

高中藝術領域

雙語教學資源手冊 英語授課用語

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

〔 高中三年級 〕





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單元一 世界五大洲文化與藝術 Arts and Cultures Across Continents

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■ 前言 Introduction

Let's embark on a fascinating journey around the world to explore the richness and essence of arts and cultures across five continents. From the rhythmic beats of Africa to the intricate details of Asian brushwork, each corner of the world paints(/conveys) its own story.

- **Africa:** In Africa, art is a vibrant expression of cultural identity, blending tradition and contemporary influences. From the iconic masks of West Africa to the colorful beadwork of the Maasai people in East Africa, artists celebrate their heritage through dance, music, and visually captivating creations. One notable artist is El Anatsui, who is known for his monumental metal sculptures which bridge traditional and modern artistic practices.
- **Asia:** Asia, a treasure chest of artistic diversity, proudly blends its ancient traditions with cutting-edge innovation. From the peaceful ink paintings of China to the intricate calligraphy of Muslim art, artists in Asia showcase a profound connection to spirituality and nature. The Bollywood films of India and the installations of Yayoi Kusama in Japan reflect the dynamic fusion of tradition and modernity.
- **Europe:** Europe, with its rich history and cultural heritage, has been a cradle of artistic movements shaping the global art scene. From Leonardo da Vinci's Renaissance masterpieces to Pablo Picasso's avant-garde works, European art spans centuries and encompasses a vast range of styles, each leaving a lasting mark on the world.
- **America:** In North America, diverse indigenous cultures form a mosaic of artistic expressions rooted in nature and spirituality. Contemporary artists, such as the bold works of Jean-Michel Basquiat, reflect the complex identity, history, and societal issues, adding layers to the conversation. In South America, art is a fusion of indigenous roots and colonial influences. Diego Rivera's murals in Mexico, with their strong social messages, and Joaquín Torres-García's geometric abstractions in Uruguay showcase the diversity of artistic expressions across the continent.

- **Australia/Oceania:** Australia and Oceania's indigenous art traditions, including the iconic aboriginal dot paintings, showcase a deep connection to the land and a rich storytelling tradition. Renowned artists like Emily Kame Kngwarreye have brought global attention to the unique visual languages of these cultures.

Join us to explore the captivating stories behind the masterpieces from every continents. Let's celebrate the creativity, diversity, and connections with our world's cultures, where each brushstroke, drumbeat, and dance step tells a tale of humanity's shared journey.

五大洲藝術與文化簡介：

讓我們一同踏上一場迷人的環遊之旅，探索地球五大洲的藝術與文化之`豐富性與精髓。從非洲的節奏感動到亞洲的精妙筆墨，世界各地的每一個角落都繪製出屬於自己的故事。

- **非洲：**在非洲，藝術是文化身份的生動表達，融合傳統與當代影響。從西非標誌性的面具到東非馬賽人色彩繽紛的珠繡，藝術家通過舞蹈、音樂和視覺引人入勝的創作來慶祝他們的遺產。著名藝術家如埃爾·阿納杜伊（El Anatsui）以其巨大的金屬雕塑，架起了傳統與現代藝術實踐之橋。
- **亞洲：**亞洲是藝術多樣性的寶庫，擁有古老傳統與尖端創新並存的特點。從中國沉思的水墨畫到伊斯蘭精妙的書法，亞洲藝術家展現出對精神性(靈性)和自然的深厚連結。印度寶萊塢的生動影片和日本草間彌生的當代裝置藝術，體現了傳統與現代的動態融合。
- **歐洲：**歐洲以其豐富的歷史和文化遺產成為塑造全球藝術場景的搖籃。從達文西的文藝復興傑作到巴勃羅·畢卡索的前衛作品，歐洲的藝術橫跨數世紀，包羅萬象，每一種風格都在世界上留下了難以磨滅的印記。
- **美洲：**在北美洲，多元的原住民文化為深深扎根於自然和靈性的藝術表達形成了一幅斑駁的畫卷。像讓-米歇爾·巴斯奎特（Jean-Michel Basquiat）大膽作品等當代藝術家反映了複雜的身份、歷史和社會問題，為藝術對話增添了層次。南美洲的藝術場景是土著根源和殖民影響的融合。墨西哥迭戈·里維拉（Diego Rivera）的壁畫，強烈的社會信息，以及烏拉圭瓦赫金托雷斯-加爾西亞（Joaquín Torres-García）豐富多彩的幾何抽象作品，展示了大陸各地藝術聲音的多樣性。

- **澳大拉西亞**：澳大利亞和大洋洲的土著藝術傳統，包括標誌性的土著點繪畫，展示了對土地的深厚聯繫和豐富的敘事傳統。像康瓜瑞耶（Emily Kame Kngwarreye）這樣的著名藝術家為將全球的關注帶到了這些文化的獨特視覺語言。

加入我們一同揭開那些遍佈地球五大洲的傑作背後引人入勝的故事。讓我們慶祝這個世界文化的創造力、多樣性和相互聯繫性，其中每一筆畫、鼓聲和舞步都講述著人類共同的旅程。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
embark on	踏上（旅程）	richness	豐富
essence	精髓	vibrant	充滿活力
cultural identity	文化身份（認同）	indigenous	原住民的
contemporary influences	當代影響	spirituality	精神性（靈性）
treasure chest	寶庫	cutting-edge innovation	尖端創新
showcase	展示	blend	融合
add layers to	加入層次在	masterpiece	傑作
mosaic	馬賽克	fusion	融合
peaceful	平和的	avant-garde	前衛的
cultural heritage	文化遺產／傳承	intricate	精妙細緻
cradle	搖籃／誕生地	Renaissance	文藝復興



narrative	敘事的	captivating	引人入勝的
cultural appropriation	文化挪用		

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① Embarking on a global journey allows us to _____.

例句(1) : **Embarking on a global journey allows us to** explore the richness and essence of arts and cultures across five continents.

踏上環球之旅讓我們探索地球五大洲的藝術與文化之豐富性與精髓。

例句(2) : **Embarking on a global journey allows us to** meet people from all places.

踏上環球之旅，讓我們認識了來自各地的人們。

② In _____, art serves as a vibrant expression of _____.

例句 : **In Africa, art serves as a vibrant expression of** cultural identity, blending tradition and contemporary influences.

在非洲，藝術是文化身份的生動表達，融合傳統與當代影響。

③ Notable artists like _____, known for _____.

例句 : **Notable artists like** El Anatsui, **known for** his monumental metal sculptures, bridge traditional and modern artistic practices.

著名藝術家如埃爾·阿納杜伊（El Anatsui）以其巨大的金屬雕塑，架起了傳統與現代藝術實踐之橋而聞名。



④ _____ reflect artists' profound connection to _____.

例句：China's meditative ink paintings/ Muslims intricate calligraphy **reflect artists' profound connection to** spirituality and nature.

中國沉思的水墨畫／伊斯蘭精妙的書法體現藝術家對精神性(靈性)和自然的深厚連結。

⑤ _____ boasts _____.

例句：Asia **boasts** ancient traditions coexisting with cutting-edge innovation.

亞洲自詡為古老傳統與尖端創新並存。

⑥ _____, with its _____, has been a cradle of _____.

例句：Europe, **with its** rich history and cultural heritage, **has been a cradle of** artistic movements.

歐洲，以其豐富的歷史和文化遺產，成為藝術運動的搖籃。

⑦ _____ showcase the diversity of artistic voices across the continent.

例句：Diego Rivera's murals in Mexico and Joaquín Torres-García's geometric abstractions in Uruguay **showcase the diversity of artistic voices across the continent.**

墨西哥里維拉（Diego Rivera）的壁畫，以及烏拉圭的托雷斯-加爾西亞（Joaquín Torres-García）的幾何抽象作品，展示了(美洲)各地藝術聲音的多樣性。

⑧ **Renowned artists like** _____ **have brought global attention to** _____.

例句：**Renowned artists like** Emily Kame Kngwarreye **have brought global attention to** the unique visual languages of these cultures.

著名藝術家像康瓜瑞耶（Emily Kame Kngwarrey）將全球的關注帶到了這些文化的獨特視覺語言。

9 Join us to explore _____.

例句：**Join us to explore** the stories behind the masterpieces on the continents of the Earth.

加入我們一同揭開那遍佈地球五大洲的傑作背後引人入勝的故事。

10 Let's celebrate _____.

例句：**Let's celebrate** the creativity, diversity, and interconnectedness of the world's cultures.

讓我們一同慶祝這個世界文化的創造力、多樣性和相互聯繫性。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：請學生閱讀以下短文，並討論藝術家如何透過藝術展現文化身份及敘說生命故事。

Artist, Artwork and Culture

Indigenous art is a special kind of artwork created by the first people who lived in a place. These artists use their art to tell stories, share their traditions, and show their strong connections to the land and nature. One amazing indigenous artist from Australia is Emily Kame Kngwarreye. Her art is filled with vibrant colors and meaningful patterns. Emily used to paint on canvases, and her most famous artworks are the "dot paintings." In these paintings, she created beautiful pictures using tiny dots, and each dot tells a part of a story or represents something important in her culture. Emily's artworks are like a language, telling the stories of her ancestors and the connections between the people and the land. One of her best-known paintings is called *Earth's Creation*, where she beautifully depicts the cycles of life and nature. Indigenous art, like Emily's, is not just beautiful art – it is a way of preserving history and passing down important knowledge to younger generations. These artworks are a celebration of culture, and each piece is a unique expression of the artist's identity and the rich heritage of their community.

藝術家、藝術品與文化

原住民藝術是由最早在某地居住的人們創造的一種特殊藝術形式。這些藝術家用自己的藝術來講述故事、分享傳統，展現他們與土地和自然的緊密聯繫。其中有一位來自澳大利亞令人驚嘆的藝術家，艾米莉·卡梅·康瓜瑞耶。她的藝術作品充滿了豐富的色彩和有意義的圖案。艾米莉習慣在畫布上作畫，她最著名的作品是「點繪」。在這些畫作中，她使用微小的點創造出美麗的圖片，每個點都講述了故事的一部分或代表她文化中的重要元素。艾米莉的藝術作品就像一種語言，講述著她的祖先及人們與土地之間的聯繫。她其中一幅著名的畫作名為《地球的創造》，在這幅畫中，她精美地描繪了生命和自然的循環。原住民藝術，就像艾米莉的藝術一樣，不僅僅是漂亮的圖畫，更是一種保護歷史並將重要知識傳承給後代的方式。這些藝術品是對文化的慶祝，每一件都是藝術家身份和社區豐富遺產的獨特表達。

Question 1: How do indigenous artists use their art?

Possible Answer: Indigenous artists use their art to tell stories, share traditions, and express their connection to the land and nature.

Question 2: What is a common feature in Emily Kame Kngwarreye's paintings?

Possible Answer: A common feature in her paintings is the use of vibrant colors and meaningful patterns, especially in her famous "dot paintings."

Question 3: How does indigenous art contribute to preserving culture?

Possible Answer: Indigenous art contributes to preserving culture by serving as a language that tells the stories of ancestors and the deep connections between the people and the land.

問題 1：原住民藝術家如何運用他們的藝術？

回答：原住民藝術家運用其藝術說故事、分享傳統，及表達他們與大地及大自然的連結。

問題 2：Emily Kame Kngwarreye 的畫作中常見的特點是什麼？

回答：在她畫作中常見的特點是充滿活力的色彩及意義的圖案，特別是她著名的「點畫」。

問題 3：原住民藝術如何有助於保護文化？

回答：原住民藝術有助於保存文化，可作為一種語言訴說祖先的故事及人們與大地的關係。

■ 教學活動 Class Activities

活動一

說明：創作一個藝術拼貼作品(Cultural Collage)呈現引文中所提到世界五大洲的多元文化及藝術風格。運用圖畫色彩及象徵符號去捕捉每一大洲的精髓。

Group Practice and Creation

Materials Needed:

1. Magazines or printed images representing various cultures and art styles.
2. Scissors.
3. Glue or sticky tape.
4. Poster board or large paper for the collage base.
5. Markers or colored pencils.

Procedure:

1. Introduction:	Begin by discussing the diverse cultures and artistic styles mentioned in the introduction to the five continents. Talk about the significance of representing this diversity through a collage.
2. Gather Materials:	Provide students with magazines/printed images, (or print out materials from the internet), scissors, glue, and a large paper or poster board.
3. Select Images	Ask participants to go through the magazines and select images that represent the cultures and artistic styles of Africa, Asia, Europe, North America, South America, and Australia/Oceania.
4. Cut and Arrange	Ask students to cut out the selected images and arrange them on the poster board in a visually appealing way. Encourage creativity in the arrangement.
5. Color and Symbolism	Use markers or colored pencils to add colors and symbols that capture the essence of each continent. Discuss the symbolism behind their choices.

6. Collage Completion	Once everyone is satisfied with their arrangement, glue the images onto the poster board to create the collage.
7. Presentation	Have each participant briefly present their collage, explaining the images chosen, colors used, and the symbolism behind their representation of each continent.
8. Group Discussion	Conclude with a group discussion about the similarities and differences in the collages, emphasizing the rich diversity of cultures and artistic expressions across the continents.

小組實踐與創作

所需材料：

1. 代表各種文化和藝術風格的雜誌或印刷圖片。
2. 剪刀。
3. 膠水或黏著劑。
4. 海報板或大張紙作為拼貼的基底。
5. 標記筆或彩色鉛筆。

步驟：

1. **簡介：**開始討論在簡介中提到的五大洲的多樣文化和藝術風格。談論通過拼貼來表現這種多樣性的意義。
2. **收集材料：**為參與者提供雜誌或印刷圖片、剪刀、膠水和大張紙或海報板。
3. **選擇圖片：**要求參與者瀏覽雜誌，選擇代表非洲、亞洲、歐洲、北美洲、南美洲和澳大利亞/大洋洲文化和藝術風格的圖片。
4. **剪切和排列：**指導參與者剪下所選圖片，並將它們以視覺上吸引人的方式排列在海報板上。鼓勵創造性的排列。
5. **著色和符號：**使用標記筆或彩色鉛筆添加顏色和符號，捕捉每個大洲的本質。討論他們選擇背後的象徵意義。
6. **完成拼貼：**經每個人對他們的排列和添加感到滿意，使用膠水將圖片黏貼到海報板上，完成拼貼。
7. **展示：**每位參與者簡要介紹他們的拼貼，解釋所選圖片、使用的顏色以及對每個大洲代表的象徵意義。
8. **小組討論：**以小組討論結束，討論拼貼之間的相似之處和差異之處，強調各大洲之間豐富多樣的文化和藝術表現。



Teacher: Today, we will create a cultural collage to represent the diverse cultures and art styles of five continents.

Student: What materials do we need for this activity?

Teacher: We need magazines or printed pictures, scissors, glue, poster board, and markers.

Student: How do we start making the collage?

Teacher: First, choose pictures that represent the cultures and artistic styles of the continents of Africa, Asia, Europe, North America, South America, and Australia/Oceania.

Student: After choosing the pictures, what should we do next?

Teacher: Cut out the pictures and arrange them on the poster board creatively. Then use markers to add colors and symbols.

Student: Should we discuss the symbolism behind our choices?

Teacher: Yes, discussing the symbolism is an important part of this activity.

Student: Once we are happy with the arrangement, how do we complete the collage?

Teacher: Glue the pictures onto the poster board to finish the collage.

Student: After finishing, can we present our collages to the class?

Teacher: Absolutely. Everyone will briefly present their collage, explaining the pictures, colors, and symbolism.

老師：今天，我們將創作一個文化拼貼作品，呈現五大洲的多元文化及藝術風格。

學生：這個活動需要哪些材料？

老師：我們需要雜誌或印刷圖片、剪刀、膠水、海報板和標記筆。

學生：我們如何開始拼貼？

老師：首先，選擇代表各大洲的圖片，像是非洲、亞洲、歐洲、北美洲、南美洲和澳大利亞/大洋洲文化和藝術風格的圖片。

學生：選擇圖片後，我們應該做什麼？

老師：剪下圖片並當然。每位參與者將簡要介紹他們的拼貼，解釋圖片、顏色和象徵意義。

學生：以創意的方式排列在海報板上。然後使用標記筆添加顏色和符號。

老師：我們需要討論我們選擇的圖片背後的象徵意義嗎？

學生：是的，討論象徵意義是這個活動的重要部分。

老師：將它們黏貼到海報板上，完成拼貼。

學生：完成後，我們可以向班級展示我們的拼貼嗎？

老師：當然。每位參與者將簡要介紹他們的拼貼，解釋圖片、顏色和象徵意義。

活動二

說明：請閱讀有關巴勃羅·畢卡索《亞維農的少女們》（1907）原啟發自非洲藝術的作品的文章並討論

Art Appreciation Activity

Artist: Pablo Picasso

Artwork: *Les Femmes d'Alger (O. J.)* (The Young Women of Algiers) (1907)

Background/Motivation: Pablo Picasso, a Spanish artist and a Cubism pioneer, drew deep inspiration from African and Iberian art in the early 20th century. Encountering African masks sparked a transformation in his style, as he was fascinated by their abstract and geometric qualities.

Description: *Les Femmes d'Alger (O. J.)* is a groundbreaking masterpiece marking Picasso's departure from traditional art. The painting depicts five nude women in a brothel, showcasing angular forms reminiscent of African tribal masks. Bold and fragmented facial features reveal the clear influence of African art.

Motivation: Picasso's motivation for the painting blends his fascination with African art, an exploration of primitivism, and a desire to challenge notions of classical beauty. Confrontational gazes and distorted bodies showcase Picasso's innovative approach, making this work a seminal piece in Cubism's development, shaping modern art.

Note: While Picasso's embrace of African art transformed his style, acknowledging the controversy around cultural appropriation and the Eurocentric view of African art during that time is crucial. The impact raises ethical questions about borrowing from different cultures in the art world.

藝術家：巴勃羅·畢卡索**藝術品：《亞維農的少女們》（1907）**

背景/動機：巴勃羅·畢卡索，一位西班牙藝術家和立體主義的先驅之一，在 20 世紀初深受非洲和伊比利亞藝術的影響。他在那個時代接觸到非洲面具，引發了他藝術風格的轉變，因為他被它們的抽象和幾何特點所吸引。

描述：《亞維農的少女們》是一件開創性的傑作，標誌著畢卡索脫離傳統藝術的時刻。這幅畫描繪了一個妓院中的五名裸女，展現了類似非洲部落面具的角錐形和扭曲的形式。大膽而分裂的面部特徵清晰地顯示了非洲藝術的影響。

動機：畢卡索創作這幅畫的動機結合了對非洲藝術的著迷、對原始主義的探索以及挑戰古典美學觀念的渴望。對視和身體的扭曲展示了畢卡索创新的手法，使這件作品成為立體主義發展的重要作品，影響了現代藝術的走向。

備註：雖然畢卡索對非洲藝術的探索改變了他的風格，但要注意在那個時期，圍繞文化挪用和對非洲藝術常常以歐洲中心的觀點看待的爭議。這種影響引發了有關藝術界文化借鑒的倫理問題。

Teacher: Have you heard of Pablo Picasso's *Les Femmes d'Alger (O.J.)* (The Young Women of Avignon)?

Student: The painting by Picasso? It looks so unique.

Teacher: Yes, he was inspired by African art. Do you know what inspired him?

Student: I think it's because he was fascinated by the abstract style of African masks and sculptures. And he wanted to incorporate those elements into his own work.

Teacher: The five women in the painting look like they've been adorned with African masks.

Student: Exactly. It was Picasso challenging traditional aesthetics.

Teacher: It was a real revolution in art.

Student: In addition, this painting also marks his move towards Cubism, influencing modern art profoundly.

Teacher: But I've also heard that there's some controversy about cultural appropriation and other ethical issues.

Student: Absolutely, that's why we need to consider the history and cultural context behind art appreciation.



老師：你聽說過巴勃羅·畢卡索的《亞維農的少女們》嗎？

學生：是的，畢卡索的那幅畫，對吧？它看起來非常獨特。

老師：對，他受到非洲藝術的啟發，你知道他為什麼這樣做嗎？

學生：我想是因為他被非洲面具和雕塑的抽象風格所吸引。他想將這些元素融入自己的作品中。

老師：這畫裡的五個女人看起來好像用非洲面具裝飾過一樣。

學生：對，這就是畢卡索挑戰傳統美學的方式。

老師：在那時候是一次真正的藝術革命。

學生：同時，這幅畫也標誌著他走向立體主義，對現代藝術產生了深遠的影響。

老師：但我也聽說有一些爭議，關於文化借鑒和尊重的問題。

學生：沒錯，正因為如此，這使我們在欣賞藝術時也要思考其背後的歷史和文化背景。

單元二 次文化的視覺藝術：身份的生動表達

The Visual Arts of Subcultures: A Vibrant Expression of Identity

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■ 前言 Introduction

Subcultures are like the vibrant colors of a vast cultural palette, each with its unique style and voice. For junior and senior high school students in Taiwan, exploring the visual arts of these subcultures can be a journey into a world of creativity and expression.

Subculture in art is not just about beautiful artworks; it is also a powerful form of communication that conveys messages, emotions, and identities. One of the most visible forms of subcultures in art is street art, which encompasses graffiti, murals, and installations that transform public spaces into open galleries. These artworks often spark conversations about social issues and amplify the voices of marginalized or overlooked individuals in mainstream society.

Other captivating facets of subcultures in visual arts lie in the realms of tattooing, sneaker painting, zines, and DIY fashion. Tattooing involves inserting ink into the skin to create permanent designs, often symbolizing personal beliefs or cultural heritage. Artists like Yang Jinxiang from Taiwan combine Asian and Taiwanese cultural elements in their intricate designs, showcasing the evolution of tattooing into a highly appreciated art form. Sneaker painting has also emerged as a unique art form, with artists using sneakers as their canvas to create stunning and personalized designs. This form of art allows individuals to express their creativity and personality through wearable art, using bold colors and intricate patterns.

Additionally, zines are small, self-published booklets that cover a wide range of topics, from music and movies to social activism. They provide a platform for young creators to share their thoughts and artistic talents without relying on mainstream publishing. Similarly, DIY fashion enables individuals to express their unique identities through customized clothing, often using handmade accessories.

These art forms celebrate individuality and serve as platforms for personal expression outside mainstream channels, showcasing the fusion of art, fashion, and personal expression in dynamic ways. Subcultural art is a dynamic and ever-evolving field that encourages young people to question, explore, and express themselves. It fosters a sense of belonging and community among those who participate in it, enhancing our understanding of the world around us.

次文化就像廣闊文化調色盤中的鮮豔顏色，每一種都擁有其獨特的風格和聲音。對台灣的中高中學生而言，探索這些次文化的視覺藝術可以是進入創意與表達世界的一段旅程。

次文化藝術不僅僅是關於美麗的藝術作品；它是一種強有力的溝通方式，傳達信息、情感和身份。其中最為人熟知的次文化藝術形式之一是街頭藝術。這包括塗鴉、壁畫和裝置藝術，將公共空間轉化為開放的畫廊。這些藝術作品經常引發關於社會問題的對話，並為那些感覺被主流社會邊緣化或忽視的人提供發聲的平台。例如，街頭藝術是最具代表性的次文化藝術形式之一，包括塗鴉、壁畫和裝置藝術，將公共空間轉變為開放的藝廊。這些藝術作品常常引發有關社會議題的討論，為那些感到被邊緣化或被主流社會忽視的人發聲。

另一個迷人的次文化視覺藝術領域在於紋身和潮鞋繪畫。紋身是一種將墨水注入皮膚以創作永久性設計的身體藝術形式，常常象徵個人信仰、文化遺產或僅僅作為裝飾藝術。近年來，紋身已演變為一種備受尊重的藝術形式，像台灣的楊金祥等藝術家將亞洲和台灣文化元素融入其精緻設計中，展示了紋身藝術的演進。同時，潮鞋繪畫也崛起為一種獨特的藝術形式，藝術家們將運動鞋作為畫布，創作出令人驚嘆且個性化的設計。這種藝術形式允許個人通過穿戴藝術來表達其創造力和個性，使用大膽的顏色和精緻的圖案。

此外，刊物是一種小型的、自行出版的小冊子，涵蓋了從音樂和電影到社會活動主題的各種內容。它們為年輕創作者提供了一個平台，可以在不依賴主流出版的情況下分享他們的思想和藝術才能。同樣，DIY 時尚讓個人通過定制服裝表達其獨特身份，通常使用手工製作的配飾。這些藝術形式慶祝個性，並作為在主流渠道之外進行個人表達的平台，展示了藝術、時尚和個人表達的融合方式。

次文化藝術是一個充滿活力且不斷發展的領域，鼓勵年輕人質疑、探索和表達自己。它培養了參與其中者之間的歸屬感和共同感，強化我們對周遭世界的理解。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
subculture	次文化	visual arts	視覺藝術
street art	街頭藝術	graffiti	塗鴉
mural	壁畫	installation	裝置藝術
tattoo	刺青	sneaker/shoe painting	潮鞋繪畫
zine	小冊子	DIY fashion	自製時尚
emotion	情感	identity	身份
creativity	創造力	convey	傳達
social issue	社會議題	spark	引發
community	社群	cultural expression	文化表達
understanding	理解	mainstream	主流
a sense of belonging	歸屬感	ever-evolving	不斷發展

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① What are some examples of _____?

Examples include _____.

例句：①: **What are some examples of** subcultures that are vibrant colors in the cultural palette?

②: **Examples include** punk, hip-hop, goth, and skateboarding cultures. Each of these subcultures has its unique style, values, and beliefs, contributing to the diverse cultural landscape.

①: 什麼是文化調色盤中充滿活力的次文化的例子？

②: 充滿活力的次文化例子包括龐克、嘻哈、哥特和滑板文化。每個次文化都有其獨特的風格、價值觀和信仰，豐富了多元文化風景。

② How can _____ be a journey for students?

_____ can be a journey of discovery (and _____) for students.

例句：①: **How can** exploring subcultural visual arts **be a journey for students?**

②: Exploring subcultural visual arts **can be a journey of discovery** and self-expression **for students**. It allows them to delve into different artistic styles, themes, and techniques, fostering creativity and critical thinking.

①: 探索次文化視覺藝術對學生來說是一場什麼樣的旅程？

②: 探索次文化視覺藝術可以是學生發現和表達自我的旅程。這讓他們深入研究不同的藝術風格、主題和技巧，培養了創造力和批判性思維。

**③ Why is _____ considered to be a powerful form of communication?
_____ is considered a powerful form of communication because _____.**

例句：[1]: **Why is subcultural art considered to be a powerful form of communication?**

[2]: Subcultural art **is considered to be a powerful form of communication because it** can convey messages, emotions, and identities in a visually impactful way. (It transcends language barriers and resonates with individuals on a personal level, making it a potent tool for social commentary and cultural expression.)

[1]: 為什麼次文化藝術被認為是一種強大的溝通形式？

[2]: 次文化藝術被認為是一種強大的溝通形式，因為它可以以視覺上引人注目的方式傳達訊息、情感和身份。它超越了語言障礙，與個人在個人層面上產生共鳴，使其成為社會評論和文化表達的有力工具。

**④ What forms of art are included in _____?
_____ includes various forms of art such as _____.**

例句：[1]: **What forms of art are included in street art?**

[2]: Street art **includes various forms of art such as** graffiti, murals, and installations. (Graffiti involves painting or drawing on public surfaces, murals are large-scale paintings typically found on walls, and installations are artworks created in a specific environment.)

[1]: 街頭藝術包括哪些形式的藝術？

[2]: 街頭藝術包括各種形式的藝術，如塗鴉、壁畫和裝置藝術。（塗鴉涉及在公共表面上繪畫或繪畫，壁畫是大規模的繪畫，通常在牆壁上找到，而裝置藝術是在特定環境中創作的藝術品。）

⑤ How do artworks in _____ spark conversations about social issues?

例句：[1]: **How do artworks in street art spark conversations about social issues?**

[2]: Artworks in street art depict social issues that provoke thought and discussion. (By using public spaces as their canvas, artists can reach a wide audience and bring attention to important societal issues that may be overlooked.)

[1]: 街頭藝術中的作品如何引發有關社會問題的討論？

[2]: 街頭藝術中的作品通常描繪社會問題或傳達引人深思和討論的訊息。（通過將公共空間作為他們的畫布，藝術家可以觸及廣泛的觀眾，引起對可能被忽視的重要社會問題的關注。）

⑥ What is the significance of _____?

例句：[1]: **What is the significance of tattooing in subcultural visual arts?**

[2]: In subcultural visual arts, tattooing holds significance as it serves as a form of personal expression, cultural preservation, and rebellion against societal norms.

[1]: 刺青在次文化視覺藝術中的重要意義是什麼？

[2]: 刺青在次文化視覺藝術中具有重要意義，因為它是一種個人表達的形式，有助於文化保存，並對社會規範進行反叛。

⑦ How do artists use _____ as a canvas in ____?

例句：[1]: **How do artists use sneakers as a canvas in shoe painting?**

[2]: Artists use sneakers as a canvas in shoe painting by applying various painting techniques and materials to customize the shoes. (They transform ordinary sneakers into unique pieces of wearable art, often using bold colors, intricate patterns, and detailed illustrations to create visually striking designs.)

[1]: 藝術家如何在潮鞋繪畫中將運動鞋用作畫布？

[2]: 藝術家在潮鞋繪畫中將運動鞋用作畫布，通過應用各種繪畫技術和材料來自定製鞋子。（他們將普通的運動鞋變成獨一無二的可穿戴藝術品，通常使用大膽的顏色、精緻的圖案和詳細的插圖來創造視覺上引人注目的設計。）

⑧ What role do _____ play in providing a platform for young creators?

例句：[1]: **What role do zines play in providing a platform for young creators?**

[2]: Zines play a crucial role in providing a platform for young creators to share their thoughts, ideas, and artistic works with a broader audience. (They offer an alternative to mainstream publishing, allowing creators to self-publish and distribute their work, fostering creativity and diversity in expression.)

[1]: 小冊子在為年輕創作者提供平台方面扮演著什麼角色？

[2]: 小冊子在為年輕創作者提供平台方面發揮著至關重要的作用，讓他們能夠與更廣泛的觀眾分享他們的思想、想法和藝術作品。（它們提供了一種替代主流出版的方式，允許創作者自行出版和分發自己的作品，促進了創造力和表達方式的多樣性。）

⑨ Why is _____ considered _____?

例句：[1]: **Why is DIY fashion considered a celebration of individuality?**

[2]: DIY fashion is considered a celebration of individuality because it allows individuals to create clothing and accessories that reflect their unique style, preferences, and personality. (It empowers people to express themselves creatively, breaking away from mass-produced, mainstream fashion and embracing their distinctiveness.)

[1]: 為什麼自製時尚被認為是對個性的慶祝？

[2]: 自製時尚被認為是對個性的慶祝，因為它允許個人創造反映其獨特風格、喜好和個性的服裝和配飾。（它賦予人們以創造力的表達方式，摒棄了大量生產的主流時尚，擁抱他們的獨特性。）

10 How does _____ enhance _____?

例句：[1]: **How does** subcultural art **enhance** our understanding of the world around us?

[2]: Subcultural art enhances our understanding of the world around us by offering diverse perspectives, cultural insights, and alternative narratives. (It challenges mainstream ideas and conventions, encouraging us to think critically and empathetically about different cultures, identities, and social issues.)

[1]: 次文化藝術如何增進我們對周圍世界的理解？

[2]: 次文化藝術通過提供多元的觀點、文化洞察和替代敘述來增進我們對周圍世界的理解。（它挑戰了主流觀念和慣例，鼓勵我們對不同文化、身份和社會問題進行批判性和同情性思考。）

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：本部分為協助教師介紹塗鴉作為次文化視覺藝術之一類的重要性、用字及作品。

Graffiti Art

One of the most visible forms of subcultural art is graffiti art, which can transform public spaces into open galleries. These artworks often spark conversations about social issues and amplify the voices of marginalized or overlooked individuals in mainstream society.

For instance, Taiwanese graffiti artist Bbrother draws inspiration from George Orwell's *1984*. His stencil-based art blends personal and political narratives, often featuring images of friends, family, and historical photos. Through his work, he challenges authority, participates in social movements, and uses graffiti as a form of cultural and political expression. His art has sparked controversy, notably during the “Huashan Graffiti Incident” (2006) and has been featured in exhibitions exploring avant-garde and urban art, including the Taipei Biennial in 2008.

Another notable figure in street art is Banksy, whose works often carry satirical and political messages. One of his most famous works, "Girl with a Balloon," features a young girl reaching for a red, heart-shaped balloon. This image has been reproduced and reinterpreted in various contexts, symbolizing hope, love, and the fleeting nature of life. Banksy's anonymity and provocative art have made him a prominent figure in the street art scene, challenging societal norms and raising awareness about pressing issues.

塗鴉藝術

最明顯的次文化藝術形式之一是塗鴉藝術，它將公共空間轉變為開放式畫廊。這些藝術作品常引發關於社會議題的討論，並放大被主流社會忽視或邊緣化的人們的聲音。

例如，台灣塗鴉藝術家 Bbrother 從喬治·奧威爾的《1984》中獲得靈感。他以模板為基礎的藝術融合了個人和政治敘事，通常展示朋友、家人和歷史照片的影像。通過他的作品他挑戰權威，參與社會運動，並將塗鴉作為文化和政治表達的形式。他的藝術引起了爭議，尤其是在「華山塗鴉事件」（2006 年）期間，並曾在探索前衛和都市藝術的展覽中展出，包括 2008 年的台北雙年展。

街頭藝術中另一個著名人物是班克斯（Banksy），他的作品常帶有諷刺和政治訊息。他的一幅著名作品《拿氣球的女孩》（Girl with a Balloon）描繪了一個年輕女孩伸手去抓一個紅色的心形氣球。這幅圖像已在各種背景下被重現和重新詮釋，象徵著希望、愛和生命的短暫。班克斯的匿名和挑釁性藝術使他成為街頭藝術界的一個重要人物，挑戰社會規範，提高對迫切問題的認識。

Teacher: Have you ever noticed any graffiti art in our cities?

Student 1: Yes, there's some near a park. It's colorful and looks really cool.

Teacher: Do you think graffiti art can be a form of social commentary?

Student: Definitely. Some graffiti artists use their art to talk about important issues like politics and inequality.

Teacher: What do you think about Bbrother's approach to graffiti art?

Student 1: I think it's interesting how he combines personal stories with political messages.

Student 2: I think it makes his art really impactful.

Teacher: How do you think Banksy's anonymity affects the way people view his art?

Student 1: I think it adds to the mystery and intrigue.

Student 2: People are more curious about his message because they don't know who he is.

Teacher: Why do you think street art like Banksy's is important?

Student 1: It can make people think about things differently.

Student 2: His art is often thought-provoking and can start conversations about important topics.

老師：你有沒有注意到我們城市中的塗鴉藝術？

學生：當然有，在公園附近有一些。它們很色彩繽紛，看起來很酷。

老師：你認為塗鴉藝術可以是一種社會評論的形式嗎？

學生：當然。一些塗鴉藝術家用他們的藝術來談論政治和不平等等重要問題。

老師：你對 **Bbrother** 的塗鴉藝術手法有什麼看法？

學生 1：我認為他將個人故事與政治信息結合起來的做法很有趣。

學生 2：我認為這使得他的藝術非常有影響力。

老師：你認為 **Banksy** 的匿名身份如何影響人們對他藝術的看法？

學生 1：我認為這增添了神秘感和吸引力。

學生 2：人們對他的信息更加好奇，因為他們不知道他是誰。

老師：你認為像 **Banksy** 這樣的街頭藝術為何重要？

學生 1：它可以使人們以不同的方式思考。

學生 2：他的藝術常常發人深省，可以引發人們對重要話題的討論。

■ 教學活動 Class Activities

活動一

說明：本創作活動為向名作致敬，請教師參考以下步驟引導學生創作

Creative Process: A Tribute to Some Masterpieces

Please select a famous graffiti artist's classic work (such as Banksy's "Girl with a Balloon") as a tribute to their masterpiece. Choose elements with significance and cultural context from the artwork and transform or substitute them with people or things from your life to create a graffiti piece that explores new social issues. Use media to express your creativity on the worksheet.

創作步驟：向名作致敬

請選擇一幅有名的塗鴉藝術家之經典作品（如班克斯 Banksy 《拿氣球的女孩》(Girl with a Balloon)）進行名作致敬之創作手法。選擇作品中有意義及文化脈絡之元素，進行轉化或替代為你生活中之人事物，成為探討新的社會議題之塗鴉作品。請使用媒材將你的創意表現於學習單之上。

創作內容之分析表達句型（學習單）

1. I chose ____ (Banksy's classic work *Girl with a Balloon*) as a tribute because ____.
我選擇了____(班克斯經典作品《拿氣球的女孩》)作為致敬之作，因為____。
2. In my work, I transformed ____ (the imagery from the original artwork) into ____ (people or things from my life,) making it more relevant to ____ (the real world, and...)
作品中，我將____(原作中的意象)轉化為____(我生活中的人或事物)，讓它更貼近____ (現實世界，並且...)
3. This graffiti piece made me think about new social issues, such as...
這幅塗鴉作品讓我思考到了新的社會議題，例如...

Teacher: Good morning, everyone. Today, we will create a tribute to a famous graffiti artist's classic work. Let's look at Banksy's "Girl with a Balloon."

Student 1: I chose Banksy's classic work "Girl with a Balloon" as a tribute because it is very powerful and emotional.

Teacher: Great choice, ____ (Student 1). Now, how will you transform the imagery from the original artwork?

Student 1: In my work, I transformed the balloon into a smartphone, making it more relevant to the modern world.

Teacher: Interesting! That's a creative transformation.

What new social issues does this graffiti piece make you think about?

Student 1: It reminds me of our dependence on technology.

It also made me think about how technology affects our personal relationships and mental health.

Teacher: Excellent point, _____ (Student 1). Now, everyone, use your creativity to express your ideas on the worksheet.

Student 2: I will also think about how social media influences our self-image and confidence.

Teacher: That's another important issue, _____ (Student 2). I'm looking forward to seeing all your creative works.

Student 2: Thank you, Mr./Ms. _____ (Teacher's family name). I will start now.

老師： 早安，大家好。今天我們要向著名塗鴉藝術家的經典作品致敬。我們來選擇班克斯的《拿氣球的女孩》。

學生 1： 我選擇了班克斯經典作品《拿氣球的女孩》作為致敬之作，因為它非常有力且富有情感。

老師： 很好的選擇，_____（學生 1）。那麼，你會如何轉化原作中的意象呢？

學生 1： 作品中，我將氣球轉化為智慧手機，讓它更貼近現實世界。

老師： 有趣！這是一個創意的轉化。

這幅塗鴉作品讓你思考到了哪些新的社會議題呢？

學生 1： 它讓我想到了我們對科技的依賴。

這幅塗鴉作品讓我思考到了科技如何影響我們的人際關係和心理健康。

老師： 很好的觀點，_____（學生 1）。現在，大家運用你的創意，將你的想法表現於學習單

學生 2： 我也會思考社交媒體如何影響我們的自我形象和自信心。

老師： 這是另一個重要的議題，_____（學生 2）。我期待看到你們所有的創意作品。

學生 2： 謝謝老師。我現在開始。

活動二

說明：本活動為介紹身體藝術與刺青之關連性、藝術家及其作品。並根據其藝術特點融入個人文化脈絡進行草稿之創作。

Appreciation-Body Art and Tattooing

One of the most prominent forms of body art is tattooing, also known as "刺青 (cìqīng)" in Mandarin, which has a long history in various cultures worldwide. In Taiwan, tattooing has been traditionally practiced by indigenous tribes such as the Atayal and Saisiyat, who tattooed intricate designs on their bodies as a symbol of identity, status, and cultural heritage. These tattoos, often featuring symbolic patterns and totems, hold deep meaning within these communities and are considered sacred.

In contemporary Taiwan, tattooing has evolved into a vibrant art form. Yang Jinxiang is a tattoo artist from Kaohsiung City, whose work combines elements of Asian and Taiwanese culture. With over 30 years of experience, he is now an international tattoo master. His most inspiring and skilled tattoo images are Buddha statues, earning him the nickname "Buddha Yang." His work reflects a deep understanding and respect for Buddhist culture and demonstrates his resilience and courage in life. Yang's tattoos blend traditional and modern elements, showcasing a unique style that is beloved by many.

Despite its growing popularity, tattooing in Taiwan still faces some challenges, as it is not yet fully accepted in all social circles for various reasons. However, with the rise of tattoo culture worldwide and the increasing recognition of tattooing as a legitimate art form, attitudes towards tattoos in Taiwan are gradually shifting. Through this exploration, students will gain a deeper understanding of the artistry and cultural significance of tattooing, as well as its evolving role in modern society.

鑑賞-身體藝術與刺青

身體藝術中最為突出的形式之一是刺青，也被稱為「刺青 (cìqīng)」。在全球各種文化中，刺青都有著悠久的歷史。在台灣，刺青一直是原住民部落的傳統文化，像是泰雅族和賽夏族等部落會在身體上刺上複雜的設計，作為身份、地位和文化遺產的象徵。這些刺青通常展現了象徵性的圖案和圖騰，在這些社群中具有深遠的意義，被視為神聖的。

在當代台灣，刺青已演變成受注目的藝術形式。台灣刺青藝術家，楊金祥是一位來自高雄市的刺青藝術家，他的作品融合了亞洲和台灣文化元素。憑藉著超過 30 年的豐富經驗，他現在是一位國際紋身大師。他最具啟發性且最擅長的刺青圖像是佛像，因此大家都稱他為「佛祖楊」。他的作品展現了對佛教文化的深刻理解和尊重，也反映了他對生命的堅韌和勇氣。楊金祥的刺青作品融合了傳統和現代元素，獨具風格，深受人們喜愛。

儘管刺青在台灣越來越受歡迎，但在社會上仍然面臨著一些挑戰，因為它在所有社會圈子中尚未完全被接受。然而，隨著全球刺青文化的興起和對刺青作為一種合法藝術形式的日益認可，台灣對刺青的態度正逐漸轉變。通過這次探索，學生將更深入地了解刺青的藝術性和文化意義，以及它在現代社會中不斷演變的角色。



楊金祥 Buddha Yang，《相由心生》，高雄市立美術館，台灣。圖/非池中藝術網攝

Please conduct a content analysis based on culturally significant body art or tattoo designs in Taiwan or other countries. Additionally, choose a suitable body location using the body position diagram below (or create your own), and integrate your own creativity or cultural context. Depict your creative results on paper using a pencil or other materials.

請根據你所查到臺灣或他國之具有文化意義的身體藝術或刺青圖案進行內容分析。同時根據下方之身體位置示意圖（或自己繪製），選擇合適的身體位置，融入自己的創意或文化脈絡，將創作成果用鉛筆或材料描繪於紙上。

鑑賞作品之內容表達句型

1. **The cultural significance of _____ [specific body art/tattoo design] in _____ [Taiwan/other country] is evident through its use of _____ [symbols/colors/patterns] to represent _____ [specific cultural beliefs/heritage/identity].**

[特定的身體藝術／刺青設計] 在 [臺灣／其他國家] 的文化意義顯而易見，透過使用 [符號／顏色／圖案] 來代表 [特定文化信仰／遺產／身份]。

2. **The intricate details of _____ [specific body art/tattoo design] reflect the rich history and traditions of _____ [Taiwan/other country], showcasing _____ [specific cultural practices/rituals/stories].**

[特定的身體藝術／刺青設計] 的細緻紋路反映了 [臺灣／其他國家] 的豐富歷史和傳統，展現了 [特定文化實踐／儀式／故事]。

3. **Through the analysis of _____ [specific body art/tattoo design], one can decipher the deep-rooted meanings and messages embedded within the _____ [symbols/colors/patterns], offering insights into _____ [specific cultural values/philosophies/traditions].**

透過對 [特定的身體藝術／刺青設計] 的分析，可以解讀其中蘊含的深刻意義和信息，提供對 [特定文化價值觀／哲學／傳統] 的洞察。

Teacher: Today, we will explore body art and tattooing, focusing on the cultural significance and creativity involved.

Student 1: Yang Jinxiang is a famous tattoo artist from Kaohsiung. His work combines elements of Asian and Taiwanese culture.

Teacher: Exactly, _____ (Student 1). What makes his tattoos unique and respected?

Student 2: I can answer that. His tattoos blend traditional and modern elements, and he is known for his Buddha statues.

Teacher: Correct. Now, let's analyze the cultural significance of a specific tattoo design. For example, how are symbols used in tattoos in Taiwan?

Student: The cultural significance of the Atayal tribe's facial tattoos in Taiwan is evident. Through their use of intricate patterns, it represents identity and heritage.

Teacher: Very good. And what about the details of these tattoos?

Student: The details of these tattoos reflect the rich history and traditions of the Atayal tribe, showcasing specific cultural practices.

Teacher: That's exactly the point. Now, use your creativity to design your own tattoo. Try to incorporate cultural elements and personal significance.

Student: I will think about how to integrate modern elements with traditional patterns in my design.

Teacher: That sounds great. I'm looking forward to seeing all your designs.

老師：今天，我們要探索身體藝術和刺青，重點是其文化意義和創意。

學生 1：楊金祥是一位來自高雄的著名刺青藝術家。他的作品融合了亞洲和台灣的文化元素。

老師：沒錯，_____（學生 1）。他的刺青有什麼獨特之處和受人尊敬的地方呢？

學生 2：我可以回答！他的刺青融合了傳統和現代元素，而且他以佛像聞名。

老師：現在，我們來分析特定刺青設計的文化意義。舉例來說，台灣的刺青如何使用符號呢？

學生：泰雅族的臉部刺青在台灣的文化意義顯而易見，通過使用複雜的圖案來代表身份和遺產。

老師：很好。那這些刺青的細節呢？

學生：這些刺青的細緻紋路反映了泰雅族的豐富歷史和傳統，展現了特定的文化實踐。

老師：這正是重點。現在，運用你的創意來設計自己的刺青，嘗試融合文化元素和個人意義。

學生：我會思考如何在我的設計中融合現代元素和傳統圖案。

老師：聽起來很棒。我期待看到你們所有的設計。

單元三 設計思考：理論、步驟和創意呈現

Design Thinking: Theory, Steps, and Creative Manifestations

(藝術生活-美術應用)

臺中市立文華高級中等學校 戴岳弦老師

■ 前言 Introduction

Design thinking, rooted in empathy and problem-solving, provides a novel perspective on creativity. Originating from Stanford's d.school, it guides designers to address complex challenges through a human-centric approach. At its core, design thinking prioritizes a theory of emphasizing a human-centric approach, encouraging understanding of users' needs, defining problems, ideating creative solutions, prototyping concepts, and refining designs.

An exemplary manifestation of design thinking in art is the "Before I Die" project by Candy Chang. Inspired by personal loss, Chang transformed an abandoned building into an interactive installation. Passersby were invited to complete the sentence "Before I die, I want to..." on a chalkboard wall. This project engaged the community, fostering connection and introspection through a collaborative art experience.

Here are several influential designers who have embraced and propagated design thinking principles:

1. **David Kelley:** Co-founder of IDEO and founder of the Stanford d.school, Kelley's human-centered approach has left a lasting mark on the design thinking landscape.
2. **Tim Brown:** As CEO of IDEO, Brown is an advocate for design thinking, emphasizing creativity, collaboration, and user-centered design.
3. **Jony Ive:** Former Chief Design Officer at Apple, Ive's role in designing iconic products like the iPhone and MacBook exemplifies design thinking principles in action.

In conclusion, design thinking, with its emphasis on empathy, problem-solving, and user-centered design, has evolved into a transformative force. As seen in the "Before I Die" project and through the influence of designers like David Kelley and Tim Brown, design thinking continues to inspire and redefine the way we approach challenges, fostering innovation and meaningful connections in both the artistic and design realms.

設計思考，根植於共情和解決問題，為創造力提供新穎的視角。源自於史丹佛大學的 d.school (設計學院)，引導設計師以以人為中心的方法應對複雜挑戰。

在其核心，設計思考優先考慮一種理論，包括 (a) 強調以人為中心的方法，(b) 鼓勵了對用戶需求的理解，(c) 定義問題，(d) 構思創意解決方案的，(e) 為概念制作原型，以及 (f) 完善該設計。

設計思考在行動藝術中的一個典型例子是 Candy Chang 的“Before I Die”項目。受到對親人失去的啟發，Chang 將一座廢棄建築轉變為互動裝置。路人被邀請在一個粉筆牆上，接龍完成「在過世之前，想要……」的句子。這個專題計畫凝聚了社區，透過協作的藝術體驗，促進連接和反思。

一些有影響力的設計師已經手接受並宣揚了設計思考的原則：

1. **大衛·凱利**：IDEO 的聯合創始人和史丹佛 d.school 的創始人，凱利的以人為中心的方法在設計思考領域留下了深刻的印記。
2. **蒂姆·布朗**：作為 IDEO 的首席執行官，布朗一直是設計思考，強調創意、協作和以用戶為中心的提倡者。
3. **Jony Ive**：蘋果前首席設計官，Ive 在 iPhone 和 MacBook 等標誌性產品設計的角色，成為實踐設計思考原則的典範。

總之，設計思考強調共情、解決問題和以用戶為中心的設計，已經發展成一股變革力量。正如在“Before I Die”項目中所見，以及大衛·凱利和蒂姆·布朗等設計師的影響所展示的那樣，設計思考繼續激發並重新定義我們解決挑戰的方式，促使創新在藝術和設計領域中取得意義深遠的連接。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
design thinking	設計思考	methodology	方法論
empathy	共情	problem-solving	問題解決
human-centric	以人為中心	innovation	創新
perspective	視角	prioritize	以...為優先
concept prototyping	概念原型	continuous improvement	持續改進
catalyst (for innovation)	(創新的)催化劑	manifestation	展示範例
passerby	路人	collaborative	協作的
foster	促使、促進	propagate	宣揚
influential	具影響力的	advocate	推廣者
iconic product	標誌性產品	exemplify	成為...典範
emphasis on	強調於	evolve into	發展成
a transformative force	一股變革力量	the artistic and design realms	藝術和設計領域

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① _____ is deeply rooted in _____.

例句(1) : Design thinking **is deeply rooted in** empathy, ideation, and iterative problem-solving.

設計思考是一種根植於共情、構思和迭代問題解決的方法論

例句(2) : Culture **is deeply rooted in** the mind, behaviors, and products of groups of people.

文化是一種根植於某一群體的共同心理及行為及產物。

② Originating from _____, it guides _____ through _____.

例句(1) : **Originating from** Stanford's d.school, **it guides** designers to address complex challenges **through** a human-centric approach.

源自於史丹佛大學的 d.school 設計學院，引導設計師透過以人為中心的方法，去應對複雜挑戰。

例句(2) : **Originating from** Zen philosophy, **it guides** Japanese designers to decorate their gardens **through** a metaphysical approach.

源自於禪宗哲思，引導日本設計師透過形而上的途徑，去裝飾他們的園林。

③ At the heart of _____ lies _____.

例句 : **At the heart of** design thinking **lies** a theory that prioritizes a human-centric approach.

在設計思考的核心，存在一種理論，強調以人為中心的方法。

④ _____ unfolds in _____

例句 : The design thinking process **unfolds in** five key steps.

設計思考的過程包括（揭示於）五個主要步驟。

5 _____ is an advocate for _____.

例句(1) : Tim Brown **is an advocate for** design thinking, emphasizing creativity, collaboration, and user-centered design.

提姆布朗一直是設計思考，強調創意、協作和以用戶為中心的提倡者。

例句(2) : Jane Goodall **is an advocate for** responses to alarming deforestation rates and decreasing populations of endangered species.

珍古德倡導對令人擔憂的森林砍伐速度和瀕危物種數量下降做出行動。

6 _____ showcases _____.

例句(1) : Ive's role in designing iconic products like the iPhone and MacBook **showcases** design thinking principles in action.

Ive 在 iPhone 和 MacBook 等標誌性產品設計的角色，成為實踐設計思考原則的典範。

例句(2) : Taiwan's role in enriching cultural variety in Asia **showcases** its importance in global cultures.

臺灣在豐實亞洲文化多元性的角色上，展現其作為全球文化一份子的重要性。

7 _____ engaged _____, fostering _____.

例句(1) : This project **engaged** the community, **fostering** connections and introspection through a collaborative art experience.

這個專題計畫凝聚社區，透過共作的藝術體驗，促進連接和反思。

例句(2) : This building **engaged** the community, **fostering** connections through the experience of the space.

這棟建築凝聚社區，透過空間的體驗，促進連接。

8 Based on _____, _____ articulate the problem statement, providing _____.

例句 : **Based on** insights gained through empathy, designers **articulate the problem statement, providing** a foundation for the creative process.

根據共情所獲得的見解，設計師陳述問題，提供了創意過程的基礎。

9 _____, with its emphasis on _____, has evolved into a transformative force.

例句(1) : Design thinking, **with its emphasis on** empathy, problem-solving, and user-centered design, **has evolved into a transformative force**.

設計思考，其強調共情、解決問題和以用戶為中心，已經發展成一股變革力量。

例句(2) : Postmodern Art, **with its emphasis on** multiple values, dialogues, and decentering, **has evolved into a transformative force**.

後現代藝術，其強調多元價值、對話和去中心化，已經發展成一股變革力量。

10 As seen in _____, _____ continues to _____.

例句 : **As seen in** the “Before I Die” project, design thinking **continues to** inspire and redefine the way we approach challenges.

正如在 “Before I Die” 項目中所見，設計思考繼續激發並重新定義我們解決挑戰的方式。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：請學生閱讀以下短文，它是有關設計思考過程的五步驟，請透過討論來幫助理解及發表個人看法。

Five Steps of Design Thinking Process

The design thinking process unfolds in five key steps:

1. **Empathize:** Designers delve into understanding the needs and experiences of users, laying the foundations for problem-solving.
2. **Define:** Based on the insights gained through empathy, designers articulate the problem statement, providing a foundation for the creative process.
3. **Ideate:** Unrestricted by limitations, designers generate a myriad of creative solutions, fostering a culture of uninhibited ideation.
4. **Prototype:** Tangible representations of ideas are created for testing and refinement, allowing for a hands-on exploration of potential solutions.
5. **Test:** Solutions are tested, and feedback is gathered, initiating an iterative loop for continuous improvement and refinement.

Based on the explanations of each of the steps above, which step do you think is the most important step? As a student, how can you improve your daily life by applying design thinking?

設計思考過程之五步驟

設計思考的過程包括五個關鍵步驟：

1. **共情：**設計師深入了解用戶的需求和經歷，為解決問題打下基礎。
2. **定義：**根據共情所獲得的見解，設計師陳述問題，提供了創意過程的基礎。
3. **構思：**不受限制地創建各種創意解決方案，培養無拘束的構思文化。
4. **原型：**為測試和完善而創建可觸及的概念原型，進行潛在解決方案的實際探索。
5. **測試：**測試解決方案，收集反饋，啟動不斷改進和完善的迭代循環。

根據上列對每一步驟的說明，那一步你覺得最重要？為什麼？你作為一位學生，你可以如何應用設計思考於改善日常生活？

Teacher: Today, we're going to explore the first step in the design thinking process: empathize. This involves understanding the needs and experiences of users. Can anyone think of a real-life situation where empathy could be important?

Student: Well, I think when creating a new product, it's important to empathize with potential users. It can ensure it meets their needs and solves their problems.

Teacher: Great point! Now, moving on to Step Two: define. After gaining insights through empathizing, designers articulate the problem statement. Can someone give an example of defining a problem based on empathy?

Student: For example, in a school setting, if students are struggling with a particular subject, defining the problem could help. It involves identifying the specific challenges they face through empathetic conversations and observations.

Teacher: Excellent! Now, let's discuss Step Three: ideate. Designers generate creative solutions without limitations. How might this step be applied in everyday life?

Student: I think when planning a family vacation, ideation can involve brainstorming various destinations and activities to ensure everyone's interests and preferences are considered.

Teacher: That's a very practical example! Now, onto Step Four: prototype. Tangible representations are created for testing. Can anyone think of a situation where prototyping could be useful?

Student: When planning an event, like a school fair, creating a small-scale prototype of the layout and activities could be useful. It could help participants in visualizing and refining the overall experience for attendees.

Teacher: That's a great application! Finally, Step Five: test. Solutions are tested, and feedback is gathered. How could testing be applied in our daily lives?

Student: As a student, when trying to improve time management, I can try to test different productivity methods and learn from personal experience. By doing so, it can help in refining and optimizing my schedule.

Teacher: Fantastic examples, everyone! Applying the design thinking process in real life can lead to innovative solutions. It also leads to continuous improvement.

老師：同學們，今天，我們將探討設計思維過程的第一步：「共感」。這包括了理解使用者的需求和經驗，為解決問題奠定基礎。有人能想到現實生活中共感至關重要的情況嗎？

學生：嗯，我認為在創建新產品時，共感與潛在用戶建立連結是重要的。它可以確保產品滿足用戶的需求並解決問題。

老師：很好的觀點！現在，我們來談談第二步，「定義」。通過共感獲得的見解，設計師陳述問題，為創造性過程奠定基礎。有人能舉出基於共感定義問題的一則例子嗎？

學生：舉例，在學校環境中，如果學生在某一科目上遇到困難，定義問題能有所幫助。這步驟能通過共情對話和觀察，來確認他們面臨的具體挑戰。

老師：非常好！現在，讓我們討論第三步：「構想」。設計師在沒有限制的情況下生成創意解決方案。這個步驟在日常生活中可能如何應用？

學生：我認為在計劃家庭度假時，構想可以涉及頭腦風暴各種目的地和活動，以確保考慮到每個人的興趣和喜好。

老師：非常實際的例子！現在，進入第四步：「原型」。創建具體的表示進行測試。

有人能想到原型可能有用的情況嗎？

學生：在策劃活動時，比如學校的園遊會（嘉年華），建立平面佈局和活動舉辦的小規模原型，可以幫助視覺化和優化參與者的整體體驗。

老師：那是一個很好的應用！最後，第五步：「測試」。解決方案經過測試，並收集反饋。在我們的日常生活中，步驟「測試」如何應用？

學生：我自己作為一位學生，當想嘗試改進時間管理時，我可以測試不同的生產力方法，並從個人經驗中學習，這樣可以幫助優化自己的時間表。

老師：大家提供的例子都很棒！在現實生活中應用設計思維過程確實能帶來創新的解決方案和持續改進。

■ 教學活動 Class Activities

活動一

說明：請學生閱讀以下短文，並討論一個案例研究，它是有關某一個東南亞社區如何透過設計思考過程來幫助凝聚大家的力量作出改變。

Designing Positive Change: the “Art for Change” Project in Taiwan

This study explores an imaginative and potentially practical design thinking project known as "Art for Change." It's a special initiative that uses design thinking principles to tackle social issues in Taiwan. The project suggests an idea initiated by local artists, designers, and community organizers working together, aiming to bring positive change through innovative and culturally sensitive art interventions.

The study looks into how design thinking is applied throughout the project's life, focusing on understanding community needs, generating ideas, creating prototypes, and testing them. By including local perspectives and involving the community in the creative process, the project shows how design thinking can be a powerful tool for creating lasting solutions that connect with the diverse cultures of the region.

Key points in the study cover the project's start, the collaborative design process, challenges faced, and the impact on the communities involved. It highlights how design thinking not only shapes artistic work but also contributes to community empowerment, social unity, and sustainable solutions to important issues.

Through this study, readers get insights into how art, design thinking, and community development intersect. It demonstrates the potential for similar projects to bring about positive change and address complex challenges in diverse cultural contexts.

設計正向變革：台灣『藝術改變』專案

這項研究探討了一個富有想像力且潛在實用的設計思考專案，被稱為「藝術改變」。這是一個特別的倡議，運用設計思考原則來應對台灣的社會問題。該專案提出了一個由當地藝術家、設計師和社區組織者共同發起的概念，旨在通過創新和文化敏感的藝術介入來帶來正面的改變。

研究深入探討了設計思考方法在整個專案生命週期中的應用，強調對社區需求的共情理解、構思、原型製作和反覆測試。通過納入當地觀點並讓社區參與創意過程，該專案展示了設計思考如何成為創造持久解決方案的強大工具，與該地區多元文化風景相契合。

研究的重點包括專案的開始、協作的設計過程、面臨的挑戰以及對參與社區的最終影響。它凸顯了設計思考原則不僅塑造藝術作品，還有助於社區賦能、社會凝聚和對重要問題的可持續解決方案。

透過這項研究，讀者能深入了解藝術、設計思考和社區發展的交集。它展示了類似專案在帶來正面改變並應對多樣文化課題上的潛力。

Teacher: Good morning, everyone! Today, we will discuss an imaginative and potentially practical design thinking project called "Art for Change." It is about the concept of reshaping a community.

Student: That sounds interesting!

Teacher: Can anyone guess where the inspiration for this project comes from?

Student: Is it about using art to change the community to be a better place?

Teacher: That's pretty close! The project applies design thinking principles to address social issues, involving collaboration between local artists and community organizers. What social issues do you think exist in a community?

Student: Could it be the forgetting of the community's history and values?

Teacher: Absolutely. The accumulated history and values of a community over time are essential to its residents. Shared memories can unite a community, fostering mutual assistance and indirectly addressing some social issues.

Teacher: So, how can we use artistic expressions to present? How can we draw attention to people's awareness and action?

Student: We can collect old photos. We can also transform the underutilized (or abandoned) spaces into dedicated exhibition areas.

Student: We can also design different activities based on different purposes, such as organizing photography contests to preserve beautiful moments.

Teacher: Excellent ideas!

However, what's even more important is not to forget to apply the design thinking process, emphasizing empathy, ideation, prototyping, and iterative testing.

It's crucial to incorporate local perspectives to ensure that the community members are actively involved in the creative process.

老師：早安，同學們！今天我們將討論一個想像性的、未來可能實踐的一個設計思考專題「藝術改變」。它是有關於社區再塑造的概念。

學生：聽起來很有趣！

老師：有人要猜一下這個項目的靈感來自哪裡？

學生：它是關於用藝術讓社區成為一個更好的地方嗎？

老師：接近。這是個想像的項目，它在利用設計思考原則應對社會議題，涉及到當地藝術家和社區組織者的合作。

你認為在一個社區會有那些的社會議題？

學生：社區的歷史及價值被人遺忘算嗎？

老師：當然。社區在時間中累積的歷史及價值對住在那裡的人很重要。共同的記憶可以凝聚一個社區，大家相互幫助，也間接解決了一些社會問題。

老師：那我們可以如何利用藝術的表現手法去呈現？

我們如何喚醒人們的注意及行動？

學生：我們可以收集舊照片。我們還可以將閒置不用的空間轉化為固定的展出空間。

學生：我們還可以根據不用的目的，設計不同的活動，例如辦攝影比賽保留當下美好的時刻。

老師：你們提出的都是很好的想法。但是更重要的是，不要忘了應用設計思考的過程，注重共情理解、構思、原型制作和反覆測試，更重要是要納入當地觀點，它能让社區的人們更融入於創造過程。

活動二

Reshaping the Campus Project

The campus is not only a space for students and teachers to learn but also a place where shared memories are created. Now you are going to apply the principles and processes of design thinking to explore the possibilities of reshaping the campus space through artistic expression.

Use the table below to create a design thinking process chart. This chart should include data collected through interviews and observations, empathizing with the problems to be faced when reshaping the campus space, such as considering the unique features of your school, identifying the core values of campus space transformation, and defining the users.

For the define and ideate stages, it may involve the redesign of physical spaces, decorations or murals, finding exhibition spaces, and organizing art events.

For prototyping and testing, you can use sketches to visualize the outcomes of design thinking. Please also refer to the attached case study on the use of design thinking for campus transformation in Taiwan.

Group Task/Assignment:

1. Discuss and complete the Design Thinking Process form:

This task corresponds to the initial part of the content, where the students are asked to apply design thinking principles and process to explore the possibilities of reshaping the campus space. The Design Thinking Process form is intended to guide the discussion and consideration of key elements like empathizing, defining, ideating, prototyping, and testing.

2. Sketch a draft illustrating the envisioned campus renovation:

This task is in line with the later stages of the content, particularly the part that mentions using sketches to visualize the outcomes of design thinking. Sketching a draft is a practical application of the ideation and prototyping stages mentioned in the design thinking process.

校園改造計畫

校園是師生學習的空間，也是創造共同回憶之處。請應用設計思考之原則及流程，探討用藝術的表現手法去重新塑造校園空間之可能性。

請利用下表，設計思考流程表，它包括：透過訪談及觀察，共情在校園空間重塑時必須面對的問題，例如思考自己學校的特色為何？校園空間改造的核心價值為何？誰是使用者？

同時在定義及構想上，它可能包括對硬體空間的重新塑造、佈置或壁畫、尋找展出空間及舉辦藝術活動...等。在製作原型及測試上，可以利用繪製草圖來視覺化設計思考的成果。

同時請參考附件有關台灣運用設計思考進行校園改造的案例研究。

小組任務

1. 討論並完成設計思考流程表：

這項任務對應到內容的初始部分，學生被要求應用設計思考的原則和流程，探索通過藝術表現方式重塑校園空間的可能性。設計思考流程表旨在引導討論，並考慮與共感、定義、構思、製作原型和測試相關的關鍵元素。

2. 繪製草圖，描繪所想像的校園改造：

這項任務與內容的後期階段相符，特別是提到使用草圖來視覺化設計思考成果的部分。繪製草圖是設計思考構思和製作原型階段的實際應用。

一 運用下表「設計思考過程」進行發想討論、並記下討論結果

Empathize	共情
Define	定義
Ideate	構想
Prototype	原型
Testing	測試
Write the expected results & sketch a draft illustrating the envisioned campus renovation	預期成效 繪製草圖，描繪想像的校園改造

參考資料：

王英儒. (2017). 以設計思考推動進行校園形象設計創作研究-以內湖高工為例 (The Creative Research of Promoting The Design of School Image by Design Thinking - Taking Neihu Vocational High School as An Example). 國立臺北師範大學設計學系研究所碩士論文. <https://doi.org/10.6345/NTNU202202889>

Teacher: Good morning, class(/everyone). Today, we'll discuss how we can reshape our campus space through artistic expression. Have any of you thought about this before?

Student: Not really, but it sounds interesting. What exactly do you mean by reshaping the campus space?

Teacher: That's a great question. It's about using design thinking principles to transform our campus. It should reflect our core values and create shared memories. For example, we could redesign physical spaces or add murals.

Student: That sounds cool! So, where do we start?

Teacher: We will start by empathizing with the users of our campus – that's all of us, including students, teachers, and staff. We need to identify the unique features of our school and problems we face with the current layout.

Student: So, we could interview people and observe how different areas are used?

Teacher: Exactly! We collect data through interviews and observations to understand what changes would be most beneficial. What do you think we should look for during this process?

Student: Maybe we can ask if there are any areas that people think are underused or if there are any places where they feel uncomfortable.

Teacher: Yes, that's a great start. After gathering data, we'll move to the define and ideate stages. This is where we identify specific problems and brainstorm creative solutions. It could include redesigning a space, adding decorations, or even creating murals.

Student: I can already think of a few places that could use more color and better seating areas.

Teacher: Fantastic! We'll compile everyone's ideas and create a design thinking process chart to guide our project. Remember, our goal is to make our campus a more inviting and inspiring place for everyone.

老師： 早安，同學們。今天我們要討論如何通過藝術表達來改造我們的校園空間。你們有沒有想過這個問題？

學生： 沒有，不過聽起來很有趣。老師，您具體是指什麼？

老師： 好問題。這是關於使用設計思維的原則來改造我們的校園，使之反映我們的核心價值並創造共享的記憶。例如，我們可以重新設計物理空間或添加壁畫。

學生： 這聽起來很酷！那我們該從哪裡開始呢？



老師：我們從同理心開始，了解我們校園的使用者——也就是我們所有人，包括學生、老師和員工。我們需要識別學校的獨特特徵以及當前布局中存在的問題。

學生：所以我們可以進行訪談和觀察，看看不同區域是如何被使用的？

老師：完全正確！我們通過訪談和觀察收集數據，以了解哪些改變最有益。你們認為我們在這個過程中應該關注什麼？

學生：也許我們可以詢問哪些區域被認為是未充分利用的，或是哪些地方讓人感到不舒服。

老師：是的，這是一個很好的開始。收集數據後，我們將進入定義和構思階段。在這個階段，我們將確定具體的問題並集思廣益，提出創意解決方案。這可能涉及重新設計空間、添加裝飾，甚至創建壁畫。

學生：我已經能想到幾個可以增添更多色彩和更好座椅區域的地方了。

老師：太棒了！我們會整理大家的想法，創建一個設計思維過程圖來指導我們的項目。記住，我們的目標是讓校園變得對每個人都更有吸引力和啟發性。

單元四 現代音樂風貌

Modern Music Style

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■ 前言 Introduction

Modernism in music is an aesthetic stance underlying a period of diverse reactions in challenging and reinterpreting older categories of music, which were innovations that led to new ways of organizing harmonic, melodic, sonic, and rhythmic aspects of music. A change in the visual worldviews occurred during the period of Modernism as well. It is a period in the history of music where no genre has held such dominance. "Innovative" is frequently used to describe the music of this period.

音樂中的現代主義是一種美學立場，它以挑戰並解釋各舊時代音樂類別的方式，做出多元的回應，且朝向創新的方式來組織和聲、曲調、聲音和節奏等音樂面向。現代主義時期，視覺化的世界觀也發生變化。在此音樂史上一個沒有任何音樂流派佔據主導地位的時期，「創新」一詞常被用來形容這時期的音樂。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
aesthetics	美學	innovation	創新
Arnold Schönberg	阿諾德·荀貝格	Alexander Scriabin	亞力山大·斯克里亞賓
avant-garde	前衛	microtonal	微分音
aleatoric music/ chance music	機遇音樂	atonal music	無調性音樂

serialism	音列	modernist music	現代派音樂
expressionism	表現主義	futurism	未來主義
neoclassicism	新古典主義	metrical rhythm	韻律節奏

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① _____ associated with _____.

例句：The keyword most **associated with** modernism in music is "innovation".

與現代主義音樂最有關聯的關鍵字即是「創新」。

② _____ committed to _____.

例句：Modernist composers and musicians **committed themselves to** exploring entirely new means and methods of expression.

現代主義作曲家和音樂家致力於探索全新的表現途徑和方式。

③ **According to** _____, _____.

例句：**According to** the study, expressionist music attempted to eliminate all of traditional music's conventional elements.

根據這份研究，表現主義音樂試圖消除所有傳統音樂的常規元素。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：介紹現代主義音樂代表作曲家及其主張。

Make it new!

Early in the 1890s, a period of modernism in music was ushered in by the rejection of Wagner's great operas, the canonization of musical conservatories, and the traditional styles of composition and performance they promoted. Musicologists typically consider the era of modernism in music to have been from approximately 1890 to 1930. This period is thought to have followed the postmodernist movement of the 1930s. Similar to other artistic mediums, innovation is a crucial concept in contemporary music. Composers and musicians explored totally new avenues for expression, musicianship methods, and artistic processes and effects.

The twelve-tone technique, developed by Arnold Schönberg, moved from tonality to atonality, representing a completely new approach. Igor Stravinsky abandoned traditional classical approaches more and more in regards to the metric rhythm. Furthermore, Alexander Scriabin called for the performance of some of his music to be enhanced with additional musical effects such as light shows and the circulation of fragrances in the performance hall. Others called for the use of instruments that had not previously been used in such a way.

來點新的！

音樂現代主義時期始於 1890 年代，對於華格納樂劇和屹立不搖、典範式學院派傳統作曲和演奏樣式，抱持反對的態度。音樂學家傾向將現代主義音樂時期界定在 1890 年至 1930 年之間；他們通常將 1930 年之後完成的音樂作品視為「後現代」。與其他藝術一樣，現代主義音樂的關鍵字始終是創新。作曲家和音樂家致力於探索全新的表達手段和方法、音樂素養的新技巧及新的美學取徑和效果。

阿諾德·荀貝克提出的十二音技術從調性轉向無調性，代表一種全新的方法。伊果·斯特拉溫斯基堅決拒絕使用傳統的節奏節拍。此外，亞力山大·斯克里亞賓倡導透過結合燈光秀和風扇助長空氣流動以促進香氛環繞等超音樂效果的手段，來提升表演效果。其他音樂家則呼籲以前所未聞的方式演奏樂器。

Teacher: Based on the content knowledge of this unit, I'd like to ask you a couple of questions about modernist music.

Teacher: What was the most significant characteristic of modern music?

Student: Composers called for innovative changes in many aspects of music from composition to performance.

Teacher: Would you please provide an example?

Student: Take Arnold Schönberg as an example, he offered a completely new approach which replaced tonality by introducing atonality.

Teacher: What was the measure Arnold Schönberg developed to deconstruct tonality?

Student: Arnold Schönberg created a system named the 12-tone technique.

Teacher: Which word would you choose to describe modernist music?

Student: I guess the most appropriate word would be "innovative", because modernist composers committed to making new approaches which had never been seen before.

Teacher: Very good! You understand the key points about modernist music.

老師：根據本單元的內容知識，我來問幾個關於現代音樂的問題。

老師：現代音樂最顯著的特徵為何作曲家他們倡導什麼主張？

學生：作曲家呼籲從作曲到表演的許多方面做出創新性的改變。

老師：能舉個例子嗎？

學生：以阿諾德·荀貝格為例，他提出了一種全新的方法，透過無調性來取代調性。

老師：阿諾德·荀貝格採取了什麼方式來解構調性？

學生：阿諾德·荀貝格創建了一個名為 12 音技法的系統。

老師：如果只用一個詞來形容現代主義音樂，你會選擇什麼詞？

學生：我想最合適的詞應是「創新」，因為現代主義作曲家致力於創造前所未見的新方法。

老師：很好，你們都了解現代主義音樂的要點了。

概念二

說明：認識「新古典主義」與「表現主義」。

Neoclassicism

Neoclassicism brought classical music's order, balance, economy, clarity and restraint, emotion, composition, and performance back to the forefront following World War I. It rejected both the intense emotionalism of Romantic music and the very experimental music composed between 1900 and 1919. Smaller orchestras and chamber groups were formed, performance values were raised, compositions concentrated on rhythm and counterpoint, and the music shifted away from Romanticism's "programmatic" style—which the neoclassicists disapproved of—and toward "absolute" music.

Expressionism

German and Austrian influences are the source of expressionism in music, which is strongly associated with atonality and the second Viennese school. Expressionism emphasizes the expression of more fundamental and discordant feelings, such as grief, despair, and rage. Expressionist music seeks to completely convey these deeper, frequently intense feelings through similarly intense, disruptive, and occasionally even violent sounds that are meant to elicit unsettling reactions from listeners.

新古典主義

第一次世界大戰後，出現回歸傳統的「古典」音樂原則，在情感、作曲和表演方面，主張秩序、平衡、經濟、清晰和克制。一方面，它拒絕了浪漫主義的強烈情感主義，以及大約 1900-1919 期間瘋狂的實驗音樂。管弦樂團和室內樂團編制也變得較小，表演價值傾向更加內斂，作曲注重對位和節奏，音樂變得不那麼「標題性」而更專注於「絕對性」的音樂。

表現主義

德國和奧地利的影響是音樂表現主義的根源，它與無調性和第二維也納學派密切相關。表現主義強調表達更基本和不和諧的情感，例如悲傷、絕望和憤怒。表現主義音樂試圖透過同樣強烈的、破壞性的、有時甚至是暴力的聲音來完全傳達這些更深層的、總是強烈的情感，這些聲音目的更在引起聽眾不安的反應。

Teacher: I am going to ask you a couple of questions about neoclassical music and expressionist music based on the content knowledge of this unit.

Teacher: What are the features of neoclassical music?

Student1: There are several features of neoclassical music, for instance, orchestras and chamber ensembles became smaller, and performance values became more restrained.

Student2: In addition, composition focused on counterpoint and rhythm, and the music became less “programmatic” and more focused on “absolute” music.

Teacher: Very good. Both of you are correct.

老師：根據本單元的內容知識，我來問幾個關於新古典主義和表現主義音樂觀念的問題。

老師：新古典主義音樂的特徵是什麼？

學生1：新古典主義音樂有好幾個特徵，譬如說，管弦樂團和室內樂團編制也變得較小，表演價值傾向更加內斂。

學生2：此外，作曲注重對位和節奏，音樂變得不那麼「標題性」而更專注於「絕對性」的音樂。

老師：非常好。你們倆都說的很正確。

■ 教學活動 Class Activities

活動一

說明：本活動訓練讀譜能力及認識作曲家斯克里亞賓創造的「神秘和弦」。



Teacher: Scriabin's "mystic chord" is a typical example of an innovation in which he created the impression of a completely new musical world. Let's look at the "mystic chord" as it is shown in this picture.

How is it different from the traditional triad chord?

Student: Traditional triads are made up of intervals of thirds. The "mystic chord" is not.

Teacher: Correct. What are the intervals of the "mystic chord"?

Student: I suppose it is constructed on intervals of fourths. Is that correct?

Teacher: Yes, that is correct. You can tell that Do-Fa, Fa-Si, Si-Mi, Mi-La are all built on intervals of fourths.

Now when we break this chord into a scale, what do we find out from the scale?

Student: Wow! The chord makes a scale that can be understood as a partially whole-tone scale.

Teacher: Yes. If we examine the first four notes, they truly fit the concept of a whole-tone scale.

As we have already analyzed, the "mystic chord" said "no" to a traditional chord which is conventionally made up of intervals of thirds. In other words, Scriabin overturned the traditional concept of triad chords.

老師：斯克里亞賓的「神秘和弦」是一個典型的創新例子，他創造了一個全新音樂世界的印象。我們來看看圖中的「神秘和弦」。

它與傳統的三和弦有什麼不同？

學生：傳統的三和弦是由三度音程組成的。「神秘和弦」不是如此。

老師：正確。「神秘和弦」的音程是什麼？

學生：我想它是建立在四度音程上的。這個答案對嗎？

老師：正確！你可以看出來 Do-Fa, Fa-Si, Si-Mi, Mi-La 都是四度音程。

現在我們把這個和弦分解，排成音階。你從這個音階發現什麼？

學生：哇！這個和弦產生的音階可以理解為一部分的全音音階。

老師：是的。如果我們檢查前四個音符，它們符合全音音階的概念。

正如我們分析的，「神秘和弦」對傳統上由三度音程組成的傳統和弦說「不」。換句話說，斯克里亞賓推翻了傳統的三和弦概念。

活動二

說明：本活動為聆聽音樂作品說出時代風格。

Now we are going to listen to three pieces composed during the modernist period.

Arnold Schoenberg: String Quartet No. 2, Op. 10 (1907-08)

The String Quartet No. 2 by Schoenberg is composed of four movements. The remaining movements use features typically found in program music, except the opening movement, which appears as standard absolute music. The folk ballad "O du Lieber Augustin" from Vienna is referenced in the second movement. Stefan George's poetry is used in the third and fourth movements, which are rare for a string quartet since they also feature a soprano voice.

Arthur Honegger: Pacific 231 (1923)

In Honegger's own words, this piece of music portrayed a scene: the quiet breathing of a machine at rest, its effort to start, the increasing speed, the progression from mood to mood, as a 300-ton train hurtles through the pitch-black night at 120 miles per hour.

The work consists of five main sections:

Standstill

The start of the locomotive

Increasing speed

Driving at top speed、

Deceleration and stop

Using ostinatos, other textural markers, and melodic motifs, the five major sections are separated one from the other in a sequential fashion. Every sound is a component of a train and the various soundscapes that are created prior to, during, and after the train travels.

現在我們將聆聽兩首現代主義時期的作品。

阿諾德·苟貝格：第二號弦樂四重奏，作品 10（1907-08）

苟貝格《第二號弦樂四重奏》由四個樂章組成。除了第一樂章表現為常見的絕對音樂外，其餘樂章都採用了標題音樂中常見的元素。第二樂章引用了維也納民謠「O du lieber Augustin」。第三和第四樂章對於古典弦樂四重奏來說是相當不尋常的，因為它還包括一位女高音，使用斯特凡·喬治寫的詩作為歌詞。

亞瑟·歐內格：太平洋 231 (1923)

根據歐內格自述，這部作品在音樂上描繪了這樣一個場景：火車靜止時的安靜狀態，啟動時費盡的努力，然後是加速的過程，接著一列 300 噸重火車在黑夜中以每小時 120 英里的速度呼嘯而過，減速終至停止。該作品由五個主要部分組成：停頓、機器啟動、增加速度、以最高速度行駛、減速和停止。

所有五個主要部分都是透過動機發展、頑固音型和其他結構劃分組成。每一種樂團製造的聲音都是模仿火車的機械聲音，描寫火車在啟動之前、行進期間和停止時產生的不同音景。

Teacher: When it comes to innovation, what can you find in Schoenberg's String Quartet No. 2, Op.10?

Student: Although it is a modern work, it uses traditional folk songs and adds vocals to what is usually an instrumental string quartet. These are all innovative approaches.

Teacher: Very good. Let's shift our attention to Webern's Piano Sonata, Op. 1. What innovative approaches did he use?

Student: Classical sonatas usually consist of three or four movements, Webern only wrote one movement. Furthermore, he frequently used diatonic and chromatic scales, which led to hazy tonality. These two points can be seen as both an example of his creative approach and a feature of modernist music.

Teacher: Very good. The third piece depicts the motion of a steam train. Does it sound vividly lifelike? What do you think about using musical instruments to describe the mechanical sounds of everyday life?

Student: I find this music amazing because it rejects the affirmative and harmonic aspects of music.

Student: Moreover, the composer uses the instruments as tools to imitate the mechanical sounds of daily life. For me, it is a huge change in musical aesthetics.

Teacher: All of you have very strong senses of music. Through these works, you have grasped the innovative qualities of modernist music.

老師：說到創新，你從荀貝格《第二號弦樂四重奏，作品十》發現什麼？

學生：雖然是現代作品，卻用了傳統民謠，還在一般純器樂的弦樂四重奏中加入人聲，這些都是創新的作法。

老師：非常好。

我們把注意力轉向魏本的鋼琴奏鳴曲，作品一他使用了哪些創新方法？

學生：古典奏鳴曲通常是三或四個樂章，魏本只寫了一個樂章。此外，他頻繁使用半音階和全音階，使得調性變得模糊，是他的創新手法，同時也是現代主義音樂的特徵之一。

老師：非常好。第三首作品描寫蒸汽火車啟動，聽起來是不是栩栩如生？你們對用樂器描寫生活中的機械聲音，有什麼看法？

學生：這部音樂作品令我驚訝，因為它消除了音樂藝術中和諧、肯定的元素。

學生：而且作曲家把樂器作為模仿日常生活機械聲音的工具。對我來說，這是音樂美學的巨大轉變。

老師：你們對於音樂的感受性很強，相當好。透過這些作品，你們掌握到現代主義音樂的創新特質了。

單元五 跟著水足跡去旅行

Musical Journeys on Water and through Time

國立臺灣師範大學附屬高級中學 桑慧芬老師

■ 前言 Introduction

By listening to the second movement *Moldau* of the masterpiece *Má vlast (My Fatherland)*, students will be able to understand more about the content knowledge of Czech Nationalist music. They will also learn more about the background and contributions of Bedřich Smetana, and they will be able to discuss the impacts of climate change on European summer droughts in recent years.

透過欣賞捷克作曲家斯梅塔納傑作《我的祖國》第二樂章〈莫爾島河〉，學生能了解捷克相關之國民樂派音樂內涵，以及作曲家貝多伊齊·史麥塔納的背景與貢獻，並談談近年歐洲氣候變遷影響至夏季的乾旱。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
Bedřich Smetana	貝德里克·斯梅塔納	climate change	氣候變遷
nationalist music	國民樂派	extreme climate	極端氣候
Moldau	莫爾島河（德語）	dry up	乾旱
Vltava	莫爾島河（捷克語）	source	（河的）源頭
movement	樂章	upstream	上游
program music	標題音樂	downstream	下游

crescendo	漸強	river width	河幅
decrescendo	漸弱	Bohemia	波西米亞

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① How is (music style/concept) expressed in (nation) music?

例句(1) : **How is nationalism expressed in Czech music?**

捷克音樂如何表現國民樂派？

例句(2) : **How is nationalism expressed in Norwegian music?**

挪威音樂如何表現國民樂派？

② _____ consists of _____ (parts/sections/movements, etc.).

例句 : The masterpiece *Má vlast* **consists of** six movements.

傑作《我的祖國》由六個樂章組成。

③ The (scenario) is depicted in dynamics by a (musical term).

例句(1) : **The waterfall is depicted in dynamics by a crescendo.**

瀑布以漸強的(音樂)力度描寫出來。

例句(2) : **The river in drought is depicted in dynamics by a decrescendo.**

乾涸的河川以漸弱的(音樂)力度描寫出來。

④ When it comes to _____, _____.

例句 : **When it comes to** the depiction of water in music, composers may imitate the sounds of water in a realistic manner, for example by using an undulating melodic line with a moderate tempo to represent the flow of a river.

提到音樂對水的描繪，作曲家可透過逼真地模仿水的聲音，例如用適中節奏、起伏的旋律線來表現河流的流動。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：音樂藝術是抽象的聽覺感知，用音樂符號描寫具象事物有特殊的創作手法，不同時代音樂家作法各有巧妙不同，學習者應認識音樂元素如何被運用作為描寫的工具。

How do composers depict water in music?

They can mimic the sounds of water realistically, like Beethoven and Vivaldi do, by employing a descending melodic line and rapidly moving notes to simulate rain falling during a storm. Alternatively, they can use Debussy's technique of avoiding distinct major and minor modes and using tone colors to paint a mood in order to translate their feelings and experiences into music. In the absence of that, they might use different combinations of melody, harmony, dynamics, tempo, and rhythm to attempt to evoke a particular emotion or occasion.

作曲家如何描寫音樂中的水？

他們用真實的手法模仿水的聲音，譬如說貝多芬與韋瓦第用快速音群的下行曲調表示暴雨中下落的雨滴，或轉化他們對水的意象和經驗，比如採用德布西寫作技巧，避免用清晰的大小調，以音色勾勒出一種心境，或者他們會試著捕捉特定的感覺或情境，透過選擇曲調走向、和聲、力度、速度和節奏。

Teacher: Let's listen to Claude Debussy's work "Reflets dans l'eau" (Reflections in the Water) from *Images*.

You should point out how Debussy depicts water in this work.

Student: Debussy wanted to use a series of chords to simulate reflection to create a soundscape that resembles water.

Teacher: You have great imagination and auditory sensation. Does anyone else have any other ideas?

Student: I can hear that it expresses senses by making use of non-functional harmony and ambiguous key signatures.

Teacher: Good, you are aware of the harmony and key signature. Any other ideas?

Student: I think that Debussy did not intend to create linear musical progression, but the new tone colors represent the reflection of water.

Teacher: Excellent! You all listen to the music very carefully and have great insights!

Teacher: Now we're going to listen to the ways Smetana's *Moldau* depicts the flow of water.

Student1: There are two sources of this river: one is agitated, voiced by a violin; the other is calm, voiced by a flute.

Student2: I hear a section with French horns. It sounds like people are hunting.

Student3: When the music becomes bold and slows down, it draws a scene where the river flows down to the Bohemian Forest and the river widens.

老師：我們來聽德布西《印象》曲集中的〈水之反光〉。

你要指出德布西在這首作品中如何描寫水。

學生：德布西試圖創造一個音響來代表水的樣態，他藉著一組和弦模仿水的反光情景。

老師：你有很棒的想像力和聽覺感性。還有其他人有想法嗎？

學生：我聽到音樂靠非功能性的和聲和模糊調性來表達感覺。

老師：很好，你覺察到和聲和調性。還有其他想法嗎？

學生：我覺得德布西並不想做線性旋律的進行，而是想做新的聲音色彩彷彿如水的反光。

老師：非常好！你們都聽得非常仔細，也都有很棒的發現。

老師：我們現在回到斯梅塔納的〈莫爾道河〉，聽聽看他如何用音樂描寫水的流動。

學生1：這條河的源流有兩個：一條流速較快，以小提琴演奏；另一條平和穩定，以長笛演奏。

學生2：我聽到一個樂段有法國號，聽起來像是人們在狩獵。

學生3：當音樂變得宏大又漸緩時，勾勒出河流正流向波希米亞森林，同時河幅變寬了。

概念二

說明：古典音樂所有作品除時代風格區分之外，可概分為「標題音樂」和「絕對音樂」，前者描寫具象事物，本單元學習的音樂作品即屬此類。

What is program music?

Instrumental art music that aims to musically depict an extramusical narrative is known as program music or programmatic music. The title of the piece may present the story to the audience, encouraging creative associations between the music and story. Given that the nature of music is constructed over time, we can get some good ideas from the titles the composers chose, the event the music was written for, and the texts they based their work on, for instance, Vivaldi's *Four Seasons* violin concerto, Beethoven's Symphony No. 6 *the Pastoral Symphony*.

什麼是「標題音樂」？

以音樂方式描繪音樂外的敘事，此類器樂藝術音樂被稱為標題音樂。作品的標題可以向觀眾展示故事，鼓勵建立音樂和故事之間的創造性連結。鑑於音樂係建立於時間當中，我們可以從作曲家選擇的標題、音樂創作所對應的事件，以及音樂所根據的文本，獲得一些可依憑的想法，例如韋發第的《四季》小提琴協奏曲、貝多芬的第六號交響曲《田園》。

Teacher: As I just explained, you can tell whether a piece of music work is program music or not by identifying the title of the work. Let's play a game. You are going to see the titles of pieces of music and you have to recognize which are program music.

1) <i>The Carnival of the Animals</i> by Charles Camille Saint-Saëns	2) <i>Symphony No. 40 in G minor, K. 550</i> by Wolfgang Amadeus Mozart	3) <i>Grand Canyon Suite</i> by Ferde Grofe
4) <i>Symphony No. 9 in D minor, Op. 125</i> by Ludwig van Beethoven	5) <i>Peter and the Wolf</i> by Sergei Prokofiev	6) <i>Lincoln Portrait</i> by Aaron Copland

Student: My answers are 1, 3, 5 and 6 are program music.

Teacher: Can you explain your choices?

Student: Those four pieces of work have the titles which depict real things, such as animals, a story about a boy named Peter, a national park in America, and the former President of the U.S.A.

Teacher: Nice work! You are correct.

Student: I remember that *Symphony No. 9* by Beethoven is also known as “the Choral”. Why is it not in the category of program music here?

Teacher: You have great knowledge about Beethoven’s symphonic works! As you said, this work is also known as the “Choral Symphony” because Beethoven used a choir in the final movement. The first three movements are absolute music in nature. Therefore, the whole work is acknowledged as absolute music instead of program music.

老師：如我剛才解釋的，一首音樂作品是否是標題音樂可以從它的標題認出來。我們來玩個遊戲，你看到幾個音樂作品的標題，能否認出哪些是標題音樂。

1) 聖桑斯《動物狂歡節》	2) 莫扎特 G 小調第四十號交響曲 K. 550	3) 葛羅菲《大峽谷組曲》
4) 貝多芬 D 小調第九號交響曲 Op. 125	5) 普羅科菲夫《彼得與狼》	6) 柯普蘭《林肯肖像》

學生：我的答案是 1,3,5 & 6 是標題音樂。

老師：可以解釋你的選擇嗎？

學生：那四個作品的標題都描寫了真實的東西，像是動物、一個有關名叫彼得小男孩的故事、美國國家公園、美國前總統林肯。

老師：很不錯！回答正確。

學生：我記得貝多芬第九號交響曲也被稱作「合唱」。為什麼它不在標題音樂類呢？

老師：你對貝多芬交響音樂作品有很不錯的知識。正如你所說，這部作品因貝多芬在最後一個樂章用了合唱團所以有被稱作「合唱」交響曲。但是前三樂章是不折不扣的絕對音樂，因此整部作品仍被視為絕對音樂而非標題音樂。

■ 教學活動 Class Activities

活動一

說明：從國家自然景觀地理知識，認識音樂作品內容的描寫與內涵。

As the longest river in the country, the Moldau is known as the national river of the Czech Republic. Actually, it is the German name for this river, Moldau, which is translated in Chinese. This river is known as the Vltava in Czech. Bavaria is the source of two rivers. The Moldau joins the Mělník and Elbe rivers after passing through the Bohemian Forest in the Czech Republic.

Má vlast combines the symphonic poem form, with the ideals of nationalistic music of the late nineteenth century. It consists of six movements. Each movement depicts an aspect of Bohemia's countryside, history, or legends.

Now we will listen to the *Má vlast*.

Conductor: Rafael Kubelík

Orchestra: Czech Philharmonic

(Source: <https://www.youtube.com/watch?v=76R0N2GN6Jo>)

莫爾島河是捷克境內第一長河，被視為捷克國河。這條河名稱的中文翻譯實為其德文發音，以捷克文發音則為 Vltava。兩條源頭河流發源自巴伐利亞，在捷克境內流經波西米亞森林，之後和梅爾尼克河和易北河匯流。

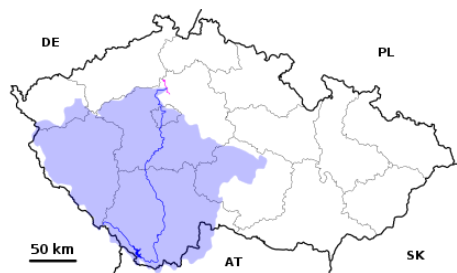
〈我的祖國〉將交響詩形式與十九世紀末民族主義的音樂理想結合。這部作品由六個樂章組成，每個樂章都描繪了一個與波西米亞鄉村景色、歷史或傳說有關的面向。

我們現在來聽〈我的祖國〉！

指揮：拉斐爾·庫別力克

樂團：捷克愛樂

(影片來源：<https://www.youtube.com/watch?v=76R0N2GN6Jo>)



Teacher: Please take the masterpiece *Má vlast* as an example and explain how nationalism is expressed in Czech music.

Student: For example, the Czech composer Smetana depicted the longest river Vltava in his masterpiece *Má vlast*. The nationalist artists were fond of using sources which are related to their cultures.

Teacher: Very good. Can anyone describe the Vltava river?

Student: The Vltava River is approximately 430 kilometers long and drains an area of 28,090 square kilometers in size, over half of Bohemia and about a third of the Czech Republic's entire territory.

Teacher: Very good. How did Smetana depict the river in this work?

Student: He depicted how the width of the Vltava becomes wider in dynamics by using crescendo.

Teacher: Very good. Keep this in mind when you listen to the work.

老師：請以〈我的祖國〉為例解釋國民樂派如何在捷克音樂中展現。

學生：舉例來說，捷克作曲家斯梅塔納在他的傑作〈我的祖國〉中描寫第一長河莫爾島河，國民樂派藝術家傾向使用與他們文化有關的素材。

老師：非常好。有人可以描述一下莫爾島河嗎？

學生：莫爾島河約長 430 公里、流域 28,090 平方公里，一半的波希米亞和 1/3 的捷克國土都在覆蓋範圍內。

老師：非常好。斯梅塔納在這部作品中如何描寫這條河？

學生：他用漸強的力度描寫莫爾島河的河幅漸寬。

老師：非常好。當你聽到這首作品時，請記住你所學習到的。

活動二

說明：本活動為環境議題水資源融入的討論。

Let's read some news about the drought of rivers and the reemergence of Hunger Stones in 2022.

我們一起閱讀有關歐洲 2022 年河川枯竭及「飢餓之石」再現的新聞。

(1) Are drying rivers a warning of Europe's tomorrow?

歐洲河流乾涸對我們預示的警告

Source:

<https://www.bbc.com/future/article/20220912-are-drying-rivers-a-warning-of-europes-tomorrow>

<https://www.bbc.com/zhongwen/trad/science-63117325>

(2) Hunger stones' resurface across Europe as a warning from droughts past

飢餓石再現 來自過去的乾旱警告遍佈全歐

Source:

https://www.lemonde.fr/en/environment/article/2022/08/20/hunger-stones-resurface-across-europe-as-a-warning-from-droughts-past_5994193_114.html

Teacher: What is the news about? Please find the supporting information from the news.

Student: It shows "hunger stones" that reappeared during the month of August in 2022, due to drought.

Teacher: Good. According to the news, what are the "hunger stones"?

Student: These are rocks buried in rivers to show the water level and warn future generations of the impending starvation and hardship in the event of a drought. The stones are removed periodically to reveal the water level. "If you see me, cry!" That's what it says on a stone.

Teacher: Very good. Why was it being mentioned in the news?

Student: Though it was engraved in 1616, the inscription still serves as a water-level marker and was probably used at the time to warn future generations about looming trouble.

Teacher: Was the drought severe in 2022?

Student1: The hunger stones had already resurfaced four years before on the banks of the Elbe River, in the Czech Republic. The drought in 2022 might have been "the worst in 500 years"!

Student2: According to one study, the water level markers are also associated with soil moisture deficit, water and heat stress that can lead to a decrease in crop yields.

Student3: I also read a couple of other related news stories. In recent years, frequent droughts have become one of the most significant signs of climate change in Central Europe.

Teacher: As you noted, the situation is being seen as a warning that the effects of climate change are becoming more and more severe.

Student: When it comes to environmental issues, scientists often focus on greenhouse gases, especially carbon emissions. I think we need to know more about the system of carbon trading which has been discussed quite a lot recently in Taiwan.

Teacher: Very good. You have all read the news carefully and applied a wide range of knowledge about the issues.

Teacher: Whenever we face a problem, a solution must also be proposed. You have 15 minutes to discuss solutions in pairs. You will then share your ideas after the discussion.

老師：這篇新聞報導是有關什麼？請從新聞文本中找到支援資訊。

學生：它說「飢餓石」因為乾旱在 2022 年八月再現。

老師：非常好。新聞中說什麼是「飢餓石」？

學生：是一堆嵌在河床上有標記水位的石頭，當石頭露出水面時，顯示未來可能發生飢荒或生存困境。石頭上面刻著「看到我，你就哭泣吧！」。

老師：非常好。那新聞為什麼會提到這個呢？

學生：雖然刻字時代是在 1616 年，但至今仍為有效的水位標記，當時是為了警告未來可能有即將發生的問題。

老師：2022 年乾旱的問題嚴重嗎？

學生 1：這個情形在捷克境內易北河岸已連續發生四年，2022 年乾旱據說是五百年來最嚴重！

學生 2：根據研究，水位標記也和土壤濕度不足、水量和溫度壓力有關，這些都可能導致農作物收成下降。

學生 3：我還閱讀了其他相關報導，近年頻繁的乾旱已經是中歐氣候變遷的重要指標之一。

老師：正如你們注意到的，這個情況已被視為氣候變遷的挑戰越來越嚴峻的警訊。

學生：提到環境議題，科學家多半聚焦在溫室氣體，特別是碳排放。我想我們最好多了解最近臺灣討論很多的碳交易這個系統。

老師：非常好。你們閱讀新聞都非常仔細，也援引與這個議題有關的廣泛知識。

老師：既然面對問題，我們必須提出解決方案。你們有十五分鐘時間兩兩討論，之後分享你們的想法。

單元六 流行音樂產業

Popular Music Industries

(藝術生活-音樂應用)

國立臺灣師範大學附屬高級中學 桑慧芬老師

■ 前言 Introduction

Popular music is generally defined as having a broad appeal and being made available to a large audience via the music industry. It is meant to be listened to and enjoyed by common people in modern society where urban culture predominates. Theoretically speaking, popular music is a branch of the cultural industry. Through marketization and industrial organization, the cultural industry provides pop music products and services and is committed to transforming popular music and artistic expression into the value of commercial activity output. This unit introduces the categories of popular music based on the world's major popular music awards, as well as the development trends of digital music and streaming music as communication channels.

流行音樂通常被認為具有廣泛的吸引力，並透過音樂產業提供給廣大民眾，意圖讓受到都會文化主宰下，及於現代文明社會中生活的一般人所接受並喜愛。理論上來說，流行音樂是文化產業的一支，透過市場化和產業組織型態，提供流行音樂產品和服務，致力將大眾音樂藝術表現轉化成商業活動產出的價值。流行音樂分類很多元，本單元根據世界主要流行音樂獎中的流行音樂項目來介紹，以及傳播管道之數位音樂與串流音樂的發展趨勢。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
jazz music	爵士音樂	gospel music	福音音樂
rock music	搖滾音樂	country music	鄉村音樂
reggae music	雷鬼音樂	rhythm and blues (R&B/RnB)	節奏藍調
new age music	新世紀音樂	(heavy) metal music	(重)金屬樂
the Billboard charts	告示牌榜單	the Grammy Awards	葛萊美獎
streaming music	串流音樂	digital music	數位音樂
gramophone	留聲機	overhauled	大幅修改
niche	利基	genre	類型

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① What are the differences between (music genre) and (music genre) ?

例句：What are the differences between rock music and heavy metal music?

搖滾音樂和重金屬音樂之間的不同為何？

② _____ is _____ combined with _____.

例句：Rhythm and blues is jazz music and gospel music combined with blues music.

節奏藍調音樂結合了爵士樂、福音音樂和藍調音樂。

③ _____, whereas/while _____.

例句：My dad likes country music, **whereas/while** my mom prefers gospel music.

我爸爸喜歡鄉村音樂，然而我媽卻喜歡福音音樂。

④ Nevertheless/nonetheless, _____.

例句：The production team tried their best. **Nevertheless**, they still couldn't win a Grammy.

製作團隊全力以赴了，然而他們還是無法贏得葛萊美獎。

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

說明：認識流行音樂類型。

The popularity of musical genres varies dramatically over time. Many things, including historical events and current trends, can have an impact on this. Rock music peaked in America in the 1980s and then gradually lost its position at the top as pop music started to rise in the charts. Pop music has topped American music charts since the early 2000s, but since 2017, R&B and hip hop have surpassed pop music in that position. However, the most well-liked musical genres are ranked differently globally. There are also extremely specialized musical genres. For instance, video game soundtracks are the most well-liked niche musical genre in Canada. Black metal is a specialized musical genre in Sweden. Carnatic music is a specialized kind of music that is popular in South India.

音樂類型受歡迎程度會隨著時間的推移發生很大的變化，這可能受許多因素的影響，包括當前趨勢或甚至某個歷史事件。廿世紀 80 年代美國搖滾樂處於鼎盛時期，隨著流行音樂開始在排行榜上攀升，搖滾樂逐漸失去寶座。2000 年代早期以來，流行音樂一直在美國音樂排行榜上排名第一，但自 2017 年之後，R&B 和 Hip Hop 高踞此位。然而世界各地最受歡迎的音樂流派排名也有所不同。有一些非常小眾卻獨特的音樂流派，例如，在加拿大，最受歡迎的小眾音樂類型是電玩配樂；在瑞典，黑金屬是他們小眾但熱門的音樂流派；南印度則以卡納提克為當地人喜歡的小眾音樂類型。

Teacher: What is your favorite popular music genre? Please introduce the style to us.

Student: I prefer rhythm and blues more than any other music style. It is a musical form first adopted by African-American artists and it combines jazz, gospel music and blues music. This musical term was coined by Billboard in the late 1940s.

Teacher: Very good. You know a lot about R&B. Can anyone name five popular music genres?

Student: Let me try! Gospel, jazz, R&B, rock and heavy metal music.

Teacher: Very good. Who can introduce reggae?

Student: Reggae originated from Jamaica in the 1960s and the word 'reggae' means "trivial things in daily life". *Do the Reggay*, sung by the band Toots & The Maytals in 1968, was the first reggae song, hence the name of this type of music. Reggae music lyrics are often about news, social events, and politics

Teacher: Very good. Now, please check out the Billboard charts and find what number one was on the Hot 100 song chart last week.

老師：你最喜歡的流行音樂類型是什麼？請向我們介紹這個風格。

學生：我特別喜歡節奏藍調勝於其他類型。它是來自美國非裔藝術家，融合了爵士樂、福音音樂和藍調音樂。1940 年代末美國告示牌開始使用這個音樂術語。

老師：非常好，你對節奏藍調知道不少。

有誰能說出五個流行音樂的類型？

學生：我來試試！福音音樂、爵士樂、節奏藍調、搖滾樂、重金屬樂。

老師：非常好。有誰能介紹一下雷鬼音樂？

學生：雷鬼樂於 1960 年代源自牙買加，這個詞意思是「日常生活上一些瑣事」。1968 年，Toots & The Maytals 樂團演唱的 *Do the Reggay* 是第一首雷鬼音樂，也因此得名。雷鬼音樂內容常與新聞、社會事件和政治有關。

老師：非常好。請查看美國告示牌排行榜，找出上週「熱門 100」歌曲排行榜上的第一名。

概念二

說明：認識搖滾樂和金屬樂的區別

The Differences Between Rock and Metal Music

1. Rock began in the 1950s, while metal started in the 1960s

The 1950s are when rock and roll first emerged. Then, metal music emerged in the late 1960s. The 1950s and 1960s saw the emergence and development of both rock and metal music. Artists like Elvis Presley and Chuck Berry were regarded as notable people at this time.

2. Rock is the main genre, while metal is a subgenre

Rock music was the first to become widely popular, followed by metal music. New subgenres have occasionally emerged as the genre has continued to develop since it first entered the music scene. Heavy metal is one of the most popular rock music subgenres. Metal as a subgenre clearly borrows elements from rock music.

3. Rock does not use power chords on the guitar, unlike metal

Rock music is a synthesis of popular music genres, featuring drums, electric or bass guitars, and vocals as the main instruments. Contemporary rock bands typically take cues from electronic instruments like synthesizers as well as blues, country, folk, and jazz music. Conversely, synthesizers can also be heard in metal music, although these instruments are frequently less prominent than the double bass, electric guitars, and keyboards.

4. Rock has a less deep and resonant sound than metal

The acoustic differences between rock and metal music are arguably the most noticeable. Metal is typically heavier than rock, especially in the extreme black and death metal subgenres. Moreover, while rock music often features an electric guitar with cleaner and softer tones, metal usually has pulsating, double bass, and distorted guitars.

搖滾樂和金屬音樂的區別

1. 搖滾樂始於 1950 年代，而金屬樂始於 1960 年代

搖滾和金屬音樂都起源和發展於 20 世紀 50 和 60 年代。在此期間，艾維斯·普里斯萊和查克·貝里等音樂家被認為是傑出人物。

2. 搖滾樂是主要流派，而金屬樂是次流派

搖滾樂首先廣泛流行，其次是金屬樂。自首次進入音樂界以來，隨著該流派的不斷發展，偶爾會出現新的子流派，重金屬樂是最受歡迎的搖滾樂子類型之一，金屬樂作為一個子流派顯然借鑒了搖滾樂的元素。

3. 與金屬樂不同，搖滾樂在吉他上不使用強力和弦

搖滾樂是流行音樂流派的綜合體，以鼓、電吉他或貝斯和人聲為主要樂器。現代搖滾樂團通常從合成器等電子樂器，以及藍調、鄉村、民謠和爵士樂汲取靈感。相反的，金屬樂也可能聽得到合成器，但通常更側重低音提琴、電吉他和鍵盤。

4. 搖滾樂的聲音不如金屬樂的低沉、共鳴

搖滾樂和金屬樂之間最明顯的區別在於它們的音響：與搖滾相比，金屬樂通常更重，特別是在黑金屬和死亡金屬等極端子流派中。此外，搖滾樂通常以電吉他為特色，音色更乾淨、更柔和；而金屬音樂則有脈動、低音提琴和音調咆哮、沙啞的吉他。

Teacher: What is the difference between rock music and metal music? You can name just one difference.

Student: Rock music began in the 1950s, while metal music started in the 1960s

Teacher: Very good. Who else has an answer?

Student: As a subgenre, metal music has noticeable traces of rock music. In other words, rock music was the first to emerge as a popular genre.

Teacher: You are correct. Does the rock music genre combine other music styles?

Student: Yes. Modern rock bands usually draw their inspiration from blues, country, folk, and jazz music.

Teacher: Very good. What other differences are there?

Student: Perhaps the most obvious difference between rock and metal music lies in their sound. Compared to rock, metal is usually heavier.

Teacher: Very good. Now you are equipped with comprehensive knowledge about rock and metal music.

老師：搖滾樂和金屬樂有哪些不同？

學生：搖滾始於 1950 年代，而金屬樂始於 1960 年代。

老師：非常好。

請繼續。還有誰想分享想法？

學生：金屬樂作為次分類，與搖滾樂有明顯的從屬發展脈絡。換句話說，搖滾樂是先發生的流行類型。

老師：說得對。搖滾樂有結合其他音樂類型嗎？

學生：有的。現代搖滾樂團通常從藍調、鄉村、民謠和爵士樂。

老師：非常好。還有其他的差異嗎？

學生：或許搖滾樂和金屬樂之間最明顯的區別在於它們的音響：與搖滾相比，金屬樂通常更重。

老師：非常好。現在你們能充分掌握搖滾樂和金屬樂的知識了。

■ 教學活動 Class Activities

活動一

說明：本活動為學習者主動探究葛藍美獎的相關知識。

Students explore and discuss the background and categories of the Grammy Awards. By asking related questions, students share their findings.

學生自主探究與討論葛萊美獎成立背景和獎項分類，透過提問，共通分享他們的發現。

Teacher: Time is up. Now I am going to ask you a few questions to test your knowledge about the Grammys.

Teacher: The first question is why was the Grammys created?

Student: The most exceptional composers, songwriters, and musicians in the music business were recognized with the first Grammy Awards ceremony, which took place in 1959.

Teacher: Bingo! The next question is “Why were they originally called the Gramophone Awards?”.

Student: The trophy depicts a gilded gramophone and “Grammy” is short for gramophone.

Teacher: You are correct. Question three is: is the Grammys considered one of the major annual American entertainment awards?

Student: Yes. It is considered one of the four major annual American entertainment awards with the Academy Awards (for films), the Emmy Awards (for television), and the Tony Awards (for theater).

Teacher: Very good. The last question is: what is the Grammys effect?

Student: Winners, nominees and performers often gain a bump in album sales after appearing at the Grammys.

Teacher: That's correct. Moreover, a new study, conducted by three seasoned scholars, suggests that Grammy winners are more likely to try out new sounds and make stylistic innovations on their next record. Isn't that terrific?

Here is the link to the study for your reference DOI: [10.1177/00031224221103257](https://doi.org/10.1177/00031224221103257)

老師：時間到。現在我來問幾個問題，看看你們對於葛萊美獎的認識如何。

老師：第一個問題：葛萊美獎為何出現？

學生：第一屆葛萊美頒獎典禮於 1959 年舉行，為了表彰音樂界最有才華的作曲家、詞曲作者和音樂家。

老師：答對了！下一個問題：為什麼最初它被稱作留聲機獎？

學生：因為獎盃造型是一個金色的留聲機，所以得到這個別名。

老師：正確答案。第三個問題：葛萊美獎被視為美國重要的年度娛樂獎項之一嗎？

學生：是的，它被認為是美國四大年度娛樂獎之一，與奧斯卡獎（電影）、艾美獎（電視）和東尼獎（戲劇）並列。

老師：非常好。最後一個問題：葛萊美獎有何影響力？

學生：獲獎者、提名者和表演者在出席葛萊美頒獎典禮後，專輯銷售量都會大幅成長。

老師：這是正確的。此外，由三位經驗豐富的學者進行的一項新研究發現，葛萊美獎得主更有可能嘗試新的音樂，並在下一張專輯中進行風格上的創新。這樣太棒了，不是嗎？

我提供研究連結給你們參考 DOI: [10.1177/00031224221103257](https://doi.org/10.1177/00031224221103257)

活動二

說明：本活動為教學者提供美國告示牌排行表相關知識後，學習者主動探究延伸問題。

Understanding the **Billboard Charts**

The relative weekly popularity of songs and albums in the US and other countries is tracked by the Billboard charts. The outcomes are released in the Billboard magazine. In addition to year-end charts, Billboard biz, the Billboard charts' online counterpart, offers extra weekly charts. The Billboard Hot 100 for songs and the Billboard 200 for albums are the two most significant charts. Other charts might be devoted to a particular genre, like rock, country, or R&B, or they might cover all genres. All three sources are used to compile the main song charts, like the Hot 100 song chart, and the charts can be ranked based on sales, streams, or airplay. In addition to album sales, streams and track sales are taken into account for the Billboard 200 album chart.

認識告示牌排行榜

告示牌排行榜列出美國和其他地方歌曲和專輯每週的相對受歡迎程度，結果發表在《告示牌》雜誌。「告示牌商業」是「告示牌榜單」的線上擴展，提供額外的每週圖表及年終圖表。最重要的兩個排行榜是「告示牌熱門 100 歌曲榜」和「告示牌 200 專輯榜」，其他排行榜可能專門針對特定流派，例如 R&B、鄉村音樂或搖滾，也可能涵蓋所有流派。排行榜可以根據銷量、流量或播放量進行排名，所有三個數據都用於編譯主要歌曲排行榜，例如熱門 100 歌曲排行榜。對於告示牌 200 專輯排行榜，除了專輯銷售之外，還包括串流媒體銷售和曲目銷售。

Teacher: Based on the content knowledge I just shared, you are going to answer the questions on your worksheet. You have twenty minutes to do some research.

Time is up. Now we will go through the questions on your worksheet.

What is the answer to the first question?

Student: The pop, rock, country, dance, bluegrass, jazz, classical, R&B, rap, electronic, Latin, Christian, world, and holiday music genres are all represented on the Billboard charts. There are also ringtones for mobile phones.

Teacher: Very good. You checked very carefully. Next, what is streaming media?

Student1: Streaming media is video or audio content sent in compressed form over the internet and played immediately over a user's device.

Student2: The media file that is played on the user's device is not saved to the hard drive or solid-state drive; rather, it is continuously transmitted over the internet via a wired or wireless connection, retrieved from a remote location.

Teacher: Good teamwork. In other words, with streaming media, a user does not have to download an entire audio or video file to play it.

The fourth question is: what are the differences between streaming and digital media?

Student1: Instead of buying physical copies of music albums, we can now access them online. And when it comes to accessing media online, there are two main options: streaming and downloading.

Student2: Streaming is the process of playing media over the internet, without downloading it onto your device. For example, when you watch a video on YouTube, you are streaming content. With streaming, you don't have to wait for the entire file to download before you can start watching or listening.

Student3: On the other hand, downloading is when you transfer a file from the internet onto your device. For example, when you listen to a song from iTunes, you are downloading content.

Teacher: Very good. Perfect teamwork again.

You are aware that it takes time to download media files and that the file needs to fit on your device's available storage space. Additionally, downloading media can be a little risky because files from dubious sources may contain viruses and malware that infect your device.

The last question is: how does streaming affect the music industry?

Student1: Music streaming has made it easier for us to discover music artists who previously would not have had the opportunity for such exposure without being signed by a label.

Student2: Additionally, it is much simpler for musicians to distribute their music online via streaming services.

老師：根據老師方才分享的内容知識，學習單上有幾個問題待答。你有廿分鐘時間可以研究。

時間到。我們把學習單上每一個問題一一走過。第一個問題的答案是什麼？

學生：告示牌排行榜涵蓋的音樂類型包括：搖滾、流行、鄉村音樂、舞曲、藍草、爵士、古典、R&B、饒舌、電子、拉丁、基督教、世界音樂、節日音樂，甚至手機鈴聲。

老師：非常好。你查得非常仔細。下一題，什麼是串流媒體？

學生 1：串流媒體是透過網路以壓縮形式發送，並立即在用戶設備上播放的視訊或音訊內容。

學生 2：在使用者裝置上播放的媒體檔案，不是儲存到裝置硬碟或固態硬碟，而是從遠端位置擷取，並使用有線或無線連線，透過網路連續傳輸。

老師：你們真是合作無間。

換句話說，使用串流媒體，用戶無需下載整個音訊或視訊檔案即可播放。

老師：第四個問題：串流媒體和數位媒體有什麼區別？

學生 1：現在我們可以在線上存取音樂專輯，而不是購買音樂專輯的實體副本。說到使用線上媒體，兩個主要方式：串流和下載。

學生 2：串流是透過網路播放媒體，不用下載到裝置上的過程。例如，在 YouTube 觀看影片時是串流內容。透過串流傳輸，無需等待整個檔案下載完畢，就可以開始觀看或收聽。

學生 3：另一方面，下載是指將檔案從網路傳輸到裝置。例如，從 iTunes 聽歌曲時，就是在下載內容。

老師：非常好。又是一個完美的小組合作。

如你們已經了解的，下載媒體檔案需要時間，並且在裝置上需要有足夠的儲存空間來保存檔案。此外，下載媒體可能有風險，從不受信任的來源下載檔案，可能會因病毒和惡意軟體而損害裝置。

老師：最後一個問題：串流媒體如何影響音樂產業？

學生 1：音樂串流媒體使我們更容易發現以前沒有唱片公司簽約，就沒有機會獲得曝光機會的音樂藝術家。

學生 2：對於音樂家來說，在串流媒體平台上線上發送音樂也容易多了。



單元七 公民議題及希臘悲劇

Social Issues in Greek Tragedies

(藝術生活-表演藝術)

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Greek tragedies are classic works that have had big impacts on so many theories and plays. Tragedies have well-organized and structured plots and complicated character settings. They inspire audiences to wonder about the dilemmas we face in everyday life and to have more in-depth thinking about issues that affect us all. Also, since Greek tragedies create conflicts for people to think about from different perspectives, they are good material for students to generate ideas and debate certain motifs. So, we will use the *Oresteia*, the trilogy telling the tales of Agamemnon's family, to consider social issues, and then get students to join dramatic situations to analyze either the scripts or the jury system.

希臘悲劇，經典的作品，並且對於許多理論及作品有很大的影響。它擁有完整結構的劇情以及複雜的人物設定，這讓人們能夠思考兩難問題以及有更深入的思考。而且因為希臘悲劇創造衝突讓人們從不同的角度思考，它成為很好的素材讓學生思考產生點子，並且能夠就某些題目進行辯論。所以我們會用 *Oresteia* 三部劇，Agamemnon 家庭的故事，以此去探討公民議題，並且讓學生加入戲劇情境去分析劇本以及陪審團制度。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
tragedy	悲劇	judge	法官
catharsis	淨化	defense attorney	辯護律師
chorus	歌隊	prosecutor	檢察官
parados	進場	plaintiff	原告
exodus	退場	defendant	被告
protagonist	主角	opening statement	開場陳述
antagonist	對手（與主角對立）	direct-examination	直接詢問
the three unities	三一律	cross-examination	交叉詢問
peripeteia	轉折	closing argument	終結辯論
anagnorisis	頓悟	verdict	裁定
poetics	詩學	jury deliberation	陪審團審議

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① I support _____.

例句：I support this idea.

我支持這個點子。

② Please hold _____ to _____.

例句：Please hold the cloth to your face.

請把布拿到你的臉前。

③ Share your _____ experiences.

例句：①: Let's share your dance experiences

②: I broke my arm once.

①: 分享你跳舞的經驗。

②: 我曾經摔斷過手臂。

④ If it were a different _____, I might have a different opinion.

例句：If it were a different person, I might have a different opinion.

假設這是不同的人，我可能會有不同的意見

⑤ Could you explain more about the _____ that we are discussing?

例句：①: Could you please explain more about the trial that we are discussing?

②: Yeah, I think he is guilty because he has broken the law.

①: 關於我們正在討論的審判，請問你可以解釋的更多嗎？

②: 好的，我認為他有罪，因為我們不應該違反法律。

⑥ State your _____.

例句：①: Can you state your name and occupation for the record?

②: Yeah, I'm Owen and I'm a teacher.

①: 記錄用，能否請您提供您的姓名及職業？

②: 好的，我是 Owen 一名教師。

⑦ It is my opinion that _____.

例句：It is my opinion that Agamemnon should not sacrifice his daughter.

我認為 Agamemnon 不應該犧牲他的女兒。

⑧ Based on my analysis, _____.

例句：[1]: **Based on my analysis**, I found that the queen, Clytemnestra, is a suspicious and jealous woman.

[2]: How do you know this?

[1]: You can see some dialogues that are showing that.

[1]: 根據我的分析，我發現皇后 Clytemnestra 非常多疑又忌妒心很重。

[2]: 你怎麼知道的？

[1]: 你可以看到很多對話都顯示如此。

⑨ We find the defendant innocent/guilty.

例句：After deliberation, **we find the defendant guilty**.

經由商議後，我們認為被告有罪。

⑩ Do you have anything to say before sentencing?

例句：[1]: **Do you have anything to say before sentencing?**

[2]: I would say it is unfair.

[1]: Nothing is fair.

[1]: 宣佈判決以前你有什麼話要說嗎？

[2]: 這不公平。

[1]: 沒有事情是公平的。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：說明希臘悲劇的基本人物設定及故事。

In the first part, the teacher needs to interpret the relationships in Agamemnon's family. The main concept is to bring up the conflicts between the family members. You can start by introducing the story when Agamemnon sacrificed his daughter for sailing away, and finish at the point when Orestes was haunted by the Furies and Athena held a court trial for him. After interpreting and explaining the concepts clearly, teachers will be able to have a better discussion with students, and students will be able to use the background and setting as references to engage with the issues and have more in-depth thinking.

第一部分，教師需要把 Agamemnon 的家庭關係解釋清楚，因為他們家庭成員中的各種衝突是本堂課的主要探討內容。你可以從 Agamemnon 為了出航而把女兒獻祭，以及結束在 Orestes 被復仇女神糾纏，最後 Athena 為 Orestes 開庭。在清楚的解釋後，教師可以與學生討論，並且期待學生可以用故事中的背景及設定去探討議題，並且有更深入的思考。

Teacher: In today's class, we will learn about a kind of story known as a tragedy: Agamemnon's family story, the *Oresteia*. He was a king, and one day he needed to sail to battle in the Trojan war. Does anyone know why they were going to have a war?

Student: I know, you said it before. It was because of Helen.

Teacher: That is correct. They were trying to win her back. But they found it was hard to sail. Every time when they finally moved forward, somehow, the wind blew them back to the shore.

Student: I think it is because they had a terrible ship.

Teacher: Not exactly right. It was because many years before, the king had promised that he would make a sacrifice of the first living thing that they caught in the hunting season. But while he was hunting, he got the message that the queen had given birth to a baby girl.

Student: So, when he went home and held his baby, the baby became the first living thing instead?

Teacher: Right! So the situation was that the god, Athena, was punishing them, making their ship go back and forth but not where they wanted to go.

Student: What could they do to fix this?

Teacher: The king knew that he had to sacrifice his daughter, or the gods would never let them sail to Troy.

Student: Is that what he did?

Teacher: Unfortunately, yes. I know you all think that he's a villain now, but you also need to think about one thing. He was the king, so if he needed to help the country and he knew how to do it, of course he would do that because his subjects were more important than anything else. However, his other role was as a father, and of course, he was a very terrible father to sacrifice his daughter.

老師：在今天的課程中，我們將了解一個故事，或者你可以說是一個悲劇，**Agamemnon** 家族的故事，**Oresteia**。他是一位國王，顯然，有一天，他需要啟航參與特洛伊戰爭。有人知道為什麼他們要發動戰爭嗎？

學生：我知道，你之前說過，因為 **Helen**。

老師：正確，所以他們試圖奪回她。實際上，但他們發現很難啟航。每當他們終於前進，不知怎麼的，風就把他們吹回岸邊。

學生：我想是因為他們的船太糟糕了。

老師：不完全是那樣，因為國王 **Agamemnon**，也就是這場戰爭的領導者，多年前他承諾將獵季首次獵物捐獻。但在他狩獵途中，他接到消息說王后生了一個孩子。

學生：然後他回去抱孩子了嗎？所以，那個孩子應該是第一個獵物？

老師：完全正確，現在的情況是，女神 **Athena** 在懲罰他們，所以他們的船來回擺動。

學生：他們能為此做些什麼嗎？

老師：國王知道他必須犧牲自己的女兒，否則神不會讓他們啟航到 **Troy**。

學生：他這樣做了嗎？

老師：不幸的是，是的，他這樣做了。我知道你們現在都認為他是個壞人，但你們也需要考慮一件事。他是國王，如果他需要幫助國家，而且他知道該怎麼做，當然他會這樣做，因為他的人民比其他事情更重要。然而，他還有另一個角色，就是一個父親，當然，是一個非常可怕的父親。

概念二

說明：分析角色。

When students understand the relationship between the characters, they can start analyzing all the characters. Every character is meaningful in a play. Sometimes, they carry important messages, or they are the ones who create conflicts. So, there are a lot of details we can think about. Depending on the script or the story, we can think about why characters do certain actions and have dialogues like that, and then we have even more things to analyze.

在學生了解角色的人物關係後，他們可以開始分析每個角色。每個角色存在在劇本中是有意義的，有時候他們會帶著重要的訊息，或者他們就是創造衝突的人。因此，我們有很多細節可以在劇本中找到。根據劇本或是故事，我們可以思考角色的行動原因及台詞對話，並且以此做延伸的分析。

Teacher: So, as I mentioned above, Agamemnon had several roles. He was a son, a father, a king, and a warrior. Every role had an impact on him, forcing him to make different decisions and take actions. And sometimes, other characters pushed him to face dilemmas because there were also some invisible conflicts occurring.

Student: Like what?

Teacher: Such as offering his daughter as a sacrifice. If you were him, what would you do?

Student: I think I would not sacrifice my daughter because she is my family, and my family would be torn apart if I did that.

Teacher: But if you were the king and you didn't destroy your family, that might destroy many other families and your people would not trust you anymore because they would think you were selfish.

Student: I see, it is complicated. Sometimes I face these dilemmas too. I mean when two of my roles are conflicting.

Teacher: Sure, it is a common problem. The play shows the realities that human beings face. We are like complex tapestries of multiple threads tied together, so you cannot read people in only one way.

Student: But, how do we analyze and read the characters?

Teacher: You can start from the character relations.

Student: The character relations?

Teacher: The character relations include things like the relationships between the different characters, the hierarchy, and the dialogue. Once you understand this, you can see why each character has to be in the play.

老師：所以，就像上面提到的，Agamemnon 身上有幾種角色，他是一個兒子、一個父親、一個國王和一個戰士。每個角色都對他產生影響，使他做出不同的決定和採取行動。有時，這些角色會推動他面對困境，因為那將是一些不可見的衝突發生。

學生：比如什麼？

老師：比如以女兒作為祭品。如果你是他，你會怎麼做？

學生：我想我不會犧牲我的女兒，因為那是我的家庭，如果我這樣做，家庭就會破裂。

老師：但你是國王。你不能摧毀你的家庭，而你可能讓其他家庭被摧毀，你的人民將不再信任你，因為你是自私的。

學生：明白了，這很複雜，我覺得有時我也感到困擾。我的意思是，我身上的兩個角色有衝突。

老師：當然，這很常見，這部戲展示了人類的現實，我們是複雜的，將多種事物編織在一起，所以你不能僅從一個方面了解人們。

學生：但我們該如何分析和理解角色呢？

老師：你可以從角色關係開始。

學生：角色關係？

老師：比如其他角色之間的關係、階層和對話。你可以看出為什麼這個角色必須出現在劇中。

■ 教學活動 Class Activities

活動一

說明：學生進入悲劇故事情境

We need a hook at the beginning to get students into the roles. You can find some materials and elements which are relatable and which help students to get into the situations. For this tragedy, we can try to let students be the citizens because in that setting they will attend the court and vote at the trial. So, you can run a short activity for students to act and participate in. After that, encourage students to try to think about these situations differently instead of just using their normal perspectives.

讓學生入戲前需要有個暖身活動，教師可以找相關的且有助於幫助學生進入情境的素材及元素。以這部悲劇為例，可以嘗試讓學生成為公民，因為在劇情的設定當中，公民是前往法庭對審判做出投票的人。所以，你可以有個時間短的小活動讓學生扮演及加入，在此之後，他們會依據情境來思考，而不是一般時候的內在價值觀。

Teacher: Everyone pay attention to me, please. I need you to grab a cloth and tie it around your body like this. Ok, everyone is done. (Clear throat) Dear citizens, welcome to this noble place. The goddess Athena will hold a trial right here and now.

Student: What is the trial about?

Teacher: It is about a criminal, Orestes, who killed his mother.

Student: Oh no, what happened?

Teacher: Orestes wanted revenge for his father because his mother had stabbed his father to death. After his crime, Orestes got haunted by Furies every day. Now, I believe some of you will say a crime is a crime, so there is nothing to debate. I want you to experience how tough and painful it would be if Furies were haunting you all the time.

Student: Actually, I don't think that would be too hard.

Teacher: Okay. Everyone get in groups of three. I need one of you just to do your daily things. So for example, let's do having lunch together. Just pretend that you are having a meal, that's it.

Student: And then?

Teacher: The other two, please try to annoy her. For example, when she's eating, you could pull on her chin.

Student: That's so annoying!

Teacher: Yeah! That is how Orestes felt.

老師：大家可以集中注意力嗎？我需要你們拿一條布，像我一樣綁在身上。好，大家都弄好了。（清喉嚨）親愛的市民們，歡迎聚集在這個崇高的地方。善良的 Athena 將在這裡進行一場審判。

學生：這場審判是關於什麼的？

老師：是關於有一個罪犯，Orestes，他殺了他的母親。

學生：哦不，發生了什麼事？

老師：他為他的父親報仇；媽媽刺死了爸爸，導致他死亡。犯罪後，他每天都被狂怒的神祇所困擾。現在，我相信你們中的一些人會說犯罪就是犯罪，沒有什麼好辯論的。我想讓你們體驗一下，當狂怒的神祇纏著你時，是多麼的艱難和痛苦。

學生：不，我們覺得應該不會太難。

老師：每組三個人，我需要其中一個人只是做日常的事情，比如一起吃午餐。你只需要想像你正在用餐，就這樣。

學生：然後呢？

老師：其他兩個人，請試著打擾她，例如在她吃東西時，你可以拉她的下巴。

學生：好煩啊。

老師：對，這就是 Orestes 的感受。

活動二

說明：融入公民議題

Taiwan has recently started using a jury system, which means more citizens will join the trials and determine the results. So, we can use this tragedy for students to do a debate like a real court trial. To see if they were in those situations, would they be able to understand all the information and make unbiased judgements. After this, they can also think about the advantages and disadvantages of the jury system.

臺灣近期在發展陪審團制度，這代表會有更多的人及公民會加入審判並影響判決，所以我們可以以這部悲劇，讓學生可以模擬法庭審判過程中進行辯論，去設想如果他們在這些情境中，他們是否可以收集資訊，並且避免涉入過多偏見，以做出完美的決定。在此之後他們也能討論陪審團制度的優缺點。

Teacher: After the closing argument, I believe, citizens, you have all come to your own verdicts. First, we have some time for you to have an open discussion. Then we will vote and reveal the results to see if Orestes is guilty.

Student: I would like to say something. I agree that Orestes is guilty because a crime is a crime. The law has to be followed by all. I don't think that we could mutually decide to break the law.

Teacher: Does anyone want to speak for the other side?

Student: Can I say something? I understand the importance of the law; however, Orestes had to take revenge for his father as he had no choice. And the Furies were bullying him, which did nothing to help Orestes act nicely because they were using violence too.

Teacher: Ok, I think we had plenty of discussion on this, so please vote for your opinions. Ok, the results are in. We agreed he is not guilty. And now, we will have some questions to contemplate. The first one is: do you think we made a good decision?

Student: For me, I would say we did not because I do not support what he did. Nonetheless, I would say that it is our decision, and I will take responsibility for it.

Teacher: Ok, the next question is: what do you think of the jury system?

Student: I think it is a bit unfair. I wasn't really paying attention to what was going on, so I just randomly voted. I don't even remember what I voted for.

Teacher: Yeah, I think that normally they would avoid choosing some people who are not suited to being jurors for the trial. So, it would be a bit different from our classroom. They would try to make the procedures fair to both sides, and then that would get the best results.

老師：在終結辯論之後，我相信，市民們，你們心中已經有了答案，現在我們將開始投票，然後揭示結果，看 **Orestes** 是否有罪。現在，是你們進行公開討論的時候了。

學生：我想說點什麼。我同意 **Orestes** 有罪，罪犯就是罪犯。法律必須是主宰。我認為我們不應該有一個共同的決定來違背法律。

老師：有沒有其他人想從另一方面發言？

學生：我能說點什麼嗎？我理解法律的至高地位，然而，**Orestes** 遵循了法律，他別無選擇，他必須報仇。而且復仇女神在欺負他，這對讓人們變得善良這件事，毫無幫助，因為他們也在使用暴力。

老師：好的，我認為我們的討論足夠了，請投下你們的意見。好的，結果出爐了。我們一致認為他無罪。現在，我們將有一些問題需要思考。首先，你認為我們做出了一個好的決定嗎？

學生：對我來說，我會說不，因為我不支持他。儘管如此，我會說這是我們的決定，我會為它負責。

老師：好的，下一個問題，你們對陪審制度有什麼看法？

學生：我覺得有點不公平，對我來說，我並不真的在乎發生了什麼，所以我隨便投了一票。我甚至不記得我投了什麼。

老師：是的，我認為通常他們會避免選擇一些不適合參與審判的人。因此，這點會有些不同於教室。他們會設法讓程序對雙方都公平，然後取得最好的結果。

單元八 環境教育與戲劇

Environmental Education and Drama

(藝術生活-表演藝術)

國立新竹科學園區實驗高級中等學校 吳文龍老師

■ 前言 Introduction

Combining issues in the curriculum is a useful way for students to have more awareness of the environment. This allows them to learn about the world starting from their own perspectives. In drama, as a pedagogy, we are open to letting students use their imaginations, and we can create immersive scenarios to see how students take actions to deal with issues. In this unit, we will focus on environmental education, and expect that students will be able to think about environmental issues. We can start from raising awareness, then experiencing nature, and finally taking action to help the environment.

遵從課程中的議題是學生更加了解環境的一種有用方式。他們可以從自己的立場出發，閱讀世界上的資訊。戲劇，作為一種教學法，讓學生能夠使用想像力，我們可以應用沉浸式情境，看看學生如何對這些問題採取行動。在這個單元中，我們將聚焦於環境教育，期望學生能夠在心中擁有環境公民意識。我們可以從提高意識開始，並體驗自然，最終採取行動以幫助環境。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
environmental education	環境教育	Mantle of the Expert	專家外衣
prevention	預防	commission	任務

preservation	保育	fictional context	抽象情境
protection	保護	narrative	敘述
ecosystem	生態系統	collaboration	合作
food chain	食物鏈	tension	張力
green	環保的	inquiry	探究
awareness	覺察	active	主動的
sustainability	永續性	participative	參與的
ozone depletion	臭氧層破洞	alternative	替代
bushfire	森林大火	convention	會議

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① _____ is key to _____.

例句：Reusing things **is key to** decreasing litter. I will use this plastic bag again.

重複利用是減少亂丟垃圾的關鍵。我會重複使用塑膠袋。

② Environmental harm can be _____ by _____.

例句：**Environmental harm can be** limited **by** humans not entering natural environments.

Humans should not destroy animals' habitats.

透過減少對自然的入侵可以避免環境危害。人類不應該破壞動物的棲息地。

③ _____ is vital for _____.

例句：Biodiversity **is vital for** maintaining ecological balance.

生物多樣性對於維持生態平衡至關重要。

④ _____ contribute to _____.

例句：Recycling programs **contribute to** minimizing waste and conserving valuable resources.

回收計畫有助於最小化廢物並保護寶貴的資源。

⑤ _____ commissioned to _____.

例句：[1]: You have been **commissioned to** help leopard cats.

[2]: Sure, I would love to help.

[1]: 你們被委託幫助石虎

[2]: 當然好，我很願意幫忙。

⑥ How do/does _____ enhance _____?

例句：[1]: **How do** you **enhance** your environmental awareness?

[2]: My dad works for an environmental organization.

[1]: 你如何增強你的環境覺察？

[2]: 我爸爸在自然組織工作。

⑦ Well spotted!

例句：[1]: There is a leopard cat.

[2]: **Well spotted!**

[1]: 那裡有隻石虎。

[2]: 很好的發現。

⑧ to get involved in _____

例句：[1]: Who wants **to get involved in** this charity event?

[2]: Count me in.

[1]: 誰想參與這個慈善活動？

[2]: 算我一個。

9 to engage with the environment

例句：The purpose of us doing this is **to engage with the environment**.

我們做這些的目的是為了與環境互動。

10 _____ be committed to _____.

例句：Ideally, we should **be committed to** saving the environment.

理想情況下，我們應該致力於拯救環境。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：讓學生認知及覺察環境。

We will start by letting students gain more awareness of the environment, and then they will have more observations of their surroundings. We can explain some of the issues and also choose one topic to have more thinking and discussions about it. For this step, we will not only teach information and knowledge, but we will also create a situation for students to experience the issues first-hand.

從讓學生對環境有更多的認識開始，接著他們將對周圍環境進行更多觀察。教師可以解釋問題的概念，並專注於一個主題開始，以促使更多思考和討論。在這一步驟，我們不僅僅是講授資訊和知識，還可以創造一個情境，讓學生進行實際進行體驗。

Teacher: Has everyone brought a picture? Who would like to share their picture with everyone? I will ask you some questions about it.

Student: I can do it. This was taken three years ago. My family and I went to a park in Chiayi.

Teacher: Do you remember the temperature?

Student: It was summer, so I think it was hot and very humid. I remember I sweated a lot.

Teacher: Good work! So, we all have at least one picture. I need you to share the details of the picture and also ask your partners some questions.

Student: After sharing, I found that we are actually surrounded by lots of nature, but I've never noticed it before.

Teacher: That is correct. To become more immersed in nature, now I need you to be one of the elements in the picture. You can be a rock, a flower, or a tree, but I will need you to portray the element's feeling when someone is standing next to you taking pictures. How would you feel if you were a part of nature in that situation?

Student: Can you have a look at us?

Teacher: Sure. Wow, it is so nice that you show facial expressions of how you feel about human beings. Who would like to share?

Student: I'm a rock, and I don't like people stepping on me. It makes me uncomfortable, and it is so impolite to me.

Teacher: Good point. Let's look at the other teams too.

老師：請問有帶照片來嗎？有誰可以與大家分享照片，有一些問題要問你們。

學生：我可以。這是三年前拍的。我和家人去了嘉義的一個公園。

老師：你記得當時的溫度嗎？

學生：那是夏天，所以我想應該很熱，而且非常潮濕，我記得我當時出了很多汗。

老師：很好，正如你們所看到的，我們都至少有一張照片。我需要你們分享照片中的細節，並向你的夥伴提問。

學生：跟同學分享後，我發現我們實際上被很多自然元素包圍，而我從來沒有注意到。

老師：這是正確的，為了讓你們更融入，現在我需要你們成為照片中的一個元素，你可以是一塊石頭，一朵花，或一棵樹，但我需要你們描繪當有人站在你旁邊拍照時的感覺，當你是自然的一部分時你會有什麼感覺。

學生：你能看看我們嗎？

老師：當然，哇，很好，你們展現了你們對人類的感受的面部表情。有人可以分享嗎？

學生：我是一塊石頭，我不喜歡人們踩在我身上。這讓我感到不舒服，對我來說很不禮貌。

老師：很好的觀點。讓我們也看看其他小組。

概念二

說明：目的是讓學生體驗與感知環境。

After raising their environmental awareness, students should be able to gradually empathize more with the environment. However, it could be a long process. We can design some activities for students to use different senses to feel the everyday environment. They could be blindfolded and then be led by their peers, or they could just take some time to listen to the sounds of every corner of the room. This section is designed so that students can experience the environment and see more diverse angles and visions.

提高意識之後，他們就能夠逐漸的同理環境。然而，這可能會是一個漫長的過程。我們可以為學生設計一些活動，讓他們使用不同的感官感受日常的生活環境。他們可以閉上眼睛由其他同學引導盲行，或花一些時間聆聽每個角落的聲音。這一部分的目的是讓學生能夠親身體驗環境，看到更多多元的角度和視野。

Teacher: Here we are. Does anyone know where we are now?

Student: This is the basketball court.

Teacher: That's right. Obviously, you guys usually come here for PE class, but today we are going to find something that we think is ordinary but it's actually not. I need you to clear your mind and close your eyes. We can try to listen to the environment and hear five sounds. Let's do it for two minutes.

Student: It's so quiet.

Teacher: Yes, it should be quiet, so please concentrate. [After two minutes] Ok, time's up. Share with the classmate who is next to you.

Student: I heard a bird singing, the teacher's footsteps, cars, the wind, and some people were whispering.

Teacher: Well done! Now, two people in a group and one of you close your eyes while the other person holds their partner's hand. Guide your partner to touch five different things. Let them guess what it is. And remember: safety is always the priority.

Student: It's so scary!

Teacher: Let's try to use our different senses to feel the surroundings.

Student: Oh, is it a stone? Or a brick?

Teacher: It doesn't matter if you get it wrong. The whole point is for you to feel the environment.



老師：我們來到這裡。有誰知道我們現在在哪裡嗎？

學生：這裡是籃球場。

老師：是的，你們經常來這裡上體育課，但今天我們要發現一些我們認為是普通的事情，實際上很特別。我需要你們放鬆心情，閉上眼睛，試著聽聽周圍的環境，找出五種聲音。我們一起試試看，兩分鐘開始。

學生：好安靜啊。

老師：是的，我們應該是安靜的，請專心點。好，時間到了。你能和你的同學分享一下，跟旁邊的人說一說。

學生：我聽到鳥叫聲，老師的腳步聲，車子，風聲，還有一些人在低聲說話。

老師：很敏銳。現在，請兩個人一組，其中一個閉上眼睛，另一個請握住你的夥伴的手。讓你的夥伴觸摸五個不同的東西，看她能猜出是什麼。安全是最重要的喔。

學生：有點害怕。

老師：讓我們嘗試使用不同的感官感受周圍環境。

學生：哦，這是一塊石頭？還是一塊磚？

老師：如果你猜錯了也沒關係。整個重點是讓你感受周圍的環境。

■ 教學活動 Class Activities

活動一

說明：學生深入探討環境議題並切身思考

Since students are expected to have connections with the environment through the above activities, in this section we will focus on one topic to generate more ideas with students. You will see leopard cats to be the main topic as an example. Students will get involved in the situations and imagine what they can do for leopard cats.

由於預期學生通過上述活動與環境建立聯繫，這一部分我們可以專注選擇於一個特定主題，與學生一同產生更多的想法。以石虎作為主題示例，學生將參與情境，想像如果他們能為石虎做些什麼，他們會選擇採取什麼行動。

Teacher: We've done some research on leopard cats, so we now know about the crisis that they face. So, we should think about what actions to take to save this special animal. Now, as a student, to save a type of animal, what will you do?

Student: I think we can join some environmental organizations.

Teacher: Yeah, good point. That is a good way for us to engage with the environment. We could volunteer to do some work to help the species. We could also have an event to promote awareness of the leopard cats' crisis to more people. Now please go to your groups.

Student: What are we doing now?

Teacher: Grab a piece of paper. I need you to come up with one concept that you want to educate people about. It could be roadkill or something else. Then use this idea to design a flag.

Student: Sure. We are done.

Teacher: Can you please explain it in lots of detail?

Student: This is a "do not use pesticides" flag. In our research we discovered that using pesticides poisons rats that leopard cats eat, and then the leopard cats are poisoned too.

Teacher: Good work! Can you explain your flag too?

Student: There is a big leopard cat with black teeth, which symbolizes that it ate something toxic.

老師：我們已經對石虎做了一些研究，因此我們了解到牠們面臨的危機。所以，我們可以思考一下如何針對這種特殊的動物採取行動。現在，作為學生，如果你有能力拯救某種動物，你會怎麼做？

學生：我認為我們可以加入一些組織。

老師：是的，很好，這是我們與環境互動的一種好方式。我們可以進行慈善活動，或者真正地幫助這個物種。我們還可以舉辦一個活動，將石虎的資料宣傳給更多人。請去找你的組員。

學生：我們現在要做什麼？

老師：拿一張紙，我需要你們提出一個概念，你們想要教育人們的，可以是路殺或其他的。然後利用這個概念設計一面旗幟。

學生：當然。我們完成了。

老師：請解釋一下

學生：這是呼籲不使用農藥的旗幟，因為在我們的研究中，我們發現使用農藥會讓一些老鼠中毒，一旦石虎吃了它們，它們就會中毒。

老師：很好。你能解釋一下你的旗幟嗎？

學生：有一隻大石虎，牠的牙齒是黑色的，象徵著它吃了有毒的東西。

活動二

說明：成為環境公民。

The last step for making students become environmental citizens is that they should take action. So, in this one, we help students to develop an activity that they will do in their normal lives, which is also related to performing arts. They could have a chance to empower and execute how much they could do in the community. It is also a long process. For example, as a teacher, I could lead students to design a special entrance for the athletes to enter through on the school sports day, encouraging other people to raise awareness of the environment.

為使學生成為環境公民的最後一步，他們應該採取行動。因此，在這一步驟中，我們可以協助學生發展一項與他們日常生活有關且涉及表演藝術的活動。他們有機會在社區中發揮影響力，實踐自己的力量。這是一個漫長的過程，例如，作為教師，我可以帶著學生設計，在運動會時特別的運動員進場，激發其他人提高對環境的認識。

Teacher: Since we all have the experience of wanting to promote our ideas to people, we should find a chance to reach as many people as possible.

Student: We can do it on our sports day.

Teacher: Yes, that is a good time when many people will come to the campus. We can do marching with special chants and movements to raise people's awareness.

Student: How can we do it?

Teacher: Do you know that each player has their own chants and movements in a baseball game? This is memorable and people like to learn and copy it. So, we can do that to have some special chants, steps, and moves.

Student: That sounds so cool! Maybe we can also dress up.

Teacher: Yes, so you will need you to think about how to make it catchy.

Student: Can we start with the chants?

Teacher: Yes, what words are important to the leopard cats, and what do you want people to care about most.

Student: We hope that people can buy eco-friendly rice products to help protect the leopard cats. Can we let people know this?

Teacher: Sure, I can't wait to see your march!

老師：既然我們都有擁有這樣的經驗，如果想向人們宣傳我們的想法，可以找機會真正向大家展示。

學生：我們可以在運動會上做這個。

老師：是的，那是一個很好的時機，很多人會在校園集合。哦，我們可以進行特殊的口號和動作遊行，喚起人們的覺察。

學生：我們怎麼做呢？

老師：你有沒有看過棒球比賽中，每個球員都有他們典型的口號和動作，那是令人難忘的，人們喜歡模仿和學習這些動作。所以，我們可以像那樣做一些特殊的口號、步伐和動作。

學生：哦，太酷了，也許我們還可以打扮特別一點。

老師：是的，所以你們需要考慮如何讓人印象深刻。

學生：我們可以從口號開始嗎？

老師：是的，什麼詞語對石虎很重要，而你們希望人們最關心什麼？

學生：我們希望人們能為石虎購買米，我們能讓人們知道這個嗎？那個環保的米產品。

老師：當然，我很期待看到你們的進場。



單元九 生活無處不表演

Life is Full of Performances

(藝術生活-表演藝術)

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 theatre performances, we can usually see different people's lives on the stage, and sometimes we think that is special and only for some people to relate to. However, we all have many unique moments that we do not see as being very special in our lives. We ignore that life has many moments that we can call performances; it could be someone performing, passing by, or just sitting still. When we slow down the pace, we can have more time to discover we have performances in everyday life. In this unit, we will help students explore the things that happen around them and let them have more in-depth thinking about the meanings.

在劇場表演中，我們通常能夠在舞台上看到不同人的生活；有時我們認為那是特殊的，而且只有一些人能夠理解。然而，我們確實有一些特殊的時刻，並不是真正意義上的特別，而是我們在生活中能夠感受到的。我們忽略了生活中有許多時刻，我們可以稱之為表演，可能是有人在表演，經過，或者只是坐在那裡。當我們放慢步伐，我們有更多的時間去發現我們的日常生活中有很多表演。在這個單元中，我們將嘗試讓學生探索他們周圍發生的事情，讓他們對其中的意義有更深入思考。

■ 詞彙 Vocabulary

※粗黑體標示為此單元重點詞彙

詞彙	中譯	詞彙	中譯
interpret	解釋	symbol	象徵
analyze	分析	simile	明喻

evaluation	評價	metaphor	暗喻
realism	寫實	brain dance	腦之舞
style	風格	tactile	觸覺
objective	目標	core	核心
super objective	終極目標	distal	末端
physical action	肢體動作	upper	上
subtext	潛台詞	lower	下
vibe	氛圍	cross	交叉的
atmosphere	氛圍	lateral	橫向

■ 教學句型&實用句子 Sentence Frames & Useful Sentences

① Keep a neutral expression.

例句：Before you start, **keep a neutral expression**.

在你開始之前，保持中性表情。

② Breathe in/out.

例句：Pay attention to your breathing. **Breathe in.**

注意你的呼吸。吸氣。

③ Project your voice.

例句：①: When you want to say what's on your mind, please **project your voice**.

②: I'm a failure

①: 當你從內心說出話語時，請將聲音投影出來。

②: 我是個失敗者

④ Strike a pose

例句：Strike a pose and imagine it is the morning.

擺一個動作想像在早上的時候。

⑤ Be in the moment.

例句：Don't think too much, be in the moment.

別想太多，活在當下。

⑥ enter the scene

例句：①: When I count to three, enter the scene.

②: Can I be any character?

①: 當我數到三，進入情境

②: 我可以當任何一個角色嗎？

⑦ show the state of mind

例句：①: I can't understand why we are doing this.

②: It shows the state of mind.

①: 我不知道做這個要幹嘛？

②: 這可以展現心理狀態。

⑧ create a story

例句：Use your daily life to create a story.

利用你的日常生活創作一個故事。

⑨ keep your balance

例句：①: We are trying to walk normally, so please keep your balance.

②: Will I fall if I don't follow your instructions?

①: 我們試著正常行走，請保持身體平衡。

②: 如果我不遵從這個指示，我會摔倒嗎？。

10 Focus on your partner's reaction.

例句：When you are pushing your partner, **focus on your partner's reaction**.

當你在推你的夥伴時，關注夥伴的反應。

■ 學科概念講解 Explanation of Academic Concepts

概念一

說明：發現生活周遭如何成為表演。

A performance needs three elements, which are a performer, an audience, and a stage. So, when we are looking at someone somewhere, it could be called a performance, and of course, it does not have to be a professional or formal one. Since we just have to look for those three elements occurring in our lives, we can see more details and interesting things as an audience. Then we can apply these skills to think about how artworks relate to life to have an impact on the audience.

表演需要三個元素，即演出者、觀眾和舞台。因此，當我們在某處看著某人時，這可以被稱為一種表演，而且當然，它不一定要是專業和正式的表演。由於我們有能力發現這三個元素在我們的生活中發生，我們可以以觀眾的身份更仔細地看待我們眼前的細節和有趣的事物。然後，我們可以應用這些技巧來思考藝術作品如何與生活相關，以對觀眾產生影響。

Teacher: Now, please share how you get to school each day.

Student: I walk to school every day.

Teacher: Can you describe the route in more detail?

Student: I usually take a shortcut which is behind the school. There are trees and sometimes I can see the leaves falling together.

Teacher: That's beautiful. Now please share your route with your teammate and let's see what's interesting.

Student: Can I share what I just heard?

Teacher: Sure thing. And please make sure you tell the truth.

Student: My friend said he takes a bus, and he likes to observe people on the bus instead of reading his English textbook. Sometimes, he sees people bump into each other and the driver suddenly stops the bus. After that, their facial expressions are classic.

Teacher: Great sharing! The big picture today is to think about three things in your life and how they exist together. There are a performer, an audience, and a stage.

Student: That sounds familiar. Those are the elements of a performance, aren't they?

Teacher: That is correct, and if somebody is watching you, it means that you are creating a performance. So, I want you to think about the situations when you can see performances in your daily life instead of in the theatre.

老師：現在，你能分享一下你是怎麼去學校的嗎？

學生：我每天走路去學校。

老師：你能更詳細地描述一下你的路線嗎？

學生：我通常走後面學校的捷徑，那裡有樹，有時我能看到樹葉一起飄落。

老師：太美了。你能和你的組員分享一下你的路線，看看有什麼有趣的地方。

學生：我可以分享我剛聽到的嗎？

老師：當然可以。請確保你講的是真實的故事。

學生：我的朋友說他搭公車，他喜歡觀察公車上的人，而不是讀英文。有時他看到有人撞到其他人的司機突然停下公車。之後，他們的表情經典極了。

老師：很好的分享。今天的主要的內容是思考你生活中的三個元素，以及它們如何共存。有表演者、觀眾和舞台。

學生：聽起來很熟悉，這不就是表演的元素嗎？

老師：正確，如果你因某種原因被人目睹，這就意味著你正在創造一場表演。所以我需要你思考在日常生活中，你能在什麼情況下看到表演，而不僅僅是在劇場裡。

概念二

說明：儀式與表演。

As we know, in Taiwan, there are many different special ethnicities and religions. Sometimes, we can see rituals on the streets or in temples. Some ceremonies contain dancing and singing, and those who are familiar with the culture can understand the meaning of the ceremony. However, for those who are not from the same culture, the ceremony will be a performance for them, and they are likely to want to explore what is going on. So, when students are passing by a ceremony, if they exercise some awareness, they have many opportunities to see performances.

正如我們所知，在台灣，有許多不同的特殊族群和宗教。有時候，我們可以在街上或寺廟中看到儀式。一些儀式包含舞蹈和歌唱，對於熟悉文化的人來說，他們能夠理解儀式的含義，然而對於那些不同文化的人來說，這場儀式將成為一種表演，他們可能會探索發生了什麼事情。因此，當學生經過一些儀式時，如果他們能夠保持一些意識，他們就能在一些偶發的時刻看到表演。

Teacher: Can anyone tell me what you saw in the video?

Student: We found that in the old times, the Amis dance was used for worshiping the ancestors, but now, although they might be doing the same dance, it is a kind of performance and it is very entertaining.

Teacher: Thanks for sharing. You give a very important perspective. The dance or the ceremony took place in the courtyard, many people were dancing together, and most importantly, we were watching. I think you can give me more examples of this. The ceremony is a kind of performance for the crowd.

Student: I've never thought about the transition that happened. I mean the ceremony has gradually become a performance.

Teacher: Yes, some performances originated from worshiping gods, such as Tandava, the dance from the god, Shiva. And now it is a popular dance genre in India.

Student: That's so cool!

Teacher: These days, some theatrical performances will use traditional rituals as materials and put them into works.

Student: Like what?

Teacher: Have you heard of the 'soul guiding array song'? You might have seen it at a funeral in Taiwan. It was an important ritual in the old days, but now, not many people still follow this. So, you can see artists are trying to keep this tradition alive by putting it in their artworks.



老師：有人可以告訴我們你在影片中看到了什麼嗎？

學生：我們發現在古時候，阿美族的舞蹈是用來祭拜祖先的，現在他們可能仍在做同樣的事情，但對我們來說，這有點像一場表演，非常娛樂。

老師：謝謝你的分享。你提到了一個很重要的觀點。這種舞蹈，換句話說，這種儀式，在一塊空地中發生，很多人一起跳舞，最重要的是，我們在觀看。我覺得你可以給我更多這方面的例子。這種儀式對於觀眾來說是一種表演。

學生：我從未想過這個轉變。我的意思是，這種儀式逐漸變成了一種表演。

老師：是的，一些表演起源於對神的崇拜，例如 **Tandava**，這是來自濕婆神的舞蹈。現在它是印度的一種受歡迎的舞蹈類型。

學生：太酷了。

老師：現在，一些劇場表演會將傳統儀式作為素材，融入到作品中。

學生：比如什麼？

老師：你聽過『牽亡歌』嗎？你可能在台灣的葬禮上看到它，這是古時候的一個重要儀式，現在，並不是很多人仍然遵循這個傳統。所以，你可以看到藝術家試圖保留這個傳統，所以把它放入藝術品中。

■ 教學活動 Class Activities

活動一

說明：引導學生回憶生活經驗。

After deliberating on the connections between life and performances, we will do some assignments which help students recall and develop links between themselves and performances in life.

In the following activity, students describe their experiences and share them with peers to expand on their daily lives, then apply and connect them to performances. This will help them to discover the unique moments that they experience.

在深思生活與表現之間的關係後，我們可以設計一些活動，幫助學生回憶和發展自己與生活中表現之間的聯繫。在接下來的活動中，我們可以讓學生描述他們的經歷，並與同儕分享，以擴展他們的日常生活並將這些經歷應用和聯繫到表現上。這將有助於他們發現自己正在經歷的獨特時刻。

Teacher: I need two people on the stage to do some random movements?

Student: I bend at my waist and stand on tiptoes.

Teacher: Please freeze. If I said it is a move that happens in daily life, in what situation do people act like this?

Student: Let me guess. It could be a thief in a house, who is scared by someone.

Teacher: Yeah, that is a great answer! You can relate anything that you have imagined or seen in your life and then project the idea to the image on the stage. So, one of you can be the thief and one of you can be anyone else you want. You will need to end the scene from your still image.

Student: Sure. We can do it.

Teacher: Who can tell me the story of what you've seen?

Student: There was a thief.

Teacher: Can you tell us more about it?

Student: The thief tried to steal something from this house, but he was frightened by a cat.

老師：我需要舞台上的兩個人，你們能隨機做一些的動作嗎？

學生：我彎下腰，踮起腳尖。

老師：請定格。如果我說這是日常生活中發生的動作，人們在什麼情況下會這樣做？

學生：讓我猜猜，那可能是一個小偷闖入家裡，然後被嚇到。

老師：是的，這是個很好的答案。你可以將任何你想像或在生活中看到的事情聯繫起來，然後將這個想法投射到舞台上的形象上。所以，請其中一個人扮演小偷，另一個人可以扮演任何你想要的角色。你們需要用你們做的定格結束這一幕。

學生：當然，我們可以做到。

老師：有人可以告訴我你看到的故事嗎？

學生：有一個小偷。

老師：你能告訴我更多嗎？

學生：賊試圖從這個房子裡偷走東西，但被一隻貓嚇到了。

活動二

說明：腦之舞與感受。

A brain dance is a technique that we use to feel our emotions and bodies. While doing this, students should explore themselves without speaking out loud. When we are doing this, we need to remind students that our bodies are the most important thing but we often ignore our bodies for a long time. When we feel ourselves, it could lead us to enhance our sensitivity and find more interesting trivial things in our lives.

腦之舞是一種用來感受情感和身體的方式。在進行這個過程時，學生可能會在不用言語說話的情況下探索自己。在這個過程中，我們需要提醒學生，我們的身體是最重要的，我們很長的時間中往往忽略它。當我們感受自己的身體時，這可能會使我們擴展敏感性發現生活中更多微小而有趣的事物。

Teacher: Since we have explained the concept of a brain dance, we are going to explore the techniques physically.

Student: Are we going to dance now?

Teacher: Yeah, kind of, but I need you to feel your own breathing. Please lie down first.

Student: The floor feels cold now.

Teacher: You will feel it get warm soon. Please relax your arms and legs. Take a deep breath. Follow my tempo: breathe out...breathe in...breathe out...breathe in. Now, you can use your tempo to do it three more times.

Student: I'm done.

Teacher: Now, imagine that your body is separated into two parts, the upper part and the lower part. Turn your knees to one side together and try not to move your upper body at the same time. Take your time, don't rush. Remember to breathe slowly.

Student: That makes my waist relax.

Teacher: How do you feel now?

Student: I did not know I could use this way to calm my mind down. I feel less stressed now.

Teacher: We can use some movements to help us get in touch with our bodies. At the same time, it affects our minds too. Because our bodies are part of us, the emotional and the physical are closely connected.

老師：既然我們已經解釋了腦之舞的概念，現在我們將實際探索這些技巧。

學生：我們現在要跳舞嗎？

老師：是的，有點像，但我需要你們感受自己的呼吸。請先躺下。

學生：我感覺地板現在很冷。

老師：很快你會感覺到它變暖。請放鬆你的手臂和腿部。深呼吸。跟隨我的節奏，呼氣，吸氣，呼氣，吸氣。現在，你可以用你的節奏再做三個回合。

學生：我做完了。

老師：現在，請想像一下你的身體分為兩部分，上半身和下半身。請試著一起將膝蓋轉向一側。盡量不要動上半身。慢慢來，別著急。記得慢慢呼吸。

學生：這讓我的腰放鬆了。

老師：現在感覺如何？

學生：我不知道我可以用這種方式放鬆下來。我現在感覺壓力減輕了。

老師：我們可以用一些動作來幫助我們擴展身體的使用，同時也影響我們的思維。因為身體是我們的一部分，它在情感和生理上都有聯繫。

國內外參考資源 More to Explore

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

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

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



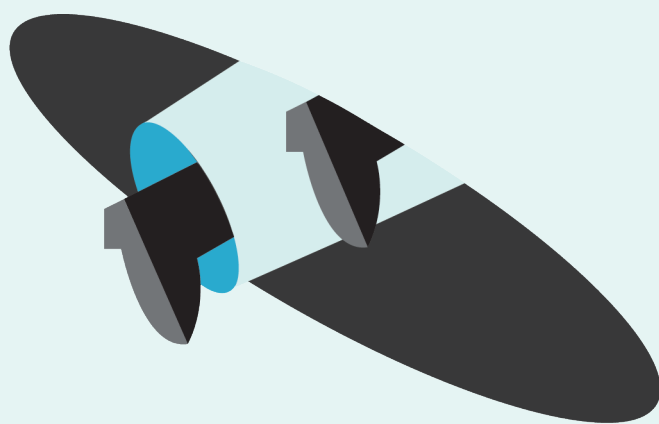
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[12th grade]

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