

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

※以下表格採中文或英文填寫皆可，然鼓勵以英文填寫。The blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	基隆市中華國小	課程名稱 Course	音樂
單元名稱 Unit	豐富多樣的聲音 - recorder exploration	學科領域 Domain/ Subject	藝術
教材來源 Teaching Material	翰林版三上藝術課本 +自編	教案設計者 Designer	汪郁純
實施年級 Grade	三年級	本單元共 <u>3</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	三年級是一個新的學習階段，學生會學習許多新的事物，音樂課中新接觸到「直笛」，希望學生藉由課程活動體驗了解運用正確的姿勢、運氣、運舌及指法來吹奏直笛，進而創作簡易節奏練習與樂曲吹奏。		
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/Subje ct 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。	
	校本素養指標 School-based Competences		
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-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。 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 *學生能聽四四拍音樂拍拍子。 *學生能正確拍念四分音符、二分音符、八分音符及四分休止符的節奏。		

	<p>英語準備度 Readiness of English</p> <p>*學生已上過2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。</p> <p>*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。</p>				
<p>單元學習目標 Learning Objectives</p>	<p>*Students will be able to use correct breathing and tonguing to play the recorder.</p> <p>*Students will be able to use correct fingering to play the recorder.</p> <p>*Students will be able to create four-beat rhythmic patterns and perform them using the fingerings "Si" and "La".</p>				
<p>中／英文 使用時機 Timing for Using Chinese/ English</p>	<p>教師 Teacher</p>		<p>學生 Students</p>		
	<p>In the course, simple English will be used as the main teaching language, and actions will be added to guide students to understand what the teacher said.</p> <p>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。</p>		<p>Use target English words to answer T's questions in bilingual music activities.</p> <p>課堂中，學生可以自由轉換中英文問答來進行課程活動。</p>		
<p>教學方法 Teaching Methods</p>	<p>講述與問答、模仿與創作、合作學習</p>				
<p>教學策略 Teaching Strategies</p>	<p>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直笛的認知能力。</p>				
<p>教學資源及輔助器材 Teaching Resources and Aids</p>	<p>網路設備、電子書、節奏卡、直笛、學習單</p>				
<p>評量方法 Assessment Methods</p>	<p>口頭評量 Oral assessment 表現評量 Performance assessment 觀察評量 Observation assessment</p>				
<p>評量規準 Rubrics</p>	<p>評量 標準</p>	<p>Excellent</p>	<p>Good</p>	<p>Moderate</p>	<p>Could be better</p>
	<p>運氣</p>	<p>能保持氣流穩定吹奏完完整譜例。</p>	<p>能保持氣流穩定吹奏完一半以上的譜例。</p>	<p>只能保持氣流穩定吹奏一半以下的譜例。</p>	<p>無法保持氣流穩定吹奏。</p>
	<p>運舌</p>	<p>能正確運舌吹奏完完整譜例。</p>	<p>能正確運舌吹奏完一半以上的譜例。</p>	<p>只能保持正確運舌吹奏一半以下的譜例。</p>	<p>無法正確運舌吹奏。</p>
	<p>指法</p>	<p>能運用正確指法吹奏完完整譜例。</p>	<p>能運用正確指法吹奏完一半以上的譜例。</p>	<p>指法只能正確運用吹奏一半以下的譜例。</p>	<p>無法運用正確指法吹奏譜例。</p>

教學流程 Teaching Procedures

※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the timing for using Chinese/English section.

		時間 Time
第一節	準備階段 Preparation stage	5'
	<p>以過生日吹蠟燭的經驗帶入，引導孩子注意運氣的強度與穩定度。</p> <p>T: Hello everyone. S: Hello Teacher Bonbon. T: Last week we had a “Double Ten” holiday, do you know what that is? S: (answer) T: Yes, It’s Taiwan’s birthday. Do you sing the birthday song on your birthday? Let’s sing the song together. S: (sing) T: What do you do after you sing the song? S: (answer) T: How do you blow out the candles? Show me. S: (action) T: Do you blow a lot of fast air out of your mouth? S: (answer) T: This time we won’t blow out the candles, we’ll keep the candlelight flickering back and forth. (不吹熄蠟燭，感覺像是讓蠟燭的燭火前後擺動) How do we do it? S: (answer) T: Yes, let's try to blow gentle air slowly on a single candle, put your index finger in front of your mouth as you blow. S: (action) T: Good job.</p>	
	發展階段 Development stage	
	<p>一、介紹直笛家族</p> <p>T: Today we are going to learn a new instrument, do you know any instrument that is played through the mouth? S: (answer) T: (play the sound) Do you know what instrument is this? S: (answer) T: Today I will show you some recorders. (show the recorders) Who can tell me the difference between these recorders? S: (answer) T: What will change when the size is different? S: (answer) T: Let me play for you and we will find out. (play difference types of recorders) Do they make the same sounds? S: (answer) T: Yes, when the recorder is longer then the sound will be lower.</p>	10'

二、吹奏直笛的姿勢、運氣與運舌

T: OK, before we start to play the recorder, there are some rules we need to follow.

Rule no.1: Sit up tall, can you show me how to sit up tall?

Rule no.2: Blow gentle air slowly.

Let's try different ways to breathe and see what happens.

First, blow a lot of fast air out of your mouth.

Second, blow gentle air slowly.

Take out the straw, work with your partner and share what you found.

S: (take out the straw and blow it)

T: If you blow a lot of fast air out of your mouth, what will happen?

If you blow gentle air slowly, what will happen?

Anyone want to share?

S: (share)

T: Great! Now let's see how our breathing works, let's breathe out gentle air slowly together.

Did you use gentle air slowly?

S: (answer)

T: Rule no.3: Whisper "doo" for the rhythm.

Can you whisper the sound "doo".

Let's say "doo doo doo" together.

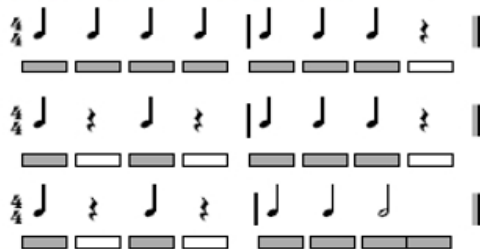
Does your tongue gently touch the roof of your mouth?(舌頭輕輕碰到上顎)

S: (practice)

T: Ok, now let's read the rhythm pattern. (show rhythm patterns)

Practice

Try to make each sound the same length.



Let's clap and say the rhythm.

This time we whisper "doo" for the rhythm.

OK, now we'll play the rhythm on the recorder's head joint.

(小提醒, 取下直笛的笛頭, 用一隻手握著, 氣窗朝前, 吹嘴輕放在下唇上, 上嘴唇輕輕向下嘴唇閉起來, 吹嘴不要碰到牙齒。)

Let's try together.

Good job everyone.

三、探索直笛的聲音

T: Let's try different ways to make sounds with the recorder's head joint.

Work with your partner, and write down what you did to make the sound.

You have 2 minutes.

S: (work with your partner)

T: Ok, times up.

How many sounds can you make with your recorder?

How do you feel about these sounds?

10'

10'

finger flat on the first hole.



It's the "B" fingering.
Let's blow gently and keep a steady sound.

Now let's use the Three-Step to read the following rhythm.

Step 1. Clap and say the rhythm.

Step 2. Sing the names of the notes.

Step 3. Play the notes, with the correct rhythm on the recorder.

Remember to check off each step on your work sheet.

請用正確姿勢、運舌與運氣方式吹奏。

笛聲派對
高音直笛指法

1 中板 CD 歡唱卡拉

2 中板

S: (practice)

T: Good job, let's learn another note. This one is "A".
(show the "La" fingering)



Can anyone tell me how to play the note "A" ?

S: (answer)

T: Good, is the sound higher than "B" or lower?

S: (answer)

T: Yes, it's lower than "B".

Let's blow gently and keep a steady sound.

Remember to use the Three-Step to read the following rhythm.

Step 1. Clap and say the rhythm.

Step 2. Sing the names of the notes.

Step 3. Play the notes, with the correct rhythm on the recorder.

And check off each step on your worksheet with your partner.

10'

笛·聲·派·對
高·音·直·笛·指·法



1 中? 板? CD 歡唱e卡拉



2 中? 板?



S: (practice)

T: Good job everyone,

This time we'll play some rhythms using both "B" and "A".

Just a reminder, don't forget to check off each step on your worksheet with your partner.

10'

笛·聲·派·對
高·音·直·笛·指·法



1 中? 板? CD 歡唱e卡拉



2 中? 板?



S: (practice)

T: Well done, let's play together.

總結階段 Summary stage

T: What did we learn today?

S: (answer)

T: Yes, the fingering of "B" and "A".

Any volunteer to show me the fingering?

T: Excellent!

Let's check out our worksheet list.

Q1. Is your left hand on the top?

Q2. Which finger holes need to be covered for the note you want to play?

(請將指法著色)

Q3. Are those finger holes completely sealed when you play?

(當你吹奏時，指孔是否都完全蓋住了呢?)

Q4. Is your breathing slow and gentle while you blow?

Q5. Are you separating notes by having your tongue gently touch the roof of your mouth?

T: OK, it's time for a break.

See you next time.

3'

第二節結束 End of the first session

準備階段 Preparation stage

T: Hello everyone.
 S: Hello Teacher Bonbon.
 T: Do you remember the the fingering of “B” and “A”?
 S: (answer)
 T: Good job!
 Let’s review and play together.

5'

笛聲派對
 高音直笛指法
 二和一的練習

1 中 板 CD 歡唱卡拉

2 中 板

發展階段 Development stage

一、以”B”、”A”創作四拍子節奏並吹奏

Let's Create

20'

T: Today you will work in groups and create your own rhythm with two notes.
 Here are the half note, quarter note, eighth note, and quarter rest.
 We are going to create 4 beats rhythm and 2 bars.
 Let me show you first.

OK, now groups work and use the rhythm cards to put on the staff.
 When you finish, remember the Three-Step.
 Step 1. Clap and say the rhythm.
 Step 2. Sing the names of the notes.
 Step 3. Play the notes, with the correct rhythm on the recorder.

You have 10 mins, then we will have group show time.

	<p>二、聽力挑戰</p> <p>T: Now you can play “B” and” A” on your recorder, let’s see how well you can hear the difference between them. Let’s practice first. Repeat after me. It’s a four beats pattern.</p> <p>Ok, now</p> <ol style="list-style-type: none"> 1. Find a partner. 2. Have your partner close his or her eyes. 3. Play a four-beat pattern on your recorder using “B” and” A”. 4. See if your partner can repeat the pattern you played. 5. If your partner gets it right, switch and see if you can do it! <p>You have 5 mins. Any volunteer want to show us?</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>T: Playing an instrument takes concentration because you need to think about so many things at once! Write down three things that you must think about when you play the recorder.演奏樂器時需要十分專注，請寫下三件事情是當你吹奏直笛時需要注意的。</p> <p>And there are 3 questions for you to check yourself.</p> <p>Q1.Do you like to play the recorder? Q2.Do you like the sound you play? Q3.Do you feel relaxed when you play the recorder?</p> <p>S: (Write on the work sheet) T: Who wants to share? S: (share) T: You all did a great job. It’s time for a break. See you next time.</p> <p style="text-align: center;">第三節結束 End of the first session</p>	<p>10’</p> <p>5’</p>
<p>參考資料 References</p>	<ol style="list-style-type: none"> 1.台北市自編 CLIL 雙語教材及聽說評量工具—音樂(Music)三下 2. Soprano Recorder Basics - Carnegie Hall 	

※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.