

摘要

值十二年國民基本教育課程綱要強調素養導向與藝術教育當代思潮的典範轉移脈絡，藝術教育之情境化與脈絡化是值得探討之課題。本研究聚焦探討高中階段美術教師戶外教育議題融入課程設計與實踐。透過學校本位課程發展理論架構蒐集訪談資料與分析，發現高中階段美術教師關注感官體驗與學科專業內容之學習，且較為偏重美術館與博物館參訪與媒材創作的課程方案。實施現況之困境主要在於連續時間與排課、活動安全行政支持等因素。研究結果建議：（1）發展跨領域與議題融入的藝術教育戶外課程設計；（2）積極開設後期中等階段學校本位藝術選修課程；（3）增加當代藝術學習內容讓學生思考人文議題。

關鍵詞：戶外教育、後期中等教育、視覺藝術教育

Abstract

Given that the paradigm has shifted toward competency-oriented curriculum guidelines and contemporary thoughts regarding visual arts education, the situationalization and contextualization of arts education has become a topic of discussion. Therefore, this study focuses on how arts teachers in senior high schools design and implement such curricula, applying a school-based curriculum model. The analysis results suggest that arts teachers in senior high schools tend to emphasize individuals' sensory experiences and the learning of disciplinary-based content. These curricula feature more visits to museums and art galleries as well as creations using materials and media. The challenges encountered include time and course management, the safety of activities, and support from administrators. The results of the study lead to the following suggestions: (1) Curriculum designs for interdisciplinary outdoor arts education that integrate different issues should be developed. (2) School-based arts elective courses should be developed in upper secondary schools. (3) More content regarding contemporary art should be included in the curriculum to help guide students to reflect on issues concerning humanities.

Keywords: outdoor education, upper secondary education, visual art education