

高中藝術領域

雙語教學資源手冊 英語授課用語

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

〔高中一年級〕





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單元一 自畫像與自拍：透過藝術的自我探索與定義

Self-Portraits and Selfies: Self-Exploration and Definitions Through Art

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■ 前言 Introduction

A self-portrait is an artwork portraying the self-image of the artist who produces it. It is a sub-category of the artistic genre, portraiture. Portraiture is one of the three major genres, which also includes, landscapes and still lifes.

Self-portraits can be created through the mediums of painting, drawing, sculpture, and photography. In Western art history, self-portraits developed rapidly in the form of oil paintings in the mid-15th century and flourished during the Renaissance. Interestingly, in those early works, artists tended to paint themselves in hidden ways. One of the most famous works is *the Arnolfini Portrait* (1434), where Jan van Eyck is hidden in a mirror on the wall.

A self-portrait is not only a form of recording one's appearance, as it involves the qualities, status, psychology, and aesthetic tastes of the artist. It also serves as a self-definition, self-affirmation, and a form of communication to the public.

Among the most famous self-portraits are the numerous self-portraits painted by Rembrandt in the 18th century. His self-portraits reflected his thoughts on his life. In the 19th century, Vincent Van Gogh's work, *Self-Portrait with Bandaged Ear*, recounted moments of his life through symbolic components in the form of colors and the textures of strokes. In 20th-century art, the self-portrait was still an instrument of self-discovery and self-definition within a specific culture, such as Frida Kahlo's works using symbols taken from Mexican culture.

In the first quarter of the 21st century, with the advanced development of media and technology, selfies by smartphones have replaced most of the functions of self-portraits. Selfies can be seen as a new way of recording one's life moments in certain circumstances, reflecting one's values and attitudes. No matter what the art forms are, there are always plenty of stories waiting to be told in one's life. Why not get started by discovering the stories of your life through self-portraits, selfies, and other artistic forms?

自畫像是關於創作該作品之藝術家的自我意象。自畫像是人像畫的亞型。人像畫族是藝術三大主題之一，另二種是風景與靜物。

自畫像可以透過媒材 如繪畫，素描，雕塑或攝影所創作。在西方藝術史上，自畫像以油畫的形式，於十五世紀中期快速發展，並盛行於文藝復興。有趣的是，在這些早期作品，藝術家傾向以隱晦的方式置入自己。其中最著名的作品之一，是在阿諾菲尼畫像中，凡艾克將自己隱身於牆上的鏡面之中。自畫像不只是紀錄一個人的外表，它涉及藝術家之個人特質、地位、心理狀態、美感品味。它也有作為自我定義、自我肯定、與大眾溝通之功能。

其中最著名的作品是十八世紀林布蘭特，其無數的自畫像用以映照他對人生的看法。十九世紀梵谷的作品，耳朵包著繃帶的自畫像，透過色彩及筆觸的質感，講述其生命時刻。二十世紀自畫像，仍是作為自我探索、特定文化下自我定義的工具。例如卡蘿在作品中運用墨西哥文化中的象徵物。

進入廿一世紀，隨著科技的高度發展，手機自拍取代了自畫像許多功能。自拍可視為一種紀錄個人置身特定情境之生命片刻的新方法，並反映了個人的價值及態度。然而不論藝術形式為何，生命總有說不完的故事。我們不妨開始用自畫像、自拍或其他藝術形式，訴說你的故事？

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
self-portrait	自畫像	genre	主題/文體
portraiture	人像畫	sub-category	子類別
landscape (painting)	風景（繪畫）	still life	靜物繪畫
medium	媒材	the Renaissance	文藝復興時期
psychological	心理上的	status	階層/狀態
aesthetic taste	美感品味	self-definition	自我定義

self-affirmation	自我肯定	recount	訴說
symbol	象徵物	instrument	工具
symbolic components	象徵性的組成	circumstances	客觀環境/形勢
selfie	自拍	reflect on	對...反思

■ 教學句型 Sentence Patterns

① _____ is an artwork portraying/depicting/displaying _____.

例句(1) : A self-portrait **is an artwork portraying** the self-image of the artist.

自畫像是有關藝術家的自我意象的作品。

例句(2) : A landscape painting **is an artwork depicting** the features of nature.

風景畫是有關描寫大自然特徵的作品。

② _____ can be seen as a kind of _____.

例句(1) : Art **can be seen as a kind of** self-definition/-affirmation.

藝術可被視為自我定義／自我肯定的一種方法。

例句(2) : Dance **can be seen as a kind of** self-expression.

舞蹈可被視為自我表達的一種方法。

③ With _____, artists can express _____.

例句(1) : **With** lines, artists can express all kinds of movements.

藉由線條，藝術家能表現出各種動作。

例句(2) : **With** colors, artists can express all kinds of emotions.

藉由色彩，藝術家能表現出各種情緒。

④ By _____, people can _____.

例句：By practicing techniques, **people can** express themselves in artistic ways.

藉由練習創作技巧，人們也能用藝術手法來表現自己。

⑤ _____ can serve as _____.

例句(1)：Self-portraits **can serve as** a form of self-definition and communication to the public.

自畫像可作為自我定義與大眾之間的溝通。

例句(2)：Art **can serve as** a tool for making the world a beautiful place.

藝術可作為讓世界更美的工具。

⑥ _____ reflected (his/her) thoughts on _____.

例句(1)：His self-portraits **reflected his thoughts on** his life.

他的自畫像反映了他對人生的想法。

例句(2)：Her oil paintings **reflected her thoughts on** her family.

她的油畫反映了她對家庭的想法。

⑦ _____ can be made/created by the medium of _____.

例句：Self-portraits **can be made/created by the medium of** painting, drawing, sculpture, or photography.

自畫像可以藉由使用油畫、雕塑、攝影等媒材創作。

**⑧ What symbols best represent you?
_____ best represent me as _____.**

例句：①: What symbols best represent you?

②: Doves **best represent me as** a peaceful person.

①: 什麼象徵最能代表你？

②: 鴿子最能代表我作為一位平和的人。

9 What do you like about _____ ?**I like _____ in the work.**例句：①: **What do you like about** Pablo Picasso's works?②: **I like** the creativity **in his works**.

①: 你喜歡 Pablo Picasso 其作品的什麼部分？

②: 我喜歡他作品中的創造力。

10 Did you ever think about _____ ?例句(1) : **Did you ever think about** using art to explore yourself?

你是否曾想過用藝術去探索你自己呢？

例句(2) : **Did you ever think about** drawing your dreams?

你是否曾想過畫出你的夢境呢？

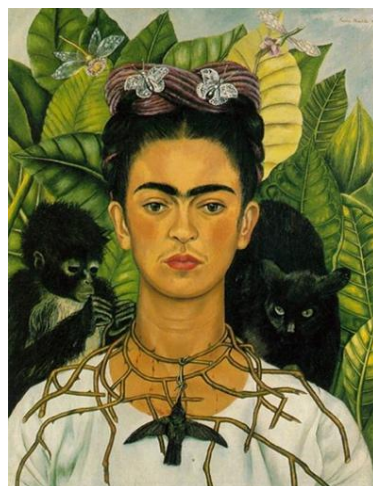
■ 學科概念講解 Explanation of Academic Concepts**概念一**

說明：請學生閱讀以下短文，並討論藝術家如何透過藝術探索及展現自我

Beyond the Self-Portraits of Frida Kahlo

Did you ever think about what symbols can best represent yourself? By looking closely at the Mexican artist Frida Kahlo's self-portraits, you may get inspired by the answers.

Kahlo famously stated, "I paint self-portraits because I am so often alone, because I am the person I know best." During her lifetime, Kahlo completed 143 artworks, 55 of which were self-portraits.



Among her numerous works, *Self Portrait with Thorn Necklace and Hummingbird* is one of Frida Kahlo's most celebrated, rich with symbols from her Mexican heritage. In Mexican culture, hummingbirds signify falling in love. But in this painting, the hummingbird is upside down, black, and lifeless, which suggests the end of her marriage. The thorn necklace around her neck, with the spikes puncturing her skin and causing her to bleed, is the use of Jesus's crown of thorns, which symbolizes enduring the pain of her failed marriage. In this context, the butterflies can be understood as symbols of resurrection. The monkey on her right shoulder pulling at the necklace could symbolize the devil, while the black cat on her left is a symbol of bad luck and death. To conclude, all the symbols used in Kahlo's self-portraits display her pride for Mexican history and culture, and more importantly, her identity for being an indigenous Mexican. When reflecting on Taiwanese cultures, what symbols and elements can you use to represent yourself?

你是否想過什麼象徵物最能代表你？仔細觀看墨西哥畫家 Frida Kahlo 的自畫像，你或許會得到一些答案。Kahlo 最有名的說法，「我畫自畫像因為我常常一個人，也因為我是最懂我自己的一個人。」在她的一生，Kahlo 完成 143 件作品，其中 55 件是自畫像。在眾多作品之中，有荊棘項鍊及蜂鳥的自畫像，是 Frida Kahlo 最受注目的作品，其中有來自墨西哥傳統的豐富象徵。在墨西哥文化蜂鳥代表戀愛，但是在這作品，蜂鳥是上下顛倒、黑色及沒有生氣，代表她婚姻的終點。延續這脈絡，蝴蝶可以被理解為重生的象徵。在她右肩上的猴子拉著項鍊象徵惡魔，而在她左肩的黑貓是惡運及死亡的象徵。總結 Kahlo 自畫像中運用的象徵物，它們都充份展示出她對自身墨西哥的歷史文化，更重要的是，她作為原住民的文化認同。當映照在臺灣文化上，你會使用什麼樣的象徵物及元素代表你自己？

Teacher: After reading the article, let's try to answer some questions. Who is Frida Kahlo?

Student: She is an artist from Mexico.

Teacher: What kind of art is she famous/known for?

Student: She is famous/known for her self-portraits.

Teacher: Look at her works. What makes her works so special?

Student: I think it is because of the symbols she chose (to represent herself) in the paintings.

Teacher: Do you know the meanings of the symbols?

Student: I know some of them. For example, hummingbirds symbolize falling in love.

Teacher: What else do you know about the symbols?

Student: I know the butterflies in her paintings mean resurrection.

Teacher: What do you know about the meaning of the monkeys?

Student: Monkeys symbolize the devil.

Teacher: How do those symbols in Frida's works make you feel?

Student: I can feel a sense of loneliness.

Teacher: What else do you think the artist is trying to say?

Student: I can feel that the artist is trying to tell a sad story.

老師：讀完這篇文章，讓我們試著回答一些問題。誰是 Frida Kahlo？

學生：她是來自墨西哥的藝術家。

老師：她以什麼作品聞名？

學生：她以自畫像為人所知。

老師：注意看她的作品，是什麼讓她的作品如此不同？

學生：我認為是因為她畫中所用的象徵物。

老師：你們知道這些象徵物的意義嗎？

學生：我知道其中一些，例如：蜂鳥代表戀愛。

老師：你們還知道哪些象徵物的意象？

學生：我知道蝴蝶代表重生。

老師：你知道猴子代表什麼嗎？

學生：我知道猴子象徵惡魔。

老師：Frida 作品中這些象徵物讓你有什麼感受？

學生：我感覺到一種寂默感。

老師：你認為藝術家還想要說什麼？

學生：我感覺到藝術家想說一個悲傷的故事。

■ 教學活動 Class Activities

活動一

說明：配對互相訪談一件作品這是 Picasso 畫的人像，標題為《哭泣的女人》*Crying Woman*。請進行對話討論、描述、分析及詮釋畫中所見

This activity is a practice of three steps of the art appreciation process. By describing, analyzing and interpreting what we have seen in an artwork, it will help us understand what the artist is trying to express.

本活動是練習過去（七上單元二）所學之欣賞作品過程中之三大步驟，藉此能讓我們更了解藝術家想要表現的意念。

Description	–	Analysis	–	Interpretation	–	Judgment
描述		分析		詮釋		評價


Steps:

1. Pair up the students to interview each other with question on the worksheet.
2. Students take turns interviewing each other.
Use the sentence frames to answer.
Take notes of the answers in the blank spaces on the worksheet.
3. Assign some students to share their answers.

1. 請配對。
2. 互相訪談上列學習單中的問題。
3. 指定某些學生分享答案。

Questions 問題		Sentence Frames 語言框架 Suggested Answers 參考答案
1. Describe 描述	1.1 Describe what types of lines Pablo Picasso used in the picture? Pablo Picasso 在畫中使用了哪些類型的線？	Picasso used _____. Picasso 使用了... Picasso (The artist/The painter) used _____ (straight, curvy, etc.) lines in the work. Picasso (藝術家/畫家) 使用____ (直的、彎曲的) 線於作品中。
	1.2 Describe what colors Picasso used in the picture? 在作品中 Picasso 使用了什麼色彩？	Picasso used _____ (bright, strong, complementary, etc.) colors in the work. Picasso 使用了____ (強烈、互補...等) 色彩於作品中。
	1.3 What else do you notice? 你還注意到什麼？	I also notice _____ (sharp shapes, etc.).
2. Analyze 分析	Analyze what Picasso tried to express with those lines and colors? Picasso 嘗試用這些線及色彩表現什麼？	Picasso tried to express _____ (strong feelings) with those art elements Picasso 嘗試用這些藝術元素表現____ (強烈的情感)。
3. Interpret 詮釋	Interpret what images Picasso tried to create? 他試圖創造什麼樣的意象？	He tried to create an image that a woman was ____ (weeping; and she was trying to wipe the tears off her cheeks). 他試圖創造一個意象，即女人在 ____ (哭泣；用手擦拭掉她臉頰上的眼淚)。
4. Judgment 評價	What do you like about Picasso's work? 你喜歡 Picasso 作品的什麼部分？	(Open answers) I like _____ about his work.

學習單範本 Sample Worksheet

<p>1. Describe 描述</p> <p>1.1. Describe what types of lines Pablo Picasso used in the picture? 使用什麼類型線條？</p> <p>1.2. Describe what colors Picasso used in the picture? Picasso 使用了什麼色彩？</p> <p>1.3. What else do you notice? 你還注意到什麼？</p>	
<p>2. Analyze 分析</p> <p>Analyze what Picasso tried to express with those lines and colors? Picasso 嘗試用線及色彩表現什麼？</p>	
<p>3. Interpret 詮釋</p> <p>Interpret what images Picasso tried to create? Picasso 試圖創造什麼樣的意象？</p>	
<p>4. Judgment 評價</p> <p>What do you like about Picasso's work? 你喜歡 Picasso 作品的什麼部分？</p>	

Teacher: Have you ever thought about telling stories through art?

Student: Yes. I am curious about how artists tell stories through their art.

Teacher: We can use art to tell stories. By using the qualities of colors, lines, shapes, and the other art elements, we can express feelings, emotions, and thoughts.

Student: Can you show us some examples?

Teacher: Look at the *Weeping Woman* by Pablo Picasso. What can you see?

Student: I can see lines, sharp shapes, and strong colors.

Teacher: What else can you see in the picture?

Student: I can see the teardrops on the face.

Teacher: How do those images make you feel?

Student: I can feel strong emotions.

Teacher: What do you think the artist is trying to say?

Student: I can feel that the artist is telling a sad story.

老師：你們是否想過用藝術說故事？

學生：有，我很好奇藝術家如何用藝術說故事。

老師：色彩、線條、形狀，以及其他的藝術元素均可視為一種文字。我們可用它們來說故事。

學生：你可以舉一些例子嗎？

老師：大家一起看這件 **Pablo Picasso** 的作品 *Weeping Women* 《哭泣的女人》。你「看」到了什麼故事？

學生：我看到了線條、尖銳的形狀，及強烈的色彩。

老師：你還看到了什麼細節？

學生：我看到了人的左臉以及臉上的眼淚。

老師：這些意象令你感到什麼？

學生：我感覺到強烈的情緒。

老師：你認為藝術家想要說什麼？

學生：我感覺到藝術家想說一個悲傷的故事。

活動二

說明：請參考 **Frida Kahlo** 創作一件自畫像。在作品中，請應用二十世紀初以來常見的拼貼手法，融合使用自拍以及最能代表你的獨特性的象徵物，創作一幅自畫像。

In the early 20th century, “collage” became a popular creative technique of art creation. It is an artistic way of putting ready-made objects onto the picture field. The ready-made objects bring in the real textures, which can speak for reality. Until today, people still use collage techniques to mix the reality of real objects and the illusions of art-making.

二十世紀初，「拼貼」成為受歡迎的創作手法。它是一種將現成物置入畫面的藝術表現方式。這些現成物帶入真實物像的質感，能直接為真實性說話。

直到今日，人們仍然使用「拼貼」的表現手法，混合物件的真實性與藝術創作的幻象。

Please apply collage art techniques to create an image of yourself by combining your personal photos and ready-made objects. Here are the suggested steps for making it.

請嘗試應用藝術表現手法——拼貼，結合用照片與現成物象，創作屬於你自己的自我意象。

Steps:

1. Find some photos showing your face.
2. Find some photos about topics related to your life.
3. Choose the symbols that best represent your individual qualities or uniqueness.
4. Apply collage art techniques.
5. Create an image that best represents yourself by collaging objects, drawing, and painting.

1. 找出有你的臉的照片
2. 找出與你生活有關的照片
3. 想及選出最能代表你個性或獨特性的象徵
4. 請嘗試應用藝術表現手法——拼貼
5. 藉拼貼物件及繪畫，創作屬於你自己的自我意象

Teacher: When did “collage” become a popular creative technique of art creation?

Student: It was in the early 20th century.

Teacher: What is unique about “collage”?

Student: It is a method of putting ready-made objects onto the picture field.

Teacher: Why did artists use collage?

Student: They tried to mix the reality (of real objects) and the illusions (of art-making).

老師：「拼貼」什麼時候成為受歡迎的創作手法？這些現成物帶入真實物像的質感，能直接為真實性說話。

學生：二十世紀初。

老師：拼貼有何特別之處？

學生：它是一種將現成物置入畫面的方式。

老師：藝術家為何使用拼貼？

學生：他們嘗試混合 (物件的) 真實性與 (藝術創作的) 幻象。

單元二 臺灣美術史發展簡史

A Brief History of Taiwanese Visual Art

臺中市立文華高級中等學校 戴岳弦老師

■ 前言 Introduction

The term “multicultural” can describe Taiwanese fine art well. Cultures including colonial Japanese, Indigenous people, Chinese, European, American, and Southeast Asian origins all cultivated Taiwan as a land of diverse arts.

● Period I - Chinese Legacy

Chinese literati brought their art to Taiwan in the late Ming Dynasty (around the 17th-18th centuries). This art originated from the Chinese legacy of “merging poetry, calligraphy, and painting”; however, this was often only an activity for demonstrating the cultural cultivation of scholars.

● Period II - Japanese-Colonial Influence

Art became a subject and was taught at schools during the Japanese colonial period (A.D. 1895-1945.). With the establishment of public schools, watercolor and oil paintings were introduced. Local born artists advocated images of Taiwan. The idea of “art for Taiwanese” took root. Many art alliances and associations were founded, emphasizing the pursuit of local art.

● Period III - Post-War Impact

After World War II, Chinese artists came across the Taiwan strait, reviving the life of Chinese art. The legacy of Chinese culture then flourished through teachers’ colleges, government exhibitions, and competitions. Meanwhile, American culture had brought in the impact of Western trends like abstract art.

● Period IV - Cultural Identity Took Shape

In the 1970s, the art trend entitled “Nativist Movement” was initiated by Taiwanese intellectuals. They advocated the use of “nativism” to counter “cultural supremacy” from other countries. Subjects from secular life prevailed. The beauty of the landscape was also praised.

● Period V - Voices of Postmodernism

In the 21st century, postmodernism requires multiple channels of voices. Perspectives on issues of Sustainable Development Goals like gender equality, the wealth gap, and many more are frequently discussed. An abundance of art forms both through traditional media and advanced technology are signatures of Taiwanese art.

「多元文化」一詞可以充份描述臺灣美術的特色。這些文化包括日本治理、原住民、中國與歐洲文化、美洲與東南亞之來源的影響均灌溉了臺灣成為豐富藝術的土壤。

● 時期一 中國文化傳承

中國文人於明朝晚年將藝術帶入臺灣。藝術形式源自中國詩書畫合一的文化傳承。而繪畫主要被視為展現文化修養的活動。

● 時期二 日治影響

日治時期美術成為一門科目並在學校教授。透過公校的建立, 水彩及油彩繪畫形式被引進。臺灣本地畫家開始宣揚臺灣意象。「為臺灣而畫」的想法深植人心。藝術聯盟與社團紛紛創立, 強化對本地藝術的追求。

● 時期三 戰後影響

二戰之後, 中國藝術跨海來臺重新傳播中國藝術。中國文化傳承透過師範體系及官方展覽比賽而盛行一時。同時, 美國文化帶進了西方潮流例如抽象繪畫。

● 時期四 文化認同成形

在 1970 年代, 藝術潮流「鄉土運動」被臺灣知識份子開啟。他們提倡「本土主義」以對抗外來國家「文化優越」概念。世俗生活主題盛行, 風景之美也被人們讚許。

● 時期五 後現代主義的聲音

進入廿一世紀, 後現代主義要求多元的發聲管道。有關永續發展目標(SDGs)...等議題的觀點, 如性別平等、貧富差距及許多議題, 有更多的討論。透過傳統媒材及先進科技呈現出的藝術多元性, 均標幟了臺灣藝術的特質。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Literacy in Art History 藝術史用字			
art history	藝術史	multicultural	多元文化的
diverse	多類型化的	advocate	提倡
establishment	建立	cultural identity	文化認同

legacy	傳承延續	(Chinese) literati	(中國) 文人
cultivate	培育	intellectual	知識分子
initiate	啟始	cultural supremacy	文化優越
prevail	盛行	originate from	源自
Chronology and Periods 年表與分期			
chronological table	年表	period	時期
colonial Japanese	日本殖民時期的	European	歐洲的
Nativist Movement	鄉土運動	Imperial Art Exhibition	帝展
postmodernism	後現代主義		

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

① The term “_____” can describe _____.

例句(1) : **The term “multi-cultural” can describe** Taiwanese fine art well.

多元文化一詞可以充份說明臺灣美術的特色。

例句(2) : **The term “Nativist Movement” can describe** the Taiwanese fine art revolution in the 1970s well.

鄉土運動一詞可以充份說明 1970 年代臺灣美術改革的強烈訴求。

② _____ cultivate _____ as _____.

例句(1) : Multiple cultures all **cultivated** Taiwan **as** a land of diverse arts.

多元文化均灌溉臺灣為一個豐富藝術的土壤。

例句(2) : Reading **cultivates** us **as** knowledgeable people.

閱讀灌溉我們為博學的人。

③ _____ originated from _____.

例句：The art **originated from** the Chinese legacy of “merging poetry, calligraphy, and painting.”
該藝術源自中國「詩書畫合一」的文化傳承。

④ _____ advocate _____.

例句(1)：Local-born artists **advocate** images of Taiwan.
臺灣本地畫家宣揚臺灣意象。

例句(2)：Local-born artists **advocated** the use of “nativism” to counter “cultural supremacy” from other countries in the 1970s.
1970 年代，臺灣本地畫家提倡「本土主義」以對抗外來國家「文化優越」概念。

⑤ In _____, _____ gradually took shape.

例句(1)：In the 1970s, the cultural identity of Taiwanese art **gradually took shape**.
在 1970 年代，（人們對）臺灣藝術的文化認同逐漸成形。

例句(2)：In the 2010s, awareness of the importance of the Sustainable Development Goals (SDGs) **gradually took shape**.
在 2010 年代，（人們對）永續發展目標 (SDGs)重要性的認知逐漸成型。

⑥ The art movement “_____” was started by _____.

例句(1)：The art movement “the Nativist Movement” **was started by** Taiwanese intellectuals.
藝術潮流「鄉土運動」被臺灣知識份子開啟。

例句(2)：The art movement “Impressionism” **was started by** Monet and other artists in France in the 1870s.
藝術潮流「印象派」被法國莫內及其他藝術家於 1870 年代開啟。

⑦ _____ prevailed/became popular.

例句(1)：The subjects from secular life **prevailed/became popular**.
來自世俗生活的主題盛行。

例句(2)：The subjects from spiritual life **prevailed/became popular**.
在精神生活的主題盛行。

8 _____ was praised.

例句(1) : The beauty of the landscape **was praised**.

風景之美被（人們）讚許。

例句(2) : The preservation of water resources **was praised**.

水資源之保存被（人們）讚許。

9 _____ requires _____.

例句(1) : Entering the 21st century, postmodernism **requires** multiple channels of voices.

進入廿一世紀，後現代主義需要多元的發聲管道。

例句(2) : Schooling nowadays **requires** multiple platforms and methods of learning.

今日的學校需要多元的學習平台及方法。

10 _____ are frequently discussed.

例句(1) : Perspectives on issues about the SDGs **are frequently discussed**.

永續發展目標(SDGs)...等議題的觀點有更多的討論。

例句(2) : Perspectives on issues of gender equality **are frequently discussed**.

性別平等議題的觀點有更多的討論。

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

說明：請學生閱讀以下短文，並討論藝術家如何透過藝術探索及展現自我

In the Japanese Colonial Period, due to the institutionalization of art education, Taiwan's local artists received abundant legacies from Eastern and Western arts. Founded by the Imperial Art Exhibition, “帝展” and Taiwan Fine Arts Exhibition “臺展”, and the two major departments of Western art and Eastern art, it greatly influenced art societies in Taiwan for decades.

In Western art, Huang Tu-Shui (黃土水), specializing in sculpture, created one of the earliest marble figures *Water of Immortality* (甘露水), recorded in the Imperial Exhibition in 1921, which was once thought to be lost, but rediscovered in 2021. Chen Chen-Po (陳澄波), famous for his oil paintings, portrayed the beauty of the cities in Taiwan, such as in *Outside Chiayi Street*

(嘉義街外) and *the Sunset in Tamsui* (淡水夕照).

In Eastern art (東洋畫), the “Three Young Artists of Taiwan Fine Arts Exhibition” (臺展三少年), had taken the form of Japanese art, known as Gouache paintings (膠彩畫), integrating elements of Taiwan local art to become theirs.

The sceneries of Taiwan were then highly praised and prevailed as an art theme, which also promoted the pride of being Taiwanese among local born artists.

日治時間，由於美術教育的機構化，臺灣本地藝術接收到豐富的東西方藝術傳統。創建自帝展與臺展，東西畫部影響臺灣畫界數十年。

在西畫部，黃土水，專長於雕塑，創作了最早的大理石像作品之一，甘露水（於帝展 1921 年獲獎）曾一部失並於 2021 尋獲與復原。陳澄波，以其油畫著稱，描繪了許多臺灣城市之美，包括「嘉義街外」及「淡水夕照」。在東洋畫部，臺展三少年運用日本藝術膠彩畫之形式，融合臺灣本地藝術元素形成了自己的風格。

臺灣的風景被高度讚賞，並且被作為一個繪畫主題受到歡迎，也提升了作為臺灣本地藝術家的驕傲。

Teacher: Why did fine art become popular in the Japanese colonial period?

Student: Was it because of institutionalization by Japan?

Teacher: Yes, it was. But can you tell me what the word “institutionalization” means?

Student: It means to set up schools and hold exhibitions.

Teacher: Can you give me some names of these exhibitions?

Student: They were mainly the Imperial Art Exhibition (帝展), and the Taiwan Fine Arts Exhibition (臺展).

Teacher: What were the influences of these exhibitions?

Student: They greatly encouraged people to work in fine art and win the awards.

Teacher: Who became famous by exhibiting at these exhibitions?

Student 1: There was Chen Chen-Po (陳澄波).

Student 2: There were three young artists who attended the “Three Young Artists of Taiwan Fine Arts Exhibition” (臺展三少年). They were Lin Yu-Shan (林玉山), Che Jin (陳進), and Kuo Hsueh-Hu (郭雪湖).

Teacher: What can we learn from this part of Taiwanese art history?

Student: We can see artists create the beauty of their hometowns where they grew up.
We can feel their pride of being Taiwanese artists.

老師：你們認為美術為什麼在日治時間受到歡迎？

學生：那是因為「機構化」的影響。

老師：「機構化」的意思是？

學生：它指的是設立學校及舉辦畫展比賽。

老師：你可以給我一些這些畫展名稱嗎？

學生：它們主要有帝展及臺展。

老師：這些展覽有什麼樣的影響？

學生：它們大大鼓勵了人們從事美術及爭取獲獎。

老師：那些參加展覽的藝術家成名了？

學生 1：有陳澄波。

學生 2：還有臺展三少年，包括林玉山、陳進、郭雪湖是其中幾位。

老師：我們可以從這一段臺灣藝術史學習到什麼？

學生：我們可以看到藝術家畫出他們成長的家鄉之美。

我們可以感受到他們的驕傲。

■ 教學活動 Class Activities

活動一

What happened?

The teacher helps review what happened during various periods of Taiwanese art history by asking the following questions with hints (see chart 1). Students answer questions to win the game.

發生了什麼？

老師藉問題引導學生回顧臺灣美術史不同階段所發生的事件。學生藉由老師的提示各組搶答相對於問題的歷史階段。

Questions: What happened in this period? 這一時期發生了什麼？		Answers 答案
Hints 提示：句型框架 A+B		
It was the time (when)	Chinese scholars brought art to Taiwan. during the Ming and Qing Dynasties.	Period I Chinese Legacy
	the Japanese colonial government set up schools. Japanese teachers taught watercolor and oil paintings.	Period II Japanese-Colonial Influence
	Chinese artists followed the KMT government to Taiwan. Chinese ink painting (水墨畫) became influential again.	Period III Post-War Impact
	The art trend the “Nativist Movement” (鄉土運動) began. Subjects from secular life became popular (prevailed).	Period IV Cultural Identity Took Shape
	Art requires multiple channels of voices. Perspectives on issues of SDGs are frequently discussed.	Period V Voices of Postmodernism

Chart 1 表一

Teacher: This activity is to help you understand what happened in Taiwanese art history by asking questions.

Student: What are these questions?

Teacher: The questions include the time, names of artists, and important events that changed our history.

Student: Why do we need to know about Taiwanese art history?

Teacher: So you can have a better idea of what changed and guided the development of Taiwanese art history.

Don't you think that these events help you better understand the meaning of being a Taiwanese?

Student: I can't agree with you more.

老師：這活動藉由提問幫助你了解臺灣美術史發生哪些事？

學生：那些問題有什麼？

老師：這些問題包括改變我們歷史的時間、藝術家名字以及重要事件。

學生：我們為什麼需要知道臺灣美術史？

老師：這樣，你們就能更清楚地了解是什麼改變和引導著臺灣美術史的發展。

你們不覺得這些事件幫助你更了解作為一位臺灣人的意義嗎？

學生：我再同意不過了。

活動一之二

說明：重新於臺灣藝術史時序中，排列重要藝術事件的先後順序

This learning activity is to help students build up a timeline of Taiwanese art history. To complete the task of reordering the events, students require teamwork and knowledge of the timeline of Taiwanese art history. Students must walk around asking questions (listed below) to classmates who have four other missing sections of the history. Those who are first to complete the timeline of the five periods win.

本活動是在幫助學生建立臺灣美術史的時間軸，為了重新排序這些事件，學生需要團隊合作及臺灣美術史發展史的時間軸的知識。內容被切成五段並且分散到不同的學生手中。包括自己，學生必須走動問同學問題(如下，使用英文問句但不允許說到關於歷史時期標題的任何字)找尋有另四段缺少的歷史，先拼完五個時期順序的同學獲勝。

活動說明與規則

1. Each student receives a piece of paper with one period of Taiwanese art history written on it.
2. Every student walks around asking questions (listed below) about what other classmates have in hand.
3. Students are not allowed to say any words in the titles of the periods.
4. Students must find their classmates who have the other four periods which can make up a complete Taiwanese art history.
5. The first five people whose paper slips complete a full history of Taiwanese art win.

步驟一：每位學生收到一張上面寫著臺灣藝術史之其中一個時期

步驟二：每位學生走動用英文（參考下列問題）去詢問其他同學手中有的是那一個時期

步驟三：學生不允許說到關於歷史時期標題的任何字

步驟四：找到其他可以拼湊一個完整臺灣藝術史的另外四個時期

步驟五：五位擁有可以拼湊完整臺灣藝術史勝出

參考資料一：

請教師協助學生利用以下的語言框架問出另外的四個時期。

被問到的時生，請根據手中的紙條（下表 2B）進行回答。

Questions 提問

Who has the piece written about the _____ period of Taiwanese art history?

誰有臺灣美術史的第____ 時期

I am looking for the slip written about the _____ period of the Taiwanese art history.

我在找臺灣美術史的第____ 時期

Chart 2A Sentence Frames 表 2A 語言框架

參考資料二：

學生手中紙條寫的內容（只有說明，沒有標示分期）	相對應的分期答案
Chinese scholars brought art to Taiwan. during the Ming and Qing Dynasties.	Period I: Chinese Legacy
The Japanese Colonial government set up schools. Japanese teachers taught watercolor and oil paintings.	Period II: Japanese Colonial Influence
Chinese artists followed the KMT government to Taiwan. Chinese ink painting (水墨畫) became influential again.	Period III: Post-War Impact
The art trend “the Nativist Movement” (鄉土運動) was initiated. Subjects from secular life became popular (prevailed).	Period IV: Cultural Identity Took Shape
Art requires multiple channels of voices. Perspectives on issues of SDGs are frequently discussed.	Period V: Voices of Postmodernism

Chart 2B Sentence Frames 表 2B 語言框架

Teacher: This activity is to help you build up a timeline of Taiwanese art history.

Student: What is a timeline?

Teacher: Timeline is to put historical events in the order of time.

In our case, these events happened in Taiwanese art history.

Student: What are these events?

Teacher: Look at the chart 2B sentence frames.

You can see those important events in five major periods of time.

Student: This chart gives me a rough picture of Taiwanese art history.

老師：這個活動是幫助你建立臺灣美術史的時間線。

學生：什麼是時間線？

老師：時間線是依照時間序放上歷史事件。我們的例子是在臺灣美術歷史上發生的事件。

學生：有那些事件？

老師：看表 2B 的語言框架表。你可以看到五個主要時期的重要事件。

學生：這個表給予我臺灣美術史的大概情況。

活動二

Imagine you were a painter in the Japanese colonial period in Taiwan. What would you portray to depict your hometown? Please discuss and share the beauty of your hometown. Use photos of your hometown if needed. Questions could include:

1. “Have you ever noticed the beauty of your hometown, the sunsets, riverbanks, or treetops?”
2. “What materials and art techniques will you use?”

Please draft your ideas first and finish the work artistically.

此活動是想像你是日治時期的畫家，你會描繪什麼意象去描寫家鄉之美？你會用油彩或其他繪畫材料？請進行討論？分享你認為家鄉最美的風景。有需要時，也可以使用你的家鄉的照片輔助。問題包括：

1. 你曾注意過家鄉之美嗎？它的落日、溪流邊，或樹梢？
2. 你會使用什麼繪畫材料與技法進行？

分享你找到或自己拍攝的照片，將你的想法付諸於繪製草圖，用藝術表現方式完成作品。

技法及材料參考表：

Art materials	oil paint 油彩	pencil 鉛筆	charcoal 炭筆	soft pastel 粉彩	watercolor 水彩
Art techniques	to sketch 素描/速寫	to paint 繪畫	to draw 去線繪	to carve 去雕	to make a collage 使用拼貼

Teacher: Imagine you were the painter Chen Chen-Po (陳澄波) in the Japanese colonial period. What images would you portray to show the beauty of Taiwan?

Student 1: I am thinking of showing the beauty of the mountains.

Student 2: I would paint the people's happy faces in Taiwan.

Teacher: They are good ideas. How would you express them?

Student 1: I would use oil paints. There would be bright colors and thick textures.

Student 2: I would use pencils to draw different types of lines.

Teacher: I am sure after the discussions, many of you have got good ideas.

For more ideas about the art materials and techniques, you can also look at the chart.

Now, please sketch your ideas on the paper.

老師：此活動是想像你是日治時期的畫家，你會描繪什麼意象去突顯臺灣之美？

學生 1：我想畫山巒之美。

學生 2：我想畫臺灣人們的笑臉。

老師：這些都是好點子。你們想要如何表現它？

學生 1：我會使用油彩。畫面上會有明亮色彩及濃厚質感。

學生 2：我想使用鉛筆。我想用各種的線去畫。

老師：我相信在討論之後，你們很多人已經有好想法。

想知道更多的材料及技法的選擇，你們也可以參考表格中所列的。

現在，請在紙上將你的想法畫成草圖。

單元三 臺灣當代藝術創作議題

Issues of Contemporary Art in Taiwan

臺中市立文華高級中等學校 戴岳弦老師

■ 前言 Introduction

Art is not separate from real life. Instead, art is a medium that artists use to reflect life. Through artistic expression, many aspects of our lives can be portrayed. In these artworks, artists tell stories, express worries, and more importantly, call for action.

As the world is interconnected, we all share the responsibility of responding to problems and crises in societies and acting on them. Take the SDGs of the United Nations as an example; zero poverty and hunger, gender equality, and environmental protection are only a few of the issues we must focus on. If we look at these issues more closely, we will find a lot of them are getting worse. These issues have captured the attention of many artists. The creative works by the street artist Banksy successfully draw people's attention to the rights of children, equality of different races, world peace, and so on. Through his advocacy in artistic ways, many messages can be addressed.

We should all connect with those issues affecting our futures and future generations. Everyone must get involved and act on it. As a high school student, it will be meaningful to get involved with the issues going on around the world. Working with your classmates and hosting an online exhibit is a smart way to express opinions. Why not start an art project discussing topics you care about?

藝術不是與真實人生無關，藝術反而是映照生活面向的媒材。透過藝術表現，我們生活的諸多面向得以被看見。在這些作品中，藝術家說故事、表達憂慮，更重要的是，呼籲大家作出行動。

正當地球愈來愈偏平，我們都有責任，對社會存在的問題及危機做出回應、做出相對應的行動。以聯合國的 SDG 永續發展目標為例，零貧窮與飢餓、性別平權、環境保護是其諸多我們必須關心的議題中的少部分。如果我們拓廣視野並更仔細觀看，我們會發現許多議題正發生、並且惡化中。這些議題受到藝術家的注意。在街頭藝術家 Banksy 作品中，它們成功地吸引了人們對議題的關心，包括兒童權益、種族平權、世界和平等；透過他藝術手法的呼籲，許多訊息得以傳遞。

我們應該連結自身與影響我們世代未來的議題。每一人將自己置身其中、做出行動至關重點。做為一位高中生，與世界上發生中的議題產生關連，將深具意義。與同學一起籌辦一場線上展覽，是傳達意見的聰明方式。現在何不開始創作探討你關心的議題。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
issue	議題	contemporary	當代的
medium	媒材	aspect	面向
crisis	危機	SDG(s)	永續發展目標
poverty	貧窮	sustainable	永續的
equality	平等	advocacy	宣揚、呼籲
stereotype; stereotypical thinking	刻板；刻板思考	gender equality	性別平權
donate goods	捐贈物資	infographic; information graphic	資訊圖表
well-rounded perspective	更全面的觀點	require	需要

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

① _____ is a medium _____ use to _____.

例句(1)：Art **is a medium** artists **use to** reflect life.

藝術是藝術家藉以反映人生的媒材。

例句(2)：Words **are a medium** writers **use to** express their thoughts.

文字是作家藉以傳遞想法的媒材。

② As the world is interconnected, we all share the responsibility of _____.

例句(1)：As the world is interconnected, we all share the responsibility of responding to problems and crises in societies and acting on them.

當地球變得扁平，我們都有責任對社會中的問題及危機做出回應、做出行動。

例句(2)：As the world is interconnected, we all share the responsibility of helping people in need.

當地球變得扁平，我們都有責任幫助有需要的人。

③ Take _____, for example, where _____ is one of the issues we must care about.

例句(1)：Take the SDGs of the United Nations, **for example**, zero poverty is **one of the issues we must care about**.

以聯合國的 SDG 目標為例，零貧窮與飢餓是我們必須關心的議題中的一個。

例句(2)：Take the societies in Taiwan, **for example**, gender equality is **one of the issues we must care about**.

以臺灣社會為例，性別平權是我們必須關心的議題中的一個。

④ The issues of _____ draw _____'s attention.

例句：The issues of children's and women's rights **drew people's attention** in the seminar.

有關兒童／婦女權益的議題在研討會中獲得重視。

5 Through this kind of advocacy, _____.

例句：**Through this kind of advocacy**, many messages can be addressed.

透過呼籲，許多訊息得以傳遞。

6 _____ is a smart way to express your opinions.

例句：**Working with your classmates and hosting an online exhibit is a smart way to express your opinions.**

與同學一起籌辦線上展覽，是傳達意見的聰明方式。

7 Why not get started by _____ to discuss issues that you care about?

例句(1)：**Why not get started by working on an art project to discuss issues that you care about?**

何不從藝術專題的創作開始探討你在乎的議題？

例句(2)：**Why not get started by visiting people to discuss issues that you care about?**

何不從拜訪人們開始探討你在乎的議題？

8 Have you heard of _____?

例句(1)：**Have you heard of the SDGs?**

你聽過 SDGs 嗎？

例句(2)：**Have you heard of the “zero poverty” SDG?**

你聽過零貧窮議題嗎？

9 What does the term “_____” mean?

例句(1)：**What does the term “SDGs” mean?**

SDGs 一詞代表什麼？

例句(2)：**What does the term “gender equality” mean?**

性別平權一詞代表什麼？

10 The study of ____ requires ____.

例句(1)：The study of an issue **requires** the skills of research, communication, problem-solving, and so on.

研究一個議題需要研究、溝通、解決問題等技能。

例句(2)：The study of an artwork **requires** patience, the knowledge of art history, painting skills, and so on.

研究一件藝術作品需要耐心、藝術史知識、繪畫技巧等。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：運用一篇短文協助教師向同學說明作為全球公民應該關注重在發生的議題

As the world is becoming more globalized and localized at the same time, the growing similarities and differences across continents, nations, and regions are worthy of our attention. Since all of us are world citizens, we need to be more concerned about the issues highly relevant to our lives and communities, including gender equality, poverty, climate change, and so on, just like the actions listed in the Sustainable Development Goals (SDGs).

The study of an issue requires the skills of research, communication, problem-solving, and so on. In addition, understanding the context and differentiating between facts and opinions are both important when we want to investigate issues with well-rounded perspectives. Artists then express their concerns about these issues through their artworks.

As a high school student, what is your opinion about these issues? Which issues are highly relevant to your life? What action can you take about it?

正當世界同時變得更加全球化及在地化，五大州的國家及地域逐漸的同化及異化值得我們的關注。從世界公民的概念出發，個人需要更關心與自身生活及社區的議題，包括性別平權、貧窮、環境...等就像這些列在 SDGs 聯合國永續發展目標的行動。

研究一個議題需要研究、溝通、解決問題...等的技能。此外，透過建立脈絡，辨別事實或意見，都是我們在探討一項議題時有更全面的觀點。就如何許多專家、藝術家也透過藝術去表達關心。

做為一個中學生，你對於這些議題的看法是如何？你認為那一項議題與你有直接相關？可以做出什麼樣的行動改變它？



Teacher: Have you heard of the SDGs? What does the term “SDGs” mean?

Student It stands for the Sustainable Development Goals.

These are the goals that the countries of the United Nations want to achieve.

Teacher: Which goal do you care most about?

Student1: I care about the goal of “zero hunger” the most.

Teacher: What is the goal of this issue?

Student2: The first SDG is aiming for “no poverty”.

Teacher: What can we do to get “no poverty”?

Student1: We can do charity to help people in need.

Student2: We can donate money or goods.

Teacher: These are great ideas. Back to our art class, how can we express our concerns?

Student1: We can create posters about the issues.

Student2: We can draw a picture or take photos about them.

老師：你們聽過 SDGs 嗎？SDGs 一詞代表什麼？

學生：它代表的是 sustainable development goals（永續發展目的）。

老師：你在乎哪一個議題？

學生：我最在乎「貧窮」議題有關。

老師：這個議題的目標是什麼？

學生：SDGs 希望可以「無貧窮」。

老師：我們可以如何做到「無貧窮」？

學生 1：我們可以為有需要的人做慈善。

學生 2：我們可以捐錢或物資。

老師：你們提出都是好想法。回到我們課堂中，我們可以如何表達個人關心？

學生 1：我們可以創作一個有關的議題海報。

學生 2：我們描繪一幅圖，或是用攝影。

■ 教學活動 Class Activities

活動一

This activity is for students to make an infographic about SDGs through discussions. Work in pairs and discuss the meanings of the words, numbers, and pictures in the infographic chart of Life Below Water. Get started by answering the following questions to better understand how the issue is affecting the world.

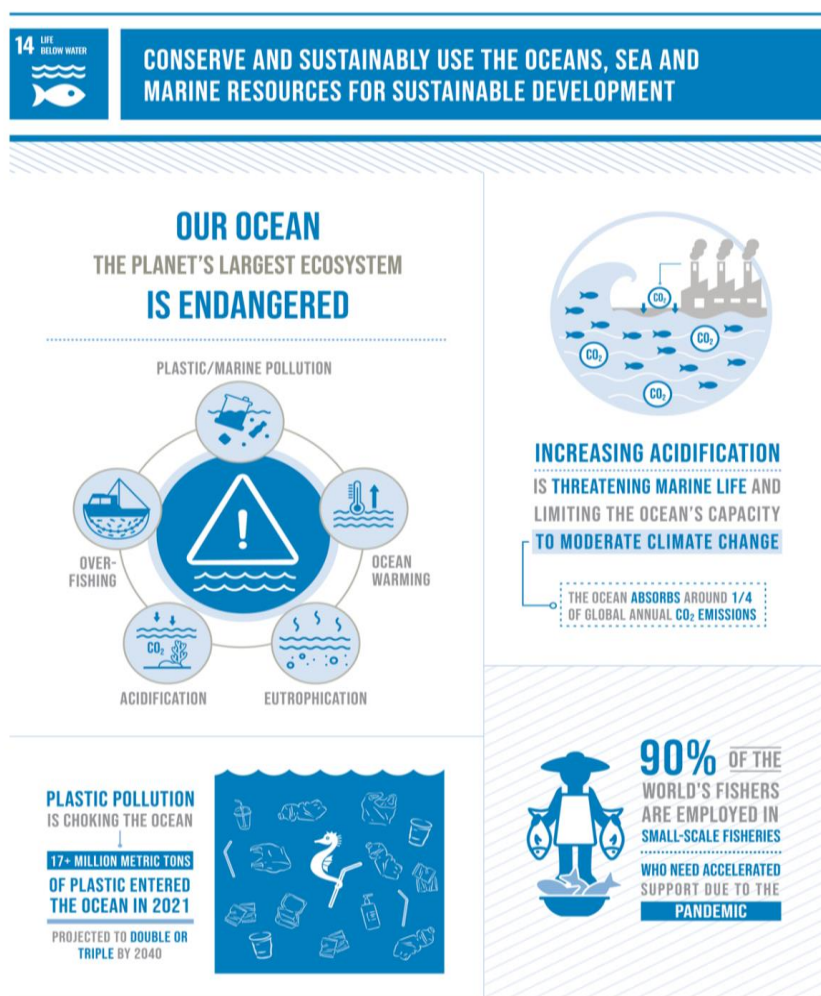
1. What are the words that draw your attention?
2. What are the numbers/figures that draw your attention?
3. What are the pictures that draw your attention?
4. What are the types of pollution or human behaviors that harm the oceans?
5. How many tons of plastic entered the oceans in 2021?
6. Due to the pandemic, what do 90% of the fishers need?
7. In our daily lives, what can we do about the issues of Life Below Water?

Based on the discussions, how can we relate the information to our situations? Living on the islands of Taiwan, is there anything harming our oceans? Do some research and create an infographic displaying your findings.

此活動是讓小組藉由討論製作一個與 SDGs 議題相關的資訊圖表 (Infographic)。請兩兩一起討論此資訊圖表的文字，數字及圖畫的意義。從回答以下的問題開始，進一步了解這議題正如何影響我們的世界。

1. 有那些文字引起你的注意？
2. 有那些數字引起你的注意？
3. 有那些圖畫引起你的注意？
4. 有那些污染或人類行為在傷害海洋？
5. 2021 年有多少噸的塑膠進入海洋？
6. 因為疫情，90% 的漁夫需要什麼？
7. 在我們日常生活中，我們可以為水下生命議題做什麼？

根據以上討論，可以如何將這些資訊連結至我們的處境？生活在島上的我們，有任何正在傷害我們海洋的事情正在發生嗎？請利用時間進行研究，製作一份相關的資訊圖表呈現你的發現。



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2022: UNSTATS.UN.ORG/SDGS/REPORT/2022/

(圖片來源：聯合國網站第 14 議題 <https://sdgs.un.org/goals/goal14>)

Teacher: This activity is for you to make an infographic about SDGs through discussions.

Student: What is an infographic chart?

Teacher: It is a collection of visualized data, pie charts and bar graphs, and minimal texts. It is to give people an easy-to-understand overview of a topic.

Student: Thank you for the explanation. But why do you choose SDGs as topics?

Teacher: SDGs are a list of issues that are happening around us. We can't pretend they don't exist.

So, let's get started by choosing one from these issues for discussion.

老師：此活動是讓小組藉由討論製作一個與 SDGs 議題相關的資訊圖表 (Infographic)。

學生：資訊圖表是什麼？

老師：它是視覺化資訊的集合包括圖表柱狀圖及精簡的文本。它的目的是給人對於某一主題易於理解的綜觀。

學生：謝謝你的解釋。但你為什麼選擇 SDGs 作為主題？

老師：SDGs 是許多正發生在你我身邊議題的列表。我們無法假裝它們不存在。所以讓我們從選擇一個主題作討論開始吧！

活動二

Look at the body image in this artwork by Niki de Saint Phalle and discuss in groups. Connect the issue of gender equality with your personal experiences. Lastly, imagine that you were the artist Niki de Saint Phalle, and sketch the ideas for an artwork presenting your thoughts about this issue.

請利用 ORID 思考法，觀察及探討以下一件 Niki de Saint Phalle 有關女性身體意象的作品，並連結兩性平權議題至個人經驗。最後，並想像自己是 Niki，針對議題的想法，繪製出一件創作草圖。

焦點討論法 ORID Discussion Model

O	R	I	D
Objective	Reflective	Interpretive	Decisional
Use your senses to see, hear, taste, feel, and smell.	Use your heart to reflect on emotions, feelings, associations, and memories risen to the surface.	Use your head to make conscious connections. Thoughts and ideas form.	To decide on action by considering choices.
O: 客觀察覺 使用五官去看、聽、嘗、感覺及聞	R: 感應 使用心去反照出情緒、感受、聯想、及浮上心頭的記憶	I: 詮釋 做出有意識的聯結。形成想法及創意。	D: 決定 考慮諸多選擇後決定行動

Examples of **Gender Equality Issues** 性別平權議題範例

This is Niki de Saint Phalle's *Sculpture of Three Graces*. Use the ORID method to discuss and answer the following questions.



1. What can you see?
 - (1) I can see _____ (many colors like...)
 - (2) I can see _____ (human figures wearing something like swimsuits)
 - (3) I can see _____ (three people dancing happily)
2. How do you feel about it?

3. What do you think inspired the artist to do this work?

4. What **stereotype thinking** do you think the artist tried to argue with?
5. What are the examples of gender stereotypes you have heard or experienced in your communities? Please provide at least one example.
6. If you were the artist Niki de Saint Phalle, what kind of artwork would you make? Why?
7. Please sketch your ideas based on the answers to question 5.

這是 Niki de Saint Phalle 的作品〈三美神〉。請搭配上表 ORID 討論法進行討論並回答以下問題：

1. 你看到什麼？
 - (1) 我看到許多色彩如...
 - (2) 我看到人形穿著類似
 - (3) 我看到三個正快樂地跳著舞的人。
2. 你覺得如何？
3. 你認為是什麼啟發了藝術家做這一件作品？
4. 你認為藝術家想探討什麼樣的刻板印象？
5. 你聽過或在社區發生有關性別刻板的例子 (請舉出至少一則)
6. 如果你是 Niki de Saint Phalle，你想創作什麼樣的藝術品？
7. 請根據題五的答案畫出創作草圖。

Teacher: This is Niki de Saint Phalle's *Sculpture of Three Graces*.

Use the ORID method to discuss and answer following questions.

Student: What is the ORID method?

Teacher: It is a procedure of four steps to help you think.

Student: What are the steps?

Teacher: Take a look at the chart. What are the steps?

Student: They are "objective" for O; "reflective" for R; "interpretative" for I; "decisional" for D

老師：這是 Niki de Saint Phalle 的作品〈三美神〉。

使用 ORID 討論法進行討論並回答以下問題。

學生：什麼是 ORID 討論法？

老師：它是一個具有四步驟去幫助你思考的流程。

學生：這些步驟有那些？

老師：你們看這個表。有那些步驟？

學生：它有 O: 客觀察覺 R: 感應 I: 詮釋 D: 決定。

單元四 古典時期音樂

Music of the Classical Period

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■ 前言 Introduction

"Classical period music" refers to a significant era in European mainstream music spanning from 1750 to 1820. In this era, the musical style changed while still keeping the noble simplicity from the Baroque era. The late 18th century witnessed a revolutionary wave that reshaped the social classes in Europe, particularly impacting the expanding middle class. As a result, musicians were no longer dependent on patronage and were free to focus on their own artistic vision without serving the interests of others. These societal changes also influenced the development of music styles.

「古典時期音樂」指的跨越 1750 年至 1820 年歐洲主流音樂的重要時期。在這個時期，保留巴洛克時期高貴簡約的同時，音樂風格也有。18 世紀末見證一波革命浪潮，重塑歐洲社會階層，特別影響不斷擴大的中產階級。因此，音樂家不再依賴贊助人，可以自由追求藝術理念，而不需為他人喜好服務。這些社會變革也影響音樂風格的發展。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
mainstream	主流	the Enlightenment (movement)	啟蒙運動
transform	轉換	cultural center	文化中心
revolutionary	革命的	public concert	公共音樂會
expand	擴大	private concert	私人音樂會
middle class	中產階級	crescendo	漸強

patronage	贊助	diminuendo	漸弱
reflect	反映	sforzando	突強
choral	合唱的	outstanding	傑出的
mythology	神話	free agent	自由業
inversion	轉位	aristocracy	貴族
root note	根音	authority	權勢
third note	第三音	opera seria	莊歌劇
fifth note	第五音	opera buffa	喜歌劇
bottom	底部	appeal to	吸引

■ 教學句型 Sentence Patterns

① _____ has a (adj.) and (adj.) (n.) than _____.

例句(1) : Classical era music **has a** lighter and clearer texture **than** Baroque era music.

古典時期比巴洛克時期的音樂，織度更為輕且清晰。

例句(2) : Romantic era music **has more** dramatic and emotional expression **than** Classical era music.

浪漫時期比古典時期的音樂，表現力更為戲劇性且具情緒表達。

② It is mainly a _____, which _____.

例句(1) : **It is mainly a** homophonic melody, **which is** above the choral accompaniment.

它主要是個在合唱伴奏之上的主音曲調。

例句(2) : **It is mainly a** polyphony music, **which contains** 3 melody lines.

它主要是包含三個曲調線的複音音樂。

③ _____ increase(s) in _____.

例句(1) : The orchestra **increases in** size and range.

管弦樂團的規模和範圍逐漸擴大。

例句(2) : The functions **increase in** number and variety.

功能逐漸擴大其數量和種類。

④ _____ in _____ and _____ usage, like _____, _____ or _____, had more _____.

例句(1) : Varieties **in** key **and** dynamics **usage, like** crescendo, diminuendo **or** sforzando, **had more** frequent changes.

在調和力度的類型如漸強、漸弱或突強，都有更頻繁的變化。

例句(2) : Timbre **in** color **and** brightness **usage, like** brass, **or** percussion instruments, **had more** obvious improvement.

在音色的色彩和明亮度，如銅管或打擊樂器，都有更明顯的進步。

⑤ _____ and _____ were two of the outstanding _____ of the _____ century.

例句(1) : Joseph Haydn **and** Wolfgang Amadeus Mozart **were two of the outstanding** composers **of the** late 18th **century.**

海頓和莫札特是 18 世紀兩位傑出的作曲家。

例句(2) : Frederic Chopin and Franz Liszt were two of the outstanding pianists of the 19th century.

蕭邦和李斯特是 19 世紀兩位傑出的鋼琴家。

⑥ _____ worked in the service of _____ for most of her/his career.

例句(1) : Haydn **worked in the service of** a noble family **for most of his career.**

海頓在職涯的大部分時間都在為一個貴族家庭服務。

例句(2) : Claudio Abbado worked in the service of the Berliner Philharmoniker for most of his career.

克勞帝·阿巴多在職涯的大部分時間都在為柏林愛樂服務。

⑦ In contrast to the _____, _____ mainly _____.

例句(1) : **In contrast to** opera seria, opera buffa (comic opera) **mainly** told the stories of the middle-class.

與莊歌劇不同的是，喜歌劇主要講述的是中產階級的故事。

例句(2) : **In contrast to** symphony, chamber music is **mainly** played for a smaller group of people.

與交響樂相比，室內樂主要為少數人群所演奏。

⑧ When three or more _____ are _____ together, the combination is called _____.

例句(1) : **When three or more** notes **are sounded together**, the combination is called a chord.

當三個或更多音符一起發，這種組合稱為「和弦」。

例句(2) : **When three or more** string instruments **are playing together**, the combination is called an ensemble.

當三個或更多弦樂器一起演奏，這種組合稱為「群奏(合奏)」。

⑨ There are/were two main forms of _____ at/in _____: _____ and _____.

例句(1) : **There were two main forms of** opera **at** the time: opera seria **and** opera buffa.

當時共有莊歌劇和喜歌劇兩種歌劇形式。

例句(2) : **There are two main forms of** tonality **in** music: major tonality **and** minor tonality.

音調有大調和小調兩種形式。

⑩ It appealed to the _____, who was/were (V-pp) by _____.

例句(1) : **It appealed to the** working class, **who were inspired by the ideals of** the Enlightenment.

它吸引了受啟蒙思想激發的勞動階級人們。

例句(2) : **It appealed to the** common people, **who were inspired by** catchy tune.

它吸引了那些被朗朗上口曲調啟發的普通人民。

■ 學科概念講解 Explanation of Academic Concepts

Some of the new concepts of composition have evolved to be more functional, influenced by the historical background of the Classical period. In this class, we will offer students conceptual explanations about the historical background, different musical styles, composition types, renowned musicians, and operas of that time.

一些新的作曲概念因受到古典時期的歷史背景影響而演變成更加實用的形式。在這門課中，我們會提供該時期歷史背景、不同音樂風格、作曲型態、著名音樂家和當代歌劇的概念給學生。

概念一

Historical Background 歷史背景

In the 18th century, the Enlightenment movement emerged, challenging the thoughts and behaviors of many European societies. During this time, Vienna served as an international cultural center, and French-style ballets gained popularity. With the growing middle class, public concerts started to compete with traditional private concerts.

在 18 世紀，啟蒙運動崛起，挑戰了許多當時歐洲社會的思想和行為。在這段時間內，維也納成為一個國際文化中心，而法式芭蕾也變得大眾化。隨著中產階級的擴大，公共音樂會開始與傳統的私人音樂會產生競爭。

Music Styles 音樂風格

1. Classical era music had a lighter and clearer texture than Baroque era music. It is mainly characterized by a homophonic melody, which is above the choral accompaniment.
 2. Forms such as concerto and sonata were defined and given more specific rules, while the symphony was also created in this period. As a result, the orchestra increased in size and range.
 3. Varieties in key and dynamics usage, like crescendo, diminuendo, or sforzando, underwent more frequent changes during the Classical era.
1. 古典時期音樂相較於巴洛克時期音樂，有著更加輕盈和清晰的特質，主要以合唱伴奏聲部之上的主音曲調為主。
 2. 協奏曲和奏鳴曲等形式被賦予定義並有更具體的規則，而交響曲則是在此一時期產出且管弦樂團其規模和範圍都增加了。
 3. 在古典時期，音樂在調及力度如漸強、漸弱或者突強的使用，變化更加頻繁。

Musicians 音樂家

Joseph Haydn and Wolfgang Amadeus Mozart were two outstanding composers of the late 18th century. They were friends and influenced each other's music. Haydn spent most of his career in the service of a noble family, while Mozart chose to leave his steady job in his hometown, Salzburg, to become a free agent in Vienna. Mozart's early travels across Europe exposed him to various musical styles, which greatly enriched his compositions. On the other hand, Haydn drew inspiration from the local traditions around Vienna to shape his musical models.

約瑟夫·海頓和沃夫岡·阿馬德斯·莫札特是 18 世紀晚期兩位傑出的作曲家。他們彼此是朋友且影響彼此的音樂。海頓職業生涯的大部分時間都在為一個貴族家庭服務，而莫札特選擇離開在家鄉薩爾茨堡的穩定工作，成為維也納的自由工作者。莫札特早年周遊歐洲，接觸各種不同的音樂風格，這大大的豐富了他的作品。另一方面，海頓在維也納周邊的當地傳統中汲取靈感，型塑他的音樂模式。

Triads and Inversions 三和弦和轉位

When three or more notes are sounded together, the combination is called a chord.

When a 3-note chord consists of a root, a 3rd and a 5th, it is called a triad.

The root of a C triad is written as: C. Triads may be built on any note of the scale. In C major key, the triads of the key in root positions are: C (C-E-G), D (D-F#-A) and so on.

When the root note of the chord is moved to another position, it is called an inversion.

The 1st inversion of a C triad is moving the root (C) to the top of the chord, and leaving the 3rd note at the bottom. (E-G-C)

The 2nd inversion of a C triad is moving the 3rd (E) to the top of the chord, and leaving the 5th note at the bottom. (G-C-E)

當三個或更多音符一起發聲，這種組合稱為和弦。

當一個三音和弦由根音、三音和五音組成時，它被稱為三和弦。

C 和弦的根音為 C。三和弦可以建立在音階的任一音符之上。C 大調中，以根音做三和弦為 C (C-E-G)、D (D-F#-A) 等。將和弦的根音放到其他位置稱作轉位。

C 三和弦的第一轉位是將根音 (C) 移動到和弦的頂部，並將第三音留在底部。(E-G-C)

C 三和弦的第二轉位是將第三音 (E) 移到和弦的頂部，而將第五音留在底部。(G-C-E)

Opera 歌劇

During the Classical era, the thoughts and philosophies of the Enlightenment influenced opera, such as in Mozart's opera. He tried to convey the idea of equality between servants and the aristocracy, freedom, rational thinking within music, and character development. There were two main forms of opera of the time: opera seria and opera buffa.

在古典時期，啟蒙運動的哲學思想影響了歌劇。例如在莫札特的歌劇中，他試圖將僕人和貴族之間的平等、自由、理性思考和性格發展的思想，透過音樂傳達。當時有莊歌劇和喜歌劇兩種主要的歌劇形式。

The main audience of opera seria (serious opera) was the powerful nobility. Usually, the stories were about noble kings or Greek gods and mythology.

In contrast to the opera seria, opera buffa (comic opera) mainly told the stories of middle-class characters, and made fun of the nobility. It appealed to the working classes, who were inspired by the ideals of Enlightenment. At the same time, the French and American revolutions occurred in the late 18th century.

莊歌劇的主要觀眾是有權勢的貴族，通常，這些故事是關於高貴的君主或希臘諸神及其神話。與莊歌劇不同的是，喜歌劇主要講述中產階級人物的故事，取笑貴族的權威，它吸引受到啟蒙理想啟發的工人階級。與此同時，法國和美國的革命在 18 世紀後期爆發。

Teacher: When it comes to the most famous musical prodigy in history, who comes to mind?

Student: Mozart? I read about his life story, which said that he started playing the piano at 3 years old.

Teacher: Do you know any of his famous operas? His most famous opera buffa are: *The Marriage of Figaro*, *Don Giovanni*, and *The Magic Flute*. (The teacher can play a couple of arias to students.)

Student: I have heard of the aria from *Queen of Night*; it appeared in some TV programs.

Teacher: Yes, classical music is everywhere in our lives. This is the aria- "Voi che sapete" from the opera, *The Marriage of Figaro*. (The teacher plays the music.) Please note the singer. This character is for a page, a teenage boy, but why does a female singer sing the part instead?

Student: Because the pitch is too high for a teenage boy?

Teacher: Correct. Next, pay attention to the melodic line. Is the melody pure and accompanied by choral progression, or does it have many ornaments?

Student: The melody is simple and beautiful.

Teacher: And this is the spirit of the music in the Classic period – beautiful simplicity.

老師：說到世界上最著名的音樂神童，你有想到誰嗎？

學生：莫札特？我讀過他的故事，他三歲就開始彈鋼琴了。

老師：你知道他有名的歌劇嗎？他有名的三齣喜歌劇是費加洛的婚禮、唐喬凡尼和魔笛。（老師可以播放一些詠嘆調給學生聽）

學生：我聽過這首『夜之后』的詠嘆調，它曾出現在電視節目。

老師：是的，古典音樂在我們的生活中無所不在。這是首詠嘆調 *Voi che sapete*, 選自費加洛的婚禮歌劇。（老師播放音樂）請注意歌手，這個角色是關於男僮，他是一位少年，但為何反而讓一位女歌手唱這段音樂？

學生：因為對少年來說音高太高？

老師：正確。接下來注意曲調線。是否曲調單純，伴隨合唱伴奏進行，還是有很多裝飾奏？

學生：旋律簡單且美好。

老師：而這就是古典時期的精髓：美好的單純。

■ 教學活動 Class Activities

活動一

說明：三和弦的運用

The teacher can introduce students to the variation of “Ah! vous dirai-je, maman” by Mozart. He/she can play the theme on the piano with two hands, and for the second time, play with accompaniment only. After that, he/she explains the chord progression and analyzes the triad.

老師介紹莫札特的《媽媽請聽我說》給學生。可以先用兩手彈奏主題，第二次只彈伴奏，之後解釋和弦進行並分析三和弦。

Teacher: (The teacher can play the theme of Mozart's variation, KV265 on the piano.)
This is a tune that I believe everyone knows.

Student: “Twinkle Twinkle Little Star”.

Teacher: Yes. The melody is based on a French folk song. Now listen to the accompaniment on the left hand. (The teacher can play the chord progression on the left hand: I- IV- I- V7 -I- V7- I) These chords are in the root positions. Next, I will play them with inversions.

Student: The chord inversions and root positions are similar, but not totally the same.

Teacher: Yes, the color of the sounds is different. Root position chords have stronger colors.
Use your imagination.

Student: Would it be stronger if accompanied by all root positions?

Teacher: Let's see what it sounds like.

(The teacher can play the melody again with root positions chords.)

Student: Hmm, it doesn't sound smooth, jumping back and forth.

Teacher: That is why we have triad chords in root or inversion.

老師：（老師可以彈奏莫札特的《媽媽請聽我說》變奏曲）我相信每一個人都知道這首曲子。

學生：小星星。

老師：是的，這是以法國民謠為基礎的曲調。現在聽左手的伴奏。（老師可以彈奏左手 I- IV- I- V7 -I- V7- I 的和弦進行）這些三和弦是原位，接下來我彈轉位和弦。

學生：和弦轉位和原位聽起來很像，卻又不太相同。

老師：是的，聲音的色彩不同，原位色彩較為強烈，使用你們的想像力！

學生：用原位和弦伴奏會比較強烈嗎？

老師：我們來聽聽看像什麼。（老師用原位和弦伴奏曲調）

學生：嗯，聽起來不順暢，會跳來跳去。

老師：這就是為何我們使用原位和轉位三和弦的原因。

單元五 台灣歌謠音樂

Taiwanese Folk Music

國立新竹科學園區實驗高級中等學校 連冠閔老師

■ 前言 Introduction

Music is an essential part of human life, and popular music reflects our society and culture. Through music, people express their feelings and experiences, and convey the way of life during that era.

This unit explores the development of popular music in Taiwan from the Japanese occupation to contemporary pop music. Students will understand the evolution of popular music during this period and discuss its historical background and music.

音樂是人類生活中不可或缺的一部分，而流行音樂也反映著我們的社會和文化。透過音樂，人們表達情感與經歷，並描述當時的生活方式。此單元探討台灣從日治時期到當代流行音樂的發展，讓學生認識這段時間流行音樂的演變，也進行歷史背景和音樂的討論。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
popular music	流行音樂	the martial law period	戒嚴時期
explore	發掘	mainstream	主流
evolution	演化	indigenous	本土的
analyze	分析	sorrowful	悲傷的
development	發展	a common memory	共同的回憶

compose	作曲	colony	殖民地
lyrics	歌詞	abroad	國外
represent	代表	folk	民謠
creation	創作		

■ 教學句型 Sentence Patterns

① The development of (music) can be divided into several ____.

例句(1) : **The development of** Taiwanese music **can be divided into several** sections.

台灣音樂的發展可以分為幾個部分。

例句(2) : **The development of** Western music **can be divided into several** eras.

西方音樂的發展可以分為幾個時期。

② _____ started to become popular during _____ in _____.

例句(1) : Taiwanese songs **started to become popular during** the 50 years of Japanese rule **in** Taiwan.

台灣歌曲於日治時期的 50 年代開始變得流行。

例句(2) : The piano **started to become popular during** the Romantic era **in** Western Europe.

鋼琴於西方歐洲浪漫時期開始變得流行。

③ _____ result(s/ed) in _____.

例句(1) : In 1949, Taiwan entered the martial law period, which **resulted in** restrictions on the development of music.

台灣在 1949 年進入戒嚴時期，導致音樂發展受限。

例句(2) : Practicing regularly can **result in** improved musical skills and proficiency.

規律的練習可以增進音樂技巧和熟練度。

④ Despite _____, there are other _____.

例句(1) : **Despite** the dominance of Mandarin songs, **there were other** notable Taiwanese songs.

儘管國語歌曲占有主導，但還有其他著名的台語歌曲。

例句(2) : **Despite** the physical meetings, **there are other** online course options.

除了實體會議，還有其他線上課程選擇。

⑤ _____ is a common memory _____.

例句(1) : This popular Taiwanese folk song **is a common memory** among the people of this land.

這首流行的台灣民謠是這片土地上人們的共同回憶。

例句(2) : The festive folk music **is a common memory** cherished by people of all ages in this village.

這些節慶民俗音樂是這個村莊各個年齡層的人共同的回憶。

⑥ We will discuss ____ and _____.

例句(1) : **We will discuss its** historical background **and** music style.

我們將會討論其歷史背景和音樂風格。

例句(2) : **We will be discussing** the environmental **and** traffic conditions.

我們將繼續討論環境和交通狀況。

⑦ Many of the _____ sound _____.

例句(1) : **Many of the** early Taiwanese folk songs **sound** sorrowful.

很多台灣早期的民歌聽起來悲傷。

例句(2) : **Many of the** songs **sound** familiar, taking us back to cherished moments from the past.

許多歌曲聽起來很熟悉，讓我們回到往昔珍愛的時刻。

⑧ _____ reflect _____ that S+V.

例句(1) : Lyrics **reflect** the emotions **that** the composer tries to express in their music.

歌詞反映了作曲家試圖在音樂中表達的情緒。

例句(2) : Architecture **reflects** the cultures **that** have thrived in this ancient city for centuries.

建築反映在這座古老城市中繁榮了數個世紀的文化。

⑨ _____ was a colony of _____ for _____ years until _____.

例句(1) : Taiwan **was a colony of** Japan **for 50 years until** 1945.

到 1945 年為止，台灣身為日本的殖民地長達 50 年。

例句(2) : Hong Kong **was a colony of** the United Kingdom **for 156 years until** 1997.

到 1997 年為止，香港身為英國的殖民地長達 156 年。

⑩ If you were a _____ trying to _____, would you _____?

例句(1) : **If you were a** composer **trying to** describe such emotions through music, **would you** choose a major or minor key?

如果你是作曲家，試圖透過音樂來描述這樣的情感，你會選擇大調還是小調？

例句(2) : **If you were a** musician **trying to** compose a song, **would you** opt for a catchy melody, or explore experimental harmonies?

如果你是音樂家，試圖創作一首歌曲，你會選擇朗朗上口的曲調，還是探索實驗性的和聲？

■ 學科概念講解 Explanation of Academic Concepts

The development of Taiwanese music can be divided into several sections, providing students with the opportunity to analyze the directions and changes within each segment.

台灣音樂的發展可以分成幾個部分，讓學生有機會分析其中的方向和變化。

概念一

During the 50 years of Japanese rule in Taiwan, Taiwanese songs started to become popular. The lyrics of these songs were mainly in Taiwanese language at that time. Lyrics played an important role in popular songs as they could deeply touch people's hearts. The lyrical content was closely connected to the lives and inner emotions of the people at that time. Several well-known Taiwanese folk songs emerged during this period, such as "望春風," "雨夜花," "四季紅," and more. Among the famous composers of that time was Teng Yu-hsien (鄧雨賢).

台灣在日治的 50 年間，台語歌曲開始變得流行，當時這些歌曲的主要歌詞是台語。歌詞在流行歌曲中扮演重要角色，因為它們能深深觸動人心，歌詞內容與當時人民的生活和內心情緒密切相關。這段時期出現著名的台灣民謠如《望春風》、《雨夜花》、《四季紅》，鄧雨賢是當時著名的作曲家之一。

In 1949, Taiwan entered the martial law period, which resulted in restrictions on the development of music, including language usage, genre, lyrics, and more. In the 1960s, television was introduced to Taiwan, and singing programs like "Star Club," which mainly featured Mandarin songs, became the mainstream of Chinese culture in Hong Kong, Taiwan, and Malaysia. Despite the dominance of Mandarin songs, there were other notable Taiwanese songs, such as 望你早歸、燒肉粽、杯底毋通飼金魚 and more.

1949 年，台灣進入戒嚴時期，導致音樂發展受限，包括語言使用、流派、歌詞等。到了 1960 年代，電視引進台灣，像「群星會」以華語歌曲為主的歌唱節目成為香港、台灣和馬來西亞的華語文化主流。儘管國語歌曲占有主導，但還有其他著名的台語歌曲如《望你早歸》、《燒肉粽》、《杯底毋通飼金魚》等。

After the lifting of martial law in 1987, society gradually opened up, and music creation became more diverse. Simultaneously, there has been an increasing appreciation for indigenous cultures in music creation, and the pop music industry has flourished, influenced by various meta-cultures. Renowned composers such as Tyzen Hsiao (蕭泰然), Lü Chuan-sheng (呂泉生), and Ma Shui-long (馬水龍) have drawn inspiration from local culture and incorporated it into their music compositions, such as *Jade Mountain Song* and *If I open the window of my mind...*

1987 年解嚴後，台灣社會逐漸開放，音樂創作也趨於多元。同時，人們益加重視原住民族文化的音樂創作，促進流行音樂產業在多元文化影響下的蓬勃發展。著名的作曲家如蕭泰然、呂泉生和馬水龍等人，皆從地方文化中汲取靈感，用之作為音樂創作的素材如《玉山頌》、《阮若打開心內的門窗》等。

Teacher: The topic for today's lesson is "Taiwanese folk music." I understand that some of you may have questions about early Taiwanese pop songs. However, we'll start with the historical context, discussing the historical background and how it was often reflected in the cultures and music.

Student: We have learned about Taiwanese history in social studies classes for years, so we are quite familiar with the historical background.

Teacher: Good to hear that. Then first of all, we will focus on the period of Japanese occupation. Some famous pop songs that you might have heard before include "望春風," "雨夜花," and "四季紅." These are in Taiwanese language. (The teacher can play the song "望春風" for the students.)

Student: I know, EVA Airways plays this song when their planes are landing.

Teacher: Why do you think EVA Airways (長榮航空) chose this song?

Student: Because it represents the Taiwanese spirit?

Teacher: This popular Taiwanese folk song is a common memory among the people of this land. It's the power of the music that makes the passengers on the plane feel like they are coming home. Folk music has the magic that keeps people connected to their past and their culture.

Student: Many of the early Taiwanese folk songs sound sorrowful. Does the music also reflect people's lives at that time?

Teacher: Yes, indeed. If you study the history of that period, you'll discover that the 1940s were a challenging time for most people. They lived through difficult circumstances and hardships.

老師：今天的課程主題是「台灣民謠音樂」。我知道你們當中有些人可能對早期的台灣流行歌曲有些疑惑。不過，我們會從歷史脈絡入手，討論相關的歷史背景，以及它常反映在文化和音樂當中的方式。

學生：我們從社會課學過台灣歷史已有多年，所以還頗熟悉其歷史背景。

老師：很高興聽到你們這麼說。那麼首先，我們先看日治時期。你以前可能聽過的幾首有名的曲子包括《望春風》、《雨夜花》和《四季紅》，這些都是台語歌曲（老師可以播放《望春風》這首歌給學生聽）

學生：我知道，長榮航空在他們的飛機降落時會播放這首曲子。

老師：你為何認為長榮航空會選這首曲子？

學生：因為它代表了台灣精神？

老師：這首受歡迎的台灣民謠是這片土地上人們的共同回憶，正是音樂的力量讓飛機上的乘客感覺像回到家一般。民謠就是有這個魔力，可以讓人民連結到他們的過去和他們的文化。

學生：很多早期的台灣民謠聽起來很悲傷。這音樂也反映了當時人們的生活嗎？

老師：是的，確實如此。如果你研究那個時期的歷史，你會發現 1940 年代對大多數人來說是艱難的時期。他們在困難的環境和困苦中生活。

■ 教學活動 Class Activities

活動一

說明：帶領學生對台灣民謠《望你早歸》進行賞析。

Music appreciation is an activity in which human emotions can be released, and listeners can obtain emotional feelings and aesthetic experiences through music. Students can understand the motivations, historical background of songwriting, and the musical styles in the work.

音樂欣賞可說是人類情感得以抒發的一種活動，欣賞者可以透過音樂獲得情緒感受與美感經驗，學生能了解作品的創作動機、歷史背景及作品的音樂風格。

Teacher: Today we are going to listen to a Taiwanese folk song called "望你早歸" ("Wang Ni Zao Gui"). Please raise your hand if you have heard this song before.

Student: I have. It is an old Taiwanese folk song.

Teacher: Great. This tune has beautiful melodies but sounds sad. Now, let us listen to the song, and then we will discuss its historical background and musical styles. (The teacher plays the music.)

Student: The music sounds so sad and full of sorrow.

Teacher: Yes, this work was composed in 1946 by 楊三郎 (Yang San Lang). That was the time of Taiwan's recovery. It represented the state of mind of Taiwanese people who were looking forward to an early and safe return from World War II for Taiwanese Japanese soldiers who were overseas.

Student: Did the soldiers work for Japan?

Teacher: Taiwan was a colony of Japan for 50 years until 1945. During that time, many Taiwanese men were involved in the war abroad. What do you think their wives or families felt about it?

Student: They must have missed their brothers, fathers, and husbands.

Teacher: It's hard to imagine what life was like during the war, since we are living in a peaceful world now. Next, let's look at the lyrics. Lyrics reflect the emotions that the composer tries to express in their music.

Student: The composer expressed feelings of sorrow and hopelessness.

Teacher: If you were a composer trying to describe such emotions through music, would you choose a major or minor key? A fast or a slow tempo?

Student: The minor key and a slow tempo are good choices that fit the style.

Teacher: Now, let's sing the song again, and feel the melancholy of the tune.

老師：今天我們要來聽一首台灣民謠，名叫《望你早歸》。之前有聽過此曲的請舉手。

學生：我聽過。這是一首古老的台灣民謠。

老師：很好。此曲有美麗的曲調但聽來悲傷。現在，讓我們來聽並討論它的歷史背景和音樂風格。（老師播放音樂）

學生：這音樂聽起來很憂傷，充滿傷感。

老師：是的，此作品於 1946 年由楊三郎所作。當時台灣光復之際，被解讀為是台灣人期待因二次大戰滯留海外的台籍日本兵早日卸甲平安回來的心境。

學生：士兵為日本工作？

老師：到 1945 年止，台灣曾是日本的殖民地長達 50 年。當時很多台灣男人在國外征戰，你認為他們的妻子或家人作何感想？

學生：他們一定很思念他們的兄弟、父親和丈夫。

老師：我們現在生活在和平的日子裡，很難想像戰爭時的生活。接下來，我們看看歌詞，歌詞反映作曲家在音樂中想要表達的情緒。

學生：作曲家表達了傷感和無助之情。

老師：如果你是作曲家，想要透過音樂表達這樣的情緒，你會選擇大調還是小調？快還是慢的速度？

學生：小調和慢的速度比較適合這樣的風格。

老師：我們現在把曲子再唱一次，並感受曲中的悲傷情懷。

單元六 音樂戲劇 Musical Theater

國立新竹科學園區實驗高級中等學校 連冠閔老師

■ 前言 Introduction

Students will learn about musicals (musical theater) in this lesson. They will study the concepts and developments in musical theater, including Broadway and British musicals, as well as the famous Tony Award – the highest award given to musicals. We will also look at the situation in Taiwan, where some musical troupes have worked for years, performing musicals with some of the themes based on local culture. By going through its history and understanding musical theater, students will gain a musical appreciation of *Les Misérables*, sing songs from it, and discuss different interpretations of the characters.

學生將在課堂上學習到音樂劇(音樂戲劇)。他們會學到音樂戲劇的概念及其發展，包括百老匯和英國音樂劇，還有著名的東尼獎，是頒授給音樂劇的最高榮譽。在台灣，一些音樂劇團已經工作多年，演出以本地文化為題材的音樂劇。藉由音樂戲劇歷史及對其之理解，學生將能欣賞《悲慘世界》，演唱選曲，並討論角色人物的詮釋。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
the Great Depression	經濟大蕭條	remain	保持
ancient	古老的	production	製作
evolve	演變	district	區域
the Tony Awards	東尼獎	annual	週年

the Grammy Awards	葛萊美獎	industry	工業
comedy	喜劇	tremendous	巨大的
tragedy	悲劇	troupe	劇團
the Great White Way	白色大道	mind map	心智圖

■ 教學句型 Sentence Patterns

① ____ is a/an ____ and ____ that combines ____, ____ and ____.

例句：Musical theatre **is an** art **and** entertainment type **that combines** drama, dance, **and** music.
音樂戲劇是集戲劇、舞蹈及音樂於一體的藝術及娛樂。

② ____ began in ____ and has evolved into different forms (adv of time).

例句(1)：Theater **began in** ancient Greece **and has evolved into different forms** over the centuries.

戲劇起源於古希臘，幾世紀以來演變成不同的形式。

例句(2)：The Olympic Games **began in** ancient Greece **and have evolved into different forms** over the centuries.

奧林匹克競賽起源於古希臘，幾世紀以來演變成不同的形式。

③ _____ remain popular among _____ today.

例句：Broadway musicals **remain popular among** musical lovers **today**.

今天，百老匯音樂劇在音樂劇愛好者中仍然很受歡迎。

④ _____ got the name because many popular _____ were being (V-pp) in (place) on the _____ street.

例句：Broadway musicals **got the name because many popular** musicals **were being** produced **in theaters on the famous Broadway street**.

百老匯音樂劇得名於當時以上演諸多流行音樂劇而著名的百老匯大街劇院。

⑤ _____ is/are the _____'s equivalent to the _____ for _____ and _____ for _____.

例句(1)：The Tony Awards **are the** New York theater industry's **equivalent to the** Grammy Awards for music and Oscars for film.

東尼獎在紐約戲劇界相當於音樂界的格萊美獎和電影界的奧斯卡獎。

例句(2)：The International Chopin Piano Competition is Poland's musical **equivalent to the** Olympic Games **for** athletes **and** the Nobel Prize **for** science.

國際蕭邦鋼琴比賽在波蘭音樂界相當於運動界的奧林匹克競賽和科學界的諾貝爾獎。

⑥ A _____ has a minimum/maximum of (number) seats.

例句：A Broadway musical **has a minimum** 500 seats.

百老匯音樂劇(場)至少有 500 個座位。

⑦ _____ is a/an _____ for _____ to _____.

例句：The music mind map **is an** activity **for** students **to** search for everything they know about the topic.

音樂心智圖是一項讓學生搜索關於該主題的所有知識的活動。

⑧ _____ some _____ (prep.) _____ and _____ to better introduce the background of the _____.

例句(1)：They produced **some** musicals in Mandarin and Taiwanese **to better introduce the background** of the script.

他們製作一些國語或台語的音樂劇，以更好的清楚介紹劇本背景。

例句(2)：They produced **some** videos about culture **and** geography **to better introduce the background of the nation's** history.

他們製作一些關於文化或地理的影片，以更好的介紹國家歷史的背景。

⑨ Meanwhile, _____ such as _____ were competing with _____.

例句(1) : **Meanwhile**, British musicals **such as** *Oliver!* **were competing with** Broadway musicals.

同時，英國音樂劇如《奧利弗》，正在與百老匯音樂劇競爭。

⑩ A corresponds to B.

例句(1) : Each group **corresponds to** a role.

每組對應一個角色。

例句(2) : The number **corresponds to** your seat.

號碼對應到你的座位。

■ 學科概念講解 Explanation of Academic Concepts**Introduction to the concept and development of musical theater**

Musical theater is an art and entertainment type that combines drama, dance, and music. Theater began in ancient Greece and has evolved into different forms over the centuries. By the 1700s, opera had been developed, with singers and orchestras to tell a story, which could be a comedy or tragedy.

Broadway, once nicknamed the "Great White Way", entered its golden era after the Great Depression and World War II in the 1940s. Broadway musicals remain popular among musical lovers today.

介紹音樂戲劇的概念與發展

音樂戲劇是集戲劇、舞蹈及音樂於一體的藝術與娛樂，戲劇起源於古希臘，幾世紀以來演變成不同的形式。

到 1700 年代，歌劇得到發展，由歌手和管弦樂團講述故事，可以是喜劇或悲劇。

如今，被譽為「偉大的白色大道」的百老匯，在 1940 年代的大蕭條之後進入了黃金時代，它在今天的音樂劇愛好者中仍然很受歡迎。

概念一

Broadway Musical Theater and British Musicals 百老匯音樂劇與英式音樂劇

Broadway musical got the name because many popular musicals were being produced in theaters on the famous Broadway street. It was also nicknamed 'The Great White Way' because this theater district was one of the first electrically lit streets in America.

A Broadway musical has a minimum of 500 seats. An off-Broadway theater holds 99-499 seats, while off-off-Broadway theaters have 99 or fewer seats. The following developments with representative musicals happened over the past few decades.

● 1940s-1960s:	<i>West Side Story</i> by Leonard Bernstein. <i>The Sound of Music</i>
● 1960s-1980s:	<i>Fiddler on the Roof</i>
	Meanwhile, the British musicals such as <i>Oliver!</i> were competing with Broadway musicals.
● 1980s-1990s:	<i>Cats</i> and <i>Phantom of the Opera</i> by Andrew Lloyd Webber <i>Miss Saigon</i> <i>Les Misérables</i> by Claude- Michel Schonberg
● 1990s until now:	<i>Mama Mia</i> , <i>the Lion King</i> , <i>Hamilton</i>

百老匯音樂劇場得名於當時以上演諸多流行音樂劇的著名百老匯大街，它也被暱稱為「白色大道」，因為這個劇院區是美國最早的電氣化街道之一。百老匯音樂劇(場)至少有 500 個座位，外百老匯劇院也擁有 99 至 499 個座位，而外外百老匯劇院則有 99 個或更少的座位。

以下是近幾十年來具有代表性的音樂劇場發展情況：

● 1940 -1960:	Leonard Bernstein 的《西城故事》； 《真善美》
● 1960-1980:	《屋頂上的提琴手》
	同時，英國音樂劇如《奧利弗》正在與百老匯音樂劇競爭。
● 1980-1990:	Andrew Lloyd Webber 的《貓》和《歌劇魅影》； 《西貢小姐》； Claude- Michel Schonberg 的《悲慘世界》
● 1990 年代及以後：	《媽媽咪呀》、《獅子王》、《漢密爾頓》等。

Musical Awards 音樂劇獎項

The Tony Award is an annual award given to the best new play. The Tony Awards are the New York theatre industry's equivalent to the Grammy Awards for music and the Oscars for film. It is a tremendous honor to win the award, which is the highest honor for any musical theater production.



東尼獎是頒發給最佳新劇的年度獎項。東尼獎在紐約戲劇界相當於音樂界的葛萊美獎和電影界的奧斯卡獎，獲得該獎項是一項巨大的榮譽，相當於任一音樂戲劇製作的最高榮譽。

(圖片來源：維基百科)

Musicals in Taiwan 台灣的音樂劇

Some musical troupes in Taiwan have been around for years, such as Godot Theater Company(果陀) and Taipei Philharmonic Theater (愛樂劇工廠). They produce some musicals in Mandarin and Taiwanese to better understand the background of the script.

台灣有些音樂劇團經營多年，如果陀劇團和愛樂劇工廠，他們製作的音樂劇作品包含國語及台語，以便更好的闡釋劇本背景。

Teacher: (After watching the musical – *Les Misérables*)

The story shows poor people standing up for themselves through their songs, and audience can feel singers' strong emotions from their voices. Let's sing a few songs together. See what you can find from the lyrics.

Student: The lyrics reflect people's pain, miserable lives and their anger.

Teacher: Good points. The song when Jean Valjean is singing to Fantine, listen to it carefully, and you can feel how his voice and interpretation correspond to his situation.

Student: Jean Valjean's voice is soft and comforting, which is different to the song 'Confrontation', while singing to Javert.

Teacher: Good observation. We can sing the two songs later, and pay more attention to the control of emotions.

老師：（看完音樂劇《悲慘世界》後）

這故事透過歌曲展現窮人為自己挺身而出的故事，觀眾從歌聲中感受到歌手們強烈的情緒。讓我們一起唱幾首曲子吧！看看你能從歌詞中發現什麼。

學生：歌詞反映了人們的痛苦、悲慘的生活和他們的憤怒

老師：很好。在尚萬強對芳婷唱的曲子中，你可以仔細聽見他的聲音以及詮釋是如何對應他的處境。

學生：尚萬強的聲音很溫柔且具安撫性，跟他與賈維對唱的〈對抗〉一曲不同。

老師：觀察入微！我們等一下來唱這兩首曲子，注意情緒的掌控。

■ 教學活動 Class Activities

活動一

說明：帶領學生製作音樂心智圖。

The music mind map is an activity for students to search for everything they know about a topic. Students will be divided into groups, each with a card with a song name (main idea). They need to generate some ideas about the characters (related ideas), their vocal range, and emotions (related sub-idea). So, students can discuss in their groups and brainstorm the possible answers to better understand the song.

音樂心智圖是一項讓學生搜索他們所知道關於該主題一切的一項活動。學生將分成幾組，每組都有一張帶有歌曲名稱（主要想法）的卡片。學生需要發展出關於角色（相關-想法）、他們的音域和情感的想法（相關想法）。因此，學生可以分組討論，集思廣益可能的答案，以更好的理解這首歌。

Teacher: Pay attention, everyone. After you are divided into small groups, one student from each group needs to come and get a card from me. You will see there's a song name on it. The musical I chose for today's game is *Les Misérables*, which we discussed last week.

Student: What do we do with the card?

Teacher: Each group needs to create a music mind map. Mind mapping is the process of creating a map that connects ideas in a structure.

For example, we start with the main idea, the song - the confrontation. Next, brainstorm ideas related to the topic. This will branch out to more 'related ideas', such as characters, the music and the emotions.

Student: And then we can add more ideas based on the ‘related ideas’?

Teacher: Bravo! Like the mind map on the board, you can see the related sub-ideas extending the term ‘character’ are Jean Valjean and Javerte.

Student: What are the main ideas that the map must include?

Teacher: What are the elements of a musical?

Student: They are music, acting, and dance.

Teacher: Bingo! Then brainstorm with each other.

老師：每個人請注意，分好組後，每組要派一人到前面跟我拿一張卡片。你會看到上面有一個歌曲名稱，今天遊戲我選擇的音樂劇是我們上週討論過的悲慘世界。

學生：我們用卡片做什麼？

老師：每個小組需要製作一張音樂心智圖。心智圖是將架構中彼此關聯的想法創建成一個地圖的過程。

例如，我們從主要想法《對抗》這首歌開始，接下來，集思廣益與主題相關的想法，它會分支更多「相關想法」諸如人物、音樂和情緒。

學生：然後我們可以根據「相關想法」添加更多想法？

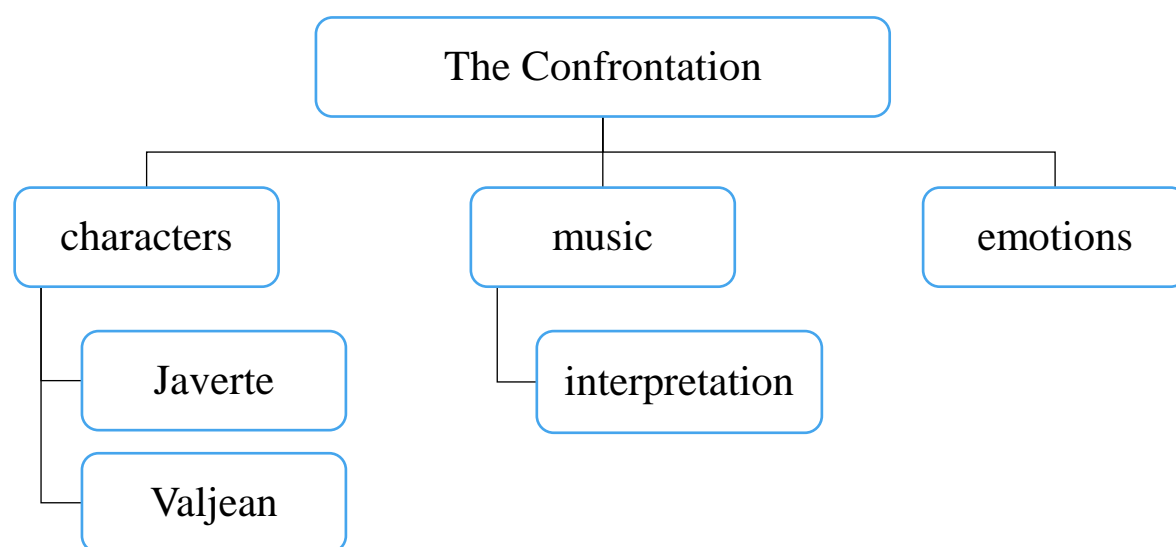
老師：太棒了！就像黑板上的心智圖一樣，你們可以看到「角色」下的相關想法就是尚萬強和賈維。

學生：地圖中必須包含哪些主要想法？

老師：音樂劇的元素是什麼？

學生：是音樂、表演和舞蹈。

老師：答對了！現在彼此腦力激盪吧！



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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[十年級]

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

[10th grade]

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