

摘要

視覺藝術學習者創作時會毫不考量其他因素地表徵其藝術理念嗎？本研究以一視覺藝術學生為對象，探索其創作之表徵因素的類別、模式與時程。經視覺敘事研究法探索 5 次創作歷程後發現：(1) 影響視覺藝術學習者進行藝術創作的表徵因素有：主題解讀與創意、創作表現之實施、媒材技法的權衡、落差評估之修正等 4 個類別。(2) 主題解讀與創意一直反覆導引創作發展，創作表現之實施與媒材技法的權衡則是一決定便一往直前，影響模式頗不同。(3) 耗用時程依序為：創作表現之實施、主題解讀與創意、媒材技法的權衡、落差評估之修正。基於研究發現，本研究建議教師不宜僅聚焦於創作技術的訓練，而應平衡或權衡創作的 4 項表徵因素，實施相應教學措施。

關鍵詞：藝術創作、表徵因素、視覺敘事

Abstract

How do visual arts learners create art? The purpose of this study is to explore the category, the model, and the time interval of representative factors regarding visual arts learners' art creation. The study used the qualitative research method of "visual narrative" and explored five different types of a subject's artistic creative process. The conclusions are: (1) The four categories of representative factors regarding visual art learners' art creation are the interpretation and creativities of subject, the creation implementation, the decisions of material and techniques, and the revisions of shortage evaluations. (2) The models of these factors are different. The interpretation and creativities of subject have always repeatedly guided the development of creation. The creation implementation and the decisions of material and techniques only affected the creator's decisions once. (3) According to the time interval, representative factors in order are: the creation implementation, the interpretation and creativities of subject, the decisions of material and techniques, and the revisions of shortage evaluations. This study suggests, visual arts teachers should balance and adjust these four representative factors rather than focus on training learners' art skills.

Keywords: art creation, representative factors, visual narrative