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108 學年度藝術與人文領域沉浸式英語教學教案設計

單元一 粉彩石地景藝術

教學活動	教具	評量
<p style="text-align: center;">第一~二節 地景藝術知多少</p> <p>(實地勘察，讓學生們到南崁溪步道上撿石頭)</p> <p>暖身活動(Warm up)</p> <p>1. 教師運用教學PPT裡的照片介紹什麼是地景藝術(Land Art)，並讓小朋友分析其美感與是否環保。</p> <p>T: What do you see in the video?</p> <p>S: 自由發表。</p> <p>T: Is it the same as what we see in the painting paper?</p> <p>S: 自由發表。</p> <p>T: No, it's called Land Art. It's from nature. It's set outdoors because it's large-scale..... (老師歸納出地景藝術的特色)</p> <p>T: We would like to pick up some stones near Nankan brook.</p> <p>發展活動(Main teaching)</p> <p>2. 老師帶隊從洗衣場階梯親自去南崁溪池畔挑選石頭，出發前往南崁溪撿石頭前，事先說明注意安全事項。</p>	<p>南崁溪自行步道</p> <p>教學 PPT</p> <p>藝術作品</p> <p>實作教學</p> <p>實作練習</p> <p>粉筆</p> <p>照相機</p> <p>壁報紙</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>T: Now, we are going to Nankan brook and you will pick up stones that you like. Bring the stones back to school.</p> <p>T: On the way to the brook, please watch your steps and don't fall into the brook. Be careful/safe. (教師說明指示後，引導學生依序至溪邊撿石頭。)</p> <p>綜合活動(Wrap up)</p> <p>3. 撿完石頭後，教師又帶隊回校沖洗晾乾。教師提醒學生收集教室裡廢棄的粉筆。</p> <p>T: Wash your stone in the sink and let them dry on the stage. Please collect disposed chalk in your classroom and bring it next week.</p> <p>S: 要什麼color?</p> <p>T: All colors are fine.</p> <p style="text-align: center;">第三~五節 彩繪石頭 (color stones)</p> <p>暖身活動(Warm up)</p> <p>1. 課堂上每位同學依序上台介紹自己挑選石頭的形狀，並說明該形狀適合的構圖。</p> <p>T: Now, everyone comes up the stage and introduce your stone. Tell us why you like it most and why you choose it.</p> <p>S: 自由發表。(The shape of my stone is <u>oval/round/triangle/irregular</u>. It looks like...)</p> <p>2. 討論如何彩繪南崁溪石頭，又不會破壞生態，引導小朋友思考發現使用回收粉筆。</p> <p>T: Now, we would color our stones. Think, how can we do it? Try to use something you can find in the classroom.</p> <p>S: Crayon, water color, marker, pencil, chalk, pencil...自由發表</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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T: I suggest we can use disposed chinks because it doesn't have chemical things and won't pollute the water in the brook.

發展活動(Main teaching)

3. 教導學生使用廢棄的短粉筆，依照混色、疊色、漸層技巧，繪製自己的石頭。

T: Remember we ever learned three kinds of coloring skills. What are they?

S: 自由發表。

T: Yes, they are 混色、疊色、漸層。You can use the three skills to paint your stones. Before, you have to choose the color and design the patterns you like to paint on your stone. And tell us why.

Please choose your color and design your patterns wisely! (教師做示範如何混色、疊色、漸層)

S: 開始在石頭上打底稿並著色。

綜合活動(Wrap up)

4. 教師預先告知學生接下來的課程，各組要運用石頭表演一齣小劇場，並且互相介紹所彩繪的石頭。

T: Each group needs to make a show for the colorful stones, like a small story. Try to think about it.

Besides, try to introduce your own stones during the following classes. Please prepare for the class.

S: Okay!

第六~八節 石頭，回去吧~

暖身活動(Warm up)

1. 教師複習前幾堂課的舊經驗。

T: What did we do last class?

S: Pick up stones. Color stones. I use chalk to paint....自由發表。

T: Yes, you are right!

發展活動(Main teaching)

2. 教師說明每組分工合作討論如何運用石頭呈現一齣小劇場，並分享其彩繪的石頭。

T: Later each group tries to make a story or play with all stones and share your own colored stones with each other. Try to discuss with your classmates/partners.

S: 自由發表。

T: By the way, you can draw the background/setting of the story on the poster. You have two classes to finish and then you're going to present. Do you understand?

S: Yes, I do.

3. 學生開始著手進行這項任務。

綜合活動(Wrap up)

4. 每組依序坐在位置上分享自編故事，每位學生介紹其彩繪石頭的作品。

T: Time up. Now, it's show time. Show me your story and stones. Tell us the ideas of the following questions.

Why do you choose the color?

What is the pattern you draw on your stone?

Is there any special meaning to you?

What method do you use to color the stone? Any coloring skills?

S: 逐一發表。(教師運用師生回答互動，適時給予回饋)

2. 分享完之後，老師請學生準備好自己的石頭，整理好隊伍，準備出發。

T: Great job. Now, we are going to the river bank to set stones.

3. 到了溪邊，教師帶隊將石頭放回南崁溪，並提醒大家可以將採繪石頭排成想要的形狀，做成地景藝術合照留念。

T: Finally, let the stone be back to the nature because

T: Now, every group has to find a good spot and set up your stones. I will take the photos for all of you.

課室用語(Classroom Language)

1. I see _____.
2. I use water color to paint.
3. I draw a pig.
4. I pain _____ on my stone.
5. I use red and yellow to color the stone.
6. This is my stone.
7. I think it's beautiful/cute/big/small.

詞彙索引(Words Index)

art, **stone**, land, outdoors, **land art**, large-scale, wash, dry, pick up, step, careful, safe brook, **nature**, watch, collect, disposed, **chalk**, shape, **pattern**, choose, wisely, method, use, oval, irregular, heart, round, **paint**, disposed, decorate, color, **crayon**, **water color**, skill, show, share, story, set, photo, method, ideas

藝術與人文領域沉浸式英語教學教案設計

單元二 開心水世界

教學活動	教具	評量
<p>第一~二節 尋覓水生物</p> <p>暖身活動(Warm up)</p> <p>1. 透過教學PPT，教師的講述及問答，使同學有更多機會用英語來互動。</p> <p>2. 認識南崁溪畔常見的水生物，並引導課程---開心水族箱。</p> <p>3. 並觀察魚的基本身型與構造。</p> <p>T: What can you see from Nankan brook?</p> <p>S: I can see自由發表。</p> <p>T: You're all right! Then, what can we put in the aquarium?</p> <p>S: Fish, turtle, dolphin, crab, whale....自由發表。</p> <p>T: First, we need to know the structure of the fish. Look at this picture. What do you see?</p> <p>S: Eye, mouth, 魚鰭(fin), 魚鱗(scale)....自由發表。</p> <p>T: Good! So, draw the a fish on the paper and think what color do you choose for the fish. The fish has colored parts. What tools can you use?</p> <p>S: Pencil. Water color. Crayons.自由發表。</p> <p>T: Well, nice! I suggest you use the pencil to draw a fish as the draft.</p> <p>發展活動(Main teaching)</p>	<p>教學 PPT</p> <p>藝術作品</p> <p>實作教學</p> <p>實作練習</p> <p>拼豆</p> <p>鉛筆</p> <p>熨斗</p> <p>隔熱紙</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>4. 學生以鉛筆先構圖魚的基本構造，或是其他水生物。</p> <p>T: Good! So, draw the a fish on the paper and think what color do you choose for the fish. The fish has colored parts. What tools can you use?</p> <p>S: Pencil. Water color. Crayons.自由發表。</p> <p>T: Well, nice! I suggest you use the pencil to draw a fish as the draft. Besides, you can draw other sea animals. You can design some patterns on the body, fin, or tail. Try to do!</p> <p>(學生用鉛筆構圖中)</p> <p>綜合活動(Wrap up)</p> <p>5. 教師預告下次課堂內容---拼豆。</p> <p>T: Next class we're going to use beans to make some sea animals. Please don't forget to bring your draft.</p> <p style="text-align: center;">第三~四節 拼豆水生物</p> <p>暖身活動(Warm up)</p> <p>1. 透過教學PPT，讓學生複習上一節課所認識南崁溪畔常見的魚類及基本構造。</p> <p>T: Do you still remember what we talked about last week?</p> <p>S: Fish, eyes自由發表。</p> <p>T: Wow! You do a good job! And what did you do last class?</p> <p>S: Draw....自由發表。</p> <p>T: Nice! Today we're going to make these sea animals. Look at the picture. What do you see?</p> <p>S: 自由發表。</p> <p>T: That's right! They're called "Bead".</p> <p>發展活動(Main teaching)</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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2. 讓學生用拼豆來創作魚和水生物圖案，示範並引導他們創作拼豆的特色。

3. 教師根據學生的作品，歸納其特色，再次提醒創作時注意事項。

T: I'll show you how to make it.

(1) Assemble your perler beading supplies.

(2) Choose your pegboard or use a pattern.

(3) Select the colors.

(4) Bead according to the pattern.

(5) Heat your beads.

(6) Heat the opposite side of your beads.

(7) Peel away your parchment paper and allow time to cool.

Please do these steps carefully and create the special patterns.

(學生拼豆中)

綜合活動(Wrap up)

4. 教師提醒學生要準備介分享自己所製作的拼豆水中生物。

T: Next class we're going to share your own bead sea animals each other. Please don't forget to bring them.

第五~六節 賞魚囉~

暖身活動(Warm up)

5. 透過教學PPT，讓學生複習上一節課自創拼豆作品的製作過程。

T: Let's review the steps of making beads. How do you make it? What do you use?

S: Beads, iron....自由發表。

發展活動(Main teaching)

6. 讓學生分享自己的拼豆作品。

T: Time up. Now, it's show time. Show me your beads artwork. Tell us the ideas of the following questions.

Why do you choose the color?

How do you design the patterns?

What is the pattern you create?

Is there any special meaning to you?

S: 逐一發表。(教師運用師生回答互動，適時給予回饋)

綜合活動(Wrap up)

7. 教師根據學生的分享，歸納優點讚賞，並給予建議。

T: You did a good job. I suggest you can do more colors on the body, especially scales. It will be a colorful sea animal. Besides, try to put bright colors and dark colors together. The patterns look more clear. Bead artwork is a kind of the beauty. That is aesthetic.

課室用語(Classroom Language)

1. I can see _____.
2. I choose/use yellow beads to make.
3. I make/design a blue dolphin.
4. This is my turtle.
5. My crab is cute and beautiful.
6. I think my fish is cute.
7. Show me blue beads.
8. I draw _____.

詞彙索引(Words Index)

bead, design, pattern, body, iron, color, create, draw, draft, artwork, aesthetics, line, aquarium, colorful

藝術與人文領域沉浸式英語教學教案設計

單元三 樹是好朋友

教學活動	教具	評量
<p>第一~二節 探索樹世界</p> <p>暖身活動(Warm up)</p> <p>1. 教師問學生校園裡有什麼樹？喜歡什麼樹？</p> <p>2. 教師運用教學 PPT，引導學生說出樹幹和樹葉的特徵。</p> <p>T: What kind of trees in our school?</p> <p>S: 自由發表。</p> <p>T: What kind of tree do you like?</p> <p>S: 自由發表。</p> <p>T: Look at the trunk. Do you find anything special?</p> <p>S: 自由發表。</p> <p>T: Good! 樹幹由土地長出，樹幹由粗漸細，最後為樹枝長出樹葉。Now let's go outside and observe the trees in our school.</p> <p>發展活動(Main teaching)</p> <p>3. 教師帶領學生去觀察樹，並記錄於學習單。</p> <p>T: Attention!</p>	<p>教學 PPT</p> <p>藝術作品</p> <p>實作教學</p> <p>實作練習</p> <p>圖畫紙</p> <p>素描筆</p> <p>水彩用具(水彩筆、調色盤、顏料)</p> <p>蠟筆</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>S: One. Two!</p> <p>T: Please line up. We're going to observe trees and take some notes on the worksheet. (學生觀察樹並作記錄)</p> <p>綜合活動(Wrap up)</p> <p>4. 教師讓學生說明今日學習的課程內容。</p> <p>T: What's the topic today?</p> <p>S: Tree!</p> <p>T: That's right! What's the point of the tree?</p> <p>S: 自由發表。</p> <p style="text-align: center;">第三~四節 樹的特寫</p> <p>暖身活動(Warm up)</p> <p>1. 教師複習上節課的舊經驗---對樹的認知</p> <p>T: What did you learn last class?</p> <p>S: 自由發表。</p> <p>發展活動(Warm up)</p> <p>2. 教師說明使用鉛筆構圖技巧。</p> <p>T: We use a pencil to sketch a tree. There are some points. Listen carefully.</p> <p>(1) 主題為樹，構圖時樹要畫大一點。</p> <p>(2) 仔細觀察，繪畫時要掌握樹木生長的自然姿態，不要畫出樣板式的『棒棒糖樹』或『棉花糖樹』。</p> <p>(3) 構圖時，樹幹要仔細描繪出，如果分枝太多或太雜，可以自行調整和刪去。</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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(4) 樹葉的部分可先畫大略的位置或形狀，不須要一葉一葉畫出來，等到上水彩時，再作處理就可以了。

(5) 樹的四周，可以畫實際看到的情景，也可以加上自己的想像，創意表現。

(6) 其他繪畫技巧提醒：如近景大、遠景小。

(學生進行構圖，教師巡視指導)

發展活動(Wrap up)

3. 教師提醒學生攜帶水彩媒材。

T: Today you finish the composition and bring the water color next week.

第五~六節 幫樹穿衣裳

暖身活動(Warm up)

1. 教師利用教學 PPT 展示樹的圖片，讓孩子說出樹幹和樹葉的顏色。

T: What can you see from the pictures?

S: 自由發表。

T: What colors do you find?

S: 自由發表。

發展活動(Main teaching)

2. 教師說明物體的色彩多為類似色呈現，所以彩繪時要使用類似色，以豐富物體的色彩。樹葉的類似色——黃綠色、綠色、藍綠色等。

樹幹的類似色——土黃色、茶色、咖啡色等。

T: Try to use 類似色(analogous colors). The tree will be rich of colors and be vivid.

3. 教師示範樹葉及樹幹的畫法。

T: I'll demonstrate how to color the trunk and leaf with water color. Please pay attention!

(學生進行彩繪活動，教師巡視指導)

綜合活動(Wrap up)

4. 教師預告下次課堂的課內容，互相分享自己所畫的樹。

T: We're going to share our paintings . Please go home and prepare for it.

第七~八節 來說說你的樹朋友吧

暖身活動(Warm up)

1. 畫完的同學將作品立於一處，教師指導同學共同欣賞。

發展活動(Main teaching)

2. 每位同學依序上台介紹自己的作品。

3. 教師依據學生的作品，歸納優點讚賞，並給予建議。

T: Now, it's show time. Show us your tree. Tell us the ideas of the following questions.

Why do you choose the color?

What is the pattern you draw on your tree?

Is there any special meaning to you?

What method do you use to color the tree? Any coloring skills?

S: 逐一發表。(教師運用師生回答互動，適時給予回饋)

綜合活動(Wrap up)

4. 教師根據學生的分享，歸納優點讚賞，並給予建議。

T: You did a good job. 欣賞同學的作品時，要從線條、色彩、構圖、人物內容等方面著眼，吸取別人的優點，改善自己的缺點。

課室用語(Classroom Language)

1. This is my tree friend.
2. My tree has leaf, branch, trunk and root.
3. My tree is tall and strong.
4. The trunk is thick. / The branch is thin.
5. I use water color and crayon to paint.
6. I choose/use green crayon to color leaves.
7. I use 類似色.
8. It has ___ colors.
9. This part is _____.
10. I draw sun and sky, too.

詞彙索引(Words Index)

water color, composition, analogous color, leaf, trunk, observe, far, near, tree, paint brush, palette, overlap, tall, strong, crayon

藝術與人文領域沉浸式英語教學教案設計

單元四 四季之美

教學活動	教具	評量
<p>第一~二節 探索四季</p> <p>暖身活動(Warm up)</p> <p>1. 教師以教學 PPT 介紹南崁溪的四季風貌，引導學生思考並說明其特色。</p> <p>2. 引回想學校旁南崁溪步道沿途觀察自然景色，如建築物、樹木、花草、動物等，隨著不同季節變化，與大自然拉近距離。</p> <p>T: How many seasons are there in a year?</p> <p>S: Four!</p> <p>T: Yes...which season do you like best?</p> <p>S: I like summer....自由發表。</p> <p>T: What is the differences from seasons near Nankan brook?</p> <p>S: 自由發表。</p> <p>發展活動(Main teaching)</p> <p>4. 教師說明使用鉛筆構圖，將呈現四季的美麗風貌。</p> <p>T: Today, we use the pencil to compose a picture. Draw the characteristics of the seasons. (學生構圖中，教師巡視指導)</p> <p>綜合活動(Wrap up)</p>	<p>教學 PPT</p> <p>藝術作品</p> <p>實作教學</p> <p>實作練習</p> <p>圖畫紙</p> <p>有顏色的紙條</p> <p>剪刀</p> <p>鉛筆</p> <p>蠟筆</p> <p>保麗龍膠</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>5. 教師提醒學生攜帶用具，並預告下節課課程---捲紙創作。 T: You will ring the scissors, glue and crayons next week.</p> <p style="text-align: center;">第三~四節 捲紙創作</p> <p>暖身活動(Warm up)</p> <p>1. 教師說明以捲紙創作來呈現四季風貌。 T: We're going to make paper quilling.</p> <p>發展活動(Main teaching)</p> <p>2. 教師示範教學捲紙。 T: We're going to make paper quilling. Paper quilling is the art of taking thin strips of colored paper, rolling them into a coil, pinching them to form a shape and then gluing the shapes together to create paper designs and objects. If you have any questions, just go ahead and ask me. (學生捲紙創作中，教師巡視指導)</p> <p style="text-align: center;">第五~六節 創作分享</p> <p>暖身活動(Warm up)</p> <p>1. 畫完的同學將作品立於一處，教師指導同學共同欣賞。</p> <p>發展活動(Main teaching)</p> <p>2. 每位同學依序上台介紹自己的捲紙作品。 3. 教師依據學生的作品，歸納優點讚賞，並給予建議。</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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T: Now, it's show time. Show us your quilling artwork. Tell us the ideas of the following questions.

Why do you choose the color?

What is the pattern you design?

Is there any special meaning to you?

What method do you use to color the background? Any coloring skills?

S: 逐一發表。(教師運用師生回答互動，適時給予回饋)

綜合活動(Wrap up)

4.教師根據學生的分享，歸納優點讚賞，並給予建議。

T: You all do good jobs!

課室用語(Classroom Language)

1. I make summer quilling art because _____.
2. It's spring / summer / fall / winter.
3. I choose/use yellow paper strip.
4. I use scissors to cut paper strips.
5. I use a stick to quill paper strips.
6. I make / design flowers, butterflies and trees.
7. They are red, yellow and blue.

詞彙索引(Words Index)

draw, **scissors**, stick, **glue**, cut, quill, coil, paper strip, **design**, **create**, object, **crayon**, water color, spring, summer, fall, winter, because, design, make