

新北市109年度教師跨領域全英語授課教案設計  
(課程實施後)

設計者 / 服務學校	板橋區文聖國小 Wensheng Elementary School	
教案名稱	The Sound of Music	
教學年級：國小__五__年級	預計課程上使用之英語比例： 85 % (本比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數：__24__人	教學總節數：__4__節	預計公開授課內容為第__1__節
預計公開授課之時間： __109__年__11__月__26__日 __10__時__30__分至__11__時__10__分 (第__3__節課)(暫定)	預計公開授課之地點： 新北市__板橋__區__文聖國小 ____410音樂教室____教室	預計公開授課之教師： 姓名：____謝孟君____ 服務學校：__文聖國小____ 專長領域：__英語教學

核 心 素 養	總 綱	<u>英語領域</u> A2 系統思考與解決問題 C2 人際關係與團隊合作 <u>藝文領域</u> B1 符號運用與溝通表達。 C3 多元文化與國際理解
	領 綱	<u>英-E-A2</u> 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效能。 <u>英-E-C2</u> 積極參與課內英語文小組學習活動,培養團隊合作精神。 <u>藝-E-B1</u> 理解藝術符號,以表達情意觀點。 <u>藝-E-C2</u> 透過藝術實踐,學習理解他人感受與團隊合作的能力。 <u>藝-E-C3</u> 體驗在地及全球藝術與文化的多元性。

學習重點	學習表現	<u>英語領域</u> 1-II-4 能聽簡易的日常活用語。 1-III-6 能聽懂課堂所學的字詞。 1-III-7 能聽懂簡易的教室用語。 1-III-11 能聽懂簡易歌謠和運文的主要內容。 2-III-7 能做簡易的回答和描述。 3-II-5 能看懂課堂中所學的簡易短文之主要內容。 6-II-2 積極參與各種課堂練習活動。 <u>藝文領域</u> 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-2 能探索視覺元素，並表達自我感受與想像。 1-II-4 能感知、探索與表現表演藝術的元素和形式。		
	學習內容	<u>英語領域</u> Ac-III-1 簡易的教室用語。 Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。 <u>藝文領域</u> 音E-II-1 多元形式歌曲，如：獨唱、齊唱等。基礎歌唱技巧，如：聲音探索、姿勢等。 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 音E-II-3 讀譜方式，如：五線譜、唱名法、拍號等。記譜法，如：圖形譜、簡譜、五線譜等。 音E-II-4 音樂元素，如：節奏、力度、速度等。		
具體學習目標	Students will learn: 1. to know the names of notes 2. to know some terms of music, such as beats, low ,high, fast, slow 3. to feel music 4. to work as a team 5. to know the vocabulary of the song “Do Re Mi” 6. to use iPad 7. to sing the song “Do Re Mi” to work as a team			
與其他領域/科目/議題的連結	科技 閱讀			
教學資源/設備需求	flashcards /ppt/ iPad/ 6 sets of note cards/ worksheet / Kahoot			
<b>各節教學活動設計</b>				
節次	教學活動流程	時間	教學資源	教師語言
第一節	<b>【引起動機】</b> <b>【Guess what】</b>	1		*Good morning, class 3! *Would you please stand up?

<p>1.T greets students first.</p> <p>2.Ss greet our guests.</p> <p>2.T asks questions and leads them to know the subject they are going to learn.</p>			<p>*Turn to our guests</p> <p>*Good morning,xx</p> <p>*Sit down.</p> <p>*Guess what? Where are you now?</p> <p>*So, do you know which subject Tr. Carole is going to teach?</p>
<p style="text-align: center;"><b>【發展活動】</b></p> <p style="text-align: center;"><b>【Know the Notes】</b></p> <p>1.T shows the notes, names and beats, starting from the whole note, half note , dotted half note and so on. T uses some mathematical concepts to help them memorize the notes quickly.</p>	9	<p>flashcards</p> <p style="text-align: center;"></p> <p style="text-align: center;"></p>	<p>*Bingo, smart kids. You are going to learn musical notes today.</p> <p>*Let's get started.</p> <p>*Everybody, give me your hands.</p> <p>*Follow me.</p> <p>*Go!</p>
<p style="text-align: center;"><b>【Study with iPad】</b></p> <p>1. T gives iPads to every two students. They follow directions on the screen and enter "Google Classroom" to study the main concept and vocabulary on the ppt on their own pace.</p>	5	iPad	<p>*When I cut the whole note, it becomes....</p> <p>*This whole note with a stick becomes half note.</p> <p>*Guess, how many beats are there?</p> <p>*All together, show me the beats.</p>
<p style="text-align: center;"><b>【Grouping】</b></p> <p>1.T asks one student from each team to come and get a set of cards, and then T shows them how</p>	8	<p>6 sets of cards</p> <p>worksheet</p>	<p>*It's a dot.</p> <p>*What's the name of the note?</p> <p>*30 means half, how about 15 or 45 ? It is ...</p> <p>*Eyes on me.</p>

<p>to do the task.</p> <p>2. Students start working on the task. And T walks around to check and help.</p> <p>3. If one team finishes, T goes to check and gives them worksheets to write and ask them to return the cards.</p> <p style="text-align: center;"><b>【Fun Time--Kahoot】</b></p> <p>1.T gives some instructions.</p> <p>2.Ss start playing the game.</p> <p>3. If students don't understand, T will assist and explain the question.</p> <p>4.After the game, T looks at the report and explains the difficult ones to students.</p> <p>5.Ss turn off the power and give iPads back to T.</p> <p style="text-align: center;"><b>【統整與總結】</b></p> <p>T reviews the names of notes , beat, low, high, fast and slow, volume again.</p>	<p>13</p>	<p>iPad coins masks</p>	<ul style="list-style-type: none"> <li>*Listen up!</li> <li>*Every two students uses one iPad.</li> <li>*Do you understand?</li> <li>*Come to get one.</li> <li>*Follow the directions on the screen.</li> <li>*Turn on the power first.</li> <li>*You and your partner study together.</li> <li>*Good job!</li> <li>*Now, put everything away.</li> <li>*Come to get the cards.</li> <li>*Eyes on me!</li> <li>*OK, step 1, put the cards on the desk.</li> <li>*Step 2, mess them up.</li> <li>*Now, eyes on me.</li> <li>*Look at the board. You have to work together as a team and group these cards.</li> <li>*For example, give me the note, name and beats together.</li> <li>*Any questions, raise your hand.</li> <li>* If your team finishes, please</li> </ul>
	<p>4</p>		

				<p>raise your hand.</p> <ul style="list-style-type: none"><li>*Good for you guys.</li><li>*You did a good job, count 18 cards and give them back to me.</li><li>*Now you can start writing the worksheets and keep quiet. I'm going to check other teams,OK?</li><li>*Time's up.</li><li>*All of you did a wonderful job today. So, next, fun time.</li></ul> <p>*Let's play Kahoot.</p> <ul style="list-style-type: none"><li>*I want to see how well you know music.</li><li>*Take out your iPad again.</li><li>*Find "K"</li><li>*Do you see a cook?</li><li>*Click the colorful square under the cook.</li><li>*Enter game pin</li><li>*Stop here.</li><li>*Attention!</li><li>*Listen up!</li><li>*Enter any English names you like, such as superman, but no</li></ul>
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				<p>numbers or symbols</p> <p>*Are you ready to play?</p> <p>*Can I continue?</p> <p>*Well done, class!</p> <p>*Let's review notes again.</p> <p>*Who can give me <u>high</u> voice?</p> <p>*Who can show me <u>fast</u>?</p> <p>*Who can play beatbox?</p> <p>*Turn in your worksheet next week.</p> <p>*That's all for today.</p> <p>*Goodbye, class 3</p>
第二節	<p>【引起動機】</p> <p>【Introduce the theme】</p> <p>1. T asks students what kind of song they like.</p> <p>2. T shows students some familiar themes of cartoons or movies and students guess.</p>	2	YouTube	<p>*Good morning, class!</p> <p>*Do you like to listen to music?</p> <p>*What song do you like?</p> <p>*I like it, too.</p> <p>*Let's warm up your voices</p> <p>*Practice with the film</p>
	<p>【發展活動】</p> <p>【Know Do Re Mi Fa Sol La Ti Do】</p> <p>1.T reviews the seven notes again.</p> <p>2.T asks students to follow the films to warm up their voices.</p> <p>3.T gives each team one simple</p>	10	PPT	<p>*Who wants to volunteer?</p> <p>*Today, I am going to talk about the theme of a movie.</p>

<p>melody to practice for a while.</p> <p><b>【Play with your body】</b></p> <p>1.T asks 8 students to be each note—Do Re Mi Fa Sol La Si Do</p> <p>2.Each team sings the melody they are given and the body notes have to be up and down.</p> <p><b>【Sheet Music】</b></p> <p>1.T plays the "Do Re Mi "clip, the theme of "The Sound of Music"and briefly introduces the background of the movie.</p> <p>2.T gives each student sheet music of "Do Re Mi" and students practice several times together.</p> <p>3. T divides students into two teams. One team keeps singing"Do",the other team sings the sheet music , and then they take turns.</p> <p><b>【統整與總結】</b></p> <p>T asks students to practice the sheet music as a homework.</p>	<p>8</p> <p>2</p> <p>17</p> <p>1</p>	<p>Scale practice</p> <p><a href="https://www.youtube.com/watch?v=C1Wx9-O82qc&amp;list=RDYN5vsSitLK0&amp;index=5">https://www.youtube.com/watch?v=C1Wx9-O82qc&amp;list=RDYN5vsSitLK0&amp;index=5</a></p>  <p>Do Re Mi Fa Sol La Si</p>     	<p>*What is the theme of a movie? Let's check it out.</p> <p>*Pay attention!</p> <p>*What movie or cartoon is it?</p> <p>*Good for you !</p> <p>*Today, you are going to listen to the music theme "Do Re Mi" from the movie, "The Sound of Music", my favorite musical movie</p> <p>*Do you want to hear the story? Let's sing together.</p> <p>* One more time.</p> <p>*Switch</p> <p>*This team keeps singing Do</p> <p>*The other team sings the sheet music</p> <p>*Well done!</p> <p>*All of you did a wonderful job together.</p> <p>*That's all for today</p>
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			 <p>sheet music</p>	
第三節	<p>【引起動機】</p> <p>【Watch the clip】</p> <p>1. T asks students if they want to listen to "Do Re Mi" again.</p> <p>2. T plays the song and students watch the film again.</p>	3	Youtube	<p>*Good morning, , class</p> <p>*Do you want to listen to "Do Re Mi" again?</p>
	<p>【發展活動】</p> <p>【Learn the vocabulary】</p> <p>1. T presents PPT to show vocabulary and uses phonics to practice spelling and pronunciation, ex d—ee-r, dr—op, w-ay, n-ee-dle, th-read</p> <p>2. T leads Ss to sing the song several times.</p>	22	 <p>DO RE MI FA SO LA TI</p> <p>A DEER DROP NAME LONG NEEDLE TO PRINK</p> <p>UP OF A LONG WAT NEEDLE TO WITH</p> <p>FEMALE GOLDEN CALL WAT PURRING FOLLOE JAM</p> <p>DEER SUN MYSELF RITE THROOP SH BREAD</p> <p>Do-Re-Mi</p> 	<p>*Who wants to volunteer?</p> <p>*Sing the notes</p> <p>*Way to go!</p> <p>*Speak louder</p> <p>*Way to go</p> <p>*Look at the screen</p> <p>*How do you spell /d/, /i/, 'r'?</p> <p>"How do you spell /e'?</p> <p>*Sing out loud</p> <p>*Good job</p>
	<p>【統整與總結】</p> <p>【Evaluation】</p> <p>1. T uses Kahoot to evaluate students' knowledge about the lyrics.</p> <p>Ex: deer is</p> <p>1. animal 2. place 3. human</p>	15	iPad Kahoot	<p>*Everyone has to open your mouth and say it</p> <p>*Your strength comes from your stomach</p>

	<p>ex: The sun is 1. red 2. golden 3. blue</p> <p>2. Students sing the song again to finish the class.</p>			<p>*Sing one more time *Good job! *That's all for today *Class dismissed *Goodbye, class</p>
第四節	<p><b>【引起動機】</b></p> <p><b>【Watch the movie】</b></p> <p>T plays a short clip of the movie.</p>	2	YouTube	<p>*Good morning, class. *Do you want to watch the movie again? *Take out your pencil</p>
	<p><b>【發展活動】</b></p> <p><b>【Fill the lyrics】</b></p> <p>1. Students sing the song again. 2. T gives worksheets to students 3. T plays the song and students fill the blanks on the worksheet. 4. T collects worksheets and shows the answers.</p>	5	Worksheet	<p>*Listen carefully, and write it down * I'll play several times. *Pass forward</p>
	<p><b>【Look it up】</b></p> <p>1. T gives each team different paragraphs and iPads and explains how to do it. 2. Students look up Yahoo dictionaries and listen to the pronunciation, discuss with team members about what the paragraph means.</p>	10	paragraphs iPad	<p>*work together *look up the dictionary *Also, listen to the pronunciation</p>



The introduction of "The Sound of Music" [https://en.wikipedia.org/wiki/The\\_Sound\\_of\\_Music\\_\(film\)](https://en.wikipedia.org/wiki/The_Sound_of_Music_(film))

"Do Re Mi" <https://www.youtube.com/watch?v=1Gob6JK0jAE>

Scale practice 1 <https://www.youtube.com/watch?v=C1Wx9-O82qc&list=RDYN5vsSitLK0&index=5>

Scale practice 2 <https://www.youtube.com/watch?v=guneXQecmaw&list=RDYN5vsSitLK0&index=2>

Musical High School

[https://www.youtube.com/watch?v=DykVJl6wr\\_4](https://www.youtube.com/watch?v=DykVJl6wr_4)

Cats

[https://www.youtube.com/watch?v=8gd\\_ohoPzYc&list=PLiy0XOfUv4hGKvbULOvGBDPcYc6mOjwJX](https://www.youtube.com/watch?v=8gd_ohoPzYc&list=PLiy0XOfUv4hGKvbULOvGBDPcYc6mOjwJX)

The Phantom of the Opera

<https://www.youtube.com/watch?v=EGb4hj-EXt0>

Dola Re Dola(India)

[https://www.youtube.com/watch?v=mmV\\_kWtkbPI](https://www.youtube.com/watch?v=mmV_kWtkbPI)

Team 1

Musical: It is a play or film in which singing and dancing play an important part.

Team 2:

Composer :A musician who is an author of music in any form.

Team 3:

Lyricist: a person who writes the words to a popular song or musical.

Team 4:

Lyrics: The words of a popular song.

Team 5:

Richard Charle: He is an American composer who created the song "Do Re Me".

Team 6:

Oscar Clendenning Hammerstein II : He was a famous American lyricist.

Grade 五 Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

# Do You Know?

## A. Match

1. whole note



half beat

2. dotted half note



one beat

3. half note



one and half beats

4. dotted quarter note



two beats

5. quarter note



three beats

6. eighth note



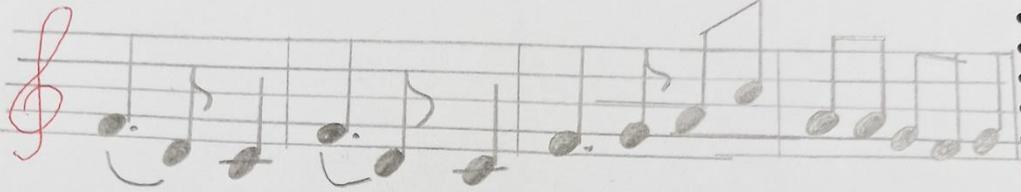
four beats



B. Write Do Re Mi Fa Sol La Ti(Si) Do



# Elephant



C. Answer the questions

1. Where do you listen to music?

\_\_\_\_\_

2. What song do you like?

\_\_\_\_\_

3. Do you like "Memories"?

\_\_\_\_\_

# Proud of You

抒情柔和

Anders 詞  
陳光榮 曲

♩ = 82

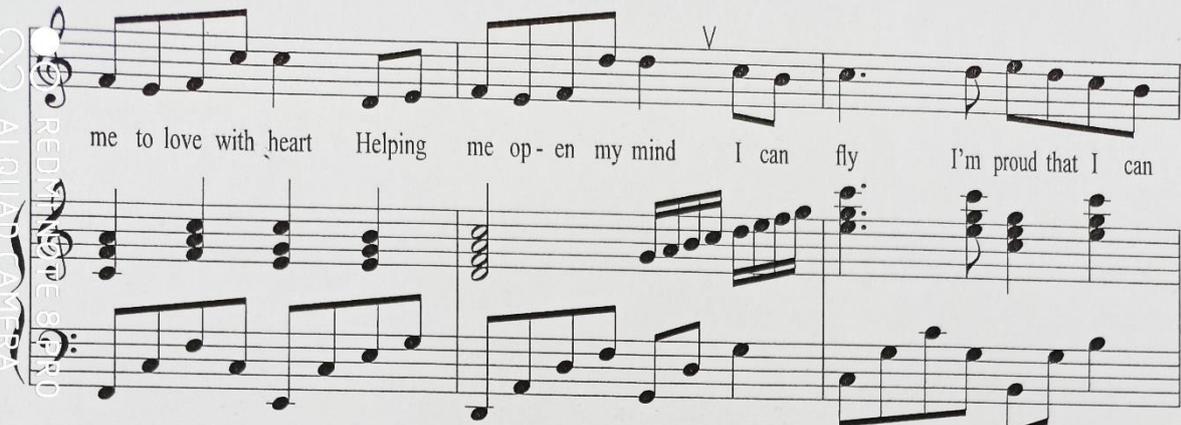
The piano introduction consists of two systems of staves. The first system shows a treble clef staff with a whole rest and a bass clef staff with a whole rest. The second system shows the piano accompaniment in 4/4 time, featuring a steady eighth-note bass line and chords in the right hand.

The first system of the vocal line is in 4/4 time. The melody is written in a treble clef. The lyrics are: "Love in your eyes Sitting si- lent by my side Going on Holding hands Walking Stars in the sky Wishing on- ce upon a time Give me love make me smile Till the". The piano accompaniment continues with chords and a bass line. A fermata (V) is placed over the final note of the vocal line.

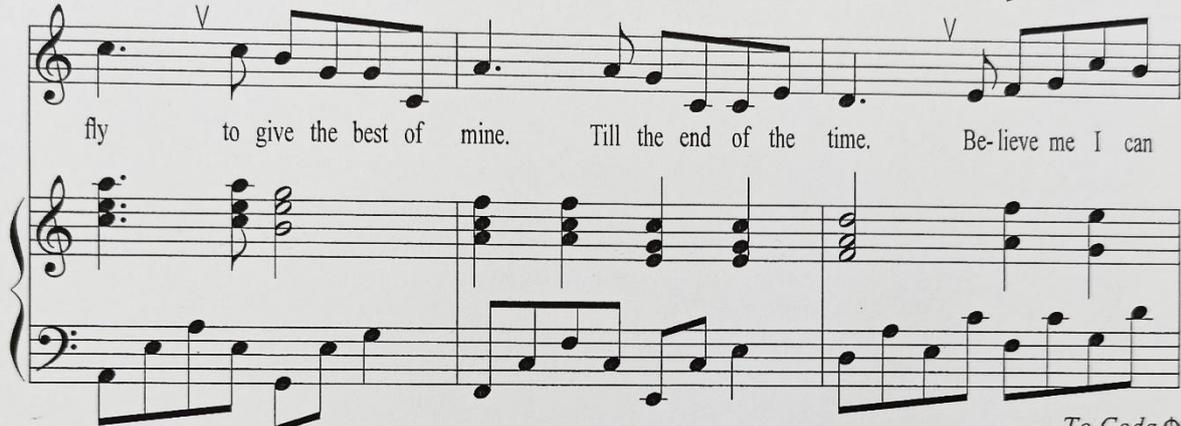
The second system of the vocal line continues the melody. The lyrics are: "through the nights Hold me up Hold me tight Lift me up to touch the sky teaching end of life". The piano accompaniment continues with chords and a bass line. Fermatas (V) are placed over the final notes of the vocal line.

AI QUAD CAMERA  
REDAZIONE  
PIRELLA GÖTTSCHE LOWE

me to love with heart Helping me op- en my mind I can fly I'm proud that I can

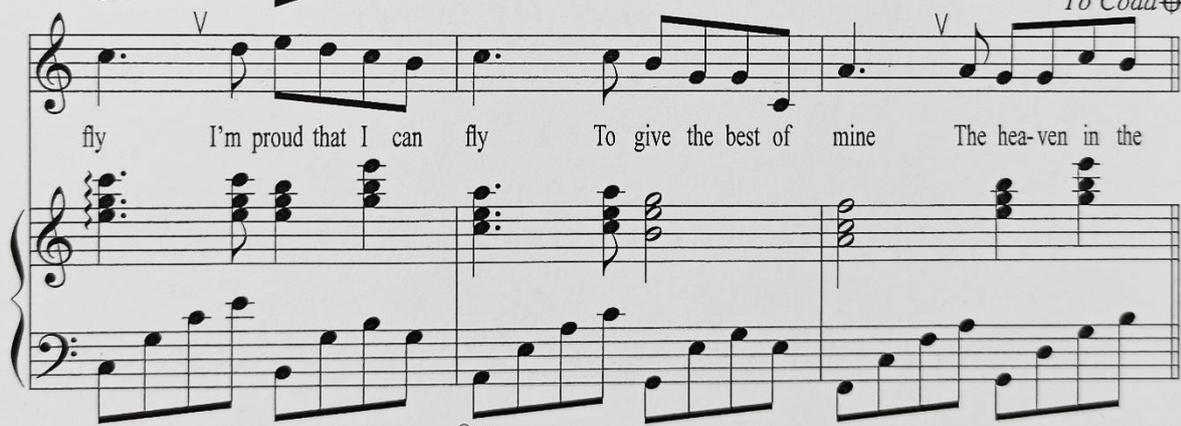


fly to give the best of mine. Till the end of the time. Be- lieve me I can



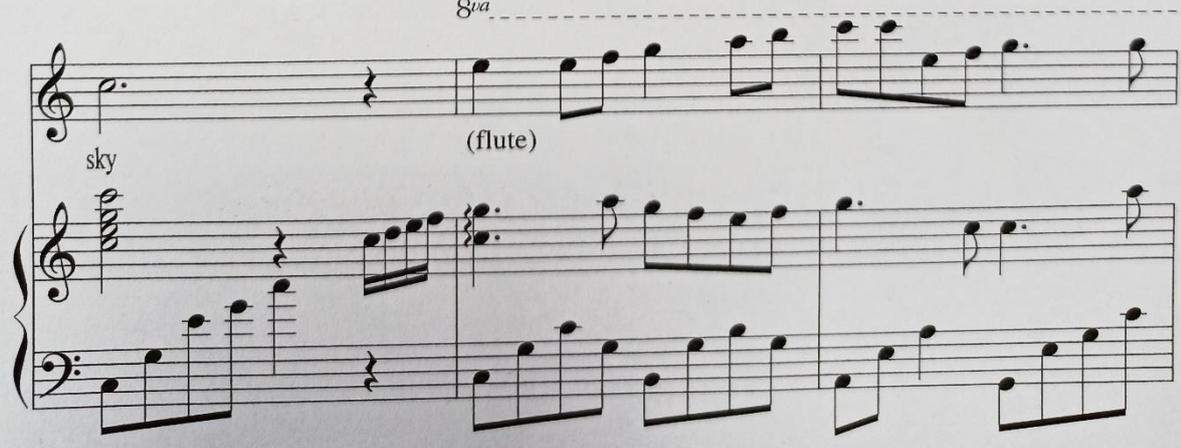
fly I'm proud that I can fly To give the best of mine The hea- ven in the

To Coda ⊕



8va

sky (flute)



## Do Re Mi

Let's start at the very beginning  
A very good place to start  
When you read, you begin with--  
[LITTLE GIRL] A, be, see!  
[MARIA] When you sing, you begin with Do, Re, Mi  
[CHILDREN] Do, Re, Mi  
[MARIA] Do, Re, Mi  
The first three notes just happen to be  
Do, Re, Mi  
[CHILDREN] Do, Re, Mi  
[MARIA] Do, Re, Mi, Fa, So, La, Ti  
[SPOKEN] Come, I'll make it easy for you. Listen:  
Doe, a deer, a female deer  
Ray, a drop of golden sun  
Me, a name, I call myself  
Far, a long, long way to run  
Sew, a needle pulling thread  
La, a note to follow So  
Tea, a drink with jam and bread  
That will lead us back to Do, oh, oh, oh  
[WITH CHILDREN] Doe, a deer, a female deer  
Ray, a drop of golden sun  
Me, a name, I call myself  
Far, a long, long way to run  
Sew, a needle pulling thread  
La, a note to follow...

Grade 5 Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

**Word Bank**

(place name sing start notes sun deer note run needle Tea lead read )

Do Re Mi

Let's \_\_\_\_\_ at the very beginning

A very good \_\_\_\_\_ to start

When you \_\_\_\_\_, you begin with—

[LITTLE GIRL] A, be, see!

[MARIA] When you \_\_\_\_\_, you begin with Do, Re, Mi

[CHILDREN] Do, Re, Mi

[MARIA] Do, Re, Mi

The first three \_\_\_\_\_ just happen to be

Do, Re, Mi

[CHILDREN] Do, Re, Mi

[MARIA] Do, Re, Mi, Fa, So, La, Ti

[SPOKEN] Come, I'll make it easy for you. Listen:

Doe, a deer, a female \_\_\_\_\_

Ray, a drop of golden \_\_\_\_\_

Me, a \_\_\_\_\_, I call myself

Far, a long, long way to \_\_\_\_\_

Sew, a \_\_\_\_\_ pulling thread

La, a \_\_\_\_\_ to follow So

\_\_\_\_\_, a drink with jam and bread

That will \_\_\_\_\_ us back to Do, oh, oh, oh