

藝術與人文領域-音樂科目 東山國小五年級 110 下學期單元教案


主題名稱	搖籃曲	教學設計者	鄭曉玫	英語協同教師	李珮綺
教學對象	五年級	教學節次	8 週 8 節/每週 1 節		
領綱 核心素養指標	<p>一、嘗試與探索各種不同音源，進行創作。</p> <p>二、運用各種音樂資訊、輔助音樂的學習與創作。</p>				
領綱 學習 重點	學習 表現	<p>2-3-9 透過討論、分析、判斷等方式，表達自己對藝術創作的審美經驗與見解。</p> <p>2-3-10 參與藝文活動，記錄、比較不同文化所呈現的特色及文化背景。</p> <p>3-3-11 以正確的觀念和態度，欣賞各類型的藝術展演活動。</p> <p><u>英文領域</u></p> <p>◎ 1-III-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>◎ 1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>*1-III-13 能辨識簡易句子語調所表達的情緒和態度。</p> <p>*1-III-14 能了解簡易歌謠、韻文的節奏與音韻。</p>			
	學習 內容	<p>1、認識布拉姆斯、莫札特、呂泉生的生平</p> <p>2、理解父母親年代的童年。</p> <p>3、表達「搖籃曲」、「進行曲」音樂的感受，聽辨兩者差異。</p> <p>4、藉由歌曲演唱感念父母親的養育辛勞。</p> <p>5、</p> <p><u>英文領域</u></p> <p>2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>2-III-10 能複誦和吟唱簡易的歌謠韻文。</p> <p>2-III-11 能進行簡易的角色扮演</p>			
教學目標	<p>一、認知</p> <p>1.欣賞西方不同作曲家的搖籃曲。</p> <p>2.欣賞布拉姆斯、莫札特的搖籃曲。</p> <p>3.認識 6/8 拍子及節奏。</p> <p>4.認識呂泉生的生平。</p> <p>5.了解 C、G、F 大調調性。</p> <p>6.欣賞狄卡(P.Dukas)<魔法師的弟子>音樂及故事內容。</p> <p>二、技能</p> <p>1.能拍念 6/8 拍子及節奏。</p> <p>2.能演唱呂泉生的<搖啊搖>。</p> <p>3.能正確視唱 2/4、6/8 拍的曲調。</p> <p>4.能說出並聽辨搖籃曲、進行曲曲風之差異。</p> <p>5.能演唱歌曲<讓愛看得見></p> <p>6.以『固定唱名』及『首調唱名』視唱及曲調聽寫。</p> <p>三、情意</p> <p>1.能感念父母養育我們的辛勞。</p> <p>2.藉由音樂想像，表演『美夢成真』的戲劇主題。</p>				

	<p>英文領域</p> <p>6-III-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>8-III-4 能了解外國風土民情。</p> <p>9-III-1 能夠將所學字詞做簡易歸類。</p>		
教學方法	講述法、觀察法、示範教學法、討論法、欣賞教學法、發表教學法。		
音樂專業 英語詞彙 (content language)	英語單字 / 片語	<p>Brahms , Mozart, Lullaby, single beat, double beat, semitones, whole tones, key signatures, tonics, D Major , 3/8 time, three-part waltz, piano piece, violin piece, violin, headstock, string bolt, fingerboard, f hole, bridge, body, neck, viola, cello, double bass, Times, Solo, Duo, Choir, Symphony Orchestra, snare drum, cymbal, Timpani, Tambourine, seaside, castle, bucket, shrimp, dolphin, octopus, seagull, turtle, lobster, brave, danger Comfortable, Peaceful, Sad, Nervous, Scared, Happy, Relaxed, Female voices , Male voices</p>	
	英語句子	<p>How do you feel about this music? This music makes me feel_____.</p> <p>Can you tell the difference between the Female voices and Male voices?</p>	
英語 教室用語 (classroom language)	<ol style="list-style-type: none"> 1. Please put your recorder, textbook, and pencil box under your chair. 2. Please turn on the fan. Please turn on the light. 3. Please turn off the fan. Please turn off the light. 4. Please come to me to get your remote. 5. Tell me your number to get your remote. 6. You can choose your answer. 7. Anyone wants to change your answer? 8. Correct answer is..... 9. Listen carefully to the music. 10. How many pieces of music have we learned before? 11. There is ____ music we have learned before. 12. What is this music about? 3. Who is the composer of this music? 		
教學活動		教學資源	評量方式

<p style="text-align: center;"><第一節></p> <p>1、 準備活動 10”</p> <p>1. 欣賞布拉姆斯<搖籃曲>、莫札特<搖籃曲></p> <p>2. 老師播放各國不同搖籃曲。</p> <p>*Good morning, students. Time for today’s lesson. *Do you know what is “Lullaby”? It’s the song or music that helps you sleep. * Let’s listen to the lullabies from Brahms and Mozart.</p> <p>二、 發展活動 15”</p> <p>1. 教師提問學生搖籃曲適合何時聆聽?並請學生發表感想</p> <p>2. 布拉姆斯<搖籃曲>是 3/4 拍，音樂表現搖籃的擺動。</p> <p>3. 莫札特<搖籃曲>是 6/8 拍，節奏柔和而平穩，表現出母愛呵護之情。</p> <p>4. 介紹布拉姆斯與莫札特生平。</p> <p>5. 教師介紹西方音樂史上布拉姆斯、阿瑪迪斯.莫札特、舒伯特被列為三大搖籃曲之王，每位作曲家都具有特色，搖籃曲節奏多以 3/4 拍或 6/8 拍為主。</p> <p>* Asking students how do they feel when they listen to the lullaby and ask the students to share their feeling. * Brahms <lullaby> is 3/4 time, the music expresses the swing of feeling. * Mozart's "Lullaby" is in 6/8 time, the rhythm is soft and steady, showing the love and care of mothers. * Introduce the life of Brahms and Mozart. *Who are three kings of lullabies? (Brahms, Amadeus Mozart)</p> <p>三、綜合活動 15”</p> <p>1.請學生哼唱布拉姆斯<搖籃曲>、莫札特<搖籃曲>。</p> <p>2.發表對兩位作曲家作品的感想。</p> <p>*Let’s sing Lullaby. * How do you feel about these two composers? -Ask Students sing in groups -Students take turns for chorus. - Review what we learned today. Very well. See you next time. -Class leader! Time for a break! Stand up. Attention. Bow. Good bye teacher! See you next time.</p>	<p>課本、鋼琴、、教學 CD</p>	<p>口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。</p> <p>操作評量: 1、學生能欣賞西方不同作曲家的搖籃曲。</p> <p>2、能欣賞布拉姆斯及莫札特的搖籃曲。</p> <p>3、能透過欣賞搖籃曲感受到母愛的呵護。</p>
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<第二節>

1、 準備活動 10”


1. 老師說明以附點四分音符 () 為一拍的單位，所以每小節有兩拍。
- *Good morning, students. Time for today’s lesson.
 - * Teacher will show the dotted quarter note which is the unit of one beat, so there are two beats per measure.

二、 發展活動 20”

- 1.寫出課本中 6/8 節奏譜例於黑板上。



*Here is 6/8 rhythm notation on the blackboard and I will show you what is 6/8 rhythm notation.

- 2.6/8 拍是以附點四分音符 () 代表 1 拍所以每小節有 2 大拍，拍子是兩個 3/8 拍的結合。拍子在快速樂曲時打兩大拍，慢速樂曲打 6 小拍
- *The 6/8 beat is a dotted quarter note is 1 beat, so there are 2 major beats per measure, and the beat is a combination of two 3/8 beats.

- 3.老師示範以下拍念節奏，再請學生模仿拍打練習節奏。



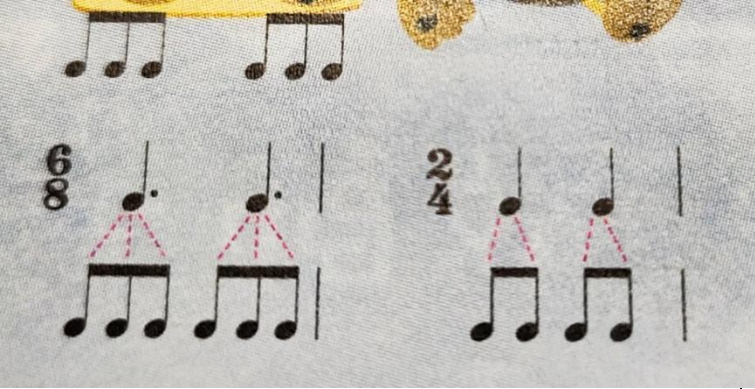
*. I will show you the rhythm and you follow my rhythm after.

- 4.老師拍念課本語言節奏學生聆聽並模仿
- * Pay attention! I will play the rhythm from the textbook.
 - * Ask the students listened and imitated.

課本、鋼琴、木魚或三角鐵、教學 CD

口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。

操作評量:透過發表，加強對 6/8 節奏的學習。

<p>5.師生共同討論本節奏的時值感受。 *Let's share how you feel about the rhythm from the song. 6.歌曲教唱<搖啊搖>。 7.學生視譜聆聽曲調旋律並唱出旋律與歌詞。 *Listen to the melody and sing the song. 8.介紹呂泉生生平。 * Introduce the life of Lu Quansheng.</p> <p>三、綜合活動 10” 1.請學生發表 6/8 拍的節奏方式。 2.請演唱<搖啊搖>並拍出節奏。 *Ask students to play the rhythm in 6/8 time. 2. Let's sing and play the rhythm together. - Review what we learned today. Very well. See you next time. -Class leader! Time for a break! Stand up. Attention. Bow. Good bye teacher! See you next time.</p>		
<p style="text-align: center;"><第三節></p> <p>1、 準備活動 15” 1. 老師依圖示解釋 2/4 拍(單拍子)與 6/8 拍(複拍子)的異同。 單拍子:是二分法，如 2/4、3/4、4/4 是單拍子 複拍子:是三分法，用複點四分音符當一拍，每拍可以三等分，音樂有環繞的感覺。如 6/8、9/8、12/8 都是。</p>  <p>*Good morning, students. Time for today's lesson. *The teacher explained the similarities and differences between 2/4 time (Single beat) and 6/8 time (double beat). Single beat: such as 2/4, 3/4, 4/4 is a single beat Double beat: using compound quarter notes as one beat, music has a surrounding feeling. Such as 6/8, 9/8, 12/8 .</p>	<p>課本、鋼琴、教學影片</p>	<p>口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。</p> <p>操作評量: 1、學生能認識單拍子及複拍子結構，並認識搖籃曲與進行曲。 2、學生能將正確拍念 2/4 拍與 6/8 拍節奏。</p>

<p>二、發展活動 15”</p> <p>1. 曲調視唱，相同速度下，帶著學生視唱 2/4 拍及 6/8 的曲調。</p> <p>2. 學生習唱並感受單拍子與複拍子的變化。</p> <p>3. 認識搖籃曲與進行曲音樂。</p> <p>*Guide the students to look the tune in 2/4 time and 6/8.</p> <p>*Students learn to feel the changes in single beat and double beat.</p> <p>* Listen to lullaby and marching music.</p> <p>三、綜合活動 10”</p> <p>1.請學生分組發表單拍子與複拍子曲調的節奏表現。</p> <p>2.請學生分想聽過哪些搖籃曲與進行曲，並發表感受。</p> <p>- Review what we learned today. Very well. See you next time.</p> <p>-Class leader! Time for a break!</p> <p>Stand up. Attention. Bow. Good bye teacher! See you next time.</p>		
<p style="text-align: center;"><第四節></p> <p>一、準備活動 10”</p> <p>1.教師引導學生欣賞並感受<讓愛看的見>歌詞意境。</p> <p>*Good morning, students. Time for today’s lesson.</p> <p>*Let’s listen to the song . I need you to share with your feeling after the song.</p> <p>二、發展活動 15”</p> <p>1.練習以ㄉㄌ發聲，半音或全音逐漸往上移調發聲。</p> <p>2.請學生注意附點節奏與十六分音符是否正確。</p> <p>3.播放歌曲<讓愛看的見>，學生隨音樂唱出曲調與歌詞。</p> <p>*Making the sound with ㄉㄌ.</p> <p>*Ask students to pay attention the dotted rhythm and sixteenth notes.</p> <p>* Play the song "Let's Love to See".Let’s sing it together.</p> <p>三、綜合活動 15”</p> <p>1.學生熟悉歌詞並上台演出。</p> <p>2.分享從歌曲中體悟到父母養育之恩。</p> <p>*Who wants to sing it by yourself ? or find your partner to sing it for the class.</p> <p>*Ask students to share the kindness of parenting from the song.</p>	<p>教學 CD、高音直笛</p>	<p>口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。</p> <p>操作評量:</p> <p>1、 學生能體會歌詞意境並正確發聲與演唱。</p> <p>2、學生能感受父母養育之辛勞。</p>

<p>- Review what we learned today. Very well. See you next time. -Class leader! Time for a break! Stand up. Attention. Bow. Good bye teacher! See you next time.</p>		
<p style="text-align: center;"><第五、六節></p> <p>一、準備活動 30”</p> <p>1 複習 C、G、F 大調 2. 複習半音、全音、調號、主音。 *Good morning, students. Time for today’s lesson. *1 Review C, G, F majors * Review semitones, whole tones, key signatures, tonics</p> <p>二、發展活動 30”</p> <p>1.教師指導學生複習 G 大調、F 大調音階結構(全全半全全全半) 2.G 大調->F#->主音 So; F 大調->Bb->主音 Fa 3.教師彈唱譜例，請學生分別用固定唱名或或首調唱名哼唱。 4.移調目的:當樂曲音樂過高或太低時，可將樂曲移至不同調性，比較容易唱。 5.介紹首調唱名與固定調唱名 首調唱名:當前調性的主音唱成 Do 固定調唱名:無論哪一個調，唱名與音名都是對應的。 * The teacher guides the students to review the scale structure of G major and F major (whole whole half whole whole whole half) * G major -> F# -> tonic So; F major -> Bb -> tonic Fa * Teach what is Movable do (首調唱名), Fixed do(固定調唱名).</p> <p>三、綜合活動 20”</p> <p>1. 視唱曲調:學生分別唱出首調唱名與固定調唱名 2. 單音聽寫:教師彈奏曲調，學生回答並檢視。 * Students sing the first key of Movable do and Fixed do . * Now teacher will play the tune and the students answer what tonic is it.</p> <p>- Review what we learned today. Very well. See you next time.</p>	<p>教學 CD、節奏樂器</p>	<p>口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。</p> <p>操作評量: 1、學生能熟悉與理解 C、G、F 大調與固定唱名或首調唱名。</p>

<p>-Class leader! Time for a break! Stand up. Attention. Bow. Good bye teacher! See you next time.</p>		
<p style="text-align: center;"><第七、八節></p> <p>一、準備活動 20”</p> <p>1.教師分享歌曲背景:魔法師有一把神奇的掃帚。小徒弟一時好奇，對掃帚念起咒語，引發一場鬧劇。 2.欣賞電影片段。 *Good morning, students. Time for today’s lesson. *The teacher shares the background of the song: The magician has a magical broom. The little apprentice was curious and chanted a spell on the broom, causing a farce. * Enjoy movie clips.</p> <p>二、發展活動 30”</p> <p>1.教師提問是否看過類似的影片? 2.聽過類似的故事? 3.引導學生自編簡短故事。 4.請學生發表故事內容與看法。 5.欣賞並吟唱歌曲<魔法師的弟子>屬於交響詩，充滿戲劇效果。 6.教師介紹歌曲背景與作曲家狄卡(P.Dukas)生平 * Have you seen similar videos before? Have you heard a similar story? * Guide students to make up their own short stories. * Ask students to share their feeling of the story. * Sing the song "The Magician's Disciple", which is a symphonic poem, full of dramatic effects. * The teacher introduces the background of the song and the life of the composer P.Dukas</p> <p>三、綜合活動 30”</p> <p>1. 請學生分享歌曲感受。 2. 覺得故事結局會是如何? 3. 欣賞更多交響詩作品。 *Ask students to share their feelings about the song. * How do you think the story will end? * Share and introduce more symphonic poems to students. - Review what we learned today. Very well. See you next time. -Class leader! Time for a break! Stand up. Attention. Bow. Good bye teacher! See you next time.</p>	<p>教學 CD、節奏樂器</p>	<p>口頭評量:回答與分享。教師上課觀察，隨機提問，學生以口語方式回答。</p> <p>操作評量: 學生能否欣賞<魔法師的弟子>並能理解交響詩的音樂特色。</p>