

國中藝術領域

雙語教學資源手冊 英語授課用語

A Reference Handbook for Junior High School Bilingual Teachers in the Domain of Arts: Instructional Language in English

[九年級上學期]



目次 Table of Contents

單元一	視覺藝術工作者	1
單元二	當代藝術	13
單元三	漫畫與動畫	25
單元四	國民樂派	37
單元五	爵士樂	51
單元六	布蘭詩歌	62
單元七	編劇與 T.I.E.	74
單元八	符號學與表演藝術	83
單元九	偶戲與音樂氛圍創造	92

單元一 視覺藝術工作者 Visual Artists

新北市立北大高級中學 吳俐璇老師

■ 前言 Introduction

The world is full of vibrant colors, which visual artists use to make it even more stunning.

This unit talks about who works in visual arts, what skills you need for this job, and how you can use these skills in other jobs. During the class, the teacher can ask students to research different jobs, describe what each job is like, talk about the challenges they might face, and decide if they want to do it. They can also think about what they learn in art class can help in their everyday life.

這個世界充滿各種豐富的色彩,而視覺藝術工作者們,則利用他們的巧思,為這個多元世界的增添更多美好。

本單元著重於生活中的視覺藝術工作者、從事該類型職業所需的能力,以及在課程中習得的能力可以如何應用至其他領域。在課程應用中,老師可以讓學生進行職業相關調查,統整出該職業的工作內容、所需的人格特質,以及可能遇到的困難等,進而思索自己未來是否從事該類職業,同時思考美術課所學與日常生活的關係。

■ 詞彙 Vocabulary

※ 料黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Art-Related Jobs 藝術相關職業			
artist	藝術家	cartoonist	漫畫家
animator	動畫師	tattooist	紋身師



architect	建築師	photographer	攝影師
illustrator	插畫家	craftsman	工藝師
art teacher	美術老師	art therapist	藝術治療師
art gallery manager	畫廊經理	curator	策展人
art dealer	藝術經紀人	art administrator	藝術行政人員
art editor	美術編輯	art appraiser	藝術品鑑定師
art auctioneer	藝術品拍賣師	art conservator	藝術品修復師
art historian	藝術史學家	art critic	藝評家
graphic designer	平面設計師	fashion designer	服裝設計師
interior designer	室內設計師	product designer	產品設計師

Personality Characteristics 人格特質			
creative	創意的	passionate	熱情的
open-minded	思想開放的	adaptable	適應性強的
sociable	善於社交的	influential	有影響力的
analytical	善於分析的	business-minded	有生意頭腦的
optimistic	樂觀的	knowledgeable	知識淵博的
detail-oriented	注重細節的	objective	客觀的
aesthetic-minded	注重美感的	innovative	創新的
communicative	善於溝通的	responsible	有責任感的



Skills or Abilities 技巧或能力			
leadership	領導力	self-discipline	自制力
social skill	社交能力	perseverance	毅力
empathy	同理心	creativity	創造力
patience	耐心	communication skill	溝通技巧
collaboration skill	合作技巧	observation	觀察力
problem-solving	解決問題	a sense of beauty	美感
time management	時間管理	organizational skill	組織技巧
management skill	管理技巧	adaptability	應變能力

practical

實際的

analysis skill	分析技巧	language proficiency	語言能力
drawing/painting skill	繪畫技巧	numerical and mathematical ability	數理能力
knowledge	知識	writing skill	寫作能力
critical thinking	批判思考	reasoning ability	推理能力
inductive ability	歸納能力	logical thinking	邏輯思考

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

0	What are some art-related jobs	in our daily lives?
	There are	and

例句: \square : What are some art-related jobs in our daily lives?

2: **There are** artists, designers, **and** art teachers.

①: 在我們的生活中,有哪些與藝術相關的工作呢?

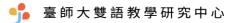
2: 有藝術家、設計師與美術老師。

2	Tell me the three main aspects of being a/an	(job) .	
	The main aspects of the job are,	and	

例句: ①: Tell me the three main aspects of being an art teacher.

- 2: The main aspects of the job are teaching content, planning lessons, and inspiring students.
- ①:告訴我三項關於美術老師的工作內容。
- ②: 美術老師的工作內容有教學、設計課程與啟發學生。

3	What key object can represent a/an <u>(job)</u> and why?
	A key object of a/an is a because
例句	: 1: What key object can represent an art auctioneer and why?
	2: A key object of an art auctioneer is a "gavel" because it represents their role in leading and facilitating art auctions.
	①:有什麼主要的物件是可以代表藝術品拍賣師呢?為什麼?②:可以代表藝術品拍賣師的主要物件是小木槌,因為它代表了藝術品拍賣師在藝術品拍賣中領導和促進的角色。
4	(skill/ability) is important for a/an (job).
例句	: Empathy is important for an art therapist.
	對藝術治療師來說,同理心很重要。
6	An interesting thing about being a/an <u>(job)</u> is because
例句	: An interesting thing about being an architect is creating new buildings and spaces because it's like bringing your imagination to life.
	作為一名建築師,有趣的地方是創造新的建築和空間,因為它可以將你的想像力變成現實。
6	The difficulty of being a/an(job)_ could be because
例句	: The difficulty of being a product designer could be "empathy" because it requires a deep understanding of users' needs. 作為一名產品設計師,困難的部份可能是"同理心",因為需要深入了解用戶的需求
7	What are the keywords of a/an <u>(job)</u> ? The keywords are, and
例句	: 1: What are the keywords of an art teacher?2: The keywords are education, patience, and creativity.
	①: 關於美術老師的關鍵詞有哪些呢?②: 關鍵字有教育、耐心與創意。



8 My personali	ty traits are, and	
Hence,	is the most suitable job for me.	

例句: ①: My personality traits are communicative, outgoing, and innovative.

2: **Hence**, an art gallery manager is the most suitable job for me.

①: 我的人格特質有: 善於溝通的、外向的與創新的。

②: 因此,畫廊經理是最適合我的職業。

9 In our art class, I learned <u>(skill/ability)</u> so I can apply it to being a/an <u>(job)</u>.

例句: **In our art class, I learned** creativity, **so I can apply it to being a** marketing specialist. 在美術課中,我學到了創造力,有助於我成為行銷專員。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明: 視覺藝術工作的種類與內容

The Types and Jobs of Visual Arts

In the art world, there are different types of jobs. First, there are visual artists such as painters and sculptors who create beautiful paintings and sculptures that evoke emotions. Then, there are designers, like product and fashion designers, who bring creativity to things like products and fashion, making them look great and work well. Art educators teach art and help others develop their skills and ideas. Others, like gallery managers and curators, manage art and organize art exhibitions. Lastly, there are art researchers such as art critics and historians who study and explain art (analyze, interpret, and evaluate), helping us understand its meaning and importance over time.



在藝術領域的世界中,有多種不同的職業。第一種是與視覺藝術家相關的職業,像是畫 家、雕塑家,他們能創作出美麗的畫作與雕塑,同時激起觀眾的情感;接下來是設計 師,如產品設計師或是時尚設計師,他們為產品與時尚產業帶來創意,讓產品同時兼具 美觀與實用;藝術教育工作者教授藝術並幫助他人發展他們的創作技巧與想法;此外, 像是畫廊經理和策展人,負責管理藝術作品並組織藝術展覽;最後是藝術研究人員,如 藝術評論家和藝術歷史學家,他們研究並解釋藝術,幫助人們了解藝術在時間的演進中 的意義和重要性。

Teacher: You just wrote down your personality traits on the worksheet, right? Later, I will play some videos that talk about art-related jobs. You need to work with your teammates and write down some keywords about the jobs. The keywords can be skills, abilities, responsibilities, etc.

Teacher: Can anyone share their ideas?

Student: The keywords of an artist are creativity, imagination, and self-expression.

Teacher: Well done, what else?

Student: The keywords of an art gallery manager are organizational skills, marketing, and art curation.

Teacher: Good answer, anyone else?

Student: The keywords of a designer are innovation, attention to detail, and problem-solving.

Teacher: Ok, good. We've talked about the keywords of the jobs, now we are going to think about your personality traits and which job is the most suitable for you. I will give you 5 minutes to write down your answer on the worksheet.

老師: 你剛剛已經在學習單上寫下了你的人格特質,對吧?等一下我會播放一些與 藝術相關職業的影片。你要和你的組員一起寫下關於該工作的關鍵字。這些 關鍵字可以是相關的技巧、能力或他們的職責。

老師: 有人可以分享你們的想法嗎?

學生: 藝術家的關鍵字是創造力、想像力和自我表達。

老師: 很好,還有什麼呢?

學生: 畫廊經理的關鍵字是組織能力、行銷和策展。

老師: 很好喔, 還有其他人想分享的嗎?

學生: 設計師的關鍵字是創新、注重細節和解決問題。

老師: 好的,非常好。我們已經討論了關於這些工作的關鍵字,現在我們要想一下 你的人格特質以及哪一種工作最適合你。我會給大家 5 分鐘時間,大家請將答 案寫在學習單上。



說明:美術課學到的能力之應用

The Application of Skills Learned in Art Class

Art classes teach us more than just creating art. In design thinking classes, we learn to understand others and solve problems, which can be useful in fields like product marketing, and innovation. Drawing and painting classes help us pay attention to details and express our thoughts, important in creative jobs like illustrating and visual storytelling. Art critic classes improve our thinking and analytical skills, which can be used for analyzing literature or movies. In new media art, we learn how to use digital tools for creative expression, opening doors to careers in digital advertising, social media management, and making online content.

美術課不僅教我們如何創作,同時也教會我們許多有用的技能。在設計思考的單元中, 我們學習理解他人並解決問題,該能力可以應用在多個領域,如產品行銷與創新;繪畫 相關單元則是幫助我們練習在生活中對事物的觀察能力,或表達自己的想法與情感,這 在插畫及視覺闡述等需要創造力的工作十分重要;在藝術評論單元中,提升了我們的思 考與分析能力,可以應用在分析文學或電影;在新媒體藝術中,我們學到如何使用數位 工具進行創意表達,為數位廣告、社交媒體管理和製作線上相關創作等工作,打開職業 的大門。

Teacher: In the past two years, we've learned a lot from our art classes. These abilities are not only used in art class but also in our daily lives. So today, we are going to do a review. Think about the classes we had and what you've learned.

Teacher: For example, in colored pencil drawing classes, we observed the details of color usage and the changes from light to dark. A key skill here is observation.

Teacher: I will give you 5 minutes to discuss with your teammates the two questions:

"What art classes have we had?"

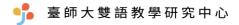
"What have we learned from these classes?"

Write down your answers on the mini-whiteboard.

Teacher: Can anyone share your answers?

Student: Our group wants to try it. In the product design classes, we learned empathy and aesthetics.

Teacher: Well done! Does anyone else want to try it?



Student: In art critic classes, we learned inductive abilities and analytical skills.

Teacher: Good. Now we are going to think about "Where can we apply these skills and abilities in our daily lives?".

老師: 在過去的兩年裡,我們在美術課中學到了很多東西。這些能力不僅可以運用 在美術課上,也能運用在我們的日常生活中。今天我們就來做個回顧。想想 過去我們上過的課以及你學到了什麼。

老師: 舉例來說,在學色鉛筆的過程中,我們觀察了色彩使用的細節以及顏色由淺到深的變化。這裡的關鍵能力就是觀察。

老師: 我等等會給大家 5 分鐘的時間和你的組員討論兩個問題:

「我們過去上了哪些單元?」

「我們從這些課程中學到了什麼?」

並將答案寫在小白板上。

老師: 有人願意分享你們的答案嗎?

學生: 我們組想分享。在產品設計課上,我們學習同理和美感。

老師: 很好!還有人想試試看嗎?

學生: 在藝術評論的單元中,我們學到歸納與分析的能力。

老師: 很好。現在我們要來思考下一個部份「在我們的日常生活中,這些能力可以

應用在哪些地方呢?」



■ 教學活動 Class Activities

活動一

說明:本活動為藝術相關職業之小組報告

The teacher asks the students to investigate art-related jobs in groups. After completing the information collection, they need to discuss important aspects with their group members. These aspects include objects that represent the job, keywords of the job content, required abilities and personality traits, interesting elements of the job, encountered difficulties, and an overall portrait of the job. Upon completion, teachers can have students conduct follow-up art career exhibitions and tours, or present a career introduction report based on the content mentioned above.

The sentence frames students may use:
The job is so we drew
The main aspects of the job are, and
(skill/ability) is important for a/an(job).
The important personality traits of the job areand
A key object of a/an is a because
The challenges of being a/an(job) could be because

教師請學生分組搜尋與藝術相關的職業。完成資料收集後,學生需要與小組成員討論相關重要的面向。這些面向包含:可以代表該職業的物件、相關工作內容的關鍵字、所需的能力和人格特質、該工作有趣的部分、可能遇到的困難以及該職業工作者的形象畫。完成後,教師可以讓學生製作藝術職涯展覽、向他人導覽,或者根據上述內容進行職業介紹報告。

學生可以使用的句型包含:
這項工作是,所以我們畫了。
該工作的主要內容是、和。
(技能/能力)對於(工作)很重要。
該工作所需的重要人格特質是和和。
能代表(工作)的關鍵物品是,因為。
(工作)可能面臨的挑戰是,因為。

Teacher: You've finished your art-related job report. Later we will start from group 1, to do the art-related job introduction. Others, you should pay attention, later each group should ask one question about the job. So let's welcome group 1.

Student 1: Hello everyone, we are group 1. Today we are going to introduce an art-related job. The job is cartoonist, so we drew a person who is drawing fun characters and exciting scenes. The main aspects of the job are making creative characters and telling stories with drawings. Imagination and drawing skills are important for a cartoonist. The important personality traits of the job are creativity and a sense of humor. A key object of a cartoonist is a sketchbook because it is essential for recording various interesting ideas. The difficulties of being a cartoonist could include meeting tight deadlines, as there is often pressure to meet publication schedules. This is our report, thank you for your listening.

Teacher: Ok, well done. It's question time. Each group should ask a question. You may get started.

Student 2: I have a question. How's the salary?

Teacher: That's an important question.

Student 1: About the salary, it can vary. When starting, you might earn less, but as you get better and more well-known, you can earn more.

Student 3: What is the sense of accomplishment in this job?

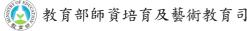
Student 1: Cartoonists feel really proud when they see people enjoy their characters and stories. Making people happy or laugh with their art is a big achievement.

Teacher: Ok, very good. So now we've learned something about a cartoonist. Let's welcome group 2.

老師: 大家已經完成了藝術相關職業的報告。我們從第 1 組開始進行報告。其他的 同學也要注意聽,等一下每組都要問一個與該職業有關的問題。現在讓我們 歡迎第一組。

學生1: 大家好,我們是第1組,今天我們要進行藝術相關職業的報告。我們要報告的職業是漫畫家,因此我們畫了一位正在創作有趣的角色和和場景的人。這項工作主要內容是繪製有創意的角色,並用圖畫講故事。想像力和繪畫技巧對於漫畫家來說非常重要。從事漫畫家工作的重要人格特質是創造力和幽默感。對漫畫家來說,速寫本是一件重要的物品,因為它可以讓漫畫家記錄各種有趣想法。因為有截稿的壓力,漫畫家可能需要在有限的時間內完成作品,這是作為漫畫家可能遇到的困難。這是我們這組的報告,謝謝大家。

老師: 好的,講得非常好喔。現在是提問時間,每一組都要問一個問題。可以開始了。



學生 2: 我有問題。我想知道漫畫家的薪水是多少?

老師: 這是一個很重要的問題呢。

學生 1: 薪水會依照不同狀況而有不同。剛開始從事漫畫家時,可能賺得很少,但隨

著作品變得更優秀、出名,漫畫家就可能賺到更多的薪水。

學生 3: 這份工作帶來的成就感是什麼?

學生 1: 當漫畫家看到人們喜歡他們繪製的角色和故事時,他們會感到非常開心。漫

畫家用他們的作品讓人們開心或開懷大笑,對他們來說是一項巨大的成就。

老師: 好的,非常好。我們了解了一些關於漫畫家這項職業的內容,現在讓我們歡

迎第2組進行報告。

單元二 當代藝術 Contemporary Art

新北市立北大高級中學 吳俐璇老師

■ 前言 Introduction

Contemporary art uses encompasses various materials and ideas, pushing boundaries, and creating conversations. It reflects our changing world. Through innovative forms and unconventional materials, contemporary artists capture the essence of our time, inviting viewers to question, reflect, and connect with the art of today.

This unit focuses on guiding students to develop a deep understanding of various elements of contemporary art, analyzing the hidden meanings behind the works. In the practical part, students can learn some techniques and approaches related to contemporary art to express their concerns about social issues.

當代藝術使用了不同材料和各種想法,以突破原有的界限、開啟嶄新的對話,同時反映了這個變化多端的世界。當代藝術家透過創新的形式和各式各樣的材料,捕捉這個時代的精髓,邀請觀眾質疑、反思,並與當今的藝術產生連結。

本單元主要著重於引導學生深入了解當代藝術的各種元素,進而分析並思考作品背後所 隱藏的意涵。在創作方面,則是希望學生能用當代藝術相關的創作技巧及方法進行創 作,同時呈現對社會議題的關注。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

_			
詞彙	中譯	詞彙	中譯
material	媒材	context	情境脈絡
issue	議題	critical thinking	批判思考
found object	現成物		
	Types of A	Art 藝術的類型	
modern art	現代藝術	contemporary art	當代藝術
Dadaism	達達主義	postmodernism	後現代主義
performance art	行為藝術	graffiti art	塗鴉藝術
street art	街頭藝術	digital art	數位藝術
conceptual art	觀念藝術	video art	錄像藝術
abstract expressionism	抽象表現主義	socially engaged art	社會參與式藝術
new media art	新媒體藝術	pop art	普普藝術
land art	大地藝術	installation art	裝置藝術
surrealism	超現實主義		

Vocabulary Related to Global Issues 與議題相關的單字			
gender equality	animal rights	動物權益	
environmental conservation	環境保護	identity	身份認同

			_
marine conservation	海洋保護	politics	政治
climate change	氣候變遷	water resources	水資源
resource inequality	資源分布不均	globalization	全球化
racism	種族歧視	refugee issue	難民問題
freedom of speech	言論自由	income inequality	貧富差距
war	戰爭	life and death issues	生死議題
species extinction	物種滅絕	food crisis	糧食危機
capitalism	資本主義		

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

0	Do you think this is art?
	Yes, because
	No, because

例句: 1: Do you think this is art?

2: (1) **Yes, because** everything can be art.

- (2) **No, because** it looks ugly.
- ①: 你覺得這是藝術嗎?
- ②:(1)是,因為任何東西都可以是藝術。
 - (2) 不是,因為它看起來很醜。

例句: 11: What kind of art is it?

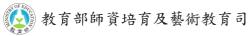
2: **It's a form of** installation art.

1: 這是哪一種藝術呢?

②: 這是裝置藝術。

6	What materials did the artist choose and why?
	The artist used <u>(material)</u> in his/her artwork because
例句	: 1: What materials did the artist choose and why?
	2: The artist used plastics in his/her artwork because it represents the damage to the environment.
	①: 藝術家用了什麼媒材呢?為什麼?
	②: 藝術家用塑膠創作這件作品,因為塑膠在這裡象徵了對環境的傷害。
7	What is the purpose of the artwork?
	The artwork aims to raise awareness about
例句	: 1: What is the purpose of the artwork?
	2: The artwork aims to raise awareness about gender issues.
	①: 這件作品的目的是?
	②: 這件作品希望提高人們對性別問題的意識。
8	To sum up, what are three keywords of contemporary art?
	Some keywords of contemporary art are, and
例句	: 1: To sum up, what are three keywords of contemporary art?
	2: Some keywords of contemporary art are innovation, diversity, and experimentation.
	① 物结本治,告任蒸冻有哪個二個閱鍊字呢?

- 囗: 總結來說,當代藝術有哪個三個關鍵字呢?
- ②: 當代藝術的關鍵字有創新、多樣性和實驗性。



學科概念講解 Explanation of Academic Concepts

概念一

說明:當代藝術的意涵

The Significance of Contemporary Art

Contemporary Art, often referred to as 'the art of today,' more broadly includes artwork produced during the late 20th and early 21st centuries. It generally defines art produced after the Modern Art movement to the present day. It's a dynamic and diverse form of art created by today's artists, breaking free from a single style or medium. A key figure in its development is Marcel Duchamp, who, in the early 20th century, challenged traditional art norms with his iconic work 'Fountain,' which questioned the very essence of art. Duchamp's ideas, including the use of ready-mades artifacts and prioritizing concepts over aesthetics, continue to shape and influence Contemporary Art worldwide.

當代藝術通常被稱為「現在的藝術」,泛指 20 世紀末和 21 世紀初的作品。通常也指現 代藝術運動後至今產生的藝術。當代藝術,是現今藝術家所創造的藝術形式,其充滿活 力和多樣性,同時擺脫了單一的風格或介面。當代藝術發展的關鍵人物是馬塞爾·杜 尚,他在 20 世紀初期以其標誌性作品《噴泉》挑戰了傳統藝術範疇,對藝術的本質提 出了質疑。杜尚提出的概念包括使用現成物以及強調概念呈現而非傳統美學,且他的想 法持續形塑並影響現今世界的當代藝術。

Teacher: We are going to talk about contemporary art today. Before I start the introduction, I will show you some pictures. After looking at them, please tell me if you think they are pieces of art.

Teacher: Now, the first picture shows glasses on the museum floor. Do you think this is art? If your answer is yes, please raise your hand. Okay, put your hands down. Now, if the answer is no, please raise your hand.

Teacher: Why do you think it is art? Does anyone want to share their ideas?

Student: Because anything you don't understand can be art.

Teacher: Why do you think it is not art?

Student: Maybe someone left their glasses on the floor by accident.

Teacher: Well, everyone has great ideas. Let's move on to the second photo. It's an upsidedown urinal. Is this art? If your answer is yes, please raise your hand. Okay, put your hands down. Now, if the answer is no, please raise your hand.

Teacher: Why do you think it's art?

Student: Because I saw a signature on it.

Teacher: It's a good point.

Teacher: Why do you think it's not art?

Student: Because I can also sign on a urinal.

Teacher: Excellent. Now, I'm going to tell you whether these two photos are pieces of art or

not.

老師: 我們今天要上當代藝術,在老師開始介紹之前,會先給大家看幾張圖片,看完後請告訴我你們覺得這是不是藝術。好,第一張圖片是擺在美術館地板的眼鏡。請問這是藝術嗎?覺得是藝術的請舉手。好,現在覺得不是的請舉手。

老師: 為什麼覺得是藝術呢?有人願意講講看嗎?

老師: 因為看不懂的都可以是藝術。

學生: 為什麼覺得不是藝術呢?

老師: 可能是有人不小心放在那的。

老師: 好,大家都很棒喔。那我們來看看第二張照片。這是一個倒著的小便斗,請

問這是藝術嗎?覺得是藝術的請舉手。好,現在覺得不是的請舉手。

老師: 為什麼覺得是藝術呢?

學生: 因為有看到簽名。

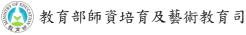
老師: 很細緻的觀察喔。

老師: 為什麼覺得不是藝術呢?

學生: 因為我也可以在小便斗上面簽名啊。

老師: 大家的想法都很棒,現在要來跟大家揭曉這兩張照片裡的東西到底是不是藝

術。



概念二

說明:當代藝術的多元性

The Diversity of Contemporary Art

When we think about Contemporary Art, it can be difficult to define or describe any one common style. Artists use many different approaches, tools, and materials to express various ideas, themes, and subjects. Often, the artwork may reflect the artist's own culture or what they care about, showing a wide range of viewpoints. Some common themes we explore include identity, the body, technology, globalization, migration, society, culture, memory, and political systems. In addition to this diversity, Contemporary Art also places a strong emphasis on the concept behind the artwork and the process of creating the artwork, further expanding the boundaries of what art can be.

當我們在思考當代藝術時,可能很難定義或描述其常見的風格。在當代藝術中,藝術家使用各種不同的手法、工具和材料來表達各式各樣的想法和主題,作品也通常反映藝術家自身的文化或其關心的事務,更表現出其廣泛的觀點。當代藝術所常見的探討主題包含身份、身體、科技、全球化、移民、社會、文化、記憶以及政治制度。除了多樣性之外,當代藝術也非常重視藝術品背後的概念和創作的過程,這進一步擴展了藝術的界線。

Teacher: We've talked about what contemporary art is. Now I want to show you some artworks and ask you some questions. Please look at the artwork and answer the questions.

Teacher: The artwork is "Love is in the Bin." The artist is Banksy. The first question: What materials were used for this artwork? Anyone?

Student: The materials are a canvas, paint, and a shredder.

Teacher: Well done. The second question: What kind of art is it?

Student: It's a form of installation art.

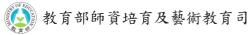
Teacher: Good. The third question: Where was the artwork displayed?

Student: It was displayed at a Sotheby's auction in London.

Teacher: Great. The fourth question: What is the idea behind the artwork? I know this one will be a little difficult but just try and guess.

Student: The artwork is related to questioning the value of art.

Teacher: Well done. So you've learned some key questions for analyzing contemporary artwork. Later, I will give you a topic, and you will create a contemporary artwork by yourself.



老師: 我們已經談過什麼是當代藝術。現在我要給你們看一些當代藝術的作品並問

你們一些問題。請看作品並回答問題。

老師: 這件作品是垃圾桶中的愛,創作者是班克斯。第一個問題是:這件作品用了

哪些創作媒材呢?有人想試試看嗎?

學生: 這件作品的媒材是畫布、畫跟碎紙機。

老師: 很好喔,第二個問題是:這是哪種類型的藝術呢?

學生: 這是裝置藝術。

老師: 很好,第三個問題是:這件作品在哪裡展示呢?

學生: 這件作品在倫敦的蘇富比拍賣會。

老師: 非常好喔,第三個問題是:這件作品背後的理念是什麼呢?這個問題可能有

點難,但是大家可以試著猜猜看。

學生: 這件作品想要對藝術的價值提出疑問。

老師: 非常好,你們現在知道了分析當代藝術作品的關鍵問題,等一下我會給大家

一個主題,讓你們創作屬於你們的當代藝術作品。



教學活動 Class Activities

活動一

說明:本活動為當代藝術作品創作

The teacher selects a topic and allows the students to use objects to create their artwork.

The goal is to arouse the audience's reflection on this issue through the artwork. Students should

think about the title, concept, inspiration source, materials, method, and locations. Questions to think about/answer: What is the reason for the artwork? What is the idea behind the artwork? Which artist's artwork/genre do you get inspiration from? What materials did you choose and why? How did you make the artwork? Where do you want to display the art and why? My artwork is called _____. The artwork is displayed at _____ (where?). I want to raise awareness about _____(issue) through my artwork.

教師選擇一議題並讓學生利用現成物進行創作。此活動目標是希望學生透過作品,喚起 對議題的反思。創作時,學生須思考作品名稱、作品理念、靈感來源、媒材、創作手法 與展示地點。

I got the idea from ______ (artist/types of art) so I used _____ to make my artwork.

創作時,可思考的問題如下:

你為什麼想要創作這件作品呢?

作品背後的意義是什麼?

你從哪位藝術家作品/創作類型中獲得靈感?

你選擇了什麼媒材?為什麼?

你創作的手法是什麼?

你要在哪裡展出該作品?為什麼?

學生發表作品可能用到的句型:
這件作品的名稱是。
這件作品展出在(地點)。
我想要藉由這件作品喚起人們對於(議題)的重視。
我從(藝術家/藝術種類)獲得靈感,所以我使用了(媒材
/手法) 進行創作。

Teacher: You've finished your contemporary artwork and have taken some photos of it. Please upload them to our Google Classroom. I will ask for some volunteers to introduce their artwork. Remember to speak loudly, or others won't be able to hear your voice.

Teacher: Alright, let's get started. Who wants to go first?

Student: I can try!

Teacher: Great! Let's give her a big hand. Please stand on the stage.

Student: Hi, everyone. My artwork is called 'Dying Light'. It is displayed at the sink. I want to raise awareness about overfishing and the need for ocean conservation through my artwork. I got the idea from land art, so I used water, rocks, branches, and sand to create it.

Teacher: Well done! I like your artwork, but I have some questions. Why is the artwork displayed by the sink?

Student: Because it represents the Ocean.

Teacher: Why did you want to raise awareness about overfishing?

Student: Because I saw the news about too many fish being caught in the ocean.

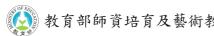
Teacher: Alright, very good. This is a great presentation. Let's have the next volunteer.

老師: 大家已經完成了自己當代藝術作品的創作,也拍了一些作品的照片。等等請 將作品上傳到我們班的 Google Classroom,完成後我會請自願的同學上台介紹 作品。在介紹的時候記得大聲一點,不然大家會聽不到喔。

老師: 好,讓我們開始吧。誰想要先呢?

學生: 我想要試試看。

老師: 很好,讓我們給他一個掌聲。請到台前介紹作品。



老師: 很好喔!我喜歡你的作品!但我想問一些問題。為什麼這件作品要被展在洗

手台啊?

學生: 因為我想用洗手台象徵海洋。

老師: 為什麼想喚起大家對於過度捕撈漁獲的意識呢?

學生: 因為我看到海洋漁獲被過度捕撈的新聞。

老師: 好,很好喔!報告得很好,讓我們歡迎下一位自願的同學。



新北市立北大高級中學 吳俐璇老師

■ 前言 Introduction

Comics and animation are now part of our life, bringing endless fun to people. These creations, with their unique styles and engaging stories, appeal to audiences of all ages. They don't just offer entertainment but also inspire creativity, letting everyone explore different imaginary worlds. They've become a regular part of everyday life, adding richness to our cultural experiences.

This unit focuses on helping students understand animation and comics in their daily lives, as well as observing and analyzing their styles and related elements. In the creative part, students are encouraged to try their hand at drawing comics to capture the moments of their lives.

漫畫與動畫是現代生活不可或缺的元素,帶來許多的娛樂。這些作品以其獨特的風格和引人入勝的劇情,吸引了不同年齡層的觀眾。除了提供娛樂外,漫畫與動畫還激發了創造力,讓人們能夠盡情探索多元的異想世界。漫畫與動畫變成了日常生活的一部分,也豐富了我們的文化體驗。

本單元目標為學生對日常生活中動畫與漫畫的認識,觀察並分析這些作品的風格及相關元素。在創作部分,則是讓學生嘗試以繪製漫畫的方式,保存生活中的點滴。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯	
animation	動畫	anime	動漫	
cartoon	卡通	comic	漫畫	
4-panel comic	四格漫畫	manga	(日本)漫畫	
comic book	漫畫書	cartoonist	漫畫家	
character design	角色設計			
Words Related to Storytelling 說故事相關單字				
3-Act Structure	三幕劇	set up	開始/觸發	
confrontation	衝突	resolution	結束	

Words Related to Animation 動畫相關單字				
frame	影格	frame rate	影格速率	
keyframe	關鍵影格	tweening	補間	
flipbook	手翻書	phenakistoscope	費納奇鏡	
thaumatrope	留影盤	zoetrope	走馬盤	
computer-generated imagery (CGI)	電腦合成影像	persistence of vision	視覺暫留	
director 導演		producer	製片	
storyline	(故事)情節	synopsis	故事大綱	



title	片名	theme	主題
script	腳本	storyboard	分鏡圖
audio description	聲音說明	visual description	畫面說明
storyboard panel	分鏡畫面	shot	鏡頭
scene	場景	timeline	時間軸
soundtrack	配樂	voice-over	配音
editing	剪輯	background music (BGM)	配樂
effect	特效	prop	道具
narrate	旁白	caption	字幕

Types of Animation 動畫種類				
hand-drawn animation	手繪動畫	experimental animation	實驗動畫	
stop-motion	逐格動畫	clay animation	黏土動畫	
puppet animation	偶動畫	cutout animation	剪紙動畫	
computer animation	電腦動畫	2D/3D animation	2D/3D 動畫	
sand animation	沙動畫	pinscreen animation	針幕動畫	
animated short film	動畫短片	paint-on-glass animation	玻璃動畫	
animated series	動畫系列	animated film	動畫長片	

Words Related to Comics 漫畫相關單字			
panel/frame	分格/景框	panel shapes	分格形狀
panel layout	分格構圖	splash panel	破格
borderless panel	無框分格	sound effects	音效
spread	跨頁	onomatopoeia word	擬音字
storyboard	分鏡	emanata	圍繞頭部繪製表示 震驚的線條
sketch	草圖	grawlix	粗口符號
speech balloon/bubble	(漫畫中的)對話 框/對話泡泡	sweat beads	角色頭部冒出的汗 珠
Thought balloon/bubble	想法泡泡	briffits	角色快速移動後所 掀起的塵埃雲
gutter	圖溝/間白	composition	構圖
caption	說明文字/敘事框	setting/background	背景
effect line	效果線	long shot	遠景
camera angels	視角	medium shot	中景
close-up	特寫		

Types of Comic 漫畫種類			
webcomics	網路漫畫	long-form comics	長篇漫畫
comics anthology	漫畫選集	short-form comics	短篇漫畫
graphic novels	圖像小說	comic strips	(通常刊登在報紙 上的)連環漫畫

Types of Comic 漫畫種類			
superhero comics	超級英雄漫畫	horror comics	恐怖漫畫
science fiction comics	科幻漫畫	comedy comics	喜劇漫畫
romance comics	愛情漫畫		

教學句型與實用句子 Sentence Frames and Useful Sentences

0	Have you ever read any comics/manga?
	I've read
	Have you ever watched any animation?
	I've watched
例句	: 1: Have you ever read any comics/manga?

[2]: Yes, I've read One Piece.

①: 你之前看過漫畫嗎?

2: 有,我曾經看過海賊王。

2	Do you know what types/genres of comics/manga/animation there are?		
	Some types/genres are and		
	I know about		

例句: <a>I: Do you know what genres of animation there are?

- 2: (1) **Some types are** comedy **and** superhero animation.
 - (2) I know about comedy and science fiction animation.
- ①: 你知道有哪些類型的動畫作品嗎?
- 2:(1)類型有喜劇和超級英雄。
 - (2) 我知道的有喜劇和科幻動畫。

3	Why do these comics/ma	G		·
例句:	: 1: Why do these comics	C	- •	ad the stories are soci
	2: I like the comic becau		are really interesting an	id the stories are cool.
	①: 為什麼這部作品讓你②: 我喜歡這部漫畫,因		,故事也很酷。	
4	What are the charact		_	
列句:	: 1: What are the charact			
	2: The characteristics a	re realistic visuals	and detail-oriented.	
	2: The characteristics a	re simple lines and	d rough strokes.	
	①:這部漫畫/漫畫/動畫作	乍品的特色是什麼	烫呢?	
	②: 這部作品的特色是畫	風寫實且富有細	節。	
	②: 這部作品的特色是線	:條簡單且筆觸粗	曠。	
6	What are the key e observing it? The key elements of		_	_
列句:	: 1: What are the key elements of d			_
	①: 在你們看完並觀察漫②: 繪製漫畫的相關元素			
6	A balloon with	is a	balloon. It sh	nows
列句((1): A balloon with jagged, or screaming. 帶有鋸齒狀、尖刺邊		-	
列句(2	(2) : A balloon with a dashe	ed outline is a whi	sper balloon. It shows	a whisper or secretive
	dialogue.			

7	Do you know any comics/manga that have been adapted into animation?
	I know
	I've seen/read about/heard about

例句: [1]: Do you know any comics/manga that have been adapted into animation?

2: I know "One Piece" and "Naruto".

1: I've read about "One Piece" and "Naruto".

②: 你知道有哪些漫畫改編成動畫的作品嗎?

2: 我知道海賊王跟火影忍者。

2: 我看過海賊王跟火影忍者。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明:漫畫的特質與種類

The Characteristics and Types of Comics

Comics tell stories using pictures and words. Key elements of comics include character design which makes them look interesting; panel layout, arranging pictures in boxes to show the story's flow; speech balloons or bubbles, showing what characters are saying; captions for narration or additional information that tell more about the story; and onomatopoeia to depict sounds visually, like "boom."

Comics come in different genres. Superhero comics, like "Spider-Man," have heroes with special powers. Horror comics, like "The Walking Dead," are scary stories with zombies. Science fiction comics, like "Star Wars," show futuristic worlds and technology. Japanese comics, called manga, have fantasy stories like "Naruto," with ninjas and special powers. Manga also has romance stories like "Fruits Basket," about love and friendship.



漫畫是一種藉由圖畫和文字講述故事的創作方式。漫畫的關鍵元素包含有趣的角色設計;面板佈局,將圖片排列在框中以顯示故事的流程;語音氣球或氣泡,顯示角色的話語; 敘述的標題或更多講述故事的附加信息;擬聲詞則是以視覺方式的方式呈現聲音的

樣貌,例如"砰!"。

漫畫有不同的主題,超級英雄漫畫例如《蜘蛛人》等擁有特殊能力的英雄。恐怖漫畫像是《行屍走肉》這種關於殭屍的恐怖故事。科幻漫畫譬如《星球大戰》展示了未來的世界和技術。而日本漫畫被稱為漫畫(Manga),有像《火影忍者》這樣的奇幻故事,其中有忍者和特殊能力。也有如《水果籃子》這類關於愛情和友誼的浪漫故事。

Teacher: Today, we're going to talk about a new unit which is comics. Before we get started, I have a question: Have you ever read some comics?

Student: Yes~

Teacher: I know lots of you really like to read comics. So can anyone give me some examples that you really like and tell me why?

Student: I've read "One Piece". I like the story, it's exciting and moving.

Teacher: I've read that before and I like it too. I like the drawing details. It's really engaging.

Student: I've read Bleach, I like the character design, they are so handsome!

Teacher: Haha, I agree with you.

Teacher: There are still lots of comics; later, use your iPad, find a picture of a comic you like, and share the comic you enjoy and your reasons why.

老師: 今天我們要教一個新的單元——漫畫。在開始之前,我有一個問題:你們有看過漫畫嗎?

學生: 有!

老師: 我知道你們很多人都很喜歡看漫畫。有人可以跟大家分享一些你喜歡的漫畫以及理由嗎?

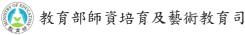
學生: 我看過《海賊王》。我喜歡它的故事,有很多熱血且感人的地方。

老師: 我以前也看過《海賊王》,我也很喜歡。我喜歡作品裡面細節的繪製,非常吸引人。

學生: 我看過《死神》,我喜歡它的角色設計,他們都好帥啊!

老師: 哈哈,我也這麼覺得。

老師: 除了剛剛同學提到的漫畫之外,還有很多不同的漫畫。等一下請用 iPad,找到你喜歡的漫畫的圖片,並跟同學分享你喜歡的漫畫以及喜歡的原因。



概念二

說明:動畫的定義與種類

The Definition and Types of Animation

Animation works by showing many pictures one after the other very quickly and nonstop. This tricks our eyes into thinking there's motion. This trick is called "persistence of vision." In animation, the key stuff is the frames and how fast they change. More frames make it smoother, and timing affects the speed and smoothness of movement. A professional animation requires at least 24 frames per minute.

Animation takes various forms, each with its unique approach. Traditional hand-drawn animations, like Disney's "Snow White," use drawn images and transform them into animation. Mixes of hand-drawn art and CGI, as seen in Studio Ghibli's "Spirited Away," blend traditional and digital techniques. Computer-generated animations, exemplified by Pixar's "Toy Story," create entire worlds through technology. Stop-motion animation, as showcased in "Shaun the Sheep," brings physical objects to life for delightful storytelling."

動畫是將一張張圖片快速地連續播放所形成,這個方式讓我們的視覺產生運動的錯覺, 此現象稱為「視覺暫留」。在動畫運作過程中,影格的速度和變化至關重要。每秒的影 格數會影響動畫的流暢性,影格數越多,動畫就越流暢。而專業動畫的呈現,一秒至少 需要 24 格。

動畫有多種形式,各有其獨特的製作手法。傳統的手繪動畫,例如迪士尼的《白雪公主》,採用手工繪製圖像,然後將其轉換為動畫。手繪動畫和電腦生成影像的結合,例如吉卜力工作室的《千與千尋》。電腦生成的動畫,例如皮克斯的《玩具總動員》,是通過科技創造出動畫世界的一個例子。而《笑笑羊》則通過逐格動畫的方式,將現實物件轉化為動畫,以有趣的方式敘述故事。

Teacher: We have just introduced how animation works and how to create it. Now, we are going to try making a stop-motion animation. I will play a video on how to create one. While you watch the video, please take note of the necessary tools and precautions for making a stop-motion animation.

Teacher: The video has finished playing. Did any of you observe which tools are needed?

Student: We need a camera, clay or models.

Teacher: Very good! Sometimes you may also need lighting equipment.

Teacher: What else should you pay attention to while shooting?

Student: The angle of the models and the lighting.

Teacher: Very good, anything else?

Student: The smoothness of character movements.

Teacher: Excellent, this is an important aspect of creating stop-motion animation.

Student: Miss, after watching how to create a stop-motion animation, I think the most

important thing is patience.

老師: 我們剛剛介紹了動畫的運作原理以及製作方式,現在要來試試看其中逐格動

畫的製作。老師會撥放一部如何製作逐格動畫的影片,大家在觀看的同時,

請紀錄製作逐格動畫所需的工具以及相關注意事項。

老師: 影片播完了~有同學觀察到需要哪些工具嗎?

學生: 需要相機、黏土或是模型。

老師: 很好喔,有時也會需要打燈相關器材。

老師: 那在拍攝時需要注意什麼呢?

學生: 模型擺放的角度跟光線。

老師: 很好喔,還有嗎?

學生: 角色動作的流暢度。

老師: 非常好,這是製作逐格動畫很重要的一部分。

學生: 老師,看完之後怎麼做逐格動畫之後,我覺得最重要的是耐心。

■ 教學活動 Class Activities

活動一

說明:本活動為漫畫創作練習

The teacher asks students to create a two-page comic about our class's daily life. After finishing the drawings, they may make a book to remember their time in junior high school.

In this activity, students should think about:

- 1. Character: character description, drawing of the character's front, back, profile, and the character's happy and angry expressions and body language.
- 2. Story outline: a text description of about 100 words (set up, confrontation, and resolution)
- 3. Comic drawing: panel, speech balloon, composition, camera angles, character dialogue, etc.

教師請學生畫出一篇 2 頁的漫畫,主題為我們班的日常。繪製完後可印成一本合輯,讓學生作為國中生活的紀念。

在此活動中,學生須思考以下漫畫繪製相關元素:

- 人物角色設定:角色文字描述、繪製角色正面、背面、側面、以及角色開心、生氣 之表情與肢體。
- 2. 故事大綱:100字左右的文字描述(開始、衝突與解決)。
- 3. 漫畫繪製:分格、對話框、構圖、視角、角色對白等。

Teacher: Later, I will ask everyone to draw class memoirs in the form of comics. But before we begin, I want everyone to do a practice. Each group, please recall special moments from our class, discuss a topic, and brainstorm ideas for what you'd like to draw related to comic creation.

Teacher: Okay, time's up, does anyone want to share?

Student: Our group can give it a shot. Our chosen theme is a classic moment when a teacher gets angry. The main characters are Andy and Amy, and the scene is set in the corridor. The story is that Andy and Amy are playing around. The teacher holds a microphone and shouts from a distance, telling them to stop playing!

Teacher: I'm impressed by this! I'm so angry~ What will you draw?

Student: I want to create a panel depicting the teacher with bloodshot eyes.

Teacher: Hahaha, it's a great idea.



Student: Miss, I have other ideas. They can also draw a panel showing Andy and Amy getting goosebumps when they hear the teacher's voice.

Teacher: Hahaha, that sounds very interesting. Thank you all for sharing. I believe everyone has some ideas. In the following time, each of you will create your own comics.

If you have any questions, you can always ask me or discuss them with your classmates.

老師:接下來會讓大家用漫畫的方式繪製班上的回憶錄,但是在開始之前,想讓大家做個小練習,所以等一下請大家回憶一下班上特別的事情,每一小組討論出一主題,並發想漫畫繪製的相關內容,討論完請大家分享。

老師: 好了,時間到,有人想分享嗎?

學生: 我們組想分享。我們組想出的主題是老師發飆的經典時刻,主要角色有 Andy 與 Amy,場景在走廊,內容是 Andy 與 Amy 在打鬧,老師從遠處拿著麥克風大喊,叫他們不要再玩了!

老師: 我對這件事有印象!我好生氣啊~那你們要如何呈現呢?

學生: 想要畫個老師眼睛充滿血絲的畫面。

老師: 哈哈哈,很棒的想法。

學生: 老師我要幫忙補充,還可以畫 Andy 與 Amy 聽到老師聲音,起雞皮疙瘩的畫面。

老師: 哈哈哈, 感覺好有趣。謝謝同學們的分享。相信大家都有一點想法了, 接下來的時間會讓大家繪製自己的作品, 有問題都可以隨時問老師, 或是找同學討論。



單元四 國民樂派 Nationalism in Music

新竹市立建功高級中學 曾德欣老師

■ 前言 Introduction

In the mid-late 19th century, due to the dissatisfaction in politics, small nations like Poland and Bohemia sought spiritual support in their own national culture. Composers naturally added folk songs, folk dance rhythms, or some legendary in their music works. Their music piece would promote some national spirit or folk songs of their culture, and the music could be heard worldwide. This kind of music refers to Nationalism, representing specific music ideas from a region or an ethnic group.

In this lesson, two Czech composers – Dvořák, Smetana and their works will be introduced. Also, we will learn about a unique instrument – the English horn, which appeared in Dvořák's Symphony.

十九世紀中葉後,許多弱小民族像是波蘭、波西米亞等,因為對政治不滿,而尋求自己 國家民族的文化精神支柱。音樂上,作曲家自然而然融入民謠、舞曲或是傳奇故事,透 過音樂作品宣揚民族文化精神,讓全世界聽到具有民族特色的音樂。這種音樂被稱為 「國民樂派音樂」,樂曲中包含特定地區或民族的音樂概念。

這單元,我們會介紹兩位捷克作曲家——德佛札克和斯梅塔納,還有音色特別的樂器——英國管。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Words related to the symphony "From the New World" 新世界交響曲相關字彙			
symphony	交響曲	arpeggio	琶音
French horn	法國號	English horn	英國管
Antonin Dvořák	安東寧・徳佛札克	Czech Republic	捷克
the Czechs	捷克人	Black Spiritual	黑人靈歌

Words related to "Moldau" 摩爾道河相關字彙			
symphonic poem 交響詩		Bedrich Smetana	貝多伊齊・斯梅塔納
Moldau	摩爾道河		

Words related to transposition 移調相關字彙				
written pitch	tten pitch 記譜音高 sounding pitch 實際音高			
transposition	移調	transposing instruments	移調樂器	
alto	中音的	oboe	雙簧管	
double-reed	雙簧片	the woodwinds	木管樂器	

■ 教	で、関係の理解を関係している。
0_	is/uses a/an figure.
]句(1):	This melody is an arpeggio figure. 這曲調是琶音音型。
刂句(2):	The composer uses an arpeggio figure in this melody. 作曲家在這曲調中使用琶音音型。
2 Tl	nis melody is from the inspiration of
	This melody is from the inspiration of Indian wedding dance music. 曲調靈感從印地安人婚禮中的舞蹈音樂得到啟發。 This melody is played by flute, and it is from the inspiration of Black Spiritual "Swing Low, Sweet Chariot". 由長笛奏出的曲調,以黑人靈歌〈輕搖,可愛的馬車〉為創作靈感。
3 Tl	ne theme is played by <u>(instruments)</u> declaring the strong expression
[句(1):	The theme is played by horns and trumpets declaring the strong expression. 這段主題由法國號及小號演奏,奏出氣勢高昂的音樂。
]句(2):	This is the melody of Moldau, played by violins and the woodwinds. 這是摩爾道河的主旋律,由小提琴和木管樂器奏出。
4 Tł	ne symphonic poem consists of
	he symphonic poem "Má Vlast" consists of six pieces. 響詩《我的祖國》共由六首小品串聯。
6 _	is a <u>(category)</u> instrument in the family.
一一(1):	The English horn is a double-reed woodwind instrument in the oboe family . 英國管是雙簧木管樂器,屬於雙簧管的家族樂器。
]句(2):	The cello is a bowed string instrument in the violin family.

大提琴是拉弦樂器,屬於提琴家族樂器。

6 Can you write down the sounding pitch of _____(instrument)?

例句(1): Can you write down the sounding pitch of English horn?

你可以寫出英國管吹奏出的實際音高嗎?

例句(2): Can you write down the sounding pitch of French horn?

你可以寫出法國號的實際音高嗎?

7 What is the English horn in F?

例句: What is the English horn in F? When the musician plays a written pitch middle C, we will hear the sound pitch coming out the lower F.

什麼是F調的英國管呢?當音樂家吹奏記譜音中央C時,實際音高是往下的F音。 (Or the sentence can be said this way)

1: What is the English horn in F? When a musician plays a written pitch in middle C, what pitch will we hear?

2: F.

8 Please move all the notes down a <u>(interval degree)</u> and start with <u>(note)</u>.

例句: Please move all the notes down a fifth and start with F.

請將所有音高下移五度,從F音開始。



學科概念講解 Explanation of Academic Concepts

概念一

說明:德佛札克:第九號《新世界交響曲》,我們先介紹樂曲,之後思考這首曲子有哪 些與「國民樂派」相符的音樂素材。

Antonin Dvořák (1841-1904) was a composer from Czech. When he was 50 years old, he got a new job working as a director of the National Conservatory of Music of America. He moved to the US. This was his first piece composed in the US, giving the title "From the New World" which meant America was a new world for himself. He used some melodies of Black Spiritual (黑人靈歌) and Indian dance music (印地安人舞蹈音樂) to show his observation about America.

Dvořák's New World Symphony shows how a composer used American folk music in a classical symphony. He was inspired by African American spirituals and Native American rhythms but created his own melodies. The second movement used melodies from Black Spiritual, and it is known for its deep, emotional sound, later adapted into the song Goin' Home.

安東寧·德佛札克(1841-1904)是捷克作曲家,在他 50 歲時,他受邀擔任美國國家音樂 學院院長,前往美國工作。這是他在美國第一首作品,命名為「新世界」,意指其個人 對美洲大陸這片新土地的稱呼。他運用了黑人靈歌的曲調,還有印地安人婚禮中的舞蹈 音樂。

德佛札克的《新世界交響曲》展現了一位作曲家如何在古典交響樂中運用美國民間歌 謠,他受黑人靈歌和印第安音樂節奏的啟發,創作了自己的旋律。第二樂章採用了靈歌 的曲調,以其深沉而富有情感的音樂聞名,後來被改編成歌曲《念故鄉》(Goin' Home) •



(Figure 1. Theme One. Played by French horn. It is an arpeggio (琶音) figure. This rhythm appears throughout the movement.)





(Figure 2. Theme Two. This melody is played by flute, and is from the inspiration of Black Spiritual "Swing Low, Sweet Chariot".)



(Figure 3. Movement II. This song is called "Goin' Home". The melody is played by a solo English horn. It is from the Black Spiritual.)

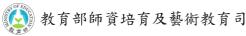


(Figure 4. Movement III. This melody is from the inspiration of Indian wedding dance music. It is fast and lively and played by wind and string instruments.)



(Figure 5. Movement IV. The beginning is like a train moving forward. The theme is played by horns and trumpets declaring the strong expression.)

(圖片 1-5 來源: https://en.wikipedia.org/wiki/Symphony_No._9_(Dvo%C5%99%C3%A1k))



What is Nationalism in music?

In the mid-late 19th century, some countries gradually became conscious and realized that they could only rise in the world by promoting their own folk customs. This trend started in the Czech Republic, which was next to the music capital Vienna, and moved eastwards to influence Hungary and more distinctive countries. Russia, then spread to Norway and Finland in northern Europe, Spain in southern Europe, and then across the sea to the United Kingdom and other parts of the world. Nationalism paid special attention to the national style, adding folk songs and folk dance music to the repertoire.

什麼是國民樂派?

在十九世紀中後期,一些國家逐漸自覺,了解到他們要靠著發揚自身民俗特色,才能在世界上抬頭,這股風潮從鄰近音樂之都維也納的捷克開始,向東影響了匈牙利與更富於特色的俄國,進而延燒到北歐的挪威、芬蘭,與南歐的西班牙,然後跨海到英國、世界各地。國民樂派的音樂特別注重民族風格,在樂曲中加入民歌與民間舞蹈音樂。

Reference: MUZIK 古典樂刊編輯部 2010/2/15 https://www.kkbox.com/tw/tc/column/features-0-456-1.html

Teacher: We are going to listen to this symphony "From the New World". Please listen to

figure one. Which instrument is playing the melody?

Student: Brass/trombone ...

Teacher: Very close. This instrument is round, and it looks like a big snail.

Student: The French horn.

Teacher: Very good. This figure is an arpeggio (琶音). Mi-sol-si-mi. (Teacher shows arpeggio

on a piano.) Let's listen again. What is it called? (Teacher shows "arpeggio".)

Student: Arpeggio.

Teacher: Excellent.

老師: 我們要來聆賞《新世界交響曲》,請聽譜例一,什麼樂器在演奏主旋律呢?

學生: 銅管/長號?

老師: 很接近!這個樂器的形狀是圓的,有點像一隻很大的蝸牛。

學生: 法國號

老師: 很好!這主旋律是琶音組成,mi-sol-si-mi. 什麼是琶音呢? (教師在鋼琴上示

範)我們再聆賞一次,請問這樣的音型稱為什麼?

學生: 琶音。 老師: 很好!



概念

說明: Moldau, composed by Bedrich Smetana

〈摩爾道河〉,斯梅塔納作曲

The Czech Republic in Eastern Europe was constantly being invaded by strong neighboring countries. A Czech composer, Bedrich Smetana (1824-1884), composed a symphonic poem (交 響詩) "Má Vlast" 《我的祖國》. This music depicted the stories and culture of Bohemia, and most important of all, it promoted the Czechs' patriotism and enthusiasm for their country.

The symphonic poem "Má Vlast" consists of six pieces. We are going to introduce the second piece – "Moldau" 〈摩爾道河〉. Moldau is the longest river in Czech, it goes across Prague, giving this city extraordinary scenes and views.



Moldau River in Prague

(圖片來源:https://en.wikipedia.org/wiki/Vltava)

位於東歐的捷克,不斷受到鄰近強國的侵略,因此捷克作曲家斯梅塔納(1824-1884) 創作了一首交響詩《我的祖國》,描繪家鄉波西米亞的傳奇和文化,最重要的是,它激 發了捷克人對祖國的熱情和喜愛。

《我的祖國》交響詩共有六首小品串成,我們將介紹第二首-摩爾道河,這首曲子經常 單獨演出。摩爾道河是捷克最長的河流,流經布拉格,帶來了非凡的風光和景色。



(Figure 6. Part One. The flute plays the melody, it sounds like flowing water coming from the source of the river – Moldau.)

(圖片來源: https://vmirror.imslp.org/files/imglnks/usimg/a/a2/IMSLP370170-PMLP85117-

Smetana_The_Moldau.pdf)



(Figure 7. This is the melody of Moldau, played by violins and the woodwinds.)

(圖片來源:https://musescore.com/user/13252/scores/26656)



(Figure 8. Then the river goes across a village, the farmers are happily holding a wedding.)

(圖片來源: https://vmirror.imslp.org/files/imglnks/usimg/a/a2/IMSLP370170-PMLP85117-

Smetana The Moldau.pdf)

Teacher: Look at the photos (from Czech), can you guess where it is? Germany? China? Japan? The United States? Czech?

Student: (Students guess and the teacher gives a hint.)

Teacher: This is the Czech Republic, a very beautiful country. Today, we are going to introduce a piece depicting the beautiful scenery in Prague. The beginning is a melody depicting the flow of the water. What instrument is playing this soft melody?

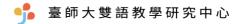
Student: Flute, and later on clarinet.

Teacher: Very good. It is said that the source of the Moldau River has two small streams. The composer used two instruments to play the melodies, and the two streams converge into a river.

老師: 看看這些景色宜人的圖片,你覺得這是哪裡呢?德國?中國?日本?美國?

捷克?

學生: (學生猜,老師給予提示)



老師: 這是捷克共和國,非常漂亮的國家。今天我們要來介紹一首描繪河水的音

樂,把捷克的風光明媚都譜寫出來。請聽樂曲開頭,這是什麼樂器,演奏輕

柔的旋律呢?

學生: 長笛、接著是單簣管。

老師: 非常好!據說摩爾道河是兩道支流匯聚而成,因此作曲家選用兩種樂器,接

著兩條支流匯聚為一條河流!

■ 教學活動 Class Activities

活動一

說明:介紹英國管,以及移調樂器

In the second movement of "From the New World" Symphony, we heard a lovely piece of Black Spiritual called "Goin' Home".

Let's look at the video, and what instrument it is. (Ans. English horn.)

在德佛札克《新世界交響曲》的第二樂章,我們聽到〈念故鄉〉的黑人靈歌,請觀察影 片中,是哪樣樂器擔任獨奏呢?(答案是英國管。)



(圖片來源: https://en.wikipedia.org/wiki/Cor_anglais)

English horn is a double-reed (雙簧片) woodwind instrument in the oboe family. It is like an alto oboe in F. What is an alto oboe in F? It means the instrument is made based on the F major. When the musician plays a written pitch middle C, we will hear the instrument coming out the sounding pitch lower F.

英國管是雙簧木管樂器,屬於雙簧管的家族樂器,像是中音雙簧管,是以 F 調為基礎的樂器。當音樂家演奏 C 音,我們實際聽到的音高是往下的 F 音。



練習:請寫出英國管演奏出來的樂曲《小星星》音高,也就是往下移五度,從 F 音開始。

written pitch (記譜音高)

(實際音高) Figure 10. Explaining of transposing instrument

[exercise]

This is "Twinkle Twinkle, Little Star". Can you write down the "sounding pitch" played by English horn? It means, an English horn performer plays this score, what pitches will we hear? Please move all the notes down a fifth and start with F.

- 1. What is the tonality of the English horn? Ans. It is in "F".
- 2. The teacher plays an F major scale, and there will be one black key Which note is it? Ans. B-flat.



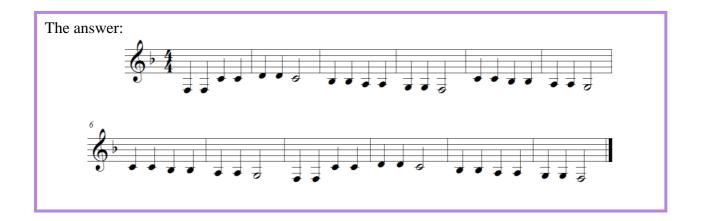


(圖片來源:<u>https://www.singing-bell.com/twinkle-twinkle-little-star-piano-tutorial-notes-keys-chords-sheet-music/</u>)

Your answer.







Teacher: Let's learn about transposing. What is the sounding pitch of the English horn when playing "Twinkle Twinkle, Little Star"? The English horn is a F transposing instrument. When the English horn musician plays the written pitch "C", what will be the sounding pitch?

Student: The note F.

Teacher: Correct. Now, I will play the F major scale (on a screen, so students can see my fingers). There will be ONE black key. Please observe what it is.

Student: B-flat.

Teacher: Great. All of the B notes, which is Si, need a flat.

Now, let's move the notes down a fifth. What is the melody of the first phrase?

Student: Fa-fa-do-do-re-re-do

Teacher: Good job!

老師: 我們來學習移調樂器。究竟英國管演奏這首《小星星》時,我們聽到的實際 音高是什麼呢?英國管是F調移調樂器,請問樂譜上的C音,英國管會吹奏出 哪一個實際音高呢?

學生: F音

老師: 對!老師會彈奏 F 大調音階,其中有一個黑鍵,請注意是什麼黑鍵。

學生: 降 B。

老師: 很好,F大調遇到所有的B音都要降半音。那請同學將《小星星》曲調往下移

五度。第一句是什麼呢?

學生: F-F-C-C-D-D-C.

老師: 非常好!

活動二

說明: Analyze the melody of "Moldau".

摩爾道河主旋律分析

Listen to the melody of "Moldau". There are three different melodies.



Melody B



Melody C: This is like the river bumping into rocks, and the water is spinning.



(圖片來源: https://musescore.com/user/19297466/scores/5367189)

Let's listen to the music, there are five parts, please put the A · B · C in the correct order.

1. () \rightarrow 2. () \rightarrow 3. () \rightarrow 4. () \rightarrow 5. () \rightarrow 6. ()

Ans. 1. (A) \rightarrow 2. (A) \rightarrow 3. (B) \rightarrow 4. (C) \rightarrow 5. (A) \rightarrow 6. (C)

Teacher: Let's listen to the main theme of "Moldau". Can you imagine the streams flowing

down the mountain? It is using music to depict the river.

Student: Yes.

Teacher: This section has three different melodies. Melody A is ...(teacher plays melody A

on piano). Melody B..., Melody C.... Now, please listen again and put them in order.

There will be six blanks. I will tell you when the next phrase starts.

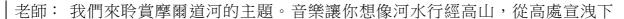
What is the first phrase?

Student: Melody A

Teacher: How about the rest?

Student: A-B-C-A-C

Teacher: Right. So it is A-A-B-C-A-C.



來。

學生: 是。

老師: 這段落有三種曲調,曲調 A 是...,曲調 B...,曲調 C。我們再聆賞一次,總共

有六個樂句,老師會告訴你下個樂句的開始時間。

第一句是什麼曲調呢?

學生: 曲調 A。

老師: 接下來是什麼呢?

學生: A-B-C-A-C。

老師: 很好,這個段落是 A-A-B-C-A-C。

單元五 爵士樂 Jazz Music

新竹市立建功高級中學 曾德欣老師

■ 前言 Introduction

Jazz Music is being declared a "National American Treasure". It is seen as a way to showcase the contributions of African Americans to American society, and it symbolizes the "melting pot" spirits. As time goes by, jazz has gone through different styles and it accompanies our lives. Either in cafés, restaurants, or bookstores, we often hear jazz music and we feel relaxed and energetic.

In this lesson, we will appreciate jazz songs, and learn about the rhythms and features of jazz bands.

爵士音樂被視為美國「國家藝術瑰寶」,為非裔美國人對美國的文化貢獻,象徵著「文化大熔爐」。隨著時間演進,爵士音樂也呈現了不同的風貌,不論在咖啡廳、餐廳、書局,爵士音樂總帶給我們放鬆、有能量的感受。

這個單元將欣賞爵士歌曲,並介紹爵士音樂的節奏與特色。

■ 詞彙 Vocabulary

※ 料黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
trumpet	 小號 	clarinet	單簣管(豎笛)
raspy	粗糙的	hoarse	沙啞的
best-known songs	最著名的歌曲	cover	翻唱
arrangement	改編	brisky	輕快的

catchy	朗朗上口的	swing	搖擺樂
jazz	爵士樂	lyrics	歌詞
Louis Armstrong	路易斯・阿姆斯壯	Benny Goodman	班尼・顧徳曼
interpretation	詮釋		

• was famous for playing <u>(inst</u>	rument) .
---------------------------------------	-----------

例句(1): Louis Armstrong **was famous for playing** trumpet. 阿姆斯壯以演奏小號聞名。

例句(2): Benny Goodman was famous for playing clarinet. 顧德曼以演奏豎笛聞名。

2 Because of his/her and singing	ng voice, he/she
----------------------------------	------------------

例句(1): **Because of his** raspy **and** hoarse **singing voice**, **he** created a unique style in jazz singing. 因為的沙啞及粗曠嗓音,他創造出具獨特風格的爵士歌唱。

例句(2): **Because of her** stunning **and** high-pitched **singing voice**, A-mei became a star singer. 因為亮麗和高亢的嗓音,阿妹成為明星歌手。

3 This song has	melody and	rhythm.	
(描述樂曲旋律和節	奏的句型)		

例句: **This song has** catchy **melody and** brisky swing **rhythm.** 這首樂曲旋律討喜、節奏輕快。

4 There are countless versions	of		•
---------------------------------------	----	--	---

例句(1): **There are countless versions of** covers and arrangements. 這首樂曲有無數的翻唱和改編。

例句(2): There are countless versions of playing and interpretation.

這首樂曲有無數的演奏版本和詮釋。

5 In jazz music, $\sqrt{3}$ rhythm will be performed as $\sqrt[3]{3}$.

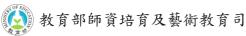
例句: In jazz music, when you see J rhythm, it will be performed as J, making it the feeling of Swing.

爵士音樂,當演奏者看到 ┛ 的節奏,會演奏成 ┛ , 感受爵士樂搖擺的效果。

(補充:Please circle the rhythm $\mathbf J$ to remind yourself to sing $\mathbf J$. 請圈出 $\mathbf J$ 節奏,提醒自己要演唱成 $\mathbf J$ 。)

- **6** Either in café, restaurants, or bookstores, we often hear jazz music and we feel _____.
- 例句: Either in cafés, restaurants, or bookstores, we often hear jazz music and we feel relaxed and energetic.

在咖啡廳、餐廳、書局,爵士音樂帶給我們放鬆又有能量的感覺。



■ 學科概念講解 Explanation of Academic Concepts

概念一

說明:Introducing a jazz musician, Louis Armstrong, and his work "What a Wonderful World". 音樂欣賞:阿姆斯壯〈美好世界〉

Louis Armstrong (1901~1971) is among the most influential figures in jazz. He was born in poverty and was raised by his grandmother at an early age. He had a big mouth, so his friends nicknamed him "Satchmo," which means "satchel" and "mouth". He was famous for playing trumpet, but he harmed his lips due to overplaying. Then he turned to singing. Because of his raspy and hoarse singing voice, he created a unique style of jazz singing.



Louis Armstrong

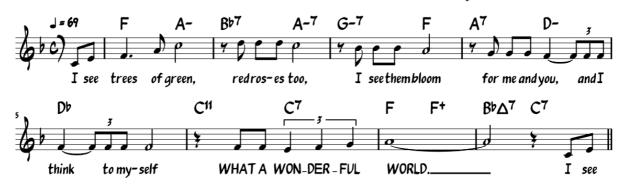
(圖片來源:

https://en.wikipedia.org/wiki/Louis_Armstrong_discography)

"What a Wonderful World" is one of Armstrong's best-known songs. He used his hoarse voice to interpret the music. The melody is beautiful, and the lyrics are simple. It was the song that accompanied people over the time of the Vietnam War.

What a Wonderful World

George David Weiss and Bob Thiele



(圖片來源:https://musescore.com/user/498481/scores/6317909)



路易斯·阿姆斯壯可說是爵士音樂最有影響力的前輩,生長在貧窮的社區,早年靠祖母撫養長大。因為他的嘴巴較大,同伴取了 Satchmo 的綽號,來自 satchel 是小背包與 mouth 是嘴巴兩字的英文縮寫。他以演奏小號成名,但因嘴唇過度使用而受傷,之後專注於歌唱,因為獨特的沙啞粗曠嗓音,他創造出爵士歌唱的獨特風格。

〈美好世界〉一曲是他的著名歌曲,以渾厚沙啞嗓音詮釋樂曲,此曲曲調優美,歌詞簡 易動人,陪伴人們度過越戰年代的低潮。

Teacher: Let's introduce a jazz musician. Look at the picture, what instrument is he playing?

Student: Trumpet!

Teacher: Right. Do you often hear the trumpet in jazz?

Student: Yes!

Teacher: Absolutely! The trumpet often plays the melody. This musician is Armstrong.

Student: Armstrong?

Teacher: Not the one going to the moon, he is Neil Armstrong. This musician is Louis

Armstrong.

老師: 我們來介紹爵士音樂家,請看圖片,他演奏什麼樂器呢?

學生: 小號

老師: 對!在爵士音樂中,常聽到小號嗎?

學生: 是

老師: 當然!小號經常演奏主旋律。這位音樂家是阿姆斯壯

學生: 阿姆斯壯?

老師: 不是登陸月球那位,那是尼爾·阿姆斯壯。這位是路易斯·阿姆斯壯。



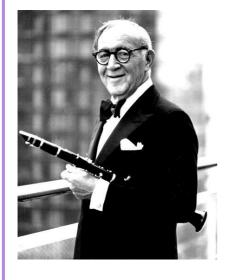
概念二

說明: Benny Goodman's Sing, Sing, Sing

Benny Goodman (1909-1986) played clarinet and his band recorded the song "Sing, Sing, Sing" in 1937.

This song has catchy melody and brisk swing rhythm. There are countless versions, covers and arrangements. It appeared in TV shows and movies frequently. Moreover, Benny Goodman's band was the first jazz band to perform in Carnegie Hall. In the past, only classical music could be played there.

顧德曼樂團於 1937 年錄製搖滾樂〈唱唱唱〉,這首樂曲旋律討喜、節奏輕快,有無數 的版本、翻唱和改編,時常出現在電視、電影中。顧德曼樂團是第一個進入卡內基音樂 廳演奏的爵士樂團,以往只有古典音樂能在卡內基音樂廳演出。



Benny Goodman

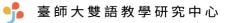
(圖片來源:

https://commons.wikimedia.org/wiki/File:Benny_Goodman_c1970.jpg)





Figure 4. Sing, Sing, Sing



Teacher: Listen to this piece. How do you feel about the music? Happy or sad?

Student: Happy.

Teacher: Right. This is Swing music, it often brings joy and sometimes people dance along

with the music.

Student: What is Swing?

Teacher: It is a style of Jazz. The melody is often simple and fun.

老師: 請聆聽這首音樂,帶給你什麼感覺呢?快樂或是憂傷?

學生: 快樂。

老師: 是的。這首音樂是搖擺樂,通常帶來歡樂,聆聽時伴隨著舞蹈。

學生: 什麼是搖擺樂?

老師: 這是爵士樂的風格之一,音樂曲調簡單又有趣。

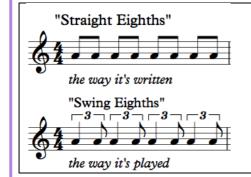
■ 教學活動 Class Activities

活動一

說明:介紹爵士音樂的搖擺節奏(Swing)

In jazz music, the \square rhythm is often performed \square in order to show the style of Swing. Let's do some practice.

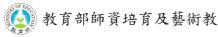
在爵士音樂中, **J** 的節奏常會以 **J** 演奏,以便能表現感受搖擺的風格,我們來試試看吧!



Swing rhythm explained.

(圖片來源

https://music.stackexchange.com/questions/75438/how-does-6-8-meter-in-jazz-compare-to-eight-note-swing-in-duple-meter)





Teacher: In jazz music, when you see \square rhythm, it will be performed as \square .

Let's clap this rhythm IIII.

Student: J.J.J.

Teacher: Let's clap the swing version [3] [3] [3].

Teacher: Great. Let's try singing.

老師: 爵士音樂中,當你看到 ┛ 的節奏,會演奏成 ┛ 。

我們來拍打搖擺版本」為了為了為了。 老師:

老師: 很好!我們來試著唱唱看!

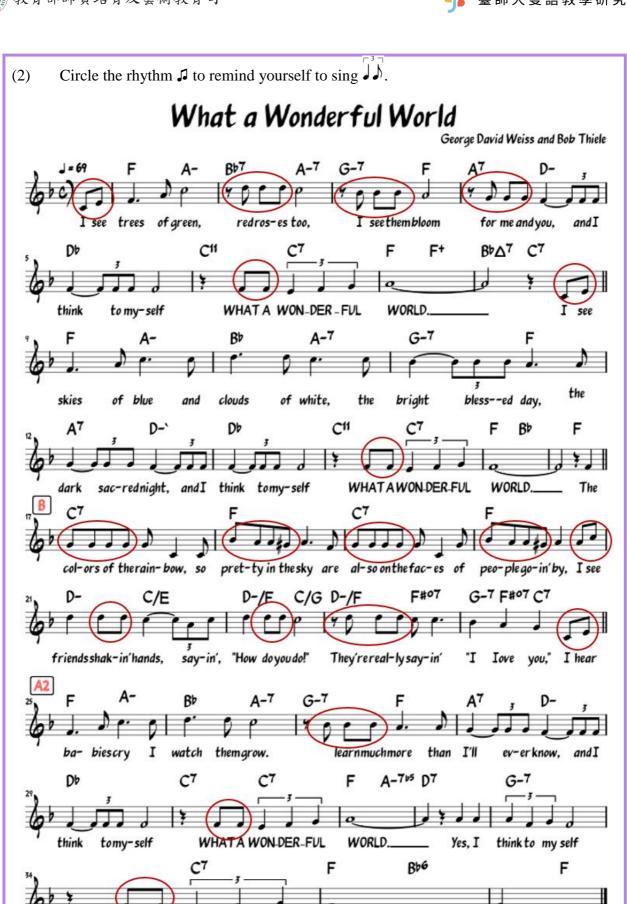


活動二

說明:練習唱〈美好世界〉,並運用搖擺節奏







WON - DER -

FUL

WORLD.

(圖片來源:<u>https://musescore.com/user/498481/scores/6317909</u>)

Teacher: Let's listen to What a Wonderful World. Then we will sing it.

Let's go over the melody first. If you can read the score, you will sing do-mi-fa-la

do. If you cannot, just sing la-la-la with the melody.

Student: (sing)

Teacher: Let's look at the first line. "I see trees of green." Is there any "swing rhythm?" Where

is it?

Student: The first two words -I see.

Teacher: Right. You will sing instead of I. Let's sing the first line again.

Student: I see trees of green, red roses, too...

老師: 我們來聆賞〈美好世界〉,接著要唱這首樂曲。

我們先來哼唱旋律,會看五線譜的同學,請唱譜;無法讀譜者請來不及看五

線譜的同學,以 la la la 跟著旋律哼唱。

學生: (唱)

老師: 請看第一行歌詞"I see trees of green.",有沒有可以用「搖擺節奏」來唱的呢?

在哪裡?

學生: 有,前兩個字-I see.

老師: 是的,看到了節奏會唱成了,我們再唱第一行

學生: I see trees of green, red roses, too...

老師: 還有 red roses,也是搖擺節奏唷!

單元六 布蘭詩歌 Carmina Burana

新竹市立建功高級中學 曾德欣老師

■ 前言 Introduction

Carmina Burana (written in 1935-1936) by Carl Orff is one of the most important music pieces in the 20th century. Based on a collection of medieval poems, the texts were found in a manuscript known as the "Carmina Burana," which was discovered in the early 19th century in a Bavarian monastery. It explored different aspects of life, love, fate, and fortune. The music is powerful and strong, performed by massive choral and orchestra.

In this lesson, we will appreciate *Carmina Burana*. Besides listening to this piece, we will also introduce how this piece is used in pop music, either the rhythmic or the melody elements.

Since the music is powerful, it has lots of dynamics in the score. We will briefly go over the terms of the dynamic in music. Last but not least, the percussion instruments, especially the timpani, might be one of the most fascinating highlights of the orchestra.

卡爾·奧福的《布蘭詩歌》(作於 1935 至 1936 年間)是 20 世紀重要的音樂作品之一。 以中世紀詩集為文本,其手稿於 19 世紀初在巴伐利亞修道院發現,出現在一份名為「Carmina Burana」的手稿中,內容探索著生命、愛、命運與財富。音樂雄渾有力,以 浩大的合唱團和管弦樂團演出。

本單元,我們除了欣賞《布蘭詩歌》,還會聆聽這首曲子在流行音樂中的運用,無論是節奏或元素。這首音樂強勁有力,樂譜上標記了許多力度術語,我們會認識這些力度術語。最後,打擊樂器在這首樂曲中扮演重要分量,尤其定音鼓,是樂團的亮點之一。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯	
Carmina Burana 布蘭詩歌				
music appreciation 音樂欣賞 Carl Orff 卡爾·奧福				
Carmina Burana	布蘭詩歌	music educator	音樂教育者	
Orff Approach	奧福音樂教學法	monastery	修道院	
poems	詩	banned topics	禁忌	
time signature/meter	拍號	masterpiece	名作	
choreographer	編舞者	pioneer	先鋒	
synthesizer	電子合成器	dynamics	力度	

Timpani 定音鼓相關				
timpani	定音鼓	pitched drum	有音高的鼓	
percussion	打擊樂	pedal	踏板	

dynamics 力度相關(義大利文)					
pianissimo	極弱	piano	弱		
forte	強	fortissimo	極強		
mezzo forte	中強	mezzo piano	中弱		

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

1 Co	omposer was born in <u>(country)</u> .
例句(1):	Composer Carl Orff was born in Germany. 作曲家卡爾·奧福生於德國
例句(2):	Jazz composer Benny Goodman was born in the US. 爵士作曲家班尼·顧德曼生於美國
A	motor is in throa/four

例句(1): *O Fortuna's* music **meter is in three.** 《命運女神》樂曲的節拍是三拍子。

例句(2): Mayday's *Jump* is a music in four (meter). 五月天的《離開地球表面》是四拍子的音樂。

3 The time signature in <u>(music piece)</u> is _____.

例句(1): Look at **the time signature in** *Tanz*, **is** changing all the time. 注意看這首〈舞蹈〉的樂曲拍號不斷變化。

例句(2): **The time signature in** *Tanz* starts from 2/4 (two-four). 〈舞蹈〉的拍號從 2/4 拍開始。

4 The dynamics change from ______ to _____.

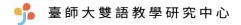
例句(1): **The dynamics change from** very loud (*ff*) **to** very soft (*pp*). 樂曲力度從最強變成最弱。

例句(2): **The dynamics change from** fortissimo **to** pianissimo. 樂曲力度從最強變成最弱。

5 In (music piece), (instrument) play a very important role.

例句: In Carmina Burana, timpani plays a very important role.

《布蘭詩歌》中,定音鼓擔任重要角色。



6 The dynamics of <u>(a song)</u> is _____.

例句(1): **The dynamics of** the opening of *O Fortuna* **is** fortissimo.

《命運女神》開頭音樂力度是最強。

例句(2): The dynamics of Billie Elish's What Was I Made For is pianissimo.

Billie Elish 的音樂 What Was I Made For 力度是弱。

7 (percussion instruments comparison)		
is/are (a) pitched instrument.		
is/are (a) non-pitched instrument.		

- 例句(1): Timpani, xylophone, glockenspiel, marimba, and vibraphone **are pitched instruments**. 定音鼓、木琴、鐵琴、馬林巴琴、顫音琴是有音高的樂器。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明:卡爾・奧福《布蘭詩歌》

Composer Carl Orff (1895-1982) was born in Germany. He was a great composer and a superior music educator. His philosophy of music education the "Orff Approach" was famous worldwide. In Taiwan, many institutions are advocating the Orff Approach. The Orff Approach provided music learning in a way using one's body and mind to feel the music, also combining dance and acting along to melodies or rhythms.

Let's turn back to his famous work – *Carmina Burana*. Burana is a place in Germany. In 1803, thousands of poems written around the 13th century were found in this monastery. To people's surprise, the content covered a wide range of topics, such as bold complaining of the fortune god, the pursuit of joy and pleasure, or the desire for love. Those were banned topics in a monastery!



作曲家卡爾·奧福(1895-1982)生於德國,他是一位偉大的作曲家,也是卓越的音樂教育者。他的教育理念即「奧福教學法」享譽世界,在臺灣很多機構提倡奧福教學,奧福教學法的音樂學習主張透過身與心感受音樂,也結合舞蹈與動作。

回到他的代表作《布蘭詩歌》。Burana 是德國的一個地方,1803 年,在此處修道院發現了數千首約 13 世紀寫的詩歌,出人意料的是,內容涉及之廣,包含大膽抱怨神,或是人生的歡樂追求、以及對愛情的渴望,這些是修道院裡禁止的話題!



Figure 1. Composer Carl Orff

(圖片來源: https://holocaustmusic.ort.org/politics-and-propaganda/third-reich/orff-carl/)

♪ the overture *O Fortuna* 序曲〈啊,命運女神〉

This piece appears twice, the opening, and the ending. It is strong and powerful, symbolizing that fortune is like a moon constantly changing. **The meter is in three**, and the melody repeats many times. The dynamics change from very strong $(ff) \rightarrow to$ very low $(pp) \rightarrow \text{strong } (f) \rightarrow \text{very strong } (ff)$.

這首樂曲出現兩次,開頭和結尾,這首序曲氣勢磅礡,象徵命運如月亮般變化無常。以 三拍為架構,旋律不斷重複,力度變化從極強**>**極弱**>**極強。

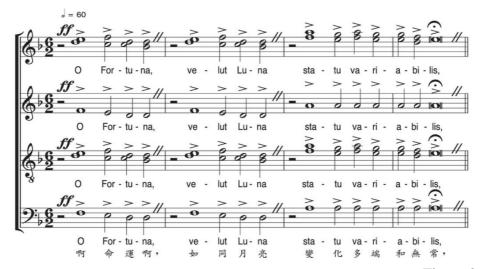


Figure 2. O Fortuna

圖片來源:取自華興高中音樂課本教材譜例

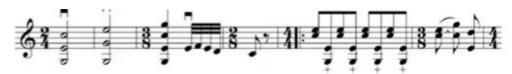
https://jibaoviewer.com/org/5a3d28a9cf8f63182612a448/project/5a3d2bd393dcf51826d542b1



JTanz <舞蹈>

This piece brings out the joy and movement in spring, the rhythm is brisk and the melody is delightful. Look at the time signature, it is changing all the time, this is a feature in this piece.

這首樂曲呈現春天的動感和歡樂,節奏輕快,旋律愉快。樂曲拍號不斷變化,是本曲特色之一。



(圖片來源: https://www.youtube.com/watch?v=Vf2OXxTwrJ0&ab_channel=MiguelEpardo)

Teacher: Let's listen to *O Fortuna* again. Is the meter in 4 or in 3?

Student: In three.

Teacher: Yes. Let's count the meter along with the music. It is in 3, but what do you hear in

the first beat?

Student: Nothing?

Teacher: Please listen carefully to the first beat.

Student: The Timpani

Teacher: Yes!

老師: 讓我們再次聆聽〈命運女神〉,請問是四拍子還是三拍子呢?

學生: 三拍子。

老師: 是!我們一邊聆賞音樂一邊數拍。這是三拍子的樂曲,那第一拍聽到什麼

呢?

學生: 沒有聲音。

老師: 請仔細聆聽第一拍。

學生: 是定音鼓。

老師: 沒錯!



說明:介紹現代芭蕾舞詮釋《布蘭詩歌》以及流行音樂中的《布蘭詩歌》

A. Contemporary Dance of Carmina Burana

Dr. Liu, Feng Shueh, a Taiwanese dancer and choreographer, established the Neo-Classic Dance Company. She was a pioneer in modern dance research and had numerous works. One of her masterpieces is *Carmina Burana*. The music is filled with rhythmic charm. The dance shows a group of young people who had noble ideals; they try to free from boundaries, but end up wandering in life.

Modern dance of Carmina Burana by Neo-Classic Dance Company:

(影片來源

 $\frac{\text{https://www.youtube.com/watch?v=aEAVZ_dytj8\&ab_channel=\%E8\%A1\%9B\%E6\%AD\%A6\%E7\%87\%9F\%E}{5\%9C\%8B\%E5\%AE\%B6\%E8\%97\%9D\%E8\%A1\%93\%E6\%96\%87\%E5\%8C\%96\%E4\%B8\%AD\%E5\%BF\%83}{\text{weiwuying_centerforthearts}})$

Choreography of Carmina Burana



(圖片來源: https://www.npac-weiwuying.org/programs/629609c468f93b0007f52f43)



 $\frac{https://www.npac-ntt.org/program/events/c-}{TjlJ8fdGYxC}$



https://www.opentix.life/event/1529061240165298178

B. Carmina Burana in pop music

Carmina Burana in pop music:

1. This is "*Gravity of Love*" from the German band "Enigma". It re-mixed the sound from *Carmina Burana* and added some electronic sound.

https://www.youtube.com/watch?v=Crz8pvxXsww&ab_channel=Enigma-Topic

2. "The Mass" by France music band - ERA. They used the music materials in Carmina Burana and remixed by a synthesizer. They also change the speed faster.

https://www.youtube.com/watch?v=VJTAjonuAiU&ab channel=ERA

A. 現代芭蕾舞詮釋《布蘭詩歌》

劉鳳學博士,是臺灣舞者、編舞者,創立了「新古典舞團」,是現代舞研究的先驅,作品數量眾多。她的代表作之一就是《布蘭詩歌》,在充滿節奏的音樂,編舞中展現了一群有著崇高理想的年輕人;掙脫了界限,卻在生活中漂泊。

B. 流行音樂中的《布蘭詩歌》:

- 1. 德國 Enigma 樂團的〈愛的重力〉重新混音《布蘭詩歌》並添加電子音。
- 2. 法國 ERA 樂團的〈彌撒〉,他們使用《布蘭詩歌》的音樂素材,加上電子合成器混音,並調快速度。

Teacher: Carmina Burana also appeared in some pop music. We introduced two songs.

Which part did they use?

Student: The opening / the overture – O Fortuna.

Teacher: Do you like the arrangements?

Student: Yes.

Teacher: Which one do you like better?

Student: The first / the second one.

Teacher: Please share your opinions.

老師: 《布蘭詩歌》運用在流行歌曲,今天介紹了兩首,都是用哪部分的音樂呢?

學生: 第一首 命運女神。

老師: 你喜歡他們的改編嗎?

學生: 喜歡。

老師: 哪一首你比較喜歡呢?

學生: 第一首/第二首。 老師: 請分享你的想法。



■ 教學活動 Class Activities

活動一

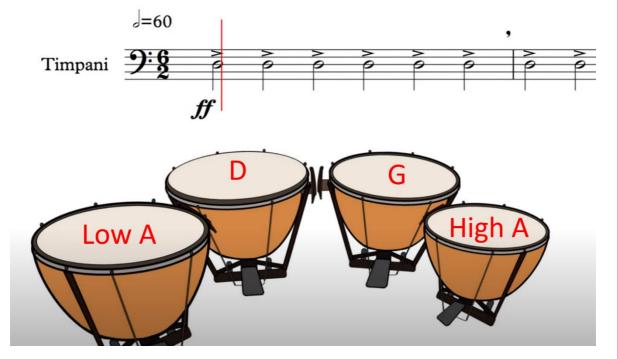
說明:《布蘭詩歌》中的定音鼓

Timpani is one of the percussion family. It is combined of pitched drums, which means you can change the pitch. How does timpani change the pitch? By moving the pedals with your foot, you can change the tension of the drums. In an orchestra, there are usually 4 timpani. (Timpani is the plural, the singular of which is timpano.)

In *Carmina Burana*, timpani plays a very important role. Let's watch a video. https://www.youtube.com/watch?v=F1DEyrAZofU&ab_channel=CraigZerbe

Let's try to play the timpani along with this video.

 $\underline{https://www.youtube.com/watch?v=Pcvr9Og66Zs\&ab_channel=LondonPhilharmonicOrchestra}$



定音鼓是打擊樂器家族,它由數個有音高的鼓組成,意思就是定音鼓可以調音,調到樂曲需要的音高。定音鼓如何調音呢?定音鼓有腳踏板,藉由踏板改變鼓面的張力,來改變音高。管絃樂團通常有四顆定音鼓。(timpani 是複數,單數是 timpano.)

Teacher: Let's observe the timpani in this piece. How many drums do you see?

Student: Four.

Teacher: Yes. Does the performer play all the four drums?

Student: Yes.

Teacher: Timpani is a pitched percussion instrument. What is a pitched instrument?

Student: It can produce the pitch.

Teacher: Correct. There is a pedal below, which can change the pitch.

老師: 我們來觀察這首樂曲的定音鼓,出現幾顆定音鼓呢?

學生: 四顆。

老師: 對!演奏者演奏這四顆定音鼓嗎?

學生: 是!

老師: 定音鼓是有音高的打擊樂器,什麼是有音高呢?

學生: 可以打出音高。

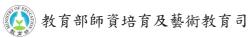
老師: 很好。底下有腳踏板,可以調音。

活動二

說明:音樂的力度術語

Music tension comes from the change in dynamics. Composers mark dynamics terms on scores to help performers master their playing style and to articulate the piece. Let's introduce some useful dynamic terms in music.

Dynamics	meaning
pianissimo (pp)	very soft
piano(p)	soft
mezzo piano (mp)	middle soft
mezzo forte (mf)	middle loud
forte (f)	loud
fortissimo (ff)	very loud



音樂的張力來自力度變化,作曲家在樂譜中標示力度術語,幫助演奏者掌握演奏風格。 我們來介紹一些常用的力度術語。

力度術語	中文意思
pianissimo (pp)	極弱
piano(p)	弱
mezzo piano (mp)	中弱
mezzo forte (<i>mf</i>)	中強
forte (f)	強
fortissimo (ff)	極強

	. •	•		
Λ	Ct1	T71	f x 7	•
\neg	cti	VΙ	Lν	

AC	aivity.
	ease listen to the section the teacher plays, and write down the dynamics that the composer
WC	ould mark on.
Se	ntence phrase: The dynamics of <u>(a song)</u> is
1.	O Fortuna opening (mea. 1-4), dynamics (Ans. ff, fortissimo) https://www.youtube.com/watch?v=lK4TXtlMtw8&ab_channel=Score%27sAnimation
2.	O Fortuna start from mea.5-, dynamics (Ans. pp, pianissimo) https://youtu.be/IK4TXtlMtw8?si=60tWkXYJ9ILyxTGC&t=21
3.	O Fortuna start from time 1:20, dynamics (ans. ff or f, fortissimo or forte) https://youtu.be/IK4TXtlMtw8?si=_SBTA2YAz-WXWWcP&t=80
4.	Beethoven "Moonlight Sonata", dynamics (ans. pp, pianissimo) https://www.youtube.com/watch?v=eia36LHuCXQ&ab_channel=TheTrebleClef
5.	Mayday Jump (五月天 離開地球表面), dynamics (ans. f, forte) https://www.google.com/search?sca_esv=559635945&q=%E9%9B%A2%E9%96%8B%E5%9C%B0%E7% 90%83%E8%A1%A8%E9%9D%A2&sa=X&ved=2ahUKEwiaxoDlzvSAAxVQMN4KHesPB50Q7xYoAHo ECAkQAQ&biw=1536&bih=811&dpr=1.25#fpstate=ive&vld=cid:665a9af5,vid:d3JVkes8o4k
6.	Billie Elish, What Was I Made For, dynamics (ans. p or pp, piano) https://www.youtube.com/watch?v=cW8VLC9nnTo&ab_channel=BillieEilishVEVO

Teacher: Let's analyze the dynamics in O Fortuna. There are instant changes in dynamics.

Can anyone tell us what's the dynamics in the first four measures?

Student: It is *fortissimo / ff*.

Teacher: Right. Then, from measure 5, is it still fortissimo?

Student: It is pianissimo.

Teacher: Yes, this part is about one minute long. Then what's next? Music from 1:20?

🍑 教育部師資培育及藝術教育司

Student: It is forte.

Teacher: The dynamics change from very strong $(ff) \rightarrow \text{very low } (pp) \rightarrow \text{strong } (f) \rightarrow \text{very}$

strong (ff).

老師: 我們來分析〈命運女神〉的力度變化,請問第一到第四小節,力度是什麼

呢?

學生: 極強。

老師: 是!從第五小節呢?還是強嗎?

學生: 極弱。

老師: 是,這段落持續了大約一分鐘,接下來呢?大約在1:20秒之處?

學生: 強。

老師: 所以這首樂曲的力度從極強→極弱→強→極強。

單元七 編劇與 T.I.E. Playwriting and Theatre in Education

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Theatre in Education (TIE) is a way we can involve students in educational issues. For this subject we need students to be able to develop a play using a script that makes the audience reflect on it.

We start by organizing logical plots and creating scripts with educational settings. After that, students will better understand how to be TIE actors. This will help them focus on other people and think about the relationships between people.

教習劇場(TIE),這是種可以融入教育議題的方法。這種教學法,我們需要學生能夠去發展一個劇本,並且用此讓觀眾去反省。

將會開始於建構邏輯性的情節以及編撰有教育性設定的劇本。在此之後,學生會學習如何成為了解 TIE 的演員,幫助他們同理他人以及思考人與人之間的關係。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
T.I.E (Theatre in Education)	教習劇場	playwriting	編劇
practitioner	從業人員	playwright	編劇家
role play	角色扮演	exposition	解說鋪陳
multiple roles	多角色	conflict	衝突
audience involvement	觀眾參與	rising action	升溫

agency	機動性	climax	故事高潮
fact	事實	falling action	情節降溫
figure	數字	conclusion	最終結局
debate	辩論	plot	情節
educational objective	教育目標	Well-made play structure	佳構劇結構

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

1 Do a role-play.

例句: 1: We can try this situation and do a role-play.

2: I can play multiple roles.

①: 我們可以用這個情境做角色扮演。

2: 我可以演多個角色。

2 The story runs in a line.

例句: ①: To be logical, the story runs in a line.

2: We could add some more things happening.

①: 為了保持有邏輯,故事按照線性發展。

2: 我們可以增加更多事件發生。

3 the _____ of the drama

例句: Here is **the** beginning **of the drama.** We call it the exposition.

這段是戲劇的開始,我們叫它故事鋪陳。

4 Set up the action.

例句: ①: We need to start to set up the action.

2: It could be a dance here.

1:要先準備設定好行動。

2::可以是跳舞。

5 propel them into_____

例句: ①: This setting is enough for roles to **propel them into** the scenes.

[2]: Let's make this more like realistic life.

①: 這個設定足夠促使角色進入場景中。

②:一起讓這裡更加真實。

6 break up

例句: We need to break up the plot and add a new role.

我們把情節分開並且加入新角色。

7 build the tension

例句: ①: **Building the tension** is important for TIE.

2: It can help the audience get into the story.

①: 對於 TIE 來說建立張力是重要的。

2: 我們可以讓觀眾更加投入。

8 step into someone else's shoes

例句: ①: We need to step into someone else's shoes.

2: Then we can think from their point of view.

1: 我們需要同理他們。

2: 從不同觀點設想。

9 explore the theme

例句: ①: What is the objective for today?

2: Exploring the theme.

①: 今天的目標是什麼?

②: 探討主題。

10 What should be said to the audience _____?

例句: ①: What should be said to the audience in this play?

2: Morals?

①: 這部戲需要跟觀眾說什麼?

2]: 道德?

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明: 佳構劇結構。

Playwriting is an important element of theatre. It creates a vision for the audience. The playwrights share their values and imagination with the world. In this unit, we will learn to organize a plot, and hopefully, we use the skills to create scripts for making educational theatre.

For the first part, students will learn how to develop a plot and organize a play by using the Wellmade play structure: exposition, rising action, climax, falling action, and conclusion.

編劇是劇場重要的元素之一,它能夠塑造觀點給觀眾。編劇家以此展現自我價值觀與想像於世界中。在這個單元將會學習如何組織情節,並且希望能夠用此技巧創作教育型劇場。

在第一部分,學生會學習以佳構劇組織劇本,從遭遇衝突,故事升溫,故事高潮,故事降溫,及最終結局。

Teacher: The objective for today is playwriting. We will follow the five-act structure reading the story "Little Red Riding Hood". Before we get started, let's look at the different parts of the five-act structure.

Student: Do we all have to use this to develop a plot?

Teacher: No, we can develop a script in various ways. But as beginners, we can use this clear structure to create one plot to practice. To write the play, we need to think about the audience at all times. We need to let them understand what is happening on the stage. We need the exposition to have an introduction to explain the setting.

Student: What is an exposition?

Teacher: It is where you show the relationship between the characters, the era, and the place. We need to show the normal daily life in the first scene. At the beginning of "Little Red Riding Hood", the little girl lived happily with her mum – this is their daily life. Then to cut off the exposition, something has to happen. You will see she went into the forest and encountered the wolf. We call this the "conflict".

Student: Does it mean that normal life needs special things to happen and change the characters' lives?

Teacher: Yes, the problem has to be fixed (resolved). Then we turn to "rising action", to show how the characters face the challenges from the conflict.

Student: Can we talk about what rising action is in a story?

Teacher: Sure. And we can also talk about the following parts, which are the climax, falling action, and the conclusion.

老師: 今天的學習目標是編劇,我們會用五幕劇的形式來分析小紅帽。在我們開始之前,先來看一下五幕劇的結構。

學生: 我們必須用這種形式編劇嗎?

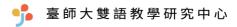
老師: 當然不用,我們可以用各種方式可以發展劇本。但今天,以一個初學者,我們需要一個清晰的結構當作練習來創作。開始寫劇本時,我們需要把觀眾考慮進來,需要讓他們了解舞台上發生的事件。我們需要鋪陳故事當作介紹讓觀眾了解設定。

學生: 那是什麼?

老師:舉例來說,角色的關係、年代、地點。我們需要展現日常生活在第一幕。像是在小紅帽中,小女孩與媽媽住在一起這是她們的日常,接著我們需要讓一些事情發生去讓開場結束。你會看到她進到森林遇到狼,我們稱之為衝突。

學生: 這代表我們需要有個平常的生活,並且產生特別的事件改變角色的生活?

校 教育部師資培育及藝術教育司



老師: 沒錯,這個問題是必須要被解決的,接著我們會進到故事升溫,去展現角色

遭遇各種挑戰。

學生: 我們可以跟同學討論這故事的高潮之前是什麼嗎?

老師: 當然可以,我們可以討論接下來的元素,有高潮、故事降溫及最終結局。

概念二

說明: Theatre in Education (TIE) 介紹。

In this part, we need to explain the importance of Theatre in Education (TIE) and how the actors and content work together to help people empathize with others. Theatre in education sets an educational situation for a performance. TIE is a way to let students take part in different situations. It is very important for students to learn and practice techniques and knowledge before they are actors in a TIE play. As mentioned above, we need to create an educational setting and then perform it. Then when everyone fully understands TIE, it is easier for the audience to be engaged.

在這個部分,需要解釋 TIE 的重要性及細節,這能讓學生了解演員以及 TIE 的內容如何幫助人們同理其他人。當一個表演的情境設定為教育性時稱之為教習劇場(TIE),而此方式也讓學生能夠沉浸於情境當中。讓學生成為 TIE 的演員前,讓他們了解方法及知識是重要的,如同上述,我們需要去創造教育性情境然後表演,當他們有了足夠的認知,這會更幫助觀眾沉浸於其中。

Teacher: Before we use our play to set an educational setting, we need to know how to make it work. In theatre in education, we create a debate for the characters, and then let the audience think about it. Let's say our audience is high school students.

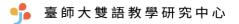
We can decide on the topic first. In your lives, what types of things usually cause conflicts or fights?

Student: I think it's things related to families. I always have arguments with my parents.

Teacher: Is there something to debate in this situation?

Student: I feel my parents and I have different values, so that's why we always have arguments. Also, we don't communicate well.

Teacher: Thanks for sharing this. We can use this as our topic to develop a script and stage a show for an audience.



Student: So, actually, we only need to write from the exposition to the rising action.

After that, the audience tries to reach the climax, the falling action and the conclusion at the end?

Teacher: Yes, that is all I need. Let's work in groups, and please write a debate for homework. We will work on the next step together.

老師: 在我們使用我們的劇本去設定一個教育性的設定時,我們需要知道如何實行它。在教習劇場中,我們可以創造讓角色產生辯論,以此讓觀眾去思考。那我們就設定我們的觀眾是中學生,我們可以先決定主題。從你的生活當中,有沒有什麼特定的事情容易產生爭論嗎?

學生: 我覺得我跟爸媽價值觀不太一樣,所以我們一直在爭執,而且我們也很少有 良好的溝通。

老師: 謝謝你的分享,我們可以用這個去發展劇本並且給觀眾看。

學生: 所以事實上,我們只需要鋪陳故事到故事升溫,故事高潮,觀眾可以嘗試表達故事高潮,故事降溫然後展現故事結局?

老師: 是的,這就是我們需要的,接下來分組進行,發展一段關於在家的辯論,我們再一起進行下一個步驟。

■ 教學活動 Class Activities

活動一

說明:以英雄旅程設計故事情節。

When trying playwriting for the first time, you can start with a hero's journey. The hero lives a normal life, and then conflict happens in the hero's life. The hero needs to solve all the problems to get back to normal life. In practice, we should see a very clear plot, so students need to think about the story and make everything continuous and logical.

以編劇的初學者,可以從英雄旅程作為活動。這位英雄過著平凡的生活,接著衝突出現來干擾英雄的生活。英雄要解決所有的問題並回到平凡的生活。在這活動中,我們可以看到一個清晰的情節,學生需要去思考如何讓故事延續且邏輯。

Teacher: Let's look at this slide. We can see that the hero's journey is a circle. This person will need to finish the task or complete the mission to go back to their normal life. Now look at the worksheet where you can design your own heroes.

Student: Could it be an animal?

Teacher: Yes. You need a plot that makes sense. Ok, first of all, you need to find a name on the internet to fit your hero. Check the meanings of the names, and choose one for your characters.

Student: Can we use English and Mandarin?

Teacher: Yes. Remember everything that is important for the play. Once you have chosen their name, draw the face of your hero. You can use color makers. You also need to think about their personality.

Student: Do we need to write down the information too?

Teacher: After drawing the face, write a basic description of the hero. You need to write down their weaknesses, strengths, personality, and background.

老師: 請看簡報,可以看到英雄旅程是個循環,這個人將要完成任務並且回到平常的生活。現在,請看學習單,我們可以設計一個英雄。

學生: 可以是動物嗎?

老師: 可以,這是個活動讓我們練習如何去讓情節有邏輯。好的,首先,我需要你們在網路上找名字,這需要符合你的英雄,因此,要看一下名字的定義然後幫你的角色作決定。

學生: 英文跟中文都可以嗎?

老師: 當然啊,只需要記得所有在劇情中的東西,都是重要的。當你決定名字後, 請開始畫英雄的臉,你可以用彩色筆,請記得把角色的個性考慮進去。

學生: 請問我們也要把資訊寫下嗎?

老師: 畫完臉之後,我們可以開始寫基本的英雄論述,你可以分析英雄的劣勢、優勢、個性及背景。

活動二

說明:坐針氈練習

Hot-seating is a good activity where we can talk to the character, and maybe have a chance to reflect on ourselves. We usually do this at the end of the whole process. This is when the audience already understands the whole situation and the focus of the issue.

坐針氈是個可以讓我們跟角色對話的好活動,也許這是個好機會我們可以反省自己。這個短劇通常發生在活動的尾部,當觀眾已經熟悉情境以及議題的重點。

Teacher: Now, we are ready to do an activity called "hot-seating". We invite the person who has performed in the TIE to sit here, keep roleplaying, and answer questions from the audience. So, we ask questions and their character needs to answer them.

Student: Can I try?

Teacher: Sure. So, you were the character who had arguments with your parents. We want to know how you are feeling right now. Please sit on the chair, and we will start asking questions. Remember, you have to stay in character.

Student: Sure.

Teacher: Any questions? Someone asked: "Why are you so angry right now?"

Student: Because my parents change the rules all the time, and they always do what they want. I feel it is so unfair.

Teacher: That was a good answer!

老師: 現在,我們已經準備好要做一個活動,我們稱它為坐針氈。我們會邀請一位 曾加入過 TIE 活動的人坐在這,並開始角色扮演,接著觀眾開始訪問他。所 以,我們可以問問題,這個人需要回答這些問題。

學生: 我可以試試看嗎?

老師: 好的,所以你是剛剛有跟爸媽爭執的角色,我們想要知道你的想法。請坐在椅子上,我們可以開始問問你,而你需要扮演在角色當中喔。

學生: 好的

老師: 有任何想問的嗎?好的,有人問你為什麼現在這麼生氣。

學生: 因為我的爸媽一直改變規則,又只做他們想要的,我覺得很不公平。

老師: 很好的回應。

單元八 符號學與表演藝術 Semiotics and Performing Arts

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Semiotics is the study of symbols and signs which are used a lot in the performing arts. Students can use semiotics to look at their own lives. As teenagers, they definitely share different cultures and contexts with adults sometimes. So, we all need to try to read the messages and understand their meanings. We will start building on the concepts of semiotics and then apply some drama assignments for students to practice semiotic symbols and signs. Hopefully, after that students will be more sensitive to the flow of the society and think about artistic works with semiotic visions.

符號學為象徵及符號的研究,目前也大量的使用於表演藝術中。學生可以藉由符號學審視自己的生活,因為對於身為青少年的學生而言,他們與成人沉浸於不同的文化及情境。我們都需要閱讀訊息及了解他人想表達的意思,我們會開始於建立符號學的概念並且將此應用於戲劇性的活動,讓學生去練習符號性的象徵及符號。希望在完成這之後,學生能夠對於社會的流動更加敏感,並且用符號性的視野思考藝術性的作品。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
semiotics	符號學	read	想讀
output	輸出	receive	接收
input	輸入	message	訊息
associate	連結	sign	符號

imaginary	想像的	symbol	象徵
context	情境	intention	意圖
cultural	文化的	puppet	偶
virtual	視覺的	emotion	情緒
actual	實際的	direction	方向

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

• is visualizing

例句: Imagination is visualizing something in your mind, and my role is to bring it to life. 想像是將某些事物在腦海中描繪出來,而我的角色就是將它變成現實。

2	Reading	signs/	symbols	is	
---	---------	--------	---------	----	--

例句: ①: **Reading signs is** essential when watching a performance.

2: I agree. I am thinking about that gesture now.

①: 閱讀符號對於看表演是很重要的。

②: 我同意,我正在思考那個手勢。

3 The audience reads meaning into what you put on the stage / into the performance.

例句: ①: Can I put a chair here, it is just pretty.

2: The audience reads meaning into what you put on the stage.

①: 我可以放張椅子在這嗎?只是好看。

2]: 觀眾會從你設計的閱讀其意義。

例句: Bring in the music that you want. Bring in the dance too.

帶入你想要的音樂。也帶入舞蹈。

5 What's the meaning of _____?

例句: 1: What's the meaning of that blue shirt?

2: It shows my sadness.

①: 藍色襯衫的意圖是?

2: 去展現我的哀傷。

6 What is the semiotics of _____?

例句: [1]: What is the semiotics of the face?

2: It means haters.

① : 我的符號學之於臉代表什麼?

2]: 這代表酸民。

7 Have more drawn on it.

例句: ①: I like the design, but it feels a bit plain. What do you think?

2: **Have more drawn on it**. Add some details to make it pop!

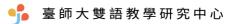
①: 我喜歡這個設計,但感覺有點單調。你覺得呢?

②: 對此多加描繪加點細節讓它更吸引人!。

8 The indicates	es	indicates		1 ne	(8)
------------------------	----	-----------	--	------	-----

例句: The sign indicates danger. A red light is suitable for this.

這符號表示危險。紅色燈很適合這個。



9 ____ have a strong focus on actions.

例句: ①: The director designed this to express the hierarchy, so it has a strong focus on actions.

2: I can feel that.

①: 導演設計這個去表現階級,這有著很高的注意力在行為上。

2: 我可以感覺到。

1	Use	imagination to	0
w	USC	magmanon v	U

例句: 1: Do you think people understand this?

2: Use your imagination to explore endless possibilities.

①:你覺得人們會理解這個嗎?

②: 運用你的想像力去探索無限的可能性。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明:講解符號學。

Through reading semiotics, we can better understand human behavior. It helps us to get the performers' meaning in abstract performances. Semiotics also applies to everyday life. We can see icons, symbols, and actions that have meanings. So, when students read the messages from semiotics, they are less likely to have misunderstandings in life.

經由閱讀符號學,我們可以對人類的行為有更多的認知。這幫助我們去理解更抽象的表演並且接收表演者的概念。應用至生活中,符號學也存在於各個地方。我們可以看圖象、象徵、行為,這些都存在意義。所以,當學生從符號學閱讀訊息時,這更有可能讓他們能減少生活中的誤會。

Teacher: Can you tell me what am I doing right now?

Student: You are squatting.

Teacher: I need one person to raise their left and right arms and bend over, and also squat.

And now, when I do the same thing, what are we doing?

Student: It looks like you are playing tennis.

Teacher: Can you tell us anything else about it?

Student: He looks like he is serving, and you are waiting to return the serve.

Teacher: Wow, thank you for this great description! Yes, we tried to make the scene, and we used your experience to do it. What does that mean? It means we are reading semiotics every day, and we can understand and receive the messages because our brains are good at connecting things. We automatically find meaning.

Student: Wow, I did not realize that before.

Teacher: That is why we need to learn it. It helps us understand more abstract performances, so we can read more symbols on the stage. Also, we can feel the flow of the society, which perhaps is a skill you will appreciate along the journey of life.

老師: 請問我在做什麼呢?

學生: 半蹲著。

老師: 我需要一個人幫忙。舉起左手右手彎曲然後也半蹲。我做一樣的事。我們在

做什麼呢?

學生: 你們在打網球。

老師: 你可以多說一點嗎?

學生: 他看起來像是在發球,然後你在等回球。

老師: 謝謝你的解釋。

是的,我們試圖去創造個情境,並且運用了你的經驗去做出來。什麼意思呢?我們每天都在閱讀符號學,我們能夠理解並且接受訊息,因為我們的大腦很擅長連結事物。我們用直覺去解讀並且創造意義。

學生: 哇,我都沒有注意過。

老師: 所以,這就是為什麼我們需要學這個的原因。這促進了我們理解更抽象的表演,我們可以解讀舞臺上的象徵。除此之外,我們可以在日常生活中用這個 技巧。我們可以感受社會流動,這是個成長過程中能讓你獲益良多的技巧。



說明:符號學之應用

On stage, we do not explain every detail and relationship. We try to use symbols, icons, and other related elements to give hints to the audience. It can make the whole work more artistic and fun to watch. In this lesson, we can use some video references to show students how performers and directors use semiotics in the scenes, and we can also teach them how to do it and apply it to create a scenario as practice.

在舞台上,我們不用解釋每個細節與關係,我們可以使用象徵或圖像或任何相關的要素去暗示觀眾。這可以讓整個作品更加有藝術性及更有趣。這裡,我們可以使用影片素材去給學生看導演及演員如何在場景中表現符號學,也讓他們學習如何應用並且實際練習創造場景。

Teacher: In the script, we can see there are some instructions from the playwright to try to make the setting fit the scenarios. It means we don't need actors to have simple dialogue. We can still show the obvious information.

Student: Could you please give us some examples?

Teacher: Sure, for example, in this picture on the slide, we see the stage is decorated with a green and red background, and the floor is covered in snow. Can anyone tell me what information we can see here?

Student: It looks like Christmas. I also see a tree with a star on top.

Teacher: That's a good answer. So, without any dialogue or signs, we can still read the symbols that the director is trying to make a point of here.

Student: Wow, that's cool.

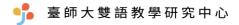
Teacher: It's a good way to make the audience use their imaginations and combine our ideas to make connections. This improves the content and makes it more artistic.

老師: 在劇本中,我們可以看到有劇作家想要讓設定符合場景的指示。這代表我們不用去讓演員們有很簡單的對話只是為了展現明顯的資訊。

學生: 你可以提供一些例子嗎?

老師: 好的,舉例來說,我們可以看到投影片上的圖片,舞台上被裝飾成綠色與紅色的背景以及地板被雪覆蓋,有人可以告訴我有什麼資訊我們可以在這裡看到嗎?

學生: 我覺得它起來像聖誕節。我看到樹的頂端有個星星。



老師: 這是個很棒的回答。所以,就算沒有任何額外的對話或指示,我們依舊可以

讀到導演想要做到的象徵。

學生: 哇,好酷!

老師: 這是個好方法,讓我們可以運用觀眾的想像力,以及結合我們的點子把它們

連結在一起,讓整個內容更加的有藝術性。

教學活動 Class Activities

活動一

說明:襪子練習。

By using sock puppets in an activity, we can help students to project semiotics to the stage. Because the puppets are made of socks, students need to try to make them do the actions that they probably do a lot in their own lives. For example, laughing with their heads thrown back. They can have more awareness when they are doing actions, and after this, they can make improvements in reading semiotics.

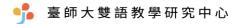
襪子玩偶,作為一個活動,我們可以應用這個去幫助學生投射符號學到舞台上。因為玩 偶是襪子,學生需要去使用生活中的行動。舉例來說,大笑時抬頭。當他們在做這些動 作時,可以有更多的覺察。

Teacher: Put one hand in the sock, and now poke a hole in the front. Try to move your palms, and make them move like a snake. Make its mouth open then close, open then close. And now, we need to treat it as a puppet, so lift up your puppet and don't put his or her head down.

Student: He is alive!

Teacher: Yes, please name your puppet. Here is my friend, Anthony. Please help your friend to focus on things, and turn their head to really look at something. Let's try different directions. Look there, we can see our classmates are making a fight scene.

Student: Oh cool, we can create emotions!



Teacher: Exactly, let's try to make emotions, but we need to help the puppet because it only has a mouth. We can use the facial expressions and actions that we do a lot in our daily lives. For example, when laughing we can turn the puppet's head up and open up its mouth, and you can make some ha-ha-ha sounds with the movements, like this.

Student: Can we do sadness?

Teacher: Yes, try and share with someone who is next to you.

老師: 把你的一隻手放到襪子裡,現在在最前面搓一個洞。試著去動你的手掌讓它像是蛇一樣,接著一起把這個洞看起來像是個嘴巴,打開、關起來、打開、關起來。現在,我們需要去把它當作一個玩偶,所以把你的玩偶高舉起來,不要讓它的頭倒下來。

學生: 它活起來了。

老師: 是的,請幫你的玩偶取名,這是我的朋友安東尼。請幫你的朋友聚焦,然後轉它們的頭讓它們看起來像是在看一些東西。我們可以試試不同的方向。看那裡,我們可以看到同學們在創造打架的場景。

學生: 哇,好酷!我們可以創造情緒!

老師: 沒錯試試看創造情緒,但我們需要幫忙玩偶,因為它只有一個嘴巴。我們可以使用臉部表情以及日常生活當中常用到的頭動作。舉例來說,大笑,我們可以讓玩偶的頭抬起來並且打開嘴巴,然後你可以發出一些聲音加動作,哈哈哈像這樣。

學生: 我們可以做傷心嗎?

老師: 可以去試試看,你可以分享給你旁邊的人。

活動二

說明:中性台詞

We can use neutral lines in an assignment for students to embody semiotics. They need to design dramatic situations and actions. We have a lot of space in the script for students to learn how to make the audience clearly understand the subtext and pauses.

我們可以使用中性台詞這項作業,讓學生具體呈現符號學。他們必須設計戲劇情境與活動。在劇本中我們讓學生有很多空間,去思考如何使觀眾清楚了解潛臺詞與休止。

Teacher: Please read through the script, you might feel confused because the dialogue doesn't really make sense here. You can see some pauses in the conversation.

I need you to make them meaningful. When people pause in a conversation, they show the message through actions instead of language. So, we can use this to connect the whole process. Your goal is this: ensure the whole play makes sense with a clear situation.

Student: I think I can create relationships between characters.

Teacher: Sure, that's a really smart idea. For example, they can hold hands. Holding hands can have many meanings actually. Being very close, or being nervous.

We can see the flow on the stage, and the audience's brains will connect to semiotics automatically.

Student: We can have different choices.

Teacher: Don't forget, they don't need to be speaking the whole time. You should add some pauses, and create some space for people to use their imaginations.

Student: Do we need to memorize the lines?

Teacher: Yes, if you can. It makes you seem more fluent when acting.

老師: 請把劇本讀過一次,你會感到困惑,因為對話不是完全的合理。你可以看到 在對話當中有些停頓。。我需要你讓它充滿意義當人們停頓在對話當中時, 他們展現了一些訊息在動作當中,而不是使用語言。我們可以用這個方式去 連結整個過程。你的任務在這是使整齣戲具有邏輯,且有明確的情境。

學生: 我覺得我可以創造角色之間的關係。

老師: 當然可以,那是個聰明的決定。舉例來說,你可以牽手,說到牽手,這可以 有很多不同的方式。可以握得非常緊或是很緊張,我們可以看到在舞台上的 流動觀眾會開始運作他們的腦袋去自動連結。

學生: 我們有很多選擇。

老師: 不要忘記台詞,不需要連續的一次全部講完。我們可以加一些停頓,創造一 些空間,讓觀眾運用他們的想像力。

學生: 我們需要背台詞嗎?

老師: 是的,如果可以的話。它會讓你在表演過程中更加流暢。

單元九 偶戲與音樂氛圍創造 Puppetry and Creating Ambient Music

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Puppetry has been around for thousands of years. Originally it was used in ceremonies, and now we use it as entertainment. As an art form, the difficulty is how to make inanimate objects come alive and let the audience believe that the puppets are talking instead of the puppeteers. In this class, to make the activities more advanced, we will use music for students to practice with. They will try combining the music to tell a story with puppets.

偶戲已經被傳承了好幾千年,這一開始是從儀式的使用到現在我們把它當作一種娛樂。 這種藝術形式難度在於如何讓無生命的物體有生命,以及讓觀眾忽略操偶師在說話的事 實。除此之外,我們可以讓學生嘗試把音樂融入,讓它成為更進階的活動,他們會試著 將音樂融入到偶戲的操作當中。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
puppetry	偶戲	lip sync	對嘴
puppet	偶	syllable	音節
puppeteer	操偶師	beat	節奏
rod/stick puppet	傀儡偶	eye focus	眼神定焦
sock puppet	襪子偶	breath (n.) breathe (v.)	呼吸
hand puppet	手偶	natural	自然

feeling	感受	unnatural	不自然
atmosphere	氣氛	inanimate	無生命的
ambience	氛圍	animate	有生命的
emotion	情緒	object	物品

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

1 Open your mouth widely for each syllable.

例句: Open your mouth widely for each syllable and count from 1 to 10.

每個音節打開一次嘴巴,並且從一數到十。

2 Punch forward.

例句: 1: How can the puppet talk more like a person?

2: **Punch forward** with your fist while she is talking.

①: 如何讓玩偶說話的時候更像人類?

2: 說話時往前搥。

3 Make their eyes focus _____.

例句: 1: It is so unnatural.

2: You can try to **make their eyes focus** on something.

П: 這好不自然。

②: 你可以嘗試讓眼神有焦點。

4 Give your character life.

例句: Giving your character life is really important.

賦予你的角色生命是關鍵的。

6 Take a step back and ask yourself what is wrong.

例句: ①: Take a step back and ask yourself what is wrong.

2: Oh, I know the problem now.

①: 退一步並問問自己。

2: 喔!我知道問題了。

6 Move the hands in a different way from the head.

例句: 1: How can I make the puppet dance?

2: Move her hands in a different way to her head.

①: 我要怎麼讓偶跳舞呢?

②: 把手跟頭往不同邊動。

7 Separate your personality from the puppet.

例句: You will not act only as this character all the time. **Separate your personality from the puppet.**

你不會每次只演這個角色。把你的性格與偶作區分。

3 Give your puppet a name.

例句: 1: How can we start puppetry?

2: Give your puppet a name.

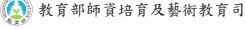
①: 我們要如何開始做偶戲?

2]: 給它個名字。

9 Change your voice.

例句: Change your voice. Speak with a deeper or higher voice.

改變你的聲音。低一點或高一點。



學科概念講解 Explanation of Academic Concepts

概念一

說明:講解偶戲概論。

Puppetry means we can use objects to be figures and move them to deliver meanings. The puppets can be human beings, animals, or any imaginary images. Usually, puppets are strongly linked to the people who operate them. The performer can do voice-over or mime to act as characters. The types of puppetry are various, including just using fingers, having a hollow body with hands inside to control, and using pipes or strings to entertain the audience. After they understand the concepts of puppetry, students can try being puppeteers.

偶戲,我們使用物品去形成一個形象,並藉由移動它們來傳達意義。可以扮演人類、動 物或任何想像的形象。通常,偶戲與控制他們的人有很強烈的連結,這個表演者可以配 音或用默劇去演出角色。這類型的偶戲是很多樣化的,可以只用手指,把手放進空空的 驅幹裡面去控制,或是用管子或線來娛樂觀眾。在了解偶戲的概念後,學生就可以去嘗 試當操偶師。

Teacher: Today, we have some beautiful guests here. Let's have a look. One of them looks like a glove, one is holding rods and sticks, and another is wearing a special costume. They are all puppets.

Student: Are we going to try all of them?

Teacher: Yes! Before we start, we need to know more about puppetry. This technique has been used for thousands of years. Initially, it was used in ceremonies. Now, we usually watch it for entertainment.

Student: Does anyone use it for ceremonies still?

Teacher: Yes, in some cultures they do, like in Taiwan in front of temples when it's a god's birthday ceremony. Let's have a look. We have some common types we usually see. Finger puppets, glove puppets, and rod-arm puppets. And of course, they are categorized by how they look like. We need to become puppeteers to make inanimate objects come alive. First of all, there are directions. Normally, we stage the puppets in front of us. Why do we do this?

Student: That is because we can hide our sticks or hands behind the puppets.

Teacher: Correct. If the audience cannot see those things, they can imagine that the puppets are alive. The directions matter now. We can turn it to the right and left easily, but we rarely turn to the back. And we should use a lot of dialogue to deliver the whole show. Lip-syncing is an important trick.

Student: What is that?

Teacher: Look at this puppet. I am talking and moving the puppet's mouth. Each syllable has one movement.

老師: 今天有一些美麗的觀眾陪我們上課,一起來看看吧。其中一個它們看起來像 手套,另一個看起來像是有棍子跟棒子,還有另外一個穿著很特別的服飾, 它們都是偶。

學生: 我們待會會把全部都嘗試一次嗎?

老師: 是的,在我們開始之前我們要先了解偶戲。這類的技術已經被傳遞幾千年。 一開始這個也被當作是一種儀式。現在我們把它當作一種娛樂。

學生: 還有任何人再把它當作一種儀式嗎?

老師: 有的,在某些文化。我們可以在台灣看到,一些神明生日的時候,在一些廟的前面。一起來看看吧,我們有一些常見的獨特型式:手指玩偶、手套玩偶、以及傀儡玩偶很明顯的這就是用它們的外觀來分類。

我們要成為操偶師,讓這些無生命的物體活起來。一開始是方向。通常我們 會讓玩偶在我們前面,為什麼我們要這麼做呢?

學生: 因為我們可以把棍子或手藏在玩偶的後面。

老師: 聰明。如果觀眾沒看到它們,可以開始想像玩偶是活著的,所以方向很重要。我們可以輕鬆的轉到左邊或右邊。然後我們很少往後轉。事實上,在整個表演中,我們用很多對話去傳達。

整個表演對嘴是個很重要的技法。

學生: 那是什麼?

老師: 看一下這個偶。我正在說話並且移動玩偶的嘴巴,每個音節一個動作。

概念二

說明:音樂氛圍創造

Creating a vibe in the performance is really important because it can let the audience get involved in the scenarios. Using music is a good way to create an atmosphere. At any time when we listen to music, it can have different feelings and meanings. It is all based on how the listener interprets it. In this unit, we can use various types of music for students to get feelings and ideas from between the concrete and the abstract.

在表演中營造氛圍非常重要,我們可以讓觀眾融入場景。音樂是營造氣氛的好元素。任何時候,當我們聆聽音樂時,它都會有不同的感受和意義。這完全取決於聽眾如何解釋它。在本單元中,我們可以通過各種類型的音樂讓學生從中獲得感受,在具體與抽象之間獲得思想。

Teacher: In the art sessions, you have probably heard that color has a spectrum representing different meanings. Music also has a spectrum to show emotions. This concept might sound a bit hard to understand. But we can feel the vibes now. Let's listen.

Student: I feel happy.

Teacher: Does anyone get other feelings or specific images?

Student: I feel like someone is dancing happily.

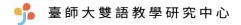
Teacher: Cool. You connected your experiences to this music. It could be the things you have seen, practiced, or experienced. For that, we can use some types of music to stimulate people, and actually, that's just what you are feeling. For example, let's listen to this part of the music. You may close your eyes. It's a piece of background music to present one scene. We will listen to it and you should guess first, and then we will watch the video to check if it fits how we feel. (Play the music)

Student: Can we watch it now?

Teacher: Tell me your answer first.

Student: It's sad. Like really sad. The tempo for each rhythm is so slow. Sometimes, the beats are strong. It makes me feel that could be really sad like someone is crying out loud.

Teacher: That is a brilliant description! I believe that some of you are still trying to talk about things that are difficult to describe in objective ways. But it's fine, let's just focus on how you feel and generate some ideas.



老師: 在美術的課程當中,你可能已經聽過顏色的光譜這代表不同的意思。音樂, 在聆聽的過程當中也會有一個光譜去代表情緒。我知道對你們而言,這觀念 有一點點抽象,但我們還是可以試著去感受氛圍。聽聽看吧。

學生: 我感受到開心。

老師: 有沒有其他人有其他感覺或是特定的形象嗎?

學生: 我感受到有一個人開心得在跳舞。

老師: 酷耶!你連結了你的經驗與這個音樂。這可以是你曾經看過、嘗試過後、感受過的。關於這個,我們可以用一些形式的音樂去刺激人們,事實上那就是你的感受。舉例來說,一起來聽聽看這段音樂,你可以閉上你的眼睛。這是一段背景音樂代表著一個景,我們可以先聽聽看、猜猜看、然後再觀看這個影片去確認跟我們的感受一不一樣。(播放音樂)

學生: 可以看了嗎?

老師: 告訴我你的答案。

學生: 是難過的,非常難過的。每個節奏在這個旋律當中非常的慢。有些時候節奏

是強的,它讓我感受到它非常難過,好像有個人在大哭一樣。

老師: 這是很好的答案。有一些人嘗試在傳遞抽象的事情用具象的方式,不過不要

緊。一起嘗試專注在你們的感受,並且產生一些點子。

■ 教學活動 Class Activities

活動一

說明:同學偶戲練習。

Before getting into the activity with actual puppets, we can let students see how they would feel if they were the puppets. And the puppeteers can observe how puppets will move. For this assignment, they can use their limbs and torsos to expand and extend the possibility of the use of bodies.

在我們開始跟真正的玩偶進行活動之前,我們可以先讓學生感受玩偶的感受。然後讓操偶師觀察如何讓玩偶移動。這個活動,他們可以試著用四肢或驅體去打開或延伸身體使用的可能性。

Teacher: Find a partner. Before we work with the actual puppets, let's practice with your teammate first. First up, one of you is the puppet, and the other one is the puppeteer who is controlling the puppet. I need the puppeteer to try to make some postures by using your partner's body. Remember, you must fit the scene.

Student: Should we make a still image?

Teacher: Yes! Please pause for a little bit. In the very first scene, please make your puppet laugh. You can think about if you were your puppet how you would show laughter. You can put two hands on your waist and then look up with your mouth open. Can you try it?

Student: Can you have a look?

Teacher: Oh, it is great, but can you make your movements bigger? Puppets are not human beings, so if we can have more information for the audience, it's easier for them to understand.

Student: All right.

Teacher: Now, pause everything. Keep your puppets in the same spot. Please have a look at your other classmates. After this, we will take turns and then try another one.

Student: I want to do something funny.

Teacher: Sure, let's try to make your partner look like a monster.

老師:兩個人一組。在我們開始跟真正的玩偶活動之前,一起來練習。一開始,其中一個人當玩偶,另外一個人是操控玩偶的操偶師。現在需要操偶師去用你夥伴的身體做一些動作。記得你必須符合情境。

學生: 定格畫面嗎?

老師: 是的!讓你的夥伴暫停一下。在第一個景,請讓他做一個笑容。你可以試著去想想看,如果你是你的玩偶,你要怎麼展現笑。你可以放兩隻手在腰上,然後往上看,嘴巴打開。你可以試試看嗎?

學生: 你可以看一下嗎?

老師: 喔!這很棒,但你們可以讓每一個東西都做大一點嗎?玩偶不是人類,所以如果我們可以讓觀眾知道更多的資訊,這會讓他們比較容易理解。

學生: 好的。

老師: 現在,全部暫停。把你的玩偶放在相同的地方。去看看其他人做的,看完之後,我們會交換並且試試看其它種方法。

學生: 我想試試看,好笑的。

老師: 好的,試試看把你的夥伴看起來像是個怪獸。



說明:偶搭配音樂

This assignment is designed for students who have made rod puppets and learned basic techniques to use the puppets. They can use simple dialogues and movements to present their chosen music. Students need to analyze the emotions, feelings, and vibes of the music, and then create a clip for the music to accompany it.

這個活動會設計在當學生已經學了如何去使用傀儡玩偶以及基本的技術。他們可以嘗試用簡單的對話及動作去表現選定的音樂。學生需要去分析音樂的情緒感受及氛圍,接著創作一段伴隨著音樂的戲。

Teacher: You already know that music is important when we present our puppets. Now, we have a new task for you to try. I will play some music, and you can decide on any moment that you want to fill in your clip, but it has to make sense and not be too dramatic. Or, you can use it as background music to play it for the whole act.

Student: Should we do it in groups? And can we choose any characters we want?

Teacher: Of course, and please make it around 3 minutes long. Let's listen to the music first. Tell your teammates your feelings about the music. And after you have discussed it, you can think about what plot and characters will be in the scene. I will check every group.

Student: We set this act in a magical world because we feel this music has a messy tempo and irregular rhythm. So, we think if we do something fictional, it will fit the music.

Teacher: You explained the music well and I agree with your ideas. So, do you think you will play the music for the whole time?

Student: The whole time, but we still need to decide if any timing will be better than this. If not we will just play it from the beginning.

Teacher: Nice! Don't forget the main things are still the puppets, so, you need to tell the stories through the puppets.

Student: We will perform on the small stage for rehearsals later.

Teacher: Make sure you control the rods well, and make your puppets look alive.



老師: 你已經知道音樂是表演偶戲的重要元素。我們有個新的活動要讓你去嘗試。 我會放一段音樂給你,你可以決定在任何時刻加入到你的戲劇段落當中,但 是呢,這需要有邏輯而且不要太顯眼。或者,你可以把它當作背景音樂,整 段表演都放。

學生: 我們是分組進行嗎?而且我們可以決定任何我們想要的角色。

老師: 是的當然,並且讓它保持在3分鐘左右。一起先來聽聽看這段音樂。請跟你的 組員討論關於這首音樂給你的感受。討論過後,你可以開始去想什麼樣的情 節及角色會在情境當中。我會去看每一組。

學生: 我們想像這個景會是魔幻的世界,因為我們感覺這個音樂聽起來是雜亂的節 奏,而且是不規則的旋律。所以我們想是不是可以做非寫實的東西,這會符 合這個音樂的。

老師: 相當好的解釋。我同意你們的觀點。所以,你們想要把這首音樂從頭放到尾 嗎?還是?

學生: 從頭放到為應該是可以,但是我們想要去想想看會不會有更好的時機。如果 沒有我們會從一開始就放。

老師: 很好,不要忘記主軸還是玩偶喔。你們要試著用玩偶去描繪故事。

學生: 我們待會會在小舞台上排練的。

老師: 確認一下,棍子是不是有好好的使用,以及你的玩偶有沒有活起來。

國內外參考資源 More to Explore

國家教育研究院樂詞網 查詢學科詞彙 https://terms.naer.edu.tw/search/ 教育雲:教育媒體影音 為教育部委辦計畫雙語教學影片 https://video.cloud.edu.tw/video/co search.php?s=%E9%9B%99 %E8%AA%9E 酷課雲學習吧專區:雙語藝術教學影音教材 國小三年級、四年級影音教材 https://sites.google.com/view/cooclearnmodeart/unit1 酷課雲學習吧專區:雙語音樂教學影音教材 國小三、四年級藝術影音教材,每單元皆有影片及口說佳句 練習。 https://sites.google.com/view/cooclearnmodemusic/unit1 **Chrome Music Lab** 有趣、互動性高的音樂網站,適合老師帶學生探索音樂 https://musiclab.chromeexperiments.com/



耐usic Theory 音樂相關教學資源,可結合平板教學 https://www.musictheory.net/ The Kennedy Center: Digital Resources Library 許多教育相關之英文報導可練習閱讀 https://www.kennedy-center.org/education/resources-foreducators/classroom-resources/ 國民中小學部分領域課程雙語教學實施計畫 許多雙語教學影片和教案範例 https://cirn.moe.edu.tw/Module/index.aspx?sid=1192

國中藝術領域雙語教學資源手冊:英語授課用語[九年級上學期]

A Reference Handbook for Junior High School Bilingual Teachers in the Domain of Arts: Instructional Language in English [9th grade 1st semester]

■ 研編單位:國立臺灣師範大學雙語教學研究中心

■ 指導單位:教育部師資培育及藝術教育司

■ 撰稿:吳俐璇、曾德欣、吳文龍

■ 語言諮詢:(單元一~單元六)Ramon Mislang

(單元七~單元九) Alex Wallace

■ 綜合規劃:曾俊傑

■ 排版:吳依靜

■ 封面封底: JUPE Design



發行單位 臺師大雙語教學研究中心

NTNU BILINGUAL EDUCATION RESEARCH CENTER

指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION