

# 110 學年度部份領域雙語教學計劃訪視公開課

時間：110 年 12 月 07 日(二) 時間 9:00~13:00

地點：音樂教室三/會議室

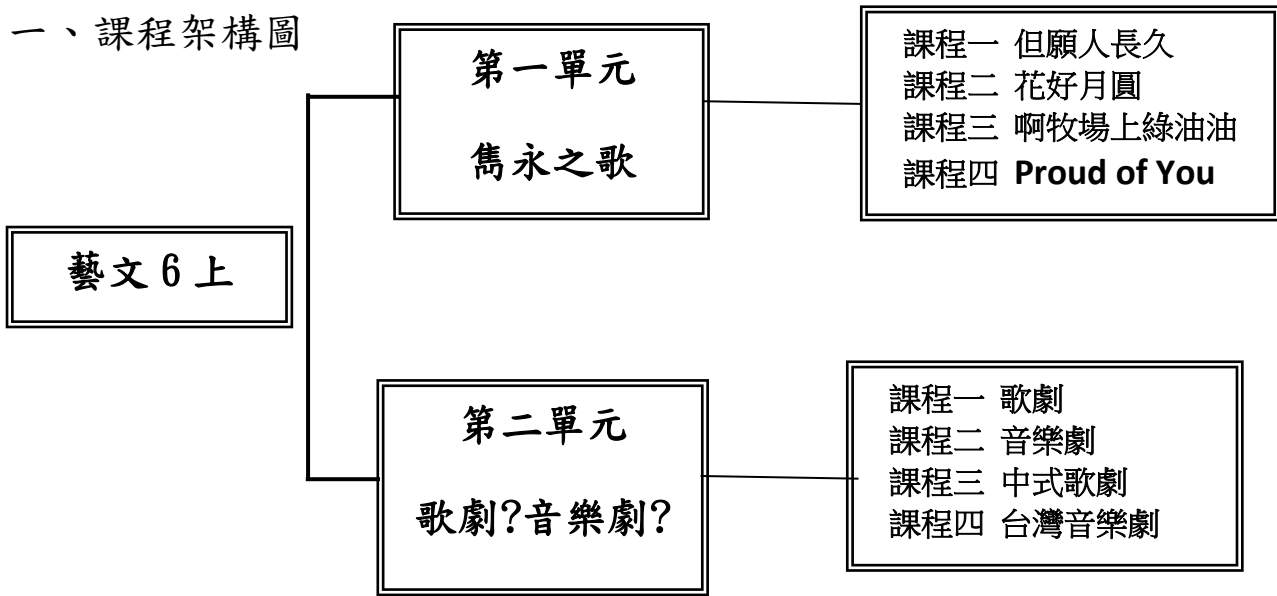
出席者	簽到
訪視教授	劉尚芬
訪視教授	同和濤
專案助理	孫亭宏
校長	
教務主任	林利君
教師	余芸蘋
教師	陳嘉貴
教師	陳碧棠
教師	
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教師	
教師	

教育處  
輔導團

林春源  
張心慧

宜蘭縣宜蘭市黎明國民小學  
110 學年度沉浸式英語教學特色學校試辦計畫藝術與人文音樂教案

一、課程架構圖



二、課程計畫總表：

教案設計：洪心怡		英語協助：周儀、陳嘉貴		參考教材：康軒(主)、翰林(輔)	總節數：20 節
單元名稱	核心素養			學習表現	學習內容
	面向	總綱	領綱		
雋永之歌、歌劇音樂劇	A 自主行動	A1 身心素質與自我精進	藝-E-A1 參與藝術活動，探索生活美感。	3-III-3 能應用各種媒體蒐集藝文資訊與展演內容。	音 P-III-1 音樂相關藝文活動。
	B 溝通互動	B1 符號運用與溝通表達 B3 藝術涵養與美感素養	藝-E-B1 理解藝術符號，以表達情意觀點。 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。	1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。 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。	音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。 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-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。
	C 社會參與	C1 道德實踐與公民意識	藝-E-C1 識別藝術活動中的社會議題。	2-III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。	音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。

### 三、學習單元(二)課程(一)活動設計

單元課程	單元二 歌劇?音樂劇? 課程一 歌劇	教學設計者	洪心怡, 陳嘉貴, 周儀
學習對象	六年級	學習節次	6
核心素養	<b>總綱核心素養項目</b>	<b>領域核心素養具體內涵</b>	
	A2 系統思考與解決問題 B1 符號運用與溝通表達 B3 藝術涵養與美感素養	藝-E-A2 認識設計思考, 理解藝術實踐的意義。 藝-E-B1 理解藝術符號, 以表達情意觀點。 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。	
<b>學習內容</b>		<b>學習表現</b>	
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。(藝-E-B1)		1-III-1 能透過聽唱、聽奏及讀譜, 進行歌唱及演奏, 以表達情感。(藝-E-B1, 表現)	
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。(藝-E-B3)		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。(藝-E-B3, 鑑賞)	
音 A-III-1 器樂曲與聲樂曲, 如: 各國民謠、本土與傳統音樂、古典與流行音樂等, 以及樂曲之作曲家、演奏者、傳統藝師與創作背景。(藝-E-A2)		2-III-4 能探索樂曲創作背景與生活的關聯, 並表達自我觀點, 以體認音樂的藝術價值。(藝-E-A2 鑑賞)	
學習目標	<ol style="list-style-type: none"> <li>1. 學生能在聆賞樂曲過程中表達自己的想法。</li> <li>2. 學生能以小組合作方式進行學習並學會演奏。</li> <li>3. 學生能表達對音樂的感受, 並嘗試運用英語說明。</li> <li>4. 學生能欣賞課本中各國著名歌曲, 描述樂曲創作背景與生活的關聯。</li> <li>5. 學生能參與小組活動, 分享並尊重他人意見。進而自行小組分工, 共同規劃展演活動。</li> </ol>		
教學方法	問題引導、欣賞、講述、示範、小組討論、合作學習、發表		
英語學習 content vocabulary / sentence pattern	<p>★學科英語詞彙 recorder, fingering, beat, rhythm, melody, lyrics, opera, high, low, soprano, mezzo-soprano, alto, tenor, baritone, bass, folk song, 〈The magic of the Flute〉, 〈Turandot〉</p> <p>★學科課室英語</p> <ol style="list-style-type: none"> <li>1. Do you have the student books/music books? Show me. / Borrow one from me.</li> <li>2. Take out your book. Turn to page __.</li> <li>3. What is the name of the song?</li> <li>4. Sing the notes/lyrics with me.</li> <li>5. Listen to the music.</li> <li>6. Clap the beats/rhythm and sing the song with me.</li> <li>7. Who composed the song?</li> <li>8. Where is the song from?</li> <li>9. Now we are going to watch a video. This video is about _____.</li> <li>10. What do you see in the video?</li> <li>11. How do you feel about the song?</li> <li>12. What is he/she doing?</li> </ol>		

<p>13. Listen to the voice. Is it high or low?  14. How to play the notes? Please read the fingering out.  15. I point to the notes and you play the notes.  16. Team leaders, please check the fingerings of your teammates.  17. Now let's play the whole song with your recorders.  18. Each team stands up and plays the music together.  19. Which one do you like more? Why?  20. This week, our homework is to practice the song 10 times.</p>
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領域/科目	藝術與人文/音樂		設計者	洪心怡	
實施年級	國小六年級		英文協助	陳嘉貴、周儀	
單元名稱	認識歌劇：課程一 魔笛		節數	共 3 節， 120 分鐘	
<b>設計依據</b>					
學習重點	學習表現	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。  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。</p>		核心素養	<p>B1 符號運用與溝通表達  (藝-E-B1 理解藝術符號，以表達情意觀點。)  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。)  A2 系統思考與解決問題  (藝-E-A2 認識設計思考，理解藝術實踐的意義。)</p>
	學習內容	<p>音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。  音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。</p>			
教材內容		國民小學藝術與人文課本(康軒版)			
教學設備/資源		電腦，投影機			
<b>學習目標</b>					
<p>1.透過老師解說認識歌劇與〈魔笛〉，並能描述辨認聲樂各聲部特徵。(2-III-1)(音 A-III-1)  2.透過學習吹奏〈快樂的捕鳥人〉對魔笛有更多認識。(1-III-1)(音 E-III-1)</p>					
<b>教學活動設計</b>					
教學活動內容及實施方式				時間	學習評量重點
<p><b>The first lesson</b></p> <p><b>Greeting :</b>  T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here? Ss: ...)  T: Do you have the student books? (Ss: Yes.)  T: Good. Let ' s start our class.</p> <p><b>Presentation + Activity :</b> 〈魔笛〉認識與欣賞</p> <p>1. 教師播放歌劇〈魔笛〉歌曲〈復仇的火焰〉片段，學生仔細聆聽。  (影片參考: <a href="https://www.youtube.com/watch?v=L4HUTaExyfo">https://www.youtube.com/watch?v=L4HUTaExyfo</a>)  T: Look at the screen. Watch the video.  What do you see in this video? What is she doing?</p>				<p><b>1 min.</b></p> <p><b>3 mins.</b></p>	<ul style="list-style-type: none"> <li>能以英文回應老師的問候。</li> <li>能專心觀賞影片</li> <li>能正確回應老師的問題</li> </ul>

<p>(Ss: She is singing. 或以中文回答。)</p> <p>T: She is performing the opera 〈The Magic Flute〉.</p> <p>This is the song 〈復仇的火焰〉 in the opera.</p> <p>2. 教師播放電子書中作曲家莫札特生平相關影片片段。</p> <p>T: Today we're going to learn the opera 〈The Magic Flute〉.</p> <p>T: Please turn to page 6. Tell me, who is the composer?</p> <p>S: (Mozart or 莫札特)</p> <p>T: Good job. You're going to watch a video. The video is about "Mozart".</p> <p>T: When the video stops, please raise your hand and tell me anything about "Mozart". And your team will get points.</p> <p>Please pay attention to it.</p> <p>3. 教師以中文搭配心智圖解說〈魔笛〉劇情大綱及角色。</p> <p>T: Now let's go to know something about 〈The Magic Flute〉.</p> <p>4. 教師播放〈The Magic Flute〉影片片段以提問帶入劇情並解說角色。</p> <p>T: You're going to watch a video. Look at the screen.</p> <p>(影片一參考: <a href="https://www.youtube.com/watch?v=O7Wp3p3did4">https://www.youtube.com/watch?v=O7Wp3p3did4</a>)</p> <p>(影片二參考: <a href="https://www.youtube.com/watch?v=27wGTorcgvI">https://www.youtube.com/watch?v=27wGTorcgvI</a>)</p> <p>(影片三參考: <a href="https://www.youtube.com/watch?v=G_rR6fdpMZc">https://www.youtube.com/watch?v=G_rR6fdpMZc</a>)</p> <p>T: What do you see in this video?</p> <p>(T: You can speak in English or Chinese.) (學生自由回答。)</p> <p>5. 影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈快樂的捕鳥人〉、〈復仇的火焰〉、〈帕, 帕, 帕, 帕帕基諾〉</p> <p>T: What is song about? (Ss: 中文自由回答。)</p> <p>T: How do you feel about the song? (Ss: 依歌曲內容回答。)</p> <p>T: Who is the role? What does he/she do? (Ss: 依歌曲內容回答。)</p> <p>6. 重複步驟 4、5 直到歌劇重點劇情、歌曲介紹結束。</p> <p><b>Wrap up :</b></p> <p>1. 教師以中文搭配簡報概略介紹歌劇涵蓋層面。</p> <p>T: So, an opera is an art form. There are words, music, drama, dance, scenery and costumes.</p> <p>2. 教師提問總結今天課程</p> <p>T: What is an opera? You can speak in English or Chinese.</p> <p>(Ss: 中/英文回答各自想法。)</p> <p>T: What's the name of the opera? (S: The Magic Flute.)</p> <p>T: Who is the composer? (S: Mozart.)</p> <p>T: Which song is your favorite in the opera? Who is the role?</p> <p>(Ss: 中/英文回答各自想法。)</p> <p>T: Any questions? That's all for today. Goodbye.</p>	<p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>20 mins.</b></p> <p><b>5 mins.</b></p> <p><b>5 mins.</b></p>	<ul style="list-style-type: none"> <li>● 能專心觀賞影片</li> <li>● 能踴躍且正確地回應教師提問</li> <li>● 能專心聽課</li> <li>● 能踴躍且正確地回應教師提問</li> <li>● 能正確回應老師的問題</li> <li>● 能正確回應老師的問題</li> </ul>
<p><b>The second lesson</b></p> <p><b>Greeting :</b></p> <p>T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here? Ss: ...)</p> <p>T: Do you have the student books? (Ss: Yes.)</p> <p>T: Good. Let 's start our class.</p> <p><b>Warm-up:</b></p> <p>1. 教師複習上周課程，播放歌曲〈復仇的火焰〉學生仔細聆聽。</p>	<p><b>1 min.</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>● 能以英文回應老師的問候。</li> <li>● 能專心聆聽音樂</li> </ul>

<p>(影片參考: <a href="https://www.youtube.com/watch?v=L4HUTaExyfo">https://www.youtube.com/watch?v=L4HUTaExyfo</a> )</p> <p>T: Listen to the song. What's the name of the song? (S: 復仇的火焰。)</p> <p>T: Good job. Do you remember the opera? What's the name of the opera? (S: The Magic Flute.)</p> <p>T: Do you know the other songs in this opera? (S: 快樂的捕鳥人。)</p> <p>2. 教師以〈復仇的火焰〉、〈快樂的捕鳥人〉片段讓學生比較歌者音域高低。</p> <p>T: Good. Listen to the song 〈復仇的火焰〉 and 〈快樂的捕鳥人〉。 (影片參考: <a href="https://www.youtube.com/watch?v=L4HUTaExyfo">https://www.youtube.com/watch?v=L4HUTaExyfo</a> ) (影片參考: <a href="https://www.youtube.com/watch?v=j-DuZ0Q6GWY">https://www.youtube.com/watch?v=j-DuZ0Q6GWY</a> )</p> <p>T: Which singer's voice is higher? (S: 復仇的火焰。)</p> <p>T: Yes, of course. The song is played by "Queen of the Night".</p> <p>T: "Queen of the Night" is Coloratura soprano. Coloratura soprano is the highest voice in the vocal types.</p>	<p>mins.</p> <p>2 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確回應老師的問題</li> <li>● 能專心聆聽音樂</li> <li>● 能回應老師的問題</li> </ul>
<p><b>Presentation + Practice</b> : 歌劇聲部介紹+〈魔笛〉角色聲部配對</p> <p>1. 教師以影片介紹歌劇聲部，並搭配簡報提問。</p> <p>T: Today we're going to learn the vocal types. Please, look at the screen. Watch this video. When the video stops, I'll ask you some questions. Please raise your hand and answer me. And your team will get points. Please pay attention to it. (影片參考: <a href="https://www.youtube.com/watch?v=rilYvYJKQ6I">https://www.youtube.com/watch?v=rilYvYJKQ6I</a>)</p> <p>T: Which voice is the highest? (S: 女高音，花腔女高音。)</p> <p>T: Which voice is lowest? (S: 男低音。)</p> <p>T: Which vocal type is the male lead? (S: 女高音。)</p> <p>T: Which vocal type is the female lead? (S: 男高音。)</p>	<p>5 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確回應老師的問題</li> <li>● 能專心聽課學習</li> </ul>
<p>2. 教師中文搭配簡報介紹歌劇聲部。</p> <p>female vocal types: soprano(女高音), mezzo-soprano(次女高音), alto(女中音), (女高音又分為 Coloratura soprano 花腔女高音，dramatic soprano 戲劇女高音，lyric soprano 抒情女高音)</p> <p>male vocal types: tenor(男高音), baritone(男中音), bass(男低音)</p>	<p>5 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確排列聲部卡片</li> </ul>
<p>3. 學生分組討論將卡片以聲音高到低排列。</p> <p>T: Every team will get some cards of the vocal types. T: Please arrange them from high to low.</p>	<p>5 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確配對音樂與角色圖片</li> </ul>
<p>4. 教師播放〈魔笛〉角色獨唱曲音樂，學生分組討論，依歌者的音高音色的感受猜測角色，並選擇角色卡舉起來。再選擇正確的聲部卡。</p> <p>T: Now we'll listen to several songs of 〈The Magic Flute〉. T: Here are some cards of roles. T: Listen to the song and choose the cards to match the song. (夜后: <a href="https://www.youtube.com/watch?v=L4HUTaExyfo">https://www.youtube.com/watch?v=L4HUTaExyfo</a> ) (學生舉起夜后卡片。)</p> <p>T: Good. How do you feel about the voice? Is it high or low? T: What vocal type is she? (學生舉起花腔女高音卡片。)</p>	<p>2 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確配對角色與聲部</li> </ul>
<p>5. 重複步驟四。</p> <p>(帕帕基諾: <a href="https://www.youtube.com/watch?v=j-DuZ0Q6GWY">https://www.youtube.com/watch?v=j-DuZ0Q6GWY</a>) (塔米諾王子: <a href="https://www.youtube.com/watch?v=HMIC0G2ZJtA">https://www.youtube.com/watch?v=HMIC0G2ZJtA</a>) (三個侍女: <a href="https://www.youtube.com/watch?v=3ltD-bsrcHE">https://www.youtube.com/watch?v=3ltD-bsrcHE</a>) (帕米娜公主: <a href="https://www.youtube.com/watch?v=B0yNVKikPUA">https://www.youtube.com/watch?v=B0yNVKikPUA</a>) (祭司 薩拉斯妥: <a href="https://www.youtube.com/watch?v=xMvjGGbNhN8">https://www.youtube.com/watch?v=xMvjGGbNhN8</a>)</p>	<p>10 mins.</p> <p>2</p>	<ul style="list-style-type: none"> <li>● 能銜角色由高至低正確排列</li> </ul>



<p>6. 指導學生將所有角色聲部依照音域由高至低排列。 T: Please arrange them from high to low.</p> <p><b>Wrap up :</b></p> <p>1. 歌劇唱腔介紹 教師以中文搭配影片解說歌劇與一般唱歌發聲方式不同。 (影片參考: <a href="https://www.youtube.com/watch?v=T14YiJVfBxA&amp;list=PL5Bkvh3D6IUOXZSAfzaWm7GCSocFyCdqX&amp;index=3">https://www.youtube.com/watch?v=T14YiJVfBxA&amp;list=PL5Bkvh3D6IUOXZSAfzaWm7GCSocFyCdqX&amp;index=3</a>)</p> <p>2. 教師提問總結今天課程 T: What did we learn today? (You can speak in English or Chinese.) (Ss: 中/英文回答各自想法。) T: What's the name of the song? (老師播放魔笛內的曲子) Who is the role? Do you like it? Why? (Ss: 中/英文回答各自想法。) T: Who is the composer? (S: Mozart.) T: How do you say the word "soprano/ tenor / bass" in Chinese? (S: 女高音/男高音/男低音。) T: Which song is your favorite in the opera? T: Any questions? That's all for today. Goodbye.</p>	<p>mins.</p> <p>2 mins.</p> <p>4 mins.</p>	<ul style="list-style-type: none"> <li>● 能專心聽課學習</li> <li>● 能正確回應老師的問題</li> </ul>
<p><b>The third lesson</b></p> <p><b>Greeting :</b> T: Good morning. Is everybody here? (Ss: Yes/No. T: Who's not here? Ss: ...) T: Do you have the student books and recorders? (Ss: Yes/No.) T: Who doesn't have a recorder? Come here and borrow one from me. T: Good. Let 's start our class.</p> <p><b>Warm-up:</b></p> <p>1. 教師複習上周課程，播放歌曲〈快樂的捕鳥人〉學生仔細聆聽。 (影片參考: <a href="https://www.youtube.com/watch?v=j-DuZ0Q6GWY">https://www.youtube.com/watch?v=j-DuZ0Q6GWY</a>) T: Listen to the song. What's the name of the song? (S: 快樂的捕鳥人。) T: Good job. What's the name of the opera? (S: The Magic Flute.) T: Who composed it? (S: Mozart.)</p> <p>2. 教師以中文搭配簡報簡短介紹歌劇歷史。</p> <p><b>Presentation + Practice :</b> 〈快樂的捕鳥人〉教學</p> <p>1. 教師播放〈快樂的捕鳥人〉音樂介紹樂曲。引導學生思考音樂情境。 T: Listen to the song. How do you feel about the song? (Ss: 中/英文自由回答。)</p> <p>2. 教師在簡報上呈現歌曲樂譜，學生起立，腳踏歌曲節奏。 T: Today, we're going to learn the song. It's a happy song. T: Now listen to me. Is this beat or rhythm? (T 示範 beat and rhythm) T: Now, I want you to feel the rhythms with your body. (T 示範) Everyone, stand up! Put your chairs under the tables. Listen to the music and step with the rhythm. You may walk around the classroom. Don't get too close to others. (Students listen to music and walk around.) T: Good job! Go back to your seat and sit down, please.</p> <p>3. 教師在簡報上呈現歌曲樂譜，教師示範演唱樂曲音高，學生跟唱。</p>	<p>1 min.</p> <p>3 mins.</p> <p>1 mins.</p> <p>3 mins.</p> <p>7 mins.</p> <p>3</p>	<ul style="list-style-type: none"> <li>● 能以英文回應老師的問候。</li> <li>● 能專心觀賞影片並正確回答老師提問</li> <li>● 能專心聆聽音樂</li> <li>● 能回應老師的問題</li> <li>● 能正確拍踏節奏</li> </ul>

<p>T: Listen to me. I'll sing the notes and you follow me.</p> <p>4. 教師在簡報上呈現歌曲樂譜，學生依教師指示演唱音符唱名。</p> <p>T: Look at me. I point to the notes and you sing the notes.</p> <p>5. 教師在簡報上呈現歌曲音階譜，學生先依教師提問回答指法，再依指示演奏音符。</p> <p>T: Now, please take out your recorder. We are going to play it.</p> <p>T: First, review the recorder fingerings.</p> <p>T: How to play the notes? Please read the fingering out. (S:依提問回答)</p> <p>T: Each note play for four beats.</p> <p>6. 教師在簡報上呈現歌曲樂譜並示範吹奏後由學生跟隨練習。</p> <p>T: Listen to me and look at my fingers. Please pay attention to the fingering.</p> <p>T: I'll play the notes and you follow me.</p> <p>7. 教師在簡報上呈現歌曲音階譜，學生依指示演奏音符。</p> <p>T: I point to the notes and you play the notes.</p> <p>8. 全班一起跟音樂演奏〈快樂的捕鳥人〉。</p> <p>T: Play the whole song with the music together.</p> <p>9. 全班一起演奏〈快樂的捕鳥人〉。</p> <p>T: Play the whole song with the opera together.</p> <p><b>Wrap up :</b></p> <p>T: What did we learn today? (You can speak in English or Chinese.)</p> <p>T: What's the name of the song? Do you like it? Why?</p> <p>T: What's the name of the opera? Who composed it?</p> <p>T: Any questions? That's all for today. Goodbye.</p>	<p><b>mins.</b></p> <p><b>2</b></p> <p><b>mins.</b></p> <p><b>2</b></p> <p><b>mins.</b></p> <p><b>3</b></p> <p><b>mins.</b></p> <p><b>3</b></p> <p><b>mins.</b></p> <p><b>2</b></p> <p><b>mins.</b></p> <p><b>3</b></p> <p><b>mins.</b></p> <p><b>3</b></p> <p><b>mins.</b></p>	<ul style="list-style-type: none"> <li>● 能專心聆聽並跟唱旋律</li> <li>● 能正確回應老師的問題</li> <li>● 能正確吹奏直笛</li> <li>● 能正確吹奏直笛</li> <li>● 能正確回應老師的問題</li> </ul>
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領域/科目	藝術與人文/音樂		設計者	洪心怡
實施年級	國小六年級		英文協助	周儀、陳嘉貴
單元名稱	認識歌劇：課程二杜蘭朵	節數	共 <u>3</u> 節， <u>120</u> 分鐘	
<b>設計依據</b>				
<b>學習重點</b>	<b>學習表現</b>	<p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>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。</p>		<b>核心素養</b>
	<b>學習內容</b>	<p>音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。</p> <p>音 A-III-1 器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝師與創作背景。</p>		
教材內容		國民小學藝術與人文課本(康軒版)		
教學設備/資源		電腦，投影機		
<b>學習目標</b>				
1.透過老師解說認識歌劇與〈杜蘭朵〉，並能描述辨認聲樂各聲部特徵。(2-III-1)(音 A-III-1)				



2.透過學習演唱並演奏〈茉莉花〉進一步對歌劇〈杜蘭朵〉有更多感受。(1-III-1)(音 E-III-1)

教學活動設計

教學活動內容及實施方式	時間	學習評量重點
<p><b>The first lesson</b></p> <p><b>Greeting:</b>            T: Good morning. Is everybody here? Who's not here?            T: Do you have the student books/music books?            T: Let ' s start our class.</p> <p><b>Warm-up:</b>            1.教師播放歌劇〈杜蘭朵〉〈公主徹夜未眠〉片段，學生仔細聆聽。            (影片參考: <a href="https://www.youtube.com/watch?v=rIXOw93iwVE">https://www.youtube.com/watch?v=rIXOw93iwVE</a>)            T: Look at the screen. Watch the video. What do you see in this video?            What is he doing? (Ss: 中/英文自由回答。)            T: He is performing the opera 〈Turandot〉.            This is the song 〈Nessun dorma〉。            2.複習人聲聲部，請學生排列音高，教師提問此歌者的音域。            T: Do you remember soprano, mezzo-soprano, alto, tenor, baritone, and bass? Please arrange these vocal types from high to low?            (soprano, mezzo-soprano ...)            T: Which one is the singer's part? (S: Tenor 男高音)            3.教師以簡報簡略介紹歌劇涵蓋層面。            T: What is an opera? (Ss: 中/英文自由回答。)            T: Opera is an art form. There are words, music, stories, dance, scenery and costumes.</p> <p><b>Presentation:</b> 〈杜蘭朵〉(Turandot)欣賞            1. 教師播放電子書中作曲家普契尼生平相關影片片段。            T: Today we're going to learn another opera 〈Turandot〉.            T: Please turn to page 10. Tell me, who is the composer?            S: (Puccini or 普契尼)            T: You're going to watch a video. The video is about "Puccini".            T: When the video stops, please raise your hand and tell me anything about "Puccini". Please pay attention to it.            2.教師以心智圖簡報大略解說〈杜蘭朵〉劇情及角色。            T: Now let's go to know something about 〈Turandot〉.            3.教師播放〈杜蘭朵〉歌劇片段適當地暫停影片，以提問帶入劇情並解說角色。            (影片參考: <a href="https://www.youtube.com/watch?v=3NJ1zy_AgA0">https://www.youtube.com/watch?v=3NJ1zy_AgA0</a>)            T: We are going to watch the opera 〈Turandot〉. Look at the screen.            T: What is it about? / What do you see in this video?            What is he/she doing? (T: You can speak in English or Chinese.)            (學生自由回答。)            What do you hear in this video? (Ss: 茉莉花。)            4. 影片播放時，教師適當地暫停影片，搭配劇情介紹樂曲〈三道謎題〉、〈公主徹夜未眠〉            T: What is song about? (Ss: 中文自由回答。)</p>	<p><b>1 min.</b></p> <p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>3 mins.</b></p> <p><b>14 mins.</b></p>	<ul style="list-style-type: none"> <li>● 能以英文回應老師的問候。</li> <li>● 能專心觀賞影片</li> <li>● 能正確回應老師的問題</li> <li>● 能小組分工依序排列</li> <li>● 能專心上課並正確回應老師提問</li> <li>● 能專心觀賞影片並正確回應老師提問</li> <li>● 能專心聽課</li> <li>● 能專心觀賞影片並正確回應老師提問</li> </ul>

<p>T: How do you feel about the song? (Ss:依歌曲內容回答。)</p> <p>T: Who is the role? What does he/she do? (Ss:依歌曲內容回答。)</p> <p>6. 重複步驟 3、4 直到歌劇重點劇情、歌曲介紹結束。</p> <p><b>Wrap up:</b></p> <p>1. 複習人聲聲部</p> <p>T: Do you remember soprano, mezzo-soprano, alto, tenor, baritone and bass?</p> <p>T: Please arrange their voices from high to low.</p> <p>2. 學生小組討論依各角色獨唱曲，發表對樂曲、音色的感受，再分組合作將角色與聲部配對。</p> <p>T: How many roles do you see in the video? Who are they?</p> <p>T: How do you feel about the voice? Is it high or low?</p> <p>T: Whose voice is the highest/lowest?</p> <p>T: Please match the roles to the parts.</p> <p>T: Any questions? That's all for today. Goodbye.</p>	<p>5 mins.</p> <p>5 mins.</p>	<ul style="list-style-type: none"> <li>● 能正確回應老師的問題</li> <li>● 能小組討論並將聲部與角色配對</li> </ul>
<p><b>The second lesson</b></p> <p><b>Greeting:</b></p> <p>T: Good morning. Is everybody here? Who's not here?</p> <p>T: Do you have the student books/music books?</p> <p>T: Let ' s start our class.</p> <p><b>Warm-up:</b></p> <p>教師播放〈杜蘭朵〉歌劇中的茉莉花出現的片段，學生仔細聆聽。 (影片一參考：<a href="https://www.youtube.com/watch?v=PAAUqGjIOSxw">https://www.youtube.com/watch?v=PAAUqGjIOSxw</a>)</p> <p>T: Do you remember the opera?</p> <p>T: How many roles do you see in the video? Who are they?</p> <p>T: Now let's watch the video.</p> <p>T: What do you hear in this video? (Ss:茉莉花。)</p> <p>T: Good. (以中文解說普契尼運用茉莉花的原因)</p> <p>T: Let's listen to the other parts.</p> <p>(影片二參考：<a href="https://www.youtube.com/watch?v=EqqwdgaBv9g">https://www.youtube.com/watch?v=EqqwdgaBv9g</a>)</p> <p>(影片三參考：<a href="https://www.youtube.com/watch?v=F1Qp_OCjkrk">https://www.youtube.com/watch?v=F1Qp_OCjkrk</a>)</p> <p>(影片四參考：<a href="https://www.youtube.com/watch?v=M8Mlpi7qjwE">https://www.youtube.com/watch?v=M8Mlpi7qjwE</a>)</p> <p>(影片五參考：<a href="https://www.youtube.com/watch?v=0HtbbXdKFZw">https://www.youtube.com/watch?v=0HtbbXdKFZw</a>)</p> <p>(影片六參考：<a href="https://www.youtube.com/watch?v=fOUPd16uKqE">https://www.youtube.com/watch?v=fOUPd16uKqE</a>)</p> <p>(影片七參考：<a href="https://www.youtube.com/watch?v=zgiwHvdSNGc">https://www.youtube.com/watch?v=zgiwHvdSNGc</a>)</p> <p>(影片八參考：<a href="https://www.youtube.com/watch?v=r55oUQGfEio">https://www.youtube.com/watch?v=r55oUQGfEio</a>)</p> <p><b>Presentation + Practice:</b> 〈茉莉花〉演唱教學</p> <p>1. 教師播放課本內〈茉莉花〉音樂，並介紹樂曲，複習民歌。</p> <p>T: Listen to the song. What's the name of the song?</p> <p>T: Where is it from? (S: China.)</p> <p>T: Do you know who composed it? (S: No.)</p> <p>T: No, so it is a folk song. It is a Chinese folk song.</p> <p>T: Do you remember folk songs?</p> <p>2. 發聲練習。</p> <p>T: We're going to learn the song.</p>	<p>1 min.</p> <p>15 mins.</p> <p>3 mins.</p> <p>3 mins.</p>	<ul style="list-style-type: none"> <li>● 能以英文回應老師的問候。</li> <li>● 能專心觀賞影片</li> <li>● 能正確回應老師的問題</li> <li>● 能專心聆聽音樂</li> <li>● 能回應老師的問題</li> </ul>

<p>T: First, follow me to make the sound. T: Sing the notes. 五聲音階練習。</p> <p>3. 〈茉莉花〉演唱教學 T: Listen to me. 老師示範演唱樂曲。</p> <p>4. 老師領唱學生跟唱。 T: I sing the first time. And you follow me.</p> <p>5. 老師指譜學生唱音符。 T: I point to the notes and you sing the notes.</p> <p>6. 學生唸出歌詞。 T: Please read the lyrics out with the rhythm.</p> <p>7. 學生演唱全曲歌詞。 T: Follow me and sing the song. 全班演唱 〈茉莉花〉</p> <p><b>Wrap up:</b> T: What did we learn today? (You can speak in English or Chinese.) T: What's the name of the song? Do you like it? Why? T: What's the name of the opera? Who composed it? T: This week, our homework is to practice the song 10 times. T: Any questions? That's all for today. Goodbye.</p>	<p><b>15 mins.</b></p> <p><b>3 mins.</b></p>	<ul style="list-style-type: none"> <li>● 能正確發音</li> <li>● 能正確演唱音階</li> <li>● 能正確演唱樂曲</li> <li>● 能正確讀念歌詞</li> <li>● 能正確回應老師的問題</li> </ul>
<p><b>The third lesson</b></p> <p><b>Greeting:</b> T: Good morning. Is everybody here? Who's not here? T: Do you have the student books and recorders? T: Who doesn't have a recorder? Come here and borrow one from me. T: Let 's start our class.</p> <p><b>Warm-up:</b> 1. 教師播放歌曲〈茉莉花〉影片片段，學生仔細聆聽。 T: Last week we learned the opera 〈Turandot〉. There is a famous Chinese folk song in the opera. Listen to the song. (影片參考:<a href="https://www.youtube.com/watch?v=PAAUqGjOSxw&amp;list=PLv-BZA4jLsAWCzQLhiraturAhcmzVgNC&amp;index=1">https://www.youtube.com/watch?v=PAAUqGjOSxw&amp;list=PLv-BZA4jLsAWCzQLhiraturAhcmzVgNC&amp;index=1</a>) T: What's the name of the song? (Ss: 茉莉花) T: Where is it from? (Ss: It is from China.) T: Good. It's a Chinese folk song.</p> <p>2. 教師以中文搭配簡報介紹茉莉花背景。 3. 教師在簡報上呈現歌曲樂譜，學生拍唱歌曲。 T: Now listen to me. Is this beat or rhythm? T: Let's clap the beat of the song and sing the song together. T: Listen to the music and clap the beats. T: Good job!</p> <p><b>Presentation + Practice :</b> 〈茉莉花〉直笛教學 1. 教師指導“So sharp”指法，並示範直笛吹奏。 T: Take out your recorders. T: The song in the opera is A major. So we'll learn two new fingerings today. First, this is “So sharp”. (T 示範 01245 大 6) T: There are two holes of the fingering “6”. Please put your fingers on the big one.</p>	<p><b>1 min.</b></p> <p><b>2 mins.</b></p> <p><b>2 mins.</b></p> <p><b>2 mins.</b></p> <p><b>5 mins.</b></p>	<ul style="list-style-type: none"> <li>● 能以英文回應老師的問候。</li> <li>● 能專心觀賞影片</li> <li>● 能正確回應老師的問題</li> <li>● 能正確拍唱樂曲</li> <li>● 能辨識新指法 So#並吹奏</li> </ul>

<p>T: Team leaders, please stand up and check the fingerings of the others. T: Good job.</p> <p>2. 教師指導 “do sharp”指法，並示範吹奏。 T: Now, let me show you the fingering of “do sharp”. (T 示範：12) T: Team leaders, check the fingerings of your teammates. T: Good job. This time, you play the notes “So sharp” and “do sharp” only. And I’ll sing the other notes.</p> <p>3. 複習 “Fa#”指法，再讓學生以直笛吹奏 “So#/ do#/Fa#”。 T: Do you know how to play “Fa sharp”? (S:012356.) T: Good job, 012356. T: This time, you play the three notes “So sharp, do# sharp, and Fa sharp”. Let’s try again.</p> <p>4. 老師呈現整首樂曲，學生練習指法。 T: All these notes are all in the song. We will play them later. T: Now please play each note for four beats.</p> <p>5. 學生以直笛吹奏全曲。 T: Now let’s play the whole song with your recorders. Are you ready? (One two ready go.)</p> <p>6. 分組吹奏。 T: Practice for 1 minute. Later I’ll call your teams. Then each team stands up and plays the music together.</p> <p>7. 歌劇伴奏。 T: This time we’ll play the recorder with the opera. When you hear the song, please play your recorder with the music.</p> <p><b>Wrap up :</b></p> <p>1. 〈茉莉花〉其他版本介紹 T: We’ll hear another 〈茉莉花〉. It’s also a Chinese folk song. (影片參考：<a href="https://www.bilibili.com/s/video/BV1Jf4y197hm">https://www.bilibili.com/s/video/BV1Jf4y197hm</a>) T: How do you feel about it? Which one do you like more? Why? 教師播放劉文金先生創作的國樂合奏曲〈茉莉花〉，裡面包含不同版本〈茉莉花〉，請學生在聽到原來版本的時候比 1，不同版本的時候比 2。 T: In this video, you will hear two different 〈茉莉花〉. Please show me that it is 1 or it is 2.</p> <p>2. 總結 T: This month we learned operas. T: Opera is an art form. What can we see in an opera? T: Who composed 〈The magic Flute〉? When did he do it? T: Who composed 〈Turandot〉? When did he do it? T: There are several songs. What song can you hear in the opera 〈Turandot〉? T: What song can you hear in the opera 〈The magic Flute〉? T: There are some roles. What are the vocal types of the roles we see in the operas? T: Which opera do you like more? Why? T: Any questions? That’s all for today. Goodbye.</p>	<p>5 mins.</p> <p>5 mins.</p> <p>5 mins.</p> <p>3 mins.</p> <p>2 mins.</p> <p>2 mins.</p> <p>3 mins.</p> <p>3 mins.</p>	<ul style="list-style-type: none"> <li>● 能辨識新指法 do#並吹奏</li> <li>● 能辨識新指法 Fa#並吹奏</li> <li>● 能認真吹奏全曲</li> <li>● 能回應老師的問題</li> </ul>
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110 學年度部份領域雙語教學 1101207 訪視及公開課照片



訪視委員蒞校聽取學校簡報



在杜蘭朵公主歌劇中的”茉莉花”民謠



直笛教學



教授觀課



訪談學生



教授講評



綜合座談



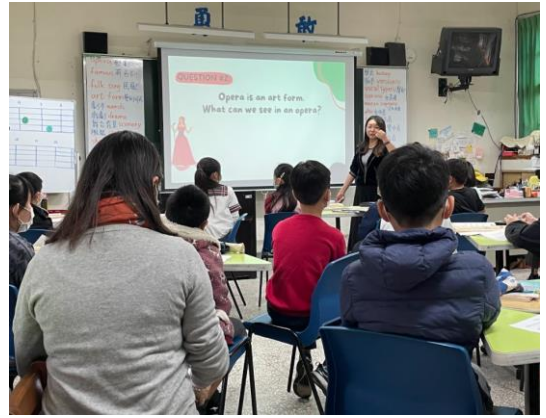
訪視委員與計劃成員合影



110 學年度部份領域雙語教學計劃音樂公開課 1101207 照片



公開課



歌劇介紹



在杜蘭朵公主歌劇中的”茉莉花”民謠



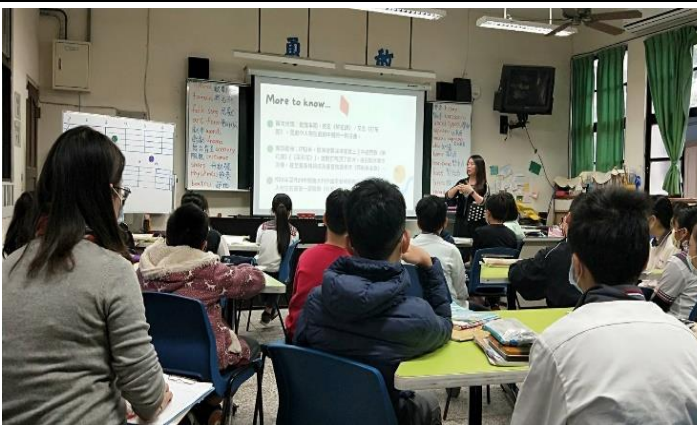
老師示範歌劇中曲調的變化



茉莉花直笛教學



小組成員互相檢視較難的指法是否正確做到



有關歌劇及茉莉花更多音樂文化的學習




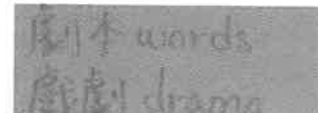
教授觀課

觀課科目	音樂	授課教師	洪心怡	觀課班級	六年級
授課內容	歌劇?音樂劇?之第三節		觀課日期	110-12-07	

### 一、觀課紀實(看到的優點、特色及得到的啟示):

1. 英語表達不錯。第一段錄影老師英語表達不錯；第二段錄影中教師的英語使用較少。第三段錄影老師可試著在影片上加註英文標題，例如國樂團演奏。(以前上過)，多些英語的使用與提醒作用，最後的問題顯示學生都很了解課程內容。
2. 教學簡報、影片解說清楚，內容豐富，學生蠻喜歡，也能以直笛一起吹影片中的茉莉花歌曲。教學練習相當有連貫性的作用。
3. 學生英語表達可以多些，老師有引導學生多講。第一段錄影，學生踴躍發言，第二段較少。第三段音樂欣賞時較少英語，最後回答問題，不錯的參與。
4. 教室音樂英語布置不錯。也作為問答題時，老師引導的工具。
5. 教學目標、教學方法與學習目標都達成率極高。
6. 直笛教學有組長的分配是不錯的想法。
7. 教案的內容寫得相當仔細、嚴謹，包含中英文(及分類)。可以將課堂常用的音樂用語再加入例如五聲音階。

### 二、觀課後的討論(議課):

1.  不知道 GOAT 的意思為何? 或者我看不清楚甚麼字?
2. 老師要再清楚定義甚麼事” rhythm”。因為若整首樂曲都是四分音符組成，則老師第一種的拍手，也是節奏，而不一定是拍子。
3.  教室布置不錯，但通常”歌劇劇本”不用 words。
4. 看影片+ Clap the rhythms 比較不清楚學生是否跟得上。



5. 老師可先再確定唱茉莉花的起始音或調性。



6. 他生在 1858 年晚期浪漫樂派作曲家，所以簡報將他置於 20 世紀是不正確。

Giacomo Puccini was a highly successful Italian composer of the late romantic era.

7. learn opera? 是有學習唱歌劇演歌劇的意味，可改為 learn about。

8. 教案上直笛教學的時間是 27 分鐘，似乎比例過重，可考燒再縮短。

What songs can you hear  
in the opera  
"the Magic Flute"?

9. 歌劇裡面的歌很多，這樣的問題可再調整。

三、如果是我，我會如何部份修改而應用在我的課堂上：(建議事項)