

附件四：

新北市 108 年度教師跨領域全英語授課教案設計
(課程實施後)

設計者 / 服務學校	自強國小林庭芳、光復國小薛雅文、光復國小陳盈惠	
教案名稱	My T-shirt, My Runway	
教學年級：國小 <u>六</u> 年級	預計課程上使用之英語比例：80% (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數:28人	教學總節數: <u>2</u> 節	預計公開授課內容為第 <u>1</u> 節
預計公開授課之時間： 108年11月14日 13時30分至14時10分 (第五節課)	預計公開授課之地點： 新北市中和區自強國小 312教室	預計公開授課之教師： 姓名：薛雅文 服務學校：新北市光復國小 專長領域：英語

核心素養	總網	A2 系統思考與問題解決 B1 符號運用與溝通表達 B3 藝術涵養與美感素養 C2 人際關係與團隊合作
	領網	英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 藝-E-A2 認識設計思考，理解藝術實踐的意義。 綜-E-B3 覺察生活美感的多樣性，培養生活環境中的美感體驗，增進生活的豐富性與創意表現。
學習重點	學習表現	英語文： ◎➤2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 藝術： 1-III-2 能使用視覺元素和構成要素，探索創作歷程。 2-III-2 能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

		<p>綜合活動： 2d-III-1 運用美感與創意，解決生活問題，豐富生活內涵。</p>		
	學習內容	<p>英語文： B- III -2 國小階段所學字詞及句型的生活溝通。</p> <p>藝術： 視 E- III -3 設計思考與實作。 視 A- III -2 生活物品、藝術作品與流行文化的特質。</p> <p>綜合活動： Bd-III-1 生活美感的運用與創意實踐。</p>		
	具體學習目標	<p>一、學生能觀察服裝設計元素，用簡單英語句型說出設計靈感來源。</p> <p>二、學生能從學校生活經驗及學校環境照片中找出設計元素，運用於班服設計中。</p> <p>三、學生能使用英語簡單表達自己的設計理念。</p>		
	教學資源/ 設備需求	<p>PPT, pictures of dresses and buildings, School pictures, Class T-shirt Design Worksheet, glues, Read Aloud Rubric Worksheet</p>		
各節教學活動設計				
節次	教學活動流程	時間	教學資源	教師語言
第一節	Warm-up:	3'	PPT	If you were a fashion designer, why did you design the dress in this way? What did you think? Did you see anything similar to this dress?
	<p>Presentation & Practice:</p> <p>Find out the design elements from the environment</p> <ul style="list-style-type: none"> ➤ Deliver each group the pictures of dresses and buildings. Ask Ss to pair up the dress and the building that look similar. ➤ Announce the answers and ask Ss to answer by sentences of "they have similar colors/lines/shapes." ➤ Each Ss picks up one pair of dress and building to practice the sentence with the group members. 	35'	<p>pictures of dresses and buildings</p> <p>Online clock PPT</p>	<p>Why do you think these two pictures look similar?</p> <p>Because they both look white? Because they both have holes? Good guess! Yes, they both have similar colors, shapes and lines.</p> <p>Designers may pick up some small elements, such as shapes, colors, or lines from the</p>

	<ul style="list-style-type: none"> ➤ Encourage advanced Ss to use longer sentences to express their ideas. Task: Class T-shirt Design Project ➤ Announce the class t-shirt assignment and the follow up steps. ➤ Give each group the school pictures and tell Ss that they are going to design their class T-shirt based on the school pictures. ➤ Ask Ss to pick up one picture to find out the design elements they want to use. ➤ Have Ss present their ideas. ➤ Give Ss Class T-shirt Design Worksheet; have Ss write down the elements of their class T-shirt. ➤ Ask Ss to pick up one adjective to describe Class 609, and write it on the worksheet. ➤ Show Google Doodle as examples. ➤ Ask Ss to glue the school picture on the worksheet, ➤ Ask Ss to express their ideas by using sentences like “We are Class 609. We are ____.” “I use ___ and ___ in my T-shirt design.” <p>Wrap up</p> <ul style="list-style-type: none"> ➤ Have some fast finishers to present their ideas. ➤ Ask Ss to finish the worksheet after class. 	2	<p>PPT</p> <p>school pictures</p> <p>Class T-shirt design Worksheet</p> <p>glues</p>	<p>environment to design their clothes.</p> <p>Now, you are going to design your own class t-shirt! These are the school pictures. Please pick up one and find out the design elements you like from the picture. Please glue the picture you like on the worksheet, and write the design elements down, and share with your friends.</p> <p>These are some adjectives that may describe our class. Which do you like? Pick up one adjective and write it down on your worksheet.</p> <p>Please finish the worksheet as homework. Try to practice the sentences on the worksheet. You have to present your design to the class next time.</p>
第二節	<p>Warm-up:</p> <ul style="list-style-type: none"> ➤ Greet the Ss. ➤ Ask each group to show their works from the previous class. <p>Presentation & Practice:</p>	5'		<p>Good morning! Hope everyone had finished your design. Today we are going to go over each team's design.</p>

2. Class T-shirt Design Worksheet



Class: _____ No. _____ Name: _____

Step 1: Pick 1 design element from the school picture.



Step 2: Write down 1 adjective to describe our class.

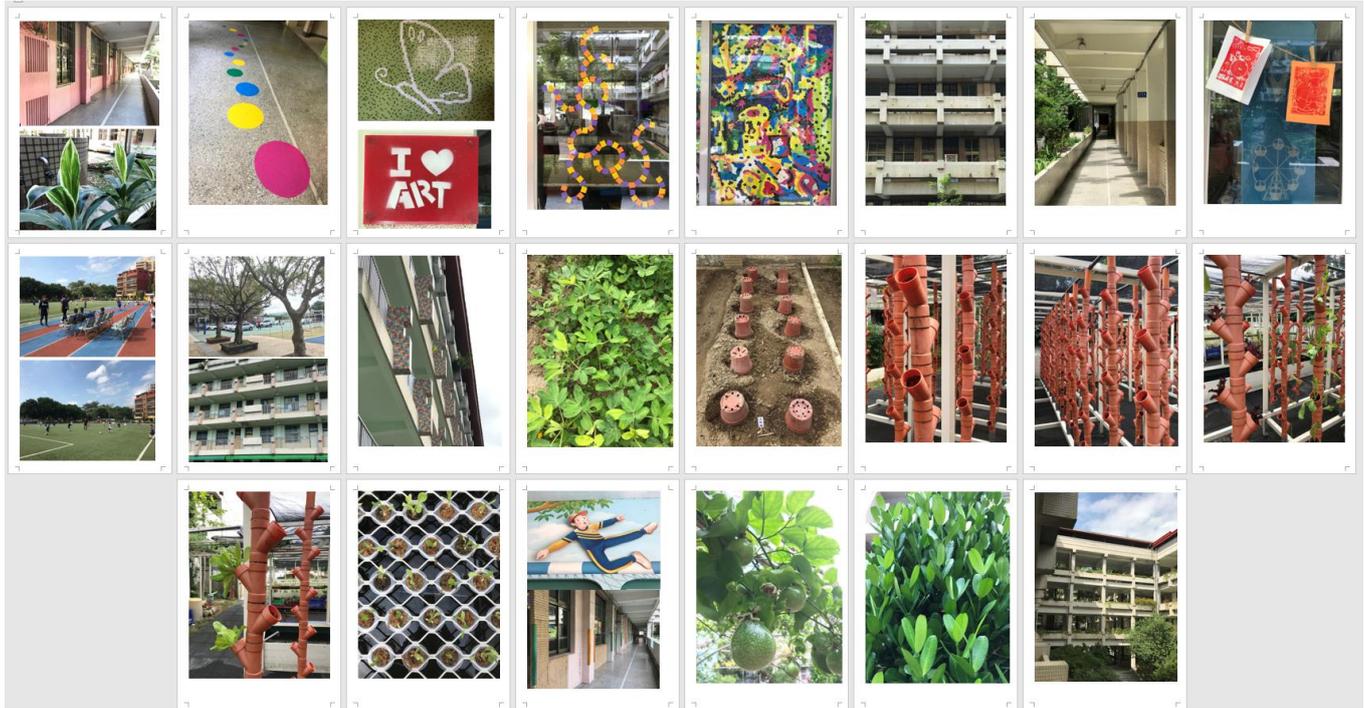
We are _____.

Step 3: Combine step 1 and step 2 to design our class t-shirt.

結合步驟一及步驟二，設計出屬於 609 的班服。

We are _____. I use _____ and _____ in my clothes design.

3. School pictures



4. Class T-shirt Introduction Script

CLASS T-SHIRT INTRODUCTION

Class: _____ No. _____ Name: _____

Hi, I'm _____. This is my class T-shirt. I like the _____ and _____ from the school picture. Also, I think class _____ is _____. So I put them together in my design. I hope you like it. Thank you!

5. Group Presentation Rubric

Group Presentation Rubric

Criteria		5	4	3	2	0-1	Team	Team	Team	Team	Team	Team
		Excellent	Very Good	Good	Okay	Needs Improvement	_____	_____	_____	_____	_____	_____
Presentation	Voice 聲音表現	Amazingly Loud/ Clear	Sufficient Loud/ Clear	Somewhat Loud/ Clear	A little loud/clear	Not loud or clear	↻	↻	↻	↻	↻	↻
	Fluency 流暢程度	Greatly fluent	Very fluent	Somewhat fluent	A little fluent	Not fluent	↻	↻	↻	↻	↻	↻
	Teamwork 團隊合作	Great Teamwork	Sufficient Teamwork	Some Teamwork	A little Teamwork	Poor / No Teamwork	↻	↻	↻	↻	↻	↻
Score							↻	↻	↻	↻	↻	↻

6. Reference

How Much High Fashion is Inspired by Architecture

<https://mymodernmet.com/architecture-fashion-design/>

