

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

〔七年級下學期〕





目次 Table of Contents

單元一	攝影.....	1
單元二	街頭有藝術：公共藝術、街道家具、真人雕像.....	10
單元三	立體造形藝術.....	19
單元四	管弦樂團.....	27
單元五	和弦探索.....	34
單元六	巴洛克時期音樂.....	43
單元七	服裝設計.....	52
單元八	芭蕾.....	62
單元九	行政與街頭藝人.....	71

單元一 攝影 Photography

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■ 前言 Introduction

Photography is the art of recording images. Artists who make photographs are called photographers. Photographers react to their surroundings and take photos when they see something interesting or meaningful.

The content of photographic images includes everything in the real world and also in a made-up space. The subject can be people, animals, nature, or anything from our imaginations. Photography can be done either for pure art or for commercial purposes.

People can see photographic images every day. Nowadays, photography is an important tool of self-expression for people who use social media like Facebook and Instagram.

攝影是紀錄影像的藝術，創作攝影作品的藝術家被稱為攝影師，攝影師對所處環境做為回應，並對他們視為有趣或有意義的事物進行拍攝。

攝影意象的內容包羅萬象，包括存在真實世界或想像的空間。它也可以是有關於人物、動物、大自然，或來自我們的想像，也可以是為了純藝術或是商用目的。人們每天置身於攝影意象中，時至今日，攝影是使用社群媒體的人們，用於自我表達的一項重要工具。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Types of Photography 攝影類型			
nature photography	自然攝影	pet photography	寵物攝影
flower photography	花卉攝影	architecture photography	建築攝影

fashion photography	時尚攝影	portrait photography	人像攝影
commercial photography	商業攝影	product photography	產品攝影
Types of Digital Cameras 數位相機類型			
compact digital cameras	卡片型數位相機	digital single lens reflex cameras (DSLR)	數位單眼相機
smartphone camera	智慧型手機	single lens reflex cameras (SLR)	(補充) 單眼相機

Components/Parts of Digital Cameras 數位相機組成			
camera body	機身	shutter	快門
lens	鏡頭	aperture	光圈
image sensor	影像傳感器	filter	濾鏡

Related Vocabulary of Photography 攝影基本用語及準備動作			
photography	攝影	take a picture for/of someone	幫某人拍照片
photo/shot	照片	turn on/off the camera	打開／關掉相機
control button	控制鍵	put on/take off the lens cap	把鏡頭蓋放上／拿下
digital camera	數位相機	insert/remove the memory card	插入/取出記憶卡
photograph	照片	pose for a picture	擺姿勢供拍照
set the timer	設定計時器	save/delete a picture	儲存／刪除照片
turn on/off the flash	打開／關掉閃光燈	upload/download a picture	上傳／下載照片

Photography Techniques 攝影技巧			
focus the lens	對焦	adjust the aperture	調整光圈
selfie	自拍	set the shutter speed	設定快門速度
close-up shot	近拍	wide shot	廣角照片
camera angle	拍攝角度	the source of light/light source	光源
eye-level shot	平視拍法	front light(ing)	順光源／主要光
high angle shot	俯視拍法	side light(ing)	側光源／補充光
low angle shot	仰視拍法	back light(ing)	逆光源
forced perspective photography	錯視攝影	composition	拍照構圖
bird's-eye view	鳥瞰	rule of thirds	三分法（井字形構圖法）
S-curve	S 形（構圖）	diagonal	斜向／對角線（構圖）
radiating	放射狀（構圖）	central composition	置中構圖
frame within the frame	放射狀（構圖）	fill the frame	滿框構圖
leading lines	框中框構圖		

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

① Excuse me. Can you _____?

例句：Excuse me. Can you turn on/turn off the flash?

可以請你開啟／關閉閃光燈嗎？

② Excuse me. Could you take a picture of _____?**Sure. / No problem. / My pleasure. / I would love to.**例句：①: **Excuse me. Could you take a picture of me/us?**②: **Sure. / No problem. / My pleasure. / I would love to.**

①: 打擾你，你可以幫我／我們拍照嗎？

②: 當然。沒問題。很樂意。

③ Can you pose for _____?**Sure. How should I pose for it?**例句：①: **Can you pose for a family photo/wedding photo?**②: **Sure. How should I pose for it?**

①: 你可以為家庭照／結婚照擺姿勢嗎？

②: 好。你要我怎麼做？

④ Can you show me how to _____?**No problem. Let me show you how (to do it).**例句：①: **Can you show me how to remove the memory card?**②: **No problem. Let me show you how (to do it).**

①: 你可教我如何取出記憶卡嗎？

②: 沒問題。讓我教你（如何做）。

⑤ Do you know how to _____?**Sure. Let me show you how (to do it).**例句(1)：①: **Do you know how to upload/download the pictures?**②: **Sure. Let me show you how (to do it)**

①: 你知道怎麼上傳／下載這些照片嗎？

②: 會！讓我教你（如何做）。

例句(2)：①: **Do you know how to insert/remove the memory card?**②: **No. Let's find someone to help.**

①: 你知道怎麼插入／取出記憶卡嗎？

②: 不知道，我們來找人來幫忙。

⑥ What photography composition rules do you know?

I know _____. It is to _____.

例句：①: **What photography composition rules do you know?**

②: **I know S-curve composition. It is to arrange visual elements in an S-curve.**

①: 你知道什麼樣的攝影構圖嗎？

②: 我知道 S-curve composition (S 形構圖)，它是將視覺元素安排成一種 S 形。

⑦ What's your favorite subject to photograph?

_____ is/are my favorite subject(s) .

例句：①: **What's your favorite subject to photograph?**

②: Nature and food **are my favorite subjects.**

①: 你最喜愛按下快門／拍攝的主題是什麼？

②: 大自然及食物是我最愛的主題。

⑧ What famous photographers do you know?

(I am sorry. I don't know any of them.)

I know _____. I like the _____ in his/her works.

例句：①: **What famous photographers in Taiwan do you know?**

②: **(I am sorry. I don't know any of them.)**

②: **I know Po-lin Chi, 齊柏林. I like the subjects in his works.**

①: 你知識任何臺灣有名的攝影家嗎？

②: (抱歉。我不知道任何一位。)

②: 我知道齊柏林。我喜歡他的作品中的題材。

⑨ What is the function of _____?

It _____.

例句：①: **What is the function of the shutter?**

②: **It controls the exposure time.**

①: 快門的功能是什麼？

②: 它是用來控制曝光時間。

10 Look at the photograph. What is the shot angle?**It has a/an _____ shot angle.**例句：①: **Look at this photo. What is the shot angle?**②: **It has an eye-level shot angle.**

①: 看這張攝影，它用了什麼拍攝角度？

②: 它用了平視的拍攝角度。

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

說明：此為一篇短文說明照片對我們生活的價值與意義

The Importance of Photographs

Photographs play an important role in everyone's life, because they connect us to our past and remind us of people, places, feelings, and stories. For example, people take family photos so they can record their time spent together; married couples take wedding photos to record beautiful moments and keep memories for the future; students take graduation photos to remember their time as a student on campus. As Ed Sheeran sings in his song "Photographs", "we keep this love in a photograph, we made these memories for ourselves." People take photos for many reasons. Photographs are important in everyone's life.

照片的重要性

照片在每個人的生活中扮演重要角色，它們連結我們與我們的過去，並提醒我們一些人、地方、感受及故事。例如，人們拍家庭照記錄彼此相聚時光；結婚的人拍結婚照，在將來回憶美麗時刻；學生拍畢業照以記住校園時光。如同紅髮艾德的歌曲〈照片〉所唱：「我們把愛存在照片裡，為自己創造回憶。」人們為了許多理由而拍，照片對生活極為重要。

Teacher: What can photographs (photos) do for us?

Student: They can connect to our past.

Teacher: What else can photographs (photos) do for us?

Student: They can remind us of people, places, feelings, and stories.

Teacher: When do people take photographs? Who can give some examples?

Student: People take photos when they get married.

People take photos when they graduate from school.

老師：照片可以作什麼？

學生：它可以連結我們與過去。

老師：照片還可以做什麼？

學生：它可以提醒我們一些人、地方、感受及故事。

老師：有人可以舉例，在什麼場合人們會拍照？

學生：結婚的時候，人們會拍照。

人們從學校畢業時會拍照。

概念二

說明：此為一篇短文說明攝影用到的器材的五大部分

The five major parts of a camera are the camera body, lens, sensor, shutter, and aperture. The camera body holds all the parts of the device together. The lens of a camera focuses the rays of light. The sensor takes in the light. The shutter controls the exposure time. The aperture of a camera decides how much light enters. When taking a photo, a photographer should manage all these major parts of a camera well.

相機的組成包括五大部分，機身、鏡頭、感光器、快門及光圈。機身聚集各式裝置：鏡頭是用來聚焦光線，感光器協助吸收光線，快門控制曝光時間，光圈則決定多少光線進來。拍照時，攝影師必須能掌握這些相機裝置。

Teacher: Who can tell me the names of the (five) major parts of a camera?

Student: They are the camera body, lens, sensor, shutter, and aperture.

Teacher: What is the function of a camera body?

Student: A camera body holds all the parts of the device together.

Teacher: What is the function of a camera lens?

Student: The function of the lens is to focus the rays of light.

老師：誰能跟我說一台相機的（五大）組成部分的名稱？

學生：它們包括：機身、鏡頭、感光器、快門及光圈。

老師：機身的功能是什麼？

學生：身聚集各式裝置。

老師：鏡頭的功能是什麼？

學生：鏡頭是用來聚焦光線。

■ 教學活動 Class Activities

活動一

說明：請找數件攝影作品中讓學生練習描述作品中所用構圖原則及其產生的視覺效果。

Photography framing/ composition rules 攝影框架/構圖原則			
rule of thirds	三分法 (井字形構圖法)	S-curve	S 形 (構圖)
diagonal	斜向/對角線(構圖)	radiating	放射狀 (構圖)
The feeling a photo creates 照片產生的視覺效果			
S-curve	S 形動線	neutral	中性的
movement	動態	stillness	靜止感

Teacher: What composition rules do you see in this photo?

Student: I see an S-curve in this photo.

Teacher: What do you mean by an “S-curve?”

Student: All objects (or characters) are arranged in an S shape.

Teacher: What feeling does it create?

Student: It creates a feeling of movement.

老師：你在拍攝作品中看到什麼構圖原則？

學生：照片中，我可以看到 S 形的構圖原則。

老師：你說的「S 形」是指什麼？

學生：就是在照片中所有的物件 (角色) 被安排成 S 形。

老師：它給你什麼感覺？

學生：我感覺到動態。

活動二

說明：請找數件攝影作品中讓學生練習描述作品中所用的拍攝觀點及效果。

camera (shot) angle 拍攝角度		The perspectives and effects 拍攝觀點及效果	
eye-level shot	平視	a neutral perspective (not superior or inferior)	比較中性，沒有觀點上的優劣之別
low angle shot	仰視	It emphasizes power dynamics between characters	被拍攝物高於拍攝者，顯得較有力量
high angle shot	俯視	強調觀點與被拍視物之間的動能	自高而下，拍攝者較有掌握的力量

Teacher: What camera angle do you see in this photo?

Student: In this photo, I see an eye-level shot.

Teacher: What do you mean by an eye-level shot?

Student: The photos are taken at the same height as the eyes of the subjects.

Teacher: What feeling does it create?

Student: It creates a feeling of being neutral and equal.

老師：你在拍攝作品中看到什麼拍攝角度？

學生：照片中，我可以看到平視的拍攝角度。

老師：你說的「平視」是指什麼？

學生：就是在照片是以角色的眼睛同高的位置拍攝的。

老師：它給你什麼感覺？

學生：給我感覺到中性及平等的感覺。

單元二 街頭有藝術：公共藝術、街道家具、真人雕像

Art on the Streets:

Public Art, Street Furniture, and Living Statues

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■ 前言 Introduction

We can see a lot of art on the streets. Public art, street furniture, and street performances are some good examples. These art forms make art more accessible to everyone. Different from visiting art museums or galleries, art on the streets brings beauty and joy to people by surprise. Public art makes our public spaces more enjoyable. A piece of street furniture is not only practical; it also shows the beauty of colors and shapes to users. Art on the streets can sometimes create interactions with people around them. For example, one kind of street performers, living statues, sometimes plays tricks on people passing by to cheer them up.

我們在街頭就能看到藝術。公共藝術，街道家具，以及街頭表演就是其中幾項。這些藝術形式讓藝術變得更好親近。有別於去美術館或畫廊，街頭上的藝術帶來美與歡樂的驚喜。公共藝術讓公共空間更愉悅。街道家具不只提供實用功能也帶給使用者色彩及形狀的美。街頭上的藝術有時能與人們產生更高互動，例如街頭藝術家的一類，活（真人）雕像，會愚弄路過的人，讓一天充滿趣味。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Types of Art on the Streets 街頭上可見藝術的類型			
public art	公共藝術	street performance	街頭表演
street furniture	街道家具	graffiti	街頭塗鴉
installation	裝置	sculpture	雕塑

Types of Public Spaces 公共空間類型			
building	建築物	on the wall	在牆上
at the part	在公園		

Vocabulary for Art on the Streets 街頭藝術相關字			
street performer	街頭藝人	arts and crafts market	創意市集（藝術及手工藝）
street artist	街頭藝術家	craft(s)	手工藝
living statue	活（真人）雕像	craftwork	手工藝術品
flash mob	街頭快閃族	flash mob performance	快閃表演
a work of art	一件藝術品	an artwork	一件藝術作品
a piece of art	一件藝術品	an art piece/object	一件藝術物件
art exhibition	藝術展	art museum	美術館
artifact	物件（文物）	installation (art)	裝置（藝術）
interaction	互動		

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

① What is _____?

例句：①: **What is** public art/a street performance?

②: Public art is art in public spaces.

②: A street performance is a performance on the streets.

①: 什麼是公共藝術／街頭表演？

②: 公共藝術是一種在公共空間的藝術類型。

②: 街頭表演是一種在街上表演的類型。

② Where have you seen public art/street art before?**I have seen public art _____.**例句：①: **Where have you seen public art before?**②: **I have seen public art** at the park.

①: 你曾經在那裡看過公共藝術/街頭藝術?

②: 我曾經在公園看過公共藝術。

③ What is the artist trying to say?**I think the artist is trying to _____.**例句：①: **What is the artist trying to say?**②: **I think the artist is trying to** show the beauty of the colors in the world.

①: 那位藝術家試圖說什麼?

②: 我認為那位藝術家想把色彩的美帶入世界。

④ What do you think about _____?**I like it because _____.**例句：①: **What do you think about** this piece of art/ this artwork?②: **I like it because** it shows the possibility of shapes/colors/lines.

①: 你覺得這件作品如何?

②: 我喜歡它因為它展現了形狀／色彩／線的可能性。

⑤ Can you show me how to _____?**Sure. Let me show you how (to do it).**例句：①: **Can you show me how to** make this artifact (craftwork)?②: **Sure. Let me show you how (to do it).**

①: 你可以展示如何做這個物件工藝品嗎?

②: 沒問題。讓我展示（如何做）。

⑥ What is your inspiration for making this (work)?**My inspiration for making this (work) is _____**例句：①: **What is your inspiration for making this work?**②: **My inspiration for making this is** to show peace and love.

- ①: 你做這件作品的靈感是？
②: 我做這件作品的靈感是想展現愛與和平。

⑦ What's your favorite piece in here?

The work called _____ is my favorite.

- 例句：①: **What's your favorite piece in here?**
②: **The work called *Wild Nature* is my favorite.**

- ①: 在這裡，你最喜愛的一件（藝術作品）是哪件？
②: 這件被叫作〈野性〉的作品是我最愛的一件。

⑧ Do you know any famous artists?

I am sorry. I don't know any.

I know _____. I like the _____ (textures/colors/etc.) in his works.

- 例句：①: **Do you know any famous artists?**
②: **I am sorry. I don't know any.**
②: **I know Franz Marc. I like the colors in his works.**

- ①: 你知道哪一位有名的藝術家？
②: 抱歉，我不知道任何一位。
②: 我知道 Franz Marc。我喜歡其作品的色彩。

⑨ What is the function of _____?

Its function is to _____.

- 例句(1)：①: **What is the function of public art?**
②: **Its function is to decorate public places with art.**
①: 公共藝術的功能是什麼？
②: 它是用藝術來佈置公共空間。

- 例句(2)：①: **What is the function of street furniture?**
②: **Its function is to make the streets a comfortable place.**
①: 街道家具的功能是什麼？
②: 它是用來讓街道成為更舒適的地方。

10 Look at this work of art. What is the meaning of it?**It is about _____.**例句：①: **Look at this work of art. What is the meaning of it?**②: **It is about** family love.

①: 看一下這件藝術作品。它的意涵是什麼？

②: 它是有關家人的愛。

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

說明：此為一篇短文說明臺灣的公共藝術

Public Art

Public art is a work of art that is in a public space and/or was paid for by public money. To be considered public art, it needs to be visible to the public. In Taiwan, whenever we build or renovate a public building or space, like a library or a park, a small amount of money goes to an artist to create art that can be enjoyed by everyone.

公共藝術

公共藝術是置放公共空間或由公有財富購置的作品。要被視為公共藝術，必須為大眾所看到。在台灣，無論我們建造或翻新一個公共建築或空間，例如圖書館或公園，一小部分的錢會給予某位藝術家去創作為大眾所欣賞的藝術。

Teacher: What can public art do for us?

Student: It can bring the beauty of art to everyone.

Teacher: Have you ever seen any public art?

Student: Yes. I have seen some public art in different places.

Teacher: Where have you seen it?

Student: In places like parks, libraries, and public buildings.

I think we can also see public art in some private buildings.

老師：公共藝術可以做什麼？

學生：它可以為我們帶來藝術之美。

老師：你看過公共藝術嗎？

學生：有。我在一些地方看過公共藝術。

老師：（你剛剛提到的）這些地方是？

學生：這些地方有公園、圖書館，以及一些公共建築。

我想我們在一些私人大樓也可以看到公共藝術。

概念二

說明：此為一篇短文說明街道家具的類型

Street Furniture

Street furniture is equipment on the street that the public can use, including benches, streetlights, traffic signs, bus stops, trashcans, public restrooms, and so on. The term “street furniture” is mostly used in the UK, Canada, and Australia. However, in Taiwan, more and more people care about the beauty of art that street furniture can bring to a city in addition to its practical functions.

街道家具

街道家具是指街道上大眾可以使用的設備，包括長椅、路燈、交通號誌、公車亭、垃圾桶、公共廁所……等。這個語詞的用法最常見於英國、加拿大，及澳洲。然而在臺灣，越來越多人注意街道家具除了它的實用功能之外，也可以為一座城市帶來藝術之美。

Teacher: Can you give some examples of street furniture?

Student: Streetlights, bus stops, and trashcans are good examples that we can see every day.

Teacher: What other examples can you think of?

Student: I think traffic signs are a kind of street furniture too.

Teacher: What can street furniture do for us?

Student: It can make our streets more comfortable, such as by providing rest places for elderly people.

Teacher: Besides making our streets more comfortable, what else do you think street furniture can do for us?

Student: Street furniture can make the streets more beautiful, too.

老師：你們可以舉一些街道家具的例子嗎？

學生：路燈、公車亭、垃圾桶都是（我們每天可以見到的）好例子。

老師：你們還可以舉什麼例子？

學生：我認為交通號誌也是街道家具的一部分。

老師：街道家具可以為我們做什麼？

學生：它讓我們的街道更舒適，例如提供年長的人休息的地方。

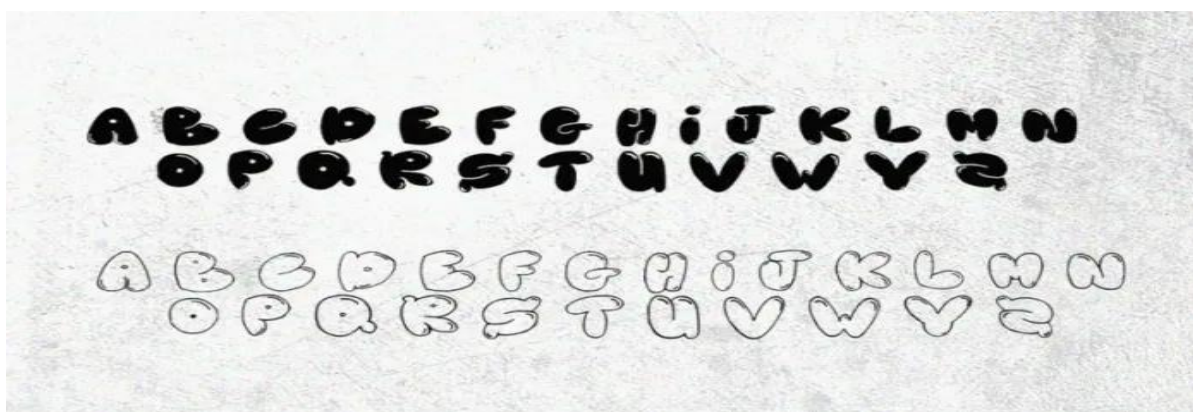
老師：(除了讓我們的街道更舒適)，街道家具還可以為我們做什麼？

學生：它也可以讓我們的街道更美。

■ 教學活動 Class Activities

活動一

說明：塗鴉字型讓塗鴉藝術與眾不同，這些字型深具風格展現塗鴉藝術家個性。請參考塗鴉字型的幾種基本風格並創作你的作（根據表 1）



Graffiti 塗鴉藝術			
graffiti	塗鴉	fonts	字型
handwriting	手寫風格	bubble letters	泡泡字母
stencil	模板	a dripping maker	滴水

表 1：塗鴉字型常用的字彙

Bravo!	(義大利語)	Cool!	酷！
Awesome!	完美！	Fantastic!	太讚了！
Unbelievable!	棒到難以置信！	Amazing!	太神奇了！
Perfect!	完美！	So talented!	太有才了！
A masterpiece!	真是傑作！	Fabulous!	好極了！

表 2：用來表達觀看街頭表演之評價的語詞

Teacher: Where have you seen graffiti fonts?

Student: I have seen them on the street walls.

Teacher: What is your favorite style of graffiti fonts?

Student: I like _____ best.

Teacher: Why do you like it?

Student: I like it because it makes me feel _____ (參考表二的情感字彙).

老師： 你在街上看過什麼塗鴉類型？

學生： 我在街頭牆壁看過。

老師： 你最喜歡的什麼塗鴉字型風格？

學生： 我最喜歡_____。

老師： 你為什麼喜歡？

學生： 我喜歡它因為它給我_____的感覺。

活動二

說明：請同學從自己生活空間中，找一件公共藝術作品中讓學生練習描述作品的顏色，並根據下表「色彩心理學」對照表描述他們的感受。

red	orange	yellow	green	blue
excitement strength love energy	confidence success bravery sociability	creativity happiness warmth cheer	nature healing freshness quality	trust peace loyalty competence

pink	purple	brown	black	white
compassion sincerity beauty sweetness	royalty luxury spirituality ambition	dependability ruggedness trustworthiness simplicity	formality drama sophistication security	cleanliness simplicity innocence honesty

(Color Psychology: The Effects of Color)



Teacher: What color of public artwork can you see?

Student: I can see the color _____(red/orange/yellow...).

Teacher: What/How does the color make you feel?

Student: It makes me feel a sense of _____.

老師：你在這公共藝術作品看到什麼的顏色？

學生：我可以看到_____ (紅/橙/黃...)色。

老師：這顏色帶給你什麼感受？

學生：它給我感覺到_____ (參考上表色彩心理學的語詞)。

單元三 立體造形藝術**3D Art**

臺中市立文華高級中等學校 戴岳弦老師

■ 前言 Introduction

3D art means any art that is created in three dimensions – height, width, and depth – different from two-dimensions like a drawing. 3D art can be made in many ways, including sculptures, reliefs, pottery, paintings, and even photographs. It occupies physical space. People can appreciate it from all sides and angles. Three-dimensional art has been around since the beginning of human history. In the 21st century, three-dimensional art is produced in multiple styles, forms, materials, techniques, and installations. We can learn to appreciate the beauty of three-dimensional art. You can often find pieces of 3D art on the streets, in communities, at the park, and so on.

立體造形藝術是指創作於高、寬、深三個面向中的藝術，有別於二個面向的藝術如繪畫。立體造形藝術可有多種創作形式，包括雕刻、浮雕、繪畫、甚至攝影。它占有實體空間，人們可以從不同的面向及角度欣賞它。立體造形藝術自人類歷史之初就已存在，在廿一世紀，立體造形藝術具有多樣的風格、形式、材料、技法，及裝置條件。透過學習，我們可以認識立體造形藝術的美感。在街上、社區中、公園裡，隨處都可能發現這些作品的存在。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Traditional 3D Forms 傳統立體造形藝術			
sculpture	雕刻	porcelain	瓷器
relief	浮雕	pottery	陶器

Techniques Used in 3D Art 立體造形藝術技法			
carving/to carve	雕	modeling/to model	塑
casting/to cast	鑄造	welding/to weld	焊接
Forms and Shapes of 3D Art 立體造形藝術的形式			
cube	立方體	cuboid	長方體
cone	三角椎體	pyramid	金字塔體
sphere	球體	cylinder	柱狀體
prism	角柱體（三棱鏡體）		
Materials of 3D Forms and Shapes 立體造形藝術材質			
glass	玻璃	clay	陶土
metal	金屬	bronze	青銅
stainless steel	不鏽鋼	wood	木頭
stone	石頭	marble	大理石
cardboard	紙板	iron wire	鐵絲
Words Related to 3D Art 立體造形藝術相關字彙			
title	作品名	author	作者（作品人）
viewer	觀賞者	dimension(s)	面向
sense	感覺/感知	presented	呈現於
appreciate	欣賞	expression	表現/展現
height	高	width	寬
depth	深	sculptor	雕刻家

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

① What is the title of this _____?

The title of this work is _____.

例句：①: **What is the title of this** artwork(/painting/sculpture)?

②: The title of this work is *Sunflowers*.

①: 這件藝術作品／雕塑作品的名字是？

②: 這件作品名是〈向日葵〉。

② What is this artwork made of?

It is made of _____.

例句：①: **What is the artwork made of?**

②: **It is made of** clay.

①: 這件作品是用什麼材料做的？

②: 它是用陶土做的。

③ How is (the) _____ made?

It is made by (the technique of) _____.

例句：①: **How is the** artwork/sculpture **made?**

②: **It is made by (the technique of)** modeling.

①: 這藝術作品／雕刻作品是怎麼做的？

②: 它是用塑造的技法製作成的。

④ How can I appreciate this work of _____?

You can appreciate it from _____.

例句：①: **How can I appreciate this work of** 3D art?

②: **You can appreciate it from** all sides and angles.

①: 我可以怎麼欣賞立體造形藝術？

②: 你可以從各個面向及角度欣賞它。

⑤ What is the shape of this artwork?**It is/has _____.**例句：①: **What is the shape of this artwork?**②: **It is** shaped like a pyramid/**has** the shape of a pyramid.

①: 這作品的造形是？

②: 它是金字塔的造形。

⑥ Do you know how to make a work of _____?例句：①: **Do you know how to make a work of 3D art?**

②: No. Let's find someone to help us with that.

①: 你知道怎麼做一件立體造形的藝術作品嗎？

②: 不知道。我們來找人來幫我們這件事。

⑦ What is your favorite subject?**_____ is/are my favorite subject(s).**例句：①: **What's your favorite subject?**②: Nature **is my favorite subject** for photographs.

①: 你最喜愛的主題是什麼？

②: 大自然是我最愛的主題。

⑧ Do you know any famous _____?**No. I don't know any.****I know _____.**例句：①: **Do you know any famous sculptors in the world/Taiwan?**②: **No. I don't know any.**②: **I know** Niki, a French artist.

①: 你知道任何世界上／臺灣有名的雕塑家嗎？

②: 抱歉，我不知道任何一位。

②: 我知道 Niki，一位法國藝術家。

9 Where can we find 3D art?

You can often find _____.

例句：①: **Where can we find 3D art?**

②: **You can often find** pieces of 3D art on the streets, in communities, at the park, and so on.

①: 我們在那裡能看到 3D 藝術作品？

②: 在街上、社區中、公園裡，隨處都可能發現這些作品的存在。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：此為一篇短文說明如何欣賞立體造形藝術之美

Appreciating the Beauty of 3D Art

There are many ways of enjoying, looking at or appreciating the beauty of 3D art. We can walk around the works and enjoy looking at them from all sides and angles. 3D artworks can help us, the viewers, sense the relationships between the artworks, the space, and the environment. We can also look closely at their materials, textures, shapes, and so on. From feeling the textures of the artworks, we can sense the roughness, smoothness and other features. Appreciating works of 3D art is an exploration of beauty.

欣賞立體造形藝術之美

欣賞立體造形藝術之美有很多種方法。我們可以環繞在作品四邊，從不同的面及角度享受觀看作品。立體造形的作品可能幫助觀者感知到作品所在空間及環境的關係。我們也可以更仔細地觀看作品的材質、質感、形狀……等，從感覺質感，我們可以感知到作品的粗糙，光滑或其他部分。欣賞作品可以說是對美的探索。

Teacher: How can we appreciate the beauty of three-dimensional art?

Student: We can walk around the works and enjoy looking at them from all sides and angles.

Teacher: How else can we appreciate works of art?

Student: We can also closely look at their materials, textures, and shapes.

Teacher: What can we get from feeling the textures (of the materials)?

Student: We may sense the roughness or the smoothness.

老師：我們可以如何欣賞立體造形藝術之美？

學生：我們可以環繞作品，從不同的面向及角度欣賞作品。

老師：其他還有什麼方法我們可以欣賞藝術作品？

學生：我們還可以更仔細地觀看作品的材質、質感、形狀。

老師：我們可以從感受質感（材質）得到什麼？

學生：我們可以感知到粗糙或光滑感。

■ 教學活動 Class Activities

活動一

說明：請找數件立體造形作品讓學生練習描述作品中所用形狀及其產生的視覺效果

Forms and Shapes of 3D Art 立體造形藝術的形式			
cube	立方體	cuboid	長方體
cone	三角椎體	pyramid	金字塔體
sphere	球體	cylinder	柱狀體
prism	角柱體（三棱鏡體）		
How 3D Art Makes People Feel 立體造形藝術給人的感覺			
a sense of mass	重量感	a sense of height	高度／向上延伸感
a sense of depth	深度感	a sense of ...	某種的感受

Teacher: (Show the works to the students and ask:)

What are the forms and shapes you can see here?

Student: I can see a cube/cone/sphere.

Teacher: What feelings do these forms give you?

Student: They make me feel a sense of mass/height/depth.

老師：（展示作品給學生看並問）

你在這裡看到什麼造形？

學生：我可以看到一個/許多立方體/三角椎體/球體/其他。

老師：這些造形給你什麼感覺？

學生：它們給我一種重量/高度/深度感。

活動二

說明：請讓學生配對畫草圖，能代表他們個人／家庭／學校／城市／其他的主題，或純粹個人感受性的一件立體造形作品。並且與班上分享他們草圖作品的意義。

步驟一：（教師）請尋找一位伙伴一起工作。

步驟二：選擇一個想要表現的主題或個人情感。

步驟三：將這些主題或感受與造形（立方體）連結，並開始畫草圖。

步驟四：觀察草圖並看是否有需要更改之處。

步驟五：跟班上分享草圖的意義。（用英文或中文）

步驟六：同學給予分享的草圖回饋的意見。（用英文或中文）

步驟七：教師給予草圖一些評論。（用英文或中文）

Step 1: Find a partner to work together.

Step 2: Choose a topic or a personal feeling that you want to express.

Step 3: Connect the topic or feelings with shapes. Start drawing a draft.

Step 4: (The teacher looks at students' drafts to check if anything needs to be changed.)

Step 5: Share with the class the meanings of your draft. (In English or in Chinese.)

Step 6: Classmates give feedback to the presenters. (In English or in Chinese.)

Step 7: (Teacher gives comments on the drafts. (In English or in Chinese.))

對話一：（學生）跟班上分享個人所繪草圖的意義。（用英文或中文）

Student: My draft is about _____ (1. nature 2. myself/family 3. school/town/city, etc.)

I want to show the _____ (details/beauty/etc.) of ____ (it/my face, etc.)

I used the shape of a _____ (cube/cone/sphere, etc.) to represent it.

I tried to create a sense of _____ (weight/height/depth, etc.)

學生：我的草圖是關於 _____（1.大自然 2.我自己／家人 3.學校／鄉鎮／城市 4.其他）。

我想要呈現 _____（它／我的臉／...）的 _____（細節／美／...）。

我用 _____（立方體／錐形／球體／...）的形狀去呈現。

我試圖創造出一種 _____（重量／高度／深度）感。

對話二：（教師）給予草圖一些評論。（用英文或中文）

Teacher: I like how _____ (student's name) used (3D) shapes in their work.

We can see the _____ (details/beauty, etc.) of it.

We can feel a sense of _____ (weight/height/depth, etc.).

Good job (/beautiful work), _____ (student's name)!

Please give _____ (student's name) a big hand!

老師：我喜歡 _____（學生名）在這幅作品使用（3D）形狀的方式。

我們可以看到它的 _____（細節/美）。

我們感覺得到一種 _____（重量／高度／深度）感。

_____（學生名），做的很棒！

請給 _____（學生名）掌聲鼓勵鼓勵！

單元四 管弦樂團 Orchestra

國立新竹科學園區實驗高級中等學校 連冠閔老師

■ 前言 Introduction

Music is an art form that connects the musician's expression to the beauty of music through musical performance. In this unit, we will look at music in the following ways:

1. Understand the organization of an orchestra.
2. Explore how sound is created.
3. Introduce the classification of instruments.
4. Talk about the role of a conductor.

音樂是一種通過音樂表演，將音樂家的表達與音樂之美聯繫起來的藝術形式。此章節我們會由下列方式認識音樂：

1. 了解管弦樂團組織
2. 探索聲音的創造
3. 介紹樂器的分類
4. 討論指揮的角色

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
orchestra	管弦樂團	clarinet	單簧管
conductor	指揮	French horn	法國號
clef	譜號	tuba	低音號
strings	弦樂器	trumpet	小號

woodwinds	木管樂器	trombone	長號
brass	銅管樂器	harp	豎琴
percussion	打擊樂器	timpani	定音鼓
violin	小提琴	snare drum	小鼓
viola	中提琴	cymbal	鈸
cello	大提琴	gong	鑼
double bass	低音提琴	xylophone	木琴
flute	長笛	triangle	三角鐵
piccolo	短笛	castanet	響板
oboe	雙簧管	glockenspiel	鐵琴
bassoon	低音管	mouthpiece	吹嘴

■ 教學句型 Sentence Patterns

① What is _____?

_____ is a _____ (of) _____.

例句(1)：①: **What is** an orchestra?

②: An orchestra **is a** large ensemble **of** instruments playing.

①: 管弦樂團是什麼？

②: 管弦樂團是一個大型的樂器演奏團體。

例句(2)：①: **What is** a musician?

②: A musician **is a** talented music performer.

①: 音樂家是什麼？

②: 音樂家是有音樂表演才能的人。

② To _____, we need to _____.

例句(1)：To **catch** more details, we **need to** listen to the music several times.

為了捕捉更多細節，我們需要多聽幾次音樂。

例句(2)：To **get** proficient, we **need to** practice the section more times.

為達精細，我們需要多次練習這段落。

③ They make a sound when _____ or _____.

例句(1)：They **make a sound when** a bow **or** finger **vibrates** the strings.

他們以弓或手指顫動使弦發聲。

例句(2)：They **make a sound when** a stick **or** hand **hits** the drum.

他們以棒或手擊鼓發出聲音。

④ _____ can be made from different materials, like _____ or _____.

例句：Woodwinds **can be made from different materials, like** wood **or** metal.

木管樂器可以由不同材料製作，如木頭或金屬。

⑤ _____ are made of _____.

例句(1)：Brass instruments **are made of** metal.

銅管樂器是以金屬製作的。

例句(2)：String instruments **are made of** wood.

弦樂器是以木頭製作的。

⑥ Please pay attention to how _____.

例句(1)：Please **pay attention to how** they play their instruments.

請注意他們如何演奏樂器。

例句(2)：Please **pay attention to how** she plucks the strings.

請注意她如何撥弦。

⑦ Please tell _____ how to _____.

例句：Please **tell us how to** blow the mouthpiece/use the bow.

請告訴我們如何使用吹嘴吹氣／使用弓。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：介紹交響樂團的組成樂器

Introduction to strings

The members of strings are made of wood and have strings on them. They include, from smallest to largest, the violin, viola, cello, and double bass.

Introduction to woodwinds

Woodwinds can be made from different materials, like wood or metal. They all make a sound when air is blown across a hole or reed. They include the flute, clarinet, oboe, piccolo and bassoon.

Introduction to brass

Brass instruments are made of metal and use air to make sound, which can be loud, full and sometimes very deep. They include the trumpet, trombone, French horn, and tuba.

Introduction to percussion

Members of percussion include the snare drum, timpani, bass drum, cymbal, xylophone, tambourine and triangle. Some others include maracas, gongs, and chimes.

弦樂器介紹：

弦樂器的成員都是木製且其上具有琴弦。此類由小至大為：小提琴、中提琴、大提琴和低音提琴。

木管樂器介紹：

木管樂器可以由不同材質製作，如木頭或金屬。發出聲音的原理都是藉由孔洞或簧片將空氣吹進。此類包含長笛、單簧管、雙簧管、短笛和低音管。

銅管樂器介紹：

銅管樂器是金屬製，並且聲音可以很大聲，宏亮飽滿，且有時很深沈。這些樂器為小號、長號、法國號跟低音號。

打擊樂器介紹：

打擊樂器的成員包含小鼓、定音鼓、大鼓、鈸、木琴、鈴鼓和三角鐵，有的還包含沙鈴、鑼和管鐘。

Teacher: Here are the instruments that represent the four categories of instruments. We've got the violin, the cello, the flute, the trumpet, and the xylophone. Later, I will demonstrate how to play these instruments, and each of you can try to play them and see how the sounds are made. After trying them out, we will watch a video, *The Young Person's Guide to the Orchestra*, composed by British musician Benjamin Britten. Pay attention to how they play the instruments and the sounds they make.

Student: Ok.

Teacher: (The teacher demonstrates playing a violin with a bow or by plucking the strings.) Now, I use the fingers of my left hand to press the strings, and my right hand holds the bow to play the violin.

Can anyone play other instruments?

Student: I can play the flute.

Teacher: Great! Can you show us how to blow the mouthpiece?

Student: (The student demonstrates playing the flute.)

Teacher: Let's move on to the next one, the trumpet. (The teacher can pull out the mouthpiece and show it to students.) This is the mouthpiece of a brass instrument. Unlike woodwind instruments which have reeds, brass instruments do not.

Student: I have seen a trumpet playing in a band.

Teacher: Great! The trumpet is a common instrument in an army band, an orchestra, or a jazz band.

老師：這裡有四大樂器類別。我們有小提琴、大提琴、長笛、小號和木琴。等一下我會示範演奏這些樂器，你們每一位可以試著來演奏和觀察如何發聲。

然後我們會看一段影片《青少年管弦樂入門》，由英國作曲家 Benjamin Britten 所作。請專心看他們如何演奏樂器及發聲。

學生：好的。

老師：（老師示範以弓拉奏小提琴或者撥弦）現在，我用左手手指按弦，右手持弓拉奏。

有誰可以演奏其他樂器嗎？

學生：我可以吹長笛。

老師：很好，可以跟我們展示如何用吹嘴吹氣嗎？

學生：（學生示範吹奏長笛）

老師：我們進到下一樣樂器：小號（老師可以把吹嘴取出給學生看）

銅管樂器和使用簧片的木管樂器不同之處在於它使用吹嘴。

學生：我曾看過管樂團裡有小號。

老師：很棒，小號常用於軍樂隊、管弦樂團或爵士樂團。

■ 教學活動 Class Activities

活動一

說明：向學生介紹管弦樂團

Introduce students to an orchestra

1. Play a few minutes of Beethoven's "Ode to Joy". Ask students if they can recognize the music. Ask them what we call this group of musicians playing music together.
2. Allow 3-5 minutes for students to discuss the following questions.
 - (1) What does a conductor do?
 - (2) What is an orchestra and what are the instruments in it?
3. Explore how sound is created.
4. Discuss the importance of teamwork in an orchestra.

介紹「交響樂團」給學生

1. 聽一段貝多芬〈快樂頌〉的音樂，問學生是否認得這段音樂，以及我們如何稱呼這群一起演奏音樂的音樂家們？
2. 給學生 3-5 分鐘討論以下的問題
 - (1) 指揮的任務為何？
 - (2) 何謂「管弦樂團」以及其包含之樂器為何？
3. 探索聲音如何產出
4. 討論「團體合作」對管弦樂團的重要性

Teacher: We are going to listen to a piece of work. Some of you should know the music already. Listen carefully to the music and write down what you hear.

Student: What do you mean by "what we hear"?

Teacher: You could focus on the melody, what the instruments are, the form, the harmony, or the tone color, which we also call the "timbre."

Student: Wow, there are so many things to pay attention to!

Teacher: So, it is hard to catch all of them at once. To catch more details, we need to listen to the music several times. Also, you only need to listen with your ears, so close your eyes, everyone.

Student: Ok.

Teacher: (The teacher plays 3 minutes of music three times.)
Next, we will watch the orchestra playing the music, notice how the conductor is interacting with performers.

Student: The conductor is using a stick.

Teacher: Yes, it is called a baton. You can see that the conductor is guiding performers using his hands and motions. Next, think about how the sounds are created.

Student: It sounds like a physics question. I know sound is made by making vibrations in the air, and string instruments do this through the bow vibrating the strings.

Teacher: Woodwind or brass instruments make sounds by blowing air into the mouthpiece or reeds. Look at the biggest brass instrument, the tuba. It plays the lowest sound in the orchestra.

Student: They all have to work together. It really needs teamwork.

Teacher: The performers not only need to concentrate on their parts, but also listen to each other and pay attention to the conductor's instructions. It requires a lot of focus.

老師：我們要來聽一首耳熟能詳的曲子，專心的聽並寫下你聽到的內容。

學生：何謂「聽到的內容」？

老師：你可以聚焦在曲調、樂器、曲式、和聲或音色。

學生：哇，這麼多要注意的～

老師：所以聽一次無法掌握全部。為了聽見更多細節，我們必須多聽幾次。首先，你們需要用耳朵「聆聽」，所以每個人都請閉上眼睛。

學生：好的。

老師：（老師播放三分鐘的音樂三次）

接下來，我們會看管弦樂團演奏的影片，注意指揮和團員之間的互動。

學生：指揮使用一個棒子。

老師：對的，這稱為「指揮棒」。你可以看見指揮藉由手和動作來帶領團員。

接下來，想想看聲音如何被創造的？

學生：這似乎是個物理問題。我知道聲音是由空氣震動而來，以及弦樂器用弓摩擦弦產生震動。

老師：木管或銅管樂器則藉由吹嘴或簧片使空氣震動而發聲。

學生：他們要一起工作，非常需要「團隊合作」。

老師：團員不只要專心自己的分部，還要彼此傾聽並注意指揮的指令，這要高度的專注。

單元五 和弦探索

Exploring Chords

國立新竹科學園區實驗高級中等學校 連冠閔老師

■ 前言 Introduction

Music is everywhere in our lives. It can be a simple tune, a beautiful harmony, or a series of chord progressions. In this unit, students will be learning the following concepts, and combining these ideas into a creation at the end:

1. intervals
2. triads
3. voice types
4. a cappella

音樂無所不在，可以是簡單的曲子、美好的和聲或是一系列和弦進行。在這個單元，學生將學習以下概念，並且最後組合這些點子成為一個作品。

1. 音程
2. 三和弦
3. 聲部
4. 純人聲合唱

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
interval	音程	accompaniment	伴奏
major second / major third	大二度／大三度	pitch	音高
minor second / minor third	小二度／小三度	creation	創作
perfect fifth	完全五度	sheet music	樂譜

root	根音	music appreciation	音樂欣賞
third	第三音	triad	三和弦
fifth	第五音	major triad	大三和弦
a cappella	純人聲合唱	minor triad	小三和弦
tune	曲子	harmonic interval	和聲音程
harmony	和聲	melodic interval	曲調音程
voice part	聲部		

■ 教學句型 Sentence Patterns

① _____ is the _____ between one ____ and another.

例句：An interval **is the** distance **between one** tone **and another**.

音程是音跟音之間的距離。

② Can you tell _____ by _____?

例句：① **Can you tell** the interval **by** ear?

② Yes, I can.

② No, I cannot. It is too difficult for me.

① 你能夠靠耳朵聽出音程嗎？

② 是的，我可以。

② 不行，我沒辦法。對我而言太難了。

③ Can any _____ make up _____?

例句：① **Can any** three notes **make up** a triad?

② No, the intervals among three notes have to be thirds.

① 任何三個音都能成為三和弦嗎？

② 不，介於三個音的音程必須是三度。

④ A _____ consists of _____.

例句(1) : A triad **consists of** three notes.

一個三和弦包含三個音。

例句(2) : A crew **consists of** four men.

這個團隊包含四位人員。

⑤ A _____ without _____ is called _____.

例句(1) : A singing group **without** instrumental accompaniment **is called** a cappella.

一個歌唱團體沒有樂器伴奏稱為純人聲合唱。

例句(2) : A person **without** a home **is called** a homeless person.

一個沒有家的人稱作遊民。

⑥ _____ may be counted with _____, which are used as units.

例句(1) : Intervals **may be counted with** semitones, **which are used as units**.

音程可用半音為單位來計算。

例句(2) : Length **may be counted with** centimeters, **which are used as units**.

長度可用公分為單位來計算。

⑦ _____ can be simply classified into two types: _____ and _____.

例句(1) : Triads **can be simply classified into two types**: major triads **and** minor triads.

三和弦可以簡單分為大三和弦和小三和弦兩種。

例句(2) : Tone colors **can be simply classified into two types**: bright **and** dark.

音色可以簡單分為明亮和灰暗兩種。

⑧ What happens if _____.

例句(1) : **What happens if** singers do not have pitch?

當歌手音不準會發生什麼事呢？

例句(2) : **What happens if** people do not follow the law?

當人民不守法會發生什麼事呢？

■ 學科概念講解 Explanation of Academic Concepts

概念一

Intervals

An interval is the distance between one tone and another. It can be sounded separately (melodic interval) or together (harmonic interval).

(We assume that students have already learned the concepts of tone and semitone.)

Intervals may be counted with semitones, which are used as units.

A major second (C to D) consists of two semitones; a minor second (C to D \flat) has one semitone. Likewise, a major third (C to E) consists of two tones or four semitones. As for a minor (C to E \flat), it has three semitones.

音程

「音程」是音到音之間的距離。這兩個音可以分別發聲（曲調音程）或同時發聲（和聲音程）

（預設學生已經學過「全音和半音」的概念）

音程可以用半音為單位來計算。

大二度(C to D)包含兩個半音；小二度(C to D \flat)是一個半音；大三度(C to E)包含兩個全音或者四個半音。而小三度(C to E \flat)有三個半音。

Triads

A triad consists of three notes, with a shape like a snowman, and its notes are either on all lines or all spaces. We call the lowest note the “root”, the middle note the “third”, and the highest note the “fifth”.

Triads can be simply classified into two types: major triads and minor triads.

三和弦

三和弦包含三個音，三個音疊起來像是雪人的形狀，全部疊在線或間上。

我們稱最低的音為根音，中間的音為三音，最高的音為五音。

三和弦可以簡單分為大三和弦和小三和弦兩種。

Voice Part

There are several types of vocal music in voice parts.

1. Solo: one voice singing the melody line
2. Duo: two voice parts by singers
3. Trio: three voice parts
4. Choral: group singing with two or more voices

聲部

聲樂分為數種聲部形式：

1. 獨唱：單一聲部演唱曲調
2. 二重唱：歌手分為兩聲部
3. 三重唱：三聲部
4. 合唱：兩個或以上的聲部由多人分部歌唱

A Cappella

What is “a cappella”?

It means a singing group without playing any instruments (without an instrumental accompaniment). It is one way that voices blend with other voices and form harmonies with good pitch.

純人聲合唱

何謂“純人聲合唱”？

其所指為不使用樂器（無樂器伴奏）的群體歌唱，是一種融合人聲聲部且呈現絕好音準的形式。

Teacher: First of all, we need to know the names of the intervals. Who knows how the intervals are named?

Student: By numbers?

Teacher: Good, intervals are named by a number of the upper note, the lower one counted as 1, so it would be like 2nd, 3rd, etc., except for two of them - unisons and octaves. Let's take C as 1, and go through them all.

Student: What is a unison? Two of the same notes?

Teacher: Yes, the two notes are exactly the same. (The teacher may also go through from unison to octave intervals.)

Intervals can be played separately and then we call them melodic intervals.

(The teacher demonstrates it on the piano.)

Or we play them together, and this we call harmonic intervals.

(The teacher demonstrates it on the piano.)

Teacher: Next, we are talking about triads. When three or more notes are sounded together, it is called a chord. For three notes, which are a root, a 3rd, and a 5th, it is called a triad.

Student: Can any three notes make up a triad?

Teacher: No, the intervals from a root to the 3rd, and the 3rd to the 5th, have to be thirds, either a major 3rd, or a minor 3rd. Let's look at an example. (C-E-G, E-G-B, etc.)

Student: I know the F chord, and I play chords on the guitar. The music sheet shows the chords' names, so are these also like triads?

- Teacher: First of all, all three notes have to be on lines or in spaces. Like this triad. (The teacher can write triads on the board.) Secondly, all triads can be inverted.
- Triads can be simply classified into two types: the major triads and minor triads.
- If the root to the third is a major 3rd and the root to the fifth is a perfect fifth, then it is a major triad. If the root to the third is a minor 3rd and the root to the fifth is a perfect fifth, then it is a minor triad.
- Teacher: While singing a tune, it can be presented by one, two, or more singers, or sung by one or more voice parts. There are several types of vocal music in voice parts, including solos, duets, trios and choirs.
- Student: So, singers can sing the same tune together or divide it into different voices.
- Teacher: Yes, a singing group without any instruments (without instrumental accompaniment) is called “a cappella”. You can see from the video that one singer is singing the main melody. Listen carefully, what are the other singers singing?
- So yes, singers can sing the same tune together or have different voices.
- Student: They are singing other voices, and forming a harmony.
- Teacher: Exactly, the harmony is the combination of tones. Back to the tune we just watched from the video, you may see that each singer is doing his or her voice part. And that requires good pitch.
- Student: What happens if singers do not have good pitch?
- Teacher: Let’s do an experiment with it now, and see what will happen.

- 老師： 首先，我們需要知道音程的名稱。有誰知道音程怎麼命名嗎？
- 學生： 用數字嗎？
- 老師： 很好，音程命名是以下方音符當作第一音，用上方音符來數，所以會有二度，三度等，一度和八度兩個音程除外。
- 我們拿 C 當作第一音，把全部一到八度走一次。
- 學生： 什麼是一度？兩個一樣的音嗎？
- 老師： 是的，兩個完全相同的音所組成的音程。
- （老師可以把一度到八度做說明）
- 音程兩個音可以分開彈奏，稱作曲調音程
- （老師可以鋼琴示範）
- 或者兩個音一起彈奏，稱為和聲音程
- （老師可以鋼琴示範）
- 老師： 接下來，我們要討論「三和弦」。當有三個或者以上的音一起彈奏稱為和弦。當只有三個音，且組成是根音、三音、五音，則稱為三和弦。
- 學生： 任何三個音都能組成三和弦嗎？

老師：不是，音程從根音到三音，三音到五音都是三度，可以是大三度或者小三度。來舉個例子，(C-E-G, E-G-B 等)

學生：我知道 F 和弦，彈吉他時彈過。樂譜會顯示和弦名稱，所以這些和弦都是三和弦嗎？

老師：三和弦簡單分為大三和弦和小三和弦兩種，

如果根音到三音是大三度，根音到五音是完全五度，則為大三和弦。當根音到三音是小三度，根音到五音是完全五度，則為小三和弦。

首先，所有三個音都要在線上，或者間上。像是這個三和弦（老師可以把三和弦畫在黑板上）。再者，所有三和弦都能夠轉位。

老師：唱歌時，可由一人、兩人或者多人來呈現，或以一個或多個聲部來呈現。聲樂包含多種形式如獨唱、二重唱、三重唱或合唱

學生：所以，演唱者可以全部一起唱同一聲部或者唱不同的聲部？

老師：是的，不使用（無樂器伴奏）可稱純人聲合唱（阿卡貝拉）。你們可以看到影片中有位歌手正在唱主要曲調，仔細聽，其他歌手在唱什麼？

所以歌手可以全部一起唱同一聲部，或者唱不同的聲部。

學生：他們唱其他的聲部，形成了和聲。

老師：確切的說，和聲是音的組合。回到剛剛影片中的曲子，你可以看到每位歌手各自唱自己的聲部，這還需要好的音準。

學生：如果音不準會如何呢？

老師：現在來做個實驗，看會發生什麼事？

■ 教學活動 Class Activities

活動一

說明：學生賞析曲子並創作「純人聲合唱」（阿卡貝拉）歌曲

Students will appreciate a piece of music and analyze it, and then create a cappella song.

The teacher will guide students to appreciate a piece of a cappella music, and analyze its chord progression. Next, he/she puts students in groups, and lets them do their own a cappella work based on a melody of a folk song, using other voices as the accompaniment.

老師將引導學生先欣賞「純人聲合唱」樂曲，並且分析其和弦進行。

接著讓學生分組，讓他們用簡單的曲調或民謠為主聲部，使用其他聲部維和聲，製作純人聲合唱的作品。

Teacher: After learning the concepts of intervals, triads, voice parts and a cappella, we are going to use these things to create your own a cappella songs. Now get into groups, three people in a group. Each group needs to find a simple song, and based on its melody, make an 8-bar-long a cappella harmony.

Student: Is any combination okay?

Teacher: For each group, we need a soprano, an alto, and a tenor or a bass.
(After students have grouped together and chosen their songs:)

Student: Now we have decided on our songs. What do we do next?

Teacher: The next step is to analyze the harmony to find the triads.

Student: Do we need to write down all the voice parts?

Teacher: Yes, and then we will practice by voice parts. First we will practice by parts, and then by groups.
(The teacher should guide students singing the different parts.)

Student: It's a bit hard to sing my own voice while listening to other voices.

Teacher: Indeed. But, instead of singing by covering your ears, you should listen to other voices, and notice how your voice and others' voices can make a good harmony.

老師：經過音程、三和弦、聲部和純人聲合唱這些概念的學習，我們將利用這些元素創作一首你們自己的純人聲合唱曲。現在先來分組，每三人一組，每組需要找一首簡單的歌曲，以此為基礎取 8 小節進行純人聲合唱的和聲配置。

學生：任何組合都行嗎？

老師：每組需要一位女高音、一位女中音、一位男高音或男低音。

（分組之後並選擇歌曲）

學生：現在，我們已經決定我們這組的歌曲。接下來呢？

老師：下一步就是分析和聲並找出三和弦。

學生：我們需要寫下所有聲部嗎？

老師：是的，接著我們會練習聲部，首先，我們會按照聲部練習，然後是按組別練習。

（老師應該帶領學生演唱分部）

學生：聽著別的聲部還要唱自己的聲部有點難！

老師：沒錯，但不能捂耳朵唱歌，你應該聽別的聲部，並留意你自己的聲部如何能與其他聲部構成好的和聲。

單元六 巴洛克時期音樂

Music of the Baroque Era

國立新竹科學園區實驗高級中等學校 連冠閔老師

■ 前言 Introduction

Baroque music originated in Italy and developed in western Europe. The Baroque music era occurred roughly from 1600 to 1750, and it was preceded by the Renaissance era and followed by the Classical era. Students will learn about Baroque music styles, instruments, characteristics, and composers, and how to appreciate their works.

巴洛克音樂起源於義大利，發展於西歐。巴洛克音樂發展期間大約介於 1600-1750 年之間，承於文藝復興時期之後，並由古典音樂時期承接之後。學生將會學到其時期的風格、樂器、特徵、作曲家和作品的欣賞。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
Baroque era	巴洛克時期	concerto	協奏曲
organ	管風琴	ostinato	頑固音型
harpsichord	大鍵琴	instrumental music	器樂曲
fugue	賦格	vocal music	聲樂曲
keyboard	鍵盤	ornamentation	裝飾音
guitar	吉他	basso continuo	數字低音
pluck	撥弦	work	作品
texture	織度	strings	弦樂
counterpoint	對位	counter subject	對句

subject / theme	主題	improvisation	即興
patron	贊助	harmony	和聲
style	風格	characteristics	特徵
architecture	建築	sculpture	雕塑

■ 教學句型 Sentence Patterns

① The _____ replaced the _____ as the primary _____.

例句：The pianoforte **replaced the** harpsichord **as the primary** keyboard instrument.
鋼琴取代大鍵琴成為主要的鍵盤樂器。

② Do _____ work (adv.) ?

例句：①: Do composers **work independently**?

②: Yes, they work independently.

②: No, they have patrons.

①: 作曲家是否獨立工作？

②: 是的，他們獨立工作。

②: 沒有，他們有贊助商。

③ Do/Does _____ know _____?

例句(1)：Does anyone **know** who the composer is?

有人知道作曲家是誰嗎？

例句(2)：Do you **know** what the work is?

你知道這個作品是什麼嗎？

④ _____ increasingly became more popular than _____.

例句(1) : Instrumental music **increasingly became more popular than** vocal music.

器樂曲變得比聲樂曲更受歡迎。

例句(2) : Piano performing **increasingly became more popular than** vocal singing.

鋼琴表演變得比聲樂歌唱更受歡迎。

⑤ These are the styles of today's _____.

例句(1) : **These are the styles of today's** pop songs.

這是時下流行音樂的風格。

例句(2) : **These are the styles of today's** clothes.

這是時下衣飾的風格。

⑥ The _____ lasted from _____ to _____.

例句(1) : **The** Baroque era **lasted from** roughly 1600 **to** 1750.

巴洛克時期大約從 1600 年開始到 1750 年。

例句(2) : **The** classical era **lasted from** roughly 1750 **to** 1820.

古典時期大約從 1750 年到 1820 年。

⑦ When it comes to _____, what can you think of?

例句(1) : **When it comes to “style”, what can you think of?**

說到「風格」，你會想到什麼？

例句(2) : **When it comes to “art”, what can you think of?**

說到「藝術」，你會想到什麼？。

⑧ _____ is different from _____.

例句 : Counterpoint **is different from** polyphony.

對位不同於複音音樂。

⑨ _____ was extremely significant in _____.

例句(1) : Ornamentation **was extremely significant in** compositions.

裝飾音在作曲上極為重要。

例句(2) : Music theory **is extremely significant in** composition.

音樂理論在作曲上極為重要。

10 _____ can hear a lot of _____ in music.

例句(1)：You **can hear a lot of** ‘counterpoint’ **in music**.

你可以聽到音樂裡有大量的對位。

例句(2)：I **can hear a lot of** strings **in some music**.

我可以聽到音樂裡有大量的弦樂。

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

說明：討論巴洛克時期音樂

Style

1. Ornamentation: Much like Baroque architecture and sculpture, in Baroque music, even simple melodies were usually embellished with ornamentations.
2. Basso continuo: It provides the harmonic structure of the music by playing a bass line, usually played by keyboard or cello.

Instruments

1. The pianoforte (an early version of the piano) replaced the harpsichord as the primary keyboard instrument.
2. Instrumental music increasingly became more popular than vocal music.

Characteristics

1. Tonality – major/ minor system
2. Texture – homophony and polyphony
3. Ornamentation – improvisation

Composers

1. Johann Sebastian Bach: 1685-1750
2. George Frideric Handel: 1685-1759
3. Antonio Vivaldi. 1678-1741

Works

1. Handel: “Messiah”
2. Bach: “Inventions” (harpsichord)
3. Vivaldi: “Summer” from *The Four Seasons*

風格

1. 裝飾音：如同巴洛克建築和雕刻，在巴洛克音樂即使是簡單的曲調也會加上裝飾音
2. 數字低音：以低音曲調線提供和聲架構，通常由鍵盤樂器或者大提琴演奏

樂器

1. 鋼琴（早期的形式）逐漸取代大鍵琴成為主要的鍵盤樂器
2. 器樂曲逐漸變得比聲樂曲受到歡迎

特徵

1. 音調：大調／小調系統
2. 織度：主音音樂和複音音樂
3. 裝飾音：即興

作曲家

1. 巴赫 1685-1750
2. 韓德爾 1685-1759
3. 韋瓦第 1678-1741

作品

1. 韓德爾：彌賽亞
2. 巴赫：創意曲（大鍵琴）
3. 韋瓦第：夏- 選自四季

Teacher: (Play “Summer” from *The Four Seasons* music before starting the conversation with students.)

Most of you have probably heard this piece somewhere, maybe from a TV commercial, a movie, or on the radio. Raise your hand if you have heard it before. (Some people raise their hands.) So, this is like a pop tune that never goes out of style. But does anyone know who the composer is and how this work was composed?

Student: Bach?

Teacher: No, but J.S. Bach and Vivaldi were both composers in the Baroque era. This era lasted from roughly 1600 to 1750.

Student: What was this era like? What music styles were there?

Teacher: To understand the Baroque music styles, you need to understand the society and culture of the time in Italy and western Europe.

Student: Did composers work independently? Or did they have patrons?

Teacher: Throughout this period, composers were employed by the church and rich ruling class (the aristocracy). As the patrons usually decided what music the composer

should write, this limited composers' creative freedom.

Student: So, was there a lot of music related to religious topics?

Teacher: Yes. Some of Bach's music is like that, but composers also wrote music for other purposes, like entertainment. (The teacher can introduce some works to students.)

Student: This instrument looks like a piano but does not sound like a piano.

Teacher: Yes, it is a harpsichord. The biggest difference between a piano and a harpsichord is that the strings of the harpsichord are plucked, not struck.

Student: So, plucking strings like a guitar.

Teacher: When it comes to music "styles", what can you think of?

Student: Rock, jazz, rap and country?

Teacher: Great, these are the styles of today's pop songs. Nearly 400 years ago, people also had pop music, but we call it classical music nowadays. We are going to talk about the styles of Baroque music.

Student: Different music styles have their own characteristics.

Teacher: Give me some examples.

Student: For example, rap music has strong rhythms, but the melody is not so obvious.

Teacher: Good point. Here we are talking about the characteristics of Baroque music.

First of all, tonality was important. The major and minor key became the main system.

Secondly, there was texture. The texture was usually homophonic (a melody with chordal harmony) or polyphonic.

Thirdly, the 'ornamentation' was also really important in composition. Performers were also expected to improvise, especially for cadence.

Student: What is polyphony?

Teacher: The fugue is a type of polyphonic composition, which has a principal theme and melodic lines that imitate the theme.

Student: This is hard to understand. (The teacher can use a piece of music to explain the style to students.)

老師：（跟學生對話之前先放一段韋瓦第 四季-夏）

大多數的同學可能在某些地方聽過這段音樂，可能是在電視廣告、電影或者廣播。有聽過的請舉手。

（部分學生）舉手

所以，這是段永不褪流行的曲子。但是有人知道作曲家是誰，以及是如何創作的呢？

學生：巴赫？

老師：不是，不過巴赫和韋瓦第兩人都是巴洛克時期的作曲家，大約是 1600 年至 1750 年之間。

學生：那是個什麼樣的年代呢？音樂風格又是什麼？

老師：要理解巴洛克音樂風格，你們需要先了解當時於義大利和西歐的背景和文化。

學生：作曲家都是靠自己獨立工作還是有贊助商呢？

老師：那個時代，作曲家都是受僱於教堂或者富有的統領階級（貴族），因為贊助人通常會決定作曲家該寫的內容，所以這也限制了作曲家的創意。

學生：所以很多音樂都是關於宗教囉？

老師：正確，如同巴赫的部分音樂。不過作曲家也寫其他目的的音樂，就像是娛樂方面的。

（老師可以介紹學生一些音樂曲例）

學生：這個樂器看起來像鋼琴，但聽起來不像。

老師：對，這是「大鍵琴」。跟鋼琴最大的不同就是大鍵琴是用「撥弦」發聲，不是「擊弦」。

學生：我知道撥弦，像是吉他。

老師：說到「風格」，你想到什麼？

學生：搖滾、爵士、饒舌以及鄉村音樂？

老師：很好，這些都是當今的流行音樂，而將近 400 年前，人們也有他們自己的流行音樂，我們今天稱作為古典音樂。接下來我們來討論巴洛克的音樂風格。

學生：不同音樂風格有其各自的特徵。

老師：舉個例子來說吧！

學生：比如饒舌音樂有強烈的節奏感，但曲調不明顯。

老師：很好，這裡我們要來談論的巴洛克音樂特徵。

首先，音調感很重要，大調和小調成為主要的系統。

其次織度，通常是主音音樂（有和弦和聲的一段曲調）和複音音樂。

再者是裝飾音，在作曲中也很是重要，演奏者被期待要即興，特別是在終止式。

學生：什麼是複音音樂呢？

老師：賦格是複音音樂作曲的一種形式，它有一個主題和模仿主題的曲調線。

學生：聽起來很難理解……（老師可以用一段音樂來解釋給學生）

■ 教學活動 Class Activities

活動一

說明：分組活動並討論音樂是否具有巴洛克風格

The teacher asks students to get into groups, and each group chooses a piece of music by a composer. They must analyze whether or not the work has the characteristics of Baroque style music, and then they present a report to the class.

讓學生分組，每組選擇一位作曲家的一首作品，不論樂曲是否具有巴洛克風格，學生們都必須分析，並向全班提出報告。

Teacher: You need to get into groups of three people. For each group, choose a work by a Baroque composer. Then see if you can find the characteristics of Baroque style music.

Student: How do we start? Should we search for a composer first?

Teacher: Yes, that could work.

Student: Search for a composer, and one of their works, and then listen to the music?

Teacher: Listen to the music and search the music sheet for reference as the first step. I will demonstrate a piece and guide you in finding the characteristics. (The teacher plays one piece, and shows students how to do the analysis.)

This is a fugue, so you can hear a lot of ‘counterpoint’ in this music.

Student: Counterpoint?

Teacher: Counterpoint is different from polyphony. Polyphony refers to music that consists of two or more different melodic lines. On the other hand, counterpoint refers to a compositional technique that has a vertical harmony relationship between the lines. (Students follow the teacher to listen to “subject” and “counter subject” in Bach’s “Inventions”.)

老師：你們需要分成每三人一組，每一組選擇一位巴洛克時期作曲家及其一首作品，然後找出作品的巴洛克音樂特徵。

學生：怎麼開始呢？先搜尋作曲家嗎？

老師：是的，可以這麼做。

學生：搜尋一位作曲家和他的一首作品，然後聽音樂嗎？



老師： 第一步先聽音樂，然後搜尋樂譜來參考。我會示範一首作品，並帶著你們找出音樂特徵。

（老師播放音樂並呈現樂曲的分析）

這是一首賦格，所以你們可以聽見音樂中有大量的對位。

學生： 對位？

老師： 對位跟複音音樂不同，複音音樂是指音樂包含兩個或以上的個別曲調，而對位指的是一種作曲手法，包含兩個曲調線形成的垂直和聲關係。

學生： （學生跟著老師聽巴赫創意曲當中的主題聲部和對位聲部。）

單元七 服裝設計

Costume Design

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 Taiwan, we have some famous costume designers, such as Jason Wu and Hen-Zeng Lin. They inspire some students who also dream to become costume designers. In theatre, costume design is an important part of every performance because it helps with telling the story and creating a theme for the performance. The main topic of this unit is how to design clothes and do makeup. We will explore and discuss the meaning and value of costume design.

臺灣有多名知名服裝設計師，例如吳季剛及林恆正，也因為如此，許多學生因此受到啟發以及夢想著成為服裝設計師。在劇場，服裝設計對於表演者是必要的部門，它能幫助說故事以及傳達表演的中心意義。本單元會將重點擺在如何學習設計服裝及妝容，我們能夠去探討服裝設計的內涵及價值，並且做更深層的討論。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
costume	服裝	style	風格
designer	設計師	Western	西方
design	設計	Eastern	東方
history	歷史	draft	草稿
period	年代	measure	測量
sew	縫製	makeup	化妝

knit	編織	tool	工具
textile	紡織物	cosmetics	化妝品
color	顏色	foundation	粉底液
texture	質地	eyeliner	眼線筆
consistency	一致性	lipstick	口紅
flexibility	靈活性	special effects makeup	特效化妝
ductility	延展性	wrinkle	皺紋

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

① the main elements of costume design

例句：①: Name one of **the main elements of costume design**.

②: Texture.

①: 舉一個服裝設計的主要元素。

②: 質地。

② We should decide on the period of history before starting to design.

例句：①: **We should decide on the period of history before starting to design.**

②: Can we decide on the era first?

①: Let's say the 1950s.

①: 在開始設計前，我們要先描繪歷史。

②: 我們可以先決定年代嗎？

①: 那就 1950 年代。

③ Sewing the fabrics_____.

例句：①: **Sewing the fabrics** requires so many skills.

②: I don't even know how to use scissors.

①: Use the chalk to make a draft on the fabric first.

①: 剪裁布料需要很多技巧。

②: 我甚至不知道怎麼用剪刀。

①: 先用粉筆在布料上做草稿。

④ The colour symbolizes a certain personality.

例句：①: **The colour symbolizes a certain personality.** In terms of red, what do you think?

②: It looks passionate.

②: It could also symbolize blood.

①: 顏色象徵某種性格，當我們提到紅色你想到什麼？

②: 熱情。

②: 也可以象徵血。

⑤ To reach a consensus, there are many things we must consider.

例句：①: **To reach a consensus, there are many things we must consider.**

②: Yeah, such as the atmosphere.

①: 為了保持一致性，我們有更多考量。

②: 對啊像是氛圍。

⑥ This follows Western styles.

例句：①: When you see my designs, you would know **they follow Western styles.**

②: That outfit looks smart.

①: Yeah, wearing suits is a little formal and fits the culture.

①: 當你看我的設計，你會知道這是按照西式風格。

②: 那服裝看起來體面。

②: 是的，穿西裝能有一點正式，也符合文化。

7 Measure the length of_____.

例句：[1]: **Measure the length of** his neck by using the tape measure.

[2]: It's 14 centimetres.

[1]: 用皮尺量他的脖子。

[2]: 14 公分。

8 Do hair and makeup.

例句：[1]: It's time for us to **do hair and makeup**.

[2]: Which one do we do first?

[1]: It depends on how much work your designs need.

[1]: 我們現在要作妝髮了。

[2]: 哪一個先？

[1]: 這要看你的妝髮需要花多少功夫。

9 Apply the _____ on the _____ evenly.

例句：[1]: **Apply the** foundation **on the** face **evenly**.

[2]: Can you lend me your sponge?

[1]: No, that's not hygienic.

[1]: 將粉底液均勻塗在臉上。

[2]: 可以借我個海綿嗎？

[1]: 不要，衛生問題。

10 Make your features pop.

例句：[1]: When you put on stronger makeup, **it makes your features pop**.

[2]: Should I also apply some eyeshadow?

[1]: That might be over the top.

[1]: 當你用了濃一點的妝你的五官更突出了。

[2]: 我也要用點眼影嗎？

[1]: 這樣太多了。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：介紹服裝設計於劇場的用意與種類。

Costume design is an important element in performing arts because it affects the atmosphere of a show. When designing costumes for performers, we should consider several aspects, such as the period and culture. So, before designing costumes, we need to do research. By doing research, students can gain more understanding of this industry and also of the semiotic symbols of the costumes.

服裝設計是劇場中重要的元素之一，他能影響表演中的氛圍及感情。對於設計衣服給表演者需要考慮很多不同的角度，例如歷史與文化。所以在設計之要先從做調查開始，做調查後學生能更認識這個產業，以及了解服裝的符號象徵。

Teacher: In today's class, we are going to talk about costumes in theatre. Clothing is something that we must wear every day. And it also shows information and background about us. For example, what are you wearing right now?

Student: My school uniform.

Teacher: So, it shows that you are probably a student in a certain school. Anything else?

Student: I'm wearing glasses.

Teacher: Yes, it tells us that you need them to see things clearly. We might even assume that you like reading, or that you are a stylish person. My point is that costumes are not only accessories or decorations for performers, but they are also symbols that tell us about backgrounds.

Student: Does that include colours?

Teacher: Yes, since we know that things appear meaningful, sometimes a designer will use colours to create personality. For example, does blue or red make you think of a warm personality?

Student: Blue might sometimes mean warm, but I think most people choose red as warm.

Teacher: Great point! So, it is all based on the ideas and concepts of designers. In summary, costumes tell a story too.

Student: How can we be good costume designers?

Teacher: In a play, we need to fully research each character, including their background, style, and culture. When we know enough about these things, we think about the character, personality, rank, and occupation. Then we use all of this information to inspire us to design the costumes for the characters.

老師：在今天的課程當中我們要討論在劇場中的服裝。衣服是我們每天必須穿的，而它也展現不同的資訊以及背景，舉例來說，你們現在穿的是什麼？

學生：制服。

老師：所以，它可以代表你們可能是學生在某間學校，還有穿什麼？

學生：眼鏡。

老師：是的，這代表你需要眼鏡去看清楚事情一點，我們可以推論你喜歡讀書或者你喜歡時髦。我的重點是，服裝不僅僅是配件跟裝飾，它代表著象徵及背景。

學生：包含顏色嗎？

老師：是的，我們都知道事物的出現總是伴隨著意義，有些設計師會用顏色去塑造性格，舉例來說，藍跟紅，哪一種是所謂的溫暖性格？

學生：我不覺得藍色不能代表溫暖，但我覺得人們會認為紅色是相較於溫暖的。

老師：說的很好，所以這都要根據設計師的點子以及概念，總結來說，服裝也會說故事。

學生：那我們要怎麼成為服裝設計師呢？

老師：在一部戲當中，我們需要對角色做完整的研究，包含他的背景、風格、文化。當我們熟悉了這個脈絡，我們可以分析角色，他的個性、階級、職業。在這之後，我們使用這些資訊當作靈感及啟發，為角色設計服裝。

概念二

說明：介紹劇場化妝技術。

On stage, due to lighting, we put makeup on differently. The shadows and lights affect the look, so we need to contemplate these elements in the design of makeup. In this part of the lesson, students will be introduced to cosmetics and related tools, and how to use these items. After this, teachers teach the basic concepts for each part of the face.

在舞台上，由於燈光的緣故，化妝需要用不同的方式，陰影跟光會影響長相。所以，我們需要將這些元素包含進化妝設計當中。在這個部分，學生一開始會先了解工具及化妝品，接著嘗試使用。之後，關於在臉的每一個部分如何去上妝，教師便能夠建構基本的概念。

Teacher: Raise your hand if you have ever done makeup before. Ok, only a few people. So, today you will have a chance to try it. Before we start it, the first question is, why do we need makeup on stage?

Student: To look prettier?

Teacher: Everyone is beautiful in their own way. But as a performer, we need to turn into other characters. So, makeup works like that. Let's start by introducing the basic cosmetics and tools. These three things are the basic things: foundation, eyeliners, and lipsticks.

Student: Why are these the basics?

Teacher: These three things are easier to use for beginners, and they help make our features pop more obviously. They are still not really easy, though. You need to learn how to control the amount. (Teachers can show some pictures.) In these pictures, can you see the differences between daily makeup and stage makeup?

Student: The one for the stage is much stronger.

Teacher: Yes, because on the stage, the lighting causes different layers of shadows on the face. This can block our looks. So, we need to make it stronger and make the lines on the face clearer. Then the audience can see our facial expressions even if they are sitting very far away.

老師：如果你曾經化過妝的請你舉手，好的，只有一些同學。那我們今天很有可能是你的第一次化妝。第一個問題，為什麼在舞台上需要化妝？

學生：長得漂亮一點？

老師：每個人原本就是漂亮的啊！但當成為一個表演者時，我們要轉化成另外一個人，或任何東西。這時候，化妝就發揮效果了。那就一起來了解基本的工具以及化妝品。有三個物品是基本的，粉底液、眼線筆、口紅。

學生：可以告訴我為什麼嗎？

老師：這三項很適合初學者使用，它們也很容易讓我們五官更加立體。但這不代表它們使用上完全沒有難度，我們依然要學習如何控制它的量（教師準備照片）。當我們看這些照片，你能看出日常妝容與舞台妝容的差異嗎？

學生：舞台妝比較濃。

老師：是的，因物在舞台上，燈光會造成不一樣的陰影在臉上，有時候會把五官變得不是很清楚，所以我們要把妝化濃，並且讓臉上的線條更明顯，這樣坐很遠的觀眾還是可以看見我們的臉部表情。

■ 教學活動 Class Activities

活動一

說明：設計服裝設計概念圖

This activity teaches students how to research characters and then collect related images. Students can choose any character from their favorite movie, novel, fairy tale, or even a person that they know. After that, the class does research together, including the history, background, country, and culture. From this research, students will get more ideas on how to dig deeper. Then they can use the material they found to be the ideas and inspirations for costume design.

在這活動中，學生要去對角色做探查以及收集相關圖像。可以從任何形式中選擇一些知名的角色，可以是電影、小說、童話、或他們周遭的人們。之後，我們開始一起探討，包含關於這角色當時的時空背景、國家、文化。再以此研究作為基礎，學生擁有更多的資源去挖掘，接著他們可以使用他們找到的資料去作為服裝設計的概念及想法。

Teacher: Let's think about one person, Li Bai (李白). In your Mandarin textbooks, we already know about the history and era of when he lived. Now, let's research what people wore in the Tang dynasty.

(You can research from any source.)

Student: I found a lot of robes.

Teacher: What do you think about the texture?

Student: For rich people, they probably wore silk. On the other hand, poor people wore linen.

Teacher: Good point! So, what was the texture of the fabric Li Bai wore?

Student: He had some stories about royalty, so I think he was rich. He must have worn silk.

Teacher: Well done! And now, let's explore his personality. He had so many poems. This showed he was romantic and liked living in the moment. Which colours remind you of this?

Student: Grey, it reminds me of something mysterious.

Teacher: Good! Everyone has their own opinion about colours. When choosing colours and fabrics, find one image to match your ideas for how Li Bai's costume should look.

老師：現在來思考一個人，李白。在你們的國文課本當中，我們已經知道他的年代及歷史，現在我們一起來調查一下，唐朝人都穿什麼衣服。

（可以用任何設備作調查）

學生：我找到很多長袍。

老師：你覺得材質呢？

學生：有錢人應該會穿絲質的，窮人會穿麻布衣。

老師：很好的觀察，那大家你們覺得李白會穿什麼材質的布料？

學生：他有很多故事都跟皇族有關，他應該是有錢人穿絲質。

老師：很好，那現在，我們一起探討他的性格，他有很多詩詞，這些詩詞都表現出來是很浪漫又很活在當下，什麼樣的顏色會符合這種特質。

學生：我覺得灰色，這顏色讓我感到神秘。

老師：很好，大家，對於顏色你可以有自己的看法，當你做完決定後，我需要你找到一個符合你想法的圖像，你認為李白會穿的服裝的圖像。

活動二

說明：基本舞台妝容練習。

In this activity, teachers should show students a makeup model sample. You can start by mixing shades of foundation and exploring skin tones. Then put undertone shades on. Next, show the basic skills for eyeliner and lipsticks and let students decide what colours they want to use for eyeliners and lipsticks

在這活動當中，教師需要提供示範樣品展示給學生。一開始先調製粉底液及看一下自己的膚色，並且用比膚色淺一點的塗在臉上。接著，基本的眼線及口紅使用技巧，之後，讓學生決定他們要用什麼顏色的眼線及口紅。

Teacher: This is the card for you to check your skin tones. Can you find your skin tone?

Student: I think my face is moderately brown.

Teacher: For your stage makeup, you need the colour which is two levels lighter. Since you said yours is moderate brown, the one you need to use is light brown. This is the colour that you should use for your foundation shades.

Student: Ok, got it.

Teacher: When you are ready, you can apply it to your face evenly. Use the sponge as it helps you to dab to make sure your makeup stays in place.

Student: I feel my face is brighter.

Teacher: Yeah, that means it works! Next are eyeliners and lipsticks. You will get into groups, and you need to do the makeup for your partner.

Student: Can I use green eyeliner?

Teacher: Sure, you can try any colour you want for eyeliners and lipsticks

老師：看這邊，這個卡片是給你對照自己的膚色，有找到嗎？

學生：我的臉應該是普通棕色？

老師：那你的舞台妝容需要比你的膚色再淺兩階的，如果你說你的是普通棕色，那我需要你用淺棕色，這是你要用粉底液的顏色。

學生：好的懂了。

老師：當你準備好的時候，你可以把它均勻地塗在你的臉上，然後請用海綿，這可以幫助你清拍的時候固定你的妝容。

學生：我感覺我的臉亮點了。

老師：那代表它發揮作用了，接下來要用眼線跟口紅，我要把你們分組，然後你要幫你的夥伴化妝。

學生：我可以用綠色眼影嗎？

老師：可以，你眼影跟口紅可以用你想用的顏色。

單元八 芭蕾

Introduction to Ballet

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Ballet is one of the most difficult sections to teach. It contains a lot of difficult terms and skills. In these lessons, we can provide some interesting history and stories to encourage students' motivation, and then teach basic moves and knowledge.

This model lesson contains ballet's history, culture, five basic positions, and mime. We can teach some simple knowledge to students first. Throughout the semesters, we can build on and expand students' knowledge and skills related to ballet.

芭蕾，最難教的單元之一，它包含了大量的術語及技術。在這些課程當中，我們可以用歷史與故事增進學生的學習動機，接著加入一些基本的動作及知識。

在這個示範單元中，有歷史、文化、五個位置及啞劇。我們先給學生基本的知識，幾個學期過後，循序漸進，增加其他芭蕾相關技能與知識。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
outward	向外的	pointe shoes	硬鞋
forward	向前的	ballet shoes/slippers	軟鞋
tutu	舞裙	en pointe	踮腳
leotard	緊身衣（不含腿）	pirouette	腳尖旋轉
unitard	緊身衣（含腿）	Arabesque	單腳站立另一腳延伸

toe	腳尖	Romantic ballet	浪漫芭蕾
heel	腳跟	Classical ballet	古典芭蕾
ankle	腳踝	Neoclassical ballet	新古典芭蕾
position	位置	contemporary ballet	現代芭蕾
court dance	宮廷舞	ballet mime	芭蕾啞劇

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

① Turn out/in _____.

例句：①: **Turn out** your legs.

②: Should we start from the hips?

①: 把腳向外轉開。

②: 從屁股開始嗎？

② Stretch _____.

例句：①: **Stretch your** toes.

②: Can we use our hands?

①: 腳趾延伸。

②: 要加手嗎？

③ Plié, raise up and down.

例句：Hold the bar. **Plié, raise up and down.**

握住把杆。然後膝蓋彎曲，蹲下蹲起。

④ Your _____ go in the _____ of _____.

例句：Do Plie. **Your knees go in the center of** your foot.

膝蓋彎曲。你的膝蓋往腳中心方向移動。

⑤ _____ is anchored down.

例句：Stretch your right leg forward. Your left leg **is anchored down**.

右腳往前延伸，左腳固定。

⑥ _____ is over the top.

例句：On the stage, we make everything big. For example, mime **is over the top**.

在舞台上什麼都要放大。舉例來說，啞劇是誇張的。

⑦ You can also use _____ as _____.

例句：You can also use your arms **as** you greet somebody.

在向人打招呼時你可以使用你的手臂。

⑧ Take a step forward.

例句：Take a step forward. Then turn your head back.

往前踏，頭往後轉。

⑨ Incline your _____ toward/to _____.

例句：Incline your head **to** one side. And then shake it.

把頭往耳朵靠，然後晃一下。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：芭蕾文化起源

In the 15th century, the Renaissance was an era when many art forms were created. Research shows that ballet was popular in Italy. Initially, it was common as a social dance at royal events. In the 17th century, the king of France, Louis XIV, took an interest in ballet. He built up standards and rules for ballet. Ballet was developed through these standards, and they still affect the styles of dance today.

十五世紀文藝復興時期，產生了很多不同的藝術形式。大多數的研究顯示芭蕾舞在義大利十分盛行。一開始，貴族將芭蕾舞當作社交舞，但在十七世紀時，法王路易十四對芭蕾舞產生莫大的興趣，創立了芭蕾舞的規則與架構。根據這些標準，芭蕾舞的發展有著明確的來源，且影響及產生了不同的形式。

Teacher: In the Renaissance era, people started to focus more on art, and in Europe, ballet was one of the famous dances at that time. Originally, people danced ballet in the royal courts.

Student: So, was it only for royalty?

Teacher: Not really, before royalty saw it as a social dance, civilians also did it as ritual or social dance. But there is not much information about it. We still hope to find more evidence about that time.

Student: I see.

Teacher: In the 17th century, the king of France, Louis XIV, created ballet schools. This helped ballet to create rules, including the words and standards used in ballet. Compared to the other art forms, ballet has the benefits of standards and rules to follow and inherit. Over time, ballet developed into different styles. Later, Romantic and Classical styles were created.

Student: How are they different?

Teacher: Romantic ballet came earlier. The performers move just a little, like fairies. That is why they wear long fluffy tutus and do tiptoes with pointe shoes. This helps them look more like fairies.

Student: What about Classical ballet?

Teacher: The costumes are very different from Romantic ballet. The tutus are shorter and they stick out, and dancers do not have to wear pointe shoes. They wear flat ballet shoes mostly.

老師：文藝復興時期，人們開始專注於藝術，在歐洲，芭蕾舞則是當時一種有名的舞種。一開始，人們只有在宮廷跳。

學生：所以這是只屬於貴族的舞嗎？

老師：沒有，在宮廷把它當作社交舞以前，平民們也把這種舞當作某種儀式以及他們的社交舞。但是並沒有很多的研究，還在希望能夠找出更多的證據。

學生：了解。

老師：在十七世紀，法王路易十四，他創建了芭蕾舞學校。這幫助芭蕾舞有了結構性的規則。包含術語及標準。跟其它藝術形式相比，芭蕾舞擁有優勢去參照以及傳承。隨著時間過去，芭蕾舞有著不同的形式，浪漫芭蕾舞與古典芭蕾舞。

學生：它們有什麼不同？

老師：歷史當中，浪漫芭蕾舞出現比較早。舞者們會穿著長的舞衣及硬鞋。這些舞者打扮成仙女，輕飄飄地移動。那就是為什麼她們要穿蓬鬆的舞衣及穿硬鞋踮起腳尖，這樣能看起來更像仙女。

學生：那古典芭蕾舞呢？

老師：服裝有很大的不一樣。舞衣是短的而且往外突出，且她們大部分穿平的軟鞋。

概念二

說明：芭蕾啞劇講解

Ballet mime is one of the ways that dancers express themselves through actions only. In the world of ballet, the moves are well-structured. This includes the gestures and actions of mime, so they all have fixed and specific rules. This helps the audience to understand the interactions between characters, and to follow what emotions and conversations are being expressed on stage.

芭蕾啞劇，舞者透過動作去表達。在芭蕾的世界當中，動作都是被架構好的，包含手勢及動作，都是固定的並且有特定的規則。這能夠幫助觀眾了解角色的互動、情感及對話。

Teacher: Here we have some flashcards with different actions and movements. These are called “mime” in ballet. Ballet dancers need to act out the story. When acting out a story, they need to let the audience understand the plot and the situation. Performers need mime to express themselves using their bodies. These pictures all have specific meanings. Let’s guess. How do you feel about this one?

Student: She looks sad.

Teacher: Can you describe why?

Student: She is holding her fingers up to her cheeks, so it looks like she’s crying.

Teacher: Exactly! This means she is sad. So, in this picture, the dancer shows something through her body movement.

Student: Can I use other ways to express sadness?

Teacher: Nowadays you can, but in some conservative works, these mime actions are set. They only use the same fixed actions most of the time.

老師：看這邊，我們有幾張圖卡有著不同的動作。這些是芭蕾的啞劇。我們知道，芭蕾舞者需要演繹故事，她們需要讓觀眾了解劇情及情境。表演者需要啞劇透過身體來表達及說出。猜猜看，對於這張你有什麼感覺？

學生：她看起來難過。

老師：你可以形容一下嗎？

學生：她把她的手指放在臉頰旁，看起來像是在哭。

老師：沒錯，這張表示難過。所以，這張照片透過身體傳遞訊息。

學生：我可以用其它方式來表達難過嗎？

老師：現在當然可以，但是在一些保守的作品當中，這些啞劇動作都是有被紀錄的，它們大部分只用一樣的動作。

■ 教學活動 Class Activities

活動一

說明：學習芭蕾舞基本位置

The five basic positions of arms and feet are typical features of ballet. For beginners, we can practice these to get to know ballet. Teachers can divide practice into hands or feet. Then after students are familiar with every position, they can mix these together.

手與腳的五個位置在芭蕾舞中是典型特徵。對於初學者，我們可以先從這裡開始了解芭蕾舞，老師可以把動作分解成手與腳獨立教學，當學生熟悉後，再結合在一起。

Teacher: First of all, you need to stand still. You should feel like your spine (backbone) points up to the sky.

Student: Should I keep my chin up?

Teacher: There is no need to. Now, we will learn the five positions in ballet. These are the basic moves for dancers. Let's start from the feet. I need you to touch your heels together and turn your toes to either side.

Student: This is so hard.

Teacher: Just try your best. If you can make your feet point 180 degrees, that would be perfect. But if it is too difficult for you, don't worry.

Student: What is this position called?

Teacher: This is called "first position". Next, move your right foot and spread your feet shoulder width apart to the same width as your shoulders. This one is "second position".

Student: It is easier.

Teacher: Good but it is also not really easy because you need to keep balanced. Both feet should hold the same weight.

老師：一開始，請先站好，感覺脊椎往天空延伸。

學生：下巴要抬高嗎？

老師：不用，現在我們在學芭蕾舞的五個位置，這是基本動作。從腳開始，現在請把腳向外轉，你的腳跟貼近，兩邊腳趾往不同邊轉。

學生：這個好難。

老師：請盡力，當然如果你的腳可以成為 180 度最好，但如果你覺得太難，沒關係。

學生：這個動作是什麼？

老師：這是第一位置，下一個，你的右腳往外伸，讓你的雙腳與肩同寬，這是第二位置。

學生：簡單多了。

老師：很好，但並沒有那麼簡單，你需要保持平衡，兩隻腳要平分一樣的重量。

活動二

說明：認識芭蕾舞劇

In this part, teachers introduce mime and some signature postures. Students learn to recognize the meanings of the poses first, and then practice the moves. They copy the poses and help each other learn about the hundreds of years of ballet culture.

這部份教師可以介紹具代表性的姿勢。學生能夠學習不同動作的意義，接著體現這些動作。他們模仿動作，並且幫助彼此了解已傳承百年的芭蕾舞文化。

Teacher: Have a look at these flashcards. They show different emotions and meanings. You can see the pictures and then understand the story. So, let's practice the first pose. Place your two hands overlapping on your chest.

Student: What does that mean?

Teacher: It means love. Now you have some time to practice the other moves. (Allow a few minutes to practice.) Time's up! Get in pairs. One of you needs to guess your partner's poses. This is the first one.

Student: It means mercy!

Teacher: Yes! Now do this one.

Student: It means sadness.

Teacher: Good. Now take turns. (Do it over again.) So, when the moves and poses come with meaning, your partner shouldn't even need to talk, and you will be able to understand the meaning. This is the good thing about standard moves and poses.

老師：請看圖卡，這些承載者不同的情緒及意義。你可以看這些圖片接著知道情節。所以，一起來模仿第一個動作，把你的手交疊放在胸前。

學生：這是什麼意思？

老師：這代表愛，接下來我會給你時間去練習其它的動作。時間到。現在兩人一組，其中一個人，我需要你猜夥伴的動作，第一題是這個。

學生：這是憐憫。

老師：很好，下一個，請作這個。

學生：這是難過。

老師：很好請交換（再做一次）。所以當我們做有意義的動作時，我們不需要說話人們也可以了解這些意義。這是標準化這些動作的優點。

單元九 行政與街頭藝人

Administration and Street Performers

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 is about organizing a busking show. Students need to plan and run the performance. We can start by providing students with a clear knowledge of administration in theatre. After this, street performance is the project in which students get to practice.

In the first part, you can introduce administration in theatre to show the clear and important hierarchy. You can also discuss the importance of administrators. The second part helps students to rethink the street performances they have watched. It also lets them develop their own busking show. They will be able to organize entertaining events to show audiences.

本單元目標為街頭表演秀，學生必須要促進表演。我們可以從對劇場行政組的了解作為開始，之後，我們用街頭藝人表演讓學生實作。

第一個部分，我們可以有行政組的導論，讓學生了解明確及重要的分組，並且討論行政組的重要性。第二部分，幫助學生回憶他們曾看過的街頭藝人表演，他們可以自己發展街頭表演，能夠組織娛樂性的活動。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

單字	中譯	單字	中譯
street performer	街頭藝人	singer	歌手
busker	街頭藝人	acrobat	特技
circle show	圍圓看表演	producer	製作人
donation	捐款	executive director	執行製作
tip	小費	marketing manager	行銷經理

box office	售票處	business manager	業務經理
pitch	場地	finance manager	財務經理
magician	魔術師	usher	接待員
musician	音樂家	promotion	宣傳
juggle	雜耍(球)	payroll	薪資
hierarchy	分工		

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

① _____ is fun to watch.

例句：①: Mime is fun to watch.

②: I disagree.

①: 默劇看起來有趣。

②: 我反對。

② Team up.

例句：The performers have **teamed up**. Two people can do more complex juggling.

這是組隊的表演，兩個人可以做更複雜的雜耍。

③ Give a tip.

例句：①: If you want him to dance, you need to **give him a tip**.

②: How much?

①: 如果你想要他跳舞，你要給小費。

②: 多少錢？

④ Start the organ.

例句：You can press that button to **start the organ**.

你可以按按鈕去啟動機關。

⑤ Promote performance.

例句：It's important to **promote your performance**. That is how you can earn more money.

為演出做宣傳很重要，也因此可以賺更多錢。

⑥ Toss it away.

例句：①: We imagine that we pick up a flower on the floor, and then **toss it away**.

②: Can I smell it?

①: 我們想像把地上的花撿起來，接著扔掉。

②: 我可以聞嗎？

⑦ Reach out _____.

例句：I'm **reaching out** to the designer. I want to resolve the delay.

我正在聯繫設計師，想去解決延遲的事項。

⑧ Everything is done in unison.

例句：After consideration, **everything should be done in unison**. We need to set the theme too.

經過思慮，將一切具有一致性的完成。我們也需要設定主題。

⑨ Set a budget.

例句：**Set a budget**. Don't spend over the limit.

設定預算。不要花超過限制。

⑩ Search for sponsorship.

例句：We have nearly spent all our budget. Let's search for sponsorship.

我們幾乎要用完預算了。讓我們去找贊助吧。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：行政分組介紹

To complete a performance, the administration department is very important. It is often seen as a kind of hidden support for the theatre, but the truth is that administrators are very visible. The administrators' job is to connect each department and balance the finances. It helps artists focus on their creations and worry less about non-artistic things. There is a hierarchy for administration as an example, but you can replace it if you find a better one for your teams.

要完成一場演出，有個部門很難被忽視，那就是行政組。它總是被視為劇場中隱藏的支持，但事實上行政組是很顯而易見的。行政組的工作內容是負責連結每個部門並且平衡經濟收支。這可以幫助藝術家比較不用擔心瑣碎事項，可以專注於創作。在這裡，我們會有個行政分工的例子，但可以用更適合團隊的分工方式來替代。

Teacher: Before we start organizing a performance, we need to know the hierarchy of administrations. Performances would not work well if we did not have a good administration team.

Student: What do they usually do?

Teacher: They help with sorting out all the problems, for example, promoting, selling tickets, and hiring ushers.

Student: What is the hierarchy?

Teacher: The producer starts the plan and then asks the executive director to organize the administration team.

Student: And then?

Teacher: In the administration team, we need people who do promotions and manage the budget (money).

Student: It sounds easy.

Teacher: It can be easy if people love working together. One performance needs a lot of paperwork and budget control. The marketing manager should attract more people to buy more tickets, and the business manager should use the budget perfectly and invite sponsors to donate. So, for these people, it is not easy at all.

老師：在我們開始組織表演以前，我們需要了解行政的分工。因為我們都需要認識它，如果沒有好的團隊，表演沒辦法完成。

學生：那他們都做什麼？

老師：他們協助去處理所有的問題，例如宣傳、賣票、接待。

學生：那如何分組？

老師：製作人首先開始工作，接著開始任命執行製作去組織行政團隊。

學生：然後呢？

老師：在團隊中，我們需要有人去宣傳及控制預算。

學生：聽起來不難。

老師：他可以很簡單如果每個人都能相互合作。一個表演需要跟很多的文書作業以及預算控制。行銷經理需要吸引更多人去買票。業務經理需要有效地使用預算，還要去尋找贊助。所以對這些人來說工作並不簡單。

概念二

說明：介紹台灣街頭藝人

A few years ago, we needed to get permission before we could perform on the street. But now, the government has changed the rules. So, everyone can be a street performer or busker! In some popular tourist spots, we can see buskers giving all their energy to the audience, and the audience decides if they want to give tips to encourage them. The art form on the street has no limits and it includes many types, but it must be safe for the audience.

幾年前，要成為街頭藝人需要得到證照。但現在，政府已決定取消這項政策。所以每個人都有機會可以成為街頭藝人。在一些熱門的旅遊景點，我們可以看到很多街頭藝人傾注精力表演給觀眾看，而觀眾可以決定是否要給小費去鼓勵他們。此種表演形式沒有太多的限制，可以是很多元的但要是安全的。

Teacher: Have you ever seen someone perform on the street? If so, where?

Student: I saw a mime show in Bali (八里).

Teacher: What did the performer do?

Student: He was standing still until someone gave him a tip, and then he did a dance.

Teacher: That sounds interesting. So, in this case the pitch (stage) was on the street, but it can happen anywhere people pass by. Mostly, we can hear beautiful songs or see magic tricks.

Student: Can we also be street performers?

Teacher: Of course. We will do a performance outside for this class.

老師：有沒有人看過街頭表演嗎？在哪裡？

學生：我有看過有人在八里表演默劇。

老師：那個表演者做了什麼？

學生：他本來站在那不動，後來有人給了小費他就開始跳舞。

老師：聽起來很有趣。所以，如同你們知道的，這種表演舞台會是在街道上，但它其實可以出現在任何人們會路過的地方。時常，我們可以聽到有人在唱歌或是表演魔術。

學生：我們也可以成為街頭藝人嗎？

老師：當然。我們會有在室外的實作表演。

■ 教學活動 Class Activities

活動一

說明：分組籌辦街頭藝人表演

Usually, we let students do a presentation to show what they have learned, and they only need to focus on the performance. But then they ignore the administrative part of the show. In this assignment, students have the chance to form a plan and make it happen. By doing this, they will see the process of making a performance and also cooperate with their teammates.

通常來說，我們讓學生作呈現去看他們學到了什麼，他們只需要專注於表演上。然而，他們忽略了行政的部分。在這個任務中，學生可以有機會去組織一個計畫並且讓它真實發生。完成了之後，我們可以看見製作表演的過程以及與夥伴的合作。

Teacher: Here you can see your group and members on the slides. You need to decide on the content and the performance when you are a street performer. In step one, we will decide on who does which jobs in the administration. Get into three teams, and choose one person to be the executive director.

Student: Who is the producer?

Teacher: I will be the producer. There will be one executive director to contact each team and organize and connect all the plans together. The three team leaders under this person are the marketing manager, business manager, and finance manager.

Student: After deciding on the jobs, what is the next step?

Teacher: You can start to talk about what performance is possible and safe. You need to think carefully about your job in the administration to help you make better decisions.

Student: Do we have a budget to use?

Teacher: Yes, the budget is from your pocket money: two hundred dollars per person. Hopefully the tips your performance gets will help you to earn the money back.

老師：好，你們可以在投影片上看到你的組員。你們需要去決定街頭表演的內容。第一個步驟，先行政分組。分成三個組，然後要有一個人擔任執行製作。

學生：那誰是製作人？

老師：我是製作人。你們會有一個執行製作去聯繫每個組，並且組織連結整個計畫。在這個人之下有三個組長，分別是行銷經理、業務經理及財務經理。

學生：分組完之後呢？

老師：你們可以開始討論怎樣的表演是可行的並且也是安全的。你必須考慮行政職責，這可以幫助你們做比較有效率的決定。

學生：我們有預算嗎？

老師：有的，資金來源是你的零用錢，一個人兩百，希望之後表演的小費可以讓你回本。

活動二

說明：默劇練習

Mime is a popular style of street performance. Mime artists stand still with one posture, like statues. After getting a tip, they start to move, dance, or interact with the audience. For students, this art form is a good way to deliver simple movement and use their ideas to make it fun. We can start with some classic moves, and then practice them.

默劇是最受歡迎的街頭表演之一。我們可以看到他們站著，有個動作，像是雕像一樣。當有人給他們小費時，促發他們移動、跳舞及互動。對於學生來說這種方式是個好方法，讓他們去做簡單的動作，並且也可以運用他們的點子去讓一切有趣。我們可以一開始先學經典的默劇動作，接著排練。

Teacher: In this part, we need to use our imaginations. We pretend that we have a wall in front of us. Can you use your forefinger to touch the wall? Can you sign your name on it? Great, I can see your walls now. Now, slightly touch the top left. Then freeze.

Student: Can we talk?

Teacher: People usually do not talk in this performance, but it doesn't mean that you cannot do it. Let's practice the moves first.

Student: Sure.

Teacher: Relax your arms a little bit, and now pretend to hold a tube. Imagine it is a stiff tube, and you can make it tilted. Remember to hold it like it is really there.

Student: Can we spin it?

Teacher: Of course. Can you show me how you would do that? Well done! He moved it up and down, and seemed to balance the tube carefully.

老師：在這個部分我們需要大量運用想像力。我們需要去想像我們前面有一面牆。你可以用你的食指碰一下牆嗎？你可以簽你的名字嗎？很好，我可以看見你們的牆了。現在，我需要你們輕輕的摸左上方，定格。

學生：我們可以說話嗎？

老師：大部分作這表演很少說話，但這不代表你不能這麼做，我們何不先練習這個動作？

學生：好的。

老師：雙手放鬆一下，現在握住一根管子。想像它是硬硬的，你可以把它變得斜斜的，記得你要讓它看起來像是真實存在。

學生：我們可以轉嗎？

老師：當然，你可以做給我看嗎？很好，他把它往上又往下並且平衡的很好。

國內外參考資源 More to Explore

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

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

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



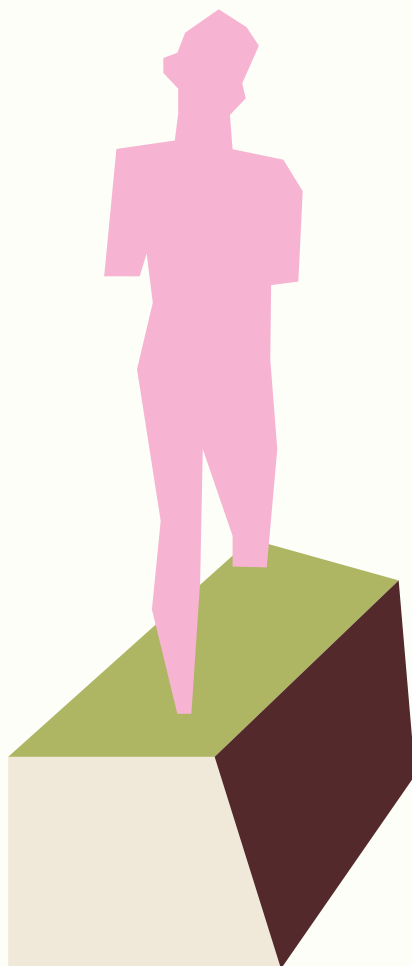
國中藝術領域雙語教學資源手冊：英語授課用語

[七年級下學期]

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

[7th grade 2nd semester]

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