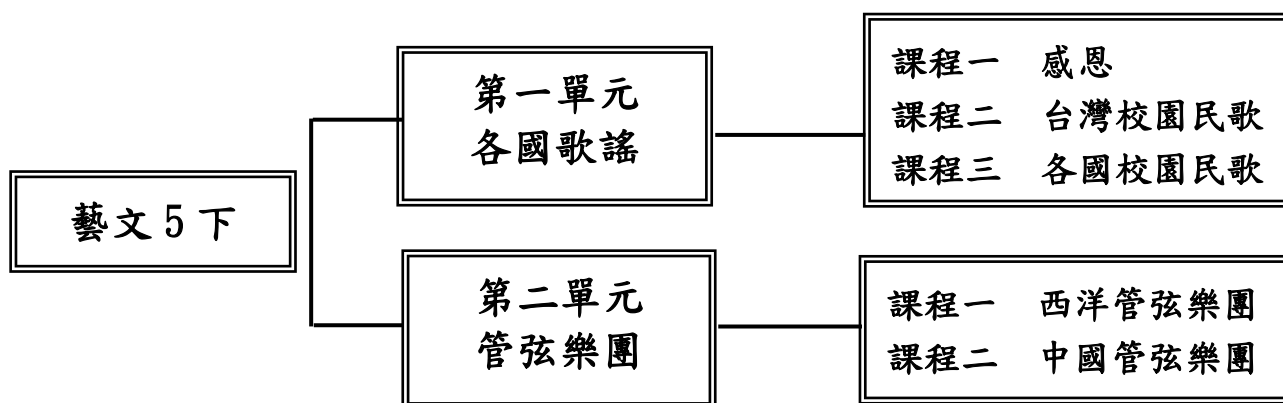


宜蘭縣宜蘭市黎明國民小學

110 學年度沉浸式英語教學特色學校試辦計畫藝術與人文音樂教案

一、課程架構圖



二、課程計畫總表：

教案設計：		英語協助：		參考教材：	總節數：
洪心怡		周儀、陳嘉貴		康軒(主)、翰林(輔)	20 節
單元名稱	核心素養			學習表現	學習內容
	面向	總綱	領綱		
各國歌謠	A 自主行動	A1 身心素質與自我精進	藝-E-A1 參與藝術活動，探索生活美感。	3-III-3 能應用各種媒體蒐集藝文資訊與展演內容。	音 P-III-1 音樂相關藝文活動。
	B 溝通互動	B1 符號運用與溝通表達 B3 藝術涵養與美感素養	藝-E-B1 理解藝術符號，以表達情意觀點。 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。	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。	音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。 音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。 音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。

	C 社會參與	C1 道德實踐與公民意識	藝-E-C1 識別藝術活動中的社會議題。	2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。	音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。
管弦樂團	A 自主行動	A1 身心素質與自我精進	藝-E-A1 參與藝術活動，探索生活美感。	3-III-3 能應用各種媒體蒐集藝文資訊與展演內容。	音 P-III-1 音樂相關藝文活動。
	B 溝通互動	B1 符號運用與溝通表達 B3 藝術涵養與美感素養	藝-E-B1 理解藝術符號，以表達情意觀點。 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。	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。	音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。 音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。 音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。
	C 社會參與	C1 道德實踐與公民意識	藝-E-C1 識別藝術活動中的社會議題。	2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。	音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。
程英語 音樂重要單詞	<ol style="list-style-type: none"> 1. (first/second/third/fourth) bar(s) 第(一/二/三/四) 小節 2. (first/second/third/fourth) line(s) 第(一/二/三/四) 行 3. Key(調), major 大調, minor 小調 4. rhythm(s) 節奏, beat(s) 節拍 5. (whole/half/quarter/eighth/sixteenth) note(s) (全/二分/四分/八分/十六分)音符 6. (whole/half/quarter/eighth/sixteenth) rest(s)休止符 7. dotted note(s)/ rest(s) 附點音符/休止符 8. Fingering(指法), flat (降記號), sharp(升記號), natural (sign)本位記號 9. forte (強/大聲), piano (弱/小聲) 10. three-four time(三四拍子), lyrics(歌詞) 11. opera(歌劇), musical(歌劇), orchestra(樂團),conductor(指揮) 12. soprano(女高音), mezzo-soprano(女中音), alto(女低音), 13. tenor(男高音), baritone(男中音), bass(男低音) 14. solo(獨奏,獨唱), duet/duo(二重奏,二重唱), trio(三重奏,三重唱), 15. quartet/quartette 四重奏,四重唱 choir, choral society 合奏,合唱 16. folk song 17. music instrument(s) 18. violin, viola, cello, bass 19. the string instrument(s) in the west 20. gaohu, erhu, zhonghu 21. Chinese bowed-string instrument(s) 				

三、學習單元活動設計

主題名稱	單元一 各國歌謠			課程一感恩	(母親您真偉大)	
教學對象	五年級	教學者	洪心怡	第一節 (40 分鐘) / 20-01		
核心素養	<p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>					
學習內容	<p>音 A-III-1 器樂曲與聲樂曲，如：本地音樂之作曲家、演奏者與創作背景。</p> <p>音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。</p>					
學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p>					
教學步驟及教學活動				時間	教具	評量
<p>Greeting :</p> <p>T: Good morning, how are you today? Who's not here?</p> <p>Who doesn't have a recorder? Come here and borrow one from me.</p> <p>T: OK, Let's begin our class.</p>				3min.		能正確回答
<p>Practice for the music contest :</p> <p>T: Now, take out your music book and open it, please. Let's review the song.</p> <p>What is the name of the song?</p> <p>T: Who is the first/second part? Raise your hand. Now, you are the soprano/alto. Repeat after me, please. "I play the soprano/alto part."</p> <p>T: The soprano/alto sings the notes with me.</p> <p>T: The soprano/alto please stand up. Play the song with your recorder.</p> <p>Sit down, please. Now the soprano and alto play together.</p> <p>Now everyone plays it with your recorder.</p>				6min.	電腦 PPT 音響 投影 直笛	能正確演奏
<p>Presentation + Practice : <母親您真偉大></p> <p>T: Listen to the song.播放<母親您真偉大></p> <p>Swing your body with the music.</p> <p>T: Show me your hands. Clap the rhythm with the music.</p> <p>Sing the note with my command.老師指歌曲音符學生唱。</p> <p>Now, the boys clap the rhythms. The girls sing the song.</p> <p>Now, everyone swings and claps the rhythm with the music.</p> <p>T: Now, take out your recorder. Play the note with my command.</p> <p>老師指歌曲音符學生吹奏直笛。Let's play the song.</p>				24min.		能正確律動 能正確演唱
<p>Wrap up :</p> <p>T: What's the name of the song? How do you feel about the song?</p> <p>Who composed it? 老師講述歌曲背景。請學生思考如何表達感恩。分組討論發表。T: That's all for today. Goodbye.</p>				7min.		能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程一感恩	(外婆的澎湖灣)	
教學對象	五年級	教學對象	五年級	第二節 (40 分鐘) / 20-02		
核心素養	<p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>					
學習內容	<p>音 A-III-1 器樂曲與聲樂曲，如：本地音樂之作曲家、演奏者與創作背景。</p> <p>音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。</p>					
學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p>					
教學步驟及教學活動				時間	教具	評量
<p>Greeting :</p> <p>T: Good morning, how are you today?</p> <p>T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me.</p> <p>T: OK, Let's begin our class.</p>				3min.		能正確回答
<p>Practice for the music contest :</p> <p>T: Take out your music book, please. Let's review the song of the contest. The soprano/alto, please raise your hand. OK. Let's play the song together.</p>				6min.	電腦 PPT 音響 投影 直笛	能正確演奏
<p>Presentation + Practice : <外婆的澎湖灣></p> <p>T: Listen to the song. 播放<外婆的澎湖灣> Swing your body with the music.</p> <p>T: Show me your hands. Clap the rhythm with the music. Sing the note with my command.老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music.</p> <p>T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。Let's play the song.</p>				23min.		能正確律動
<p>Wrap up : <外婆的澎湖灣></p> <p>T: What's the name of the song? How do you feel about the song? Who composed it?</p> <p>T: Every group gets one iPad. Search about the song. Now, answer my question.老師以提問方式統整並介紹台灣校園民歌。 Pass your iPad to the front.收回平板。</p> <p>T: Now everyone gets a sheet and do it. 發學習單。You have three minutes.</p> <p>T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。</p> <p>T: Any questions? T: That's all for today. Goodbye.</p>				7min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程二台灣校園民歌 (秋蟬)	
教學對象	五年級	教學對象	五年級	第一節 (40 分鐘) / 20-03	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Practice for the music contest : T: Take out your music book, please. Let's review the song of the contest. The soprano/alto, please raise your hand. OK. Let's play the song together.			3min.	電腦 PPT 音響 投影 直笛	能正確演奏
Presentation + Practice : <秋蟬> T: Listen to the song.播放<秋蟬> Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command.老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music. T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。Let's play the song.			24min.		能正確律動 能正確演唱 能正確演奏
Wrap up : <秋蟬> T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. Search about the song. Now, answer my question. 老師以提問方式介紹其他台灣校園民歌。 Pass your iPad to the front. 收回平板。 T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			10min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程二台灣校園民歌 (歌聲滿行囊)	
教學對象	五年級	教學對象	五年級	第二節 (40 分鐘) / 20-04	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Practice for the music contest : T: Take out your music book, please. Let's review the song of the contest. The soprano/alto, please raise your hand. OK. Let's play the song together.			3min.	電腦 PPT 音響 投影	能正確演奏
Presentation + Practice : < 歌聲滿行囊 > T: Listen to the song. 播放 < 歌聲滿行囊 > Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command. 老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music. T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。 Let's play the song.			24min.	直笛	能正確律動 能正確演唱
Wrap up : < 歌聲滿行囊 > T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. Search about the song. Now, answer my question. 老師以提問方式介紹台灣校園民歌作曲家。 Pass your iPad to the front. 收回平板。 T: Now everyone gets a sheet and do it. 發學習單。 You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			10min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程三各國民歌 (風鈴草)	
教學對象	五年級	教學對象	五年級	第一節 (40 分鐘) / 20-05	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Practice for the music contest : T: Take out your music book, please. Let's review the song of the contest. The soprano/alto, please raise your hand. OK. Let's play the song together.			3min.	電腦 PPT 音響 投影 直笛	能正確演奏
Presentation + Practice : <風鈴草> T: Listen to the song.播放<風鈴草> Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command.老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music. T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。Let's play the song.			24min.		能正確律動 能正確演唱 能正確演奏
Wrap up : 蘇格蘭民歌 T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. 學生搜尋蘇格蘭民歌相關。 Now, answer my question.老師以提問方式介紹蘇格蘭民歌。 Pass your iPad to the front.收回平板。 T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			10min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程三各國民歌 (奇異恩典)	
教學對象	五年級	教學對象	五年級	第二節 (40 分鐘) / 20-06	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Who doesn't have a recorder? Come here and borrow one from me. OK, Let's begin our class.			3min.		能正確回答
Practice for the music contest : T: Take out your music book, please. Let's review the song of the contest. The soprano/alto, please raise your hand. OK. Let's play the song together.			3min.	電腦 PPT 音響 投影 直笛	能正確演奏
Presentation + Practice : < 奇異恩典 > T: Listen to the song. 播放 < 奇異恩典 > Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command. 老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music. T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。 Let's play the song.			24min.		能正確律動 能正確演唱 能正確演奏
Wrap up : 美國民歌 T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. 學生搜尋美國民歌相關。 Now, answer my question. 老師以提問方式介紹美國民歌。 Pass your iPad to the front. 收回平板。 T: Now everyone gets a sheet and do it. 發學習單。 You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			10min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程三各國民歌 (遠足)	
教學對象	五年級	教學對象	五年級	第三節 (40 分鐘) / 20-07	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Presentation + Practice : < 遠足 > T: Listen to the song.播放 < 遠足 > Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command.老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music.			23min.	電腦 PPT 音響 投影 直笛	能正確律動 能正確演唱 能正確演奏
Wrap up : 德國民歌 T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. 學生搜尋德國民歌相關。 Now, answer my question.老師以提問方式介紹德國民歌。 Pass your iPad to the front.收回平板。 T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			14min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元一 各國歌謠			課程三各國民歌 (美麗的草原)	
教學對象	五年級	教學對象	五年級	第四節 (40 分鐘) / 20-08	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E- III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Presentation + Practice : <美麗的草原> T: Listen to the song.播放<美麗的草原> Swing your body with the music. T: Show me your hands. Clap the rhythm with the music. Sing the note with my command.老師指歌曲音符學生唱。 Now, the boys clap the rhythms. The girls sing the song. Now, everyone swings and claps the rhythm with the music. T: Now, take out your recorder. Play the note with my command. 老師指歌曲音符學生吹奏直笛。 Let's play the song.			23min.	電腦 PPT 音響 投影 直笛	能正確律動 能正確演唱 能正確演奏
Wrap up : 紐西蘭民歌 T: What's the name of the song? How do you feel about the song? Who composed it? T: Every group gets one iPad. 學生搜尋紐西蘭民歌相關。 Now, answer my question.老師以提問方式介紹紐西蘭民歌。 Pass your iPad to the front.收回平板。 T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			14min.		能正確回答 能踴躍討論 發表 能正確回答

主題名稱	單元二 管弦樂團			課程一西洋管弦樂團	(彼得與狼)	
教學對象	五年級	教學者	洪心怡	(80 分鐘) / 20-09、10		
核心素養	<p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>					
學習內容	<p>音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。</p> <p>音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。</p>					
學習表現	<p>1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p>					
教學活動及步驟				時間	教具	評量
<p>Greeting :</p> <p>T: Good morning, how are you today?</p> <p>T: Who's not here?</p> <p>T: Do you have the student book/recorder with you? Show me. Who doesn't have a recorder? Come here and borrow one from me.</p> <p>T: OK, Let's begin our class.</p> <p>Presentation + Practice : < Peter and the wolf ></p> <p>T: You're going to watch a video. Listen to the song. 播放動畫。</p> <p>T: What is the name of the song? How many roles do you see in the video?</p> <p>T: What are these roles? 學生回答。What is it about? 學生回答。</p> <p>T: Who wrote the song? 介紹普羅柯菲夫。老師講述作品背景。</p> <p>T: Watch the video now. 播放介紹角色樂器影片。</p> <p>T: What instrument was played Peter?</p> <p>T: What instrument was played the bird/ duck/ cat/ wolf/ hunters/ grandpa?</p> <p>Wrap up :</p> <p>T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. Ok, everyone, time's up. Take out your red pen. Now check the answer by Yourself. T: Any questions? That's all for today. Goodbye.</p>				3min.		能正確回答
				25min.	PPT 音響 電腦 投影	能正確回答
				12min.	直笛 學習單	能正確演唱 能正確演奏 能正確回答
<p>第二節 Greeting : 略</p> <p>Presentation + Practice : < Peter and the wolf ></p> <p>T: Do you remember the song? 播放 < Peter and the wolf > 動畫片段。</p> <p>T: What is the name of the instrument? 老師播放樂器介紹影片，並解說。</p> <p>T: Listen to the music and tell me what instrument is played to show Peter (the bird/ duck/ cat/wolf/hunters/grandfather)?</p> <p>Wrap up :</p> <p>T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. 老師收卷並公布答案。</p> <p>T: Any questions? T: That's all for today. Goodbye.</p>				3min.		能正確回答
				25min.	PPT 音響 電腦 投影	能專心看 能正確回答
				12min.	直笛 學習單	能正確回答

主題名稱	單元二 管弦樂團			課程一西洋管弦樂團 (歡樂歌 1)		
教學對象	五年級	教學者	洪心怡	第三節 (40 分鐘) / 20-11		
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。					
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。					
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。					
教學步驟及教學活動				時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.				3min.		能正確回答
Presentation + Practice : < Ode to Joy > T: You're going to watch a video. Look at the screen.播放< Ode to Joy > It's a flash show. You can find a lot of instruments in the video. Pay attention to them.				15min.	電腦 PPT 音響 投影 直笛	能正確演奏
T: What's the name of the song? How do you feel about the song? 老師講述歌曲背景，並介紹 Beethoven 和 Schiller。				6min		能專心聽看 能正確回答
T: Swing your body. (1234, right left right left) 身體左右搖固定拍。 1234 is the beat of the song. Listen to the song, follow the beats and swing your body.				6min.		能正確律動
T: Show me your hands. Clap the rhythm with the music. Now, the soprano claps the rhythms. The alto swings your body. Now, everyone swings and claps the rhythm with the music. Let's try it.						
Wrap up : < Ode to Joy > T: Let's sing the words of the song. Clap the rhythm, sing the song and swing your body.				10min.		能正確演唱 能正確演奏
T: Now, take out your recorder. Swing and play the song. T: What did we learn today? What's the name of the song? Any questions? That's all for today. Goodbye.						能正確回答

主題名稱	單元二 管弦樂團		課程一西洋管弦樂團 (歡樂歌 2)		
教學對象	五年級	教學者	洪心怡	第四節 (40 分鐘) / 20-12	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-A1 參與藝術活動，探索生活美感。				
學習內容	音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。 音 P-II-1 音樂活動、音樂會禮儀。				
學習表現	2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 3-II-1 能樂於參與各類藝術活動，探索自己的藝術興趣與能力，並展現欣賞禮儀。				
教學步驟及教學活動			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Review : < Ode to Joy > T: Let's listen to the song. 老師播放 < Ode to Joy > 音樂。 T: Please swing your body and clap the rhythm. Now, take out your recorder. Swing and play the song. T: Do you remember the song? What is the name of the song? 學生回答。 Who composed it?			3min.	電腦 PPT 音響 投影 直笛	能正確演奏 能正確律動 能正確回答
Presentation + Practice : T: We're going to watch a video. This is a part of Beethoven's Symphony No.9. It's played by Chicago Symphony Orchestra. The conductor is Riccardo Multi. He comes from Italy. T: Pay attention when you watch the video. You'll hear the < Ode to Joy > melody several times. When you hear it, please raise your hand. Let's see how many times we can hear < Ode to Joy > melody. 老師引導學生聆聽樂曲的層次，不同樂器及合唱堆疊演奏主題。 T: You can find a lot of instruments in the video. What are the names of the instruments? 老師介紹 trumpet 及 trombone，並說明管弦樂團樂器分類(string、woodwind、brass、percussion)，及樂團席次安排通則。			9min. 9min. 9min.		能專心聽看 能正確回答 能專心聽看 能正確回答 能專心聽看
Wrap up : T: You have some pictures of the instruments. Now please group them. 學生將樂器圖置於正確的分類。 T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. Ok, everyone, time's up. Take out your red pen. Let's check it. T: Any questions? That's all for today. Goodbye.			10min.	圖示 學習 單	能正確回答

主題名稱	單元二 管弦樂團			課程一西洋管弦樂團 (波斯市場)2 節	
教學對象	五年級	教學者	洪心怡	第五節(40 分鐘) / 20-13、14	
核心素養	<p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>				
學習內容	<p>音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。</p> <p>音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。</p>				
學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p>				
教學步驟及教學活動			時間	教具 評量	
<p>Greeting : 略</p> <p>Presentation + Practice : < In a Persian Market ></p> <p>T: We're going to watch a video. Look at the screen. 播放 < In a Persian Market ></p> <p>T: It's < In a Persian Market > .How do you feel about the song? Every group gets one ipad. Search everything about the song. Now, answer my question. 老師以提問方式統整並介紹樂曲。 (全分八段，由五種不同風格樂段：駱駝商隊、乞丐、公主、魔術師、吹蛇者、酋長，穿插反覆進行。)</p> <p>T: Match each picture to its melody. 指導學生將曲式段落找出，並說出音樂與圖卡的搭配關係。</p> <p>T: We're going to watch a video. 播放 < In a Persian Market ></p> <p>You can find a lot of instruments in the video. 複習 string、woodwind、brass、percussion What are the names of the instruments? 學生回答樂器。</p> <p>T: Listen to the song. What is the names of the instruments. 指導學生辨認每個主題的演奏樂器。</p> <p>T: You have some pictures of the instruments. Now please put them on the right way. 指導學生將樂器圖置於正確管弦樂團位置。</p> <p>T: Everyone get a percussion instrument.示範打擊樂器使用。</p> <p>T: Listen to the song, and clap the rhythm.</p> <p>T: Play the song with the music, and pay attention to the beats. Let's clap the beats and sing the song. 學生唱並拍。</p> <p>Wrap up : < In a Persian Market ></p> <p>T: Now everyone gets a sheet and do it. 發學習單。You have three minutes.</p> <p>T: Ok, everyone, time's up. Take out your red pen. Let's check it. 公布答案、問答間複習課程。T: Any questions? That's all for today.</p>			<p>3min.</p> <p>20min.</p> <p>20min</p> <p>20min.</p> <p>17min.</p>	<p>電腦 PPT 音響 投影 直笛</p> <p>圖卡</p> <p>直笛</p> <p>打擊 樂器</p>	<p>能專心聽看 能正確回答</p> <p>能正確回答</p> <p>能正確演唱</p> <p>能專心聽看 能正確回答</p> <p>能正確演奏 能專心聽看 能正確回答</p>

主題名稱	單元二 管弦樂團		課程二國樂團 (鳳陽花鼓 1)		
教學對象	五年級	教學者	洪心怡	第一節 (40 分鐘) / 20-15	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。				
學習表現	1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學活動及步驟			時間	教具	評量
Greeting : T: Good morning. Who's not here? Who doesn't have a recorder?			3min.	直笛	能正確演奏
Presentation + Practice : <鳳陽花鼓> T: We're going to watch a video. Look here. <鳳陽花鼓>國樂演奏版本。 How do you feel about the song? 讓學生猜測是哪個國家的樂曲。 This is a Chinese folk song. It's <鳳陽花鼓>。 T: What is the name of the instrument? 老師播放樂器介紹影片，並解說。(介紹中國樂器) T: Sing the note with me. 老師指音符學生唱。 Listen to the rhythm and choose the correct notes. 學生找出正確節奏。 What is the name of the notes? (quarter/eighth notes) 複習音符。 Let's clap the rhythm. 學生拍節奏。 Let's clap the rhythm and sing the song. 學生唱並拍。			12min.	PPT 音響 電腦 投影	能專心聽看 能正確回答 能專心搜尋 能正確回答
T: Today we have to know some Chinese instruments and some Chinese percussion instruments. 老師示範打擊樂器使用方式 (Chinese temple block 木魚、cymbals 鈸、gong 鑼) Everyone gets a percussion instrument.			6min.	平板	能正確演奏
T: Now boys use the percussion instrument to beat with the music, and the girls play the recorders.			6min.	直笛	能正確演奏
Wrap up : 複習本堂學習樂器 T: Let's review the Chinese instruments we learned today. T: Any questions? That's all for today. Goodbye.			10min	打擊 樂器	

主題名稱	單元二 管弦樂團		課程二國樂團 (鳳陽花鼓 2)		
教學對象	五年級	教學者	洪心怡	第二節 (40 分鐘) / 20-16	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。				
學習表現	1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學活動及步驟			時間	教具	評量
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Review : <鳳陽花鼓> T: Everyone get a percussion instrument. Listen to the song, and clap the rhythm. 播放<鳳陽花鼓>音樂。Do you remember the song? What's the name of the song? T: Now, take out your recorder. Let's play the song.			9min.	直笛 PPT 音響 電腦 投影	能正確演奏
Presentation + Practice : 認識中國彈撥樂器 T: What is the name of the Chinese instrument? 老師播放樂器介紹影片，並解說。(guzheng 古箏、pipa 琵琶、liuqin 柳琴、ruan 阮、dulcimer 揚琴) T: You have some pictures of the instruments. Now please group them. 指導學生將樂器圖置於正確的分類(chinese wind 、chinese plucked string、chinese percussion、chinese strings)			18min.	打擊樂器	能專心聽看 能正確回答 能正確演奏
Wrap up : <鳳陽花鼓> T: We're going to watch a video. 播放<鳳陽花鼓> You can find a lot of Chinese instruments in the video. T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? That's all for today. Goodbye.			10min	實體樂器 學習單 學習單	能專心聽看 能正確回答 能專心聽看 能正確回答

主題名稱	單元二 管弦樂團			課程二國樂團 (丟丟銅仔 1)		
教學對象	五年級	教學者	洪心怡	第三節 (40 分鐘) / 20-17		
核心素養	<p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>					
學習內容	<p>音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。</p> <p>音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。</p>					
學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p>					
教學步驟及教學活動				時間	教具	評量
<p>Greeting :</p> <p>T: Good morning, how are you today?</p> <p>T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me.</p> <p>T: OK, Let's begin our class.</p>				3min.		能正確回答
<p>Presentation + Practice : <丟丟銅仔></p> <p>T: You're going to watch a video. Look at the screen.播放<丟丟銅仔> It's <丟丟銅仔>. How do you feel about the song?</p> <p>T: Every group gets one iPad. Search everything about the song. 學生使用平板搜尋歌曲背景。Now, answer my question. 老師以提問方式統整並介紹 Taiwanese folk song。 Pass your iPad to the front.收回平板。</p> <p>T: Sing the note with my command.老師指歌曲音符學生唱。 Sing the song with the music. Clap the beats.</p> <p>T: Now, take out your recorder. Let's play the song. 直笛演奏教學。</p>				15min.	直笛 PPT 音響 電腦 投影	能正確演奏 能專心聽看 能正確回答 能專心搜尋 能正確演唱 能正確演奏
<p>Wrap up : <丟丟銅仔> 打擊樂器教學</p> <p>T: Today we have to know some Chinese percussion instruments.老師示範打擊樂器使用方式。 Everyone get a percussion instrument.</p> <p>T: Now boys use the percussion instrument to beat with the music, and the girls play the recorders.</p> <p>T: Any questions? T: That's all for today. Goodbye.</p>				6min.	直笛	能正確演奏
				10min.	打擊樂器	

主題名稱	單元二 管弦樂團		課程二國樂團 (丟丟銅仔 2)		
教學對象	五年級	教學者	洪心怡	第四節 (40 分鐘) / 20-18	
核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-C3 體驗在地及全球藝術與文化的多元性。				
學習內容	音 A-III-1 器樂曲與聲樂曲，如：古典樂曲之作曲家、演奏者與創作背景。 音 E-III-2 基礎演奏技巧及獨奏、齊奏與合奏等演奏形式。				
學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。				
教學步驟及教學活動			時間	教具	
Greeting : T: Good morning, how are you today? T: Who's not here? Do you have the student book/recorder with you? Who doesn't have a recorder? Come here and borrow one from me. T: OK, Let's begin our class.			3min.		能正確回答
Review : <丟丟銅仔> T: Everyone get a percussion instrument. Listen to the song, and clap the rhythm. 播放<丟丟銅仔>音樂。Do you remember the song? What's the name of the song? T: Now, take out your recorder. Let's play the song.			9min. 18min.	直笛 PPT 音響 電腦 投影	能正確演奏
Presentation + Practice : 認識中國吹管樂器 T: What is the name of the Chinese instrument? 老師播放樂器介紹影片，並解說。(sheng 笙、di 笛、suona 嗩吶) T: You have some pictures of the instruments. Now please group them. 指導學生將樂器圖置於正確的分類(chinese wind 、chinese plucked string、chinese percussion、chinese strings)				實體樂器	能專心聽看 能正確回答
Wrap up : <丟丟銅仔> T: We're going to watch a video. 播放<丟丟銅仔> You can find a lot of Chinese instruments in the video. T: Now everyone gets a sheet and do it. 發學習單。You have three minutes. T: Ok, everyone, time's up. Take out your red pen. Let's check it. 老師藉由公布答案做總整理。 T: Any questions? T: That's all for today. Goodbye.			10min.	學習單	能專心聽看 能正確回答

領域/科目	藝術與人文/音樂		設計者	洪心怡
實施年級	國小五年級		英文協助	周儀、陳嘉貴
單元名稱	高山青		節數	共 <u>1</u> 節， <u>40</u> 分鐘 20-19
設計依據				
學 習 重 點	學習目標	學生能認識、並演唱演奏創作民歌高山青。		
	學習內容	音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。		
	學習表現	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。		
	領域核心素養	藝-E-B1 理解藝術符號，以表達情意觀點。		
	總綱核心素養	B1 符號運用與溝通表達		
教材內容	國民小學藝術與人文課本(康軒版)			
教學設備/資源	電腦，投影機			
先備知識	<ol style="list-style-type: none"> 1. 學生已認識西洋管絃樂團的絃樂器。 2. 學生已經學過傳統民謠(民歌)。 			
目標英 文	Language of learning	<u>Vocab/Phrases:</u> violin, viola, cello, bass music instrument(s), a choir, folk song		
	Language for learning	What song is it? What are they doing/ playing? They are a choir. What music instruments can you see in this video? What is the name of the instrument?		
	Language through learning	The song is “高山青”. They are singing/ dancing/ playing instruments. I can see the violin, viola, cello, and bass in this video. It is a group of people singing together. It is a violin/ viola/ cello/ bass.		
教學活動設計				
教學活動內容及實施方式			時間	備註/學習評量重點
Greeting : T: Is everybody here? (點名)請在留言區留下班級座號。 T: Please get ready with your recorder, student book, and music book.			3min.	

<p>Presentation + Activity : 〈高山青〉教學</p> <p>1. T: We're going to watch a video. Please pay attention to this. 教師播放〈高山青〉合唱影片並提問。 T: What song is it? Ss: It is 〈高山青〉. T: What are they doing? / What do you see? Ss: They're singing. T: So, they are a choir. It is a group of people singing together. 老師介紹原聲合唱團。</p> <p>2. T: Do you like the song? Now, sing the song with the video. T: The first time, please listen to the music. The second time, it's your turn. 老師指導演唱技巧，學生演唱。</p> <p>3. 老師介紹〈高山青〉的由來，複習 folk song、進一步介紹並解說傳統民謠與創作民謠(民歌)的不同。</p> <p>4. T: Now, take out your recorder. Play the recorder with the video. 老師指導直笛演奏技巧，學生演奏。</p> <p>5. T: We're going to watch another video. Please pay attention to this. 教師播放〈高山青〉弦樂團演奏影片並提問。 T: What are they doing/ playing? (Ss: They are playing instruments.) T: What music instruments can you see in this video? (Ss: Violin/ Viola/ Cello/ Bass) 老師介紹灣聲弦樂團，並帶學生找出影片中小提琴、中提琴、大提琴、低音提琴。</p> <p>Wrap up :</p> <p>1. 老師引導學生登入學習吧，完成 google 表單與錄音功課。</p> <p>2. 先帶領學生一起回答 google 表單問題：</p> <ul style="list-style-type: none"> ● What song is it? (Ss: It is 〈高山青〉.) ● 高山青是哪一種類型民歌(民謠)? (Ss:高山青是由張徹先生作曲、鄧禹平先生作詞的創作民謠) ● What music instruments can you see in this video? (Ss: I can see the violin, viola, cello, and bass in this video.) 學生完成表單並繳交。 <p>3. 老師指導學生完成錄音作業的方式。</p> <p>4. T: What did we learn today? (Ss: 高山青、創作民謠、violin, viola, cello, bass) T: Any questions? Good for you. T: That's all for our class. Goodbye.</p>	<p>5min.</p> <p>5min.</p> <p>5min.</p> <p>5min.</p> <p>7min.</p> <p>10min.</p>	<ul style="list-style-type: none"> ● 能專心觀賞影片並正確回答老師的問題 ● 能仔細聆聽音樂並正確演唱歌曲 ● 能專心聆聽並正確回答問題 ● 能仔細聆聽音樂並正確演奏歌曲 ● 能專心觀賞影片並找出影片中的樂器(小提琴、中提琴、大提琴、低音提琴) ● 能登入學習吧 ● 能專心聆聽並正確回答問題 ● 能完成錄音功課 ● 能正確回應老師的提問
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領域/科目	藝術與人文/音樂		設計者	洪心怡
實施年級	國小五年級		英文協助	周儀、陳嘉貴
單元名稱	String instruments		節數	共 <u>1</u> 節， <u>40</u> 分鐘 20-20
設計依據				
學習重點	學習目標	學生能認識並分辨西洋、中國弦樂器。		
	學習內容	音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。		
	學習表現	2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。		
	領域核心素養	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。		
	總綱核心素養	B3 藝術涵養與美感素養		
教材內容		國民小學藝術與人文課本(康軒版)		
教學設備/資源		電腦，投影機		
先備知識		學生已學過高山青，已認識西洋管絃樂團。		
目標英文	Language of learning	<u>Vocab/Phrases:</u> music instrument(s) violin, viola, cello, bass the string instrument(s) in the west gaohu, erhu, zhonghu Chinese bowed-string instrument(s)		
	Language for learning	What are they doing/ playing? What instruments can you see in this video? The violin, the viola, the cello, and the bass are string instruments in the west. Which one is the violin/ viola/ cello/ bass? It is the smallest/ biggest size in the string family. The erhu/ gaohu/ zhonghu/ gehu is a Chinese bowed-string instrument. They are Chinese bowed string instruments. What's the difference between the string instruments in the west and Chinese bowstring instruments? What is the name of the instrument?		
	Language through learning	The song is “高山青”. They are playing instruments. I can see the violin, viola, cello, and bass in this video. I can erhu, gaohu, zhonghu in this video. It is a violin/ viola/ cello/ bass. It is a erhu/ gaohu/ zhonghu.		

教學活動設計		
教學活動內容及實施方式	時間	備註/學習評量重點
<p>Greeting : T: Is everybody here? (點名)請在留言區留下班級座號。 T: Please get ready with your recorder, student book, and music book.</p> <p>Review + Practice : 1. T: Please listen to the music. What song is it? (It is 〈高山青〉.) T: Sing the song with the music. 學生複習演唱〈高山青〉。 2. T: Now, take out your recorder. Play the recorder with the music. 學生複習演奏〈高山青〉。</p> <p>Presentation + Activity : String instruments 1. 教師播放曾欣賞過的〈高山青〉弦樂團演奏影片提問，並介紹西洋弦樂器。 T: We're going to review a video. Do you remember this? T: What are they doing? (Ss: They are playing instruments.) T: What music instruments can you see in this video? (Ss: Violin/ Viola/ Cello/ Bass) T: Good. It is a string orchestra in the video. We can see the violins, the violas, the cellos, and the basses. They are string instruments in the west. They are the string family. T: All of them have four strings. The string instruments are played most often by drawing a bow across the strings.</p> <p>2. T: Which one is the violin? 教師介紹小提琴。 T: Yes, it is violin. The violin is the baby of the string family. It is the smallest size in the string family, and like babies, makes the highest sounds. The musician's left hand holds the neck of the violin and presses down on the strings to change the pitch, while his right hand moves the bow or plucks the strings.</p> <p>T: Which one is the viola? 教師介紹中提琴。 T: Yes, it is viola. The viola is the older sister or brother of the violin. It is slightly larger, just over 60 cm long, and has thicker strings, which produce a richer, warmer sound than the violin. The musician plays the viola in the same way as the violin.</p> <p>T: Which one is the cello? 教師介紹大提琴。 T: The cello sounds like a human voice. It is much larger than violin and viola. It has thicker strings than them. It can make a wide variety of tones, from warm low pitches to bright higher notes.</p>	<p>2min.</p> <p>2min.</p> <p>3min.</p> <p>3min.</p> <p>3min.</p>	<ul style="list-style-type: none"> ● 能正確演唱、演奏高山青 ● 能專心觀賞影片並正確回應老師的問題 ● 能正確回應出小提琴並仔細聆聽老師解說 ● 能正確回應出中提琴並仔細聆聽老師解說 ● 能正確回應出大提琴並仔細聆聽老師解說

<p>The cello is too large to put under the shoulder. The musician plays it sitting down with the body of the cello between his knees, and the cello's neck on his left shoulder.</p> <p>T: Which one is the bass (double bass)? 老師介紹低音提琴。</p> <p>T: The bass (double bass) is the grandfather of the string family. It is the biggest size in the string family. It could play very low notes with the longest strings. They are so big that you have to stand up or sit on a very tall stool to play them.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能正確回應低音提琴並仔細聆聽老師解說
<p>4.教師播放〈高山青〉國樂演奏影片並提問。</p> <p>T: The violin, the viola, the cello, and the bass are string instruments in the west. Now, we're going to watch a video.</p> <p>T: What are they doing? (Ss: They are playing instruments.)</p> <p>T: What music instruments can you see in this video? (S: 二胡)</p> <p>T: Good, they are erhus.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能專心觀賞影片並正確回應老師的問題
<p>5.教師播放介紹中國弓弦樂器「二胡」影片。</p> <p>T: The erhu is a Chinese bowed string instrument. It is a very old instrument. It first appeared in China over 1,400 years ago. It has two strings. The "er" in erhu means two strings. The erhu is played with a horsehair bow. The sound is produced by the vibration of the snake skin on the front of the instrument. Its sound of the erhu is similar to a violin. It often known as a Chinese violin.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能專心聆聽老師解說
<p>6.教師播放影片介紹中國弓弦樂器家族。(介紹高/中/革胡)</p> <p>T: Now, we're going to watch another video. Please pay attention. What music instruments can you see in this video?</p> <p>T: Good, they are gaohu, erhu, zhonghu, gehu. They are huqins. They are Chinese bowed string instruments.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能專心聆聽老師解說
<p>介紹高胡 Gaohu</p> <p>T: This is gaohu. It was developed from the erhu in the 1920s. But, it has a smaller size than erhu. Listen to sounds. There are the sound of gaohu and erhu. Which sound is higher? (Ss: Gaohu.)</p> <p>Good. The gaohu's sound is higher than erhu's sound.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能專心聆聽老師解說並比較高胡、二胡音高
<p>介紹中胡 zhonghu</p> <p>T: This is zhonghu. It was developed from the erhu in the 1940-50s. It has a larger tube resonator and a longer neck than erhu. Its sound is similar to a viola. Listen to sounds. There are the sound of zhonghu and erhu. Which sound is lower? (Ss: Zhonghu.)</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能專心聆聽老師解說並比較中胡、二胡音高

<p>7.老師引導學生整理歸納中國弓弦樂器和西方絃樂器。</p> <p>T: Gaohu, erhu, zhonghu, they are Chinese bowstring instruments.</p> <p>T: Do you know what the string instruments in the west is? (S: Violin/ Viola/ Cello/ Bass.)</p> <p>T: Good. The violin, the viola, the cello, and the bass are string instruments in the west.</p> <p>T: What's the difference between the string instruments in the west and Chinese bowstring instruments?</p> <p>T: How many strings do they have? (S: The string instruments in the west have four strings.) (S: The Chinese bowstring instruments have two strings.) (S:中國弓絃樂器有蛇皮，西方絃樂器沒有。)</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能回答中國弓弦樂器和西方絃樂器的不同
<p>Wrap up：學生完成 google 表單。</p> <p>T: Please open the google form and finish it.</p> <p>T: What is the name of the instrument?</p> <p>T: What instrument make that sound? (zhonghu/ erhu/ gaohu/ violin/ viola/ cello/ bass)</p> <p>T: Which sound is the highest?</p> <p>T: Which sound is the highest lowest?</p> <p>T: Please arrange their sounds from high to low.</p> <p>T: What string instruments in the west did we learn today? (Ss: Violin/ Viola/ Cello/ Bass)</p> <p>T: What Chinese bowed string instruments did we learn today? (Ss: Gaohu/ Erhu/ Zhonghu.)</p> <p>T: That all for our class. Goodbye.</p>	<p>6min.</p>	<ul style="list-style-type: none"> ● 能完成 google 表單

20210611 學習單元活動設計(第二版)

領域/科目	藝術與人文/音樂	設計者	洪心怡
實施年級	國小五年級	英文協助	周儀、陳嘉貴
單元名稱	String instruments	節數	共 <u>1</u> 節， <u>40</u> 分鐘
設計依據			
學習重點	學習目標	學生能認識並分辨西洋、中國弦樂器。	
	學習內容	音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。	
	學習表現	2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。	
	領域核心素養	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。	
	總綱核心素養	B3 藝術涵養與美感素養	
教材內容	國民小學藝術與人文課本(康軒版)		
教學設備/資源	電腦，投影機		
先備知識	學生已學過高山青，已認識西洋管絃樂團。		
目標英文	Language of learning	<u>Vocab/Phrases:</u> music instrument(s) violin, viola, cello, bass the western string instrument(s) gaohu, erhu, zhonghu Chinese bowed-string instrument(s)	
	Language for learning	What are they doing/ playing? What instruments can you see in this video? The violin, the viola, the cello, and the bass are western string instruments. Which one is the violin/ viola/ cello/ bass? It has the smallest/ biggest size in the string family. The erhu/ gaohu/ zhonghu/ gehu is a Chinese bowed-string instrument. They are Chinese bowed string instruments. What's the difference between the string instruments in the west and Chinese bowstring instruments? What is the name of the instrument?	

	Language through learning	<p>The song is “高山青”.</p> <p>They are playing instruments.</p> <p>I can see the violin, viola, cello, and bass in this video.</p> <p>I can see erhu, gaohu, zhonghu in this video.</p> <p>It is a violin/ viola/ cello/ bass.</p> <p>It is a erhu/ gaohu/ zhonghu.</p>
教學活動設計		
教學活動內容及實施方式	時間	備註/學習評量重點
<p>Greeting :</p> <p>T: Is everybody here? (點名)請在留言區留下班級座號。</p> <p>T: Please get ready with your recorder, student book, and music book.</p> <p>Review + Practice :</p> <p>1. T: Please listen to the music. What song is it? (It is 〈高山青〉.) T: Sing the song with the music. 學生複習演唱〈高山青〉。</p> <p>2. T: Now, take out your recorder. Play the recorder with the music. 學生複習演奏〈高山青〉。</p> <p>Presentation + Activity : String instruments</p> <p>1.教師播放曾欣賞過的〈高山青〉弦樂團演奏影片提問，並介紹西洋弦樂器。</p> <p>T: We’re going to review a video.</p> <p>T: What are they doing? (Ss: They are playing instruments.)</p> <p>T: What music instruments can you see in this video? (Ss: Violin/ Viola/ Cello/ Bass)</p> <p>T: Good. It is a string orchestra. We can see the violins, the violas, the cellos, and the basses. They are western string instruments. They are the string family. They all have four strings.</p> <p>2. T: Which one is the violin? 教師介紹小提琴。</p> <p>T: Yes, it is the violin. The violin is the baby of the string family. It has the smallest size in the string family and makes the highest sounds. Listen. This is how violin sound like.</p> <p>T: Which one is the viola? 教師介紹中提琴。</p> <p>T: Yes, it is the viola. The viola is the older sister or brother of the violin. Listen. These are how violin sound like.</p> <p>T: Which one is the cello? 教師介紹大提琴。</p> <p>T: The cello sounds like a human voice. It is larger than violin and viola. Listen. These are how cello sound like.</p> <p>T: Which one is the bass (double bass)? 老師介紹低音提琴。</p>	<p>2min.</p> <p>5min.</p> <p>8min.</p>	<ul style="list-style-type: none"> ● 能正確演唱、演奏高山青 ● 能專心觀賞影片並正確回應老師的問題 ● 能正確回應出小提琴並仔細聆聽老師解說 ● 能正確回應出中提琴並仔細聆聽老師解說 ● 能正確回應出大提琴並仔細聆聽老師解說

<p>T: The bass (double bass) is the grandfather of the string family. It has the biggest size in the string family. Listen. These are how cello sound like.</p> <p>T: These are how violin and violin sound like. Which sound is higher? (Ss: Violin.) Good.</p> <p>T: These are how cello and bass sound like. Which sound is lower? (Ss: Bass.) Good.</p> <p>3.教師播放〈高山青〉國樂演奏影片並提問。</p> <p>T: The violin, the viola, the cello, and the bass are western string instruments. Now, we're going to watch a video.</p> <p>T: What are they doing? (Ss: They are playing instruments.)</p> <p>T: What music instruments can you see in this video? (S:二胡)</p> <p>T: Good, they are erhus.</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能正確回應低音提琴並仔細聆聽老師解說 ● 能專心觀賞影片並正確回應老師的問題
<p>4.教師播放介紹中國弓弦樂器「二胡」影片。</p> <p>T: The erhu is a Chinese bowed string instrument. It has two strings. The erhu is played with a horsehair bow. It's also called, "Chinese violin".</p>	<p>5min.</p>	<ul style="list-style-type: none"> ● 能專心聆聽老師解說
<p>5.教師播放影片介紹中國弓弦樂器家族。(介紹高/中胡)</p> <p>T: Now, we're going to watch another video. Please pay attention. What music instruments can you see in this video?</p> <p>T: Good, they are gaohu, erhu, zhonghu, gehu. They are huqins. They are Chinese bowed string instruments.</p> <p>T: This is gaohu. It has a smaller size than erhu. 介紹高胡 Listen. These are how erhu and gaohu sound like.</p> <p>T: Which sound is higher? (Ss: Gaohu.) Good. The gaohu's sound is higher than erhu's sound.</p> <p>T: This is zhonghu. It has a bigger size than erhu. 介紹中胡 Listen. These are how zhonghu and erhu sound like.</p> <p>T: Which sound is lower? (Ss: Zhonghu.)</p>	<p>8min.</p>	<ul style="list-style-type: none"> ● 能專心觀賞影片並正確回應老師的問題 ● 能專心聆聽老師解說並比較高胡、二胡音高 ● 能專心聆聽老師解說並比較中胡、二胡音高
<p>6.老師引導學生整理歸納中國弓弦樂器和西方絃樂器。</p> <p>T: Gaohu, erhu, zhonghu, they are Chinese bowstring instruments.</p> <p>T: What are the western string instruments we learn today? (S: Violin/ Viola/ Cello/ Bass.)</p> <p>T: Good. The violin, the viola, the cello, and the bass are western string instruments.</p> <p>T: What's the difference between the western string instruments and Chinese bowstring instruments?</p>	<p>3min.</p>	<ul style="list-style-type: none"> ● 能回答中國弓弦樂器和西方絃樂器的不同

<p>T: How many strings do they have? (S: The western string instruments have four strings.) (S: The Chinese bowstring instruments have two strings.) (S:中國弓絃樂器有蛇皮，西方絃樂器沒有。)</p> <p>Wrap up : 學生完成 google 表單。</p> <p>T: Please go to finish the google form now.</p> <p>T: What is the name of the instrument?</p> <p>T: What instrument make that sound? (zhonghu/ erhu/ gaohu/ violin/ viola/ cello/ bass)</p> <p>T: Which sound is the highest?</p> <p>T: Which sound is the highest lowest?</p> <p>T: Please arrange their sounds from high to low.</p> <p>T: What western string instruments did we learn today? (Ss: Violin/ Viola/ Cello/ Bass)</p> <p>T: What Chinese bowed string instruments did we learn today? (Ss: Gaohu/ Erhu/ Zhonghu.)</p> <p>T: That all for our class. Goodbye.</p>	6min.	<ul style="list-style-type: none"> ● 能完成 google 表單
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