

108 學年度五年級藝術與人文領域沉浸式英語教學教案設計

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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
<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) 第一部分(Part One):</p> <ol style="list-style-type: none"> 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。 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</p>	<p>南崁溪自行步道 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>

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。

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.

課室用語(Classroom Language)

1. I see _____.
2. I use water color to paint.
3. I draw a pig.
4. I choose red and yellow to color the sun.
5. The coloring skill I use is overlap.
6. It's beautiful/cute/big/small.
7. I design this picture because....

詞彙索引(Words Index)

water color, crayon, paint brush, use, choose, mix, overlap, graduated fill, pollution, trash, beautiful, scenery, paint, color, pattern, coloring skill, method, design, thick, clear

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
<p style="text-align: center;">第一~二節 尋覓落葉</p> <p>暖身活動(Warm up)</p> <p>1. 透過教學PPT，教師的講述及問答，使學生對樹葉的認知有更進一步的瞭解，並融入英語來互動。</p> <p>T: Look at the slides and what do you see? S: Leaf, tree, 樹枝(branch)....自由發表。</p> <p>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。</p> <p>T: Yes! Keep going to know the structure of the leaf. S: 葉脈(vein)....自由發表。</p> <p>T: Do you know the pattern of the vein? S: 平行(parallel)、網狀(net)....自由發表。</p> <p>T: That's right! Later I'll take you to observe leaves at our school. S: OK~</p> <p>發展活動(Main teaching)</p>	<p>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)</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</p>

<p>(實地勘察，讓學生在校園裡拾起落葉並觀察其樣貌)</p> <p>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。</p> <p>T: Let's line up and go downstairs to observe some leaves.</p> <p>S: Yes~~</p> <p>T: After observing the leaves, please pick up the fallen leaves.</p> <p>S: Teacher, how many leaves should we pick up?</p> <p>T: At least three leaves. Of course, you can pick up more! Now, let's observe this leaf.</p> <p>(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。</p> <p>T: What did you learn today? What kind of leaf did you observe?</p> <p>S: 自由發表。</p> <p>T: Wow! You all observe very carefully. You're going to bring water color or crayon in the following class. Please remember it!</p> <p>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。</p> <p>T: Last week we collected some fallen leaves. What did you observe?</p> <p>S: Oval, heart, vein....自由發表。</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: Nice! We are going to do leaf rubbing.

教學活動(Main teaching)

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。

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.

課室用語(Classroom Language)

1. I pick up _____ fallen leaves.
2. I use water color to rub.
3. I write _____ on my bookmark.
4. I mix red and yellow.
5. The coloring skill I use is mix.
6. I write/draw _____ on my bookmark.
7. It's beautiful/cute/big/small.
8. I design these patterns because....

詞彙索引(Words Index)

water color, crayon, paint brush, use, choose, mix, beautiful, color, pattern, coloring skill, design, rub, bookmark

藝術與人文領域沉浸式英語教學教案設計-單元三 天然冷氣機

教學活動	教具	評量
<p style="text-align: center;">第一~二節 探索樹世界</p> <p>暖身活動(Warm up)</p> <ol style="list-style-type: none"> 1. 教師問學生校園裡有什麼樹？喜歡什麼樹？ 2. 學生了解樹對環境與人的重要性。 3. 教師運用教學 PPT，引導學生說出樹幹和樹葉的特徵。 <p>T: What kind of trees in our school? S: 自由發表。</p> <p>T: What kind of tree do you like? S: 自由發表。</p> <p>T: What is the importance of the tree for our environment? S: 自由發表。</p> <p>T: What is the importance of the tree for people? S: 自由發表。</p> <p>T: Look at the trunk. Do you find anything special? 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>教學 PPT 藝術作品 實作教學 實作練習 圖畫紙 素描筆 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>發展活動(Main teaching)</p> <p>4. 教師帶領學生去觀察樹。</p> <p>T: Attention!</p> <p>S: One. Two!</p> <p>T: Please line up. We're going to observe trees.</p> <p>(學生觀察樹)</p> <p>綜合活動(Wrap up)</p> <p>5. 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>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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- (1) 主題為樹，構圖時樹要畫大一點。
- (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』。
- (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。
- (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) 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 介紹你的天然冷氣機

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?

What is the tree important to the environment?

What is it important to people?

What's the function of the tree?

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.
11. I design this tree because....
12. My tree can let my eyes clear.

詞彙索引(Words Index)

water color, composition, analogous color, leaf, trunk, root, branch observe, far, near, tree, paint brush, palette, overlap

藝術與人文領域沉浸式英語教學教案設計-單元四 創意收納盒

教學活動	教具	評量
<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。 T: How do you collect your paper box? S: 自由發表。 T: What's the shape of the box? How about the size? S: Rectangle, square, round....自由發表。 T: Good! What can you make with a box? 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。 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. (學生草圖，教師巡視指導)</p> <p>綜合活動(Wrap up)</p> <p>3. 教師交代下次課程所需的媒材與用具。 T: Please bring the tools or materials for the next class. S: Okay~</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) 剪刀 包裝紙</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</p>

第三~四節 收納盒創作

暖身活動(Warm up)

1. 教師引導學生回想上節課的課程內容。

T: What did we do last class?

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' 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。

實作評量

學生能用英語簡
易句型發表與介
紹自己的作品

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.

Why do you design these patterns?

Why do you choose the color?

What is the pattern you design on your box?

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.

課室用語(Classroom Language)

1. I collect the paper box.
2. I use _____ to draw.
3. I fold colored paper to decorate.
4. It's beautiful/cute/useful.
5. I design these patterns because....
6. This is my storage box.
7. I set ___ parts.
8. I want to put ___, ___ and ___.
9. I use scissors to cut triangles.
10. I use tape/glue to stick together.

詞彙索引(Words Index)

sketch, design, external, internal, picture, pattern, paint, color, colored paper, fold, cut, scissors, glue, tape, stick, decorate, create