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

〔 八年級上學期 〕

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單元一 版畫
Printmaking

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■ 前言 Introduction

Printmaking is an indirect art. Printmaking plates are used to create copies of a print. The designs can be changed by using different plates or printing styles. Prints are widely used in our daily lives. This unit will introduce the types of printmaking, forms of signature, and applications in everyday life.

版畫是一種間接藝術，作品具有可複製性，也可以透過不同板材，多變的製作過程，創造出不同的作品效果，更可以被廣泛應用至生活中。本單元將介紹版畫的種類、簽名方式，以及在生活中的應用。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
printmaking	**版畫**	woodcut	木刻版畫
relief	凸版	linocut	橡膠版畫
intaglio	凹版	screen printing	絹版
planography	平版	digital print	數位版畫
stencil	孔版	monotype printing	單幅版畫
artist's proof (AP)	藝術家試印版	**signature**	**簽名**
edition	版次		

Printmaking tools 版畫工具			
printmaking knife	雕刻刀	cutting mat	切割墊
V- / U-shaped knife	V / U 型刀	drying rack	晾乾架
baren	馬連	ink knife	調墨刀
brayer	滾筒	etching needle	蝕刻尖筆
silkscreen frame	絹框	block	木板
Printmaking in daily life 版畫在生活的應用			
stamp	**印章**	bookplate	藏書票
New Year picture	年畫	rubbing	拓印
fingerprint	指紋	wedding invitation	喜帖
bill/note	**鈔票**	voucher	禮卷
postage stamp	郵票	license	證照
textbook	**教科書**	magazine	雜誌
poster	海報	daily calendar	日曆
clothes	**衣服**	advertising banner	廣告旗幟
fabric	紡織物	bag	包包

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

❶ What objects are usually put into your print?

There are _____, _____and _____ in my print.

例句：①: **What objects are usually put into your print?**
②: **There are** some flowers, a vase **and** a desk **in my print**.

①: 你的版畫作品中有什麼物件呢？
②: 我的版畫作品中有一些花、一個花瓶和一張桌子。

❷ My print includes _____, _____, and _____.

例句：**My print includes** some Chinese characters, some drops of water, **and** a banner.

我的版畫作品包含中文字、一些水滴與旗幟。

❸ I used _____, _____, and _____in my print.

例句：**I used** blue, pink, **and** black **in my print.**

我使用藍色、粉色與黑色在我的版畫作品中。

❹ What is the topic of your print?

The topic is _____.

例句：①: **What is the topic of your print?**
②: **The topic is** Taiwanese culture.

①: 你的版畫作品主題是？
②: 我的主題是臺灣文化。

❺ What are the types of printmaking?

There are _____, _____, _____ and_____.

例句：①: **What are the types of printmaking?**
②: **There are** relief, intaglio, planography, **and** stencil.

①: 版畫有哪些種類呢？
②: 有凸版、凹版、平版與孔版。

❻ How is printmaking applied in daily life?

It can be used on/in _____.

例句：①: **How is printmaking applied in daily life?**
②: **It can be used in** textbooks.

①: 日常生活中可以如何應用版畫的概念呢？
②: 它可以被用在印刷教科書。

❼ Who are some famous printmakers?

Two famous printmakers are _____.

例句：①: **Who are some famous printmakers?**
②: **Two famous printmakers are** 廖修平 and Andy Warhol.

①: 有哪些版畫家呢？
②: 版畫家有廖修平與安迪沃荷。

❽ What is a characteristic of printmaking?

Printmaking can _____.

例句：①: **What is a characteristic of printmaking?**
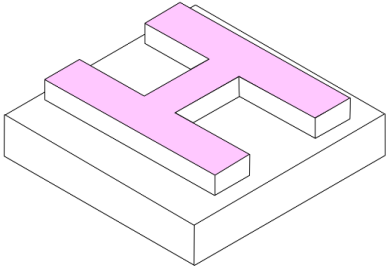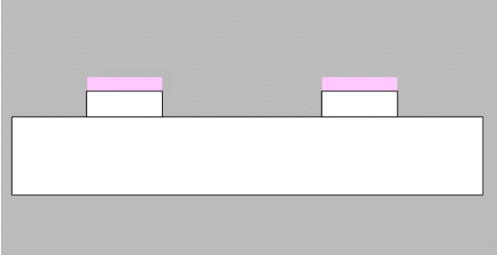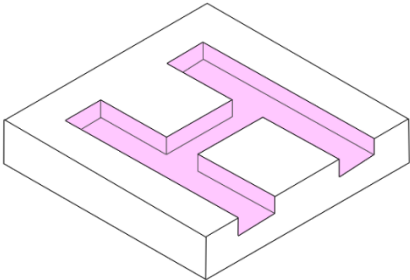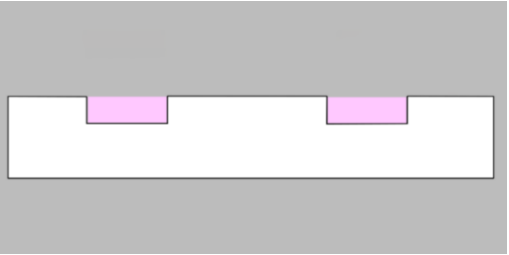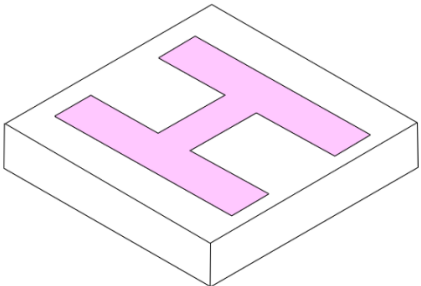②: **Printmaking can be easily reproduced.**
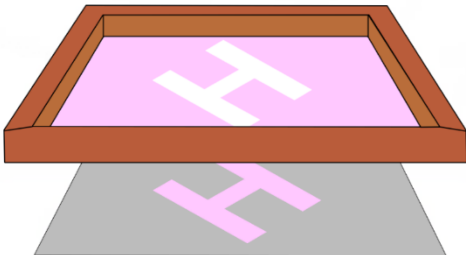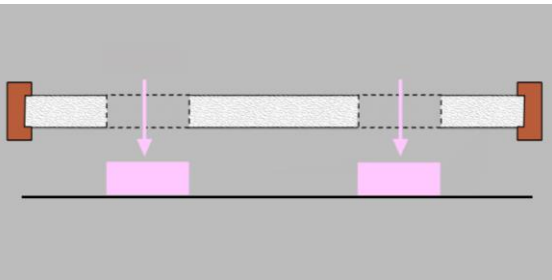
①: 版畫有什麼特性呢？
②: 版畫可以複製。

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

概念一

說明：本篇為介紹版畫的四大類型

① relief
② intaglio
③ planography
④ stencil

What is printmaking? Printmaking uses printing to create artwork. There are four types of printmaking.

1. **relief**:
   Relief printing uses raised areas of a plate. Blank areas are cut out, leaving the design to be printed on the surface. Ink is rolled onto the surface, and paper is pressed down on top to create the image. The print is the mirror image of the design.

2. **intaglio**:
   Intaglio printing uses recessed (sunken) areas of a plate. The ink goes into the recessed areas. Paper is placed on top and pressed down with pressure onto the ink. The print is the mirror image of the design.

3. **planography**:
   Planography printing is done on a flat surface and prints what is drawn on the surface.
   It is based on the fact that oil and water do not mix.

4. **stencil**:
   Stenciling uses a screen with open and closed areas to create images. The prints come through the open areas on the screen.

什麼是版畫？版畫是使用版來創作作品，可以被分成四種類別。

1. 凸版：
   凸版指的是利用板材凸起的部分印製作品。在板材上，刻掉不需要的區域，只留下要印製的圖像。將墨水滾到板材上，再將紙壓在上面印製圖像。作品與板材會左右相反。

2. 凹版：
   凹版指的是利用版凹陷的部分印製作品。墨水填入被刻掉的部分後，將一張紙放在上面，再用壓力將其壓在墨水上。作品與板材會左右相反。

3. 平版：
   平版畫是在平坦的板材上製作，並印製表面上繪製的內容。是根據油和水相斥的原理所印製。

4. 孔版：
   孔版畫是運用版的鏤空和遮蓋的部分印製圖像，可以通過版鏤空的部分印製圖像。

Teacher: There are four types of printmaking: relief, intaglio, planography, and stencil. I have prepared four pieces of material and prints on each desk. Look at them with your teammates and discuss the differences between the four types.

Teacher: Ok, time's up. Who wants to share their ideas? I will give your whole group an extra point.

Student: Stencils print through the open areas on the screen to create images.

Teacher: Well done, that is stencil.

Student: Relief prints the raised part.

Teacher: Very good. That is a relief.

Student: Intaglio prints the image below the surface of the plate.

Teacher: Excellent, that is intaglio. How about the last one?

Student: The plate is flat. But how does it print?

Teacher: That is a good question. The last one is planography. It is based on the fact that oil and water do not mix. So, the plate is flat.

老師：　大家可以在桌上看到凸凹平孔四種版種的板材與作品，請與小組成員觀察並討論，這四種版種的差異。

學生：　其中有一項是顏料透過網子印出來的。

老師：　很好，這是孔版。

學生：　有一項是印凸出來的部分。

老師：　很好，這是凸版。

學生：　有一項是圖案是印凹進去的部分。

老師：　很好，那最後一項呢？

學生：　只看到板子是平的，但是不知道怎麼印出來的。

老師：　這是個很好的問題。最後一樣是平版，主要是用油水分離的概念印出來的，所以板子才是平的。

概念二

說明：本篇為介紹版畫的簽名方式

Signing and numbering in printmaking

Printmaking has its own forms of signature. You need to write four pieces of information on your print: the edition number, the title, the year, and the artist's name. Edition numbers are labeled with two numbers and a slash, for example: "3/10". The first number is the print number, and the second is the total number of prints in the edition. Another way to label prints is to use "AP" (Artist's Proof).

版畫有固定的簽名形式。包含四項資訊：版次、標題、年份和藝術家的姓名。版次以兩個數字和一條斜線表示，例如："3/10"。第一個數字是版次，第二個數字是版畫的總印刷張數。另外還有一種標註版畫的方法是 "AP"（藝術家試作版）。

Teacher: Printmaking has its own forms of signature. Please look at the signature. When you sign on a print, what information do you need?

Student: The title.

Teacher: Good, what else?

Student: The artist's name.

Teacher: Well done. There are two more.

Student: The year.

Teacher: Excellent, and what is the last one?

Student: AP. But what does AP stand for?

Teacher: That is a good question. AP means "artist's proof." It could be the first print, often kept by the artist. Or, it could be a test print.

老師： 版畫有自己的簽名格式。請看這件作品的簽名，在簽名時，需要包含什麼元素呢？

學生： 作品名稱。

老師： 很好，還有呢？

學生： 作者的簽名。

老師： 很好，還有兩樣。

學生： 創作的時間。

老師： 很好，最後一樣是什麼呢？

學生： AP。老師，但是什麼是 AP？

老師： 問得很好喔！AP 意思是藝術家試印版。它可能是第一版印刷，用於藝術家自己保存，或是測試用的試印品。

■　教學活動 Class Activities

活動一

說明：本活動為讓學生認識版畫在生活中的應用

Uses of printmaking

After introducing the basic concepts of printmaking to students, teachers can show some pictures about the uses of printmaking in everyday life to students. Then they can let students guess which ones are prints and which ones belong to relief, intaglio, planography, or stencil.

讓學生理解版畫的基本概念後，教師可以給學生看版畫在生活中應用的相關圖片，再讓學生猜看看哪些是版畫，並屬於凸凹平孔的哪一種。

Teacher:	We have talked about what printmaking is and the types of printmaking. Actually, printmaking is not just used for art; it is also used in daily life. Look at these pictures and tell me if they are prints or not. If the answer is yes, what type of printmaking is it? Ok, the first one is stamps.
Student:	That is a kind of relief.
Teacher:	Well done. A stamp is a kind of print and is a relief. The next one is a New Year picture.
Student:	That is a relief print too.
Teacher:	Good. How about the bills/notes of money?
Student:	That is intaglio.
Teacher:	Fantastic. How about the textbook?
Student:	That is planography.
Teacher:	Excellent. The last one is clothes.
Student:	That is using a stencil.

老師：	我們談過了什麼是版畫與版畫的類型。其實版畫不只可以應用於藝術創作也可以應用於生活中。請看這些圖片，告訴我這是不是版畫的一種呢？如果是，那是屬於哪一種版畫呢？好，第一張圖，印章。
學生：	是的，這是凸版。
老師：	很好，印章是版畫的一種，它是凸版。下一個，年畫呢？
學生：	是的，這是凸版。
老師：	很好，那鈔票呢？

學生：　是的，這是凹版。

老師：　非常好，那教科書呢？

學生：　是的，這是平版。

老師：　太棒了，那衣服呢？

學生：　是的，這是孔版。

國中藝術領域雙語教學資源手冊：英語授課用語

單元二　臺灣美術史
The History of Taiwanese Art

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■　前言 Introduction

Art reflects different eras and people's lives. By knowing the stories of artists and their art, we can understand the record and influence of art on culture. By exploring Taiwanese art, this unit will show students the changes of the times, the environment, and the customs in Taiwan. This will guide students to connect their own emotions to Taiwan and help them express these emotions through their artwork. Finally, by appreciating Taiwanese art, we will show the beauty of Taiwanese art to the world.

藝術作品反映人們的生活與時代，藉由認識藝術作品與藝術家的故事，理解藝術創作對時代的紀錄與影響。

本單元希望學生透過觀賞臺灣藝術家作品，感受臺灣時代的變遷、自然地貌與人文風俗，進而引導學生思考自己對土地情感的連結，並以藝術形式加以表現。最後，透過賞析臺灣藝術家的作品，向世界展現臺灣藝術之美。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Regions of Taiwan 臺灣地理區劃分			
Northern Taiwan	臺灣北部	Southern Taiwan	臺灣西部
Central Taiwan	臺灣中部	Eastern Taiwan	臺灣東部
the Outlying Islands	外島		

Topics 主題			
portrait	人像	building/ architecture	建築
landscape	風景	street view	街景
labor	勞工	family portrait	家庭畫
urban scene	都市	coastal area	海景
countryside	鄉村	market	市場
festival	節慶	**hometown**	家鄉
Types of painting and sculpture 繪畫與的雕塑的類別			
glue painting	膠彩	oil painting	油畫
ink painting	水墨	watercolor	水彩
relief	浮雕	sculpture	雕塑
Verbs to use to describe 描述的動詞單字			
depict	描述	represent	代表
Words to describe artwork 描述作品的單字			
realistic	寫實的	abstract	抽象的
detailed	細膩的	rough	粗曠的
Words to describe memories and emotions 描述回憶與情感的單字			
unforgettable/ memorable	難忘的	blurred / blurry	模糊的
touching/moving	令人感動的	**pleasant/pleasing**	令人愉快的

warm	溫馨的	lively	生氣勃勃的
impressive	印象深刻的	energetic	充滿活力的

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

❶　**What is the subject of this artwork?**

The subject is _____.

例句：1: **What is the subject of this artwork?**
　　　2: **The subject is** about the family portrait.

　　　1: 這件作品描繪的主題是？
　　　2: 這件作品的主題是家庭肖像。

❷　**What festival/scene/topic is the artwork showing/depicting?**

The artwork shows/depicts_____.

例句：1: **What festival/scene/topic is the artwork showing/depicting?**
　　　2: **The artwork shows/depicts** the Ghost Festival.

　　　1: 這件作品想呈現什麼節慶／景色／主題呢？
　　　2: 這件作品呈現了中元節。

❸　**Why did the artists paint/draw _____?**

I think this is because _____.

例句：1: **Why did the artists paint/draw** their hometowns**?**
　　　2: **I think this is because** the artists love their hometowns and want to find their own identity (who they are).

　　　1: 為什麼藝術家要畫自己的家鄉呢？
　　　2: 因為我覺得藝術家愛他們的家鄉，也希望尋找自我認同。

❹　Why did the artist choose ＿＿＿＿＿ as his/her subject?

The artist chose this because＿＿＿＿＿.

例句：①: **Why did the artist choose** the scenery of Lanyu (Orchid Island) **as his subject**?
②: **The artist chose this because** he cares about aboriginal culture.

①: 為什麼藝術家要選擇蘭嶼的景色作為主題呢？
②: 因為藝術家關心原住民文化。

❺　What techniques did the artist use to depict/show the subject?

The artist used ＿＿＿＿＿＿ to depict/show the subject.

例句：① **What techniques did the artist use to depict/show the subject?**
② **The artist used** realism **to depict/show the subject.**

① 藝術家用了什麼創作手法表現這個主題呢？
② 藝術家用了寫實的手法表現這個主題。

❻　Why does the artist use ＿＿＿＿(technique) to depict/show the subject?

In my opinion, the artist wants to depict/show ＿＿＿＿＿.

例句：①: **Why does the artist use** rough strokes **to depict/show the subject?**
②: **In my opinion, the artist wants to depict/show** the miner's features.

①: 藝術家為何用粗獷的筆觸來表達／表現主題？
②: 我覺得藝術家想要表達／展示礦工的特徵。

❼　When I think of my hometown, I think of ＿＿＿＿＿.

例句(1)：**When I think of my hometown, I think of** traditional red buildings.
當我想起家鄉時，就會想起傳統的紅色建築。

例句(2)：**When I think of my hometown, I think of** how I played marbles with my grandmother.
當我想起家鄉時，我會想到我和祖母一起玩彈珠。

❽　Please describe your impression of this place/festival.

This makes me think/feel that ＿＿＿＿＿＿.

例句：①: **Please describe your impression of the place/festival.**
②: **This makes me think/feel that** the place is lively/energetic.

①: 請你描述對這個地方／節慶的印象。

②: 我對這個地方的印象是生氣勃勃的／充滿活力的。

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❾ **What are some impressive Taiwanese landscapes and why (are they impressive)?**

_____ **is impressive to me because** _____.

例句：①: **What are some impressive Taiwanese landscapes and why?**

②: The sunset at Sun Moon Lake **is impressive to me because** the color of the sky looked like it was on fire.

①: 有哪些令人印象深刻的臺灣風景，為什麼呢？

②: 我曾在日月潭看過日落，這讓我印象深刻，因為天空的顏色看起來像火。

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❿ **What are the differences between the artwork and the photo?**

(What are the differences between the artwork and how the view looks today?)

The differences are _____.

例句：①: **What are the differences between the artwork and the photo?**
(What are the differences between the artwork and how the view looks today?)

②: **The differences are** the font of the logo and the color of the building.
The differences are the style of architecture and the number of buildings.

①: 這件作品與照片有何不同的地方呢？
（這件作品跟現在的景色有什麼不同？）

②: 差異在於標誌的字體和建築物的顏色。
差異在於建築的風格以及大樓的數量。

⓫ **Please introduce an important object owned by your family.**

I chose _____ **as my most memorable object because** _____.

例句：①: **Please introduce an important object owned by your family.**

②: **I chose** our family album **as my most memorable object because** it is full of important things we did together.

①: 請介紹一件對你的家族最有紀念意義的物件。

②: 我選擇我的家族相簿作為最有紀念意義的物件，因為裡面充滿了我們一起做過的重要活動。

❿ **Please choose an item/color that best describes your hometown.**

　I think _____ can describe my hometown because _____.

例句：①: **Please choose an item/color that best represents your hometown.**

　　　②: **I think** orange **can describe my hometown because** the color represents warmth to me.

　　　①: 請選擇一件最能象徵你的家鄉的物件／顏色。

　　　②: 我覺得橘色可以象徵我的家鄉，因為這個顏色對我來說代表溫暖。

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

概念一

說明：本篇希望讓學生理解，藝術創作可以呈現社會狀況與藝術家情感

When we look at Taiwanese art, we can see the scenery, food, clothing, housing, and living habits in Taiwan over time and understand how people lived in the past. In addition, we can see how the artist shows their feelings and perspectives through their artwork. For example, from the artwork *Festival on South Street* of Kuo Hsueh-Hu, you can see that Dihua Street is very lively during the Ghost Festival. Also, in Chen Cheng-po's *Street Scene in Chiayi*, you can see the streets of his hometown.

我們在觀看臺灣藝術家的作品時，可以透過作品，看見過去臺灣的景色、食衣住行與生活習慣等，了解過去這片土地上的人們，是如何生活。除此之外，也可以看見藝術家如何透過創作，將個人情感以及觀點呈現在作品中。

舉例來說，從郭雪湖的〈南街殷賑〉中，可以看見迪化街在中元節時，人們過節熱鬧非凡的樣子。另外，可以從陳澄波的嘉義街景中，看見他用畫筆記錄的家鄉樣貌。

Teacher:　The artwork *Festival on South Street* was created by the artist Kuo Hsueh-Hu.

　　　　　What do you see in the artwork?

Student:　There are many shop signs.

Teacher:　Very good, what else?

Student:　It has a lot of colors.

Teacher:　Well done. Any other ideas?

Student:　There are a lot of people, and it looks very lively.

Teacher:　What festival does the artwork show?

Student:　The Ghost Festival.

Teacher:　Yes, actually, you can see the characters "中元" on the signs. We can see the lively Ghost Festival scenes in the artwork.

老師：　這是藝術家郭雪湖的南街殷賑，你在這件作品中看見什麼呢？
學生：　很多招牌。
老師：　很好，還有呢？
學生：　豐富的色彩。
老師：　非常好，還有其他想法嗎？
學生：　很多人，看起來很熱鬧。
老師：　大家知道這是在描繪哪個節日嗎？
學生：　中元節。
老師：　沒錯，大家其實可以招牌上看見「中元」兩個字。我們可以從作品中看見當時中元節熱鬧的景象。

概念二

說明：本篇目的為介紹臺展三少年

Lin Yu-Shan, Chen Chin, and Kuo Hsueh-Hu are *The Three Youths of Taiwan Fine Arts Exhibition*. They are representative artists in the history of Taiwanese art. Their artworks show Taiwanese land, expressing their observations and feelings about the scenery and their hometowns. Chen Chin's artworks focus on details and elegant style. Her artworks' subjects focus on figures, flowers, and families, for example, *Ensemble* and *Leisure*. Lin Yu-Shan 's artworks are often inspired by nature and are based on sketching, for example, *Lotus Pond*. Kuo Hsueh-Hu's artworks have diverse painting styles and delicate and elegant techniques, with distinctive local colors, such as *Festival on South Street*.

林玉山、陳進與郭雪湖被稱為「臺展三少年」，是臺灣美術史上的代表人物。三人的作品描繪臺灣本土，表達了他們對家鄉風景、人物的觀察與感受。陳進的作品注重細節，畫風優雅，常以人物、花卉以及家庭為題材，作品有〈合奏〉、〈悠閒〉等；林玉山作品靈感常來自於自然，並以寫生為基礎，作品有〈蓮池〉等；郭雪湖作品繪畫風格多樣，創作手法細膩典雅，帶有鮮明的地方色彩，作品有〈南街殷賑〉等。

Teacher:　We have just introduced the artworks from *The Three Youths of Taiwan Fine Arts Exhibition*. Their artworks all depict/show Taiwan. If it were you, what subjects of Taiwan would you use to create your art?
Student:　Fried chicken and bubble tea in the night market.
Teacher:　Why?

Student: Because I eat and drink a lot of this at the night market after class.

Teacher: Very good, what else?

Student: The cram schools in Taiwan.

Teacher: Why?

Student: Because most students have to go to cram schools after school.

Teacher: Very good. I hope everyone can use art to pay more attention to our land and society.

老師： 我們剛剛介紹了「臺展三少年」的作品，他們的作品都是以臺灣作為創作主題，用以描繪他們對本土的關懷。如果是你，你會以臺灣的什麼元素進行創作呢？

學生： 夜市裡賣很多雞排與珍奶。

老師： 為什麼呢？

學生： 因為下課後很常吃。

老師： 很好，還有呢？

學生： 臺灣學生補習的文化。

老師： 為什麼呢？

學生： 因為大家放學後幾乎都要補習。

老師： 非常好，希望大家可以用藝術創作更加關心我們的土地與社會。

■　**教學活動 Class Activities**

活動一

說明：本篇活動為協助學生發表臺灣的藝術創作。

This activity uses video communication with a sister school as the setting. Students should discuss the subjects and content of Taiwanese art and introduce them to sister school students. Students should write and give a speech to introduce the artwork.

本活動藉由與姊妹校視訊交流作為情境設定，讓學生討論欲與姊妹校學生介紹的臺灣藝術作品題材與內容，撰寫出作品介紹的講稿，並與其進行口頭介紹。

Here are some example sentences:

S: Hi, everyone. My name is _____. It is my pleasure to introduce a piece of Taiwanese artwork to you.

S: This artwork is called _____.

S: The subject is _____.

S: This artwork includes _____, _____, and _____.

S: The artist used _____ and _____to create this artwork.

S: If you visit Taiwan, you must visit _____.

S: It is really nice to meet you today. I hope you can visit Taiwan one day.

句型架構如下：

學生：大家好，我的名字是 Tony。很高興能在這里和大家介紹臺灣的藝術作品。

學生：這件作品叫_____。

學生：題目是_____。

學生：作品包括_____、_____ 和 _____。

學生：藝術家使用_____和_____來創作作品。

學生：如果你來拜訪臺灣，你必須去_____(地方)。

學生：今天很高興見到你，希望你有一天能來拜訪臺灣。

Teacher: We have a sister school in Japan. We will have a video call with the Japanese students there next month. The topic is Taiwanese artworks. Work with your team to choose a Taiwanese artwork. You will introduce this together to the Japanese students.

Teacher: According to what you have learned, what are some subjects in Taiwanese art?

Student: Portrait and landscape painting.

Teacher: What else?

Student: Architecture.

Teacher: Well done. But there are many kinds of subjects in Taiwanese artworks, so you can discuss them with your teammates later.

Teacher: Which subject of Taiwanese artwork would you like to introduce?

Student: I would like to choose festivals.

Teacher: Why?

Student: I chose it because there are many special festivals in Taiwan. If Japanese students can visit Taiwan in the future, I hope they can experience the festivals.

Teacher: The second question is: What can you introduce about the artwork?

Student: The title, the material, the subject, and the background story.

Teacher: Here are some example sentences. Work with your teammates and write down the introduction for your artwork. You can use these example sentences or write them in your own words.

老師：　我們有個日本姊妹校。下個月我們將與這些姊妹校學生進行視訊。主題是台灣的藝術作品。所以你會和你的組員一起挑選一件臺灣的藝術作品，並介紹給日本學生。

根據你之前學的，臺灣的藝術創作有哪些主題呢？

學生：　肖像和風景畫。

老師：　還有什麼呢？

學生：　建築。

老師：　很好。但臺灣作品的題材有很多種，以後可以和團隊成員討論。

你想介紹什麼主題的臺灣藝術作品呢？

學生：　我想選擇節日。

老師：　為什麼？

學生：　因為臺灣有很多特別的節日。如果那些日本學生以後可以來臺灣，我希望他們可以體驗。

老師：　第二個問題。你可以介紹作品的什麼內容呢？

學生：　作品名稱、媒材、主題、背景故事。

老師：　這裡有一些句型。稍後請你與的小組成員合作，撰寫出作品介紹的講稿。你可以使用這些句型或用你自己的話來寫。

活動二

說明：本活動讓學生用創意，再現臺灣的藝術創作

This is a creative task for the students to recreate Taiwanese artworks. Students should use objects from home or school and take a photo of their finished product. The aim is to represent Taiwanese art.

本活動希望學生透過觀賞臺灣藝術家的創作，進而應用自己的創意，在校園中／家中尋找可用的物件，利用拍攝的方式，再現過去臺灣藝術作品的樣貌。

Teacher: During the pandemic, there was an Instagram account called Tussen Kunst & Quarantaine. Please search for this account and look at its posts. What is it about?

Student: This account recreates famous paintings.

Teacher: Please look at the art with your group. When recreating famous paintings, what should you focus on? For example: what colors are used?

Okay, time's up. Raise your hand to share your answers.

Student: The location.

Teacher: Very good. Anything else?

Student: I think the objects should be thought about.

Teacher: Excellent, what else?

Student: The people's facial expressions.

Teacher: Well done, anyone else?

Student: I feel the composition is important.

Teacher: Great answers! Now it is your turn to be creative. Search the internet or textbooks for Taiwanese artwork. Find one Taiwanese artwork you like. Use objects to recreate the artwork at school or home.

老師：　在疫情期間，有個 IG 帳號，叫做 Tussen Kunst & Quarantaine，請瀏覽這個帳號後，告訴我這個帳號的主要內容是什麼？

學生：　這個帳號主要在模仿名畫。

老師：　請與小組成員觀察這些作品，並討論在進行模仿名畫的創作時，需要注意什麼。舉例來說：顏色的使用。

老師：　好的，時間到，你們可以舉手分享你們的答案。

學生：　我覺得拍攝的地點很重要。

老師：　很好，還有嗎？

學生：　我覺得應該考慮到使用的物件。

老師：　很好，還有嗎？

學生：　人物的表情。

老師：　很好，還有嗎？

學生：　我覺得構圖很重要。

老師：　大家都說得很好，那現在是大家的創作時間。請上網或是從美術課本中，搜尋臺灣藝術家創作，找一張你喜歡的，利用生活中的物件，在校園中／家中進行模仿名畫的創作。

單元三 設計
Design

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■ 前言 Introduction

Design is related to our lives. Based on our needs, we improve our lives through design. Design concepts include aesthetics, functionality, and problem-solving.

This unit will introduce the elements and types of design and what design thinking is. Students can discover design in their lives and think about how design can change our lives. Finally, students will analyze and apply the elements for designing posters.

設計的本質與我們的生活息息相關，人類從生活發現需求，並透過設計改變生活，進而創造更好的生活狀態。設計的概念包括美感、功能與問題解決等。

本單元將介紹設計的元素、種類，以及什麼是設計思考，讓學生從生活中發掘設計，進而思考設計可以為生活帶來什麼改變，最後讓學生分析設計海報所需的元素並進行實作。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
設計的原理原則 The principles of design			
contrast	**對比**	repetition	反覆
rhythm	律動	**balance**	**均衡**
unity	**統一**	pattern	模式
emphasis	強調	order	秩序
proportion	**比例**	harmony	調和

gradation	漸變	symmetry	對稱
設計中色彩的應用 Color in Design			
color scheme	**配色**	saturation	彩度
brightness	明度	color wheel	色相環
設計的類別 Types of design			
graphic design	**平面設計**	packaging design	包裝設計
font design	字體設計	logo design	標誌設計
industrial design	**工業設計**	spatial design	空間設計
product design	**產品設計**	**interior design**	**室內設計**
universal design	通用設計	user experience (design) (UX)	使用者經驗(設計)
green design	**綠色設計**	user interface (design) (UI)	使用者介面(設計)
企業識別系統 Corporate identity system			
corporate identity system (CIS)	企業識別系統	logo	品牌標誌
visual identity	視覺識別	font	字體
brand color	品牌標準色	typography	排版
設計思考 Design Thinking			
design thinking	設計思考	five steps/phases of design thinking	設計思考五步驟／階段
empathize	同理	define	定義
ideate	發想	prototype	製作原型
test	測試		

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

❶ **What are the principles of design?**

There are ___, ___, and ____.

例句：1: **What are the principles of** design**?**
2: **There are** contrast, repetition, **and** rhythm.

1: 設計有哪些原理原則呢？
2: 設計的原理原則有對比、反覆與韻律。

❷ **What are the types of design?**

These types of design include ___, ___, and ___.

例句：1 **What are the types of design?**
2 **These types of design include** product design, graphic design, **and** interior design.

1 設計有哪些類別呢？
2 設計的類別有產品設計、平面設計與室內設計。

❸ **What are the functions of design?**

Design is used to _____.

例句：1: **What are the functions of** design**?**
2: **Design is used to** create a product.
2: **Design is used to** solve problems.

1: 設計有哪些功能呢？
2: 設計可用於創造產品。
2: 設計可用於解決問題。

❹ **Where can you find design in your daily life?**

I can find it _____.

例句：1: **Where can you find design in your daily life?**
2: **I can find it** on my electronic devices.

1: 你在生活中哪裡可以發現設計？
2: 我可以在我使用的電子設備中找到。

❺ **What are the most important design products in history?**

The most important design products are _____.

例句：1: **What are the most important design products in history?**

2: **The most important design products are** brand logos like Coca-Cola and Nike.

1: 人類歷史中有哪些重要的設計作品？

2: 最重要的設計是可口可樂和耐吉的品牌標誌。

❻ **What areas of life does "design thinking" apply to?**

"Design thinking" applies to _____.

例句：1: **What areas of life does "design thinking" apply to?**

2: **"Design thinking" applies to** re-designing products/decorating a classroom.

1: 設計思考可以用在生活中的哪些地方？

2: 設計思考可以用在重新設計產品／改造教室。

❼ **What is the aim of your design?**

The aim of my design is to_____.

例句：1: **What is the aim of your design?**

2: **The aim of my design is to** make a brand's logo stand out.

1: 你的設計作品想解決什麼問題呢？

2: 我的設計目的是讓品牌標誌突顯出來。

❽ **What _____ did you use in your design and why?**

I used _____ in my design because _____.

例句：1: **What** colors **did you use in your designs and why?**

2: **I used** bright colors **in my design because** I want to show positive and enthusiastic feelings to my customers.

1: 你的設計作品中使用了怎樣的配色呢？

2: 我的設計作品使用了明亮的顏色，因為我想向客戶展示正向與熱情的感覺。

❾ What is your favorite design category?

For me, _____is my favorite_____.

例句：① **What is your favorite design category?**

② **For me**, interior design **is my favorite** design category.

① 你最喜歡的設計類別是哪一項呢？
② 對我來說，室內設計是我的最愛。

❿ What are the important elements of a good design?

I think a good piece of design should be _____.

例句：①: **What are the important elements of a good design?**

②: **I think a good piece of design should** be functional.

②: **I think a good piece of design should** be environmentally friendly.

①: 一件好的設計作品，有哪些重要元素呢？
②: 我覺得一件好的設計作品，應該具備功能性。
②: 我覺得一件好的設計作品，應對我們的環境有益。

■　學科概念講解 Explanation of Academic Concepts

概念一

說明：本篇為介紹設計的種類

Design is a broad concept, so there are many types and applications. Graphic design mainly focuses on aesthetics and uses visual elements such as fonts, colors, and images to convey information, for example, in logo design and packaging design. Industrial design focuses on product design, human-machine relationships, and so on. Examples include furniture design and electronic product design. In addition, there is spatial design, which focuses on the relationship between the environment and people and tries to create a space that meets people's needs. Examples of this are interior design, architecture, and landscape design.

Over time, new types of design have appeared. For example, there are user interface design (UI) and user experience design (UX), and green design that focuses on the environment.

設計的概念相當廣泛，因此也出現了許多類別與應用。平面設計主要注重審美，並以排版、顏色和圖像等視覺元素，以有效的方式世界傳達訊息，相關類別有標誌設計、包裝設計等；工業設計主要重視產品的使用方式、人機關係，與外觀造型等，相關類別有傢俱設計、電子產品設計等；除此之外，還有空間設計，注重環境與人的互動，希望創造符合使用者需求的空間，相關類別則有室內設計、建築、景觀設計等。

因時代的轉變，也開始出現新類型的設計，像是優化使用者體驗的使用者介面設計 (UI)，以及使用者經驗設計 (UX)，或是關心環境永續性的綠色設計等。

Teacher:　We just introduced the types of designs. Now you need to look for these three types of designs on campus. For example, the cover of a contact book is a type of graphic design, a tablet is a type of industrial design, and an art classroom is a type of spatial design.

Teacher:　Okay, everyone is back now. Who would like to share their ideas? I will give you extra points. I will write your answers on the whiteboard, so don't repeat any answers. Let's start with graphic design.

Student:　The posters outside the Academic Affairs Office.

Teacher:　Very good, are there any more?

Student:　The signs for the toilets.

Teacher:　What are some examples of industrial design in your life?

Student:　Cell phones.

Teacher:　Great. Can you think of others?

Student:　Pencil sharpeners.

Teacher: What are some examples of spatial design in everyday life?

Student: The layout of the library.

Teacher: Excellent! So, in fact, life is full of designs, and we can see these in our daily lives!

老師： 我們剛剛介紹了設計的種類，現在想請大家去校園中尋找這三種種類的設計。舉例來說：聯絡簿的封面設計是平面設計的一種，平板是工業設計的一種，美術教室是空間設計的一種。

老師： 好，現在大家都回來了，有沒有同學願意分享呢？我會幫你加分，也會把你的答案寫在白板上，所以答案不要重複喔。那我們從平面設計開始。

學生： 教務處外的海報。

老師： 很好，還有嗎？

學生： 廁所的標示。

老師： 生活中有哪些工業設計的例子呢？

學生： 手機。

老師： 很好，還有嗎？

學生： 削鉛筆機。

老師： 生活中有哪些空間設計的例子呢？

學生： 圖書館的佈局。

老師： 很好，所以其實生活中處處充滿設計，大家以後也可以好好觀察喔！

概念二

說明：本篇為介紹設計思考

"Design thinking" is a process for solving complex problems with empathy. Designers use design thinking to define problems and focus on solving problems in a creative way. Design thinking has five stages: empathize, define, conceive, prototype, and test. Design thinking can be applied to different fields, such as improving society and business. For example, Clean Team is a sanitation system. It provides indoor toilets for Ghana's urban poor. In business, Uber Eats uses design thinking to improve the way people get their food.

設計思考是一個用同理心解決複雜問題的歷程。設計師使用設計思考來定義問題，並以創造力解決問題。設計思維有五個階段：同理、定義、發想、原型和測試。設計思考可以應用於不同的領域，像是改善社會和商業領域。例如，Clean Team 是一個衛生系統，它為加納的城市貧民提供家用廁所。對於商業領域而言，UberEATS 則是使用設計思考來改善人們獲得食物的方式。

Teacher: We just introduced what design thinking is. Now, with your group, discuss where design thinking can be used in your daily lives. You have 10 minutes.

Student: Decorating our classroom.

Teacher: Good. One point. What else?

Student: Rooms for cleaning tools.

Teacher: Well done. One point. What else?

Student: The cover and words in the parent-teacher communication book.

老師： 我們剛剛簡介了什麼是設計思考，接下來給大家 10 分鐘，請思考一下你的生活，並與小組成員討論，設計思考可以用在哪些地方呢？

學生： 佈置我們的教室。

老師： 很好，加一分，還有嗎？

學生： 放掃具的空間。

老師： 非常好，加一分，還有嗎？

學生： 聯絡簿封面與內文。

■　　**教學活動 Class Activities**

活動一

說明：本活動為讓學生練習海報設計

Goal: You need to design a poster to invite people to join the school fair.

Role: You are a graphic designer.

Audience: Students, teachers, and all the people who may join the school fair.

Situation: This year is the 100-year anniversary of our school. Our principal wants to invite more people to join the school fair. So, the principal wants to hold a poster competition.

Products: 1. a poster
　　　　　　 2. a concept for your poster

目標：你需要設計一張海報，邀請人們參加園遊會

角色：你是一位平面設計師

觀眾：學生、老師以及可能參加學校園遊會的人們

情境：今年是我們學校的百年校慶。校長希望吸引更多人參加學校園遊會，所以舉辦了海報徵件比賽。

產品：1. 一張海報
　　　 2. 海報的創作理念

Teacher:　Look at this poster. If you want to design a poster, what elements should it have?

Student:　It should have colors, fonts, and images.

Teacher:　Here are a few posters. Please discuss with your teammates and choose the posters that you think look good. After that, think of the advantages of each according to the colors, fonts, and images. You have 5 minutes to discuss.

Teacher:　Ok, time's up. If you want to share your ideas, please raise your hand. Let's start with colors.

Student:　The colors in the poster are simple.

Teacher:　Let's talk more about this. First, think about the color scheme. Don't use too many different colors, or the poster will look too messy. Secondly, think about the saturation and brightness. Third, think about the amount of area you want to color.

Teacher:　Ok, now the next part. How about images?

Student:　The images are cute and have a similar style.

Teacher:　Well done. Also, the images should be related to the subject of the poster. You need to create a focus point on the poster.

Teacher: The last part is the font. Any ideas?

Student: The font styles should match and be easy to read.

Teacher: Good! Now it's my turn. First, we should think about the style of the font and whether it suits the poster or not. Secondly, it should be readable. Third, don't use too many different types of fonts. Fourth, the title should be bigger, and the details should be smaller.

Teacher: So, we know that there is some important information. It is your turn now. Start designing your poster. If you have any further questions, please feel free to ask.

老師： 請看這張海報，如果今天想要設計一張海報，應該包含什麼元素呢？

學生： 顏色、字體與圖像。

老師： 這裡有幾張海報，請與你的小組成員選出幾張你們認為的好的海報。接下來想想，根據顏色、字體與圖像，這些海報有哪些共同的優點呢？我會給大家 5 分鐘進行討論。

老師： 好，時間到。如果你想分享你們的想法，請舉手。那我們從顏色開始。

學生： 這些海報的顏色使用簡單。

老師： 讓我來介紹更多吧。首先，思考一下配色，不要使用太多複雜的顏色，這樣會讓你的海報看起來很亂；第二，思考一下明度與彩度。第三，思考一下色彩的區域分佈。

老師： 好，下一個部分。我們來看看圖像。

學生： 圖像很可愛，也都有類似的風格。

老師： 很好。現在我來介紹更多。這些圖像與海報的主題需要有關聯。此外，需要創造視覺可以注意的焦點。

老師： 最後一個部分是字體，大家有想法嗎?

學生： 字體看起來一致也容易閱讀。

老師： 非常好，那換我了。首先，我們可以思考一下字體的風格與海報是否合適。第二，字體的使用需要有易讀性。第三，不要使用過多不同的字體。第四，標題要比較大，其他細節的文字可以小一點

老師： 所以我們現在知道一些在設計海報時需要注意的資訊。那現在換你們了。請開始設計一張海報。如果有任何問題，都可以問我或是與我討論，不要害羞喔。

<div style="text-align:center">

單元四　電影音樂

Film Music

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新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

Film music helps create the atmosphere for movies. It makes us feel as though we are experiencing the story of the film firsthand. Great composers create unforgettable pieces that make us remember the film, the scenes, and the emotions. Sound effects are also important in a movie. We rely on listening to make the picture sound more realistic. In this chapter, we will learn about some classic film music and the making of sound effects.

In this lesson, students will learn to recognize what sound effects are and how to create sound effects. They will learn about two categories of film music–source music and score music—and appreciate film music. They will also learn about the function and the type of the music.

電影音樂是電影的靈魂，營造畫面氛圍，讓我們彷彿親身經歷電影的故事。偉大的作曲家創作出令人難忘的作品，讓我們記住電影的場景和情感；音效在電影中也很重要，讓畫面看起來更真實。

學生在此單元會了解電影音效製作，並嘗試製作電影音效；欣賞電影配樂，認識電影音樂的配樂家和作品；藉由聆賞電影配樂，認識配樂的功能與配樂類型。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中文	詞彙	中文
Words about Film Music 關於電影音樂的詞彙			
film music/film score	電影音樂 / 電影配樂	**song**	歌曲
diegetic/source music	劇情配樂：在電影劇情出現的音樂，可能是角色表演、或角色也聽得到的音樂，如有人彈琴、到酒吧欣賞表演…	**original score**	原創配樂：作曲家為電影譜寫的背景音樂

score music	非劇情配樂：給觀眾聽的音樂	**soundtrack**	電影原聲帶
Words about Sound Effect 關於音效的詞彙			
sound effect	音效	**Foley**	擬音
synthesizer	合成器	**Foley artist**	擬音師
Adjectives Describing Film Music 形容電影音樂的詞彙			
moving/touching	動人的	**beautiful**	美麗的
impressive/impactful	印象深刻的	**warm**	溫暖的
mysterious	神秘的	melodic	富曲調性的
spectacular	聲勢壯闊	avant-garde	前衛
be blown away by …	被……感動	shed tears for…	為……流淚

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

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❶　**The composer of the music for ＿(movie name)＿ was ＿(composer's name)＿ .**

例句(1)：**The composer of the music for** *Harry Potter* **was** John Williams.
電影《哈利波特》音樂的作曲是約翰‧威廉斯。

例句(2)：**The composer of the music for** *Pirates of the Caribbean* **was** Hans Zimmer.
電影《加勒比海盜》音樂的作曲是漢斯‧季默。

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❷　**Have you ever seen the movie ＿＿＿＿＿＿?**

例句：**Have you ever seen the movie** *Harry Potter*?
你有看過《哈利波特》電影嗎？

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❸   __(song)__ **is one of the theme songs in** __(movie)__ **.**

例句："Hedwig's Flight**" is one of the theme songs in** *Harry Potter.*
　　　〈貓頭鷹主題〉是電影《哈利波特》音樂的主題曲之一。

❹   **The song _____ was sung by** __(singer's name)__ **.**

例句：**The song** "My Heart Will Go On" from *Titanic* **was sung by** Celine Dion.
　　　電影《鐵達尼號》主題曲〈我心永恆〉由席琳·迪翁演唱。

❺   **The music in this film sounds _____.**

例句：**The music in this film sounds** stunning/mysterious/impressive.
　　　這部電影的音樂震耳欲聾／神秘的／令人印象深刻。

❻   **There is a lot of _____ music in this film.**

例句：**There is a lot of** spectacular **music in this film.**
　　　這部電影的音樂有很多地方聲勢壯闊。

❼   **I was deeply moved by the _____ music in this film.**

例句：**I was deeply moved by the** touching **music in this film.**
　　　(I was deeply moved by how touching that music was.)

　　　我被這部電影的音樂深深感動。

■　學科概念講解 Explanation of Academic Concepts

概念一

說明：關於音效的介紹

Sound Effects

1. Sounds that appear in a movie/television show

Voice	Sound effects	Music
Speaking dialogues	Sounds added to movements, for example, wind, water drops, a door opening, and so on.	Score music or song for the movie.

2. Sound Effects – Foley

In a film, before you see a man riding a horse across a big field, you already know he is coming from the sounds of horse hoofbeats. You can judge how fast they are riding from how fast the hoofbeats sound. This is how sound effects work in a movie.

There are four types of sound effects: Foley, ambience (background sound), sound effects, and special sound effects. Foley is the one that brings out the specific qualities of a character. It is like adding soul to a character or a scene.

Why is it called "Foley"? The first person who added sound effects for radio theatre was Jack Foley. He created many sound effects that made the scenes in movies more realistic. He was a pioneer of movie sound effects.

Foley artists use many things to simulate/imitate different sounds. The sounds need to fit the rhythm of the picture and match the picture so as to enhance the audio quality. **Footsteps from a policeman, for example, might need to be fast and loud, whereas footsteps from someone sneaking will be quiet.** Different types of shoes also create different styles of walking. Foley artists do their recordings after the film is shot, which means it is done in post-production.）

音效

1. 電影、電視演出中出現的聲音

人聲	音效	音樂
對白	配合動作的聲音，例如：風聲、水滴聲、開門聲等	電影的配樂或在電影中出現的歌曲

2. 音效 – 擬音 Foley

電影裡，在你看到一個人騎馬穿過廣闊的田野之前，你可能已經從馬蹄的聲音得知這人即將前來，你可以從馬蹄聲的快慢來判斷他們騎得有多快，這就是電影音效的作用。

在此我們要介紹四種類型的音效，分別是擬音(Foley)、背景音(ambience)、(一般)音效和特殊音效。其中，擬音能展現角色特質，為電影人物及場景添加靈魂。

為什麼稱為「Foley」呢？Jack Foley 是第一位為廣播劇場添加音效者，他創造許多音效，使場景更加逼真，他是電影音效的先驅。

擬音藝術家使用許多物品模擬或模仿不同的聲音，聲音需要配合畫面的步調，而這也精進畫面的音質。例如，警察的腳步聲可能需要又快又響，而偷偷摸摸的人的腳步聲則要小聲，不同類型的鞋子也造就了不同的走路方式。 擬音藝術家在電影拍攝完才進行錄音，也就是後製完成的。

Teacher:	What can you hear in a movie? Can you hear the dialogue?
Student:	Yes.
Teacher:	Besides the dialogue, what else can you hear? Listen, what can you hear? (playing footsteps)
Student:	Footsteps.
Teacher:	What about this? (Play hoofbeat sounds)
Student:	Riding a horse.
Teacher:	Great! Now let's think about how they record the sounds with the movie.

老師：	在電影中，我們會聽到什麼聲音呢？有講話對白嗎？
學生：	有。
老師：	那還有什麼呢？請聽聽看這是什麼聲音（播放腳步聲）
學生：	腳步聲。
老師：	這個呢？（播放馬蹄聲）
學生：	騎馬。
老師：	很好！現在我們來想想看，要如何錄作這些電影的聲音。

概念二

說明：電影音樂的介紹

Film Music

Film music has a specific purpose. It appears in the film creating tension, mystery, happiness, excitement, and other kinds of emotions.

Score: A Film Music Documentary explains how film music is composed and how it is cut and made in a film. We will introduce the famous film music composer Hans Zimmer and learn about his works.

Figure 1. Score: A Film Music Documentary
https://en.wikipedia.org/wiki/Score_%282016_film%29

Figure 2. The composer Hans Zimmer
https://www.spitfireaudio.com/shop/artists/hans-zimmer/

Hans Zimmer, born in 1975, is one of the greatest modern composers.

His compositions use many avant-garde synthesizers' sounds so as to create "new" sounds—sounds that we have never heard before. The reason for using that, he said, is to explore the limits of music. Take *Dune* (2021) for example—the synthesizer plays an important role in the movie, creating tension and mystery in the film.

電影音樂

電影音樂有其特定目的，通常是營造緊張、神秘、快樂、興奮和其他各種情緒。

《電影配樂傳奇》這部影片呈現電影音樂如何創作的，以及如何在電影中被剪輯和製作。我們將介紹著名電影音樂作曲家漢斯‧季默，並學習他的作品。

漢斯‧季默生於 1975 年，是最偉大的當代作曲家之一。

他的作品使用許多前衛的電子合成器聲音來創造我們以前未曾聽過的「新」聲響。他說，這是為了探索音樂的極限。以電影《沙丘》（2021）為例，電子合成器的聲音在影片中扮演著重要的角色，營造出影片的緊張感和神秘感。

Listen to the music and match the music with the film

Students' worksheet

Listen and Match

1 🔊　　　2 🔊　　　3 🔊　　　4 🔊

Teachers' worksheet

1. *Circle of Life*, from *Lion King*
2. *He's a Pirate*, from *Pirates of the Caribbean*
3. *Time*, from *Inception*
4. *Dune Original Soundtrack*

The Lion King: https://moviesanywhere.com/movie/the-lion-king-2019
Pirates of the Caribbean: https://www.imdb.com/title/tt0325980/
Inception: https://www.imdb.com/title/tt1375666/
Dune: https://www.themoviedb.org/movie/438631-dune/images/posters

Teacher:	I am going to play some film music. Guess what movie it is from. (Play Dune's theme music.) How does it sound?
Student:	Very mysterious.
Teacher:	Correct. His compositions use many avant-garde synthesizers' sounds (電子合成器) to create "new" sounds—sounds that we had never heard before. Why do you think he did that?
Student:	To create a mysterious atmosphere.
Teacher:	The reason for using that, he said, is to explore the limit of music. Let's listen to some of his other works.

老師：　我將播放一些電影音樂，猜猜看，是哪部電影？（播放沙丘主題音樂）

學生：　沙丘。

老師：　這音樂聽起來有什麼感覺？

學生：　很神秘。

老師：　沒錯。季默為了找尋「從未聽過的聲音」，與演奏者討論，發明新的聲音，
　　　　讓電影更有神祕未知的感覺。我們來聽他的其他作品！

■　　**教學活動 Class Activities**

活動一

說明：擬音實驗室——讓我們來為聲音創造情境吧！

Foley Lab

Please create those sounds and think about what the sound could be.

1. Shake a small tree or the branches of a tree. What sound is it? ＿＿＿＿＿＿＿

2. Shake mung beans in a bottle. What sound is it? ＿＿＿＿＿＿

3. Crumple a piece of paper in your hand. What sound is it? ＿＿＿＿＿＿

4. Walk on the sand. What sound is it? ＿＿＿＿＿＿＿

5. Bounce a ball (彈) on a wall. What sound is it? ＿＿＿＿＿＿＿

擬音小實驗

請製造以下所列的聲音，並想想看可以是什麼音效呢？

1. 搖動小樹叢或樹枝，這像是什麼聲音呢？

2. 綠豆在瓶裡滾動，這像是什麼聲音呢？

3. 在手心搓揉一張紙，這像是什麼聲音呢？

4. 在沙子上走路，這像是什麼聲音呢？

5. 彈球到牆上，這像是什麼聲音呢？

Teacher:　Let's try to create some sounds and think about what it is like.

Student:　Is there a correct answer?

Teacher:　There is no correct answer. As long as you make the sound suitable for what it is, you are a good Foley artist.

Student:　What is a Foley artist?

Teacher:　A Foley artist is a person who creates sound effects. It comes from a person called Jack Foley, who started doing this.

Student:　Does the sound need to fit the scene?

Teacher:　Yes, you need to look at the screen and match the movements in the scene.

老師：　讓我們試著製造一些聲音，想想聽起來像什麼。

學生：　這有標準答案嗎？

老師：　這沒有標準答案，只要你想的情境符合聲音，你就是優秀的擬音師。

學生：　什麼是擬音師？

老師：　擬音師就是製造音效的人。英文是 Foley，因為發明者名字就叫做 Foley。

學生：　聲音需要配合螢幕嗎？

老師：　需要，你需要看著螢幕並且配合情境的動作。

單元五　藝術歌曲
Lieder (Art songs)

新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

Music and Literature: When literature is combined with music

In the 19th century, western classical music referred to the period known as "Romantic Era." This period saw music composed with close connections to literature. Composers were often inspired by poetry, literature, nature, and philosophy. Romantic music tried to create emotional and dramatic music.

In this lesson, we will listen to German *lieder* (songs) and appreciate the combination of music and lyrics. We will look at the story and understand how the music helps the story to become more vivid. You will listen to *the Trout* and write down your understanding of the music.

音樂與文學的相遇～音樂藝術歌曲

十九世紀，這時期的西方古典音樂屬於「浪漫時期」。這時期的音樂和文學息息相關，作曲家常從詩詞、文學、自然及哲學獲取創作的靈感。

這單元，我們會聆聽德文藝術歌曲，欣賞音樂與文學交融的作品。我們看故事並了解音樂鋪陳故事的張力，本單元活動是聆賞《鱒魚》，並畫出三段音樂描述鱒魚的故事。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中文	詞彙	中文
Lied	**藝術歌曲（德文）**	**piano accompaniment**	**鋼琴伴奏**
chanson	藝術歌曲（法文）	**lyrics**	**歌詞**
art song	藝術歌曲（英文）	literature	文學
German	德文	Schubert	舒伯特

French	法文	emotion	情緒
trout	鱒魚	fisherman	漁夫
major	**大調**	hook	釣（魚）
minor	**小調**		

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

❶　**This song is in _____.** (形容樂曲是大調／小調的用法)

例句：**This song/piece is in** A major/A minor.

　　　這首曲子是 A 大調／A 小調。

❷　**What is this piece about? It describes _____.**

例句：①: **What is this piece about?**
　　　②: **It describes** the story of a trout.

　　　①: 這首樂曲是關於什麼呢？
　　　②: 這是在描述鱒魚的故事。

❸　**Who is the composer of this song? The composer is _____.**

例句：①: **Who is the composer of this song?**
　　　②: **The composer is** Schubert.

　　　①: 這首歌曲的作曲家是誰呢？
　　　②:作曲家是舒伯特。

❹ **The lyrics are a poem by _____.**

例句：**The lyrics are a poem by** Schubart.

　　　歌詞是舒巴特的詩作。

❺ **The song has _____ parts.** (描述音樂有幾部分的用語)

例句：**The song has** three **parts**.
　　　這首歌曲有三部分。

❻ **What language are the lyrics in? It is in _____.**

例句：①: What language are the lyrics in?
　　　②: They are in German.

　　　①: 歌詞是什麼語言呢？
　　　②: 是德文。

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

概念一

說明：藝術歌曲的簡介

Lied 藝術歌曲

Lied is a German word. It describes a type of music piece where the lyrics are in German. When composing a song, composers might use a poem as lyrics. If the lyrics are a work of literature from a great writer, the song is called "*Lied*." It means "art song" in English. If the lyrics are in French, it is called a "*chanson*"; in Chinese, it is 藝術歌曲.

What are the differences between *Lied*, pop songs, and folk songs? They all have lyrics. The lyrics of a *Lied* **must** be a work of poetry or a great writer. If it is not a work of literature, it cannot be called a *Lied*. For example, 蘇軾《水調歌頭》is, of course, a *Lied*.

This type of music is a combination of literature and music. Composers often use music to show the emotions of the characters and to make the music more vivid. The emotions in the songs are strong, fitting the scenes of the stories. The piano plays an important role in the song; it is not only an accompaniment—it also creates the atmosphere of the story.

Lied 是德文字詞，指的是使用德文所作的一種音樂形式，作曲家會以一首詩作為歌曲創作所用的歌詞。如果歌詞來自一位偉大作家的文學作品，這樣的歌曲就稱為藝術歌曲，就是具藝術性的作品。如果歌詞是法語，則稱為「香頌」；若是中文歌詞，就是中文「藝術歌曲」。

那麼藝術歌曲與流行歌曲和民歌有什麼區別呢？他們都有歌詞。藝術歌曲的歌詞必須是詩詞或者來自偉大作家的創作，如果不是就不能稱為藝術歌曲，像是蘇軾的《水調歌頭》就會是一首藝術歌曲。

這類音樂形式係文學與音樂的結合，作曲家經常用音樂來表現人物的情緒，此也使音樂更加生動，歌曲中的情緒與故事情境緊密結合。鋼琴也在音樂中扮演重要角色，不僅擔任伴奏，還營造故事的氣氛。

Teacher: Do you think music can write a story?
Student: How can music write a story?
Teacher: Music creates sound. How can the composer tell the story? By playing, by singing…
Student: Yes, the lyrics.
Teacher: Yes, the lyrics. This type of song is called an "art song," 藝術歌曲. In German, it is called a "*Lied.*"

老師： 你認為音樂可以寫故事嗎？
學生： 音樂要怎麼寫故事呢？
老師： 音樂製造聲響。作曲家如何說故事呢？是透過演奏、透過歌唱…
學生： 對，透過歌詞。
老師： 很好。這類的歌曲稱作「藝術歌曲」，德文是"lied"。

概念二

說明：舒伯特的藝術歌曲

Schubert's _Lieder_

Franz Peter Schubert (1797-1828) was an Austrian composer. Despite his short lifetime, he composed over 600 pieces of vocal works, nine symphonies, piano works, and chamber music. His major works include _Die Forelle_ (_the Trout_), the Piano Quintet (_Trout Quintet_), Symphony No. 8 (_Unfinished Symphony_), Symphony No. 9 (_the Great_), and the song cycles _Die schöne Müllerin_ and _Winterreise_.

Schubert's Lied _Die Forelle_ (鱒魚, or Trout in English) is a song describing a fisherman and the narrator's thoughts about fishing. The lyrics are a poem by Christian Schubart. The song has three parts. In the first part, the music sounds playful and lively. A trout is swimming happily in the water. In the second part, a fisherman shows up; then, the narrator is worried about the trout. But the river is clean, so the narrator thinks that the trout might not get hooked. In the third part, when the fisherman catches the trout, the vocal line changes from major to minor. The piano becomes darker, and the phrases are broken by rests. The rest of the song shows the surprised feeling of the narrator.

舒伯特（1797-1828）是奧地利作曲家。雖然他的生命很短暫，但他創作了 600 多首聲樂作品、9 部交響樂、鋼琴作品和室內樂作品。他的主要作品包含《鱒魚》藝術歌曲及鋼琴五重奏、第八交響曲《未完成》、第九交響曲《偉大》、以及連篇藝術歌曲集《美麗的磨坊少女》及《冬之旅》等。

舒伯特的藝術歌曲《鱒魚》（德文：Lied Die Forelle），是描述漁夫和旁白對釣魚想法的歌曲，歌詞是舒巴特（Schubart）的一首詩。這首歌分為三個部分，第一部分，音樂聽起來俏皮而活潑，像是一條鱒魚在水中快樂地游著。第二部分，一位漁夫出現了，而旁白唱出對鱒魚的擔憂，但是因為河水清淨，旁白認為鱒魚應該不會上鉤。第三部分，漁夫釣起鱒魚，人聲曲調由大調轉為小調，鋼琴聲音轉為灰暗，樂句也被休止符中斷，旁白呈現驚訝的情緒。

Figure 1. Franz Schubert

Figure 2. Autograph of *Die Forelle*

出處：
https://www.omifacsimiles.com/brochures/schub_for.html

Teacher: (After listening to the song) What happened to the trout? Is it caught?

Student: Yes? No? I am not sure.

Teacher: The music changes from major to minor (the teacher plays the piano part to demonstrate). Do you think the trout is caught?

Student: Yes.

Teacher: The composer uses the change of chord, from the Bb major chord to the G minor chord, to show that the trout is caught. Also, this changes the mood of the narrator. How does he feel?

Student: Quite sad.

Teacher: Right! Let's look at the story.

老師：　（聆賞歌曲後）鱒魚怎麼了？有被捉到嗎？

學生：　有？沒有？不確定

老師：　這段音樂從大調變成小調（教師以鋼琴示範），你覺得鱒魚有被捉嗎？

學生：　有。

老師：　原本是 Bb 大和弦，這裡變成 G 小和弦，從大和弦變成小和弦，意味著鱒魚被釣起來了。同時，旁白的心情也變了，他變得怎樣？

學生：　很難過。

老師：　我們來看看舒伯特的鱒魚，這首曲子的歌詞。

■　教學活動 Class Activities

活動一

說明：舒伯特《鱒魚》聆賞教學活動

Schubert's Lied *Die Forelle*（鱒魚, or *the Trout* in English) is a song describing a fisherman and the narrator's thoughts about fishing. The lyrics are a poem by Christian Schubart (舒巴特). The song has three parts. Please listen to each part and write or draw the story of *Die Forelle*.

舒伯特藝術歌曲《鱒魚》描寫漁夫和旁白對釣魚的心境，選用舒巴特的同名詩作，描寫旁白和漁夫的心境。全曲分為三段，請聆聽每部分並用文字或繪畫表現出來。

Section	One	Two	Three
Musical emotions			
Drawing			
Word description			

Suggested answers

Section	One	Two	Three
Music emotions	Major, happy, lively, playful	Major	Minor, then turns to major
Drawing			
Word description	In a clear river, a trout is happily swimming.	A fisherman shows up; the narrator is worried about the trout. But the river is clear, so the narrator thinks the trout might not get hooked.	The fisherman stirs up (攪濁溪水) the water in the river, making it a mess. The trout is caught. The narrator feels sad.

Teacher: What is *Die Forelle*? (showing the picture)

Student: 鱒魚.

Teacher: Yes. In English, it is a trout. Let's look at the story.

（after explaining the story) Do you think the fisherman will catch the trout?

Student: Yes.

Teacher: How does the narrator feel?

Student: Nervous.

Teacher: Do you feel the same way as the narrator?

Student: Yes/no.

Teacher: Has anyone been fishing before?

老師： 什麼是 *Die Forelle*？（指著圖片）

學生： 鱒魚

老師： 鱒魚的英文是"trout" 我們來看看故事。

（故事解釋之後）你們認為漁夫有釣到鱒魚嗎？

學生： 有。

老師： 旁白的感受是什麼？

學生： 緊張。

老師： 你也有跟旁白一樣的感受嗎？

學生： 有/沒有。

老師： 有同學曾釣過魚嗎？

單元六　浪漫時期—標題音樂、蕭邦
The Romantic Period - Program Music, Chopin

新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

The Romantic music period describes the period of the 19th century connected to Romanticism in Western culture. During this period, the compositions became more expressive and expansive. Composers took inspiration from art, literature, nature, and philosophy. Their compositions often have a title or name that indicates what the music is about. This type of music is called "program music." The symphonies are often longer and use more instruments. Many piano works express feelings that are beyond words—they are hard to describe.

In this lesson, we will learn about a type of music known as program music. We will also appreciate some Romantic works and learn about the composers.

浪漫時期音樂約出現在十九世紀，與西方浪漫主義相關。此時期，音樂作品規模變得更有張力也更龐大，作曲家從繪畫、文學、大自然及哲學激發創作靈感，賦予音樂標題。
交響曲更加長大且編制增加，許多鋼琴作品更具表現力，難以陳述。
這單元，我們將介紹所謂的「標題音樂」，欣賞浪漫時期作品並認識作曲家們。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中文	詞彙	中文
music period	**音樂時期**	program music	標題音樂
the Baroque period	巴洛克時期	absolute music	絕對音樂
the Classical period	古典時期	**symphony**	**交響曲**
the Romantic period	**浪漫時期**	musical expression	音樂表情

Chopin "Revolutionary Étude" 與蕭邦〈革命〉練習曲相關的單字			
revolutionary	革命	étude (French)	練習曲（法文）
Chopin	蕭邦	Poland	波蘭
show off	炫耀	technique	技巧
homesickness	思鄉	patriot/patriotism	愛國者／愛國精神

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

❶　 (work) is a music piece written in the Romantic period.

例句：Chopin's "Revolutionary Étude" **is a piano piece written in the** Romantic **period.**
(Chopin's "Revolutionary Étude" was written in the Romantic Period.)

蕭邦的《革命》鋼琴曲是浪漫時期的音樂作品。

❷　 (composer) composed nine symphonies.

例句：Schubert **composed nine symphonies**.
舒伯特創作了九首交響曲。

❸　Program music is music with a title. For example, _____.

例句：**Program music is music with a title.**
For example, Schubert's Lied *Die Forelle*.

標題音樂指的是附有標題的音樂，例如舒伯特的藝術歌曲《鱒魚》。

❹　**We recognize the song by _____ (but not_____).**

例句(1)：**We recognize the song by** the title and the song name, but **not** the number.
　　　　我們透過曲名而非編號來辨認樂曲。

例句(2)：**We recognize the song by** the melody.
　　　　我們透過曲調辨認樂曲。

❺　**_____'s works include _____.**

例句(1)：Chopin's works include piano études and piano concertos.
　　　　蕭邦的作品包含鋼琴練習曲和鋼琴協奏曲。

例句(2)：Beethoven's works include piano sonatas and symphonies.
　　　　貝多芬的作品包含鋼琴奏鳴曲和交響曲。

❻　**This piano technique is _____, so it is challenging for piano learners.**
　　(描述樂曲技巧的句型)

例句：**This piano technique is** very hard, **so it is challenging for piano learners.**
　　　(Piano learners will find this piano technique very challenging.)

　　　這鋼琴技巧很難，對學鋼琴的人很有挑戰。

❼　**Playing this piece needs _____ and _____.**
　　(描述鋼琴彈奏的句型)

例句：**Playing this piece needs** great piano techniques **and** a lot of musical expressions.
　　　(It requires outstanding piano techniques and great musical expression to perform this piece well.)

　　　彈奏這首樂曲需要精湛鋼琴技巧和豐富的音樂情感。

❽ **The melody is in the right/left hand.** (描述鋼琴彈奏的句型)

例句：**The melody of this piece is in the right hand.**
　　　主曲調在右手。

❾ **Your right hand needs to ＿＿＿＿; your left hand needs to ＿＿＿＿.**
　　(描述鋼琴彈奏的句型)

例句：**Your right hand needs to** move very fast; **Your left hand needs to** play very strongly.
　　　你的右手要快速彈奏，而左手要強有力彈奏。

❿ **A pianist can show off their techniques by playing ＿＿＿＿＿＿.**

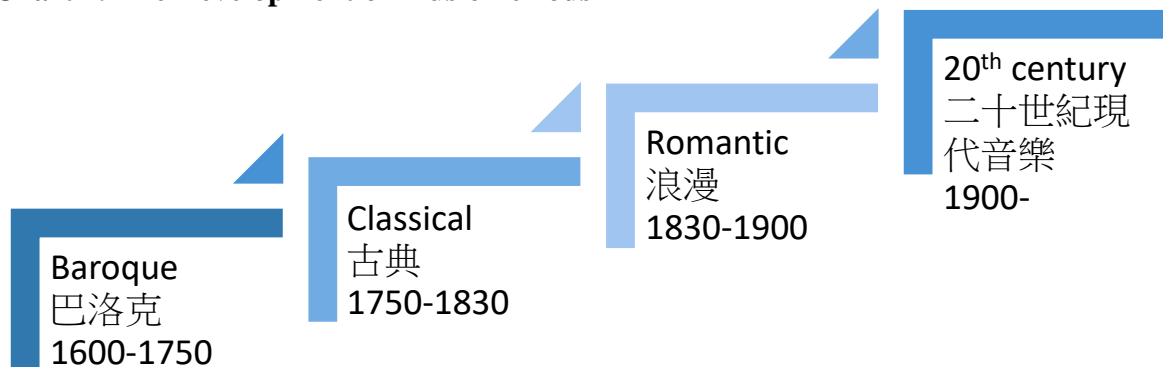例句：**A pianist can show off their techniques by playing** Chopin's *Revolutionary Étude.*
　　　鋼琴家可以彈奏蕭邦的練習曲《革命》來炫技。

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

概念一

說明：音樂時期的發展

Chart 1. The Development of Music Periods

Baroque
巴洛克
1600-1750

Classical
古典
1750-1830

Romantic
浪漫
1830-1900

20th century
二十世紀現代音樂
1900-

Program Music

Music from the Classical period is known as absolute music. The music is very rational, and it has a great structure. It exists for the pure purpose of sound, of aesthetic expression. The music pieces are named according to numbers, for example, Bach's *Piano French Suite No.1.*

In contrast, music from the Romantic period is more personal and more emotional and is often combined with other works of literature, poetry, or paintings. Composers composed the music with a title, for example, Symphony No. 6 *Pastoral*. Music moves toward "program music."

Similar compositional forms also exist within popular music. We recognize the song by the title and the song name but not the number.

標題音樂

古典時期的音樂被稱為絕對音樂，此音樂風格相當理性且結構龐大，表現純粹的聲音美學。樂曲名稱以編號稱之，如巴赫的第一號法國鋼琴組曲。

反之，浪漫時期的音樂比較有個性、有情緒且常融合文學、詩歌或繪畫等其他作品，作曲家為音樂寫下標題，例如貝多芬第六交響曲《田園》。

音樂朝以標題音樂，類似形式也出現在流行音樂中，我們透過標題或歌曲名稱而不是編號來稱呼樂曲。

Teacher: Let's look at the development of music periods. What is this (points to Baroque)?

Student: Baroque.

Teacher: Yes, some composers from this period include Bach, Handel, and Pachelbel.

(The teacher plays some pieces from these composers.)

Teacher: Who are these composers from the Classical period?

(The teacher plays Mozart and Beethoven)

Student: Mozart and Beethoven.

Teacher: Yes. Music from the Baroque and Classical periods was often given numbers, for example, *Symphony No. 1* and *Concerto No. 1*. In the next period, the Romantic period, music was often given a name.This is called "program music."

老師：　讓我們看音樂時期的發展。這是什麼時期？（指著巴洛克）

學生：　巴洛克。

老師：　是的，巴洛克時期的作曲家有巴赫、韓德爾、帕海貝爾等人。

（教師彈琴舉例作曲家作品。）

老師：　古典時期的作曲家有誰呢？（教師演奏莫札特、貝多芬的作品）

學生：　莫札特和貝多芬。

老師：　對。巴洛克和古典時期的音樂大多是以編號呈現，例如：第一號交響曲和第一號鋼琴協奏曲。到了下一個即浪漫時期，音樂通常以標題呈現，此即「標題音樂」。

概念二

說明：浪漫樂派作曲家介紹——蕭邦

Romantic Music Composer - Chopin

Frederic Chopin (1810-1849, Poland)
Chopin composed many piano works, like the nocturnes, waltz, and ballades. The melodies are very graceful and they can suddenly make you feel immersed in the music. The piano techniques are very hard, so it is challenging for piano learners. Listeners often feel excited when pianists are showing off these challenging parts.

He composed 24 études, for example, Op.10, No.3 (sometimes called "Farewell" or "Sadness") (離別曲), and Op.10, No.12, the "Revolutionary Étude" (革命). Why did he compose the "Revolutionary Étude"? Chopin went to Paris for his career. While he was there, he heard his country Poland was invaded by Russia. The feeling of homesickness and patriotism drove him to compose the "Revolutionary Étude."

浪漫樂派作曲家－蕭邦

弗雷德里克・蕭邦（1810-1849，波蘭人）
蕭邦創作許多鋼琴作品，如夜曲、華爾茲和敘事曲等。這些曲調都非常優美，可以讓人馬上沉浸在音樂聲中，而有的鋼琴技巧很難，對鋼琴學習者來說是一個挑戰，當鋼琴家展現這些挑戰部分時，聽眾也聽得很出神。

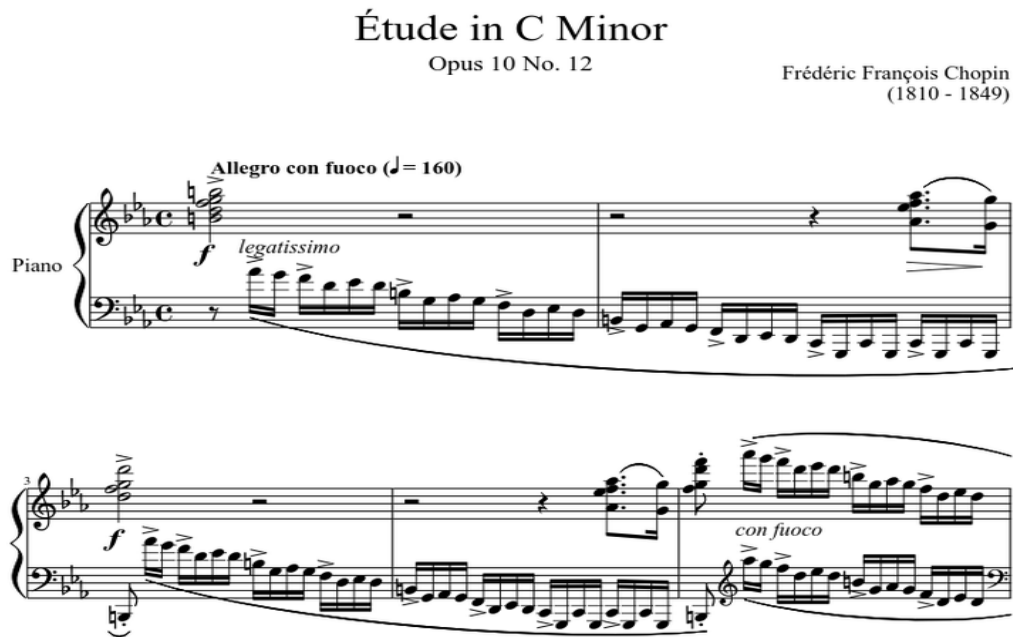蕭邦創作 24 首練習曲，例如作品 10 第 3 號《離別曲》、作品 10 第 12 號《革命練習曲》。他為什麼要創作《革命練習曲》呢？蕭邦到巴黎發展生涯時，聽到祖國波蘭遭俄羅斯入侵，思鄉及愛國之情讓他創作了《革命練習曲》。

Étude in C Minor
Opus 10 No. 12

Frédéric François Chopin
(1810 - 1849)

Allegro con fuoco (♩ = 160)

Piano

legatissimo

con fuoco

Figure 1. The Introduction of the *Revolutionary Étude*
（出處：https://musescore.com/classicman/scores/72961）

There is a lot of musical expression in this piece. The melody is played in forte, and there are many chords for the right hand to play. The left hand plays a heavy melodic figure. Playing this piece needs outstanding piano techniques and to be performed with great musical expression.

Figure 2. The melody (red boxes) of the étude
（出處：https://www.youtube.com/watch?v=5CRngtlqaN0&ab_channel=ThePianoChannel）

Teacher: Please listen to this song. Is it loud or soft?

Student: Loud!

Teacher: Is it fast or slow?

Student: Very fast.

Teacher: Do you think the music is happy, like for a celebration, or does it have the feeling of anger?

Student: Perhaps anger.

Teacher: Right. Let's introduce this piece.

老師： 請聆聽這首樂曲，很大聲還是小聲呢？

學生： 大聲。

老師： 快還是慢？

學生： 很快。

老師： 你覺得音樂像是慶典般開心，還是有種憤怒感呢？

學生： 應該是生氣

老師： 很好。我們來介紹這首曲子

■　　**教學活動 Class Activities**

活動一

說明：標題音樂聆賞：聆聽音樂，寫下作品名稱

Program music is one of the main music types in the Romantic period.
Let's guess what the titles of these pieces are.

標題音樂是浪漫時期的一種主要音樂形式。
我們來猜猜看這些音樂的標題吧！

	Title	Composer	Music Period
1.			
2.			
3.			

Reminder: The teacher can pick the music they have introduced or want to introduce.
The music must be program music.

	Title	Composer	Music Period
1.	Étude Op.10, No.12, the "Revolutionary Étude" 革命練習曲	Chopin 蕭邦	Romantic
2.	*Symphony No.6, Pastoral* 田園交響曲	Beethoven 貝多芬	Classical
3.	*The Four Seasons*: "Spring" 四季小提琴協奏曲〈春天〉	Vivaldi 韋瓦第	Baroque
4.	*The Carnival of The Animals* 動物狂歡節	Saint-Saens 聖桑	Romantic
5.	*Peter and the Wolf* 彼得與狼	Prokofiev 普羅高菲夫	20th century

Teacher: Let's listen to some famous program music. What is this? (plays Chopin's piece)

Student: It's the "Revolutionary Étude."

Teacher: What is this? (plays Beethoven's piece)

Student: "Fate".

Teacher: Right. What number is the symphony?

Student: Number 5.

Teacher: What is this? (plays Vivaldi's piece)

Student: I don't know.

Teacher: This is *the Four Seasons,* by Vivaldi.

老師：　來聽聽一些有名的標題音樂。這是什麼？（教師演奏／播放蕭邦作品）

學生：　《革命練習曲》。

老師：　這是什麼？（教師演奏／播放貝多芬作品）

學生：　《命運交響曲》。

老師：　很好。這是貝多芬第幾號交響曲呢？

學生：　第五號。

老師：　再聽聽這是什麼？（教師演奏／播放韋瓦第作品）

學生：　不知道。

老師：　這是韋瓦第的《四季》。

單元七 威廉‧莎士比亞：如何成為一位劇作家
William Shakespeare – How to Be a Playwright

新北市立三和國民中學 陳姿均老師

■ 前言 Introduction

William Shakespeare is one of the greatest playwrights in history. It is a good idea for teachers to help students read some parts of Shakespeare's plays before starting this chapter. There is no right or wrong way to create a play, but we can find some basic elements from others' plays to create our own.

The storytelling of several pictures is an easy and common teaching method for training students' imaginations and storytelling abilities. Students can write down different stories by changing the order of pictures, and then they can share their stories with their classmates.

威廉‧莎士比亞是歷史上偉大的劇作家之一。在介紹這章之前，如果能先帶領學生閱讀莎士比亞的劇作，對老師們來說會是很棒的開始。

創作劇本沒有一個絕對的方法，但我們可以從劇作中找到一些基本元素，並創作我們自己的作品。針對訓練學生想像力和說故事能力，「照片說故事」一直都是一個簡單又常見的方式。學生可以藉著改變照片的順序創作出各式各樣的故事，最後鼓勵他們和同學們分享。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
(powers of) observation	觀察力	imagination	想像力
tragedy	**悲劇**	**comedy**	**喜劇**
character	人物	cast	演職員表
setting	空間	character biography	角色自傳

stage direction	舞台指示	conflict	衝突
dialogue	對話	element	元素
plot	劇情	**stage**	**舞台**

Words related to Shakespeare and his works 與莎士比亞與其作品相關的單字			
play script	**劇本**	**playwright**	**劇作家**
William Shakespeare	**威廉·莎士比亞**	British (person/people)	英國人
Romeo and Juliet	**羅密歐與茱麗葉**	*Macbeth*	馬克白
Othello	奧賽羅	*Hamlet*	哈姆雷特
King Lear	李爾王	*West Side Story*	西城故事
the Renaissance	文藝復興時期	the Globe Theatre	環球劇院
sonnet	十四行詩	**balcony**	**陽台**
feud	**世仇**	star-crossed	運氣不好的

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

❶　**In addition to _____(n.), _____.**

例句(1)：**In addition to** his four great tragedies, *Romeo and Juliet* is also a famous tragedy about a young couple torn apart by the fighting and feuding between their families.

　　　　除了他的四大悲劇，《羅密歐與茱麗葉》這個關於一對年輕情侶因為家族世仇被迫拆散的劇作，也是有名的悲劇。

例句(2)：**In addition to** a large amount of reading, continuous writing is also essential for being a playwright.

　　　　除了大量的閱讀，不間斷的寫作也是成為劇作家的必要條件。

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❷ **Please ＿＿＿＿＿ with ＿＿＿＿＿.**

例句(1)：**Please** discuss your play script **with** your group members for 5 minutes.
請用 5 分鐘的時間和你的小組員討論你們的劇本。

例句(2)：**Please** share your story **with** your partners.
請和你的同伴分享你的故事。

❸ **＿＿＿＿＿ include(s) ＿＿＿＿＿＿.**

例句：Shakespeare's most famous comedies **include** *The Merchant of Venice, A Midsummer Night's Dream, As You Like It, and Twelfth Night.*

莎士比亞最著名的喜劇包括《威尼斯商人》、《仲夏夜之夢》、《皆大歡喜》、《第十二夜》。

❹ **＿＿＿＿＿ was a/an ＿＿＿＿, ＿＿＿＿＿, and ＿＿＿＿.**

例句：William Shakespeare **was an** actor, playwright, **and** English poet. He is regarded as one of the greatest writers in the world.

威廉・莎士比亞是一位演員、劇作家及英國詩人。他被視為世界上最偉大的作家之一。

❺ **This story takes place in ＿＿＿＿, and it is about ＿(plot)＿.**

例句：**This story takes place in** Verona, Italy, **and it is about** two star-crossed lovers called Romeo and Juliet. This is one of the greatest tragedies in the world.

這個故事發生在義大利的薇若納，關於羅密歐與茱麗葉這兩位命運多舛的戀人的故事。這是世界上最偉大的悲劇之一。

❻ **Imagine that ＿＿＿＿＿.**

例句：**Imagine that** you are the character in the story; what would you say next?

想像你是故事裡的角色，接下來你會講什麼呢？

❼　**What kind of _____?**

例句(1)：**What kind of** job does this character have？
　　　　這個角色的職業是什麼？

例句(2)：**What kind of** personality does the elderly person have?
　　　　這個老人的個性如何？

❽　**Describe the _____.**

例句：Please **describe the** background of your story.

　　　請敘述你的故事背景。

❾　**Please give us more details about _____.**

例句：**Please give us more details about** the appearance of your main character.

　　　請給我們更多關於你的主角在外表上的細節。

❿　**Please focus on Act _____ Scene _____.**

例句：**Please focus on Act 1 Scene 3** of *Macbeth*. In this scene, the witches gather on the moor and cast a spell on Macbeth.

　　　請注意《馬克白》第一幕第三景，在這景當中，女巫們會在荒野聚集並對馬克白施法。

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

概念一

說明：莎士比亞生平與《羅密歐與茱麗葉》劇本介紹

William Shakespeare is one of the most brilliant and influential playwrights in the world. Shakespeare lived from 1567 to 1616 in England under the reign of Queen Elizabeth I (the first). He was born and raised in Stratford upon Avon, a historic small town that is 100 miles northwest of London. Shakespeare's life is considered a mystery. We don't know how he became a brilliant actor, poet, playwright, and producer of his own plays. Even without knowing everything about his life, his sonnets and plays symbolized the prosperity of the Renaissance. His plays are generally categorized as comedies, tragedies, and histories.

Besides his four other great tragedies, *Romeo and Juliet* is also a famous tragedy about a young couple torn apart by the fighting and feuding between their families.

威廉・莎士比亞是全世界最有影響力的劇作家之一。他在 1567 到 1616 年間於伊莉莎白女王統治的英國生活，莎士比亞出生於倫敦西北方的一個具有悠久歷史的小鎮－斯特拉福，而他的一生經常被視為是個謎。人們不知道他是如何成為一位優秀的演員、詩人、劇作家、以及他自己作品的製作人。儘管對莎士比亞的私人生活幾乎一無所知，他的十四行詩和劇作卻象徵了文藝復興時期的巔峰。他的劇作經常被分類成喜劇、悲劇、歷史劇。除了四大悲劇，《羅密歐與茱麗葉》這個關於一對年輕情侶因為家族世仇被迫拆散的劇作，也是經常被討論的悲劇。

Teacher: (show some pictures)

Look at these pictures. Can you tell me what the name of this movie is?

Student: *West Side Story*

Teacher: Good! *West Side Story* is a 2021 musical romantic film about a young couple torn apart by their families. This story comes from *Romeo and Juliet*. If anyone knows *Romeo and Juliet*, raise your hand.

Student: (raise hands)

Teacher: Do you know who wrote *Romeo and Juliet* about 400 years ago? Here are some clues: he was British, and he is considered the greatest playwright in history.

Student: William Shakespeare.

Teacher: Good! We don't know much about his private life. He is a mystery. He was born and grew up in a small town and later started his career in London. Sometimes he acted in his own plays.

Student: How many plays did Shakespeare write?

Teacher: He wrote about 37 plays and over 140 short and long poems, which we call sonnets. He was good at writing tragedies. His tragedies include *Hamlet*, *Othello*, *King Lear,* and *Macbeth*. The main features of Shakespearean tragedies include the deaths of main characters, just like Romeo and Juliet.

Student: Why did Romeo and Juliet die?

Teacher: Good question! Look at the screen. I am going to tell you the whole story.

老師：　（展示圖片）看一下這些圖片，告訴我它們是哪部電影呢？

學生：　西城故事。

老師：　很好，西城故事是 2021 年的音樂劇浪漫電影。電影是關於一對年輕的情侶被他們的家庭拆散。故事的靈感來自於《羅密歐與茱麗葉》。如果有人知道《羅密歐與茱麗葉》請舉手。

學生：　（舉手）

老師：　那麼是誰在四百年前寫了《羅密歐與茱麗葉》呢？給你們一些線索：他是英國人、他被認為是歷史上最偉大的劇作家之一。

學生：　威廉・莎士比亞

老師：　非常好！我們對於他的私生活不是很了解。他是一團謎。他在一個很小的小鎮出生與長大，並在倫敦開展他的事業，有的時候也會在自己的作品中擔當演出。

學生：　莎士比亞寫了多少劇作呢？

老師：　他寫了大約 37 部劇作還寫了超過 140 首的「十四行詩」。他同時也擅長寫悲劇，包括《哈姆雷特》、《奧賽羅》、《李爾王》、《馬克白》。他的悲劇裡的主要特色包括主角的死亡，就像《羅密歐與茱麗葉》。

學生：　為什麼羅密歐與茱麗葉會死呢？

老師：　很好的問題！現在請你們把目光移到螢幕。現在我要來告訴你的整個故事。

概念二

說明：說明劇本的基本元素。對話示例以羅密歐與茱麗葉為例來講解。

A play script is a literary form that can be read and performed. It contains the name of the play, characters, plot, stage directions, dialogues, and the description of the setting in the beginning. There aren't any qualifications to be a playwright. However, continuous reading and writing can help play scripts become better and better. However, continuous reading and writing can help play scripts become better and better. Conflict is an essential element of any play. It doesn't only mean fighting or arguing about something. It can be a challenge or a struggle between opposing forces. The plot develops as the main characters try to solve the conflict and achieve their goals. Besides, to make the evolution of a conflict unpredictable and go beyond the audience's expectation, a playwright's imagination and powers of observation are always the key.

劇本是一種可以被閱讀與演出的文學形式。劇本包含劇作名稱、角色、劇情、舞台指示、對話以及場景。要成為劇作家沒有一個制式的要求，但不間斷的閱讀以及寫作可以幫助劇本變得更好。衝突對於任何劇作幾乎可以說是最不可或缺的元素。它不是打架或爭論某事，而是兩個對立的勢力與彼此的衝擊。通常劇情會以「如何解決衝突」作為開展。此外，要使衝突的發展變得難以預料，而且超出觀眾的期待，劇作家的想像力和觀察力始終是關鍵。

Teacher:	We are going to take a look at parts of Shakespeare's play script. Can anyone tell me what the title of the play script is?
Student:	It is *Romeo and Juliet*.
Teacher:	Very good. The play script is Act 1, Scene 1 of *Romeo and Juliet*. Let's read the first line together.
Student:	"SCENE Verona. A public place."
Teacher:	Yes, this is the setting and the background of *Romeo and Juliet*. This is usually written at the beginning of the play script to let the audience know where the scene is taking place. Verona is a city in northern Italy.
Student:	What do the brackets mean in the next part?
Teacher:	They mean the stage directions. Stage directions are non-spoken words to show the playwright's thoughts or imagination. Now, we have already found two elements of the play script. Let's try to find other elements together.

老師：	我們現在要來看莎士比亞劇本裡的一小段。有誰可以告訴我這部劇本叫做什麼呢？
學生：	是《羅密歐與茱麗葉》！
老師：	非常好！這是第一幕第一景的劇本。我們一起來讀第一行。

學生：　第一景 維洛納廣場。

老師：　沒錯，這是《羅密歐與茱麗葉》的背景與地點。通常在每個劇本的一開始會先讓觀眾知道故事發生的地點。維洛納是在義大利的北方。

學生：　那下一行的括弧代表什麼呢？

老師：　這個是舞台指示。舞台指示是演員不會在舞台上講出來的文字，通常會用表現劇作家的想法與想像。現在我們已經找到劇本裡的兩個元素了，我們再一起找出其它的吧！

■　教學活動 Class Activities

活動一

說明：以「四張圖說故事」訓練學生的想像力與劇本創作能力。

> Storytelling with four pictures is considered an efficient and powerful way to inspire students' imaginations and powers of observation. First, divide students into groups. Next, encourage them to retell the story and find their own perspectives by changing the sequence of pictures. Teachers can help students to establish the relationship between characters and write down the dialogue. Remember to make sure the play script is organized in a way that reflects the images of the pictures. Then, ask students to share their new stories with their classmates.
>
> 「四張圖說故事」對於啟發學生的想像力和觀察力是個很有效的方式。首先，把學生分組，並鼓勵學生透過改變照片的順序，重述故事並找到自己的觀點。老師可以協助學生設定角色關係、寫下角色之間的對話。記得要確認整個劇本能有架構的反應圖片內容。最後，請學生把新的故事和同學們分享。

Teacher:　Listen up! Can you tell me what the story is in these four pictures?

Student:　The boy was late for school, and he tried to climb over the wall. However, he fell and broke his leg and was caught by his teacher.

Teacher:　Excellent! Now, pay attention to every detail and background. Can anyone find anything special?

Student:　Yes! There is a dog. Maybe he was chased by the dog, and he was too nervous to climb over the wall.

Teacher:　Very good! Give yourself a very big hand. Now please change the sequence of these four pictures. Make a brand-new story that you will share with your classmates later.

Student: Can I add new characters to my play?

Teacher: Sure! Please brainstorm some creative and unexpected ideas to make sure your story is interesting but still possible.

Student: Should we write it down?

Teacher: Yes, please work with your group members and write it down with colored pencils.

Student: This sounds difficult!

Teacher: Don't worry! There are no correct or standard answers. Just try your best!

老師： 注意！有人可以告訴我這四張圖講了什麼故事呢？

學生： 有一個男生上學遲到，他想要爬牆。但是他不小心跌斷腳還被老師抓到。

老師： 非常好！現在請大家再看一次圖片，留意每個細節。有沒有人發現其它特別的地方？

學生： 有，我發現有一隻狗。他可能被狗追得太緊張才沒辦法爬過牆。

老師： 很好，請給自己一個鼓勵。現在我們要調換照片的順序，等等會請你們跟同學分享用現在的順序，講一個完全不一樣的故事。

學生： 我可以加入自創的角色嗎？

老師： 當然！請動動腦想出一些有創意，又出乎意料的點子。記得讓自己的作品吸引人，但合情合理。

學生： 要寫下來嗎？

老師： 需要，請和你的組員合作，用彩色筆把剛剛的故事寫下來。

學生： 聽起來好難。

老師： 別擔心，這個劇本沒有正確、也沒有標準答案。試試看吧！

活動二

說明：以傳球的方式改編羅密歐與茱麗葉的劇本。

Romeo and Juliet is a tragedy about two star-crossed lovers trying to protect their love from their feuding families. Nowadays, *Romeo and Juliet* has been adapted into many films and stage productions. Take *West Side Story* as an example – rather than joining Tony in death, Maria watched The Jets and Sharks carrying Tony's body together in the procession. Teachers can encourage students to rewrite the ending of the story with classmates.

《羅密歐與茱麗葉》是一部關於兩個命運多舛戀人試圖保護他們的愛情免受敵對家族傷害的悲劇。現在，這個故事已經被改編成許多電影和舞台劇。以《西城故事》為例，與其和東尼一同赴死，瑪麗亞看著噴射機幫和鯊魚幫一起抬著托尼的遺體形成一個送葬隊伍。老師在教學中，可以鼓勵學生和同學們重新改寫這個故事的結局。

Teacher: Everyone, make a circle. (students move) Great! Since we know the whole story of *Romeo and Juliet*, we are now going to rewrite it. Imagine that we are a movie production team, and let's create a brand-new version of *Romeo and Juliet*. (take out a ball)

Student: That's a ball!

Teacher: This ball is your inspiration. Please pass the ball. When you get the ball, what you need to do is to continue the story.

Student: Can we say anything we want?

Teacher: Except for violence, discrimination, and sexual content, everything is okay here. If you need more time to create, just pass your ball to the next person. Is that clear?

Student: Yes!

Teacher: Let's get started. "O Romeo, Romeo! Wherefore art thou Romeo?" Juliet said on the balcony. Suddenly, she heard some footsteps coming closer and closer.

Student 1: It was a bear. A giant brown bear.

Student 2: The bear was trying to climb onto the balcony. Juliet started screaming and throwing stones at the poor bear.

Student 3: Romeo showed up! He started to fight with the bear.

Teacher: Very good! Now please find your group members and share what will happen to them.

老師： 大家請圍一個圈（學生移動）很好！既然我們知道《羅密歐與茱麗葉》的故事了，現在我們來改寫它。想像我們是一個電影製作團隊，而我們要重新詮釋《羅密歐與茱麗葉》。（拿起球）

學生： 是球！

老師： 這個球代表你的靈感。請傳球，當你拿到球的時候你必須接續剛剛的故事。

學生： 我們可以說任何我們想說的嗎？

老師： 除了暴力、歧視、色情的內容，其他都可以被接受。如果你需要更多的思考時間，你可以把球直接給下一位。這樣都了解了嗎？

學生： 是的！

老師： 我們開始吧！「喔羅密歐，羅密歐，你為什麼是羅密歐？」茱麗葉在陽台這個說著。突然，她聽到腳步聲，而且越來越近。

學生 1： 是一隻熊，一隻棕色的大熊。

學生 2： 這隻大熊試著爬上陽台，茱麗葉開始尖叫，而且往可憐的熊扔石頭。

學生 3： 羅密歐出現了！他開始和熊打鬥。

老師： 非常好，現在找到你的小組員，我們要彼此分享你覺得接下來又發生甚麼事。

單元八 世界的偶戲
Puppet Shows Around the World

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■ 前言 Introduction

Throughout history, many countries around the world have had their own forms of puppetry. Culture, history, and geography all influence puppet shows. For example, water puppetry shows originated around the Red River Delta in Vietnam. Taiwanese puppet shows came from China in the 18th century and developed to become an international art form.

In this chapter, we are going to learn about representative puppet shows around the world and the types of Taiwanese puppet shows.

全世界幾乎每個時期都擁有自己的偶戲文化。文化、歷史以及地理因素造就各式各樣的偶戲。例如在越南紅河流域起源的水上木偶戲。

布袋戲則是起源於 18 世紀的中國，並漸漸發整成一個國際性的藝術偶戲。

在此章節，我們將認識全世界代表性的偶戲，以及布袋戲的角色行當。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
War Horse	戰馬	**puppeteer**	**操偶師**
The Lion King	獅子王	male puppet	生
puppet show	**偶戲**	female puppet	旦
traditional	傳統的	pretty puppet	淨
eye contact	眼神	old male puppet	末

wooden	木製的	funny puppet	丑
operate	操作	protagonist	**主角**
master	大師	below	下方
above	上方	behind	後方

Words related to puppetry genres 偶戲類型的單字			
shadow play	皮影戲	hand puppet	手偶
marionette performance	傀儡戲	glove puppet	手套偶
Taiwanese puppet show	**布袋戲**	rod puppet	杖頭偶
Bunraku	人行淨琉璃；文樂	finger puppet	手指偶
water puppetry	越南水傀儡	string puppet	提線木偶
		sock puppet	**襪子偶**

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

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❶　**This _____ is operated by 　(numbers)　 people.**

例句：**This** puppet **is operated by** three **people**. It's hard to do life-like actions together.

　　　　這隻偶由三個人一起操作，要用偶做出日常生活的動作很困難。

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❷　**Where did 　(genres of puppet plays)　 come from?**

例句：①: (show picture) **Where did** Bunraku **come from?**

　　　②: Japan!

　　　①:（圖片）人形淨琉璃來自哪裡呢？

　　　②: 日本！

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❸ **What is a feature of** __(genres or types of puppet plays)__ **?**

例句：①: **What is a feature of** Bunraku?

②: It can be controlled by three people at the same time.

①: 人形淨琉璃的特色是什麼呢？
②: 它可以一次被三個人控制。

❹ **This** _____ **is made of** _____.

例句：**This** hand puppet **is made of** fabric gloves. You can assemble anything you want to decorate the puppets.

這個手偶是用工作手套做成的，你也可以收集一些想裝飾在偶上的素材。

❺ __(genres of puppet play)__ **became popular in** _____ **during** __(era)__ .

例句：The marionette performance **became popular in** Sicily, Italy **during** the 19th century. Nowadays, marionette performances are still an important part of the Italian culture.

義大利的提線木偶戲源於19世紀的西西里島。現今，提線木偶戲仍是義大利的重要文化之一。

❻ **Glue on** _____ **and create** _____.

例句：**Glue on** googly eyes **and create** a mouth for your puppet.

把假眼睛黏上去，另外為你的偶畫上一個嘴巴。

❼ **Cut** _____ **from** _____.

例句：**Cut** a mouth shape **from** the black paper and paint some teeth in the mouth.

用黑色的紙剪一個嘴巴的形狀，然後在裡面畫一些牙齒。

❽ _____ **tells the story of** _____.

例句：Bunraku **tells the story of** heroes or the love between commoners. Most of the stories are tragedies.

人形淨琉璃講述英雄或平民間的愛情故事，大多數都是悲劇。

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

概念一

說明：老師向學生介紹世界上各式各樣的偶。

When we were children, puppets were used for fun, role-playing, and storytelling. We loved to name our puppets and make up life stories for them. Almost every country has its own puppet traditions. In Vietnam, puppeteers operate puppets with rods that are hidden in the water, and the puppeteers stand in the water for the whole show. This makes it seem like the water puppets are moving by themselves on the water. Bunraku is a traditional puppet show that started during the late 17th century in Japan. Bunraku is operated by three puppeteers at the same time. They cooperate to move Bunraku to produce life-like actions. Marionette performances are very popular in Italy. The lines are improvised (made up) by the performers.

小時候，偶會被我們拿來放鬆、玩角色扮演，或是拿來說故事。我們喜歡為它們取名字或為它們編故事。幾乎每個國家都有自己的偶戲傳統。在越南，操偶師會躲在水裡用長木棍操作偶，並整場演出都站在水裡，乍看之下水魁儡就像是在水面上自己動作。此外，人行淨琉璃是起源於 17 世紀日本的傳統偶戲。三個操偶師會同時操作偶，並合作讓偶的動作看起來栩栩如生。而提線木偶在義大利很受歡迎，它們身上的線會被操偶師即興操作。

Teacher:	I am going to show you some pictures of puppet shows around the world. If you have seen one before, raise your hand.
	This is the first one. (The teacher shows the picture.) What do you see?
Student:	This is a Taiwanese puppet show. It's Shi Yan-wen's picture.
Teacher:	Excellent! How about this one?
Student:	Water puppetry! I watched a show like this with my mom when I was a child.
Teacher:	Very good! Where did water puppetry come from?
Student:	Vietnam.
Teacher:	Yes, water puppetry comes from Vietnam. It is very hard to find out how they operate the puppets the first time. The puppetry skills were passed down as family secrets.
Teacher:	(Shows another picture.) How about this one?
Student:	That is a string puppet.
Teacher:	Yes, it is a marionette performance in Italy. Actually, it is difficult to operate with strings. I am going to show you a video, and you will understand what I am talking about.

老師：　這是一些全世界偶戲的圖片。如果你看過它們之中任何一個演出，請舉手。
　　　　第一個（圖片）你看見什麼呢？
學生：　這是布袋戲！這是史艷文的圖片。
老師：　非常好！那這個呢？
學生：　水上木偶戲！我小時候曾經和我媽一起看過。
老師：　很好，那水上木偶戲從哪裡來的呢？
學生：　越南。
老師：　是的，水上木偶戲來自越南。一開始會很難發現操偶師如何操作木偶。操偶
　　　　的技巧會被當作家族的秘密傳授。
老師：　（圖片）這個呢？
學生：　這是提線木偶。
老師：　是的，這是在義大利的提線偶戲。事實上，很難用線去操作木偶。我現在讓
　　　　你們看一些影片，你們就會懂我的意思了。

概念二

說明：介紹台灣的偶戲——布袋戲

Taiwanese puppet shows used to be called "shows in the palm of your hand" because one person can hold one puppet to fight and act in each hand. The puppeteer also needs to be an excellent voice actor to help the audience understand the characters. The characters are symbolic, not realistic. The types of characters can mostly be divided into male puppets, female puppets, pretty puppets, old male puppets, and funny puppets. Sometimes, we can work out a character's personality through its type when it appears in the show.

布袋戲也被稱為掌中戲，因為一個人可以用不同手同時操作兩隻偶對打或演戲。操偶師同時也需要在聲音上有所造詣，才能幫助觀眾更了解角色行當。
布袋戲中的角色通常是寫意，而非寫實。角色可以被分為生、旦、淨、末、丑。有的時候，我們可以在戲偶一出場時就透過它們的行當約略知道角色個性。

Teacher:　What does this puppet look like? Try to describe it.
Student:　He is a man, and he is handsome. I think he is a good person because of his clothes.
Teacher:　Very good. This type of character is called a male puppet. He is the story's main character (protagonist).
Student:　I guess this is a female puppet
Teacher:　You got it. It's a "旦" (dan).

Student:　How can I control this puppet?

Teacher:　First, the thumb controls one hand, and the forefinger is for the neck.

Student:　How about my middle finger, ring finger, and little finger?

Teacher:　They are for the other hand.

Student:　I got it! Look! I'm moving.

老師：　這個偶看起來怎麼樣呢？試著描述它。

學生：　它是男的而且長得很帥，因為它的衣服，我覺得它應該是個好人。

老師：　非常好，這個行當類型叫做「生」。它通常是故事中的主角。

學生：　那我猜這個是女生角色。

老師：　沒錯！這個叫做「旦」。

學生：　我要如何控制這個偶呢？

老師：　首先，你的大拇指是拿來控制偶的其中一隻手。食指則是控制脖子。

學生：　那我的中指、無名指和小指呢？

老師：　它們是拿來控制偶的另外一隻手。

學生：　我了解了！你看！我正在移動。

■　　**教學活動 Class Activities**

活動一

說明：教師可以透過以下簡單的手套偶活動，讓學生製作出屬於自己的偶。

step	picture	method
1	襪子翻面	Find a clean sock that's long enough to cover your hand and wrist. It can be any color. Turn your sock inside out. 找到一個可以蓋住手腕的乾淨襪子，把襪子內外翻過來。
2	獲得兩個紫色的半圓形	Cut out two half circles of paper. They can be in different sizes. 剪兩個半圓形，可以是不一樣的大小。
3	雙面貼上紙記得露出一點點的襪子	Use double-sided tape to stick the socks and the cut paper together. The two half-circles of paper should be attached to both sides of the socks. 用雙面膠把襪子和剪下來的紙黏起來，半圓形的紙要黏在襪子的整反兩面。
4	整個襪子翻面變成嘴巴的形狀	Turn your sock over again. Once your hand is in the sock, make a C-shape with your hand. 把襪子翻回正面，把手套進襪子然後做個 C 字形。
5	貼上眼睛和鼻子就完成超簡易版的手套偶	Glue the googly eyes onto the sock. You also can add some buttons, pompoms, and yarn to make your puppet cuter. 把眼睛固定在襪子上，也可以放一些鈕扣、小絨毛球或是毛線讓偶看起來更可愛。 Well done! Now, let's have a puppet show. 做得好！現在可以開始你的偶戲秀了。

Teacher: Are there any questions about the steps?

Student: I want to make hair for my puppet. What should I do?

Teacher: You can wrap yarn around your palm. Take it off and cut it into parts. Then glue this onto the top of the head. Next, lift up your sock puppet.

Student: How should I talk with this cute creature?

Teacher: First, make sure your puppet sees the person they are talking to. You can also move it forward and backward when it is talking.

Student: These are very helpful tips. Thank you, miss/sir!

老師：　步驟有任何問題嗎？
學生：　我想要幫我的偶做頭髮，要怎麼做？
老師：　你可以把毛線繞在你的手掌，拿掉之後剪一半。然後把它黏在偶的頭頂。好了，現在大家請把你的襪子偶舉起來。
學生：　我要怎麼讓這個可愛的東西講話？
老師：　首先，確定你的偶有看著講話的對象，偶講話的時候可以前後移動。
學生：　這是很有用的技巧，謝謝老師！

單元九 電影：基本的鏡頭運作、景別與視角
Movies - Basic Camera Movements, Shots and Angles

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■ 前言 Introduction

In this chapter, we are going to learn some basic skills and elements of movie cameras. This is a good way for students to shoot their own movies at the end. They can create their own scripts and use these shooting skills to learn how to tell a complete story through their cameras. Storyboards are used for organizing the pictures in the creator's brain. It is easy to use in the class and helps students to imagine themselves as directors.

在本章節，我們會學到電影拍攝中基本的技巧。在課程的最後如果能讓學生嘗試拍攝自己的作品會很棒，他們可以試著寫劇本，並使用他們在課程中學到的拍攝技巧。

分鏡圖是拿來把創作者腦袋中的畫面組織起來的方式。它很好在課程中操作，同時也可以讓學生感覺他們像是自己作品的導演。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
shot	鏡頭	over-the-shoulder shot	過肩鏡頭
camera movement	運鏡	zoom in	鏡頭推進
zoom out	鏡頭推遠	dolly	推移鏡頭
extreme close-up	大特寫	pan	左右搖擺鏡頭
close-up	特寫	tilt up	上搖鏡頭
medium close-up	近景	tilt down	下搖鏡頭

medium shot	中景	truck	前後移動鏡頭
long shot	遠景	storyboard	分鏡
full shot	全景	angle	角度
extreme long shot	大遠景		

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

❶ How does _____ make you feel?

例句：**How does** the camera dolly **make you feel?**
　　　Dolly 這個鏡頭讓你有什麼感覺呢？

❷ What does _____ make you think about?

例句：①: **What does** the movie **make you think about?**
　　　②: It makes me think about what my grandma was like when I was a child.

　　　①: 這部電影會讓你想到什麼呢？
　　　②: 它讓我想到我小時候的外婆。

❸ Please _____ the camera again.

例句：**Please** zoom in **the camera again.**
　　　請再做一次鏡頭 zoom。

❹ _____ means you need to _____, _____ and _____.

例句：Active viewing **means you need to** watch movies with purpose, pay attention to the details, **and** take notes.

　　　有意識的觀看表示看電影的時候有目的性、注意細節、作筆記。

❺ **Please share _____ with us.**

例句：**Please share** your storyboard **with us.**
請和我們分享你的分鏡圖。

❻ **Have you seen _____ before?**

例句：①: **Have you seen** *Coco* **before?**
②: Sure, it talks about a little boy who wants his great-great-grandfather to return to his family.
①: 你以前有看過電影《可可夜總會》嗎？
②: 當然，故事在說一個小男孩希望他的曾曾祖父回到他的家族。

❼ **Select _(number)_ _____ to make your movie.**

例句：**Select** three different angles and shots **to make your movie.**
選擇三個不同的景別和視角來完成你的電影。

❽ **Let's watch part of _(movie's name)_ and pay attention to the _____.**

例句：**Let's watch part of** *Green Book* **and pay attention to the** shooting skills**.**
我們來看《幸福綠皮書》的其中一個片段，特別注意它的拍攝技巧。

❾ **The Best Picture _(award)_ winner in _(year)_ was _____.**

例句：**The Best Picture** Oscar **winner in** 2022 **was** Coda, which is about a deaf family and the only hearing member, Roby Rossi.

2022 年奧斯卡最佳影片獎的得主是《樂動心旋律》，講述一個聾啞家庭中唯一個聽到的聲音的成員 Roby Rossi 的故事。

❿ **In _____, _(festival/award)_ is the most popular and influential _____.**

例句：**In** Taiwan, the Taipei Golden Horse Film Festival (TGHFF) **is the most popular and influential** film festival**.**

在台灣，金馬影展是最受歡迎同時也是最有影響力的影展。

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

概念一

說明：電影的景別與視角說明

In December 1895 in Paris, the Lumiere Brother debuted their first movie, and it totally changed the world. At that time, the movies were very short, and they were all documentaries.

A "shot" is the basic unit of a movie. There are several basic types of shots in movies which include: the close-up, close shot, medium shot, and long shot. Besides, the degree of camera angles can also change the meaning of a shot. These angles include low angle, high angle, birdshot, and so on. Experienced directors know how to use these shots and angles effectively to make great movies.

在 1895 年的巴黎，盧米埃兄弟公開放映了他們的第一部電影，並改變了全世界。在當時，電影很短而且都是紀錄片。

「鏡頭」是電影的基本單位，基本的鏡頭包括：特別、近景、中景、遠景。此外，鏡頭的角度也會改變鏡頭所代表的意義。這些視角包括：俯角鏡頭、仰角鏡頭、鳥瞰鏡頭等等。富有經驗的導演會知道，如何在自己的電影有效的使用這些景別與視角。

Shot Sizes	
	long shot (LS)
	full shot (FS)

	medium shot (MS)
	medium close-up (MCU)
	close-up (CU)
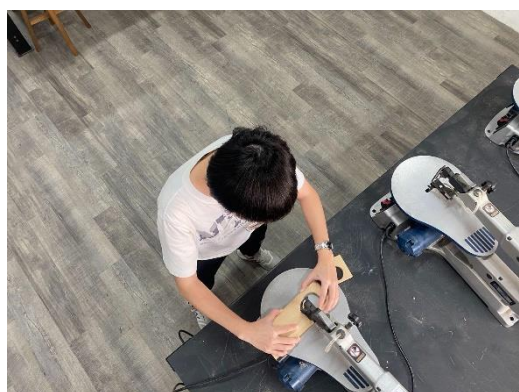
Camera Angles	
	birds-eye view
	high-angle
	eye-level
	low-angle

Teacher: This is a shot from the well-known movie *The Avengers*. How does this character look?

Student: He looks angry and evil. Maybe he wants to do something bad.

Teacher: Good! This is a close-up shot, which means the camera is close to the object or person.

Teacher: How about this one? This is a shot from the movie *Life of Pi* from 2012. How does it make you feel? What is this dark thing?

Student: I guess that is a whale. I think the night sky is beautiful, but I cannot see the boy's face clearly.

Teacher: Good point! This is a whale that came up from the bottom of the ocean. This is a long shot, also known as a wide shot. Now, we are going to watch a video, and you will understand what a long shot is.

老師： 這是從有名的電影《復仇者聯盟》裡擷取的其中一個鏡頭，大家覺得這個角色看起來怎麼樣呢？你有什麼感覺？

學生： 他看起來很生氣，而且有點邪惡。他應該是想要做什麼不好的事

老師： 很好，這是一個特寫鏡頭，也就是說這個鏡頭會非常靠近要拍的對象或物品。

老師： 那這一個呢？這個鏡頭來自於 2012 年的《少年 PI 的奇幻冒險》。你有什麼感覺？這個黑黑的東西是什麼？

學生： 我猜這是鯨魚。我覺得夜空很美，但是我看不太清楚男孩的臉。

老師： 很好的觀察！這是一隻要從海平面浮出來的鯨魚。這是遠景，或者說「廣角鏡頭」。我們來看這段影片，你們就會更理解什麼是遠景了。

概念二

說明：介紹基本電影運鏡

Camera movement means the camera shifts the audience's view without editing or cutting. Moving the camera is not difficult, but how to make the movement meaningful and successful is the point. Some movements will create a certain emotional effect on the audience. There are several basic camera movements, including zoom, pan, tilt, dolly, and truck.

電影運鏡是指攝影機在沒有任何剪輯的情況下轉換觀眾的觀看視角。移動攝影機本身不困難，但如何讓移動變得有意義就是一個關鍵了。

有些運鏡會對觀眾產生特別的情緒效果，基本的運鏡有：zoom, pan, tilt, dolly, truck 等等。

Teacher: Since you all now know these camera movements, we are going to practice. Here is a doll, and it will become the main character in your practice. Who wants to give it a try?

Student: Me!

Teacher: Good, now please hold this paper camera. Please zoom in the camera.

Student: (moves the camera)

Teacher: Oops! It's the camera dolly. You should change the focal length of the camera lens. You don't need to move.

Student: I see. I will try again

老師：　既然大家都知道這些運鏡代表的意義，我們現在來練習一下！現在這裡有一隻娃娃，我們要讓它變成你練習中的主角。誰想要試一下呢？

學生：　我！

老師：　非常好，現在請你握住這個紙相機，請你做 zoom in。

學生：　（移動相機）

老師：　喔！這是 dolly in。你可以試試看改變鏡頭的焦距。我們不用真的移動腳步。

學生：　我知道了，我再試一次。

■　　教學活動 Class Activities

活動一

說明：透過簡單的故事大綱訓練學生畫分鏡圖的能力

The storyboard has a number of squares that represent each shot. The director can take notes about the angle and what's going on in the scene. Now, it's your turn to create your own storyboard based on the following story.

> "In the middle of the night, the paramedics got an emergency call about an old man having a heart attack. This was Jim's first emergency mission. He turned on the siren and drove really fast. When the old man got in the ambulance, he said he had made an appointment in the hospital. He didn't have a heart attack – he just wanted to hitch a ride."

「分鏡圖」裡的每個方塊表示一個鏡頭，導演可以在分鏡圖上做筆記或是註記這是哪一景。現在，試試看用以下的故事創作出自己的分鏡圖吧！

> 「在一個夜晚，消防員接到了一個老先生有心臟病的緊急電話，這是第一個菜鳥消防員 Jim 的緊急任務。他迅速打開消防車警鈴奔馳，當老先生搭上消防車時，他說他已經在醫院掛號。原來他沒有心臟病，他只是想要搭個便車。」

Teacher: According to the story, what would your first shot be?
Student: A ringing phone.
Teacher: What is the type and angle of this shot?
Student: It's a close-up and high-angle. I chose this shot because the audience will want to know who will pick up the phone.

Teacher: Good choice. How about the last scene?

 Student: The ambulance is driving alone on the road. It can be a birds-eye shot.

Teacher: Excellent! The storyboard is the best and most convenient way to share your imagination. By using this technique, you will become not only an excellent painter but also a creative director.

老師： 關於這個故事，有任何人可以分享你的其中一個分鏡圖嗎？

學生： 我畫了一個警鈴。

老師： 你這一個鏡頭是什麼樣的角度呢？

學生： 是特寫、俯角。我選擇這個鏡頭是因為觀眾會對「誰」接起電話感到好奇。

老師： 很好的選擇，那最後一個方塊畫了什麼呢？

學生： 我畫了消防車很孤單的在路上行駛，我覺得可以是鳥瞰鏡頭。

老師： 非常好！分鏡圖是分享你的想像力最好、最方便的方式。使用這種技術，你不僅會成為一名出色的畫家，還會成為一名創意導演。

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 有許多樂理知識供老師參考教學 http://www.musictechteacher.com/	
Study.com 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	
Twinkl 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/	
Khan Academy 可汗學院，有藝術教學影片及問題的討論。 https://www.khanacademy.org/	
Oak Teacher Hub 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/	

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

國中藝術領域雙語教學資源手冊：英語授課用語
[八年級上學期]
A Reference Handbook for Junior High School Bilingual Teachers in the Domain of Arts: Instructional Language in English
[8th grade 1st semester]

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