

# 國立嘉義大學附設實驗國民小學表演藝術雙語教學設計

領域：藝術(表演藝術)

單元名稱：戲劇

教學對象：國小六年級

設計者：陳佳萍

協同合作：李婉容

## 一、教學設計理念說明：

### (一)設計簡述：

本單元希望透過戲劇探索體驗，讓學生更能團隊合作，激發創意，運用英語表演故事。主要的學習活動包含故事劇場、四格文字故事、名畫故事以及借位攝影說故事。

### (二)主題架構：

| 活動名稱             | 學習重點              | 教學節次 | 學科英語  | 教學資源         | 學習評量                |
|------------------|-------------------|------|---|--------------|---------------------|
| Readers Theater  | 讀者劇場手勢<br>聲音、展演   | 1    | Readers theater<br>gesture<br>Sound effects<br>script   | 劇本<br>影片     | 合作表現<br>表演實作        |
| Sound Effects    | 聲音創意<br>音量變化      | 1    | Enormous sound<br>movement  | 影片           | 合作表現<br>表演實作        |
| Fairy Story      | 英語劇本閱讀<br>聲音與動作創意 | 1    | Action<br>Role<br>Audience  | 劇本           | 聲音動作<br>合作表現        |
| Photo Theater    | 平板借位攝影<br>聯想與表達   | 1    | Director<br>Photographer<br>Actor/ actress  | 平板<br>借位攝影圖片 | 合作態度<br>定格攝影<br>說故事 |
| Painting Theater | 圖畫轉表演<br>創造力      | 1    | Painting theater<br>The starry night<br>The gleaners<br>Sunday afternoon<br>Impression, sunrise | 圖片<br>腳本     | 合作態度<br>表演實作        |
| Story Theater    | 故事劇場賞析<br>設計故事劇場  | 1    | Story theater<br>Body props<br>Sound effects  | 影片<br>筆記表    | 賞析<br>筆記            |

### (三)相對應核心素養：

| 核心素養<br>面向 | 核心素養項目     | 國民小學教育核心素養具體內涵                  |
|------------|------------|---------------------------------|
| A          | A1 身心素質與自我 | ■E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特 |

| 核心素養<br>面向            | 核心素養項目           | 國民小學教育核心素養具體內涵  |
|-----------------------|------------------|---|
| 自主<br>行動              | 精進               | 質，發展生命潛能。   |
|                       | A2 系統思考與解決<br>問題 | □E-A2 具備探索問題的思考能力，並透過體驗與實踐處理日常生活問題。                                 |
|                       | A3 規劃執行與創新<br>應變 | □E-A3 具備擬定計畫與實作的的能力，並以創新思考方式，因應日常生活情境。                              |
| B<br>溝<br>通<br>互<br>動 | B1 符號運用與溝通<br>表達 | □E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 |
|                       | B2 科技資訊與媒體<br>素養 | ■E-B2 具備科技與資訊應用的基本素養，並理解各類媒體內容的意義與影響。                               |
|                       | B3 藝術涵養與美感<br>素養 | □E-B3 具備藝術創作與欣賞的基本素養，促進多元感官的發展，培養生活環境中的美感體驗。                        |
| C<br>社<br>會<br>參<br>與 | C1 道德實踐與公民<br>意識 | □E-C1 具備個人生活道德的知識與是非判斷的能力，理解並遵守社會道德規範，培養公民意識，關懷生態環境。                |
|                       | C2 人際關係與團隊<br>合作 | ■E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。                                  |
|                       | C3 多元文化與國際<br>理解 | □E-C3 具備理解與關心本土與國際事務的素養，並認識與包容文化的多元性。                               |

## 二、教學單元案例：

| 領域/科目       | 藝術(表演藝術) |   | 設計者  | 陳佳萍<br>英語協同：李婉容   |
|-------------|----------|---|------|---|
| 實施年級        | 六年級      |   | 總節數  | 6 節   |
| 單元名稱        | 戲劇       |   |      |   |
| <b>設計依據</b> |          |   |      |   |
| 學習重點        | 學習表現     | 1-III-4能感知、探索與表現表演藝術的元素、技巧。<br>2-III-3能反思與回應表演和生活的關係。<br>3-III-4能與他人合作規劃藝術創作或展演，並扼要說明其中的美感。 | 核心素養 | ■E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特質，發展生命潛能。<br>■E-B2 具備科技與資訊應用的基本素養，並理解各類媒體內容的意義與影響。<br>■E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。 |
|             | 學習內容     | 表E-III-2主題動作編創、故事表演。<br>表A-III-3創作類別、形式、內容、技巧和元素的組合。  |      |   |

|   |   |                                |                         |  |
|---|---|--------------------------------|-------------------------|--|
|   |   | 表P-III-2表演團隊職掌、表演內容、時程與空間規劃。   |                         |  |
| 議題融入  | 實質內涵  | *                              |                         |  |
|   | 所融入之學習重點  | *                              |                         |  |
| 與其他領域/科目的連結   | 語文：英語教室語言   |                                |                         |  |
| 教材來源  | 自編  |                                |                         |  |
| 教學設備/資源   | 水桶、掃把、童軍繩、絨毛玩偶、四格文字故事、名畫、平板、借位攝影圖片  |                                |                         |  |
| 教學探究  | <p><b>一、教材分析：</b></p> <p>1.運用身體與聲音進行道具與音效的創作學習。</p> <p>2.小組合作完成短劇即興學習展演。</p> <p><b>二、差異化教學：</b></p> <p>小組合作學習，異質分組方式，學生彼此互教互學。</p> <p><b>三、學生背景經驗分析：</b></p> <p>1.一到五年級已有表演藝術學習經驗。</p> <p>2.部分學生比較害羞。</p> |                                |                         |  |
| <b>學習目標</b>   |   |                                |                         |  |
| <p>1.認識故事劇場、名畫劇場與相片劇場的表演模式。</p> <p>2.小組合作完成故事劇場、名畫劇場、相片劇場的表演。</p> <p>3.體驗用平板進行借位攝影的方法。</p> <p>4.透過表演藝術了解故事背後的故事。</p>  |   |                                |                         |  |
| 活動一：Readers Theater   |   | 學習資源                           | 學習評量                    |  |
| <p>一、暖身活動：8'</p> <p>1.瑜珈暖身活動：</p> <p>Greeting. Please sit down on the floor. Yoga time, please. Up/down/ turn/ straight/ bend/ horse riding/ bow/ open/ touch the floor.</p> <p>2.討論讀者劇場的重要關鍵元素：</p> <p>Today we are going to learn “Readers Theater”. 讀者劇場有三個重要的環節：講話聲音要清晰、加上手勢動作輔助、設計音效。</p> <p>3.欣賞學長姐讀者劇場：</p> <p>Watch the video. Did they speak clearly? Did they design the gestures? Did they design sound effects?</p> |   | <p>Yoga music</p> <p>Video</p> | <p>瑜珈動作</p> <p>聆賞發表</p> |  |

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| <p>二、發展活動：27'</p> <p>1.閱讀劇本：(附件一)<br/>Let's read the script together. There are Chinese, Hakka and English in the script. (教師帶領時，可示範講話音色變化、加上手勢、加上音效)</p> <p>2.讀者劇場合作學習：<br/>等一下分幕、分段進行合作創作。請記得讀者劇場關鍵三元素，還有很重要的小組合作。Three or four people a group. Design the gestures. Design the sound effects. Work together.</p> <p>3.小組討論與練習：<br/>協助各組學生設計與討論手勢、音效。What gestures can we do here? What sound effects do you want to design?</p> <p>4.發表與賞析：<br/>Please go back to your seat, please. Let's show on the stage. Be a good audience. 給予表演者讚美與建議，最認真的觀眾鼓勵與讚美。</p> <p>三、總結活動：5'</p> <p>1.觀眾講評：<br/>Whose performance do you like most? Why?</p> <p>2.自我檢核：<br/>Did you learn heard/ work together/ speak loudly/ do gestures/ do sound effects?</p> | <p>劇本</p>                      | <p>合作學習<br/>聆賞<br/>發表</p> <p>發表<br/>自我評鑑</p> |
| <p>活動二：Sound Effects</p>  | <p>學習資源</p>                    | <p>學習評量</p>                                  |
| <p>一、暖身活動：8'</p> <p>1.瑜珈暖身活動：<br/>Greeting. Please sit down on the floor. Yoga time, please. Up/down/ turn/ straight/ bend/ horse riding/ bow/ open/ touch the floor.</p> <p>2.音效與劇場：<br/>Today we are going to learn Sound Effects. What are sound effects? Please talk to your partner. 歸納音效可以讓故事更豐滿、更圓潤、更有想像力。</p> <p>3.音效短片欣賞：<br/>Watch the video of sound effects. What do you see in the video? 分享影片中配音員的設計：配合角色變化聲音、速度快慢變化。</p>   | <p>Yoga music</p> <p>Video</p> | <p>瑜珈動作</p> <p>聆賞發表</p>                      |

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| <p>二、發展活動：27'</p> <p>1.設計動作：<br/>It's a teamwork. There are five or six people a group.<br/>合作設計一種物品，呈現這個物品的三種大小。例如：This is a wheel. Small/ medium/ enormous.</p> <p>2.加入音效：<br/>三種大小的物品動起來，需要加上音效。例如：small wheel/medium wheel. Enormous wheel.小組成員手拉手，變換輪子的形狀，加上音效的變換。</p> <p>3.彩排演練：<br/>Please work together. Choose a thing. Design three movements and three sound effects. 組間協助，提供學生設計點子以及動態造型、音效。</p> <p>4.發表賞析：<br/>Please go back to your seat, please. Let's show on the stage. Be a good audience. 給予表演者讚美與建議，最認真的觀眾鼓勵與讚美。</p> <p>三、總結活動：5'</p> <p>1. 觀眾講評：<br/>Which group do you like most? Why?</p> <p>2.自我檢核：<br/>Did you learn heard/ work together/ show bravely?</p> |                               | <p>合作學習<br/>發表<br/>觀賞</p> <p>發表<br/>自我評鑑</p> |
| <p>活動三：Fairy Story</p>   | <p>學習資源</p>                   | <p>學習評量</p>                                  |
| <p>一、暖身活動：8'</p> <p>1.瑜珈暖身活動：<br/>Greeting. Please sit down on the floor. Yoga time, please. Up/down/ turn/ straight/ bend/ horse riding/ bow/ open/ touch the floor.</p> <p>2.童話故事探究：<br/>Do you like the fairy tales? Which tales have you heard? 學生自由發表。教師歸納童話故事的特色包含擬人法、故事寓意、適合孩童。</p> <p>二、發展活動：27'</p> <p>1.閱讀劇本：(附件二)<br/>Let's read the scripts together. Think about the sound effects and the actions. (教師帶領閱讀時可示範音效</p>   | <p>Yoga music</p> <p>故事腳本</p> | <p>瑜珈動作</p> <p>發表</p> <p>合作學習</p>            |



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| <p>工作任務要記得輪流，學生跟著老師把三個職務念一次。</p> <p>2.發表示範：<br/>提醒學生拍攝二至三張照片後，要為這些照片說個小故事。示範借位攝影後的口說展演：This is our ship. Is it smell good? I am a hungry giant. Is she delicious? 鼓勵學生使用英語。</p> <p>3.小組合作：<br/>學生領取平板與參考圖片，閱讀圖片、討論以及拍攝。組間協助各組拍攝借位攝影，可以運用手邊的小道具設計創作。Remember to work together and take turns in the work. Who is the director? Who is the photographer? Who are the actors? What place will you stand? Prepare to tell the story with your photos.</p> <p>4.發表賞析：<br/>Please go back to your seat. Let's show on the stage. Be a good audience. 給予表演者讚美與建議，最認真的觀眾鼓勵與讚美。</p> <p>三、總結活動：5'</p> <p>1.觀眾講評：<br/>Whose performance do you like most? Why?</p> <p>2.自我檢核：<br/>Do you like to be a director/ a photographer/ an actor? Why?</p> |                                | <p>發表<br/>自我評鑑</p> |
| <p>活動五：Painting Theater</p>   | <p>學習資源</p>                    | <p>學習評量</p>        |
| <p>一、引起動機：8'</p> <p>1.瑜珈暖身活動：<br/>Greeting. Please sit down on the floor. Yoga time, please. Up/down/ turn/ straight/ bend/ horse riding/ bow/ open/ touch the floor.</p> <p>2.名畫經驗：<br/>有看過哪些名畫？配對分享經驗。共同欣賞名畫動畫短片，討論靜態名畫和動態圖畫的差異。</p> <p>二、發展活動：27'</p> <p>1.身體微動：<br/>Let's move our head/ shoulder/ arm/ hand/ foot/ leg/</p>  | <p>Yoga music</p> <p>Video</p> | <p>瑜珈動作</p>        |



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| <p>slowly. 等一下名畫動起來，要有這些微動作讓名畫有動作。</p> <p>2.簡易音效：<br/>Let's practice the sound effects. 老師講小故事，請學生自由聯想配音。In a beautiful night ( Twinkle, Twinkle, Little Stars), a big wolf (Howl) and three little pigs(Oink) are dancing together. (swan lake).</p> <p>3.名畫進場：<br/>教師示範名畫角色進場方式，提醒學生從兩旁配合音樂進場，進場的動作可以全組統一，也可以各自發揮。</p> <p>4.蒙娜麗莎名畫動起來：<br/>Look at teacher's demonstration. 從兩邊進場、定格成為名畫、名畫中的人事物講話並加上動作音效、定格進行身體微動。結束時請畫作朗讀一次。</p> <p>5.小組合作：(提供學生畫作與腳本，附件四)<br/>Read the painting. What parts are you going to act? Design the dialogue and act. 小組練習時，教師在組間協助學生確認角色與對話動作。What is your role? What do you want to say? What action do you want to do?</p> <p>6.彩排練習：<br/>各組分兩邊創意進場，進場後依序發言、微動作表演、音效配合。Let's rehearsal. Ready. Go.</p> <p>7.發表賞析：<br/>Please go back to your seat. Let's show on the stage. Be a good audience. 給予表演者讚美與建議，最認真的觀眾鼓勵與讚美。</p> <p>三、總結活動：5'</p> <p>1.觀眾講評：<br/>Whose performance do you like most? Why?</p> <p>2.自我檢核：<br/>Did you learn hard/ work together/ speak clearly/ act bravely?</p> | <p>Paintings<br/>腳本</p> | <p>動作展現</p> <p>合作學習<br/>表演實作<br/>口語發表</p> <p>發表<br/>自我評鑑</p> |
| <p>活動六：Story Theater</p>  | <p>學習資源</p>             | <p>學習評量</p>  |
| <p>一、引起動機：8'</p> <p>1.瑜珈暖身活動：</p>   |                         |  |



|  |            |      |
|--|------------|------|
| <p>Greeting. Please sit down on the floor. Yoga time, please. Up/down/ turn/ straight/ bend/ horse riding/ bow/ open/ touch the floor.</p> <p>2.故事劇場簡介：<br/>What is a story theater? Have you ever seen the story theater? 學生自由發表，教師歸納故事劇場有故事、用身體和聲音來製作道具與音效。</p> <p>二、發展活動：27'</p> <p>1.賞析紀錄：國王的驢耳朵<br/>Watch the video. Write down the body props and the sound effects in the theater. Share the record to your partner.</p> <p>2.模仿活動：<br/>Which body props do you like? Please work as a team and copy the props. Show your copy.</p> <p>3.歌曲改編：<br/>剛才聽到的歌曲，模仿演唱一次。鼓勵學生歌詞改編，變成故事劇場的音效配樂。</p> <p>三、總結活動：</p> <p>1.劇場學習回顧：<br/>Did you remember what theaters we learned in this semester? 學生自由發言/fairy theater/ painting theater/ photo theater/ story theater. Which one do you like best? Why? Share to your partner.</p> <p>2.劇場學習自我評鑑：<br/>Did you learn hard/ work together/ show bravely? 下學期會有相聲體驗，寒假可先線上自學。</p> | Yoga music | 瑜珈動作 |
|  | Video      | 賞析筆記 |
|  |            | 小組合作 |
|  |            | 自我評鑑 |

### 三、學習評量：

| 評量標準<br>評量項目 | A             | B             | C             | D             | E     |
|--------------|---------------|---------------|---------------|---------------|-------|
| 合作學習         | 充分與同學討論，適當完整的 | 能聆聽同學指示，適當完整的 | 能聆聽同學指示，適當參與表 | 能聆聽同學討論，表演與發表 | 未達D等級 |

|      |                         |                          |                         |                           |       |
|------|-------------------------|--------------------------|-------------------------|---------------------------|-------|
|      | 表演。                     | 表演。                      | 演，動作與表情需再加強。            | 仍需加強。                     |       |
| 劇場創意 | 能主動舉出戲劇創意概念，將之設計在劇場學習中。 | 能依據同學提出的概念，學習將之運用於劇場學習中。 | 能依據同學提出的概念及規劃，呈現於劇場學習中。 | 能依據同學提出的概念及規劃，但創意展現仍需要加強。 | 未達D等級 |
| 戲劇生活 | 能主動提出從戲劇學習活動中學到的生活概念。   | 能聆聽同學發表聯想到戲劇學習與生活的關聯。    | 能聆聽同學發表感受到戲劇學習與生活的關聯。   | 能聆聽同學發表戲劇與生活的關聯。          | 未達D等級 |

#### 四、教學省思：

| 活動名稱             | 教學省思   |
|------------------|--|
| Readers Theater  | The students can speak English and Chinese well. Hakka is a bit hard for the students.<br>Students are not good at doing the gestures because they are a little shy.<br>A group of students also create sound effects, which is really amazing.  |
| Sound effects    | It is not so easy to teach the Sound Effects. This is the first time to learn it in this semester. But I think that we did not do well. How to make the sound in the performance? How to teach the sound effects performing? I think I have to try another way.  |
| Fairy theater    | Some students make the stories more funny, just like 我是嘉義綠豆豬。<br>It is also difficult to make the sound effects in the theater. Some students use musical percussions in the theater. It sounds better than to use in the voices.  |
| Photo Theater    | Students like to play this work. They work very hard.<br>Lots of the students like to be the actors because it is easy to do.<br>Some students like to be the photographers because it is cool.<br>A little students like to be the director because it is fun.<br>Creating sentences for the photos are not too difficult, the students can do it well. |
| Painting Theater | When the teacher provides the script, the students almost act according to the script.<br>Next time we will provide only the roles' names for the painting content. Hope the students can act more freely.   |
| Story theater    | Students like to watch the video. They can find the body props and the sound effects in the theater.<br>The works are cute and interested. Next semester, the students will try to create the story theater.   |

#### 五、結語：

很開心有這個機會把戲劇在教學中的實踐加以整理，這個學期運用了幾個活動，讓孩子感受戲劇的元素、內涵，更重要的是透過團體合作，展現故事創造的能力。目前發現故事的设计不是那麼容易，尤其是每一堂課的時間有限，如果可以延續性的發展故事，才能看到故事創作的發展脈絡。未來可以設計跨領域統整課程，讓學生一步一步完成故事表演的創作、

設計、展演。





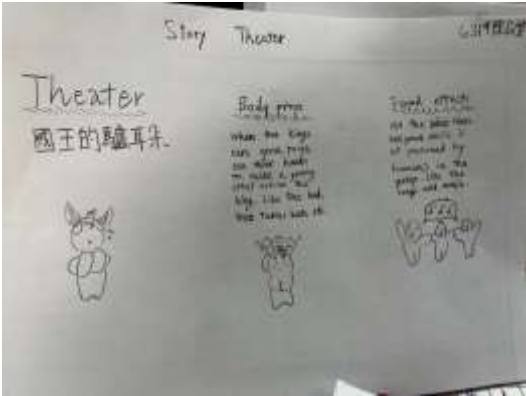
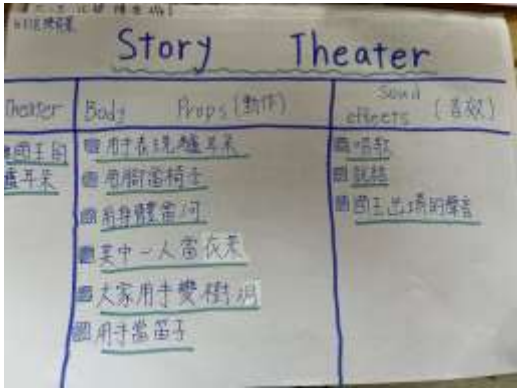
這幾個活動讓我發現，四格文字和名畫已有有故事情節，學生比較容易延伸或發展，完全要自己思考與想像，就沒有那麼容易了。在戲劇界也有很多人提到好的劇本很珍貴，所以很會說故事、知道如何說故事，也可以成為下一個學期教學的重點。我們要好好想想有哪些方法可以引導學生說出、演出好故事。

#### 六、參考資料：

- 1.國王的驢耳朵影片 <https://www.youtube.com/watch?v=N3i5CaNibk8>
- 2.戲劇概念 <https://en.wikipedia.org/wiki/Drama>
- 3.表演藝術概念 [https://en.wikipedia.org/wiki/Performing\\_arts](https://en.wikipedia.org/wiki/Performing_arts)
- 4.劇場概念 <https://en.wikipedia.org/wiki/Theatre>

#### 七、教學剪影：

|   |  |
|---|--|
|   |   |
| Readers Theater   | Readers theater  |
|  |  |
| Sound effects - clock   | Sound effects - wheel  |
|  |  |

|   |  |
|---|--|
| <p>Fairy theater- reading the script</p>  | <p>Fairy theater- performance</p>  |
|    |    |
| <p>Photo theater- work</p>  | <p>Photo theater- showing</p>  |
|   |   |
| <p>Painting theater / reading</p>   | <p>Painting theater</p>  |
|  |  |
| <p>Story theater note</p>   | <p>Story theater note</p>  |

附件一：熱鬧的收冬戲 客家故事讀者劇場劇本

第一幕

旁白：每年春天，客家庄都會祭祀土地公，祈求祂保佑這一整年豐收美滿幸福。

|          |  |
|----------|--|
| 阿弟牯      | 阿姆恁早。(a me an zo)<br>What are you doing?               |
| 阿姆       | 恁早。(an zo)<br>Today is Bag Gung's birthday. (伯公，客家土地公) |
| 阿弟牯      | There is so much food for Bag Gung.                    |
| 阿姆       | Yes. The food is blessed By Bag Gung for everyone.     |
| Together | Happy birthday. Bag Gung.                              |

第二幕

旁白：春天的時候，客家庄的農民們開始種秧苗，客家庄的農民們會互相幫忙，展現守望相助的精神。

|          |   |
|----------|---|
| 阿弟牯      | 阿禾伯 阿福哥 恁早。(an zo)<br>What are you doing?   |
| 阿禾伯      | 恁早。(an zo)<br>I am planting rice seedlings. |
| 阿福哥      | Do you need some help?                      |
| 阿弟牯      | Why do you help each other?                 |
| Together | Happy, happy, happy to work together.       |

第三幕

旁白：夏天到了，今年雨水好少，稻子都快要乾枯了。怎麼辦呢？

|          |  |
|----------|--|
| 阿弟牯      | 阿禾伯 阿福哥 食飽冇。(siid bau mang)<br>What happened to you? |
| 阿禾伯      | There is not much rain this summer.                  |
| 阿福哥      | The rice cannot grow without enough water.           |
| 阿弟牯      | What can I do for you?                               |
| Together | Rain, rain, come, come. Rain, rain, come.            |

第四幕

旁白：沒有下雨的日子，客家庄的居民一起省水大作戰，不浪費任何一滴水。

|     |   |
|-----|---|
| 阿弟牯 | 阿姆恁早。(a me an zo)<br>I am watering the flowers. |
| 阿姆  | 恁早。(an zo)                                      |

|          |   |
|----------|---|
|          | Use the recycled water for the flowers. |
| 阿弟牯      | No problem.                             |
| 阿姆       | Remember to always recycle water.       |
| Together | Recycle, recycle, recycle water.        |

### 第五幕

旁白：終於下雨了。客家庄的大人小孩都很開心，稻子吸飽了水分和養分，也開始吐稻穗、結果實了。

|          |  |
|----------|--|
| 阿弟牯      | 阿禾伯 阿福哥 食飽冇。(siid bau mang)<br>What are you doing? |
| 阿禾伯      | We are harvesting rice plants.                     |
| 阿福哥      | I will help you to cut the rice plants.            |
| 阿弟牯      | You are really good partners.                      |
| Together | Happy, happy, happy to work together.              |

### 第六幕

旁白：客家庄終於收割完稻穀了，打穀後就開始曬穀了。

|          |  |
|----------|--|
| 阿弟牯      | 阿禾伯 阿福哥 恁久好無。(an giu ho mo)<br>What are you doing? |
| 阿禾伯      | We are drying rice grains.                         |
| 阿福哥      | I will help you to dry them.                       |
| 阿弟牯      | May I help, too?                                   |
| Together | Dry, dry, dry the rice grains. Thanks to Bag Gung. |

### 第七幕

旁白：在客家庄的廣場裡，熱鬧的收冬戲開鑼了。收冬戲是要感謝老天爺客家庄這一年豐收幸福。

|          |   |
|----------|---|
| 阿弟牯      | 阿姆好。(a me ho)<br>May I go see the play? |
| 阿姆       | Of course. Enjoy the Hakka Theater.     |
| 阿弟牯      | 收冬戲 (su dung hi). I like it very much.  |
| 阿姆       | Remember to take a bench with you.      |
| Together | Enjoy, enjoy the Hakka Theater.         |



## 附件二：Fairy Story and Sound Effects

### Three Little Pigs

There are three little pigs. (sound)

They build three houses. (music)

A big wolf blows down the first house that is made of straw. (sound)

Then he blows down the second house that is made of **wood**. (sound)

But he is unable to destroy the third house that is made of bricks. (sound)

The little pigs are safe and happy to stay in the brick house. (music)

### Little Red Riding Hood

Little Red Riding Hood is a little girl. (music)

She walks through the woods to see her grandmother. (sound)

A big wolf wants to eat the girl. (sound)

He goes to Grandmother's house and waits for the girl. (sound)

A hunter helps to catch the wolf. (sound)

Little Red Riding Hood and her grandmother are safe and happy to live in the woods. (music)

### Ugly Duckling

A mother duck has 5 baby ducks. (sound)

The last duckling is ugly. (sound)

He is laughed by other ducklings. (sound)

The ugly duckling **leaves** to find his partners. (music)

No one likes him and he is very sad. (sound)

After a winter, the ugly duckling turns into a swan. (sound)

He is very happy now. (music)

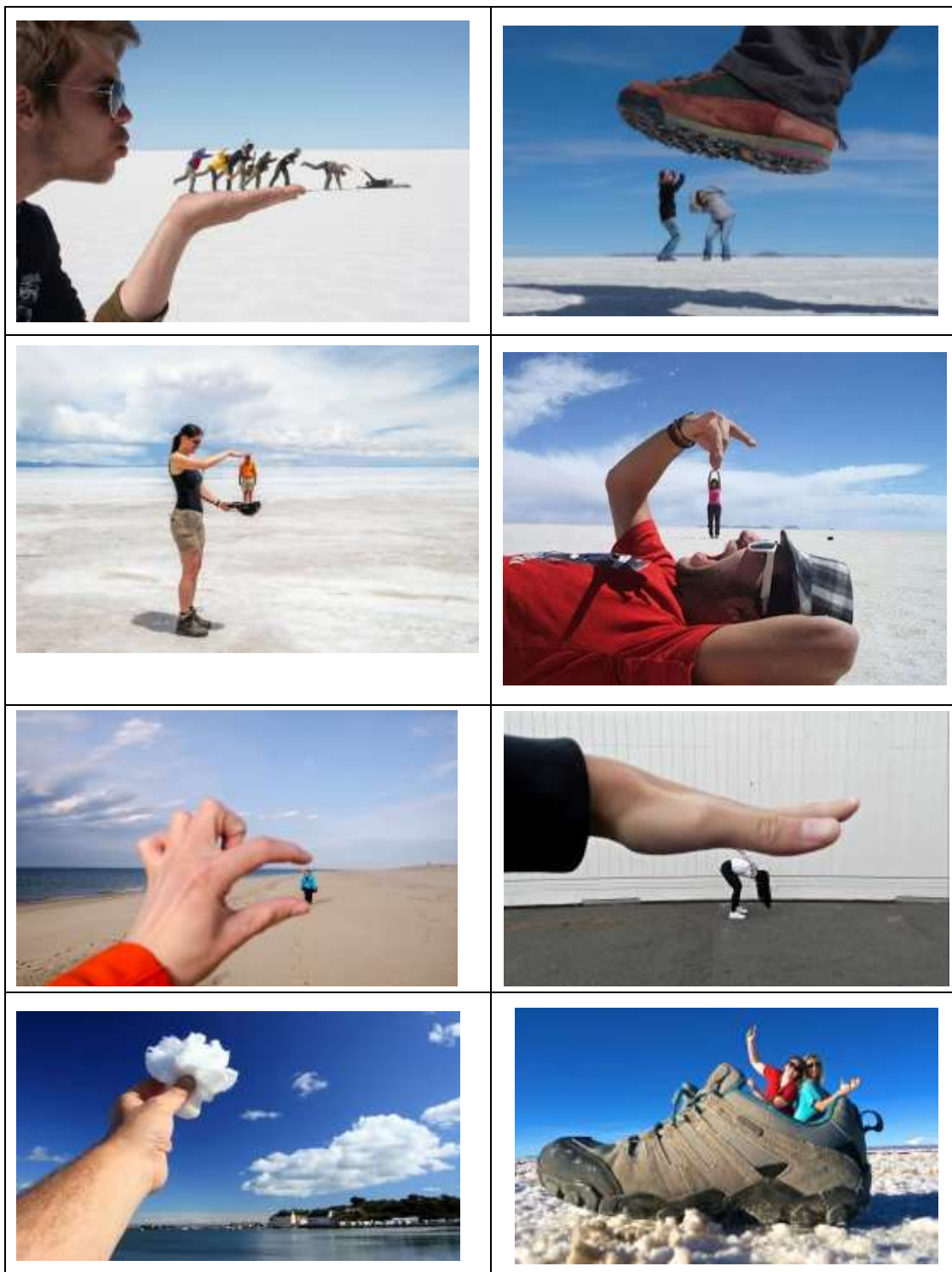


附件三：Photo theater

借位攝影 Forced perspective

Forced perspective is a technique which employs optical illusion to make an object appear **farther away, closer, larger or smaller** than it actually is.

借位攝影是利用視覺的錯覺，使物體看起來比實際更遠、更近、更大或更小的技術。



附件四：painting theater

|  |   |  |
|--|---|--|
|  <p>Leonardo da Vinci, 1502<br/>Mona Lisa<br/>達文西：蒙娜麗莎</p>        | <p>《蒙娜麗莎》( <i>Mona Lisa</i> ) 為文藝復興時期畫家李奧納多·達文西所繪的一幅肖像畫，它可以說是世界上最著名的油畫作品之一。畫作運用很多特殊方式讓人們感受到主角神秘的微笑與眼神的注視。</p> | <p>Lisa: I am Lisa. I am a pretty lady. 要怎麼留下我這非凡的美貌呢？有了，請畫家幫我畫一張人物肖像。<br/>(打電話的聲音與動作)<br/>Lisa: Hello, Mr. da Vinci, do you have time to paint a portrait for me?<br/>Da Vinci: Of course. It's my pleasure. See you later.<br/>(按電鈴聲音與動作)<br/>Lisa: Welcome.<br/>Da Vinci: Nice to meet you. Please smile 3 hours. I will paint a portrait for you.<br/>(開始作畫，康康舞旋律)。<br/>Da Vinci: 舉世無雙的肖像畫來了。無論站在哪個角度，都可以看到麗莎女士的微笑。I am the great painter in the world. (大笑三聲)。<br/>兩人一起念出畫作名稱：<br/>Da Vinci, 1502, Mona Lisa.</p> |
|  <p>Jean-François Millet, 1857<br/>The Gleaners<br/>米勒：拾穗者</p>  | <p>這幅畫作是米勒的拾穗者，畫作展現出具有同情心的農村生活。農場主人收割後剩餘或掉落的稻穗，可以讓貧窮的人們撿拾回家。畫作遠方可以看到農場主人騎著馬，看向拾穗的人這邊。</p>                     | <p>主人：I am a rich farmer. I am kind.<br/>馬： I am a strong horse. I like to run in the field.<br/>婦人：We are gleaners. Thanks to the rich farmer.<br/>稻穗們：We are rice ears. We are small but useful.</p>   |
|  <p>Clause Monet, 1872<br/>Impression, Sunrise<br/>莫內：印象 日出</p> | <p>莫內的印象日出是印象派第一幅重要畫作。這一幅畫描繪的是畫家家鄉港口日出的印象。前面兩艘船和後面的日出是整幅畫作最重要的印象，後面還有一些大船以及船上的煙囪，展現出工業發達的生命力。</p>             | <p>畫家：I am a painter. I like my hometown.<br/>船夫：We are boatmen. We like to work on boats.<br/>乘客：We are passengers. We want to chase the sun.<br/>太陽：I am the sun. I rise my glory.<br/>港口：I am the port. I can see the beautiful sunrise every day.</p>  |



Georges Searau, 1886

A Sunday Afternoon on the Island  
of La Grande Jatte

秀拉：大碗島的星期天下午

畫家秀拉最有名的就是點描法。用各種點點繪製成這一幅圖畫，花了兩年的時間。裡面的人物有40人，厲害吧。這一幅畫運用了大片的綠色和其他色點，創作出午後公園的優閒景色。

站著拿傘的夫妻：We are a couple. We are too busy to relax.  
猴子：I am a monkey. I don't like to be a pet.  
半躺的男人：I am a smoker. 還好這個時代沒有禁菸。  
狗：I am a dog. Is there any delicious food?  
小女孩：I am a little girl. I want to buy toys.  
媽媽：No more toys please. Let's enjoy the scenery in the park.



Vincent van Gogh, 1890

The Starry Bight

梵谷：星夜

星夜是梵谷的名畫之一。作品運用了高度的誇張變形和強烈的視覺對比，展現出畫家躁動不安的情感和迷幻的意象世界。最特別的是這幅畫作包含星星、月亮、太陽、春夏秋冬，同時呈現在畫作，讓不可思議變成可能。

畫家：I am a painter. I am a crazy guy.  
太陽：I am the sun. I rise my glory.  
月亮：I am the moon. I like to pretend to be a banana.  
柏樹：I am a cypress tree. I like to wave my branches.  
麥田：We are the wheat field. We like to dance with the wind.

