

國立清華大學師資培育中心課程大綱

科目中文名稱	國民小學藝術教材教法	學分	2
科目英文名稱	Teaching Materials and Methods in Arts		
任課教師	左思謙 Agnes Tsuo	上課時間	Fri 34
先修(擋修)科目	無		
是否全英語授課/英語授課比例	<input type="checkbox"/> 是，英語授課比例: <u> 80 </u> % <input type="checkbox"/> 否		
融入議題	<p>12年國教19項議題：</p> <p><input type="checkbox"/>*性別平等教育、<input type="checkbox"/>人權教育、<input type="checkbox"/>*環境教育、<input type="checkbox"/>海洋教育、<input type="checkbox"/>品德教育、<input checked="" type="checkbox"/>生命教育、<input type="checkbox"/>法治教育、<input type="checkbox"/>科技教育、<input type="checkbox"/>資訊教育(含數位教習)、<input type="checkbox"/>能源教育、<input type="checkbox"/>*安全教育、<input type="checkbox"/>*防災教育、<input type="checkbox"/>*家庭教育、<input type="checkbox"/>*生涯規劃教育、<input checked="" type="checkbox"/>多元文化教育、<input type="checkbox"/>閱讀素養教育、<input type="checkbox"/>戶外教育、<input checked="" type="checkbox"/>國際教育、<input type="checkbox"/>原住民族教育</p> <p>其他教育議題：</p> <p><input checked="" type="checkbox"/>藝術與美感教育、<input type="checkbox"/>勞動教育、<input type="checkbox"/>*家政教育、<input type="checkbox"/>新移民教育、<input type="checkbox"/>本土教育、<input type="checkbox"/>媒體素養教育、<input type="checkbox"/>藥物教育、<input type="checkbox"/>性教育、<input type="checkbox"/>理財教育、<input type="checkbox"/>消費者保護教育、<input type="checkbox"/>觀光休閒教育、<input type="checkbox"/>另類教育、<input type="checkbox"/>生活教育、<input type="checkbox"/>融合教育、<input type="checkbox"/>特殊教育</p> <p>新興議題：<input type="checkbox"/>媒體識讀、<input type="checkbox"/>通用設計、<input type="checkbox"/>修復式正義 <input type="checkbox"/>其他新興議題_____</p>		
一．素養指標	專業素養	專業素養指標	
	<input type="checkbox"/> 1.了解教育發展的理念與實務	<input type="checkbox"/> 1-1 了解有關教育目的和價值的主要理論或思想，以建構自身的教育理念與信念。 <input type="checkbox"/> 1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。 <input type="checkbox"/> 1-3 了解我國教育政策和法規與學校實務，以作為教育實踐基礎。	
	<input checked="" type="checkbox"/> 2.了解並尊重學習者的發展與學習需求	<input checked="" type="checkbox"/> 2-1 了解並尊重學生身心發展、社經及文化背景的差異，以作為教學與輔導的依據。 <input checked="" type="checkbox"/> 2-2 了解並運用學習原理，以符合學生個別學習需求與發展。 <input checked="" type="checkbox"/> 2-3 了解特殊需求學生的特質與鑑定歷程，以提供適切的教育與支持。	
	<input checked="" type="checkbox"/> 3 規劃適切的課程、教學及多元評量	<input checked="" type="checkbox"/> 3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學與評量。	

		<ul style="list-style-type: none"> ■3-2 依據課程綱要/大綱、課程理論及教學原理，以協同發展跨領域/群科/科目課程、教學與評量。 ■3-3 具備任教領域/群科/科目所需的專門知識與學科教學知能，以進行教學。 ■3-4 掌握社會變遷趨勢與議題，以融入課程與教學。 ■3-5 應用多元教學策略、教學媒材與學習科技，以促進學生有效學習。 ■3-6 根據多元評量結果調整課程與教學，以提升學生學習成效。
	□4 建立正向學習環境並適性輔導	<ul style="list-style-type: none"> □4-1 應用正向支持原理，共創安全、友善及對話的班級與學習環境，以養成學生良好品格及有效學習。 □4-2 應用輔導原理與技巧進行學生輔導，以促進適性發展。
	□5 認同並實踐教師專業倫理	<ul style="list-style-type: none"> □5-1 思辨與認同教師專業倫理，以維護學生福祉。 □5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。 □5-3 透過教育實踐與省思，以發展溝通、團隊合作、問題解決及持續專業成長的意願與能力。
<p>二、專業素養</p> <p>核心內容</p>	<p>專業素養核心內容</p> <p>1.了解教育發展的理念與實務</p> <ul style="list-style-type: none"> □(1)教育本質、教育目的與內容 □(2)主要教育理論與思想 □(3)教育與社會變遷及進步 □(4)教育與社會流動及公平 □(5)學校與教育行政制度的理念、實務與改革 □(6)我國主要教育政策、法規及實務 <p>2.了解並尊重學習者的發展與學習需求</p> <ul style="list-style-type: none"> □(1)主要身心發展理論及其教育應用 ■(2)主要學習理論及其教育應用 □(3)主要學習動機論及其教育應用 □(4)學習策略 □(5)身心、社經與文化等背景差異及其與學習、發展的關係 ■(6)學生特質與需求的辨識 □(7)特殊教育學生的特質與鑑定歷程 □(8)特殊教育學生個別化教育計畫/個別輔導計畫 <p>3 規劃適切的課程、教學及多元評量</p> <ul style="list-style-type: none"> ■(1)主要課程、教學與評量的理論 ■(2)重要議題融入課程、教學與評量 ■(3)我國課程、教學與評量的重要政策 □(4)12年國民基本教育素養導向(單科/跨領域統整/跨科統整)課程、教學及評量的發展及實踐 □(5) 課程、教學與評量的創新及學習科技的應用 □(6)學生特質與需求的辨識 □(7)領域/學科(或科目)/群科專門知識與學科教學知能 □(8)分科/分領域(群科)教材教法 (8)探究與實作設計與實施 <p>4 建立正向學習環境並適性輔導</p>	

	<ul style="list-style-type: none"> □(1)主要輔導理論 □(2)輔導技巧與正向管教 □(3)三級輔導與資源整合 □(4)學生輔導倫理與主要法規 □(5)班級經營的意義、目的、內容與方法 □(6)學生自律與自治 □(7)親師生關係 <p>5 認同並實踐教師專業倫理</p> <ul style="list-style-type: none"> □(1)教師專業、倫理及其承諾 □(2)教師專業角色及其權利與義務 □(3)教師角色與社區關係 □(4)服務學習與實務體驗 □(5)教師自我反思、溝通互動與解決問題 □(6)教師專業社群與終身學
<p>三、課程概述 (約 150 字內)</p>	<p>This course is an interdisciplinary, pre-practicum course that explores the contents, methods, and process in art education including the art scopes of music , visual art, and performing art. Students will obtain skills in multiple mediums for a variety of teaching environments, while developing lesson plans and curriculum for elementary teaching. Through pre-practicum field experience, students will have an opportunity to observe, implement, and design learning experiences based on “best practice”. Through discussions, readings, reflections and personal art-making, students will develop individual creative strategies for successful art education experiences.</p> <p>Furthermore, the appropriate mix of creativity along with curriculum in this lesson helps students to be innovative and strengthen the ability of creative thinking . In other words, this lesson will illustrate how creative thinking could be immersed into various art activities.</p> <p>Lastly, the elements of mindfulness will be integrated into the creative art process as well to inspire the students involved into expressive arts in a deeper context.</p>
<p>四、授課重點</p>	<ol style="list-style-type: none"> 1. This course will lead the students to think in a more creative way. 2. The students can develop pedagogical skills and cultivate creativity through expressive arts activities. 3. The students can have the ability to design the curriculum adequately integrated mindfulness practices into the creative art process.

4. By means of investigating inquiries regarding art education and theory application , the students can develop their analytical and problem solving ability.
5. This course will help the students build up a global vision.

五、教學進度

Week	Date	Lesson Topic	Note
1	2023-09-15	Orientation and Introduction	
2	2023-09-22	Dynamics and Tempo Creativity Test (I)	
3	2023-09-29	Mid-Autumn Festival	
4	2023-10-06	Basic Eurhythmics (To Meet- To Know Each Other - To Dance)	
5	2023-10-13	Note Value and Rest Value Create Your Own Rhythm & Eurhythmics	
6	2023-10-20	Introduction for Mindfulness Pitch	
7	2023-10-27	Simple Meter & Compound Meter Time Signature	Collaborative Teaching: 王子菁老師
8	2023-11-03	Theater Workshop (I) : Group Dynamic & Potential Development	
9	2023-11-10	The week of interscholastic activities	
10	2023-11-17	Theater Workshop (II) : Concentration and Imagination	
11	2023-11-24	Dance of the Imagination	
12	2023-12-01	Theater Workshop (III)	

	13	2023-12-08	Theater Workshop (IV) : Theater Improvisation	
	14	2023-12-15	Music Form Sing a Song!	
	15	2023-12-22	Point and Line to Plane	
	16	2023-12-29	Sand Painting	
	17	2024-01-05	Teaching Demonstration	

**六、指定用書
(教科書)** The handouts will be provided.

**七、參考書籍
(參考書目)**

Eisner, E. W. (2002). The arts and the creation of the mind. New Haven: Yale University Press.

Guest, J. (2015). The CBT Art Activity Book:100 Illustrated Handouts for Creative Therapeutic Work. Jessica Kingsley Publishers.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2013). Studio Thinking 2: The real benefits of visual arts education. Teachers College Press. New York.

Key, P., Stillman, J. (2009). Teaching Primary Art and Design: Assessment, monitoring and feedback. Exeter, U.K.: Sage Publications Ltd.

Lorig, S. & Jacobs, J. (2005). Chill+Spill: Art with Heart Presents. Robert B. McMillen Foundation.

Michael Day, Al Hurwitz. (2011). Children and Their Art: Art Education for Elementary and Middle Schools, Ninth Edition. Wadsworth Publishing

Rappaport , Laury(2013). Mindfulness and the Arts Therapies : Theory and Practice. London:JESSICA KINGSLEY PUBLISHERS.

Thomas, B. (2011). Creative Expression Activities for Teens. Kobo.

謝政廷, 許智傑 , 施玉麗(譯)(2018)。 Samuel T. Gladding 著。 創造性藝術治療。

台北:學富文化。 張曉華(2007)。 創作性戲劇教學原理與實作(增修二版)。 台北:財團 法人成長文 教基金會。

	廖順約 (2006) 。表演藝術教材教法。台北: 心理出版社。 趙慧玲(2005) 。視覺文化與 藝術教育(二版) 。台北:師大書苑。	
八、教學方式 (教學型式)	Teaching Method	Explanation
	Lecturing	The lecturer will instruct one specific topic by slides.
	Discussion	The group discussion would be held frequently to activate the students' thinking ability.
	Problem-Solving	This method will train the students to excavate their inner creativity to solve the problems in practical class teaching.
	Collaborative Learning	The group will need to collaborate practically to challenges and the spirit of collaboration will be cultivated through this process.
	Hands on Practice	The students will do hands on practice of a variety of art works to build up their practical experience.
	Integration of Media in teaching	The media will be strategically integrated into teaching to enhance the effectiveness and interactivity of learning.
	Professional Guest Speaker	Some professionals with prestigious accomplishment in specialized art field (visual art, music, performing art) will be invited to give a speech and lecturing.
九、成績考核 (評量方式)	1. Attendance and discussion (20%) 2. Worksheets (25%) (1) Dynamics and Tempo (2) Note Value/Rest Value and Rhythm (3) Pitch (4) Simple Meter & Compound Meter *The due date of each worksheet is two weeks after the lecturing of each corresponding topic. One page for each topic (2 pages for Dynamics and Tempo)	

	<p>3. Reflection reports for mindful art creation (25%, including sand painting, dance, and theater activity)</p> <p>4. Final teaching practice (3-4 ppl in one group, everyone needs to present his/her teaching practice for 9 mins)</p> <p>(1) Bilingual teaching plan (15%)</p> <p>(2) Bilingual teaching demonstration (15%)</p>
十、教材資源	