

Taoyuan City Dayuan Junior High School 109-1 Bilingual and Innovative Lesson Plan

桃園市立大園國民中學 109 學年度上學期雙語創新教學教案

Domain/Subject	Performing Art	Teacher	Yu-Chi Chu
Grade Level	Grade 7	Time	45 minutes
Unit	Physical Activity-Shadow Game		
School Vision	Character, Innovation, International, Excellence		
Design Concept	With the symmetry of the mirror game learned before, and the interactivity of the shadow game, students are trained to observe and imitate, and through interaction to understand the expression of different emotions between characters, and then understand the meaning of body language.		
Learning Focuses	Learning Performance	<p>表 1-IV-1 Be able to use specific elements, forms, techniques and limbs to express ideas. Develop multiple abilities, and present in the theater.</p> <p>表 1-IV-2 Be able to understand the form, text and presentation skills and create presentation.</p> <p>表 1-IV-3 Be able to link other art and create something.</p> <p>表 2-IV-3 Can use appropriate vocabulary to clearly express, analyze and evaluate the work of yourself and others.</p> <p>英 1-IV-2 Can understand common classroom language and daily life language.</p> <p>英 2-IV-2 Can use the language in daily life according to the situation.</p> <p>英 6-IV-1 Be willing to participate in all kinds of exercises in the classroom, not afraid to make mistakes.</p>	
	Learning Content	<p>表 E-IV-2 Body movement and words, role building and performance, various types of text analysis and creation.</p> <p>表 E-IV-3 Combination performance of drama, dance and other artistic elements.</p> <p>表 A-IV-3 Performance form analysis and text analysis.</p> <p>英 Ac-IV-3 common daily terms.</p>	

Core Competency	<p>A. Spontaneity</p> <ul style="list-style-type: none"> ■ A1 Physical and Mental Wellness, and Self-Advancement ■ A2 Logical Thinking and Problem Solving ■ A3 Planning, Execution, Innovation, and Adaption <p>B. Communication and Interaction</p> <ul style="list-style-type: none"> ■ B1 Semiotics and Expression □ B2 Information and Technology Literacy and Media Literacy ■ B3 Artistic Appreciation and Aesthetic Literacy <p>C. Social Participation</p> <ul style="list-style-type: none"> □ C1 Moral Praxis and Citizenship ■ C2 Interpersonal Relationships and Teamwork □ C3 Cultural and Global Understanding 		
Issue integrated	Life Education		
Teaching material	Textbook, Resources from Internet		
Teaching aid	Computer, Smart whiteboard, PPT, Projection equipment, Work sheet		
Teaching goal	<ol style="list-style-type: none"> 1. Be able to listen, read and write key words. 2. Be able to create continuous movements with mirror symmetry from the process of getting up to going to school. 3. Be able to speak and write the verb phrases of the wake-up ceremony in the mirror game. 4. Be able to understand the interactivity of shadow games. 5. Be able to use the symmetry of the mirror game and the interactive creation of the shadow game and perform the roles, themes and emotions set by students. 6. Be able to appreciate the performance of classmates and give comments. 		
Teaching Activity Design			
procedure		activity	time
1	Introduction keywords	Use ten keywords to let students understand and use the key words of this lesson.	3mins

2	Warm Up	Based on the symmetry in the mirror game that students have learned, students create and perform a series of continuous actions: wake up→brush teeth→wash face→carry schoolbag→go to school. Teacher encourages students to freely add another action before carrying schoolbag.	7mins
3	Introduction Shadow game 1.Description 2.Play the video 3.Discussion	<ol style="list-style-type: none"> 1. Teacher's explanation: This lesson will continue the concept of the mirror game, and extend it into a shadow game. The mirror game is mainly to practice "observation" and "imitation", and then make the effect like a copy of a person. Try to give some emotion or role to connect two people, such as the two roles in mirror dance. 2. Play the video : Mirror Dance. 3. Students discuss the symmetrical movements of the two characters in the mirror, then through the interaction of the two characters, teacher guides students to think of the emotions and emotions expressed by the two characters. 	5mins
4	Activity creation and practice	<ol style="list-style-type: none"> 1. Two students in each group 2. Set the role and relationship of each pair 3. Design the actions for over one minute <p>The teacher must walk back and forth between the groups, observe the students' creation, and give advice and guidance when necessary.</p>	10mins
5	Presentation	<ol style="list-style-type: none"> 1. First, students take turns to present on stage in a volunteer-first manner, and then the other students will complete their performances in the next class. Each student will select any three groups to grade their scores from 60 to 100. 2. The audience should think carefully about the role, relationship, emotions of the performers and write down comments on the work sheet. 	10mins

6	Review	<p>Students answer the questions in the work sheet:</p> <ol style="list-style-type: none"> 1. Fill in the blanks with the keywords. 2. Write down the English phrases: wake up, brush teeth, wash face, carry schoolbag, go to school, and another phrase verb which is from the discussion in each group. 3. Write down the difference between mirror games and shadow games. 4. Write down the roles, themes and emotions that they and their partners created. 5. Write down the roles, themes and emotions which were presented by any three groups, grade the scores of them and give comments. 	10 mins
keywords		<p>1.wake up 醒來 2.brush teeth 刷牙 3.wash face 洗臉 4.carry schoolbag 背書包 5.go to school 上學 6.mirror 鏡子 7. symmetrical 對稱的 8.shadow 影子 9.interactive 互動的 10.action 動作</p>	