





臺北市大佳國民小學視覺藝術雙語教學素養導向教案設計

主題/單元名稱 Topic/Unit	第二單元- 我生長的地方 第一堂-四季之色大發現 Unit 2 Here! I grow up~ Lesson2 Go! Discover the colors	融入學科領域 Integrated Subject	視覺藝術 Visual Art
教材來源 Teaching Materials	1. 自編 2. 參考翰林版藝術與人文 (五上第二大單元) 3. 藝術的故事/現代藝術的故事 4. 網路資源	教案設計者/教學者 Teacher	方欣如 老師 王淑玲 老師
實施年級 Target Students	五年級 Grade 5	授課時間 Time	2020年12月02日(三) 9:35~10:15
單元節次內容 Lesson Content	第二單元:我生長的地方 第一堂:四季之色大發現 Unit 2: Here! I grow up~ Lesson2: Go! Discover the colors		
核心素養 Core Competency	藝-J-A1 參與藝術活動，增進美感知能。 藝-E-B3 善用多元感官，察覺感知藝術與生活的關聯，以豐富美感經驗。 藝-E-C3 體驗在地及全球藝術與文化的多元性。		
學習內容 Learning Content	視 E-II-2 媒材、技法及工具知能。 視 A-II-2 自然物與人造物、藝術作品與藝術家。		
學習表現 Student Performance	1-II-2 能探索視覺元素，並表達自我感受與想像。 II-6 能使用視覺元素與想像力，豐富創作主題。 2-II-7 能描述自己和他人作品的特徵。		
學科先備知識 Subject Prior Knowledge	<p>1、 學生了解臺灣早期藝術的創作與人文背景，並認識洪瑞麟、顏水龍、陳澄波、郭雪湖四位臺灣本土畫家及其作品。 Students understand the creation of early Taiwanese art and humanistic background, and knew Ruilin Hong, Shuilong Yan, Chengbo Chen, Xuehu Guo those 4 local Taiwanese artists and their works.</p> <p>2、 學生已有水墨概念能夠控制水分創作。 Students have had the Chinese ink painting experiences and are able to control the water.</p> <p>3、 學生有三原色與二次色的概念。 Students understand 3 primary colors and the idea of secondary colors.</p> <p>4、 學生認識梵谷及其畫作。 Students know Vincent Van Gogh and his paintings.</p>		
			

				
英語先備知識 English Prior Knowledge	1、 學生曾經學過色彩的單字。 Students know the words of color. 2、 學生學過”It is a red + Noun.”的句型。			
學科學習目標 Content Learning Objectives	1、 學生能夠觀察藝術家的風格、特色並探索其美感表現。 Students can observe an artist’s style, characteristics and they discover the aesthetic performances. 2、 學生能討論透過四季比較不同的色彩表現進而能分辨生活中冷暖色。 Students are willing to discuss the differences of color expression by the 4 seasons; also, they can recognize the warm colors and cool color in their life. 3、 學生能透過Paul Klee 《Fig Tree》與蒙德里安《Tree》的鑑賞延伸至表現主義聯想的習作練習替自己的樹的創作上色。 Students can learn from Paul Klee 《Fig Tree》 and Piet Cornelies Mondrian 《Tree》 extending the idea of expressionism to color their own artwork “Tree”.			
中文使用時機 Mother Tongue	For Teacher		For Student	
	學生有不理解的英文或補充步驟說明。		學生詢問問題、回答問題、分享想法。	
教具 Teaching Aids	For Teacher 教學PPT、西洋畫作圖卡、小色卡、影片、圖畫紙。		For Student 先備經驗。	
本堂課議題融入 (無則免填,若有填寫請盡量選擇一至兩項相關議題即可)	<input type="checkbox"/> 國際教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 閱讀素養	<input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 原住民族教育	<input type="checkbox"/> 能源教育 <input checked="" type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 防災教育	<input type="checkbox"/> 性別平等教育 <input checked="" type="checkbox"/> 人權教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 生涯規劃教育
學習情境 Learning Circumstances	校園的樹與色彩以及大佳河畔。			
特色教學 Teaching characteristics	<input type="checkbox"/> 閱讀 <input type="checkbox"/> 實驗 <input checked="" type="checkbox"/> 美術(含繪畫等) <input type="checkbox"/> 田野調查 <input type="checkbox"/> 資訊融入 <input type="checkbox"/> 肢體(舞蹈、戲劇、體育...等) <input type="checkbox"/> 電影 <input type="checkbox"/> 其他,請說明_____			
教學流程 Procedures	教學活動 Activities		教學時間 Time	評量方式 Assessment

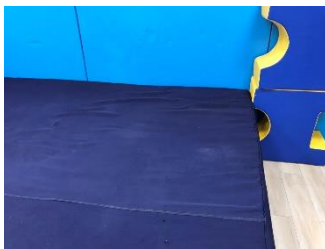
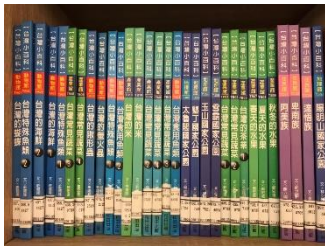
<p>準備活動</p>	<p>引起動機：</p> <ol style="list-style-type: none"> 1. 教師準備-藝術家畫作、環境圖卡、小色卡 學生準備-先備經驗與校園生活中的經驗。 2. 問候語。Good morning. 3. 班級規則。Classroom rules. T: Attention! S: "One! Two!" T: Now keep clean your desk. 4. 學生由生活的經驗討論樹有何不同。 Students discuss the difference among trees based on life experiences. T: The weather is getting cold. Did you see the differences in the tree? S: The colors of the leaves have changed, the leaves are falling..... T: Yes, The weather is getting cold, the color of the leaves have changed. Let's watch the video. 5. 播放樹木之歌影片。 Play the video. https://www.youtube.com/watch?v=B-QbRti7qZ4  <p style="text-align: right;">@YouTube</p> <div style="background-color: #e0f2f1; padding: 10px;"> <p>冬天來了，大地被冰冷的白雪覆蓋 Winter is here, the land is covered with white and icy snow</p> <p>雪地的松鼠正在冬眠 The squirrel in the snow is sleeping (hibernating)</p> <p>種子也靜悄悄地等待春天的到來 The seeds are quietly waiting for the (arrival of) spring</p> <p>終於，春天來了 Finally spring is here</p> <p>候鳥也飛回來築巢 (Migratory) Birds also fly back to build nests</p> <p>慢慢的 Slowly</p> </div>	<p>1min 1min 1min 2mins</p>	<p>觀察評量 觀察評量 口語評量 觀察評量 影片欣賞 觀察評量</p>
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	<p>春夏更迭 Spring and summer change 萬物生意盎然 Everything is vivid (in business) 接著草木被秋意染紅 Then the vegetation changes colors by autumn 當候鳥飛回的季节來臨 When the season comes, when (migratory) birds fly back (south) 會變成怎樣的景致呢? What kind of scenery will it become?</p> <p>T: What did you see in this video? S: The seasons change, the color of leaves change from green to orange, the leaves fall in the autumn. T: Yes, well done. The color of leaves are different. It's from the (verdant) light green in spring to dark green in summer and then to (reddish) brown in autumn. Finally, the leaves fall, the land becomes icy.</p>	2mins	口語評量 觀察評量
發展活動	<p>1. 活動 1：小組選出四季的色彩感覺。 Activity 1: The colors feelings of the four seasons.</p>  <p>T: XXX feel spring is vivid, so she/he choose these colors. And Miss 王's choose the 4 seasons colors For me, the Summer is hot, so I choose these 6 colors, we call them "warm colors"; and winter is cold so I choose purple and blue, we call these "cool colors".</p> <p>T: You have a whiteboard and colored papers on your table, now I need you choose colors for seasons. T: This is XXX's spring, why did you choose these (six) colors for spring? S: I feel spring is vivid, that's why I choose these colors.</p> <p>2. 活動 2：生活中的冷暖色：分辨<u>大佳國小</u>周邊的環境圖片的冷暖色。 Activity 2: Warm and cool colors in life:</p>	5mins	口語評量 觀察評量
		4mins	口語評量 觀察評量

Distinguish the warm and cool colors from pictures of the surrounding environment of Dajia Primary School.

Warm colors

Cool colors



4mins

口語評量
觀察評量

3. 活動 3：透過Paul Klee《Tree》相關作品進入冷

暖色塊。

Activity 3: Students watch cool and warm color shapes through Paul Klee's "House" series works.

T: This is Paul Klee's "Tree", He used different color squares to paint it.

QUESTION1



T: Is this a warm color tree or a cool color tree?

S: This is a cool color tree.

T: Yes, this is a cool tree. Paul Klee painted the Fig Tree with yellow, light yellow, brown.

QUESTION2



T: Is this a warm color tree or a cool color tree?

S: This is a cool color tree.

T: Yes, this is a cool color tree. Mondrian painted the Tree with blue, gray, and light gray.

4. 創作活動-學生選定冷暖色系並運用克利的色塊結

2mins

觀察評量
口語評量
觀察評量
口語評量

12mins

實作評量
觀察評量

	<p>構替自己樹的構圖繪出冷暖色調。</p> <p>Activity 5: Creative activity-students choose cool and warm colors and use Klee's color block structure to color the work "Tree".</p> <p>T: Take out your paper, It's your turn to paint now.</p> <p>Any questions please raise your hand.</p> <p>-Student creative time-</p>		
<p>綜合活動</p>	<p>1. 分享自己的作品</p> <p>Share your work.</p> <p>T: What color did you paint with...?</p> <p>S: I painted my tree with_____colors.</p> <p>2. 為什麼選這個顏色?</p> <p>T: Why did you choose these colors?</p> <p>S: I choose red, orange and yellow to draw, because I like autumn.</p> <p>3. 老師統整色彩的感覺與寒暖色。</p> <p>Our lives are full of different colors, which give us different feelings and without colors we would live in a black and white world.</p> <p>4. 課外作業：觀察自己生長的地方。</p> <p>T: Homework: Finding the feeling of color in your life. Clean your desk. Give your work to me.</p> <p>-----The End of the Class-----</p>	<p>3mins</p> <p>2mins</p> <p>1min</p>	<p>創作分享</p> <p>學生自評</p> <p>口語評量</p> <p>觀察評量</p> <p>總結評量評</p> <p>量學生作品</p> <p>成果。</p>

~Thank you ~