

# 國立嘉義大學附設實驗國民小學 110-1 雙語教案

科目：藝術與人文/音樂  
 單元名稱：多元音樂采風  
 教學對象：國小六年級

## 一、課程架構

單元名稱	主要學習目標	主要學習活動	學科英語單字/句型	教學節數
博物館藝術采風	1.探索博物館之美。 2.運用藏字詩、頑固伴奏等創作詠讚博物館。 3.親近與關懷博物館之美	1.博物館音樂聯想 2.博物館藏字詩 3.博物館頑固伴奏 4.博物館音樂桌遊	museum, music imagination, acrostic poem, introduce, ostinato, motif, rhythm, repeat, table game, picture, words, melody, We choose ... song for this museum because .... We are going to introduce ....	4
國際藝術采風	1.探索不同國家國歌與藝術特色。 2.小組合作設計裝扮彩繪走秀與音樂舞蹈展演。 3.尊重與理解不同文化之美。	1.全球國歌賞析 2.分組探索各國音樂特色及展演賞析 跨科： 1.裝扮與彩繪 2.走秀與定格 跨領域： 1.英語口說 2.各國雙語海報創作	National anthem, Asia, Europe, Africa, South America, Oceania, cat walk, introduce the country, dress up, body painting, walk and stop, high position, low position, middle position, poster, We are from India. It is in Asia. There are yummy curry here. Welcome to India.	音樂6 表演3 觀摩3
音樂故事采風	1.發現彼得與狼用音樂說故事的特色。 2.小組合作創作音樂說故事。 3.體認音樂的藝術價值。	1.認識彼得與狼音樂故事與樂器 2.演唱與演奏彼得與狼主題旋律 3.比較不同的彼得與狼詮釋展演 4.合作創作童話音樂故事與展演	Peter and the wolf, Prokofiev, Ukraine, east Europe, orchestra, musical instruments, strings, flute, oboe, clarinet, bassoon, French horn, timpani, melody. What is the musical instrument? The strings are played as Peter. Who was the composer ?	5
多元音樂采風	1.探究音樂的符號。 2.探索客家音樂家故事。 3.體驗指揮奧秘。 4.分類比較傳統戲曲。 5.大手報佳音。	1.聽音寫譜與樂譜尋寶。 2.客家音樂家搜尋與介紹。 3.24、34、44拍指揮學習。 4.六種傳統戲曲配對維恩圖比較。 5.為一年級學弟妹報佳音。	Listen and write, notation, note, rest, time signature, key signature, Hakka musician, music work, conducting, conductor, traditional theaters, Venn diagram, puppet show, marionette, Chinese opera, Taiwanese opera, black show, light show, carols, X'mas song.	8

## 二、單元架構

活動名稱	學習目標	學習內容	學科英語	教學資源	教學節數
音樂符號	音符、休止符、拍號、調性探究	聽音寫譜 寫出拍號與調號 選出音符與休止符	Notes, rests, notation, treble clef, time signature, key signature	樂譜教科書	3
客家音樂家	客家音樂家探索	平板查詢資料 客家音樂家心智圖創作與發表	Mind map, Hakka musician, introduce, famous works, features	平板紀錄單	1
指揮	探索拍號與指揮	24、34、44、68拍指揮學習與實作	Conducting, conductor, two four, three four, four four	影片 指揮圖 伴奏音樂	2
傳統戲曲	兩種戲曲維恩圖比較與發表	閱讀兩種傳統戲曲維恩圖創作 小組合作發表	Venn diagram, puppet show, marionette, Chinese opera, Taiwanese opera, black light theater, shadow play	平板紀錄單	1
大手報佳音	六年級為一年級報佳音送卡片	製作小卡片 演唱平安夜中文、英文、德文三種語言 與小手一起演唱 We Wish You a Merry Christmas	Carols, silent night, Chinese, English, German, card, sing together	樂譜卡片	1

## 三、教學設計理念說明：

### (一)設計簡述：

在音樂教學歷程中，有些不是統整學習的內容，但卻具有其必要性。例如第一天上課的音樂自我介紹，十二月到一年級小手班上報佳音，還有個別或小組測驗時需要的差異化學習作業，都是音樂課經常有的學習活動。藉著教案整理的機會，讓不一樣的音樂課也有機會展現學習的創意。

## 四、教學單元案例：

領域/科目	音樂	設計者	陳佳萍 協同教學：江嘉玲 英語協同：何文琳
實施年級	六年級		
單元名稱	多元音樂采風		
<b>設計依據</b>			
學習重點	學習表現	1-III-3 能學習多元媒材與技法，表現創作主題。 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。 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。	核心素養  ■E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特質，發展生命潛能。 ■E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 ■E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。
	學習內容	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。 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。 音 P-III-2 音樂與群體活動。	
議題融入	實質內涵	*	
	所融入之學習重點	*	
與其他領域/科目的連結	語文：英語教室語言		
教材來源	自編		
教學設備/資源	平板。		
教學探究	<p>一、教材分析：</p> <ol style="list-style-type: none"> <li>1. 多樣化學習活動與教材，運用聯想力與創作力完成學習任務。</li> <li>2. 音樂課的書寫作業創意化。</li> </ol> <p>二、差異化教學：</p> <p>小組合作學習、作品差異化創作。</p> <p>三、學生背景經驗分析：</p> <ol style="list-style-type: none"> <li>1. 一到五年級已有音樂學習經驗。</li> <li>2. 已經有音畫、寫譜等經驗。</li> </ol>		

學習目標			
1. 能運用多元技法表現與創作音樂學習主題。 2. 能用多元方式熟練音樂相關語彙與分享美感經驗。 3. 能與同學合作規劃與展演音樂相關作品。			
活動一：音樂符號 3 節	資源	學科英語	評量
歌唱測驗 25' 聽音寫譜：15' 1. 聆聽老師吹奏或彈奏的旋律。 2. 用五線譜畫出正確音高(可以看教本開書考)。 3. 鼓勵學生加入跟這一段旋律相關的多樣化訊息：簡譜、音名、調性、拍號、歌詞、作曲者等等。	空白 五線 譜	Learning the musical notation. Listen the melody played by the teacher. Write the correct melody on the staff. Students can write more information related to this melody, such as the numbered musical notation.	實作 評量 寫譜
節奏測驗 30' 音符與休止符 10' 1. 今天考直笛，等待考試的人進行音符與休止符的創意寫作。 2. 請學生閱讀教科書，找到一首曲子。寫出這首曲子的音樂訊息。 3. 運用這首樂曲的音樂符號，創作有創意的圖像。	教科 書 筆記 紙	Today we are going to learn Notes and Rests. Please choose one song in the music book. Read the music sheet and write down what notes and rests are in the song. The song is ..... These are ....., .... and ... in the song. Please draw a picture for the song.	實作 評量 書寫 作業
直笛測驗 30' 拍號測驗 10' 1. 畫三個創意答案格 2. 選三首歌 3. 寫出歌名和拍號	教科 書 筆記 紙	Today we are going to learn Time Signature. Please draw three boxes on the paper. Choose three songs. Write the song's name and the time signature in each box that you draw on the paper. You can draw some pictures for the songs that you choose.	實作 評量 紙筆 作業
活動二：客家音樂家 1 節	資源	學科英語	評量
聽音寫譜測驗 20' 客家音樂家 20' 1. 小組合作用平板上網搜尋一位客家音樂家簡介。	平板 紀錄 單	Today we are going to learn "Hakka Musician". Please work as a team. Two or three people in a group.	共同 學習 心智

<p>2. 說明客家音樂家心智圖寫作方式，從右上角順時鐘進行資料彙整與分類。</p> <p>3. 上台口說報告： We are going to intrudece... His name is... He was born ... His features are... His famous works are...</p>		<p>Please search the Musician on the Internet. Write a mind map for the Hakka musician.</p> <p>Write the musician's name in the middle. When was he born? Where was he born? What features are there in his music? Which works are famous that he did?</p> <p>Show and speak on the stage like this:</p> <ul style="list-style-type: none"> <li>✓ We are going to introduce "徐千舜".</li> <li>✓ She was born in 1984.</li> <li>✓ She was from Hsinchu County.</li> <li>✓ She won the Golden Melody Award in 2011.</li> <li>✓ Her famous music work is "月光華華".</li> </ul>	<p>圖 口語 發表</p>
活動三：指揮 2 節	資源	學科英語	評量
<p>國際秀展演練習 20' 24/34 指揮練習 20'</p> <ol style="list-style-type: none"> <li>1. 觀賞雙語指揮影片</li> <li>2. 練習兩種拍號的指揮</li> <li>3. 分組上台展演</li> <li>4. 教師事先錄製伴奏以利於同時示範</li> </ol>	<p>雙語 影片 指揮 圖 伴奏 音樂</p>	<p>Today we are going to learn Conducting.</p> <p>What is a conductor doing on the stage?</p> <p>Let's watch a cute bilingual video for Conducting.</p> <p>You can learn with the conductor. Please use your right hand to draw a triangle and use your left hand to draw a square in the same time. Now let's learn how to conduct in 24/34 time signature. Conduct together, please. Now it's show time. Please stand on the stage and conduct with the music in 24/34 time signature. Be a good audience, please. Well done. Thanks a lot.</p>	<p>指揮 實作</p>
國際秀展演練習 20'	雙語	Today we are going to learn	實作

<p>3/4 6/8 指揮 20'</p> <ol style="list-style-type: none"> <li>1. 複習 24、34 拍指揮</li> <li>2. 觀賞雙語指揮影片強弱變化</li> <li>3. 練習 3/4、6/8 指揮</li> <li>4. 上台展演</li> </ol>	<p>影片 指揮 圖 伴奏 音樂</p>	<p>Conducting again. Did you remember how to conduct the 24 time and 34 time ? Show me the conducting of 24 time and 34 time. Let's watch the conducting video. We are going to look at the normal conducting and the crazy conducting in the video. Now we are going to learn 44 time and 68 time of the conducting. Please conduct with Teacher. Remember to cross your hands in the third beat when you conduct the 44 time. Remember to cross your hands in the fourth beat when you conduct the 68 time. Now it's the showing time. Please stand on the stage and conduct the 44 time with the music.</p>	<p>評量</p>
<p>活動四：傳統戲曲 1 節</p>	<p>資源</p>	<p>學科英語</p>	<p>評量</p>
<p>期末問卷 15' 傳統戲曲 25'</p> <ol style="list-style-type: none"> <li>1. 說明今天要學習的是 Venn Diagram。</li> <li>2. 配對合作，每一組選擇兩個傳統戲曲，閱讀資料後進行比較，寫出兩者相同與差異之處。</li> <li>3. 畫出圖表並上台報告。</li> </ol>	<p>平板 紀錄 單</p>	<p>Today we are going to learn Venn Diagram. Please search two traditional theaters on the tablet, read the articles and find the similarities and the differences. Draw two circles on the paper. Let the middle part intersect. Write down the title Venn Diagram. Write the traditional theaters' names on the top of the circles. Present your Venn Diagram on the stage. Be a good audience.</p>	<p>口語 發表  書面 作業</p>
<p>活動五：大手報佳音 1 節</p>	<p>資源</p>	<p>學科英語</p>	<p>評量</p>

<p>期末歌唱測驗 25' 大手報佳音 15'</p> <p>1. 一個月前說明即將要到小手班級報佳音，演奏及演唱平安夜。 2. 指導學生撰寫祝福小卡，背面寫上 We wish you a merry X' mas 歌詞。 3. 與一年級老師聯繫報佳音時間。 4. 到現場報佳音、唱歌、交換祝福。</p>	<p>卡片</p>	<p>We are going to sing Christmas carols to the senior classmates. The first song is "Silent Night". There are three languages that we are going to sing: Chinese, English and German. Then we are going to sing "We Wish You a Merry Christmas" with the lower classmates together. Please make a Christmas card for the lower classmate. Well done.</p>	<p>歌唱表演</p>
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### 五、學習評量：

評量 標準 評量項目	A	B	C	D	E
合作學習	充分與同學討論，完成學習任務。	能聆聽同學指示，完成學習任務。	能聆聽同學指示，配合進行學習任務。	能聆聽同學討論，學習展現需加油。	未達D等級
個別創作	積極主動構思與展現創意。	構思與展現創意。	完成創作任務。	執行創作任務，品質可再加強。	未達D等級
藝術知能	能主動說出或表演出豐富多元的藝術知能。	能跟著同學引導，說出或表演出多元的藝術知能。	能聆聽同學發表了解多元藝術知能。	能參與藝術知能學習。	未達D等級

### 六、教學省思：

活動名稱	Feedback
Listen and Write	<ul style="list-style-type: none"> <li>This is an easy work for students because they can look at the music book. Through the listening and writing works make the students familiar to the staff.</li> <li>Some students do their best in the activity. These works are so wonderful.</li> </ul>
Notes and Rests	<ul style="list-style-type: none"> <li>In the class the students have to do two things, the first one is singing test, the second task is to identify notes and rests.</li> <li>In the music book, there are musical notes and rests for students to learn. But there is a big problem in it. In the book, the first letters of the musical notes and rests are all capitalized. So the first letters of the notes and rests written by the students are all capital</li> </ul>

	<p>letters. But in the sentence we should write lowercase letters.</p> <ul style="list-style-type: none"> <li>• We have to modify the musical notes and rests sheet.</li> </ul>
Time signatures	<ul style="list-style-type: none"> <li>• The students have two tasks in the class. They have to play the recorder for the test, and the second task is to learn the Time Signature.</li> <li>• After the class I found that I had to explain the second task first in class because students listened more attentively at first.</li> </ul>
Hakka musician	<ul style="list-style-type: none"> <li>• Students discuss and search the key points of the Hakka musicians seriously.</li> <li>• The students have to tell the musician's birth year and birth place in English. They can tell the features and the famous work of the musician in Chinese or in English.</li> <li>• Most students can complete the task within the music class time.</li> </ul>
Conducting 1	<ul style="list-style-type: none"> <li>• It is not easy to use two hands doing different actions.</li> <li>• The bilingual video of the conducting is very suitable for students to learn the conducting.</li> <li>• Some students can conduct well, but some students can not control the rhythm. We have to practice more times for the rhythm.</li> </ul>
Conducting 2	<ul style="list-style-type: none"> <li>• This is the second time to learn the conducting. Students can conduct better than last week.</li> <li>• Some students control the points of the conducting well. They have a stronger sense of rhythm.</li> <li>• Some of the students cannot conduct well because of they are a little shy to conduct on the stage.</li> </ul>
Traditional theater /Venn diagram	<ul style="list-style-type: none"> <li>• Students like to learn on the tablets.</li> <li>• Through reading and presentation, students can learn the features of the traditional theaters.</li> <li>• Some students can not read the articles smoothly.</li> <li>• It's not easy for students to compare two traditional theaters.</li> </ul>
Christmas carols	<ul style="list-style-type: none"> <li>• The students are shy to sing louder in front of the lower classmates.</li> <li>• Some students make the Christmas cards beautiful. The lower students also make cards to the upper classmates.</li> <li>•</li> </ul>

## 七、結語：

創意是藝術課程非常重要的元素。學生本來覺得音樂課的書寫任務很有壓力，但透過圖表、平板以及合作學習，這個任務變得愉快有挑戰，因此學習效果佳。即使它們不屬於統整學習範疇，但也是音樂學習的養分喔。

## 八、參考資料：



1. 音符 [https://en.wikipedia.org/wiki/Musical\\_note](https://en.wikipedia.org/wiki/Musical_note)
2. 休止符 [https://en.wikipedia.org/wiki/Rest\\_\(music\)](https://en.wikipedia.org/wiki/Rest_(music))
3. 雙語指揮影片 <https://www.youtube.com/watch?v=F1m6aZWKV7I>

九、教學剪影

	
<p>Listen and Write</p>	<p>Listen and Write</p>
	
<p>Reading</p>	<p>Notes and Rests</p>
	
<p>Time signature</p>	<p>Time signature</p>



Hakka musician



Hakka musician



Conducting



24/34



44/68



Conducting video





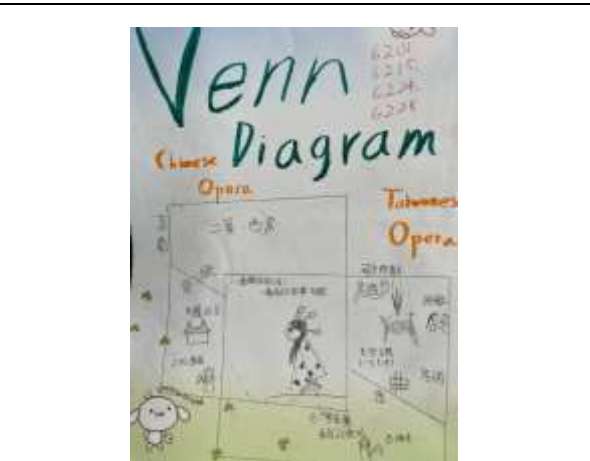
Poster



Traditional theaters



Venn diagram



Venn diagram



Card



Carols