

附件四：新北市 113 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	張紫媛/新北市土城區樂利國小 邱鈺琿/新北市土城區樂利國小 李采縈/新北市土城區樂利國小		
教案名稱	Move to the rhythm. Feel the vibes!	領域	英語跨(藝術)領域
教學年級： 國小三年級	課程上使用之英語比例：30~50 % (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：27	教學總節數：4 節	公開授課內容為第 3 節	
公開授課之時間： 2024 年 10 月 17 日 13 時 30 分至 14 時 10 分 (第三節課)	公開授課之地點： 新北市土城區樂利國小 503 音樂教室	公開授課之教師： 姓名：張紫媛 服務學校：土城區樂利國小 專長領域：音樂	

	<p style="text-align: center;">總 網</p>	<p>A1 身心素質與自我精進 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 C2 人際關係與團隊合作</p>
<p style="text-align: center;">核心 素養</p>	<p style="text-align: center;">領 網</p>	<p>藝-E-A1 參與藝術活動，探索生活美感。 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。 藝-E-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 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能力。 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。</p>
<p style="text-align: center;">學習 重點</p>	<p style="text-align: center;">學習表現</p>	<p>藝術與人文-音樂 1-II-5 能依據引導，感知與探索音樂元素，嘗試簡易的即興，展現對創作的興趣。 2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。 藝術與人文-表演藝術 1-II-4 能感知、探索與表現表演藝術的元素和形式。 1-II-7 能創作簡短的表演。 3-II-5 能透過藝術表現形式，認識與探索群己關係及互動。 語文領域-英語文 1-II-8 能聽懂簡易的教室用語。 1-II-10 能聽懂簡易句型的句子。 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。 6-II-3 樂於回答教師或同學所提的問題。</p>
<p style="text-align: center;">學習內容</p>	<p style="text-align: center;">學習內容</p>	<p>藝術與人文-音樂 音 E-II-4 音樂元素，如：節奏、力度、速度等。 音 E-II-5 簡易即興，如：肢體即興、節奏即興、曲調即興等。 音 A-II-2 相關音樂語彙，如節奏、力度、速度等描述音樂元素之音樂術語，或相關之一般性用語。 音 A-II-3 肢體動作、語文表述、繪畫、表演等回應方式。 藝術與人文-表演藝術 表 E-II-1 人聲、動作與空間元素和表現形式。 表 A-II-1 聲音、動作與劇情的基本元素。 表 P-II-4 劇場遊戲、即興活動、角色扮演。 語文領域-英語文 Ac-II-3 第二學習階段所學字詞。 Ad-II-2 簡易、常用的句型結構。</p>
<p style="text-align: center;">具體學習目標</p>		<ol style="list-style-type: none"> 1. 能認識音樂中的上行及下行。 2. 能聽辨上行及下行音樂行進方向。 3. 能認識音域。 4. 能聽辨不同音域的變化。

2. The teacher plays the piano and asks the students to listen and distinguish the ascending and descending in music using body rhythms. (Ascending: go forward; Descending: go backward; A mix of ascending and descending: turn in circles.)

3 mins

★If the music goes up, you 【go forward】. If the music goes down, you 【go backward】. If the music goes up and down, then you 【turn in circles】.

【PRACTICE】

Minuet in G major
Johann Sebastian Bach
BWV Anh. 114

→: go forward ↖: go backward ○○○: Squat
○○○: turn in circles

1. The teacher asks each group of students to stand on the line.

2 mins

★Everyone, please stand on the line.

2. The teacher puts up the music painting of the music “Minuet in G Major” on the screen and explains what it means.

3 mins

3. The teacher plays the music " Minuet in G Major " and asks the students to listen to the music, observe and imitate the teacher's body movements.

7 mins

★Listen to the music and look at me.

★Can you follow me?

【PRODUCTION】

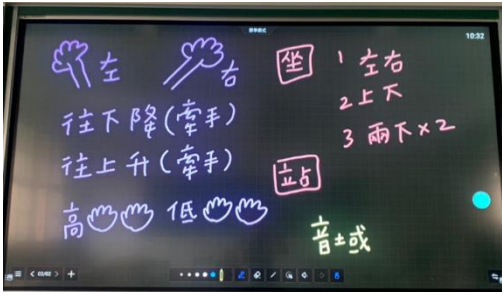
1. The teacher plays the music " Minuet in G Major " then asks students to listen to the music and rearrange creative body rhythms based on their feelings about the music in a progressive manner:

10 mins

★Now, it's your turn.

a) Rearrange the “going forward” movement (with the teacher’s guidance: imitate a fish swimming forward).

★Let's try!

	<p>b) Rearrange the “going backward” movement (with the teacher’s guidance: imitate a bird flying backward).</p> <p>c) Rearrange the movement of “turning in circles” (with the teacher’s guidance: imitate a rabbit jumping in circles).</p> <p>2. Students discuss in groups and come up with their own rhythm creations.</p> <p>3. Students practice their movements with the music.</p> <p>【WRAP UP】</p> <p>1.The teacher asks students to share their rhythm creation in groups.</p> <p>2. The teacher reviews the music concept of ascending and descending movements with the class.</p>	10 mins		<p>★Who wants to try?</p> <p>★Good job! / Excellent!</p> <p>★Clap your hands for group <u>1</u>.</p>
<p>第 二 節</p>	<p>【WARM UP】</p> <p>1. The teacher reviews what students learned from previous class (go forward/ go backward/ turn in circles).</p> <p>2. Have students find a partner, and sit down facing each other.</p> <p>【PRESENTATION】</p> 	<p>3 mins</p> <p>2 mins</p>	<p>▶ Piano</p> <p>▶ Music</p> <p>▶ Flashcard (high/ low/ range)</p> <p>▶ PPT</p>	<p>★Hello, everyone.</p> <p>★Let’s review.</p> <p>★What do you do when the music goes up/down/ up and down?</p> <p>★Find your partner.</p> <p>★Sit down facing each other.</p>

1. The teacher puts up the music painting of the song “This old man” on the screen and asks the students to observe the teacher’s body movements.

3 mins

★Listen to the music.

★Look at me.

THIS OLD MAN
FOLK SONG

This old man, he played one, He played knick knock on my drum, with a
左手 右手 左手 右手 左手 右手 左手 右手
knick knock pad-dy whack, give the dog a bone. This old man came rol-ling home.
左手 右手 左手 右手 左手 右手 左手 右手

2. The teacher plays the music, demonstrates the body movements and asks students to imitate at the same time (raise left hand → raise right hand → hold each others’ hands and move down together → move the hands up together → clap high with partner twice → clap low with partner twice).

2 mins

★Can you follow me?

3. The teacher plays the music again in 2 different ranges and asks the students to listen and observe carefully the teacher’s body movements, then asks them to tell the differences.

3 mins

★Please look at me and listen to the music.

★What’s the difference?

(Original range : teacher sitting on the floor; higher octave range : teacher standing up)

5 mins

4. The teacher explains that the musical element to be introduced today is called "range".

【PRACTICE】

1. The teacher plays the piano in high and low ranges and asks students to distinguish which range the music is in.

2. The teacher plays the piano and asks the students to make body movements

10 mins

★Please listen to the music.

	<p>according to 2 different musical ranges with their:</p> <p>(1) hands (2) feet (3) the whole body</p> <p>【PRODUCTION】</p> <p>1. The teacher asks students to discuss and rearrange creative body rhythms for the music “This old man” in a progressive manner:</p> <p>a) Ask students to come up with new "left and right" movements.</p> <p>b) Ask students to come up with new "up and down" movements.</p> <p>c) Ask students to come up with new "clapping twice" movements.</p> <p>2. Practice the movements with the music.</p> <p>【WRAP UP】</p> <p>1.Show time — The teacher asks students to share their rhythm creation in groups.</p> <p>2. The teacher reviews the music concept of “range” with the class.</p>	10 mins		<p>★Is this high or low?</p> <p>★Is this high or low?</p> <p>★Show me with your <u>hands</u>.</p> <p>★Now, it’s your turn.</p> <p>★Make new moves with your partner.</p> <p>★Are you ready?</p> <p>★Who wants to try?</p> <p>★Good job! / Excellent!</p> <p>★Clap your hands for group #1.</p> <p>★Who’s next?</p>
<p>第 三 節</p>	<p>【WARM UP】</p> <p>The teacher plays the piano and reviews what students learned from the previous class (range/high/low).</p>	2 mins	<p>▶ Piano</p> <p>▶ Music</p> <p>▶ Flashcard (range/high/low/phrase)</p>	<p>★Hello, everyone.</p> <p>★Let’s review.</p> <p>★Is this in the high range or low range?</p>

【PRESENTATION】

1. The teacher plays a piece of music and asks students to observe the teacher's movements to the music (go forward → go backward → go to the left → go to the right).

3 mins

2.The teacher asks students to express what they observed.

2 mins

3. The teacher explains that the musical element to be introduced today is called "phrase". Whenever the teacher changes the direction, it is the end of a phrase.

2 mins

4. The teacher plays the music again and asks students to walk in different directions along with the music to feel the phrases in the music.

【PRACTICE】

Jibi-di Jibi-da

French folk song

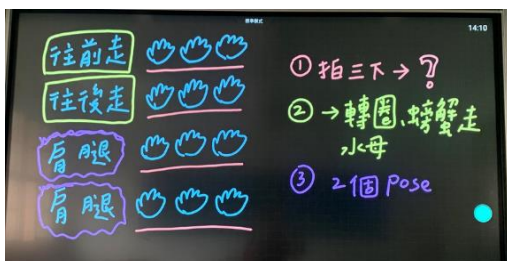


1. The teacher plays the music “Jibidi Group Dance” and asks students to listen for the number of phrases.

2 mins

2. Have students find a partner, and sit down on the line facing each other.

2 mins



► PPT

★Please listen to the music and look at me.

★It's your turn.

★How many phrases are there in the music?

★Please find your partner.

★Sit down on the line.

★Face each other.

3. The teacher puts up the music painting of the song “Jibidi Group Dance”, demonstrates the movements and asks the students to imitate at the same time (go forward, clap three times → go backward, clap three times → tap shoulders with crossing arms, tap on the legs, clap three times → tap shoulders with crossing arms, tap on the legs, clap three times).

5 mins

★Listen to the music and look at me.

★Can you follow me?

4. Have students practice the teacher’s movements along with the music.

2 mins

★Are you ready?

★Let’s start.

【PRODUCTION】

10 mins

1. The teacher asks the students to rearrange the body movements with their partner in a progressive manner:

★Now, it’s your turn.

(1) Ask students to rearrange the body movement for "clapping three times".

★Make new moves with your partner.

(2) Ask students to rearrange the body movements for "going forward" and "going backward".

(3) Ask students to rearrange the body movements for "shoulder tapping" and "leg tapping" .

【WRAP UP】

10 mins

★Can you show me your pose 1 /pose 2?

1. The teacher asks students to share their rhythm creation in groups.

★It’s showtime.

2. The teacher reviews the musical concept of “phrase” with the class.

★Who wants to try?

★Who’s next?

★Good job! / Excellent!

★Clap your hands for group 1.

★Goodbye, everyone.

【WARM UP】

Jibi-di Jibi-da

French folk song



The teacher plays the music " Jibidi Group Dance " and asks the students to listen to the music and perform the movements rearranged from the previous class.

3 mins

【PRESENTATION】

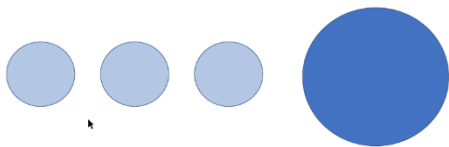
1. The teacher tells the students that the activity to be introduced today is called "music painting", which refers to the ability to draw music into patterns or pictures.

2 mins

2. The teacher plays the piano and asks students to guess which musical element is being expressed:

(a) Dynamics (forte or piano)

強弱(大小聲)



3 mins

Ask students to think of *forte* and *piano* body movements. The teacher plays the piano and lets students listen and make the movements accordingly.

The teacher explains that the patterns can also be turned into fun pictures to represent the different dynamics in music.

▶ Piano

▶ Music

▶ PPT

▶ Worksheet

▶ Poster

paper

▶ Marker

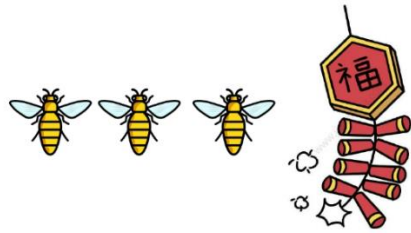
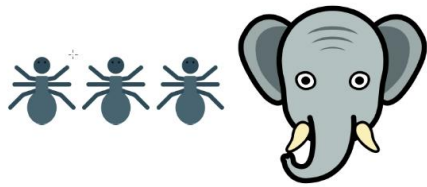
★Let's review.

★Find your partner.

★Stand on the line facing each other.

★Are you ready?

★Look at the picture and listen to the music.



(b) Durations (long or short)

長短

3 mins



Ask students to think of body movements for *long* and *short* music durations. The teacher plays the piano and lets students listen and make the movements accordingly.

The teacher explains that the pattern can also be turned into fun pictures to represent the different durations in music.



(c) Pitch (high or low)

3 mins

高低



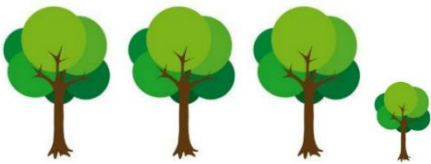
★Look at the picture and listen to the music.

★Look at the picture and listen to the music.



The teacher asks students to make body movements for music in *high* and *low* pitches. Let students listen to the music and make their own movements accordingly.

The teacher explains that patterns can also be turned into fun pictures to represent the different pitches in music.



(d) Tempo (fast or slow)

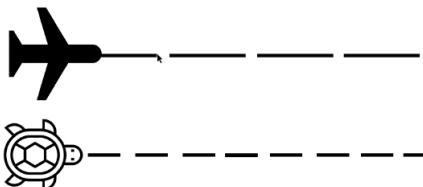
快慢



3 mins

The teacher asks students to make body movements for music in *fast* and *slow* tempos. Let students listen to the music and make their own movements accordingly.

The teacher explains that patterns can also be turned into fun pictures to represent the different tempos in music.

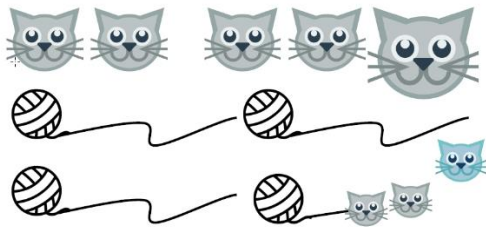


★Look at the picture and listen to the music.

【PRACTICE】

1. The teacher plays the music "The 6th Anniversary of the Cat War".

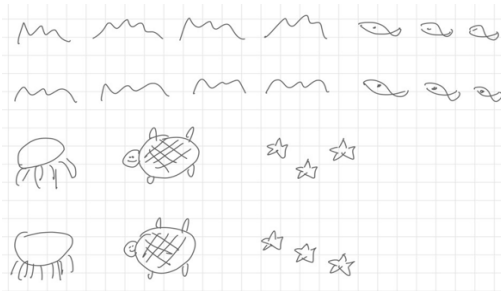
2. The teacher demonstrates how to turn the tune into music painting while explaining how the musical elements of "dynamic", "pitch" and "phrase" are incorporated.



5 mins

3. The teacher plays the music "Jibidi Group Dance" and demonstrates how it can be turned into music painting.

4. The teacher explains the theme of the painting and how the musical elements of "tempo" and "phrase" are incorporated.



【PRODUCTION】

Ask students to turn the music " Jibidi Group Dance " into music painting based on the musical elements introduced:

a) Hand out worksheets for students to discuss and make a draft in their own groups.

15 mins

★Look at this music painting and listen to the music.

★Let me show you.

★Find your partners and sit down.

★This is your worksheet.

★Please take out your pencils.

★Now, it's your turn.

b) Hand out poster papers and markers for students to make their own music painting.

【WRAP-UP】

The teacher asks students to share their music painting in groups.

3 mins

★Who wants to show your music painting?

★Good job! / Excellent!

★Clap your hands for group 1.

★Goodbye, class!

附錄（學習單或其他教學相關資料）

Minuet in G major — <https://www.youtube.com/watch?v=p1gGxpitLO8>

This Old Man — https://www.youtube.com/watch?v=-0He4_IFu7E

Jibidi Group Dance — <https://www.youtube.com/watch?v=zxrXlhrbJNE>

The 6th Anniversary of the Cat War — <https://www.youtube.com/watch?v=2BZdlStdhKk>

MY MUSIC MY PAINTING



CLASS:
GROUP:
NAME:



Ms.
Julia's ...

1					
2					
3					
4					



My ...

1	
2	
3	
4	

