

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

〔九年級下學期〕





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單元一 展覽策畫 Curation

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■ 前言 Introduction

Exhibition planning is like crafting a well-designed stage play. Curators use creativity, attention to detail, and organizational skills to convey viewpoints and resonate with the audience through exhibitions.

In this unit, students will learn the importance and methods of exhibition planning, as well as the practical skills needed for setting up exhibitions. Through group collaboration, students should plan exhibitions and present their ideas.

展覽策劃就像是一場精心設計的舞台劇。透過展覽，策展人利用創造力、細緻的執行和組織能力，向觀眾傳遞觀點，並引起觀眾的共鳴。

本單元透過教導學生展覽策劃的意義和方法，以及展覽佈展時所需的實際技能，希望學生能藉由小組合作規劃展覽，呈現他們的想法。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
curation	展覽策畫	curatorial concept	策展理念
exhibition proposal	展覽企劃書	set up the exhibition	佈展
exhibition theme	展覽主題	curator	策展人
exhibition texts/labels	展覽簡介文字	exhibition	展覽

invitation	邀請卡	poster	海報
flyer	傳單	promote	宣傳
questionnaire	問卷	floor plan	平面圖
venue	展覽地點	brochure	折頁簡介
artwork	藝術品	object	物件
exit/entrance	出口／入口	section	展區
artwork guide	作品導覽	opening time	展覽時間
exhibition route	參觀動線	opening date	展覽日期
exhibition guideline	觀展須知	opening reception	開幕茶會
information desk	服務台	feedback	觀展心得／回饋
online curation	線上策展	online exhibition	線上展覽

Artwork label 作品標示牌內容			
label	作品標示牌/說明卡	caption/description	作品解說
title	名稱	artist	創作者
date	創作年代	material/medium	材質
size	尺寸		

How to set up 佈展方式			
paint	漆	paint the walls	漆牆壁
hang	掛	hang the paintings	掛畫
attach/paste	貼	attach the labels to the wall	貼作品標示卡在牆上
reframe	把（畫等）放入畫框	reframe the photograph	把照片放入畫框
put/place/install	放置	place the sculpture here	將雕塑放在這
project	放映；投射（影、像或光）	project the video	投放影片
tilt	（使）傾斜	tilt the artwork on the left/right side lower	將作品的左側／右側向下傾斜
align	對齊	align the artwork running parallel	將對齊作品
clean	清理	clean up the exhibition space	清理展場

Exhibition set up tools 佈展工具			
picture frame	畫框	easel	畫架
drawing pin/push-pin	圖釘	stapler	釘書機
screwdriver	螺絲起子	screw	螺絲
exhibition light	展燈	showcase/display case	展示櫃
hook	掛勾	adhesive tack/Blu Tack	環保黏土
tape	膠帶	double-sided tape	雙面膠
paper tape	紙膠帶	non-marking adhesive	無痕黏膠
rope	綁繩	paint	油漆

acrylic sign holder	透明立牌	clothespin	衣夾
drawing board	畫板	standing display board	活動告示板
projector	投影機	tablet	平板電腦

Exhibition Categories 展覽類別			
traveling exhibition	巡迴展	special exhibition	特展
permanent exhibition	常設展	group exhibition	聯展
solo exhibition	個展		

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

① The purpose(s) is/are to _____.

例句：①: What is the purpose of creating an exhibition?

②: **The purpose is to** convey messages

①: 為何要製作展覽呢？

②: 目的是要傳達訊息。

② The themes/categories are _____.

例句：①: What are the categories/themes of exhibitions?

②: **The themes are** sustainability, cultural diversity, and ancient art.

②: **The categories are** art exhibitions, science exhibitions, and historical exhibitions.

①: 有哪些展覽的類別/主題呢？

②: 主題有永續性、文化多樣性和古代藝術。

②: 類別有美術展覽、科學展覽和歷史的展覽。

③ Setting up an exhibition may involve _____.

例句：①: What are the ways to set up artwork/exhibitions?

②: **Setting up an exhibition may involve** hanging up the artwork and projecting animations using a computer.

②: **Setting up an exhibition may involve** displaying photographs, installing interactive displays, and setting up the exhibition lights.

①: 有哪些佈展方式呢？

②: 把作品掛起來、用電腦投影動畫。

②: 它包含展示照片、安裝互動展示和設置展覽燈光。

④ The considerations include _____.

例句：①: What are the considerations when creating an exhibition?

②: **The considerations include** the exhibition theme, exhibition route, and how to set it up.

①: 策畫展覽需要注意哪些事情呢？

②: 需要注意的事項包含展覽主題、參觀動線和如何佈展。

⑤ The areas could be _____, _____ and _____.

例句：①: Where in the school can we hold exhibitions?

②: **The areas could be** the library, classrooms, **and** corridors.

①: 學校有哪些地方可以辦展覽呢？

②: 地點有圖書館、教室和走廊。

⑥ My responsibility is _____.

例句：①: What are the team members' responsibilities?

②: **My responsibility is** the exhibition curator, Cynthia is the visual designer, and Jack is the event coordinator.

①: 你們如何進行策展分工呢？

②: 我負責的部分是展覽策畫，Cynthia 是視覺設計，Jack 則是活動策畫。

7 The exhibition aims to _____.

例句：[1]: What's the main idea of the exhibition?

[2]: **The exhibition aims to** highlight the cultural heritage of indigenous communities.

[1]: 這檔展覽的主要概念是什麼？

[2]: 這檔展覽主要強調原住民群體的文化遺產。

8 _____ will display _____ at the exhibition.

例句：[1]: What will be shown in the exhibition?

[2]: **We'll display** paintings and sculptures **at the exhibition.**

[1]: 這檔展覽會展出哪些東西呢？

[2]: 在這檔展覽中，我們會展示繪畫與雕塑。

9 We can make the exhibition interesting by _____.

例句：[1]: How can we get people engaged with the exhibition?

[2]: **We can make the exhibition interesting by** offering hands-on workshops.

[1]: 我們可以如何讓人們對展覽感興趣呢？

[2]: 我們可以透過提供動手體驗的工作坊，讓展覽更加有趣。

10 I am missing _____./ I need _____.

例句：[1]: Do you need any tools?

[2]: **I am missing** four exhibition lights!

[1]: 你需要什麼用具嗎？

[2]: 缺少四盞展燈！

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：展覽的意義

The Meanings of the Exhibition

Exhibitions are a way to share perspectives by displaying artwork, objects, or documents, allowing people to understand specific themes or the thoughts and emotions of artists. Exhibitions not only showcase art but also inspire viewers to think about social issues and life values.

They cover various topics like history, culture, technology, and the environment, presented in forms like paintings, photographs, sculptures, videos, and documents. Both static and dynamic artwork find their space in exhibitions.

Moreover, exhibitions are not limited to physical spaces; they can also be organized online, using digital technology to reach a global audience. Online exhibitions transcend time and geography, allowing more people to participate while fostering cross-cultural exchange and understanding.

展覽是一種傳達與分享觀點的方式，透過展示藝術作品、物件、或者文件等，人們得以深入了解特定主題或者藝術家的想法與情感。展覽的意義不僅在於展示藝術作品，更在於激發觀眾的思考與感受，引發對於社會議題和人生價值的思索與探討。

展覽可以涵蓋各種主題，例如歷史、文化、科技、環境等，並以不同的形式呈現，包括繪畫、攝影、雕塑、影像、文件等。無論是靜態或是動態的作品，都能夠在展覽中找到自己的表現空間。

此外，展覽不僅限於實體空間，也可以透過網絡平台進行展覽策劃，利用數位技術將作品呈現給全球觀眾。線上展覽不受時間和地域的限制，能夠讓更多人參與其中，促進跨文化交流和理解。

Teacher: Have you ever been to an exhibition before?

Student: Ms. Wang, does the Literature Week in the school library count?

Teacher: Yes, that counts as a type of exhibition.

Student: I've been to an exhibition at the National Palace Museum.

Teacher: Well done. The next question. What themes of exhibitions have you seen?

For example, a classmate mentioned seeing an exhibition about whale shark conservation.

Student: I've seen exhibitions of antiques.

Student: I've seen exhibitions about plant cultivation.

Teacher: Great! Everyone mentioned exhibitions on different themes.

Student: But why do you think we create exhibitions?

Teacher: To show things to everyone?

Student: To share important messages with everyone.

Teacher: Very good! Everyone said it very well. Next, I will introduce what curation is all about.

老師：你們過去有看過展覽的經驗嗎？

學生：老師，在學校圖書館的文學週算嗎？

老師：算啊，那是展覽的一種喔。

學生：老師我去故宮看過展覽。

老師：很好，下一個問題，你們看過什麼主題的展覽呢？舉例來說，別班同學說看過鯨鯊保護的展覽。

學生：我看過古物的展覽。

學生：我看過如何養成植物的展覽。

老師：很好喔，大家有提到不同主題的展覽。

學生：那你們覺得，為什麼要製作展覽啊？

老師：把東西給大家看？

學生：想告訴大家一些重要的訊息。

老師：很好，大家都說得很好。接下來老師要來跟大家介紹到底什麼是策展。

概念二

說明：策展流程

Curating Exhibition Process

We should do many things to make the exhibition happen. Here are some important considerations:

1. Theme and Objectives: Choose the theme and set clear objectives for the exhibition.
2. Exhibit Selection: Choose good quality and diverse exhibits that fit the theme.
3. Exhibition set up: Plan how the exhibition space will be arranged and flow to guide visitors smoothly through the exhibition.
4. Task: Divide tasks among team members so everyone knows what their responsibilities are and can smoothly complete exhibition preparations.
5. Visual Design and Promotion: Design visual elements that match the exhibition theme and objectives, and effectively promote to attract more visitors.
6. Interaction: Think about ways to get visitors involved.
7. Afterwards: Organize taking down the exhibition and evaluate how it went.

策劃一檔展覽需要思考許多面向，以下為相關說明：

1. 主題和目標：選擇展覽的主題並設定明確的目標。
2. 作品選擇：選擇符合主題並具有良好品質和多樣性的展品。
3. 展覽佈局：規劃展覽空間的佈置和流動，以順利引導觀眾參觀。
4. 任務分配：將任務分配給團隊成員，使每個人都知道自己的職責並完成展覽準備工作。
5. 視覺設計和宣傳：設計與展覽主題、目標相符合的視覺元素，並有效地進行宣傳，吸引更多的觀眾。
6. 互動：思考如何讓觀眾參與其中。
7. 後續工作：組織展覽撤展並評估展覽效果。

Teacher: After visiting the school archives exhibition, what should we consider when planning our own exhibition?

Student: Some exhibits.

Teacher: Great, what else?

Student: The theme of the exhibition.

Teacher: Excellent, what else?



Student: How to set up the exhibits.

Teacher: This is a good and important idea.

Later, I will show you a video to understand the many things needed to create an exhibition. Then, you'll have the opportunity to make your own exhibition!

老師：我們剛剛去學校校史室看了展覽，依據你們的觀察，策畫一檔展覽需要考慮什麼事情呢？

學生：要有展品。

老師：很好，還有呢？

學生：展覽主題。

老師：很好，還有呢？

學生：要怎麼呈現展品。

老師：這是非常好也非常重要的部分。

接下來，老師要請大家看一部影片，看看製作展覽背後要注意的各種事情。
之後也會讓大家實際製作展覽喔~

■ 教學活動 Class Activities

活動一

說明：本活動為展覽策劃練習

The teacher asks the whole class to come up with a class exhibition theme and then divides it into groups. Each group needs to plan an exhibition based on the theme. The exhibition location is in the art classroom and the corridor outside the classroom. Students are required to make a proposal report, and teachers and classmates ask questions or give feedback. Then based on everyone's proposals, the final plan to be implemented is selected.

When planning an exhibition, you need to think about:

Exhibition title, exhibits (can be objects, photos, artwork, etc.), visual design (posters, invitation cards, etc.), how to set up the exhibition (Draft is needed) and required tools, opening activities, guided tour, etc.

Sentence frame references (students can choose based on what they need).

- The title of the exhibition is "_____."
- We want to convey _____(feeling) to our visitors through this exhibition.
- We have chosen _____ as our exhibits because _____.
- In terms of setup, we will _____.
- We plan to _____as our opening activity.

教師請全班學生發想出一班上的展覽主題，接著再進行分組。各小組需依據該主題，策畫一檔展覽。展覽地點在美術教室以及教室外走廊。學生須進行提案報告，教師及同學進行提問或是給予意見回饋。而後依據大家的提案，選出最終要執行的方案。

進行展覽策畫時，需思考：

展覽名稱、展品（可以是物件、照片、藝術創作等）、視覺設計（海報、邀請卡等）、展場佈置方式（需繪製草圖）及所需用具、開幕活動、作品導覽等。

可用句型參考（學生可依需求自行增減）：

- 這檔展覽的名稱是_____。
- 我們希望在這檔展覽中呈現_____（感覺）。
- 我們選擇_____作為我們的展品，因為_____。
- 關於佈展的方式，我們會_____。
- 我們會_____作為我們開幕活動。



Teacher: Our exhibition theme is friendship. Let's take a look at the ideas from different groups. Please give a big hand to Group 1.

Student 1: Hello everyone, we are group 1. Today we are going to share our ideas for the exhibition proposal. The title of the exhibition is 'The Memories of Our Classmates.' We want to convey warmth and fun to our visitors through this exhibition. We have chosen some photos and the winning banner from running races as our exhibits. The photos showcase the unity of our class, while the banner represents our collective achievements. In terms of setup, we will paste many photos and hang the banners on the wall. Additionally, we plan to create and showcase a video as our opening activity.

Teacher: Alright, well done. It's time for questions. Any questions?

Student 2: How did you choose the photos?

Teacher: That's a good question.

Student 1: We selected photos based on important topics such as our field trips and our Christmas celebration activity.

Student 3: How will you set up the photos? Will they be arranged in any special shapes?

Student 1: We will arrange them according to our class number.

Student 3: It sounds great. In my opinion, you may want to consider the sizes and colors of the photos.

Teacher: Thank you, group 1. Now, let's welcome Group 2.

老師：我們班的主題是「友誼」，那我們現在來看看大家的創意吧！拍手歡迎第一組同學。

學生 1：大家好，我們是第一組，今天我們要跟大家分享我們的展覽企劃。這檔展覽的名稱是「我們班同學的回憶」，我們想呈現溫暖與有趣的感覺給我們的觀眾，我們選了一些照片跟競賽獲勝的旗幟作為我們的展品，這些照片呈現了班上的團結，旗幟則是呈現我們班的共同成就。

關於佈展的方式，我們會把照貼在牆上，旗幟則是用掛的。除此之外，我們會做一部影片並撥放，作為我們的開幕活動。

老師：很好，大家有想問的問題嗎？

學生 2：你們會如何選擇照片呢？

老師：這是個很好的問題。

學生 1：我們會根據一些重要的主題，像是我們的校外教學或是聖誕節慶祝活動去選擇照片。



學生 3：你們會如何佈置這些照片？會排成什麼特別的形狀嗎？

學生 1：我們會排成我們班的班級數字。

學生 3：聽起來很不錯喔，我覺得你們也可以想想照片的大小跟顏色。

老師：好，非常謝謝第一組，讓我們歡迎第二組。

單元二 新媒體藝術 New Media Art

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■ 前言 Introduction

As time progresses, the materials for creating art become more diverse. People increasingly use technology and modern materials to explore new facets of artistic expression. Moreover, this innovation allows audiences to interact with these artworks, broadening their horizons.

This unit compares traditional art with new media art to summarize and introduce the categories, characteristics, and applications of new media art in life and the future. In the practical part, students are encouraged to use prompts for recreating artwork and reflection.

隨著時代的演進，藝術創作的材料變得更加多樣化。人們更多地使用科技和現代的材料來探索藝術表達的新面向。除此之外，這種創新使觀眾能夠與這些藝術品互動，並拓寬觀眾的視野。

本單元通過比較傳統藝術與新媒體藝術，以歸納並介紹新媒體藝術的類別、特點，以及對生活和未來的應用。作品創作部分，則是讓學生嘗試用提示詞進行作品的再創作與反思。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Categories of new media art 新媒體藝術的類別			
Interactive Art	互動藝術	Net Art	網路藝術
Kinetic Art	動力藝術	Bio Art	生物藝術
Virtual Reality	虛擬實境	Light Art	光藝術

Video Art	錄像藝術	Sound Art	聲音藝術
Technology Art	科技藝術	Digital Art	數位藝術
Augmented Reality (AR)	擴增實境	Mixed Reality (MR)	混合實境
Virtual Reality (VR)	虛擬實境	Crypto Art	加密藝術

Characteristics of new media art 新媒體藝術特性			
transdisciplinary	跨領域	time	時間
interactivity	互動性	space	空間
immersion	沉浸	participation	參與
digital technologies	數位科技	multimedia	多媒體
playfulness	遊戲性		

Phrases commonly used in creating artwork 創作時可能用到的片語			
log in/out of your account	登入/出帳號	click the link	點選連結
create an account	創建帳號	upload/download the project	上傳／下載
scan the QR code	掃描 QR code	scroll up/down the website	把（螢幕）畫面往上／下移
save your artwork	將作品存檔	adjust the settings	調整設定
type your prompt	輸入提示詞		

Related vocabulary of new media art 新媒體藝術相關單字			
artificial intelligence (AI)	人工智慧	sound	聲音
metaverse	元宇宙	soundscape	音景
deep fake	深偽技術	sound map	音景地圖
prompts	提示詞	animation	動畫
photography	攝影	light	光
video	錄像	hologram	全像投影
digital architecture	數位建築	NFT (Non-Fungible Token)	非同質化代幣
cyberspace	網路空間		

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

① New Media Art is _____.

例句：①: Introduce New Media Art in one sentence.

②: **New Media Art is** using digital tools to create unique artworks.

①: 請用一句話介紹新媒體藝術。

②: 新媒體藝術利用數位工具進行獨特的藝術創作。

② New media artists use _____ for creating new media art.

例句：[1]: What media do artists commonly use for creating new media art?

[2]: **New media artists use** digital images, videos, sound, interactive installations, virtual reality environments, and computer programming **for creating new media art.**

[1]: 藝術家常用哪些媒材進行新媒體藝術創作呢？

[2]: 新媒體藝術家使用數位影像、視訊、聲音、互動裝置、虛擬實境環境和電腦程式設計進行新媒體藝術創作。

③ Traditional art carries _____ that new media art cannot fully copy.

例句：[1]: What characteristics of traditional art cannot be replaced by new media art?

[2]: **Traditional art carries** a sense of texture and emotion **that new media art cannot fully copy.**

[1]: 傳統藝術有哪些特質是無法被新媒體藝術取代的？

[2]: 傳統藝術具有新媒體藝術無法完全複製的質感與溫度感。

④ Traditional art values _____, while new media art values _____.

例句：[1]: What are the values of traditional art and new media art?

[2]: **Traditional art values** history and heritage, **while new media art values** technology and innovation.

[1]: 傳統藝術與新媒體藝術分別有什麼價值呢？

[2]: 傳統藝術重視歷史和傳承，而新媒體藝術重視科技和創新。

⑤ New media art is used in daily life through _____.

例句：[1]: What are some applications of new media art in daily life?

[2]: **New media art is used in daily life through** digital ads, interactive displays, virtual reality games, and online art galleries.

[1]: 新媒體藝術在生活中有哪些應用呢？

[2]: 應用於日常生活的新媒體藝術有數位廣告、互動展示、虛擬實境遊戲和線上美術館。

6 AI-generated art will change _____.

例句：[1]: What impact will AI-generated art have on future life, and why?

[2]: **AI-generated art will change** perceptions of traditional artistic skills and techniques.

[1]: 人工智慧藝術會對未來生活產生什麼影響？為什麼？

[2]: 人工智慧藝術將改變人們對傳統藝術創作技巧的看法。

7 Technology helps artists by _____.

例句：[1]: How can technology help artists create art?

[2]: **Technology helps artists by** providing different ideas and drawing techniques.

[1]: 科技可以如何幫助藝術家創作呢？

[2]: 科技可以為藝術家提供不同的想法和繪畫技巧的輔助。

8 Yes, rules are needed _____.

No, rules could limit _____.

例句：[1]: Should there be rules for using AI in art? Why?

[2]: **Yes, rules are needed** to ensure fairness and protect art.

[2]: **No, rules could limit** creativity and freedom in art.

[1]: 在藝術創作中使用人工智能是否應該有規範？為什麼？

[2]: 是的，需要規範以確保公平性並保護藝術。

[2]: 不，規範可能會限制藝術的創造力和自由。

9 Software options for new media artworks include _____.

例句：[1]: What software can be used to create new media artworks?

[2]: Software options for new media artworks include Scratch, Spark AR, and Midjourney.

[1]: 有哪些軟體可以用來製作新媒體藝術作品呢？

[2]: 可以用來製作新媒體藝術的軟體包括 Scratch、Spark AR 和 Midjourney。

10 Enhance interaction by including _____.

例句：①: How can you make your artwork more interactive?

②: Enhance interaction by including touch or motion detection sensors.

①: 你會用哪些創作手法，使作品更具有互動性？

②: 增加互動的創作手法包含觸碰與移動偵測感應器。

■ 學科概念講解 Explanation of Academic Concepts**概念一**

說明：新媒體藝術的特質

Characteristics of New Media Art

New media art uses modern materials and technologies for creating and sharing contemporary art, such as digital media, virtual reality, computer animation, and the internet. New media art features playfulness, interactivity, diverse materials, and interdisciplinary exploration. Artists use various media for creation, crossing different fields. This art form engages viewers as participants, encouraging interaction and offering creative potential. With the changing world and continuous innovation by artists, new media art remains a constantly evolving category.

新媒體藝術是一種利用當代的材料和科技創作的一種當代藝術，例如數位媒體、虛擬實境、電腦動畫和網路。這類藝術具有遊戲性、互動性、多元媒材、跨領域等特性。藝術家利用多變的媒材表現創作，並跨越不同領域進行探索。藝術家利用多種媒材，進行跨領域的創作。這種藝術形式讓觀眾成為參與者，鼓勵彼此之間的互動並提供創作的各種可能性。而隨著世界不同的改變以及藝術家不斷創新，新媒體藝術仍然是一個不斷發展的類別。

Teacher: I have prepared several images or videos of new media art and traditional art pieces.

Please work with your team members to compare these artworks and identify the characteristics or key terms of new media art.

Teacher: Who wants to give it a try?

Student: Related to technology.

Teacher: Great, what else?

Student: They're interactive.

Teacher: Great, anything else?

Student: They're not static; many of them seem to be dynamic works.

Teacher: That's an important observation, well done.

Teacher: Everyone's observations are excellent! Now I'm going to use these artworks to further explain the characteristics of new media art.

老師：老師準備了幾件新媒體藝術作品與傳統藝術作品的圖片或是影片，請小組比較這些作品，並找出新媒體藝術有哪些特性或是重要關鍵字。

老師：有哪組同學要試試看嗎？

學生：跟科技有關。

老師：很好，還有呢？

學生：具有互動性。

老師：很好，還有嗎？

學生：不是靜態的，看起來很多都是動態作品。

老師：這是很重要的一部分，說得很好喔。

老師：大家的觀察都很好喔！那我現在要利用這些作品，跟大家進一步解說新媒體藝術的特性。

概念二

說明：新媒體藝術的類別與在生活中的應用

Categories and Life Applications of New Media Art

New media art has different types based on materials and forms, including digital art, interactive art, virtual reality, bioart, and sound art. New media art is widely used in daily life. For example, interactive installations are seen in cities, and virtual reality offers immersive art experiences. Also, online platforms show digital artworks like animations and videos. With its varied categories and increasing applications, new media art enriches cultural exchange and offers diverse art experiences.

新媒體藝術依照媒材以及形式的不同，可以區分為許多種類，包括數位藝術、互動藝術、虛擬實境、生物藝術、聲音藝術等。在生活中，新媒體藝術的應用十分廣泛。例如，我們可以在城市中看到各種互動式裝置藝術作品，或是透過虛擬實境技術體驗沉浸式的藝術展覽。此外，在網路上也能觀賞到許多數位藝術作品，如動畫、影片、及各式各樣的數位媒體創作。新媒體藝術的類別多元且具有豐富的變化，其應用也隨之增加，為我們帶來了更豐富多元的藝術體驗與文化交流。

Teacher: Last week, I introduced different categories of new media art and asked you to observe or search for its applications in daily life. Today, I want someone to share what they found.

Teacher: Does anyone want to try?

Student: IG filters, a form of augmented reality.

Teacher: Great, what else?

Student: Pokémon GO is also a kind of augmented reality.

Teacher: Yes, that's right. Has anyone observed or found different categories of new media art?

Student: I found an artwork called "The Room in the Sand" by artist Huang Hsin-Chien, created using VR technology.

Teacher: Yes, it's a classic artwork.

Student: I found one of the artworks in "White Night" which uses light and sound projected onto buildings.

Teacher: Thank you for sharing. This is an excellent example of new media art.

老師：上週老師跟大家介紹了新媒體藝術的類別，也請大家回家觀察或是搜尋新媒體藝術在生活中有哪些應用。今天想請幾位同學跟大家分享，你觀察到的新媒體藝術種類以及生活中的應用。

老師：有人想試試看嗎？

學生：IG 濾鏡是新媒體藝術的一種應用，屬於擴增實境。

老師：很好，還有嗎？

學生：寶可夢也是擴增實境的應用。

老師：很好喔，那有沒有同學觀察到或是查到不同類別的新媒體藝術呢？

學生：我查到藝術家黃心健的沙中房間，是用 VR 做的作品。

老師：這是一件很經典的新媒體藝術作品！

學生：我查到白晝之夜裡的其中一件作品，會利用光搭配聲音，將作品投影在建築上。

老師：謝謝你的分享，這是新媒體藝術中很棒的例子。

■ 教學活動 Class Activities

活動一

說明：本活動為 AI 繪圖練習並探究傳統藝術與新媒體藝術之別

The teacher selects a painting unit that the students have tried before. The students are asked to analyze their own artworks and identify which prompt words may be used. Then, they use AI-generated websites or software to recreate an artwork. Finally, the students are encouraged to compare and think about the differences and values between traditional art and new media art."

When writing the prompts, students may think about the perspective below:

Subject, details, artist's name, visual styles, media, environment, lighting, composition, color, atmosphere, etc.

教師選擇一學生之前繪畫創作之單元，讓學生分析自己的作品，可能會用到哪些提示詞，接著利用 AI 繪圖網站或是軟體，重新創作一作品，進而讓學生比較並思考傳統藝術與新媒體藝術之間的差異以及各自的價值。

撰寫提示詞時，學生可以思考以下面向：

主題、細節、藝術家姓名、視覺風格、媒材、環境、照明、構圖、顏色、氛圍等。

Teacher: Before we start our AI creations, I want you to do some practice. Look at this picture and think about the prompt words used.

Teacher: Does anyone want to try?

Student: Trees.

Teacher: Great! Any more?

Student: A fairy with wings.

Teacher: Excellent! Any others?

Student: Pink.

Teacher: Good, considering the color.

Student: What style do you think it is?

Teacher: Romantic?

Student: Okay, let's see the prompt words used in this picture: A Fairy girl with dragonfly wings, pink forest, and many trees. There is a tiny waterfall from far away. Romantic style.

Teacher: When thinking of prompt words, remember to consider various aspects. The more detailed your prompts, the better the artwork will be.

老師：在我們進行各自的 AI 創作前，老師想帶大家一起練習。請看這張圖片，想想看，這張圖片使用了哪些提示詞呢？

老師：有人想試試看嗎？

學生：很多樹。

老師：很好，還有嗎？

學生：有一位有翅膀的仙子。

老師：很好，還有嗎？

學生：粉紅色。

老師：很好喔，有考慮到顏色。

學生：你們覺得可能是什麼風格呢？

老師：浪漫的風格？

學生：好，我們來看看這張圖用了哪些提示詞。提示詞有：長著蜻蜓翅膀的仙子。粉紅色的森林。很多樹。遠處有一個小瀑布。浪漫風格。

老師：大家在想提示詞的時候，記得思考各種不同的面向喔，你提供的提示詞越仔細，作品也會更精緻喔。



單元三 民俗藝術

Folk Art

新北市立北大高級中學 吳俐璇老師

■ 前言 Introduction

Folk art embodies cultural essence, reflecting people's wisdom and emotions and showcasing diverse ethnic flavors. These traditional crafts and artistic forms are not just historical witnesses, but also cultural treasures, carrying the wisdom and emotions passed down through generations. They enrich our lives with endless colors and emotional experiences.

This unit introduces what folk art is and its symbolic meanings and explores the relationship between folk art and modern society. In the practical part, students are asked to extract the symbols and characteristics of folk art and incorporate their ideas to design artwork.

民俗藝術蘊含著文化的精髓，是人們智慧和情感的結晶，展現著豐富多彩的民族風情。這些傳統技藝和藝術形式，不僅是歷史的見證，更是文化的寶藏，承載著世代相傳的智慧和情感，為我們的生活增添了無盡的色彩和豐富的情感體驗。

本單元介紹民俗藝術的定義和象徵意義，並探討其與現代社會的關係。創作部分要求學生提取民俗藝術的象徵和特色，結合個人想法設計作品。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
folk art	民俗藝術	handicraft	手工藝
craft	工藝	temple	廟宇
architecture	建築	folkgame	童玩

vase	花瓶	lantern	燈籠
gratitude vase	感謝花籃	spring couplets	春聯
oil-paper umbrella	油紙傘		

Categories of Folk Art 民俗藝術類別			
Jiannian Art	剪黏藝術	papercutting	剪紙
sculpture	雕塑	weaving	編織
metal work	金工	paper art	紙雕
printed fabrics	花布	tiling	花磚
ceramics	陶瓷	wood carving	木雕
indigo dye	藍染	embroidery	刺繡
seal carving	篆刻	puppet show	布袋戲
bamboo craft	竹編	new year picture	年畫
lacquering	漆器		

The Categories of Theme 主題類別			
cypress	柏	peach	桃
pine	松	turtle	龜
crane	鶴	bamboo	竹
plum blossom	梅花	chrysanthemum	菊花

orchid	蘭花	lotus seed-case	蓮蓬
pomegranate	石榴	pineapple	鳳梨
dragon	龍	Qilin	麒麟
phoenix	鳳	lion	獅子
gourd	葫蘆	persimmon	柿子
bat	蝙蝠	butterfly	蝴蝶

Symbol 寓意			
longevity	長壽	wealth	富貴
blessed	吉祥	peace	平安
avoid evil spirits	避邪	promotion	升官
surplus every year	年年有餘	great fortune	祿／福／好彩頭
integrity	氣節	natural death	善終
great fortune and great favor	大吉大利		

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

① When I think about folk art in daily life, _____ come(s) to mind.

例句：①: What are some examples of folk art in daily life?

②: When I think about folk art in daily life, New Year paintings and spring couplets come to mind.

①: 日常生活中，有哪些民俗藝術的例子呢？

②: 當我想到日常生活中的民俗藝術時，我會想到年畫和春聯。

② The characteristics of folk art are _____.

例句：①: What are the characteristics of folk art?

②: **The characteristics of folk art are** imagery and symbolism, use of local materials, and community connections.

①: 民俗藝術有什麼特色？

②: 民俗藝術的特徵包括意象與象徵、使用地方性材料以及社區之間的聯繫。

③ We can find _____ symbolized by _____.

例句：①: What symbolic meanings can be found in the imagery or symbols of folk art?

②: **We can find** good luck **symbolized by** the bat in folk art.

①: 在民俗藝術的意像或符號中可以找到哪些象徵意義？

②: 我們在民俗藝術中可以找到象徵吉祥的蝙蝠。

④ The purpose of this folk art is _____.

例句：①: What is the purpose of this folk art?

②: **The purpose of this folk art is** to pray for peace and well-being.

①: 這項民俗藝術的用途是什麼呢？

②: 這項民俗藝術的用途是祈求平安和幸福。

⑤ I would choose _____ because _____.

例句：①: If you were to introduce a piece of folk art to a foreigner, what would you choose and why?

②: **I would choose** a dragon **because** while it symbolizes evil in Western culture, in ours it's auspicious, reflecting different cultural interpretations.

①: 如果你要向外國人介紹一件民間藝術，你會選擇什麼？為什麼？

②: 我會選擇龍，因為雖然它在西方文化中象徵著邪惡，但在我們的文化中，它是吉祥象徵，這反映了出不同的文化詮釋。

6 It can be protected and promoted through _____.

例句：[1]: How can folk art be protected and promoted in modern life?

[2]: **It can be protected and promoted through** supporting local artisans and preserving traditional techniques.

[1]: 民俗藝術在現代生活中如何受到保護和推廣呢？

[2]: 可以透過支持當地工藝家和保護傳統技術進而實現保護和推廣。

7 _____ might be replaced by _____.

例句：[1]: Which traditional folk arts are fading away as modern items take over?

[2]: Traditional puppetry **might be replaced by** television, movies, animation, and online streaming platforms.

[1]: 哪些傳統民俗工藝正逐漸消失，被新型現代物品所取代？

[2]: 傳統布袋戲可能被電視、電影、動畫和線上串流平台所取代。

■ 學科概念講解 Explanation of Academic Concepts**概念一**

說明：民俗藝術的本質

The Nature of Folk Art

Folk art reflects the realities of people's lives, influenced by various factors such as local environments, lifestyles, and cultural heritage, presenting a rich and diverse appearance. For example, in terms of environment and lifestyle, people conveniently use local resources like reeds or bamboo to make practical items such as reed mats or bamboo baskets. In terms of cultural heritage, during festivals, people create paper-cut artwork, expressing their hopes for a happy future life. These folk art pieces are not just material manifestations but also embody and inherit local culture, traditions, and emotions. They represent people's love for life, aspirations for a better future, and reverence for their heritage.

民俗藝術是人們生活的真實寫照，它受到不同地區環境、生活習慣和人文傳承等多元因素的影響，呈現出豐富多元的面貌。環境和生活習慣方面，例如一些地方盛產藺草或竹子，人們方使用這些當地資源製作藺草編織的草蓆或竹編的籃子等實用物品。而在人文傳承方面，當節慶時，人們會製作剪紙作品，寄託對未來幸福生活的美好期待。這些民俗藝術作品不僅是物質的展現，更是對當地文化、傳統與情感的體現與傳承。它們承載著人們對生命的熱愛、對美好未來的憧憬，也是對傳統文化的珍惜與傳承。

Teacher: What are some folk arts in our lives?

Student: Spring couplets.

Teacher: That's right, during Chinese New Year, families put up couplets. Actually, New Year paintings are also a form of folk art. Any other ideas?

Student: Decorations on temples.

Teacher: Very good, decorations on temples are also important folk arts.

Student: Lanterns for the Lantern Festival every year.

Teacher: Very good, the lanterns for this year's Lantern Festival are beautiful too.

Teacher: Here are some additional pictures of folk art. After we finish introducing them, let's summarize the characteristics of folk art.

老師：大家生活中有哪些民俗藝術呢？

學生：春聯。

老師：沒錯，過年時，家裡會貼春聯。其實年畫也是民俗藝術的一種。還有其他想法嗎？

學生：廟宇上的裝飾。

老師：很好喔，廟宇上的裝飾其實也是重要的民俗藝術之一。

學生：每年元宵節都會的花燈。

老師：非常好喔，今年的元宵節花燈也很美。

老師：老師這邊也有一些照片補充，等介紹完，我們要來歸納看看，民俗藝術有哪些特點。

概念二

說明：民俗藝術的象徵意涵

The Symbolic Meanings of Folk Art

The symbolic meanings of folk art are diverse and rich, representing not only culture, history, and tradition, but also nature, religion, society, and daily life. Several aspects include:

1. Using homophones, such as bats symbolizing good fortune due to their homophony with "福" (fú);
2. Originating from folk tales and religious beliefs, like the Eight Immortals from Chinese folklore, often regarded as divine beings representing various virtues and blessings;
3. Utilizing words and symbols, such as the combination of "招財進寶" (zhāocái jìnbǎo) into a single character on spring couplets;
4. Depicting forms and meanings of objects, such as the longevity symbolized by turtles or the fertility represented by pomegranates.

民俗藝術的象徵意義多樣且豐富，不僅代表文化、歷史和傳統，還包含了自然、宗教、社會和生活的理解。其中，幾種面向包括：

1. 利用諧音，如蝙蝠代表好運，因其與「福」諧音；
2. 源於民俗故事與宗教信仰，如八仙是中國民間傳說中的八位仙人，常被視為神仙，代表著不同的美德和福祉；
3. 利用文字與符號，如春聯上由「招財進寶」組合成一個字的合文；
4. 物項型態與寓意，如烏龜的長壽或是石榴的多子。

Teacher: In folk art, many images carry symbolic meanings. Later, I will show you some images of folk art. Let's think about what they represent and where these meanings come from.

Teacher: Alright, the first picture is a building decoration in the shape of a bat. Does anyone want to guess?

Student: The "bat" in Chinese sounds like "fu," which has become a symbol of good fortune.

Teacher: Very good! Actually, there are other interpretations, like an inverted bat symbolizing "fortune arriving."

Teacher: Now, let's look at the second picture, a pomegranate. This might be less common in daily life. Any guesses?

Student: It looks like there are many seeds inside. Is it related to having many children?

Teacher: Very good! Pomegranates are associated with fertility because of their many seeds, hence the saying "many seeds, much fortune."

Teacher: Alright, now each group, please conduct research and discussion. After 10 minutes, each group will present two images from folk art along with their symbolic meanings.

老師：民俗藝術中，許多圖像都有其象徵意義。等一下老師會給大家看一些民俗藝術的圖像，大家請思考看看這代表什麼，這項寓意又是從何而來。

老師：好，第一張圖片，是蝙蝠形狀的建築裝飾。

學生：蝙蝠的「蝠」因與「福」同音，而成为了福的象征。

老師：很好喔！其實還有其他的延伸，像是倒轉的蝙蝠寓意「福到」。

老師：我們來看第二張圖，是張石榴圖。這個可能在生活中比較不常看到，大家可以猜猜看。

學生：看起來裡面有很多一顆一顆的種子，跟是生小孩有關嗎？

老師：非常好喔，石榴因為多子，所以有「石榴多籽，多子多福」的說法。

老師：等等請小組進行資料搜尋與討論，10分鐘後，請小組介紹2項民俗藝術中的圖像，以及其象徵意義。

■ 教學活動 Class Activities

活動一

說明：民俗藝術文創商品設計

The teacher asks students to imagine themselves as designers. They are tasked with creating peripheral products for a folklore museum to promote folk art. During the design process, students need to research various aspects of folk objects such as imagery, color usage, symbolism, and functionality, and then extract relevant elements to transform them, allowing more people in modern society to appreciate the beauty of traditional folk art.

During the design process, students should consider the following questions:

1. Which traditional folk art patterns or motifs did you incorporate into your design?
2. How did you select colors for your products based on traditional folk art?
3. What symbolic meanings from traditional folk art are included in your design?
4. Why did you decide to integrate this specific folk art with creative products? Is there a functional connection?

教師請學生想像自己是一位設計師，要為一間民俗博物館，設計能推廣民俗藝術的周邊商品，在設計的過程中，你需要調查民俗物件的各項資料，例如圖像、色彩的使用、寓意，功能等，抽取其中相關元素，進而將其轉化，讓現代社會更多人可以認識過去民俗藝術的美好。

在設計的過程中，可以思考以下問題：

1. 你的設計中使用了哪些傳統民俗藝術的圖案或圖樣？
2. 你是如何根據傳統民俗藝術來選擇產品的顏色的？
3. 你的設計中包含了哪些傳統民俗藝術的象徵意義？
4. 你為什麼決定將這個特定的民俗藝術與創意產品結合在一起？有什麼功能上的連結嗎？

Teacher: Before starting the design process, I want everyone to practice together. Here are some examples of folk art pieces. How can you use the characteristics of these folk art pieces to create your designs? For instance, we could use the fish symbolizing abundance from New Year paintings. This could be incorporated into the design of New Year's meal packaging, adding a joyful atmosphere to the Lunar New Year. Let's discuss for 10 minutes.

Teacher: Alright, time's up. Does any group want to present?

Student: Our group would like to use stories of loyalty and righteousness depicted in temple architecture for designing the cover of a contact book, reminding everyone to maintain good moral values.

Teacher: Wow, that's a great and practical idea.

Student: Our group wants to incorporate the auspicious red color from New Year paintings into phone case designs, bringing a sense of luck and joy to people.

Teacher: Great! Besides the imagery, you also considered the application of color.

Teacher: Everyone's discussions were fantastic. Now, it's time for everyone to start creating. Feel free to ask any questions.

老師：在開始設計之前，老師想讓大家一起做一下練習。這裡有幾件民俗藝術作品，你們可以如何利用這些民俗藝術作品的特色進行創作呢？舉例來說，我們可以利用年畫上的象徵年年有餘的魚進行設計，可以應用在年菜包裝設計，讓年菜包裝上的魚圖案象徵著豐收和吉祥，增添新年的喜悅氛圍。給大家討論 10 分鐘。

老師：好，時間到，有小組要發表嗎？

學生：我們組想要用廟宇上忠孝仁義的故事進行設計，可以應用在聯絡簿的封面設計，用以提醒大家保持好品格。

老師：哇，想法很好很實用。

學生：我們組想要用年畫上象徵吉祥的紅色進行設計，可以應用在手機殼的設計上，給人帶來幸運和喜悅的感覺。

老師：很好喔，除了圖像外，還有考慮到色彩的應用。

老師：大家的討論都很精彩，那接下來就是大家的創作時間，有問題隨時都可以提出。

單元四 當代實驗性的音樂

Contemporary Experimental Music

新竹市立建功高級中學 曾德欣

■ 前言 Introduction

In the 20th century, music composing was much more diverse. Some composers would still compose classical music and write beautiful melodies or symphonies. Some composers would seek new ways of creating “avant-garde” works. The experimental music work would broaden our horizons and redefine “music” and “sound.” Those music works sometimes would surprise us, and they would help the development of music moving toward a brand new path.

In this lesson, we would learn about John Cage, who is a pioneer in experimental music; as for minimal music, Steve Reich’s *Clapping Music*. Students would work in groups and enjoy the process of composing and performing.

20 世紀的音樂，創作方式更加多元，有些作曲家仍使用古典音樂美學，創作出優美的旋律或是交響樂，有一些作曲家尋求新的作曲方式，創作「前衛」作品，這些實驗性質的音樂打開我們的視野，重新定義「音樂」和「聲響」，這類型的音樂作品有時會給我們驚喜，同時也促進音樂往新的方向發展。

在本單元，我們將認識約翰·凱基——實驗音樂的先驅，以及學習極簡音樂代表音樂家史提夫·萊許的作品《拍手音樂》。學生將分組創作自己的《拍手音樂》習作，在創作與展演的過程中自由探索。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
John Cage's <i>4'33</i> 〈四分三十三秒〉			
John Cage	約翰·凱基	length	長度
piece/composition/ work	作品	note	音
silence	寂靜	experimental	實驗性的
avant-garde	前衛的		

Steve Reich's <i>Clapping Music</i> 《拍手音樂》			
minimal music	極簡音樂	rhythm	節奏
pattern	組型	bar	小節
rehearsal	排練		

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

① (A music piece) was composed by (composer) .

例句(1) : *4'33* **was composed by** the American composer John Cage.

《四分三十三秒》由美國作曲家約翰·凱基創作。

例句(2) : *Clapping Music* **was composed by** Steve Reich.

萊許創作了〈拍手音樂〉。

② What is _____ interesting about? / What is _____ this piece about?
(Describing the feature of a piece)

例句：[1]: **What is 4'33 interesting about? / What is 4'33 this piece about?**

[2]: here is not any single note during the entire duration.

[1]: 《四分三十三秒》有什麼有趣之處嗎？《四分三十三秒》是一首怎麼樣的樂曲呢？

[2]: 從頭到尾沒有任何一個音符。

③ This is composer _____'s most (adj.) composition.

例句(1) : This is Cage's experimental and avant-garde composition.

這是凱基具實驗性又前衛的音樂作品。

例句(2) : This piece 4'33 is composer Cage's most famous and controversial creation.

這是凱基最有名也最受爭議的音樂創作。

④ (The composer) composed this piece for (how many performers/ what instrumentation) .

(Describing a piece's performers/instrumentation)

例句(1) : American composer Steve Reich **composed this piece for** two performers.

這首樂曲是美國作曲家創作給兩位演出者。

例句(2) : Beethoven **composed** *Archduke Trio* **for** violin, cello, and piano.

貝多芬為小提琴、大提琴、鋼琴創作《大公三重奏》。

⑤ Look at _____. How many bars are there? Can you count the bars?

例句(1) : Let's **look at** the score. What do you see in the first bar?

我們來看樂譜，第一小節看到什麼呢？

例句(2) : **How many bars are there** in this piece?

這首樂曲一共有多少小節呢？

⑧ How about (giving advice) .

例句(1) : **How about** assigning a conductor who counts the beat for everyone?

如果指派一位指揮，來負責打節拍呢？

例句(2) : **How about** writing the score down so we can remember the music?

還是我們把樂譜寫下來，就可以記住樂曲了呢？

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：John Cage's 4'33 約翰·凱基《四分三十三秒》

4'33 means 4 minutes 33 seconds, which is the **length** of this **piece**. This piece can be called four thirty-three, as well. It was composed in 1952 by an American composer John Cage. There is not any single **note** during the entire duration. In the **silence**, all the sounds from the environment or audience can make a piece of music. Cage's belief is that **any sound can be music**

This piece 4'33 is composer Cage's most famous and controversial creation. It's somehow like the story of the Emperor's New Clothes! Cage spoke about the premiere of 4'33:

They missed the point. There's no such thing as silence. What they thought was silence, because they didn't know how to listen, was full of accidental sounds. You could hear the wind stirring outside during the first movement. During the second, raindrops began pattering the roof, and during the third, the people themselves made all kinds of interesting sounds as they talked or walked out.

John Cage, on the premiere of 4'33"

This is Cage's **experimental** and **avant-garde** composition. It opens another new way of music.

4'33"意指這首樂曲的長度是四分三十三秒，是美國作曲家約翰·凱基於 1952 年的創作。樂曲從頭到尾沒有任何音，演奏時寂靜的時刻，所有來自環境或聽眾的聲音都可以成為音樂。凱基相信任何聲響都可以是音樂。

《4 分 33 秒》是凱基最著名，也最爭議的作品，有種「國王的新衣」的感覺！在這首曲子的首演，凱基在首演時提到：

他們(聽眾)錯失重點，沒有什麼叫做沉默。他們以為的寂靜，是因為他們不知道如何聆聽這滿布的偶然聲響。你可能以聽到第一樂章是戶外擾動的風聲，第二樂章是雨滴開始敲打屋頂，而第三樂章則是人們說話或走動發出的各種有趣聲音。

— 約翰·凱基於《4分33秒》首演

這是凱基的實驗性和前衛的作品，它開啟了新的音樂方式。

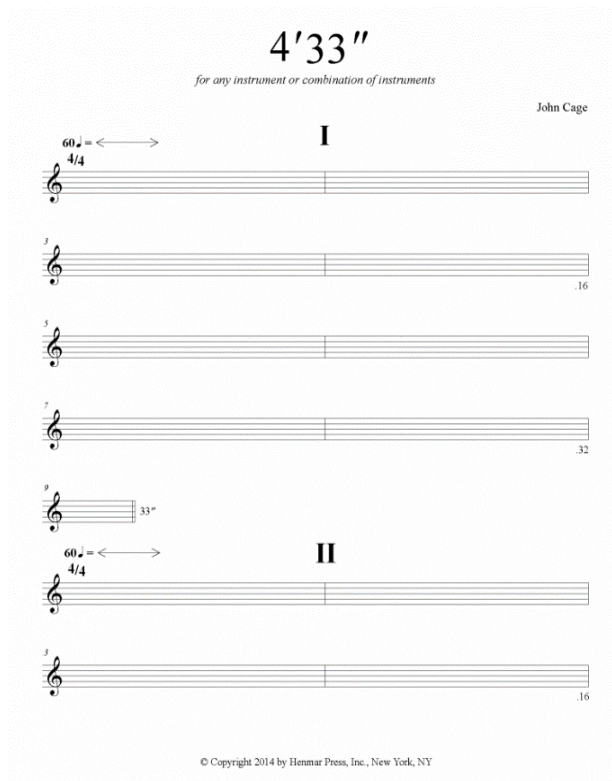


Figure: score of 4'33''

(圖片來源：<https://medium.com/etc-magazine/album-of-the-day-july-3-239b0af03789>)

Teacher: I am going to ask a volunteer to play this score. (Showing to everyone on the slide)
Is anyone willing to try?

Student: How to play?

Teacher: Follow the instructions. There is not a single note. The first movement is 33 seconds.

Student: (raise hand) I'll try.

Teacher: Great. I will lend you a stopwatch. And you will perform for 33 seconds. Audience, please pretend you are going to a concert listening to a famous pianist performing something you haven't heard before.

Student: (Applause) (watch the performance)

Teacher: Great job! Now, in those 33 seconds, what did you hear? What did you hear besides piano? Are there other sounds / noises / talking voices / or the wind/dog barking?

老師：老師想徵求一位志願者演奏這首樂曲，(以投影片呈現樂譜)有哪位同學想試試看？

學生：要怎麼演奏呢？

老師：遵照指示，譜上沒有任何音符，第一樂章為 33 秒。

學生：(舉手)我想試試。

老師：很好！這是碼表，第一樂章是 33 秒。其他聽眾們，想像你們買了著名鋼琴家的音樂會票，第一次聆聽這首樂曲。

學生：(掌聲)(聆賞演奏)

老師：同學你表現得很好！

請問大家，剛剛那 33 秒，你們有聽到其他聲音嗎？講話聲？噪音？風聲？狗叫聲？

概念二

說明：Steve Reich *Clapping Music* 史提夫·萊許〈拍手音樂〉

Can clapping be a piece of music? Yes! American composer Steve Reich composed this piece for two performers. It is entirely clapping! This music is considered as a **minimal music**. It has a very simple music idea. Composer Reich uses the basic rhythm and makes time shifting.

Clapping music originated from the idea of “Canon”. Two performers clap in the same rhythm (Figure 2). After repeating 8 to 12 times, they will move on to the next bar. In the second bar, the second performer shifts one-eighth note to the right (Figures 3 & 4). The two performers create shifting and the variation of syncopation.



Figure 2. the basic rhythm

(圖片來源：<https://musescore.com/user/36611136/scores/7537418>)



Figure 3. The second performer shifts an eighth note.

(圖片來源：https://www.youtube.com/watch?v=lzkOFJMI5i8&ab_channel=gerubach)



Figure 4. The result of the second bar.

(圖片來源：<https://musescore.com/user/28073984/scores/5067795>)

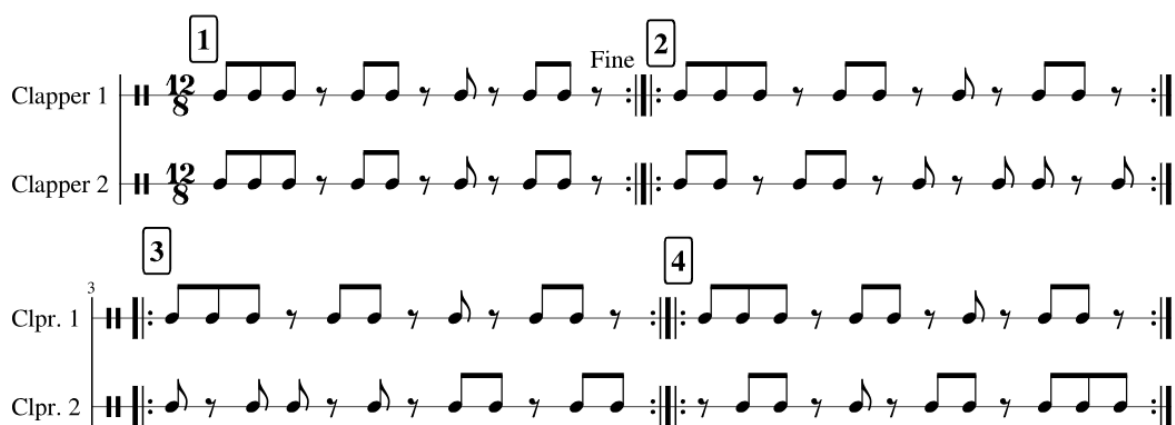


Figure 5. Clapping Music score

(圖片來源：<https://musescore.com/user/28073984/scores/5067795>)

拍手可以成為一首曲子嗎？沒錯！美國作曲家史提夫·萊許創作了這首給兩位演出者的樂曲，這首樂曲完全就是拍手呢！這種音樂被稱為極簡音樂，使用極為簡單的概念，作曲家萊許運用基本節奏並進行時間錯置。

拍手音樂源於「卡農」的理念。兩位演奏者拍出相同的節奏（譜例 2），反覆 8 到 12 次後，到下一個小節。第二小節，第二位演奏者提前八分之一音符（譜例 3 和 4），因此兩位演奏者產生交錯狀態。

Teacher: This is a score of a piece, there are two performers. Look at Figure 5, what do you see from the score?

Student: (silent)

Teacher: Let's look at the first line, the first performer. The first bar and the second, are they the same or different?

Student: The same.

Teacher: Right. How about the second performer? It's a little tricky. Let me play for you.

Can you find the pattern?

Student: The pattern is the same. The first bar would start from the first note, second bar start from the second note.

Teacher: Bingo! Very nice observation. I will introduce this piece.

老師：這是一首樂譜，有兩位演奏者的樂譜。請看到譜例五，有發現什麼嗎？

學生：（靜默）

老師：我們來看到第一行的第一位演奏者，請問他之後演奏的節奏是一樣，還是不一樣呢？

學生：一樣。

老師：是的！那麼第二位演奏者呢？這有點棘手，我來示範，有發現什麼組型嗎？

學生：節奏是相同的，但第一小節從第一個音開始，第二小節從第二個音開始...

老師：非常好！很用心的觀察！我來介紹這首樂曲。

■ 教學活動 Class Activities

活動一

說明：Clapping music composition. Students will work in groups, and come up with the first bar / the basic pattern of their piece

「拍手音樂」創作。將學生分組，各組設計拍手音樂第一小節的節奏模組

We learned about Steve Reich's *Clapping Music*, now we would like to compose our Clapping Music! In activity one, each group will create their own rhythm pattern in the first bar. Besides clapping, we would like to add more sound effects. You can add a stomping foot sound, tap on leg, tap on shoulder, or even two people clapping each others' hands. This piece would be in 4/4 meter. There will be 8 measures. Each group will create the first measure and present it to everyone.

這單元我們介紹了 Steve Reich 的拍手音樂，換我們來創作自己的拍手音樂吧！各組在活動一，將完成第一小節的節奏組型，除了拍手聲之外，還可以增加不同的拍奏部位，增加聲響效果，如拍腿、踏腳、拍肩膀，或是倆倆一組的拍手。樂曲是 4/4 拍，共八小節，現在，請同學先來創作第一小節的節奏吧！

4				
4				

Please fill in the rhythms.

For example:

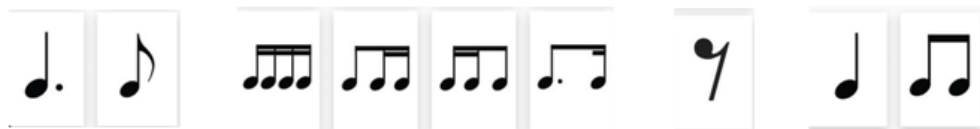


Figure. Explanation on the blackboard.

Teacher: Now, let's create our clapping music. We will create the first bar, then shift the rhythms just like Steve Reich.

Student: How to create the first bar?

Teacher: Let me give you some examples. If the rhythm varies, this piece would be more interesting.

Student: Does it need to be hard?

Teacher: No. It doesn't have to be hard. But repeating rhythms may not be appropriate. It would be boring.

Student: Like this? 4/4 ♪♪♪♪

Teacher: Yes, those are not recommended.

老師：現在，我們來進行拍手音樂創作，我們會創作第一小節，接著後面都是節奏位移，像 Steve Reich 一樣。

學生：要怎麼創作第一小節呢？

老師：(老師舉例示範) 如果節奏比較有變化，這首樂曲就會有趣。

學生：要很複雜嗎？

老師：不用，不用太難。盡量避免重複的節奏，像是四分音符四拍、或是都是八分音符等，節奏位移時聽不出變化。

學生：像是這樣嗎？四個八分音符。

老師：對，這種節奏不太推薦。

活動二

說明：Clapping Music rehearsal and performance 「拍手音樂」排練與演出

In activity one, each group created their first bar rhythm pattern. In activity two, we will finish the eight measures composition.

When playing, each measure would repeat four times.

Here is an example. This is the basic pattern.



(rhythm cards resource: <https://www.gumnutmusic.com.au/product/rhythm-cards/>)

活動一已經請各組設計一小節的節奏組型，活動二，我們將完成八小節的音樂創作。演奏時，每小節重複四次。

範例：以此作為節奏組型。

To finish the rest of the measures, this rhythm would shift an eighth note. The second measure starts with the red number 2, and ends in 1, it would be 23456781; the third measure starts with the red number 3, it would be 34567812.

Note that the rhythm will be regarded as .

接下來的小節，節奏會位移八分音符，也就是說，第二小節從紅色數字 2 開始，節奏會是 23456781，第三小節從紅色數字 3 開始，變成 34567812。

如果是附點節奏 ，將要看成 .

This is the completion of this piece.

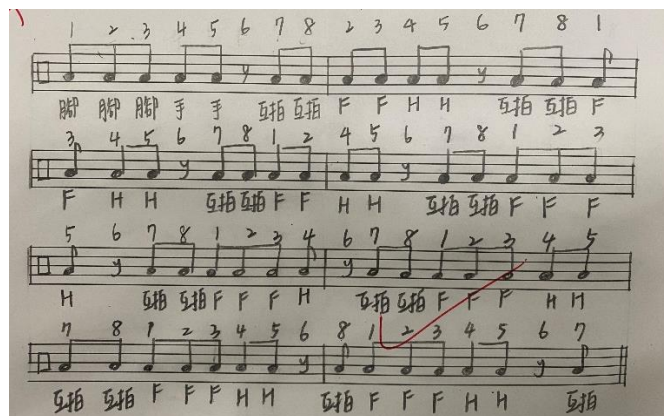
這是範例，八小節的作品。



Figure. Composed and edited by myself.

Let's show an example of student's work.

以下是學生的作品



Teacher: Today's lesson is our rehearsal time. I will walk around each group and listen to your practice.

Student: (Problem 1) We can't clap well. There are people who can't follow the beat and disappear or clap wrong.

Teacher: How about assigning a conductor who counts the beat for everyone? His voice needs to be loud enough.

Student: (Problem 2) There are people who can't read the score, how can he clap?

Teacher: You can speak out the movement with the tempo. For example, foot-clap-clap, off-clap, leg-leg, leg-leg.

Student: Let's try.

Teacher: Keep practicing. I will go to other groups.



老師：今天的課堂是排練時間，老師會穿梭各組，聽聽你們的練習。

學生：（可能遇到的問題一）我們打不好，拍子對不起來，然後有人沒打或打錯！

老師：那你們要不要選一位指揮，負責幫大家數拍子，聲音要夠大唷！

學生：（可能遇到的問題二）有些同學看不懂樂譜，要如何拍奏？

老師：你可以和拍念出動作，像是腳手手，停手，腿腿，腿腿。

學生：我們試試看。

老師：繼續練習唷！我來巡視其他小組。

單元五 阿卡貝拉 A Cappella

新竹市立建功高級中學 曾德欣

■ 前言 Introduction

A Cappella is music performed by a singing group without any instrumental accompaniment. This kind of performance originated from the Renaissance when a religious piece was sung by a choir. Contemporary a cappella adds vocal percussion or beatboxing to create a rock sound. It is very attractive and charming, appealing to more and more people engaging in a cappella. In this lesson, we would introduce the parts/elements in an a cappella group, so as to know more about their job division. Also, famous groups from worldwide and Taiwan will be introduced. Then, students will learn a few patterns of beatboxing and sing a cappella.

阿卡貝拉是指無樂器伴奏的群唱音樂，這種演出起源於文藝復興時期，當時宗教歌曲是由合唱團以純人聲演唱。而當代阿卡貝拉團體會加上人聲打擊樂或節奏口技，營造出搖滾聲響，聽起來非常有吸引力和魅力，越來越多人加入阿卡貝拉。

這單元我們將介紹阿卡貝拉團體各個分部／元素，以更了解他們的職責分工。此外，還會介紹來自世界各地和臺灣的著名團體。接著，學生將學習一些節奏口技組型，並以阿卡貝拉方式演唱。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
a cappella	阿卡貝拉	instrument	樂器
vocal lead	主唱	harmony	和聲、合音
bass	低音	beatbox	節奏口技
job division	分工、分部	vocal percussion	人聲打擊
contemporary	當代	percussion	打擊樂
jazz drum	爵士鼓	imitate	模仿
choir/choral	合唱／合唱的	aboriginal	原住民族
cover	翻唱	music medley	音樂串燒歌、混合曲
pentatonic	五聲音階		

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

❶ What are the parts in a cappella/a choir?

There are _____.

(Describing the parts in a cappella/ a choir)

例句(1) : ❶: **What are the parts of a cappella?**

❷: **There are** vocal lead, harmony, bass, and vocal percussion.

❶: 阿卡貝拉有哪些聲部呢？

❷: 有主旋律、和聲、低音、和人聲打擊。

例句(2) : ❶: **What are the parts in a choir?**

❷: **There are** soprano, alto, tenor, and bass parts.

❶: 合唱團有哪些聲部呢？

❷: 有女高音、女中音、男高音、男低音聲部。

❷ Please analyze the parts in _____.

例句(1) : **Please analyze the parts in** a cappella.

請分析阿卡貝拉的聲部。

例句(2) : **Please analyze** the form of this song, and find out where the verse and chorus are.

請分析這首歌曲的曲式，找出主歌和副歌的段落。

❸ The person (number) from the right/left.

例句(1) : Who is the vocal lead? **The person third from the left.**

誰唱主旋律呢？由左邊數來第三位。

例句(2) : Where is the bass singer? The person first from/on the left is bass vocal singer, Avi Kaplan.

演唱低音的歌手在哪裡呢？站在最左邊/左邊數來第一位是低音歌手 Avi Kaplan。

④ make a cover of _____. / adapt (a song) into a new version

例句(1) : They **make** aboriginal songs into **a new cover of** a cappella version, and make more people aware of those beautiful aboriginal songs, especially Atayal, in Taiwan.

= They **adapted** aboriginal songs **into new** a cappella **version**, allowing more people to know Taiwan's beautiful aboriginal songs, especially Atayal songs.

他們將原住民族歌曲改編成新的無伴奏合唱版本，讓更多人認識臺灣那些優美的原住民族歌曲，尤其是泰雅族歌謠。

例句(2) : VOX has **made** many **cover versions of** popular songs.

玩聲樂團有許多翻唱流行歌曲的作品。

⑤ A medley of (genre) songs.

例句(1) : **A medley of** Christmas **songs**.

聖誕串燒歌曲

例句(2) : They often create **a medley of** popular **songs** from Madonna to Michael Jackson via Mozart.

他們經常演唱流行歌曲，改編成串燒歌，從瑪丹娜到麥可·傑克遜，還有莫札特。

⑥ What are the sounds in the beatbox? How can you make beatbox sounds?

例句(1) : ①: **What are the sounds in the beatbox?**

②: Sounds like “B”, “K”, and “T”, with much air, are used in beatbox.

①: Beatbox 中有哪些聲音呢？

②: 有 B、K、T 帶有氣的聲音。

例句(2) : ①: **How can you make beatbox sounds?**

②: You could try making “B”, “K”, and “T” sounds with much air.

①: 怎麼發出 beatbox 的聲音呢？

②: 試著發出「B、T、K」，且很多氣聲

⑦ The sound ____ stands for (instrument) .

例句：The sound “B” stands for bass drum. “K” stands for snare drum. “T” or “TS” stands for hi-hat.

「B」代表大鼓，「K」代表小鼓，「T」或「TS」代表開合鈸的聲音。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：What is a cappella and its job division? 認識阿卡貝拉的起源和編制

A cappella is an Italian word, which means “in chapel” or “choir style”. The chapel-style music was regarded as the most religious and glorious way to praise God. Because music assists in our expression and response to God, pure human voice reflects the deep parts of our soul.

In Renaissance times, the choir sings in harmonious blending, without using any **instruments**.

(video: Allegri Miserere, sung by King’s College)

https://www.youtube.com/watch?v=IX1zicNRLmY&ab_channel=KingsCollegeChoir

Contemporary a cappella groups maintain the spirit of “pure human voice”, but add beatboxing or vocal percussion. Let’s watch a video, and **analyze the parts in a cappella**.

Video: VOX 玩聲樂團，〈小幸運〉

https://www.youtube.com/watch?v=NeX6dyEy9H0&ab_channel=VOX%E7%8E%A9%E8%81%B2%E6%A8%82%E5%9C%98

What are the parts of a cappella?

Vocal Lead: One person who sings the melody.

Harmony: One to three people singing the chords.

Bass: One person singing the bass line, singing the root of the chord using “Dum”.

Beatboxing / Vocal Percussion: One person imitating the sounds of percussion, like D, K, Ts...etc.



Figure: VOX 玩聲樂團，《小幸運》

A Cappella 是義大利文，意思是「在教堂裡」或「合唱風格」。這種純人聲的合唱形式被認為是最虔誠、最榮耀讚美上帝的方式，因為音樂有助於我們表達和回應上帝，純淨的人聲反映了在我們靈魂深處的情感。在文藝復興時期，合唱團不使用任何樂器伴奏，以多聲部的人聲合唱，產生豐富的和聲。

當代無伴奏合唱團保持「純人聲」的精神，但加入了節奏口技或人聲打擊。讓我們欣賞一個影片，分析無伴奏合唱的各個部分。

無伴奏合唱由哪些部分組成？

主旋律：通常由一人演唱旋律。

和聲：一到三個人唱和弦。

低音伴奏：一人唱低音，以 **Dum** 唱和弦的根音。

節奏口技：一個人模仿打擊樂的聲音，如 **D**、**K**、**Ts** 等。

Teacher: We have introduced the job division of an a cappella group. What are the parts?

Student: Vocal lead, harmony, bass, and vocal percussion.

Teacher: Right. Let's watch the video again, and see if you can recognize who sings the vocal lead.

Student: Hi, him, (points out the picture)

Teacher: Who is the vocal lead? We say **the person (number) from the right/left**.

Student: The person third from the left.

Teacher: Excellent!

老師：我們介紹了 a cappella 的分工，請問有哪些分部呢？

學生：主唱、和聲、低音、人聲打擊。

老師：很好，我們再次欣賞影片，看看能否找出哪一位負責主唱呢？

學生：他、他（指向圖片）

老師：我們會說，右邊／左邊 數來 第幾位。

學生：左邊數來第三位

老師：非常好！

概念二

說明：Appreciate foreign and Taiwanese famous a cappella groups' performances

欣賞國內外阿卡貝拉團體

Ray Chu is a pioneer of a cappella in Taiwan. He founded Taiwan Choral Music Center, TCMC in 2000. Ray is devoted to forging contemporary a cappella and robust choral singing. Since then, many a cappella groups started.

Taiwanese a cappella groups

1. O-Kai Singers: founded in 2004, this *a cappella* group has a unique character of combining aboriginal songs into their work. They make aboriginal songs into a new **cover** of *a cappella* version and make more people aware of those beautiful aboriginal songs, especially Atayal, in Taiwan.

Music appreciation: Happy Song 泰雅族歡樂歌



Figure. 歐開合唱團

https://www.youtube.com/watch?v=jIwd7lgfCRY&ab_channel=%E6%AD%90%E9%96%8B%E5%90%88%E5%94%B1%E5%9C%98O-KaiSingersOfficial

2. VOX: founded in 2012, they often sing pop and rock style. They have made many **cover versions** of popular songs, like Ed Sheeran's *Shape of You*, Disney's *A Whole New World*, and *Remember Me*. There are five men in the group.

Foreign a cappella groups

1. Pentatonix: An American a cappella group from Texas. This name is named after the “pentatonic scale”. Their EP sells really well and is often on the number one chart. Their vocal bass, Avi Kaplan, has a very prominent vocal range. Every member is like a superstar.



Figure: Pentatonix.

<https://www.twincities.com/2014/12/20/who-are-pentatonix-and-why-is-their-christmas-album-so-popular/>

2. The Voca People: The Voca People are from Israel. Founded in 2009, Voca People gives thrilling and original musical adventure. Their performance burst with comedy and fun. They paint their face in white and dress in white and with very red lips. They often create a **medley** of popular songs from Madonna to Michael Jackson via Mozart.



Figure: The Voca People <https://singers.com/grouphistory/5958>

朱元雷是臺灣阿卡貝拉先驅，2000 年，他創辦了臺灣合唱音樂中心（TCMC），朱老師致力於打造當代無伴奏合唱和充滿活力的合唱演唱，在那之後，阿卡貝拉團體雨後春筍地出現。

臺灣的阿卡貝拉團體

1. 歐開合唱團：成立於 2004 年，其獨特之處在於將原住民族歌曲融入作品中。他們將原住民族歌曲改編成新的無伴奏合唱版本，讓更多人認識臺灣那些優美的原住民族歌曲，尤其是泰雅族歌謠。

音樂欣賞：泰雅族歡樂歌

2. 玩聲樂團：成立於 2012 年，經常演唱流行和搖滾風格的歌曲。他們翻唱了許多流行歌曲，例如紅髮愛德的《*Shape of You*》、迪士尼《*A Whole New World*》、《*Remember Me*》，這團體有五個團員。

國外無伴奏合唱團體

1. Pentatonix：來自美國德州的團體，團名寓意「五聲音階」（pentatonic）。他們的唱片銷量非常好，經常登上排行榜第一名。男低音阿維·卡普蘭（Avi Kaplan）擁有非常突出的音域，每位成員都像超級明星一樣。
2. The Voca People：來自以色列，成立於 2009 年，提供令人興奮且原創的音樂作品，他們的表演充滿了喜劇和樂趣。這團體的特色把臉塗成白色，穿著白色衣服，搭配非常紅的口紅。他們經常演唱流行歌曲，改編成串燒歌，從瑪丹娜到麥可傑克遜，還有莫札特。

Teacher: This is a group called “Pentatonix”. Pentatonic means 五聲音階, can anyone tell us what is pentatonic?

Student: I know, a Chinese scale.

Teacher: Right. What are the notes in the pentatonic scale, if we start from do?

Student: Do, re, mi, sol, la

Teacher: Outstanding. Take a guess at why this group is named Pentatonix.

Student: There are five people in the group.

Teacher: Good point!

老師：這是「五聲音階團體」，我們來複習一下，什麼是五聲音階呢？

學生：我知道，中國五聲音階。

老師：是的。五聲音階有哪些音高呢？如果我們從 Do 開始。

學生：Do, re, mi, sol, la。

老師：很好！我們來猜猜看，為何他們叫做五聲音階呢？

學生：可能是因為有五個人。

老師：很好的推論！

■ 教學活動 Class Activities

活動一

說明：節奏口技教學

In this lesson, we learned a cappella. What makes it sound rock and fascinating is the “beatboxing”. Let’s learn some beatboxing.

在我們學習到的阿卡貝拉音樂裡，會聽到一種又搖滾又迷人的「節奏口技」；在這個單元裡，我們就來學習一些「節奏口技」吧！

This is a set of jazz drums. Beatbox imitates the sound of bass drum, snare, and hi-hat.

這是一組爵士鼓，beatbox 模仿大鼓、小鼓、開合鈸的聲音。



Figure. Jazz Drum

<https://www.steveweissmusic.com/product/gretsch-catalina-club-jazz-3-piece-drum-set-shell-pack/drum-sets>

Instruments	Bass drum	Snare drum	Hi-hat
sounds	B	K	t / ts

Figure. Bass Drum

<https://www.sweetwater.com/store/detail/DRKT83C423--dw-collectors-exotic-maple-gum-shell-pack-4-pc-with-20-inch-natural-maple-burl>

Snare drum

<https://drumsettips.org/fixing-difficult-snare-drums/>

hi-hat

<https://www.musicaexpert.org/what-is-a-hi-hat.htm>

The sound “B” **stands for** bass drum. “K” **stands for** snare drum. “T” or “TS” **stands for** hi-hat.

「B」代表大鼓，「K」代表小鼓，「T」或「TS」代表開合鈸的聲音。

pattern 1:

B	t	K	t	B	t	K	t
B	t	K	t	B	t	K	ts-

Pattern 2:

B	t	K	t	B	B	t	K	t
B	t	K	t	B	B	t	K	ts-

Pattern 3

B	t	K	t	t	B	K	t
B	t	K	t	t	B	K	ts-

Teacher: Let’s review the sound of a bass drum. What is it?

Student: B.

Teacher: Yes, with much air. And bass drum needs to be kicked hard, so the “B” sound is strong. Let’s try!

Student: B, B, B.

Teacher: Can anyone show one of the patterns?

Student: Me, pattern 3. B t K t, t B K t.

Teacher: Bravo! Let’s give him a big hand.

老師：我們來複習大鼓的聲音，怎麼發呢？

學生：B

老師：是，加上很多氣音。大鼓是用腳打的，比較大力，因此模仿大鼓的聲音也要很強，我們試試！

學生：B, B, B

老師：有哪位同學願意表演看看剛剛教過的節奏模組嗎？

學生：我！第三種節奏 B t K t, t B K t

老師：很精彩，給他們掌聲吧！

活動二

說明：唱 a cappella，將節奏口技配上音樂

Let's sing a cappella, adding beatboxing into music

In activity one, we learned some beatboxing. In activity two, students will work in groups and add beatboxing to the music.

上個活動我們學了一些節奏口技，在活動二，學生各小組將節奏口技搭配音樂。

Group members: _____

A. Song Name: _____

A. Analyze the form of this song, and find out where the verse and chorus are form: _____

B. Fill in the beatbox you are using.

Section	Beatbox, fill in the pattern	Job division
Verse 1		Vocal lead: _____ Beatbox: _____
Chorus 1		Vocal lead: _____ Beatbox: _____
Verse 2		Vocal lead: _____ Beatbox: _____
Chorus 2		Vocal lead: _____ Beatbox: _____
Chorus 3		Vocal lead: _____ Beatbox: _____

Teacher: We are going to sing a cappella.

Student: What songs can we choose?

Teacher: I suggest you pick chill music. When you are beatboxing, you won't be that tired.

Rap music or hard metal rock is not recommended.

Student: Can we pick Maroon 5?

Teacher: Yes. Songs like *What Makes You Beautiful*, songs by Bruno Mars, are recommended.

Student: How about Chinese songs?

Teacher: Yes, you could pick a Chinese song.

老師：我們要來進行阿卡貝拉歌唱。

學生：老師，可以選擇什麼類型的歌曲呢？

老師：老師建議比較輕柔類型流行歌曲，如此一來，在唱 beatbox 不會這麼累。嘻哈、重金屬搖滾不建議。

學生：可以選 Maroon 5 嗎？

老師：可以，或是像 *What makes you beautiful*, 或是 Bruno Mars 也可以。

學生：可以選中文歌曲嗎？

老師：可以。

單元六 西洋流行音樂

Western Pop Music

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■ 前言 Introduction

Western pop music, emerging in the mid-20th century, is characterized by its catchy melodies, simple structures, and broad appeal. Influenced by genres like jazz, blues, and rock 'n' roll, early pop icons such as Elvis Presley and The Beatles revolutionized the music scene. Over the decades, pop music has evolved, incorporating elements from hip-hop, EDM, and R&B, with modern artists like Taylor Swift, or Ed Sheeran continuing to innovate. Pop music also plays a significant role in shaping cultural trends, with pop stars often becoming fashion icons and influencers. Today, pop music remains a dynamic and influential force in global culture.

In this lesson, we will introduce revolutionary artists such as the Beatles and Elvis Presley. By listening to their songs, we can appreciate how their songs are connected to our lives. As for the activity, we will take a closer look at the song lyrics of *Imagine* and learn some basic musical chords.

二十世紀中葉興起的西方流行音樂，特徵是朗朗上口的旋律、曲式結構簡單、大眾普遍喜愛。受到爵士樂、藍調和搖滾樂等流派的影響，「貓王」和「披頭四」等早期流行偶像徹底改變了音樂界，這數十年，流行音樂不斷發展，融合了嘻哈、EDM 和 R&B 元素，泰勒絲、紅髮艾德等流行歌手不斷創新，流行音樂在塑造文化趨勢也發揮重要作用，明星往往成為時尚偶像和潮流的帶領者，當今，流行音樂仍然在全球文化中，持續充滿活力和影響力。

本單元，我們將介紹如披頭四和貓王充滿創新性的音樂家，聆賞他們將生活所見所聞譜寫成歌曲，分析《*Imagine*》的歌詞，以及認識和弦，和弦記號及彈奏基礎和弦。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Pop Music Genre 流行音樂種類			
pop music	流行音樂	Rock'n'Roll / rock music	搖滾樂
hip-pop	嘻哈	country music	鄉村音樂
R&B (rhythms and blues)	節奏藍調	jazz	爵士
blues	藍調	album	專輯

Instruments and Bands 樂器 / 樂團相關			
keyboard	鍵盤	Beatles	披頭四
keyboard player	鍵盤手	Mayday	五月天
electric guitar	電吉他	drum	鼓
guitarist	吉他手	drummer	鼓手
bass guitar	貝斯吉他	songwriter	歌曲創作者
bassist	貝斯手	singer	歌手
chord	和弦		

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

① In Taiwan, _____ (band) is a classic Rock'n'Roll band.

例句：In Taiwan, Mayday is a classic Rock'n'Roll band.

在臺灣，五月天是典型的搖滾樂團

② The band members of _____ are (instrument) (name) . The band members of _____ are (name) as (instrument) .

例句：The band members of the Beatles are guitarist John Lennon (1940-1980), singer and bassist Paul McCartney (1942-), main guitarist George Harrison (1943-2001), and drummer Ringo Starr (1940-).

= The band members are John Lennon as guitarist, Paul McCartney as singer and bassist, George Harrison as main guitarist, and Ringo Starr as drummer.

披頭四樂團成員包括吉他手約翰·藍儂（1940-1980）、歌手兼貝斯手保羅·麥卡尼（1942-）、主吉他手喬治·哈里森（1943-2001）和鼓手林哥·史達（1940-）。

③ _____ is a big fan of _____.

例句：Do you know the Taiwanese rock band Mayday? They are **big fans of** the Beatles.

你們知道臺灣搖滾樂團五月天嗎？他們是披頭四的大粉絲。

④ A song in / as tribute to (somebody) .

例句(1)：They wrote a song called “John Lennon” in 2004, **in tribute to** him.

他們在 2004 年發行了一首歌曲叫做〈約翰·藍儂〉，向藍儂致敬。

例句(2)：I wrote this song **as a tribute to** my parents.

我寫這首歌向父母致敬。

5 _____ was released in _____.

例句：Yellow Submarine was released in 1968.

《黃色潛水艇》發行於 1968 年。

6 This is a song associated with _____.

例句：There are songs associated with graduation, friendship, or farewell.

有些歌曲就是在描述畢業、友誼、或離別。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：Introducing the history and evolution of Western Pop Music 介紹西洋流行音樂的歷史與變革

Pop music was influenced by blues, jazz, and R&B. Around the 1950s, the birth of **Rock'n'Roll** impacted the whole world.

What are the instruments of Rock'n'Roll? It features a singer, and an electric guitar, providing both rhythm elements and a central role in rock music. Other instruments include bass guitar, drums, and keyboards.

Pioneers like Elvis Presley, known as the Cat King, spread the craze to England. The Beatles started their band. In Taiwan, there are many Rock'n'Roll bands, for example, the Mayday Band.



Figure: Rock and Roll hand sign (<https://www.vecteezy.com/free-vector/rock-hand-sign>)

The rise of music videos and MTV changed the music industry. Artists like Michael Jackson and Madonna can sing and dance perfectly. Their performance is not only for listening but also for watching. Other genres like hip-hop, country music, and R&B were blended into pop music. After the 2000s, streaming services on digital platforms made pop music more diverse.

流行音樂受藍調、爵士樂和 R&B 影響，1950 年代左右，搖滾樂的誕生傳遍了全世界，它的特色是歌手為主，以及電吉他提供節奏和搖滾音樂的核心，其他樂器包括貝斯、鼓和鍵盤，被稱為「貓王」的艾維斯·普里斯萊將這種熱潮傳播到了英國，披頭四成立他們的樂團。在臺灣，五月天樂團就是諸多經典搖滾樂團之一。

音樂錄影帶和 MTV 的興起改變了音樂產業，像邁克·傑克森和瑪丹娜可以同時唱歌和跳舞，讓音樂不只是聆聽。其他風格如嘻哈流行音樂、鄉村音樂、R&B 也融入了流行音樂。2000 年代以後，數位平臺的串流服務讓流行音樂更加多元。

Teacher: Look at the picture, what is this? Does anyone know when you will see this hand sign?

Student: It means Rock.

Teacher: Right. It represents “Rock’n’Roll” music. We sometimes see the audience putting both hands in this gesture. What instruments will you think of in Rock’n’Roll?

Student: Guitar.

Teacher: What other instruments are in the Rock’n’Roll band?

Student: Keyboards, bass, and jazz drums.

Teacher: Correct. Next time, when you are using the LINE app, type “Rock” and see what emoji it has.

老師：請看圖片，這手勢代表什麼呢？

學生：代表搖滾音樂。

老師：是，它代表著搖滾樂。有時可以看到觀眾雙手舉這個手勢，在搖滾樂中有哪些重要樂器呢？

學生：電吉他。

老師：還有呢？

學生：電子琴（鍵盤）、貝斯、爵士鼓組。

老師：很好。下次打開 LINE 軟體時，打 Rock，看看會出現哪些表情包和圖示吧！

概念二

說明：Music Appreciation 音樂欣賞

The Beatles

The Beatles were a very influential English rock band. They are pioneers in recording and songwriting. Members are guitarist John Lennon (1940-1980), singer and bassist Paul McCartney (1942-), main guitarist George Harrison (1943-2001) and drummer Ringo Starr (1940-).

披頭四是一支非常有影響力的英國搖滾樂團，他們是錄音及創作的先驅，成員包括吉他手約翰·藍儂（1940-1980）、歌手兼貝斯手保羅·麥卡尼（1942-）、主吉他手喬治·哈里森（1943-2001）和鼓手林哥·史達（1940-）。



Figure. Beatles. An album *Abbey Road* issued in 1969 made this place a tourist destination.

https://en.wikipedia.org/wiki/Abbey_Road

♪ Hey Jude

Paul McCartney wrote this song to comfort John Lennon's young son Julian. Lennon had left his wife for the Japanese artist Yoko Ono. The lyrics encourage him to be positive in a sad situation, while also encouraging "Jude" to pursue his opportunities to find love.

保羅·麥卡尼寫這首歌是為了安慰約翰·藍儂的小兒子—朱利安，藍儂為了跟日本藝術家—小野洋子在一起而離開了原本的家庭。歌詞鼓勵他在悲傷的情況下保持積極的態度，同時也鼓勵 Jude 尋找追尋愛的機會。

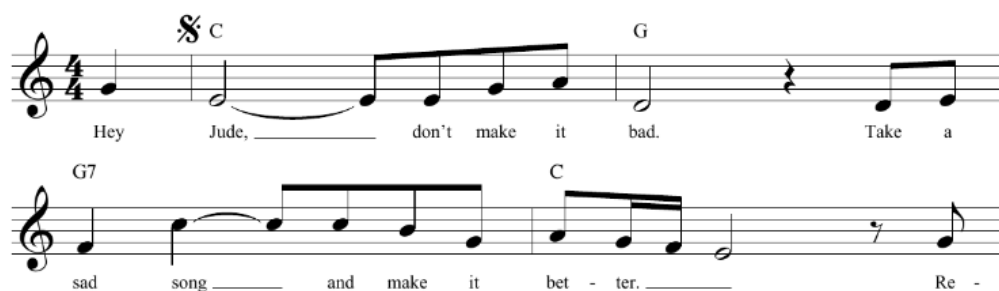


Figure. Hey Jude, score

https://www.sheetmusicdirect.com/en-US/se/ID_No/179137/Product.aspx

♪ *Imagine*

John Lennon wrote this song to convey peace. The lyrics encourage listeners to imagine a world of peace, without materialism, without borders separating nations, and without religion.

約翰·藍儂寫這首歌是為了傳達「和平」，歌詞鼓勵聆賞者想像在一個和平的世界，沒有物質主義，沒有國界，也沒有宗教。



Figure. Imagine, score

<https://easysheetmusic.altervista.org/john-lennon-imagine-easy-sheet-music/>

♪ *Elvis Presley, Love Me Tender*

In 2022, the movie “Elvis” chronicles the life of the American Rock and Roll singer and actor Elvis Presley. Being called the “Cat King”, Elvis could dance freely and perform amazingly on stage.

2022 年，電影《貓王》講述了美國搖滾歌手兼演員艾維斯·普里斯萊的一生。被稱為「貓王」的艾維斯，舞姿自如，舞臺上的表演令人驚嘆。

Love Me Tender is a song from the movie of the same name, *Love Me Tender*.

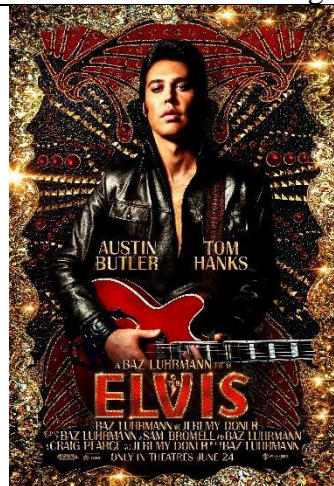


Figure. Elvis movie poster

<https://www.imdb.com/title/tt3704428/>

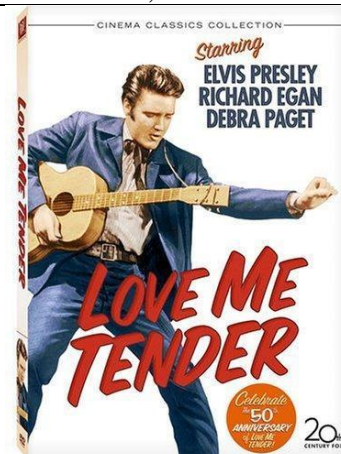


Figure. *Love Me Tender* movie poster

<https://www.imdb.com/title/tt0049452/>

Teacher: Do you know that the Taiwanese rock band Mayday is a big fan of the Beatles?

Student: Really?

Teacher: Yes. They wrote a song called "*John Lennon*" in 2004, in tribute to him.

Student: Can we listen to it?

Teacher: Yes. Also, in an interview in 1999, Mayday said "We hope to be the Beatles in Taiwan." They also predicted the time they would retire.

Student: When?

Teacher: After they published 10 albums, bringing everyone to the *Yellow Submarine* (the Beatles' 10th album), then Mayday disappeared. This is the best retirement.

~Excerpt from Mayday's interview in 1999.6.21 — We hope to become the Beatles of Taiwan

"We hope to become the Beatles of Taiwan. This is of course a dream, but we hope to be like the Beatles, starting with simple and lovely music, finding people in Taiwan who can enter the fantasy journey with us, and then taking everyone to *Yellow Submarine*, after presenting all our best works, disappears - this is the coolest ending."

老師：你們知道臺灣搖滾樂團五月天是披頭四的大粉絲嗎？

學生：真的嗎？

老師：是，他們在 2004 年，發行了一首歌曲叫做〈約翰藍儂〉向他致敬。

學生：可以聽聽看嗎？

老師：可以。在 1999 年的五月天訪談中，他說：「我們希望成為臺灣的 Beatles」，也預告了他們希望怎麼退休！

學生：何時呢？

老師：發行完 10 張專輯，猶如帶大家上「黃色潛水艇」（這是披頭四的第十張專輯名稱），把我們最好的作品都呈現出來後，就消失——這是最酷結局。

~節錄五月天訪談 1999.6.21——我們希望成為臺灣的 Beatles

「我們希望能成為臺灣的 Beatles。這當然是癡人夢話，但是我們是希望自己像 Beatles 一樣，從簡單可愛的音樂開始，在臺灣找到能跟我們一起進入奇幻旅行的人，然後帶大家上黃色潛水艇，把我們最好的作品都呈現出來後，就消失——這是最酷結局。」

■ 教學活動 Class Activities

活動一

說明：What is a musical chord? What is the meaning of “C,” “F,” and “G” on a score?

什麼是和弦？樂譜上的 C、F、G 是什麼意思呢？

When you see a pop song music sheet, usually you will see notations like “C,” “F,” and “G” chords written at the beginning of each measure. (Figure) It means the accompaniment chord for the melody. And it helps the guitar/piano player quickly add corresponding chords to the song. 在流行歌譜上，時常會看到每小節開頭標記像是 C、F、G，代表著該小節伴奏的和弦。這是幫助吉他手/鋼琴手能迅速反應做出歌曲的和弦。

This is the score of *Hey Jude*. Please find the chords on the sheet.

這是歌曲 *Hey Jude*，請圈出和弦記號。

HEY JUDE

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Words and Music by JOHN LENNON
and PAUL MCCARTNEY

Moderately

The musical score for 'Hey Jude' is shown in 4/4 time. The melody is on a treble clef staff, and the bass line is on a bass clef staff. Chords are indicated by capital letters: C, G, G7, and C. These chords are circled in red in the original image. The lyrics are: 'Hey Jude, don't make it bad. Take a sad song and make it better. Re -'.

The capital letter specifies the pitch of the notes.

大寫英文字母代表對應音名的和弦。

What is a chord? A chord is a building block of harmony, usually based on triads.

什麼是和弦？和弦是由三度音堆疊組成的和聲。

These are the chords of C Major.

這是C大調中的弦。

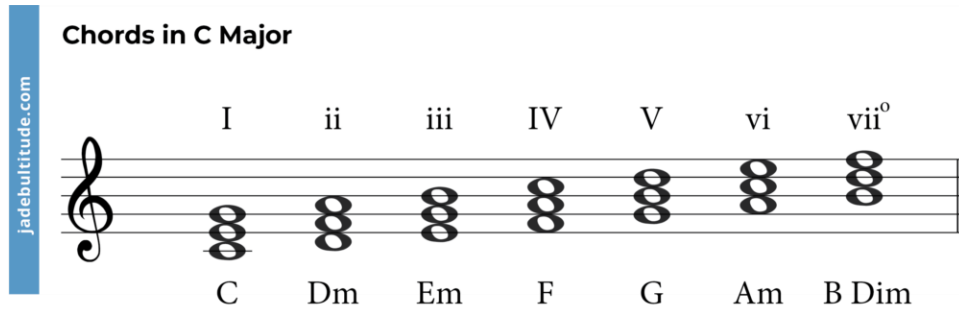
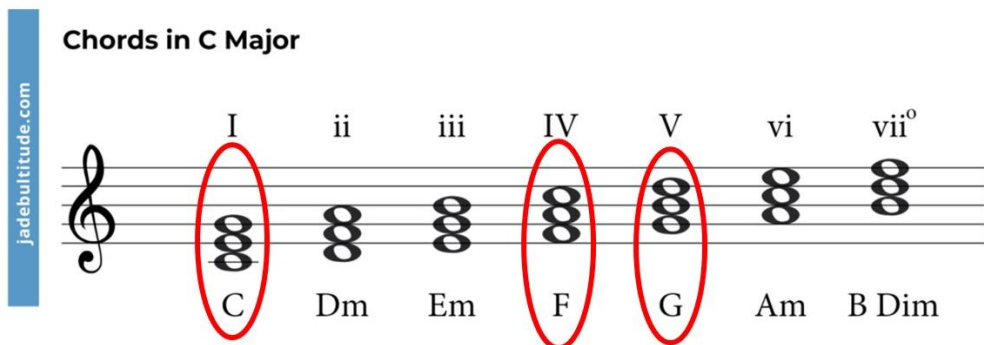


Figure: chords in C Major (reference: <https://jadebultitude.com/chords-in-c-major/>)

In *Hey Jude*, there are “C,” “F,” “G,” and “G7”. Please circle the “C,” “F,” and “G” chords.

在 *Hey Jude* 這首歌出現 C、G、G、G7 和弦。請找出 C、F、G

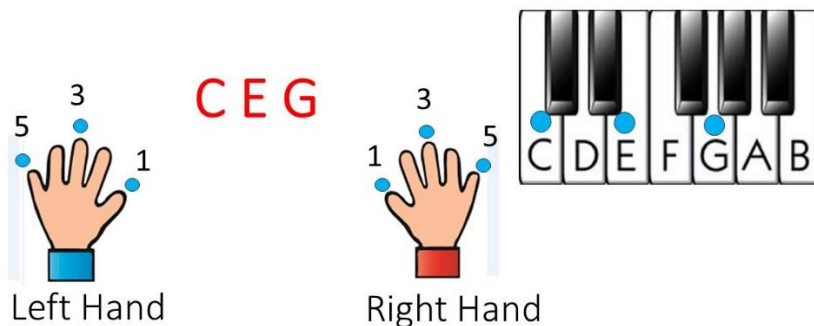


Please play these chords on piano keys.

請在鋼琴琴鍵上彈奏這些和弦

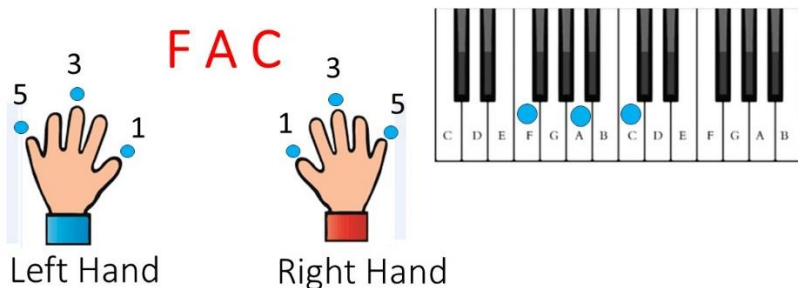
C chord: C 和弦

C Chord: Finger Positions



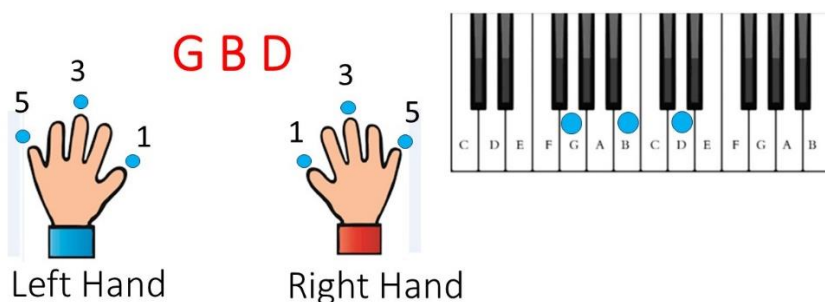
F chord: F 和弦

F Chord: Finger Positions



G chord: G 和弦

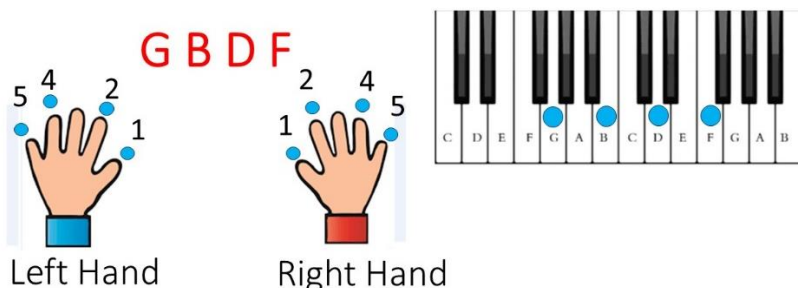
G Chord: Finger Positions



As for G7, it is called G-seven, or dominant chord. It means adding the seventh notes based on G. Let's count the notes start from sol, sol – la – si – do – re – mi – fa.

G7, 代表屬七和弦，從 G (sol)開始加入第七個音，G-A-B-C-D-E-F (sol – la – si – do – re – mi – fa)，加入 F (fa)音

G7 Chord: Finger Positions



Now, let's try to play the chords in *Hey Jude*.

現在，我們來彈奏 *Hey Jude* 的和弦。

C - - - | G - - - | G7 - - - | C - - - |

F - - - | C - - - | G - - - | C - - - ||

HEY JUDE

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Words and Music by JOHN LENNON
and PAUL McCARTNEY

Moderately

Jude, _____ don't make it bad. Take a
sad song _____ and make it bet - ter. Re -
mem - ber to let her in - to your heart, then you can start -
to make it bet - ter. Hey
Jude, _____ don't be a - fraid. You were made to go out and
Jude, _____ don't let me down. You have found her, now go and
get her. _____ The min - ute you let her un - der your
get her. _____ Re - mem - ber to let her in - to your
skin. Then you be - gin _____ to make it bet - ter.
heart. Then you can start _____ to make it bet - ter.

Teacher: What is chord in music? Where is it written on the score? And what is the meaning of those chord names?

Student: It means the chord that the player will play for the accompaniment.

Teacher: Correct! Today, we are going to learn the chords in *Hey Jude*. Where are the chords written on the score?

Student: On the top of every bar.

Teacher: Yes. Do you see the notation “C,” “G,” “F” ..., etc.

Student: C means the chord starts on C note (do).

Teacher: Let's try to play on a piano keyboard.

老師：什麼是和弦？它標示在樂譜哪裡呢？那些符號又代表什麼和弦呢？

學生：代表著演奏者要為樂曲配上的伴奏和弦。

老師：是的！今天我們要來學習 *Hey Jude* 歌曲的和弦，請問和弦標示在樂譜哪裡呢？

學生：每一個小節上頭。

老師：是！你會看到 C、G、F 等。

學生：C 代表著從 C 音(Do)開始的和弦。

老師：我們在鋼琴琴鍵上彈奏看看吧！

活動二

說明：John Lennon's *Imagine* has simple lyrics yet expresses something profound. Let's find out what the lyrics are indicating.

約翰藍儂的〈想像〉歌詞簡單寓意深遠，我們來看看歌詞要傳達的意境吧！

Part One. Listen to the music and fill in the blanks.

Word bank:

heaven / kill / peace / join / one

Imagine there's no (1) _____

It's easy if you try

No hell below us

Above us, only sky

Imagine all the people

Livin' for today

Ah

Imagine there's no countries

It isn't hard to do

Nothing to (2) _____ or die for

And no religion, too

Imagine all the people

Livin' life in (3) _____

You

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll (4) _____ us

And the world will be as one

Questions for discussion:

A. Themes of **Peace and Unity**: The song advocates for peace and unity among people regardless of differences such as nationality, religion, or possessions. Which lyrics make you feel this way?

B. In this yellow marked line "*Imagine there's no countries Nothing to kill or die for*", what is he trying to indicate? War? Anti-war? Peace? Equality of life?

Imagine no possessions

I wonder if you can

No need for greed or hunger

A brotherhood of man

Imagine all the people

Sharing all the world

You

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will live as (5)_____.

C. In this green marked line “*Imagine no possessions,, No need for greed or hunger*”, why do you think people would stop being greedy or hungry when there are no possessions?

Answers to the discussion questions are open.

Lyrics Ans.

(1) heaven (2) kill (3) peace (4) join (5) one

《Imagine，想像》

◎精神科醫師沈政男翻譯

Imagine there's no Heaven

It's easy if you try

No hell below us

Above us only sky

Imagine all the people

Living for today

Imagine there's no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace

You may say that I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

想像沒有天堂

那很簡單，如果你嘗試

沒有地獄在我們底下

我們之上只有天空

想像所有的人

為今天而活

想像沒有國家

如此做並不難

不為什麼而殺戮或犧牲

而且也沒有宗教

想像所有的人

和平地過著日子

你或許會說，我是夢想家

然而我並非唯一

我希望有一天你能加入我們

然後這世界將合為一體

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world

想像沒有財產
我好奇你能否辦到
不需要貪婪或渴求
人人情同手足
想像所有的人
分享整個世界

Imagine there's no Heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today

想像沒有天堂
那很簡單，如果你嘗試
沒有地獄在我們底下
我們之上只有天空
想像所有的人
為今天而活

You may say that I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

你或許會說，我是夢想家
然而我並非唯一
我希望有一天你能加入我們
然後這世界將合為一體

Teacher: The song advocates for peace and unity, regardless of differences such as nationality, religion, or possessions. Which lyrics make you feel this way? For each group, please find three parts of lyrics that indicate peace.

Student: Imagine all the people
Sharing all the world

Teacher: Great! We share the world with everyone.

Student: Imagine all the people
Living life in peace

Teacher: How about no difference between possessions?

Student: Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man

Teacher: Possessions might bring power to some people. In this peaceful world, there are no possessions. Do you agree with that?

老師：這首歌曲提倡和平與團結，不分國籍、宗教或財產等差異。哪一句/哪一段歌詞讓你有這樣的感覺？每組請找出三個部分表示「和平」的歌詞。

學生：Imagine all the people 想像所有的人

Sharing all the world 分享整個世界

老師：很好！我們跟每一個人共享世界

學生：Imagine all the people 想像所有的人

Living life in peace 和平地過著日子

老師：那麼關於財產沒有差異又如何呢？

學生：Imagine no possessions 想像沒有財產

I wonder if you can 我好奇你能否辦到

No need for greed or hunger 不需要貪婪或渴求

A brotherhood of man 人人情同手足

老師：是的，財產可能會讓某些人享有權力，在和平的世界裡，財產沒有區分。你同意嗎？

延伸活動

說明：畢業主題相關歌曲分享

Ninth grade is the last year of junior high school. We are about to graduate. There are songs associated with graduation, friendship, or farewell (saying bye-bye). Please find a song that is suitable for graduation, and explain the reason through the lyrics.

九年級是國中的最後一年，我們即將畢業了！有些歌曲就是在描述畢業、友誼、或離別，請找出一首與畢業主題相關的歌曲，並從歌詞說明原因。

A. Please introduce a song associated with “graduation”

Song Name: _____

Singer / Band: _____

Length of the song: _____

Lyrics writer: _____

Composer: _____

B. What parts of the lyrics touch you?

What is it about? (friendship/future dreams/life/others: _____)

Please write down the lyrics

C. Please introduce the band / or the singer, and tell us more about this song. (30 words)

1、請介紹一首與畢業相關的歌曲

歌曲名稱、演唱者、樂曲長度、作詞者、作曲者

2、請寫下打動你的歌詞，請問這段歌詞是在描述什麼呢？（如友情、未來夢想、生活、其他

3、請介紹這個音樂團體、或是演唱者，讓我們多認識這首樂曲。(30字)

Teacher: Please find a song that is about graduation.

Student: I have no idea. How can we find the song?

Teacher: You can look at the lyrics first, and check if it is about graduation, friendship, or saying bye-bye to each other.



Student: Okay. Are there any recommendations?

Teacher: Yes. for Chinese songs, you could search from Mayday. For English song, while “*This is Not Goodbye*” by Sidewalk Prophets is about farewell, “*A Million Dreams*” From The Greatest Showman is about pursuing dreams.

Student: Okay!

Teacher: You can google the songs.

老師：請找一首與畢業相關的歌曲

學生：我都沒有想法，可以怎麼找呢？

老師：你可以從歌詞開始看是否符合畢業主題，像是跟友情、離別相關都可以。

學生：老師有推薦嗎？可以告訴我一兩首嗎？

老師：如果是中文歌曲，五月天有很多，英文歌曲，Sidewalk Prophets 的 *This is Not Goodbye* 是跟離別相關，*A Million Dreams* 是跟夢想相關的歌曲。

學生：好。

老師：你可以用 google 搜尋看看！

單元七 「藝」起去看藝術節 Let's Go to the Arts Festival

新北市立三和國民中學 陳姿均

■ 前言 Introduction

In this chapter, we'll explore arts festivals from around the world that are known for their long history and wide variety of performances. We will also focus on arts festivals in Taiwan that feature local characteristics.

The second semester of ninth grade is a suitable time to let students plan a school arts festival. This project will help students understand the basic process of planning an arts festival and review the key presentations from the past three years of performance arts classes.

在這個章節中，我們將探討以悠久的歷史和多元表演聞名的國際藝術節。同時，我們也會聚焦在有臺灣在地特色的藝術節。九年級的第二學期，很適合讓學生實際策劃一場校園藝術節，讓學生試著了解規劃藝術節的基本流程，並回顧過去三年表演藝術課堂的重要呈現。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
arts festival	藝術節	feature	特色
venue	場地	campus	校園
theme	主題	cultural	文化的
workshop	工作坊	abandoned	被棄置的

exhibition	展覽	flash mob	快閃活動
tobacco factory	菸草工廠	winery	酒廠
technical staff	技術人員	administrative team	行政團隊
visual design crew	視覺設計團隊	project manager	專案經理

Domestic Performing Arts Related Festivals 國內表演藝術相關節日			
Taiwan International Festival of Arts	臺灣國際藝術節	Taiwan Traditional Theatre Festival	臺灣戲曲藝術節
Digital Art Festival Taipei	臺北數位藝術節	NTU ArtFest	臺大藝術季
Kaohsiung Spring Arts Festival	高雄春天藝術節	New Taipei City Children's Arts Festival	新北市兒童藝術節
Tainan Arts Festival	臺南藝術節	Guandu Arts Festival	關渡藝術節
Taiwan East Coast Land Arts Festival	東海岸大地藝術節	Hualien Performing Public Space Festival	花蓮城市空間藝術節
Daguan International Performing Arts Festival	大觀國際表演藝術節	Taipei Fringe Festival	臺北藝穗節
2023 CTBC Arts Festival	新舞臺藝術節	Tua-Tiu-Tiann International Festival of Art	大稻埕國際藝術節
Grasstraw Festival	草草戲劇節	Daxi DaXi	大溪大禧
Yuchi Festival	魚池戲劇節	Lukang Arts Festival	今秋藝術節
Want to Dance Festival	鯢舄國際舞蹈節	Asia Pacific Traditional Arts Festival	亞太傳統藝術節

New Taipei City Children's Arts Festival	新北市兒童藝術節	Yunlin International Puppet Festival	雲林國際偶戲節
Close to YOU International Performing Object Festival	超親密小戲節	Nuit Blanch	白晝之夜

International Performing Arts Related Festivals 國外表演藝術相關節日			
Rio de Janeiro Carnival in Brazil	巴西里約熱內盧嘉年華	Edinburgh International Festival in Scotland	蘇格蘭愛丁堡國際藝術節
Edinburgh Festival Fringe	愛丁堡藝穗節	Venice Carnival in Italy	義大利威尼斯嘉年華
Nice Carnival in France	法國尼斯嘉年華	Avignon Festival in France	法國亞維儂藝術節
Next Wave festival	美國下一波藝術節		

校園空間 Campus Spaces			
conference room	會議室	auditorium	禮堂
basement	地下室	laboratory	實驗室
gymnasium	體育館	basketball court	籃球場
stairs	樓梯	nurse's office	健康中心
resource classroom	資源教室	hallway	走廊
library	圖書館	school store	合作社
courtyard	中庭		

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

① Where should we hold the art festival?

I think _____ would be a great place.

例句：①: **Where should we hold the art festival?**

②: **I think** the entrance hall **would be a great place.**

①: 我們應該在哪裡舉辦藝術節？

②: 我覺得穿堂會是一個很棒的地點。

② Using _____ to promote arts festivals would be a good way.

例句：Using social media to promote arts festivals would be a good way.

使用社群媒體來宣傳藝術節是個好方法。

③ A major highlight of the campus arts festival is the works from the performing arts class, especially the _____ from the _____ semester of the _____ grade.

例句：A major highlight of the campus arts festival is the works from the performing arts class, especially the Storytelling Theater from the second semester of the eighth grade.

校園藝術節的一大亮點是來自表演藝術課的作品，特別是來自八年級第二學期的說故事劇場呈現。

④ _____ is held annually in _____, featuring performing arts groups from around the world.

例句：The Taiwan International Festival of Arts is held annually in Taipei, featuring performing arts groups from around the world.

台灣國際藝術節每年在台北舉辦，會有來自世界各地的表演藝術團體。

⑤ We can organize an art festival themed _____ at the school's _____.

例句：We can organize an art festival themed *Forest Whispers* at the school's courtyard.

我們可以在學校的中庭舉辦一個以「森林呢喃」為主題的藝術節。

⑥ I think we need a _____ responsible for _____ and _____.

例句(1)：I think we need a marketing team responsible for making flyers and posting about our festival on social media.

我覺得我們還需要負責製作宣傳單、以及在社群媒體宣傳的行銷團隊。

例句(2)：I think we need a technical staff responsible for venues and stage setting.

我覺得我們還需要負責借場地、以及在舞台佈置的場地技術人員。

⑦ _____ was once _____ and now hosts many art exhibitions and performances.

例句(1)：The Huashan 1914 Creative Park was once a winery and now hosts many art exhibitions and performances.

華山 1914 文化創意產業園區曾經是酒廠，現在舉辦許多藝術展覽和表演。

例句(2)：The Kaohsiung Pier-2 Art Center was once a warehouse district and now hosts many art exhibitions and performances.

高雄駁二藝術特區曾經是倉庫區，現在舉辦許多藝術展覽和表演。

⑧ These photos show the wonderful moments of the _____.

例句：These photos show the wonderful moments of the *Nuit Blanch*.

這些照片展示了白晝之夜的精彩時刻。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：老師和學生討論節慶能吸引人的條件，以及介紹世界知名的藝術節

Arts festivals are cultural events that happen for a certain amount of time, focusing on a specific theme, and are open to the public. Nowadays, arts festivals often closely connect with local features and daily life, even making cities even more lively when they happen.

Teachers can begin by showing photos and asking students if they've ever been to any cultural festivals, such as indigenous ceremonies or religious celebrations. Then, focus on festivals that are about performance arts.

藝術節是一種文化活動，它們有固定的舉辦時間，聚焦於特定的主題，並對大眾開放。如今，藝術節往往與在地特色和日常生活緊密連節，甚至舉辦期間，整個城市變得更加活躍。

老師可以從展示照片開始，詢問學生是否曾參加過任何文化節慶活動，例如：原住民的祭典或宗教慶典等等。再聚焦在以表演藝術為主的節慶活動。

Teacher: Have you ever been to any festivals that are special to Taiwan?

Student: I've been to the Pingxi Lantern Festival.

Student: I go with my family to the Dajia Mazu pilgrimage every year.

Teacher: That's wonderful! Taiwan has many unique festivals, like the Amis Harvest Festival and the Yanshui Fireworks Festival. We'll learn about more in our future classes, like the Grass Drama Festival and the Taiwan International Arts Festival. Now, I want you to discuss with the person next to you for 3 minutes. What makes a festival attractive to people? Are there any conditions?

Teacher: Time's up! Who wants to share their ideas?

Student: I think a festival should have a cool theme, a set time, and some ads to tell people about it.

Teacher: Exactly, like the "Nuit Blanche" in France, which is always on the first Saturday of October. Because you can see all kinds of art performances that night, it draws lots of people every year. Now, we're going to find out about some really old and famous arts festivals around the world, like the Edinburgh International Festival and the Avignon Festival. Please look at the pictures in your textbook.

老師：你們有參加過任何台灣特有的節慶活動嗎？

學生：我去過平溪天燈節。

學生：我每年都會和家人一起參加大甲媽祖遶境。

老師：太棒了！台灣有很多獨特的節慶，像是阿美族的豐年祭和鹽水蜂炮節。我們之後的課程還會討論到更多，比如草草戲劇節和台灣國際藝術節。現在，我想讓你們和旁邊的人討論三分鐘，是什麼能吸引人們參加節慶呢？需要什麼條件嗎？

老師：時間到了！誰想來分享一下？

學生：我認為一個節慶應該有一個很酷的主題，一個固定的時間，還要有廣告讓大家知道。

老師：沒錯，就像法國的「白晝之夜」，會在每年十月的第一個星期六舉行。因為那一天晚上可以看到各種的藝術表演，所以每年都會吸引大量民眾前往。現在，我們要來認識一些世界上歷史悠久和著名的藝術節，如愛丁堡國際藝術節和亞維農藝術節。請看課本裡的圖片。

概念二

說明：老師介紹台灣的不同藝術節及其特色

Besides the well-known international arts festivals, Taiwan has also started having arts festivals with various themes lately. This is a great way for everyone to get outside and discover art all around us. For example, the Chiayi Grass Art Festival and the Kaohsiung Spring Arts Festival bring out the unique parts of their areas with shows, exhibits, and workshops. There are also festivals that focus on specific themes, such as the Taiwan Opera Arts Festival and the Yunlin International Puppet Theater Festival.

除了國際知名的藝術節，台灣近年來也開始舉辦許多不同主題的藝術節。這是讓大眾走到戶外，瞭解到藝術無所不在的好方式。例如，嘉義草草藝術節和高雄春天藝術節透過表演、展覽和工作坊展現地方的獨特之處。也有針對特定主題的藝術節，像是台灣戲曲藝術節和雲林國際偶戲節。

Teacher: (Showing the Opentix platform on the screen)

Check out the banner on the right side of the screen. It's all about arts festivals. Can you tell me which arts festivals are going on in Taiwan right now?

Student: I see the 2024 TIFA Taiwan International Arts Festival, the Dadaocheng International Arts Festival, and more. Wow! I didn't realize Taiwan had so many arts festivals.

Teacher: And that's just the beginning! Arts festivals have lots of different styles and attract many kinds of people. They might focus on local culture and certain topics, or even change parts of the city into stages for performances.

Student: Are there any examples of turning the city into a stage for performances?

Teacher: Sure, like Nuit Blanche from France. Every October, it lights up the area where it's held all night long. You can see all kinds of art that night, including dance, theater, music, and visual art.

Student: Wow, that sounds really exciting!

Teacher: It really is! The theme for Nuit Blanche in 2023 was "起義吧！" Can you guess where it took place this year?

Student: Was it the Xinyi District?

Teacher: Exactly, Now, let's watch the promotional video for that year's Nuit Blanche!

老師：（用螢幕展示兩廳院的售票平台）

請看螢幕右邊的橫幅，這邊有個藝術節專區，你能告訴我現在台灣有哪些藝術節正在進行嗎？

學生：我看到 2024 年的 TIFA 台灣國際藝術節、大稻埕國際藝術節等等。哇！我沒想到台灣有這麼多藝術節。

老師：其實還不只這些呢！藝術節有很多不同的風格，吸引了不同的愛好者前往。它們可能著重於當地文化、針對特定主題，或甚至將城市空間轉變為表演的舞台。

學生：有沒有把城市變成表演舞台的例子？

老師：像是源自法國的白晝之夜，每年的十月都會讓舉辦地區的夜晚徹夜燈火通明。那天晚上，可以看到各種藝術，像是舞蹈、劇場、音樂、視覺藝術作品等。

學生：哇，聽起來很刺激！

老師：確實如此！2023 年的白晝之夜主題是「起義吧！」猜猜看這一年是在哪個地區舉行的？

學生：是信義區嗎？

老師：沒錯，現在，讓我們來看看這一年白晝之夜的宣傳影片吧！

■ 教學活動 Class Activities

活動一

說明：老師帶領學生思考校園有哪些地方可以作為表演場地

Teachers can start by introducing examples in Taiwan that used to be old or abandoned buildings that have turned into unique and multifunctional spaces for performances. This shows students that performing arts can exist anywhere as long as there are audiences and performances.

Next, teachers can encourage students to think about using the "school" as a place for an arts festival. What areas of the school are suitable for hosting an arts festival? Which types of performances would fit well in these places? And what kind of interesting experiences do we expect the audience to have?

老師可以先介紹一些在台灣原本是廢棄或是舊有的建築，現在被改造成了獨特且多功能的表演空間的例子。藉此告訴學生，只要有觀眾與表演，表演藝術可以無所不在。

接著，老師可以讓學生思考如果要以「校園」作為藝術節的場地，學校有哪些地方適合舉辦藝術節？哪些類型的表演適合這些地方？以及我們預期觀眾能有什麼有趣的體驗。

Teacher: Can you give examples of places turned into art and performance spots we talked about before?

Student: The Huashan 1914 Creative Park! It used to be a winery.

Teacher: Right, you get two points for that. And don't forget the Songshan Cultural and Creative Park, which was a tobacco factory before. Any examples from outside Taipei?

Student: The Taitung Railway Art Village. It was the old train station in Taitung.

Teacher: Excellent! Remember, performances can happen anywhere – on streets, in front of temples, or even in cozy cafés, as long as there's space and an audience. How about our school? Have we had any performances here?

Student: Yes, there have been drama competitions in the music hall and creative activities on the sports field during sports days.

Teacher: Right. Now, let's think creatively. Besides these "official" performance spaces, where else could we host performances? What kinds of performances would suit those places? You have five minutes to brainstorm.

Teacher: Times up! Who's ready to share first?

Student: We think the courtyards between buildings would be perfect for flash mobs. We can perform during lunch break, and everyone can watch from the hallways outside the classrooms.

Teacher: That's a great idea! Who's next?

老師：上次我們討論過的一些被改建成藝術和表演場所的地方，能給我一些例子嗎？

學生：華山 1914 文化創意產業園區！以前是個酒廠。

老師：加兩分。還有別忘了以前是菸草工場的松山文創園區。那麼除了台北之外還有什麼地方呢？

學生：台東鐵道藝術村，以前是臺東的舊火車站。

老師：太好了！記得只要有空間和觀眾，表演可以在無所不在－在街上、廟前或甚至是舒適的咖啡廳。那我們學校呢？我們學校有舉辦過什麼表演嗎？

學生：有哇，音樂廳舉辦過戲劇比賽，運動會期間操場也有一些創意活動。

老師：沒錯，那現在讓我們發揮創造力，想想看，除了這些「官方」的表演場所外，我們還能在哪裡舉辦表演？哪些類型的表演適合這些地方？給你們五分鐘時間來腦力激盪。

老師：時間到！誰願意先分享？

學生：我們認為在大樓間的中庭非常適合快閃活動。我們可以在午休時間表演，大家可以在教室外的走廊看。

老師：很棒的主意！下一組呢？

活動二

說明：老師帶領學生策劃專屬學校的藝術節

Teachers can help students organize an art festival at school. This involves picking performances or activities from the last three years' performance art classes. And choose the appropriate places around school to bring them to life again.

Students can discuss the name and the concept of the art festival, arrange venues, and plan program content. They can also decide on each student's role in the art festival based on individual personalities and abilities.

老師可以協助學生在學校組織一個藝術節。挑選過去三年表演藝術課程中適合的表演或活動，並選擇適當的校園地點讓它們重現生機。

學生可以討論藝術節的名稱和策展理念、安排場地，與規劃節目內容。也可以根據每位學生的個性和能力，決定在藝術節中的職務。

Teacher: Teacher: Last time, we settled on "Youth Never Stops - Every Step is a Chapter of Art" as the theme for this year's school art festival. Now, let's assign roles. I'll start as your art advisor. What other roles do we need, and what are their responsibilities? Take three minutes to discuss in your groups.

Student 1: We think we need a marketing team responsible for making flyers and posting about our festival on social media.

Teacher: Teacher: That's a brilliant suggestion. Have we missed any other critical roles?

Student 2: We need someone for the music and to book places for our events. Oh, shouldn't someone be in charge of the budget? We might need to buy a few things.

Teacher: Exactly, we also need technical staff for the venues, an administrative team, and a visual design crew. Furthermore, a project manager is crucial to keep everyone working together smoothly, kind of like the boss of this festival. Would anyone like to volunteer for this role?

老師：上次我們決定今年校園藝術節的主題為「青春不停歇 - 每一步都是藝術篇章」。現在我們來工作分配。我會先擔任你們的藝術顧問。你們覺得還需要哪些職務，負責哪些工作呢？現在請你們小組討論三分鐘。

學生 1：我們認為還需要負責製作宣傳單、以及在社群媒體宣傳的行銷團隊。

老師：很好，還好什麼職務也是必須，但我們還沒有提到的呢？



學生 2：應該要有人負責播音樂和借場地；是不是應該有人負責預算呢？我們可能需要買一些東西。

老師：沒錯，我們還需要場地技術人員、行政團隊，以及視覺設計團隊。另外，我們需要有一位執行製作，他對於保持團隊間的順暢合作至關重要，也就是大家的頭頭。請問有人願意擔任這個職務嗎？

單元八 走到哪，跳到哪

Dance Wherever You Go

新北市立三和國民中學 陳姿均

■ 前言 Introduction

In this course, students will explore and appreciate the unique dances from around the world, such as the Bon Odori from Japan and Flamenco from Spain, including their backgrounds, basic movements, and cultural meanings. Beyond appreciation, we encourage teachers to let students try out some classic dance moves from different countries themselves or to incorporate the dance elements they learn into their group presentations.

在本課程中，學生將認識與欣賞世界各地的特色舞蹈，例如日本的盆舞、西班牙的佛朗明哥等各種舞蹈的背景、基本的肢體動作及其文化意義。

除了鑑賞，更鼓勵教師讓學生實際體驗各國舞蹈經典的幾個動作，或是將學習到的舞蹈元素融合進課程的小組呈現。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Dance Day	世界舞蹈日	straight	直的
choreography	編舞	leap	跳躍
rhythm	節奏	movement	動作
technique	技巧	step	踏步
spin	旋轉	turn	轉身

precise	精確的	representative	代表性的
technique	技巧	beat	拍子
warm-up	暖身	cool down	放鬆
balance	平衡	clap	拍手
bend	彎曲	tap	輕拍
twirl	旋轉	roll	滾動

Dance Types 舞蹈類型相關			
flamenco	佛朗明哥舞	samba	森巴
hip-hop	嘻哈舞	salsa	莎莎舞
hula	草裙舞	contemporary dance	現代舞
tango	探戈	tap dance	踢踏舞
Bharatanatyam	印度古典舞	ballet	芭蕾舞
jazz dance	爵士舞	belly dance	肚皮舞

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

① When we learn about (dance name), it's important to understand its cultural background in (country/area).

例句：When we learn about flamenco, it's important to understand its cultural background in Spain.

當我們學習佛朗明哥時，了解西班牙的文化背景是很重要的。

② Keep your (body part) (adjective) while doing _____.

例句：Keep your back straight and feet agile while doing a tap dance.

在跳踢踏舞時，保持背部挺直，雙腳靈活。

③ When dancing _____, it is especially important to pay attention to (action).

例句：When dancing flamenco, it is especially important to pay attention to footwork, arm movements, and clapping.

跳佛朗明哥時，特別需要留意的是腳步、手臂動作和拍手。

④ In _____, _____ play(s) a significant role.

例句：In Bharatanatyam, hand positions play a significant role.

在印度古典舞蹈婆羅多舞 (Bharatanatyam) 中，手部動作扮演著重要角色。

⑤ Let's explore the origins of _____.

例句：Let's explore the origins of tango in Argentina.

讓我們探索探戈在阿根廷的起源。

⑥ The music for _____ typically includes (instruments) .

例句(1) : **The music for hula typically includes** ukuleles, guitars, and ipu heke drums.

呼拉舞的音樂通常包括夏威夷四弦琴、吉他和 ipu heke 鼓。

例句(2) : **The music for tap dance typically includes** jazz bands, saxophones, trumpets, and double bass.

踢踏舞的音樂通常包括爵士樂隊、薩克斯風、小號和低音大提琴。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：老師向學生介紹各國的代表性舞蹈

When introducing representative dances from around the world, we can start by explaining the origins and performance styles of the dance. If possible, it's recommended to begin with popular music or movies.

For example, when introducing Japan's festival dances like "Bon Odori" or "Awa Odori," It's possible to explain that Bon Odori comes from Buddhist traditions and is performed every year in August during the Obon Festival to remember ancestors who have passed away. Next, we can encourage students to watch the dance version of the song "Tokyo Bon 2020" by Namewee, written for the Tokyo Olympics, to spark their interest and encourage them to observe the performance characteristics of the Bon Dance.

在介紹世界各國的代表性舞蹈時，可以先介紹該舞蹈的起源，與其表演方式。可以的話，建議從有名的音樂或電影切入。

例如：介紹日本的祭典舞蹈，像是「盆舞」(Bon Odori)或「阿波踊」(Awa Odori)時，可以先說明盆舞起源自佛教儀式，每年 8 月眾人會齊聚一堂，在盂蘭盆節的祭典跳舞紀念過世的祖先。接著，我們可以鼓勵學生欣賞歌手黃明志為東京奧運寫的歌曲「東京盆踊り Tokyo Bon 2020」，藉此引起學生動機，並讓學生觀察盆舞的表演特色。

Teacher: Today, we are going to learn more about Bon Odori. It's a dance to honor ancestors during the Bon Festival. It's usually in the summer, around July or August, depending on the lunar calendar.

Student: What does the dance look like?

Teacher: Look at these pictures. People dance in a circle around a platform. The steps are simple, so everyone can join. Now, let's practice together!

Student: (Make a circle)

Teacher: Now, we are going to start with your hands. Raise your right hand and your left hand down. Imagine you're gently moving waves.

Student: Like this?

Teacher: Exactly! Let's add some footwork. Step to your right with your right foot, then bring your left foot to meet it. Then repeat to the left side.

Student: Step right, then left.

Teacher: Well done. Now, everyone makes a circle around me, and let's all move slowly together.

老師：今天，我們會認識更多關於盆舞的事。這是在盂蘭盆節期間為了紀念祖先而跳的舞蹈。通常在夏天，大約7月或8月，具體時間取決於農曆。

學生：盆舞怎麼跳呢？

老師：我們看一下圖片吧！人們會圍繞一個平台跳舞。舞步都很簡單，所以每個人都可以跳。現在，我們來一起練習一次。

學生：（圍成一個圈）

老師：我們從手部動作開始。把你的右手舉高，左手放低，在你的前面。想像你在輕輕地擺動波浪。

學生：像這樣嗎？

老師：沒錯！我們再加入一些腳步動作。右腳向右邊走，然後把你的左腳移過來碰到右腳。現在左邊重複一次。

學生：向右走，然後向左。

老師：非常好！現在請大家圍一個圈，我們一起慢慢的做一次。

概念二

說明：老師帶領學生融合各國舞蹈動作創作作品

In addition to learning about dances from around the world, teachers can also introduce students to Taiwan's own traditional dances, such as the parade formation performed at temple fairs. Taiwan's annual festivals, like the Taichung International Dance Carnival and the Nanyang International Folklore Festival, attract dance groups from across the globe, offering audiences a unique feast of visual and cultural experiences. In the end, the teacher can let students mix dance moves from different countries to create their own dance pieces.

除了介紹世界各地的舞蹈外，老師也可以帶領學生認識台灣自己的本土舞蹈，例如廟會的陣頭。而台灣每年的藝術節，例如臺中的國際舞蹈嘉年華、南瀛國際民俗藝術節等等更是吸引國際的舞蹈團體共襄盛舉，提供觀眾們截然不同的視覺與文化饗宴。最後老師可以讓學生融合各國特色的舞蹈動作，發展成自己的舞蹈作品。

Teacher: Do you remember the dances from the countries we discussed last time?

Student: Yes, the Hula from Hawaii, Bon Odori from Japan, flamenco from Spain, and tango from Argentina. There's one more I can't remember...

Teacher: Let me give you a hint. This dance focuses on leg movements...

Student: Is it the Irish Tap Dance?

Teacher: Very good, one extra point! Now, everyone, 5-6 people in a group, and discuss with your teammates to create a dance with 8 counts of eight. We'll let the audience guess which country's dance you're performing.

Student: Teacher, can we create some parts of the dance?

Teacher: Of course, you can add your own creativity or try to change formations.

Just remember, the basic dance moves need to be precise. Like in Flamenco, when you put your hand behind your ear, keep your back straight and make a half-circle shape.

老師：有人還記得我們上次討論過哪些國家的舞蹈嗎？

學生：記得！有夏威夷的草裙舞、日本的盆舞、西班牙的佛朗明哥舞、阿根廷的探戈。還有一個我想不起來了...

老師：我給你一個提示。這種舞蹈很注重腿部動作...

學生：是愛爾蘭的踢踏舞嗎？

老師：非常好，加一分！好，現在請你們每組 5-6 人，和你的隊員討論出一段有 8 個八拍的舞蹈。我們會讓觀眾猜猜看你們表演的是哪個國家的舞蹈。

學生：老師，我們可以自創一些部分嗎？

老師：當然，你們可以加入自己的創意或嘗試改變隊形。只要記得，基本的舞蹈動作需要做到精準。比如在跳佛朗明哥舞時，當你把手放在耳後，要保持背部挺直，形成半圓形狀。

■ 教學活動 Class Activities

活動一

說明：學生分組創作以動物和天氣為主題的舞蹈，並讓觀眾猜測表演內容。

The teacher begins by sharing that many traditional dances are inspired by nature, such as animal movements or weather changes, to show how ancestors respect the world around them.

Next, the teacher divides the class into groups. Each group picks an animal and a type of weather to act out. They can use music and rhythms to create a short dance inspired by nature. In the end, the audience can guess which animal and weather they are performing.

老師開始先介紹許多傳統舞蹈是受到大自然的啟發，例如動物的動作或天氣的變化，來展現祖先對這個世界的尊重。

接著，老師將班級分成幾組。每組選擇一種動物和一種天氣來表演。他們可以利用音樂和節奏創造出一段受大自然啟發的短舞蹈。最後，觀眾可以猜猜他們在表演哪種動物和天氣。

Teacher: After watching Cloud Gate Dance Theatre's performance of 'Rice,' what did you notice?

Student: I saw the sun, fire, pollen, and rice swaying in the wind.

Teacher: Great, now work with your team members. Choose a weather phenomenon and an animal, and try to imitate their movements.

Student: Could you give us an example, teacher?

Teacher: For instance, you could combine an eagle and the wind. You could use your waving arms to represent the eagle's wings. Let me ask you, how would you use your body to show the wind?

Student: I would roll on the ground and then stand up to show that it's a strong wind.

Teacher: That's a fantastic idea! Maybe you can try imitating a snake and rain or a lion and the grass.

Student: How long should our performance be?

Teacher: Four beats of eight, two beats for the animal and two for the weather. Remember, you're still dancing, so try to keep your movements fluid and graceful.

老師：在觀賞了《雲門舞集》的「稻禾」表演後，你們觀察到什麼事情呢？

學生：我看到了陽光、火焰、花粉，還有隨風搖曳的稻禾。

老師：很好，現在請和你的小組成員合作。選擇一種天氣現象和一種動物，嘗試模仿他們的動作。

學生：可以請老師舉例嗎？

老師：比如，你們可以結合老鷹和風。你們可以用揮舞的雙手來代表老鷹的翅膀。那我問你們，請問要怎麼用身體表現風呢？

學生：我會在地上滾一圈然後站起來，來表示這是一陣強風。

老師：很棒的主意喔！也許你們可以試著模仿蛇和雨或是獅子和草原。

學生：請問我們要演出多長呢？

老師：總共四個八拍，兩個八拍模仿動物，兩個八拍模仿天氣現象。記得你們仍是在舞蹈，所以盡量保持動作的連貫和優雅。

活動二

說明：老師介紹《火焰之舞》並教學生基本舞步。

The teacher presents a clip from the Irish step dancing show "Feet of Flames" for the students and asks students to discuss the characteristics of tap dance in groups. Then the teacher goes on to explain that tap dance has evolved over many years. Now, it can be combined with jazz rhythms, modern pop music, and even improvisation. Lastly, the teacher can teach students a few basic tap dance steps.

老師先播放愛爾蘭踢踏舞表演《火焰之舞》的片段，並請學生們分組討論踢踏舞的特色。接著，老師進一步說明踢踏舞經過多年發展，現在可以與爵士樂、現代流行音樂結合，甚至經常即興發揮。最後，老師可以帶領學生學習幾個踢踏舞的基本舞步。

Teacher: Last time, we learned some basic steps in tap dance. I'll show you one again, and you tell me its name, okay?

(Teacher shows a step)

Student: (Raises hand) I know! That's ball tap and heel tap.

Teacher: Good! Can you show us a straight tap? (Student does it) Well done! Plus one point! Today, we're going to learn another basic step called the Brush.

Teacher: Can anyone point out where the heel and ball are in tap dance?

Student: (points out)

Teacher: Right! When you brush your foot, it's using the ball of your foot. Keep the heel up. Everyone, try it now. Brush forward and brush back.

Student: Can you show it again, Teacher?

Teacher: Sure. Brush forward with the heel up and then brush back. Next, put your whole foot down. Let's do it together now. Brush forward, brush back, and step. Brush forward, brush back, and step.

老師：上節課我們教了踢踏舞的幾個基本舞步，我再示範一次，你們告訴我這叫什麼，好嗎？

（老師示範）

學生：（舉手）我知道！這是前腳掌敲和腳後跟敲

老師：很好，那可以請你示範什麼是 **Straight Tap** 嗎？（學生示範）做得好！加一分！今天我們要來學另外一個基本舞步叫做 **Brush**。有人能指出在踢踏舞中的 **heel** 和 **ball** 是腳的什麼位置？

學生：（指出）

老師：沒錯！當你 **Brush** 時是用腳尖的部分，保持腳跟抬起。現在，大家跟我一起試試。向前刷、向後刷。

學生：老師可以再做一次嗎？

老師：當然。保持腳跟抬起，然後向前刷，再向後刷。接下來，把整個腳放下。現在我們一起來。向前刷、向後刷、站。向前刷、向後刷、站。

學生：上節課我們教了踢踏舞的幾個基本舞步，我再示範一次，你們告訴我這叫什麼，好嗎？

老師：（老師示範）

學生：（舉手）我知道！這是前腳掌敲和腳後跟敲。

單元九 生活即舞台：實踐應用劇場

Life as a Stage: Practicing Applied Theatre

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■ 前言 Introduction

In this course, students will be introduced to a unique kind of theater called Applied Theatre. It's different from regular theater because it emphasizes audience-centricity. Instead of just performing stories, the “actors” in Applied Theatre lead “audiences” in co-creation, thinking, and communication throughout the process. Examples of this include Playback Theater, Theatre in Education, and Process Drama, etc.

The teacher can start with current news or life issues to help students get used to how Applied Theatre works, then guide them to use their own experiences as subject matter.

在這次課程中，學生將認識一種特殊的劇場形式，稱為應用劇場。它與一般劇場不同，因為它更強調觀眾的核心地位。在應用劇場中，「演員」不僅僅是演出故事，在過程中他們會帶領引導「觀眾」參與創作、思考和溝通，例如一人一故事劇場、教育劇場和過程戲劇等等。

老師可以從新聞時事或生活議題開始，讓學生熟悉應用劇場的模式，接著再引導他們以自身的經驗作為題材。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Playback Theatre	一人一故事劇場	musician	樂師
conductor	主人持（引導者）	actor	演員
fluid sculptures	流動塑像	actor-teachers	演教員



pairs	一對	dilemma	兩難問題
tambourine	鈴鼓	volunteer	自願者
flutes	笛子	reflection	反思
Theatre in Education (TiE)	教育劇場	People's Theatre	民眾劇場
Theater of the Oppressed	被壓迫者劇場	Process Drama	過程戲劇
improvise	即興	pre-text	前文本
Image Theater	形象劇場	empathy	同理心
audience participation	觀眾參與	role-play	角色扮演
expression	表達	feedback	回饋
emotion	情感	resolution	解決

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

① Who would like to volunteer to share a story about _____?

例句：Who would like to volunteer to share a story about their childhood?

有人願意自願分享一個關於你的童年的故事嗎？

② Can you give us more details about how you felt when _____?

例句：Can you give us more details about how you felt when you were misunderstood?

可以給我們更多細節，談談當你被誤會的時候是怎麼感覺嗎？

③ Which part of _____ most caught your eye and why?

例句：Which part of the first group most caught your eye and why?

第一組哪個部分最吸引你的注意？為什麼？

④ Now, let's use a freeze frame to show _____.

例句：Now, let's use a freeze frame to show a bullying situation.

現在，讓我們使用定格畫面來呈現一個霸凌的情境。

⑤ Today, we will use the _____ technique to explore _____.

例句(1)：Today, we will use the hot-seating technique to explore Theatre in Education.

我們今天會使用坐針氈的技巧來認識教習劇場。

例句(2)：Today, we will use the pairs technique to explore Playback Theater.

我們今天會使用一對對的技巧來認識一人一故事劇場。

⑥ If you could ask _____ one question, what would it be?

例句：①: **If you could ask the meat vendor one question, what would it be?**

②: **Why do you even charge me one dollar for a bag? Are you a stingy person?**

①: 如果你可以問肉販一個問題，你會問什麼？

②: 為什麼我要花一元買塑膠袋？你是不是很小氣？

⑦ Who wants to be _____ and answer some questions?

例句(1)： **Who wants to be Harry Potter and answer some questions?**

誰想要飾演哈利波特並回答一些問題呢？

例句(2)： **Who wants to be the environmental activist in the video and answer some questions?**

誰想要當影片裡的環境保護人士，並回答一些問題呢？

⑧ In _____ activities, _____ is often required.

例句： **In Theatre in Education (TiE) activities, audience participation is often required.**

在教習劇場的活動當中，經常需要觀眾參與。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：老師帶領學生討論一人一故事劇場的特色，並體驗相關活動。

Playback Theatre demonstrates that everyone's story is valuable and should be heard. It's a kind of theater where things happen on the spot and everyone gets involved. Audience members can tell their stories comfortably with the Conductor to help them. Then, the actors and the musician will use some activities to employ the audience's stories and emotions at that time. In class, teachers can try out some Playback Theatre's activities, such as fluid sculptures and pairs.

一人一故事劇場強調每個人的生命故事都是寶貴的，也應該被聽見。這是一種即興，並且每個人都參與其中的劇場形式。觀眾可以在主持人的引導下，安心地講述自己的故事。接著，演員和樂師會使用一些活動，具體呈現觀眾的生命經驗和當下的情緒。教學期間，老師可以嘗試一些一人一故事劇場的活動，例如流動雕塑 (fluid sculptures) 和一對對(pairs)。

Teacher: Look at these two pictures I'm holding. One is from a stage play, and the other is from Playback Theatre. I want you to work in groups to compare the stage formats, actors, and settings in the two photos. You have five minutes. Go!

Teacher: Time's up! What differences did you see?

Student: In the Playback Theatre picture, the actors aren't wearing costumes or makeup. And there's a table with musical stuff like tambourines and flutes. What's that for?

Teacher: That's for the musician to play music during the show. Nice noticing! Anything else?

Student: The background is really simple, just some clothes hanging there.

Teacher: Good! Why do you think everything in Playback Theatre looks simple like they didn't prepare much?

Student: Because they improvise?

Teacher: Exactly! The stories in this theater come from the audience. The actors perform on stage right after hearing the audience's emotions or personal stories.

Student: Wow, that's awesome! Will we try it?

Teacher Yes, we'll do a Playback Theatre activity called Fluid Sculptures.

老師：請看我手上這兩張照片。一張是常見到的舞台劇，另一張是來自一人一故事劇場。我希望你們分組討論這兩張照片中的舞台形式、演員和佈景有什麼不同。有五分鐘的時間，開始！

老師：時間到！你們發現了哪些不同？

學生：在一人一故事劇場的照片中，演員沒有穿戲服或化妝。還有一張桌子，上面放著各種樂器，像是鈴鼓和笛子。那是用來做什麼的？

老師：那是給樂師在表演期間演奏音樂用的。很好的觀察！還有其他發現嗎？

學生：佈景很簡單，只有一些掛著的布。

老師：很好！那你們覺得為什麼一人一故事劇場的演員和佈景看起來這麼簡單，幾乎像是沒有事先排練過呢？

學生：因為他們是即興表演嗎？

老師：完全正確！這種劇場形式的故事來自觀眾。演員在聽到觀眾的情緒或個人故事後立即在舞台上表演。

學生：太酷了！我們等等也會試試看嗎？

老師：對啊，我們待會會練習一人一故事劇場的其中一個活動，叫做流動雕塑。

概念二

說明：教師用教育劇場中「坐針氈」的技巧，帶領學生思考環保議題

Theatre in Education (TiE) is a type of play between education and theater. It's where “actor-teachers” talk about a “dilemma” throughout the play, helping the audience talk and think with the characters, solve problems, and make choices. The idea is to get the audience to do more than just watch; they should join in and take action. In the teaching, teachers can try to integrate different subjects to help students think about different issues like historical events, indigenous identity, environmental conservation or who they are, and more.

教育劇場（Theatre in Education，TiE）是一種介於「教育」和「劇場」的戲劇形式。

「演教員」會通過劇本講述一個「兩難問題」，幫助觀眾和角色進行對話和思考，一起解決問題，甚至做出選擇。這麼做的目的是讓觀眾不僅僅是觀看，而是鼓勵觀眾起而行。在教學中，老師可以嘗試跨域合作，幫助學生思考不同議題，如歷史事件、原住民身份認同、環境保護或身份認同等等。

參考影片網址：<https://youtu.be/mRhyt59oPmI?si=zDXVkHtK7o-ST3s1>



Teacher: We just saw a short film on Public Television Service and saw how plastic is a big part of our everyday life. It's useful but also hurts the environment. Can anyone tell me who you think uses a lot of plastic products in our lives?

Student: The movie said that markets give out lots of plastic bags.

Teacher: Anything else?

Student: I think takeout food from food stands also uses a lot of disposable utensils

Teacher: That's a good observation. Today, we're going to try something called "hot-seating" where we pretend to talk to a market vendor about cutting down on plastic. The audience is like reporters, we need to ask them something to explore what the market vendor thinks. Who wants to be the first vendor?

Student: I do! I'll be the meat seller in the film.

Teacher: Great, please sit in the chair here, and everyone else, form a circle around.

Student 1: Do you try to get your customers to use fewer plastic bags?

Student: Yes! I tell them they need to buy the plastic bags, one for a dollar.

Teacher: And how do they respond to that?

Student: They call me stingy and this is so embarrassing to me.

Teacher: Now, let's invite someone to play a customer. This customer doesn't want to reduce plastic. Any volunteers?

Student 1: Me!

老師：我們剛剛看完了公共電視台的紀錄短片，發現塑膠是我們日常生活中不可缺少的一部分，它提供了方便，卻也造成環境傷害。有人可以告訴我，在我們的生活中誰需要使用很多塑膠產品呢？

學生：影片裡有提到，菜市場經常會提供大量塑膠袋。

老師：還有其他的嗎？

學生：我覺得小吃攤外帶的食物也會使用很多一次性餐具。

老師：很好的觀察。我們今天將使用「坐針氈」的技巧，讓菜市場的攤販「現身」，觀眾可以像記者一樣，藉由一些問題來挖掘攤販的想法。請問有人自願成為第一位攤販嗎？

學生：我！我想成為影片中賣肉的攤販。

老師：太好了，請坐在這裡的椅子上，其他同學請在周圍圍個圈。

學生 1：你有嘗試讓你的顧客減少塑膠袋的使用嗎？

學生：會啊！我會跟他們說塑膠袋要用買的，一個一元。

老師：那顧客們怎麼反應呢？

學生：他們會說我很小氣，讓我很尷尬。

老師：那我們邀請一位不想減少塑膠袋使用的顧客。有人自願的嗎？

學生 1：我！

■ 教學活動 Class Activities

活動一

說明：教師帶領學生練習一人一故事劇場的流動雕塑活動

The teacher first asks four students to be actors on stage. Then, ask for a volunteer from the audience to share a recent personal story. The volunteer can sit in a chair in the center of the stage and tell his story. Next, the teacher asks the actors to show the feelings of the story with lines and actions, one by one.

When the second actor comes up, the first actor should continue repeating his lines and actions. This goes on until all four actors are on stage and create a moving scene.

老師先請四位學生上台擔任演員。然後，邀請一位自願的觀眾分享最近發生的小故事。自願者可以坐在舞台中央的椅子上講述他的故事。接下來，老師會請演員們一個接一個地用台詞和動作表現故事中的情緒。

當第二位演員上場時，第一位演員要繼續重複自己的台詞和動作，直到四位演員都上台創造出一個流動畫面。

Teacher: Who wants to share a story? It can be sad, happy, or even frustrating. Remember, audience, please respect the story and listen carefully.

Student: I'd like to! I want to share my experience of being misunderstood during the last exam. During the exam, I suddenly needed correction tape, so I opened my entire pencil case, and there was a mirror inside. I'm used to checking myself in the mirror, so I picked it up without thinking. The teacher recorded it, but I really had no intention of cheating.

Teacher: Thank you for sharing. Now, the first actor please express the volunteer's feelings with a sentence and an action. Remember to keep repeating until all four actors are on stage.

Student1: It wasn't on purpose! It wasn't on purpose!

Teacher: The second actor, please come up and get close to the first actor.

Student2: What should I do? What should I do?

Teacher: Great, third actor, please come up.

Student3: I should be more careful! I should be more careful!

Teacher: Continue, everyone, and let's have the fourth actor.

Student4: Who cares! Who cares!

Teacher: Now, everyone continue your actions for ten seconds. Volunteer, please pay close attention to the performance. How do you feel? Which emotion is the closest at that time?

老師：請問有誰願意分享一個故事？可以是悲傷的、快樂的，甚至是沮喪的。觀眾們請記得尊重這個故事並仔細聆聽。

學生：我願意！我想分享我在上次考試中被誤會的經歷。在考試過程中我突然需要立可帶，所以我打開了鉛筆盒，鉛筆盒裡面有一面鏡子。我習慣照鏡子，所以沒有思考就直接拿起來了。監考老師把我記錄下來，但我其實完全沒有想要作弊的意思。

老師：謝謝你的分享。現在，請第一位演員用一句話和一個動作表達自願者的感受。記得要持續重複，直到四位演員都上台。

學生1：我不是故意的！我不是故意的！

老師：第二位演員，請上台，並靠近第一位演員。

學生2：我該怎麼辦？我該怎麼辦？

老師：很好，第三位演員，請上台。

學生3：我應該更小心！我應該更小心！

老師：各位請繼續，第四位演員請上台。

學生4：管他的！管他的！

老師：現在，大家保持動作十秒鐘。請自願者仔細觀看演出。請問你感覺到什麼？有哪一個情緒最貼近你當時的感受呢？

活動二

說明：教師帶領學生體驗被壓迫者劇場中的「形象劇場」活動

Before starting the activity below, teachers can present several pictures for students to practice copying the poses of the people in these pictures. In “Image Theater”, the teacher first asks students to imitate the poses in the original example pictures, then students should create a freeze-frame of an ideal image. Finally, teachers have the students think about what kind of events might happen in two images to make the characters in the photos become friendly and positive.

在開始以下活動之前，老師們可以先用幾張照片，讓學生們練習模仿照片中人物的姿勢。「形象劇場」中，老師會先要求學生模仿原始範例照片中的動作，接著，請學生創造出一個理想結果的定格畫面。最後再讓學生們思考兩張圖片中可能發生什麼樣的事件，使得照片中的角色變得友好和正面。



Teacher: Please take three minutes to mimic this picture, paying attention to the detailed expressions and postures.

Teacher: Time's up. This freeze frame is our actual image and our starting point. Now, we're going to change reality. Think about it. If all the characters became friends, what would the image look like?

Student: I think there would be someone reaching out a hand to pull up the person on the ground.

Student1: They will laugh together with their arms around each other's shoulders.

Teacher: Those are great ideas. Now, each group has three minutes to freeze into the ideal image.

Teacher: I found many creative freeze frames. For example, one group has the characters hugging each other; another group has the characters sharing a bag of snacks.

Teacher: What happened between the actual image and the ideal image? What methods do you think could make the characters become friends?

Student: Maybe the bullied boy helped one of them.

Teacher: Excellent idea. Now, please present the transitional image to show what may have happened. Start!

老師：請用三分鐘模仿這張照片，記得表情與動作細節都要到位。

老師：時間到了。這個定格畫面是我們的現實形象，也是我們的起始點。現在，我們將要改變現實。想想看，如果所有的角色都成為朋友，畫面會是什麼樣子？

學生：我認為會有人伸出手，想要拉地上的那個人起來。

學生 1：他們會把手搭在對方的肩膀上一起大笑。

老師：都是很好的想法。現在，那現在請各組用三分鐘的時間定格成理想形象。

老師：我發現了很多有創意的定格畫面。例如，這個小組讓角色們互相擁抱；另一個小組則是讓角色們一起分享一袋零食。

老師：你們認為實際形象和理想形象之間發生了什麼？有什麼方法可以讓這些角色成為朋友？

學生：也許被霸凌的男孩幫助了其中的某個人。

老師：非常好的想法。現在，請呈現轉化形象，表現出之間發生什麼事吧。計時開始！

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/	

Music Tech Teacher	
<p>有許多樂理知識供老師參考教學 http://www.musictechteacher.com/</p>	
Study.com	
<p>國外教學及影音資源，除了藝術領域還有其他科目 https://study.com/learn/art.html</p>	
Twinkl	
<p>國外教學及影音資源，除了藝術領域還有其他科目，多為小學及學齡前內容 https://www.twinkl.com.tw/</p>	
Khan Academy	
<p>可汗學院，有藝術教學影片及問題的討論。 https://www.khanacademy.org/</p>	
Oak Teacher Hub	
<p>國外教學及影音資源，除了藝術領域還有其他科目 https://teachers.thenational.academy/</p>	

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



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[九年級下學期]

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

[9th grade 2nd semester]

- 研編單位：國立臺灣師範大學雙語教學研究中心
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