

109 學年度六年級下學期藝術與人文領域沉浸式英語教學教案設計

單元一 撕出校園美.....2

單元二 設計狂想曲.....8

藝術與人文領域沉浸式英語教學教案設計-單元一 撕出校園美

教學活動	教具	評量
<p>課室用語(Classroom Language)</p> <ol style="list-style-type: none"> 1. I see _____. 2. I use <u>calendars</u> to tear. 3. I love this part of school because... 4. I use <u>primary colors</u> to decorate the <u>background</u>. 5. The color I use is <u>warm color</u>. 6. It's <u>beautiful/cute/big/small</u>. 7. I design this pattern because.... 		<p>口說分享</p>
<p>詞彙索引(Words Index)</p> <p>collage, mosaic, symmetry, repetition, gradation, proportion, flyers, color paper, foam board, calendars, primary colors, value, chroma, warm color, cool color</p>	<p>教學 PPT 藝術作品 實作教學 實作練習 色紙 鉛筆 保麗龍膠 白膠 圖畫紙 月曆紙 廣告紙</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>

第一~三節 認識拼貼之美

暖身活動(Warm Up)

1. 教師展示特色建築作品的圖片，例如：比薩斜塔、艾菲爾鐵塔、自由女神像…等藝術建築，開闊學生對視覺藝術的界線。

2. 透過教師的講述及問答，使學生有更多機會用英語來互動。

T: Let's see some pictures, and then we will discuss something. So, please pay attention and look carefully.

S: OK. / No problem! (自由發表)

(After seeing pictures ...)

T: What are these pictures about?

S: Building, 塔(tower), 雕像(statue), 建築(architecture) ... (自由發表)

T: Good! All of you are right. Besides, do you find anything special?

S: Beautiful! / It's a kind of art. / They're so huge. / It's not straight. ... (自由發表)

T: Nice! All of you observe very carefully. Architecture is art, too....

教學活動(Main Teaching)

3. 教師引導學生從圖片認識美的原則-重複、節奏、調和、均衡。

(1)數大之美-重複的美(僅量的增加)。(2)磁磚拼貼-節奏的美(色彩、線條交替變化，產生波動的運動感)。(3)馬賽克拼貼畫-調和的美(調和色的安排)。(4)廣告紙拼貼-均衡的美(份量相等、形式各異)。

T: Next, I'll show you some pictures to know different collage, such as plenty amount, tile, mosaic and flyer.

S: OK!... (自由發表)

T: What do you observe from these picture?

學生能聽懂老師
所說的英語且回
答問題
實作評量

學生能用英語簡
易句型發表與介
紹自己的作品

S: Many (A lot of) things. / It's beautiful. / Amount is plenty. / Put together...(自由回答)

T: Let's see the next pictures. What do you find, too?

S: They are tiles. / There are many colors. / They look like waves. / I see many lines...(自由回答)

T: Keep going to look at other pictures. What do see from these pictures?

S: Mosaic / harmony color / space...(自由回答)

T: Nice! Let's see the last picture. What do you think about it?

S: I see flyers. / They're different types. / It's a kind of balance beauty.... (自由回答)

T: Great! All of you observe very carefully. How about in our daily lives? Do you find something about collage? Please discuss with you group members and later we'll share ideas.

S: OK! / Yes! ...(自由回答)

綜合活動(Wrap Up)

4. 教師與學生共同討論生活中的拼貼藝術。

T: How about in our daily lives? Do you find something about collage? Please discuss with you group members and later we'll share ideas.

S: OK! / Yes! ...(自由回答)

(After discussing...)

T: Any one volunteer? Share your ideas with us.

S: Teacher, me!...

S: (自由發表)

5. 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: Tile. / Flyers. / Collage. / Mosaic.... (自由回答)

T: Nice! What are the special parts in art?

S: Harmony color. / Lines. / Symmetry. / Repetition. / Gradation. / Proportion...(自由回答)

T: All of you are right! Then, how about in our daily life?

S: Mosaic wall or tiles...(自由回答)

6. 教師提醒學生攜帶材料。

T: Next class, we are going to do art work. Please bring your materials, such as flyers, glue, calendar paper and so on.

S: No problem!

第四~五節 發現馬賽克

暖身活動(Warm Up)

1. 請學生找出校園中的馬賽克，教師補充馬賽克的基本知識。
2. 透過教師的講述及問答，使學生有更多機會用英語來互動。

T: Where can you see mosaic collage at school?

S: (自由回答)

T: Mosaic is in art, decoration of a surface with designs made up of closely set, usually variously colored, small pieces of material such as stone, mineral, glass, tile, or shell.

教學活動(Main Teaching)

3. 藉由討論，教師帶領學生認識不同色彩所呈現的感覺及因色彩排列所形成不同視覺效果，建立色彩學的基本知識。

T: Let's know "Color". What do you know about color?

S: Primary colors(三原色), hue(色相), value(明度), chroma(彩度), warm color(暖色系), cool color(冷色系)...(自由回答)

T: That's right! They have different effects. What are they?

S: (自由回答)

4. 在對於色彩學有基礎的認識及體驗後，請學生利用馬賽克色紙拼貼出自己喜歡的幾何圖形，學習色彩搭配與畫面的構思。

T: Good! Let's practice using colors to collage with color paper. Later, everyone shares your art work to your classmates.

S: OK!

5. 教師引導認識色彩學之後，學生開始著手馬賽克拼貼創作。

綜合活動(Wrap Up)

6. 學生分享馬賽克拼貼色彩之練習。

T: Does anyone want to share your mosaic art work? I'll draw the number ball from the lucky box.

S: Me! (自由分享)

第六~八節 撕貼校園美

暖身活動(Warm Up)

1. 教師介紹拼貼材料，例如：廣告紙、珍珠板、色紙、雲彩紙、瓦楞紙、木片。

T: I'll introduce the materials of collage, such as flyers, color paper, foam board, calendars etc.

2. 教師說明：即將畢業了，校園中有許多讓我們懷念的一景一物，讓我們以馬賽克撕貼方式來紀念我們六年來的成長點滴。

T: We'll graduate from school. Let's design the mosaic artwork for school.

教學活動(Main Teaching)

3. 學生運用拼貼的方式進行創作：(1)學生先以鉛筆構圖。(2)運用色紙或月曆紙，依類似色撕成小片並分類。(3)白膠進行拼貼。

T: Let's create the mosaic artwork. It's related our school. First, use the pencil to sketch patterns. Then tear color paper, calendars or flyers. At last, use the glue to collage. If you have any question, please raise your hand.

(學生開始創作，教師課堂走動，個別指導拼貼的黏貼技巧)

綜合活動(Wrap Up)

4. 作品完成，請學生互相觀摩完成的作品，並發表自己的創作及想法。

T: Now, share your artwork with your classmates. Later, you can tell about your ideas. Share us the ideas of the following questions and even more ideas.

What are the patterns on your drawing paper?

Is there any special meaning to you?

What color do they use for the patterns?

What is the interesting part in the mosaic collage?

S: 逐一分享。(教師運用師生回答互動，適時給予回饋)

5. 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、景物內容等方面著眼，吸取別人的優點，改善自己的缺點。

6. 分享完之後，老師統整今日課程並給予回饋。

T: Good job! You present your mosaic artwork well. Finally, let's sump up some points for this lesson.

T: What do you learn from this lesson?

S: (自由回答)

1. 教師預告下一節課的課程，並交代攜帶工具。

T: Next class, we are going to make a shopping bag. Please bring a clothes.

藝術與人文領域沉浸式英語教學教案設計-單元二 設計狂想曲

教學活動	教具	評量
<p><u>課室用語(Classroom Language)</u></p> <ol style="list-style-type: none"> 1. This is my unique bag. 2. I use <u>buttons</u> to decorate. 3. I design this bag because.... 4. The special part is 5. I choose bright color clothes to make a bag. 6. I like his/her bag because... 		<p>口說分享</p>
<p><u>詞彙索引(Words Index)</u></p> <p>container, design, decoration, function, style, button, sketch, draw, daily life, needle, sew</p>	<p>教學 PPT 藝術作品 實作教學 實作練習 舊衣物 鈕扣 泡棉膠 針線 圖畫紙 瓶子 生活物品 彩色筆</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>

第一節 設計時光機

暖身活動(Warm up)

1. 教師運用以下網站，讓學生賞析不同時代的器物。

青銅器數位課程 <https://ipalace.npm.edu.tw/Elearning/Course/1>

陶瓷世界歷險記 <https://ipalace.npm.edu.tw/Elearning/Course/2>

銅器時代 https://tech2.npm.gov.tw/classic_civilization/07/01.htm

器物典藏資料檢索系統 <https://antiquities.npm.gov.tw/~textdb2/NPMv1/search>

T: I'll show you some websites to appreciate old things in different ages. Let's discuss some questions later. OK?

S: Yes! (自由回答)

發展活動(Main teaching)

2. 教師引導從器物的演變看設計，請各組運用「心智圖」來說明。

T: After watching these websites, what do you see or observe? Each group talks about by using the mind-map. Do you understand?

S: Yes!

T: You have 10 minutes to discuss with you group members. If you have any questions, go ahead to ask me. OK?

S: OK!

(教師巡視各組，並依以下提問引導學生思考內容)

T: What do you see?

S: I see an ax. / It's a bowl. / I see a knife. / It's a spoon....(自由回答)

T: Nice! What are they made of?

S: Stone. / Wood. / Iron. / Clay.... (自由回答)

學生能聽懂老師
所說的英語且回
答問題

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: Is it a kind of art? How do people design them?

S: (自由回答)

綜合活動(Wrap up)

3. 各組上台以「心智圖」分享。

(討論後，各組依序上台分享)

T: It's sharing time. Each group comes to stand on the stage and share your ideas in order.

S: (各組依序自由分享)

T: Wow! So great. Each group shares important points and interesting ideas. All of you are right and you observe very carefully. Thank you.

4. 提醒學生於下次上課攜帶一個生活物品。

T: Please bring one thing in your daily life.

第二~三節 生活好設計

暖身活動(Warm up)

1. 教師與學生於課前收集具有獨特巧思的生活物品，一起分享其設計的創意。

T: What do you bring today?

S: Cup. / Fork. / Spoon....(自由回答)

T: Good! I bring an umbrella.

發展活動(Warm up)

2. 教師引導說明自動伸縮傘。

T: What's the function of the umbrella?

S: Don't get wet. / Protect from the sunshine.... (自由回答)

T: That's right! How about the design of its style?

S: Flexible. / Convenient. / Light.... (自由回答)

T: Then what's the design of its material?

S: It's made of aluminum.... (自由回答)

T: Is it as same as the old-aged umbrella? If it's not, how does it change?

S: (自由回答)

3. 教師出示各種圖片，像是多功能餐具，便利商店網狀環保提袋，環保紙杯架，請學生想一想並說說看這些生活物品的設計有什麼好的地方。

T: Talk about the special part of these things?

S: (自由回答)

T: Later you have share your own thing with all classmates. I'll give you 5 minutes to prepare and think. So, please observe and think carefully.

(學生開始進行思考物品設計的優缺點)

發展活動(Wrap up)

4. 學生依序上台分享其生活物品的特色與優點。

T: Let's talk about the special parts and advantages of the thing.

S: (自由回答)

第四~五節 體感體驗

暖身活動(Warm up)

1. 欣賞有趣的作品後，教師提問設計師們為何能有這些創意的點子?

T: Why do these designers have creative ideas?

S: Observe with the heart.... (自由回答)

發展活動(Main teaching)

2. 教師讓學生試著摸一摸、看一看展示的瓶子。

T: Let's observe and touch these bottles.

S: Ok! (自由回答)

3. 教師提問瓶子的功能及外觀帶來有何不同的感受，一起討論完後，各組分享發現。

T: What kind of modeling do you observe? Which part is the most special?

(學生進行討論，教師巡視指導)

綜合活動(Wrap up)

4. 各組自願分享其看法和發現。

5. 教師依據學生分享，綜合歸納並給予建議。

T: By watching, feeling and using, we can experience the modeling, function and material. They are art, too. We can observe more in our daily lives.

6. 教師請學生收集一件衣服。

T: Please bring a useless or old clothes for the next class.

第六~九節 包包DIY

暖身活動(Warm up)

1. 請學生畫下包包設計的草圖。

2. 教師提醒學生在設計發想的過程中並不是憑空想像，而是要依據設計產品的功能與造型。

T: Please design your ideal bag on the drawing paper. What's the special part for your bag? What's the function of the bag? What's style of it? Think and think.

S: OK.... (自由回答)

(學生開始畫包包設計的圖，教師巡視指導)

發展活動(Main teaching)

3. 教師說明製作過程。

(1) Draw a cutting line from the collar to the middle of the arm on the old clothes.

(2) Use the scissors to cut, V-shaped.

(3) Cut the bottom of the clothes.

(4) Sew the bottom of the clothes to be the base of the bag.

(5) Use the left cloth to make the pocket.

(6) Decorate with non-woven cloth.

(7) Stick the pocket on the bag.

(8) Use other decorations, like buttons.

(學生開始製作包包，教師巡視指導)

綜合活動(Wrap up)

5. 以走秀方式展示自己的獨特包包，並分享設計理念及特色。票選最具人氣的、最具有功能性的、造型最特別的、最具有設計概念的，給予鼓勵。

T: It's show time! Share your design ideas, the function etc.

S: (自由發表)