

新北市109學年度全英語授課獎勵入圍團隊公開授課-竹圍場次

設計者 / 服務學校	黃詩茵/修德國小、Darcy Lopéz/修德國小、謝心瑜/竹圍國小				
教案名稱	Can't stop the feeling!				
授課日期	109.11.19	時間	下午1:10 ~ 1:50	地點	曉月樓五樓音樂教室
教學年級：國小6年級	學生人數：23人		當日授課節數：第4節 /教學總節數：4節		
<p>Unit Overview</p> <p>The rationale of this design consist of a cross-disciplinary lesson approach (Music Appreciation & English) and uses CLIL strategies to bring our instruction into fruition. We have learned that at this stage, students had been exposed to a wide range of music genres in music class, so when we combine the language goals into the art learning focus, it opens up an opportunity for students to reflect and express feelings emoted by music in English.</p> <p>To start this unit, we focus on music and emotions. Music is a wonderful phenomenon we experience in life and is integrated into our culture, other cultures and life in general. We want to encourage students to embrace music and at the same time feel various emotions it can arouse.</p> <p>Through the story book, Color Monster, we introduce emotions and have students relate their own experiences to the color monsters presented. Furthermore, the picture book helps facilitate language acquisition and prepares students (grouped) in creating their own color monster by the end of this unit. In furthering content scaffolding, we utilize anchor activities, GIF pictures and three sets of music for student to indulge in the aesthetic experience. During activities we will provide vocabulary pertaining to emotions, music terminology and vignettes that allow for oral practices and class discussions.</p> <p>In wrapping-up this unit, we have groups of students working together to create a visual representation of a vignette (scene) of their liking and choose music that correlates with their idea. As a group they will present their scene, play music that correlates and read out their presentation allowing for a summative assessment for language and content. Lastly, we will facilitate an emotion survey/gallery walk as students will use a post-it to express feedback on their current state of emotion by pasting it on a poster that was presented.</p>					

	<p>總 綱</p>	<p>A3 規劃執行與創新應變 Planning, Execution, Innovation, and Adaptation B3 藝術涵養與美感 Artistic Appreciation and Aesthetic Literacy C2 人際關係與團隊合作 Interpersonal Relationships and Teamwork</p>
<p>核 心 素 養</p>	<p>領 綱</p>	<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習能。</p> <p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>E-E-A1 Possess self-focusing traits and good learning habits, students will be able to use basic learning strategies to strengthen their English language skills.</p> <p>E-E-A2 Possess the ability to understand simple English passages. Students are able to use basic thinking strategies to improve learning effectiveness.</p> <p>E-E-B1 Possess the basic ability to listen, speak, read and write English. Providing instructions, students should be able to use words and sentence patterns learned in class for simple daily communication.</p> <p>E-E-C2 Actively participate in group-learning activities and cultivate team spirit in class.</p> <p>跨領域: 藝術領域</p> <p>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。 Make good use of multiple senses and perceive the connection between perceptual art and life to enrich the aesthetic experience.</p>
<p>學 習 重 點</p>	<p>學習表現</p>	<p>◎ 1- III -7 能聽懂簡易的教室用語。</p> <p>◎ 2- III -2 能說出課堂中所學的字詞。</p> <p>◎ 3- III -7 能看懂繪本故事的主要內容。</p> <p>◎ 6- III -2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>◎1-III-7 Be able to understand simple classroom English through listening.</p> <p>◎➤2-III-2 Be able to say words learned in class.</p> <p>◎3-III-7 Be able to recognize the main contents of picture books through reading.</p> <p>◎6-III-2 Participate in class activities and not be afraid of making mistakes.</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。 Able to use appropriate musical vocabulary to describe various musical works and singing performances to share aesthetic experience.</p>

	學習內容	<p>◎ Ac-III -2 簡易的教室用語。</p> <p>◎ Ae-III -2 繪本故事、兒童短劇。</p> <p>B-III -2 國小階段所學字詞及句型的生活溝通。</p> <p>◎Ac-III-2 Simple classroom English</p> <p>*◎Ae-III-2 Picture books and children’s short plays</p> <p>B-III-2 Words and sentence patterns learned in elementary stage for daily communication</p>	<p>音 A-III-1</p> <p>器樂曲與聲樂曲，如：各國民謠、本土與傳統音樂、古典與流行音樂等，以及樂曲之作曲家、演奏者、傳統藝術家與創作背景。</p> <p>Instrumental music and vocal music, such as: folk songs of various countries, local and traditional music, classical and popular music, as well as music composers, performers, traditional artists and creative backgrounds.</p>
	具體學習目標	<ol style="list-style-type: none"> 1. 學生能專注欣賞音樂。 2. 學生能理解音樂如何表達人的情緒。 3. 學生能運用音樂表達情緒。 4. 學生能使用課室英語，並回答教師的提問。 5. 學生能讀懂英語繪本，並與小組合作完成任務。 6. 學生能聽懂、說出課堂上所學的單字與簡易句型，並表達情感。 <p>Content Goal</p> <ol style="list-style-type: none"> 1. Students are able to appreciate music attentively. 2. Students can understand how music express feelings. 3. Students can adopt music as a strategy to express emotions. <p>Language Goal</p> <ol style="list-style-type: none"> 4. Students are able to answer teacher’s questions using classroom English. 5. Students are able to understand the storybook and work together to accomplish a production. 6. Students should be able to use vocabulary introduced in the book and express their feelings. <ul style="list-style-type: none"> • Lesson 1 Vocabulary: <ul style="list-style-type: none"> feel, happy, sad, angry, scared, calm, love a. Auxiliary Vocabulary: <ul style="list-style-type: none"> confused, emotions, hide, unfair, mean, calm, relaxed • Music Related Vocabulary used throughout unit: <ul style="list-style-type: none"> slow, fast, tempo, high, low, pitch, loud, intense, quiet • Sentence Patterns used throughout unit: <ul style="list-style-type: none"> ➢ This music makes me feel _____. (Lesson 1) ➢ This is our <u>color</u> monster. (Lesson 2) ➢ <u>He/She</u> feels <u>emotion</u> because he/she (’s) <u>at the event</u>. (Lesson 2) ➢ Now he/she listens to <u>music adj</u> music. (Lesson 2.3) ➢ This music helps you understand our monster’s emotion. (Lesson 3) 	
與其他領域/科目/議題的連結	<p>閱讀素養</p> <p>閱讀歷程</p> <p>閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p>		

	<p>閱讀態度</p> <p>閱 III-E12 培養喜愛閱讀的態度。</p> <p>R III-E1 To learn vocabularies and phrases in regular daily context and for basic subject knowledge studies.</p> <p>R III-E12 To cultivate love for reading.</p>
教學資源/ 設備需求	海報紙、手卡、彩色筆、電腦、投影機、音響、學習單、故事書、網際網路

各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
第一節	<p>【Warm up】</p> <p>1. Greetings.</p> <p>Introduce ourselves, give a concise synopsis of this unit and show the storybook.</p>	5'	Monster PPT	<p>1. Hello, everyone.</p> <p>2. How are you today?</p> <p>3. I am Teacher Darcy and this is teacher Grace.</p> <p>4. For this unit we will learn about feelings and music. Today we will read a book and listen to music.</p>
	<p>【Presentation & Practice】</p> <p>Picture Book-before reading</p> <p>1. Show cover of the storybook and ask Ss to predict what the book is about.</p> <p>2. Point out the title and author of the Book.</p>	5'	PPT	<p>5. Look at the book cover. What do you see?</p> <p>6. Who is the author of this book?</p> <p>7. What is the title of the book?</p>
	<p>Picture Book-while reading</p> <p>1. Read the story-none stop.</p> <p>2. Read the story again.</p> <p>3. Have Ss raise their monster as they encountered it in the story line.</p> <p>4. Play the 6 pieces of music from Movie Soundtrack in accordance to each monster on the page .</p> <p>5. Pause and check for comprehension when needed.</p>	10'	PPT, Hand cards.	<p>8. Can you guess what happened to the monsters?</p> <p>1. This is a story about emotions.</p> <p>2. We will read together.</p> <p>3. Take a guess. What monster is next ?</p> <p>4. Show me your answer with the card.</p> <p>5. Very good.</p>
	<p>Picture Book-after reading</p> <p>1. Puts 6 color monsters at various corners of the classroom.</p> <p>2. Play classical music and ask the Ss to feel emotions through the music.</p> <p>3. Ss stand up and walk to a monster which identifies with their emotion.</p> <p>4. Oral Practice- Ss have to say 'This music makes me feel _____.' according to the monsters they go to.</p> <p>5. T explains how each piece of</p>	15'	Poster monsters	<p>6. Now listen to the music. Is this how color monster is feeling?</p> <p>1. Listen carefully. Close your eyes.</p> <p>2. How does the music make you feel?</p> <p>3. When the music stops, open your eyes and go.</p> <p>4. Stand up and walk to the monster that feels like you do.</p> <p>5. Well done.</p>

	<p>music make Ss feel a certain way in between rounds.</p> <p>6. After hearing all six pieces of music, Ss return to their seat.</p> <p>【Wrap up】</p> <p>1. Exit card-Ss line up and pick a card from the deck next to the teachers.</p> <p>2. Ss tell teacher one fact that correlates to today's lesson regarding the color monster in their hands.</p>	5'	Hand cards	<p>6. Tell me, why did you go to that monster?</p> <p>7. You feel _____. That's great.</p> <p>8. This music makes you feel _____.</p> <p>9. Now, please go back to your seats.</p> <p>1. Line up and pick up a card on the way.</p> <p>2. Tell a teacher something you learn today about the card in hand.</p>
第二節	<p>【Warm up】</p> <p>1. Review the emotions through monster cards and music.</p> <p>2. Ss Listen to the music and choose the related monster.</p>	10'	Hand Cards,	<p>1. Hello, everyone.</p> <p>2. How are you today?</p> <p>3. Let's review last week's lesson</p>
	<p>【Presentation & Practice】</p> <p>1. PPT introduces solo instrument music and adjectives for describing music dynamics</p> <p>2. Ask Ss how do they feel about the music. (reinforce music vocabulary)</p> <p>3. After listening to types of music, T guides how certain music can express feelings.</p>	12'	Music PPT, Activity Packet	<p>1. As we talk about feelings and music, please look at the Activity packet, there is a word bank for your reference.</p> <p>2. Now, listen to the music.</p> <p>3. This is an ukulele.</p> <p>4. How does it make you feel?</p> <p>5. Is it fast or slow?</p> <p>6. Is the music high or low?</p> <p>7. Fast and high music makes you feel happy.</p>
	<p>4. Oral / Writing Practice- T shows a slide with three elements; a color, a feeling and an event.</p> <p>5. T demonstrates using sentence patterns to describe the picture. Ss have to say 'This is our <u>color</u> monster. It is <u>calm</u> because he sees a beautiful picture. Now he listens to <u>soft</u> music.'</p> <p>6. Ss in a group has to come up with sentences they want to use for their production.</p>	10'		<p>1. Let's look at the gif picture.</p> <p>2. What is he doing? Is he happy?</p> <p>3. Listen to the music, does this match the picture.</p> <p>4. No, why not? The music makes you sad.</p> <p>5. What about this music?</p> <p>6. Yes, this music matches the picture better.</p>
<p>【Wrap up】</p> <p>1. Exit ticket- Ss needs to line up and tell teacher one sentence their group created in the class about their monster.</p>	2'		<p>1. OK class, now we move on to the next picture. What do you see?</p> <p>2. Repeat after me. This is our color monster. He's calm because he sees a beautiful picture. Now he listens to soft music'</p>	

				3. Good job! 1. Before we go, line up and say one sentence you've learned today.
第三節	<p>【Warm up】</p> <p>1. In groups, listen to the music and write down related adjectives from the word bank using a white board.</p>	5'	Music clips,	1. Hello, everyone. 2. How are you today? 3. Let's review.
	<p>【Presentation & Practice】</p> <p>1. T demonstrates the production of the unit (an original color monster with description of the following sentences; 30 secs music to play along with the presentation) and practice sentence patterns</p> <ul style="list-style-type: none"> ➤ This is our color monster. ➤ He/She feels emotion because he/she ('s) at the event. ➤ Now he/she listens to music adj music. ➤ This music helps you understand our monster's emotion. <p>2. Ss draws a crayon that designates a color monster for their group, followed by a group discussion based on their ideas for their group project, and complete activity B(Gap Filled) in their packet.</p> <p>3. As a group, Ss designates role to each other for the project. S1: draws the monster, S2: color the monsters, S3: writes down the sentences, S4:designs/draws the background for the monster</p> <p>4. Each ss is responsible for saying and writing down a sentence on the poster board for the presentation.</p> <p>5. T encourages group work and have Ss come up with creative ideas.</p>	5'	PPT, Activity Packet	1. Let me show you the monster that you are going to create today. 2. This is our pink monster. He is happy because he has a date with his girlfriend. 3. A leader from each group please come to the front. Pick a lot and decide which color monster you are going to work with. 4. Great! First, discuss with your team members and come up with a scene using the sentence patterns from activity packet B. 5. Choose a piece of music we introduce in class and match it with your scene. 6. Now, make sure everyone in the group needs to help. 7. Use the color pens to draw down a scene. 8. I see group 3 is working together now. Very good!
	<p>【Wrap up】</p> <p>1. Each group takes a turn to go up on stage to practice the presentation.</p>	20'	Scissor, color pen	1. Each group comes up to the stage and practice saying the sentences with music playing in the background. 2. Well done!

<p>【Warm up】</p> <ol style="list-style-type: none"> 1. Play: Corner Game/ TPR and music dynamic. 2. Listen to the music and walk in a circle. According to the music, students have to do movements like the music dynamic through body language. 3. Students listen to the music and change their movement when teacher changes the music. 4. Students go to four corners and express their feeling when the music stops. <p>【Presentation & Practice】</p> <ol style="list-style-type: none"> 1. Teachers demonstrate presentation. 2. Allow students some time to prepare for their presentation. <p>【Production】</p> <ol style="list-style-type: none"> 1. Each group takes turns to go up on stage to show their monster with the background music. 2. Gallery Walk: After all the groups present, have Ss write down their feedback on post-its. 3. Students paste all reflections on the related monster poster. <p>【Wrap up】</p> <ol style="list-style-type: none"> 1. Students pick some post-its and share with the class. 2. T plays one last piece of music and invite all students to go to the monster that can be related. 	<p>10'</p> <p>5'</p> <p>10'</p> <p>12'</p> <p>3'</p>	<p>Monster posters, Music</p> <p>Monster posters, Music, post-its,</p>	<ol style="list-style-type: none"> 1. Hello, everyone. 2. How are you today? 3. Stand up and form a circle. 4. We are going to play a game ! 5. Let us show you how to play. 6. Put your hands on your head for high pitch, and put your hand on your knees for low pitch. 7. Walk around in the circle, and go to the monster posters when the music stops. <ol style="list-style-type: none"> 1. Class, for the last 4 weeks we had read a book about emotions and listen to different music. 2. Today, you are going to introduce your poster to everyone in the class room. 3. Before we start, you have 5 minutes to prepare. 4. Let's hear it. <ol style="list-style-type: none"> 1. Excellent! You all did an amazing job. 2. I want you to write down your feedback on the post-it. 3. Paste your post-it on the monster. <ol style="list-style-type: none"> 1. For our last activity of the unit, listen to this music and go to the monster that fits. 2. Great!
<p>附錄（學習單或其他教學相關資料）</p>			

1. Music

Classical

1. <Happy>Vivaldi - The Four Seasons, Concerto No. 1 in E major, RV 269 "Spring": I. Allegro
2. <Sad>Beethoven - Piano Sonata No. 14 "Moonlight" Sonata
3. <Anger>Prokofiev - Dance of the Knights
4. <Fear>Carlo Maria Giulini-Giuseppe Verdi-Requiem-Dies irae. Tuba mirum. Mors stupebit
5. <Calm>Claude Debussy : Clair de Lune, for Piano (Suite Bergamasque No. 3), L. 75/3
6. <Love>Nocturne, in E flat Major , Op. 9 No. 2

Solo Instrument

1. Ukulele- happy=<https://www.youtube.com/watch?v=7lssUkvnPik>
2. Violin= sad= <https://www.youtube.com/watch?v=uCfjYwtLOlk>
3. Piano=angry=<https://www.youtube.com/watch?v=PAHnwq87YdE>
4. Harp=love=<https://www.youtube.com/watch?v=b-hNyx4klVg>
5. apprehension engine instrument=fear= <https://www.youtube.com/watch?v=lzk-l8Gm0MY>
6. Kalimba=calm=<https://www.youtube.com/watch?v=x-A5pCxj-24>

Movie Soundtrack

1. UP “married life”=happy=<https://www.youtube.com/watch?v=gvQB7tMB-jI>
2. Castle in the Sky=sad=<https://www.youtube.com/watch?v=xtAHgrNs7r4>
3. Star Wars’ imperial march”=angry=<https://www.youtube.com/watch?v=-bzWSJG93P8>
4. Wall-E “La Vie en Rose”=Love= <https://www.youtube.com/watch?v=coXOFBjLjHI>
5. Jaws=scary= <https://www.youtube.com/watch?v=BX3bN5YeiQs>
6. Kung Fu Panda “Oogway Ascends” =calm= <https://www.youtube.com/watch?v=gaVng7QcHdI>

2. References

<Learning Music through Visuals> https://ed.arte.gov.tw/uploadfile/Book/2169_07-7.0132-0143.pdf

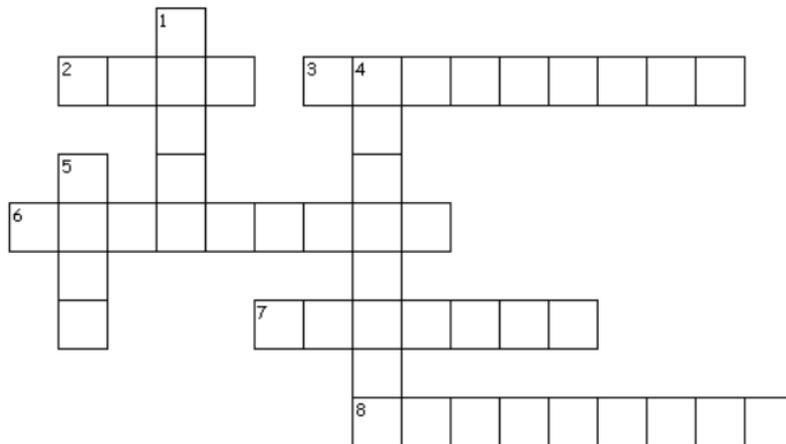
班級 Class _____ 姓名 Name _____ 座號 Number _____

By Tr. Darcy & Tr. Grace

Music and feelings anchor activity packet

Word Bank for Music Dynamics 音樂形容詞單字庫			
低音調	low pitch	高音調	high pitch
安靜	calm	強烈	intense
緩的節奏	slow tempo	快的節奏	fast tempo
小聲	quiet	大聲	loud

... dynamics



1.



3.



5.



7.



2.

4.

6.

8.

Writing practice (Lesson 2)



1

- This is our color monster.
- He/She feels emotion because he/she ('s) at the event .
- Now he/she listens to music adj music.

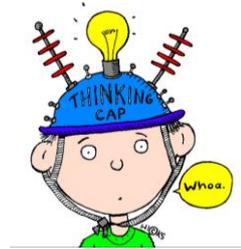
2

- This is our color monster.
- He/She feels emotion because he/she ('s) at the event .
- Now he/she listens to music adj music.

- This is our color monster.
- He/She feels emotion because he/she ('s) at the event .
- Now he/she listens to music adj music.
- This music helps you understand our monster's emotion.

The Color Monster Questions

(optional challenge)



1. Who helped the color monster?

2. Why is the color monster pink?

3. What is the jar for?

4. Have you ever been confused with emotions before? What do you do?
