

藝術與人文領域沉浸式英語教學教案設計-單元一 當瓶蓋『溪』在一起

教學活動	教具	評量
<div data-bbox="215 491 663 526" data-label="Section-Header"> <p><u>課室用語(Classroom Language)</u></p> </div> <div data-bbox="215 541 790 866" data-label="List-Group"> <ol style="list-style-type: none"> 1. I see _____. 2. I use <u>water color</u> to paint. 3. I draw <u>a pig</u>. 4. I choose <u>red</u> and <u>yellow</u> to color the <u>sun</u>. 5. The coloring skill I use is <u>overlap</u>. 6. It's <u>beautiful/cute/big/small</u>. 7. I design this picture because.... </div> <div data-bbox="215 1026 553 1061" data-label="Section-Header"> <p><u>詞彙索引(Words Index)</u></p> </div> <div data-bbox="215 1075 1487 1160" data-label="Text"> <p>water color, crayon, paint brush, use, choose, mix, overlap, graduated fill, pollution, trash, beautiful, scenery, paint, color, pattern, coloring skill, method, design, thick, clear</p> </div>		

<p style="text-align: center;">第一~二節 海洋污染知多少</p> <p>(三個星期前已預先告知學生收集瓶蓋)</p> <p>暖身活動(Warm Up) 觀賞三則新聞報導。</p> <p>T: There are three videos about news. We are going to see these videos first. The first one is from 2016. (After seeing the first videos/news, ...)</p> <p>T: The second videos/news is in 2017. (After seeing the second videos/news, ...)</p> <p>T: The last videos is from 2018. After watching this news, we need to think about something and discuss. Is that okay? S: OK~</p> <p>教學活動(Main Teaching) <u>第一部分(Part One):</u></p> <ol style="list-style-type: none"> 1. 分組討論三則新聞的內容，引導學生製作心智圖來呈現並口頭報告。 2. 提醒學生除了心智圖文字敘述之外，亦可加入插圖，文圖並茂。 <p>T: We finish watching the news. What do you think? What do you find? Is something special or different? Is something similar or same?? S: 自由發表。</p> <p>T: Exactly, all of you are right! Now discuss with your classmates in your group. You can use the mind-map to help you think. Try to do that. Do you understand? S: Yes, I do。</p>	<p>南崁溪自行車步道 教學 PPT 藝術作品 實作教學 實作練習 瓶蓋 鉛筆 蠟筆 水彩用具 保麗龍膠 白膠 圖畫紙</p>	<p>口說分享</p> <p>學生能了解美術 相關知識，且能聽 懂並看懂課堂上 使用的英語單字</p> <p>口說分享</p> <p>學生能聽懂老師 所說的英語且回 答問題 實作評量</p>
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<p>T: What is it? S: It's a 海報(poster). T: That's right! You can draw a mind-map on the poster. Besides, you can draw some patterns/pictures on it. Let's do it. 各組開始討論並開始著手簡易的心智圖，教師走動於小組之間聆聽學生們的討論內容並適時給予指導或建議。</p> <p><u>第二部分(Part Two):</u> 3. 各組熱烈地討論後的口頭報告。 4. 藉由三則新聞報導，讓學生對海洋或環境保護的省思。 T: Wow~ you all discuss very enthusiastically. I can't wait to know your thoughts or ideas. Any group volunteer? S: Teacher, me! T: Nice! Let's welcome group four.</p> <p>5. 各組口頭報告完畢後，教師藉由問答互動方式來了解學生是否專心聆聽著報告。 T: What's the main point of this group? S: 汙染(pollution)、環保(environmental protection)、海洋(ocean)...自由發表。 T: What do they talk about? S: fish, bottle, sea, turtle, trash...自由發表。 T: Good job! You heard very carefully. T: How many parts do they have? S: 自由發表。</p>		<p>學生能用英語簡易句型發表與介紹自己的作品</p>
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綜合活動(Wrap Up)

1. 教師以問答互動是做總結，循序漸進地詢問今日課程內容。

T: At the beginning, what do we see?

S: News.

T: Nice! What do know from these pieces of news?

S: Pollution, trash, bottle, bottle caps, fish, sea, turtle, ocean, people, recycle...自由發表。

T: All of you are right! So, what is very important in our daily life?

S: 環境保護(environmental protection)...自由發表。

2. 提醒學生攜帶收集的瓶蓋。

T: Next week, we are going to design a picture. Please bring your collected bottle caps.

第三~四節 瓶蓋創作

暖身活動(Warm Up)

1. 教師以問答互動式與學生一起回想上節課的課堂內容。

T: Let's review what we talked about last class. What did we watch?

S: News!

T: And what are they about?

S: Trash, fish, bottle, sea, ocean, bottle caps, pollution...自由發表。

2. 教師說明今日課程的內容。

T: Good! Today we are going to design/make a picture with bottle caps you collected.

教學活動(Main Teaching)

1. 課堂上每位同學使用收集的瓶蓋進行創意瓶蓋畫。
2. 引導學生使用回收的瓶蓋構思如何完成一幅畫作。
3. 畫作主題結合鄰近的南崁溪的景物或自然生態。
4. 亦可善用蠟筆及水彩媒材加以點綴瓶蓋畫

T: Take out your bottle caps and put them on the table. First, what can you do?

S: 自由發表。

T: First, you can use the pencil to make a draft. You use the glue to stick bottle caps on your patterns.

Our paintings are related to Nankan book. What can you see from Nankan brook?

S: Birds, stones, fish, trash...自由發表。

T: Then, what materials or tools can you use?

S: Markers, crayons, water color...自由發表。

T: Nice! You can use crayons or water color to draw the background of your painting. Try to do your best. Let's start designing the bottle cap painting.

5. 教師引導瓶蓋畫流程之後，學生開始著手作畫。

綜合活動(Wrap Up)

教師提醒學生於下節課攜帶作品來分享。

T: Go home and finish your paintings. Remember to bring it and we are going to share with each other in the next class.

第五~六節 瓶蓋溪一起分享

暖身活動(Warm Up)

1. 藉由上節課三則新聞報導與學生製作心智圖引導學生再次對環境保護的省思。
2. 以具體的活動---「瓶蓋畫」創作對鄰近學校的南崁溪保護而努力。
3. 引導學生回答瓶蓋畫創作的簡易步驟。

T: Last week, what did you see in the video?

S: 自由發表。

T: All of you are right! There's a brook near our school. Do you know its name?

S: Nankan brook. (南崁溪)

T: Yes! What can you see near the brook?

S: 自由發表。

T: Therefore we make or draw pictures for Nankan brook. How do you make a picture? What do you use?

S: Recycled bottle caps, crayons, water color...自由發表。

T: Nice! Later, I would like some students to share your own bottle cap paintings. Now, I'll give you ten minutes to share with each other in your group.

教學活動(Main Teaching)

4. 教師課堂走動，聆聽各組分享過程並給予建議。

(10 minutes later)

5. 學生逐一分享，教師並給予讚賞與回饋。

T: Time's up! It's show time. Show us your bottle cap painting and tell us about it.

1. Why do you design these patterns?
2. Why do you choose the color?
3. What is the pattern you design on your bottle caps?
4. Is there any special meaning to you?
5. What method do you use to color the bottle caps or background? Mix? Overlap? Graduated fill colors?

S: 逐一分享。(採取自願性)

綜合活動(Wrap Up)

1. 分享完之後，老師統整今日課程並給予回饋。

T: Good job! You present your bottle cap painting well. Finally, let's sump up some points for this lesson.

1. Bottle cap painting is related to our everyday life
2. Bottle caps are easy to get and they are recycled.
3. We use recycled things to create different aesthetics.

T: What do you learn from this lesson?

S: 自由發表。

2. 教師預告下一節課的課程，並交代作業。

T: Next class, we are going to make a bookmark with fallen leaves. So, your homework is to pick up and collect some fallen leaves. Everyone can pick 5 or 6 leaves.

藝術與人文領域沉浸式英語教學教案設計-單元二 落葉拓印書籤

教學活動	教具	評量
<div data-bbox="215 491 665 531" data-label="Section-Header"> <p><u>課室用語(Classroom Language)</u></p> </div> <div data-bbox="215 544 705 869" data-label="List-Group"> <ol style="list-style-type: none"> 1. I pick up _____ fallen leaves. 2. I use <u>water color</u> to rub. 3. I write _____ on my bookmark. 4. I mix <u>red</u> and <u>yellow</u>. 5. The coloring skill I use is <u>mix</u>. 6. It's <u>beautiful/cute/big/small</u>. 7. I design these patterns because.... </div> <div data-bbox="215 1027 555 1064" data-label="Section-Header"> <p><u>詞彙索引(Words Index)</u></p> </div> <div data-bbox="215 1077 1487 1161" data-label="Text"> <p>water color, crayon, paint brush, use, choose, mix, beautiful, color, pattern, coloring skill, design, rub, bookmark</p> </div>		

第一~二節 尋覓落葉

暖身活動(Warm up)

1. 透過教學PPT，教師的講述及問答，使學生對樹葉的認知有更進一步的瞭解，並融入英語來互動。

T: Look at the slides and what do you see?

S: Leaf, tree, 樹枝(branch)....自由發表。

T: Good! First, we need to know about the shape of the leaf. You all have learned that in the science class during the third grade. I help you recall the basic knowledge. What shape of the leave do you see from the slide?

S: Oval, heart, 針形(needle)....自由發表。

T: Yes! Keep going to know the structure of the leaf.

S: 葉脈(vein)....自由發表。

T: Do you know the pattern of the vein?

S: 平行(parallel)、網狀(net)....自由發表。

T: That's right! Later I'll take you to observe leaves at our school.

S: OK~

發展活動(Main teaching)

(實地勘察，讓學生在校園裡拾起落葉並觀察其樣貌)

2. 教師帶領學生在校園中蒐集落葉，學生實際觀察樹葉的形狀及葉脈。

T: Let's line up and go downstairs to observe some leaves.

S: Yes~~

T: After observing the leaves, please pick up the fallen leaves.

教學 PPT
藝術作品
實作教學
實作練習
落葉
粉彩紙
鉛筆
蠟筆
水彩用具(水彩筆、調色盤、顏料)
黑色簽字筆

口說分享

學生能了解美術
相關知識，且能聽
懂並看懂課堂上
使用的英語單字

口說分享

學生能聽懂老師
所說的英語且回
答問題
實作評量

<p>S: Teacher, how many leaves should we pick up? T: At least three leaves. Of course, you can pick up more! Now, let's observe this leaf. (實地勘察，讓學生在校園裡拾起落葉並觀察其樣貌)</p> <p>綜合活動(Wrap up)</p> <p>3. 教師再次複習今日所習的內容，並預告下次課程並提醒學生攜帶的美勞用具。 T: What did you learn today? What kind of leaf did you observe? S: 自由發表。 T: Wow! You all observe very carefully. You're going to bring water color or crayon in the following class. Please remember it! S: Okay~</p> <p style="text-align: center;">第三~四節 拓印座右銘</p> <p>暖身活動(Warm up)</p> <p>1. 教師快速地複習上節課的舊經驗，並進入今日課程內容。 T: Last week we collected some fallen leaves. What did you observe? S: Oval, heart, vein....自由發表。 T: Nice! We are going to do leaf rubbing.</p> <p>教學活動(Main teaching)</p> <p>2. 教師將會開始示範如何拓印，再請學生們開始實做。 3. 拓印美麗圖案後，運用藝術字體寫上英文座右銘。</p>	<p>學生能用英語簡 易句型發表與介 紹自己的作品</p>
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T: I'll show you how to rub the leaf later. Take out your tool or materials, like water color or crayons.

S: Okay~(學生拿出媒材及工具)

T: Now, I'm demonstrating the rubbing leaf on the bookmark step by step and please pay attention.

(1) First put the leaf "veins" towards you (the bottom of the leaf).

(2) Secondly, put a white sheet of paper on the leaf.

(3) Then, to prevent the leaf from moving, you can tape it down on the hard surface.

(4) Forth, rub a crayon, pastel pencil, colored pencil or water color on its side and gently color on the layered paper over the leaf.

(5) Finally, please write down some words on the bookmark. It can inspire you. Try to design your book mark!

Any questions?

S: No~

T: Ready to do!

(學生落葉拓印，教師巡視指導)

綜合活動(Wrap up)

4. 教師提醒學生下節課要分享自己的書籤，請準備一下。

T: We're going to share the bookmarks each other in next class. So, please prepare for it.

第五~六節 書籤鑑賞

暖身活動(Warm up)

1. 教師複習落葉拓印過程。

T: How do we rub leaves?

S: 自由發表。

T: Later we'll share the bookmarks. Give you five minutes to prepare.

發展活動(Main teaching)

2. 讓學生展現他們的作品。
3. 教師課堂走動，聆聽各組分享過程並給予建議。

(5 minutes later)

4. 學生逐一分享，教師並給予讚賞與回饋。

T: Time's up! It's show time. Show us your bookmark and tell us about rubbing leaves.

- (1). Why do you design these patterns?
- (2). Why do you choose the color?
- (3). What is the pattern you design on your bookmark?
- (4). Is there any special meaning to you?
- (5). What method do you use to rub? Mix? Overlap?
- (6). What words do you write? Why?

S: 逐一分享。(採取自願性)

綜合活動(Wrap Up)

5. 分享完之後，老師統整今日課程並給予回饋。

T: Good job! You present your bookmarks well. Finally, let's sump up some points for this lesson.

T: What do you learn from this lesson?

S: 自由發表。

6. 教師預告下一節課的課程，並交代作業。

T: Next class, we are going to make a box. So, your homework is to collect a paper box.

藝術與人文領域沉浸式英語教學教案設計-單元三 創意收納盒

教學活動	教具	評量
<div data-bbox="215 491 1496 778" style="border: 1px solid black; padding: 5px;"> <p>課室用語(Classroom Language)</p> <ol style="list-style-type: none"> 1. I collect the paper box.. 2. I use _____ to draw. 3. I fold colored paper to decorate. 4. It's <u>beautiful/cute/useful</u>. 5. I design these patterns because.... </div> <div data-bbox="215 970 1496 1117" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>詞彙索引(Words Index)</p> <p>sketch, design, external, internal, picture, pattern, paint, color, colored paper, fold, cut, scissors, glue, paste, decorate, create</p> </div>	<p>藝術作品 實作教學 實作練習 鉛筆 蠟筆 色紙 膠水 剪刀</p>	<p>口說分享</p> <p>學生能了解美術 相關知識，且能聽</p>

<p style="text-align: center;">第一~二節 草圖設計</p> <p>暖身活動(Warm up)</p> <p>1. 分享收集紙盒的經驗並認識紙盒。</p> <p>T: How do you collect your paper box?</p> <p>S: 自由發表。</p> <p>T: What's the shape of the box? How about the size?</p> <p>S: Rectangle, square, round....自由發表。</p> <p>T: Good! What can you make with a box?</p> <p>S: 自由發表。</p> <p>發展活動(Main teaching)</p> <p>2. 鉛筆草稿紙盒的外表及內部創意圖案。</p> <p>T: I'll give you a piece of paper. Use a pencil to sketch the storage box. Design both the internal part and the external part of the box. Try to create unique patterns.</p> <p>(學生草圖，教師巡視指導)</p> <p>綜合活動(Wrap up)</p> <p>3. 教師交代下次課家所需的媒材與用具。</p> <p>T: Please bring the tools or materials for the next class.</p> <p>S: Okay~</p> <p style="text-align: center;">第三~四節 收納盒創作</p> <p>暖身活動(Warm up)</p> <p>1. 教師引導學生回想上節課的課程內容。</p> <p>T: What did we do last class?</p>	<p>懂並看懂課堂上使用的英語單字</p> <p>口說分享</p> <p>學生能聽懂老師所說的英語且回答問題</p> <p>實作評量</p> <p>學生能用英語簡易句型發表與介紹自己的作品</p>
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S: Sketch, design, collect....自由發表。

發展活動(Main teaching)

2. 教師說明製作過程後，學生開始動手執行。

T: You are right! Today we're going to make or decorate the box. Take out your materials or tools.

Let's start! ✓

Let's paint or decorate the paper box.

Draw more details about patterns.

Make some carnations to decorate.

Use different painting tools to design your storage box.

Fold paper and paste on it.

Use the scissors to cut carefully.

(學生製作，教師巡視指導)

綜合活動(Wrap up)

3. 教師提醒學生下節課要分享自己的收納盒，請準備一下。

T: We're going to share the storage box each other in next class. So, please prepare for it. Do you understand?

S: Yes, I do.

第五~六節 來說說你的收納盒

暖身活動(Warm up)

1. 教師複習自製收納盒過程。

T: How did we do in the former classes?

S: 自由發表。

T: Later we'll share the storage box. Give you ten minutes to prepare.

發展活動(Main teaching)

2. 讓學生展現他們的作品。

3. 教師課堂走動，聆聽各組分享過程並給予建議。

(10 minutes later)

4. 學生逐一分享，教師並給予讚賞與回饋。

T: Time's up! It's show time. Show us your storage box and tell us about it.

1. Why do you design these patterns?

2. Why do you choose the color?

3. What is the pattern you design on your box?

4. Is there any special meaning to you?

S: 逐一分享。(採取自願性)

綜合活動(Wrap Up)

5. 分享完之後，老師統整今日課程並給予回饋。

T: Good job! You present your own storage box well. Finally, let's sump up some points for this lesson.

T: What do you learn from this lesson?

S: 自由發表。

6. 教師預告下一節課的課程。

T: Next class, we are going to know about Decoupage art. I hope you all will enjoy.

藝術與人文領域沉浸式英語教學教案設計-單元四 百變購物袋

教學活動	教具	評量
<p><u>課室用語(Classroom Language)</u></p> <ol style="list-style-type: none"> 1. I choose ___ to cut. 2. I use glue to paste on. 3. I like to choose ____ pattern to decorate. 4. It's <u>beautiful/useful</u>. 5. I design these patterns because.... <p><u>詞彙索引(Words Index)</u></p> <p>Decoupage, art, glue, design, color, cut, scissors, water color, paste, pattern, discuss, dry, pour, varnish, brush, decorate</p>	<p>教學 PPT 藝術作品 實作教學 實作練習 鉛筆 蠟筆 水彩用具(水彩筆、調色盤、顏料)</p>	<p>口說分享</p> <p>學生能了解美術相關知識，且能聽</p>

<p style="text-align: center;">第一~二節 蝶古巴特知多少</p> <p>暖身活動(Warm up)</p> <p>1. 教師展示幾張照片，讓學生去探索。 T: Look at these pictures. What do you observe? S: 自由發表。</p> <p>發展活動(Main teaching)</p> <p>2. 教師以教學 PPT 認識蝶古巴特藝術，引導學生思考並說明其特色。 T: What's the difference between these pictures? What do you observe the changes? You can discuss with your group members. Give you five minutes to discuss. Ok? S: Yes, no problem! (5 minutes later) T: Anyone volunteered? Share you opinion or ideas. S: I find/observe....自由發表。 T: Next? Which group wants to try? S: Teacher me! T: Great! Please~</p> <p>綜合活動(Wrap up)</p> <p>3. 教師總結蝶古巴特的藝術，並提醒學生攜帶用具。 T: Nice! It's an art, too. It's from France. It's named "Decoupage" and this word is from French. Next time please remember to bring scissors. It's the art of decorating an object by gluing colored paper cutouts onto it in combination with special paint effects, gold leaf and other decorative elements. Commonly, an object like a small box or an item of furniture is covered by cutouts from magazines or from purpose-manufactured papers.</p>	<p>剪刀 蝶古巴特膠 胚布購物袋</p>	<p>懂並看懂課堂上 使用的英語單字</p> <p>口說分享</p> <p>學生能聽懂老師 所說的英語且回 答問題</p> <p>實作評量</p>
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第三~四節 購物袋DIY

暖身活動(Warm up)

1. 教師說明今日課程，運用蝶古巴特製作購物袋。

T: Today we're going to make a shopping bag with Decoupage art.

發展活動(Main teaching)

2. 指導製作方式，引導學生構思圖案。

3. 運用蠟筆及水彩媒材加以裝飾點綴袋子。

T: I'll demonstrate how to make the shopping bag step by step. Please listen and look carefully.

(1)Choose the patterns you want to apply.

(2)Select the surface you want to decoupage.

(3)Tear or cut the material to fit on the surface of your object.

(4)Pour a little glue in a small dish to use as an adhesive and varnish.

(5)Dip a brush into the glue and apply the material to the surface.

(6)Dry the item and varnish it if you'd like to protect it.

Besides, you can draw some pattern on the bag. Try to do.

(學生製作購物袋，教師巡視指導)

綜合活動(Wrap up)

4. 教師提醒學生下節課要分享自己的購物袋，請學生準備一下。

T: We're going to share the shopping bag each other in next class. So, please prepare for it. Do you understand?

S: Yes, I do.

學生能用英語簡
易句型發表與介
紹自己的作品

第五~六節 走秀亮麗購物袋

暖身活動(Warm up)

1. 教師複習製作蝶古巴特購物袋過程。

T: How did we make the shopping bag with Decoupage method?

S: 自由發表。

T: Later we'll share the shopping bag. Give you ten minutes to prepare.

發展活動(Main teaching)

2. 讓學生展現他們的作品。

3. 教師課堂走動，聆聽各組分享過程並給予建議。

(10 minutes later)

2. 學生逐一分享作品並走秀，教師給予讚賞與回饋。

T: Time's up! It's show time. Show us your shopping and tell us about it.

1. Why do you design these patterns?

2. Why do you choose the patterns?

3. What is the pattern you design on your bag?

4. Is there any special meaning to you?

S: 逐一分享。(採取自願性)

綜合活動(Wrap Up)

4. 分享完之後，老師統整今日課程並給予回饋。

T: Good job! You present your own shopping well. Finally, let's sump up some points for this lesson.

T: What do you learn from this lesson?

S: Decoupage...自由發表。		
T: Decoupage is not only beautiful but also interesting. I hope you all enjoy well.		