

110 學年度音樂課程雙語教學教案(芳怡)

1、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
二、溫馨的旋律	<ol style="list-style-type: none"> 1. 透過演唱與肢體律動，體驗歌曲旋律之美。 2. 透過欣賞或歌詞意境來培養感恩的情懷。 	<ol style="list-style-type: none"> 1. 美妙的樂音 歌曲《來歡唱》、《學唱歌》 音樂欣賞《莫札特鋼琴奏鳴曲 K.545》 2. 感恩的季節 歌曲《老烏鴉》 音樂欣賞《J. S. Bach 小步舞曲 BWV 114》 3. 小小愛笛生 直笛《歡樂頌》、《快樂相聚》、《布穀》、《小蜜蜂》 	major scales tone, semitone phrase tempo lyrics, musical instrument piano, accordion, keyboard, musician composer sonata

2、單元設計








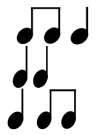
(一)單元架構

單元名稱	單元主題	單元活動
溫馨的旋律	一、美妙的樂音	一、認識 24 拍。
		二、認識 C 大調。
		三、認識音樂家莫札特。
	二、感恩的季節	一、認識 34 拍
		二、探訪巴赫、小步舞曲
		三、謝謝您

(二) (每個單元)教學設計/教案

單元名稱	溫馨的旋律	教學設計者	蔡芳怡
學習對象	三年級下學期	學習節次	6 節課(240 分鐘)
學習內容	音 E-II-3 讀譜方式，如：五線譜、唱名法、拍號等。 音 E-II-1 多元形式歌曲，如：獨唱、齊唱等。基礎歌唱技巧，如：聲音探索、姿勢等。		
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-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。 1-II-5 能依據引導，感知與探索音樂元素，嘗試簡易的即興，展現對創作的興趣。		
學習目標	<ol style="list-style-type: none"> 1. 能透過音樂聽辨與肢體律動學習拍號。 2. 認識大調音階與 C 大調。 3. 能探索音樂家的世界並與同儕分享 		
教學方法			
教學資源	《來歡唱》德文版 https://www.youtube.com/watch?v=XI5JzgvTwzk K545 平台鋼琴演奏 https://www.youtube.com/watch?v=4xeAsc6m35w K545 樂譜 https://www.youtube.com/watch?v=dNbqRC4xtEg		

	<p>Accordion https://www.youtube.com/watch?v=uhPhK57_Hbo</p> <p>電子琴 https://www.youtube.com/watch?v=22dybIfZZuo</p> <p>直立式鋼琴 https://www.youtube.com/watch?v=TFF6k3AiA14</p> <p>鍵盤樂器介紹 https://www.youtube.com/watch?v=xazY585wAoY</p> <p>有鍵盤的電吉他 https://www.youtube.com/watch?v=BcG9i_D-oHU</p> <p>la storta da crush(綠谷紅衫)三拍子舞蹈 https://www.youtube.com/watch?v=1dHJ1Azhlic</p> <p>簡易小步舞曲舞步 https://www.youtube.com/watch?v=hBcIfHXKJF4</p> <p>巴洛克小步舞曲教學 https://www.youtube.com/watch?v=3uoHr22VmFQ</p> <p>大鍵琴演奏 https://www.youtube.com/watch?v=2TobXjDXF0s</p> <p>鋼琴演奏 https://www.youtube.com/watch?v=p1gGxpitLO8</p> <p>四拍子感謝歌 https://www.youtube.com/watch?v=ehz1BzQs-r0</p> <p>認識莫札特</p> <p>https://www.youtube.com/watch?v=SIJFdPbeOeQ&list=PLkEtvAlxp4nVBbHoRgx_odcpp9x1dxkTn&index=2</p> <p>認識巴赫</p> <p>https://www.youtube.com/watch?v=V8AZdq_IJYc&list=PLkEtvAlxp4nVBbHoRgx_odcpp9x1dxkTn&index=4</p>	
學科英語 詞彙	major scales, tone, semitone, phrase, tempo, lyrics, instrument, piano, accordion, keyboard,	
學科英語 句型(視教 材內容)	<p>Clap at the first beat.</p> <p>Let's move with the music.</p> <p>Let's give it a try.</p> <p>Please pay attention to the <u>melody/music/ pitch/beat/rhythm</u>.</p> <p>Keep it going.</p> <p>What note is it?</p> <p>What's the tempo of this song.</p> <p>What's the difference between ___ and ___?</p> <p>Have you been practicing?</p> <p>Let's create some lyrics.</p> <p>Do you know what its sounds like?</p> <p>Have you heard how it sound?</p> <p>It sounds great.</p>	
教學主題一: 美妙的樂音		教學 資源
<p>活動一 認識 24 拍</p> <p>Warm up : 《Clap at the first beat.》 (5')</p> <p>教師即興彈奏鋼琴，請孩子隨著音樂走動，並在 8-16 小節後變換不同拍子，請孩子在第一拍拍手，彈奏時注意強弱韻律，彈奏時仔細觀察，視孩子聽辨能力在第一拍加重音。</p> <p>T : Let's move with the music. Please pay attention to the melody and clap at the first beat.</p> <p>Development : 《song learning 來歡唱》 (15')</p> <p>讓孩子猜猜看音樂播放的拍號為何，再進入歌曲的學習。學習過程中注意拍號的韻律。歌唱學習步驟句子-音樂學習的課室英語會再次出現。</p>		<p>piano</p>  <p>節奏</p>
		<p>評量</p> <p>move ment</p> <p>singin</p>

<p>熟悉歌曲之後，找出歌曲中的音符 D₅，再從視覺與聽覺發現 D₄和 D₅的不同，或利用律音鐘、箱型木琴的高低音不同 D 音來探索。之後帶入手號 G A B C'D' 的練習。練習手號時，回答或提問請利用 2 拍的節奏，如 ，或  藉以加強 2/4 的韻律感。</p> <p>S :</p> <p>T : Please pay attention to the music. Make a guess, what is the time signature of this song? How many beats are there in one bar?</p> <p>S :</p> <p>T : Well done.</p> <p>Let's move on p. 28. We are going to learn a song with time, “來歡唱”</p> <p>Please</p> <p>Point to the notes.</p> <p>Clap the rhythm.</p> <p>Sing with humming “lu”.</p> <p>Sing the melody.</p> <p>Sing the lyrics.</p> <p>T : What is this? </p> <p>S :</p> <p>T : Could anyone tell us what is this? </p> <p>What's the difference between D₄ and D₅? </p> <p>Please pay attention to the pitch –D₄ and D₅, could you sing with me?</p> <p>Please pay attention to my hand sign, what's the different between D₄ and D₅?</p> <p>Ss :</p> <p>T : Now, find your partner to practice the hand sign. Ask your partner to show hand signs or answer questions in rhythmically(). We will play a game in 3minutes.</p> <p>Development : 《solitaire game》 (15') 透過箱型木琴(拿掉幾片音符，只剩 D₄、G₄、A₄、B₄、C₅、D₅，以接龍方式創作，產生簡易拍樂句。</p> <p>T : Do you know the game “solitaire”? Can anyone tell us the rules?</p> <p>S :</p> <p>T : You've got the idea. Let me remind you, please crate the notes in rhythmically(). Who wants to try first?</p> <p>S :</p> <p>T : Excellent, you are wonderful composers.</p> <p>Production : 《time》</p> <p>T : What did we learn today?</p> <p>S :</p>	<p>卡</p> 	<p>g</p> <p>music theory</p> <p>hand sign</p> <p>compose</p>
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T : Do you enjoy the song in 24 time? How many beats are there in one bar?
 S :
 T : Let's sing the song 《來歡唱》 again. That's all for today. Now, please arrange your seats before you leave.
 ~ see you next time ~

活動二 認識C大調

Warm up : 《music appreciation》 (5') 教師播放莫札特鋼琴奏鳴曲，請孩子閉眼聆聽體驗大調，連結與情緒表情的關係。

T : Please pay attention to the music.
 T : How do you feel about this music?



T : Make a guess what we're going to learn about today.
 S :

Development : 《song learning_學唱歌》 (20')

利用歌唱五步驟學習新歌，再探討曲譜中出現的音階，發現大調的排列規則。

T : Today we are going to learn a song about happy feeling.
 Let's move on p. 30. We are going to learn a song, “學唱歌”
 Please
 Point to the notes.
 Clap the rhythm.
 Sing with humming “lu”.
 Sing the melody.
 Sing the lyrics.

T : Well done, kids.
 I found a special ladder in the sheet music. Where is it?

S :

T : It seems to be going up step by step.

T : What is this?

It seems to be going down step by step. Do you know the secret of the musical ladder?

Let's find it. (播放電子書)

T : The musical ladder here we call it “major scale”, please repeat after me, major

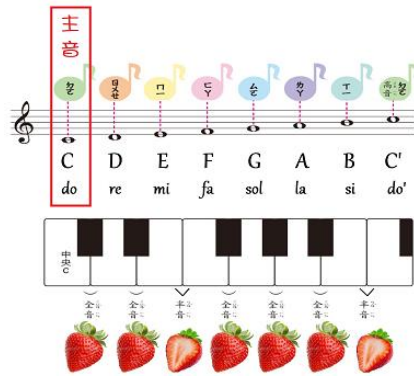
樂理
 小組
 練習
 表情
 圖片
 律音
 鐘
 可拆
 式箱
 型木
 琴

scale.

S : Major scale.

T : Excellent. Who can tell us the rule of the major scale?

S : 全全半全全全半。



T : Good job. I draw a picture for you.

It follows a pattern of major scales. It goes tone, tone, semitone, tone, tone, tone, semitone.

當我們要組合一個大調音階時，從第一個音開始照規則往上找，就可以了。

Production : 《major scale》 (15')

教師彈奏樂曲，以大調跟小調呈現，例如 F 大調與 f 小調生日快樂歌，讓孩子聽聽看有何不同，也讓孩子再次將音樂與表情符號連結。下課之前也再複習一次大調音階的規則。

T : Please pay attention to the music, stretch your arms when you hear the major music.

T : How do you feel about A and B? What's the different between A and B?

S :

T : Which one goes with the happy/sad face?



S :

T : The song we heard in the beginning is in the key of C major.

Let's review the major scale again, what is the rule of the major scale?

S :

T : You got the idea. The rules of major scales are tone-tone-semitone-tone-tone-tone-semitone. Now, we are going to work in groups of 7, Please find your partner and practice the C major scale with hand bell or xylophone.

S :

T : Time's up. Let's sing the scale of C major.

S :

T : Excellent! That's all for today. Please arrange your seats before you leave, see you next time.

~see you next time~

活動三 認識音樂家莫札特

Warm up : 《move with the music》 (5')

每生一條絲巾，跟著音樂的旋律揮動，注意樂句的轉換，絲巾要改變方向動線。視班級情況調慢音樂播放速度。

KV545



電子琴

T : Let's wave the scarf with the music. Please pay attention to the melody. Change the direction when the phrase changes.

Development 1 : 《認識莫札特》(5')

從鋼琴作品帶入音樂家莫札特的電子書欣賞，再請孩子注意觀賞以準備分組討論。

T : Have you ever heard this song before?

S :

T : That's right. How does the music make you feel?

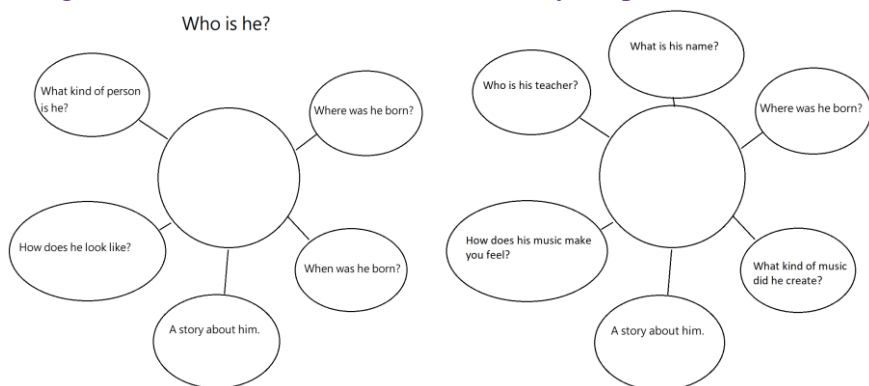
Who composed this song?

S :

T : Brilliant. Let's watch a video about Mozart. You are going to have a discussion with your peers later.

Development 2 : 《介紹莫札特》(15') 小組討論莫札特，生平、個人特色、作品等等。小組報告以繪圖方式呈現，畫出心中的莫札特長相及相關想法或資料，或者哼唱他的作品等等。討論時教師可以播放莫札特的管弦樂或歌劇作品為教室背景音樂。

T : It's time to discuss. Please work in groups of 5-6 people. Write down your thoughts on the worksheets and share with your peers in 5minutes.



Ss :

T : Time's up. Please share your worksheet with peers. Group 1...

Development 3 : 《認識鍵盤樂器》(10')

透過網路音樂介紹欣賞鍵盤樂器的聲響，再共同分享心得。

T : Let's move on page 33, pay attention to these instruments.

What are the same part of these instruments?

S :

T : Excellent, all of them have keyboards. Do you want to know the sound of these instruments? Let's take a look about them.

S :

Production : 《鍵盤樂器心得分享》(5')

T : Have you seen any of these instruments on the slide? Which one do you like best? How does the sound make you feel?



手風琴



直立式

鋼琴



slide
works
heet

<p>S :</p> <p>T : That's all for today. Please arrange your seats before you leave, see you next time.</p> <p>~ see you next time ~</p>		
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活動一：認識 34 拍

Warm up：《Let's dance.》(5')

教師播放三拍子樂曲，請孩子圍圈一起跳舞，感受三拍子的律動。(土風舞-綠谷紅衫)

T：Let's hold hands and form a big circle. Please pay attention to my steps.

S：

T：Good job, please run a big applause for yourselves.

Development：《What is 34 time?》(15')

先以拍第一拍來穩定三拍子的韻律，利用歌唱教學五步驟來熟悉歌曲，再帶入樂理問答。

T：Make a guess what we're going to learn about today. You may have guessed right.

S：

T：Good guess. Today we are going to learn about 34time. Let's move on page 34.

What's is the time signature of this song?

S：

T：Excellent! Please pay attention to the music, clap at the first beat. Let's count the beats nice and steadily.

S：

T：Excellent, now it's time to sing the song 《老烏鴉》

Please

Point to the notes.



Clap the beats. (可請小助手敲木琴上的 C, G 音)

Sing with humming “lu”.

Sing the melody.

Sing the lyrics.

T：What is this note? . What is the highest/ lowest pitch in this song?

Production：《Move with the music.》(15')

T：Now, please work in groups of ____ (2-4 people). Later, create some 34time movements to match the song 《老烏鴉》 You can choose one of the rhythm patterns



on the board. We will have showtime in 5minutes.

S：

T：Please pay attention to the performance, we will make some feedback later, here is the feedback round.

表演組別 performance group	記錄回饋組別 feedback group
1	6
2	1



Xylophone

3	2
4	3
5	4
6	5

T : Group1, please come to the stage...

Wrap up

T : Do you enjoy the 34 time music? That's all for today. Please tidy up your seats before you leave, see you next time.

~see you next time~

活動二：探訪巴哈的小步舞曲

Warm up : 《Minuet》 (7')

教師示範小步舞曲的舞步，請孩子兩人一組練習。同時播放不同樂器演奏的音樂

T : Please pay attention to my movements. I want you to copy later.

T : Now, please work in pairs. Let's dance.

T : What are the instruments in the background music? What is the minuet?

S :

T : Who composed the song?

S :

Development : 《Who is J.S. Bach? 》 (20')

教師提問後播放介紹 Bach 電子書與小步舞曲小提琴+大鍵琴版(含手稿)音樂

<https://www.youtube.com/watch?v=n7ydW2TCyM8>，再請孩子依照不同的學習單分組討論。(大約的問題如圖示，但是給孩子的圖表要稍微選擇項目，或根據孩子的經驗選擇圖片-如師長照片或是台灣音樂家照片)

T : Who is J. S. Bach?

S :

T : Please pay attention to these portraits, guess which one is J. S. Bach?



S :

T : Good guess. Look at the picture.



Do you know what is the relationship between them?

S :

T : Let's watch the video about him.

T : Please work in groups of 7 people. Later, write down your answers on the

舞步



大鍵琴



鋼琴與樂譜



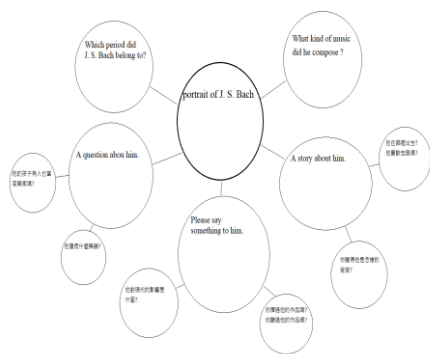
音樂與手稿



worksheet

舞步練習

worksheet and share your thoughts with your peers. We will have ‘Show and tell’ in



10 minutes.

Production : 《show and tell》 (13’)

如同之前設計的上台與回饋活動分組進行。

T : Time’s up. Here is the list about sharing and feedback round. Please pay attention to the presentations.

分享組別 sharing group	記錄回饋組別 feedback group
1	4
2	1
3	2
4	3

Group 1,...

Feedback team...

Wrap up

T : Do you enjoy the minuet of J.S. Bach? That’s all for today. Please arrange your seats before you leave, see you next time.

~ see you next time ~

活動三：謝謝您

Warm up : 《How do you feel about this song?》 (5’)

教師帶領孩子聆聽音樂並探索歌詞的含意。

四拍子感謝歌 <https://www.youtube.com/watch?v=ehzIBzQs-r0>

T : Let’s listen to a song. Please pay attention to the lyrics. Have you heard this before? When did you hear this kind of song?

Development : 《A song of gratitude.》 (15’)

再次利用歌唱教學步驟帶領歌曲習唱。

T : Make a guess what we’re going to learn about today.

Today we’re going to learn two songs about “thank you”. Let’s move on p. 38

Please

Point to the notes.

Clap the rhythm.

Sing with humming “lu”.

Sing the melody.

Sing the lyrics.

S :

T : What is the time signature of this song? Let’s clap again, but this time to the beats.



心得分享

歌唱練習

小組歌

S :

T : Would you be able to think of any similar song about “thank you”? Wow, I see another song about “Thank you”. Can you find it? Where is it?

S :

T : That’s right. It’s on page 39. Now I will play the song for you.

Please listen carefully, we will have listen gist later.

T : What is the tempo of this song? What is the time signature of this song?

S :

T : Do you remember the first step for learn a new song?

S :

T : Excellent. Let’s point to the notes. →Clap the rhythm. → Sing with humming “lu”.
→Sing the melody. →Sing the lyrics.

Production : 《Thank you.》 (15’)

感謝歌歌詞改寫，請孩子想出想感謝的人與詞句，改編後唱給全班聽，但回饋時試試看用歌唱表達。

T : Let’s create some lyrics with the melody. Please work in groups of 7, create some words into the box, and practice to sing it, we will have showtime later.

The image shows a musical score for a song titled '感謝歌' (Thank You Song). It consists of two staves of music, each with four lines of lyrics. The lyrics are written in Chinese and contain several empty boxes for students to fill in their own words. The first staff has the title '感謝歌' and the second staff has the title '感謝您!' (Thank you!).

T : It’s show time. We also have feedback time today, but this time your feedback can be sung with melody. For example, (教師範唱)

The image shows a musical score for a feedback example. It consists of a single staff of music with the lyrics '第一組歌詞有意思' (The lyrics of the first group are interesting). The score is written in a simple, clear style.

S :

T : Group 1, ...

Wrap up

T : Today we’ve learned two song about “thank you” . What will you do for gratitude time? That’s all for today. Please arrange your seats before you leave, see you next time.

~ see you next time ~

1

美妙的樂音

大家呼朋引伴來歡唱，隨著音樂一起唱歌。

來歡唱

德國民歌
黃桂雲詞

稍快板

1 青 山 向 我 招 招 手，
5 淡 水 對 我 微 微 笑，
9 時 空 萬 里 無 邊 際，
13 今 天 真 是 個 好 天 氣，
21

28

音階就像是「樓梯」，高高低低真有趣，
跟着琴聲一起唱。

學唱歌

蕭雨化詞曲

稍快板

1 大 家 都 來 學 唱 歌，
5 音 階 唱 法 要 正 確，
9 太 高 太 低 都 是 錯，
13 跟着琴聲一起唱。

30



認識高音

樂曲創作接龍

這段曲中，每個小節的最後一個音，都和下一個小節的第一個音相同，試著用這個規則，在 中創作曲調吧！

29

認識C大調音階

大調音階的第一個音就是「主音」，主音是C的C大調音階，就叫C大調音階。

中央C
全音 全音 半音 全音 全音 全音 半音

唱名：C D E F G A B C
音名：C D E F G A B C

大調音階有規則，全音半音排排站，所有大調都一樣，全全半全全全半。



31

這首優美的鋼琴奏鳴曲《C大調第16號鋼琴奏鳴曲》是莫札特為鋼琴的初學者所創作的。高高低低的音符，串起美妙的旋律，試試看，一邊欣賞，一邊用手畫出曲調的線條。



● 欣賞曲主題譜例

C大調第16號鋼琴奏鳴曲 (片段)



莫札特 (Mozart, Wolfgang Amadeus 1756~1791)

莫札特出生於奧地利，四歲隨父親學習，五歲就會作曲，八歲時已完就他第一首交響樂曲，年僅十一歲就寫出歌劇。當時最著名音樂家海頓和他是好朋友，海頓也曾稱讚莫札特是最偉大的音樂家。

鋼琴是鍵盤樂器的一種，音域寬廣，表現力豐富，可以獨奏，也可以伴奏，還可以和各種樂器一起合奏，被稱為「樂器之王」。



黑鍵白鍵排排站，真是有趣，除了鋼琴之外，還有那些樂器也有鍵盤呢？

電子琴

手風琴

配合第128-129頁，與藝術家有約 33

2 感恩的季節

這首耳熟能詳的《老烏鴉》，訴說著小烏鴉雖然年紀小，卻懂得照顧老烏鴉，讓我們一起來唱這首充滿感恩的歌吧！

老烏鴉

巴赫 曲
林福裕 詞



用以下方式拍拍看看 $\frac{3}{4}$ 的節奏，體會《老烏鴉》三拍子的律動。

單人：



多人：



巴赫有一個和音樂的大家庭，他的妻子安娜也喜愛音樂，時常幫忙抄寫樂譜，巴赫寫了許多樂曲送給他，這首由小提琴演奏的〈小步舞曲〉就是其中之一。讓我們一起來欣賞，並隨著樂曲律動！



● 欣賞曲主題譜例

小步舞曲 (片段)

稍快板 巴赫曲



這首〈小步舞曲〉是不是很熟悉呢？〈老馬頭〉就是林福裕以這首樂曲的曲調配上歌詞所完成的。

因為有許多人的努力與付出，我們才能在這充滿愛的環境中快樂的學習。讓我們一起用歌聲唱出心中的感謝吧！

感謝歌

作曲者不詳
華丹美詞

稍快板

我滿心感謝上天，
賜給我美好食物，
一粥一飯，得來不易，當
要珍惜！ 珍惜！



巴赫 (Bach, Johann Sebastian 1685~1750)

巴赫從小跟父親學習小提琴和大提琴，他的父母親過世後，巴赫由大哥照顧，據說巴赫幾次想去看大哥收藏的樂譜都遭拒絕，但因為有強烈的求知欲，夜深人靜時，巴赫便悄悄地在月光下抄譜，刻苦勤學。



〈小步舞曲〉是一種三拍子的舞曲，流行於17~18世紀的歐洲宮廷，許多音樂家都創作過有名的小步舞曲。



跟著〈感謝歌〉和〈感謝您〉兩首歌曲律動，感受2拍與4拍的不同。

感謝您

法國民歌
編詞小組配詞

稍快板

我們一起大聲說句，我的家人謝謝您，
不辭辛勞，細心照料，生活大小事。
我要努力快長大，就讓我來照顧您，
為您遮風，為您擋雨，我來搭個家。



感謝歌



編詞

稍快板

1
我 滿 心 感 謝
賜 給 我
,
9
, 得 來 不 易 , 當
13
要 珍 惜 ! 珍 惜 !

感謝您

法國民歌



配詞

稍快板

1
我 們 一 起 , 大 聲 說 出 我 的
謝 謝 您 ,
5
, ,
9
我 要 努 力 快 長 大 , 就 讓 我 來
您 ,
13
為 您 遮 風 , 為 您 擋 雨 , 我 來