

# 戲劇教育與劇場研究

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# 課程統整在幼兒園之實踐－從故事之戲劇框架切入

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## 摘 要

課程統整概念在教育界已經相當普及，但針對幼兒園課程統整的相關研究卻不多。本研究即是以行動研究的方式，深入了解教師如何透過故事之戲劇框架進行幼兒園的課程統整。主要目的是探討幼兒園中，戲劇所創造出的框架如何能從大組活動延伸至學習區。

研究結果發現，在戲劇框架設定方面，教師應考量幼兒的經驗與能力來設定角色與戲劇情境，選擇幼兒熟悉的角色，以戲劇行動建立情境，以焦點問題做為推動戲劇發展全部循環的核心，並提供足夠的時間與共同目標，讓幼兒能在學習區中發展角色與情節。在運用戲劇策略時，應注意策略的特質與搭配，小組人數也不宜過多。在學習區引導方面，教師可透過任務的指派與戲劇情境布置來吸引幼兒延續戲劇扮演，但任務應結合幼兒興趣，具有挑戰性、操作性，並能發展多元的情節。

關鍵字：戲劇教育、課程統整、戲劇框架、戲劇策略

# **Curriculum Integration in Kindergarten: Building from Dramatic Framework of Stories**

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## **Abstract**

The concept of curriculum integration in the education sector has become quite popular. However there is little research on curriculum integration in kindergarten. An action research is adopted herein to investigate the usage of the dramatic framework of stories to carry out curriculum integration in kindergarten. The purposes of the research are to explore how the dramatic framework was extended from group activity to the whole learning center.

According to the research results, children's experience and ability should be measured when the role and the circumstance of drama are set. The roles should be ones that children are familiar with. The dramatic circumstance should be established by the dramatic action. The focal problem should be how the center can lead the drama to move forward. There should be enough time and common goals for children to develop their roles and the plot in any learning center. When using drama-related strategies, members in small groups should not be too numerous, and they should be made aware of the characteristics and collocation of strategies. The assigned mission and drama circumstance could attract children to continue role playing. But the mission should be challenging and stimulate the children's interest. Multiple plots could be developed.

**Keywords: drama education, curriculum integration, dramatic framework,  
drama-related strategy**

# 巴西戲劇史述—從最初到阿利那劇團

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## 摘 要

本文以原始葡文及英文資料，敘述自葡萄牙殖民以降，至軍政時期巴西小劇場運動的終結，分為數個時期，將巴西劇場的演變詳細陳述，並探討近代世界知名的被壓迫者劇場創始者 Augusto Boal 在巴西近代劇場史的立足點與重要性。

關鍵字：巴西戲劇、Boal、阿利那劇場、被壓迫者劇場

# **History of Brazilian Theatre: From the beginning to TEATRO ARENA**

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## **Abstract**

This thesis adapts references in both Portuguese and English. It aims to provide a full description of the Little Theater Movement of Brazil. The story is laid out in a historical order which starts from the period of Portugal's colonies and ends at the period of the authoritarian military dictatorship which ruled Brazil. This article also addresses Augusto Boal, the founder of Theater of the Oppressed. It looks especially at his important role and influences on modern theater history in Brazil.

**Keywords: brazilian theatre, augusto boal, teatro arena, theatre of the  
oppressed**

# 我演，故我在：教育劇場演教員的轉化歷程

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## 摘 要

以臺北市河堤國小的演教員社群作為研究個案，探討演教員社群於實踐歷程中，連結劇場與生活，促成生活轉化的可能性。以 Moreno 角色理論的觀點，作為主要的研究理論援引，解析演教員如何透過積極運作三層故事－生活故事、戲劇故事、互動現場的故事，從取得角色、扮演角色，走向創造角色，進而擴展自我的生活角色。

研究結果發現，藉由參與教育劇場的活動，將可擴展個體的生活腳本。一、角色扮演促進演教員的自我理解與開展；二、身份的轉換澄清演教員的自我價值觀。當個體在教育劇場的經驗中，主動感知自我的生活問題，即意味著個體肩負起扮演自我人生腳本「主角」的責任，其轉化的歷程也就於焉展開。

關鍵字：教育劇場、演教員、角色理論

# **Playing Roles of Being and Becoming: The Transformation Process of Actor-teachers of Theatre-in-Education (TIE)**

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## **Abstract**

This thesis aims to explore the possibility of self-transformation through the process of actor-teachers practicing to connect theater and life, by a case study of the community of actor-teachers in the Taipei City Embankment Elementary School. Based on the viewpoint of Moreno's Theory of Roles, this thesis discusses how actor-teachers take roles, play roles and create roles to extend the self-role catalogue by operating the three stages actively: real life, drama and the interactive site of TIE.

The findings of this thesis are as follows:

1. Role-playing can promote the self-understanding and the self-development of actor/teachers.
2. Role-shifting can clarify self-values of actor/teachers.

By participating TIE, the self perceives the self-life problems actively, which means that the self takes up the responsibility of the 'protagonist' of the self-life script, thus setting out on a transformation journey at the same time.

**Keywords:** theatre-in-education (TIE), actor-teacher, theory of roles

# 教習劇場《一八九五 開城門》之 潛在性／遊戲空間探討

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## 摘 要

教習劇場是一種強調消弭舞台與觀眾席、演員與觀眾間四面牆的劇場形式。在演出當中，觀眾有權進入舞台與角色互動，表達自我想法，化身為可觀可演的「觀-演者」，更成為演出的一部份。然而，隨著舞台空間與觀眾被動觀戲角色的改變，也讓該空間建構出一種，有如 Augusto Boal 所提「Metaxis」（潛在性空間）之狀態。而在此一空間裡，戲劇角色與觀眾可以進行各項議題的討論與辯證。本文即欲以許瑞芳教習劇場作品《一八九五 開城門》為本，討論如何透過劇場元素與戲劇策略的使用，協助觀眾進入這個潛在性的想像空間，並探究此一潛在性遊戲空間所能提供觀眾之助益。

關鍵字：教習劇場、觀-演者、遊戲、戲劇策略、潛在性空間

# **Exploring Metaxis through Theatre-in-Education: A Case Study on *City Gate Opening, 1895***

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## **Abstract**

Theatre in Education (TIE), a unique format of the theatre, breaks the boundaries between stage/auditorium and actor/audience. In TIE, the audience is empowered to interact with the actors as the so-called spect-actor, and encouraged to express their viewpoints on the issue presented through role-play. Within such context, the interaction takes place in the state of Metaxis, a term coined by Augusto Boal which means the potential space constructed by the change of the stage and the passive role of the audience.

This thesis takes Rey-fang Hsu's *City Gate Opening, 1895* as the main context, discussing how the operation of dramatic elements and conventions helps the audience get into the state of Metaxis, as well as exploring the benefit generated by Metaxis for the audience.

**Keywords: theatre in education (TIE), spect-actors, play, dramatic conventions, metaxis**