

本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐


雙語課程教案設計  
The Design of Bilingual Lesson Plan


學校名稱 School	基隆市中華國小	課程名稱 Course	龜兔賽跑
單元名稱 Unit	Unit 6 與動物有約	學科領域 Domain/ Subject	藝術領域：音樂
教材來源 Teaching Material	康軒版教科書+自編	教案設計者 Designer	汪郁純
實施年級 Grade	三年級	本單元共 <u>5</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	Music learning starts from listening, experiencing, and making music. I would like to help students to use experiential ways of knowing music through the body. This integrated activity uses verbal, aural, and visual instruction to guide students in rhythm and singing, hoping to inspire their interest in exploring music through the course.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	B1 符號運用與溝通表達 C2 人際關係與團隊合作	
	領綱 Domain/Subject Guidelines	藝-E-B1 理解藝術符號，以表達情意觀點。 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。	
學科學習重點 Learning Focus	學習表現 Learning Performance	1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧。 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。	
	學習內容 Learning Contents	音E-II-1 多元形式歌曲，如：獨唱、齊唱等。基礎歌唱技巧，如：聲音探索、姿勢等。 音E-II-3 讀譜方式，如：五線譜、唱名法、拍號等。 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。	
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject 學生能透過拍打節奏與演唱，辨識節奏長短與音的高低。		
	英語準備度 Readiness of English 1. 學生已上過3年的雙語課程，在低年級的生活課、體育課和彈性課是以雙語進行課程。 2. 學生熟悉課室英語，並能用英語和教師進行日常的問候與簡單的對話。		

	3.在音樂課中，學生知道拍手、踏步、輕拍，還有節奏名稱。				
<b>單元學習目標</b> Learning Objectives	此單元為統整活動，以本學期學習過的音感認譜、肢體頑固伴奏及曲調創作，讓學生運用肢體去呈現對於聲音、節奏與速度的聯想，表達他們對於音樂的感受。並能嘗試簡單的即興，去探索展現對音樂的創作的興趣。				
<b>中／英文</b> <b>使用時機</b> Timing for Using Chinese/ English	<b>教師 Teacher</b>		<b>學生 Students</b>		
	In the course, simple English will be used as the main teaching, and actions will be added to guide students to understand what the teacher said. 當老師要講解內容和課程總結複習時，會以中文為主，確認學生有理解所學的課程。		Use target English words to answer T's questions in bilingual music activities. 課堂中，學生可以自由轉換中英文問答來進行課程活動。		
<b>教學方法</b> Teaching Methods	體驗式學習				
<b>教學策略</b> Teaching Strategies	以參與、體驗、互動與合作學習的方式，引導學生展現自身對於音樂的認知能力。				
<b>教學資源及輔助器材</b> Teaching Resources and Aids	網路設備、電子書、電子琴、課本、節奏卡、音律鐘、筷子、塑膠圓片				
<b>評量方法</b> Assessment Methods	口頭評量 Oral assessment 表現評量 Performance assessment 觀察評量 Observation assessment				
<b>評量規準</b> Rubrics (公開觀課)	評量標準	Excellent	Good	Moderate	Could be better
	拍子變化	能以肢體展現表達出音樂的速度快慢變化	能觀察同學的動作變換而修正自己的動作來呈現對音樂速度變化。	能觀察同學的動作變換而修正自己的動作，但仍無法完全正確來呈現對音樂速度變化。	無法用肢體呈現應有的音樂速度變化
	唱名音高	能完全唱出正確的唱名音高	在教師或同學的協助下能完全唱出正確的唱名音高	在教師或同學的協助下能唱出唱名的音高，但是並不完全正確	完全無法唱出正確唱名的音高
	簡易即興	能正確完成音樂接龍	經由教師或同學協助，能正確完成音樂接龍	經由教師或同學協助，能完成音樂接龍，但是並不完全正確	經由教師或同學協助，依舊無法完成音樂接龍





	<p>T: Who can tell me what you see?  S: Clap your hands.  T: Did you hear what I sang when I clap my hands?  S: d r m f s l si d'  T: Did I clap my hands the same way?  S: No, 音階往上時, 手會往上拍; 音階往下時, 手會往下拍。  T: Good, when the melody goes up, I clap my hands from low to high.  Let's sing together, don't forget to clap your hands. (唱上行音階加拍手)  And I clap my hands from high to low as the melody goes down.  (唱下行音階加拍手)  這首歌裡還有一句是唱音名的地方, 我要請大家跟我一起拍拍看  (s m s m l f s)  S: (clap hands together)  T: Let's sing again, when you sing the pitch name, clap to show the pitch.  S: (sing and clap)</p>  <p>T: 剛剛老師看到同學都很認真地拍出音高, 但是大家的音高位置不一定相同, 所以如果今天大家只是用拍手顯示音高, 可能會讓對方不是很清楚我們要表達的音高, 所以課本上利用手號來幫助我們認識音高, 我們一起來複習唱名的手號。</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>T: Ok, today we learned about the steady beat, can anyone tell me why we need the steady beat in music?  S: (answer)  T: If there were no beats what would happen?  S: (answer)  T: Yes, so the steady beat can help us to play.  T: Now is break time, see you next time!</p> <p style="text-align: center;"><b>第一節結束 End of the first session</b></p>	5min
<b>第二節</b>	<p><b>準備階段 Preparation stage</b></p> <p>T: Hello everyone.  S: Hello Ms. Wang.  T: Last time we walked to the steady beat, do you remember how to walk?  T: (play the ascending music) Show me how to walk to the steady beat.  S: (walk to the beat)</p>	3min

發展階段 Development stage		
<p>1. Following the beat to walk</p> <p>T: I'll change the beat now, listen carefully and walk to the beat.</p> <p>T: (play the music faster)</p> <p>S: (walk to the beat)</p> <p>T: (point to 2 or 3 students to show how they are walking, and tell how good they are doing)</p> <p>T: (play the music slowly)</p> <p>S: (walk to the beat)</p> <p>T: (point to 2 or 3 students to show how they are walking, and tell how good they are doing)</p> <p>T: Everybody try again. (the tempo of the music is sometimes faster and sometimes slower)</p> <p>T: Excellent! (play the descending music)</p>		12min
<p>2. 模拍節奏</p> <p>T: Please repeat after me.</p> <p>S: I'll repeat after you.</p> <p>T: (clap the rhythm pattern of the song)</p> <p>S: (response rhythm)</p> <p>T: Nice.</p>		5min
<p>3. 聽唱練習</p> <p>T: I'm going to play the melody now, please hum the tune in "Lulu" for the first time and use your hands to show the pitches in space. And I will play again, then you will sing in Solfa.</p> <p>T: (play the piano)</p> <p>S: (Hum the "Lulu" way ) (學生哼唱時，老師不彈琴，示範哼唱加手勢比高低)</p> <p>T: (play again)</p> <p>S: (sing in Solfa)</p>		5min
<p>4. Sing and Walk</p> <p>T: I'll play the song(學唱歌), everybody sing and walk together. (play the ascending music)</p> <p>S: (sing and walk)</p> <p>T: Listen carefully and move your feet to the beat. (change the tempo, sometimes fast, sometimes slow)</p> <p>T: When you sing in Solfa, stop walking, but clap the pitch in space. (select 2 students to present)</p> <p>Let's sing out loud. (老師和學生一起清唱一起走)</p> <p>T: (play the descending music)</p>		5min
<p>5. Review the Solfa handsigns</p> <p>T: Let's sing in Solfa with handsigns. (play the Solfa handsigns from Do to Mi)</p> <p>S: (sing out the handsigns melodies)</p>		5min





S: (listen and answer)

T: Good job everyone, please clap the rhythm when I play the song.

T: Remember last time we talked about music keeps going, so we need to keep moving.

When we see the , how do we clap our hands?


S: (answer)

T: Good, let's do this way together.

And sing the rhythm names when you clap.

S: (clap and sing the rhythm names)

T: (play the ascending music) Ok, this time we walk to the beat, and

clap the rhythm. ()

S: (walk and clap)

T: This time when you clap ti-ti ti-ti, you can find a friend to clap each others' hands. Use your eyes to talk with your friend.

S: (walk and clap)

T: When you hear, "HANDS", you keep walking but stop clapping till I say "HANDS" again.

S: (walk and clap)

T: When you hear, "FEET", you keep clapping but stop stepping till I say "FEET" again.

S: (walk and clap)

T: (手 腳 指令隨時互換，看看學生是否能立即反應)

S: (walk and clap)

T: (play the descending music)

Good job everyone.



## 2. 歌曲教唱-老烏鴉

第一次先聽電子書中的範例，

第二次用”Lulu”來跟著哼唱旋律，

第三次請學生邊拍節奏邊跟著唱歌詞。

3min




老烏鴉

巴赫 曲  
林福裕 詞

中板

老烏鴉，年紀老，跳不動，飛不高，  
在窩裡叫，呀呀，叫！呀呀，叫！  
小烏鴉，年紀小，到田野裡捉小蟲，  
帶給媽媽，吃，個飽，吃，個飽。

### 3. 接龍遊戲

T: Show the rhythm pattern. 

Let's clap and read out the rhythm three times.

S: (clap and read out)

T: 我們現在要用這個節奏做接龍的遊戲，我們會使用音律鐘來演奏，每次創作的最後一個音會是新的創作開頭的音，大家清楚規則了嗎？

Let's try it.

We use Do - Mi- Sol this time. Remember the rhythm pattern.



S: (play the bells)

T: Well done.

這次我們分成小組來玩唱歌接龍一樣用 Do- Mi- Sol，大家輪流唱

S: (practice in groups)

T: 現在老師帶頭領唱，請小朋友在座位上幫我接龍

S: (自由即興創作)

T: Excellent!

### 總結階段 Summary stage

T: 老師今天發現 301 班上有 15 個音樂家呢！

在今天的歌唱接龍裡面，大家都完成了屬於自己的音樂創作，老師想請同學分享一下自己在唱歌接龍裡面學到了些甚麼呢??

S: (answer)

T: 另外，我們今天還有用腳踏出基本拍，手拍特定的節奏型，

大家也都很厲害，能夠聽老師的指令馬上反應動作，給自己拍拍手！

Ok, it's break time, see you next week.

### 第三節結束 End of the third session

15min

5min

<p>第四節</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>T: Hello everyone.  S: Hello Ms. Wang.  T: Today we will play with chopsticks.  What can we do in the music class with chopsticks?  Do we use them to eat food? Or to weave?  S: (answer)  T: We use chopsticks to play rhythm today.  T: (play the music-老烏鴉)  What song is this? Please turn to page 34.  (give each student a pair of chopsticks)  Let's sing the song and tap the rhythm with chopsticks together.  S: (sing and tap)  T: This time if the rhythm is "ti-ti", then tap chopsticks.  If the rhythm is "ta", we tap on the table.  S: (tap)  T: Do you hear the music sometimes going up, and sometimes going down?  Can you find the place where the music is going up?  Please circle them.  Can you point to the place where the music is going down?  Please circle them with a different pen.  T: (check the answers)  Let's tap our chopsticks to show the music going up or going down.  S: (tap)  T: Good job, this time we sing and tap the scale up or down.</p>	<p style="text-align: center;">10min</p>	
	<p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. Feel the pitch change-龜兔賽跑  T: (play the music in different pitches high, middle, and low)  When you hear the music is in high pitch, tap in the high place.  When you hear the music is in low pitch, tap in the low place.  If the music is not high and not low, just tap in the middle place.  S: (listen and tap)  T: Good job!</p>		<p style="text-align: center;">5min</p>
	<p>2. Feel the rhythm change-龜兔賽跑  T: When you hear "fast", the following beat becomes twice as fast.  When you hear "return", return to the original beat.  S: (listen and tap the chopsticks)  T: When you hear "slow", the following beat becomes twice as slow.  S: (listen and tap the chopsticks)  T: Good job!</p> <p>3. Work in small groups to discuss and demonstrate the rhythm of the song  T: We practice in groups, you may change the way to play "ta" or "ti-ti".  S: (practicing)  T: It's show time.</p>		<p style="text-align: center;">5min</p>

	<p>4. Using the body to demonstrate the pitch.  T: We are going to show the pitch with our bodies.  If “Do” is here (hands on hips), where can “Re” be?  (from do- mi, we practice first, then do- sol, and then do- do’)  (choose a few students to be conductors)  T: (play the ascending music) OK, find a friend, one will be the conductor and the other will sing.  S: (practicing)  T: Good job everyone. (play the descending music)  T: Who wants to share your nice work? (choose someone)  T: Good job.</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>T: Today we used chopsticks to play the rhythm, do you remember the style of play??  S: (answer)  T: We have positions to show pitch and speed changes.  What happens to the speed when I say “fast”?  S: (answer)  T: What happens to the speed when I say “slow”?  S: (answer)  T: (show the note card)  When I say “fast”, the speed becomes twice as fast, so “ta” becomes two “ti”.  Then what will “ti-ti” become?(s answer)  What will “ta-a” become? (s answer)  When I say “slow”, the speed becomes twice as slow, so “ta” becomes “ta-a”.  Then what will “ti-ti” become?(s answer)  What will “ta-a” become? (s answer)  T: Good job everyone,  When the beats become twice as fast, we call it “division”.  When the beats become twice as slow, we call it “multiple”.  It’s time for a break, see you next time.</p> <p style="text-align: center;"><b>第四節結束 End of the fourth session</b></p>	<p>10min</p> <p>5min</p>
<p><b>第五節</b>  (公開 觀課)</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>T: Hello everyone.  S: Hello Ms. Wang.  T: Last week we talked about when the beats become twice as fast, what did we call it?  S: We called it “division”.  T: When the beats become twice as slow, what did we call it?  S: We called it “multiple”.  T: Good.Let’s start from sing and clapping the rhythm together.  Please turn to page 108. (play 龜兔賽跑)  S: (sing and clap)  T: Good job everyone.</p>	<p>3min</p>

發展階段 Development stage		
<p>1. Use sound and rhythm associations to imitate the movement and speed of animals.</p> <p>T: Let's sing and clap again.  When you hear "division", the following beat becomes twice as fast.  When you hear "return", return to the original beat.  When you hear "multiple", the following beat becomes twice as slow.</p> <p>S: (practice)</p> <p>T: Do you know what animal walks very fast?  S: (answer)</p> <p>T: What animal walk very slowly?  S: (answer)</p> <p>T: This time, I want you to imagine you are an animal and listen to the beat and do the action. (original beat is human)</p> <p>T: Who wants to show us what animal you are?  Does anyone know what animal they are?  S: (answer)</p> <p>T: Ok, now everyone tries their style with music. (play the ascending music)  (play the music in different beats)  Good job everyone. (play the descending music)  This time I want you to create your own style to show the music.  Welcome to the Jhong Hua Zoo.  I like to see lots of different animals here.  Oh, when you hear a signal like this" tr~~", stop and say" ARGGH" to me.  Any questions? Are you ready? (play the ascending music)</p> <p>S: (action)</p> <p>T: Excellent! (play the descending music)</p>	15min	
<p>2. Body solfege sign</p> <p>T: Let's sing in solfa, remember what this is?  S: (play and sing in solfa together)</p> <p>T: Good job.  Let's try 音樂接龍.  Everybody stands up and makes a circle.  4 beats, we use a simple rhythm first(       ).  I will be the first and go down from the left.  Just remember the last tone will be the next one's first tone.  Let's sing together.</p> <p>S: (improvisation)</p> <p>T: Wonderful!</p>	5min	
<p>3. Improvisation</p> <p>T: We are composers now, everyone has 4 beats to make melodies.  We use the simple rhythm (       ) and DO-Re-Mi to make the "do re mi" song.</p> <p>T: Everyone take a piece of paper and four plastic chips.  Work in groups, and make the melody you want.  You have 5 min to make the song and practice in the group to sing it.</p> <p>S: (improvisation)</p> <p>T: OK, eyes on me.  Let's listen to each group's song.  Please sing it for us.</p>	15min	

	<p>T: Good work today, everyone!</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>T: 我們今天在音樂速度的變化中運用肢體來展現模仿動物的表情和動作，相信大家藉由觀察彼此的動作能更刺激自己的想像力，也能對音樂有更多的感受。</p> <p>另外，我們也利用音樂接龍還有即興創作了樂曲，每個人將自己創作的四拍子旋律集結在一起，就變成了一首專屬於我們 301 班的歌曲，之後我們可以慢慢練習歌曲和歌詞的創作，或許之後的畢業歌就可以唱你們自己寫的歌曲喔!!</p> <p>OK, it's time for a break. Thank you everyone, see you next week.</p> <p style="text-align: center;"><b>第五節結束 End of the fifth session</b></p>	2min
參考資料 References	康軒版藝術 3 下 奧福教學法、高大宜教學法、達克羅茲教學法	