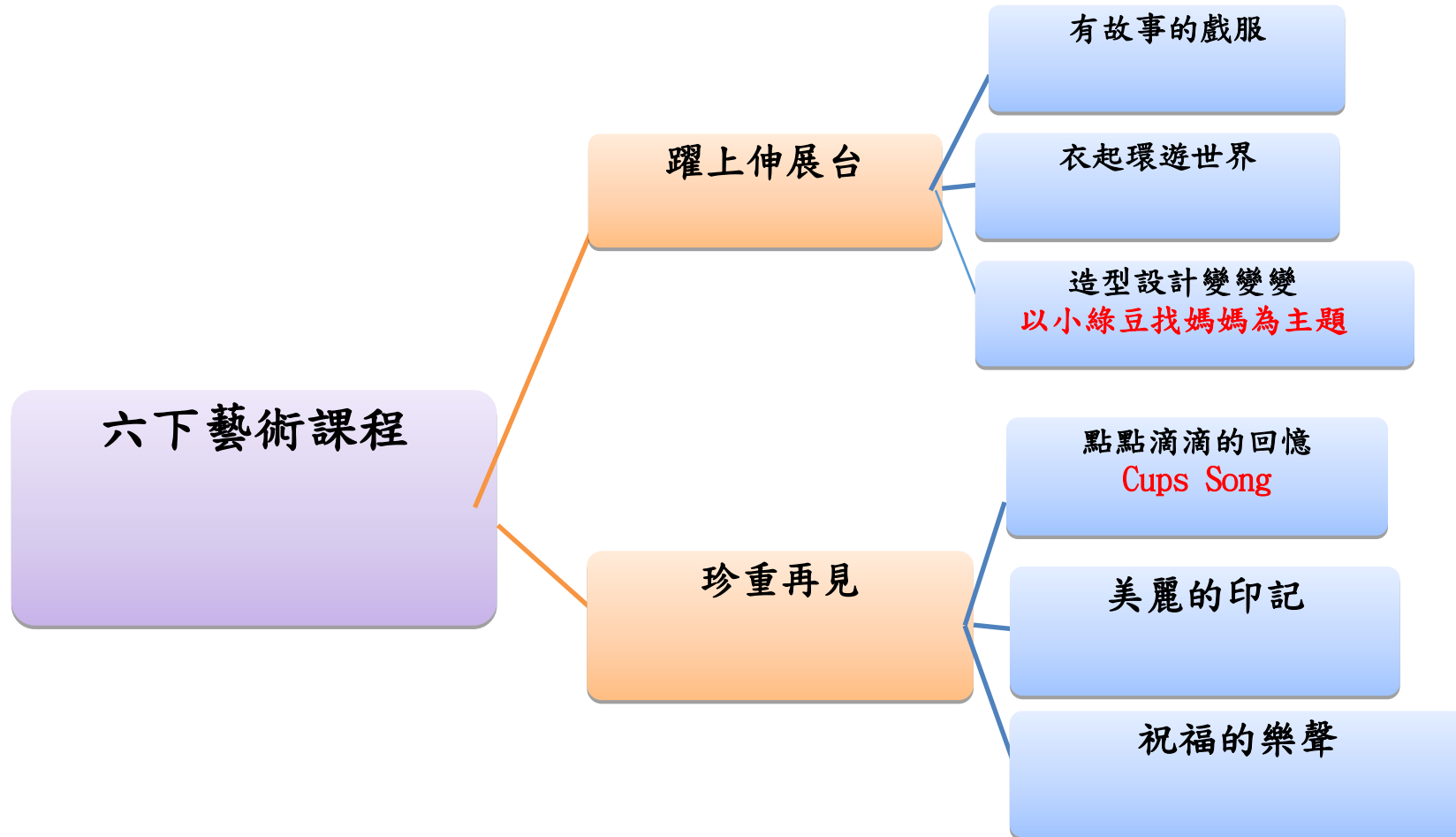


馬公國小 110 學年度藝術領域課程雙語教學內容及方式

1.課程架構圖：



2.110 學年度下學期課程設計架構

課程目標

1. 探討服裝的纖維名稱及其特質。
2. 分析不同民族文化服裝特色。
3. 能欣賞並感受不同服裝文化差異。
4. 發揮創意，動手完成各項角色造型計。
5. 設計畢業典禮活動，規畫與布置典禮場地。
6. 運用多元的藝術形式，表達畢業的感受與想法。
7. 熱忱參與畢業活動。企劃能力與舞臺技巧。

單元主題	課程主題	對應能力指標	教學目標	課程活動與英語學習融入
躍上伸展台	有故事的戲服	<p>1-3-2 構思藝術創作的主题與内容，選擇適當的媒體、技法，完成有規劃、有感情及思想的創作。</p> <p>1-3-3 嘗試以藝術創作的技法、形式，表現個人的想法和情感。</p>	<p>了解劇場角色服裝設計要點。</p> <p>2-1.比較不同纖維的特性。</p> <p>2-2.了解各種不同纖維的運用。</p>	<p>【活動一】角色討論'</p> <p>1.經由介紹法文音樂劇《羅密歐與茱麗葉》及兒童音樂劇《小綠豆找媽媽》來探討戲劇中角色的定位、服裝造形、道具的運用</p> <p>2.教師提問劇中角色服裝造形、道具運用的重要。</p> <p>3.學生分組討論。</p> <p>Activity 1</p> <p>1. Introduction to two musicals:</p> <p>(a)French musical “Romeo & Juliet” (<i>Roméo et Juliette</i>). It is a French <u>musical</u> based on <u>William Shakespeare's play Romeo and Juliet</u>, with music and lyrics. the musical has been performed in many</p>

3-1 發揮創意巧思，並能畫出服裝設計圖。

3-2 運用布料及工具，將服飾改造成具巧思的成品。

countries, and has been translated into several languages.

(b) Local musical “**Green Turtles Find Their Mom**”. Five baby turtles wanted to find their mom. On the way, they went through much trouble. One of them was misled by the light of a lamp post to the wrong direction and killed by a car, one caught by sand crabs, and the rest of them survived from eating by a seagull. A group of female turtles saw this and protected them from danger. Finally, these three survivors found their mom.

**Please see the attachment (play script) for details.*

2. Explain the importance of costumes, props in a play.

- What does she wear?
- What are their dressing styles?
- Do you like this kind of dressing style?
- What prop do you see in this play?
- What is the prop used for?

3. Group discussion about the play.

- How do you like the play?
- Do you like the play?
- Which part do you like the most?
- Which part impresses you the most?

【活動二】各種衣物的特性

1. 教師請學生將家中的一些衣物帶到學校。
2. 說明棉、麻、羊毛、絲等特性
 - (1) 棉的特性：是植物性纖維，燃燒沒有味道。
 - (2) 麻的特性：也是植物性纖維，堅韌、耐磨是它的優點和特色。
 - (3) 羊毛的特性：羊毛因為吸、放溼性能強，具有

體溫調節功能。

(4)絲的特性：絲織品製成衣服平滑柔軟，觸感細緻。

3.衣服分類

Activity 2

Introduction to textile fibers:

Textile fiber is a material mainly made from natural or synthetic sources. The fibers are transformed to make various products such as yarns, knitted, woven or nonwoven fabrics, and carpets. A growing textile industry is always in search of new materials, whether these are the resources of textile fibers or the other functional materials.

1. Each student needs to prepare a clothes to class
2. Introduction to mommon clothing fibers — cotton, linen, wool and silk.

(a) **Cotton:**

Cotton is a soft, fluffy staple fiber that grows in a boll, or protective case, around the seeds of the cotton plants. The fiber is almost pure cellulose, and can contain minor percentages of waxes, fats, pectins, and water.

(b) **Linen:**

Linen is very strong, absorbent, and dries faster than cotton. Because of these properties, linen is comfortable to wear in hot weather and is valued for use in garments. It also has other distinctive characteristics, notably its tendency to wrinkle.

(c) **Wool:**

Wool is the textile fibre obtained from sheep and other animals, including cashmere and mohair from goats, qiviut from muskoxen, hide and fur clothing from bison, angora from rabbits, and other types of wool from camelids. Wool consists of protein together with a small percentage of lipids. In this

regard it is chemically quite distinct from cotton, which is mainly cellulose.

(d) **Silk:**

Silk is a natural protein fiber, some forms of which can be woven into textiles. The protein fiber of silk is composed mainly of fibroin and is produced by certain insect larvae to form cocoons. The best-known silk is obtained from the cocoons of the larvae.

Source: Wikipedia

3. Clothing sourcing

Key sentences:

- Cotton feels like soft and comfortable.
- Silk looks very fancy and expensive.
- Linen feels like casual.
- I like wearing cotton made clothes because it feels like soft.

【活動三】我是小小設計師

1. 教師發下大約 A4 大小紙張設計一個角色，可以選擇法文音樂劇《羅密歐與茱麗葉》或兒童音樂劇《小綠豆找媽媽》中的角色，並上臺發表。
2. 利用從家中帶來的衣服布料或配件，以縫紉機、針線或保麗龍膠製作完成後，依序上臺展現成品。

Activity 3

I am a designer.

1. Have each student design costume for a role based on the musical play “Romeo & Juliet” or “Little Green Turtles Find Their Mom”. Create a rough draft on a piece of A4 size paper.
2. Use their own clothing or accessories to make the costume. Make it with a sewing machine, needle and thread, or quick-dry glue. Show and tell their hand-made costume to everyone.

				<p>*Teacher's instructions:</p> <ul style="list-style-type: none"> -Choose a role in the play -Decide a dressing style for the role -Everyone design your costume on a piece of paper -Use your own clothing or accessories -Make the costume with a sewing machine, needle and thread, or quick-dry glue -Present your costume to everyone <p>*Student's expression:</p> <ul style="list-style-type: none"> -I choose the _____ (role) for my model. -I like ____ (role's name) because she looks pretty. -The costume I designed is cool and unique. -I can design my own clothes. -Do you like my costume?
單元主題	課程主題	對應能力指標	教學目標	課程活動與英語學習融入
躍上伸展台	衣起環遊世界	<p>1-3-2 構思藝術創作的主题與内容，選擇適當的媒體、技法，完成有規劃、有感情及思想的創作。</p> <p>1-3-3 嘗試以藝術創作的技法、形式，表現個人的想法和情感。</p> <p>3-3-12 運用科技及各種方式蒐集、分類不同之藝文資訊，並養成習慣。</p>	<p>1-1.能欣賞各民族的傳統服飾。</p> <p>1-2.能夠分辨各國傳統服飾。</p> <p>2-1.認識劇場服裝藝術家。</p>	<p>【活動一】認識各國服裝</p> <p>1.將全班同學分組。各組利用教師提供的資源，或自行從網上、參考書籍，進行資料蒐集。</p> <p>2.各國服飾介紹</p> <p>(1)日本和服</p> <p>(2)蘇格蘭傳統服飾</p> <p>(3)祖魯族傳統服飾</p> <p>(4)墨西哥傳統服飾</p> <p>(5)因紐特人傳統服飾</p> <p>(6)荷蘭傳統服飾介紹</p> <p>Activity 1 Traditional Clothing Around the World</p>

2-2. 了解一位藝術家成功的原因。

Introduction to traditional clothing around the world:

Every country retains its national identity through its unique clothing that has been passed on from generation to generation. This clothing represents the history, cultural traditions, design sensibilities, craft traditions, as well as an adaptation to local weather. It can also represent social, marital, or religious status. It's often rooted in rich traditions and gives people a sense of continuity. In many countries, national costumes are now only worn during festivals, ceremonies, and special occasions, but in others, like Bhutan, traditional clothing is worn in everyday life even today.

Source: <https://www.fodors.com/news/photos/13-traditional-national-costumes-from-around-the-world>

Common Traditional Clothing Around the World

(1) Kimono, Japan

The Japanese kimono is one of the world's instantly recognizable traditional garments. The word kimono literally means "clothing", and up until the mid 19th century it was the form of dress worn by everyone in Japan. That began to change slowly with the import of suits dresses and other western fashions during the Meiji Era.

(2) Kilt, Scottish

A kilt is a type of knee-length men's dress skirt non-bifurcated with pleats at the back, originating in the traditional dress of Gaelic men and boys in the Scottish Highlands.

(3) Zulu Clothing, South Africa

The Xhosa people have a very complex and diverse clothing culture as what you wear is decided by a person's social standing. The clothing almost always features beautifully designed beadwork and colourful, printed fabrics. Women's clothing defines

different stages of her life. For women, their main items of clothing include long skirts and aprons with amazing printed or embroidered fabrics. Elaborate beaded necklaces, called ithumbu, are worn around the neck, as well as beaded anklets and bracelets.

(4) Inuit Clothing, Greenland

Traditional Inuit clothing is a complex system of cold-weather garments historically made from animal hide and fur, worn by the Inuit, a group of culturally related indigenous peoples inhabiting the Arctic areas of Canada, Greenland, and the United States.

(5) Mexican Clothing, Mexico

Mexican clothing was colored through pigments of local flora and fauna, giving rise to these sorts of colors and the “natural” feel of the different colors used in the fashion of Mexico.

Source: Wikipedia

***Film “Children’s Clothes Around the World”**

-What clothes do you wear at home?

I wear a T-shirt and a pair of shorts.

-The traditional dress in Japan is a kimono.

The kimono is a beautiful and colorful long robe.

Children wear kimonos on special occasions.

-In Scotland, the traditional clothing for men and boys is a kilt.

A kilt is a type of skirt.

They wear kilts at ceremonies and special occasions.

Source: https://www.youtube.com/watch?v=dFDz_GZUeP4

【活動二】劇場服裝設計師介紹

1.林璟如介紹：臺灣劇場服裝設計之母，國家文藝獎得主。一雙巧手將臺灣劇服推上國際舞臺，

				也縫製出一片滋養本土劇場藝術家的精神綠洲。 2.教師引導學生討論林璟如老師成功的原因。 3.觀察林璟如設計之劇服的特色。
單元主題	課程主題	對應能力指標	教學目標	課程活動與英語學習融入
躍上伸展台	造型設計變變變 以小綠豆找媽媽為主	1-3-2 構思藝術創作的主题與内容，選擇適當的媒體、技法，完成有規劃、有感情及思想的創作。 1-3-3 嘗試以藝術創作的技法、形式，表現個人的想法和情感。 3-3-12 運用科技及各種方式蒐集、分不同之藝文資訊，並養成習慣。	1-1.能發揮創意，設計造形。 1-2.依據所設計造形賦予動作。 2-1.能夠依據設定的角色設計造形。 2-2.能夠依據所設計的造形進行	【活動一】角色造形變變變 1.請每位學生帶家中日常生用品。 2.每一位學生發表自己所帶的東西是什麼？要如何構成一個角色？ 3.創造角色 (1)教師將學生分組。 (2)每一組所創造的角色上臺介紹。 (3)介紹的內容應包括名稱、年齡、個性、特色。 4.角色的表演 (1)學生依據該組所創作的角色，進行動作設計。 (2)動作設計包含自我的介紹、發出的聲音、動作的特色。 (3)各組完成之後，上臺依序表演。 Activity 1 1. Have each student prepare a or some items 2. Have each student introduce the stuff(s) Give the stuff a role 3. Create a role

動作的編排。

- (1) Divide the class into groups
- (2) Have each group introduce the roles they created
- (3) Name, age, personality, character are included in the introduction
4. Role play
 - (1) Have students design/develop the action it should be for the role(s)
 - (2) Self-introduction, sound, and actions should be designed/developed
 - (3) Perform the show on the stage

***Students' language**

- This is a _____(items).
- Here are some _____(items).
- I think it can be a / an _____(role).
- The role's name is _____.
- The role I created is called_____.
- It acts like this _____(action).
- It has a very cool sound like this _____(sound).
- It is very _____(personality).
- Do you like the role I created?
- Do you like our show?

【活動二】角色造型表演

- 1.決定創作的角色
- 2.角色造形設計
 - (1)各組開始討論，並選出一位學生為模特兒，作該角色的造型設計。
 - (2)各組角色依序上臺介紹，包括角色的名稱、年齡、個性、特色。
- 3.角色的表演
 - (1)學生依據該組所創作的角色，進行動作設計。
 - (2)動作設計包含自我的介紹、發出的聲音、動作的特色。

Activity 2

Role Play

1. Have students create a role(s)
2. Have students model the role(s)
 - (1) Group discussion: Select one of the group members to be the model
 - (2) Each model takes turns to self-introduce himself/herself including his/her/its name, age, personality, and character
3. Role Play
 - (1) Model the role, design his/her actions
 - (2) Self-introduction, sound, and actions should be designed/developed

*Students' language

- Hello, I'm _____ (name).
- I am a / an _____ (role).
- I am _____ (personality).
- I am _____ (character).
- How do you like the role?
- Is the role _____ (adjectives) to you?
- I think he / she is very charming/
cute/cool(adjectives).
- I like the role because he is very gentle/funny
(adjectives).
- I don't the role because she is rude/mean/horrible
(adjectives).

