

7-9	<p>單元二 開心水世界</p>	<p>●視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</p> <p>●視 2-II-1 能發現生活中的視覺元素，並表達自己的情感。</p> <p>●視 2-II-2 能觀察生活物件與藝術作品，並珍視自己與他人的創作。</p>	<p>課程理念： 透過觀察南坎溪的水生物，體認到環境保護對水生物的影響力之大，藉由拼豆作品的展示，向親朋好友宣導愛護環境的重要。</p> <p>課程設計：</p> <ol style="list-style-type: none"> <li>1. 課堂上先認識南坎溪畔常見的魚-吳郭魚，並認識魚的基本身型與構造。</li> <li>2. 戴著望遠鏡實地到南坎溪步道上觀賞水生物，如魚類。</li> <li>3. 觀賞水汙染對於水中生物影響的相關小影片之後，讓學生分組，以魚的角色來編寫愛護溪流小劇場。</li> <li>4. 利用拼豆完成小劇场的角色。</li> <li>5. 展演環境保護小劇場。</li> </ol>
12-14	<p>單元三 樹是好朋友</p>	<p>●視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</p> <p>●視 1-II-2 能探索媒材特性與技法，進行創作。</p> <p>●視 2-II-1 能發現生活中的視覺元素，並表達自己的情感。</p> <p>●視 2-II-2 能觀察生活物件與藝術作品，並珍視自己與他人的創作。</p>	<p>課程理念： 觀察校園裡樹木，運用蠟筆及水彩媒材，展現樹充滿著躍動的生命力。</p> <p>課程設計：</p> <ol style="list-style-type: none"> <li>1. 實地觀察並介紹樹的特色及繪畫重點。</li> <li>2. 素描草稿，再繪細節，如前景、中景、背景。</li> <li>3. 以蠟筆與水彩為媒著色。</li> <li>4. 完成作品及作品賞析。</li> </ol>

## 藝術與人文領域沉浸式英語教學教案設計-單元二 開心水世界

教學活動	教具	評量
<p style="text-align: center;">第一~二節 尋覓水生物 (實地勘察，讓學生們到南坎溪步道上觀賞魚類及其他水生物)</p> <p><b>暖身活動</b></p> <ol style="list-style-type: none"> <li>透過教學PPT，教師的講述及問答，使同學有更多機會用英語來互動。</li> <li>教師將帶領學生前往南坎溪，並實際用眼觀察南坎溪的魚類和其他水中生物。</li> <li>經過剛剛的觀察活動後，教師會帶領學生討論所觀察到的魚類並複習教授的魚類身體構造及水中生物。</li> </ol> <p>✓Let's go along the Nankan brook to observe fish and other aquatic creatures.</p> <p>✓Let's go!</p> <p>✓Line up and walk together.</p> <p>✓Now, tell me what you can see in Nankan brook?</p> <p>✓We see fish swimming.</p> <p>✓It's swimming in the brook..</p> <p>✓I can see a <u>color body part</u>.</p> <p>✓Look at the fish.</p> <p>✓It's a body.</p> <p>✓It has a <u>color body part</u>.</p>	<p>南坎溪自行車步道</p> <p>教學 PPT</p> <p>藝術作品</p> <p>實作教學</p> <p>實作練習</p> <p>圖畫紙</p> <p>拼豆</p> <p>鉛筆</p> <p>蠟筆</p> <p>水彩用具(水彩筆、調色盤、顏料)</p> <p>熨斗</p> <p>劇場打版</p>	<p>口說分享</p> <p>學生能了解美術相關知識，且能聽懂並看懂課堂上使用的英語單字</p> <p>口說分享</p> <p>學生能聽懂老師所說的英語且回答問題</p> <p>實作評量</p>

相關單字：observe, eye, mouth, fin, scale, nature, line up, walk, start, nature, fish, swim, mouth, fin, tail, scale

### 第三~四節 認識水中朋友

#### 教學活動

1. 透過教學PPT，讓學生複習上一節課所認識南坎溪畔常見的魚類及水裡生物。
  2. 讓學生用拼豆創作魚和水生物圖案，示範並引導他們創作拼豆特色。
  3. 教師根據學生的拼豆作品，歸納其特色，再次提醒創作時注意事項。
- ✓What do you see from the screen?
  - ✓Please pay attention to \_\_\_\_\_.
  - ✓Do you know the names of the fish?
  - ✓Which fish or aquatic creatures do you like?
  - ✓Use your beans to create.
  - ✓Try to create what you see?
  - ✓Use crayons or water color to paint the background.
  - ✓Show me your \_\_\_\_\_.
  - ✓Take out a/an \_\_\_\_\_.
  - ✓Try to design pictures.
  - ✓I like/prefer...
  - ✓Try to make different patterns.
  - ✓Use the iron to press and stick beans together.

學生能用英語簡易句型發表與介紹自己的作品

相關單字：fish, water, river, brook, fish, design, try, prefer, drawing paper, paint, paint brush, water color, bottle, blender, crayons, eye, body, fin, scale, tail, finger, pattern, red, orange, blue, green, yellow, purple, pink, black, white, remind, iron

### 第五~六節 水世界小劇場

#### 綜合活動

1. 透過教學PPT，讓學生複習上一節課自創拼豆作品的製作過程。
  2. 觀賞水汙染對於水中生物影響的相關小影片之後，讓學生分組，以魚的角色來編寫愛護溪流小劇場。
  3. 藉由拼豆作品展演環境保護小劇場。
  4. 教師根據學生展演的小劇場，歸納優點讚賞，並給予建議。
- ✓ I want you to focus on the video.
  - ✓ What can you see from it?
  - ✓ Now, you'll be divided into groups.
  - ✓ Please pretend yourselves as fish, and create your own story as groups.
  - ✓ Then, you have to make the roles based on the story with your beans.
  - ✓ Pay attention to....
  - ✓ We are going to perform the story you created.
  - ✓ Let's get to it.
  - ✓ I'm going to invite....
  - ✓ Let's welcome....
  - ✓ I want to tell you my opinions about your performance.

相關單字：focus on, video, divide, group, pretend, create, story, group, then, make, role, perform, story, create, invite, welcome, want, tell, opinion, performance		
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單元二 開心 水世界	<p>1. 學生能認識南坎溪的水生物，並懂得珍惜。</p> <p>2. 學生能認識南坎溪出現的魚類及其身體的特徵。</p> <p>3. 學生能將利用拼豆方式創作水生物的特徵。</p> <p>4. 學生能說出拼豆及水生物相關的英文字。</p>	<p>藝-E-A1 藝-E-A2 藝-E-B3 藝-E-C2</p>	<p>視 E-II-1 視 E-II-2 視 E-II-3 視 A-II-1 視 A-II-2 視 P-II-2 視 E-IV-4 視 P-III-2</p>	<p>1-II-1 1-II-2 1-II-3 2-II-1 2-II-2 2-II-3 3-II-2</p>	<p><b>重要關鍵字</b> observe, eye, mouth, fin, scale, nature, line up, walk, start, nature, fish, swim, mouth, fin, tail, scale, fish, water, river, brook, fish, design, try, prefer, drawing paper, paint, paint brush, water color, bottle, blender, crayons, eye, body, fin, scale, tail, finger, pattern, red, orange, blue, green, yellow, purple, pink, black, white, remind, iron, focus on, video, divide, group, pretend, create, story, group, then, make, role, perform,</p>	<p>✓Let's go along the Nankan brook to observe fish and other aquatic creatures. ✓Let's go! ✓Line up and walk together. ✓Now, tell me what you can see in Nankan brook? ✓We see fish swimming. ✓It's swimming in the brook. ✓I can see a <u>color body part</u>. ✓Look at the fish. ✓It's a body. ✓It has a <u>color body part</u>. ✓What do you see from the screen? ✓Please pay attention to _____. ✓Do you know the names of the fish? ✓Which fish or aquatic creatures do you like? ✓Use your beans to crate. ✓Try to create what you see?</p>	<p>✓Please pretend yourselves as fish, and create your own story as groups. ✓Then, you have to make the roles based on the story with your beans. ✓Pay attention to..... ✓We are going to perform the story you created. ✓Let's get to it. ✓I'm going to invite..... ✓Let's welcome..... ✓I want to tell you my opinions about your performance.</p>	6
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					<p>story, create, invite, welcome, want, tell, opinion, performance, pollution</p>	<ul style="list-style-type: none"> <li>✓ Use crayons or water color to paint the background.</li> <li>✓ Show me your ____.</li> <li>✓ Take out a/an ____!</li> <li>✓ Try to design pictures.</li> <li>✓ I like/prefer...</li> <li>✓ Try to make different patterns.</li> <li>✓ Use the iron to press and stick beans together.</li> <li>✓ I want you to focus on the video.</li> <li>✓ What can you see from it?</li> <li>✓ Now, you'll be divided into groups.</li> </ul>	
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