

# 國立臺灣師範大學雙語課程單元教案

## National Taiwan Normal University Bilingual Education Unit Lesson Plan

### Notes on using the QI-NTNU Lesson Plan template:

Please complete the sections in **PINK**. Refer to the NTNU Sample Completed lesson plan as a guide. The sections in **GREEN** will need to be completed for your future lessons and NTNU at a later date. For the QI program, you only need to fill in the lesson plan for:

1. Period 1 (approximately 45 minutes)
2. 1 part of the lesson that you intend to teach during QI Peer Teaching, e.g., *Presentation*, including:
  - the 'Do' and 'Say' descriptions for your procedure,
  - Language Learning, Skill, Time, Formative Assessment, Differentiation section for that part.

You are welcome to include one warm-up activity but please be mindful of time constraints.

Please make it clear which section you will present for Peer Teaching.

(15-minutes teaching time in total)

<b>單元主題 Topic</b>	Colorful World – My Colored Sky		<b>科目名稱 Subject</b>	Visual Arts
<b>教材來源 Teaching Materials</b>	Han-Lin Textbook 1 Unit 1		<b>教案設計者 (學校名稱) Name, School, and Subject</b>	Karen Tang Shang Ren Elementary School Visual Arts
<b>適用年級 Grade Level</b>	Grade 3		<b>授課時間 Time</b>	There are <u>3</u> periods in this unit. (This is period <u>2</u> )
<b>教學 設計理念 Design Concepts</b>	<p>Color is an important part of visual arts. Exploring everyday colors helps students express feelings about warm and cool tones, fostering creativity and deepening their understanding of color's impact on art.</p> <p>This unit aims to build on students' knowledge of distinguish warm and cool colors. They use different color schemes to express their feelings and create artwork that reflects their personal expression.</p>			
<b>學科核心素 養對應內容 Core- Competencies</b>	<b>總綱 (General Guidelines)</b>	B3 藝術涵養 與 美感素養		
	<b>領綱 (Subject Area Guidelines)</b>	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。		
<b>學科 學習重點 Subject Performance &amp; Content</b>	<b>學習表現 (Performance)</b>	1-II-2 能探索視覺元素，並表達自我感受與想像。 2-II-2 能發現生活中的視覺元素，並表達自己的情感。 2-II-7 能描述自己和他人作品的特徵。		
	<b>學習內容 (Content)</b>	視 E-II-1 色彩感知、造形與空間的探索。 視 A-II-1 視覺元素、生活之美、視覺聯想。		

<p style="text-align: center;"><b>學生 先備知識 Student's Prior Knowledge</b></p>	<p><b>1. 學科先備知識 (Content) :</b></p> <ul style="list-style-type: none"> <li>● All students should have prior knowledge of identifying primary colors (red, blue, yellow) and secondary colors (green, orange, purple).</li> <li>● All students should have prior knowledge of expressing basic feelings such as happy, sad, excited, and calm.</li> </ul> <p><b>2. 英語先備知識 (English) :</b></p> <ul style="list-style-type: none"> <li>● Most students will be familiar with the basic vocabularies and sentences of colors (red, yellow, orange, blue, green, purple) and feelings ( happy, sad, excited, calm)</li> <li>● Some students will probably know the words to describe colors and feelings such as bright, dark, warm, cool and cold, but may have limited understanding of their meaning.</li> <li>● Some students will probably know the art-related terms (draw, paint, picture, art), but may have limited understanding of their meaning.</li> </ul>
<p style="text-align: center;"><b>本單元 節次分配 Sequence of Lessons</b></p>	<p>Period 1: Recognize different colors through color wheel.          Period 2: Distinguish warm and cool colors and use different color schemes to express their feelings and create artwork that reflects their personal expression.          Period 3: describe the paintings of their own and appreciate others' artworks, focusing on color and feeling expression.</p>
<p style="text-align: center;"><b>本單元 學習目標 Learning Objectives</b></p>	<p><b>1. 學科學習目標 (Content) :</b></p> <ul style="list-style-type: none"> <li>● Students will be able to express their feelings about colors by exploring common colors in daily life.</li> <li>● Students will be able to use color elements, tools, and their imagination, they learn to express themselves.</li> <li>● Students will be able to create art with different color schemes in their daily lives.</li> </ul> <p><b>2. 英語學習目標 (English) :</b></p> <ul style="list-style-type: none"> <li>● Students will be able to tell and express what are warm colors and cold colors.</li> <li>● Students will be able to understand and use key vocabulary and sentence stems of colors and feelings.</li> <li>● Students will be able to describe their feelings from the artworks.</li> </ul> <p><i>Key vocabulary from artworks: bright, dark, light, unhappy, excited, calm, draw, paint, picture, art</i></p>
<p style="text-align: center;"><b>議題融入 (無則免填) Curriculum Integration</b></p>	<p> <input type="checkbox"/>性別平等教育   <input type="checkbox"/>人權教育   <input type="checkbox"/>環境教育   <input type="checkbox"/>海洋教育   <input type="checkbox"/>3 品德教育  <input type="checkbox"/>生命教育   <input type="checkbox"/>法治教育   <input type="checkbox"/>科技教育   <input type="checkbox"/>資訊教育   <input type="checkbox"/>能源教育  <input type="checkbox"/>安全教育   <input type="checkbox"/>防災教育   <input type="checkbox"/>家庭教育   <input type="checkbox"/>生涯規劃教育   <input type="checkbox"/>多元文化教育  <input type="checkbox"/>閱讀素養   <input type="checkbox"/>戶外教育   <input type="checkbox"/>國際教育   <input type="checkbox"/>原住民族教育         </p>
<p style="text-align: center;"><b>教學資源 Teaching Resources</b></p>	<ul style="list-style-type: none"> <li>● Prints or digital images of Van Gogh's "Starry Night" and other masterpieces for discussion</li> <li>● Color Wheel chart</li> <li>● Worksheet</li> <li>●</li> </ul>

**第 2 節**  
**Period 2**

<b>學習目標</b> <b>Learning Objectives</b>	<p>1. 學科學習目標 (Content) :</p> <ul style="list-style-type: none"> <li>● Students will be able to Understand and identify warm and cool colors.</li> <li>● Students will be able to use different colors to express feelings and create artwork.</li> </ul> <p>2. 英語學習目標 (English) :</p> <ul style="list-style-type: none"> <li>● Students will be able to tell and express what are warm colors and cold colors.</li> <li>● Students will be able to understand and use key vocabulary and sentence stems of colors and feelings.</li> <li>● Students will be able to describe their feelings from the artworks.</li> </ul>
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**教學流程**  
**Teaching Procedures**

**(1) Warm-up (3 minutes)****Do**

1. Greet to students and present the topic for today.
2. Review Activity of Colors:  
The teacher asks Ss what color it is while pointing to an item of clothing or another object. Ss have to say the color of the item the teacher is pointing to with the sentence stem "It's red .

**Say**

- Greetings:  
T: How's the weather today?  
Ss: It's sunny / cloudy / raining.  
T: What color is the sky now?  
Ss: It's blue. / It's gray. / It's black.  
T: Great! The topic for today is about colors and sky.
- 2. Review Activity of colors:**  
T: Now, please tell me what color is it?  
Ss: It's yellow.

備註 (Note)	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment	差異化教學 Differentiation (無則免填)
	□ 中文 (Chinese)	<input checked="" type="checkbox"/> 聽(L) <input checked="" type="checkbox"/> 說(S) <input type="checkbox"/> 讀(R) <input type="checkbox"/> 寫(W)			
	<input checked="" type="checkbox"/> 英文 (English)		3	Student can reply T's questions.	

**(2) Presentation (16 minutes)**

**Do**

**1.Presentation:**

- Introduce warm and cool colors using pictures as examples (yellow, red, orange for warm colors; blue, green, purple for cool colors).
- Discuss how colors can evoke different feelings (e.g., warm colors can feel happy or energetic, cool colors can feel calm or sad).

**2.See-Think-Wonder with "Starry Night"**

- Show Van Gogh's "Starry Night" to the class.
- Ask students to observe this artwork (See).
- Ask them what they think about the colors and how they are used (Think).
- Ask them how the colors make them feel (Wonder).

**Say**

**1.Presentation:**

- T: Now. Please look at these pictures. What colors do you see?  
 Ss: I see red.(yellow, yellow-orange, red-orange...)  
 T: Good job! When you look at these pictures, Do you feel cool or warm?  
 Ss: I feel warm.  
 T: Great! They are warm colors. Please repeat after me: Warm colors!!  
 T: Then, look at these pictures. What colors do you see?  
 Ss: I see blue.(green, yellow-green, blue-purple...)  
 T: Well done! They are cool colors. Please repeat after me: Cool colors!!  
 T: Discuss with your elbow partners. When you look at the warm-color pictures. How do you feel?  
 Ss: I feel happy.( energetic, angry,excited)  
 T: How about cool-color pictures. How do you feel? please discuss with your elbow partners now.  
 Ss: I feel sad. (cold / calm /quiet /unhappy)

**2.See-Think-Wonder with "Starry Night"**

- T: Let's look at Van Gogh's famous painting "Starry Night".  
 "Is it a warm-color picture or a cool-color picture?"  
 "How do you feel about it?"  
 Discuss with your elbow partners.  
 Ss: I think it's a cool-color picture.  
 It makes me feel calm. (happy, excited, or sad)  
 T: Any volunteer to share your feeling about it?

備註 (Note)	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment	差異化教學 Differentiation (無則免填)
	<input type="checkbox"/> 中文 (Chinese)  <input checked="" type="checkbox"/> 英文 (English)	<input checked="" type="checkbox"/> 聽(L) <input checked="" type="checkbox"/> 說(S) <input checked="" type="checkbox"/> 讀(R) <input type="checkbox"/> 寫(W)	16	Students will be able to tell and express what are warm colors and cold colors, and how the colors make them feel.	

**(3) Practice & Application (15 minutes)**

**Do**

**1. Art Creation: Drawing "My Colored Sky"**

- Ask students to draw their own picture called "My Colored Sky".
- Encourage them to use both warm and cool colors.
- Ask them to think about how the colors express their feelings.

**Say**

T: It's time for drawing your own sky!!  
 "Please draw a picture called 'My Colored Sky.'"

"You can use both warm colors and cool colors in your picture."

"Think about how the colors show your feelings."

備註 (Note)	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment	差異化教學 Differentiation (無則免填)
	<input type="checkbox"/> 中文 (Chinese)  <input checked="" type="checkbox"/> 英文 (English)	<input checked="" type="checkbox"/> 聽(L) <input checked="" type="checkbox"/> 說(S) <input type="checkbox"/> 讀(R) <input type="checkbox"/> 寫(W)	15	Students will be able to use different colors to express feelings and create artwork.	

**(4) Review & Assessment (6 minutes)**

**Do**

**1. Discuss and share the drawings created.**

- Let students introduce their paintings to their groups.
- Ask students to explain the colors they chose and why.
- Discuss how the different colors make them feel.

**Say**

T: It's time for sharing your painting!  
"Share your painting with a new partner."

"Tell your partner why you chose these colors to draw, and how the colors make you feel."

Ss: This is my colored sky.  
I use \_\_\_\_\_ color to draw it.  
It's a warm/ cool – color painting.  
It makes me feel \_\_\_\_\_.

備註 (Note)	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment	差異化教學 Differentiation (無則免填)
	<input type="checkbox"/> 中文 (Chinese)  <input checked="" type="checkbox"/> 英文 (English)	<input checked="" type="checkbox"/> 聽(L) <input checked="" type="checkbox"/> 說(S) <input type="checkbox"/> 讀(R) <input type="checkbox"/> 寫(W)	6	Students will be able to introduce and share their paintings with their partners.	

<b>參考資料</b> References	1.Han-Lin Textbook 1 Unit 1 2.Warm and Cool Colors - What makes a color warm or cool? <a href="https://www.youtube.com/watch?v=DWfvn_OKQd0">https://www.youtube.com/watch?v=DWfvn_OKQd0</a> 3."Warm" vs. "Cool" Colors: <a href="https://www.youtube.com/watch?v=0jFbFXYeqb0">https://www.youtube.com/watch?v=0jFbFXYeqb0</a>
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