

四年級藝術與人文領域 CLIL 雙語課程理念與設計

主題: Mouse paint		融入學科 領域	藝術 (視覺藝術)
自編		教案設計者	劉小語
國小四年級		授課時間	2 節
總綱	對應之總綱核心素養 1. B3藝術涵養與美感素養 (具備藝術感知、創作與鑑賞能力，體會藝術文化之美，透過生活美學的省思，豐富美感體驗，培養對美善的人事物，進行賞析、建構與分享的態度與能力。)		
領綱	對應之學科核心素養 1. 藝-E-A3學習規劃藝術活動，豐富生活經驗。 2. 藝-E-B3感知藝術與生活的關聯，以豐富美感經驗。 3. 藝-E-C3 體驗在地及全球藝術與文化的多元性。		
學習表現	1. 能使用視覺元素與想像力，豐富創作主題。(視 1-II-3) 2. 能觀察生活物件與藝術作品，並珍視自己與他人視覺藝術作品(2-II-2)		
學習內容	1. 色彩感知與造形的探索 (視 E-II-1) 2. 視覺元素、生活之美、視覺聯想 (視 A-II-1)		
學習目標			
1. 包含學科及語言聽說過或看過的顏色。 2. 學生能根據書的引導，完成混色與剪貼畫。(視 E-II-1 視 E-II-3)			
Language of learning			
1. 聽懂相關生字與片語，如： 顏色：orange、purple、yellow、green、blue、red 動物：mouse、mice 美術物品：papers、crayons、scissors、paintbrush、glue 美術動詞：draw、paint 2. 聽懂並運用句型表達色彩與動作 What are they? They're ____? What color is it? It's ____. What are they doing? They're _____ ..			
Language for learning (language skills)			
1. 聽懂並能詢問問題 What is it? What color is it? What are they? (引導學生描述) What colors do the mice want to paint? What do you need to do this artwork? (引導學生說明) 2. 熟悉其他語言技能 How do you spell it?			

Language through learning		
<p>聽懂在學習過程中，出現的語言，例如：介紹作品時所用語言（They are...）；完成作品時，從教師及同儕所獲得的回饋（如：They look cute.）。</p>		
For teacher	For students	
<p>1. 以英文呈現教學內容。在說明活動程序時，可中英文並用。</p> <p>2. 課室用語，儘量以英文說明。</p>	<p>學生可以中文提問、回答問題及進行討論。</p>	
<p>教學方法：合作學習法、實作教學</p> <p>教室用語：試試看 Try it. You can make it. 認真聽 Listen carefully. 專心 Pay attention. Be quiet! 小組討論 Discuss in groups of 4(5) Good job! Excellent! Awesome! Raise your hands if you have problems/ questions</p>		
教學活動		
教師	教具與時間	評量方式
<p>Warm up 引起動機</p> <p><u>Before Reading</u></p> <p>As holding up the book, ask students to describe what they see on the cover. Draw attention to the illustration and say, <i>Sometimes you can guess what a book will be about just by looking at the illustrations on the cover.</i> Ask,</p> <p><i>What are the mice doing?</i></p> <p>Point to the red, yellow, and blue jars of <i>paint</i> and the red, yellow, and blue mice as you read about them in the text.</p> <p>Make connections to children's <i>color</i> mixing activities as I pause and have them tell me what colors they think the mice will <i>mix</i> with their feet. Ask,</p> <p><i>What color do you think the mouse's red feet will make in a yellow puddle?</i></p> <p><i>What happens when red and yellow are mixed together?</i></p> <p><i>What happens to the mice when they jump in the jars of paint?</i></p> <p>發展活動</p>	<p>Book</p> <p>15mins</p>	<p>學生能配合老師的要求。</p> <p>學生能回答問題。</p> <p>學生能聽到與回答顏色的英文字並用自己學過的英文表達</p>

<p>※運用色相環介紹三原色與混色 Primary colors include red, blue and yellow. Primary colors cannot be mixed from other colors. They are the source of all other colors. Secondary colors are mixed from two primary colors adjacent to each other on the color wheel. ※教師準備三原色的蠟筆。 What are these? 例如：There are crayons.</p> <p>※教師將三原色的造形設計配合書本的顏色造型依續畫出背景呈現給學生看並提問： What are primary colors? They are red, blue and yellow What are secondary colors? They are green, orange and purple. Students will mix primary colors to make secondary colors with crayons on their white papers.</p> <p>※老師展示其他學生作品並說明老鼠的造形設計。 ※教師示範做提問? What is it? It's a mouse. What are they? They're three mice. What colors do you see? What do they have? They have eyes、ears、feet、and a tail. ※老師也介紹其他不同的主角設計給學生欣賞。 Who ,paint?</p> <p>※老師指導製作流程： Step1：We are going to draw the body parts of the mouse with your pencils. Show students artworks. Have students design their own body parts on the paper</p>	<p>色相環5 mins</p> <p>實物教學 20mins</p> <p>學生作品 5mins</p>	<p>學生能發揮觀察力說出三原色與混色色系。</p> <p>學生能完成三原色與混色的背景</p> <p>學生能說出老鼠作品身體的基本部位</p> <p>學生能設計出老鼠或是其他造型的主角，剪貼出可愛的動作。</p>
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