

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 - 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: Aladdin, prince earth, middle east, area, Egypt, Arab slap, clap, shake, stomp, touch, hands, head, shoulder, knees, legs, feet		
	Sentence: Which movement do you use for the rhythm? I use slap and clap		
	Language for learning		
	Time signature 拍號 two-four time 24 拍 two eight note 雙八分音符, eighth rest 八分休止符, bar 小節 bar line 小節線 beat 拍子, rhythm 節奏, melody 旋律, maqsum 切分音, drum 鼓, body percussion 身體打擊		
	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
<p>1. Warm up</p> <p>1-1 Students sing the attention song.</p> <p>1-2 Review the song (Prince Ali) and the time signature – two-four time</p> <p>2. Learning</p> <p>2-1 Teacher introduce the culture and the music (musical instruments) of middle east area</p> <p>2-2 Teacher introduce the rhythm pattern, maqsum (syncopation 切分音), which is a common musical rhythm of middle east area</p> <p>3. Musical experience and application</p> <p>3-1 Teacher asks students to play the rhythm by body percussion</p> <p>3-2 Teacher and students discuss different parts of body for body percussion</p> <p>3-3 Students create two different movements to play the rhythm in groups</p> <p>3-4 Students in groups perform their work and explain in English that which movement they apply for the rhythm.</p> <p>T: Which movement do you use? S: We use (slap and clap) T: How? S: slap my knees and clap my hands</p> <p>Movement: Slap, clap, stomp, touch, shake Head, hands, feet, knees, booty, shoulder, legs...</p> <p>Maqsum Rhythm:</p> <p>D T T D T</p>	<p>5</p> <p>15</p> <p>20</p>	<p>口頭 評量</p> <p>實作 評量</p>