

國立嘉義大學103學年度第2學期教學大綱

課程代碼	10322740003	上課學制	研究所碩士班
課程名稱	當代藝術教育論題 Issues in Contemporary Art Education	授課教師 (師資來源)	劉豐榮(藝術系)
學分(時數)	2.0 (2.0)	上課班級	藝術系碩班理論組1年甲班
先修科目		必選修別	選修
上課地點	美術館 L207	授課語言	英文
證照關係	無	晤談時間	星期3第3節~第4節, 地點:L204 星期4第3節~第4節, 地點:L204
課程大綱網址	https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=10322740003		
備註	本課程之教學主題、內容或活動是否與性別平等議題有相關之處：否		

◎系所教育目標：

本碩士班旨在增進學生進階之藝術創作、設計、藝術教育與藝術理論之能力，同時強調傳統藝術媒材與電腦科技之互補，以及藝術創作與藝術理論之統整。未來將加強數位藝術與設計、文創產業、藝術教育之研究與推廣，以提昇學生升學與就業之競爭力。其教育目標分述如下：

- (一) 增進進階視覺藝術創作專業能力
- (二) 提昇進階數位藝術與設計專業知能
- (三) 奠定進階視覺藝術教育與行政專業素養
- (四) 建立進階視覺藝術理論專業知能

◎核心能力

關聯性

1.進階中西繪畫之創作能力	關聯性稍弱
2.進階版畫及立體造型之創作能力	關聯性稍弱
3.進階數位藝術之創作能力	關聯性稍弱
4.進階數位設計之能力	關聯性稍弱
5.進階視覺藝術教育之知能	關聯性最強
6.進階藝術行政之專業知能	關聯性稍強
7.進階視覺藝術理論、美學之專業知能	關聯性稍強
8.進階藝術史與藝術批評之專業知能	關聯性稍強

◎本學科內容概述：

隨著當代藝術與社會發展理論觀點之不同，藝術教育無論在思想觀念、課程與教學實務上都產生很大的轉變。本課程就是順應此時代潮流轉向，重新探析當代藝術教育中所存在的種種論題，希望從中梳理出新穎且具開展性的教育模式。主要探討的論點有：當代藝術教育之本質性論題、藝術教育之性別論題、社會藝術教育、藝術教育關懷特殊需求之論題、藝術教育關懷銀髮族之論題、藝術教育之統整性論題等等。

◎本學科教學內容大綱：

誠如內容概述所示，本學科是從當代藝術教育之發展趨勢與動向中去探討一些重要的論題，主要教學內容條列如下：1.戰後美國藝術教育發展史；2.台灣近年之教育改革與藝術教育；3.藝術教育之本質性與功能性論題；4.藝術教育之性別議題；5.當代藝術教育之鑑賞教學論題；6.當代藝術教育之課程與教學設計論題；7.社會藝術教育之論題；8.當代藝術教育之關懷特殊需求之論題；9.藝術教育之關懷銀髮族論題；10.藝術教育之整合性論題--與文創產業整合之可能。

◎本學科學習目標：

This course attempts to leading students to:

- a. to understand the nature and theories of modern art education
- b. to understand the trends of postmodern and Neo-DBAE art education
- c. to explore the issues in culture literacy in art education
- d. to explore the issues in visual culture art education
- e. to explore the issues in multicultural art education
- f. to explore the issues in community-based art education
- g. to explore the issues in excellence in art education

h. to explore the issues in holistic art education			
i. to review the research in contemporary art education			
◎教學進度：			
週次	主題	教學內容	教學方法
01 02/25	introduction	introduction to issues in contemporary art education	講授、討論。
02 03/04	modern art education	the nature and theories of modern art education (I) (creative orientation, child-centered art education, society centered art education)	講授、討論。
03 03/11	DCAE	the nature and theories of modern art education (II) (DCAE)	講授、討論。
04 03/18	DBAE	the nature and theories of modern art education (III) (DBAE)	口頭報告、講授、討論。
05 03/25	Neo-DBAE	the trends of postmodern art education (I) (Neo-DBAE)	口頭報告、講授、討論。
06 04/01	postmodern art (I)education	the trends of postmodern art education (II) (postmodern art education)	口頭報告、講授、討論。
07 04/08	postmodern art education (II)	the trends of postmodern art education (III) (postmodern art education)	口頭報告、講授、討論。
08 04/15	culture literacy (I)	issues in culture literacy in art education (I)	口頭報告、講授、討論。
09 04/22	culture literacy (II)	issues in culture literacy in art education (II)	口頭報告、講授、討論。
10 04/29	visual culture (I)	issues in visual culture art education (I)	口頭報告、講授、討論。
11 05/06	visual culture (II)	issues in visual culture art education (II)	口頭報告、講授、討論。
12 05/13	visual culture (III)	issues in visual culture art education (III)	口頭報告、講授、討論。
13 05/20	multicultural art education (I)	issues in multicultural art education(I)	口頭報告、講授、討論。
14 05/27	multicultural art education (II)	issues in multicultural art education(II)	口頭報告、講授、討論。
15 06/03	community-based art education	issues in community-based art education	口頭報告、講授、討論。
16 06/10	excellence	issues in excellence in art education	口頭報告、講授、討論。
17 06/17	holistic art education	issues in holistic art education	口頭報告、講授、討論。
18 06/24	Review on research	Review on research in contemporary art education	口頭報告、講授、討論。
◎課程要求：			
participation and discussion in class			
presentation on the issues			
term paper academically written			
◎成績考核			
課堂參與討論30%：participation in class and discussion on the topics addressed in the curriculumin			
書面報告40%：term paper academically written（以嚴謹學術方式敘寫期末報告）			
口頭報告30%：oral presentation on one of the topics in the course（依此科目之課題進行個人之口頭報告）			
◎參考書目與學習資源			
Anderson, T. & Milbrandt M. K. (2002). Art for life. New York: MacGraw-Hill.			
Anderson, T. (1997).Toward a postmodern approach to art education. In J. Hutchens & M. Suggs (Eds), Art			

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- Efland, A., Freedman,K., & Stuhr, P.(1996). *Postmodern art education: An approach to curriculum*. Reston, VA: National Art Education Association.
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- Hutchens, J. W. & Suggs, M. S. (1997). Student complaints and faculty moaning: Some antecedents to the essays that follow. In J. Hutchens & M. Suggs (Eds), *Art education: Content and practice in a postmodern era* (pp. 7-15). Reston, VA: National Art Education Association.
- Kia, A. (1988). The transition from Modernism to Post Modernism and its problematic impact on art education curriculum. Unpublished doctoral dissertation, University of Wisconsin, Madison.
- McFee, J. K. (1995). Change and the cultural dimensions of art education. In R.W. Neperud (Ed.), *Context, content, and community in art education: Beyond postmodernism* (pp.1-22). New York: Teachers College Press, Columbia University.
- Mirzoeff, N. (1999). What is visual culture? In N. Mirzoeff (Ed.), *The visual culture reader* (pp. 3-13). London: Routledge.
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- 劉豐榮 (2002)。藝術教育中社會取向觀點之發展與評析。刊於黃壬來主編，藝術與人文教育 (頁193-204,706-707)。台北市：桂冠。
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- 劉豐榮 (2007)。視覺文化藝術教育理念與實務及其對台灣之學校與學院藝術教育意涵之分析，刊於第二屆美感與文化學術研討會論文集 (頁9-26) (ISBN-978-986-01-1784-4)。嘉義縣：國立嘉義大學人文藝術學院/人文藝術中心。
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- 劉豐榮 (2010) 精神性取向全人藝術創作教學之理由與內容層面：後現代以後之學院藝術教育。《視覺藝術論壇》，5，3-20。

1.請尊重智慧財產權觀念及不得非法影印。

2.請重視性別平等教育之重要性，在各項學生集會場合、輔導及教學過程中，隨時向學生宣導正確的性別平等觀念，並關心班上學生感情及生活事項，隨時予以適當的輔導，建立學生正確的性別平等意識。