

附件四：

新北市112年度教師跨領域全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	許育雯、方筑/新北市板橋區文聖國小		
教案名稱	Point and Line to Plane	領域	英語跨(藝術)領域
教學年級：國小四年級	課程上使用之英語比例：80 % (本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:25人(暫定)	教學總節數:4節	預計公開授課內容為第1節	
預計公開授課之時間： 112年11月6日 10時30分至11時10分 (第3節課)	預計公開授課之地點： 新北市板橋區文聖國小 415藝術教室	預計公開授課之教師： 姓名：許育雯 服務學校：文聖國小 專長領域：英語	

核 心 素 養	總 綱	<u>英語領域</u> A2 系統思考與解決問題 C2 人際關係與團隊合作 <u>藝術領域</u> B3 藝術涵養與美感素養 C3 多元文化與國際理解
	領 綱	<u>英-E-A2</u> 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 <u>英-E-C2</u>

		<p><u>積極參與課內英語文小組學習活動，培養團隊合作精神。</u></p> <p><u>藝-E-B3</u></p> <p>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。</p> <p><u>藝-E-C3</u></p> <p>體驗在地及全球藝術與文化的多元性。</p>
<p style="text-align: center;">學 習 重 點</p>	<p style="text-align: center;">學習表現</p>	<p><u>英語領域</u></p> <p>1- II-7 能聽懂課堂中所學的字詞。</p> <p>1- II-10 能聽懂簡易句型的句子。</p> <p>2- II-3 能說出課堂中所學的字詞。</p> <p>2- II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>6- II-1 能專注於老師的說明與演示。</p> <p>6- II-2 積極參與各種課堂練習活動。</p> <p>6- II-3 樂於回答老師或同學所提的問題。</p> <p><u>藝術領域</u></p> <p>1-II-2 能探索視覺元素，並表達自我感受與想像。</p> <p>1-II-6 能使用視覺元素與想像力，豐富創作主題。</p> <p>2-II-2 能發現生活中的視覺元素，並表達自己的情感。</p> <p>2-II-7 能描述自己和他人作品的特徵。</p>
	<p style="text-align: center;">學習內容</p>	<p><u>英語領域</u></p> <p>Ac- II-2 簡易的生活用語。</p> <p>Ad- II-2 簡易、常用的句型結構。</p> <p><u>藝術領域</u></p> <p>視 E-II-3 點線面創作體驗、平面與立體創作、聯想創作。</p> <p>視 A- II-1 視覺元素、生活之美、視覺聯想。</p>

<p>具體學習目標</p>	<ol style="list-style-type: none"> 1. Students can understand what points, lines and planes are. 2. Students can distinguish the differences between points, lines and planes. 3. Students can know the artists who create their art works mainly with points, lines and planes. 4. Students can create a work with points, lines and planes. 5. Students can use the words: point, line and plane. 6. Students understand the words, vertical, horizontal, density. 7. Students can use the sentences like: I like it because _____./I can see _____ on the picture./There are _____points/lines/planes to convey their thoughts. 			
<p>與其他領域/科目/ 議題的連結</p>	<p>無</p>			
<p>教學資源/ 設備需求</p>	<p>slides, blackboard, chalks, paper, pencils, erasers, markers, picture cards, brooms, dustpans</p>			
<p>各節教學活動設計</p>				
<p>節次</p>	<p>教學活動流程</p>	<p>時間</p>	<p>教學資源</p>	<p>教師語言</p>
<p>第一節</p>	<p>【引起動機】</p> <p>【What do you see?】</p> <ol style="list-style-type: none"> 1. Teacher greets students. 2. Students greet guests. 3. Teacher shows the picture A <p>Sunday Afternoon on the Island of La Grande Jatte by Georges Seurat</p> <p>and ask questions to lead students to find the differences between this</p>	<p>5 mins</p>	<p>slides</p>	<p>*Good morning, everyone!</p> <p>*Let's greet to our guests.</p> <p>Everybody stand up and turn around.</p> <p>*Good morning, ...</p> <p>*Today, we are going to have an art class.</p> <p>*Do you know art?</p> <p>*Where are we?</p>

<p>picture and others.</p> <p>4. Teacher zooms in and shows the points</p> <p>5. Teacher asks whether students like the picture or not and their reasons.</p> <p style="text-align: center;">【發展活動】</p> <p>【Introduction to Point and Line to Plane】</p> <p>1. Teacher shows different pictures of points and ask questions to clarify that points can be in different shapes and different sizes.</p> <p>2. Teacher introduce Kusama Yayoi, who uses points in her great art works.</p> <p>3. Teacher asks whether students like Kusama Yayoi picture or not and their reasons.</p> <p>4. Teacher draws points and makes them a line to let students know that points in a row can be a line.</p> <p>5. Teacher shows different pictures of lines and ask questions to clarify that lines can be thick or thin, straight or curly.</p> <p>6. Teacher introduces the American</p>	<p>23 mins</p>	<p>slides</p>	<p>*Yes, I'm going to teach art in English.</p> <p>*First, let's look at this picture.</p> <p>*What do you see?</p> <p>*What's special about this picture?</p> <p>*Have no idea? It's OK, let's zoom in.</p> <p>*Now, what do you see? What do you find?</p> <p>*That's right, there are lots of points.</p> <p>* This picture was completed by Georges Seurat.</p> <p>*Do you like this picture? Try to use I like it because _____.</p> <p>**Let's see different points.</p> <p>*We call it a point.</p> <p>*So, is this a point?</p> <p>*How about this one? Is it still a point?</p> <p>*Actually, points can be in different shapes and sizes like these points.</p> <p>*Have you seen this lady?</p> <p>*She's from Japan. Her name is Kusama Yayoi.</p>
---	----------------	---------------	--

<p>artist Jackson Pollock who was the first artist to create art works by spraying pigments.</p> <p>7. Teacher asks whether students like Jackson Pollock's pictures or not and their reasons.</p> <p>8. Teacher shows different pictures of planes and asks the differences between points and planes.</p> <p>9. Teacher shows the art works of Piet Cornelies Mondrian.</p> <p>10. Teacher asks whether students like Piet Cornelies Mondrian's pictures or not and their reasons.</p>			<p>*Let's look at her art works.</p> <p>*What are they? Yes, they are all points. She uses points to create her art works.</p> <p>*Do you like this picture? Try to say I like it because _____.</p> <p>*Next, let's look at the blackboard.</p> <p>*What is this? And this? Yes, they are points but if there are a lot of points, it will be a line!</p> <p>*Let's see different lines.</p> <p>*So, is this a line?</p> <p>*How about this one?</p> <p>*Yes, they are all lines. No matter it's thick or thin. No matter it's straight or curvy. No matter it's vertical or horizontal.</p> <p>*Let me ask you, can lines be oblique like this? Of course!</p> <p>* This is Jackson Pollock. He is from the USA.</p>
<p><u>【Points, Lines and Plane in Our Life】</u></p> <p>1. Teacher asks groups to find points, lines or planes in the classroom in within five minutes.</p> <p>2. Groups share their findings in turns.</p>	5 mins		<p>*Let's see how he creates his art works.</p> <p>*What does he do?</p> <p>*He sprays pigments to make his art works. They are all...lines!</p>
<p>【統整與總結】</p> <p><u>【Revision】</u></p> <p>1. Teacher asks students what they learn today and make a conclusion that there are points, lines and planes</p>	2 mins		

	<p>everywhere.</p>		<p>*Only lines can be beautiful, too. He's the first artist that tells everybody this.</p> <p>*Do you like this picture? Try to say I like it because _____.</p> <p>*Last, what is this? A triangle? Wow! You're right! How about these? A circle, a square a pentagon... They are planes.</p> <p>*Let's look at the art works from Piet Cornelies Mondrian.</p> <p>*Do you like this picture? Try to say I like it because _____.</p> <p>*What's special about his art works?</p> <p>*Let's review. It's a... point. It's a .line. And it's a ...plane.</p> <p>* Now, who can show me a point in the classroom. Where can you see a point? Where can you a line? Where can you see a plane? Please point at it.</p> <p>*Remember, points. lines and planes can be find in...anywhere!</p>
--	--------------------	--	--

<p style="text-align: center;">【引起動機】</p> <p>【Greeting】</p> <p>1. Teacher greets students.</p> <p>2. Teacher asks what they learned last time.</p>	<p>1 min</p>		<p>*Good morning, class!</p> <p>*Do you remember what we learned last week?</p> <p>*Yes, we've learned point, line and plane.</p>
<p>【Try to Draw Points, lines and planes】</p> <p>1. Teacher divides the blackboard into three parts and write point, line and plane in each block.</p> <p>2. Students volunteers to draw points, lines and planes.</p>	<p>5 mins</p>	<p>blackboard, chalks</p>	<p>*Can anyone draw a point/line/plane for me?</p> <p>*Let's have more points/lines/planes.</p> <p>*Well done!</p>
<p style="text-align: center;">【發展活動】</p> <p>【Combination】</p> <p>1. Teacher shows different pictures of combination of points, lines and planes.</p> <p>2. Teacher shows different ways to combine points, lines and planes.</p> <p>3. Teacher shows that the density of points, lines and planes will make the picture look white or black.</p>	<p>15 mins</p>	<p>pictures, blackboard, chalks</p>	<p>*Look at this picture. What do you see? I see _____ and _____. There are _____ points/lines/planes.</p>
<p>【Practice】</p> <p>1. Teacher gives away printed paper with 6 blocks on it.</p>	<p>15 mins</p>	<p>printed paper, blackboard</p>	<p>*Now, I'm going to give away paper for practicing. Please take out your pencils.</p>

<p>2. Students use pencils to draw.</p> <p>3. Teacher walks around to see if students need help and give comments.</p> <p>4. Students pastes their works on the blackboard once they finish.</p> <p>【Sharing】</p> <p>1. Students take turns to go on the stage and enjoy other classmates' works.</p> <p>2. Students vote for their favorite work.</p> <p>3. Teacher takes his/her favorite work and walk around the classroom to show. At the same time, teacher explains the reason why s/he likes it.</p> <p>4. Teacher points at the part s/he likes on the blackboard to give students more inspiration.</p> <p>【統整與總結】</p> <p>【Clean the Classroom】</p> <p>Students clean the desk and floor.</p>	<p>3 mins</p>	<p>d, pencils, erasers, rulers, magnets</p> <p>blackboard, chalks</p> <p>brooms, dustpans</p>	<p>*Write down your class, number and name.</p> <p>*Next, we can add points, lines and planes.</p> <p>*If you don't know what to draw, just take a look at the blackboard or look around the classroom to get idea.</p> <p>*I'll walk around to help you, too.</p> <p>*If you're finished, please paste it on the blackboard.</p> <p>*Now, let's take turns to watch everyone's work. Group 1, please go on the stage. Group 2...</p> <p>*Let's nominate which is your favorite work.</p> <p>*The winner is...</p> <p>*(Student's name), can you share why you like this?</p> <p>*Or which part do you like the most?</p> <p>*I agree with you. Also, (someone's name)'s art work is pretty good, too. Look at...</p> <p>*Hope you have more idea now.</p> <p>We're going to do a formal one</p>
--	---------------	---	--

				<p>next week.</p> <p>*Before we leave, let's clean the classroom.</p>
第 三 節	<p>【引起動機】</p> <p>【Greeting&Revision】</p> <p>1. Teacher greets students.</p> <p>2. Teacher asks what they do last time.</p> <p>3. Teacher pastes examples on the blackboard.</p>	2 min	blackboard, magnets, examples	<p>*Good morning, kids!</p> <p>*Do you remember what we did last time? We use ...yes!Points, lines and planes. We put them together right?</p> <p>*Let me show you more examples.</p> <p>*I'll put them on the blackboard.</p>
	<p>【發展活動】</p> <p>【Working on draft】</p> <p>1. Teacher gives away paper to students</p> <p>2. Teacher asks students to use pencils to draw a draft.</p> <p>3. Teacher checks students' draft.</p> <p>4. Students continue to finish their work with markers after teacher has checked their drafts.</p> <p>5. After checking most of the drafts, teacher walks around to see who needs help and give suggestions.</p>	25 mins	printed paper, pencils, erasers	<p>*We'll use pencils first as last week, and then we're going to use markers to complete it.Now, I'll give you paper. Write down your class, number and name. Please choose a letter from your name and draw a frame like the first picture I paste on the blackboard.</p> <p>Remember, your letter should be large enough. Come to me if you finish the frame.</p>
	<p>【How to use a marker】</p> <p>1. Teacher shows the way to open and close a marker.</p>	10 mins	markers	<p>*Next, we're going to divide the letter into 3 or 4 parts.</p> <p>*What's next? Yes, add points, lines and planes.</p>

<p>2. Teacher tell students the steps to use markers and explain the reasons.</p> <p>3. Teacher emphasizes on the way to use makers.</p> <p style="text-align: center;">【統整與總結】</p> <p>【Clean the Classroom】</p> <p>Students clean the desk and floor.</p>	<p>3 mins</p>	<p>brooms, dustpans</p>	<ul style="list-style-type: none"> * Here is a little empty. Can you add more things? * There are too many lines here. It's a little messy. *If you finish your draft, please come to me. *After I check your draft, you can continue with markers. *Make sure that you use the markers properly. Let me show you. *First, when you close the cap, you should hear the sound, "click." *Second, there are two sides of a marker. We use the thick side to draw the frame. After that, we use thick side to fill the planes or other lines and points which are thicker. Then we use the thin side to finish the details. * Last but not the least, Don't put too much strength when using markers. Otherwise, the markers will get thicker and thicker. *Also, the frames should be thicker than other lines.
--	---------------	-----------------------------	--

				<p>*Most of you did a good job today, we'll continue with this work next week. Please give back your paper.</p> <p>*Let's clean the classroom together.</p>
第 四 節	<p>【引起動機】</p> <p>【Greeting&Revision】</p> <p>1. Teacher greets students.</p> <p>2. Teacher gives away students unfinished work and briefly gives suggestions.</p>	3 mins		<p>*Good morning, everyone!</p> <p>*I'll give you back your works.</p> <p>*This is and good idea!</p> <p>*Here is a little bit empty. Can we add more?</p>
	<p>【發展活動】</p> <p>【Working】</p> <p>1. Students continue drawing their works.</p> <p>2. Teacher explains how to properly use double-sided tape and ask students to paste their drawing on a piece of color paper after they finish their drawing,</p> <p>3. Students put their works on the blackboard once they're finished.</p>	25 mins	paper, color paper, pencils, erasers, markers, blackboard, magnets, blackboard	<p>*Last step, we're going to paste our paper onto another color paper.</p> <p>*When we're pasting double-sided tape, we paste one side first. Then make sure that you paste the tape along the edge. Flip to the other side and cut the tape. Otherwise, you might cut the color paper.</p> <p>Also, we put the tape in the middle, too.</p>
	<p>【Sharing】</p> <p>1. Students take turns to go to the stage and enjoys others' work.</p> <p>2. Teacher picks great works to share</p>	8 mins		<p>*When pasting to color paper, we carefully paste the middle first to make sure that the paper is right in</p>

<p>and explains the reasons.</p> <p>3. Teacher compliments students who works hard while drawing.</p> <p>4. Teacher picks works that s/he thinks is a pity and explains the reason.</p> <p style="text-align: center;">【統整與總結】</p> <p>【Homework】</p> <p>Teacher tells students that they can bring their works home to make them better and hand in next week.</p> <p>【Cleaning】</p> <p>Students clean the desk and floor.</p>	<p>1 min</p> <p>3 mins</p>	<p>.</p> <p>brooms, dustpans</p>	<p>the middle.</p> <p>*If you're finished, please paste it on the blackboard.</p> <p>*Now, each group take turns to admire classmates works. Some of you are really creative!</p> <p>*Like this, I would give it an A+. It's creative that...</p> <p>*While you were drawing, I found that (student's name) was really concentrated on his/her work.</p> <p>*Also, I like (someone's) work pretty much because of... If ... can be..., it will be better.</p> <p>*After my explanation, if you have more idea, you can take your work home to modify it and hand it in next time.</p> <p>*Let's clean the classroom together.</p>
---	----------------------------	--------------------------------------	---

Worksheet-Point, Line to Plane

Class: _____ No: _____ Name: _____

point	line	plane

Worksheet-Point, Line to Plane

Class: _____ No: _____ Name: _____

point	line	plane