

訂

單元主題 Topic	形狀大師		科目名稱 Subject	藝術與人文
教材來源 Teaching Materials	翰林出版		教案設計者姓名 任教學校及科目 Name, School, & Subject	姓名： 林芊巧 學校： 彰化縣中和國小 科目：藝術與人文
適用年級 Grade Level	三年級		授課時間 Time	There are <u>3</u> periods in this unit. (This is period <u>1</u> .)
教學設計理念 Design Concepts	1.能探索藝術家運用形狀的目的。 2.了解藝術沒有像不像的問題，發展美的敏覺與拓展學習深度。 3.發現形狀與創作的多元性。			
學科核心素養對應內容 Core-Competencies	總綱 (General Guidelines)	A1 身心素質與自我精進 B1 符號運用與溝通表達 B3 藝術涵養與美感素養 C3 多元文化與國際理解		
學科學習重點 Subject Performance & Content	學習表現 (Performance)	1-II-2 能探索視覺元素，並表達自我感受與想像。 2-II-5 能觀察生活物件與藝術作品，並珍視自己與他人的創作。 2-II-7 能描述自己和他人作品的特徵。 3-II-2 能觀察並體會藝術與生活的關係。		
	學習內容 (Content)	視 E-II-1 色彩感知、造形與空間的探索。 視 E-II-3 點線面創作體驗、平面與立體創作、聯想創作。 視 A-II-1 視覺元素、生活之美、視覺聯想。		
學生先備知識 Student's Prior Knowledge	1. 學科先備知識 (Content)： (1)了解形狀的意涵與分類。 (2)能利用形狀發現新的視覺體驗。 (3)學生了解藝術創作的多元性。			
	2. 英語先備知識 (English)： (1)學生會回應 What's this? It's a ____. (2)學生會回應 Is she happy? Yes,/No, she is/isn't.			
本單元節次分配 Sequence of Lessons	Period 1: 形狀的像與不像 Period 2: 抽象創作(1) Period 3:抽象創作(2)			
本單元學習目標 Learning Objectives	1. 學科學習目標 (Content)： (Period 1) <ul style="list-style-type: none"><li>Students will be able to recognize the meaning of shapes.</li><li>Students will be able to admire Picasso's work and explore the various ways in which shapes can be created.</li><li>Students can use the cut out shapes to collage creative human faces.</li><li>學生能認識形狀的意涵。</li></ul>			

	<ul style="list-style-type: none"> <li>● 學生能欣賞畢卡索的作品，探索形狀的各種創作方式。</li> <li>● 學生能利用剪下的形狀，拼貼出創意人臉。</li> </ul> <p>(Period 2)</p> <ul style="list-style-type: none"> <li>● Students can draw abstract human face paintings by collaging the models of human face paintings.</li> <li>● Students color with warm and cool colors.</li> <li>● 學生能藉由拼貼人臉畫的模型，畫出抽象人臉畫。</li> <li>● 學生利用冷暖色塗色。</li> </ul> <p>(Period 3)</p> <ul style="list-style-type: none"> <li>● Students will be able to use shapes to draw beautiful works and share them with their classmates.</li> <li>● 學生能利用形狀，畫出美麗的作品和同學分享。</li> </ul>
	<p><b>2. 英語學習目標 (English) :</b></p> <p>(Period 1)</p> <ul style="list-style-type: none"> <li>● Students will be able to say this is <u>a rectangle/triangle/circle/square/square.</u></li> <li>● Students will be able to say his/her eyes/ears are <u>rectangle/circle.</u> His/Her nose/mouse is <u>rectangle/circle/square.</u></li> <li>● 學生能觀察圖片，認出是什麼形狀。</li> <li>● 學生能說出抽象人臉畫是用什麼形狀拼出的。</li> </ul> <p>(Period 2)</p> <ul style="list-style-type: none"> <li>● Students will be able to say the name of shapes.</li> <li>● 學生能說出形狀的英文名稱。</li> </ul> <p>(Period 3)</p> <ul style="list-style-type: none"> <li>● Students will be able to say the cool and warm colors.</li> <li>● Students will be able to share their pictures.</li> <li>● 學生能說出冷和暖色。</li> <li>● 學生能分享創作。</li> </ul>
<p><b>議題融入 (無則免填) Curriculum Integration</b></p>	<div> 1. <input type="checkbox"/> 性別平等教育 (Gender Equality)  3. <input type="checkbox"/> 環境教育 (Environment Ed)  5. <input type="checkbox"/> 品德教育 (Morality Ed)  7. <input type="checkbox"/> 法治教育 (Rule of Law Ed)  9. <input type="checkbox"/> 資訊教育 (Information Ed)  11. <input type="checkbox"/> 安全教育 (Security Ed)  13. <input type="checkbox"/> 家庭教育 (Family Ed)  15. <input type="checkbox"/> 多元文化教育 (Multiculturalism)  17. <input type="checkbox"/> 戶外教育 (Outdoor Ed)  19. <input type="checkbox"/> 原住民族教育 (Indigenous Ed) </div> <div> 2. <input type="checkbox"/> 人權教育 (Human Rights)  4. <input type="checkbox"/> 海洋教育 (Global Ocean Ed)  6. <input type="checkbox"/> 生命教育 (Life Ed)  8. <input type="checkbox"/> 科技教育 (Technology Ed)  10. <input type="checkbox"/> 能源教育 (Energy Ed)  12. <input type="checkbox"/> 防災教育 (Disaster Prevention Ed)  14. <input type="checkbox"/> 生涯規劃教育 (Career Planning Ed)  16. <input type="checkbox"/> 閱讀素養 (Reading Literacy)  18. <input checked="" type="checkbox"/> 國際教育 (International Ed) </div>
<p style="text-align: center;"><b>第 1 節</b> <b>Period 1</b></p>	
<p><b>學習目標 Learning Objectives</b></p>	<p>1. 學科學習目標 (Content) :</p> <ul style="list-style-type: none"> <li>● Students will be able to recognize the meaning of shapes.</li> <li>● Students will be able to admire Picasso's work and explore the various ways in which shapes can be created.</li> <li>● Students can use the cut out shapes to collage creative human faces.</li> </ul>

- 學生能認識形狀的意涵。
  - 學生能欣賞畢卡索的作品，探索形狀的各種創作方式。
  - 學生能利用剪下的形狀，拼貼出創意人臉。
2. 英語學習目標 (English) :
- Students will be able to say this is a rectangle/triangle/circle/square/square.
  - Students will be able to say his/her eyes/ears are rectangle/circle. His/Her nose/mouse is rectangle/circle/square.
  - 學生能觀察圖片，認出是什麼形狀。
  - 學生能說出抽象人臉畫是用什麼形狀拼出的。

### 教學流程 Teaching Procedures

#### I. 暖身活動 Warm-up

##### 1. 老師說 teacher say

(1) review eyes, ears, nose, mouth, hair and neck

(2) When teacher says “teacher says” and then the students do the action.

When teacher doesn't say “teacher says” and then the students don't need to do the action.

(3) After the students are good at playing “teacher say” and then teacher can make the game a little tricky, such as teacher says, “touch the ear” and teacher touches the ear to cheat students.

逐字稿(script) :

T: Good morning, everyone. How are you today?

S: I'm fine, thank you. How about you?

T: I'm good. Is anyone absent today?

S: No, everyone is present. / \_\_\_ is absent today.

T: Before today's lesson let's do a warm-up. Let's play “teacher say”

S: OK.

T: This is an eye/ear/nose/mouth/neck. Touch your nose/eye/ear/mouth/neck.

When teacher says “teacher say”, you do the action. When teacher doesn't say “teacher say”, don't do the action.

T: (ICQ-information to checking questions.)

(1) If teacher doesn't say “teacher say”, can you do the action?

S: No.

T: (2) If teacher say “teacher say”, can you do the action?

S: Yes.

T: Good. Let's do a trial.

T: Teacher say “touch your ear.” / Touch your ear.

OK. Now everyone understand. If you do the wrong action and then you are out. Let's go.

S: OK.

## II. 主題呈現 Presentation

形狀的像與不像

(1)介紹形狀的單字 rectangle/square/circle/triangle

(2)介紹畢卡索-哭泣的女人

逐字稿(script)：

T:Before today's topic. I want everyone to guess what vocabulary is it?

There are four pictures, can you guess what vocabulary is it?

S:table/blackboard/book.....

T:Yes, 他們有什麼共同點

S:他們是長方形/正方形/圓形/三角形。

T:Yes, they are rectangles/square/circle/triangle. Everyone repeat after me  
“rectangle/square/circle/triangle.”

S:”Rectangle/Square/Circle/Triangle.”

T:What's the part of the speech?

S:名詞。

T:Yes, it's “noun.”

How many syllables?

S:3/1/1/2.

T:Where's the stress? 1,2 or 3.

S:1/1/1/1

T:Good job, everyone. Let's review one more time. This is \_\_\_\_.

S:Triangle/Rectangle/Circle/Square.

T:Next, I'm going to divide yourselves into four teams. This is team 1/2/3/4. Each team gets a board.  
Then I am going to introduce you one picture. Everyone looks at this picture.

(1) What can you see in this picture? Please write on the board.

Team 1/2/3/4, what can you see?

Team 1/2/3/4:I can see 一個女人/三角形/圓形/長方形/...

T:How do you feel 感覺 about this picture? Please write on the board.

Team 1/2/3/4: 她很傷心/她在哭泣/她的孩子不見了...

T:This triangle 代表什麼?

Team 1/2/3/4:手帕/衛生紙/衣服/毛巾

T:That's right. 這是一個很傷心的女人，這個三角形代表衛生紙在擦她的眼淚，這是畢卡索畫的，  
他使用形狀來表達畫中人的情緒，這種畫叫做”抽象畫。”

### III. 練習與應用 Practice & Application

剪貼抽象畫創作

(1)發給同學不同性別的人臉做剪貼創作

(2)運用不同五官的角度來表達內心的想法或情感

逐字稿(script)：

T:介紹完畢卡索的抽象畫之後，teacher 要你們自己創作自己的抽象畫。你可以用抽象畫來表達你的心情，情緒，想法等等。

I will give each team some pictures. You need to cut 不同人的 eyes, ears, nose, mouth and neck 成不同形狀. Then 可以貼不同的角度來表達心情或者你在思考某件事。如果是側臉你也可以只貼一個 ear 或一個 eye。最後要給你的作品一個名字。

(ICQ-information checking quesitons)

T:(1)你需要剪同一人的五官來貼嗎?

S:No.

T:(2)你一定要貼 two ears 嗎?

S:No.

T:How many ears can you paste? 1 or 2?

S:1 or 2.

T:你要把這些五官剪成不同的形狀嗎?

S:Yes.

T:OK. Each one has one piece of paper. It's time to cut.

(Teacher will walk around the table to help students.)

### IV. 複習與學習評量 Review & Assessment

1. 拼貼抽象畫創造分享

(1)請各組的一位同學上台進行作品分享

逐字稿(script)：

T:Now I will invite one volunteer from each team to share your work to everyone.

Team 1/2/3/4:One volunteer comes to front with your work.

T:What shapes do you use?

S1/2/3/4:I use circle/triangle/rectangle and square.

T:你的作品名字是?

S1/2/3/4:\_\_\_\_\_.

T:Why? 為什麼你取這個名字?

S1/2/3/4:(說明原因。)

T:Thank you for your sharing.

## V. 學生自評與反思 Self-Evaluation

### 1. 拼貼抽象畫創品自評與反思

(1) 邀請自願的學生上台分享自己的作品並對自己的作品的自評與反思分享

逐字稿(script)：

T:你的作品名字是？

S1/2/3/4:\_\_\_\_\_.

T:Why? 為什麼你取這個名字？

S1/2/3/4:(說明原因。)

T:你對自己第一次創造拼貼抽象畫給自己的分數是幾分？

S:\_\_\_\_\_.

T:為什麼是這個分數？

S:(學生說明原因與反思)

T:你對於自己在與隊友討論的過程中，使用來英語討論，給自己幾分？

S:\_\_\_\_\_.

T:為什麼是這個分數？

S:(學生說明原因與反思)

T:Thank you for your sharing.