110 學年度部分領域課程雙語教學教案設計

<div align="right">校名：<u>明潭國小</u></div>

課程名稱	偶很調皮	融入學科領域	**表演藝術**
教材來源	翰林-藝術與人文	教案設計者	劉靜蓉
實施年級	五、六年級	授課時間	共 6 節，本節為第 5 節，每節 40 分鐘

教學 設計理念	能藉由認識台灣的傳統偶戲、皮影戲以及手指偶、襪子偶，了解台灣快絕種的傳統技藝及偶戲的歷史。學生藉由想像自己是一個木偶，開發自己的身體，去摸索，不只藉由偶來抒發自己的情感，也找到身體的律動來體驗當操偶師與戲偶的感覺。最後，希望學生能藉由自己創造出自己的襪子做襪子偶，與他人合作出的短戲，來表現一種的喜愛。

學科 核心素養對 應內容	總綱	A1 身心素質與自我精進具備身心健全發展的素質，擁有合宜的人性觀與自我觀，同時透過選擇、分析與運用新知，有效規劃生涯發展，探尋生命意義，並不斷自我精進，追求至善。
	領綱	藝-E-A1 參與藝術活動， 探索生活美感。

學科 學習重點	學習表現	1-III-4 能感知、探索與表現表演藝術的元素、技巧。 1-III-6 能學習設計思考，進行創意發想和實作。 2-III-3 能反思與回應表演和生活的關係。 2-III-6 能區分表演藝術類型與特色。 2-III-7 能理解與詮釋表演藝術的構成要素，並表達意見。
	學習內容	表 A-III-2 國內外表演藝術團體與代表人物。 表 E-III-1 聲音與肢體表達、戲劇元素(主旨、情節、對話、人物、音韻、景觀)與動作元 素(身體部位、動作/舞步、 空間、動力/時間與關係) 之運用。 表 E-III-2 主題動作編創、故事表演。

學生 先備知識	1. 對表演的流程已有初步的認識。 2. 會運用創意及材料，製作表演的襪子偶。 3. 能了解傳統與現代戲劇之不同元素。 4. 有參與籌劃、演練與展演的經驗。 5. 能與他人合作學習。 6. 具有欣賞演出的正確態度。 7. 知道並能說出 hand, finger, sock 等單字。

學科課堂學 習目標	1. 能融入表演的情境，與他人協調、合作完成主題。 2. 能樂於欣賞他人的作品，並說出自己的感受。 3. 能透過小組討論，完成人偶的故事。 4. 能將故事透過說演故事的方式呈現出來。 5. 能樂於欣賞他人的演出。 6. 學生能專注於教師的說明與演示。 7. 學生能積極參與各種課堂練習活動。 8. 學生能樂於回答教師或同學所提的問題。

語言 學習目標	Content language
	Vocabulary：puppet, hand, finger, sock, thumb, pointer, middle, ring, pinky Sentence patterns：

	1. This is a **/finger/hand/sock** puppet. 2. Teacher, what's the question?
	● Come here, please. ● What did you see/ hear? ● What's this? ● Raise your hand if you want to say something. ● Stand up, sit down, bow. ● Have you finished? finished! not yet. ● Did you get it? Yes, I do. No, I don't. ● Your turn. ● Good morning/afternoon teacher. ● Thank you/ Sorry. ● No talking. ● When the teacher is talking, eyes on the teacher. ● You have three minutes. ● Time's up! ● Go get your markers and erasers. ● Please erase. ● Markers down. ● May I come in? May I go to the bathroom? ● Yes, you may.

差異化教學	Grade 3,4	Grade 5,6
	Vocabulary：puppet, hand, finger, string, rod, sock, shadow **Sentences**： ● This is a **/finger/hand/sock** puppet. ● Teacher, what's the question?	**Vocabulary**：puppet, hand, finger, string, rod, sock, shadow, marionette, thumb, pointer, middle, ring, pinky **Sentences**： ● This is a **/finger/hand/sock** puppet. ● Teacher, what's the question?

與其他領域 /學科的連結	（無）
議題融入 （無則免填）	□性別平等教育 □人權教育 ☑環境教育 □海洋教育 □品德教育 □生命教育 □法治教育 □科技教育 □資訊教育 □能源教育 □安全教育 □防災教育 □家庭教育 □生涯規劃教育 □多元文化教育 □閱讀素養 □戶外教育 ☑國際教育 □原住民族教育
學習情境 與 動機引發	影片聆聽、觀賞；遊戲合作；肢體動作暖身；合作討論學習。

教學策略	實際操作、分享與討論、思考與解決、TPR 教學法、圖像學習法、KWL 學習法
教學資源 及 使用工具	教學簡報、教學影片、自學講義、便利貼、大海報紙、小組問題、襪子偶、偶戲小舞台

教學活動設計

教學活動內容及實施方式	時間	評量/目標
第一節 **教學準備**：question race 閱讀單、導入活動影片、便利貼、大海報紙、學生及老師的襪子偶、襪子偶戲台 **一、導入活動** **(一)50 ways to sit** 1. Ask Ss to reflect on last class and write down one thing they still remembered from the last class as the recalling. 2. They will have to write it on a sticky notes and paste it on a paper whenever they're finished. ------------------------------- ● Before we start, everyone, can you write down one thing you still remembered that we did from the last class. ● You can write it on the sticky notes, and paste it here when you're finished. ● Now let watch a video.	7 mins	情意評量 操作評量
二、發展活動 **(一) Question race** 1. Teacher put Ss into sevreal groups depand on students' attendance. (two people in a group) 2. Teacher give out a short reading about the history of puppetry and sock puppets 3. Each group have to pick a person to come and get the question from Teacher. (the answer can be found from the reading) The teacher will give the question orally, therefore if student forgot some of the words from the question they have to run to teacher again to listen the question again. 4. Once the group finds the answer, the one who come and get the question needs to go to the teacher and say the answer out in order to get another question. 5. Each group will have different question so there's no need to worried about the peeking problem. ------------------------------- ● Now I'm going to put everyone into groups. ● (name),(name) you two are a group.	13 mins	情意評量 口語評量 操作評量

- Okay, I need one helper.
- And here is the reading for you.
- Now please pick a person to come up here. (point at the front stage)
- And you say "What's the question?" (let the Ss repeat with the teacher)
- (teacher tells the question to each group)
- Now go back and say it to your group.
- (teacher act like she forgot part of the question) ugh, okay. (then goes back to the front and ask again "Teacher, what's the question?"
- (goes back and convey the question one more time)
- If you know the answer please come and let me know.

(二) Lottery sock puppet show
1. Each group come and pick a person card that they've known from the school.
2. They have to use their sock puppet to play a little show in front of the class.
3. Other Ss have to guess who that person is.
4. Each group have 3 minutes to prepare the show.

- Alright, everyone, eyes on me, let's watch a show.
- (teacher plays the sock puppet show)
- 嗯…這很像學校的誰呀? Can anyone give it a guess? It's a teacher from the school.
- Okay, yes! It's teacher _____.
- Now please pick a person to come and pick the teacher's name card.
- Okay, you'll have to think about some questions…hmmm…(shows the slides with guided questions) 他平常會說那些話? 做哪些動作? 個性是什麼呢?
- And each group will come up and play a sock puppet show, and we all have to guess the teacher's name. any questions?
- Awesome. Let's go!

三、統整活動
(一) Reflection time
1. Teacher give out the sticky notes again to let students write down one thing we do together today.
2. Paste the sticky notes on the poster.
3. Write down one thing they wish to know next

15 mins	情意評量 口語評量 操作評量

class. 4. Check their understanding and feeling. --------------------------- ● Okay, now please write down one thing we do today. ● And if you finished, come and get another one and write one thing you want to know for the next class. ● Here you go. You're welcome. ● What do you feel about today's class? ● Is it easy(hands up) medium(hands straight like a cross), or difficult(hands crossed in front the chest)? ● Alrighty, I think it's time, we'll call it a day, thank you everyone, you did a very good job!	5 mins	情意評量 操作評量