1、 視覺藝術教學單元主題與週次

主題單元	名稱	教學週次
	110 上學期	
_	魔力點線面	2-6
=	小剪刀大世界	7-11
Ξ	舞彩弄墨	12-16

2、 三年級英語融入藝術與人文領域教學單元理念與重點(上學期)

•			、 、 、 、 、 、 、 、 、 、 、 、 、 、 、 、 、 、 、 	5 , 15,
週次	主題	核心素養 學習表現	藝術課程理念與設計	英語相關知識 Content vocabulary
7				單字: big, small, hello, round, circle, triangle, diamond, rectangle,
8			1.透過簡單幾何的形狀、色	oval, draw, cut, cutting 教室用語: cut a circle, fold the paper, hold the
9		A1 C3 1-∏-2	彩的拼排,引發學生創意思 考。 2. 能透過藝術家的介紹,了	sscissors still, move the sscissors, stand up, sit down.
10	小剪刀大 世界	2-Π-2 2-Π-7	解抽象畫的表現內涵。 3. 能利用對摺剪的方式 , 剪 出重複的紙片。	句子: 1.My circles make a/an 2.This is a 3.Lymphocal base/aid, Ha/Shacara
11		3-Ⅲ-2	4.能了解物件的疏密關係、色彩的搭配對畫面所產生的影響。	3.I make a boy/girl. He/She can dance/jump/run/swim. 4.Red is fire. 5.Hello,my name is .I like this picture . He/She is . (happy/sad/relaxed/scared/excited/crazy/nervous/angry/surprised) He/She is dancing / jumping / running / swimming.
備註				- · · · · · · · · · · · · · · · · ·

3、 與人文領域沉浸式英語教學教案設計-

主題二: 小剪刀大世界

主題名稱	小剪刀大世界	教學設計者	簡佳倚 陳杏綺 文湘娥 謝依倩
			鐘筱嵐 王碧暖
教學對象	三年級	教學節次	10 節課(40 分鐘)
			6-10 週

核心素養	A1、C3 學習表現	1-∏-2、2	-п-2, 2	2-П-7、3-П-2		
學習目標	1.透過簡單幾何的形狀、色彩的拼排,引發學生創意	思考。				
	2.能透過藝術家的介紹,了解抽象畫的表現內涵。					
	3.能利用對摺剪的方式,剪出重複的紙片。					
	4.能了解物件的疏密關係、色彩的搭配對畫面所產生	E的影響。				
教學方法	練習教學法、發表教學法、合作學習教學法					
英語學習	單字: big, small, hello, round, circle, triangle	, diamon	d, recta	ngle, oval,		
content	draw, cut, cutting					
vocabulary						
/	教室用語: cut a circle, fold the paper, hold the	scissors s	still, mo	ve the		
sentences	scissors, stand up, sit down.					
patterns	句子:					
	1.My circles make a/an					
	2.This is a					
	3.I make a boy/girl. He/She can dance/jump/ru	un/swim.				
	4.Red is fire.					
	5.Hello,my name isI like this picture .					
	He/She is					
	(happy/sad/relaxed/scared/excited/crazy/nervo	ous/angr	y/surpri	sed)		
	He/She is dancing / jumping / running / swimn	ning.				
第7週教學活	插-活動一	教學	教具	評量		
		時間				
1、 教學準	備:					
教師-教室空出	出一個 2m*3m 的空間、16 開圖畫紙每生一張、色紙					
每生2張、名	片紙每生一張、藝術家作品圖片、半徑 5 公分與 2					
公分的圓形形	版。					
學生-剪刀、膠水、奇異筆						
— ⊐I+⊐ ≤ 1+4/	。	10				
二、引起動機: (英文授課)						
可以 「可以 「可以 「可以 「可以 「可以 「可以 「可以 「						
	Ss: ST: Today let's make some circles.					
•	ter watching the video, can you show me how					
to make a ci	·					

ST: Let's take a look at the video. ET: Now it's your turn. Everyone stand up! Group 1,2 &3 together and group 4,5,& 6 together to make a circle. (分兩组) 1.全班唱 Make A Circle https://www.youtube.com/watch?v=Bi-TPIHVAVE(前 1:06) 2.一组圖成一個圖,唱歌並動作,在圍成圓形的過程中,體會對圓形的空間感。 Time to make a circle Make a circle, big big big, small small, big, big, small, small, small, hello, hello. Make a circle, round and round, hello, hello. Make a circle, round and round, hello, hello. Make a circle, up up up , down down down, up up up, make a circle, down down down, now sit down 3.重複 make a circle, big/small, round, stand up, sit down。ET: (當孩子圖的圖不夠圖時) Is it a good circle? Let's make a beautiful circle. (no beautiful, big, not big, super big) 三、發展活動: 1.挑選一張色紙,剪出一個大圓形和一個小圓形,老師示範如何剪好圓形: a.先用形版畫好再剪:在紙張背面先畫好圓形,再順養畫的線條 剪下,剪的時候邊剪邊轉動紙張,使剪刀的運作方向固定。b.徒手邊剪邊修:大致剪下一個圓,再將邊緣修剪平順。ET: Are we going to cut a circle today? ST: Yes, I can show you how to cut a circle.Get a paper from the bag. Draw a circle whih pencil. Then we can cut it. ET: Betty, Can I try? ST: Sure. ET: 錯誤示爺(劃剪刀不動紙) ST: No, No, No, No, stop				
together and group 4,5,& 6 together to make a circle. (分兩組) 1.全班唱 Make A Circle https://www.youtube.com/watch?v=Bi-TPIHVAvE(前 1:06) 2.—組圍成一個圓,唱歌並動作,在圍成圓形的過程中,體會對圓形的空間感。 Time to make a circle Make a circle, big big big, small small small, big, big, small, small, small, hello, hello, hello. Make a circle, round and round. Make a circle, round and round, hello, hello, hello. Make a circle, up up up , down down down, up up up, make a circle, down down down, now sit down 3.重複 make a circle, big/small, round, stand up, sit down。 ET: (當孩子圖的圓不夠圓時) Is it a good circle? Let's make a beautiful circle. (no beautiful, big, not big, super big) 三、發展活動: 1.挑選一張色紙,剪出一個大圓形和一個小圓形,老師示範如何剪好圓形: a.先用形版畫好再剪:在紙張背面先畫好圓形,再順著畫的線條剪下屬。 ET: Are we going to cut a circle today? ST: Yes, I can show you how to cut a circle.Get a paper from the bag. Draw a circle whih pencil. Then we can cut it. ET: Betty, Can I try? ST: Sure. ET: 錯誤不範(動剪刀不動紙)	ST: Let' s take a look at the video.			
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ST: Sure. ET: 錯誤示範(動剪刀不動紙)				
ET: What's wrong? (換 ST 拿剪刀和紙並做出正確動作)				

ST: Move the paper, not the scissors.			
ET: I see, move the paper, not the scissors.			
ET: Draw a circle and cut the circle. Hold the scissors still			
and move the paper. Now your turn.			
2.每一組選出一個最完美的圓,全班一起欣賞一下,請學生分享 經驗。 ET: Betty, let's take a look how they cut the circles. ST: Sure. These are good circles. ET: Wow, good jobs. Tell us how you made it. Ss:(學生發表)	5		
 3.請孩子腦力激盪生活中有哪些是圓形。			
ET: Betty, circles are everywhere. My circle is a pizza.			學生能說出
ST: My circle is a moon.	5		至少一個對
ET: How about your circles?			型グード・
Ss: My circle is a sun. (Ss talk in groups.)			国バインサゲル
4.請學生拿出第二張色紙,再剪出 3 至 5 個圓形,要專注地把圓剪好。之後完成圓形的聯想畫。 ET: Let's cut more circles, 3-5 circles. First, we draw a circle and cut the circle. Hold the scissors still and move the paper. ET: Betty, my circles are ready. What do I do next? ST: Please put five circles on the paper with glue. ET: Can I make a panda? ST: Sure! Whatever you want! And you can use a maker to draw something on the picture! (ST 示範)	20		學生能剪出 圓形、並畫 出圓形聯想 畫
5.完成的學生向老師拿一張名片紙,寫上姓名與主題貼在作品右下方,張貼給大家欣賞。 ST: Are you done, students? Ss: Yes! ET: Come to me get a name card when you're done. Write your name and the topic on the card.	10	名片	

Г			
6.學生發表(句型)			學生能介紹
Hello,my name is	10		自己的作品
My circles make a/an	10		
四、統整活動			
1.欣賞由圓形構成的作品,教師提問引發學生思考:			學生能透過
a.數數看有幾個圓形?	10		藝術家作品
		藝術 家作 品圖 片	進行討論與分享
Still Life with Apples and Oranges1895 ~ 1900 年 油彩畫布, 73 x 92 公分 羅浮宮, 巴黎, 法國			
ET: How many circles are there? Can you count?			
Ss: 1, 2, 3, 4,			
b.這件作品想表達的是什麼?(學生自由聯想) gimp などでペイントしたデジタルアートの画像があります ET: How many circles are there? Can you count?			
Ss: Wow, so many circles.			
ST: Circles can be shown in many ways!			
2. 收拾桌面、整理教室。播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE。			
ET: Time to clean up your desks.			
ET: Pick up the trash and throw it away in the trash can.			
Come to me when you' re done.			
ET: Are you done cleaning?			
Ss: Yes, we are done. (分組跟老師報告,老師檢查)			

ET: Good job. You may take a break.			
3.提醒學生下次攜帶的用具。			
第8週 教學活動-活動二	教學 時間	教具	評量
	바이터		
教師-色紙每生1包			
學生-剪刀			
二、引起動機: (英文授課)	10	繪本 mou se shap e	學生能專心 聽故事及一 起回答問題
ET: Story time, mouse shape.			
ET: shapes, square, triangle, rectangle, diamond, oval 以下問題是由老師一邊藉由 PPT 圖片一邊引導孩子回答		Shap e	
Q: What makes a house? A: A triangle and a square.		PPT	
Q: What makes a tree? A: A triangle and a rectangle.			
Q: What makes a wagon? A: Two circles and a rectangle Q: What makes a book? A: Two diamond.			
Q: What makes a fish? A: Triangles and circles,			
Q: What makes a cat? A: Oval, circle and triangles.			
三、發展活動:			
1.對摺剪	15		學生能用對
a.三角形對摺方式	13		摺剪出對稱
ET: Betty, are we cutting a circle again?			圖形
ST: No, we are going to cut other shapes today.		色紙	
ET: Wow, fun. Can you show us how to do it?		剪刀	
ST: Watch me. First, Fold the paper like this.			
ET: Okay, fold the paper. What's next?			
ST: Then fold again.			
ET: Fold again! What does this look like?			
Ss: 房子			

ET: It looks like a house. ST: I' m going to cut now. ET: Guess what shape it will be. Ss: Heart? Square? Rectangle? ST: (剪紙展開提問)what shape is it? Ss: It's a square. ET: Wow, it's a square. Betty, I want to cut more shapes. ST: No problem. Let' s cut more shapes. Get another paper from the bag. ET:Fold two times again? ST: Smart! (教師將紙對折) ET: But the shape will be square again? ST: No, this time I'll cut from a different place. (教師剪 紙) ET: Guess what shape it is. Ss: ST: Look! What shape is it? (教師將紙打開) Ss: A diamond. ET: It's a diamond. Magic. Now it's your turn to cut a square and a diamond. 學生操作,教師巡視,巡視句型. Take out 2 pieces of paper Fold the paper two times Cut a square Cut a diamond (one for each) 走動巡視使用句型 What can you make? b.方形對摺方式(練習剪對稱圖形) ST: Let' s take out one more paper. 10 ET: Fold the paper like this. (摺三角形) ST: No! This time we fold it like this. (對摺成長方形) ET: Fold the paper in half. This is a symmetry line! ST: 對!有對摺線。你們可以試著剪直線或試著剪曲線。 ET: Oh! Straight line ok or curve line ok! Let' s try it!

			,
(Ss 操作)			
走動巡視使用句型 Are you cutting the straight line or curve			
line?			
試著剪直線、曲線			
Ss 展示作品,ST 展示錯誤版及正確版作品			
ET: Hey, Betty. Why is this paper cut into 2 pieces? This one			
is only 1 piece?			
ST 邀請學生分享			
ST 統整: 影響對稱圖形能不能連接再一起的關鍵是什麼?			
對摺線如果完全剪開,圖案就不會連在一起。			
ET: You cut from the symmetry lines like this. Then, we get			學生能說出
only one piece!			對摺線與圖
ST: Symmetry! What is symmetry?			案是否連接
Ss:對稱.			的關係
2.對稱的探索			
ET: There are some examples of symmetry lines. Let's			
watch a clip.			
a.播放影片 https://www.youtube.com/watch?v=YFzktJNmnPU	10		
	10		
b.討論生活中常見的對稱圖形,引導孩子思考並說出。		影片	
ET: Betty, this is the symmetry line.			exa al Alecta Ital
(ET 拿棍子比向畫架)			學生能舉例
ST: Yes. 小朋友,你們覺得除此之外,生活中還有哪些東西是對			說出對稱的
稱呢?			東西
Ss: 學生自由發表(老師依學生發表讓學生剪出對稱圖形)			
。			
C.對稱?不對稱?			
教師利用 PPT 讓學生探討,判斷對稱與不對稱。			
P2 ET: Symmetry or no symmetry?			學生能正確
Ss:			判斷對稱與
ET: These trees have a symmetry.		PPT	不對稱
	j	<u> </u>	<u> </u>

P3 ET: Symmetry or no symmetry? Ss: ET: This house has a symmetry. P4 ET: Symmetry or no symmetry? Ss: ET: The butterfly has a symmetry P5 ET: Symmetry or no symmetry? Ss: ET: The snail has no symmetry. P6 ET: Symmetry or no symmetry? Ss: ET: Which one do you like?(從三張人物圖中選擇) Ss: ET:Which one do you like?(從三張人物圖中選擇) Ss: ET:Own are going to cut a feart. ET: Betty, are we cutting a circle again? ST: No, we are going to cut a heart. ET: Oh, a heart. Cut a heart from a square? ST: Yes, draw a boyfreind's heart on the square. (示範) ET: Let's open it. Wow, a heart. Now, your turn to cut a heart. G間巡視: Move the paper and hold the scissors. b.剪一個的自己設計的對稱作品 ET: Cut the thing you want. ST: You may draw first, then cut it. ET: What is this? Ss: —上葉子 ET: Yes, it looks like a leaf. Ss: Yes, a leaf. 學生發表(句型) Hello,my name is			
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	Ss: Yes, a <u>leaf.</u>		
Hello,my name is	學生發表(句型)		
	Hello,my name is		

This is a/an			
c.將自由剪紙的材料先收納到小紙袋裡面,留下發表的作品。ET: Leave the one you want to share and put the rest into the bag. d.學生組內分享自由摺剪的作品。ET: Hi, Benson. What is it? Ss: It's a flower. ET: Now share your works with your friends. 四、 統整活動 1.小組拼圖 將大家剪出來的圖形,在小組桌上拼出圖案(例如: 小狗.汽車),拼好之後小組一起說出圖案的名稱,簡單介紹作品。(拍照後傳到 line 上,用電腦點開圖片讓學生欣賞與介紹) 2.將自己的摺剪作品從小組裡收回 3.收拾桌面、整理教室。播放 Clean Up is fun 的歌https://www.youtube.com/watch?v=gPq7wzGEjqE。ET: Time to clean up your desks. ET: Pick up the trash and throw it away in the trash can. Come to me when you're done. ET: Are you done cleaning? Ss: Yes, we are done. (分組跟老師報告,老師檢查) ET: Good job. You may take a break.	10	電腦手機投幕	學生能說出 名稱 一
第9週 教學活動-活動三	教學 時間	教具	評量
一、 教學準備: 教師-馬諦斯生平及作品簡報 學生-剪刀、上週發的色紙 二、引起動機: (英文授課)	15		

ST:Last time we cut many shapes.		型狀	學生能一起
ET:Yes,we cut a diamond, square, heart		影片	唱歌
ST:Let' s watch a video and find the shapes.			
播放 The Shape Song			
#1https://www.youtube.com/watch?v=TJhfl5vdxp4			
在讓學生找形狀時暫停,讓孩子指認並說出形狀英文。			
Clip: A circle, a circle, can you make a circle.			
A circle, a circle, can you find a circle?			
ET: Can you find a circle?			
Ss: Yes, I can. It's here. (Ss 指認)			
接著 diamond, square, heart.			
最後一起唱 a circle, a diamond, a square and a heart.			
ET: It's a <u>circle(引導孩子說出各種形狀)</u>			
	20		
三、 發展活動:	20		6성 4-4ド
1.引導學生一起討論			學生能一起
(1)What it a cut-out?			思考、參與
(2)Why cut-out?			討論
 2.ST 介紹馬諦斯生平、藝術風格(時代背景、色彩及形式)。			SV2 11 (14) — —
ST: Let's learn about Matisse.He is a great painter and a		影片	學生能認真
master at cutting paper.			觀看
ET: Let' s watch a video again.			
播放"非常有藝思-馬諦斯"			
3.欣賞馬諦斯剪紙作品。			
ET 老師提問:			
ET: So, boys and girls, what are these in the picture?		PPT	學生能回答
Ss: 描述顏色、形狀 、人、事、物(可以用英文或中文)			老師的問題
ET: Betty, what would you name this picture?			
ST: A flying mouse?			
ET: How about you, boys and girls?			

 <蝸牛> 〈國王的悲傷〉 〈藍天〉 〈長尾小鸚鵡和美人魚〉 4.ST 引導學生發現作品裡有許多重複出現的物件(停在 p5),學生練習對折剪出重複的圖案-葉子、鳥、水母。 ST: What do you see? Ss: ST: We can see the same things. How can we do that? Ss: 	25		學生能利用 對折剪出重 複的圖案
ST: Step1: Fold the paper 3 or 4 times. ET: And then? ST: Step2:Cut out the same thing. ET: Can I cut out many leaves? ST: Sure. Cut the thing you like. ET: Now it's your turn.			
5.指導收納剪下的小色紙。 6.收拾桌面、整理教室。播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE。 ET: Time to clean up your desks. ET: Pick up the trash and throw away in the trash can. Come to me when you' re done. ET: Are you done the cleaning? Ss: Yes, we are. (分組跟老師報告,老師檢查)			
ET: Good job. You may take a break. 四、 統整活動 1.Yes/No questions: 剪紙作品與繪畫作品 教師展示作品,學生用手比出 o 或 x,表示是否為剪紙作品。 ET: Betty, make a yes when it is a cutting work? Make a no when it is not a cutting work? ST: OK ET: Shall we try first.	20	PPT	學生能分辨 剪紙作品與 繪畫作品

ST: OK (以上教師示範後,讓孩子辨認是否為剪紙作品) 2.ST 教師歸納色塊所造成的效果,與彩畫效果的差異。 a.色塊造成的色彩效果較強烈,界線明顯。 b.色塊的主題較不明確,聯想空間較多。 c.色塊沒有彩畫的細膩,產生的視覺力量較大。 剪紙作品: 繪畫作品:			學生能觀 察、討論與 聆聽
第 10 週 教學活動-活動四	教學 時間	教具	評量
一、 教學準備: 教師-8K4 色底紙 (紅、黃、藍、綠色丹迪紙) 每生一色、影片、 圖卡、四色便利貼。 學生-剪刀、色紙			
二、引起動機: (英文授課) ET: Betty. What are we going to cut today? Shapes again? ST: No, we have a special topic today! Let's watch a video first.	10	clip body part and action	學生能跟著 指令做動作
播放 "Move and Freeze" https://www.youtube.com/watch?v=388Q44ReOWE 1.ET 先播放一次,讓孩子熟習旋律。 2.ET 複習 body parts 及 action words。 Body part: body, hand, knees, shoulder, head,legs Action word: move, move in and out, jump, shake, turn 3.接著和孩子一起 dance.跳兩遍後,ET 做 body parts 及 action words 活動。 三、 發展活動:			

1.剪出動態中的人 30 動態單 學牛能仔細 a.人身體的結構主要分為四部分:頭、軀幹、雙手、雙腳 字圖卡 觀察後回答 (head/body/arms/legs) 老師的問題 ST: Today we will cut paper people. ET: People have a head/body/arms/legs.(指圖或木偶人) b.觀察模特兒: 請學生當模特兒, 研究各種動作, 人的身體可以 如何表現,特別是手與腳彎曲的動作。(多位模特兒同時做同一個 動作, 學生可互相對照比較) ET: Let' s do some actions! Who wants to try? ST: I need two models. (1)伸懶腰(stretch) (2) 看書 (read books) (3) 跑步 (running) (4)抓蝴蝶(catch butterfly) 教師提問: Q1: 哪一個動作手會彎曲/伸直? Q2: 哪一個動作腳會彎曲/伸直? Q3: 哪些動作是對稱的? 哪些動作不對稱? ST: 人的身體有關節, 能幫助我們做出各種彎曲的動作, 大家可 以仔細觀察一下每個動作的變化。 學生能利用 c.剪出一至三個正在做動作的人,並回答老師的問題: 色紙剪出至 ET: Now, it's your turn to cut a boy/girl doing something. 少一個動態 He/she is running, jumping, swimming, dancing, 的人 reading,stretching.(一邊說一邊做動作) ST: 想一想,人物的動作是否是對稱,還記得我們教過怎麼剪出 對稱圖形嗎? Ss:Yes..... ET: Betty.Can I draw the people with pencil?

ST: Sure, first draw the people with pencil, then cut it out.

ET: Remember! Hold the scissors and move the paper.

學生剪完一個後, 教師提問:

Q1: 你是整個人體一次剪完, 還是分別剪完各部位再組合? 兩			
種做法有差別嗎?			
Q2:你有剪出對稱的動作嗎?如果有,請分享一下。它是全部			
對稱,還是部份對稱呢?			
Q3: 怎麼樣剪才能降低失敗率、更精確的剪出預計中的人形?			
d.學生組內發表,各組再推派一位學生全班發表:			
ET: I cut a girl and she is dancing. How about you, Betty?			
ST: I cut a boy and he is swimming.	10		
學生發表(句型)	-		
Hello,my name is			
I make a <u>boy/girl.</u>			
He/She is running, jumping, swimming, dancing,			
reading, stretching.			
2.規劃主題			
a.顏色小遊戲			ᅈᄮᄽᄼ
ET: Boys and girls, do you know all the colors.	20	彩色	學生能參與
Ss: Yes.	20	圖卡	討論與活動
ET: What color is it?(指彩色圖卡,讓學生說出顏色)		画ト	
Ss: It's <u>blue</u> .			
ET: Awesome. Now let's watch a clip to see how many			
colors you know.			
播放 How Fast Is Your Brain ?The Stroop Test			
https://www.youtube.com/watch?v=gjesfzWozo4			
ET: Well done, boys and girls.			
b. C分类网长 L. bb. 1. 4. c>4. c/c/c/c/ 共 末 45.		clip	
b.欣賞黑板上的 4 色底紙(紅.黃.藍.綠)			
ET: There are four colors here. They are, , and			
(引導孩子說出顏色)		4色	
ET: Betty, you think the green is <u>life</u> . How about red?		底紙	
ST: For me, red is hot. You, Susana?		TRUMPU	
ET: Red is fire. Boys and girls? How about you?			
c.小組討論發表自己對顏色的直接聯想,並寫在四色便利貼上。			

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紅色: 火焰、血、熱			
黄色:陽光、向日葵、黄金			
藍色: 天空、大海		四色	
緑色: 樹木、草地、山 		便利	
d.小組發表,將各組的便利貼貼在白板上,教師做統整。		貼	
e.學生選擇一色符合剪紙人物動態的底紙,規劃創作的主題,將主			
題和計畫寫在底紙的背面。			
ET: Everyone, pick up the color paper you like and tell me			
how you feel about it.			
ST: I feel <u>sad</u> . (Chinese is allowed)		白板	學生能寫下
学法之方创作中,採访兴奋各成舆的主统"NASSISS of colors"		彩色	主題
當孩子在創作時,播放對顏色感覺的音樂" Meaning of colors"		底紙	學生能說出
https://www.youtube.com/watch?v=Z6ELE4ruhkE		TRUMPU	規劃的主題
四、統整活動			和色彩
收拾桌面、整理教室。播放 Clean Up is fun 的歌		Clin	
https://www.youtube.com/watch?v=gPq7wzGEjqE。		Clip	
ET: Time to clean up your desks.			
ET: Pick up the trash and throw away in the trash			
can. Come to me when you' re done.	10		
ET: Are you done the cleaning?	10		
Ss: Yes, we are. (分組跟老師報告,老師檢查)			
ET: Good job. You may take a break.			
第 11 週 教學活動-活動五	教學	教具	評量
	時間		
一、 教學準備:			
教師-剪貼作品簡報、N 次貼每生 1-2 張			
學生-剪刀、口紅膠			
二、 引起動機: (英文授課)			
	15		

教師展示作品,和學生用討論作品給人的感受,猜猜作品展現的是快樂或不快樂的主題。雖然沒有標準答案,學生能在活動中觀察和參與討論。



ET: What color is it?

Ss:.....(重複各種顏色)

ET: What is he doing?

Ss: He's swimming.

ET: Is he happy?

Ss: Yes,he is./ No,he is it

ET: Why?

Ss:.....

ST: How about now?(ST 將剪紙人物放在黃色底紙上)

ET: How do you feel? (happy/sad/

relaxed/scared/excited/crazy/nervous/angry/surprised)

(ET 一張一張展示)

Ss: 學生依照感受選擇圖片回答

ST: How about now ?(ST 將剪紙人物放在紅色底紙上)

Ss: 學生依照感受選擇圖片回答

ST 總結:一樣的活動在不同顏色的底紙上會帶給人不同的感受, 我們來看看 PPT 的各種圖片帶給你的感受如何?

ET: Betty,look at the picture! Do you see any person here?

ST: Here he is.

ET: Is he happy?

ST: Yes.He is happy.

ET: Why?

ST: He is running and jumping. 而且背景的色彩很鮮豔,看起來很歡樂。

ET: But I think he is scared and wants to run away from a monster.

紅底紙感圖卡簡黃、受

學生能表達 看法 (ST and ET don't think the same way. No one feels the same way.)

Feeling Game

仔細欣賞 PPT 上的剪紙作品,請學生上來敲擊作品帶給自己的感受(feel 圖貼在黑板上),並分享原因。

ST: Now, boys and girls, how do you feel and what are they doing? (ET ——秀圖片給小朋友看,引導回答說出各種情緒表達)

三、 發展活動:

1.藉由多張疏密排列的圖片讓孩子說出不同排列方法給人的感受。 ST: 顏色帶給人不同的感受,一件作品除了考慮色彩搭配之外, 也要注意物件排列的疏密,它也會給人不同的感受。

(1)整齊 v.s 有變化



ET: Betty, how do you feel about this picture?(整齊)

ST: I feel calm because it is orderly.感覺比較整齊與冷靜。

ET: Calm? How about this one? (不規律)

ST: I feel happy.畫面看起來比較活潑。

ET:Boys and girls, which one do you like? Why?

(2)單一 v.s 多個





ET: Students, how do you feel about this picture?

Ss: I feel _____. (happy/sad/relaxed/scared/excited/crazy/nervous/angry/surprised)

10

簡報

學生能表達 看法

ST 引導歸納:

△疏密: 越密集的排列效果就越緊湊, 適合表現熱鬧的、目不暇給的主題; 越稀疏的排列則表現出平靜、冷淡的感覺。

△色彩:類似色表現協調感、統一的調子,適合較柔和或靜態的主題;對比色表現強烈的、較激動的主題。引導孩子說出重複句型。

2.運用小紙袋裡已經剪好的圖案,先將背景做安排,排好在用口紅膠將紙片黏貼上去。教師須說明口紅膠的用法:旋轉底部出來使用,因為含水量少會很快就乾掉,使用時要塗均勻而且動作要快,大片面積要分次塗,用完要記得將口紅膠轉回蓋緊蓋子。

ET:The glue dries very fast, put the cap back fast when you' re done.

3.將人物安排黏貼至背景裡,完成作品。

四、 統整活動

1.將作品展示在黑板上,請學生在喜歡的作品上貼上圓點,共同欣賞剪貼作品。



ET: I like this picture. He/She is happy. He/she is running, jumping, swimming, dancing, reading, stretching. ST: How about you, students?

S1: I like this picture. She is <u>crazy</u>. He/she is running, jumping, swimming, dancing, reading, stretching.

ET: Boys and girls, do you feel the same? Raise your hand.

學生發表(句型)

Hello,my name is _____.I like this picture .

He/She is _____. (happy/sad/
relaxed/scared/excited/crazy/nervous/angry/surprised)

He/She is dancing / jumping / running / swimming.

45

10

四色底紙

學生能用心 完成作品

圓點 貼紙 學生能說出 自己或他人 作品的内容 與感受 2. 收拾桌面、整理教室。播放 Clean Up is fun 的歌
https://www.youtube.com/watch?v=gPq7wzGEjqE。
ET: Time to clean up your desks.
ET: Pick up the trash and throw it away in the trash can.
Come to me when you're done.
ET: Are you done cleaning?
Ss: Yes, we are done. (分組跟老師報告,老師檢查)
ET: Good job. You may take a break.