

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	臺北市立 格致國民中學	課程名稱 Course	音樂
單元名稱 Unit	直笛吹奏 西洋音樂史	學科領域 Domain/ Subject	※彈性學習課程請填寫。Only applicable to alternative curricula.
教材來源 Teaching Material	翰林康軒課本 教師自編	教案設計者 Designer	歐陽槿容
實施年級 Grade	9 年級	本單元共 1 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	<ol style="list-style-type: none"> 跳脫傳統式教學，以歌唱、吹奏、遊戲及藝術鑑賞為主，結合生活式情境，達到音樂即生活的目標。 以學生熟悉的曲子為吹奏素材提高學生學習共鳴，建立學生中音直笛正確觀念及吹奏技巧。 於課堂中建立英文使用環境，選擇適宜之素材及課室用語，讓學生自然地融入並了解英文與音樂課程的結合。 培養跨領域統整能力，同儕學習範疇及視野教育擴展，並結合 108 課綱素養導向課程規劃。 		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<ol style="list-style-type: none"> J-A2 具備理解情境全貌，並做獨立思考與分析的知能，運用適當的策略處理解決生活及生命議題。 J-B3 具備藝術展演的一般知能及表現能力，欣賞各種藝術的風格和價值，並了解美感的特質、認知與表現方式，增進生活的豐富性與美感體驗。 J-C3 具備敏察和接納多元文化的涵養，關心本土與國際事務，並尊重與欣賞差異。 	
	領綱 Domain/Subject Guidelines	<ol style="list-style-type: none"> 藝-J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝-J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝-J-C3 理解在地及全球藝術與文化的多元與差異。 	
	校本素養指標 School-based Competences		

學科學習重點 Learning Focus	學習表現 Learning Performance	<ol style="list-style-type: none"> 音 2-IV-1 能使用適當的音樂語彙，賞析各類音樂作品，體會藝術文化之美。 音 3-IV-1 能透過多元音樂活動，探索音樂及其他藝術之共通性，關懷在地及全球藝術文化。
	學習內容 Learning Contents	<ol style="list-style-type: none"> 音 E-IV-2 樂器的構造、發音原理、演奏技巧，以及不同的演奏形式。 音 E-IV-3 音樂符號與術語、記譜法或簡易音樂軟體。 音 E-IV-4 音樂元素，如：音色、調式、和聲等。 各種音樂展演形式，以及樂曲之作曲家、音樂表演團體與創作背景。
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject	
	<ol style="list-style-type: none"> Students know how to read the notes and play the correct fingering. Students know the main features of the music period. 	
單元學習目標 Learning Objectives	英語準備度 Readiness of English	
	<ol style="list-style-type: none"> Students know how to use simple phrases for greetings. Students understand instructions for movement. Students understand vocabulary and phrases for noise and behavior control. 	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	When : <ol style="list-style-type: none"> teacher greeting students teacher explaining how to play the recorder teacher explaining rules of activities teacher managing the classroom Where : <ol style="list-style-type: none"> PPT slides, quick answer race 	When : <ol style="list-style-type: none"> students answering teacher's questions students reading teacher's questions students receiving teacher's explanation of the rules of activities students receiving teacher's explanation of the rules of playing the recorder Where : <ol style="list-style-type: none"> PPT slides, quick answer race
教學方法 Teaching Methods	講述教學法、合作學習教學法、討論教學法	

教學策略 Teaching Strategies	互動式提問、納入競賽元素、強化動合作、搭配獎勵機制			
教學資源及輔助器材 Teaching Resources and Aids	PPT, desktop, digital projector, whiteboard			
評量方法 Assessment Methods	Q&A, observing teamwork			
評量規準 Rubrics	評量規準 評量項目	advanced	intermediate	beginner
	Participation	Student is extremely respectful and always demonstrates outstanding effort.	Student sometimes listens to instructor and needs to be reminded to stay on task.	Student rarely listens to instructor and is not involved in class activity.
	Music Skills and involvement	Student is always actively engaged and frequently answers questions during instructional time.	Student frequently does NOT sing, move or participate in instrument playing.	Student never sings, actively moves or plays instruments in class.
	Facilitation of learning	Student always enters in an orderly manner is quickly ready to begin class.	Student rarely enters class in an orderly manner, and is frequently out of seat without permission.	Student never enters class in an orderly manner, and is frequently out of seat disrupting other students.
議題融入 Issues Integrated				
教學流程 Teaching Procedures				
第一節	準備階段 Preparation stage			時間 Time

	<ol style="list-style-type: none"> 1. Teacher greets students and asks how students are. Encourage students to relax, get ready for today's lesson and try to use English as much as they can. 2. Materials check. <p style="text-align: center;">發展階段 Development stage</p> <ol style="list-style-type: none"> 3. Recorder practice time <ol style="list-style-type: none"> (1) Give time to assemble the recorders. (2) Teacher plays the scale on piano or demonstrates the fingerings. (3) Warm up with the scale: fingering one note lasts four beats, and then going up and down the scale. (4) Warm up with the scale (without fingering chart): fingering one note lasts four beats, and then going up and down the scale (5) Students play songs from their textbooks with alto recorders. 4. Review the main features of Music history. 5. Compare game: "Quick answer race" <ol style="list-style-type: none"> (1) Students make four groups. (2) Students write down their answer and lift the board. (3) Students can distinguish between different periods of Music history. <p style="text-align: center;">總結階段 Summary stage</p> <ol style="list-style-type: none"> 6. Wrap up 7. The group with the most points is the winner. <ol style="list-style-type: none"> (1) Clean up the environment. <p style="text-align: center;">第一節結束 End of the first session</p>	<p>2 min</p> <p>10 min</p> <p>5 min 25 min</p> <p>3 min</p>
<p>參考資料 References</p>		