for cleaning.			
播放 Clean Up is fun 的歌			
https://www.youtube.com/watch?v=gPq7wzGEjqE			
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.			
第12週 教學活動-活動二	教學	教具	評量
11 (13 Vb 11) (13 1 Vb - (1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	時間		
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			

N N W C JE			
丹迪紙 6 張	4.0	DD.	始上从以上 同
二、 引起動機:	10	PPT	學生能說出圖
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			片是在校園的
雲小大樹不見了)			哪裡拍攝的
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:	50	Clip	學生能專心觀
ET: Now we know why trees are so important for us. I want to do			賞影片
some good things for them. What can I do, Joy?			
ST: Students, What can we do for them?		毛	學生能將種子
Ss: 不要砍樹,不要亂拔樹葉,不要亂刻字		線、各	綁好、維持平
ET: That's right! We need to protect them. What else can we do?		式種	衡
ST: I know! 除了保護他們,我們也可以送上一些祝福。		子、樹	
ET: That's a good idea! We can write cards with tree seeds, leaves and		枝	
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。			

5. 辨上絕子與希飾、小卡片。 6. 每一組完成一件作品。 6. 每一組完成一件作品。 7. 种植、如果 中衛、鄉景) Dear trees。 Thank you so much for everything. You are so <u>strong</u> , I love you. Wish you the best! Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best. Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes! ET: Now it's time for cleaning. ##				
(行問巡視 臺、軽、平衡、綁聚) Dear trees, Thank you so much for everything. You are so strong. Hove you. Wish you the best! Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best. Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes! 四、 統整活動 1. 布夏愛韓園區、展覽一個星期、歡迎大家來參戰、留言。 2. 改拾桌面、整理教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE ET: Are you done with the cleaning? Ss: Yes, we are done. (分類聚老師報告) ET: Good job. You may take a break. 第 13 週 教學活動-活動三 一、 教學率備: 學生 鉛筆、橡皮擦教師-校園樹木照片、樹木作品PPT、寫生板、圖查紙、新膠、點點貼 二、 引起動機: Review tree parts by playing Silly sketch root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s) ET: Let's play a sketch game. ET: Let's relay 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.	5. 綁上繩子與吊飾、小卡片。			
Dear trees, Thank you so much for everything. You are so <u>strong</u> . I love you. Wish you the best! Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best. Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes! ②、 统整活動 1. 布置爱樹園區,展覽一個星期、歡迎大家來參觀、留言。 2. 收拾桌面、整理教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的敞 https://www.youtube.com/watch?v=gPq?wzGEjqE ET: Are you done with the cleaning? Ss: Yes, we are done. (分组跟老師報告,老師檢查) ET: Good job. You may take a break. 第 13 週 核學活動 活動三 — 、 教學準備: 學生一點筆、橡皮標 教師一校園樹木照片、樹木作品PPT、寫生板、圖查纸、鉄膠、點點 — 、 引起動機; Review tree parts by playing Silly sketch root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s) ET: Let's play a sketch game. ET: Let's play a sketch game. ET: Here's the tool for the sketch game. ET: Here's the tool for the sketch game.				
Thank you so much for everything. You are so strong. I love you. Wish you the best! Dear friends, Trees are homes for the animals and our friends. Please be kind to them. Thank you. All the best. Dear people, Trees are very important for us. Don't do bad things on them! Thank you. Best wishes! □、 統整活動 1. 布置愛樹園區,展覽一個星期,數迎大家來參觀、留言。 2. 收拾桌面、整理教室。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE ET: Are you done with the cleaning? Ss: Yes, we are done. (分租服老師報告,老師報告) ET: Good job. You may take a break. 第13 週 教學活動一活動三 一、 教學專備: 學生一紛筆、線皮擦 教師一校園樹木照片、樹木作品 PPT、寫生板、圖畫紙、紙膠、點點點 二、 引起動機: Review tree parts by playing Silly sketch root(s) 'trunk(s) 'leaf(leaves) 'flower(s) 'fruit(s) 'branch(es) 'seed(s) 'bud(s) 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.	(行間巡視 重、輕、平衡、綁緊)		丹迪	
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圖畫紙、紙膠、點點貼 二、 引起動機: Review tree parts by playing Silly sketch root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、 bud(s) 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.	一、 教學準備:學生-鉛筆、橡皮擦			
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root(s)、trunk(s)、leaf(leaves)、flower(s)、fruit(s)、branch(es)、seed(s)、bud(s) 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.	二、 引起動機:			
bud(s) 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. 10 校園 學生能以身體 展現大樹姿態	Review tree parts by playing Silly sketch			
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.	$root(s) \cdot trunk(s) \cdot leaf(leaves) \cdot flower(s) \cdot fruit(s) \cdot branch(es) \cdot seed(s) \cdot$			
ST: Before the game, let's review the tree parts.10校園學生能以身體(ET reviews the tree parts)樹木展現大樹姿態ET: Here's the tool for the sketch game.照片	bud(s)			
(ET reviews the tree parts)	ET: Let's play a sketch game.			
ET: Here's the tool for the sketch game.	ST: Before the game, let's review the tree parts.	10		
E1. Here's the tool for the sketch game.	(ET reviews the tree parts)			展現大樹姿態
ST: This tool for the sketch game?	ET: Here's the tool for the sketch game.		照片	
	ST: This tool for the sketch game?			

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 樹木 發展活動: 三、 作品 **PPT** 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。 5 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. 10 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。 注意取景的角度,找到樹最美好的一面。 a. 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.

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9 46年二次事一 国际112万面和12 12 12 12 12 12 12 12 12 12 12 12 12 1			
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。			
<pre>root(s) \ trunk(s) \ leaf(leaves) \ flower(s) \ fruit(s) \ branch(es) \ \ seed(s) \ .</pre>			
bud(s)			
ET: If you see a tree, which part do you start drawing?			
Ss			
ET: How about starting with <u>trunk</u> ?			
ST 示範畫 trunk			
ET: Then? root(s) \(\text{trunk(s)} \cdot \leaf(\text{leaves}) \cdot \text{flower(s)} \cdot \text{fruit(s)} \\			
branch(es) \(\sec \text{seed(s)} \cdot \text{bud(s)} \((ET \text{ asks Ss}) \)			
ST 接著示範畫樹的其他部位			
ET: Here's a beautiful tree.	45	寫生	學生能在欣賞
4. 發下寫生畫版,說明注意事項,開始創作:		板、圖	後選擇一顆樹
a. 寫生板的拿執及使用方法。		畫	加以描繪
b. 避免用力壓、折、摔落。		紙、紙	
C. 約定工作結束的集合時間。		膠	
What do we need?			
1. Sketch board			
2. Pencil box			
3. Paper			
4. chair			
What do we do?			
1. Get the sketch board.			
2. Get the paper.			
3. Get the chair.			
4. Go out and choose one tree.			
5. Find a good angle of a tree.			
6. Make a sketch.			
ET: Ok, blue come to the front and get the sketch board.			
ST: Remember to hold the sketch board straight.			
ET: Like this? (ET demonstrate the wrong example)			
ST: No, hold it straight. And remember to hold it carefully.			
ET: Don't press the sketch board or let it fall. Be careful.			
ST: Also watch out the time.			
ET: Everyone needs to meet after 35 minutes.			
(行間巡視:The <u>trunk</u> is <u>thick</u> , you need to make it <u>thicker</u> .)			
<u> </u>			

4. 歸還寫生畫板。 Ss coming back to the classroom. ET: When I call your group, please come to the front and give the sketch board back to me. 四、 統整活動 將作品放在所選的樹木前方,共同欣賞同學的作品。教師發 下雨種貼紙,請學生貼出"畫出特徵賞"以及"最佳角度賞"。 The most special award. The best angle award. ET: This one is special, because the leaves look real to me. ST:This one has the most stickers, why? Ss ET: Wow, I can see the lines of the trunk. /I can see the roots/many branches./The branches stretch everywhere. ST: You all did a good job. 第14 週 教學活動一活動四 教師-Clip、寫生板、圖畫紙、紙膠 二、 引起動機: (英文授課) 1. 影片觀賞 https://www.youtube.com/watch?v=dOPIPDL17i0 Top 10 Oldest And Beautiful Trees Around The World ET: Wow! There are so many beautiful trees! Which one is your favorite?
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ST: You all did a good job. 第 14 週 教學活動-活動四
第 14 週 教學活動-活動四 *** 数學 *** 数具 評量 一、 教學準備: 學生-鉛筆、橡皮擦
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Top 10 Oldest And Beautiful Trees Around The World ET: Wow! There are so many beautiful trees! Which one is your 因
ET: Wow! There are so many beautiful trees! Which one is your
favorite?
ST: I like the pink tree.
ET: You mean Blooming Cherry Tree?
ST: Yes, it's so beautiful! How about you? Which one is your
favorite?
ET: I like the Maple tree. How about you, students?
Ss:
ST: Good, but the trees in our community are beautiful, too!
ET:Oh, can we go outside and draw the trees?
ST: Yes! How did you know!
ET take out the snacks and says "You draw the trees and I eat the
chips."
ST: And I drink some tea!
三、 發展活動:
教師說明校外教學注意事項: 10 寫生 學生能說出寫
板、圖生的用具、步

	1		
ET: Let's go! Are you ready? I can't wait!		畫	驟及注意事項
ST: Yes and no. Something you need to know before we go.		紙、紙	
1. Listen to teachers carefully.		膠	
2. Watch out the cars and strangers.			
3. Don't walk alone and stay with your classmates or teachers.			
4. Be polite and talk gently.			
What do we need?			
1. Sketch board			
2. Pencil box			
3. Paper			
4. Chair			
What do we do?			
1. Get the sketch board.			
2. Get the paper.			
3. Get the chair.			
4. Go out and choose one tree.			
5. Find a good angle of a tree.			
6. Make a sketch.			
ET: Ok, everyone comes to the front and gets the sketch bag.	50		學生能找到美
ST: Also watch out the time.			麗的視角,完
ET: Everyone needs to meet after 35 minutes.			成樹的描寫
One of the state o			
The second of th			
CONTRACTOR AND			
O CONTRACTOR OF THE PARTY OF TH			
Opening Opening Opening			
i i			
(公用巡祖·The trunk is think you need to make it thinker)			
(行間巡視:The <u>trunk</u> is <u>thick</u> , you need to make it <u>thicker</u> .) 4. 歸還寫生畫板。			
Ss coming back to the classroom.			
ET: When I call your group, please come to the front and give the			
sketch board back to me.			
4.			
四、統整活動			
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。	10		學生能說出喜
	1		

ST: Let's look at these drawing.			歡作品的原因
ET: Which one do you like the best and why?			
Ss:			
2. 指導清洗用具和整理桌面。			
ET: Now it's time for cleaning.			
播放 Clean Up is fun 的歌			
https://www.youtube.com/watch?v=gPq7wzGEjqE			
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.			
第 15 週 教學活動-活動五	教學	教具	評量
	時間		
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			
二、 引起動機: (英文授課)			
1.繪本導讀 Leaves by David Ezra Stein			
https://www.youtube.com/watch?v=n5Ow-WJH9QE	10	繪本	學生能專心觀
ET: Who is in the story?		故事	当員
Ss: A young bear.		•	
ET: What does he do?			
Ss: Put the leaves back.			
ET: Yes, he tries to put the falling leaves back on the trees.			
ST: Why does he do that?			
Ss: Because the bear loves the trees.			
ET: And then he takes a long nap. What happened?			
Ss: New leaves are growing back.			
ET: Right! New leaves are all around, welcoming him.			
三、 發展活動:			
1. 教師指導利用水彩上色:			學生能回答問
a. 刷上淡淡的天空藍,留白沒話的地方就是雲	30		題
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			
c. 用深綠與淺綠的調色方法,畫出葉子的形狀。			
ET: Now, we are done with sketching. What should we do next?			
	1	1	
ST: 不覺得還少了什麼嗎? The sketch is black and white.			
_			
ST: 不覺得還少了什麼嗎? The sketch is black and white.			

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. 2. 教師提問樹能夠作的運用: 學生能將樹週 30 邊的生物、物 a. 有樹的優點 b. 在樹下可能作的事 件書出來 c. 在樹上可能從事的活動 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! 將上次書的樹, 周圍或樹上用鉛筆書出人與動物、梯繩、樹 屋…等,使這一棵樹不再孤單。 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. 使用粉蠟筆將人物動物等小物件上色。 ET: After drawing more things with pencil, please color it with crayons.

5. 完成作品後,布置小畫展(教室布告欄)。 ST: Are you done? Ss Yes! ET: Please put your painting on the bulletin board.			
四、 統整活動 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。 ET: Please come to me with pencils and get a paper. ST: Write down what you think about the others' painting ET: And stick the paper below the painting. 2. 指導清洗用具和整理桌面。 ET: Now it's time for cleaning. 播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE 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.	10	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	May I come in ? It's your turn.	self-portrait, happy,sad, angry,	
	You did a good job. Let's try.	cool,funny,cute	
	Shall we start? Let's play a		
	game.Let's take a look. Which	short lines, long lines, swirls,	
	one is your favorite? What color	curves,circles	
	do you see ? I see blue/red		
	/oragnes.	eyes/nose/hair/mouth /face/clothes	
	Are you done with the coloing?		
	Time to clean up.Pick up the	Which one is your favorite?	
	trash and throw away in the trash	My favorite is	
	can.	Why? How do you feel from that	
	Are you done with the cleaning?	painting?	
	Good job/ excellent. Take a	I feel	
	break.		
	May I go to the bathroom? May	I like red/blue. Red/Blue makes me	
	I be excused? May I borrow the	feel hot/peaceful.	
	marker/pencil?		
	She/He makes a happy face.		
	She/He is happy.		
	What color is his		
	eyes/nose/hair/clothes ?		
	His eyes/nose/hair/clothes is red.		
	Sharing:		
	How does he feel?		
	He is sad/angry/happy/funny/cute/	<u>′cool</u> .	
	His moth is <u>blue</u> . He is <u>cool</u> .		
單元	教學使用的英語用語	學科領域專用英語	
1-2	May I come in ? It's your turn.	puzzle/worksheet	
	You did a good job. Let's try.	Oval, long,square, round,heart,	
	Time to clean up. Shall we	thick ,thin, straight, curved, round	
	start?.Let's take a look.	/almond shaped, big/small, high/flat	
	Pick up the trash and throw	nose	
	away in the trash can.	How do you feel about this	
	Are you done with the cleaning?	self-portrait? Is he happy, sad, funny	
	Good job/ excellent. Take a	or cool?	
	break.		
	orcan.		

	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 face. I have a/an round. I am happy/cool/sad/cute/funny.	/oval face.
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?	oil pastel, kraft paper, colored paper sandpaper, bristol board, canvas
	Let's take a look.	rough/smooth, wiith
	Pick up the trash and throw away in the trash can.	lines,rock,jelly,hairy monster
	Are you done with the cleaning? Good job/ excellent. Take a	neck/clothes/hair
	break.	Let's try darker.
	May I go to the bathroom? May I be excused? May I borrow the marker/pencil?	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.	oil pastel, kraft paper \ colored
	You did a good job. Let's try.	paper \ sandpaper, bristol board
	Time to clean up. Shall we start?	There is a shadow here and there. So
	Let's take a look. Are you done with the coloring?	they're darker. Where is the brighter part?
	Pick up the trash and throw away in the trash can.	This part is darker/brighter.
	Are you done with the cleaning? Good job/ excellent. Take a break.	If I want my hair blue, I will use dark blue and bright blue.
	May I go to the bathroom? May I be excused? May I borrow the marker/pencil?	
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.	I like this one because it is colorful.
	Time to clean up. Shall we start?	What's the difference between these

	How about you, which one do you like?	two	wo paintings?	
			He looks happy because the color is	
	finished?		bright.	
	imisied !			
	Pick up the trash and throw	I ca	n draw some lines, swirls, curves,	
			rcle <u>s</u>	
	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?			
	Sharing:			
	Hello, My name is			
	This is my work/drawing/			
	I use the color <u>orange</u> and <u>red</u> beca	ause I am happy. I also draw many		
	circles and lines because			
單元	教學使用的英語用語		學科領域專用英語	
第二	check in /check out		工具材料:	
	quietly take your seat		2-1	
	hands up/hands down		(1)毛筆 bamboo brush (2)墨汁	
	put your hands on the lap		ink (3)宣紙 rice paper (4)墊	
	freeze, listen up, eyes on me		布 mat (5)調墨盤 flower	
			palette	
			(6)筆洗桶 brush washer	
	circle and heart: put the mat on the	ne		
	table.		Sumi-e ink printmaking	
	triangle, come to the teacher and go	et	Sumi-e Ink leaves printmaking	
	the rice paper		1. Pick one leaf.	
	square, get each student one flower	ſ	2. Cover the leaf with ink	
	palettes.		3. Gently put the leaf on the rice paper	
	Put the eyes, fins,	_	4. Put the paper on the leaf.	
	tails on the fish.		One hand press the paper and	
			another hand wipes it.	
	a 1			
	Sharing time:			
	My name is	.,		
	This is my favorite fish because I like <u>blue eyes</u> .			

	What are you using to do the printing? I'm using		
	Which way do you do? Pressing, patting or wiping?		
2-2	check in /check out	工具材料:	
	quietly take your seat	(1) 宣紙 rice paper	
	hands up/hands down	(2) 水彩 watercolor	
	put your hands on the lap	(3) 墨汁 ink	
	Let's watch a clip		
		學術領域用語	
	What does your leaf turn into? My	pop art	
	leaf turns into a green bee	we can make many printings with	
	What do you see in the picture? I see \underline{a}	the same leaf	
	<u>zebra.</u>	1. Covers the edge of leaf	
	How do you do with the printmaking?	2. don't put water in the ink;	
	I <u>pat</u> (press, wipe)the <u>toothbrush</u>	3. put fin, tail, and eyes on the	
	with ink on the rice paper.	fish.	
		4. Sumi-ink pop art	
	Sharing time:		
	My name is		
	s <u>blue eyes</u> .		
	It looks <u>happy/sad/angry/cool/funny.</u>		
2-3	check in /check out	工具材料:	
	quietly take your seat	(1) 水盆 plastic basin	
	hands up/hands down	(2)牛奶 milk	
	put your hands on the lap	(3) 淺盤 plate	
		(4) 毛筆 bamboo brush	
	T: What are you drawing/writing?	(5) 宣紙 rice paper	
	Ss: I'm drawing/writing a <u>dog/dog</u> .	(6) 墨汁 ink	
		學術領域用語	
	T: what do you see in the picture?	水墨遊戲一	
	Ss:I see	1. put the milk on the bamboo	
		brush.	
	ET: What's the tool for next week?	2. draw one animal on the rice	
	ST: Please bringnext week.	paper	
		3. after you finish, put it aside.	
		水墨遊戲二	
		1. fill in the water in the plate.	
		2. put one drop or two drops of	
		ink in the water	
		3. Stir it or draw with chopsticks	
		4. Gently put the rice pater on the	
		water.	

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

單元		 學科領域專用英語		
第三 3-1	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.	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.		
	root(s) \ \text{trunk(s)} \ \ \text{leaf(leaves)} \ \ \text{flower(s)} \ \ \text{fruit(s)} \ \ \text{branch(es)} \ \ \text{seed(s)} \ \ \text{bud(s)} \ \ \text{Each person has to pick up 20 leaves.} \ \text{Big and small, green or yellow, and different shapes.} \ \end{array}	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.		
	We will have some games after we come back to the classroom. You only have 10 minutes.	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.		
	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> .			
3-2	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.	What do we need? 1. seeds 2. branches 3. string 4. paper 5. scissors		
	Let's watch a video to know more about why trees are so important for us. We can write cards with tree seeds, leaves and branches.	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.		

		1 Tie the could to the broughes		
		4. Tie the card to the branches.		
	GI	5. Make it balance.		
	Sharing time:			
	Dear trees,			
	Thank you so much for everything.			
	You are so strong.			
	I love you. Wish you the best!			
	Dear friends,			
	Trees are homes for the animals and our friends.			
	Please be kind to them.			
	Thank you. All the best.			
	Dear people,			
	Trees are very important for us.			
	Don't do bad things on them!			
	Thank you. Best wishes!			
3-3	It's your turn. You did a good job.	What do we need?		
	Let's try. Time to clean up. Shall we	5. Sketch board		
	start?	6. Pencil box		
	Are you done cleaning? Good job/	7. Paper		
	excellent	8. chair		
	Take a break. Let's go line up.	What do we do?		
		7. Get the sketch board.		
	root(s) \cdot trunk(s) \cdot leaf(leaves) \cdot	8. Get the paper.		
	flower(s) \cdot fruit(s) \cdot branch(es) \cdot	9. Get the chair.		
	$seed(s) \cdot bud(s)$	10. Go out and choose one tree.		
		11. Find a good angle of a tree.		
	Let's look at these pictures.	12. Make a sketch.		
	I want everyone to look carefully.	I can see the lines of the trunk. /I		
	Ok, blue come to the front and get the	can see the roots/many		
	sketch board.	branches./The branches stretch		
		everywhere.		
3-4	Something you need to know before	What do we need?		
	we go.	1. Sketch board		
	1. Listen to teachers carefully.	2. Pencil box		
	2. Watch out the cars and strangers.	3. Paper		
	3. Don't walk alone and stay with	4. Chair		
	your classmates or teachers.	What do we do?		
	4. Be polite and talk gently.	1. Get the sketch board.		
		2. Get the paper.		
	1	1 * *		

	When I call your group, please come	3.	Get the chair.
	to the front and give the sketch board	4.	Go out and choose one tree.
	back to me.	5.	Find a good angle of a tree.
	Ok, everyone comes to the front and	6.	Make a sketch.
	gets the sketch bag.		
	Also watch out the time.	The	trunk is thick, you need to
	Everyone needs to meet after 35	make it thicker.	
	minutes.		
3-5	What should we do next?	1.	Using pencil to draw more
			things.
	What color is the sky, students?	2.	The tree trunk is brown, I can
			draw all of the tree trunk with
	Please come to me with pencils and		brown!
	get a paper.	3.	For the tree trunk, we need to
			use more water to make it
	Write down what you think about the		become light brown.
	others' painting.	4.	Wait for the paint to dry, we
			can use the dark brown to
	And stick the paper below the		draw the line.
	painting.	5.	We can use different tones of
			green to darw the shape of the
			leaves.