國中藝術領域

雙語教學資源手冊 英語授課用語

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

〔八年級下學期〕

目次 Table of Contents

單元一　角色設計
Character Design

新北市立北大高級中學　吳俐璇老師

■　前言 Introduction

Designing characters is a very important part of media, such as movies, animations, and games. A successful character can let readers or audiences connect with the media. For example, legendary characters in Japanese anime and bad people in hero movies are important partners who accompany us and add color to our lives.

This unit focuses on character design. It is hoped that students can observe and understand the application of character design in their lives. By comparing the differences between characters, they can combine the parts needed to design characters, and that will allow students to practice related drawing skills and finally create unique characters.

在媒體中，像是電影、動畫和遊戲等作品，設計角色是非常重要的一環。一個成功的角色可以讓讀者或觀眾對作品產生共鳴，像是日本動漫中的傳奇人物、英雄電影中的反派角色，都是陪伴著我們生活，為人生增添色彩的重要夥伴。

本單元主要著重在角色設計，希望學生可以觀察並瞭解角色設計在生活中的應用，透過比較角色之間的差異，統整出設計角色需要的元素，進而讓學生實際練習相關繪畫技巧，最後創作出具有獨特性的角色。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
facial expression	面部表情	**character**	角色
body language	肢體語言	animation	動畫
face shape	臉型	video game	電玩遊戲

教育部師資培育及藝術教育司　　　臺師大雙語教學研究中心

gesture	手勢	emotion	情感
posture	**姿勢**	comic/manga	漫畫
outline	外輪廓	accessory	配件
period	時期	character development	角色發展
personality	個性／人格	prop	道具
background	背景	environment	環境
exaggerate	**誇大**	color scheme	配色
simplify	**簡化**	proportion	比例

Facial Features 五官			
eye	眼睛	lips	嘴唇
mouth	嘴巴	ala of the nose	鼻翼
eyebrow	眉毛	chin	下巴
jaw	下巴	hair style	髮型
beard	鬍鬚	cheek	臉頰
dimple	酒窩	eyelashes	睫毛
earlobe	耳垂	mole	痣
freckle	雀斑		

Face and Body Expressions 面部與肢體表達			
raised eyebrow	揚起眉毛	furrowed brow	皺眉
pursed lips	�“起嘴唇	cover your mouth	搗住嘴巴

bite your lip	咬嘴唇	raise one corner of your mouth	一側嘴角上揚
drop your jaw	下巴掉下來	clench your fist	握緊拳頭
cross your arms/legs	雙手／腳交叉	(give a) thumbs up/down	拇指向上／下

Adjectives for Describing Feelings, and Expressions 描述情感或表達的形容詞			
surprised	驚喜的	fearless	無所畏懼的
joyful	開心的	confident	自信的
hopeful	充滿希望的	proud	自豪的
disappointed	失望的	guilty	自責的
bored	無聊的	embarrassed	尷尬的
shocked	驚嚇的	frightened/scared	害怕的
tired	疲憊的	sleepy	昏昏欲睡的
mad/angry	生氣的	unhappy	不開心的
confused	困惑的	disgusted	厭惡的

■　教學句型 Sentence Patterns

❶ **What are the key elements for designing a character?**

The key elements are (the)_____, _____, and _____.

例句：1: **What are the key elements for designing a character?**

2: **The key elements are** the personality of the character, the environment, **and** the accessories.

1: 設計角色的主要元素有哪些呢？

2: 主要元素有角色的個性、環境與配件。

❷ **What fields can character design be used in?**

It can be used in _____.

例句：①: **What fields can character design be used in?**

②: **It can be used in** advertising and marketing.

①: 角色設計可以應用在哪些領域呢？

②: 它可以應用在廣告和營銷。

❸ **What are the differences between the characters/pictures?**

The difference(s) between the characters is/are _____.

例句：①: **What are the differences between the characters/pictures?**

②: **The difference between the characters is** the body language.

①: 這些角色／圖片中，有哪些不同的地方呢？

②: 這些角色之間的差異是肢體語言。

❹ **What are the similarities between the characters/pictures?**

There is/are _____ in all of the pictures.

例句：①: **What are the similarities between the characters/pictures?**

②: **There is** a girl **in all of the pictures.**

①: 這些角色／圖片中，有哪些類似的地方呢？

②: 這些圖片裡都有一個女生。

❺ **Why does the same character look so different?**

It's because (the) _____, _____, and _____ are different.

例句：①: **Why does the same character look so different?**

②: **It's because** the facial expressions, body language, **and** colors **are different**.

②: **It's because** the versions of the story **are different**.

①: 為什麼相同的角色，看起來卻很不一樣呢？

②: 因為面部表情、肢體語言和顏色都不一樣。

②: 因為故事的版本不同。

❻ **Draw facial expressions with different levels of(n.) _____.**

例句：**Draw facial expressions with different levels of** happiness.

畫出不同程度的幸福面部表情。

❼ **This facial expression shows _____.**

例句：**This facial expression shows** anger/happiness/sadness.

這個面部表情顯示憤怒／快樂／悲傷。

❽ **This pose means the person is _____.**

例句：**This pose means the person is** angry/happy/sad.

這個姿勢表示這個人生氣／快樂／悲傷。

❾ **What words describe the feelings of the character?**

The character looks _____ in the picture.

例句：①: **What words describe the feelings of the character?**
　　②: **The character looks** excited/upset/disappointed **in the picture.**

　　①: 有什麼字可以呈現這個角色的感覺呢？
　　②: 這張圖片中，這個角色看起來很興奮／沮喪／失望。

❿ **What is the character's facial expression?**

The character looks _____.

例句：①: **What is the character's facial expression?**
　　②: **The character looks** fearless.

　　①: 這個面部表情看起來如何呢？
　　②: 它看起來無所畏懼。

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

概念一

Character and Expression 角色與表現

When designing a character, think about things like their personality, emotions, appearance (color, clothing, accessories), period, environment, and objects. Additionally, the character will look different because of personal interpretation. For example, after listening to the Lin Tou Sister's story, some people think she is sad, and other people think she is scary, so there will be different designs.

在設計角色時，我們可以思考個性、情感、外貌（顏色、服裝、配飾）、時期、背景設定和物件等因素。此外，因為個人對角色的詮釋，也會呈現出角色不同的樣貌。舉例來說，在聽完林投姐的故事後，有人覺得她很悲傷，有人覺得她很可怕，也因此就會有不同的設計。

Teacher: I will show you some pictures of one character designed by different designers. Work with your team members. Compare the pictures. Think about the similarities and differences between these pictures. You have 3 minutes. Go.

Teacher: Ok, time's up. Can anyone tell me what the similarities are?

Student: There is a girl in all of the pictures.

Teacher: Good, one extra point. What else?

Student: There is a chair in the pictures.

Teacher: Well done. The next question. Can anyone tell me what the differences are?

Student: The differences between these characters are their facial expressions and colors.

Teacher: After the comparison, there are some aspects that can help you design characters: the personality and emotions of the character, and the colors, clothes, time/era, place/environment, accessories, items/materials.

老師：　我會給你們看一些由不同設計師設計同一個角色的圖片。請與你的小組成員一起合作，比較這些圖片。想一想這些圖片有哪些相似和不同的地方。我會給大家 3 分鐘，開始吧！

老師：　好的，時間到了。誰能告訴我「有什麼相似的地方？」

學生：　所有照片中都有一個女孩。

老師：　很好，加一分。還有什麼呢？

學生：　圖片中都有一把椅子。

老師：　非常好。下一個問題。誰能告訴我「有什麼不同的地方嗎？」

學生：　這些角色之間的不同在於面部表情和顏色。

老師：　比較之後，有一些面向可以幫助你設計角色：例如角色的性格與情感、顏色、衣服、時間／時代、地點／環境、配飾、物品／材料。

概念二

Purpose and Application of Character Design 角色設計的目的與應用

The purpose of character design is to develop unique and interesting designs. These designs show the character's nature and arouse those feelings in the audience. Character design can be used in different fields, such as animation, video games, comics, film and TV, advertising, toys, books, and theme parks.

角色設計的目的是發展獨特而有趣的設計，這些設計呈現了角色的本質並引起觀眾的共鳴。角色設計可以被應用於不同的領域，例如動畫、電子遊戲、漫畫、電影／電視、廣告、玩具、書籍和主題公園等。

Teacher: We just talked about what character design is. Now think about your daily life. Where can you see examples of character design? Tell me about the character and the industry it's used in.

Student: One character is SpongeBob, and he is used in animation.

Teacher: Yes, he is a famous character, right? Any other ideas?

Student: Another character is Woody from Toy Story, and he is used in the film.

Teacher: Good, what else?

Student: There is a character named Monkey D. Luffy from One Piece used in comics.

Teacher: In addition to those examples, character design can be used in other fields. For example, video games, advertising, toys, books, theme parks, and so on.

老師：　我們剛剛講到什麼是角色設計。現在請想想，在你的日常生活，哪裡可以看到角色設計呢？告訴我相關的角色與應用的領域。

學生：　這個角色是海綿寶寶，它被用於動畫中。

老師：　沒錯，海綿寶寶是一個知名的角色，對吧？還有其他想法嗎？

學生：　這個角色是玩具總動員中的伍迪，它被用在電影中。

老師：　很好，還有什麼呢？

學生：　這個角色是海賊王的魯夫，它被用在漫畫中。

老師：　除了這些例子之外，角色設計還可以應用於其他領域。例如，電子遊戲、廣告、玩具、書籍、主題公園等。

■　教學活動 Class Activities

活動一

說明：本活動為角色設計的肢體語言練習

> The teacher explains a character's background and asks students to interpret the possible poses of the character. Then three volunteers go on stage and show three different poses. The three poses should express different feelings. Other students should draw the structures of the pose.
>
> 老師先介紹一個角色的相關背景，讓學生詮釋該角色可能會擺出的姿勢。再請三位自願的同學上台，擺出三種不同的姿勢，以分別展現不同的情緒，其他同學則快速畫下該肢體的結構。

Teacher: I need three volunteers to pose as "椅仔姑." Exaggerate the pose and show the emotions. The volunteers can't move for 3 minutes. Everyone else should draw the poses. I will give the volunteers three extra points.

Student: I want to try.

Teacher: Very good! What feelings of "椅仔姑" do you want to express?

Student: I want to express the loneliness of "椅仔姑."

Teacher: Any other volunteers?

Student: I can do it.

Teacher: Great! What feelings of "椅仔姑" do you want to express?

Student: I want to express the sadness of "椅仔姑."

Teacher: I need one last volunteer.

Student: I can try.

Teacher: Fantastic! What feelings of "椅仔姑" do you want to express?

Student: I want to express the naughtiness of "椅仔姑."

Teacher: Ok. Now we have three models. Everyone take out your drawing tools. Let's get started.

老師： 我需要三位自願的同學扮演「椅仔姑」。姿勢要誇張一點，表現出情緒。自願的同學在三分鐘內不可以動，其他同學把這些姿勢畫下來。我會給自願的同學加3分。

學生： 我想嘗試。

老師： 非常好。你想呈現出怎樣的感覺的「椅仔姑」呢？

學生： 我想呈現「椅仔姑」的孤獨感。

老師： 還有其他自願的人嗎？

學生： 我可以。

老師： 很好。你想呈現出怎樣的感覺的「椅仔姑」呢？

學生： 我想呈現「椅仔姑」的悲傷感。

老師： 我需要最後一位自願的同學。

學生： 我可以試試看。

老師： 太好了！你想呈現出怎樣的感覺的「椅仔姑」呢？

學生： 我想呈現調皮的「椅仔姑」。

老師： 好的。現在我們有了三個模特兒了。請每個人拿出你們的繪畫用具，那我們就開始吧。

單元二　水墨畫
Ink Painting

新北市立北大高級中學　吳俐璇老師

■　前言 Introduction

Ink painting is a unique form of art with a long history from which we can learn about people's views and ways of life in the past. In recent times, because of the unique specialties of ink painting, it also influences modern life.

This unit introduces and compares the differences between Eastern and Western paintings, allowing students to understand the key elements, related topics, and forms of ink painting. In addition, students can also think about the application of ink painting in daily life. In the practical part, students can learn about ink tools, practice ink painting skills, and use them to create art.

水墨畫是一種獨特的創作形式，有漫長的歷史，我們可以從中了解過去人們看待事物的觀點與生活方式。而在現代，在水墨畫獨特的底蘊之下，也為現代生活產生不同的影響力。

本單元透過介紹並比較東西方的繪畫之差異，讓學生認識水墨畫的重要元素、相關題材與形式。除此之外，也可以讓學生思考水墨在生活中的應用。在操作部分，學生則可以認識水墨用具，並進行水墨筆法與墨色的練習與創作。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
ink painting	水墨畫	brush stroke	筆法
seal engraving	篆刻	texture stroke	皴法
poem	詩	dynasty	朝代
calligraphy	書法	contemporary ink painting	當代水墨畫

seal	印章	traditional ink painting	傳統水墨畫
The National Palace Museum	國立故宮博物院		

Ink Painting Tools 水墨用具			
ink	墨汁	ink palette	硯台
brush wash container	筆洗	rice paper	宣紙
ink brush	毛筆	paperweight	紙鎮
felt mat	墊布		

Ink Painting Genres 創作題材			
landscape painting	山水畫	bird-and-flower painting	花鳥畫
figure painting	人物畫	genre painting	風俗畫

Ink Painting Form 水墨形式			
linear drawing	白描	splashed-ink	潑墨
boneless method (mogu)	沒骨法	elaborate-style painting	工筆

Ways Ink Paintings Are Mounted 裝裱方式			
hanging scroll	掛軸	handscroll	手捲
album leaf	冊頁	fan-shaped	扇面

■　**教學句型 Sentence Patterns**

❶　**What are the characteristics of ink painting?**

　　These include _____, _____, and _____.

例句：1: **What are the characteristics of ink painting?**

　　　2: **These include** the use of lines **and** various brush strokes.

　　　1: 水墨畫有哪些特色呢？
　　　2: 水墨畫的特色包含線條的使用與不同的筆法。

❷　**What are the genres of ink painting?**

　　There are _____ and _____.

例句：1: **What are the genres of ink painting?**

　　　2: **There are** landscape painting **and** figure painting.

　　　1: 水墨畫有哪些題材？
　　　2: 題材有風景畫與人物畫。

❸　**What are the differences between Western painting and ink painting?**

　　The difference(s) is/are _____.

例句：1: **What are the differences between Western painting and ink painting?**

　　　2: **One difference is** the material.

　　　1: 西方繪畫與水墨有哪些差異呢？
　　　2: 差異為媒材的不同。

❹　**What fields do you think the characteristics of ink painting can be applied to?**

　　I think one field is _____.

例句：1: **What field do you think the key elements of ink painting can apply to?**

　　　2: **I think one field is** fashion design.

　　　1: 你覺得水墨畫的特色可以應用於哪些領域呢？
　　　2: 我覺得可以應用的領域是時尚設計。

❺ Have you ever seen an ink painting?

Yes, I've seen an ink painting depicting ____.

例句：① : **Have you ever seen an ink painting?**

② : **Yes, I've seen an ink painting depicting** bamboo

① : 你曾經看過水墨畫嗎？

② : 是，那件水墨畫中有一些竹子。

❻ The subject we will imitate/copy is _____.

例句：**The subject we will imitate/copy is** bamboo.

今天我們要臨摹的作品是竹子。

❼ The skill we are going to learn is _____.

例句：**The skill we are going to learn is** brush strokes.

今天我們要練習的技巧是筆法。

❽ The most difficult skill for me is _____.

例句：**The most difficult skill for me is** water control.

對我來說最困難的技巧是水分控制。

❾ Sir/Miss, can you demonstrate how to paint _____?

例句：**Sir/Miss, can you demonstrate how to paint** a fish?

老師，你可以示範怎麼畫魚嗎？

❿ I forgot to bring my tools. May I borrow _____?

例句：**I forgot to bring my tools. May I borrow** a brush?

我忘記帶用具了，可以借我毛筆嗎？

■　　學科概念講解 Explanation of Academic Concepts

概念一

Characteristics of Ink Painting 水墨畫的特點

Ink painting is an art form that uses ink and brushes to create images on paper or silk. Ink painting is often associated with traditional Chinese painting and calligraphy, but it is also practiced in Japan and other parts of Asia.

Ink painting is characterized by its use of lines, empty space, brush strokes, flat perspective (flat plane), different shades of gray, dry brush, and wet brush.

Ink painting tries to capture the essence of a subject rather than create realistic images, and as such, it often emphasizes themes of nature, spirituality, and emotion.

水墨畫是一種用墨汁和毛筆在紙或絹上進行創作的藝術。水墨畫通常與中國傳統繪畫或書法有關，但也能在日本和亞洲其他地區發現其蹤跡。

水墨畫的特點是運用線條的變化、留白、筆觸、散點透視、深淺不一的墨色變化、乾墨、濕墨。水墨畫所嘗試的是捕捉主題的本質，而不是創造出逼真的圖像，因此，它往往著重主題的本質、精神和情感。

Teacher: Last week, we talked about the key elements of ink painting. And I also asked you to write down the keywords, right? So, we are going to do a quick review. What are the key elements of ink painting?

Student: One key element is the variation in lines.

Teacher: Well done. What else?

Student: Another key element is the use of brush strokes.

Teacher: Any other ideas?

Student: One more key element is capturing the "feeling" of the subject.

Teacher: Good. So now you know the key elements of ink painting. Let's move on to the next part.

老師：　上週，我們談到了水墨畫的關鍵要素。而且我還讓你寫下關鍵字，對吧？
　　　　因此，現在我們將進行快速地複習。水墨畫的關鍵要素是什麼呢？

學生：　其中一個關鍵要素是線條的變化。

老師：　很好。還有呢？

學生：　其中一個關鍵要素是筆法的使用。

老師：　還有其他想法嗎？

學生：　其中一個關鍵要素是捕捉主題的「感覺」。

老師：　好的。現在我們認識了水墨畫的關鍵要素。我們來進入下一個部分。

概念二

Ink Painting and Life 水墨與生活

Ink painting is closely related to our daily lives. In the past, ink painting was a form of artistic expression that could record important events and document nature, landscapes, and people. In this generation, ink painting does much more, such as helping us to learn and compare the differences between cultures in different areas. In addition, some artists or designers use the characteristics of ink painting or artwork to design new products or artwork and apply them to different fields.

水墨出現在我們生活的各個角落。在過去，水墨畫是一種藝術表達的形式，也記錄重要事件、自然風景與人物。在這個時代，水墨畫還可以有更多應用，像是幫助我們學習和比較不同地區的文化差異。此外，一些藝術家或設計師利用水墨畫的特色或作品設計新產品或藝術品，並將其應用到不同領域。

Teacher: You have ten minutes. Work with your team members, and find some designs using ink painting artwork or the characteristics of ink painting. After that, upload the picture to Google Classroom so that everyone can see the pictures. And I will ask someone to introduce the design they choose.

Teacher: Ok, time's up. Now, let's have a look. This is what we have now. Does anyone want to try?

Student: (Student clicks on a picture).

I found this eye mask. The eyes are from an emperor's portrait.

Teacher: This one is really interesting. I like it.

Student: (Student clicks on a picture).

I found this grass jelly. It is used in product design. The design is from a painting, "Cloudy Mountains in Mist and Rain" by Shixi.

Teacher: This one is beautiful. Well done.

Teacher: We just found some ideas on the internet. Later, it's your turn. Please think about what field or design you want to try to apply ink painting elements to.

老師：　我會給大家 10 分鐘，跟你的組員一起，請找一些使用水墨畫或是其特色做設計的作品，之後把圖片上傳到 Google Classroom，讓大家看看找到的圖片，然後我會請同學介紹你們找到的設計。

老師：　好的，時間到。現在，讓我們來看看。 這是大家目前找到的作品。有人想試試嗎？

學生：　（學生點選圖片）我找到了一個眼罩，眼罩的眼睛是一個皇帝的肖像。

老師：　這真的很有趣耶，老師很喜歡。

學生：　（學生點選圖片）我找到的是仙草，它用在產品設計。上面的圖像是石谿的雲山煙雨。

老師：　這個很漂亮，做得很好。

老師：　我們剛剛在網路上找到了一些點子。等一下換你們。大家請想想你可以嘗試將水墨應用在什麼領域或如何用來設計作品。

■　　**教學活動 Class Activities**

活動一

說明：本活動希望讓學生體驗並練習水墨畫中的墨色變化與筆法。

The teacher will demonstrate how to use these skills. After that, students can practice. If students have questions, the teacher can provide assistance. The first practice is mixing six different shades of gray, dry brush, wet brush, and charred ink tone. The second practice is using brush strokes such as centered-tip strokes (中鋒), side-brush strokes (側鋒), downstream strokes (順鋒), and upstream strokes (逆鋒).

教師向學生示範以下技法。示範完後，學生可以自己嘗試這些練習活動。如果學生有任何問題，老師可以提供幫助。第一個練習是混合六種不同深淺的墨色變化、乾墨、濕墨和焦墨色調。第二種練習是筆法，如中鋒、側筆、順鋒、逆鋒。

Teacher: I've demonstrated how to use these skills. Now, it's your turn. Don't worry if you can't do it well. I am here to help. So if you have any questions, let me know.
(a few minutes later)

Student: Sir/Miss, I don't know how to paint it. The levels of grey look terrible.

Teacher: Don't worry. I can help you. Can you show me how you paint? So I can see what you need to do differently.

Student: No problem. (The student keeps painting.)

Teacher: I know what happened. It's about your water control. You added too much water. Try to use less water. For example, wipe your brush on the edge of the container to remove extra water.

Student: Sir/Miss, please help me.

Teacher: Ok. Give me a few seconds.

Teacher: I'm here. What's up?

Student: I don't know how to paint the brush stroke. Can you show me?

Teacher: Of course. So, the stroke is an upstream stroke (逆鋒). You should paint from the bottom up, just like this. Now you try it.

Student: Ok. Thank you. Let me try it.

老師：　我已經示範完畢了，現在換你們。不要擔心畫得不好，我會在這裡，如果你們有任何問題，可以跟我說喔。
　　　　（幾分鐘後）

學生：　老師，我不會畫。墨色變化看起來很糟糕。

老師：　別著急。我可以幫你。你可以畫一次給我看嗎？這樣我就能找到你的問題。

學生：　好的，沒問題。（學生畫畫）

老師：　我知道問題是什麼了。是你的水分控制，你加太多水了。試試看減少毛筆中的含水量，像是用筆洗的邊緣順一下毛筆，以去除多餘的水分。

學生：　老師，幫幫我。

老師：　好，等我一下。

老師：　我來了。怎麼了？

學生：　我不會畫這個筆法，老師能示範一下嗎？

老師：　好啊，這個筆法是逆鋒，你可以從下往上畫。像這樣。現在換你試試看。

學生：　好的。謝謝老師。我來試試看。

單元三　建築
Architecture

新北市立北大高級中學　吳俐璇老師

■　前言 Introduction

Architecture is one of the most representative arts. It carries the memory of the times and the nature of cultures, and creates beautiful and practical architectural works.

This unit allows students to observe buildings, appreciate and compare the differences in buildings, and then understand the relationship between buildings and the environment. In terms of practice, students can make architectural models or do activities to allow students to explore architectural structures.

建築是人類最具代表性的藝術之一，它承載著時代的記憶和文化的精髓，創造出美麗和實用的建築作品。

本單元透過讓學生觀察生活中的建築，鑑賞並比較建築的樣貌以及差異，進而了解建築與環境的關係。在實作方面，則讓學生製作建築模型，或利用活動讓學生探究建築結構。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
architecture	建築	**material**	媒材
architect	建築師	**structure**	結構
texture	質感	**proportion**	比例
Bauhaus	包浩斯	modern architecture	現代建築
Sanhe Yuan/Three-section compound	三合院	postmodern architecture	後現代建築

fair-faced concrete	清水模建築	contemporary architecture	當代建築
minimalist architecture	極簡主義建築	green architecture	綠建築
futuristic architecture	未來派建築	sustainable architecture	永續建築

Types of Architecture 建築的類型

sports venue	運動場館	commercial building	商用大樓
performance center	展演中心	**temple**	**廟**
bridge	**橋**	**station**	**車站**
airport	**機場**	cathedral	大教堂
villa	別墅	church	教堂
court	法院	department store	百貨公司
police station	警察局		

Verbs and Phrases for Building Models 製作建築模型時的動詞與用法

fold	**折**	fold the paper	摺紙
paste	**貼／黏**	paste the two pieces of cardboard	把兩張紙板黏在一起
bend	彎曲	bend the paper	彎曲紙張
draw	畫	draw a circle on the paper	在紙上畫一個圓
tape	用膠帶固定	tape the edges	用膠帶粘住邊緣
measure	**測量**	measure the paper	測量紙張大小
place	**放置**	place it on top	將(物件)放在頂端
cut	**切**	cut it into smaller pieces	切成小塊
combine	**結合**	combine the two parts together	將兩部分結合在一起

stick	黏	stick the two pieces together	將兩塊粘在一起
join	連接	join the two pieces together	將兩部分連接在一起
assemble	組裝	assemble the parts together	將零件組裝在一起
trace	勾畫出…的輪廓	trace the outline	描出輪廓
carve	雕刻	carve a shape	雕刻一個形狀
shape	塑造	shape the clay	形塑粘土
layer	把…按層排列	layer the cardboard on top of each other	將紙板疊在一起
mold	塑造	mold the clay	將黏土塑型

Tools for Architectural Models 建築模型工具			
paper	紙張	corrugated cardboard	瓦楞紙
cardboard	紙板	scissors	剪刀
sticky tape	膠帶	utility knife	美工刀
paper tape	紙膠帶	cement	水泥
iron wire	鐵絲	ruler	尺
paper clay	紙黏土	pliers	鉗子
ultralight clay	超輕土	aluminum wire	鋁線
wooden board/strip	木板／條	bamboo piece/strip	竹片／竹條
white glue	白膠	building block	積木
polystyrene glue	保麗龍膠	toothpick	牙籤
super glue	三秒膠	cotton thread	棉線

■　教學句型 Sentence Patterns

❶ **What is the most interesting architecture in your town or city? Why?**

The most interesting architecture is ____ because _____.

例句：1: **What is the most interesting architecture in your town or city? Why?**

2: **The most interesting architecture is** the L'Arbre Blanc building **because** it looks like a tree.

1: 你所居住的城鎮或城市中，最有趣的建築是什麼？

2: 最有趣的建築是 L'Arbre Blanc(白樹)，因為它看起來像一棵樹。

❷ **What are the different types of buildings in your community?**

In my community, there are ____, ____and ____.

例句：1: **What are the different types of buildings in your community?**

2: **In my community, there are** houses, malls, supermarkets, **and** schools.

1: 你居住的社區有哪些不同類型的建築？

2: 在我的社區中，有住宅、商場、超市和學校。

❸ **What does this building look like?**

The building looks like_____.

例句：1: **What does this building look like?**

2: **The building looks like** a bird's nest.

1: 這棟建築物看起來像什麼呢？

2: 這棟建築物看起來像一個鳥巢。

❹ **What shapes make up the building?**

　It has a ＿＿＿＿＿＿ shape.

例句：①: **What shapes make up the building?**

　　②: **It has a** pyramid **shape** and a spherical **shape**.

　　①: 這棟建築物是由什麼形狀組成的？
　　②: 它是由金字塔型和球型所組成。

❺ **What materials is the building mainly made of?**

　＿＿＿＿ is made of ＿＿＿＿＿＿＿.

例句：①: **What materials is the building mainly made of?**

　　②: It **is made of** cement.

　　①: 這棟建築的主要材料是？
　　②: 它是由水泥所建造而成。

❻ **Key elements of designing architecture include ＿＿＿＿ and ＿＿＿＿.**

例句：**Key elements of designing architecture include** shape **and** color.

　　建築主要的元素包含造型與色彩。

❼ **You can appreciate the beauty of architecture through its ＿＿＿＿ and ＿＿＿＿.**

例句：**You can appreciate the beauty of architecture through its** shape **and** color.

　　你可以透過形狀和顏色來欣賞建築之美。

❽ **To make an architectural model, use materials like ＿＿＿ and ＿＿＿.**

例句：**To make an architectural model, use materials like** cardboard **and** paper tape.

　　製作建築模型時，你可以使用的媒材像是紙板或紙膠帶。

❾ **Please draw the structure of ＿＿＿＿＿.**

例句：**Please draw the structure of** the bridge.

　　請畫出這座橋的結構。

■　　學科概念講解 Explanation of Academic Concepts

概念一

Forms of Architecture 建築的形式

As a result of factors such as environment, time, needs, and architects' ideas, architecture takes many forms. Thus, architecture reflects the relationship between people and the environment, showing its important role in shaping societies. For example, in this generation, because people pay more and more attention to environmental protection and sustainable development, sustainable architecture is becoming increasingly popular.

由於環境、時間、需求和建築師的想法等各種因素，讓建築呈現多種樣貌。因此，建築反映了人與環境之間的關係，展現了其在社會塑造過程中的重要作用。 舉例來說，在當代，因為人們越來越重視環境保護和永續發展，所以綠建築越來越受歡迎。

Teacher: Here are some pictures of different styles of architecture. They look so different, don't they? Compare the pictures and tell me what factors make the design of these styles of architecture different.

Student: Is it because of different architects' ideas?

Teacher: Great job! For this one, the style is light and airy, while the other one is bold and futuristic. Any other ideas?

Student: Is it because of different needs?

Teacher: Well done. Yes, we can see a temple and a sports venue here.
One is for religion, and the other one is for sports. OK, what else?

Student: Because of different environments?

Teacher: Yes, that's correct. As you can see, the material for this one is wood, whereas this one is stone, right? Because the environment is different, the materials used are also different.

Teacher: Besides, the environment and time are also factors. For example, we can see that with sustainable architecture nowadays.

老師：　這裡有一些不同建築的圖片，請比較這些圖片，並告訴我可能是什麼因素，讓這些建築的設計有所不同？

學生：　是因為不同建築師的想法？

老師：　很好！這棟建築風格輕盈且具有空氣感，這一棟則是大膽並具有未來感。還有其他想法嗎？

學生：　是因為需求不同？

老師：　很好。沒錯，我們在這裡可以看到一座寺廟和一座運動場。一個用於信仰崇拜，另一個用來運動。好的，還有什麼？

學生：　是因為環境不同？

老師：　沒錯，這個想法很好。你可以看到，這個材質是木頭的，這個是石頭的。因為環境不同，所使用的材料也會不同。

老師：　此外，時代也是主要因素之一。例如，現代的綠建築。

概念二

> **Ways of Appreciating Architecture 欣賞建築之道**
>
> To appreciate architecture, we can look at it from different perspectives. First of all, we can think about the building's shapes, form, structure, colors, textures, proportions, materials, and so on. Additionally, we can consider the building's historical and social background to uncover its story and significance. Finally, we can explore the building's use and design by looking at its space, function, and user experience.
>
> 當我們在欣賞建築時，可以從多個面向切入。首先，我們可以從建築的形狀、形式、結構、色彩、質感、比例、與材料等思考。此外，可以嘗試理解建築的歷史與社會背景，從中了解建築背後的故事和意義。最後，我們還可以通過空間、功能和使用者體驗等方面，探索建築的實用價值和人性化設計。

Teacher: Today, we are going to talk about buildings' appearances. Let's start with shapes. Different buildings have different shapes and cause different feelings. Later I will show you some pictures to think about what shapes make up buildings. So, let's start with an easy one. The first building is the Louvre Museum in France. Does anyone want to try?

Teacher: The shape of the building is a pyramid.

Student: Well done! The second one is the Teshima Art Museum in Japan. Anyone?

Teacher: The shape is like a water droplet.

Student: Great! The third one is the Taipei Performing Arts Center.

Teacher: It has a spherical shape and some cuboid shapes.

Teacher: Later, I will show you more pictures, but the shapes are more complicated, like the Bilbao Guggenheim Museum in Spain.

老師： 今天，我們要談談建築物的外觀。讓我們從形狀開始。不同的建築有不同的造型，並引起人們不同的感受。等一下我會給你們看一些建築圖片，想想建築物是由什麼形狀組成的。好，那我們從簡單的開始。第一棟建築是法國的盧浮宮博物館。有人想試試嗎？

老師： 建築物的形狀是一個金字塔。

學生： 很好。第二棟建築是日本的豐島美術館。有人要分享嗎？

老師： 形狀像是水滴。

學生： 很好！第三棟建築是臺灣的臺北表演藝術中心。

老師： 它的形狀是球體和一些長方體。

老師： 稍後我會給大家看更多的圖片，但是形狀會比較複雜。像是西班牙的畢爾包古根漢美術館。

■ **教學活動 Class Activities**

活動一

說明：本活動為建築結構的練習。

Before the activity begins, the teacher provides each group with a piece of Bristol board (52 cm by 38 cm), scissors, utility knives, rulers, and tape. The teacher will give students suggestions, such as verbs that may be used. Then the teacher asks the students to use the materials to make a platform. The purpose of the platform is to bear as heavy a weight as possible without breaking. After the activity, the teacher gradually increases the weight placed on the platform (e.g., 1, 2 ... textbooks). The group whose platform bears the heaviest weight wins. In the end, the class discusses the activity.

※Platforms or objects can be changed according to the teacher's needs.
※Verb list examples: tape, cut, stick, assemble, place, layer, draw, combine, measure, fold.

Here are the steps:
Step 1: 4-6 people in a group.
Step 2: Collect one piece of Bristol board, a pair of scissors, a utility knife, a ruler, and some tape.

Step 3: Check the verbs you may use.
Step 4: Activity introduction.
　　　1. Build a platform using the materials provided.
　　　2. The platform should bear the heaviest weight.
Step 5: Activity time.
Step 6: Measuring time.
Step 7: Discussion time.

在活動開始前，教師為每組提供一張四開西卡紙、剪刀、美工刀、尺、膠帶等工具，以及提供在執行此活動時可能會使用的動詞，用此作為給學生的提示抑或是鷹架。接著教師請學生利用相關材料，製作一可盛重的平台。製作重點是在此平台不壞掉的前提之下，可承受的重量越重越好。完成後，教師準備不同重量的物件，例如課本，將其一本一本疊加於平台之上，看哪組學生的平台能承受最重的重量。最後帶學生進行相關討論。

※平台或是測量盛重的物件，可依據教師課程進行調整。

※動詞列表舉例：用膠帶固定、切、黏、組裝、放置、把...按層排列、繪製、組合、測量、折。

步驟如下：	
步驟一：4 到 6 人一組 步驟二：拿一張西卡紙、剪刀、美工刀、尺和膠帶。 步驟三：檢視可能會用到的動詞。	步驟四：活動說明 　　　1. 使用提供的相關材料搭建一個平台。 　　　2. 此平台可承受的重量越重越好。 步驟五：實作時間。 步驟六：測量時間。 步驟七：討論時間。

Teacher: (After the activity is finished.) Now we are going to discuss some questions. The first question, when you were making the platform, what verbs did you use to build the platform? I will write the verbs on the blackboard.

Student: We used the verb "roll."

Teacher: Anyone else?

Student: We used the verb "cut."

Teacher: Good. Thank you, any more?

Student: We used the verb "assemble."

Teacher: Well done. Now we are going to discuss the next question.

老師：　在這個活動之後，我們要來討論一些問題。第一個問題，當你在做這個平台
　　　　的時候，你用了哪些動詞呢？我會把這些用到的動詞寫在黑板上。

學生：　我們的使用到的動詞是「捲」。

老師：　還有嗎？

學生：　我們的使用到的動詞是「切」。

老師：　很好，謝謝你的回應，還有嗎？

學生：　我們的使用到的動詞是「組合」。

老師：　很好，現在我們來討論下一個問題

單元四　樂團編制
Arrangement of Orchestra

新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

When we go to a concert, besides listening to a solo instrument playing like a piano, have you ever seen other groups, other instrument ensembles, or orchestras? How do the musicians work together to create such harmonious sounds? How do they arrange the seats so that everyone's instruments can be heard?

In this lesson, we will talk about Western orchestras and Chinese orchestras. We will explain how an orchestra arranges the seats and introduce some of the instruments.

當我們在音樂會時，除了各種樂器的獨奏，或是有鋼琴伴奏之外，還看到其他組合嗎？室內樂？管弦樂團？到底他們是怎麼安排才讓我們聽到和諧的整體？又如何安排座位讓每樣樂器的聲音都被聽見？

這個單元，我們將學習西洋樂團和國樂團，老師會解釋樂器座位及樂團的配置。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Symphony Orchestra 交響樂團相關			
orchestra	管弦樂團	**symphony orchestra / philharmonic orchestra**	交響樂團／愛樂管弦樂團
ensemble	合奏	chamber orchestra	室內管弦樂團
conductor	指揮	**baton**	指揮棒
rehearsal	排練	**concert**	音樂會

categorize	分類	concertmaster	首席
Instrument 樂器相關			
string	弦樂器	**stringed instrument**	絃樂器
brass	銅管樂器	**woodwind / wind instrument**	木管樂器
bow	琴弓	percussion	打擊樂器
plucked instrument	彈撥樂器		

■　**教學句型 Sentence Patterns**

❶ **What is the equivalent of ＿(instrument)＿ in a Western/Eastern orchestra?**

例句(1)：**What is the equivalent of** a suona **in a** Western **orchestra**?
　　　　嗩吶在西方管弦樂團相當哪一樂器呢？

例句(2)：**What is the equivalent of** a violin **in a** Chinese **orchestra**?
　　　　小提琴在國樂團相當於哪一樂器呢？

❷ **＿＿＿(人) is ＿＿＿＿＿＿(職務) of the orchestra.**

例句(1)：He **is** the conductor **of the orchestra.** He is conducting the orchestra with a baton.
　　　　他是樂團指揮。他用指揮棒指揮這個樂團。

例句(2)：He **is** the concertmaster **of the orchestra.**
　　　　他是樂團首席。

❸ **A ＿(musician)＿ uses ＿＿＿＿＿ to play ＿(an instrument)＿.**

例句：**A** violinist **uses** a bow **to play** the violin**.**
　　　小提琴家使用「弓」來演奏小提琴。

❹ **What are the instruments in the _____ section?**

例句(1)：**What are the instruments in the** string **section?**
　　　弦樂部門有哪些樂器呢？

例句(2)：**What are the instruments in the** brass **section?**
　　　管樂部門有哪些樂器呢？

❺ **Let's compare _____ and _____.**

例句(1)：Let's **compare** Western orchestras **and** Chinese orchestras.
　　　我們來比較西方管弦樂團和國樂團。

例句(2)：Let's **compare** a violin **and** an erhu.
　　　我們來比較小提琴和二胡。

❻ **What are _____ made of?** (樂器材質)

例句：**What are** violins **made of**?
　　　小提琴是什麼做的？

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

We will introduce Western symphony orchestras and Chinese orchestras, Concept One and Concept Two respectively.

我們將分別於概念一和概念二介紹西洋交響樂團和國樂團

概念一

Symphony Orchestra 交響樂團

A full-size Western orchestra may be called a **symphony orchestra** or a **philharmonic orchestra**. The number of musicians may be from 40 to over 100, depending on the size of the orchestra. It could be a smaller **ensemble**, for example, a **chamber orchestra**. Baroque Music (from J. S. Bach or G. F. Handel) is often performed by a chamber orchestra. In the Romantic era, music pieces (from R. Wagner or G. Mahler) grew in size to over 100 musicians, creating a very dramatic sound of an orchestra.

Let's briefly introduce some important **positions** in an orchestra.
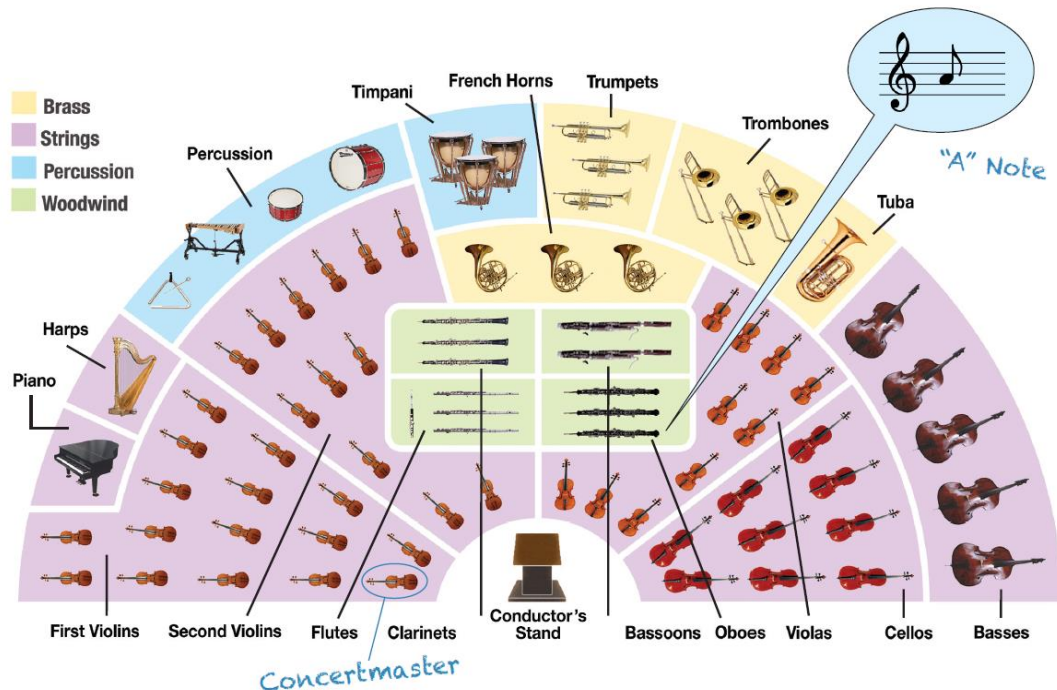
Figure 1. Orchestra Seating

（圖片來源：https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/guide-to-the-orchestra/）

1. **Conductor**: A conductor leads the orchestra with a **baton** to make it easier for musicians to see his/her directions. His/her job is to run the **rehearsals** before a concert, which means to practice before performing. He/she also sets the tempo and leads the music.

2. **Concertmaster**: The leader of the first violin section is called the concertmaster. The concertmaster is in charge of tuning the orchestra and working closely with the conductor.

Instruments: Please **categorize** the instruments and fill in the blanks. 請填寫樂團中的樂器分類

strings 弦樂: (1)_____, (2)_____ , (3)_____ , (4)_____

woodwind 木管: (5) _____, (6) _____, (7) _____, (8) _____

brass 銅管: (9) _____, (10) _____, (11) _____, (12) _____

percussion 打擊: (13) _____, xylophone

Reference answers:

strings: violin, viola, cello, and double bass

woodwind: flute, oboe, clarinet, bassoon

brass: trumpet, French horn, trombone, (euphonium,) tuba

percussion: timpani, xylophone

弦樂：小提琴、中提琴、大提琴、低音大提琴
木管：長笛、雙簧管、單簧管、巴松管
銅管：小號、法國號、長號、上低音號、低音號
打擊：定音鼓、木琴

Music appreciation of a symphony orchestra:
Beethoven: Symphony No. 9 in d minor, Op.125 "*Choral*".

完整編制的西方管弦樂團又可以稱為交響樂團或愛樂交響樂團，音樂家的數量取決於樂團規模可能從 40 人到 100 多人不等。也可以是一個較小的合奏團，像是室內管弦樂團，巴洛克音樂（來自巴赫或韓德爾）通常是室內管弦樂團。到了浪漫時期，音樂作品（來自華格納或馬勒）的規模可多達 100 多位音樂家，創造了非常戲劇化的管弦樂團聲響。

讓我們簡單介紹管弦樂團的重要職位。
1. 指揮：指揮用指揮棒指揮樂團，以方便讓樂手觀看。他的工作是準備音樂會前的彩排，也就是表演前的練習。此外，他也決定速度及引導音樂進行。
2. 樂團首席：部門的領導者稱為樂團首席，首席負責樂團的調音，以及與指揮密切配合。

管弦樂團音樂欣賞：貝多芬 D 小調第九號交響曲作品 125 號《合唱》

Teacher: Let's look at the picture. What is this called?

Student: 交響樂團. (in Chinese)

Teacher: In English, the word is "symphony orchestra."

What instruments can you think of in a symphony orchestra? Any volunteers to answer the question?

Student: Violins and trumpets.

Teacher: Very good. Let's look at the category. What are the instruments in the strings section?

Student: Violins, violas, cellos, double basses.

Teacher: How about the woodwind section?

Student: Flutes, oboes, clarinets, bassoons.

Teacher: Why is it called "wood" wind? Are flutes made from wood?

Student: No.

Teacher: They are not, because flutes made from the metal sound a lot better than wood. But they are still called woodwind instruments.

老師：　請看這張圖片，是什麼呢？

學生：　交響樂團。

老師：　英文是 symphony orchestra. 請問交響樂團有哪些樂器呢？有同學自願回答嗎？

學生：　小提琴和小號…

老師：　很好！我們來看樂器分類，弦樂部門有哪些樂器呢？

學生：　小提琴、中提琴、大提琴、低音提琴。

老師：　木管部門呢？

學生：　長笛、雙簧管、單簧管、低音管。

老師：　長笛被歸類在木管，請問長笛是木製的嗎？

學生：　不是。

老師：　對！因為金屬長笛的聲音比木製宏亮，就用金屬取代！但長笛仍屬於木管。

概念二

Chinese Orchestra 國樂團

Figure 2. The Orchestra Seating of a Chinese Orchestra
（圖片來源：華興文化音樂乙版下冊 Ch07 圖片）

Based on the Western symphony orchestra, the Chinese Orchestra replaces Western instruments with Chinese instruments.

A typical Chinese orchestra today includes two Western instruments. Can you find them?

Figure 3. Chinese Orchestra, with the cello and double bass highlighted

Yes, they are the cello and the double bass. Why do we need these instruments? Because the cello and double bass play lower sounds in an orchestra. Initially it was a gehu and contrabass gehu, but cellos sound a lot better. Moreover, the making of a gehu needs snake skins. This is not very friendly to the environment, and it's hard to take care of the instrument. So, the cello is more common, and better sound can be heard.

Chinese instruments can be divided into four categories: stringed instruments, percussion instruments, plucked instruments, and wind instruments.

Music appreciation of Chinese orchestras:
將軍令

國樂團以西方交響樂團的配置為基礎，但使用的是中國的樂器。今日典型的國樂團包括兩種西方的樂器。你能找到嗎？
是的，大提琴和低音提琴。為什麼我們需要這些樂器？因為大提琴和低音提琴在管弦樂團擔任低音。最初是「革胡」和「倍革胡」，但大提琴的聲音比較好。而且，革胡的製作需要用到蛇皮，一來對環境不友善，也很難保養樂器，因此，以大提琴取代，聲音也比較好。
國樂器可分成四類：拉弦樂器、打擊樂器、彈撥樂器、吹管樂器。
國樂團音樂欣賞：將軍令

Teacher: Look at the picture. Is this a Western orchestra or a Chinese orchestra?

Student: A Chinese orchestra.

Teacher: Good. Look at the instruments. Do you see anything strange? Are they all Chinese instruments?

Student: 大提琴、低音提琴 (in Chinese)

Teacher: Right, what are the English names of those instruments?

Student: A big violin?

Teacher: The cello and the double bass. Why do they have these two Western instruments?

Student: Because they need them.

Teacher: Because the cello's sound is a lot better, let's look at the text and learn more about the reasons.

老師： 請看圖片，這是西洋管弦樂團還是國樂團呢？

學生： 國樂團

老師： 很好！注意看樂器，有什麼奇怪之處嗎？都是中國樂器嗎？

學生： 不是，有大提琴和低音提琴

老師： 是的，大提琴和低音提琴的英文怎麼說呢？

學生： A big violin? (in English)

老師： 是 cello 和 double bass. 為何國樂團會有西洋樂器呢？

學生： 因為需要。

老師： 對！大提琴的音色比較好。我們來看課本的文字介紹，了解其原因。

■　　教學活動 Class Activities

活動一

說明：A Comparison of Chinese and Western Orchestra

Chinese orchestras are based on Western symphony orchestras. Let's compare Chinese and Western instruments. What are the equivalents of these instruments?

國樂團是以西洋交響樂團編制所組成，讓我們比較國樂器和西方樂器，對應的是哪些樂器呢？

Sentence pattern practice:

What is the equivalent of a _____(Chinese instrument) in a Western orchestra?

Example:
- What is the equivalent of an erhu in a Western orchestra? Answer: It's a violin.
- What is the equivalent of a violin in a Chinese orchestra? Answer: It's an erhu.

violin	percussion	woodwind and brass
cello	double bass	viola

Let's find out the equivalent of the Chinese instruments. Fill in the blanks below:

Chinese orchestra instruments	Western orchestra instruments
二胡、中胡	_____, _____
革胡	_____
倍革胡	_____
嗩吶、笙、笛（吹管樂器）	_____
打擊樂器	_____
琵琶、柳琴、揚琴、古箏（彈撥樂器）	none

Suggested answers:

Chinese orchestra instruments	Western orchestra instruments
二胡、中胡	violin, viola
革胡	cello
倍革胡	double bass
嗩吶、笙、笛	woodwind and brass
打擊樂器	percussion
琵琶、柳琴、揚琴、古箏（彈撥樂器）	none

Teacher: Let's compare Western orchestras and Chinese orchestras. What is the equivalent of an erhu in a Western orchestra?

Student: The violin.

Teacher: Yes. Why? What do they have in common?

Student: They use a "弓". How do you say in English 小提琴弓？

Teacher: It's a **bow.** They **hold a bow** to play. Let's learn this phrase – "hold a bow."

Student: Hold a bow.

老師：　我們來比較東西方樂團的樂器。二胡在西洋樂團相當於什麼樂器呢？

學生：　小提琴。

老師：　是的，為什麼呢？二胡和小提琴有什麼共通之處？

學生：　用弓演奏。弓的英文怎麼說？

老師：　「Bow」。他們「拿弓」演奏，我們會說：hold a bow. 我們來學這個用語。

學生：　Hold a bow.

單元五　中國音樂與五聲調式
Chinese Music and the Pentatonic mode

新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

China has a long history of thousands of years. In the Dunhuang Mogao Grottoes, there are at least 492 caves. Approximately 240 of them are about Chinese music. We can trace back many music stories through those paintings.

In this lesson, we will learn about Chinese instruments, appreciate Chinese music, understand the pentatonic mode in order to compose a Chinese style music.

歷經數千年的洗禮，中國音樂有著源遠流長的歷史。在敦煌的莫高窟，有 492 個洞窟存有壁畫或塑像，其中與音樂相關的約達 242 個，由這些畫作可追溯許多音樂故事。

這單元，我們將介紹中國樂器、欣賞中國音樂、了解五聲調式並以之創作中國風格音樂。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
instrument	樂器	**Pentatonic mode**	五聲調式
compose	創作	**music background**	音樂背景
moveabledo system	首調	**mode**	調式
fixed do system	固定調	**scale**	音階
solfège	唱名		

Chinese Instruments 中國樂器			
pipa	琵琶	chimes	編鐘
zither	古箏	bamboo flute	笛

■　**教學句型 Sentence Patterns**

❶　**Please compose a melody using the pentatonic mode.**

例句：**Please compose a melody using the pentatonic mode**
　　　請用五聲調式創作一段曲調。

❷　**A lot of Chinese music uses the pentatonic modes.**

例句：**A lot of Chinese music uses the pentatonic modes**.
　　　很多中國音樂使用五聲調式。

❸　**_____ is in _____ pentatonic mode.**

例句(1)：The song "Jasmine" (*Mo Li Hua)* **is in** Zhi **pentatonic mode.**
　　　　〈茉莉花〉是五聲徵調式。

例句(2)：*Bāng Chhun-hong* **is in** Gong **mode.**
　　　　〈望春風〉是五聲宮調式。

❹　**Do you know what the mode of _____ is?**

例句(1)：**Do you know what the mode of** this piece **is**?
　　　　你知道這首曲子是什麼調式嗎？

例句(2)：**Do you know what the mode of** "Jasmine" *Mo Li Hua* **is**?
　　　　你知道〈茉莉花〉的調式嗎？

❺ Each note has to appear at least once.

例句：When you compose music, **each note has to appear at least once.**
　　　創作時，每個音高至少出現一次。

❻ Can you describe _____ ?

例句：**Can you describe** this instrument that called "pipa"?
　　　可以描述琵琶這個樂器嗎？

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

概念一

說明：我們將介紹中國音樂，以及五聲調式。

Chinese Music

Chinese music refers to the music composed on Chinese musical instruments. It can be traced back to 7000-9000 years ago based on the discovery of a bone flute. In the Xia, Shang, and Zhou dynasties, only royal families and officials enjoyed music using instruments such as chimes and bells. (See picture below.)

During the Yuan dynasty, traditional musical instruments such as the pipa, bamboo flute, and zither were developed. These instruments have long histories, and they are still popular and important in a Chinese orchestra.

Bells and chimes 曾侯乙編鐘
（圖片來源：https://case.ntu.edu.tw/blog/?p=40697）

Figure 1. Pipa
（圖片來源：維基百科）

Figure 2. Chinese flute
（圖片來源：https://www.jendow.com.tw/wiki/%E7%AB%B9%E7%AC%9B）

Figure 3. zither
（圖片來源：https://cn.depositphotos.com/stock-photos/%E5%8F%A4%E7%AD%9D%E6%BC%94%E5%A5%8F.html）

中國音樂指的是以中國樂器創作的音樂，最早可溯至 7000-8000 年前，發現了骨笛。夏、商、周朝時，只有王室及貴族享受像編磬或編鐘之類的音樂。
到元朝，開始發展琵琶、竹笛、古箏等傳統樂器，這些樂器歷史悠久，在國樂團中仍有一席之地。

Teacher: Look at the pictures (Figures 1 to 3). Where are these instruments from? The US, Europe, or China?

Student: China.

Teacher: Excellent. What do we call these instruments from China?

Student: Chinese instruments.

Teacher: Great. Look at Figure 1. What instrument is this?

Student: 琵琶.

Teacher: Correct. In English, it is also called a pipa. How about Figure 2?

Student: 笛.

Teacher: It's a Chinese flute. In Chinese, you might called it 竹笛 or 笛子. How about Figure 3?

Student: 古箏.

Teacher: In English, it is called a zither.

老師：　請看圖片(圖一至圖三)，這些樂器從哪裡來呢？美國、歐洲還是中國呢？

學生：　中國。

老師：　很好！我們怎麼稱呼這些樂器呢？

學生：　國樂。

老師：　很棒！請看圖一，這是什麼？

學生：　琵琶。

老師：　正確。英文是 Pipa, 直接翻譯！那麼圖二呢？

學生：　笛。

老師：　是，是中國笛，你可能也有聽過其他像是竹笛或笛子的名稱。那麼圖三呢？

學生：　古箏。

老師：　英文是 zither.

概念二

說明：五聲調式

Pentatonic modes 五聲調式

In ancient Chinese music, many pieces were composed using these five notes: Gong (宮), Shang (商), Jue (角), Zhi (徵), and Yu (羽). The five notes which correspond to moveable do solfège (首調唱名) are: dDo, rRe, mMi, sSol, and lLa. Any of the notes could produce a **mode** (調式). There are Gong mode (宮調式), Shang mode (商調式), Jue mode (角調式), Zhi mode (徵調式) and Yu pentatonic modes (羽調式) as the following.
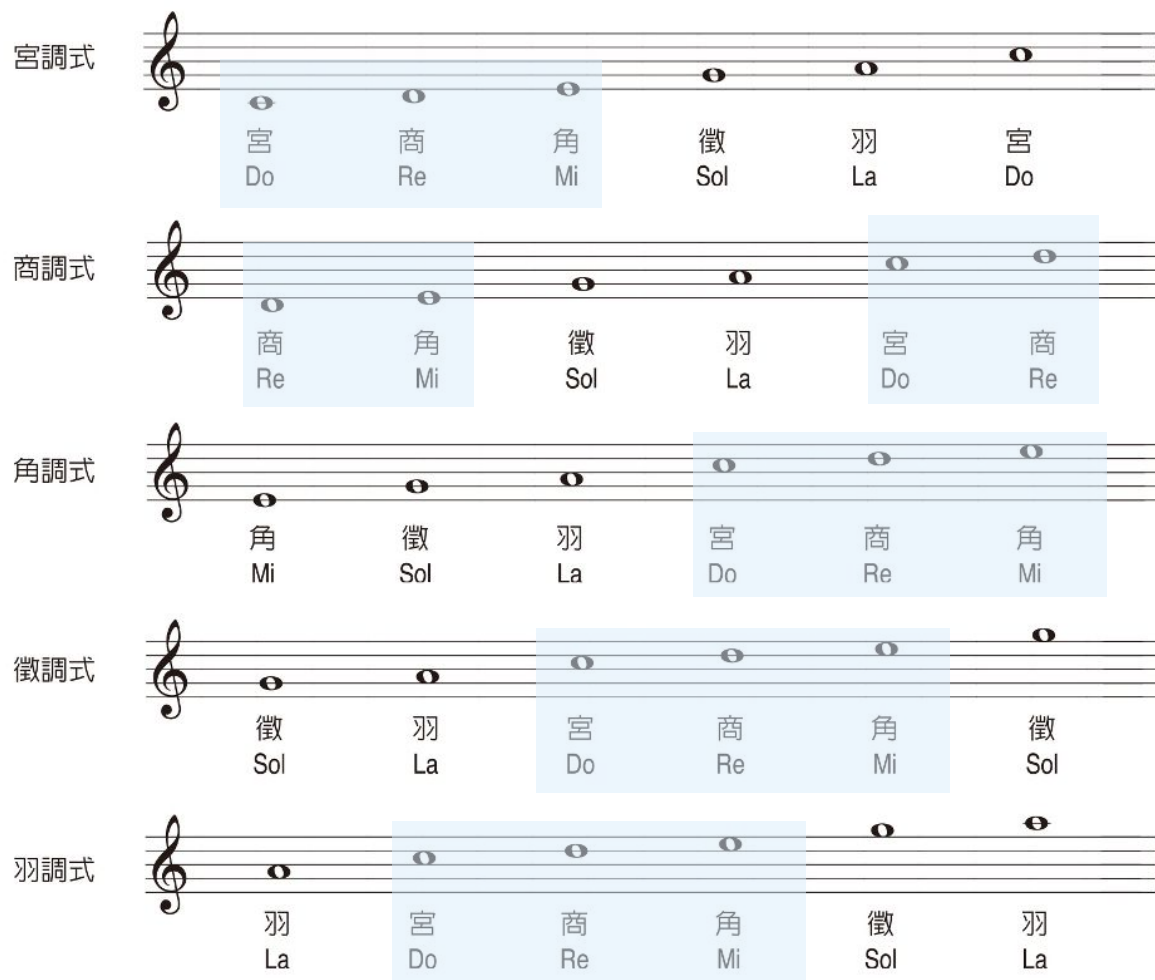
Figure 5. Pentatonic modes

（圖片來源：
https://www.google.com/url?sa=i&url=https%3A%2F%2Fjibaoviewer.com%2Fproject%2F599e651e5967cecf04fe48de&psig=AOvVaw2mXbzJzHJdPrIeQ15aTSas&ust=1674876154521000&source=images&cd=vfe&ved=0CBEQjhxqFwoTCPCChoXm5vwCFQAAAAAdAAAAABAQ）

For example, this is a **folk song with the title "Jasmine"** (茉莉花). Let's sing and see what mode it might be.

Figure 6. "Jasmine" 茉莉花

（圖片來源：
https://www.google.com/url?sa=i&url=https%3A%2F%2Fjibaoviewer.com%2Fproject%2F599e651e5967cecf04f e48de&psig=AOvVaw2mXbzJzHJdPrIeQ15aTSas&ust=1674876154521000&source=images&cd=vfe&ved=0C BEQjhxqFwoTCPCChoXm5vwCFQAAAAAdAAAAABAQ ）

Step 1: After singing, let's write down all the notes that appeared in this song in order from low to high. Does it match the last phrase of this song? (Yes!)
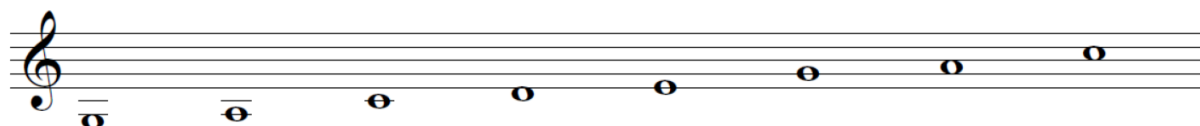
Step 2. Please circle the last note and tell the Which note is the last note of the song? Which mode is it in.? (The last note is sol and the mode of this song could be Zhi pentatonic mode.

Teacher: We are going to sing a folk song. Lsten to me and tell the title of this song.

Student: "Jasmine." (or 茉莉花 in Chinese.)

Teacher: Excellent. Let's sing the music sheet.

Student: mi-mi-sol-la-do-do-la-sol-sol-la-sol….

Teacher: Please write down the notes, from low to high, that appeared in the song. Who can tell the notes?

(A student comes up to the board and writes his/ her answers.)

Teacher: Correct! Let's give him/ her a big hand. Now, let's look at the last note at the end which might show the mode it is in.

 Student: It's sol and the mode is pentatonic mode (徵調式)

Teacher: Bravo!

老師： 我們來唱首民謠，請聽並說出曲名。

學生： 茉莉花。

老師： 很好。現在唱樂譜看看。

學生： mi-mi-sol-la-do-do-la-sol-sol-la-sol….

老師： 請依低音至高音寫出茉莉花出現的音。誰可以說看看有哪些音？

（某同學上前在黑板寫下答案）

老師： 正確！請給他掌聲！現在看看樂曲最後的結束音，也是決定調式的音。

學生： 最後一音是 Sol，然後是五聲徵調式。

老師： 非常棒！

■　　**教學活動 Class Activities**

活動一

說明：Let's try using pentatonic notes to compose a melody using the pentatonic scale.
　　　讓我們來使用五聲音階來創作一段旋律。

In this lesson, we learned the pentatonic modescale. Let's mix some notes to composepractice it.
這單元，我們學習介紹了五聲音階調式，讓我們使用一些音來創作來實際應用看看。

1.　One. Here is a song – "Twinkle Twinkle Little Star." Delete the note "fa" and "si," and make it into do, re, mi, sol, la. Change the last note, and see what mode it is in.

The original "Twinkle Twinkle Little Star"
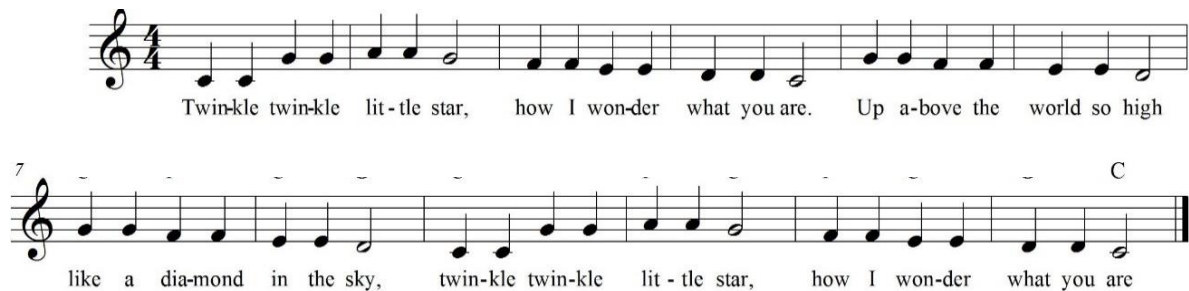
Figure 7. "Twinkle Twinkle Little Star"

（圖片來源：https://www.singing-bell.com/twinkle-twinkle-little-star-piano-tutorial-notes-keys-chords-sheet-music/）

Step 1. For Your "Twinkle Twinkle Little Star." Delete "fa" and "si" and make it into do, re, mi, sol, la. Each note has to appear at least once.
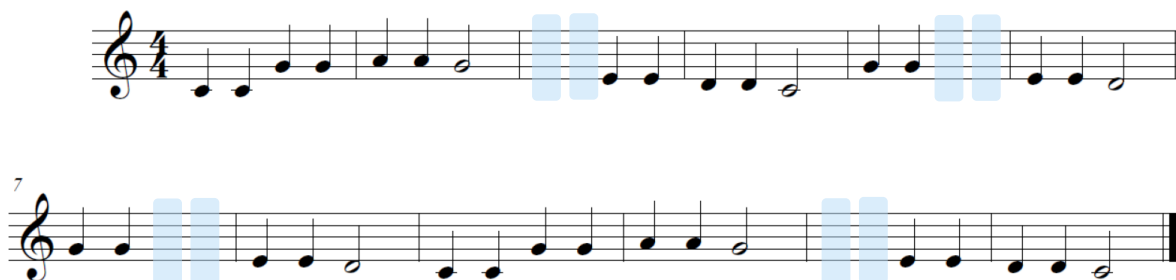
Step 2. In your "Twinkle Twinkle Little Star," change the last note. Which mode is it in?
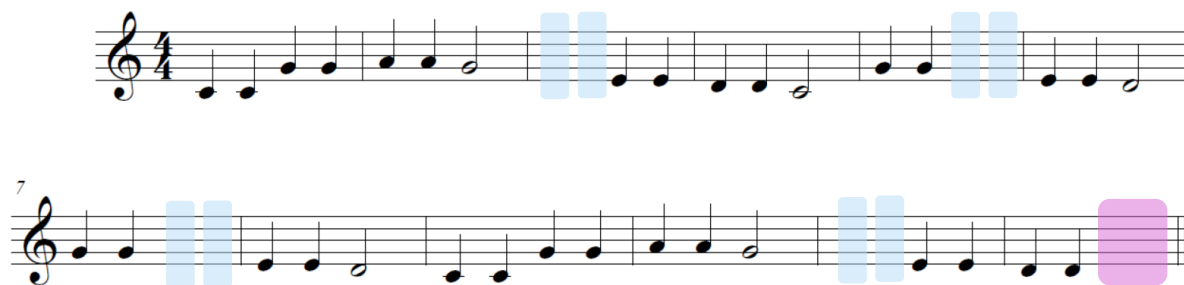
My arranged "Twinkle Twinkle Little Star" is in _____ mode.

How does it sound? Give one to five smiles: ☺☺☺☺☺

2.　Two. Please compose a four-bar pentatonic modesmelody using the pentatonic scale. Each note has to appear at least once. Use at least three different rhythms in your music.
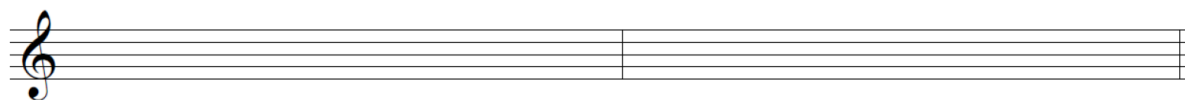
Teacher:　Let's try to compose a melody using these five notes – do, re, mi, sol, la.

Student:　How should we do it?

Teacher:　This is the melody of "Twinkle Twinkle Little Star." Delete fa and si and make it into these five notes. John (a student's name), would you like to share your melody with us?

Student:　Yes. (sings)

Teacher:　Great. Now please change the last note. Make it into another mode. Don't write, do. Change it from Gong mode 宮調式.

Student:　Can I write mi?

Teacher:　Of course. What mode is it in?

Student:　Zhi mode (角調式).

老師：　我們來試著創作一曲五聲音階的旋律，運用 do, re, mi, sol, la.

學生：　怎麼寫呢？

老師：　這是一首小星星，我們先改編。把 fa 和 si 刪除，改成其他音高。John, 可以分享你創作的旋律嗎？

學生：　可以。

老師： 很好。接著，更改結尾的最後一個音，改變這首樂曲的調式。原本的音是 Do，
　　　 不要寫 do 唷！不要寫宮調式。

學生： 可以寫 mi 嗎？

老師： 當然可以，那會是什麼調式呢？

學生： 角調式。

單元六 印象樂派音樂
Music of Impressionism

新竹市立建功高級中學　曾德欣老師

■　前言 Introduction

Music and paintings influence each other. While a painting might capture a single moment, music could capture the feelings from that moment. Arts nourish our lives and multiple arts work bring new insights to appreciating different works.

In this lesson, we will introduce Impressionist music, listen to Debussy's works, and understand what the whole-tone scale is. We will compose a melody using whole-tone notes, and experience the specific sounds and atmosphere that the whole-tone scale creates.

音樂和繪畫相互影響，繪畫捕捉的是單一片刻而音樂捕捉的是此片刻的感覺。藝術滋潤我們的生活，多元的藝術作品也讓我們產生新的洞察力。

這單元，我們將介紹印象樂派音樂，聆賞德布西的作品，以及了解何謂全音音階。此外，也會用全音音階創作以體驗其全音音階的聲響效果。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Impressionist music	印象樂派	**whole tone**	全音
impression	印象	**whole-tone scale**	全音音階
orchestra piece	管弦樂曲	semitone	半音
timbre	音色	compose	創作
arrange	改編	composer	作曲家

keyboard	鍵盤	note	音高
Debussy "Voiles" Musical Background 與德布西〈帆〉音樂背景相關			
atmosphere	氛圍	ambiguity	模稜兩可
blur	模糊	veil	面紗
sail	帆		

■ 教學句型 Sentence Patterns

❶ _____ developed in _____(place) around the _____(time).

例句(1)：Impressionism was an art movement which **developed in** Paris **around the** 1860s.
印象派是 1860 年左右在巴黎發展出來的藝術型態。

例句(2)：The classical music era **developed in** Germany **around the** 1750s.
古典音樂約在 1750 年在德國開始發展。

❷ (舉例子的說法) **Composers/Painters like** _____(作曲家/畫家名字) _____(有什麼創作特色).

例句(1)：**Composers like** Claude Debussy tried to create new sounds.
作曲家如德布西，試圖創作新的音響。

例句(2)：**Painters like** Claude Monet centered their works around the idea of moving outdoors to quickly paint the impressions of landscapes and scenes of nature.
畫家，像是莫內，圍繞著到戶外繪畫的想法，快速描繪風景和自然景的印象。

❸ **Compare these two** _____. **What are the differences?**

例句(1)：**Compare these two** paintings by focusing on their strokes. **What are the differences?**
比較下列兩幅繪畫的筆觸，有何不同？

例句(2)：**Compare** the notes of **these two** measures. **What are the differences?**
比較這兩小節的音高，有何不同？

❹　_____ was a _____(country's) composer. His/ Her famous works are _____.

例句(1)：Debussy **was a** French **composer. His famous works are** piano preludes and the *La Mer* symphony.

德布西是法國作曲家，他的著名作品有鋼琴前奏曲、交響曲《海》

例句(2)：Beethoven **was a** German **composer. His famous works are** *Symphony No. 9* and 32 piano sonatas.

貝多芬是德國作曲家，他的著名作品有第九號交響曲、32 首鋼琴奏鳴曲。

❺　**What are the notes in _____?**

例句(1)：**What are the notes in** a whole-tone scale?

全音音階有哪些音高呢？

例句(2)：**What are the notes in** a C major scale? Please write them down.

C 大調音階有哪些音高呢？請寫下音高。

❻　**Let's analyze _____.**

例句(1)：**Let's analyze** what kind of scale it is.

來分析這首樂曲是什麼音階。

例句(2)：**Let's analyze** the notes of this piece.

來分析這首樂曲的音高。

❼　**Please compose _____.**

例句(1)：**Please compose** a two-measure whole-tone melody. Each note needs to appear at least once.

請創作兩小節的全音音階旋律，每個音高須出現至少一次。

例句(2)：**Please compose** a piece using the pentatonic scale.

請運用五聲音階創作一首樂曲。

❽ **Please arrange _____ into/to_____.**

例句(1)：This is the song "Twinkle Twinkle Little Star." **Please arrange** it **into** a whole-tone Twinkle Twinkle Little Star.

這是小星星樂曲，請將它改編成全音音階的小星星

例句(2)：**Please arrange** this piece from a piano **to** an orchestra version.
請將這首鋼琴曲改編成管弦樂版本

❾ **Explain what _____ is/are.**

例句(1)：**Explain what** whole tones and semitones **are**.
請解釋什麼是全音和半音

例句(2)：**Explain what** a whole-tone scale **is.**
請解釋什麼是全音音階。

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

Let's learn the story of Impressionism and listen to a piano piece by Debussy. Also, we will know what a whole-tone scale is.

讓我們學習印象主義的簡史，並聆賞德布西的鋼琴曲音樂作品，還有，我們也將認識何謂全音音階。

概念一

Impressionism 印象主義

Impressionism was an art movement which developed in Paris around the 1860s. Painters like Claude Monet centered their works around the idea of moving outdoors to quickly paint the impressions of landscapes and scenes of nature.

This kind of art movement influenced music. Composers like Claude Debussy tried to create the ambiguity of time and harmony. It means that in his music, you can't really tap on the beat. The bar lines of the measures are very blurred unless you read the score. Also, you can't sing out a melody from a piece, especially in orchestras. The melody is also blurred and hard to find. Adding up all the sounds, the timbre of the music is rich and beautiful.

印象主義是 1860 年代左右在巴黎發展的藝術運動，畫家如莫內聚焦著到戶外繪畫的想法，以能快速捕捉來自風景和自然情景的印象。

這種藝術運動影響音樂，像德布西這樣的作曲家試圖創造時間與和聲的模糊性，此意味著在他的音樂中，無法清楚地點出節拍，除非閱讀樂譜，否則小節線的強弱拍非常模糊。此外，不太能從一首曲子中唱出曲調，尤其是管弦樂曲，旋律是模糊的，而將這些聲響加起來，音樂的音色卻是相當的豐富且優美。

Let's look at some Impressionist paintings. Compare these two paintings and focus on their strokes. What are the differences?
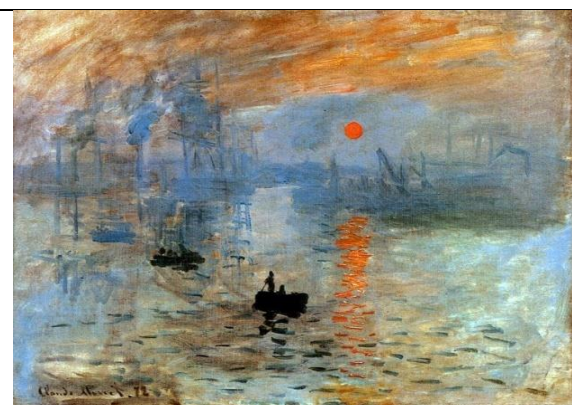
讓我們看一些印象主義繪畫。比較這兩幅畫，並留意其筆觸的差異

| Figure 1. *Impression, Sunrise* (1872) By Claude Monet | Figure 2. *The Gleaners* 《拾穗》 By Jean Francois Millet 米勒 |

Debussy *Preludes for Piano "Voiles"*

Debussy was a French composer. He was inspired by Impressionist paintings. He tried to create new music styles which had more variety of harmony and sound (timbre). His famous works are *Piano Preludes*, *Prelude L'Après-midi d'un faune*, *Arabesque* piano piece, and the *La Mer* symphony.

Let's listen to his *Piano Prelude* (前奏曲), "Voiles". It has two meanings. The first means the sail on a ship. The second means the veil that covers a woman's face.

德布西是法國作曲家，他受到印象主義繪畫的激發，他試圖創造新的音樂風格，讓和聲和音色更加多樣化。著名作品有兩冊鋼琴前奏曲、《牧神的午後》前奏曲、《阿拉貝斯克》鋼琴曲、《海》交響樂曲。

德布西鋼琴前奏曲〈帆〉

我們來聆賞鋼琴前奏曲〈帆〉，原文 voiles 有兩個含義。第一種意思是「船上的帆」，第二種意思是覆蓋女性面部的「面紗」。

In the beginning, it is written in the whole-tone scale.
樂曲開始，係使用全音音階創作。

Figure 3. Debussy's "Voiles"

Teacher: We are going to introduce Debussy. Look at the flag of the composer. Which country is he from?

Student: France.

Teacher: Great. At that time, composers were looking for a new sound and new style. In France, the new movement of Impressionism appeared.

Student: What does Impressionism mean?

Teacher: What is an impression? What was your first impression about school? About your classmates? About me?

Student: (Students answer to the teacher)

Teacher: Yes! Composers want to capture that first impression. Debussy composed "Voiles". It means to sail on a boat. Let's listen to the beginning.

老師：　我們將介紹德布西，請看他的國籍，是哪一國人呢？

學生：　法國。

老師：　對。當時，作曲家想要嘗試新的創作方式，創作出新的聲響。在法國就出現印象主義的新運動。

學生：　什麼是印象主義？

老師：　「印象」是什麼呢？你對學校的第一印象是什麼？對同學的第一印象是什麼？對我的第一印象又如何？

學生：　（學生自由回應教師）

老師：　是的，作曲家想捕捉這樣的「第一印象」。德布西寫作《帆》，意味著船上的帆行，我們就來聆賞樂曲的開頭。

概念二

Whole-tone scale 全音音階

Let's listen to these notes. How does it sound? Strange or mysterious?

請聆賞這串音，聽來如何？奇怪或者神秘呢？

Figure 4. Whole-tone scale

Actually, when it comes to mysterious or magical scenes, this kind of sound appears in movies, for example, the "Hedwig's Theme" from the movie *Harry Potter*.

其實，說到神秘或者魔幻的場景，電影裡常會出現這種聲音！例如：《哈利波特》電影的〈賀德溫主題〉。

Let's analyze what kind of scale it is. It is called the "whole-tone scale". What are whole tones and semitones tones? Please look at the picture of a keyboard.

我們來分析一下這是什麼音階！
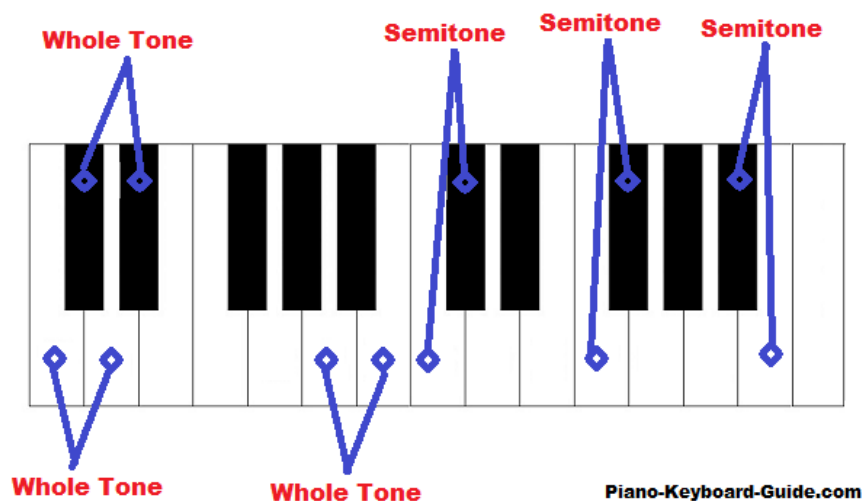
Figure 5. Whole tone and semitone explanation
（圖片來源：https://www.piano-keyboard-guide.com/tones-and-semitones.html）
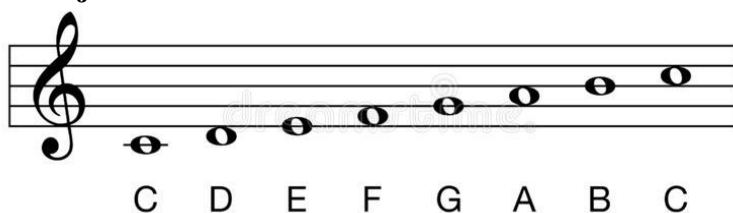
A. C major scale.

Figure 6. C major scale.

（圖片來源：https://www.dreamstime.com/c-major-scale-full-notes-image152462863）
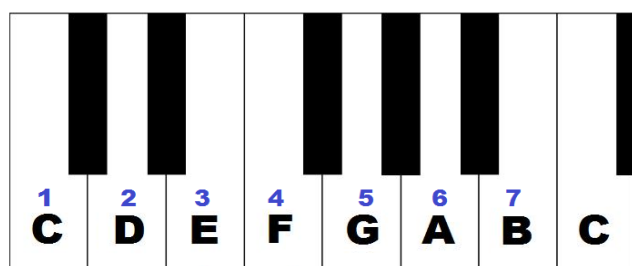
Figure 7. C major scale on a piano

（圖片來源：https://www.yamaha-keyboard-guide.com/pentatonic-scale.html）
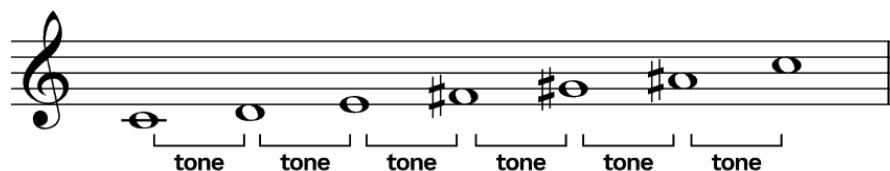
B. Whole-tone scale.

Figure 8. Whole-tone scale

（圖片來源：https://hellomusictheory.com/learn/whole-tone-scale/）
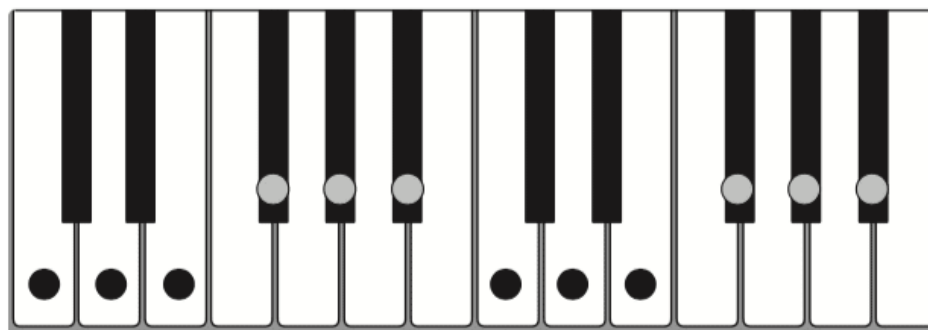
Figure 9. Whole tone scale on the piano

（圖片來源：https://arisbassblog.com/differing-scales/）

Teacher: I will play a figure, and you listen to it. Do you think it sounds strange?

Student: Yes, a little bit.

Teacher: Let's listen to it again. (repeat three times). Do you think it sounds mysterious?

Student: Yes.

Teacher: Excellent. It's a whole-tone scale. In the Harry Potter movies, the theme song uses this kind of sound in some parts. (Play "Hedwig's Theme")

Student: What is a whole-tone scale?

Teacher: We are going to introduce the C major scale and the whole-tone scale.

老師： 我會彈個音型，請聽聽看，你認為怪嗎？

學生： 對！有一點。

老師： 再聽一次，（重複三遍），聽來有沒有一種神祕感呢？

學生： 有，魔法的感覺。

老師： 很好！這是全音音階。《哈利波特》電影主題曲有部分使用這樣的聲音。（彈奏賀德溫主題）

學生： 什麼是全音音階？

老師： 我們來說明 C 大調音階和全音音階。

■　**教學活動 Class Activities**

活動一

說明：全音音階改編與創作

Composition time! Let's arrange a piece into a whole-tone piece and compose a melody using whole tones.

In this lesson, we will listen to Debussy's piano piece "Voiles" written in the whole-tone scale. We understand the notes of the scale and how it sounds mysterious. Now, we are going to arrange a piece and change it into a whole-tone piece. Also, we will compose a two-measure whole-tone melody.

在這個單元，我們將聆賞德布西的鋼琴曲《帆》，是以全音音階寫作。我們了解音高組成和它所呈現的神祕音響效果，現在，我們將改編一首曲子為全音音階，還會創作兩小節的全音音階曲調。

A.　Please write down the notes of a whole-tone scale, starting with Do

　　請從 DO 開始寫出全音音階的音高
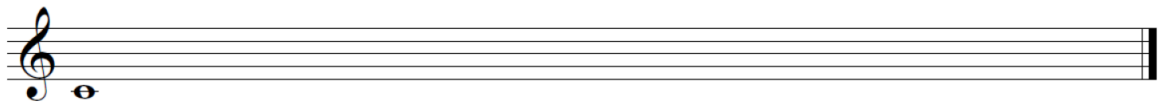
B.　This is "Twinkle Twinkle Little Star." Please arrange it into a whole-tone "Twinkle Twinkle Little Star." Listen to how it sounds!
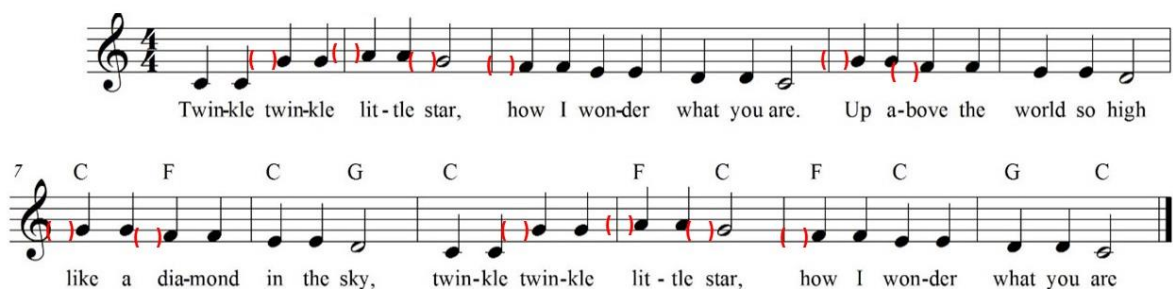
　　請將「小星星」改為全音音階的小星星，聽聽看有何不同

Figure 10. "Twinkle Twinkle Little Star"

（圖片來源：https://www.singing-bell.com/twinkle-twinkle-little-star-piano-tutorial-notes-keys-chords-sheet-music/）

C. Please compose a two-measure whole-tone melody. Each note needs to appear at least once. The final notes must be Do (in middle C or high C). The melody needs to have at least three different rhythms.

請運用全音音階的音高創作兩小節曲調，每種音高至少出現一次，結束的最後一個音回到 Do（可以是中央 Do 或高音 Do），並使用至少三種不同的節奏

Teacher: Let's review the notes that appeared in the whole-tone scale. Start in C. What are the rest?

Student: Do, re, mi, fa#, sol#, la#, do. How to say # with the note "fa"?

Teacher: Fa-sharp. The written form of F-sharp is F#. What are the notes?

Student: Re, mi, fa-sharp, sol-sharp, la-sharp,

Teacher: There is one more note.

Student: Do.

Teacher: Very good. A scale needs to start in end with the same notes. Are you correct?

Student: Yes.

Teacher: This is "Twinkle Twinkle Little Star" (The teacher plays it.). Now, let's change it into a whole-tone "Twinkle Twinkle Little Star." What are the notes that need to have sharps added? Let's sing along.

Student: Do do sol-sharp sol-sharp…

老師： 我們來複習全音音階，從 Do 開始，接續還有哪些音呢？

學生： Re, mi, 升 fa……，升 fa 英語怎麼說呢？

老師： Fa-sharp. 書寫時，升降記號寫在右上角。

學生： Re, mi, 升 fa, 升 sol, 升 la,

老師： 還有一個音。

學生： Do。

老師： 很好。音階的起音和結束音要一樣。你們寫對嗎？

學生： 對。

老師： 這是小星星樂曲，請將這首樂曲變成全音音階的小星星。那些音要加升記號呢？我們一起唱一次。

學生： Do, do , 升 sol, 升 sol…

單元七　傳統戲曲
Traditional Chinese Opera

新北市立三和國民中學　陳姿均老師

■　前言 Introduction

Traditional Chinese opera, also known as Xiqu, is a type of musical theater from China with a long and rich history. In this chapter, we will focus on introducing makeup, "four skills and five techniques," and "one table with two chairs" through Peking Opera.

While teaching this chapter, it is always a good teaching method for teachers to demonstrate and practice together with students. For beginners, painting makeup, practicing orchid fingers, and water sleeves are good and inspiring starting points for learning about traditional Chinese opera.

中國傳統戲曲，是一種在中國有著淵遠豐富歷史的音樂性劇場。在這個章節中，我們會透過京劇介紹什麼是臉譜、「四功五法」、「一桌二椅」。

在教這個章節時，和學生們一起示範和練習是很棒的教學方式。對於初學者來說，繪製臉譜、練習蘭花指和水袖，對於認識中國傳統戲曲都是很棒而且具有啟發性的切入點。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
opera	戲曲	**symbol**	象徵(n)
demonstration	動作示範	makeup	臉譜
classical	經典的	**personality**	性格
traditional	傳統的	fate	命運
Peking Opera/Chinese Opera	京劇	set and props (on stage)	切末
Taiwanese opera	歌仔戲	**posture**	身段

symbolize	象徵(v)	**represent**	代表
modernization	現代化	emotion	情緒

Words Related to Traditional Chinese Opera 中國戲曲的相關單字			
Sheng	生	**Jing**	淨
Dan	旦	**Chou**	丑
The four skills and five techniques of Chinese Opera	四功五法	tune type	唱腔
water sleeves	水袖	horsewhip	馬鞭
cross-dressing performers	反串	oar	船槳
facial makeup	臉譜	**orchid fingers**	**蘭花指**

Representative Troupe of Beijing Opera 京劇代表性團隊			
Jing-Ju Opera Troupe of National Taiwan College of Performing Arts	國立臺灣戲曲學院京劇團	Contemporary Legend Theatre	當代傳奇劇場
GuoGuang Opera Company	國光劇團		

■　教學句型 Sentence Patterns

❶　**What type of personality does __(color of makeup)__ represent?**

例句：①: **What type of personality does** "red" **represent?**

②: Red represents royalty and bravery.

①:「紅色」代表什麼樣子的人格特質呢？

②: 紅色代表忠誠和勇敢。

❷　What is this character doing with 　(a prop)　?

例句：①: **What is this character doing with an** oar**?**

②: He is boating. I guess he is on a boat.

①: 這個角色用船槳在做什麼呢？
②: 他在划船，我猜他在一條船上。

❸　This is the representative group of 　(Peking Opera/Kunqu/Taiwanese Opera/Yuju Opera)　 in Taiwan, called _____.

例句：**This is the representative group of** Yuju Opera **in Taiwan, called** Taiwan Bangzi Opera Company.

這是台灣具有代表性的豫劇團體，名為台灣豫劇團。

❹　Please add color to your mask.

例句：①: **Please add color to your mask.**

②: Is any color acceptable?

①: 請為你們的臉譜面具畫上顏色。
②: 任何顏色都是可以接受的嗎？

❺　Can anyone tell me what setting this is referring to?

例句：①: **Can anyone tell me where this setting is?**

②: It refers to the palace, and the emperor will sit on that chair.

①: 有任何人可以告訴我這個場景配置指的是什麼呢？
②: 它表示皇宮，皇帝即將坐在這張椅子上。

❻　Please pay close attention to _____.

例句：①: **Please pay close attention to** my posture and the movement of my fingers.

②: Wow, that looks so graceful.

①: 請注意我的身段和手指移動的方式。
②: 哇！看起來好優雅。

❼ Can you tell me anything about ＿＿＿＿＿?

例句：1: **Can you tell me anything about** Peking Opera before we start this chapter?

2: It's a kind of traditional Chinese opera and I think it's hard to understand.

1: 在我們開始這個章節前，可以告訴我目前你知道任何關於京劇的事嗎？
2: 這是一種傳統的中國戲曲，我覺得很難理解。。

❽ Now, let's take a closer look at each type.
The ＿(role)＿ type is used for male characters, such as ＿＿＿＿＿.

例句：**Now, let's take a closer look at each type. The** Sheng type **is used for male characters, such as** emperors, nobles, and scholars.

現在，我們再細看每個行當。生行是專門指男性角色，像是皇帝、貴族或是書生。

❾ Can anyone tell me what this gesture means in the performance?

例句：1: **Can anyone tell me what this gesture means in the performance?**

2: I think this gesture means "me."

1: 有任何人可以告訴我這個手勢在表演中代表什麼嗎？
2: 我覺得這個手勢代表「我」。

❿ Does anyone know what ＿＿＿＿＿ are called in Chinese?

例句：1: We're going to talk about the four basic skills in Peking Opera: singing, reciting, acting, and fighting. **Does anyone know what** these four skills **are called in Chinese?**

2: They are called Chang, Nian, Zuo, and Da.

1: 今天我們要來談談京劇中四個基本的技巧：唱歌、念誦、演戲、打鬥。有人可以告訴我這四個技巧的中文是什麼呢？
2: 他們是唱、念、做、打。

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

概念一

說明：臉譜的認識與顏色的意義

Becoming a traditional opera actor requires strict and intense training. "four skills and five techniques" is the basic and essential training for actors. "four skills" means singing, dialogue, acting, and acrobatics. "Five methods" mean hand, eye, body, footwork, and overall behavior. Only if the actors have those abilities will they be able to create vivid characters. Teachers can, one at a time, focus on one of the "four skills and five techniques," such as a particular symbolic and fundamental finger movement. In addition, reading some rhythmic scripts can be a fun activity to engage with students.

要成為戲曲演員需要嚴格和密集的訓練。「四功五法」對於演員來說是最基礎和必要的訓練。「四功」指的是唱、念、做、打；「五法」指的是手、眼、身、步、法。只有當演員掌握這些技巧，他們才有辦法創造出生動的角色。教師可以專注在「四功五法」的其中一種，像是指導學生基本又具有象徵性的手勢。另外，大聲地唸有韻律的劇本對學生來說也會很有趣！

Teacher:　Please hand out the scripts. Let's read the first paragraph together.

Student:　(Students read the Chinese paragraph.)

　　　　　What are the meanings of "念" and "白"?

Teacher:　"念" means the rhythm of sentences. When the character enters the stage, they will begin with "念" to introduce themselves to the audience.

Student:　How about "白"?

Teacher:　"白" means the normal and everyday way of speaking. Characters will tell the audience where they are going, what they are thinking, and what their goal is after introducing themselves. I'm going to show you what actors do while acting "我，武大."

Student:　The actor will blow his mustache!

Teacher:　Good! It's so vivid, right? Let's do it together.

老師：　請把劇本傳下去，我們現在一起來讀第一段。

學生：　（學生朗讀）

　　　　什麼是「念」、「白」呢？。

老師：　「念」就是指有韻律的句子。當角色一進場，他們通常會有一小段的「念」向觀眾介紹自己。

學生： 那「白」呢？

老師： 「白」指的是平常、日常的說話方式。角色會用「白」告訴觀眾他們要去哪裡、在想什麼，以及他們的目的。我現在來表演一小段當演員說「我，武大」的樣子。

學生： 演員會吹鬍子！

老師： 沒錯，看起來很生動對吧？我們現在一起做一次。

■ 教學活動 Class Activities

活動一

說明：一桌二椅創意活動

For Peking Opera, "one table with two chairs" are arranged differently on stages to indicate different locations and environments. Once students understand what "one table with two chairs" means in different Peking Opera performances, students can create their own. Based on the interactions with the tables and chairs, the audience can guess where the actors are, what they are doing, and what their purposes are.

在京劇中，「一桌二椅」通常會以不同的擺放方式指涉不同的地點和環境。當學生了解「一桌二椅」代表的意義，學生也可以創造屬於他們自己的一桌二椅。根據和桌椅的互動，觀眾可以猜測演員的地點、他們在做什麼，以及他們的目的。

Teacher: Please rearrange the original setting of one table and two chairs. And you need to help the audience guess where you are.

Student: Can we talk during the performance?

Teacher: Sure! But you can't tell everyone where you are directly, so I need your performance to show it.

Student: Can we put the chair upside down?

Teacher: Of course! Show me your creativity! Maybe you can add some specific Peking Opera movements, for example, the way of opening the door or orchid fingers. Now, who wants to review orchid fingers quickly with me?

Student: Me!

老師： 請重新擺放一桌二椅的位置，並且幫助觀眾猜出你們在哪裏。

學生： 表演中我們可以說話嗎？

老師： 當然！但是你們不能直接講出所在地點，我需要你們用表演去呈現。

學生： 我們可以把椅子顛倒放嗎？

老師： 當然！讓我看看你們的創意！或許可以加入一些京劇專屬的動作，像是打開門的方式或是蘭花指。現在，誰想要和我一起快速地複習蘭花指。

學生： 我！

單元八 即興表演：即興劇與接觸即興
Improvisation: Improvisational Theater and Contact Improvisation

新北市立三和國民中學 陳姿均老師

■ 前言 Introduction

Improvisation (or improv) in the performing arts is a type of live performance. All the plot, characters, dialogue, and music are created spontaneously by the performers. Improvisation can be found in a variety of performing arts. It is frequently used to train performers to be more spontaneous, creative, and responsive to their partners and the audience.

In this chapter, we will focus on improvisational theater and contact improvisation. Even though there is no script for improvisation, there are some techniques for stage performances. Improvisation can be great for teenagers because there is no right or wrong answer; all they need to do is stay open-minded and focus on their partners.

表演藝術中的即興表演指的是一種現場表演。所有的劇情、角色、對話、音樂都是由表演者在舞台上即興創造。在各種表演藝術中都可以發現即興表演的蹤影。它可以被用來訓練演員，讓演員更有創意、更具即興能力，同時對觀眾或是演出夥伴都能及時反應。

在這個章節中，我們會專注在即興劇和接觸即興。儘管即興表演沒有劇本，但仍然有一些技巧。即興表演對於青少年是很棒的，因為即興表演沒有既定的答案，又能夠提升學生對夥伴的專注和維持開放的心。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
improvisational theater (improv)	即興劇場	**release**	放鬆
contact improvisation	接觸即興	**partner**	夥伴
stock character	樣板角色	dancer	舞者

group improvisation (group improv)	集體即興創作	gravity	重力
director	導演	spontaneous	無意識的
movement	**流動、移動**	flow of movement	身體的流動
physical	**身體的**	**script**	**劇本**
interact	互動	commedia dell'arte	義大利即興喜劇
invisible prop	無實物	improvise (v.)	即興(v)
establish	建立	unique	獨特的
conflict	衝突		

■　教學句型 Sentence Patterns

---

❶　**Please name some _____ of improvisational theater in _____.**

例句：①: **Please name some** works **of improvisational theater in** Taiwan**.**

②: "*The Peach Blossom Land*" and "*A Dream Like A Dream*" are famous works of improvisational theater in Taiwan.

①: 請說出幾個台灣即興創作的作品名稱。

②:《暗戀桃花源》、《如夢之夢》是台灣即興創作的有名作品。

---

❷　**First things first: wear _____ and _____.**

例句：①: When it comes to contact improvisation, **first things first: wear** comfortable pants **and** a long-sleeved shirt to protect yourself.

②: No problem.

①: 關於接觸即興，最基本的事情是穿舒服的長褲以及長袖上衣保護自己。

②: 沒問題。

❸　What does _____ mean?

例句：①: **What does** "stock character" **mean?**

②: A stock character is a type of character, and sometimes it is a stereotype.

①: 樣板角色是什麼意思呢？

②: 樣板角色一種角色類型，有的時候會有點刻板印象。

❹　What did you see in their performance?

例句：①: **What did you see in their performance?**

②: I think Sean did a great job; his performance is so professional. I can't believe this is improvisational theater.

①: 在他們的演出中你看到什麼呢？

②: 我覺得 Sean 做得很好，他的表演看起來好專業。我無法想像這是個即興劇場。

❺　Now, it's your turn! Use eye contact to find a partner.
_____ (a number) people in a group/pair.

例句：**Now, it's your turn! Use eye contact to find a partner.** Two **people in a pair.**

現在該你們了，請透過眼神找到你的夥伴，兩個人一組。

❻　_____ is one of the basic rules of improvisational theater.

例句：Listening actively **is one of the basic rules of improvisational theater**, especially since there is no script. The only thing we can rely on are the lines and physical movements of our partners.

主動傾聽是即興劇場中一個基本規則。尤其是即興劇場沒有劇本，我們可以仰賴的東西就是夥伴的台詞和肢體動作。

❼ **Let's talk about some of the techniques used in _____ (contact improvisation/improvisational theater). Can you name a few?**

例句：1: **Let's talk about some of the techniques used in** contact improvisation. **Can you name a few?**

2: Me! One important technique in contact improvisation is weight-sharing.

1: 我們來談談接觸即興的技巧，可以告訴我有哪些技巧嗎？
2: 我！接觸即興其中一個技巧就是共同分擔彼此的身體重量。

❽ **Have you heard of _____ (contact improvisation/improvisational theater)? Can you explain what it is?**

例句：1: **Have you heard of** contact improvisation**? Can you explain what it is?**

2: Yes, contact improvisation is a form of dance. It combines improvisation and physical interaction between the participants.

1: 有任何人聽過接觸即興嗎？可以解釋一下什麼是接觸即興呢？
2: 好，接觸即興一種舞蹈形式。它結合身體的接觸和即興演出。

❾ **Today, we're going to be practicing some _____. Who wants to be my partner and demonstrate to the class?**

例句：1: **Today, we're going to be practicing some** improvisational acting. **Who wants to be my partner and demonstrate to the class?**

2: I'm a little nervous, but I will give it a try.

1: 今天我們要來練習即興演出，有人想當我的夥伴嗎？我們會一起為全班示範。
2: 我有點緊張，但我願意試試看。

❿ **Let's start with _____ to get our bodies and minds ready.**

例句：**Let's start with** a warm-up exercise **to get our bodies and minds ready.**

我們先從暖身活動開始，讓我們的身體和心靈都準備好。

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

概念一

說明：集體即興創作的技巧

Improvisational theater (improv) is a form of live theater. There is no script and no set plot, and sometimes actors use invisible props to perform. There are several basic rules of improv: make choices, listen actively, and get physical. That means that no matter what your partner says or does during a scene, your job is to continue the story. It can be motivating for students if the teacher could, by using "Yes, and...." relate the content to life events, such as family and friends interchange. The relevance to a student's life could possibly lead to surprising endings.

即興劇場是一種生活劇場。它沒有劇本，也沒有固定情節，有的時候演員會使用無實物演出。關於即興劇場有幾個基本的原則：選擇、主動傾聽、做出行動。它們可以直接被歸納為「Yes, and…」，也就是不管你的夥伴在演出中做了什麼或說了什麼，你的工作都是要延續故事。如果老師能將「Yes, and...」應用到生活，像是與家人和朋友的互動中，這樣的教學方式更能激發學生的學習動機。和學生日常生活相關的即興內容，也可能會導向令人驚喜的結果。

Teacher: Can anyone tell me what the meaning of improvisational theater is?

Student: Me! It's a unique way of performing. There is no plot, dialogue, or script in improvisational theater.

Teacher: Pretty good! Improv is different every time but there is the same and most basic rule, or we can say "principle" of improvisational theater.

Student: What is it?

Teacher: It is "Yes, and…" This means that we continue the lines and plot on the stage, and the only thing we need to do is focus on our partners.

Student: That sounds a little bit difficult.

Teacher: Don't worry! Since we won't know what will happen next, we just need to stay open-minded and trust our partners.

Student: Can we have some practice?

Teacher: Sure, now, it's your turn! Please stand up.

Student: (standing up)

Teacher: Use eye contact to find your partners. Six people in a group.

老師： 有任何人可以告訴我即興劇場的定義嗎？

學生： 我！這是一個很獨特的表演方式。在即興劇場中沒有劇情、對話、劇本。

老師： 非常好，即興劇場次演出都會不一樣，但是關於即興劇場有個共同的規則，或者我們可以說是「原則」。

學生： 是什麼呢？

老師： 這個原則叫做「Yes, and.」，意思就是說在舞台上不斷地延續台詞和劇情，我們唯一要做的就是專心在自己的搭檔上。

學生： 聽起來有點困難。

老師： 不擔心，只要我們抱持著開闊的心，並且相信你的搭檔，我們永遠無法預測接下來可能會發生什麼事。

學生： 我們可以練習看看嗎？

老師： 當然，現在該你們囉！請先起立。

學生： （移動）

老師： 用眼神找到你的夥伴，六個人一組。

概念二

說明：接觸即興的技巧與代表舞者

Contact improvisation is a type of dance that focuses on physical contact and interactions between dancers. It was named in 1972 by American dancer Steve Paxton. After that, he became more and more famous for his free-form, improvisational style of physical movement.

In this chapter, teachers can introduce some well-known improvisational dancers and watch videos of their works. Teachers can also plan activities for students to experience contact improvisation in person and introduce tips for contact improvisation

接觸即興是一種專注在舞者間身體接觸和互動的舞蹈。史蒂夫·帕克斯頓在 1972 年為其命名，並漸漸地以他不受形式侷限、即興的身體流動舞蹈聞名於世。

在此章節，老師們可以介紹一些著名的接觸即興舞者和他們的作品影片。老師們也可以規劃一些讓學生親自體驗接觸即興的活動，並且介紹舞蹈時的訣竅。

Teacher: (Show pictures) What do you see?

Student: I see two women rolling against each other, back-to-back. Are they dancing?

Teacher: Yes, this is a form of dance called contact improvisation. In contact improvisation, dancers need to feel and respond to each other's movements and emotions.

Student: It looks a little strange to me.

Teacher: Some people think it is beautiful. Every movement is improvised and is not planned. Just follow your feelings and trust every moment.

Student: What are some tips for contact improvisation?

Teacher: Weight-sharing is an important technique in contact improvisation. You need to share weight with your partner and find ways to balance and support each other.

Student: Is it difficult to find a balance with a partner? I'm afraid of falling down and getting hurt.

Teacher: So, feeling and responding to your partner's movements is also important. You must trust that your partners will carry you no matter what, and you have the same responsibilities as your partners.

Student: I see. I would like to try contact improvisation.

Teacher: Good! Please stand up and find a partner.

老師：　（展示圖片）你們看到什麼？

學生：　我看到兩個女人背對背的滾動，他們在跳舞嗎？

老師：　是的，這是一種叫做接觸即興的舞蹈。在接觸即興中，舞者們需要去感受和回應彼此的流動和情緒。

學生：　我覺得看起來有點怪。

老師：　事實上，這是很美的舞蹈。每個律動都是即興，而且沒有被計劃過。要做的只有遵從你的感覺並且相信每個當下。

學生：　接觸即興有技巧嗎？

老師：　共同分擔彼此的身體重量在接觸即興中是很重要的技巧。我們必須和夥伴分擔自己的體重，並且找到接觸彼此和維持平衡的方式。

學生：　和夥伴一起維持平衡是不是很難？我怕我會跌倒受傷。

老師：　所以，去感受和回應對方的流動就變得更重要了。我們必須相信不管發生什麼事，夥伴都會接住我們。而我們對於夥伴也有相同的責任。

學生：　我瞭解了，我願意試試看。

老師：　很好！請站起來，並找到你的夥伴。

■　　**教學活動 Class Activities**

活動一

說明：接觸即興──陽光與小花

This is a simple body movement activity for students to do with partners. First, they need to go palm-to-palm and move slowly in a space without speaking. They should be aware of and react to their partners' movements. Teachers can increase the difficulty to shoulder-to-shoulder or elbow-to-head if students get the hang of it.

這是一個可以讓學生和他的夥伴簡單動起來的活動。首先，學生們要手掌貼手掌，並且在空間中不說話地移動身體。學生們必須要隨時留意回應夥伴的身體流動。而老師可以在學生掌握訣竅後，把難度提高到肩膀碰肩膀，或是手肘碰頭的流動。

Teacher:　Find a partner. The taller partner will be the sunshine.

Student:　How about the shorter one?

Teacher:　The shorter partner will be a flower. Now, raise your hands and put your palms to their palms.

Student:　(Doing the movements)

Teacher:　Good! Now, you can start to move your palms. Remember, you guys can't talk, so just focus on your partner.

Student:　Oh no! I can't keep up with my partner.

Teacher:　Don't worry. Just slow down. You should feel your partner's movements and try to move your body gracefully.

Student:　(Moving)

Teacher:　Great job! Now, let's swap. The taller partner becomes the flower, and the shorter one becomes the sunshine.

Student:　Can we make it harder?

Teacher:　Of course. For all flowers, please use your head to touch the sunshine's right shoulder. Any questions before we start moving?

Student:　No questions!

老師：	找到你的夥伴，身高比較高的那位是陽光。
學生：	那比較矮的呢？
老師：	那就是小花。現在，請舉起你們的手，手掌貼手掌。
學生：	（移動）
老師：	很好！現在你們要開始在教室內移動手掌。記得，你們不能交談，只要專注在彼此。
學生：	啊！我沒辦法追上我的夥伴。
老師：	別擔心，請再更慢下來。你們應該要更感受夥伴的流動，然後試著優雅的移動身體。
學生：	（移動）
老師：	做得好！現在我們來交換。比較高的同學現在是花，比較矮的是陽光。
學生：	可以再更難一點嗎？
老師：	當然。所有的小花們！現在用你們的頭去碰陽光的右邊肩膀。在開始移動前有任何問題嗎？
學生：	沒問題！

單元九　音樂劇
Musical Theater

新北市立三和國民中學　陳姿均

■　前言 Introduction

Musical theater is a type of theatrical production that combines acting, singing, and dancing to tell a story. Musicals are very popular all over the world, but some cities are particularly well-known for their thriving musical theater, for example, New York City, London, and Tokyo.

In this chapter, we will learn the definition of musical theater as well as its various types. Furthermore, musical theater is becoming increasingly popular in Taiwan, so we will introduce some famous and classic musical productions.

音樂劇是一種藉由戲劇、音樂、舞蹈來敘述故事的表演藝術。音樂劇在全世界都非常受歡迎，特別在某些城市，例如紐約、倫敦和東京，音樂劇發展更為蓬勃。

在這個章節，我們會學習音樂劇的定義以及音樂劇的分類。此外，音樂劇在台灣也漸漸受歡迎，我們會介紹台灣著名和經典的音樂劇作品。

■　詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
musical film	歌舞片	**musical (theater)**	音樂劇
the Tony Awards	東尼獎	audition	甄選
musical comedy	歌舞喜劇	rehearse	（為公演而）排練
Beggar's Opera	乞丐歌劇	**West End**	倫敦西區
Broadway	百老匯	Off-off Broadway	外外百老匯

Off-Broadway	外百老匯	**characteristic/feature**	特色
premiere	首演	choreographer	編舞家

Famous Musical Theaters 著名音樂劇			
Hairspray	《髮膠明星夢》	*Aladdin*	《阿拉丁》
Singin' in the Rain	《萬花嬉春》	*Moulin Rouge*	《紅磨坊》
High School Musical	《歌舞青春》	***Romeo and Juliet***	**《羅密歐與茱麗葉》**
Cats	**《貓》**	*Rent*	《吉屋出租》
The Lion King	**《獅子王》**	***Into the Woods***	**《拜訪森林》**
Beauty and the Beast	《美女與野獸》	*The Greatest Showman*	《大娛樂家》
Matilda	《小魔女瑪蒂達》	*The Sound of Music*	《真善美》
Billy Elliot	《舞動人生》	*Notre-Dame de Paris*	《鐘樓怪人》
Dreamgirls	《夢幻女郎》	***The Phantom of the Opera***	**《歌劇魅影》**
Show Boat	《畫舫璇宮》	*Oklahoma*	《奧克拉荷馬》
La La Land	《樂來樂愛你》	*The King and I*	《國王與我》
West Side Story	**《西城故事》**	*Chicago*	《芝加哥》

■　**教學句型 Sentence Patterns**

❶　**Do you remember the musical _____ (name of the musical) from the previous lesson?**

例句：**Do you remember the musical _Matilda_ from the previous lesson?**

你們還記得上次課程講到的音樂劇《小魔女瑪蒂達》嗎？

❷　**What type of musical is _____ (name of the musical)?**

例句：[1]: What type of musical is _Rent_?

[2]: It's a rock musical!

[1]:《吉屋出租》是哪一種類型的音樂劇呢？
[2]: 是搖滾型音樂劇！

❸　**Which part moved you the most? And why?**

例句：[1]: **Which part moved you the most? And why?**

[2]: The song "Jellicle Songs for Jellicle Cats" moved me the most. I think it has a strong opening, and every cat has their own personality.

[1]: 哪一個部分最能夠感動你呢？為什麼？
[2]: 最能夠感動我的是《傑利可貓之歌》這首歌。我覺得這是很強烈的開場，而且每隻貓都有自己的個性。

❹　**Do you have any experience of watching musicals? Share it with us.**

例句：[1]: **Do you have any experience of watching musicals? Share it with us.**

[2]: Yes, I watched _The Lion King_ in Taipei Arena last year.

[1]: 你們有任何音樂劇欣賞的經驗嗎？和大家分享一下吧！
[2]: 有！我去年在台北小巨蛋看過《獅子王》。

❺ You are good at _____, so maybe you can be (musical theater position) .

例句：**You are good at** leading group members**, so maybe you can be** the director.

你很擅長領導組員，或許你可以當導演。

❻ I need a volunteer to _____.

例句：**I need a volunteer to** sing this part with me.

我需要一個人自願和我一起唱這一段。

❼ Who is (character) ? How does (character) feel while singing " (song name) "?

例句：①: **Who is** Grizabella**? How does** Grizabella **feel while singing** "Memory"**?**

②: She feels sad because of old memories and losing someone important.

①: 誰是 Grizabella？Grizabella 在唱《回憶》的時候是什麼感受呢？

②: 她感覺到很難過，因為過往的記憶，以及失去重要的人。

❽ Here are the lyrics to " (song name) ." Let's all sing it together.

例句：**Here are the lyrics to** "Circle of Life." **Let's all sing it together**.

這是《生生不息》的歌詞。我們一起唱吧！

❾ (name of the musical) is an American musical.

_____ choreographed it, and _____ wrote the lyrics.

例句：*West Side Story* **is an American musical.** Jerome Robbins **choreographed it, and** Stephen Sondheim **wrote the lyrics.**

《西城故事》是一齣美國音樂劇。由傑羅姆·羅賓斯編舞，史蒂芬·約書亞·桑坦作詞。

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

概念一

說明：音樂劇的定義與分類。經典音樂劇：《貓》、《獅子王》、《吉屋出租》

The basic and essential elements of musical theater are acting, dancing, and singing. It is widely believed that musical theater began in ancient Greece about 2500 years ago. Now, musical theater has become so popular that we can watch musicals all around the world, especially in the West End and on Broadway. Here are the main types of musicals: concept musicals, rock/pop musicals, film musicals, and book musicals. It is a good idea for teachers to choose a classic musical and introduce its type, background, and plot.

音樂劇的基本和必要的元素就是戲劇、舞蹈和歌唱。很多人相信音樂劇早在兩千五百年前就已經開始。現在，音樂劇遍布全世界，尤其是在倫敦的西區和紐約的百老匯。音樂劇可以大致粗淺的分成：概念型音樂劇、搖滾型音樂劇、音樂劇電影以及文本型音樂劇等等。教師可以嘗試直接選擇一個經典的音樂劇來介紹它的類型、背景、劇情。

Teacher:	Since we know a simple history of musical theater, can anyone tell me one classic musical?
Student:	*Cabaret*! It's my favorite musical!
Teacher:	A very unique and great example. *Cabaret* was also the winner of the Tony Award in 1967.
Student:	What is the Tony Award?
Teacher:	The Tony Awards are an annual awards ceremony to honor theater performances and related things in America. *Cabaret* is a concept musical. This type of musical focuses on the style, songs, and the concept through the plot.
Student:	It sounds a little bit difficult.
Teacher:	Don't worry. I am going to show you parts of *Cabaret* and *Company*. These will make it clearer.
Student:	Was *Company* also a winner of a Tony Award?
Teacher:	Yes, the original production won six Tonys among all the categories of Tony Awards in 1970.
Student:	Wow, I can't wait to watch the video.

老師：	既然我們知道了音樂劇的簡史，有任何人可以給我一個有名又經典的音樂劇例子嗎？
學生：	《酒店》！這是我最喜歡的音樂劇！

老師：　很特別又令人驚奇的例子！《酒店》同時也是 1967 年東尼獎的得獎作品。

學生：　什麼是東尼獎？

老師：　東尼獎是每年專門獎勵美國的舞台劇以及相關製作的獎項。《酒店》是一齣概念型音樂劇，這種形式的音樂劇著重在音樂劇的整體風格、音樂，以及透過劇情來傳達概念。

學生：　聽起來有點難。

老師：　不擔心，我會給你們看一部分的《酒店》和《夥伴》，這會幫助你們更好理解。

學生：　《夥伴》也有得過東尼獎嗎？

老師：　是阿，原版在 1970 年拿到東尼獎的其中六個獎項。

學生：　哇！我已經等不及要看了。

概念二

說明：介紹在台灣的音樂劇

Recently, there have been more and more professional and creative musicals in Taiwan. For example, the ChiChiao Musical Theater performs traditional operas along with modern stage plays. Besides, more and more works are being created in Hokkien and Taiwanese dialects, such as *April Rain*, *The Impossible Times,* and so on. Gender issues, literary works, and autobiographies can be the inspiration for and sources of Taiwanese musical theater. Teachers can choose several typical parts of Taiwanese musicals and sing them together with students.

這幾年，台灣有越來越多專業又別出心裁的音樂劇。奇巧劇團結合傳統戲劇和現代化的劇本。而越來越多的作品嘗試用客家話或台語創作，像是《四月望雨》、《渭水春風》等等。性別議題、文學作品和自傳也漸漸成為台灣音樂劇的靈感來源。教師可以選擇幾齣具有代表性的台灣音樂劇，並和學生們一起唱。

Teacher: (show pictures) Do you know what this is?

Student: It's a movie called *Forever Love*.

Teacher: Good! How about this one?

Student: It's a picture book called "Turn Left, Turn Right."

Teacher: Excellent! This is the last question. Do you know where this is?

Student: It is Beitou. I see hot springs and the Thermal Valley.

Teacher: Yes, Taiwanese musical theater can be inspired by movies, literature, or local culture. Here are the lyrics to "Hollywood Taiwan." Let's sing it together.

Student: Sure!

老師：　（展示圖片）你們知道這是什麼嗎？

學生：　這是一部電影叫做《阿嬤的夢中情人》。

老師：　很棒！那這個呢？

學生：　這是一本繪本叫做《向左走，向右走》。

老師：　非常好，最後一個問題，你們知道這裡是哪裡嗎？

學生：　北投！我看到了溫泉和地熱谷。

老師：　沒錯，台灣的音樂劇可以從電影、文學、地景文化取材。這邊是《台灣有個好萊塢》的歌詞。我們一起唱唱看吧！
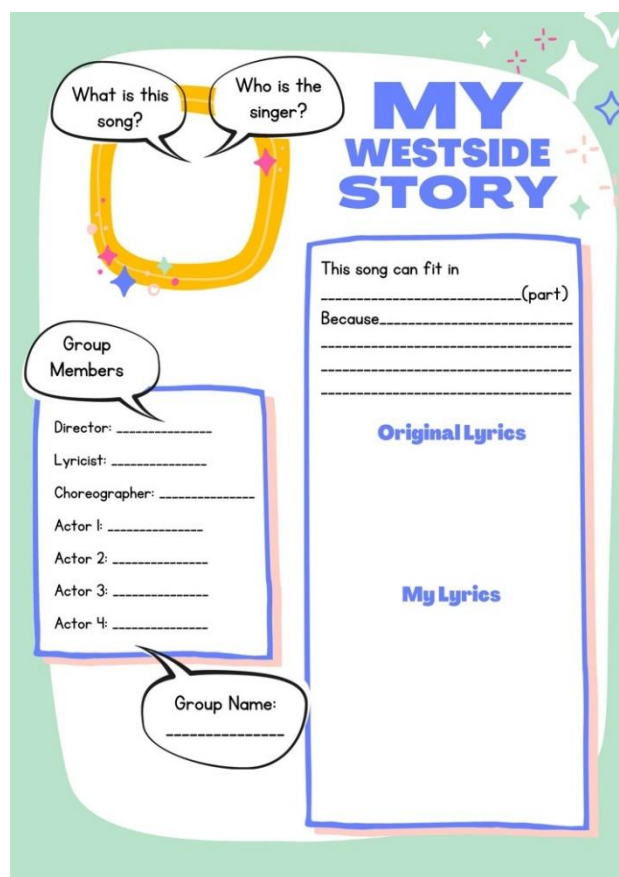
學生：　好！

■　教學活動 Class Activities

活動一

說明：改編西城故事內容，創作自己的歌曲

West Side Story is a classic film musical. The story was inspired by the timeless story Romeo and Juliet. By changing the background and characters, *West Side Story* is almost a brand-new story and has been popular for many decades. After watching the film, students can choose their favorite parts to rewrite the lyrics and choreograph. To showcase their brilliant talents and creativity, students can rewrite parts of the plot.

《西城故事》是一個經典的音樂劇電影。故事的靈感來自亙古流傳的故事羅密歐與茱麗葉。藉著改變背景和角色，西城故事可以說是一個截然不同的故事，在過去的幾十年都相當受歡迎。

看完電影後，學生可以選擇他們喜歡的片段改寫歌詞和重新編舞。如果必要的話，學生也可以改寫部分的劇情讓故事更與眾不同、出色。

Teacher: Since we are familiar with the plot of *West Side Story*, can you tell me which song moved you the most? Also, tell me why.

Student: Me! I think "America" is a perfect song for me. It's positive and cheerful. This song also deals with the differences between different races living in New York but in a pleasant way.

Teacher: This is a very good point! Now please take a look at your worksheet. What do you see?

Student: I think we need to be lyricists.

Teacher: Yes, 6-7 people get in a group and discuss your favorite parts of *West Side Story*.

Student: Maria and Tony dancing secretly behind the seats is our favorite part.

Teacher: Good! Do you have any ideas about how to rewrite this part?

Student: We want to use "Think Out Loud" by Ed Sheeran to replace their secret dance. Maybe someone can sing on stage while dancing. Maria's brother can bump into them suddenly and lose his temper.

Teacher: That sounds great! Let's stand up and make it happen.

老師：　既然我們都熟悉《西城故事》的劇情了，可以跟我們分享哪一首歌最能觸動你的心，記得要給我原因喔！

學生：　我！我覺得《美國》這首歌超完美。又激勵人心又正向。這首歌用一種很歡欣鼓舞的氣氛，處理了住在美國的不同種族間的對立。

老師：　很好的想法！現在我們看一下學習單。你們看到什麼呢？

學生：　我覺得我們好像要成為作詞人。

老師：　沒錯。現在六到七個人一組，然後討論你們最喜歡《西城故事》裡的哪一段。

學生：　我們最喜歡瑪麗亞和東尼偷偷躲在座位後面跳舞的片段。

老師：　很好！有任何改寫這個片段的想法嗎？

學生：　我們想要用紅髮艾德《自言自語》這首歌取代他們的秘密舞蹈。或許可以有人在他們跳舞的時候現場演唱。然後瑪麗亞的哥哥可以突然闖入，並且非常生氣。

老師：　聽起來很棒！那我們現在起身，開始排練吧！

國內外參考資源 More to Explore

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

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

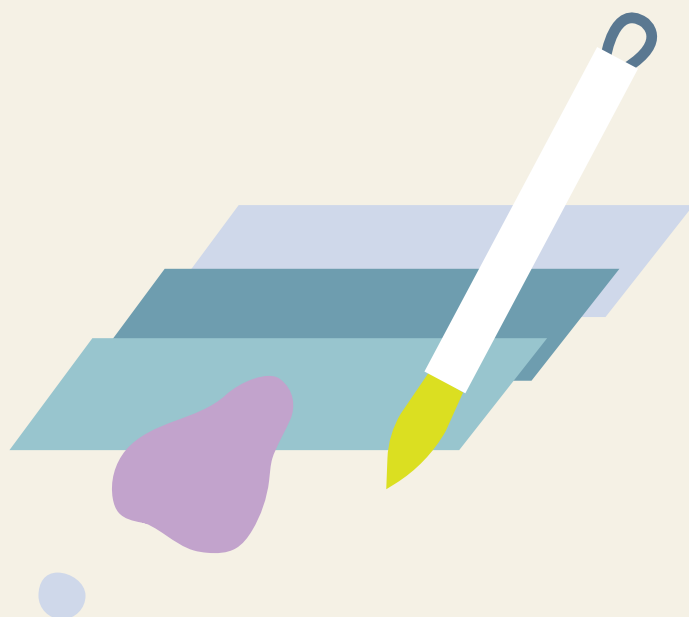|	
Music Theory 音樂相關教學資源，可結合平板教學 https://www.musictheory.net/	
The Kennedy Center: Digital Resources Library 許多教育相關之英文報導可練習閱讀 https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/	
國民中小學部分領域課程雙語教學實施計畫 許多雙語教學影片和教案範例 https://cirn.moe.edu.tw/Module/index.aspx?sid=1192	

國中藝術領域雙語教學資源手冊：英語授課用語
[八年級下學期]

A Reference Handbook for Junior High School Bilingual Teachers in the Domain of Arts: Instructional Language in English
[8th grade 2nd 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：吳俐璇、曾德欣、陳姿均

- 語言諮詢：Alex Wallace

- 綜合規劃：曾俊傑

- 編輯排版：吳依靜

- 封面封底：JUPE Design