

Class:

Name:

No.:

為自由與人權發聲~ Speak Out for Freedom and Human Rights

第三單元+第四單元 個人音樂雙語學習自評量表 Self-Evaluation

填寫說明:

本自評表總共分為三個部分，主要目的是為了協助您自我覺察音樂雙語學習的優缺點，進而產生自我期許。
第一部分是將音樂學習共分成三個分項，分別為認知、技能、以及情意，請同學依照自己的表現，圈選出最適當的等級，給分等級程度分別為 1.非常不同意、2.稍微不同意、3.無意見、4.稍微同意、5.非常同意；第二部分是雙語學習態度量表，也是共分成五個等級程度，分別為 1.非常不同意、2.稍微不同意、3.無意見、4.稍微同意、5.非常同意；第三部分是請以文字說明您整體表現的優劣得失以及自我改善的想法，老師得以從後續的課程設計幫助加強您的能力。

The purpose is to know the pros and cons of the music learning process with CLIL, so this is a self-evaluation. There are three parts in the form. The first part is about the self evaluation of the music learning, including cognition, psychomotor, and affection. Please circle the most appropriate level that you really achieved. The second part is the self-evaluation of using English in class. It includes 5 levels, which strongly disagree, slight disagree, have no comment, kindly agree, and strongly agree. The third part is the open question that you can try to express your thought by words. Then, according to this information, the teacher would design the subsequent unit to maintain and strengthen your ability.

壹、個人音樂學習自評量表 The self-evaluation of the music learning

| 題號 No. | 題目 Title | 程度 Score | | | | |
|--|--|-------------|---|---|---|---|
| 第三單元+第四單元 認知:認識拍點、節奏、多元音樂文化 Unit 3 & 4 cognition: beat, rhythm, multi music culture | | | | | | |
| 1 | 我能夠寫出拍點，大聲朗誦，學到音樂語韻與形式。 I can write down the beat, learn the music rhythm and the music form. | 1 | 2 | 3 | 4 | 5 |
| 2 | 我能夠正確寫出歌詞的節奏、並應用於歌詞說白節奏。 I can clap correctly, draw the beat and apply to the rhythm of the song. | 1 | 2 | 3 | 4 | 5 |
| 3 | 我對不同文化的音樂能夠有所了解，像是中世紀音樂。 I can realize the different music culture, such as medieval music. | 1 | 2 | 3 | 4 | 5 |
| 技能:唱出正確的節奏、以及音準 Psychomotor: sing the rhythm correctly and have the perfect pitch | | | | | | |
| 4 | 我能夠依照節奏大聲朗誦，音樂語韻與形式。 I can read the lyrics outloud with the rhythm. | 1 | 2 | 3 | 4 | 5 |
| 5 | 我能夠依照原有的節奏的創作出饒舌。 I can revise the rap with the original rhythm. | 1 | 2 | 3 | 4 | 5 |
| 情意:音樂情意表現 Affection: expression while singing and rapping | | | | | | |
| 6 | 我能夠判斷出雲端城堡在音樂劇中應用的時機。 I can imagine the background of the song in the musical. | 1 | 2 | 3 | 4 | 5 |
| 7 | 我能夠體會英文曲意並優美地歌唱。 I can appreciate the meaning of the song and sing it beautifully. | 1 | 2 | 3 | 4 | 5 |
| 8 | 我對文化的音樂感到興趣，例如饒舌、古典音樂、音樂劇。 I'm interested in different music culture, such as rap, classical music and musical. | 1 | 2 | 3 | 4 | 5 |

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貳、雙語學習態度量表 The self-evalutaion of using English to express in class

| 題號 No | 題目 Title | Score 程度 | | | | |
|---|--|-------------|---|---|---|---|
| 雙語學習態度 The attitude about CLIL (Content Learning Integrated Language) | | | | | | |
| 1 | 我覺得雙語音樂課比平常音樂課有趣。 I feel more interesting to learn music with CLIL than before. | 1 | 2 | 3 | 4 | 5 |
| 2 | 我聽得懂課堂中老師與同學講的英語。 I can understand what the teacher and my classmate talk in English. | 1 | 2 | 3 | 4 | 5 |
| 3 | 我看得懂課堂中相關中英文的簡報以及學習單。 I can realize the bilingual ppt and worksheet in class. | 1 | 2 | 3 | 4 | 5 |
| 4 | 我覺得雙語課程可以增進表達英文的能力。 I feel the way of learning can improve my ablitiy to use English as a tool. | 1 | 2 | 3 | 4 | 5 |

參、我的意見陳述 The open question about what I learn

一、經過這四週的音樂雙語課程，我發現我的優點或特色是：

After the experimental music class integrated with English, I found my pros are _____

二、經過這四週的音樂雙語課程，我發現我遇到的困難或挑戰是：

After the experimental music class integrated with English, I found my cons are _____

三、經過這四週的音樂雙語課程，我發現我需要的協助是：

After the experimental music class integrated with English, I found I need to improve my ablitlity, such as _____