# 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	學習目標	學習內容	學科英語單字
		(含教學單元和教學主題)	
境人並 2. 體面並 3 物 聯 4. 為 作 5. 以 作 想	. 竟是在比豐面在能的絲. 為作. 以作思问能中造做比外肌做能品想欣媒作利彩品、作留自物聯較型理聯依特。賞材品用繪作學。公然的想歸輪的想據徵 以的。現或品習生景特。納廓異。圖做 自藝 成以作及活物徵 出或同 形創 然術 物藝聯延環和, 物表, 及作 物創 加術 伸	一、像 1. 像 1. 名	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
		一、圖形聯想
	一、像什麼	二、觀察生活中的圖片或物品並做聯想
		三、創意圖形畫作
奇妙的聯想		一、雨天聯想
	二、創意指印畫	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
	一二、石與杉僧	二、身體造型聯想
		三、石頭彩繪

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

#### (二) (每個單元)教學設計/教案

一一一一一一一	里元)教学設計/教系				
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)		
	視 E-Ⅱ-1 色彩感知、造形與3	空間的探索。			
超羽力穴	視 E-Ⅱ-2 媒材、技法及工具织	知能。			
學習內容	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。			
	1-Ⅱ-2 能探索視覺元素,並表	達自 我感受與想	想像。		
<b>数加上</b> 加	1-Ⅱ-6 能使用視覺元素與想像	力,豐富創作主	題。		
學習表現	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。		
	1-2-1 探索各種媒體,技法與用	5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。		
學習目標	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 欣賞並分辦自然物,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	色和個人心靈		
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、s	shape 形狀、 a	ssociate 聯想、picture 圖	形	
	1. What does it look like?	t looks like a/an _	·		
學科英語	2. Which part do you think is sin	nilar? <u>texture</u>	streak shape		
字杆共品 句型 (視	3. What do the texture of your so	les look like? T	hey look like		
教材內容)	4. What is your favorite painting	? My favorite pair	nting is	·	
秋州门谷)	5.What color are they? They are				
	6.What kind of materials do you	use? I use newspa	aper and maginize to do it.	1	T
	教學主題一	: 像什麼		教學 資源	評量
活動一 圖形	<b>が</b> 想				
	N ( <b>74</b> 0)				
一、引起動	機:(5")				

(教師今出女王與,龍山島等國月濟學生觀察外形並使聯想) T: How are you today, class? Ss: I am fine/OK/not well.(自由發表) T: OK . Look at this picture.(教師令出龜山島照片) What does it look like? Ss: It looks like a turtle.(自由登表)(pick some students.) T: Which part do you think is similar? Ss:(自由登景) 放理、形址、 T: OK . Look at this picture.(教師令出女王頭照片) What does it look like? Ss: It looks like a queen's head. T: Which part do you think is similar? Ss:(自由登景)  ***********************************			
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T. OK. Look at this picture.(教師拿出逸山為照片) What does it look like? Ss: It looks like a turtle.(自由登表) (pick some students.) T. Which part do you think is similar? Ss:(自由登晨) 效理、形散、 T. OK. I. took at this picture.(教師拿出女王頭照片) What does it look like? Ss: It looks like a queen's head. T. Which part do you think is similar? Ss:(自由登展)  ***	T: How are you today, class?		
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T:(學生設計時,老師巡堂)	T: Use your imagination to create your own works		
	S:(自由作畫)		
S:作品完成 (Share with classmates.) (個人發表)	T:(學生設計時,老師巡堂)		
· · · · · · · · · · · · · · · · · · ·	S:作品完成 (Share with classmates.) (個人發表)		

T:What is it ?		
S: It is a /an		
T:Do you like this picture?		安化
S: Yes, I do. /No, I don't.	白紙	實作
	+	評量
T: (教師說明作品成功、失敗因素與補教方式。)	鉛筆	
~~第1節結束~~		
教學主題二: 創意指印畫		
活動一 兩天聯想		
一、引起動機:(5")		口語
Greetings		
T: How are you today, class?		評量
Ss: I am fine / OK / not well. (自由發言)		
(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?)		
T: After it rains, have you ever observed which shoe print on the hallway is yours?		
Ss: Yes/No,		
T:What do the texture of your soles look like?		
Ss: They look like(自由發表)		
T: Why do you think they are similar?		
Ss: tecture、shape、(自由發表)		
活動二 手的指紋聯想		
二 、 發展活動:(25")		
T: Look at your fingerprints, are they all different?		
Ss:Yes / No(自由發表)		
T: Is it possible to use fingerprints to creat works?		
Let's watch a video.		
		實作

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

one after one.)  What does he'she look like? (teacher divides students into six group, and call number.)  Sex He'She look like a'an	T: Now I will call some students here and act. (teacher ask 5 students stand in front of the students, and act		
Se: He/She look like a/anBecause of	one after one.)		
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.  Then look at picture 2. Use the shape combination of stones to create the basic shape of the duck and add painted features to become a cute duck.  So now think about what different things you can make if you use the same material to make an association object yourself.    To show a fine of the same material to make an association object yourself.    To show artworks with classmates.)	What does he/she look like? (teacher divides students into six group, and call number.)		
make a woodpecker with movable eyes. Then look at picture 2. Use the shape combination of stones to create the basic shape of the duck and add painted features to become a cute duck.  So now think about what different things you can make if you use the same material to make an association object yourself.    **Total	Ss: He/ She look like a/anBecause of		
Then look at picture 2. Use the shape combination of stones to create the basic shape of the duck and add painted features to become a cute duck.  So now think about what different things you can make if you use the same material to make an association object yourself.    ***Sh**	T: Look at picture 1.It use the high-heeled shoes to make an association and add cardboard to		
duck and add painted features to become a cute duck.  So now think about what different things you can make if you use the same material to make an association object yourself.  活動三 石頭彩檜 三、線合活動: (25") T: (Show artworks with classmates.) What does it look like?  Ss: It looks like a/an	make a woodpecker with movable eyes.		
So now think about what different things you can make if you use the same material to make an association object yourself.    *** *******************************	Then look at picture2. Use the shape combination of stones to create the basic shape of the		
an association object yourself.  活動三 石頭彩繪  三、線合活動: (25°)  T: (Show artworks with classmates.)  What does it look like?  S: It looks like a/an	duck and add painted features to become a cute duck.		
活動三 石頭彩繪  三、綜合活動: (25")  T: (Show artworks with classmates.)  What does it look like?  Ss: It looks like a/an	So now think about what different things you can make if you use the same material to make		
三、综合活動:(25**) T: (Show artworks with classmates.) What does it look like? Ss: It looks like a/an(The answer may vary.) T: Now ,use a stone to create your own artwork with watercolor.	an association object yourself.		
三、综合活動:(25**) T: (Show artworks with classmates.) What does it look like? Ss: It looks like a/an(The answer may vary.) T: Now ,use a stone to create your own artwork with watercolor.			
T: ( Show artworks with classmates.)  What does it look like?  Ss: It looks like a/an	活動三 石頭彩繪		
What does it look like?  Ss: It looks like a/an(The answer may vary.)  T: Now use a stone to create your own artwork with watercolor.  ***********************************	三、綜合活動:(25")		
************************************	T: ( Show artworks with classmates.)		
T: Now, use a stone to create your own artwork with watercolor.  ***********************************	What does it look like?	石頭	實作
数師請學生事先準備水彩和石頭(需事先洗乾淨) (學生創作時,教師經堂)  S:作品完成 (Share with classmates.) (個人發表)  S: I use a stone paint a'an	Ss: It looks like a/an(The answer may vary.)	+	評量
(学生創作時,教師巡堂) S:作品完成 (Share with classmates.) (個人發表) S: I use a stone paint a/an Its color are I think it look like a because of its  T: (教師説明作品成功、失敗因素與補教方式。)	T: Now ,use a stone to create your own artwork with watercolor.	水彩	+
S: ft 品完成(Share with classmates.)(個人發表)  S: I use a stone paint a/an	教師請學生事先準備水彩和石頭(需事先洗乾淨)	筆、	口語
S:作品完成 (Share with classmates.) (個人發表)  S: I use a stone paint a/an Its color are Ithink it look like abecause of its  T: (教師説明作品成功、失敗因素與補教方式。)	(學生創作時,教師巡堂)	水彩	評量
S: I use a stone paint a/an Its color are Ithink it look like abecause of its  T: (教師說明作品成功、失败因素與補教方式。)	S:作品完成 (Share with classmates.) (個人發表)		
T: (教師說明作品成功、失敗因素與補教方式。)	S: I use a stone paint a/an	<i>为</i> 只 个	
T: (教師說明作品成功、失敗因素與補教方式。)	Its color are		
本学主題四: 想像樂趣多 活動一 圖像觀察、聯想、啟發  一、引起動機:5" T: How are you today, class? Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.) T:Look at picture1, how to be creative and make it a complete picture? SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	I think it look like abecause of its		
教學主題四: 想像樂趣多  活動一圖像觀察、聯想、啟發  一、引起動機: 5" T: How are you today, class? Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.) T:Look at picture1, how to be creative and make it a complete picture? SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	T: (教師說明作品成功、失敗因素與補教方式。)		
活動一 圖像觀察、聯想、啟發  一、引起動機: 5" T: How are you today, class? Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.) T:Look at picture1, how to be creative and make it a complete picture? SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	~~第3節結束~~		
一、引起動機:5" T: How are you today, class? Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.) T:Look at picture1, how to be creative and make it a complete picture? SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	教學主題四: 想像樂趣多		
T: How are you today, class?  Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.)  T:Look at picture1, how to be creative and make it a complete picture?  SS:自由發表  T:Look at picture1, how do you createto and make it a complete picture?	活動一 圖像觀察、聯想、啟發		
T: How are you today, class?  Ss: I am fine / OK / not well. (自由發言)  (Teacher show students some pictures, stimulate students to think creatively.)  T:Look at picture1, how to be creative and make it a complete picture?  SS:自由發表  T:Look at picture1, how do you createto and make it a complete picture?	一、引起動機:5"	- I	
Ss: I am fine / OK / not well. (自由發言) (Teacher show students some pictures, stimulate students to think creatively.) T:Look at picture1, how to be creative and make it a complete picture? SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	T: How are you today, class?	<b>國</b> 月 	
T:Look at picture1, how to be creative and make it a complete picture?  SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	Ss: I am <u>fine / OK / not well. (自由發言)</u>		口語
SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	(Teacher show students some pictures, stimulate students to think creatively.)		評量
SS:自由發表 T:Look at picture1, how do you createto and make it a complete picture?	T:Look at picture1, how to be creative and make it a complete picture?		
T:Look at picture1, how do you createto and make it a complete picture?			
	SS:自由發表		

活動二: 貼一半、畫一半		
二、發展活動:25"	L he	
(Teacher give every student a piece of paper, and ask them to take out the magazines or	白紙	
newspaper they bring, choose some patterns, cut or tear it out, and then paste it on the	+	
paper.)	雜誌	
T: Think about it, how do you complete the other blank sections? Please use your imagination		
to make the picture more perfect.		
(學生創作時,教師巡堂)		
活動三:作品賞析		
三、綜合活動:10"		
( Share with classmates.) (Pick some students.)		
T: What is it?		
S:It's		實作
T: What kind of materials do you use?		評量
S: I use newspaper and maginize to do it.		+
T:Is it hard to do?		口語
S: Yes, it is./ No, it isn't.		評量
T:(教師說明作品成功、失敗因素與補教方式。)		
教師請學生準備下次上課所需用品		
教學主題五: 名畫大變身		
活動一 蒙娜麗莎名畫與改創作品賞析		
一、引起動機:5"		
T: How are you today, class?	圖片	口語
Ss: I am <u>fine / OK / not well. (自由發言)</u>		評量
(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)		-1 =
T:Look at these two pictures. Isn't it interesting?		
Ss:		
T:What's the difference between these two pictures?		
Ss:(中文回答)		
T:What else could you do?		
Ss:(中文回答)		
活動二: 創作活動		

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