**雙語課程教案設計**

**The Design of Bilingual Lesson Plan**

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| **學校名稱**  **School** | | 基隆市尚仁國小 | | **課程名稱**  **Course** | 質感 | |
| **單元名稱**  **Unit** | | 質感探險家 | | **學科領域**  **Domain/ Subject** | 藝術與人文-視覺藝術 | |
| **教材來源**  **Teaching Material** | | 康軒 | | **教案設計者**  **Designer** | 鄭詠文 | |
| **實施年級**  **Grade** | | 3 | | **本單元共4節**  **The Total Number of Sessions in this Unit** | | |
| **教學設計理念**  **Rationale for Instructional Design** | | 藉由探索生活常見的紋路、感受各種質感，然後透過不同技法呈現，學生在探索質感的過程中，運用了自己的觸覺、視覺、言語表達。 | | | | |
| **學科核心素養**  **對應內容**  **Contents Corresponding to the Domain/Subject Core Competences** | | **總綱**  **General Guidelines** | B3 藝術涵養與美感素養 | | | |
| **領綱**  **Domain/Subject Guidelines** | 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。 | | | |
| **校本素養指標**  **School-based Competences** | ※若無則免填。Please skip if there is no school-based curricula. | | | |
| **學科學習重點**  **Learning Focus** | | **學習表現**  **Learning Performance** | 1-Ⅱ-2 能探索視覺元素，並表達自我感受與想像。  1-II-3 能試探媒材特性與技法，進行創作。  2-Ⅱ-7 能描述自己和他人作品的特徵。 | | | |
| **學習內容**  **Learning**  **Contents** | 視 E-Ⅱ-1 色彩感知、造形與空間的探索。  視 E-II-2 媒材、技法及工具知能。  視A-Ⅱ-1 視覺元素、生活之美、視覺聯想。 | | | |
| **學生準備度**  **Students’ Readiness** | | 學科準備度 Readiness of Domain/Subject   1. 能透過各種感官了解生活週遭事物的屬性。 2. 能利用簡單形式的口語、文字或圖畫等，表達探究之過程、發現。 | | | | |
| 英語準備度 Readiness of English   1. 學生能聽懂和使用簡易的日常生活用語，如Are you… Can you 問答句型。 2. 學生能聽懂和使用簡易的問候他人日常用語。 | | | | |
| **單元學習目標**  **Learning Objectives** | | 1. 觀察紋路的特徵。 2. 從紋路連結生活中的物件。 3. 能藉由觸覺感官探索，感知物件的表面質感。 4. 以擦印法印出物體表面紋路。 5. 能介紹自己的怪獸 | | | | |
| **中／英文**  **使用時機**  **Timing for Using Chinese/ English** | | **教師 Teacher** | | | **學生 Students** | |
| When：   1. 問候語 2. 課前準備 3. 講解 4. 教學活動(確認理解，詢問意見) 5. 回饋 6. 教室管理 7. 課堂收尾   Where：   1. ppt | | | When：   1. 學生能聽懂和使用簡易的日常生活用語，如Are you… Can you 問答句型。 2. 學生能聽懂和使用簡易的問候他人日常用語   Where：   1. Q & A 2. steps | |
| **教學方法**  **Teaching Methods** | | 講述教學法，討論教學法 | | | | |
| **教學策略**  **Teaching Strategies** | | 互動式提問，強化合作，獎勵機制 | | | | |
| **教學資源及輔助器材**  **Teaching Resources and Aids** | | 簡報，鬃刷、氣泡紙、彈簧、毛線球、石頭、鋼杯，紙箱 | | | | |
| **評量方法**  **Assessment Methods** | | 1. 形成性-實作評量 2. 問答評量 | | | | |
| **評量規準**  **Rubrics** | | 1. 個人加分: 答案正確，每題一分。 2. 小組榮譽加分: 答案正確，每題一分。   3.   |  |  |  |  | | --- | --- | --- | --- | | 領綱學習表現  媒介技能。 | | | | |  | a | b | c | | 媒介技能 | 能正確地畫出怪獸的身體部位，拓印怪獸的身體紋路清晰。 | 能部份地畫出怪獸的身體部位，拓印怪獸的身體紋路有些不清晰。 | 需要別人指引畫出怪獸的身體部位，拓印怪獸的身體紋路不清晰，雜亂。 | | Neatness | 座位和地板非常乾淨。 | 座位和地板乾淨。 | 座位和地板不乾淨。 | | Show and tell | 可以流暢的描述和介紹自己畫的怪獸 | 可以描述和介紹自己畫的怪獸，但不是很流暢 | 無法描述自己畫的怪獸。 | | | | | |
| **議題融入**  **Issues Integrated** | |  | | | | |
| **教學流程 Teaching Procedures** | | | | | | |
| **第一節** | **準備階段 Preparation stage**  T: Attention, please. It is class time!  T: Look at the pictures. What do you see?  **發展階段 Development stage**  發現每一樣東西都有紋路，它們的紋路都不同。  T: What features do you see? Talk about them with your classmates.  T: Look at your \_\_\_\_\_\_\_\_\_\_. (pencil, pencil case, bag, fingers, desk, ….) What do you see?  T: Please open your book to page 70. Look and write. Talk about them with your classmates.  **總結階段 Summary stage**  Checking S’ answers on the textbook.  T: It’s time to finish. Let’s check the answers.  T: Class is over.  **第一節結束 End of the first session** | | | | | **時間 Time** |
| 40 |
| **第二節** | **準備階段 Preparation stage**  T: Attention, please. It is class time!  T: Let’s watch a video. <https://www.youtube.com/watch?v=tDVS9XSqt90> The texture song  **發展階段 Development stage**  Guessing game.  T: What’s in the box? (stone, yarn, cup, pencil, bubble wrap,  T: What does it feel? S: It feels \_\_\_\_\_\_\_\_\_\_\_\_\_. (rough, sharp, fluffy, bumpy, slimy, smooth)  T: What is it? S: It’s \_\_\_\_\_\_\_\_\_\_\_.  **總結階段 Summary stage**  從紋路連結生活中的物件。  T: It feels \_\_\_\_\_\_\_\_. Please help me to find it.  T: Class is over.  **第二節結束 End of the first session** | | | | |  |
| **第三節** | **準備階段 Preparation stage**  T: Attention, please. It is class time!  T: What do you see?  **發展階段 Development stage**  T: Let’s draw a monster. What do you need? I need (paper, crayons, markers)  Sketch a monster.  T: Hand out the paper. Write your name on the paper. Take out your pencil. Let’s draw a monster face.   1. Draw its head / ears / nose / mouth. 2. Cover – Rub it with a crayon. – Put away. 3. Now it’s your turn. Make more rubbings.   **總結階段 Summary stage**  Clean up your desk.  T: Class is over.  **第三節結束 End of the first session** | | | | |  |
| **第四節** | **準備階段 Preparation stage**  T: Attention, please. It is class time!  T: Show your monster.  **發展階段 Development stage**  Introduce about their monsters. Write the worksheets.   1. What’s its name? 2. What can it do? 3. Is it happy?   **總結階段 Summary stage**  Thanks for sharing.  Whose monster do you like? Why?  Class is over.  **第四節結束 End of the first session** | | | | |  |
| **參考資料**  **References** | | 康軒教案， youtube | | | | |

※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.