

新北市 110 年度教師跨領域全英語授課教案設計

設計者 / 服務學校	江旻娟/新北市中和區積穗國小 張紫媛/新北市土城區樂利國小	
教案名稱	DJ,DROP THE BEAT!	
教學年級： 國小六年級	預計課程上使用之英語比例：90 % (使用英語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: 待定	教學總節數: 4 節	預計公開授課內容為第 3 節
預計公開授課之時間： 11/10	預計公開授課之地點： 新北市中和區積穗國小 604 班級教室	預計公開授課之教師： 姓名：江旻娟 服務學校：中和積穗國小 專長領域：英語

核心 素養	總 綱	A1 身心素質與自我精進 A2 系統思考與問題解決 B1 符號運用與溝通表達 B3 藝術涵養與美感素養 C2 人際關係與團隊合作
	領 綱	英-E-A2 具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。 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。 藝-E-A1 參與藝術活動，探索生活美感。 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。
學習 重點	學習表現	藝術與人文-音樂 1-III-5 能探索並使用音樂元素，進行簡易創作，表達自我的思想與情感。 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。 3-III-1 能了解藝術展演流程，並表現尊重、協調、溝通等能力。 英語文 1-III-1 能聽辨英語的子音、母音及其不同的組合。 5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 *5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。 6-III-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。
	學習內容	藝術與人文-音樂 音 E-III-5 簡易創作，如：節奏創作、曲調創作、曲式創作等。 音 A-III-2 相關音樂語彙，如曲調、調式等描述音樂元素之音樂術語，或相關之一般性用語。 音 P-III-2 音樂與群體活動。 英語文 *Ab-III-4 句子的語調及節奏。 Ad-III-2 簡易、常用的句型結構。
具體學習目標		1.能認識饒舌歌曲的音樂風格 2.能分辨饒舌歌曲和流行歌曲的不同 3.能認識饒舌歌曲不同的押韻方式 4.能將歌詞依不同節奏型態加上斷句 5.能與同學合作拼出押韻的英文單字，並擴充成文意通順的句子 6.能運用所學字彙及句型進行英語創作，表達特定主題

	7.能欣賞不同風格的音樂曲風 8.能將歌詞搭配適合的節拍音樂來進行說唱			
與其他領域/科目/議題的連結	藝術領域-音樂 科技			
教學資源/ 設備需求	RAP 音檔、PPT 簡報、學習單 / 電腦、平板電腦、音響設備、麥克風、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 Inspiration : Keywords	<p>【WARM - UP】 Rap Introduction</p> <p>1.Greeting: Teacher says Hello to students and greets them by using the daily conversation they have learned.</p> <p>2. Music Video: Teacher plays OSN's music video to demonstrate Chinese and English mixed rap song</p> <p>3.Teacher asks questions about the Music Video:</p> <p>1.What do you see?</p> <p>2.Do you like the music?</p> <p>3.What kind of music is this?</p> <p>【PRESENTATION】</p>	2' mins 2' mins 2' mins	PPT Music video Music video	<ul style="list-style-type: none"> ★ How are you doing, everyone? ★ Are you ready? ★ We will learn something new and fun today. ★ Today we will learn about rap. ★ Do you know RAP? ★ What is RAP? ★ What do you see? ★ Do you like this music? ★ What is this music? ★ What is in a rap song? ★ How do you feel about the song?

<p>Introduction of Rap</p> <p>* Origin (story)</p> <p>【PRACTICE】</p> <p>A. Demonstration-Teacher’s RAP</p> <p>1. Teacher’s Show: Teacher demonstrates rap with the beat</p> <p>2. Teacher’s Process of creating: Teacher uses PPT to explain the steps taken to finish a rap song.</p> <p>B. Creation</p> <p>Topics:</p> <p>Teacher uses a Mind Map to introduce some examples of topics, each with one music video clip.</p> <p>1. Grouping: Students find partners to have four people in a team,</p> <p>2. Each team picks a team leader.</p> <p>3. Each team comes up with a theme/topic.</p> <p>4. Teacher hands out worksheets to Every team.</p> <p>5. Each team writes down the keywords / rhyming words according to the theme and write down on “Keywords worksheet. (Attachment 1)</p> <p>6. Teacher uses Rhyme Generator website to search for more words</p> <p>7. Teacher uses the “Phonics Worksheet” to provide some examples. (Attachment 2)</p> <p>【WRAP-UP】</p> <p>Students use “Phonics Worksheet” (Attachment 2) to classify the keywords into each rhyme units, and write them down on “Rhyming Worksheet” (Attachment 3)</p>	<p>2’ mins</p> <p>3’ mins</p> <p>2’ mins</p> <p>2’ mins</p> <p>5’ mins</p> <p>2’ mins</p> <p>1’ mins</p> <p>2’ mins</p> <p>5’ mins</p> <p>3’ mins</p> <p>2’ mins</p>	<p>PPT</p> <p>PPT</p> <p>Rap Music Clip</p> <p>PPT</p> <p>PPT- Mind Map</p> <p>Keywords worksheet</p> <p>iPad</p> <p>Phonics worksheet</p>	<ul style="list-style-type: none"> ★ Can you do that, too? ★ We are going to make your own rap, and I will help you ★ Let’s get started! ★ Let’s find partners. ★ Each team has 4 people. ★ Please find your teammates and sit down. ★ Who doesn’t have a teammate? ★ No teammate, please raise your hand. ★ What is rhyming? ★ How do you find rhyming words? ★ I have “cheer”, and what word rhymes with cheer? ★ What words end with “er” sound? ★ If you have any questions, please raise your hand. ★ What topic do you like? ★ Talk to your partners about the topic. ★ Please discuss with your teammates. 3 minutes. ★ What can you talk about in this topic? ★ Great examples! ★ Good try! Keep trying! ★ I like your answer!
---	--	--	--

	<p>【Homework】</p> <p>Students need to discuss with teammates to find out as many words as possible, and write down on “Rhyming Worksheet”</p>	5’ mins	Rhyming worksheet	<ul style="list-style-type: none"> ★ I really like Team 1’s work! ★ They are all working hard! ★ If you have no idea, you can use your iPad and search for” Rhyme Generator”. ★ This will help you! ★ Today’s homework is to work with your teammates and find out more words. ★ Please write it down on the worksheet. ★ Any questions? ★ That’s all for today! ★ See you next class!
<p>第 二 節</p> <p>Transformation: Sentence</p>	<p>【WARM-UP】</p> <p>Teacher asks students to share/express:</p> <p>1.The features of rap</p> <p>2.Try to point out the difference between pop music and rap</p> <p>【PRESENTATION】</p> <p>Introduction of Rhyming Rules</p> <p>1. Perfect Rhyme:</p> <p>Two words have the same syllable</p> <p><i>For example:</i></p> <p>cat/hat</p> <p>heat / beat</p> <p>2. Slant Rhyme:</p>	3’ mins	PPT	<ul style="list-style-type: none"> ★ How are you doing today, everyone? ★ Last time, we learned about rap. ★ What is rap? ★ Can anyone tell me? ★ Who wants to try? ★ Please show me your homework. ★ Now, let’s make a magic trick! ★ We will turn the words into sentences! ★ Remember to end with the rhyming words! ★ Every sentence needs a rhyming word in the end!
		5’ mins	PPT	

Two words have the similar sound, but not the same

For example:

Row row row,

go back to the coast.

It's in my dream,

Not in a magazine

【PRACTICE】

1. Teacher hands out “Sentence Worksheet” (Attachment 4-1) to provide some patterns of sentences for students to easily fill in the blanks.

Examples:

I'm ___ ing.

I like ___ ing.

We are going ___ ing.

Teacher's examples:

Hi! I'm Lily.

I like playing.

I'm with Julie.

She's my bestie.

2. Students first try to make 4-8 lines of sentences as the introduction/opening of the rap. (Attachment 4-2)

3. Teacher checks Students' work and helps to add more words and give them more inspiration and direction with the “Sentence Review Worksheet” (Attachment 5)

【WRAP-UP】

10' mins

Sentence worksheet 1

3' mins

Sentence Worksheet 1

4' mins

Sentence Worksheet 2

10' mins

Sentence Review Worksheet

- ★ Let me show you first!
- ★ But how do we rhyme?
- ★ What is rhyme?
- ★ “Rhyme” is two words ends in the same sound.
- ★ For example, “cat and hat”, They both have “at” in the end.
- ★ That is rhyme, and it sounds good, right?
- ★ Can you give me an example, too?
- ★ Great example!
- ★ Ok, we have perfect/ slant rhyme.
- ★ What is perfect?
- ★ What is slant?
- ★ Slant is not perfect, for example...
- ★ Can you give me another example?
- ★ Great examples!
- ★ Good try! Keep trying!
- ★ Let's work with your teammates!
- ★ If you have any question, please raise your hand.
- ★ I like your answer!
- ★ Today's homework is to work with your teammates and find out more words, and then write it down on the worksheet.

	<p>Sharing: Each team comes up to the stage and reads aloud the lines.</p> <p>【Homework】</p> <p>1.Finish the lines and add more words</p> <p>2. Recite the lines fluently</p> <p>3. Memorize the lines</p>			<ul style="list-style-type: none"> ★ Any questions? ★ That’s all for today! ★ See you next class!
<p>第 三 節</p> <p>Integration:</p> <p>Beats &Flow</p>	<p>【WARM-UP】</p> <p>Teacher greets the students and introduces the target words.</p> <p>Teacher reviews the homework, the introduction worksheet, and reveals the goal of today’s class – flow.</p> <p>【PRESENTATION 1】 Introduction</p> <p>1.Teacher draws 4 blanks on the blackboard and explains these are the beat units</p> <p>2.Teacher fills in the words randomly. E.g., I am Lily. I am Timmy.</p> <p>3.Teacher rap with beat to show different types of flow.</p> <p>Example 1: This /is my /last /day</p> <p>Example 2: This is /my /last day/</p> <p>Example 3: This/is my/last day/</p> <p>4.Teacher hands out the “Flow Worksheet” (Attachment 6) and asks students to fill in as well.</p> <p>【PRACTICE】</p> <p>1.Ask students to use “Flow Worksheet” to mark their lines</p> <p>2. Each team practices reading it aloud.</p>	<p>3’ mins</p> <p>6’ mins</p> <p>10’ mins</p>	<p>PPT</p> <p>The Introduction Worksheet</p> <p>Blackboard &chalk</p> <p>PPT</p> <p>Flow Worksheet</p>	<ul style="list-style-type: none"> ★ Hello Everyone! ★ Welcome to Rap Class. ★ DJ, drop the beat! ★ Today, we will learn about the flow. ★ What is flow? ★ You will know. ★ Today, we have three words- style, practice, ★ Ok, Let’s start it. ★ So, last time we had the homework- introduction, right? (Hi, I am Ian, I like chicken.) ★ Today, we will rap with flow. ★ So, what is flow? ★ 1,2,3,4 it’s the flow! ★ What is this? Remember? ★ Our Chinese rap has flow! 1,2,3,4. These are the BEAT UNITS!

	<p>3. Teacher hands out iPad to each team leader to search for their favorite beat and practice their English Rap lyrics.</p> <p>4. Teacher picks some teams to come up to the stage and perform for the class.</p> <p>【PRESENTATION 2】 English Rap</p> <p>1. Teacher demonstrates how to sing the English rap and go with the flow.</p> <p>2. Teacher hands out iPad to each team leader to search for their favorite beat and practice the English Rap lyrics.</p> <p>3. Students follow the beat and read aloud in teams</p> <p>【WRAP-UP】</p> <p>1. Teacher listens to students practice the music and give encouragements or advices</p> <p>2. Students practice with teammates</p> <p>3. Teacher asks some teams to present their work on stage</p> <p>4. Teacher interviews the team and asks questions:</p> <ul style="list-style-type: none"> ● What kind of beat did you use? ● What keywords did you use? ● Did you enjoy your show? ● How do you improve your work? <p>【HOMEWORK】</p>	<p>5' mins</p> <p>5' mins</p> <p>10' mins</p>	<p>YouTube: Boom Bap Beat</p> <p>iPad Headsets</p> <p>YouTube: Boom Bap Beat</p> <p>Microphone Music Clip</p>	<ul style="list-style-type: none"> ★ But you can say in different ways. This/is my/last day/ or This /is my /last /day ★ So, Flow is a style. You have your flow and I have my flow. ★ And the elephant has its flow. Let's listen. ★ Now, let's try! Everyone say it! ★ And let's listen to the elephant. ★ And... what is your flow? ★ Please write down your flow on this worksheet. ★ Use your introduction. You have 3 minutes. ★ Showtime! I want to invite 3 teams to show. ★ Claps! ★ Now, let's write part B. Use your English rap. You have 3 minutes. ★ Showtime! I want to invite 3 teams to show. ★ Claps! ★ Now, please draw the lines in your English rap and Chinese rap. And then you can practice. ★ Now it's time to design your rap. What is design? ★ Leaders! Please stand up! ★ Please line up and get the iPad!
--	---	---	---	--

RESPECT

https://www.youtube.com/watch?v=iGuT9-_Y5J4

ABCD LINGO

<https://www.youtube.com/watch?v=eegWzglBMh0>

Without You-OSN

https://www.youtube.com/watch?v=H_R4klZD3Ew

One last time – OSN

<https://www.youtube.com/watch?v=paWxRb4UNM8>

Manta – Lexie

<https://www.youtube.com/watch?v=qGm3Fzxwy5A>

【歌詞教學】hiphop 剝殼 第 3 集：Flow (feat. MastaMic)

<https://www.youtube.com/watch?v=2OgR4gjDskw>

Rhyme Generator

<https://www.double-rhyme.com/?hl=en-us&s=metal>



Topic

Keywords/Rhyming Words

TEAM: MEMBERS:

**KEYWORDS
WORKSHEET**

PHONICS WORKSHEET

PHONICS

S: s , th, es, se, ce, z

F : f, ph, ve

I: i, ie, igh, y, ae, ai,

E: e, ee, ea, ey

O: l, o, ao, au

A: a, e, ay, ei

U: u, ui

R: r, er, ir, ur, ar, re

S • s , th, es, se, ce, z	F • f, ph, ve	I • i, ie, igh, y, ae, ai,	E • e, ee, ea, ey
O • l, o, ao, au,	A • a, e, ay, ei	U • u, ui	R • r, er, ir, ur, ar, re

Rhyming worksheet

Rhyme -
keyword
...

Rhyme -
keyword
...

Rhyme -
keyword
...

Rhyme -S
keyword
• Chinese
• Math
• Tests
• Says
• relax

sentence
• never do we stop the class of Chinese
• never feeling tiredness of the Tests
• but How i gonna do with my math
• My eachcer says:
• Now you Can relax!

sentence
•
•
•

sentence
•
•
•

sentence
•
•
•

Attachment 4

Sentence Worksheet

I'm ____

I'm ____ ing.

I like ____ ing.

I'm with ____.

We are going ____ ing.

We like ____ ing.

Example

Hi! I'm Lily.

I like playing.

I'm with Julie.

She's my bestie.

Example

We are going shopping.

We like buying

And we're never stopping.

Don't say we are hungry.

We won't eat

Until we finish it.

 SENTENCE WORKSHEET



INTRODUCTION

OF YOUR RAP





We're
Team



Sentence Review

Places

- Where are you going?
- I'm going to the _____ (library, bookstore)



Things I need

- What do you need?
- I need a _____ (smartphone, robot)



Days of the Week

- What day is today?
- Today is _____ (Monday, Sunday)



Time

- What time is it?
- It's _____ (4:40)



- What do you like?
- I like papayas/ running/ Jason/ New York



Flow

Today

is

my

day

worksheets

Fill in the blanks
with your beat

TEACHER PRESENTS

TEACHER'S RAP

Yo Yo! What's up! This is Jisui school
We are the graduates! Are you ready?
Ok! Let me tell you something! Listen up!

Never do we stop the class of Chinese
Never feeling tiredness of the tests
But how I gonna do with my math
Teacher says: Now you can relax!

This is my last day. All my fellows say.
See you again in some day.
No more exams No more games
Guess you and I will never forget
Forget Forget How do we ever forget
All the 6 years that we spent
Let me tell you something Don't cry just yet
You all will always be my best friends 'till the end

Beat : <https://www.youtube.com/watch?v=2Q95Rtx3QG4> (06:30)