

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

〔 七年級上學期 〕







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## 單元一 探索藝術的展演空間：視覺藝術

### Exploring Art Spaces: Visual Arts

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#### ■ 前言 Introduction

In Visual Art sessions, teachers introduce words for describing art spaces to students. Students are encouraged to explore art spaces. They should be able to use basic sentence patterns for sharing their personal experiences of visiting art museums, and giving people directions to specific exhibition rooms according to a floor plan.

在視覺藝術課程中，老師將介紹有關展覽空間的單字，並鼓勵學生去探索藝術空間，並能使用基本句型分享（一）個人參觀展覽的經驗及感受、（二）根據平面圖指引他人前往想去的展覽室。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Art spaces 藝術空間			
the National Palace Museum		國立故宮博物院	
the Taipei Fine Arts Museum		台北市立美術館	
the National Taiwan Museum of Fine Arts		國立臺灣美術館	
the Kaohsiung Museum of Fine Arts		高雄市立美術館	
<b>museum</b>	博物館	museum floor plan	館區的平面圖
<b>art/fine arts museum</b>	美術館	information desk	服務台
online art museum	線上美術館	brochure	館展簡介

<b>gallery</b>	畫廊	permanent exhibition	常設展
<b>exhibition</b>	展覽	special exhibition	特展
<b>display</b>	陳列展示	guided tour	導覽
<b>collection</b>	收藏	audio tour	語言導覽
<b>artwork</b>	藝術作品	ticket office	售票處

Forms of visual art / fine art 視覺藝術/美術之形式			
<b>sketch</b>	草圖 素描	film	影像
<b>painting</b>	繪畫	<b>photography</b>	攝影
<b>sculpture</b>	雕塑	installation art	裝置藝術
<b>architecture</b>	建築	multimedia art	多媒體藝術
<b>print / printmaking</b>	版畫	new media art	新媒體藝術
<b>calligraphy</b>	書法		
Art categories and media 藝術創作類別及媒材/工具			
<b>watercolor</b>	水彩	<b>Chinese ink painting</b>	中國水墨畫
<b>oil painting</b>	油畫	Chinese writing brush	毛筆
		(watercolor) brush	(水彩) 畫筆
Genre/ subject topics 藝術內容類別			
<b>landscape painting</b>	風景畫	<b>figure painting</b>	人物畫
<b>still life painting</b>	靜物畫	portrait	肖像
<b>Realism painting</b>	寫實繪畫	abstract painting	抽象繪畫

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

### ① What is \_\_\_\_\_ (a place)?

\_\_\_\_\_ is a place where \_\_\_\_\_.

例句：①: **What is** an art museum?

②: An art museum **is a place where** artworks are displayed.

①: 什麼是美術館？

②: 美術館是藝術家展出作品的地方。

### ② Which \_\_\_\_\_ [name of the place] do you want to visit?

**I want (/I would like) to visit** \_\_\_\_\_ (because \_\_\_\_\_)

例句：①: **Which** art museum **do you want to visit**?

②: (1) **I want to visit** \_\_\_\_\_ (because \_\_\_\_\_)

(2) **I would like to visit** the online museum, Google Arts,  
**because** I don't need to leave home to enjoy the beauty of the arts.  
**because** I like the collections there.

①: 你想去那一個美術館？

②: (1) 我想去\_\_\_\_\_ (某某美術館) (因為\_\_\_\_\_)

(2) 我喜歡去網路美術館、Google Arts  
因為我不用出門就可以欣賞到各種類型的藝術。  
因為我喜歡它的收藏。

### ③ How often do you visit the art museums (or [name of the museum])?

(1) **I (usually) visit it** \_\_\_\_\_ (once/twice/three times a month).

(2) **I have never visited one.**

例句：①: **How often do you visit the art museums** (or [name of the museum])?

②: (1) **I usually visit it** once/twice/three times a month.

(2) **I have never been to an art museum.**

①: 你多久去（某某）美術館一次？

②: (1) 我通常一個月去美術館一次／二次／三次。  
(2) 我從未去過美術館。

#### ④ What kind of art do you like?

I enjoy looking at \_\_\_\_\_ because I like to \_\_\_\_\_.

例句：①: What kind of art do you enjoy looking?

②: I enjoy looking at paintings/sculptures because I like to draw/create things.

①: 你喜歡什麼類型的藝術(美術)?

②: 我喜歡畫／雕塑因為我喜歡畫／塑造事物。

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

#### 概念一

說明：本部分為協助教師介紹藝術展覽空間的基本用字，以及參觀時所需的禮節。

#### 藝術展覽空間類型的基本用字

There are two basic types of art spaces—museums and galleries—and they have the respective main purposes of exhibiting artworks and selling artworks. In these spaces, people come to enjoy viewing the beauty of the artworks and to understand the ideas of the artists. The following list of words includes the basics you should know when you visit an art space.

藝術展覽空間有兩種基本類型（美術館或畫廊）以及兩種主要功能（展示或銷售），人們來此欣賞作品之美。

#### 藝術展覽參觀須知

##### Visitor Notices

- (1) Please do not touch the artworks.
- (2) Please speak softly.
- (3) Walk carefully through the museum. No running or playing around.
- (4) **Leave** all food & drinks in the cloakroom.
- (5) **Ask** before you take a photograph.
- (6) Please silence your phone

##### 參觀藝術展覽應有的禮節

- (1) 請勿碰觸藝術品
- (2) 請輕聲細語
- (3) 請小心走路而不要四處亂跑嬉鬧
- (4) 所有食物及飲料放在置物櫃
- (5) 拍照前請先詢問
- (6) 請將手機切靜音

## 討論及練習活動

**Activity:** Whenever you visit art museums or galleries, take note of how they label their artworks. Which labels do you think look best?

當你參觀美術館或畫廊，注意他們怎麼標示作品，你覺得怎樣標示看起來最好（不干擾欣賞）？

一般於美術作品標示中顯示的基本資料如下 **Examples of Artwork Labels:**

1. The artist's name
2. The title of the work
3. The date of the artwork was made
4. The dimensions of the artwork
  - (a. The dimensions of the artwork. for example: to list the height, width and the depth; b. The duration of the artwork, for example: two minutes)
5. The medium of the artwork (for example: gel medium, sand, dirt, grass on found canvas)
6. Additional information:
  - a. The price (if it is for sale).
  - b. The credit listing (a credit to the owner or the donor of the work, for example: Courtesy of MoMA).

1. 藝術家（作者）名字
2. 作品名稱
3. 創作日期
4. 作品尺寸  
(其他：作品時間長度，如影像作品)
5. 創作媒材
6. 其他附加訊息
  - (a. 售價)
  - (b. 感謝借展者或捐贈者)



以下為一個藝術作品標示的範例 **Below are some examples of artwork labels:**

出借的作品標 For a loaned artwork:

Roy Lichtenstein  
*Whaam!*  
1963  
Acrylic and oil paint on canvas  
68 x 160 inches  
Courtesy of the Tate Museum

有在販售的作品標示 For an artwork for sale:

Paul Cézanne  
*The Card Players*  
1892-1893  
Oil on canvas  
38 x 51 inches  
\$259,000.000

有註記作品採放時間長度的標示 For a durational artwork:

Joan Jonas  
*Double Lunar Dogs*  
1984  
24 minutes  
Courtesy of MoMA

## ■ 教學活動 Class Activities

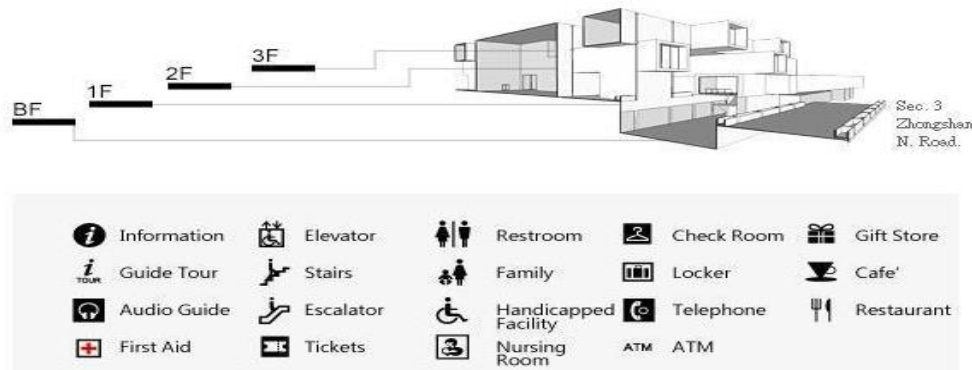
### 活動一

說明：本部分為藝術展出空間概念之講解，以教師的角度來撰寫，幫助國中老師了解如何用語語講解該單元主題的展出空間概念及相關字彙。

An art museum is a place where artists display artworks. Artists express ideas and feelings through various forms of beauty, including drawings, paintings, sculptures, and so on. People come here to enjoy the beauty and ideas of artworks.

美術館是藝術家展出作品的地方。藝術家藉由不同的美感形式，來表達他們的想法及情感，包括素描、繪畫、雕塑、或其他種類。人們來在這裡可以欣賞到作品之美及其理念。

本題是利用台北市立美術館的空間圖標(map key)及平面圖(floor plan)，培養學生辨識圖標及辨識空間及給予他人指示的對話能力。

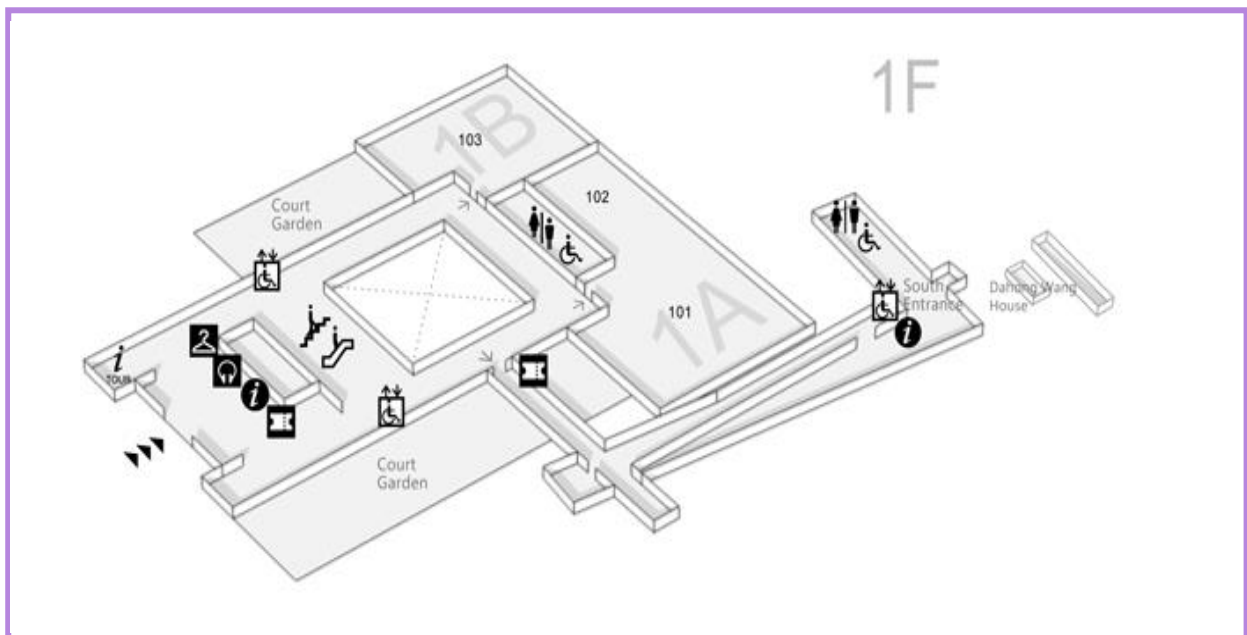


Teacher: According to the map key, where is the place we can ask questions?

Student: According to the map key, you can find the “i” sign for the information desk.

老師： 根據圖標符號，我們可以去那裡問問題？

學生： 根據圖標符號，我們可以找有 I 的符號，便可找到詢問台。



Teacher: Can you use the first-floor plan to give directions?

Student: Find the entrance on the first floor, and look for the “i” sign for the information desk.

老師： 你可以用一樓平面圖作指引嗎？

學生： 找到一樓的入口，找到有 I 符號的詢問台。

## 單元二 探索藝術的展演空間：音樂

### Exploring Art Spaces: Music

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#### ■ 前言 Introduction

Music can make our lives more fulfilling and enrich our minds. In this chapter, students will learn the approaches to music and correct manners (etiquette) for going to a concert. It is recommended to start with related vocabulary and practice through conversations between teachers and students. Last of all, teachers should be able to describe a concept with complete sentences.

音樂豐富了我們的人生和情感。這個單元將介紹音樂廳以及參加音樂會的禮儀導覽，學生將會認識學習音樂的方法，以及參加音樂會的禮儀。在教學時，建議在一開始學生先學習相關字彙，老師能在對話中讓學生用簡單的句型表達。最後，老師能夠用完整的句子敘述音樂學科的概念。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
venue	會場、舉行地點	auditorium	學校禮堂
<b>concert hall</b>	<b>音樂廳</b>	gym	體育館
conference hall	會議廳	repertoire	曲目
vineyard style design	葡萄園式設計	program	節目單
<b>lyrics</b>	<b>歌詞</b>	<b>audience</b>	<b>觀眾</b>
<b>performance</b>	<b>演奏</b>	seat	座位
<b>performer</b>	<b>演奏者</b>	<b>rhythm</b>	<b>節奏</b>

singer	歌手	melody	曲調/旋律
movement	樂章	march	進行曲
clap / applaud	鼓掌	work / piece	作品
cultural center	文化中心	acoustic	音效方面
opera house	歌劇院	intermission	中場休息
harmony	和聲	bravo	喝采(太棒了)
encore	安可(再一首)	orchestra	管弦樂團
conductor	指揮	sheet music	樂譜
bow	鞠躬	shoebox-shaped concert hall	鞋盒型音樂廳
show appreciation	欣賞		

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

### ① I have been to \_\_\_\_\_.

例句：①: Have you ever been to a venue for a music performance?

②: No/Yes.

①: Where have you been?

②: **I have been to** the National Concert Hall, the National Taichung Theater, and the National Kaohsiung Center for the Arts (Weiwuying).

①: Which one is the most amazing venue?

②: My favorite performance venue is the National Concert Hall.

①: 你是否曾經去過音樂展演場地？

②: 沒有/有。

①: 你去過的有哪個(些)？

②: 我曾經去過的有國家音樂廳、台中歌劇院和高雄衛武營。

①: 讓你印象最深刻的是哪一個？

②: 我最喜歡的表演場地是國家音樂廳。

**② These are the main concert halls in Taiwan: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.**

例句：①: What are the main venues for music performances in Taiwan?

②: **These are the main concert halls:** the National Concert Hall, the National Taichung Theater, and the National Kaohsiung Center for the Arts.

①: 在台灣有哪些音樂表演場地呢？

②: 場地有國家音樂廳、台中歌劇院和高雄衛武營。

**③ How do you feel about \_\_\_\_\_?**

例句：①: Who has the experience of going to a concert? / Have you ever been to a concert?

②: I don't. / No, I haven't.

I do. / Yes, I have.

①: **How did you feel about** the first time you were in a concert hall?

②: I found the concert hall is really beautiful.

①: How do you get information about concerts?

②: On the internet.

①: 有人去過音樂會的經驗嗎？

②: 沒有 / 有。

①: 第一次去音樂廳有什麼感覺嗎？

②: 我覺得音樂廳美侖美奐。

①: 你如何得知音樂會的訊息？

②: 在網路得知。

**④ Could you describe the feeling of the music?**

**The \_\_\_\_\_ of the \_\_\_\_\_ is \_\_\_\_\_.**

例句：①: **Could you describe the feeling of the music?**

②: (1) **The melody is** expressive.

(2) **The rhythm of the song is** lively fast.

(3) **The lyrics of the work are** moving.

(4) **The harmony is** rich.

①: 你能夠描述聽到音樂的感覺嗎？

②: (1) 旋律很感動。

(2) 節奏很明快。

(3) 歌詞很感人。

(4) 和聲很豐富。

5 \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ could all be the venues for \_\_\_\_\_.

例句：①: What are the venues for music performances in school?

②: Auditoriums, gyms, **and** conference halls **could all be venues for** music performances.

①: 學校表演音樂的場地有哪些呢？

②: 學校禮堂、體育館或者會議廳都能會作為音樂表演的場地。

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

### 概念一

說明：本部分幫助老師了解如何描述介紹音樂廳，以及介紹聆聽音樂會的禮節守則。

#### 介紹音樂廳的座位安排方式-葡萄園座席設計

Here we are going to talk about a unique design for seating arrangements in a concert hall – the vineyard style. This kind of design allows the audience at various heights to enjoy the same optimal acoustic and visual effects, bringing the audience closer to the stage for more intimate experiences with the performers.

我們來介紹音樂廳的一種設計，稱為「葡萄園式座席」，在台灣的衛武營即是以此設計，這樣的設計能夠讓每個座位的音效接近，視覺上也能夠近距離看到演出者。



(圖片來源：<https://www.npac-weiwuying.org/venues/音樂廳>)

Teacher: Let's look at a unique design for seating in a concert hall.

Student: The seats are arranged around the stage.

Teacher: This is called the vineyard style.

Student: What is the purpose of this design?

Teacher: It can let the audience enjoy the same acoustic effects from everywhere.

Student: It seems that the audience is closer to the stage as well.

Teacher: Correct. This vineyard seating design provides a new experience for most of us. Hopefully, one day you will be able to go to an international concert hall and enjoy the great acoustic and visual effects.

老師：讓我們看一下音樂廳內座位的獨特設計。

學生：座位圍繞在舞台。

老師：這種稱作「葡萄園式座席」。

學生：這種設計的目的是什麼？

老師：它可以讓觀眾享受來自四面八方的音效。

學生：好像觀眾也可以離舞台更近。

老師：的確。這種葡萄園式座席的設計可以提供給我們一個新鮮的體驗，希望有一天你能夠有機會親臨國際音樂廳，去享受美好的聲音和視覺效果。

## 概念二

**Here are some rules to follow and correct manners when attending a classical music concert.**

- (1) Pay attention to the location and time.
- (2) Dress code: formal but not overdressed.  
For men: suit, formal shirt, and tie (especially in the evening).  
For ladies: full-length dress (especially in the evening).
- (3) No eating during the concert.
- (4) Filming or recording the performance are not allowed.
- (5) Clap after the whole piece, not between movements.
- (6) Do not talk or walk around during the performance.
- (7) Switch off or mute your cell phone.



### 參加音樂會有需要遵守的禮節

- (1) 注意演出場地和時間
- (2) 服裝：正式但不宜過度穿著  
男士：西裝、正式襯衫、領帶（特別是夜晚時）  
女士：全身洋裝（特別是夜晚時）
- (3) 音樂會中不能飲食
- (4) 不可錄影錄音
- (5) 全曲結束時才拍手，樂章之間不拍手
- (6) 音樂進行中勿走動、談話
- (7) 手機關機或靜音

Teacher: Let's talk about "concert manners." It is important to know the rules before going to a concert. Does anyone have any ideas what these manners are?

Student: Yes, don't be late. This is a basic rule.

Teacher: Good, what else?

Student: Switch off or mute your cell phone and do not record or film, just like in the movie theater.

Teacher: Yes, very good. What about the dress code?

Student: Formal dress. It shows respect to the performers.

Teacher: Great! But many people are afraid of one thing - when to applaud. It could be embarrassing if you clap at the wrong timing.

Student: The end of the performance?

Teacher: Do not clap between the movements for classical music. You need to wait till the very end of the whole piece. If you are not sure, just wait until lots of other people are clapping.

Teacher: All these manners are for formal performances, like a concert, a ballet, an opera, a musical or a play. However, in other kinds of musical performance, the audience claps whenever there's a long pause.

Teacher: Usually there's an intermission during a concert. What should you do during this time?

Student: Go to the restroom, or walk around.

Teacher: After the last piece, besides applause to show your appreciation, what else can you do? What can you shout to performers?

Student: I have no idea.

Teacher: You can shout "bravo" loudly.



老師：我們來討論「參加音樂會的禮儀」。參加音樂會前認識相關規定很重要。有沒有同學可以跟我們分享你的想法？

學生：好。不要遲到。這應該是最基本的禮儀。

老師：很好。還有什麼？

學生：將手機關閉或靜音。不能錄音或錄影，就像是在電影院一樣。

老師：對，很好。那穿著的部分呢？

學生：穿正式服裝，這樣才能對表演者表示尊重。

老師：很棒。對很多觀眾來說，他們會擔心一件事情，就是什麼時候應該鼓掌。倘若在錯誤的時間拍手，可能會很尷尬。

學生：在表演結束時鼓掌嗎？

老師：就古典樂來說，樂章之間不鼓掌，你必須要等到整首樂曲演奏完才能鼓掌。如果你不是很確定，你只要等很多人鼓掌再一起就好。

老師：這些禮儀都是針對正式演出，可能包括音樂會、芭蕾舞劇、歌劇、音樂劇、和劇場。然而，就其他種類的音樂，觀眾可以隨時在有一個結尾時拍手。

老師：音樂會通常都安排有中場休息時間，這時候你可以利用時間做什麼？

學生：上廁所或者附近走動

老師：音樂會最後一首精采演出結束時，除了鼓掌，你還可以做什麼來表達你的讚賞，你知道是什麼嗎？

學生：不知道。

老師：可以大聲的對表演者說：**BRAVO**！

## ■ 教學活動 Class Activities

### 活動一

說明：此活動幫助老師在跟學生講解音響效果，座位分配時，可運用的對話例句。

This activity is designed for students to tell the differences in acoustics. So the teacher can hold a concert, arranging seats in two ways: vineyard style and shoebox-shaped. Let students experience the differences in acoustic experiences. Make sure that students show their concert manners while watching the performance.

此活動是讓學生了解座位分布對於音響的接收差異，因此在音樂教室辦小音樂會，安排葡萄園式與鞋盒式兩種座位設計，讓學生體會音響效果，同時也確認學生能展現音樂會禮節。

Teacher: Now we have talked about concert manners and two types of concert seating arrangements, we will do an experiment to feel the different visual and aural experiences.

Student: How will we do it?

Teacher: Move your seats around the piano, watch and listen to me playing. While I am playing the piano, do not talk, whisper, or walk around.

Student1: I cannot see your face, but I can see your back.

Student2: I can see your profile and the fingers.

Student3: I can only hear the piano playing, but my seat is too far, so I can barely see the performer.

Teacher: That is great. You see, audience seats from different sides may cause visual effects, and the audience may feel more connected to the performer if their seats are closer to the stage. Next, let's move the seats into the shoebox shape.

Student1: My seat is in the first row, and I see the fingers and face of the performer very clearly.

Student2: My seat is at the back, so the piano music is clear but I easily lose focus during the performance.

Student3: Although my seat is also far away, I still enjoy the music.

Teacher: Would anyone like to share his feelings?

Student1: The melody makes me feel \_\_\_\_\_.

Student2: The tempo is \_\_\_\_\_.

Student3: I feel \_\_\_\_\_.

Teacher: Thank you for listening. It is great to hear your different feedback. Hopefully one day you will have a chance to experience these acoustic effects in person.

老師：既然我們談過音樂廳禮儀和座位型態，我們馬上來做個實驗，看在視覺和聽覺上的分別有哪些差異？

學生：怎麼做呢？

老師：現在把座椅圍繞著鋼琴，注意看和聽我彈鋼琴，當我演奏時，請勿交談和走動。

學生1：我看不到你的臉，但是能夠看到背影。

學生2：我能夠看到側面和手指頭。

學生3：我只能聽到鋼琴演奏，因為位置太遠，幾乎看不見演奏者。

老師：太好了！你們看，聽眾的位置從不同的面向會影響視覺效果，如果位置靠近演奏者，聽眾會有更多跟演出者的連結。

接下來，把位置移到鞋盒形狀。

學生1：我的座位在第一排，能夠清楚的看到演奏者的臉和手指。

學生2：我的位置在後面，音樂也清楚，只是容易分心。

學生3：雖然我的位置很遠，但是還是很享受聽音樂。

老師：有人願意分享剛剛這首樂曲的聆聽感受嗎？

學生1：曲調讓我覺得\_\_\_\_\_

學生2：速度\_\_\_\_\_

學生3：我覺得\_\_\_\_\_

老師：謝謝你們的聆聽，聽到不同的回饋真棒！希望有朝一日你們能夠親臨現場感受音效。

### 單元三 探索藝術的展演空間：表演藝術

### Exploring Art Spaces: Performing Arts

國立新竹科學園區實驗高級中等學校 吳文龍老師

#### ■ 前言 Introduction

Performing Art sessions are aimed at introducing learning types and areas of theatre stages. The famous UK director, Peter Brook, said: “I can take any empty space and call it a bare stage. A man walks across this empty space, whilst someone else is watching him, and this is all that is needed for an act of theatre to be engaged.” It means that we can define a stage as a space where actors are, and the audience gathers there, watching the actors.

This unit is divided into two parts. The first part covers the basic definitions of three typical kinds of stage, which are the proscenium stage, the arena stage and the thrust stage. The following part is focused on uses of space on stage areas. Based on this, students will be able to apply the knowledge to real theatre stages and select suitable areas for performing.

表演藝術課程將介紹不同劇場舞台的類型和區域。英國著名劇場導演彼得布魯克曾說：我可以稱任何一個空的空間為空的舞台，當一個人走過這空間時有人在注視他，此時就具備了劇場所需的要素了。這代表當演員在場上行走於不同的空間，而觀眾來到這裡聚集，注目著演員，此時在任何一處都可以是劇場。儘管如此，世界上仍然有幾個比較常用的舞台。

第一部分將介紹三種典型舞台的基本定義，包括鏡框式舞台、環繞式舞台、伸展式舞台。本單元也將介紹舞台空間的應用。透過本單元，學生可以將對舞台的認識，應用在真實的劇場舞台，即選擇合適的表演場域。

## ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>proscenium stage</b>	鏡框式舞台	<b>upstage</b>	上舞台
<b>arena stage</b>	環繞式舞台	<b>downstage</b>	下舞台
<b>thrust stage</b>	伸展式舞台	<b>stage right</b>	右舞台
<b>still image</b>	定格畫面	<b>stage left</b>	左舞台
<b>audience</b>	觀眾	<b>acting area</b>	表演區
<b>background</b>	背景	<b>flat</b>	景片
actor's position	演員位置	full front	面臺/面對觀眾
full back	背臺/背對觀眾	profile	側面
freeze	定格		

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

### ① **Would/Could you please move to \_\_\_\_\_?**

例句：**Would you please move to** downstage right?

請你移動至右下舞台。

### ② **How do you feel \_\_\_\_\_?**

例句：**How do you feel** when two peers are doing the same actions in different areas?

當兩個人在不同地方做相同動作，你有什麼感受？

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

### 概念一

說明：本部分主要幫助老師熟悉如何以英語介紹劇場舞台。

#### 舞台介紹

These three kinds of stages are defined by the space of the performing areas and where the audience's seats are located. For a proscenium stage, the audience only takes seats in the front. For a thrust stage, performers can see the audience in the front, and on the right-hand and left-hand sides. An arena stage is surrounded by the audience.

在表演藝術的舞台中以表演區及觀眾的位置將舞台定義為以下三種。第一種，鏡框式舞台，觀眾坐在正前方。伸展式舞台，觀眾能坐在舞台前方及左右兩側。中心式舞台，觀眾圍繞著舞台就坐。

Teacher: When you see the pictures of the stages, can you describe the differences between them?

Student: Yes, I can see different arrangements of theatre stages.

Teacher: Well done.

Student: Do these stage styles have special names?

Teacher: They do! So, let's have a look at the first picture, when the audience gathers only in the front, it is a proscenium stage. On the other hand, an arena stage is surrounded by the audience. And for the third one, can anybody tell me what the main feature of a thrust stage is?

Student: I can see there are no seats for the audience at the back of the stage.

Teacher: Perfect! This means you can probably get a seat everywhere but at the back of a thrust stage.

老師：當你看到這些舞台，請問你有看到差異是什麼嗎？

學生：有，我看見不同形式劇場舞台的座位安排差異。

老師：很好。

學生：請問各種舞台有自己的名稱嗎？

老師：有的！我們一起看第一張圖片。當觀眾只有坐在正前方時，這稱為「鏡框式舞台」。另外一種，舞台被觀眾圍繞的稱之為「中心式舞台」。有人能夠告訴我，最後一種舞台的特點有什麼嗎？

學生：我看見這舞台只有後方沒有觀眾席。

老師：沒錯！當你在劇場中只有後方不能坐的稱為「伸展式舞台」。

## ■ 教學活動 Class Activities

### 活動一

說明：在學生對於劇場形式有一定認知後，課程進行到實作的部分。所以此部份會以著重在使用舞台本身，並讓學生學習走位於不同位置的重要性。

This part is aimed at helping students to understand the area of a stage. A stage can be divided into nine sections, which helps performers and artists use the whole space. The sections are shown in the following picture.

這一部分的課程內容目標為讓學生了解舞台的位置。舞台被分割為九個部分後能夠幫助表演者使用。這九個部分請看下面圖示。

upstage right 右上舞台	upstage 上舞台	upstage left 左上舞台
stage right 右舞台	center 中心	stage left 左舞台
downstage right 右下舞台	downstage 下舞台	downstage left 左下舞台

audience  
觀眾席

Teacher: Now, let's stand on the stage. Could both of you move to upstage right and downstage left?

Students: Sure.

Teacher: I will give you an eight-count, and you need to pretend to read invisible books by using still images. 12345678. Freeze! Now, change to a lower level of actions, and move to different areas of the stage. 12345678. Freeze! (To the audience) How do you feel when they change spots?

Student: Even though they are reading books, they show intention when they are moving.

Teacher: Good! We can somehow feel that something is happening, even though no one is speaking on the stage. So, if we can use the area properly, it helps to engage the audience with the performance.



老師：現在，請你們兩位站上舞台，一位站在右上舞台，另一位站在左下舞台。

學生：好的。

老師：我會給你們一個八拍，要請你用定格畫面作讀一本隱形的書。12345678。暫停！現在，請你們兩個把動作的水平移動到低一點的，同時也要請你們移動到不同的舞台位置。12345678。暫停！（對觀眾）請你當他們移動位置你有什麼感受？

學生：雖然他們在讀書，但移動時能展現他們的動機。

老師：很好！雖然舞台上沒有人說話，但我們有時能感受到有事情在發生。所以如果我們能適當使用舞台，這能幫助觀眾投入於表演中。



## 單元四 藝術的構成：視覺藝術

### The Components of Arts: Visual Arts

臺中市立文華高級中等學校 戴岳弦老師

#### ■ 前言 Introduction

The visual arts include some of the major forms of arts, as important as other traditional artistic forms such as music, theater and dance. The visual arts are closely related to what we see, which has become an important way for us to sense the beauty of the world.

To appreciate the visual arts, we need to know the basic elements of art in an artwork, including lines, colors, shapes, forms, and so on. In addition to the elements of art, there are principles of art, which help us to understand how artists have arranged the elements. By spotting the differences of form and content created by artists, we can begin the journey of understanding the world and artworks of the artists.

視覺藝術是藝術形式之一，與其他傳統的藝術形式，如音樂、戲劇、舞蹈，一樣重要。視覺藝術與我們的視覺有關，是人類感知世界之美的重要方法。

欣賞視覺藝術，我們必須認識作品中基本的藝術元素，包括線、色彩、形狀及其他。除了藝術元素，還有藝術原則，幫助我們理解藝術家是如何組成藝術元素。透過辨識不同視覺媒體的形式及內容差異，我們展開了認識作品之美及作者的旅程。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>form</b>	形式	<b>content</b>	內容
<b>Form: the elements of art 形式：基本藝術元素 (各家理論不同，可多達七種)</b>			
form	造形	color	色彩

space	空間	texture	肌理；質感
<b>Components of form 造形構成 (有機/幾合形、點、線、面)</b>			
point	點	organic form	有機形
line	線條	geometric form	幾何形
surface	面	dimensions	面向的；維度的
<b>Colors and properties of colors 色彩及色彩三屬性</b>			
primary color	原色	RGB (red, green and blue)	色光三原色（紅綠藍）
hue	色相（顏色名稱）	CMY (cyan, magenta and yellow)	色料三原色（紅青黃）
chroma	彩度，色彩的純度	value	明度（絕對數值上）
saturation	色彩飽和度（感知上）	brightness	明亮度（感知上）
<b>The principles of art: the arrangement of the elements of art 視覺藝術原則</b>			
contrast	對比	proportion	比例
symmetry	對稱	gradation	漸層
repetitiveness	反覆	rhythm	律動
balance	均衡	unity	統一
harmony	和諧	simplicity	單純

<b>Reflective feelings for appreciating art 欣賞美可能反應的感受</b>			
正面的 (positive) 或相反於另一方的		負面的 (negative) 或相反於另一方的	
orderly	有秩序感的	disorderly	沒有秩序的
warm	溫暖的	cold	寒冷的

bright	明亮的	dark	暗沈的
energetic	有動能的	dull	乏味的
pleasing	令人愉悅的	tense/stressful	令人緊張的
relaxed/relaxing	疏緩，鬆弛的	intense	強烈，張力大的

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

### ① Look at the picture. What is this? (What are these?)

This is \_\_\_\_\_. (These are \_\_\_\_\_.)

例句：①: Look at the picture. What is this? (What are these?)

②: This is a tree. (These are buildings.)

①: 看這張圖，這是什麼？（這些是什麼？）

②: 這是一棵樹。（這些是建築物。）

### ② What elements of art do you see in the work?

I see \_\_\_\_\_ (some, many, a few) \_\_\_\_\_ (lines, colors, shapes, etc.) in the work.

例句：①: What elements of art do you see in the work?

②: I see (some, many, a few) (lines, colors, shapes, texture, etc.) in the work.

①: 你在這作品中看到什麼藝術元素？

②: 在作品中我可以看到（一些、許多、些許）（線、顏色、形狀、質感等）。

### ③ What principles of art do you see in the work?

I see \_\_\_\_\_ (some, lots of, a little) \_\_\_\_\_ (contrast, symmetry, harmony, etc.) in the work.

例句：①: What principles of art do you see in the work?

②: I see (some, lots of, a little) (contrast, symmetry, harmony, etc.) in the work.

①: 你在這作品中看到什麼藝術原則？

②: 在作品中我可以看到（一些、許多、些許）（對比、對稱、合諧等）。

**④ There is/are \_\_\_\_\_.**

例句：①: What can you see in the picture?

②: **There is** a boat in the picture.

①: 你在這作品中看到什麼？

②: 有一艘船在畫面中。

**⑤ The picture shows \_\_\_\_\_.**

例句：①: What can you see in the picture?

②: **The picture shows** a flying bird.

①: 你在這作品中看到什麼？

②: 這張圖呈現一隻飛翔中的鳥。

**⑥ In the picture, I see \_\_\_\_\_.**

例句：①: What can you see in the picture?

②: **In the picture, I see** a running horse.

①: 你在這作品中看到什麼？

②: 在這張圖，我可以看到一隻奔跑中的馬。

**⑦ What do you see at the bottom of the picture?**

**I see \_\_\_\_\_ at the bottom of the picture.**

例句：①: **What do you see at the bottom of the picture?**

②: **I see** a person (screaming) **at the bottom of the picture.**

①: 你在這畫面的下方看到什麼？

②: 我看到一個人（吶喊）在這畫面下方。

**⑧ What do you see in the middle of the picture?**

**I see \_\_\_\_\_ in the middle of the picture.**

例句：①: **What do you see in the middle of the picture?**

②: **I see** two people (human figures) **in the middle of the picture.**

①: 你在這畫面的中間位置看到什麼？

②: 我看到二個人（人形）在這畫面中間位置。

**9 What do you see at the top of the picture?**

I see \_\_\_\_\_ at the top of the picture.

例句：①: **What do you see at the top of the picture?**

②: **I see a red sky at the top of the picture.**

①: 你在這畫面的上方位置看到什麼？

②: 我看到紅色的天空在這畫面上方位置。

**10 What else do you see in the picture?**

I also see \_\_\_\_\_ in the picture.

例句：①: **What else do you see in the picture?**

②: **I also see two boats in the picture.**

①: 你在畫中還可以看到什麼？

②: 我可以看到畫中還有兩艘船。

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

說明：此為一篇短文協助教師向同學說明一件藝術品的組成包括形式與內容

An artwork consist of two parts: the form, and the content. The form includes everything we see on the surface of the artwork, such as lines, colors, space, textures, and so on. The content is what the form makes us feel or understand. The special way an artist creates the form and content of an artwork is what makes him or her so unique.

When we first see an artwork, we can ask ourselves: “What do I see in the picture?”, “What are the elements of art?” and “What are the principles the artist uses in the picture?” These questions can help us to appreciate and understand the beauty of an artwork better.

一件作品由兩部分組成，即形式與內容。形式是我們從作品表面所見的一切，如線條、顏色、空間、質感等。內容是形式帶給我們的感受或是理解的部分，每一位藝術家都有其特別的方式去創作藝術品，也是造成他/她與眾不同的原因。

當你欣賞一件作品時，你可以問自己第一眼看到的是什麼？這些形式有那些元素？藝術家在畫面中是運用了什麼原則？這些提問可以引導我們更能欣賞一件作品的美及了解其意義。

Teacher: What do you see in the picture?

Student: In the picture, I see people, a bridge, the sky, and the sea or a river.

Teacher: What is the man (in the foreground) doing?

Student: It looks like he is screaming.

Teacher: What feeling do you get from it?

Student: I feel a sense of fear.

Teacher: What elements of art does the artist use to make you feel this way?

Student: The artist uses colors and space, and the principle of contrast to make us feel this way.

老師：你在畫中看到什麼？

學生：在畫中，我可以看人、一座橋、天空、海或河面。

老師：(在前景，老師可以用手指稱) 這個人在做什麼？

學生：看起來他像是在吶喊。

老師：你可從畫中感受到什麼？

學生：我可以感受到恐懼。

老師：藝術家使用什麼藝術元素及原則讓你覺得如此？

學生：藝術家使用了顏色及空間，以及對比的原則。

## ■ 教學活動 Class Activities

### 活動一

說明：本活動是針對欣賞作品之四大步驟，其中的第一步驟「描述」的方法進行練習。

Description – Analysis – Interpretation – Judgment  
(描述 – 分析 – 詮釋 – 評價)

1. Describe where things are in the picture. 根據畫面空間的位置描述所見
2. Describe what art elements are used in the picture. 根據畫面空間的位置描述所見

1. 本活動為教師協助學生利用下表，說明畫面上下左右之相關位置，來描述所見。  
畫面上下左右之相關位置

in the top left 左上方	at the top 在上方	in the top right 在右上方
on the left 在左邊	in the center/middle 在中間	on the right 在右邊
in the bottom left 在左下方	at the bottom 在下方	in the bottom right 在右下方

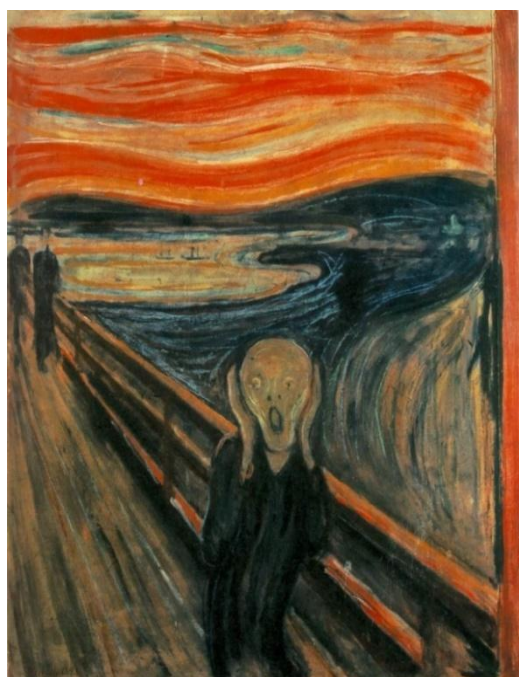
2. 搭配上表，使用下列的三種句型來描述畫面：

There is/are ....

The picture shows ....

In the picture, I can see ....

### 描述一個畫面 (Describe a picture)



藝術家(Artist): 孟克(Edvard Munch)(1863-1944)

標題(Title): 吶喊(*The Scream*)

作品年(Year): 1893

媒材(Medium):

油彩、粉彩(oil, tempera & pastel on cardboard)

尺寸(Dimensions): 91 cm x 73.5 cm

收藏地(Collection): National Gallery of Norway

(本畫已於 2015 年起進入公用領域(public domain))

Before the conversation, the teacher displays a picture.

在對話前，老師向同學展示一件作品，並問同學以下問題：

### Part I At the bottom 在畫面下方

Teacher: What do you see at the bottom of the picture?

Student: I see a person (screaming).

In the picture, there is a person (screaming) at the bottom.

老師：在畫面的下方你可以看到什麼？

學生：我看到一個人在吶喊

畫面中，有一個（吶喊的）人在畫面下方。

### Part II In the middle 在畫面中間

Teacher: What do you see in the middle of the picture?

Student: I can see two people (human figures).

In the middle, there are two people (human figures) on the left (coming or leaving.)

老師：在畫面的中間你可以看到什麼？

學生：我可以看到兩個人（人形）

畫面中間位置，有兩個人（人形）在畫面靠左處（正走過來/正要走開）。

### Part III At the top 在畫面上方

Teacher: What do you see at the top of the picture?

Student: There is a red sky and a blue sea at the top of the picture.

老師：在畫面的上方你可以看到什麼？

學生：有紅色的天空及藍色的海洋在畫面的上方。

### Part IIII What else? 其他還有什麼？

Teacher: What else can you see in the picture?

Student: In the middle, I also see two boats (in between the sea and the sky).

老師：畫面中你還可以看到什麼？

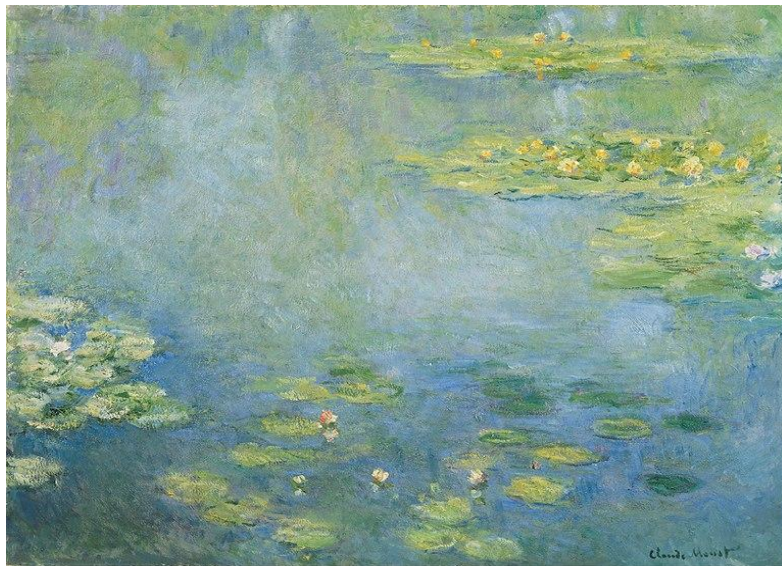
學生：在畫中，我還看到兩艘船（在海與天空之間）。



**活動二**

The principles of art are the ways of how artists arrange the elements of art. Spotting the principles of art used in a picture or an image is like finding clues to solve the puzzles posed by artists. This activity is to help you practice finding the principles of art and to explore what might be hidden behind a picture or an image.

藝術原則是藝術安排藝術元素的方法。透過辨知畫面或意象中的藝術原則，就像是尋找線索去解答藝術家所提出的問題。以下的活動，是幫助你練習尋找藝術原則及探知畫面或意象背後，可能隱含的事物。



(本畫已屬於公用領域(public domain))

藝術家(Artist): 莫內(Claude Monet) (1840-1926)

標題(Title): 睡蓮 (*Water Lilies*)

作品年(Year): 1906

媒材(Medium): 油彩、畫布(oil on canvas)

尺寸(Dimensions): 73 cm x 92.5 cm

收藏地(Collection): Ohara Museum of Art

**畫面描述 (Practice finding the elements and the principles of art)**

Teacher: What do you see in this painting?

Student: I see water lilies in the water.

Teacher: What elements of art can you see in the painting?

Student: I see colors and shapes in it.

Teacher: What color do you see?

Student: I see light yellow and light green, and dark green and dark blue.

Teacher: What principles of art do you see in the painting?

Student: I see harmony and simplicity.

Teacher: How does the artist create harmony and simplicity in this painting?

Student: The artist uses similar colors and shapes.

老師：你在畫中可以看到什麼？

學生：我可以看到睡蓮在水中。

老師：你在畫中可以看到什麼藝術元素？

學生：我可以在畫中看到顏色及形狀。

老師：你可以看到那些顏色？

學生：我可以看到顏色有淺黃綠色及深的藍綠。

老師：你在畫中可以看到什麼藝術原則？

學生：我可以看到合諧及單純的原則。

老師：藝術家如何在畫中創造出合諧及單純？

學生：藝術家使用相似的顏色及形狀。

### 探知畫面背後可能隱含的事物 (Explore what might be hidden behind an image)

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

Student: Can you give me (/us) some clues?

Teacher: Yes. Let's take a closer look at the water lilies.

Monet painted at least 70 works of the same plant over a long period of time.

Student: Wow! I guess it shows how much he liked nature.

Teacher: Yes. In addition, how he painted nature is quite different from the traditional way.

Student: How is his way different?

Teacher: He cared more about the effects of light than the likeness.

Student: Yes. The reflection of light in water.

Teacher: Great! The new way Monet painted nature became very popular in the 20th century.

老師：你認為畫家想說什麼？

學生：你可以給我（我們）一些線索嗎？

老師：好。讓我們仔細看這些蓮花。莫內長期畫同一種植物至少 70 件作品。

學生：哇！我猜它顯示了他有多愛大自然。

老師：對的。除此之外，他表現大自然的方式跟傳統相當不同。

學生：這表現法有多不同？

老師：他在意光線的效果，而非事物的相似性？

學生：是。水面的反光。

老師：很好！莫內畫大自然的新方法後來在二十世紀變得很受歡迎。

## 單元五 藝術的構成：音樂

### The Components of Arts: 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

In the first half of this unit, we need to know what the elements of music are, and why the elements of music are essential. In the second half, students will learn about vocal range and some basic vocal techniques. The singing skills include belly breathing and warm up practice.

在此單元中，第一部分我們需要知道何謂音樂元素，以及了解音樂元素的重要性；第二部分，學生會認識歌唱音域，以及一些基本的歌唱技巧，歌唱技巧包含腹式呼吸及發聲練習。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>staff / staves</b>	譜表	<b>vocal cord</b>	聲帶
<b>space</b>	間 (音符位置)	<b>vocal range</b>	歌唱音域
<b>line</b>	線 (音符位置)	belly breathing	腹式呼吸
<b>note</b>	音符	inhale / breathe in	吸氣
<b>rest</b>	休止符	exhale / breathe out	吐氣
<b>bar / measure</b>	小節	warm-up	暖身 / 發聲
<b>treble clef</b>	高音譜	conductor	指揮
<b>bass clef</b>	低音譜	<b>quarter note / rest</b>	四分音符 / 休止符

tonality	音調	<b>eighth note / rest</b>	八分音符／休止符
rhythm	節奏	<b>dotted quarter note</b>	附點四分音符
		<b>sixteenth note / rest</b>	十六分音符／休止符

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

### ① Please draw \_\_\_\_\_ in space one/on line three of the treble clef.

例句：①: Use a pencil to draw notes on the staves.

②: On the treble clef?

①: Yes, **please draw** a whole note **in space one**.

①: 用鉛筆在譜表上畫出音符。

②: 高音譜號嗎？

①: 是的，請在第一間畫一個全音符。

### ② What is the \_\_\_\_\_ of this work?

例句：①: Listen to this work. It sounds sad and deep. So, **what is the tonality of this work?**

②: Major or minor key... I think it is in a minor key.

①: Terrific!

①: 這個作品聽起來感傷且深沉，所以它的音調為何？

②: 大調或者小調... 我想是小調

①: 了不起！

### ③ The upper number means \_\_\_\_\_ beats in one bar.

**The lower number means \_\_\_\_\_ as one beat.**

例句：①: Let's look at this time signature of 3/4.

②: I know, **the upper number means 3 beats in one bar**.

①: What does the lower number mean?

②: **The lower number means** a quarter note **as one beat**.

- ① 我們來看 3/4 拍的拍號。
- ② 我知道，上面的數字代表每一小節有三拍。
- ①: 那下面的數字代表什麼呢？
- ②: 下面的數字代表四分音符為一拍。

#### ④ Follow the rhythm I clap. (\* \* \*\* \* )

例句：Let's practice a rhythm pattern. This tune is in 3/4 meter; take notice of the accent on the beats. Now, **follow the rhythm I'm clapping**. Ready? (\* \* \* \* \* \* \* \* \*)

我們現在來練習節奏型，這是一首 3/4 拍的曲子，注意拍的輕重音，現在跟著我一起拍。( \* \* \* \* \* \* \* \* \*)

#### ⑤ What does a \_\_\_\_\_ do?

例句：①: **What does a conductor do?**

②: It's easy. A conductor doesn't need to play any instrument, they just wave their hands and move their heads.

①: Being a conductor, you have to guide the whole orchestra, and it's a difficult job.

②: Does a conductor need to use a baton?

①: Not necessarily. If conductors can direct their orchestra well enough with just their hands (gestures), these days many conductors do not use a baton.

①: 指揮的工作為何？

②: 簡單，指揮不用彈奏任何樂器，只要揮舞著手，甩頭就好。

①: 指揮需要帶領整個樂團，這是一件困難的工作。

②: 指揮一定要使用指揮棒嗎？

①: 不一定，如果指揮的手勢就能清楚的引導樂團，現在也有很多指揮不使用指揮棒喔！

#### ⑥ How do you determine your \_\_\_\_\_?

例句：**How do you determine your** vocal range? What is the lowest note you can sing? And how about the highest note? That determines your vocal range.

你的音域如何決定？你能唱最低的音是哪個音？還有最高的音又是哪個音？這就決定你的歌唱音域。

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

### 概念一

說明：讓學生知道如何透過音樂元素來分析曲子

The elements of music can include the following terms: pitch, melody, rhythm, tempo, harmony, dynamics, and form. To approach an advanced level of music appreciation, students should learn and understand music based on these elements and build a connection to other fields of art.

音樂的元素包含以下的詞彙：音高、曲調、節奏、速度、和聲、力度及曲式。為了更進階的音樂欣賞，學生應該透過音樂元素學習及理解音樂，並建立跟藝術其他領域的連結。

Teacher: Listen to the music. This work is called Radetzky March, composed by Johann Strauss Senior. Now raise your hands and conduct the music after me.

Student: What is the meter?

Teacher: (The teacher can demonstrate two phrases.) What do you think?

Student: one-two, one-two, one-two.

Teacher: Yes, there are two beats in one bar.

老師：聽這段音樂，這是小約翰史特勞斯的「拉德斯基進行曲」。

現在舉起你的手，跟我一起指揮這首樂曲。

學生：這是幾拍子呢？

老師：（老師示範兩個樂句的指揮）你覺得呢？

學生：一二，一二，一二 .....

老師：是的，這首曲子是小節兩拍。

### 概念二

說明：讓學生透過腹式呼吸練習發聲

As the human voice is the original instrument for generating beautiful music, students can gradually learn singing skills based on belly breathing through correct vocalization and practice.

Breathing is the basic element of singing. It is all about how to use your diaphragm. Your diaphragm is the most important muscle for your breathing. When you inhale and take a deep breath in, try letting your chest rise up high. Conversely, when exhaling, let your chest fall back down.



人聲是能產生美好音樂的最原始工具，學生可以透過正確的發聲及練習，經由腹式呼吸逐漸習得歌唱技巧。

呼吸是歌唱的基礎，這關乎如何使用你的橫隔膜，橫隔膜是你呼吸時最重要的肌肉，深吸時，試著讓你的胸腔往上提；相反的，吐氣時，讓你的胸腔向下沈。

Teacher: the singing of Western music different from the Eastern-

Student: What is the difference?

Teacher: For example, opera singers project their voices through their head voice, based on belly breathing.

Student: Like breathing while swimming?

Teacher: Not quite. We will do an activity to practice belly breathing later.

老師：在西方音樂的歌唱技巧跟東方不同。

學生：哪裡不同？

老師：例如，歌劇歌藉由腹式呼吸並透過頭聲來來表達他們的聲音。

學生：跟游泳換氣一樣嗎？

老師：不完全，我們待會做個腹式呼吸練習活動吧！

## ■ 教學活動 Class Activities

### 活動一

說明：利用唱歌來分析音樂元素

#### **Sing a Song: Analyze Music with the Elements of Music**

The teacher may teach students to sing a song from a musical that has stronger affection and requires more singing skills. While leading students on how to sing a song, the teacher may use the elements to introduce the music.

老師可以教學生唱音樂劇裡具有強烈情感及需要更多歌唱技巧的選曲，當帶領學生習唱時，老師便能透過音樂元素來介紹曲子。

Teacher: Before singing the first phrase, make sure your breath is ready.  
Student: (sing)  
Teacher: Stop here. The dotted rhythm is not correct. Do it again, like this.  
(The teacher demonstrates it.)  
Student: (sing)  
Teacher: Listen to the pitch. Raise the key, like this.  
(The teacher plays the key on the piano.)  
Student: Am I too slow in this phrase?  
Teacher: Check the tempo at the beginning of the sheet music, and tell me the term.

老師：唱第一句之前，確認你已預備好你的呼吸。  
學生：（唱）  
老師：這裡停下來，附點音符的節奏不正確，再做一次，像這樣（老師範唱）。  
學生：（唱）  
老師：聽一下音高，音再高音一點，像這樣（老師在鋼琴上彈出音高）。  
學生：我這個句子會太慢嗎？  
老師：回到樂譜開頭的速度標示，告訴我術語為何。

## 活動二

說明：利用小心地吹氣球，吸氣、吐氣去體會身體內橫隔膜的上下推動

### Deep Breathing Using a Prop: Using Bubbles

Blowing gently to create bubbles is a good way to be playful and breathe deeply. Students have to blow carefully and slowly to make the bubbles.

Group students into two teams - A and B. The bigger bubbles they blow and the fewer bubbles that break, the winner they are.

The breathing we want students to do is deep belly breaths, not shallow chest breaths. When they breathe in, their bellies should expand, and when they breathe out, their bellies should contract.

#### 深呼吸—使用工具：吹泡泡

藉由輕吹出泡泡這個好玩的方式來做深呼吸。

學生需要小心且慢慢的吹出泡泡。

學生分成 AB 兩組。吹出大泡泡且破掉最少的組就能夠贏得比賽。

我們希望學生能夠做深層的腹式呼吸，非淺層的胸腔呼吸。當他們吸氣時，肚子應該會擴張；吐氣時，肚子則會內縮。



Teacher: Now, you will be put into two groups. For each group, you will have a bag of bubbles. Everyone in the group should take turns blowing bubbles. Remember to blow the air slowly and gently. Use the belly breathing you have learned. Feel your diaphragm move up and down while breathing.

Student: They break easily.

Teacher: Yes, that's why you need to blow gently and slowly. And do not use shallow chest breaths.

Student: Why my belly doesn't expand but my chest does?

Teacher: That's the wrong method. Let me help you.

老師：現在你們先分成兩組，每一組都會拿到一包泡泡。每組的每個人需要輪流吹泡泡，記得吹的動作要慢且輕，用你們學到的腹式呼吸，呼吸時感受橫隔膜的上下運動。

學生：好容易就破了。

老師：對，所以你需要動作輕而且慢，還有不要用淺層的胸腔呼吸。

學生：為何我的肚子不會擴張，只有胸腔？

老師：那是因為方法錯誤，讓我幫你。

## 單元六 藝術的構成：表演藝術

### The Components of Arts: Performing Arts

國立新竹科學園區實驗高級中等學校 吳文龍老師

#### ■ 前言 Introduction

In this unit, we are going to let seventh graders experience some basic drama body movements. However, the intention is not to train students as professional actors. We can get them to do some simple exercises to get experience and then hope that the students use ideas from their own lives to help them get more involved in activities.

本單元課程目標要讓學生體驗戲劇活動。這是七年級上學期，所以是非常初期讓學生作實務活動，需要包含基礎的肢體使用。本單元課程目標要讓學生體驗基礎戲劇肢體使用。這不代表課程主要目標是訓練專業演員。我們藉由簡易的練習讓學生獲得經驗，也希望學生能以生命經驗作為點子融入至活動當中。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>posture</b>	姿勢	<b>level</b>	水平
<b>gesture</b>	手勢	<b>high</b>	高
<b>imitate</b>	模仿	<b>middle</b>	中
sense	感知	<b>low</b>	低
observe	觀察	narrative	敘述
movement	動作	control	控制
coordination	協調性	flexibility	靈活度
personal preference	個人偏好	instruction	指示

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

### ① Please use \_\_\_\_\_ level to take up/adopt a posture.

例句：①: In this part, **please use** a low **level to take up/adopt a posture**.

②: Can we sit down?

①: 在這部份，請你用低水平做個動作。

②: 我們可以坐下嗎？

### ② Turn yourself into a \_\_\_\_\_.

例句：①: **Turn yourself into** a cat.

②: Any specific kind?

①: 把自己變作一隻貓。

②: 有任何特定的種類嗎？

### ③ Imitate your partner's movements.

例句：①: Let's **imitate your partner's movements**.

②: Who will go first?

①: 一起來模仿夥伴的動作。

②: 誰先開始？

### ④ You can challenge your flexibility.

例句：①: For this action, **you can challenge your flexibility** to show how far you can reach.

②: I don't think I can do that.

①: 在這個動作，你可以挑戰你的靈活性，看看自己你可以伸多遠。

②: 我覺得我辦不到。

### ⑤ Follow my instructions.

例句：①: Please **follow my instructions**: say 123.

②: One, two, three.

①: 請聽從指令，說 123。

②: 123。

**⑥ Use your muscles to \_\_\_\_\_.**

例句：①: **Use your muscles** to keep doing the movement.

②: My arms are so sore.

①: 控制你的肌肉並且維持動作。

②: 我的手臂好酸。

**⑦ It depends on personal preference.**

例句：①: Why does he use his arms a lot when he adopts postures?

②: **It depends on personal preference.**

①: 為什麼在擺姿勢的時候，他很常使用他的手臂？

②: 這取決於個人偏好。

**⑧ Improve your hand-eye coordination.**

例句：①: When you tap the ball, keep your eye on the ball to **improve your hand-eye coordination.**

②: It also helps you stay focused.

①: 當你拍球時，你運用了眼睛與雙手去增強身體的協調性。

②: 這也幫助保持專注。

**⑨ Based on the narrative, \_\_\_\_\_.**

例句：①: **Based on the narrative**, what inspires you?

②: It makes me happy.

①: 根據敘述他啟發你什麼想法？

②: 令我感到開心。

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

### 概念一

說明：讓學生了解本日課程內容，並將注意力於同儕肢體，感受非語言溝通。

When we interact with people, communication is very important. But verbal communication is not the only way to communicate. Body language can also help us know more about what they are trying to say.

溝通在與人互動的過程是非常重要的，但溝通並不是只有透過語言。如果在溝通的過程當中，我們可以藉由觀察對方的肢體，這能夠更加了解對方想要表達的意思。

Teacher: In today's session, we are going to observe our partner's body language. In our daily lives, people sometimes communicate by using gestures and postures. For example, when I put my index finger to my lips, what does that mean?

Student: Shush. Be quiet.

Teacher: Yes, we can communicate like this sometimes. Take a look at these pictures (the teacher shows some pictures). In our lives, these actions can have different meanings. Can you copy this action first? What does it mean?

Student: Nodding your head—saying yes?

Teacher: Very good. But sometimes it can also mean "no." It depends on how and where you use it. Do you feel confused? Later on, I will give you some situations for practice. Our main goal for today is to focus on the messages from your partner's body. By reading these messages, we are likely to more fully understand what people are trying to say. It helps us have better communication skills because sometimes we communicate with friends without speaking.

老師：今天的課程，我們要來觀察同學的肢體。在日常生活當中，人們會使用手勢或姿勢來溝通。例如，當我把食指放在嘴唇上時，這是什麼意思？

學生：噓。

老師：是的，人類有時候會這樣溝通。接著我們來看這些圖片（需要準備些圖片），在生活當中，這些動作可以被解釋不一樣的意思，大家可以一起模仿這個動作嗎？這代表什麼？

學生：點頭，是說好嗎？

老師：聰明，但有時候點頭也可以表示不要，這取決於你何時與如何使用。覺得很困惑嗎？沒關係，接下來我會設定一些情境讓你練習。說到今天的主題，我們要來專注在讀取訊息來自同學們的肢體，練習這些之後，我們會比較容易完整的了解人們嘗試說些什麼。這能夠幫助我們增強溝通技巧，因為有些時候人們在表達時會使用非語言表達。

## 概念二

說明：講述身體的空間使用，讓學生能夠更多元的嘗試不同的身體展現方式。

The personal space of the performer means the space immediately around their body and the way they use that space. It includes levels and directions. The levels include high, middle and low. The direction means where the performer is facing or looking at. When beginners learn performing arts, they often ignore switching levels and directions. Once they realise that they can use various ways to show their bodies, it will help them to express themselves more creatively.

身體的空間意即表演者的動作擺示。這包含水平以及方向。水平有高中低，而方向則為表演看的方向及面向的方向。身為初學者，學生經常忽略改變水平和方向。當他們學習如何運用多種的方式展示他們的肢體時，這會幫助他們擁有更多的創造力去表達意見。

Teacher: Before we start, we need to learn a new concept: how to use the personal space of our bodies.

Student: Does that mean the classroom?

Teacher: That is a good guess, but our personal space means the level and direction of our bodies. There are three levels: high, middle and low. When I stand on tiptoe and raise my hands above my head, this is the high level. Now can you copy me?

Student: Is this the only way to do a high-level space of the body?

Teacher: It is all about changes and differences. Because my first pose was just standing, when I want to be high, I should be higher than that. So, I stood on tiptoe. Now, from tiptoe, I change to the middle level. Show me how you do it. Great! I see some people bending over at the waist. What about the low level?

Student: Can we lie down on the floor?

Teacher: Sure. We just tried three different levels. Now we are going to try different directions. The directions mean where you look and where your body is facing. These don't have to be the same side all the time. Can you do a high-level action where you turn your head to the right and your body faces the door of the classroom?

Student: My neck is so sore.

Teacher: Just turn your head a little bit if it is uncomfortable.

老師：在我們開始下個活動之前，我們先來了解新的概念，身體的空間。

學生：空間？是指教室嗎？

老師：猜的很好，但這個概念主要是指身體的水平以及方向。在水平當中，有三種特定的種類，分別是高中低。當我踮起腳尖並且舉起我的雙手，你可以將他定義成高，現在請你模仿我的動作。

學生：這是唯一一種方式做高水平嗎？

老師：這些都是對比出來的，因為我一開始的姿勢只是站著，所以當我要做高的時候，我必須比我原本的姿勢要高，所以我踮起腳尖。現在從這個姿勢，你怎麼變成中水平的呢？很好我看到有人彎腰。那現在低水平？

學生：我們可以躺下嗎？

老師：當然。我們剛剛已經探索過三種不同的水平，我們要來嘗試不同的方向。而方向意思則為你看的方向及你身體面向的方向，他們也不用總是同一邊。現在請你做高水平動作，把你的頭轉向右手邊，並把你的身體面向教室的門。

學生：我的脖子好酸。

老師：你可以把頭轉回來一點點會感到比較舒適。

## ■ 教學活動 Class Activities

### 活動一

說明：以他人肢體來審視自我的動作，覺察日常生活。

The class is divided into pairs of A and B. Have A be the puppeteer and B is the puppet. Then A follows the instructions from the teacher and makes B adopt postures. B needs to stay still and let A freely control their bodies. During this activity, help students think about the links between postures and communication.

兩人一組，一位是 A 另一位是 B。由 A 先當布偶操縱師，而 B 為布偶。接著，A 跟著老師的指令幫 B 擺動作，擺動作的過程，B 必須要保持不動且要按照 A 的意思移動他們的身體。進行這活動的用意為讓學生能夠找到肢體與溝通的連結為何。

Teacher: Now, we understand how to use our bodies, we are going to form some scenes. Get into pairs: the taller one is A and the other is B. In this activity, A is the puppeteer. This means A needs to control the puppet to communicate messages. B is the puppet. So, B please sit on the floor and be the puppet without any emotions. A, you can shape your partner's body to fit the situation.

Student: I am B, so I only need to keep the posture when A bends my body parts?

Teacher: Exactly. So, A I want to make your puppet look like they are crying. Please move your partner's hands to look like they are crying. Move them slowly and carefully.

Student: It is difficult to make the puppet cry without sound.

Teacher: What do you usually do when you are crying?

Student: I wipe away my tears using my hands.

Teacher: Great! So, you can use this idea from your life and get your puppet to act it out. Okay, it seems like everyone is finished. All the As: walk around and look at the other artists' work?

Student: Wow, I can tell this little boy wants to get something by crying.

Teacher: How do you know the age and what they want?

Student: I have seen my younger brother do the same action. So I connected this observation with my experience.

Teacher: Well done! This is a great way to practice and read the messages from body language (nonverbal communication).

老師：現在我們已經對於身體的使用有了概念，我們要來創造一些畫面。兩個人一組，高的那位你是 A，另外一位是 B。A，你先當布偶操控師，你要來操控布偶傳達訊息給觀眾。所以 B，你是你的夥伴的布偶，請你先坐在地上並且不要有任何的情緒。A，你要組織你的夥伴去融入情境。

學生：老師我是 B，所以當夥伴動我的身體部位時，我只需要保持動作就好了嗎？

老師：沒錯，現在，A 同學，我需要你把你的布偶塑型成像是正在哭的動作。你可以嘗試輕輕且慢慢地扳動夥伴的手。

學生：好，但我發現如果不能發出聲音好難讓布偶看起來像在哭。

老師：你可以想一下如果是你自己在哭的話，通常你會怎麼做？

學生：我可能用手把眼淚擦掉。

老師：很好的觀察，所以你可以把你的生活轉化到你的布偶上。似乎大家都完成了，藝術家們現在請你們移動去看別組的作品。

學生：哇！這個是個小男孩為了要討某個東西在哭。

老師：你怎麼看出年紀跟動機的呢？

學生：我曾經看過我弟弟做過這個動作，所以我把這件事聯想在一起。

老師：做得好！這是個非常好的練習跟讀取非語言溝通的訊息！



## 活動二

說明：以非語言形式為主，讓學生發展如何單純用身體說故事。

The second activity for this session is to let 3 to 5 students work with still images to tell a story. By using “The Little Red Riding Hood”, teachers provide narratives, and students create the scenes. Depending on the narratives, students have the chance to communicate and express themselves using body language.

第二個活動讓三到五位學生同一組，並且要用定格畫面描述故事。由教師敘述小紅帽，學生塑造景。根據描述的內容，學生可用肢體語言去傳達及表現故事。

Teacher: Now, I will give you a short story, please use it to make a scene. Scene one: once upon a time, there was a little girl who lived in a house.

Student: Can we not be human beings?

Teacher: You can turn yourself into a chair or a door. You choose how the scene ends.

Student: Ok. I will be a roof.

Teacher: Remember your postures and movements. I noticed that some movements are too similar. Everyone, try different levels and directions to form the postures. Every posture and movement should be different. Scene two: her mum told her that her grandma was sick. Stay frozen, let me check. Ok, now, team 3 freeze and keep your postures. All other teams, come and look. What do you see?

Student: They look like they're talking.

Teacher: Can you tell me who is the mum and who is the girl?

Student: I think she's the mum, because the story is about telling things. And I feel she is telling the other person something. So, she is the mum.

Teacher: Good point! Can anyone use another way to tell who is who?

Student: Me! I feel that she is the young girl because she is acting like she is holding a basket and looks innocent. So, I think she is the girl.

老師：現在，我會給你們一段敘述，請用這段話去創造一個景。第一景，從前從前，有個小女孩住在一間房子裡。

學生：我們可以不要人物嗎？

老師：你可以當椅子或門，只要場景是合理的！

學生：好！我要當屋頂。

老師：記得你現在的動作，接著我們要接著做下一幕。我同時也注意到大家的動作都有點太類似，請大家嘗試不同的方式去組織動作。這次你應該要跟上一個不一樣。第二景，媽媽告訴他奶奶生病了。定格讓我看一下。好的，現在請第三組維持動作，其他組請過來觀察，請問你看到什麼？

學生：我看到他們像是在說話。

老師：你可以告訴我誰是媽媽誰是女孩嗎？

學生：我覺得她是媽媽，因為敘述的動作是媽媽在告訴別人事情，所以我覺得他在告訴另一個人一件事，所以我覺得他是媽媽。

老師：很好！有人有其他的方式看出他們的角色嗎？

學生：我！我感覺他在表演拿著一個籃子並且表現天真，所以我覺得他是女孩。

## 單元七 覺察藝術的美：視覺藝術

### Perceiving the Beauty of the Arts: Visual Arts

臺中市立文華高級中等學校 戴岳弦老師

#### ■ 前言 Introduction

In this unit, the visual arts session will focus on indigenous cultures and the music session will discuss musicals. Both sessions will lead students to discuss different aspects of art. In the performing arts session, students will put the knowledge and art appreciation skills they learn in the visual arts and music into practice.

The visual arts revolve around the act of perception. In this unit, students will expand their understanding of the visual arts by connecting personal life experiences with one classic musical, *The Miserable*, "悲慘世界" in Chinese, and examples of Taiwanese indigenous arts.

本次視覺藝術以原住民文化，音樂以音樂劇為主題，帶著學生探討藝術之不同面向，而表演藝術作為統整，將學生於視覺藝術及音樂所習得之知識及藝術鑑賞能力，於表演藝術課堂作為實踐。

視覺藝術圍繞著感知的行為，本單元以一部西方的音樂劇經典及臺灣原住民藝術為例，連結學生的生活經驗，擴大對視覺藝術的感受及理解。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>stage</b>	舞台	<b>indigenous tribes</b>	原住民族群
stage setting	舞台佈景	Taiwanese indigenous tribes	臺灣原住民族群
<b>lighting</b>	燈光	costume design	服裝設計
lighting design	燈光設計	<b>prop</b>	道具
<b>costume</b>	服裝	hand prop	(手持式)道具

makeup	化妝	stage makeup	舞台化妝
gesture	手勢	amazing	精彩/神奇
movement	動作	impressive	令人印象深刻
magnificent	壯觀的	gorgeous	華麗的

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

### ① How do you like the \_\_\_\_\_ (lighting/costume) design of the play?

例句：①: **How do you like the lighting in the play?**

②: I think it creates a sense of splendor.

①: 你覺得這戲的燈光設計如何？

②: 我覺得它創造出一種華麗的感受。

### ② What do you think about the \_\_\_\_\_ (stage sets/stage makeup)?

例句：①: **What do you think about the stage sets?**

②: I think they are very colorful.

①: 你認為舞台佈景如何？

②: 我覺得它色彩豐富。

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

### 概念一

說明：學生能在不同藝術形式及作品中，辨認視覺藝術元素及原則。

Students can tell the difference between the costumes or clothing designs of Western musicals and Taiwanese indigenous tribes, so they can understand and interpret the purposes and visual effects of colors, patterns, and symbols.

學生將藉由比較視覺元素上，特別是音樂劇及原住民的服飾設計，了解及詮釋色彩、圖案、象徵符在不同視覺藝術形式及內容上，有不同的表現目的及視覺感受。

Teacher: What do you think about the clothing of our (indigenous) tribes?

Student: They all have unique colors and patterns.

Teacher: Can you give me an example?

Student: For example, the Paiwan tribe uses snake patterns on their clothing.

Teacher: Do you know the meaning of snakes?

Student: It is related to their ancestors.

老師：你覺得我們原住民的服裝如何？

學生：它們都有獨特的顏色及圖案。

老師：你可以舉例說明嗎？

學生：例如排灣族就使用了蛇作為服裝上的圖案。

老師：你知道蛇的意義嗎？

學生：跟祖先有關。

Teacher: Every musical has its own costume styles. Many of them have unique colors and patterns.

Student: I think a lot of them have unique colors and patterns.

Teacher: Can you give me an example?

Student: For example, *The Miserable* uses a lot of gray and dark colors.

Teacher: Do you know the meaning of these colors?

Student: I think it is trying to show how poor the people are.

老師：不同音樂劇使用不同風格，你覺得音樂劇的服裝或戲服如何？

學生：我想它們都有獨特的顏色及圖案。

老師：你可以舉例說明嗎？

學生：例如「悲慘世界」就使用了很多的灰色及暗色。

老師：你覺得這些顏色有什麼意義嗎？

學生：我覺得它想呈現人們的可憐處境。

## ■ 教學活動 Class Activities

### 活動一

**說明：**音樂劇場景或原住民祭典場域的佈置營造，都讓觀眾在藝術文化活動中，體驗到豐富的环境氛圍。透過觀察及體驗可以發現，色彩、質感及空間等元素結合不同的藝術原則，如對稱或對比等，能創造出屬於各自藝術作品與文化傳統的藝術特色。

The visual power of a stage set is the focus of this activity. The stage set is an important part of the visual arts used in performing arts like musicals. It can create an atmosphere for the performance environment and can involve the audience through the use of strong visual effects. Students will learn how to compare the visual effects of harvest rituals of Taiwanese indigenous tribes with one of the classic scenes in the musical "Phantom of The Opera". This will help students to respond to different art forms and understand the meanings behind them.

「場景的視覺力量」是本活動的重點，場景是表演藝術的重要視覺性的空間，例如歌它創造環境氛圍，藉由強烈視覺效果，將觀者融入其中。同學學習去比較原住民重要的祭典：如豐年祭的空間感及「歌劇魅影」經典一幕的舞台空間設計，並能感受及理解其背後的意義與價值。

### 臺灣原住民豐年祭 Taiwan Indigenous Harvest Festivals

Before the conversation:

The teacher displays a picture or plays a short clip of the documentary video about Taiwanese Indigenous Harvest Festivals to students and asks:

Teacher: What are the people doing?

Student: They are dancing

Student: They are singing.

Teacher: Why are they dancing in a circle?

Student: I guess it means “圓滿”, completeness.

Teacher: What are they celebrating?

Student: They seem to be celebrating the harvest.

Teacher: Yes. They are thankful for the harvest of the year. What is this festival called (in the picture/ in the video)?

Student: It is called “豐年祭”.

Teacher: In English, we can say “the Harvest Festival” for “豐年祭”.

More formally, we can call it "the Taiwanese Indigenous Harvest Festival".

老師向同學展示豐年祭的照片或紀錄影片，並問同學以下問題：

老師：這些人在做什麼？

學生：他們在唱歌跳舞。

學生：他們在跳舞。

老師：他們為什麼圍成一個圓圈跳舞？

學生：我猜它表示「圓滿」。

老師：他們在慶祝什麼？

學生：我猜他們在慶祝豐收。

老師：對，他們在感謝豐收（的一年）。這個慶典叫什麼？

學生：它叫豐年祭。

老師：「豐年祭」在英文可以說是「Harvest Festival」。

比較正式的話，我們可叫它臺灣原住民豐年祭。

## 歌劇魅影 The Phantom of The Opera

Before the conversation:

The teacher displays a picture or plays a short clip of the video of *The Phantom of The Opera* and asks:

Teacher: What do you see in the picture / in the video?

Student: I see a woman and a man in a boat.

Teacher: What else do you see?

Student1: A man wearing a mask.

Student2: Mist and candles on the water.

Teacher: How does the setting make you feel?

Student: The setting makes me feel a sense of mystery.

Teacher: Can you guess what this musical is about (from the setting)?

Student1: I guess it is about a love story.

Student2: I think it might be about a scary story.

老師展示歌劇魅影的照片或影片，問同學：

老師：在圖片/影片中，你看到什麼？

學生：我看到一個女人及一個男人在船上

老師：你還可以到什麼？

學生 1：一個男人戴著面具。

學生 2：水面上的霧氣及蠟燭。



老師：這個場景給你什麼感覺？

學生：這個場景給我一種神秘感。

老師：你可猜猜這齣音樂劇是有關什麼樣的故事？

學生 1：我猜是有關一則愛情故事。

學生 2：我猜是有關一則恐怖故事。



## 單元八 覺察藝術的美：音樂

### Perceiving the Beauty of the Arts: 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

In this unit, students can explore the connection between indigenous music and life. Music appreciation includes the songs – “Pasibutbut”. Students can learn about multiple cultures and learn to respect them through appreciating various works.

此單元中學生能夠探討原住民族音樂與生活的連結。音樂欣賞包含『祈禱小米豐收歌』在內的樂曲。學生藉由各類作品欣賞來學習對多元文化的尊重。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>appreciation</b>	欣賞	<b>polyphony</b>	複音
<b>multicultural</b>	多元文化	millet	小米
<b>explore</b>	探索	barn	穀倉
<b>impression</b>	印象	aspect	觀點
harvest	豐收	festival	節慶
serious	嚴肅的	legend	傳說
solemn	肅穆的	myth	神話
significance	重要性	overtone	泛音

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

### ① The majority of \_\_\_\_\_ have \_\_\_\_\_.

例句：The majority of indigenous people have good singing voices.

大多數的原住民族擁有好歌喉。

### ② By \_\_\_\_\_, they hope that they will \_\_\_\_\_.

例句：By praying to the gods, they hope that they will have a good millet harvest.

透過向天神乞求，他們希望小米能夠豐收。

### ③ The songs express the \_\_\_\_\_ of \_\_\_\_\_.

例句：The songs express the rich content of their lives and social cultures.

歌曲表現其生活和社會文化的豐富內涵。

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

### 概念一

說明：探討原住民族音樂和他們生活的連結。

Indigenous music is simple and pure, and each indigenous group has its own characteristics. The content of music is about aspects of their lives, including hunting, farming, fishing, festivals, praying for a good harvest, legends, myths and so on. The songs express the rich content of their lives and social cultures.

原住民族的音樂簡單而原始，且各個族群別具一格。音樂內容與他們生活的各個層面有關，包含狩獵、耕作、捕魚、祭典、祈禱豐收、傳說、神話等。歌曲表現其生活和社會文化的豐富內涵。

Teacher: Hello everyone, what do you know about Taiwan's indigenous cultures?

Student: Their music? Don't the majority of indigenous people have good singing voices?

Teacher: Let's first look at where Taiwan's indigenous people traditionally lived and discuss their musical characteristics. Then we can look into the content of the lyrics in more detail.

Student: The lyrics are about praying for good harvests, gods, and helping each other out.

Teacher: That is correct. Millet is an important crop for them, and by praying to the gods, they hope that they will have a good millet harvest. The more harmonic the singing, the happier the gods will be and the better the harvest will be. So, what does the millet represent?

Student: Their life spirits?

Teacher: What role do the gods play in their lives? And also, does singing with a harmonic voice play another role?

Student: Their belief in their gods is an important part of their spiritual life. The harmony of their singing voices expresses their hopes for a good harvest of millet.

Teacher: Well done.

老師：各位同學，你們對於台灣的原住民族文化有什麼認識嗎？

學生：他們的音樂嗎？大部分原住民族的歌喉不是都很不錯嗎？

老師：我們先來看台灣原住民族傳統居住區域並探討其音樂特色，然後再由歌詞內容詳細了解。

學生：歌詞是關於祈求豐收、天神及互助。

老師：是的，小米是他們重要的農作，他們透過乞求天神，希望小米能夠豐收，歌聲愈是和諧，神靈就會高興，因而豐收。所以小米代表的是什麼？

學生：他們的生活依靠。

老師：天神又代表什麼？和諧的歌聲又意味著什麼？

學生：對天神的信仰是他們重要的精神依靠。歌聲的和聲和諧代表期望小米的豐收

老師：說得好！

## ■ 教學活動 Class Activities

### 活動一

說明：欣賞原住民音樂：音樂有『祈禱小米豐收』。

“Pasibutbut” is the rites music for the Bunun tribe, and it is polyphony. The music has only melody, with no lyrics, instruments or dances. This keeps to the most original singing form. It is sung by 6 to 12 male singers linking hands in a circle and using overtones to sing. The tribal elders start the sound. Singing from outside the house and then moving inside symbolizes their hopes that in this year, the millet harvest can fill their stores.

Introducing the indigenous cultures will help students gain more understating and respect for Taiwan’s local cultures through music appreciation.

『祈禱小米豐收歌』是布農族的祭典音樂，為複音音樂(俗稱八部合音)。演唱只有曲調而無歌詞、樂器與舞蹈，這保留最原始的歌唱形式。由 6-12 位男性環手圍圈利用泛音演唱，由部落長老起音，先在屋外演唱再慢慢移入屋內，象徵祈祝今年播種的小米能豐收堆滿穀倉。

原住民族文化的介紹能讓學生藉由音樂欣賞習得對台灣本土多元文化的了解與尊重。

Teacher: The first thing to understand is the significance of this song to the Bunun people.

Student: Is it festival music?

Teacher: Yes, it is a very important song for a certain ceremony. And it can only be performed for that certain event.

Student: It sounds different to the Western tonality system.

Teacher: Very good, each ascending tone is led by semitones. Have you noticed that? Let’s listen to the clip again.

Student: The voices gradually reach a state of harmony. The music sounds very solemn.

Teacher: This is a solemn ceremony for them. Both the other members of the tribe and the audience have to keep a serious attitude while watching the whole ceremony.

老師：首先要知道的是此曲對布農族的重要性為何。

學生：是祭典音樂嗎？

老師：是的，是一首特定儀式的重要樂曲，且只在特定時刻方能演唱。

學生：聽起來跟西方的音調系統不同！

老師：很好，每次上升的音都是以半音為主，有注意到了嗎？我們再聽一次片段。

學生：不同的聲部會漸漸達成和諧狀態。音樂聽起來很肅穆。

學生：這對他們是很隆重的典禮。其他族人或聽眾典禮當中也要莊重的態度。

## 單元九 覺察藝術的美：表演藝術

## Perceiving the Beauty of the Arts: Performing Arts

國立新竹科學園區實驗高級中等學校 吳文龍老師

## ■ 前言 Introduction

This unit involves bringing the elements of visual art and music into performing art sessions to design activities. The goal is to help students perceive the beauty of arts. First, we will use indigenous fabrics as a link to let students experience indigenous cultures in a practical way while students cooperate with each other. Next, we will have content which is related to musicals. Students will be given the chance to design their partner's costumes and use them to perform at the end.

此次課程將由本科融入視覺藝術及音樂，設計活動，來讓學生察覺藝術的美。首先會先以原住民文化及布料作為結合，讓學生可以實際操作，並且互相欣賞，最後再進行與音樂劇目相關的內容，提供學生能夠互相設計彼此的裝扮，並且將其融入之表演中。

## ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
tie	打結	<b>runway</b>	走秀
drape	披	<b>design</b>	設計
tangle	纏	<b>posture</b>	動作
<b>cast</b>	卡司	casting director	選角導演
<b>model</b>	模特兒	catwalk	伸展台

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

### ① Can you put \_\_\_\_\_ on your neck?

例句：Can you put the fabric on your neck?

你可以把這塊布放在脖子上嗎？

### ② Does anyone want to share \_\_\_\_\_?

例句：Does anyone want to share how you make the fabric longer?

有人可以分享你是如何讓布變長的嗎？

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

### 概念一

說明：藉由布料當作媒介，讓學生以表演藝術的形式，展現美感。

Students should have already learned to appreciate indigenous costumes and musicals from the other two subjects. In this session, by providing a theme, it will let students help each other to design costumes with different colors and sizes of fabrics. Then they can apply the knowledge that they have from the other subjects in performing arts. In the first step, we get students to try putting fabrics on their bodies. They can try to tie, drape or tangle the fabrics around their bodies. At the same time, teachers can also ask to put on different body parts and make diverse shapes. In the second part, based on the teaching plans for the other two subjects, the teacher can include related content into this performing arts session. It can be musicals or indigenous costumes. As the theme, students design their partner's outfit, and have a runway show to present at the end.

假設學生已藉由其他兩個學科學習過音樂劇及賞析原住民相關之服飾。本次教學內容將用各種不同顏色、大小布料，讓學生們相互搭配，並給予主題，讓他們能夠用其他學科獲得的知識，運用至表演藝術課堂。第一部分將會讓學生嘗試將布料放到身上，可以是綁、披或是打結，探索布料形式可能讓身體呈現不同樣貌的可能性。第二部分，教師可參考他科學習內容，如討論到音樂劇或原住民服飾，可以以此為主題，分組讓夥伴互相幫彼此搭配，並且最後走秀。

Teacher: Since we have seen a variety of costumes from different forms of performances, such as musicals and indigenous traditional costumes, we can see their characteristics. So, today we are going to try to include the things we have seen in our designs. Please take one piece of fabric, and I need you to make it like a scarf and put it on your neck.

Student: In any way?

Teacher: Yes! Just make your fabric look like a scarf. Who would like to share how they do it?

Student: Me! I tied a knot around my neck.

Teacher: Great job! So, let's move on to the more difficult part. Can you use it to make a glove? You can use any way to put it on your hands.

Student: Sir/Miss, I have a question. Can I take another one to make them as a glove?

Teacher: This task is more difficult, so you can only use one piece of fabric. Challenge yourself!

老師：之前我們看過各種形式的表演服飾，不論是音樂劇或是原住民的傳統服飾，他們的服裝設計都有各自的特色，我們今天也要來嘗試，是否能將我們欣賞過的美，來幫助我們設計對於表演合適的相對應服飾。請每個人都拿到一塊布。現在要請你將布當作圍巾，請你圍起來。

學生：什麼方式都可以嗎？

老師：沒錯！只要是圍巾的形式都可以。有沒有同學要分享你怎麼圍的？

學生：我！我直接打了一個結在脖子上。

老師：很好！那現在我們要做難一點的！我要請你用這塊布做一個手套，你可以用任何方式固定他。

學生：老師我有問題，我只能用一塊布做成一個嗎？我可以再多拿一個嗎？

老師：因為現在難度提升，所以一樣只能用一塊布喔！努力試試看！

## ■ 教學活動 Class Activities

### 活動一

說明：給予學生以表演藝術結合其他學科的創作機會。

Take A Midsummer Night's Dream as the source material, and let students play the king and queen of the forest. The costumes can also be inspired by indigenous outfits. The teacher should provide pictures as references, and students work in pairs to design costumes for each other. After that, you can have a runway show, and vote for the best-looking king and queen costumes.

以音樂劇仲夏夜之夢的精靈王與后為主題，並以原住民的元素為構想，教師能提供照片參考，讓學生兩人一組相互設計服裝，以沒有針線的方式，幫彼此用布互相打扮，完成之後，進行全班的走秀，並讓彼此票選最喜歡的精靈王或精靈皇后。

Teacher: In your pair, if your hair is longer, please raise your hand. You will play the king; your partner will be your queen. You need to style and design your partner's costumes. Here are some pictures to give you inspiration.

Student: What about our school uniforms?

Teacher: They can also be part of the design, but if you do not want to do that, you can cover your uniforms by using some fabrics.

Student: Can we copy the look of indigenous people?

Teacher: Sure, but you can try to use different colors to see how it goes, and try to fit the characters.

老師：現在請兩人頭髮比較長的舉手。請你當森林中的精靈王，另外一位你就是精靈皇后，你們要幫彼此設計衣服。在這邊老師有幾張原住民傳統服飾的衣服照片，你們可以參考看看，為彼此打扮成你期望的模樣。

學生：老師那我們裡面的衣服呢？

老師：也可以成為你們設計的一部分喔，如果不喜歡的話可以用布當底色把他擋住。

學生：老師我們可以模仿原住民服飾的穿著嗎？

老師：當然沒問題，可是可以試試看如果用不同的顏色會有什麼效果，以及如何才會更適合對方的角色喔。



## 單元十 藝術創作：視覺藝術

### The Practice of the Visual Arts

臺中市立文華高級中等學校 戴岳弦老師

#### ■ 前言 Introduction

The practice of the visual arts focuses on students engaging in art-making processes, as well as the results of virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques during the creation. They use art elements and principles to influence their own aesthetic and guide how they view others' works.

In this unit, students will learn to present beauty in their artworks, using different types of lines to compose an artwork, and applying the principles of art of simplicity, contrast, balance, gradation, repetition, and so on. In addition, students will learn to use the features of lines and space, to present three-dimensional shapes and perspectives of space.

視覺藝術的創作聚焦在學生能沈浸在藝術創作過程，並產生虛擬或實體的藝術作品。視覺藝術是有目的的創造，也是回應個人、團體及社區的需求。

在創作過程之中，學生探索及應用材料、科技及技能，學生並使用有關藝術元素及原則的知識，去引導自己的美感及觀看他人的作品。

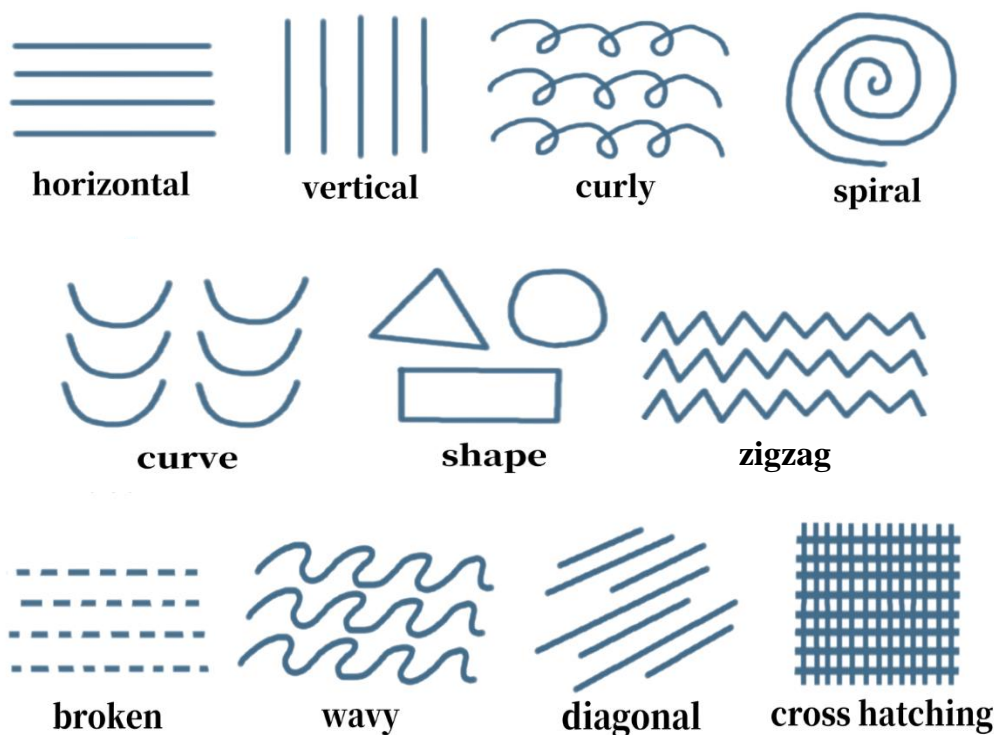
本單元在引導學生能表現美，例如運用藝術元素中線的類型去完成習作，並應用如單純、對比、均衡、漸層、反覆之原則構成，並能利用線條及空間之特性，表現立體感、透視感。

## ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>Types of lines 線的類型造形構成 (點、線、面)</b>			
<b>vertical</b>	垂直的	shape	形狀的
<b>horizontal</b>	水平的	dot	點
<b>zigzag</b>	<b>Z 字形</b>	broken	斷斷續續的
curve	彎的	<b>diagonal</b>	斜向的
spiral	螺旋的	wavy	波浪般的
curly	捲的	<b>cross-hatching</b>	交錯平行重覆的線
<b>Principles of art: the arrangement of art elements 視覺藝術原則</b>			
<b>contrast</b>	對比	<b>proportion</b>	比例
<b>symmetry</b>	對稱	<b>gradation</b>	漸層
<b>repetitiveness</b>	反覆	<b>rhythm</b>	律動
<b>balance</b>	均衡	<b>unity</b>	統一
<b>harmony</b>	合諧	<b>simplicity</b>	單純
<b>Combined presentation of lines and space 線與空間的結合之表現</b>			
<b>perspectives of space</b>	空間的視點 (透視)	<b>two/three-dimensional</b>	<b>2D/3D 平面的</b>
<b>Expressiveness of types of lines 各種線條類型的表現力</b>			
calmness	平靜 n.	restlessness	躁動不安的 n.
movements	動態 n.	comfort and ease	輕鬆自在 adj.
unshakable	不可撼動 adj.	stable	穩定的 adj.

## 參考圖例：線條的表現類型 Types of Lines



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

❶ The lines in the picture are \_\_\_\_\_.

例句：The lines in the picture are curly.

畫中的線條都是捲的。

❷ The lines in the picture express \_\_\_\_\_.

例句：The lines in the picture express (all kinds of) movements.

畫中的線條表現(各種的)動態。

❸ What types of lines can you see in the work?

例句：What types of lines can you see in the work?

你在這作品中看到那些線條的類型？

**④ I see \_\_\_\_\_ lines in the work.**

例句：I see (horizontal, diagonal, zigzag, etc.) lines in the work.

在作品中我可以看到 (水平的、斜的、Z 字形...等) 的線條。

**⑤ Where can you see \_\_\_\_\_ lines in real life?**

例句：Where can you see horizontal, diagonal, zigzag, etc. lines in real life?

真實生活中那裡你可以看到(水平的、斜的、Z 字形...等)線？

**⑥ In real life, I see a horizontal line \_\_\_\_\_.**

例句：In real life, I see a horizontal line in between the sea and the sky.

在真實生活中，我可以看到水平線在海跟天之間。

**⑦ What principles of art can you see in the \_\_\_\_\_?**

例句：What principles of art can you see in the picture/artwork?

你在這畫 (作品) 中看到什麼藝術原則？

**⑧ I see the principle(s) of art of \_\_\_\_\_ in the work.**

例句：I see the principle of (contrast, symmetry, harmony, etc.) in the work.

在畫 (作品) 中，我可以看到對比/對稱/平衡的原。

**⑨ What types of lines do you use and what feelings do you express with them?**

例句：What types of lines do you use and what feelings do you express with them?

I use curvy lines to express the feeling of anxiety.

(在畫中) 你用了什麼類型的線條及想要表達什麼？

**⑩ I try to express the feeling of \_\_\_\_\_ by using \_\_\_\_\_ lines.**

例句(1)：I try to express the feeling of calmness by using horizontal lines.

我試圖用水平線表現平靜的感覺。

例句(2)：I try to express the feeling of restlessness by using zigzag lines.

我試圖表現用 z 字形的線，表現躁動不安的感覺。

## ■ 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線條的類型

A line in art is defined as a point moving in space. The line is one of the six elements of art (*line, color, shape, texture, form, space*). Lines can be seen as one of the most crucial elements, as everything begins with just a simple dot in space, that transforms into lines and then drawings.

In the art-making process, artists can simply use lines or combine them with other elements. Jackson Pollock often used lines to create abstract works; however, more artists like Piet Mondrian or Pablo Picasso combined lines with other elements to create works of different styles and content.

In real life, we can see many examples of lines. The surface of the sea is an example of horizontal lines. Lamp posts and telephone poles are good examples of vertical lines. In other words, we can say that lines are everywhere!

藝術中的線被定義為在空間中移動的點，也是六個（或七個，需視不同理論而定）藝術元素，包括線、顏色、形狀、質感、形態、空間。線條可視為最重要的元素之一，因為許多事物都從空間中點的移動，至轉化為線條，然後是線繪作品。

在藝術創作中，藝術家可以單純用線條，也可以結合其他藝術原素。波拉克常使用線條創作具抽象性的作品；然而更多藝術如蒙德里安或畢卡索結合線與其他藝術元素，創造出不同的藝術風格及內容。

在真實生活中，我們可以看到許多具線條性的例子。海平面可視為水平線的例子，路燈或電線杆可視為垂直線的好例子。換言之，我們可以說線條無所不在！

Teacher: What is a line?

Student: A line is a point moving in space.

Teacher: What are the types of lines?

Student: There are straight, curvy, broken and zigzag lines.

Teacher: Where can we see examples of straight lines in real life?

Student: Lamp posts are examples of straight lines.

Teacher: What can artists do with lines?

Student: Artists can use lines to draw the shapes of objects.

老師：什麼是線？

學生：線是在空間中移動的點。

老師：線條有那些類型？

學生：線條有直的，彎曲的，斷斷續續及 Z 字形的線。

老師：我們在生活中那裡可以看到直線的例子？

學生：我們可以視路燈為直線的例子。

老師：藝術家可以用線做什麼？

學生：藝術家可以用線畫出物件的外形。

## ■ 教學活動 Class Activities

### 活動一

This activity practices speaking by combining types of lines and what we have learned in unit two – the practice of appreciating art step one – to describe pictures.

本活動是結合單元二所學之欣賞作品之四大步驟的第一步驟「描述」，以及以元素之一（線條）及使用的藝術原則，進行表達個人創作的口語練習。

Description – Analysis – Interpretation – Judgment  
(描述 – 分析 – 詮釋 – 評價)

1. Describe what types of lines are used in a picture. 根據畫面位置描述所見之線條類型
2. Describe what elements of art are used in a picture. 根據畫面位置描述所見之藝術原則

本活動為教師協助學生利用下表，說明畫面上下左右之相關位置，來描述所見。

1. 畫面上下左右之相關位置

in the top left 左上方	at the top 在上方	in the top right 在右上方
on the left 在左邊	in the center/middle 在中間	on the right 在右邊
in the bottom left 在左下方	at the bottom 在下方	in the bottom right 在右下方

2. 請搭配上表，結合使用下列三種句型來描述一個畫面：

- (1) There is/are ....
- (2) The picture shows ....
- (3) In the picture, I can see ...



**描述一個畫面 Describe a picture with different types of lines**

(Vincent Van Gogh, 1890, *Starry Night*)

Before the conversation:

The teacher displays a picture that has different types of lines, and asks the following questions:

Teacher: What types of lines do you see in the picture?

Student: There are many spiral lines at the top of the picture.

Teacher: Why do you think the artist used those lines?

Student: I think those spiral lines show the feeling of movement.

Teacher: What else can you see in this work?

Student: I see the principle of art of contrast that uses the moving clouds and starry sky in contrast to the quiet village and trees in the dark at the bottom.

老師向同學展示一件使用了某一線條類型的畫面，並問同學以下問題：

老師：在畫面中你可以看到什麼類型的線？

學生：畫中有許多的螺旋的線在畫面中上方位置。

老師：你認為藝術為何如此創作？

學生：我認為這些螺旋的線顯示出一種動態的感覺。

老師：在作品中你還可以看到什麼？（請學生依藝術原則回答）

學生：在作品中我看到對比的原則，用來對比天空捲動的雲及星空，以及下方的安靜的村莊及樹群。

## 活動二

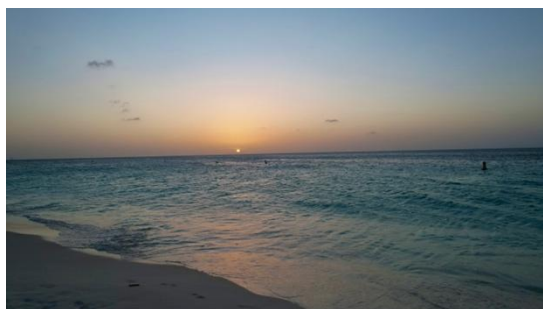
This activity is finding photos using different types of lines in their compositions. The photos can be taken of our daily lives or of nature. Teachers and students can share their ideas by describing what types of lines the photos have in their compositions.

此活動是去尋找照片，在構圖中使用了不同類型的線條。這些照片可以從我們日常生活或大自然中所拍攝。老師及學生可以透過辨認照片構圖中，所使用的線條類型，分享他們的想法。

參考資料：

### Expressiveness of types of lines 各種線條類型的表現力

calm/calmness	平靜 adj./n.	restless/restlessness	躁動不安的 adj./n.
movement	動態 n.	comfort and ease	輕鬆自在 adj.
unshakable	不可撼動 adj.	stable	穩定的 adj.



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**horizontal**

Teacher: Can you find a photo that has horizontal lines in it?

Student: I find a photo of the sea-level horizon using horizontal lines.

Teacher: How does the image make you feel?

Student: It makes me feel calm / a sense of calmness.

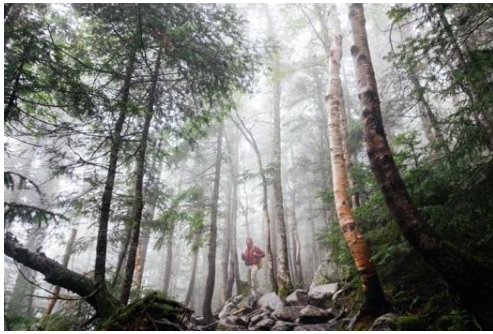
老師： 你可找一張照片，使用到水平線的嗎？

學生： 我可以在海平面（的照片中）使用到水平線。

老師： 這照片中的意象給你什麼感覺？

學生： 它讓我感到平靜。





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Teacher: Can you find a photo that has vertical lines in it?

Student: I find a photo of trees as vertical lines.

Teacher: How does the image make you feel?

Student: It makes me feel unshakable

老師： 你可找一張照，使用到垂直線的嗎？

學生： 我可以在有樹（的照片中）使用到垂直線。

老師： 這照片中的意象給你什麼感覺？

學生： 它讓我感到不可撼動。

### 活動三

The following activities are some ideas to guide students to create by features of lines, including using lines to express one's responses when listening to music, observing the lines in our surroundings, connecting with our five senses, or further depicting the perspectives of different views.

此活動是去引導學生用線去創作，活動包括：

1. 聽不同音樂的律動並畫出線條
2. 去校園中觀察不同的線條並畫下來
3. 用線條表現感官包括視聽嗅味觸之感受
4. 或進一步引導如何用線條表現立體感及透視感

老師選擇一首樂曲播放，並請學生依照個人的感受，用線條表現

Teacher: I am going to play a piece of music.

When the music is played, tell me what you hear.

(After a few seconds) What did you hear?

Student1: I heard strong beats.

Student2: I heard a beautiful melody.

Teacher: How did they make you feel?

Student1: I felt excited.

Student2: I felt happy.

Teacher: What lines can express your feelings?

Student1: I can express my feelings with zigzags.

Student2: I can express my feelings with curly lines.

老師：我現在要播一首樂曲。

當音樂播放時，告訴我你聽到什麼。

現在聽，你聽到了什麼？

學生 1：我聽到強烈的節奏。

學生 2：我聽到了美妙的旋律。

老師：它們給你什麼感覺？

學生 1：我感到很興奮。

學生 2：我感到很開心。

老師：什麼樣的線條可以表現你的感覺？

學生 1：我可以用 Z 字形的線表現。

學生 2：我可以用捲曲的線表現。

老師引導學生去觀察校園，並請學生依照環境的形狀，用線條表現之。

Teacher: We can use lines to draw what we see.

We are going to take a closer look at our campus.

(Show photos of the plants and buildings on campus)

In these photos, where can we find lines?

Student: We can see lines in the shapes of plants.

Teacher: Good. What types of these lines are they?

Student: They are curvy lines.

Teacher: What about the buildings?

What types of lines can we find in these buildings?

Student: We can find many straight lines there.

Teacher: Now, let's go outside.

Look for different types of lines on campus.

Try to draw them in your notebooks (/on your paper).

老師：我們可以用線畫我們所見。

我們要去仔細觀看我們的校園。

（展示學校校園之中，植物及建築物的照片）

在我們校園的照片中，那裡可以看到線條？



學生：我們可以在植物的外形上看到線。

老師：很好！這些線屬於什麼類型？

學生：它們屬於曲線一類。

老師：那在建築物上呢？

我們能在這些建築中發現什麼類型的線？

學生：我們可以看到很多的直線。

老師：現在讓我們走出教室。

在我們校園中去尋找不同類型的線。試著把它們畫下來在你的筆記本（你的紙）

## 單元十一 藝術創作：音樂（直笛）

## The Practice of Music (the recorder)

國立新竹科學園區實驗高級中等學校 連冠閔老師

## ■ 前言 Introduction

Different forms of music are everywhere, enriching our lives. Through playing an instrument to produce music, this is kind of art. In this unit, we will look at a brief history of the recorder, types of recorders, and recorder playing. Also, through the appreciation of various types of music, students will experience the inventions of composers' ideas. Students will be able to design their rhythms by using accessible materials and perform their inventions in music.

音樂以各種形式豐富了我們的生活，利用樂器演奏來體現音樂正是藝術的方式之一。此單元會簡短說明直笛的歷史、種類及演奏。同時，透過不同類型的音樂欣賞，學生能夠感受作曲家的創作構想，學生也能使用生活中隨手可得的素材來設計節奏並呈現他們的創思。

## ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
recorder	直笛	<b>fingering</b>	指法
<b>soprano recorder</b>	高音直笛	influence	影響
<b>alto recorder</b>	中音直笛	<b>rotate</b>	轉動
<b>tenor recorder</b>	次中音直笛	adjust	調整
head joint	頭部管	material	材質
middle / body joint	中段 / 身管	harsh	粗糙

foot joint	足部管	tonality	音調
tone hole	音孔	lyrics	歌詞
double tone holes	半音雙孔	detached	分開
mouthpiece	吹口	accompany	伴奏
window	氣窗	legato	圓滑奏
assign	分派	staccato	斷奏
solfège	唱名	portato	斷連奏
numbered musical notation	數字譜	note name	音名

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

### ① The \_\_\_\_\_ family includes \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

例句：The recorder **family includes** soprano, alto tenor **and** bass recorders.

直笛家族包含高音、中音、次中音及低音直笛。

### ② The \_\_\_\_\_(n.) can be \_\_\_\_\_(V-pp).

例句：The foot joint **can be** rotated.

足部管可以旋轉。

### ③ \_\_\_\_\_ is influenced by \_\_\_\_\_.

例句：The sound **is influenced by** how the mouth and hands interact with the instrument.

樂器在嘴唇和手指的調配會影響聲音。

### ④ Don't \_\_\_\_\_ or it will \_\_\_\_\_.

例句：Don't blow too hard **or it will** sound very harsh and unpleasant.

不要太用力吹，不然聲音會很粗糙、刺耳。

**⑤ You can play \_\_\_\_\_ in the key of \_\_\_\_\_.**

例句：**You can play** the tune **in the key of** G.

你可以用 G 大調吹這個曲子。

**⑥ \_\_\_\_\_ can help pass \_\_\_\_\_ around.**

例句：**I can help pass** the instruments **around**.

我可以幫忙傳樂器過去。

**⑦ We are going to play \_\_\_\_\_.**

例句：**We are going to play** two easy tunes.

我們要來吹奏兩首簡單的曲子。

**⑧ Does anyone know \_\_\_\_\_?**

例句：**Does anyone know** this song?

有人知道這首歌嗎？

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

說明：介紹中音直笛家族和直笛構造

The recorder family includes soprano, alto, tenor and bass recorders. Recorders can be made of wood or plastic but are primarily made of resin nowadays. Wood recorders were quite popular from Medieval to Baroque times in Europe. A recorder splits into two or three pieces: the head joint, the body, and the foot. The foot joint can be rotated, offering the advantage of adjusting this section to reposition the tone hole so that it can be easily reached by the little finger.

直笛家族包含高音、中音、次中音以及低音直笛。直笛材質可分為木頭以及塑膠製，今日多以樹脂材料為主。直笛(又稱木笛)盛行於中世紀至巴洛克時期的歐洲。直笛構造可拆分為兩段或三段，分別為頭部管、身管及足部管。足部管可以旋轉，提供調整音孔位置，方便小指覆蓋音孔。

Teacher: Please take out your alto recorder and put it together. Notice that the foot joint needs to be rotated to the right. Check that your right little finger can completely cover the holes.

Teacher: You should have learnt how to play the recorder in elementary school.

Student: Yes. We did.

Teacher: How much do you know about the recorder family?

Student: Family? Are there also other members of the recorder family?

Teacher: Oh yes. We can trace the recorder family back to hundreds of years ago in Europe. Wood recorders were quite popular for some time.

Student: Wood? But our recorders are not made of wood.

Teacher: As you can see from the recorder in my hand, it is made of resin nowadays. It has three pieces. The pieces are called: the head joint, the body, and the foot. Recorders are divided into different sizes. From high to low pitches they are called: soprano, alto, tenor and bass. This is like the human voice.

Student: Their sizes are different. So how do we tell them apart?

Teacher: Basically, the longer the tube, the deeper pitch.

Student: How about the material, does it also influence tone color?

Teacher: Sure, resin is the primary material of recorders now, but originally, they were made of wood.

老師：請拿出你的中音直笛並組裝好。請注意足部管需要往右旋轉，檢查 你的右手小指要能完全覆蓋音孔。

老師：你們應該在國小就學會吹直笛了。

學生：對啊！我們學過。

老師：對於直笛家族有何瞭解呢？

學生：家族？直笛家族還有其他成員？

老師：是的。我們可以追溯到幾百年前的歐洲。當時的木笛很受歡迎。

學生：“木”笛？可是我們的不是木頭做的。

老師：你可以看我手上的直笛，現代都是樹脂做的。它分成三段：頭部管、身管及足部管。直笛分為不同的尺寸，從高音到低音為高音笛、中音笛、次中音笛及低音笛。就像人聲一樣。

學生：直笛有不同尺寸，該如何分辨呢？

老師：基本上，愈長管身，音就愈低。

學生：材質呢？會影響音色嗎？

老師：當然！直笛主要材質是樹脂，但原本是木製。

## 概念二

說明：直笛吹奏的基本姿勢與運舌方式

The breath makes the sound; the fingers choose the notes. As the fingers make the notes, the tongue determines when sounds start and end. Like all woodwind instruments, the sound is influenced by how the mouth and hands interact with the instrument. Next, we are going to talk about the posture for playing the recorder. First, hold it gently, don't bite the mouthpiece or touch it to your teeth. Secondly, when playing, make sure your fingertips are covering the holes completely. Tonguing is the technique of playing the recorder. The tongue helps variations in articulation, making long, short, and very short sounds.

聲音取決於呼吸，音符取決於手指，當手指按音時，運舌決定聲音的開始與結束。如同大部分的木管樂器，嘴唇和手指的調配影響樂器的聲音。接下來，我們將討論直笛的吹奏姿勢。首先，輕握，不要咬著吹嘴或碰觸到牙齒。接著，吹奏時確認手指完全覆蓋音孔。運舌是吹奏直笛的技巧之一，可使運音產生長音、短音、超短音的變化。

Teacher: How do you hold the recorder correctly? You learned the tips in elementary school.

Now, I am going to check everyone's postures.

Student: Am I holding the recorder correctly?

Teacher: Great, left hand up and right hand down. But notice how your fingers don't cover the holes completely.

Student: (Blowing hard and making a beeping noise)

Teacher: Don't blow too hard or it will sound very harsh and unpleasant.

老師：如何正確的握好直笛？你們在小學就學過，現在我來檢查每個人的姿勢。

學生：我握直笛的姿勢正確嗎？

老師：很好！左手上右手下，不過注意了！你的指頭沒有完全覆蓋音孔喔！

學生：（用力吹導致出嗶聲～）

老師：不用太用力吹，不然聲音會粗糙且刺耳。



## ■ 教學活動 Class Activities

### 活動一

說明：讓學生練習運舌吹奏連音和斷奏

The teacher may divide students into groups. Assign the student who plays well being the leader of the group. The leader can take the team to practice playing articulation in legato and staccato. Legato means smooth, with no break between the sounds. As for staccato, it means the notes are detached, with small breaks between them. After 10 minutes of practice, each group should play to the whole class.

老師可以將學生分組，分派吹奏技巧比較好的當作組長，組長可以帶領團隊做直笛運舌練習圓滑奏和斷奏。圓滑奏指的是聲音平順沒有斷開，至於斷奏，指的是每個音分開吹奏，音與音之間有斷開。10 分鐘練習之後，每組上來吹奏給全班看。

Teacher: Pay attention. The 5 students who I just picked should come to the front. You five are the leaders of the five teams. There should be six people in each group.

Student: (Students get into groups of six.)

Teacher: Leaders, you have to teach your team to be able to play the articulation of legato and staccato. Raise your hand if there are any problems, and I will go to your team.

Student: What song are we going to play?

Teacher: Please take out the book/pass down the music sheet, turn to page 26, and you can see the score. Read the music first. Please write down the solfège (note name/ numbered musical notation/ fingering), and confirm the correction. Next step, we will see the music sheet shows the term 'legato' in the first phrase, and 'staccato' symbols in the second line. When playing staccato, you have to make them detached. I can demonstrate the song now. (The teacher plays the recorder to the whole class.)

老師：注意！我剛挑選的五位同學請到前面來，你們五個是五組的組長，每組都有 6 個人。

學生：（學生開始分為五組）

老師：每個組長都有責任教會你們的組能夠吹奏圓滑奏和斷奏。有問題的請舉手，我會過去。

學生：我們要吹什麼？

老師：請拿出課本/請傳下樂譜，翻到第 26 頁，你會看到譜，請先讀譜。如果需要寫譜的同學，請在樂譜上寫下唱名（音名/數字譜/指法），並確認正確性。  
接下來，我們會看到譜上第一句顯示圓滑奏的術語，還有第二行有斷奏的記號，當吹斷奏時，你要把每個音分開。我現在可以示範曲子。（老師對著全班吹奏）

## 活動二

說明：在不同曲調上練習 *Mary Had A Little Lamb* 與 *Merrily We Roll Along* 兩曲

Teachers can teach students to play *Mary Had A Little Lamb* and *Merrily We Roll Along* in the following keys: C, F, G. The benefit of teaching the same songs in different keys is that students can concentrate on learning new notes and fingerings without having to learn new melodies and rhythms. They will also be able to hear and understand the same songs in different tonalities.

老師可以教學生兩首曲子: *Mary Had A Little Lamb* 與 *Merrily We Roll Along*，並用 C、F、G 三種大調練習。教授同樣的曲子用不同的曲調吹奏的好處是學生可以專心在學習新的音和指法，不用分心在學新的曲調旋律和節奏，同時他們可以聆聽和理解不同音調所呈現的相同樂曲。

Teacher: Now everyone, please pay attention and stop playing your recorders.

Student: (Gradually fall silent.)

Teacher: We are going to practice the two easy tunes: 'Mary Had a Little Lamb' and 'Merrily We Roll Along'. The fingerings are easy, but you need to play them in the following keys: C, F, G. So first of all, let's sing the tune in three keys with letter names. Now, repeat after me. (The teacher sings in 3 keys.)

Student: I can't remember all these keys.

Teacher: You can write them in your notebook.

Student: Alright.

Teacher: It's not hard. Give it a try! First of all, let's play the scales of the three major keys, to improve your fingering. Watch and follow me.

老師：請每個人注意，並停止吹直笛。

學生：（逐漸安靜下來）

老師：我們要來練習兩首簡單的曲子：*Mary Had A Little Lamb* 與 *Merrily We Roll Along*，指法簡單但要吹奏三個不同的調：C 大調、F 大調、G 大調，所以呢，我們先用音名來唱這三個調。

現在跟著我唱（老師唱三個調）。

學生：我記不住這些調的音。

老師：你可以寫在筆記上。

學生：好吧。

老師：不難，試試看。首先，我們先來吹奏這三個大調的音階，熟練指法，請看我的示範並跟我吹奏。

### 活動三

說明：在曲子中自由搭配其他樂器及創作節奏

The teacher introduces the song 'Bella Ciao' to students, which is an Italian song, and lets them listen to the music. Pick a few students to play the melody with recorders. Another group of students can play percussion instruments, such as the guiro, tambourine, maracas and castanets, creating the rhythms to accompany the tune.

老師介紹 *Bella ciao* 這首義大利歌曲給學生聽，選取幾個學生用直笛吹這首曲調，其他同學用打擊樂器如木魚、鈴鼓、沙鈴和響板來創作節奏伴奏曲子。

Teacher: Listen to the music. (Plays music.) Does anyone know the song?

Student: No.

Teacher: How do you feel about the song?

Student: It has a strong beat and an Italian style.

Teacher: Great point!

Student: I don't understand the meaning of the lyrics.

Teacher: It's ok, I will introduce the tune later. You will be learning to play the melody first. Some of you who are good at playing the recorder can play the melody. The others will create your rhythms with percussion instruments to play together with the recorders. So, we are going to practice in two groups: recorders and percussion.

Student: What are the percussion instruments?

Teacher: Here they are. The guiro, the tambourine, maracas, and castanets. You can pick one you like.

Student: I can help to pass the instruments around, teacher.

Teacher: Those playing the recorder may practice first. Those playing percussion instruments take note of the four rhythm patterns. Each percussion instrument makes one rhythm pattern. Watch my demonstration and follow me.

Student: (Students follow the teacher to practice.)

Teacher: Practice time is up. Next, we will all play together. Pay attention to my gestures, read the music carefully and play correctly.

(The teacher can guide students to create rhythms with percussion instruments, accompanying the recorder melody.)

老師：聽音樂！（播放音樂）有人知道這首曲子嗎？

學生：不知道。

老師：你們覺得這首曲子如何？

學生：有強拍，義大利風。

老師：說得好。

學生：不懂歌詞意思。

老師：那沒關係，我會介紹。你們先學它的曲調，部分直笛吹比較好的負責吹曲調，其他的同學可以用打擊樂器創作節奏，跟直笛一起演奏，所以我們分兩部練習——直笛和打擊。

學生：有哪些打擊樂器呢？

老師：這裡有木魚、鈴鼓、沙鈴和響板，你可以挑選一樣你喜歡的。

學生：我可以幫忙傳樂器過去。

老師：吹奏直笛的同學請先自我練習，負責打擊的同學，請看這四個節奏型，每類打擊樂器負責一種，看我的示範並跟著我做。

學生：（學生跟著老師練習）

老師：練習時間結束！接下來我們進行合奏，注意我的姿勢，小心讀譜並正確演奏。

（老師可以引導學生用打擊樂器創作節奏，為直笛曲調伴奏）

## 單元十二 藝術創作：表演藝術

### The Practice of Performing Arts

國立新竹科學園區實驗高級中等學校 吳文龍老師

#### ■ 前言 Introduction

Ideally, teachers should use “Laban movement analysis” in teaching this unit, so they should have already taught an outline of the technique to the class before. For this unit, we will concentrate on “weight.” The use of weight is essential for choreography, as it can change the texture of the movements. This session follows Laban movement analysis, so it will extend to the other elements in the other sessions.

本單元將假設教師以拉邦動作分析作為主題教學，並已綜觀的介紹過。而在此單元，將會介紹「力度」在編舞的過程中，重量的使用會形成各種質量的動作。且由於本次課程是按照拉邦動作分析為主題，下次課程可以延伸加入其他元素。

#### ■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
<b>weight</b>	力度	stretch	延展
<b>heavy/strong</b>	重/強	tap	拍
<b>light</b>	輕/微	catch	接
gravity	引力	throw	丟
balance	平衡	bounce	彈
flexion	彎曲	extension	延展
relationship	關係	effort	動力
expression	表現	intent	目的

dynamics	動能	transformative experience	經驗轉化
torso	軀幹	arcing forward/ backward	弧線往前/往後
calf / lower leg	小腿	anchor point	定位點
metatarsals	蹠骨	clockwise	順時鐘
pelvis	骨盆	counterclockwise	逆時鐘

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

### ① Tap the balloon and feel the weight.

例句：①: Please **tap the balloon and feel the weight**, and don't forget to keep your balance.

②: I find it is so hard to control my muscles sometimes.

①: Take it easy—you can give it a try and do reflections later.

②: Sure.

①: 請拍球並感受力度，也不要忘記平衡。

②: 我發現有時候很難去控制肌肉。

①: 放輕鬆，你先嘗試我們等等來討論。

②: 好的。

### ② Can you use different body parts to tap the balloon?

例句：①: **Can you use different body parts to tap the balloon?**

②: Can we tap the balloon using our shoulders?

①: Of course! Let's see how many different body parts that you can use.

②: I can use my knees too.

①: 請你用不同的身體部位來拍球。

②: 我可以用我的肩膀嗎？

①: 當然！我們可以試試看多少個身體部位你可以用來拍球。

②: 我可以用我的膝蓋！

### ③ See, feel, and react.

例句：①: Do these three things when you pass the ball to your partner: **see, feel and react.**

②: Do we have enough time to do this?

①: Yes. Please stay focused.

①: 當你傳球給夥伴的時候記得三件事，看、感受、反應。

②: 我們會有足夠的時間去做嗎？

①: 可以的，請保持專注。

### ④ \_\_\_\_\_ with ankle flexion/extension

例句：When you spin around on the floor, do it **with ankle flexion.**

當你在地上翻轉的時候，腳踝拱起來。

### ⑤ Find a connection with your partners.

例句：①: In this situation, try to **find a connection with your partners.**

②: Can you give us an example?

①: For example, you all like watching cartoons.

①: 在這個情境中，嘗試把關係與夥伴聯繫起來。

②: 可以舉個例嗎？

①: 像是你們都喜歡看卡通。

### ⑥ Turn your inner effort into outer expression.

例句：①: **Turn your inner effort into outer expression.**

②: Can I show my intent?

①: 將你的內在動能轉換成外在表現。

②: 我可以展現我的目的嗎？

### ⑦ Take your \_\_\_\_\_ as the anchor point.

例句：①: **Take your right foot as the anchor point**, and slightly move your lower left leg.

②: Is it ok if I move my pelvis?

①: 把你的右腳踝當作定位點，輕輕的動你的左小腿。

②: 我可以動我的骨盆嗎？

## 8 \_\_\_\_\_ **arcing forward/backward.**

例句：①: Stand still with both arms **arcing forward**.

②: And then right arm **arcing backward**.

①: 站好，兩隻手臂向前弧形彎曲。

②: 接下來，右手往後弧形彎曲。

## 9 **Do it in a clockwise/counterclockwise direction.**

例句：①: Do it one by one and **in a clockwise direction**.

②: The other way.

①: 一個接著一個並且按照順時鐘。

②: 另外一邊。

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

### 概念一

說明：假設學生已學過拉邦舞蹈元素，本次教學微觀的使用 weight 當作主題。

Weight can be 'strong' or 'light'. This session should help students to have awareness of using their bodies to use these two different types of weight and to feel their own inner efforts.

本節課程將讓學生運用不同的重力去作動作，並讓學生認知使用不同的身體部位時如何產生不同重力之動作。重力分為，輕與重，學生能感受不同之重力與其內在動能。

Teacher: Last week, we talked about Laban movement analysis. Today we are going to experience and apply one of its elements. Now, imagine one leaf of a tree that is fresh and young. If you want to show the young leaf falling in the wind, what weight would the wind be?

Student: Strong.

Teacher: Can you show me, everyone? And what about the falling leaf, how do you feel the weight would be?

Student: Light!

Teacher: Yes, in our daily lives, weight is everywhere. So, we can talk about it in two ways: strong and light. Artists also use these two elements to create different types (or textures) of movements.

Student: If it is invisible, can we still feel it?



Teacher: Of course, Dennis (Student A) and Zoe (Student B) come over here and face each other. Hold hands. Now, Zoe push Dennis. Dennis, what do you feel?

Student: I feel it's strong.

Teacher: Now you push back Dennis. Zoe, how do you feel?

Student: I feel the weight I am using is less than that he is using. So, I think, compared to mine, he is stronger.

Teacher: Thank you so much. They gave us some examples. One is we can feel the weight flowing between us, and the other is weight has levels, depending on how we use and feel it.

老師：上禮拜，我們有討論過拉邦動作分析，而今天我選了其中一個元素來讓各位體驗及應用。現在我需要你想像一下。有個很新鮮又很年輕的葉子在樹上，如果風要把他吹下來的話他要用多大的力量去吹呢？

學生：很重的。

老師：大家可以吹吹看嗎？現在那如果是在墜落的葉子，你感覺他的重量呢？

學生：輕的。

老師：沒錯。在我們的日常生活當中，重力會出現在各種不同之處。我們可以把重力分成輕與重，藝術家們也經常使用這兩個元素來創造不同的質量在動作之間。

學生：這看不到，我們能感受到嗎？

老師：是的，當然。Dennis 跟 Zoe 請過來，面對面並把手牽起來。現在，Zoe 請你開始推他。Dennis 你有感覺到什麼嗎？

學生：我覺得很重。

老師：Dennis 請你也開始回推 Zoe。你覺得呢？

學生：我覺得他力氣用的比我還大，所以跟我的比起來他的應該比較重。

老師：謝謝你們。他們給我們一些示範，第一個是我們能夠感受重力的流動於我們之間，另一個則是重量有不同的層次，這要看我們怎麼使用以及感受。

## 概念二

說明：學習多種可以運用的身體部位於動作塑型中。

Forming the movements, students easily ignore that they have so many parts of their bodies they are able to involve to dance. For example, shoulders. Students usually tend to use their arms. In this unit, we might have opportunities to help students to improve the sense of using bodies with different factors in Laban movement analysis. Sensory knowledge expands the vision of how they see themselves.

組織動作的過程中，學生很容易忽視還有其他的身體部位能夠使用，例如肩膀。他們經常傾向使用雙手。在這個單元中，我們有機會可以藉由拉邦動作分析的元素去讓學生增進不同的身體部位的使用。感官的認知能夠幫助學生看待自己時更開闊視野。

Teacher: Before we get into the next part of the session, let's talk about our body parts. Now, take one soft ball with you. I need you to sit down and bend your knees 90 degrees, stepping on the ball. And roll the ball on the floor by your feet.

Student: It tickles.

Teacher: That's normal. Can you roll the ball by only using toes? Great job. Can you use the ball to draw the number eight on the floor?

Student: Can I try to write another number?

Teacher: Let's write your phone number. Mine would be 0912345678. After this, do a slide to roll the ball to your calves. And then go up to your thighs.

Student: This ball is so hard to control.

Teacher: It takes some time, but you can feel the muscles and body parts that you are using. How do you feel when the soft ball touches your thigh?

Student: I've never paid attention to my thighs. It feels special.

Teacher: Yes, sometimes we just take things for granted. But it is fine, now you know that we have so many parts we can use, keep it in mind. And now turn the ball to your side of pelvis. So, some of you are lying down on the one side. It can be a nice way to form a movement.

Student: Yeah, I found we usually use arms and legs (limbs) only and forget we also can use our torso.

老師：在我們進行下個部分以前，我們先來了解身體部位。請拿一個軟球，坐下並把膝蓋彎取 90 度並踩著球。接著用腳來滾動球。

學生：我覺得癢癢的。

老師：這正常。請大家現在用腳趾滾球。很好，再來一起用腳寫 8。

學生：可以試著寫其他數字嗎？

老師：一起來寫自己的手機號碼。我的會是 0912345678。完成之後，往前滑把球滑到你的小腿上。接著再往上滑到你的大腿。

學生：這顆球好難控制。

老師：這需要點時間，但你可以感受你使用肌肉跟身體部位。當球處碰到你的大腿時你覺得怎麼樣。

學生：我從沒注意過我的大腿，我覺得很特別。

老師：是的，有時候我們會把一些事情當作理所當然，但沒關係，現在你知道我們有很多部位可以運用。把他放在心上。現在把球滾到你的側面骨盆上。有一些人現在看起來是側躺的姿勢。這可以是很好的方式去組織動作。

學生：我發現我們比較常用四肢，忘記可以把軀體也融入在動作當中。

## ■ 教學活動 Class Activities

### 活動一

說明：藉由水瓶感受不同的重量與身體的運用

The teacher prepares two bottles— one is full of water, and the other is half-full. Get students in pairs and let them throw the bottles to each other. It starts from half-full of water and throwing it to their partner, then they switch to the full one. During the procedure, teachers ask students to use different levels of height and weight to do it. In the meantime, they also need to observe their partners' and their own body, and what the difference is when they use various ways to throw and catch.

教師準備兩個水瓶，一個裝滿水而另外一個裝一半。兩個學生一組讓他們互相拋給彼此。一開始可以先使用半滿的，下個部分再使用全滿的。在這過程中教師可以讓學生拋不同的高度並且調整力度。同時學生們需要觀察對方及自己的身體當他們運用不同的方式去拋與接時的變化。

Teacher: Everyone, get in pairs. One of you take the half-full bottle in your hands and focus on your partner. Next, I will ask you to throw it to your partner, please use a light weight to throw it.

Student: How do I know it is a light weight?

Teacher: Think about the distance and judge the least weight you need to throw it to them.

Student: What if I drop it?

Teacher: That is fine, just use a little more weight next time. Once you find the best way to throw it, then I need you to move further away from your partner.

Student: I can feel the weight that my partner is using is heavier now.  
Teacher: Well done! Can you watch your partner's body during the process?  
Student: I see she squats deeper and rises slightly because she wants to keep it light.  
Teacher: So, what she wants to do and how she shows it (the intent and expression) are very clear now. She wants to do it light—this is the “intent” of the move. And she shows these movements—that is the “expression”.

老師：兩個人一組，我需要其中一位拿著水瓶並且專注在你的夥伴。接下來我需要你把水瓶丟給你的夥伴並且輕輕的丟。

學生：我要怎麼知道我用輕的？

老師：你感受一下距離，然後嘗試用最輕的力氣去丟？

學生：如果水瓶掉了怎麼辦？

老師：沒關係，下次做調整就好。所以當你找到最好的方式去丟之後，請你拉開距離。

學生：我可以感覺到我的夥伴用力一點了。

老師：很好的觀察，請你接下來觀察這過程中你夥伴的身體。

學生：我發現他蹲低一點而且起來的時候輕輕的，因為他想要保持輕。

老師：所以，目的跟表現現在非常清楚了。他想要保持輕，這是目的，接著展現後的動作就是你剛剛看到的。

## 活動二

說明：藉由不同球類之重量，給予學生不同動作展現與創作

This part has a little presentation. The teacher gives two balls with different textures, and one of them is a balloon. With five students in each group, they can pass the balls to one another in different ways. The teacher can play music for them during the process and should ask students to create one skit about their ball-passing and use the content to practice. Afterwards, they will present to the other classmates.

這部份最後可包含呈現。教師提供兩種不同質量的球，其中一種建議是氣球。五人一組，他們可以用身體不同的部分傳球產生變化。教師在過程中放音樂並且要求學生用不同身體部位傳球，且完成一個他們喜歡的傳球方式。最後課堂呈現。

Teacher: We have balloons and balls you can use. Like the last activity, I need you to pass them to your peers. But this time, I would like you to create one route and passing ways you like. After this, we will have a presentation.

Student: How long should it be?

Teacher: Everyone in the group should tap the balls at least 5 times. Also, I will play the music and you can feel the rhythm and beats.

Student: Could we not use our hands?

Teacher: It's best if you can use more body parts. And don't forget you need to try different weights, and that is the point of this session. Strong and light.

Student: Can you give us some tips?

Teacher: Sure, mostly, from our instinct, we will use our limbs to hit the ball. Since we know that we can use the other parts to hit the ball, doing this shapes your body into several changes. In the beginning of the activity, I recommend you try different things to notice what kind of ways you want, and then pick the movements you like.

Student: The point of the performance is weight?

Teacher: Yes, you do the same movement but your weight efforts are different, and you can still do your movements.

老師：我們現在有氣球及球可以使用，跟上個活動一樣我需要你傳給你的夥伴。但這次我需要你創造一個路徑跟傳遞方式。因為在結束後我需要你們有個小呈現。

學生：要多長呢？

老師：每個人需要至少碰到球五次。過程中我會放音樂你可以感受一下旋律跟節奏。

學生：我們可以不要用手嗎？

老師：如果可以用多一點身體部位會是最好。而且不要忘記我們這堂課的重點是重力，也要嘗試多點不同的重力展現，包含重以及輕。

學生：可以給我們一些提示嗎？

老師：好的，我們經常會只有使用我們的四肢去打球。我們已經知道我們可以用不同的身體部位去接觸球，做這件事後，這讓我們的身體有多種的變化。在創作的初期，我會建議大家先即興，去注意哪種方法是你想要的。接著，再選擇你喜歡的動作。

學生：呈現的核心是重量嗎？

老師：是的，如果你做了相同的動作，但是你的重量力度不同，這動作也是行得通的。

## 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 <a href="https://terms.naer.edu.tw/search/">https://terms.naer.edu.tw/search/</a>	
教育雲：教育媒體影音	
為教育部委辦計畫雙語教學影片 <a href="https://video.cloud.edu.tw/video/co_search.php?s=%E9%9B%99%E8%AA%9E">https://video.cloud.edu.tw/video/co_search.php?s=%E9%9B%99%E8%AA%9E</a>	
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 <a href="https://sites.google.com/view/cooclearnmodeart/unit1">https://sites.google.com/view/cooclearnmodeart/unit1</a>	
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。 <a href="https://sites.google.com/view/cooclearnmodemusic/unit1">https://sites.google.com/view/cooclearnmodemusic/unit1</a>	
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 <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>	

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



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





## 國中藝術領域雙語教學資源手冊：英語授課用語

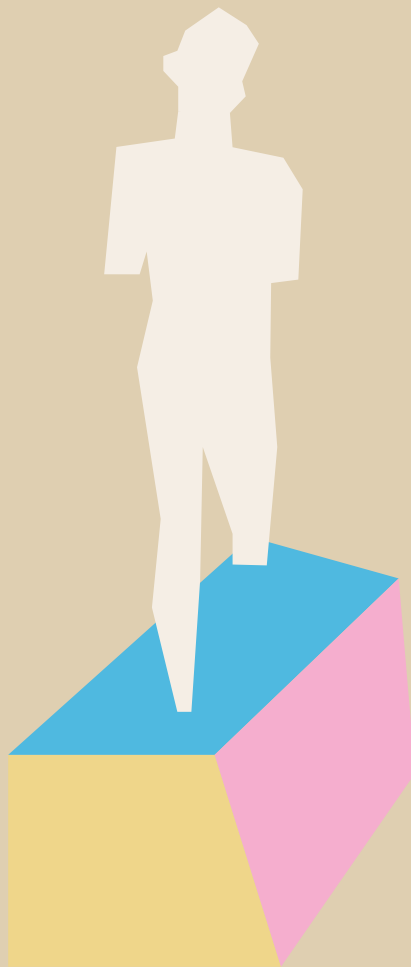
[ 七年級上學期 ]

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

[ 7<sup>th</sup> grade 1<sup>st</sup> semester ]

- 研編單位：國立臺灣師範大學雙語教學研究中心
- 指導單位：教育部師資培育及藝術教育司
- 撰稿：戴岳弦、連冠閔、吳文龍
- 語言諮詢：Alex Wallace
- 綜合規劃：王宏均
- 編輯排版：吳依靜
- 封面封底：JUPE Design





發行單位 臺師大雙語教學研究中心

NTNU BILINGUAL EDUCATION RESEARCH CENTER

指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION