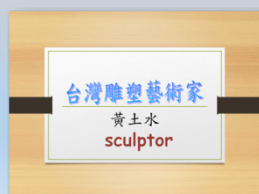
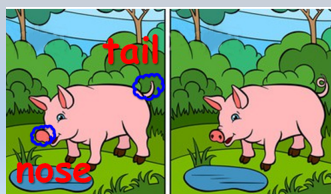


Unit 6 雲小動物園

Week1

Warm up	主要課程	統整活動
小遊戲：找出動物圖片中不同的地方。	認識黃土水與其作品《水牛群像》，透過觀察《水牛群像》認識水牛的外型與特徵，並速寫下來。	分享自己的作品，表達對他人作品的喜愛。



Week2(觀課週次)

Warm up	主要課程	統整活動
小組討論與分享四個黃土水的關鍵詞。	認識立體動物創作，練習油土的基礎技巧。	分享自己製作的簡單動物。



Week3

Warm up	主要課程	統整活動
認識動物的身體特徵。	觀察與討論動物身體各部位的大小與粗細比例，選擇六種動物中的其中一樣來製作。	分享自己製作的簡單動物。



Week4

Warm up	主要課程	統整活動
認識四種區域的動物。	1.分組討論與製作區域動物。 2.學習運用加法與減法修飾動物造型。	欣賞各區的動物。



領域	藝術	教學者	陳杏綺、鐘筱嵐		
教學對象	三年三班 共 25 人	教學節次	共 10 節，此為第 3、4 節(80 分鐘)		
主題名稱	雲小動物園	教學時間	111 年 5 月 13 日 09:40-11:00		
學習重點	學習表現	1-II-2 能探索視覺元素，並表達自我感受與想像。 1-II-3 能試探媒材特性與技法，進行創作。 2-II-7 能描述自己和他人作品的特徵。 3-II-5 能透過藝術表現形式，認識與探索群己關係及互動。		核心素養	B3 藝術涵養與美感素養 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	視 E-II-1 色彩感知、造型與空間的探索。 視 E-II-2 媒材、技法及工具知能。 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-2 自然物與人造物、藝術作品與藝術家。 視 P-II-2 藝術蒐藏、生活實作、環境布置。			
教學方法	觀察法、小組討論、示範教學法、協同教學法				
所使用的語言	Classroom English: Do you remember...? It's your turn. One point for you/this group. Good job. Why? How do you know? Do you like this _____? Why? Look carefully before you _____.		Content English 單字： buffalo, pottery, animals, clay, ball, egg, long, together, scratch, press, elephant, lion, dog, pig, giraffe 句型： I make <u>a bear</u> with the clay. Giraffe has <u>a very long neck and very long legs</u> .		
學習目標	1、 認識雕塑家黃土水、透過觀察與速寫認識動物的身體姿態。 2、 利用徒手製做土球、土條等基本造形，並完成造形組合。 3、 能說出自己的作品構想，並願意嘗試錯誤。 4、 能了解手捏為直接運用手的壓、捏、揉、搓，塑成創作者所要之立體作品。 5、 能夠接納並能尊重動物在自然環境的生存權。				
教學活動-活動一			教學時間	教具	評量
一、教學準備：教師-圖畫紙、畫板、箭頭指標、PPT 學生-鉛筆盒 二、引起動機：（英文授課） 觀察力考驗 ET: Let's have some fun! Picture One. Here are four people. Are they the same? Or different? Ss: Different. ST: Which parts are different? Ss: ... ST: Yes. This one has no arms. ET: What about this picture? Ss: ... ST: Yes. This one has no arms.			10	PPT	能說出圖片中不同的地方

<p>about its sculptor 黃土水. ST: No problem.</p> <p>2. 介紹台灣雕刻家—黃土水。(PPT)</p> <ol style="list-style-type: none"> a. 留日學習美術第一人 b. 黃土水：「出生在台灣」 c. 創造屬於「福爾摩沙」的藝術 d. 生命雖短暫，藝術卻永恆-黃土水最出名的大作《水牛群像》，是他的嘔心瀝血之作。 e. 黃土水的雕刻，風格上最具代表性的是他在自然主義的寫實性中，表達了自己對鄉土的關懷。 <p>(二) 欣賞放牛</p> <p>欣賞”水牛群像”作品，老師提問：</p> <ol style="list-style-type: none"> a. 作品裡你看到什麼？(5 隻水牛、3 個牧童、斗笠、芭蕉樹...等) b. 孩子和牛在做什麼？(玩斗笠、照顧牛、吃草...) c. 摸一摸這件浮雕，最光滑的面、最粗糙的面各是哪裡？ <p>ET: Now we know something about 黃土水 and 水牛群像. Do you want to go to the Central Hallway?</p> <p>Ss: Yeah!</p> <p>ET: Let's go!</p> <p>(帶領學生到中廊欣賞水牛群像)</p> <p>ET: Here we are!</p> <p>ST: This is the 水牛群像. How many buffaloes?</p> <p>Ss: 5</p> <p>ST: Do you see any boys or girls?</p> <p>Ss: Yes. <u>3 boys</u>.</p> <p>ET: Any other things?</p> <p>Ss: Banana trees! ...</p> <p>ET: What are the boys and buffaloes doing?</p> <p>Ss: They're playing, eating grass. ...</p> <p>ET: Can we touch it?</p> <p>ST: Sure! Who wants to try?</p> <p>(讓學生觸摸表面，分享感受)</p> <p>ST: How does this part feel?</p> <p>Ss: 滑滑的(smooth). (平滑:肚子、背部)</p> <p>ST: What about this part?</p> <p>Ss: 比較粗糙 (rough).(凹凸:脖子、角)</p> <p>ST: Do you know why?</p> <p>Ss: ...(學生分享意見)</p>	10	能實際觀察作品、回答問題
	5	

<p>(三) 注意到牛的身體構造。說一說牛的特徵 (有牛角、鼻梁長、肚子大...)</p> <p>ST: What do you see on the buffalo's body?</p> <p>Ss: ...</p> <p>ET: That's right! Big belly, horns are curving, long nose, big eyes, hooves.</p> <p>ST: Good job! Now we are going to draw one buffalo. Look carefully before you draw. 觀察水牛的外型，先用很簡單的線條畫出各個部位，之後再畫細節</p> <p>(四) 面對浮雕作品，畫下水牛的速寫。</p> <p>ET: Choose one buffalo you like, this one or this one. Take a seat! Put the board on your lap and start to draw. (老師發下畫板及畫紙)</p> <p>(ET/ST 巡視“Look carefully before you draw.”)</p> <p>(提早完成的學生，ET 帶領他們練習講述自己的作品)</p> <p>ET: Why do you draw this buffalo?</p> <p>Ss: ...</p> <p>ET: (指向數個已經完成的作品) Do you like this buffalo or that buffalo?</p> <p>Ss: ...</p> <p>ET: Why?</p> <p>Ss: ...</p> <p>四、統整活動</p> <p>收拾場地，回教室。</p> <p>ET: Are you done? Give teachers the boards. Take your paper and pick up your stuff. Let's go back to the classroom.</p>	<p>25</p> <p>5</p>	<p>畫板、圖畫紙</p>	<p>能觀察並說出水牛的特徵</p> <p>能用圖畫記錄觀察到的景物</p>
<p>教學活動-活動二</p>	<p>教學時間</p>	<p>教具</p>	<p>評量</p>
<p>一、教學準備:教師-PPT、油土、雕塑工具、木板、實物投影機</p> <p>二、引起動機: (英文授課)</p> <p>ET: What did we learn last time?</p> <p>Ss: ...</p> <p>ST: Yes. His name is 黃土水. What do you know about him?</p> <p>Ss: ...</p> <p>ET: Good! Here are four key words. One group picks one key word. Discuss and tell us something about 黃土水. (老師準備 4 個關鍵字: 雕塑 sculpture/日本 Japan/水牛群像 buffaloes/寫實風格。學生討論之後分享)</p> <p>(ST 和 ET 課堂巡視並且引導學生敘述)</p>	<p>10</p>	<p>關鍵字卡</p>	<p>能參與小組討論與分享</p>

<p>ST: Group One. What do you know about 黃土水? Ss: ... ET: Good job! (繼續相同的步驟，讓其他組別發表)</p> <p>三、發展活動：</p> <p>(一) 欣賞國內外動物的立體創作作品</p> <p>ET: 黃土水 is a Taiwanese sculptor. He made a lot of animal sculptures. ST: Do you know any other 3D 動物創作的作品? Ss: ... ET: Wow! You know so much. Betty, can you tell us more? ST: Sure! (老師利用 PPT 介紹其他作品)</p>	10	PPT	能參與回答、認真聆聽
<p>(二) 認識油土</p> <p>ST: It's your turn. We use oil modeling clay 油土. (老師介紹油土的特性)</p> <p>1. 聽從老師的指示，練習做出下列三種形狀。 (引導學生使用往內壓的力量，避免往外拉、拔。)</p> <p>ET: Can we start now? ST: Of course. Here's the clay. ET: What should we do first? ST: Let's make a ball. ET: How much clay do we need? ST: Cut the clay in half. ET: How do we make a ball? ST: You can try first.</p> <p>a. 球形：取大約一半的土，利用雙手和眼睛，壓出一個球形，注意每個角度的弧線，細心地做調整。 ET: How does my ball look? (ET 故意做不好) ST: Who knows why? Ss: ... ST: Yes. 邊用眼睛邊觀察，才能調整施力的位置。 ET: Gently, watch carefully, and fix it. Say it together. Ss: ... ST: Then we can make it into a ball. Much better!</p> <p>b. 雞蛋形：再取另一份大約一半的土，利用雙手和眼睛，先壓出一個球形，再調整成雞蛋形。 ET: What do we do next? ST: 下個有點難度喔! We want to make an egg. ET: An egg? A piece of cake. (ET 開始動手做) ST: Wait. Cut the clay in half. What's Step Two? Who</p>	30	油土	能專心聆聽，了解陶藝的製作流程 學生能用油土做出老師要求的三種形狀。

<p>knows? Ss: ... ST: Yes. 就像球一樣。Make a ball, and then? ET: I know! I can make an egg now! Look! Here's the egg! (ET 快速完成一個蛋) ST: Oh, no! Everyone, does this look like an egg? 是哪一個母雞生的，怎麼生出這種蛋? ET: Ow! So how can we make an egg? ST: Who knows? Who can help <u>Susana</u>? Ss: ... ST: Slowly fix it to make it look like an egg! ET: I know. Slowly fix it.</p> <p>c. 長條狀：最後一部分的土約 100g ST: 大家都把蛋做得很好，<u>Susana</u>, what do we have next? ET: Can we make something long? ST: Sure! Very long! ET: As long as possible, 愈長愈好! ST: 我們把最後一部份的土以手握成長條狀，平放桌上，用手掌前後搓成長條，注意施力要平均，仔細用眼觀察調整力道。 (當學生完成後，ST/ET 課間巡視) ST/ET: Let's take a look! Wow! <u>Andy</u>, your clay is so long. How do you make it? Ss: ... ST: That's right! ... (老師請一位學生跟全班分享經驗) ST: <u>Ben</u>, please tell us how you made the clay long. S: ...</p>			
<p>2.連接蛋與球(成為頭部與軀幹) a. 連接並施加壓力。 b. 交界處利用手指或工具將土推開，使土相互黏接。 ET: Now are we going to put the clay together? ST: You're right! The ball can be the head or the body.你可以想一想動物的身體比例，你認為 ball 和 egg 適合作為身體的哪個部位呢?(a big head and a small body)(a small head and a big body) ET: But how do we put them together? ST: We need a tool like this. ET: What does this do? (ST 說明如何連接蛋與球) ST: First, press a little bit.</p>	5	藍色 雕塑 工具	能確實連接兩個土塊。

<p>ET: I'm done. What's next? ST: Then, use your fingers to fix the clay. ET: I know. Make the clay on the ball and the clay on the egg stay together. ST: It's your turn to try. (ST、ET 巡視課堂，強調 “press”和“fix the clay”)</p> <p>(三) 製作動物</p> <p>ET: Are we done? Is that all? ST: Not yet! We have to make an animal, just like 黃土水。 ET: What else can we do? Who knows? Ss: ... ST: Yes. We need legs, tails, ears, eyes, nose, mouth, horn ... ET: Can we make any animals? Ss: ... ST: No! An animal with four legs. ET: What animals have four legs? Who knows? Ss: ... ST: Good job! Let's do it!</p> <p>四、統整活動：</p> <p>1.作品分享</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> Hello, my name is <u>Tony</u>. I make a <u>bear</u> with the clay. </div> <p>2.Clean up (1)將練習的油土收回。 (2)確實使用肥皂搓揉洗淨手上油脂。</p> <p>3.提醒下週用具。</p>	<p>15</p> <p>10</p>	<p>實物 投影 機</p>	<p>能製作一個簡單的四腳動物</p> <p>能分享自己的作品</p>
教學活動-活動三	教學時間	教具	評量
<p>一、教學準備: 教師-小油土塊、油土、雕塑工具、 PPT、木板、實物投影機</p> <p>二、引起動機: (英文授課) (播放背景音樂 in the jungle) ET: Welcome to the jungle! (make Tarzan sound) Welcome to the jungle! Let me introduce some animal friends to you. (show the slides) ST: I can see a lion. What about you, students? Ss: ... ET: Betty, how do you know this is a lion?</p>	<p>10</p>	<p>PPT 、音樂</p>	<p>能專心聽講並回答問題</p>

<p>ST: Lion has hair. ET: You mean mane? How do you know this is an elephant, everyone? Ss: Elephant has a long nose. ET: Yes, a trunk. Ss: Elephant has big teeth. ET: Yes, tusks. How do you know this is a camel? (ET/ST 繼續介紹其他動物的特色)</p>			
<p>三、發展活動： (一) Hand shadow ET: Take a look. What animal is it? (ET uses hands and makes a fox.) Ss: It's a ... ST: It's a fox because it has a long nose. ET: Who wants to show me a giraffe? (Ss use hands and make a giraffe.) ST: It's a giraffe because it has a very long neck. (ET and ST continue with a camel.)</p>	10		能觀察出動物的特徵
<p>(二) 動物特徵辨認：教師在每組桌上放大小不一的土塊(球狀、柱狀、橢圓...大小皆有每組約 8 塊)，教師指定動物的某個部位，請學生選出適合的土塊。</p> <ol style="list-style-type: none"> 大象的腳 長頸鹿的脖子 兔子的身體 豬的身體 小狗的尾巴 牛的角 <p>教師歸納各種動物的特徵、形狀。 ST: Do you see a lot of clay on the table? ET: Some are long, some are big, some are like balls... ST: I have a challenge for everyone. Can you find a piece of clay looking like an elephant's leg? Ss: Here it is. ET: (Takes one student's selection) Does it look like an elephant's leg? Ss: Yes. (ST 和 ET 重複上面的步驟 b 到 f)</p>	10	小油 土塊	學生能找出老師指定的動物部位的油土塊。
<p>(三) 做出一隻動物的雛形，將動物做在木板上：</p>	30	油 土、陶	能利用土塊捏出動物的雛形

<p>1. 學生從六種指定動物(a~f)中選擇要做的動物。</p> <p>2. 發下油土，教師提醒學生，注意頭部和軀幹的土量，先從球形開始。(教師示範用土量比例)</p> <p>3. 教師示範如何由球形做變化，接著以示範教學來複習油土連接的方法。</p> <p>(學生創作，ET、ST 行間巡視，”頭/腿/脖子部再長/短一點、土太多/少了)</p> <p>ET: Is it time to start? I can't wait to make an animal!</p> <p>ST: Here is an elephant, a rabbit, a giraffe, a pig, a buffalo, and a dog.</p> <p>ET: How do we start?</p> <p>ST: Let's pick up some clay!</p> <p>ET: Make it into two parts?</p> <p>ST: Yes, one for head and one for body.</p> <p>ET: (ET picks up a big clay for head and a smaller clay for body) Like this? One for head, one for body.</p> <p>ST: Are you making a Doraemon? A big head and a small body?</p> <p>ET: So, small head? Big body?</p> <p>ST: It's much better. 這樣子比較像真的動物。</p> <p>ET: Remember how we make the balls? Let's start! Make a ball first. And then, make it into a head or a body. (ET 說 ST 做) (ST, ET 巡視並協助。)</p> <p>ET: Betty, can we make other body parts?</p> <p>ST: Yes, we can make legs and tails.</p> <p>ET: If you have a giraffe, what does it have?</p> <p>Ss: <u>A very long neck, very long legs.</u></p> <p>ST: How about a rabbit? What does it have?</p> <p>Ss: <u>Very big ears and a small tail.</u></p> <p>ET: So what does an elephant have?</p> <p>Ss: <u>Big ears and a long nose.</u></p> <p>ST: 那你們做這些動物的時候要注意他們的特徵喲! Giraffes have very long and thin legs.</p> <p>ET: So it's hard for them to stand up? What should we do?</p> <p>ST: 為了避免長頸鹿的腳斷掉，那怎麼辦呢?</p> <p>Ss: ...</p> <p>(ST, ET 巡視並協助。與學生互動並用關鍵字描述動物的特徵) (What do you want to make? What does <u>a pig</u> have?)</p> <p>四、統整活動</p> <p>1. 展示作品並提供同學互動的機會，分享創作的過程與感想。</p> <p>ET: Can we take a look at your work? <u>Jean</u>, can I take a look at yours?</p>	<p>20</p>	<p>藝工具、六隻動物圖卡</p> <p>能介紹自己的作品</p>
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<p>Ss: Sure.</p> <p>ET: What do you make?</p> <p>Ss: I make a ...</p> <p>ET: What does it have?</p> <p>Ss: It has a ...</p> <p>(ET 示範如何介紹自己的動物)</p> <p>(I make a <u>giraffe</u>. It has a <u>long neck and long legs</u>.)</p> <p>ET: After we share, everybody says “Good job!”</p> <p>ST: Good job! Who wants to talk about your animal?</p> <p>ET: Let’s pick a student from every group. Group One ...</p> <p>(ET 與 ST 到各組巡視聆聽學生的作品分享並且提醒其他組員給予分享者正向的回饋)</p> <p>ET: Who wants to be the next to share?</p> <p>(ET 再選出每組第二位分享的學生)</p> <p>(ET 與 ST 到各組巡視聆聽學生的作品分享並且提醒其他組員給予分享者正向的回饋)</p> <p>2. 指導學生將作品移動到作品區，並提醒學生不可以隨意碰觸別人的作品。</p> <p>ET: Where can we put our animals, Betty?</p> <p>ST: Let’s put them on the racks.</p> <p>ET: Please don’t touch other people’s works. After you’re done, come back to your seats.</p> <p>3. 指導清洗用具和整理桌面。</p> <p>播放 Clean Up song</p> <p>Clean up the table and the classroom.</p>			
教學活動-活動四	教學時間	教具	評量
<p>一、教學準備: 教師-油土、雕塑工具、環境圖片、動物模形、影片、木板、實物投影機</p> <p>二、引起動機: (英文授課)</p> <p>ET: What animals did you make last week?</p> <p>Ss: ...</p> <p>ST: Today we are going to make more animals.</p> <p>ET: The same animals as we did last week?</p> <p>ST: No. We will make animals from different areas.</p> <p>ET: Like pigs from farm, koalas from Australia, lions from Africa.</p> <p>ST: And dogs from my home!</p> <p>ET: Before that, let’s take a look at the video!</p> <p>欣賞影片 Farm Animals, Wild Animals Names and Sounds for kids</p>	10	影片	學生能專心觀賞

<p>(教師強調重點：不同區域會出現不同動物)</p> <p>三、發展活動：</p> <p>(學生選擇想要的區域，進行分組創作)</p> <p>(一) 教師將各種動物的圖片展示出來，請孩子進行分類，將動物放在屬於牠的環境裡：</p> <p>a. 非洲動物區(giraffe, elephant, tiger, zebra, lion)</p> <p>b. 澳洲動物區(koala, kangaroo, ostrich)</p> <p>c. 農場動物區(經濟動物)(pig, buffalo, goat, chicken, horse, duck)</p> <p>d. 可愛動物區(寵物、可撫摸)(dog, cat, rabbit, hamster, turtle, bird)</p> <p>ET: So the animals come from different areas. Lions are from Africa, koalas are from Australia, pigs are from the farm and dogs are pets.</p> <p>ST: How about elephants? Who wants to try? (ask Ss to put the animals in their area)</p> <p>Ss: Me!</p> <p>(二) 學生依照自己的喜好選擇區域分組，接著小組討論，分配每個人要做的動物，教師預告下週要做背景環境。(每個人先做一隻，創作速度快的學生再做第二隻)。</p> <p>ET: Betty, can we start now?</p> <p>ST: Wait a second. We will get into groups first.</p> <p>ET: Who wants to make pet animals? Come and get in a line. (do the same thing for Africa, Australia and farm)</p> <p>ST: So <u>pet animals</u>, come sit here. (分組完畢)</p> <p>ET: Ok. One cat, no two cats. One for every animal.</p> <p>ST: 一種動物做一隻就好了。</p> <p>(重複上面的步驟做其他三區)</p> <p>(ET/ ST 巡視協助學生選擇動物)</p> <p>(三) 做出動物的主體：</p> <p>a. 提示孩子可將動物主要分成身體、頭部及四肢部份(如角、尾巴..)製作。</p> <p>b. 提醒作品可以是任何動作，但是站立的姿勢，須注意腳的承受力。</p> <p>c. 兩部位相接時，須輕按壓，若有連接處必須用手指或工具做「交界縫合」的動作，直到看不見縫隙。</p> <p>ET: It's time to start. We can make body, head, legs, tail and horns.</p> <p>ST: 我們的作品可以是任何動作。</p> <p>ET: They can sit, lie down, or stand up.</p> <p>ST: 如果要站立，要注意腳不能太細，不然會站不起來。</p> <p>ET: And when we want to put the body parts together, ...</p>	<p>10</p> <p>10</p> <p>30</p>	<p>環境圖片、動物圖片</p> <p>油土、陶藝用具</p>	<p>學生能將動物放在適合的區域裡</p> <p>學生能參與規劃，說出自己的想法</p> <p>學生能依照計畫用油土做出動物</p> <p>學生能將油土黏貼牢固，避免物件脫落及傾倒</p>
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<p>ST: Use this tool and 推一推。</p> <p>ET: And use your fingers to make it smooth and look more beautiful.</p> <p>ST: Let's start!</p> <p>(ET/ST 課堂巡視)</p> <p>(四) 讓動物更像的方法：</p> <p>a.減法裝飾：利用陶藝工具刻、挖，在動物身上刻劃或壓印出花紋或眼睛、毛髮…等細節。</p> <p>b.加法裝飾：先將想裝飾的部分用另外的土形塑好，再黏貼到主體上。</p> <p>ET: Betty, I don't see eyes on the animals.</p> <p>ST: Don't worry! Let's make some eyes for them.</p> <p>做眼睛的方法有兩種，一種是用挖的，一種是另外捏土貼上去，兩種都可以，效果不一樣。</p> <p>ET: Do the same thing for the nose?</p> <p>ST: Yes.</p> <p>ET: What about the ears?</p> <p>ST: What do you think? 挖比較適合還是加上去比較適合?</p> <p>Ss: ...</p> <p>ET: Everyone is so smart.</p> <p>ST: 其他部分大家就可以思考是挖好呢還是加上去好呢？</p> <p>(學生創作，ET、ST 行間巡視，“You wanna dig or you wanna glue more clay for the <u>tail</u>?”)</p>	10	陶藝 用具	學生能用油土做出動物的特徵及細節
<p>四、統整活動</p> <p>1.學生按照指示將作品放入正確的區域。</p> <p>2.指導清洗用具和整理桌面、打掃教室。</p> <p>播放 Clean Up song</p> <p>Clean up the table and the classroom.</p>	10		學生能將作品擺放整齊