

台北市景興國小 109 學年度沉浸式英語教學設計

教學領域	藝術與人文	教學日期	109/11/16
教學科目	音樂	教材來源	自編
單元名稱	第三單元 唱跳吧!迪士尼!	設計者	梁容
課程名稱	認識多元文化音樂	教學者	梁容
教學班級	三年一班	授課時間	共 4 週 8 節，一節 40 分鐘
每週教學重點	週次	各節重點	
	1	體認 24 拍、34 拍與 44 拍	
	2	24 拍多元文化音樂-阿拉伯中東音樂(Prince Ali, 選自阿拉丁)	
	3	34 拍多元文化音樂-華爾滋的發展 (Once upon a dream,選自睡美人)	
	4	44 拍多元文化音樂-玻里尼西亞民族音樂(We know the way,選自海洋奇緣)	
教學研究			
教材分析	從迪士尼經典不敗的歌曲，學習三個不同拍號，並結合多元文化認識不同地區的文化與音樂風格。運用創造性舞蹈體驗多元的節奏與律動。		
教學方法	達克羅茲教學法、CLIL 教學法		
單元目標	<ol style="list-style-type: none"> 1. 能積極參與課程中所有活動 2. 能從律動課程中正確操作音樂元素(拍號、節奏、音樂風格) 3. 能認識不同地區文化背景與音樂 4. 能使用直笛吹奏不同拍號的曲子 		
語言學習目標	Language of learning		
	Vocabulary related to the lesson:		
	Shake body, clap hands, slap knees, circle, count number (1~4), draw, turn a circle, up and down, add an accent, strong and soft, march, dance, walk		
	Language for learning		
	time signature 拍號, movement 律動, quarter note 四分音符, half note 二分音符, two eighth note 雙八分音符, quarter rest 四分休止符, bar 小節 bar line 小節線 beat 拍子, rhythm 節奏, melody 旋律,		
Language through learning			
教師指導語			
Good morning, Good afternoon, Let's sing, Let's dance, please stand up/sit down			
Clap your hand, Be quiet, Great. Good job. Could you please...?			
Nice work. Wonderful. Please take out (put away) your books (recorders).			
Please turn to page (ten). Try it. Try again. Answer the question.			
Discuss in groups of four (one...). We are group one (two...).			
Line up. See you next time. One more time. Listen carefully. Pay attention.			
Excellent.			

教學活動	時間	評量方式
1. Warm up (1) Teacher and students stand in a circle. (2) Students follow teacher's movement with the music (3) T: How do you feel about the three different music?	10	口頭 評量
2. Experience (1) Students stand clear in the classroom. (2) Counting walk: the first time → students walk each step in 4/3/2 beats with counting the beats. (3) The second time → students walk each step in 4/3/2 beats without counting (only count in mind) (4) The last time → Students listen to the music teacher plays on the piano, distinguish and reflect what the time signature are by counting walking.	10	
3. Learning (1) Teacher plays the warm-up music and ask students the time signature. (2) Teacher explains the meaning and the difference between 24/34/44 time signature	10	
4. Assessment (1) Teacher shows some rhythm without the time signature. (2) Review the rhythm by clapping hands (quarter note, quarter rest, half note, two eighth note) (3) Teacher asks students to draw bar lines to complete the correct beat. (4) Students play the rhythm in the three types of grooving of the time signature.	10	