

# 110 學年度藝術與人文課程雙語教學教案

## 一、課程架構

單元名稱	學習目標	學習內容 (含教學單元和教學主題)	學科英語單字
奇妙的聯想	1.能留心生活環境中自然景物和人造物的特徵，並做聯想。 2.比較歸納出物體外型輪廓或表面肌理的異同，並做聯想。 3.能依據圖形及物品特徵做創作聯想。 4.欣賞以自然物為媒材的藝術創作作品。 5.利用現成物加以彩繪或以藝術作品作品作聯想、學習及延伸創作。	一、像什麼 1. 圖形聯想 2. 生活中的圖片或物品聯想 3. 創意圖形畫作 二、創意指印畫 1. <b>觀察自己的手指紋路</b> 2. 手的姿勢聯想 3. 創意指印畫 三、石頭彩繪 1. 實物聯想 2. 身體造型聯想 3. 石頭彩繪 四、想像樂趣多 1. 圖像觀察、聯想、啟發 2. 貼一半，畫一半 五、名畫大變身 1. 蒙娜麗莎名畫與改創作品賞析 2. 創作活動 3. 作品賞析	英語領域單字 :duck、dog、bird、ostrich、deer、ox、elephant、crane、stone  藝術領域單字 :texture 紋路、line 線條、shape 形狀、associate 聯想、picture 圖形

## 二、單元設計

### (一)單元架構

單元名稱	單元主題	單元活動
奇妙的聯想	一、像什麼	一、 <b>圖形聯想</b>
		二、觀察生活中的圖片或物品並做聯想
		三、創意圖形畫作
	二、創意指印畫	一、雨天聯想
		二、手的指紋聯想
		三、創意指印畫
	三、石頭彩繪	一、實物聯想、身體造型聯想
		二、身體造型聯想

	四、想像樂趣多	一、圖像觀察、聯想、啟發
		二、貼一半，畫一半
		三、作品賞析
	五、名畫大變身	一、蒙娜麗莎名畫與改創作品賞析
		二、創作活動
		三、作品賞析

(二) (每個單元)教學設計/教案

單元名稱	奇妙的聯想	教學設計者	呂燕慧
學習對象	四年級上學期	學習節次	5 節課(200 分鐘)
學習內容	視 E-II-1 色彩感知、造形與空間的探索。 視 E-II-2 媒材、技法及工具知能。 視 E-II-3 點線面創作體驗、平面與立體創作、聯想創作。 視 A-II-1 視覺元素、生活之美、視覺聯想。		
學習表現	1-II-2 能探索視覺元素，並表達自我感受與想像。 1-II-6 能使用視覺元素與想像力，豐富創作主題。 2-II-5 能觀察生活物件與藝術作品，並珍視自己與他人的創作。 3-II-4 能透過物件蒐集或藝術創作，美化生活環境。		
學習目標	1-2-1 探索各種媒體，技法與形式，了解不同創作要素的效果與差異。 1-2-2 嘗試以視覺、聽覺及動覺的藝術創作形式，表達豐富的想像與創作力。 1-2-3 參與藝術創作活動，能用自的符號記錄所獲得的知識，技法的特性及心中的感受。 2-2-6 欣賞並分辨自然物，人造物的物質與藝術品之美 3-2-11 運用藝術創作活動及作品，美化生活環境和個人心靈		
教學方法	實作教學 practical teaching		
教學資源	康軒版藝術與人文四下		
學科英語詞彙	texture 紋路、line 線條、shape 形狀、associate 聯想、picture 圖形		
學科英語句型 (視教材內容)	1. What does it look like? It looks like a/an _____. 2. Which part do you think is similar? <u>texture</u> 、 <u>streak</u> 、 <u>shape</u> .. 3. What do the texture of your soles look like? They look like_____ 4. What is your favorite painting? My favorite painting is_____ 5.What color are they? They are_____ 6.What kind of materials do you use? I use newspaper and magazine to do it.		
<b>教學主題一：像什麼</b>			教學資源
<b>活動一 圖形聯想</b>			評量
一、引起動機：(5’)			

<p>(教師拿出女王頭,龜山島等圖片請學生觀察外形並做聯想)</p> <p>T: How are you today, class?</p> <p>Ss: I am fine/OK/not well.(自由發表)</p> <p>T: OK . Look at this picture.(教師拿出龜山島照片)</p> <p>What does it look like?</p> <p>Ss: It looks like a <u>turtle</u>.(自由發表) (pick some students.)</p> <p><u>T: Which part do you think is similar?</u></p> <p>Ss:(自由發展) 紋理、形狀、....</p> <p>T: OK . Look at this picture.(教師拿出女王頭照片)</p> <p>What does it look like?</p> <p>Ss: It looks like a queen's head.</p> <p><u>T: Which part do you think is similar?</u></p> <p>Ss:(自由發展)</p>	<p>圖片</p>	<p>口語 評量</p>
<p><b>活動二 觀察生活中的圖片或物品並作聯想</b></p> <p>二、發展活動：(15’)</p> <p>(教師展示圖片,然後請學生討論圖片中像什麼呢?)</p> <p>T: Look at this picture.(教師拿出2個圖形照片)</p> <p>What does it look like? (教師拿出其中一個)</p> <p>Now I will divide you into six groups.</p> <p>Each of you will get a number. (teacher calls team number)</p> <p>Ss: It looks like (a/an) <u>lightning</u>.(自由發表)</p> <p>T: <u>Which part do you think is similar?</u></p> <p>Ss: _____.(自由發表)</p> <p>T:What does it look like? (教師拿出另一個)</p> <p>Ss: It looks like (a/an) <u>marshmallow</u>.(自由發表)</p> <p>T: <u>Which part do you think is similar?</u></p> <p>Ss: _____.(自由發表)</p> <p>T: Can you name similarities between figures or objects in your life?</p> <p>Ss:(中文回答,分組發表)</p> <p><b>活動三 創意圖形畫作</b></p> <p>三、綜合活動：(20’)</p> <p>(教師準備有基礎圖形紙張,讓學生自由創作)</p> <p>T: Use your imagination to create your own works..</p> <p>S:(自由作畫)</p> <p>T:(學生設計時,老師巡堂)</p> <p>S:作品完成 (Share with classmates.)(個人發表)</p>	<p>圖片</p>	<p>口語 評量</p>



<p>T:What is it ? S: It is a /an_____.</p> <p>T:Do you like this picture? S: Yes, I do. /No, I don't.</p> <p>T:(教師說明作品成功、失敗因素與補教方式。)</p> <p>～～第 1 節結束～～</p>	<p>白紙 + 鉛筆</p>	<p>實作 評量</p>
<p><b>教學主題二：創意指印畫</b></p> <p><b>活動一 雨天聯想</b></p> <p>一、引起動機：(5’)</p> <p>Greetings T: How are you today, class? Ss: I am <u>fine</u> / OK / not well. (自由發言)</p> <p>(教師提問:下過雨後走廊上可見零亂的溼腳印,你有没有觀察過,哪個鞋印是你的呢? 你鞋底的紋路是什麼樣的?)</p> <p>T: After it rains, have you ever observed which shoe print on the hallway is yours? Ss: Yes/No,.....</p> <p>T:What do the texture of your soles look like? Ss: They look like_____.... (自由發表.....)</p> <p>T: Why do you think they are similar? Ss: tecture、shape、..... (自由發表.....)</p> <p><b>活動二 手的指紋聯想</b></p> <p>二、發展活動：(25’)</p> <p>T: Look at your fingerprints, are they all different? Ss:Yes / No.....(自由發表....)</p> <p>T: Is it possible to use fingerprints to creat works? Let's watch a video.</p>		<p>口語 評量</p> <p>實作</p>

<p>(教師播放關於指印畫作品之示範影片)  <a href="https://youtu.be/esPqxDxQL2Y">https://youtu.be/esPqxDxQL2Y</a> (3"51)  T: Isn't it interesting?  Ss: (自由回答)</p> <p><b>活動三 創意指印畫</b>  三、綜合活動：(25")</p> <p>T: 發下白紙,請學生自由創作手指印畫 ,  ( Share with classmates.) (Pick some students.)  T: What is it? What are they?  S: It's a/an _____. They are _____.  T: What color are they?  S: They are _____.  T: Do you like your artwork?  S: Yes, I do. / No, I don't.  T: (教師說明作品成功、失敗因素與補教方式。)  ~~ 第2節結束 ~~</p> <p><b>教學主題三: 創意指印畫</b>  <b>活動一: 實物聯想、身體造型聯想</b>  一、引起動機：(5")</p> <p>T: How are you today, class?  Ss: I am <u>fine</u> / OK / not well. (自由發言)  Guide students to appreciate the pictures in textbooks and learn how to master the characteristics of object shape, texture or color to create.  T: What does it look like ?  Ss: It looks like a/an _____. (可以用中文回答)  (Teacher shows some materials to students)  T: Look at this, what does it look like? And why?  Ss: It looks like a/an _____. Because of <u>its shape</u>.  T: Think about if you put or delete anything to these items. Would they look more like the association in mind?</p> <p><b>活動二 身體造型聯想</b>  二、發展活動：(10")</p> <p>T: Look at this picture . What does the girl look like? And why?  Ss: She looks like a/an _____. (The answer may vary.)  Because of her shape.</p>	<p>Youtube</p> <p>白紙+ 水彩顏 料</p> <p>圖片</p> <p>圖片</p>	<p>評量</p> <p>口語 評量 + 實作 評量</p> <p>口語 評量</p>
--	---	---

<p>T: Now I will call some students here and act. (teacher ask 5 students stand in front of the students, and act one after one.)</p> <p>What does he/she look like? (teacher divides students into six group, and call number.)</p> <p>Ss: He/ She look like a/an_____.Because of_____.</p> <p>T: Look at picture 1. It use the high-heeled shoes to make an association and add cardboard to make a woodpecker with movable eyes.</p> <p>Then look at picture2. Use the shape combination of stones to create the basic shape of the duck and add painted features to become a cute duck.</p> <p>So now think about what different things you can make if you use the same material to make an association object yourself.</p> <p><b>活動三 石頭彩繪</b></p> <p><b>三、綜合活動：(25’)</b></p> <p>T: ( Show artworks with classmates.)</p> <p>What does it look like?</p> <p>Ss: It looks like a/an_____.(The answer may vary.)</p> <p>T: Now ,use a stone to create your own artwork with watercolor.</p> <p>教師請學生事先準備水彩和石頭(需事先洗乾淨)</p> <p>(學生創作時,教師巡堂)</p> <p>S:作品完成 ( Share with classmates.) (個人發表)</p> <p>S: I use a stone paint a/an_____.</p> <p>Its color are_____.</p> <p>I think it look like a _____because of its_____.</p> <p>T: (教師說明作品成功、失敗因素與補教方式。)</p> <p>～～第3節結束～～</p>	<p>石頭 + 水彩 筆、 水彩 顏料</p>	<p>實作 評量 + 口語 評量</p>
<p><b>教學主題四：想像樂趣多</b></p> <p><b>活動一 圖像觀察、聯想、啟發</b></p> <p><b>一、引起動機：5’</b></p> <p>T: How are you today, class?</p> <p>Ss: I am <u>fine / OK / not well.</u> (自由發言)</p> <p>(Teacher show students some pictures, stimulate students to think creatively.)</p> <p>T: Look at picture1, how to be creative and make it a complete picture?</p> <p>SS:自由發表</p> <p>T: Look at picture1, how do you createto and make it a complete picture?</p> <p>SS:自由發表</p>	<p>圖片</p>	<p>口語 評量</p>

<p><b>活動二：貼一半、畫一半</b></p> <p><b>二、發展活動:25”</b></p> <p>(Teacher give every student a piece of paper, and ask them to take out the magazines or newspaper they bring, choose some patterns, cut or tear it out, and then paste it on the paper.)</p> <p>T: Think about it, how do you complete the other blank sections? Please use your imagination to make the picture more perfect.</p> <p>(學生創作時,教師巡堂)</p> <p><b>活動三：作品賞析</b></p> <p><b>三、綜合活動:10”</b></p> <p>( Share with classmates.) (Pick some students.)</p> <p>T: What is it?</p> <p>S:It's _____.</p> <p>T: What kind of materials do you use?</p> <p>S: I use newspaper and maginize to do it.</p> <p>T:Is it hard to do ?</p> <p>S: Yes, it is./ No, it isn't.</p> <p>T:(教師說明作品成功、失敗因素與補教方式。)</p> <p>教師請學生準備下次上課所需用品</p> <p style="text-align: center;"><b>教學主題五：名畫大變身</b></p> <p><b>活動一 蒙娜麗莎名畫與改創作品賞析</b></p> <p><b>一、引起動機：5”</b></p> <p>T: How are you today, class?</p> <p>Ss: I am <u>fine</u> / OK / not well. (自由發言)</p> <p>(教師出示藝術家作品蒙娜麗莎圖片與改創作品,引發學生創意思考)</p> <p>T:Look at these two pictures. Isn't it interesting?</p> <p>Ss:.....</p> <p>T:What's the difference between these two pictures?</p> <p>Ss:.....(中文回答)</p> <p>T:What else could you do?</p> <p>Ss: .....(中文回答)</p> <p><b>活動二：創作活動</b></p>	<p>白紙 + 雜誌</p>	<p>實作 評量 + 口語 評量</p>
<p>圖片</p>	<p>口語 評量</p>	

<p>三、發展活動:25”</p> <p>(教師引導學生了解名畫改作有很多種方法)</p> <p><b>T:There are many ways to remake famous paintings.</b></p> <p><b>For example:</b></p> <p><b>(1) Make changes directly on the line draft or photocopy.</b></p> <p><b>(2) Cut out parts of photocopies of paintings,then regroup it.</b></p> <p><b>(3) Take famous paintings as example, and make other creations.</b></p> <p><b>Such as: painting theme, style, technique,color,etc.</b></p> <p><b>Now, Let’s start.</b></p> <p>(學生創作時,教師巡堂)</p> <p><b>活動三: 作品賞析</b></p> <p>四、綜合活動:10”</p> <p>(教師請學生將完成的作品展示在黑板上,學生自由發表)</p> <p>(Share with classmates.) (Pick some students.)</p> <p>T: What is your favorite painting?</p> <p>S:My favorite painting is_____.</p> <p>T: Which painting is the most special?</p> <p>S:That painting is the most special.</p> <p>T: How did you do it? ( ask the creator)</p> <p>S:I use way 3.</p> <p>T:Is it hard to do ?</p> <p>S: Yes, it is./ No, it isn’t.</p> <p>T:(教師說明作品成功、失敗因素與補教方式。)</p>		<p>實作 評量 + 口語 評量</p>
---	--	--------------------------------------