

臺中市 110 學年度國民中小學推動雙語教學計畫
雙語課程教案設計
The Design of Bilingual Lesson Plan

※以下表格採中文或英文填寫皆可，然鼓勵以英文填寫。The blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	篤行國小	課程名稱 Course	世界舞蹈教育
單元名稱 Unit	美國－印第安祈雨舞	學科領域 Domain/ Subject	藝術領域
教材來源 Teaching Material	自編教材	教案設計者 Designer	魯皓文 林宛柔
實施年級 Grade	五	本單元共 <u>5</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	引導學生認識美國印地安祈雨舞，帶領學生將身體部位運用在節奏上，訓練學生的肢體協調性與節奏感，進而讓學生藉由團體合作，發揮創意，一同完成小組呈現。		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	對應之總綱核心素養 Corresponding general guideline core competencies A1 身心素質與自我精進 B2 科技資訊與媒體素養 C2 人際關係與團隊合作	
	領綱 Domain/Subject Guidelines	對應之學科核心素養 Corresponding subject-specific guideline core competencies 藝-E-A1 參與藝術活動，探索生活美感。 藝-E-A3 學習規劃藝術活動，豐富生活經驗。 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-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。 藝-E-C3 體驗在地及全球藝術與文化的多元性。英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	

	校本素養指標 School-based Competences	
學科學習重點 Learning Focus	學習表現 Learning Performance	2-III-6 能區分表演藝術類型與特色。 2-III-7 能理解與詮釋表演藝術的構成要素，並表達意見。 1-III-6 能聽懂課堂中所學的字詞。 8-III-3 能了解課堂中所介紹的國外主要節慶習俗。
	學習內容 Learning Contents	E-III-1 聲音與肢體表達、戲劇元素(主旨、情節、對話、人物、音韻、景觀)與動作元素(身體部位、動作/舞步、空間、動力/時間與關係)之運用。 C-III-2 國內外主要節慶習俗。 Ac-III-2 簡易的教室用語。
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject	
	<ul style="list-style-type: none"> ● 學生已有基本的節奏感以及簡單的基本律動。 ● 學生已了解該國家文化的基本知識。 ● 學生已熟悉自己身體的各個部位。 ● 學生已熟悉自己身體的各個部位的英語單字。 ● 學生已熟悉簡易教室英語。 	
	英語準備度 Readiness of English	
	Theme words: 1. twenty, thirty, thirty-five, forty, forty-five, fifty, fifty-five 2. dance, swim, fly, draw, sing, jump 3. eating, cooking, sleeping, writing, running Sentence patterns: 1. What time is it? It's ten thirty. 2. I can dance. I can't fly. 3. What are you doing? I'm running.	
單元學習目標 Learning Objectives	運用流行音樂舞蹈肢體，以開發學生的肢體協調性與節奏感。	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	<u>English</u> When : 1. Giving warm-up instructions 2. Introducing target vocabulary and sentence patterns 3. Giving dancing instructions Where : 1. flashcards 2. videos 3. test sheets	<u>English</u> When : 1. Responding to teachers' instructions 2. Repeat the target vocabulary and sentence patterns Where : 1. flashcards 2. videos 3. test sheet
※請填寫清楚何時、何處使用中/英文。 Please describe in detail when and where you use Chinese/English.		

	<u>Chinese</u> When : 1. Giving dancing instructions Where : 1. In class	<u>Chinese</u> When : 1. Asking questions Where : 2. In class															
教學方法 Teaching Methods	1. 講述教學法：教師透過影片影起學生學習動機，並透過講述的方式介紹菲律賓傳統的文化知識。 2. 練習教學法：教師示範動作，以循序漸進的方式讓學生模仿並反覆練習。 3. 精熟教學法：教師給予學生足夠的時間練習課堂動作，讓學生都能精熟 4. 討論教學法：透過小組討論與練習，一起達成共同目標。																
教學策略 Teaching Strategies	1. 差異化教學：教師將學生以不同程度來分組，並針對學習成就較慢的孩子加強練習。 2. 互動式提問：學生可透過提問的方式，更清楚瞭解竹竿舞的動作細節。 3. 合作學習：學生透過小組練習，提升每位學生對動作的節奏感和準確性。 4. 多元評量：透過遊戲競賽、學生互評、教師評量的方式發展多元評量。																
教學資源及輔助器材 Teaching Resources and Aids	PPT、YouTube、Blackboard、Word cards、Scout rope、Bamboo、巧拼(Mat)																
評量方法 Assessment Methods	學習單、小組加分、個人遊戲競賽、小組呈現																
評量規準 Rubrics	<table border="1"> <thead> <tr> <th>評量規準</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>評量項目</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>動作、節奏準確度</td> <td>精準</td> <td>一半正確</td> <td>2/3 正確</td> <td>完全跟不上</td> </tr> </tbody> </table>		評量規準	A	B	C	D	評量項目					動作、節奏準確度	精準	一半正確	2/3 正確	完全跟不上
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議題融入 Issues Integrated	國際教育 International Education																
教學流程 Teaching Procedures																	
第一節	準備階段 Preparation stage 暖身 Warm up 1. 學生跟著教師的指令在地板做出暖身動作。 1-1 Stretch your neck. 1-2 Rotate your neck. 1-3 Swing your arm. 1-4 Ralling down. (count to 8) 1-5 Crawl forward/backward. 1-6 Make a triangle. Hold on for 1 minute.	時間 Time															

	<p>1-7 Raise your right leg. (turn left)</p> <p>1-8 Relax and sit down/form a diamond shape with your legs.</p> <p>1-9 Put your hands forward.</p> <p>1-10 Stretch your feet and raise your hand.</p> <p>1-11 Use your hands to touch your knees.</p> <p>1-12 Open your legs.</p> <p>1-13 Hand forward.</p> <p>1-14 Please lie down and do the sit-ups twenty times. Ready go.</p> <p>1-15 Please stand up and do jumping jacks.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>(一) 介紹美國不同原住民族群的傳統文化</p> <p>1. 教師透過PTT介紹美國不同區的傳統原住民文化，讓學生了解當地的食衣住行。</p> <p>Introduction to Native American culture:</p> <ul style="list-style-type: none"> - tribe / religion - food - dwellings <p>(二) 介紹傳統舞蹈「民間舞」的起源</p> <p>1. 教師詢問學生舞蹈的起源。</p> <p>2. 教師說明舞蹈是從民間而來，是為了慶祝、祈求、驅魔。</p> <p>3. 教師介紹此單元-「祈雨舞」。</p> <p>(三) 認識印地安的基本服裝以及課程中所需的基本單字。</p> <p>religious dance, rain dance, stepping dance, headdress, war bonnet, aboriginal people, indigenous people, war, totum, native Americans</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>(一) 影片欣賞</p> <p>1. 教師讓學生觀看祈雨舞的舞蹈影片，並說明下周的課程內容。</p> <p>2. 複習課程單字及句子。</p> <p>T: Let's review the words we learned today. Please look at the picture and repeat after me. "Religious dance".</p> <p>S: "Religious dance".</p> <p>3. 喝水、穿鞋、排隊整隊。</p> <p>Drink water, wear shoes, and line up.</p> <p>3-1. Time for break.</p> <p>3-2. Drink water.</p> <p>3-3. Put on your shoes.</p> <p>3-4. OK! Go!</p> <p style="text-align: center;">第一節結束 End of the first session</p>	
<p>第二節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>暖身 Warm up</p> <p>4. 學生跟著教師的指令在地板做出暖身動作。</p>	

- 1-1 Stretch your neck.
- 1-2 Rotate your neck.
- 1-3 Swing your arm.
- 1-4 Rolling down. (count to 8)
- 1-5 Crawl forward/backward.
- 1-6 Make a triangle. Hold on for 1 minute.
- 1-7 Raise your right leg. (turn left)
- 1-8 Relax and sit down/form a diamond shape with your legs.
- 1-9 Put your hands forward.
- 1-10 Stretch your feet and raise your hand.
- 1-11 Use your hands to touch your knees.
- 1-12 Open your legs.
- 1-13 Hand forward.
- 1-14 Please lie down and do the sit-ups twenty times. Ready go.
- 1-15 Please stand up and do jumping jacks.

發展階段 Development stage

(一) 複習竹竿舞基本單字

1. 教師帶領學生將課堂中所需的字詞念過一次。
religious dance, rain dance, stepping dance, headdress, war bonnet,
aboriginal people, indigenous people, war, totum, native Americans

T: Which dance represent people praying for rain?

S: "Rain dance".

T: Very good. Let's repeat "rain dance".

(二) 小品練習

1. 教師讓學生觀看影片，了解小品動作。
2. 教師教導學生指定動作。

(三) 搭配音樂

1. 學生熟悉指定動作並搭配音樂做練習。

總結階段 Summary stage

1. 學生小組祈雨舞動作。
2. 教師指定小組搭配音樂呈現。
3. 複習課程單字。

T: Let's review the words we learned today. Please look at the picture and repeat after me. "Religious dance".

S: "Religious dance".

4. 喝水、穿鞋、排隊整隊。
Drink water, wear shoes, and line up.
 - 4-1. Time for break.
 - 4-2. Drink water.
 - 4-3. Put on your shoes.

	<p style="text-align: center;">4-4. OK! Go!</p> <p style="text-align: center;">第二節結束 End of the first session</p>	
<p>第三節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>暖身 Warm up 學生跟著教師的指令在地板做出暖身動作。</p> <p>1-1 Stretch your neck. 1-2 Rotate your neck. 1-3 Swing your arm. 1-4 Rolling down. (count to 8) 1-5 Crawl forward/backward. 1-6 Make a triangle. Hold on for 1 minute. 1-7 Raise your right leg. (turn left) 1-8 Relax and sit down/form a diamond shape with your legs. 1-9 Put your hands forward. 1-10 Stretch your feet and raise your hand. 1-11 Use your hands to touch your knees. 1-12 Open your legs. 1-13 Hand forward. 1-14 Please lie down and do the sit-ups twenty times. Ready go. 1-15 Please stand up and do jumping jacks.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>(一)複習印地安祈雨舞基本單字及句型</p> <p>(1)教師帶領學生覆誦一次字彙句型</p> <p>Vocabulary: religious dance, rain dance, stepping dance, headdress, war bonnet, aboriginal people, indigenous people, war, totum, native Americans</p> <p>T: Let's review the words we learned today. Please look at the picture and repeat after me. "Religious dance". S: "Religious dance".</p> <p>(2)教師指定字卡，學生說出正確的單字句型。</p> <p>T: Please say the word teacher point to. S: "Rain dance".</p> <p>(二)小品練習 1</p> <p>(1)教師帶領全班複習祈雨舞的基本動作。 (2)全班搭配音樂。</p> <p>(三)小品練習-小組編創</p> <p>(1)學生小組討論編創搞笑版的祈雨舞蹈。 (2)教師巡堂給各組不同回饋與指導。</p>	

	<p style="text-align: center;">總結階段 Summary stage</p> <ol style="list-style-type: none"> 1. 各組搭配音樂，練習編創的舞蹈。 2. 複習課程單字 教師指定單字字卡，學生說出正確的單字。 T: Please say the word teacher point to. S: "Rain dance". 3. 喝水、穿鞋、排隊整隊。 Drink water, wear shoes, and line up. <ol style="list-style-type: none"> 3-1. Time for break. 3-2. Drink water. 3-3. Put on your shoes. 3-4. OK! Go! <p style="text-align: center;">第三節結束 End of the first session</p>	
<p>第四節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>暖身 Warm up 學生跟著教師的指令在地板做出暖身動作。</p> <ol style="list-style-type: none"> 1-1 Stretch your neck. 1-2 Rotate your neck. 1-3 Swing your arm. 1-4 Rolling down. (count to 8) 1-5 Crawl forward/backward. 1-6 Make a triangle. Hold on for 1 minute. 1-7 Raise your right leg. (turn left) 1-8 Relax and sit down/form a diamond shape with your legs. 1-9 Put your hands forward. 1-10 Stretch your feet and raise your hand. 1-11 Use your hands to touch your knees. 1-12 Open your legs. 1-13 Hand forward. 1-14 Please lie down and do the sit-ups twenty times. Ready go. 1-15 Please stand up and do jumping jacks. <p style="text-align: center;">發展階段 Development stage</p> <p>(一)複習印地安祈雨舞基本單字及句型</p> <p style="padding-left: 20px;">(1)教師帶領學生覆誦一次字彙句型</p> <p style="padding-left: 20px;">Vocabulary: religious dance, rain dance, stepping dance, headdress, war bonnet, aboriginal people, indigenous people, war, totum, native Americans</p> <p style="padding-left: 20px;">T: Let's review the words we learned today. Please look at the picture and repeat after me. "Religious dance". S: "Religious dance".</p>	

	<p>(2)教師指定字卡，學生說出正確的單字句型。</p> <p>T: Please say the word teacher point to.</p> <p>S: “Rain dance”.</p> <p>(二)祈雨舞成果</p> <p>(1) 小組成果呈現。</p> <p>(2) 小組互評，給予建議。</p> <p>(三)成果測驗</p> <p>(1) 學生透過紙筆方式，測驗對單元字彙的了解。</p> <p>T: Please connect the word to the correct picture.</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. 複習課程單字</p> <p>T: Let’s review the words. “religious dance”.</p> <p>S: “Religious dance”</p> <p>2. 喝水、穿鞋、排隊整隊。</p> <p>Drink water, wear shoes, and line up.</p> <p>3-1. Time for break.</p> <p>3-2. Drink water.</p> <p>3-3. Put on your shoes.</p> <p>3-4. OK! Go!</p> <p style="text-align: center;">第四節結束 End of the first session</p>	
<p>參考資料 References</p>		

※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.

※本雙語課程教案設計格式係由林子斌教授團隊研發。