

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/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。		
	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 "B" and "A".</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</p> <p>表現評量 Performance assessment</p> <p>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>Fair</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	<h3>準備階段 Preparation stage</h3> <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(教師呈現圖片), 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. https://youtu.be/wnmss7h5g9Y?si=musEVvldiVI20ZFd S: (sing) T: What do you do after you sing the song? S: (answer) T: Blow out the candles, right? Let’s do it.(show canva上蠟燭的影片) S: (action) T: Do you blow fast and strong air out of your mouth?(老師示範動作) S: (answer) T: This time we won’t blow out the candles, what can we do? (我們這次不吹熄蠟燭，我們可以怎麼做呢?) 老師示範+影片 S: (answer) T: Yes, we’ll blow softly and slowly. Let’s do it together. S: (action) T: Good job.</p> <div style="text-align: right;">    </div>	5'
	<h3>發展階段 Development stage</h3> <p>一、介紹直笛家族</p> <p>T: Today we are going to learn a new instrument(樂器), do you know any instrument that is played through(透過) the mouth?(老師邊說邊用手勢引導) When you play piano, do you play through your mouth?(老師邊說邊比動作) When you play ukulele, do you play through your mouth? What instrument is played through your mouth? S: (answer) T: There are some instruments played through the mouth, let’s take a look.</p> <div style="text-align: center;">  </div> <p>Do you know these instruments?(老師用中文介紹樂器) These instruments are all played through the mouch.我們可以互相交換吹嗎? S: (answer) T: 這些樂器都會透過嘴巴吹奏，因為擔心會有口沫傳染的問題，所以我們不要互相交換吹喔！</p>	10'

T: (play the sound) Do you know what instrument is this?(影片呈現)

https://youtu.be/baB1ZUrReDU?si=4ceBtOY_BV8CZ9WG

S: (answer)

T: Today I will show you some recorders.

(show the recorders)

Who can tell me the difference between these recorders?

這些直笛有哪些地方不一樣呢？

S: (answer)

T: What will change when the size is different?

當不同尺寸的直笛吹奏時，會有甚麼改變呢？

S: (answer)

T: Let me play for you and we will find out.

(play different types of recorders)

Do they make the same sounds?

S: (answer)

T: Yes, when the recorder is longer then the sound will be lower.



二、探索直笛的聲音

T: Let's use the recorder's head part to make different sounds.

Work with your partner, and see how you make the sounds.

You have 2 minutes.

S: (work with partner)

T: Ok, times up.

How many sounds can you make with your recorder?

How do you feel about these sounds?

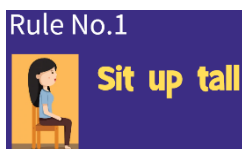
S: (answer)



10'

三、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 softly and slowly. 輕輕吹、慢慢吹

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

First, blow fast and strong.

Second, blow softly and slowly.

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



S: (take out the straw and blow it)

T: When you blow fast and strong, what happens?

When you blow softly and slowly, what happens?

10'

Anyone want to share?

S: (share)

T: Great!

When we play the recorder, if you blow fast and strong, what will happen?

S: (answer)

T: Yes, 如果我們吹很用力，直笛可能會爆音，耳朵也會不舒服，

So we blow softly and slowly.

T: Rule no.3: Whisper “doo” for the rhythm. 輕輕發出”doo”的聲音來哼念節奏

Can you whisper the sound “doo”.

Let’s say “doo doo doo” together.

Where is your tongue when you say “doo doo doo” ?

你在說”doo doo doo”的時候，舌頭在哪裡呢？

S: (answer)

T: 如果今天我們說” doo doo doo” 時，不使用舌頭，會怎麼樣呢？

大家一起試試看。

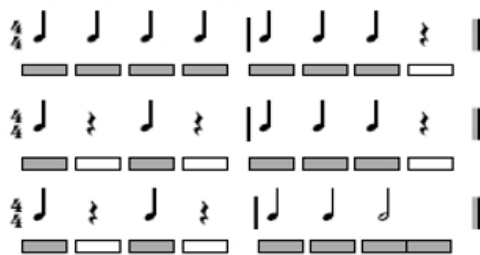
S: (practice)

T: 如果今天沒有用舌頭把字說清楚，就會像含著滷蛋說話一樣不清楚。

我們吹直笛時也要用舌頭幫忙阻斷空氣，把音符分開來，

這樣聲音才會乾淨。

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



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 part.

(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.

總結階段 Summary stage

T: What instrument did we learn today?

Do you remember the rules that we need to follow when we play?

T: Rule no.1

S: Sit up tall.坐直

T: Rule no.2

S: Blow softly and slowly.輕輕吹、慢慢吹

T: Rule no.3




S: Whisper “doo” for the rhythm. 輕輕發出”doo”的聲音來哼念節奏

Rule No.3

Whisper “doo” for the rhythm.

輕輕發出”doo”的聲音來哼念節奏

5'

	  <ol style="list-style-type: none"> 1 Did you follow the rules? 你有遵守規則嗎? 2 Did you work hard today? 你今天有認真學習嗎? 3 Did you learn with your partner? 你有跟同學一同學嗎? 4 What do you want to learn more about the recorder? 你想更進一步認識直笛的哪些部分? <p>T: Excellent!</p> <p>Did you follow the rules? 你有遵守吹奏直笛的規則嗎? Did you work hard today? 你今天有認真學習嗎? Did you learn with your partner? 你今天有跟同學一起討論學習嗎? What do you want to learn more about the recorder? 你想更認識什麼跟直笛相關的內容呢?</p> <p>S: (answer)</p> <p>T: 直笛吹奏完，如果要清理口水，可以用通條包住衛生紙去清潔，吹奏直笛前最好不要吃東西或喝飲料，如果吹嘴髒掉了，可以用肥皂水清潔，清潔完記得要擦乾或晾乾，而且小心不要摔到笛子喔！現在請大家把直笛的頭部裝回去，如果不好裝，回去可以擦一點「護唇膏」或「面速力達母」滋潤一下。</p> <p>T: OK, it's time for a break. See you next time.</p> <p style="text-align: center;">第一節結束 End of the first session</p>	
<p style="text-align: center;">第二節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>T: Hello everyone. S: Hello Teacher Bonbon. T: Do you remember the 3 rules to play the recorder? S: (answer) Rule no.1 Sit up tall.坐直 Rule no.2 Blow softly and slowly.輕輕吹、慢慢吹 Rule no.3 Whisper “doo” for the rhythm. 輕輕發出”doo”的聲音來哼念節奏 T: Good job.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>T: Today we are going to learn fingering. 今天我們要來學吹奏直笛的指法囉！ Do you know your fingers' names? Let's sing the finger family song together https://youtu.be/bN6Itnc_aJY?si=P2vfX_kTwNCT8PKF Let's review again.</p>  <p>Try to do as I do, hold your recorder. Left hand is on the top; right hand is on the bottom. And now, use your left thumb to cover the back hole, and put your left index finger flat on the first hole.左手大拇哥蓋住後面的孔，食指平放在第一個孔。</p>	<p style="text-align: center;">2'</p> <p style="text-align: center;">5'</p>

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.請和同伴互相確認每個步驟

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. Do you blow slowly and softly?

Q5. Do you remember the tonguing when you play?

你還記得演奏時的運舌嗎?

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

See you next time.

第二節結束 End of the first session

10'

3'

第三節

準備階段 Preparation stage

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

5'

發展階段 Development stage

一、以”B”、”A”創作四拍子節奏並吹奏

20'

T: Today you will work in groups and create your own rhythm with two notes.
 我們今天小組創作，利用B和A兩個音來吹奏我們的節奏
 Here are the half note, quarter note, eighth note, and quarter rest.
 (老師拿出音符卡片)
 We are going to create 4 beats rhythm and 2 bars.
 Let me show you first.(老師示範)

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.

