

110 學年度上學期宜蘭縣黎明國小 藝術與人文音樂課程雙語教學教案

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/句型
雋永之歌	<ol style="list-style-type: none"> 1. 學生能在讀譜時識別音樂符號，並透過聽唱或聽奏回應老師。 2. 學生能辨別並歸類中國樂器。 3. 學生能在聆賞樂曲過程中列舉音樂美感原則，表達自己的想法。 4. 學生能表達對音樂的感受，並嘗試運用英語說明。 5. 學生能描述樂曲創作背景與生活的關聯。 6. 學生能參與小組活動，分享並尊重他人意見。進而自行小組分工，共同規劃展演活動。 	一、中式歌曲 <ol style="list-style-type: none"> 1. 〈但願人長久〉 2. 〈花好月圓〉 二、西方歌曲 <ol style="list-style-type: none"> 1. 〈啊！牧場上綠油油〉 2. 〈我願意山居〉 三、亞洲鄰近國家歌曲 <ol style="list-style-type: none"> 1. 〈空中散步〉 2. 〈永遠同在〉 3. 〈Proud of You〉 4. 〈Proud of You〉綜合表演 	rhythm, melody, lyrics, note, quarter note, dotted quarter note, eighth note, theme, Chinese instrument, wind instrument, bowed-string instrument, plucked-string instrument, percussion instrument, four-four time, six-eight time, three-four time, clap
歌劇?音樂劇?	<ol style="list-style-type: none"> 1. 學生能在聆賞樂曲過程中表達自己的想法。 2. 學生能以小組合作方式進行學習並學會演奏。 3. 學生能表達對音樂的感受，並嘗試運用英語說明。 4. 學生能欣賞課本中各國著名歌曲，描述樂曲創作背景與生活的關聯。 5. 學生能參與小組活動，分享並尊重他人意見。進而自行小組分工，共同規劃展演活動。 	一、歌劇 <ol style="list-style-type: none"> 1. 〈The Magic Flute〉認識與欣賞 2. 〈The Magic Flute〉角色聲部配對 3. 〈快樂的捕鳥人〉 4. 〈Turandot〉認識與欣賞 5. 〈茉莉花〉演唱 6. 〈茉莉花〉演奏 二、音樂劇 <ol style="list-style-type: none"> 1. 〈The Phantom of the Opera〉 2. 〈Les Miserables〉 3. 〈Do You hear the People Sing〉 	〈The Magic Flute〉, 〈Turandot〉, 〈The Phantom of the Opera perform〉, 〈Les Miserables〉 opera, Mozart, Puccini, role(s), art form, libretto, drama, scenery, costume, pentatonic scale, fingering, soprano, mezzo-soprano, alto, tenor, baritone, bass, musical theater

2、單元設計

(一)單元架構

單元名稱	單元主題	單元活動
雋永之歌	一、中式雋永歌曲	1. 〈但願人長久〉

		2. 〈花好月圓〉	
	二、西方雋永歌曲	1. 〈啊！牧場上綠油油〉 2. 〈我願意山居〉	
	三、亞洲鄰近國家雋永歌曲	1. 〈空中散步〉 2. 〈永遠同在〉 3. 〈Proud of You〉	
歌劇?音樂劇?	一、歌劇	1. 〈魔笛〉認識與欣賞 2. 歌劇聲樂聲部 3. 〈快樂的捕鳥人〉 4. 〈杜蘭朵〉認識與欣賞 5. 〈茉莉花〉演唱 6. 〈茉莉花〉演奏	
		二、音樂劇	1. 〈The Phantom of the Opera〉 2. 〈Les Miserables〉 3. 〈Do You hear the People Sing〉

(二) (每個單元)教學設計/教案

單元名稱	雋永之歌	教學設計者	洪心怡 英文協助：陳嘉貴、周儀
學習對象	6 年級下學期	學習節次	__8__ 節課(__320__ 分鐘)
學習內容	<p>音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。</p> <p>音 E-III-5 簡易創作，如：節奏創作、曲調創作、曲式創作等。</p> <p>音 A-III-2 相關音樂語彙，如曲調、調式等描述音樂元素之音樂術語，或相關之一般性用語。</p> <p>音 A-III-3 音樂美感原則，如：反覆、對比等。</p> <p>音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。</p> <p>音 P-III-1 音樂相關藝文活動。</p> <p>音 P-III-2 音樂與群體活動。</p>		
學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>1-III-5 能探索並使用音樂元素，進行簡易創作，表達自我的思想與情感。</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>2-III-2 能發現藝術作品中的構成要素與形式原理，並表達自己的想法。</p> <p>2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p> <p>3-III-2 能了解藝術展演流程並表現尊重、協調、溝通等能力。</p> <p>3-III-4 能與他人合作規劃藝術創作或展演，並扼要說明其中的美感。</p>		
學習目標	<p>1. 學生能在讀譜時識別 68 拍及反覆記號，並透過聽唱或聽奏回應老師。</p> <p>2. 學生能辨別並歸類拉弦、彈撥、吹管、打擊樂器，以肢體動作模仿樂器的演奏方式。</p> <p>3. 學生能復述音樂美感原則(反覆、對比)，並在聆賞樂曲過程中列舉，表達自己的</p>		

	<p>想法。</p> <p>4. 學生能以小組合作方式，運用二種以上音樂或生活元素進行節奏說白創作。</p> <p>5. 學生能表達對音樂的感受，並嘗試運用英語說明。</p> <p>6. 學生能欣賞課本中各國著名歌曲，描述樂曲創作背景與生活的關聯。</p> <p>7. 學生能參與小組活動，分享並尊重他人意見。進而自行小組分工，共同規劃展演活動。</p>		
教學方法	問題引導、欣賞、講述、示範、小組討論、合作學習、發表		
教學資源	康軒版六上藝術與人文電子書、YOUTUBE、PPT、電腦、投影設備、音響、各學習單、磁鐵 A3 白板		
學科英語詞彙	rhythm, melody, song, lyrics, note, quarter note, dotted quarter note, eighth note, theme, Chinese instrument, wind instrument, bowed-string instrument, plucked-string instrument, percussion instrument, recorder, four-four time, six-eight time, three-four time, clap		
學科英語句型 (視教材內容)	<ol style="list-style-type: none"> 1. What is the name of the song? 2. Sing the notes/lyrics with me. 3. Listen to the music. Swing your body. 4. Clap the beats and sing the song with me. 5. Who composed the song? 6. What instrument is it? It is a Chinese wind instrument. 7. It's four-four time/six-eight time/three-four time. 8. There are six beats in each bar. 9. Now, we are going to do a canon in four-four time. 10. I do the first four beats, and then it's your turn. 11. After I sing the first two bars, then you sing from the beginning. 12. How many beats? / How many syncopations are there in the song? 13. Four-four times (3/4) is four beats in a bar. Each beat is the quarter note. 14. When you hear the theme, please go around in the classroom. 15. Sing the song and do the movements with music. 16. Where is the song from? 17. Toss the eraser with the rhythms. 18. Clap your hands./ Pat your legs. 19. Read the lyrics out. What do the lyrics mean? 20. Now listen to the song one more time. 21. Now we are going to watch a video. This video is about _____. 22. What do you see in the video? 23. Which picture matches the music? Why? 24. Please choose the notes and draw them on your whiteboard. 25. How do you feel about the song? 		
教學主題一：中式雋永歌曲		教學資源	評量
<p>活動一 但願人長久</p> <p>一、暖身活動(5分鐘)-- 丟接橡皮擦(節奏感練習)</p> <p>1. Greeting</p> <p>2. 丟接橡皮擦(節奏感練習)</p> <p>Tr: Do you have an eraser? Take it out, please.</p> <p>Tr: Look at me. (老師演唱〈但願人長久〉+左右手丟接橡皮擦)</p>		電子教科書	學生能在正確拍點上丟接橡

<p>Tr: Follow me. Toss the eraser with the rhythms. (提醒學生跟著節奏，左右手要分開，不亂丟，不離開座位。)</p> <p>二、發展活動(25 分鐘)--演唱教學</p> <p>1. 唱名演唱 Tr: Take out your book. Turn to page 22. Tr: What is the name of the song? Ss: 〈但願人長久〉。 Tr: Sing the notes with me.</p> <p>2. 樂曲結構討論、附點四分音符複習 教師帶領學生確認調號、拍號、樂句節奏型及換氣的地方，引導學生找出曲調、節奏相似樂句、附點四分音符+八分音符、圓滑線和連結線分辨。 Tr: What is this note? Ss: Dotted quarter note. (或中文) Tr: Good! 附點四分音符和四分音符有什麼不同? Ss: (學生以中文回答) Tr: Great! 附點四分音符因為多了一個點所以拍子比較長。 Tr: 長多少? 為什麼? Ss: (學生以中文回答)</p> <p>3. 歌詞演唱教學 (1) 引導學生聆聽音樂，隨著音樂自然左右擺動身體。 Tr: Listen to the music. Swing your body. Tr: How do you feel about the song? Ss: (使用中英文自由發表) (2) 引導學生唱曲調，並拍打節奏。 Tr: Listen to me. Clap the beats and sing the song with me. (3) 音高唱準確後，教師清唱帶領學生拍節奏帶入歌詞演唱。 Tr: Sing the lyrics with me. 老師教學並解說歌詞。 (4) 與學生討論樂句、歌詞、情緒表達。 Tr: How do you feel about the melody? Ss: (使用中英文自由發表) Tr: How can we express feelings with music? Ss: (使用中英文自由發表) (5) 學生熟練後教師彈琴伴奏。 Tr: Let's sing the song with the piano.</p> <p>三、綜合活動(10 分鐘) 音樂小劇場(音樂背景故事創作)</p> <p>1. Tr: This video is about 蘇東坡。欣賞本課主題〈但願人長久〉相關短片 Tr: What do you see in the video? Ss:(以中文發表) Tr: Good job! Tr: 蘇東坡什麼狀況下創作了這闕詞? 有記錄嗎? 在哪裡? Ss:(中文發表)。</p> <p>2. 學生創作 Tr: 每一首樂曲都有作者想要表達的情境或感情，我們體會蘇東坡作這闕詞當下的心境，嘗試成為樂曲中的主角，你的故事會是什麼呢? 看看老師的範本，寫下你的音樂背景故事(四句話，30 字內)。</p> <p>3. 完成後請學生錄音發表上傳到 Google classroom。(旁白朗誦+影片)</p> <p>4. Tr: Any questions? That's all for today. Goodbye.</p>		<p>皮擦</p> <p>學生能正確演唱音符唱名</p> <p>學生能理解並正確應用音樂符號</p> <p>學生能正確演唱歌曲</p> <p>學生能運用音樂語彙描述情緒並在演唱時運用</p> <p>學生能描述歌曲樂曲創作背景與生活關聯</p> <p>學生依指示嘗試創作</p>
<p>活動二 〈花好月圓〉</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting 2. 節奏律動 Tr: Listen to the song. 〈花好月圓〉 Pay attention to the music. Tr: Pat your body with the beats of the music.</p> <p>二、發展活動(25 分鐘) 〈花好月圓〉國樂欣賞</p>	<p>電子教科書</p>	<p>學生能在正確拍點拍身體</p>

<p>1. 主題旋律教學(彈奏鋼琴，讓學生熟悉並哼唱曲調。) Tr: Listen to the music. Sing the theme A with me. 教師以譜例帶領學生哼唱主題 A。</p> <p>2. 樂曲結構教學(老師以譜例解說「花好月圓」主題、副題順序。) Tr: Tell me. How many times do you hear the theme A? 2 times? 3 times? Tr: Now listen to the song one more time. Let's count together. Tr: Now listen. Which one is the theme B? 教師以鋼琴彈奏三段不同的旋律，讓學生找出主題 B。</p> <p>3. 樂曲感受帶領 Tr: Now we are going to listen to the song. 教師播放完整的樂曲。引導學生自由想像樂曲意境，並發表對樂曲的感受。 Tr: How do you feel about the song? Ss:(以中文或英文發表)。</p> <p>4. 樂曲背景介紹 Tr: Take out your books. Turn to page 24. What is the name of the song? Ss: 花好月圓。 Tr: Who composed the song? Ss: 黃貽鈞。 Tr: Now we are going to watch a video. This video is about 花好月圓。 教師播放〈花好月圓〉影片，介紹樂曲是描寫月下花叢中輕歌曼舞的音樂，是流傳甚廣深受人們喜愛的經典傳統國樂合奏曲。</p> <p>三、綜合活動(10 分鐘) 國樂團認識(吹拉彈打分辨)</p> <p>1. 老師以樂曲片段引導學生認識各國樂器樂器分類 Tr: What do you see in the video? What are they playing? Ss: They are playing the Chinese wind/ bowed-string/ plucked-string/ percussion instruments. (或以中文回答)</p> <p>2. 播放各樂器聲音讓學生聽辨，討論各類樂器演奏方式及聲音特色。 (1)Chinese wind instruments 吹管：笛、簫、笙、嗩吶等。 (2)Chinese bowed-string instruments 拉弦：高胡、二胡、中胡、革胡、倍革胡等。 (3)Chinese plucked-string instruments 彈撥：柳琴、琵琶、古箏、揚琴、阮咸、三弦等。 (4)Chinese percussion instruments 打擊：堂鼓、鑼、鈸、木魚。</p> <p>3. Tr: Now we are going to listen to the song one more time. 引導學生聽辨各段主奏樂器。(齊奏→吹管→拉弦→彈撥→拉弦→低音→彈撥)</p> <p>4. 再次播放〈花好月圓〉影片，全班分成三組：吹管、拉弦、彈撥，並引導各組隨著各段樂曲的演奏，用雙手模仿該種樂器的演奏姿勢。</p> <p>5. Tr: Any questions? That's all for today. Goodbye.</p>		<p>學生能正確哼唱主題 A 學生理解並能復述音樂作曲手法(反覆) 學生能嘗試運用英/中文表達對音樂的感受 學生能描述歌曲樂曲創作背景與生活關聯 學生能聽辨並歸類拉弦、彈撥、吹管、打擊樂器 學生能以肢體動作模仿各樂器演奏方式</p>
<p>教學主題二：西方雋永歌曲</p>	<p>教學資源</p>	<p>評量</p>
<p>活動一〈啊！牧場上綠油油〉</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting</p> <p>2. Body percussion in canon Tr: Follow me. (每輪四拍，老師先做四拍，學生跟做，每組中斷一次) Tr: It's four-four time. Now, we are going to do a canon in four-four time. Tr: I do the first four beats, and then your turn.</p>	<p>電子教科書</p>	<p>學生能正確跟著老師律動</p>

<p>(老師先做四拍，學生跟做，不中斷)(8-10 個動作)</p> <p>二、發展活動(25 分鐘) 演唱教學</p> <p>1. 樂曲感受帶領</p> <p>Tr: Now listen to the song. Close your eyes. Pay attention to the music. 教師播放樂曲，引導學生閉眼安靜聆聽，並發表對樂曲的感受。 (https://www.youtube.com/watch?v=7meRgz5iUcg)</p> <p>Tr: How do you feel about the song? Ss:(如美麗的景色、愉快的心情)</p> <p>Tr: Which picture matches to the music? Why? (老師展示三張不同圖片：高樓大廈、牧場、菜市場) Ss:(以中文發表)。</p> <p>2. 樂曲背景介紹</p> <p>Tr: Take out your books. Turn to page 26. What is the name of the song? Ss: 啊！牧場上綠油油。Tr: Where is it from?</p> <p>Tr: Now we are going to watch a video. This video is about 「啊！牧場上綠油油」。(教師播放斯洛伐克、捷克版本，介紹樂曲背景)</p> <p>3. 樂曲演唱教學(教師以譜例帶領學生演唱歌詞)</p> <p>(1)引導學生自然站立身體放鬆，以(或ㄉㄨ、ㄉㄩ音)習唱曲調。 Tr: Listen to me. Clap the beats and sing the song with me.</p> <p>(2)音高唱準確後，教師清唱帶領學生拍節奏帶入歌詞演唱。</p> <p>(3)卡農演唱教學 Tr: Now, we are going to do a canon. After I sing the first two bars, then you sing from the beginning.</p> <p>(4)等學生唱熟後再分組卡農，教師彈琴伴奏。</p> <p>4. 樂理教學：認識 Fine、D.C.(教師解釋反覆記號)</p> <p>5. 樂曲結構討論</p> <p>Tr: Now sing the song one more time. (教師帶領學生確認調號、拍號、樂句節奏型及換氣的地方，引導學生找出曲調、節奏相似的樂句、引導切分音的節奏表現活潑。)</p> <p>Tr: How many syncopations are there in the song? Ss:(以中文/英文發表)</p> <p>三、綜合活動(10 分鐘) 曲調創作</p> <p>1. 問答句介紹 (教師帶領學生練唱問答句，並嘗試找出其中的規律)</p> <p>Tr: Listen to the song one more time. How do you feel about it? Tr: What is the same or what is different between the two songs?</p> <p>2. 帶領學生討論：問句就像我們的疑問句，曲調會略微上揚，答句會略為下降。</p> <p>3. 指導學生兩人一組依據節奏型態，練習問句與答句的曲調創作，並記在五線譜中。(創作提示：可運用音階、跳進音程、同音反覆、模進)</p> <p>4. 創作發表與欣賞：鼓勵學生兩人一組上臺演奏或演唱出創作曲調。</p> <p>5. Tr: Any questions? That's all for today. Goodbye.</p>		<p>學生能嘗試運用英/中文描述歌曲樂曲背景與生活關聯，並表達對音樂的感受</p> <p>學生能在讀譜時識別反覆記號並運用在演唱上</p> <p>學生能理解並復述作曲技巧(反覆、模進)</p> <p>學生能參與小組活動，以小組合作方式，運用音樂或生活元素進行創作並分享尊重他人意見。</p>
<p>活動二〈我願意山居〉</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting</p> <p>2. Body percussion in canon</p> <p>Tr: Follow me. There are six beats in each bar. It's six-eight time. Tr: Now, we are going to do a canon in six-eight time. (10-15 個動作)</p> <p>二、發展活動(20 分鐘) 演唱教學</p> <p>1. 樂曲感受帶領</p>	<p>電子教科書</p>	<p>學生能正確跟著老師律動</p> <p>學生能嘗</p>

<p>Tr: Now listen to the song. Close your eyes. Pay attention to the music. 教師播放樂曲，引導學生閉眼安靜聆聽，並發表對樂曲的感受。</p> <p>Tr: How do you feel about the song? Ss:(如美麗的景色、愉快的心情)</p> <p>Tr: I'll show you three houses. Which one do you like? Why? (老師展示三張不同居住環境的圖片) Ss:(以中文或英文發表)。</p> <p>2. 樂曲背景介紹</p> <p>Tr: Take out your books. Turn to page 28. What is the name of the song? Ss: 「我願意山居」 Tr: Where is it from? Ss: It is from the USA.</p> <p>Tr: Now we are going to watch a video. This video is about 「我願意山居」。(音樂背景描寫美國西部壯闊的平原美景，表現人與大自然和諧，引導學生演唱時想像自己正身處大自然中，唱出愉快的歌聲。)</p> <p>3. 樂曲結構討論</p> <p>引導學生歌曲的調號、拍號、節奏型及換氣的地方，曲調、節奏相似的樂句。提醒學生演唱時注意圓滑線及連接線的不同。</p> <p>4. 認識 68 拍子</p> <p>Tr: Four-four times (3/4) is four beats in a bar. Each beat is the quarter note. Tr: Six-eight times is six beats in a bar. Each beat is the eighth note.</p> <p>5. 樂曲演唱教學(教師以譜例帶領學生演唱歌詞)</p> <p>(1) 引導學生自然站立身體放鬆，聆聽音樂。 Tr: Listen to the music. Swing your body with me.</p> <p>(2) 引導學生以唱名習唱曲調，並拍打節奏。 Tr: Listen to me. Clap the beats and sing the song with me.</p> <p>(3) 音高唱準確後，教師清唱帶領學生拍節奏帶入中文歌詞演唱。 Tr: Listen to me. Clap the beats and sing the lyrics with me.</p> <p>(4) 與學生討論樂句、歌詞、情緒表達。 Tr: How do you feel about the melody? Ss: (使用中英文自由發表) Tr: How can we express feelings with music? Ss: (使用中英文自由發表)</p> <p>(5) 學生唱熟後，教師彈琴伴奏。</p> <p>三、綜合活動(15 分鐘) 五線譜拼圖遊戲</p> <p>1. 聆聽英文歌詞版。(民歌有多段歌詞，在這裡只選用第一段)</p> <p>2. 引導學生分組討論，聆聽音樂，排列出五線譜拼圖，再依五線譜下方的英文歌詞分組演唱英文版。</p> <p style="text-align: center;">Oh, give me a home where the buffalo roam. Where the deer and the antelope play. Where seldom is heard a discouraging word. And the skies are not cloudy all day. Home, home on the range. Where the deer and the antelope play. Where seldom is heard a discouraging word. And the skies are not cloudy all day.</p> <p>3. Tr: How do you feel about the song now? Ss:(以中文或英文回答)</p> <p>4. Tr: Any questions? That's all for today. Goodbye.</p>		<p>試運用英/中文描述歌曲樂曲背景與生活關聯，並表達對音樂的感受</p> <p>學生能在讀譜時識別 68 拍並運用在演唱及律動</p> <p>學生能運用音樂語彙描述情緒並在演唱時運用</p> <p>學生能參與小組活動，以小組合作方式分享尊重他人意見。</p>
<p>教學主題三：亞洲鄰近國家雋永歌曲</p>	<p>教學資源</p>	<p>評量</p>

<p>活動一〈空中散步〉</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting Tr: Good morning, class. Is everybody here? / Who's not here? Ss: Yes. / 或回答缺席號碼。 Tr: Let's start our class.</p> <p>2. 節奏律動 Tr: Listen to the song. Follow me. 教師播放〈空中散步〉引導學生跟著音樂暖身律動。</p> <p>二、發展活動(25 分鐘) 〈空中散步〉管弦樂+鋼琴協奏欣賞</p> <p>1. 樂曲背景介紹 Tr: How do you feel about the song? Ss:(以中文或英文發表)。 引導學生自由想像樂曲意境，並發表對樂曲的感受。 Tr: Take out your books. Turn to page 30. What is the name of the song? Ss: 〈空中散步〉 Tr: Who composed the song? Ss: 久石讓。 Tr: Now we are going to watch a video. This video is about 空中散步。 教師簡介〈霍爾的移動城堡〉，與樂曲〈空中散步〉的情境，提示學生，只要是女主角蘇菲出現時，這首主題曲就會出現。大略介紹宮崎駿與久石讓。</p> <p>2. 主題旋律(theme)教學(彈奏鋼琴，讓學生熟悉並哼唱曲調。) Tr: Listen to me. Clap the beats and sing the theme with me. 教師以譜例帶領學生哼唱主題旋律，並跟著拍子律動。</p> <p>3. 樂曲結構教學 教師播放樂曲，引導學生依各樂段音樂，以肢體動作左右擺動，感受 3 拍子及其曲趣。 Tr: Now we are going to listen to the music one more time. Follow me. Swing your body and step in three-four time. Tr: When you hear the theme, please go around in the classroom. Pat your leg. 教室內行走(一步一拍)，手拍腿(一下三拍)</p> <p>4. 複習 34、68 等拍號的意義，並說明這兩種拍號不同。 Tr: It's three-four times. / It's six-eight times. Tr: Three-four times is three beats in a bar. Each beat is the quarter note. Tr: Six-eight times is six beats in a bar. Each beat is the eighth note.</p> <p>5. 複習各種音符的時值，並學習以身體感受節奏。 Tr: Now, we are going to review the notes. Tr: What's the name of the note? (Ss: Half/ Quarter/ Eighth note.) Tr: How many beats? (Ss: 2, 1, 1/2 beats.) Tr: Look at the screen. Your right hands pat the beat on the table. Left hands pat the rhythm. 教師引導學生依譜例拍節奏和固定拍。</p> <p>三、綜合活動(10 分鐘) 節奏創作+主題變奏</p> <p>1. 教師帶領學生寫下四小節 34 拍子的節奏。 Tr: Please choose the notes and draw it on your whiteboard.</p> <p>2. 指導學生四人一組，將大家的節奏組合，配合〈空中散步〉主題，創作〈空中散步〉主題變奏。(創作提示：每小節的旋律不變，主題以類似同音反覆等手法配合節奏組合改編)</p> <p>3. 創作發表與欣賞：鼓勵學生兩人一組上臺演奏或演唱出主題變奏。</p> <p>4. Tr: Any questions? That's all for today. Goodbye.</p>	<p>電子教科書</p>	<p>學生能正確跟著老師律動</p> <p>學生能嘗試運用英/中文描述歌曲樂曲背景與生活關聯，並表達對音樂的感受</p> <p>學生能識別 3 拍子並運用在音樂律動</p> <p>學生能以小組合作方式運用音樂或生活元素進行創作</p>
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<p>活動二〈永遠同在〉</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting :</p> <p>Tr: Good morning class. Is everybody here? / Who's not here? Ss: Yes. /或回答缺席號碼。 Tr: Who doesn't have a recorder? Come here and borrow one from me. OK, Let's begin our class.</p> <p>2. 節奏律動</p> <p>Tr: Listen to the song. Do the movements follow me. 教師播放〈永遠同在〉引導學生跟著音樂暖身律動(拍手、拍膝、踏足等肢體動作)。</p> <p>二、發展活動(25 分鐘) 〈永遠同在〉直笛教學</p> <p>1. 樂曲背景介紹</p> <p>Tr: How do you feel about the song? Ss:(以中文或英文發表)。 引導學生自由想像樂曲意境，並發表對樂曲的感受。 Tr: Take out your books. Turn to page 32. What is the name of the song? Ss: 〈永遠同在〉 Tr: Who composed the song? Ss: 久石讓。 Tr: Now we are going to watch a video. This video is about 空中散步。 教師簡介〈神隱少女〉，與樂曲〈永遠同在〉的情境。問答複習宮崎駿與久石讓。</p> <p>2. 直笛演奏教學</p> <p>Tr: Listen to me. Clap the beats and sing the theme with me. 教師以譜例帶領學生以唱名哼唱曲調，並跟著拍子律動。 Tr: Now, take out your recorder. Let's learn the 〈永遠同在〉。 Tr: How to play Fa? (Ss:0123467) How to play B flat? (Ss:0134) Tr: Good. Play the song with me.指歌曲音符學生吹奏直笛。</p> <p>3. 指導學生斷奏與圓滑不同的運舌法，提醒學生演奏時運舌和氣流應為相反方向。圓滑並非不運舌，只是運舌間距短，舌頭較軟，斷奏要小心音色不可過爆，運舌間距較長，舌頭較硬。(詳細運舌法仍以樂曲需要調整)。</p> <p>4. 教師以直笛吹奏曲調，學生安靜聆聽。 Tr: Now, I will play the song. Pay attention to this.</p> <p>5. 全班以齊奏的方式練習吹奏。提示學生開始練習時，速度宜慢，待熟練後再以快板的速度進行練習。全班分組，輪流吹奏兩段曲調。</p> <p>三、綜合活動(10 分鐘) 第二聲部創作</p> <p>1. 教師帶領學生嘗試練習簡化〈永遠同在〉A 段旋律，以每小節剩一個音，且小節之間級進為目標。</p> <p>2. 指導學生，將簡化後的音，以四分音符同音反覆，或附點二分音符的長音，謄寫在五線譜上，組織成為〈永遠同在〉二部伴奏。</p> <p>3. 創作發表與欣賞：鼓勵學生兩人一組上臺演奏二部合奏。</p> <p>4. Tr: Any questions? That's all for today. Goodbye.</p>	<p>電子教科書</p>	<p>學生能用英語回應課室課英語</p> <p>學生能正確跟著老師律動</p> <p>學生能嘗試運用英/中文描述歌曲樂曲背景與生活關聯，並表達對音樂的感受</p> <p>學生能正確吹奏直笛</p> <p>學生能以小組合作方式運用音樂或生活元素進行創作</p>
<p>活動三〈Proud of You〉演奏教學</p> <p>一、暖身活動(5 分鐘)</p> <p>1. Greeting :</p>		

<p>Tr: Good morning class. Is everybody here? / Who's not here? Ss: Yes. /或回答缺席號碼。 Tr: Who doesn't have a recorder? Come here and borrow one from me. OK, Let's start our class.</p> <p>2. 節奏律動 Tr: Listen to the song. Do the movements with me. 教師播放〈Proud of You〉引導學生跟著音樂暖身律動(拍手、拍膝、踏足等肢體動作)。</p> <p>二、發展活動(25 分鐘) 〈Proud of You〉演奏教學</p> <p>1. 樂曲感受帶領 Tr: Now listen to the song. Close your eyes. Pay attention to the music. 教師播放樂曲，引導學生閉眼安靜聆聽，並發表對樂曲的感受。 Tr: How do you feel about the song? Ss:(如美麗的、愉快的)</p> <p>2. 樂曲背景介紹 Tr: Take out your books. Turn to page 34. What is the name of the song? Ss: 〈Proud of You〉 Tr: Who composed the song? Ss: 陳光榮。 Tr: Now we are going to watch a video. This video is about 陳光榮. 教師簡介陳光榮，與樂曲〈Proud of You〉的意義。</p> <p>3. 樂曲結構討論 Tr: What is this note/ sign? Ss: (各種音符、拍號) 以提問方式引導學生觀察樂譜，理解歌曲調號、拍號、節奏型及換氣處，注意圓滑線及連接線，留心曲調、節奏相似的樂句。</p> <p>4. 直笛演奏教學 (1) 教師以直笛吹奏曲調，學生安靜聆聽。 Tr: Now, I will play the song. Swing your body with me. (2) 學生以唱名唱曲調，並拍打節奏。 Tr: Clap the beats and sing the song with me. (3) 音符唱熟以後，指導直笛吹奏。並以提問方式確認指法熟悉度。 Tr: Now, take out your recorder. Let's play the song. Tr: How to play "Fa"? Ss: (0123467) Tr: How to play "do"? Ss: (02) (4) 指歌曲音符學生吹奏直笛。 Tr: Good. Play the song with me. (5) 直笛演奏法指導，複習圓滑運舌法，提醒學生演奏時運舌和氣流為相反方向。圓滑並非不運舌，只是運舌間距短，舌頭較軟。 (詳細運舌法仍以樂曲需要調整)。 (6)與學生討論樂句、歌詞、情緒表達。 Tr: How do you feel about the melody? Ss: (使用中英文自由發表) Tr:How can we express feelings with music? Ss: (自由發表) (7) 學生熟練後教師彈琴伴奏。Tr: Let's play the song with the piano.</p> <p>三、綜合活動(10 分鐘) 音樂律動創作</p> <p>1. 引導學生兩人一組，一人演奏，另一人做肢體律動創作。 Tr:每一首樂曲都有作者想要表達的情境或感情，我們作曲者當下的心境，嘗試成為樂曲中的主角，將樂曲分為三段，三段個想出不同的肢體動作，跟著拍子完成動作。</p> <p>2. 教師協助錄影上傳到 Google classroom。(肢體律動+音樂演奏)</p> <p>3. Tr: Any questions? That's all for today. Goodbye.</p>	<p>電子教科書</p>	<p>學生能用英語回應課室課英語</p> <p>學生能正確跟著老師律動</p> <p>學生能嘗試運用英/中文描述歌曲樂曲背景與生活關聯，並表達對音樂的感受</p> <p>學生能正確吹奏直笛，並運用音樂語彙描述情緒</p> <p>學生能以小組合作方式運用音樂或生活元素進行創作</p>
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活動四 〈Proud of You〉 演唱教學 + 綜合表演

一、暖身活動(6 分鐘)

1. Greeting :
2. 直笛複習 Tr: Take out your recorders. Let's review the song 〈Proud of You〉.
3. 節奏律動 Tr: Listen to the music. Do your own movements with the music.
教師播放 〈Proud of You〉 引導學生(分組)隨音樂回憶上週的律動創作。

二、發展活動(15 分鐘) 〈Proud of You〉 英文歌詞演唱教學

1. 樂曲演唱教學(教師以譜例帶領學生演唱歌詞)
 - (1) 教師以節奏帶念歌詞教學，並拍打節奏。
Tr: I know you sang the song in English class before. Now, please read the lyrics out and clap the beats. (老師示範)
 - (2) 教師清唱帶領學生英文歌詞演唱並調整音準。
Tr: Sing the lyrics with me.
 - (3) 與學生討論樂句、歌詞、情緒表達。
Tr: How do you feel about the song? Ss: (使用中英文自由發表)
Tr: What can you do to show your feelings when you sing or play Theme A or B? For example, you can sing it more loudly / faster...
Ss: (自由發表)
 - (4) 學生歌詞熟練後教師彈琴伴奏。Tr: Sing the song with the piano.
 - (5) 律動回想引導：學生分組練習上週所創作的動作。
Tr: This time, let's sing the song and do the movements.

三、綜合活動(20 分鐘) 音樂旁白創作

1. 引導學生創作
Tr: 嘗試過以肢體律動表達樂曲中的情感，現在讓我們說出主角的心聲。
Tr: I want you to write something to your friends/teachers/family.
You may look here, and write your own sentences.

同學/朋友類(底線處為填空欄位)

Dear Dino,

Thank you for being my friend.

You are a great friend.

We're going to graduate.

I want to say, "Don't forget me."

Danny

家人/師長類

Dear Ms. Hung,

Thank you for helping/teaching me.

You are a good teacher.

I am going to graduate.

I want to say, "Goodbye."

Danny

2. 分組討論，搭配上週的肢體動作，分配工作演奏、演唱、律動、旁白。
Tr: Now in your group, please discuss who will sing, who will play the recorder and who will read the English sentences.
3. 分組練習音樂旁白律動綜合表演。Tr: Now work in your group, go.
4. 老師抽一組上台表演。Tr: Let's give them a big hand.
5. Tr: Any questions? That's all for today. Goodbye.

電子教科書、PPT、電腦、投影設備、音響、各組 A3 學習單

學生能用英語回應課室課英語

學生能正確跟著老師律動

學生能以英文正確演唱歌詞，並運用音樂語彙描述情緒

學生能以小組合作方式運用進行創作

單元課程	二 歌劇?音樂劇?	教學設計者	洪心怡, 陳嘉貴, 周 儀
學習對象	六年級	學習節次	9
核心素養	總綱核心素養項目	領域核心素養具體內涵	
	A2 系統思考與解決問題 B1 符號運用與溝通表達 B3 藝術涵養與美感素養	藝-E-A2 認識設計思考, 理解藝術實踐的意義。 藝-E-B1 理解藝術符號, 以表達情意觀點。 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。	
學習內容		學習表現	
音 E-III-2 樂器的分類、基礎演奏技巧, 以及獨奏、齊奏與合奏等演奏形式。(藝-E-B1)		1-III-1 能透過聽唱、聽奏及讀譜, 進行歌唱及演奏, 以表達情感。(藝-E-B1, 表現)	
音 A-III-2 相關音樂語彙, 如曲調、調式等描述音樂元素之音樂術語, 或相關之一般性用語。(藝-E-B3)		2-III-1 能使用適當的音樂語彙, 描述各類音樂作品及唱奏表現, 以分享美感經驗。(藝-E-B3, 鑑賞)	
音 A-III-1 器樂曲與聲樂曲, 如: 各國民謠、本土與傳統音樂、古典與流行音樂等, 以及樂曲之作曲家、演奏者、傳統藝師與創作背景。(藝-E-A2)		2-III-4 能探索樂曲創作背景與生活的關聯, 並表達自我觀點, 以體認音樂的藝術價值。(藝-E-A2 鑑賞)	
學習目標	<ol style="list-style-type: none"> 1. 學生能在聆賞樂曲過程中表達自己的想法。 2. 學生能以小組合作方式進行學習並學會演奏。 3. 學生能表達對音樂的感受, 並嘗試運用英語說明。 4. 學生能欣賞課本中各國著名歌曲, 描述樂曲創作背景與生活的關聯。 5. 學生能參與小組活動, 分享並尊重他人意見。進而小組分工, 共同規劃展演活動。 		
教學方法	問題引導、欣賞、講述、示範、小組討論、合作學習、發表		
英語學習 content vocabulary / sentence pattern	<p>★學科英語詞彙 〈The Magic Flute〉, 〈Turandot〉, perform, opera, Mozart, Puccini, role(s), art form, libretto, drama, scenery, costume, pentatonic scale, fingering, soprano, mezzo-soprano, alto, tenor, baritone, bass, musical theater</p> <p>★學科(課室)英語</p> <ol style="list-style-type: none"> 1. She/ He is performing the opera 〈The Magic Flute〉 / 〈Turandot〉 . 2. This is the song in the opera. What is the name of the song? 3. Who composed the opera? This video is about “Mozart”/ “Puccini”. 4. What is the song about? What does the role do? How do you feel about the song? 5. What can we see in an opera? 6. An opera is an art form. There are libretto, music, drama, dance, scenery, and costumes. 7. Which song is your favorite in the opera? 8. Which singer’s vocal is higher? “Queen of the Night” is Coloratura soprano. 9. Coloratura soprano is almost the highest vocal in the vocal types. 10. What do you see in the video? 11. How do you feel about the song? 12. Listen to the voice. Is it high or low? 13. How to play the notes? Please read the fingering out. 14. I point to the notes and you play the notes. 15. Team leaders, please check the fingerings of your teammates. 16. Now let’s play the whole song with your recorders. 17. Each team stands up and plays the music together. 18. Which one do you like more? Why? 19. This week, our homework is to practice the song 10 times. 		

教學活動設計

教學活動內容及實施方式	時間	學習評量重點
<p>The first lesson 〈魔笛〉 1</p> <p>Greeting : T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here?) T: Do you have the student books? (Ss: Yes.) T: Good. Let ' s start our class.</p> <p>Presentation + Activity : 〈魔笛〉 認識與欣賞</p> <p>1. 教師播放歌劇〈魔笛〉歌曲〈復仇的火焰〉片段，學生仔細聆聽。 (影片參考：https://www.youtube.com/watch?v=L4HUTaExyfo) T: Look at the screen. Watch the video. What do you see in this video? What is she doing? (Ss: She is singing. 或以中文回答。) T: She is performing the opera 〈The Magic Flute〉. This is the song 〈復仇的火焰〉 in the opera.</p> <p>2. 教師播放電子書中作曲家莫札特生平相關影片片段。 T: Today we're going to learn about the opera 〈The Magic Flute〉. T: Please turn to page 6. Tell me, who is the composer? S: (Mozart.) T: Good job. You're going to watch a video. The video is about "Mozart". T: When the video stops, please raise your hand and tell me anything about "Mozart". And your team will get points. Please pay attention to it.</p> <p>3. 教師以中文搭配心智圖解說〈魔笛〉劇情大綱及角色。 T: Now let's know more about 〈The Magic Flute〉.</p> <p>4. 教師播放〈The Magic Flute〉影片片段以提問帶入劇情並解說角色。 T: You're going to watch a video. Look at the screen. (影片一參考：https://www.youtube.com/watch?v=O7Wp3p3did4) (影片二參考：https://www.youtube.com/watch?v=27wGTorgvI) (影片三參考：https://www.youtube.com/watch?v=G_rR6fdpMZc) T: What do you see in this video? (T: You can speak in English or Chinese.) (學生自由回答。)</p> <p>5. 影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈快樂的捕鳥人〉、〈復仇的火焰〉、〈帕, 帕, 帕, 帕帕基諾〉 T: What is the song about? (Ss: 中文自由回答。) T: How do you feel about the song? (Ss: 依歌曲內容回答。) T: What is the role? What does he/she do? (Ss: 依歌曲內容回答。)</p> <p>6. 重複步驟 4、5 直到歌劇重點劇情、歌曲介紹結束。</p> <p>Wrap up : 1. 教師以中文搭配簡報概略介紹歌劇涵蓋層面。 T: What can we see in an opera? (Ss: 自由回答。) T: So, an opera is an art form. There are libretto, music, drama, dance, scenery and costumes. 2. 教師提問總結今天課程 T: What is an opera? You can speak in English or Chinese. (Ss: 自由回答。) T: What's the name of the opera? (S: The Magic Flute.)</p>	<p>1 min.</p> <p>3 mins.</p> <p>3 mins.</p> <p>3 mins.</p> <p>20 mins.</p> <p>5 mins.</p> <p>5 mins.</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。 ● 能專心觀賞影片 ● 能正確回應老師的問題 ● 能專心觀賞影片 ● 能踴躍且正確地回應教師提問 ● 能專心聽課 ● 能踴躍且正確地回應教師提問 ● 能正確回應老師的問題

<p>T: Who is the composer? (S: Mozart.) T: Which song is your favorite in the opera? (Ss: 中/英文回答各自想法。) T: Any questions? That's all for today. Goodbye.</p>		
<p>The second lesson 〈魔笛〉2</p> <p>Greeting : T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here?) T: Do you have the student books? (Ss: Yes.) T: Good. Let ' s start our class.</p> <p>Warm-up: 1. 教師複習上周課程，播放歌曲〈復仇的火焰〉學生仔細聆聽。 (影片參考: https://www.youtube.com/watch?v=L4HUTaExyfo) T: Listen to the song. What's the name of the song? (S: 復仇的火焰。) T: Good job. Do you remember the opera? What's the name of the opera? (S: The Magic Flute.) T: Do you know the other songs in this opera? (S: 快樂的捕鳥人。) 2. 教師以〈復仇的火焰〉、〈快樂的捕鳥人〉片段讓學生比較歌者音域高低。 T: Good. Listen to the song 〈復仇的火焰〉and 〈快樂的捕鳥人〉。 (影片參考: https://www.youtube.com/watch?v=L4HUTaExyfo) (影片參考: https://www.youtube.com/watch?v=j-DuZ0Q6GWY) T: Which singer's vocal is higher? (S: 復仇的火焰。) T: Yes, of course. The song is played by "Queen of the Night". T: "Queen of the Night" is Coloratura soprano. Coloratura soprano is almost the highest vocal in the vocal types.</p> <p>Presentation + Practice : 歌劇聲部介紹+ 〈魔笛〉角色聲部配對</p> <p>1. 教師以影片介紹歌劇聲部，並搭配簡報提問。 T: Today we're going to learn about the vocal types. Watch this video. When the video stops, I'll ask you some questions. Please raise your hand and answer me. And your team will get points. Please pay attention to it. (影片參考: https://www.youtube.com/watch?v=rilYvYJKQ6I) T: Which voice is the highest? (S: 女高音，花腔女高音。) T: Which voice is lowest? (S: 男低音。) T: Which vocal type is the male lead? (S: 女高音。) T: Which vocal type is the female lead? (S: 男高音。) 2. 教師以中文搭配簡報與角色獨唱曲音樂介紹歌劇聲部。 female vocal types: soprano(女高音),mezzo-soprano(次女高音), alto(女中音), (女高音又分為 Coloratura soprano 花腔女高音，dramatic soprano 戲劇女高音，lyric soprano 抒情女高音) male vocal types: tenor(男高音), baritone(男中音), bass(男低音)</p>	<p>1 min.</p> <p>2 mins.</p> <p>2 mins.</p> <p>5 mins.</p> <p>5 mins.</p> <p>5 mins.</p> <p>2</p>	<ul style="list-style-type: none"> 能以英文回應老師的問候。 能專心聆聽音樂並正確回應老師提問 能專心聆聽音樂並回應老師提問 能正確回應老師的問題 能專心聽課學習 能正確排列聲部卡片 能正確配對

<p>3. 學生分組討論將卡片以聲音高到低排列。 T: All the teams will get some cards of the vocal types. T: Please arrange them from high to low.</p> <p>4. 教師播放〈魔笛〉角色獨唱曲音樂，學生分組討論，依歌者的音高音色的感受猜測角色，並選擇角色卡舉起來。再選擇正確的聲部卡。 T: Now we'll listen to several songs of 〈The Magic Flute〉. T: Here are some cards of the roles. T: Listen to the song and choose the cards to match the song. (夜后: https://www.youtube.com/watch?v=L4HUTaExyfo) (學生舉起夜后卡片。) T: Good. How do you feel about the voice? Is it high or low? T: What vocal type is she? (學生舉起花腔女高音卡片。)</p> <p>5. 重複步驟四。 (帕帕基諾: https://www.youtube.com/watch?v=j-DuZ0Q6GWY) (塔米諾王子: https://www.youtube.com/watch?v=HMIC0G2ZjtA) (三個侍女: https://www.youtube.com/watch?v=3ltD-bsrcHE) (帕米娜公主: https://www.youtube.com/watch?v=B0yNVKiKPUA) (祭司薩拉斯妥: https://www.youtube.com/watch?v=xMvjGGbNhN8)</p> <p>Wrap up :</p> <p>1. 歌劇唱腔介紹 教師以中文搭配影片解說歌劇與一般唱歌發聲方式不同。 (影片參考: https://www.youtube.com/watch?v=T14YiJVfBxA&list=PL5Bkvh3D6IU0XZSAfzaWm7GCSocFyCdqX&index=3)</p> <p>2. 教師提問總結今天課程 T: What did we learn today? (You can speak in English or Chinese.) (Ss: 中/英文回答各自想法。) T: What's the name of the song? (老師播放魔笛內的曲子) What is the role? Do you like it? Why? (Ss: 中/英文回答各自想法。) T: Who is the composer? (S: Mozart.) T: How do you say the word "soprano/ tenor / bass" in Chinese? (S: 女高音/男高音/男低音。) T: Which song is your favorite in the opera? T: Any questions? That's all for today. Goodbye.</p>	<p>mins.</p> <p>10 mins.</p> <p>4 mins.</p> <p>4 mins.</p>	<p>音樂與角色 圖片與聲部</p> <ul style="list-style-type: none"> 能銜角色由高至低正確排列 能專心聽課學習 能正確回應老師的問題
<p>The third lesson 〈快樂的捕鳥人〉</p> <p>Greeting : T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here?) T: Do you have the student books and recorders? (Ss: Yes/No.) T: Who doesn't have a recorder? Come here and borrow one from me. T: Good. Let 's start our class.</p> <p>Warm-up:</p> <p>1. 教師複習上周課程，播放歌曲〈快樂的捕鳥人〉學生仔細聆聽。 (影片參考: https://www.youtube.com/watch?v=j-DuZ0Q6GWY) T: Listen to the song. What's the name of the song? (S: 快樂的捕鳥人。) T: Good job. What's the name of the opera? (S: The Magic Flute.)</p>	<p>1 min.</p> <p>3 mins.</p>	<ul style="list-style-type: none"> 能以英文回應老師的問候。 能專心觀賞影片並正確回答老師提問

<p>T: Who composed it? (S: Mozart.)</p> <p>2. 教師以中文搭配簡報簡短介紹歌劇歷史。</p> <p>Presentation + Practice : 〈快樂的捕鳥人〉教學</p> <p>1. 教師播放〈快樂的捕鳥人〉音樂介紹樂曲。引導學生思考音樂情境。 T: Listen to the song. How do you feel about the song? (Ss: 中/英文自由回答。)</p> <p>2. 教師在簡報上呈現歌曲樂譜，學生起立，腳踏歌曲節奏。 T: Today, we're going to learn the song. It's a happy song. T: Now listen to me. Is this beat or rhythm? (T 示範 beat and rhythm) T: Now, I want you to feel the rhythms with your body. (T 示範) Everyone, stand up! Put your chairs under the tables. Listen to the music and step with the rhythm. You may walk around the classroom. Don't get too close to others. (Students listen to music and walk around.) T: Good job! Go back to your seat and sit down, please.</p> <p>3. 教師在簡報上呈現歌曲樂譜，教師示範演唱樂曲音高，學生跟唱。 T: Listen to me. I'll sing the notes and you follow me.</p> <p>4. 教師在簡報上呈現歌曲樂譜，學生依教師指示演唱音符唱名。 T: Look at me. I point to the notes and you sing the notes.</p> <p>5. 教師在簡報上呈現歌曲音階譜，學生先依教師提問回答指法，再依指示演奏音符。 T: Now, please take out your recorder. We are going to play it. T: First, review the recorder fingerings. T: How to play the notes? Please read the fingering out. (S: 依提問回答) T: Please play each note for four beats.</p> <p>6. 教師在簡報上呈現歌曲樂譜並示範吹奏後由學生跟隨練習。 T: Listen to me and look at my fingers. Please pay attention to the fingering. T: I'll play the notes and you follow me.</p> <p>7. 教師在簡報上呈現歌曲音階譜，學生依指示演奏音符。 T: I point to the notes and you play the notes.</p> <p>8. 全班一起跟音樂演奏〈快樂的捕鳥人〉。 T: Play the whole song with the music together.</p> <p>9. 全班一起演奏〈快樂的捕鳥人〉。 T: Play the whole song with the opera together.</p> <p>Wrap up :</p> <p>T: What did we learn today? (You can speak in English or Chinese.) T: What's the name of the song? Do you like it? Why? T: What's the name of the opera? Who composed it? T: Any questions? That's all for today. Goodbye.</p>	<p>1 mins.</p> <p>3 mins.</p> <p>7 mins.</p> <p>3 mins.</p> <p>2 mins.</p> <p>2 mins.</p> <p>3 mins.</p> <p>3 mins.</p> <p>2 mins.</p> <p>3 mins.</p> <p>3 mins.</p>	<ul style="list-style-type: none"> ● 能專心聆聽音樂並正確回應老師提問 ● 能正確拍踏節奏 ● 能專心聆聽並跟唱旋律 ● 能正確吹奏直笛 ● 能正確回應老師的問題
<p>The fourth lesson 〈杜蘭朵〉</p> <p>Greeting:</p> <p>T: Good morning. Is everybody here? Who's not here? T: Do you have the student books/music books? T: Let 's start our class.</p>	<p>1 min.</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。

<p>Warm-up:</p> <p>1. 教師播放歌劇〈杜蘭朵〉〈公主徹夜未眠〉片段，學生仔細聆聽。 (影片參考: https://www.youtube.com/watch?v=rIXOw93iwVE) T: Look at the screen. Watch the video. What do you see in this video? What is he doing? (Ss: 中/英文自由回答。) T: He is performing the opera 〈Turandot〉. This song is 〈Nessun dorma〉.</p> <p>2. 複習人聲聲部，請學生排列音高，教師提問此歌者的音域。 T: Do you remember soprano, mezzo-soprano, alto, tenor, baritone, and bass? Please arrange these vocal types from high to low? (soprano, mezzo-soprano ...) T: Which one is the singer's part? (S: Tenor 男高音)</p> <p>3. 教師以簡報簡略介紹歌劇涵蓋層面。 T: What is an opera? (Ss: 中/英文自由回答。) T: An opera is an art form. There are words, music, stories, dance, scenery and costumes.</p>	<p>3 mins.</p> <p>3 mins.</p> <p>3 mins.</p>	<ul style="list-style-type: none"> ● 能專心觀賞影片並正確回應老師提問 ● 能小組分工依序排列 ● 能專心上課並正確回應老師提問
<p>Presentation: 〈杜蘭朵〉(Turandot)欣賞</p> <p>1. 教師播放電子書中作曲家普契尼生平相關影片片段。 T: Today we're going to learn another opera 〈Turandot〉. T: Please turn to page 10. Tell me, who is the composer? S: (Puccini or 普契尼) T: You're going to watch a video. The video is about "Puccini". T: When the video stops, please raise your hand and tell me anything about "Puccini". Please pay attention to it.</p> <p>2. 教師以心智圖簡報大略解說〈杜蘭朵〉劇情及角色。 T: Now let's know more about 〈Turandot〉.</p> <p>3. 教師播放〈杜蘭朵〉歌劇片段適當地暫停影片，以提問帶入劇情並解說角色。 (影片參考: https://www.youtube.com/watch?v=3NJ1zy_AgA0) T: We are going to watch the opera 〈Turandot〉. Look at the screen. T: What is it about? / What do you see in this video? (學生自由回答。) What is he/she doing? (T: You can speak in English or Chinese.) What do you hear in this video? (Ss: 茉莉花。)</p> <p>4. 影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈三道謎題〉、〈公主徹夜未眠〉 T: What is the song about? (Ss: 中文自由回答。) T: How do you feel about the song? (Ss: 依歌曲內容回答。) T: What is the role? What does he/she do? (Ss: 依歌曲內容回答。)</p> <p>6. 重複步驟3、4直到歌劇重點劇情、歌曲介紹結束。</p>	<p>3 mins.</p> <p>3 mins.</p> <p>14 mins.</p>	<ul style="list-style-type: none"> ● 能專心觀賞影片並正確回應老師提問 ● 能專心聽課 ● 能專心觀賞影片並正確回應老師提問
<p>Wrap up:</p> <p>1. 複習人聲聲部 T: Do you remember soprano, mezzo-soprano, alto, tenor, baritone and bass? T: Please arrange their voices from high to low.</p> <p>2. 學生小組討論依各角色獨唱曲，發表對樂曲、音色的感受，再分組合作將角色與聲部配對。</p>	<p>5 mins.</p> <p>5 mins.</p>	<ul style="list-style-type: none"> ● 能正確回應老師的問題 ● 能小組討論並將聲部與角色配對

<p>T: How many roles do you see in the video? Who are they? T: How do you feel about the voice? Is it high or low? T: Whose voice is the highest/lowest? T: Please match the roles to the parts. T: Any questions? That's all for today. Goodbye.</p>		
<p>The fifth lesson 〈茉莉花〉1</p> <p>Greeting: T: Good morning. Is everybody here? Who's not here? T: Do you have the student books/music books? T: Let 's start our class.</p> <p>Warm-up: 教師播放〈杜蘭朵〉歌劇中〈茉莉花〉出現的片段，學生仔細聆聽。 (影片一參考：https://www.youtube.com/watch?v=PAAUqGjOSxw) T: Do you remember the opera? T: How many roles do you see in the video? Who are they? T: Now let's watch the video. T: What do you hear in this video? (Ss:茉莉花。) T: Good. (以中文解說普契尼運用茉莉花的原因) T: Let's listen to the other parts. (影片二參考：https://www.youtube.com/watch?v=EqqwdgaBv9g) (影片三參考：https://www.youtube.com/watch?v=F1Qp_OCjkrk) (影片四參考：https://www.youtube.com/watch?v=M8Mlpj7qjwE) (影片五參考：https://www.youtube.com/watch?v=0HtbbXdKFZw) (影片六參考：https://www.youtube.com/watch?v=fOUPd16uKqE) (影片七參考：https://www.youtube.com/watch?v=zgjwHvdSNGc) (影片八參考：https://www.youtube.com/watch?v=r55oUQGfEio)</p> <p>Presentation + Practice: 〈茉莉花〉演唱教學</p> <ol style="list-style-type: none"> 教師播放課本內〈茉莉花〉音樂，並介紹樂曲，複習民歌。 T: Listen to the song. What's the name of the song? T: Where is it from? (S: China.) T: Do you know who composed it? (S: No.) T: No, so it is a folk song. It is a Chinese folk song. T: Do you remember folk songs? 發聲練習。 T: We're going to learn the song. T: First, follow me to make the sound. T: Sing the pentatonic scale. 五聲音階練習。 〈茉莉花〉演唱教學 T: Listen to me. 老師示範演唱樂曲。 老師領唱學生跟唱。 T: I sing the first time. And you follow me. 老師指譜學生唱音符。 T: I point to the notes and you sing the notes. 學生唸出歌詞。 T: Please read the lyrics out with the rhythm. 	<p>1 min.</p> <p>15 mins.</p> <p>3 mins.</p> <p>3 mins.</p> <p>15 mins.</p>	<ul style="list-style-type: none"> 能以英文回應老師的問候。 能專心觀賞影片並正確回應老師提問 能專心聆聽音樂並正確回應老師問題 能正確發聲 能正確演唱音階 能正確演唱樂曲

<p>7.學生演唱全曲歌詞。 T: Follow me and sing the song.全班演唱〈茉莉花〉</p> <p>Wrap up: T: What did we learn today? (You can speak in English or Chinese.) T: What's the name of the song? Do you like it? Why? T: What's the name of the opera? Who composed it? T: This week, our homework is to practice the song 10 times. T: Any questions? That's all for today. Goodbye.</p>	<p>3 mins.</p>	<ul style="list-style-type: none"> ● 能正確回應老師的問題
<p>The sixth lesson〈茉莉花〉2</p> <p>Greeting: T: Good morning. Is everybody here? Who's not here? T: Do you have the student books and recorders? T: Who doesn't have a recorder? Come here and borrow one from me. T: Let 's start our class.</p> <p>Warm-up: 1.教師播放歌曲〈茉莉花〉影片片段，學生仔細聆聽。 T: Last week we learned the opera 〈Turandot〉. There is a famous Chinese folk song in the opera. Listen to the song. (影片參考：https://www.youtube.com/watch?v=PAAUqGjOSxw&list=PLv-BZA4jLsAWCzQLhiratuurAhcmzVgNC&index=1) T: What's the name of the song? (Ss: 茉莉花) T: Where is it from? (Ss: It is from China.) T: Good. It's a Chinese folk song.</p> <p>2.教師以中文搭配簡報介紹茉莉花背景。 3.教師在簡報上呈現歌曲樂譜，學生拍唱歌曲。 T: Now listen to me. Is this beat or rhythm? T: Let's clap the beat of the song and sing the song together. T: Listen to the music and clap the beats. T: Good job!</p> <p>Presentation + Practice：〈茉莉花〉直笛教學 1.教師指導“So sharp”指法，並示範直笛吹奏。 T: Take out your recorders. T: The song in the opera is A major. So we'll learn two new fingerings today. First, this is “So sharp”. (T 示範 01245 大 6) T: There are two holes of the fingering “6”. Please put your fingers on the big one. T: Team leaders, please stand up and check the fingerings of the others. T: Good job.</p> <p>2.教師指導“do sharp”指法，並示範吹奏。 T: Now, let me show you the fingering of “do sharp”. (T 示範：12) T: Team leaders, check the fingerings of your teammates. T: Good job. This time, you play the notes “So sharp” and “do sharp” only. And I'll sing the other notes.</p> <p>3.複習“Fa#”指法，再讓學生以直笛吹奏“So#/ do#/Fa#”。 T: Do you know how to play “Fa sharp”? (S:012356.)</p>	<p>1 min.</p> <p>2 mins.</p> <p>2 mins.</p> <p>2 mins.</p> <p>5 mins.</p> <p>5 mins.</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。 ● 能專心觀賞影片 ● 能正確回應老師的問題 ● 能正確拍唱樂曲 ● 能辨識新指法 So#並吹奏 ● 能辨識新指法 do#並吹奏 ● 能辨識並複

<p>T: Good job. It is 012356. T: This time, you play the three notes “So sharp”, “do sharp”, and “Fa sharp”. Let’s try again.</p> <p>4. 老師呈現整首樂曲，學生練習指法。 T: All these notes are in the song. We will play them later. T: Now please play each note for four beats.</p> <p>5. 學生以直笛吹奏全曲。 T: Now let’s play the whole song with your recorders. Are you ready? (One two ready go.)</p> <p>6. 分組吹奏。 T: Later I’ll call your teams. Then each team stands up and plays the music together.</p> <p>7. 歌劇伴奏。 T: This time we’ll play the recorder with the opera. When you hear the song, please play your recorder with the music.</p> <p>Wrap up :</p> <p>1. 〈茉莉花〉其他版本介紹 T: We’ll hear another 〈茉莉花〉. It’s also a Chinese folk song. (影片參考: https://www.bilibili.com/s/video/BV1Jf4y197hm) T: How do you feel about it? Which one do you like more? Why? 教師播放劉文金先生創作的國樂合奏曲〈茉莉花〉，裡面包含不同版本〈茉莉花〉，請學生在聽到原來版本的時候比1，不同版本的時候比2。 T: In this video, you will hear two different 〈茉莉花〉. Please show me that it is 1 or it is 2.</p> <p>2. 總結 T: This month we learned operas. What are the names of the two operas? T: An opera is an art form. What can we see in an opera? T: Who composed 〈The Magic Flute〉? When did he do it? T: Who composed 〈Turandot〉? When did he do it? T: There are several songs. What song can you hear in the opera 〈Turandot〉? T: What song can you hear in the opera 〈The Magic Flute〉? T: There are some roles. What are the vocal types of the roles in the operas? T: Which opera do you like more? Why? T: Any questions? That’s all for today. Goodbye.</p>	<p>5 mins.</p> <p>9 mins.</p> <p>3 mins.</p> <p>3 mins.</p>	<p>習吹奏指法 Fa#</p> <ul style="list-style-type: none"> ● 能認真吹奏全曲 ● 能回應老師的問題 ● 能回應老師的問題
<p>The seventh lesson : The Phantom of the Opera</p> <p>Greeting :</p> <p>T: Good morning. Is everybody here? Who’s not here? T: Do you have the student books/music books? T: Let ' s start our class.</p> <p>Warm-up:</p> <p>1. 教師播放音樂劇〈歌劇魅影〉片段，請學生仔細聆賞。 (影片參考:) T: Look at the screen. Watch this video.</p>	<p>1min.</p> <p>30min</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。 ● 能專心觀賞影片 ● 能正確回應

<p>T: What do you see in this video? What does the character do? (Ss:自由回答。)</p> <p>T: What forms of the art can you see this video? (Ss: Music, dram, dance, scenery, and costumes.)</p> <p>T: Yes, so maybe you'll think of the video as an opera, but not. It is a musical theater. Or you can call it "musical".</p> <p>Presentation: 音樂劇簡史+四大音樂劇簡說+(The Phantom of the Opera)欣賞</p> <p>1.教師以簡報簡略介紹音樂劇涵蓋層面。</p> <p>T: Musical theater is from operetta. Operetta is light, short, relaxing opera. We can see the music, dram, dance, scenery, and costumes in a musical theater, like in operetta.</p> <p>T: But dance in the musical theater is more than opera.</p> <p>T: We can see the change of the light with the music in the musical theater.</p> <p>T: After we finish our class, you'll find more differences between musical and opera.</p> <p>2.教師以提問複習歌劇簡史，再以中文介紹音樂劇簡史。</p> <p>T: Now let's learn about musical theater. First is the brief history of musical theater. (老師以中文解說音樂劇簡史，並依投影片提問，學生回答)</p> <p>3.教師以簡報大略解說四大音樂劇及作曲者。</p> <p>T: These are the four famous musicals, 〈The Phantom of the Opera〉, 〈Les Miserables〉, 〈Cats〉, and 〈Miss Saigon〉.</p> <p>4.教師以簡報大略解說〈歌劇魅影〉劇情、角色、及作曲者。</p> <p>T: Today we're going to watch the musical 〈The Phantom of the Opera〉. These are somethings about the musical.</p> <p>5.教師播放〈歌劇魅影〉音樂劇片段，並適當地暫停影片，以提問帶入劇情並解說角色。 (影片參考:)</p> <p>T: Look at the screen. Watch the musical.</p> <p>T: What is it about? / What do you see in this video? (學生自由回答。) What is he/she doing? (T: You can speak in English or Chinese.)</p> <p>6. 影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈Think of Me〉〈Angel of Music〉、〈The Phantom of the Opera〉、〈The Music of The Night〉、〈All I ask of You〉〈Masquerade〉</p> <p>T: What is the song about? (Ss:中文自由回答。)</p> <p>T: How do you feel about the song? (Ss:依歌曲內容回答。)</p> <p>T: What does the character do? (Ss:依歌曲內容回答。)</p> <p>7. 重複步驟5、6 直到重點劇情、歌曲介紹結束。</p> <p>Wrap up: 總結，教師提問，學生小組討論、搶答。</p> <p>T: How many characters do you see in the video? Who are they? (Ss:中文自由回答。)</p> <p>T: (老師播放樂曲片段) What is the name of the song? Who is the singer? How do you feel about the song? (Ss:依歌曲內容回答。)</p> <p>T: What is difference between musical and opera? (Ss:中文自由回答。)</p> <p>T: This week our homework is "To see the musical 〈The Phantom of the</p>	<p>5min.</p>	<p>老師的問題</p> <ul style="list-style-type: none"> ● 能專心觀賞影片 ● 能踴躍且正確的回應教師提問 ● 能專心聽課 <ul style="list-style-type: none"> ● 能踴躍且正確地回應教師提問
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<p>Opera 〉 out”.</p> <p>T: Any questions? That’s all for today. Goodbye.</p>		
<p>The eighth lesson : 音樂劇唱腔 + Les Miserables(法)</p> <p>Greeting :</p> <p>T: Good morning. Is everybody here? Who’s not here?</p> <p>T: Do you have the student books/music books?</p> <p>T: Let ' s start our class.</p> <p>Warm-up:</p> <p>1.教師播放音樂劇〈悲慘世界〉片段，請學生仔細聆賞。 (影片參考:)</p> <p>T: Look at the screen. Watch this video.</p> <p>T: What do you see in this video? What does the character do? (Ss:自由回答。)</p> <p>T: What forms of the art can you see this video? (Ss: Music, dram, dance, scenery, and costumes.)</p> <p>T: So, what form of the art is it? (Ss: Musical/ Musical theater.)</p> <p>2.教師以簡報提問並複習音樂劇。</p> <p>T: Musical theater is from operetta. Operetta is light, short, relaxing opera. We can see the music, dram, dance, scenery, and costumes in a musical theater, like in operetta.</p> <p>T: What is difference between musical and opera? (Ss: Dance in the musical theater is more than opera.) (Ss: The change of the light with the music in the musical theater.) (Ss: 其餘中文自由回答。)</p> <p>Presentation: 音樂劇唱腔介紹+ 〈悲慘世界〉 (Les Miserables)欣賞</p> <p>1.教師以影片介紹音樂劇不同唱腔。</p> <p>T: Look at the screen. Watch the video. This video is about the vocals in the musical.</p> <p>2.教師以簡報解說〈悲慘世界〉劇情、角色、及作曲者。</p> <p>T: Today we’re going to watch two versions of 〈Les Miserables〉 . One is on the stage, another is movie.</p> <p>3.教師播放〈悲慘世界〉音樂劇片段，並適當地暫停影片，以提問帶入劇情並解說角色。 (影片參考:)</p> <p>T: Look at the screen. Watch the musical.</p> <p>T: What is it about? / What do you see in this video? (學生自由回答。)</p> <p>What is he/she doing? (T: You can speak in English or Chinese.)</p> <p>4.影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈Look Down〉〈Valjean’s Soliloquy〉、〈I Dreamed a Dream〉、〈Castle On A Cloud〉〈Master Of the House〉、〈Do You Hear the Please Sing〉、〈One Day More〉</p> <p>T: What is the song about? (Ss: 中文自由回答。)</p> <p>T: How do you feel about the song? (Ss:依歌曲內容回答。)</p> <p>T: What does the character do? (Ss:依歌曲內容回答。)</p>	<p>1min.</p> <p>30min</p> <p>5min.</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。 ● 能專心觀賞影片並正確回應老師的問題 ● 能專心觀賞影片並正確回應老師的問題 ● 能專心觀賞影片並正確回應老師的問題

<p>5. 重複步驟 4、5 直到重點劇情、歌曲介紹結束。</p> <p>Wrap up: 總結，教師提問，學生小組討論、搶答。 T: How many characters do you see in the video? Who are they? (Ss: 中文自由回答。) T: (老師播放樂曲片段) What is the name of the song? Who is the singer? How do you feel about the song? (Ss: 依歌曲內容回答。) T: What is difference between musical and opera? (Ss: 中文自由回答。) T: This week our homework is “To see the musical 〈Les Miserables〉 out”. T: Any questions? That’s all for today. Goodbye.</p>		
<p>The ninth lesson : 〈Do You hear the People Sing〉演唱教學</p> <p>Greeting: T: Good morning. Is everybody here? Who’s not here? T: Do you have the student books/music books?</p> <p>Warm-up: 1. 教師播放音樂劇〈悲慘世界〉〈Look Down〉片段，請學生仔細聆賞。 (影片參考：https://www.youtube.com/watch?v=1FRR_a0TV4Y) T: Watch this video. Listen to the song. T: In what musical theater is the song? (S: 〈Les Misérables〉) T: Good. 〈Les Misérables〉 is a musical theater. 2. 教師以簡報複習音樂劇。 T: Musical theater is an art form. We can see the libretto, music, drama, dance, scenery, and costumes in a musical theater, like opera. T: What is opera? (S: 歌劇。) T: Good. 〈The Magic Flute〉 is an opera. 〈Turandot〉 is an opera. 〈The Phantom of the Opera〉 is a musical theater. 〈Les Misérables〉 is a musical theater. 3. 教師播放〈Look Down〉另一片段，請學生仔細聆賞。 (影片參考：https://www.youtube.com/watch?v=hn3AXuOxnXM) T: 〈Les Misérables〉 has another 〈Look Down〉. Watch another video. T: What do you see in this video? What are they doing? (S: 中英文自由回答) T: (引導學生思考影片內容貧富不均，平民生活艱難，貴族富有但並不關心平民，因此讓平民有了抗爭的想法)</p> <p>Presentation + Practice: 〈Do You hear the People Sing?〉演唱教學 1. T: People are angry, so they want to fight. How to do? (S: 中英文自由回答) 2. 教師播放〈Do You hear the People Sing〉片段，並介紹樂曲背景。 (影片參考： T: In 〈Les Misérables〉, what do they do? Watch the video. T: What do you see? What are they doing? (S: 中英文自由回答) T: Guess it! What song is this? (S: 〈Do You hear the People Sing?〉) 3. T: Today we’ll learn the song. First, listen to the song. T: This is drumroll. Each bar has four beats. How many drumrolls in a bar? (S: Three.)</p>	<p>5 mins.</p> <p>25 mins.</p>	<ul style="list-style-type: none"> ● 能以英文回應老師的問候。 ● 能專心觀賞影片並正確回應老師的問題 ● 能專心觀賞影片並正確回應老師的問題

<p>T: Good. The first, second, third beat have drumroll. The fourth beat is a rest. Now we are going to clap the rhythms with the drumrolls. Follow me.</p> <p>4. T: Please read the lyrics out with the rhythm. 學生唸出歌詞。</p> <p>5. T: What do this sentence mean? 老師引導學生理解歌詞。</p> <p>6. T: I sing first. And you follow me. 老師領唱學生跟唱。</p> <p>7. T: Sing the song together. 全班演唱〈Do You hear the People Sing〉</p> <p>Wrap up:</p> <p>1. 〈Do You hear the People Sing〉其他版本(香港版、臺灣版)介紹 T: We are going to listen to another 〈Do You hear the People Sing〉. T: How do you feel about it? (Ss:學生自由發表)老師解說香港版本。 T: In this video, you will hear Taiwanese. 老師解說臺灣版本。</p> <p>2.總結 T: If you are...what can you do? (You can speak in English or Chinese.) T: (中文引導學生思考〈Do You hear the People Sing〉學會聆聽別人的心聲)</p>	<p>10 mins.</p>	<ul style="list-style-type: none"> ● 能正確唸唱歌詞 ● 能正確演唱歌曲 ● 能專心觀賞影片並正確回應老師的問題
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