

彰化縣國民中小學部分領域課程雙語教學優良教學示例徵選教案範例

學校名稱 School	線西國小	課程名稱 Course	Music
單元名稱 Unit	Beat vs Rhythm	學科領域 Domain/ Subject	Arts
教材來源 Teaching Material	自編教材 國小音樂課本（翰林）	教案設計 者 Designer	丘維蓁
實施年級 Grade	三年級	本單元共 <u>2</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	音樂家舒曼曾說：「節奏是音樂的生命，沒有節奏也就沒有音樂。音樂家之所以能在筆端流淌出一首首美妙的樂曲，就在於他有超乎常人的節奏感。」由此可知，節奏感對學習及體驗音樂都很重要。本單元希望藉由認識固定拍，讓學生透過聆聽其熟悉的升旗進行曲及其他多元曲目，實際感受音樂中的拍點，及分辨拍子與節奏的不同，進而培養及訓練學生的節奏感。		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	B 溝通互動 C 社會參與	
	領綱 Domain/Subject Guidelines	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。 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。 2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。	
	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-5 簡易即興，如：肢體即興、節奏即興、曲調即興等。 音 A-II-2 相關音樂語彙，如節奏、力度、速度等描述音樂元素之音樂術語，或相關之一般性用語。	

學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject <ul style="list-style-type: none"> ● Ss can sing songs of four-four beats. ● Ss know the music notes (quarter note, 8th note, quarter rest, half note) ● Ss can play Si, La on the recorders. 	
	英語準備度 Readiness of English <ul style="list-style-type: none"> ● Ss understand the classroom rules. ● Ss understand quarter note, half note, quarter rest, 8th note and recorder. ● Ss can count from 1 to 15. 	
單元學習目標 Learning Objectives	<ul style="list-style-type: none"> ● Know what the beat is and being able to show it correctly ● Distinguish between beat and rhythm ● Use music notes to create the rhythm ● Perform the beat and rhythm on the recorder 	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	<ul style="list-style-type: none"> ● T greets Ss ● T gives instructions for movement ● T reminds Ss classroom rules ● Feedback and encouragement 	<ul style="list-style-type: none"> ● Ss answer T's questions ● Ss follow the instructions to play the recorder
教學方法 Teaching Methods	講述教學法、示範教學法、練習教學法	
教學策略 Teaching Strategies	搭建鷹架、連結生活經驗、運用多媒體影音	
教學資源及輔助 器材 Teaching Resources and Aids	<ul style="list-style-type: none"> ● Textbook (publisher) ● PPTs(self-developed) ● Desktop、Digital projector、Blackboard ● Percussion instruments 	
評量方法 Assessment Methods	口語評量、實作評量	

評量規準 Rubrics	● 聽音樂打拍點														
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議題融入 Issues Integrated															
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.															
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	<p>5. Teacher defines the “Beat” and tells Ss the beat is the heart of the music.(https://www.youtube.com/watch?v=ESfzA_dzWw0&t=1018s) from 16’38”</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. Feeling and understanding the beat</p> <ul style="list-style-type: none"> ● T plays the music “Radetzky March”, and Ss listen and clap with the beat. (https://www.youtube.com/watch?v=YliJtHk9YzU) ● T tells Ss beat is the same and doesn’t change. ● T gets Ss into 2 groups, and tells Ss that one group will clap and the other will march. ● T plays the music “Radetzky March”, and becomes the conductor. ● Ss follow the conductor, and clap or march to the beat of the “Radetzky March”. <p>2. Knowing the steady beat</p> <ul style="list-style-type: none"> ● T perform 5 phrases (included beat and rhythm) ● Ss discuss in groups and write down “O” if the answer is beat. <p>3. Performing the steady beat</p> <ul style="list-style-type: none"> ● T plays the song “孤勇者”, and let Ss identify the beat. (https://www.youtube.com/watch?v=CSBrZbaN8Ao) ● Ss play the wood block to the beat. <p style="text-align: center;">總結階段 Summary stage</p> <ul style="list-style-type: none"> ● T reviews the beat is the same, doesn’t change. ● Ss share the beat in their daily life. ● T gives the Ss feedback and encouragement. <p style="text-align: center;">第一節結束 End of the first session</p>	<p>12</p> <p>8</p> <p>8</p> <p>2</p>
第二節	<p style="text-align: center;">準備階段 Preparation stage</p> <p>1. T greets Ss</p> <p>2. Ss review the classroom rules chant.</p> <p>3. Ss review the “Beat”.</p> <p>4. Each group try to clap the beat to the classroom rules chant</p>	5

	<p style="text-align: center;">發展階段 Development stage</p> <p>1. Feeling the Rhythm</p> <ul style="list-style-type: none"> ● Ss listen to the music “Radetzky March”, and clap to the beat. ● Ss review the beat is the same and doesn’t change. ● Ss watch the video “Radetzky March”, and follow the rhythm to play percussion instruments. <p>(https://www.youtube.com/watch?v=IrgXAiAWplg)</p> <p>2. Understanding the Rhythm</p> <ul style="list-style-type: none"> ● T shows the music notes (quarter note, 8th note, quarter rest, half note) to tell Ss that rhythm is made up of long and short notes. ● T performs some phrases, and let Ss tell if it is a rhythm or a beat ● T shows some rhythm phrases, and Ss clap the rhythm. <p>3. Create the Rhythm</p> <ul style="list-style-type: none"> ● T gives Ss the rhythm cards, and asks Ss to create a rhythm in groups. ● Each group practices their own rhythm, and clap it in terns. ● Ss walk around and practice other groups’ rhythm. <p style="text-align: center;">總結階段 Summary stage</p> <ul style="list-style-type: none"> ● T gets Ss into 2 teams. One team play the beat on the recorder, and the other team play the rhythm they have created. ● T gives Ss feedback. <p style="text-align: center;">第二節結束 End of the second session</p>	<p>10</p> <p>10</p> <p>10</p> <p>5</p>
<p style="text-align: center;">參考資料 References</p>		

※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.