

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	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

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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			
設計依據				
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	<p>■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。</p> <p>■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。</p> <p>■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。</p>
	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> <p>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。</p> <p>2. 音樂課的書寫作業創意化。</p> <p>二、差異化教學：</p> <p>小組合作學習、作品差異化創作。</p>			

三、學生背景經驗分析：

- 1.一到五年級已有音樂學習經驗。
- 2.已經有音畫、寫譜等經驗。

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

教學資源

評量

一、歌唱測驗 25'

Today we are going to test the singing. Please work as a team.

Choose a song in the music book. Sing together.

Ss : Practice together.

Test time. Please sing on the stage. Be good audience.

Ss : Singing as a group and take turns.

音樂教本

實作
評量

二、聽音寫譜：15'

Now we are going to learning the musical notation. Listen the melody played by the teacher. Write the correct melody on the staff. 可以看教本開書考。You can write more information related to this melody, such as the numbered musical notation.

Ss: Listen and write the notations on the staff.

空白五線
譜

紙筆
測驗

三、直笛測驗：30'

Today we are going to play the recorder as a mid-term. Please choose a song. Play recorder with your teammates.

Ss: Practice together.

Now please play the recorder on the stage. Please listen quietly. Which group is the first one? Good job. Next? Well done.

Ss: Play the recorders on the stage. Listen the playing.

直笛教本

實作
評量

四、音符與休止符測驗：10'

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.

Ss: Write the notes and rests on the blanket paper.

The song is

These are, and ... in the song.

空白紙張

紙筆
測驗

<p>Please draw a picture for the song. Draw pictures for the song.</p> <p>五、直笛測驗 2：30’ Today we are going to play the recorder as a final-term. Please choose a song. Play recorder with your teammates. Ss: Practice together. Now please play the recorder on the stage. Please listen quietly. Which group is the first one? Excellent. Next one? You did a great job. Ss: Play the recorders on the stage. Listen the playing.</p> <p>四、拍號體驗：10’ 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. Ss: Choose three songs and recognize three time signatures. Draw some pictures for these songs.</p>			
<p>活動二：客家音樂家 1 節</p>	<p>資源</p>	<p>學科英語</p>	<p>評量</p>
<p>一、聽音寫譜測驗：20’ Today we are going to listen the melodies and write on the staff. Please write down the G clef at the beginning. Listen to the first melody. How many notes do you hear? Ss: six. Good. Please write down the notes. 可以開書找出樂譜，音符位置正確就 100 分，節奏可以都用四分音符。 Ss: Listen and write the notes. 寫好的人還有時間可以加上跟這首歌相關的訊息。You can write the notations, the key signature, the time signature, the composer, and so on. Ss: Add some information of the song.</p> <p>二、客家音樂家：20’ Today we are going to learn “Hakka Musician”. Please work as a team. Two or three people in a group. Please search the Musician on the Internet. Write a mind map for the Hakka musician. 六位客家籍音樂家：鄧兩賢、楊兆禎、江文也、呂泉生、林昭亮、謝宇威。Choose one musician to learn. Write the musician’s name in the middle. When was</p>	<p>空白五線譜 音樂教本</p> <p>平板 紀錄單</p>		<p>紙筆測驗</p> <p>實作評量 口語發表</p>

<p>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> <p>We are going to introduce “徐千舜”.</p> <p>She was born in 1984.</p> <p>She was from Hsinchu County.</p> <p>She won the Golden Melody Award in 2011.</p> <p>Her famous music work is “月光華華”.</p> <p>Ss: Take the ipad. Search on the internet. Write the mind map. Now it’s Showtime. Please take the pad and mind map on the stage. Introduce the Hakka musician to us. 平板請秀出這個音樂家的相片給大家看，心智圖面向你們自己。</p> <p>Ss: Present on the stage.</p> <p>We are going to introduce...</p> <p>He was born in....(year)</p> <p>He was from(place)</p> <p>His famous works are...(songs).</p> <p>Well done.</p>			
<p>活動三：指揮 2 節</p>	<p>資源</p>	<p>學科英語</p>	<p>評量</p>
<p>一、國際秀展演練習 1：25’</p> <p>Next month we are going to have the international show. Please practice together. What do we have to perform in the show?</p> <p>Ss: cat walk, freeze, introduce the country, play the music or dance together.</p> <p>Good answers. Please rehearse in the classroom. Next week we will rehearse in the activity center.</p> <p>Ss practice and rehearse in a group.</p> <p>二、指揮體驗 1：15’</p> <p>Today we are going to learn Conducting. What is a conductor doing on the stage?</p> <p>Ss: wave the hands, 比來比去</p> <p>Yes. Let’s watch a cute bilingual video for conducting learning. You can learn with the conductor.</p> <p>Ss watch the video.</p> <p>Please use your right hand to draw a triangle and use your left hand to draw a square in the same time.</p> <p>Now let’s learn how to conduct in 24 and 34 time signatures.</p>	<p>走秀用品</p> <p>雙語指揮 影片 指揮圖 伴奏音樂</p>		<p>實作 評量</p> <p>指揮 實作</p>

<p>Please conduct together.</p> <p>Ss learn to conduct in two four times and three four times.</p> <p>Now it's show time. Please stand on the stage and conduct with the music in 24/34 time signatures.</p> <p>Be good audience, please.</p> <p>Ss conduct on the stage. Take turns.</p> <p>Well done. Thanks a lot.</p> <p>三、國際秀展演練習 2：25'</p> <p>Last week we practiced the international show in the classroom. Now we are going to rehearse in the activity center. Please stand at the beginning of the red carpet. Do the cat walk and freeze two times. Take the microphones to introduce the country you show. 麥克風請小心使用，不要拍打麥克風。</p> <p>Ss rehearse in the gym. Take turns and check the performances.</p> <p>四、指揮體驗 2：15'</p> <p>Today we are going to learn Conducting again. Did you remember how to conduct the 24 times and 34 times? Show me the conducting of 24 times and 34 times.</p> <p>Ss conduct together.</p> <p>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.</p> <p>Ss conduct 44 and 68 together.</p> <p>Remember to cross your hands in the third beat when you conduct the 44 time signature.</p> <p>Remember to cross your hands in the fourth beat when you conduct the 68 time signature.</p> <p>Now it's the showing time. Please stand on the stage and conduct the 44 time with the music.</p> <p>Ss conduct on the stage.</p> <p>Very well. Now you are conductors. Let's review 24, 34, 44 and 68 conducting together.</p>	<p>紅毯 走秀物品 與音樂</p>		<p>實作 評量</p> <p>指揮 實作</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>一、第一學期期末問卷：10'</p> <p>Today we have two topics. The first one is answering he</p>	<p>平板</p>		

<p>questionnaire. The second is making a Venn diagram. Please take the tablet. One person has a pad.問卷沒有對錯，依照你自己的想法填寫，自己填問卷，不要影響他人。</p> <p>Ss take the ipad. Link to the google questionnaire address and answer 18 questions.</p> <p>二、傳統戲曲比一比：25’</p> <p>Today we are going to learn Venn Diagram. It’s a teamwork. Please search two traditional theaters on the tablet, read the articles and find the similarities and the differences. Draw two circles on the paper. 兩個圓圈中間會有重疊的地方，這個地方就是要寫出兩個傳統戲曲相同的部分。Remember to write down the title “Venn Diagram”. 我們比較的有這三組：傀儡戲和布袋戲、京劇和歌仔戲、皮影戲和黑光劇。Remember to write the traditional theaters’ names on the top of the circles. Ss work as a team. Search the two theaters and compare them. Show time, please. Present your Venn Diagram on the stage. Please say English in the beginning. We are going to introduce Marionette and Puppet Show. 他們相同的部分是... 他們不同的部分是...Be good audience, please. 平板請展示這兩種戲曲的相片，Venn Diagram 面向你們自己，發表的時候可以看你們的紀錄單。</p> <p>Ss present on the stage. We are going to introduce Chinese Opera and Taiwanese Opera. We are going to introduce Black Light Theater and Shadow Theater.</p> <p>You are so excellent. Let’s review six traditional theaters.</p> <p>Ss: Marionette, Puppet Show, Chinese Opera, Taiwanese Opera, Black light theater and Shadow theater.</p> <p>Did you learn hard?</p> <p>Did you learn together?</p> <p>Did you know how to do the Venn Diagram?</p> <p>Good job. Have a nice weekend.</p>	紀錄單		口語發表
<p>活動五：大手報佳音 1 節</p>	資源	學科英語	評量
<p>一、大手報佳音：15’</p> <p>Good day. We are going to sing Christmas carols to the senior classmates. The first song is “Silent Night”. There are three languages that we sing: Chinese, English and German. Please listen quietly. 仔細看看大手唱歌的表情喔。</p> <p>Ss sing and listen.</p>	卡片		歌唱表演

<p>Now we are going to sing “We Wish You a Merry Christmas” with the lower classmates together. 大手和小手坐在一起，一起唱歌喔。</p> <p>Ss sing together.</p> <p>Please exchange the Christmas cards and introduce your cards.</p> <p>Ss exchange the cards and chat.</p> <p>Say Happy New Year together.</p> <p>Well done.</p> <p>二、期末歌唱測驗與直笛測驗：25’</p> <p>Now it’s the final-term. Please sing and play the recorder together. Choose a song and practice together.</p> <p>Ss practice together.</p> <p>It’s show time. Which group is the first one? Good job. Be good audience, please.</p> <p>Ss play and sing on the stage.</p> <p>Did you learn together?</p> <p>Did you play and sing hard?</p> <p>Wish you have good time in singing and playing the recorder.</p>	<p>音樂教本 直笛</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"> 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.

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

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
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