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

	I	細伯力				
學校名稱	喜儿士士丽儿田山	課程名	Harrida alam a alam			
School	臺北市立麗山國中		How to play a play			
		Course				
100 m an an.	Let's create a	學科領	表演藝術 Performing Arts			
單元名稱		域				
Unit	short scene	Domain/				
		Subject				
教材來源	Calf daging ad	教案設	NO 47 16 XXV			
Teaching Material	Self-designed	計者	溫 苡均 Wenya			
		Designer				
實施年級	9	本	單元共_3節,本節次為第2節			
Grade		The T	Total Number of Sessions in this Unit			
	雙語教學的素養目標	票是期望學生角	E在英語情境中 ,能夠具有溝通與表達的			
0		往後能運用這帶著走的能力擴展與世界接軌的機會。本單元				
教學設計理念			R抽到的題目設計情境與角色,以兩人一			
Rationale for		,在 <mark>角色互動中,學習分析劇本,</mark> 思考台詞背後的動				
Instructional Design			道具表現角色與場景,創作短景情節,以			
8	期在自我創作與觀賞他人創作的過程中,學習因應情境不同所發揮的各種創意。					
112						
	र्शक राजा					
學科核心素養	A3 規劃執行		具創 新應變			
對應內容	Guidelines	2 人際關係與	具團隊合作 一			
Contents		< 藝 -J-A3 営言	式規劃與執行藝術活動 ,因應情境需求發			
Corres ponding to	領綱 揮創意。					
the Domain/Subject	Domain/Subject		· · · · · · · · · · · · · · · · · · ·			
Core Competences	Guidelines		B藝術實踐,建立利他與合群的知能,培			
			溝通協調的能力。			
	學習表現		2 能理解表演的形式、文本與表現技巧並			
	Learning	創作發表				
學科學習重點	Performance	衣 1-111-3	能嘗試不同創作形式,從事展演活動。			
Learning Focus	學習內容	表 F_IV-2	肢體動作與語彙、角色建立與表演、各類			
	Learning	型文本分				
	Contents	-	表演形式分析、文本分析。			
	L 3					
	學科準備度 Readiness of Domain/Subject ■ Students can use their body, facial expressions, and props to perform.					
學生準備度 Students' Readiness	 Students can use their body, facial expressions, and props to perform. Students can naturally present their roles on stage through 					
	observations in life.					
	• Students have the experience of cooperating with each other.					
	英語準備度 Readiness of English					
	Students can use the template to communicate.					
	• Students understand teacher's instructions for excreises?.					

	3/30°4			隻語教育模式之建構與	计 作/寅	
	• Students understand the lines of the script.					
單元學習目標 Learning Objectives	 Students can transform the lines in the script into a performance on stage. Students can use their costume or props to create a scenario and characters for their class mates to figure out what events they are conveying. 					
	数師 T	'e ache r	學	生 Students		
中/英文 使用時機 Timing for Using Chinese/English	使用時機 Greeting students. Giving instruction for exercises. Explaining rules of games. Leading discussion.		使用時機 Providing feedback to peers. Reading materials on slides/scripts. Role playing. Working on pair activities.			
教學方法 Teaching Methods	討論法、合作學習法、角色扮演法					
教學策略 Teaching Strategies	運用科技媒體、設計提問、強化互動合作激盪創意、展現學習成果					
教學資源及輔助器 材 Teaching Resources and Aids	筆電、投影機、學生就地取材的物件					
評量方法 Assessment Methods	Performance assessment.					
評量規準 Rubrics	110000	3 驚豔 色設定鮮明, 物關係清楚	2 尚可 角色設定清 楚,人物關係 模糊	1 走鐘 角色設定不 清,不知人物 關係	第 註	
	台	L話音量足夠、 >風穩健、表達 i暢	說話語氣不連 貫,無聲調變 化,但仍能完 成任務	即使照本宣科 仍不知所云, 音量不足		
	使用 場	总就地取材使用 总代用道具製造 分景與幫助演員 [入角色	能就地取材使 用或代用道具 製造場景,但 物件並未幫助 角色	未使用道具與 場景設計,無 法解決演出時 的尷尬與空洞		

Arts A-Ar-	本土 雙語教 月 模式 之	1
第一節	準備階段 Preparation stage	時間
	1. The teacher projects a dialogue in front of the students, and asks the students what they think of it?	Time
	students what they think of it:	10 分鐘
	A: Are you ok?	
	B: Just fine.	
	A:Is it ok?	
	B: What do you think?	
	A: How could it be like this?	
	B: I don't know.	
	發展階段 Development stage	15 3 49
	1. Development activities: Read aloud the lines of the script.	15 分鐘
	2. Development activities: Follow the teacher's instruction:	15 分鐘
		10 // 32
	Our Task Today	
	1. In pairs, one plays an English native speaker, and the other is free to	
	be anyone.	
	 The two characters have to create a scene with this script. The lines of the script cannot be changed. 	
	4. Each pair draws lots to decide which topics (relationship, emotion,	
	and location) and acts out a short scene.	
	5. You have to memorize the lines.	
	6. You can use any props: for example, desks and chairs, to help you	
	create the scene.	
	總結階段 Summary stage	
	1. Pair discussion: Students ask questions and discuss their setting.	5 分鐘
	2. Teacher arranges the order of students' performance next week.	7, 12
	personal desired and the second secon	
	第一節結束 End of the first session	
第二節	準備階段 Preparation stage	
	1. Warm-up: Practice "You and I Subject Exchange". This practice	10 八雄
	helps students learn how to listen to each other's lines.	10 分鐘
	發展階段 Development stage	
	W WEIGHT OF THE PROPERTY OF TH	
	1. Development activity: Rehearse for 15 minutes.	15 分鐘
	2. Show time: Each pair takes turns to perform on the stage. At the	15 分鐘
	end of each performance, there will be a short discussion with an	
	English template.	
	The Template:	
	·	

	イン文の状が大力へ				
	T: What is the relationship between them?				
	S: They are (friends/class mates).				
	T: Where are they? (location)				
	S: They are in a (park/library/car).				
	T: What is the emotion of this short scene?				
	S: They are (happy/sad).				
	T: How do you know?				
	S: They are <u>(fighting/working)</u> .				
	總結階段 Summary stage				
	Observation and sharing: What makes you feel impressed? What are the				
	ways to present the three elements of "relationship", "emotion", and				
	"location"?				
	第二節結束 End <mark>of the sec</mark> ond s <mark>ession</mark>				
第三節	準備階段 Pr <mark>eparation stage</mark>				
	Preparation and rehearsal.	10 分鐘			
	發展階段 Performance stage				
	Each pair continues to present their unfinished piece from last week and				
	finish discussions.				
	總結階段 Summary stage	30 分鐘			
	Concluding discussion: Are there any skills and/or creativity that can				
	make a play more wonderful and more natural?				
	第三節結束 End of the third session				
参考資料 References 劇本選取翻譯自翰林版 106 學年度七下第二單元					