

摘要

素養導向是近年臺灣課程綱要之重要精神與內涵，本研究探索經驗教師如何解讀藝術領域課綱核心素養學習表現並將學習內容統整與轉化為課程統整意識。研究以 15 位高中經驗教師為對象，先透過模糊德菲法（fuzzy Delphi method）與決策實驗室法（decision making trial and evaluation laboratory）分析，繼之透過半結構訪談其中 8 位教師。研究結果發現，在經驗教師之課程意識中，以學習者背景經驗與動機為首要考量，藝術表現面向學習內容的重要性相對高。藝術鑑賞面向學習內容在經驗教師之課程統整意識中與創作表現具深度連結性，受到藝術表現的影響且被視為其延伸之內容。藝術實踐面向學習內容則呈現跨領域連結與生活情境之統整。反思素養導向藝術課程統整，藝術學習宜對應學習者學習階段需求以及次世代所需之素養，在基礎藝術學習中延伸跨領域，並連結生活情境進行有意義之課程統整。本研究依據研究結果提供相關建議。

關鍵詞：素養導向、藝術素養、藝術教育、課程統整、課程意識

Abstract

Art concerns the development of emotions, expressive, and artistic thinking of individuals' competencies. To discuss art competency-based curriculum, this research aims to explore experienced teachers' curriculum ideologies when interpreting the Arts Curriculum Guidelines. This study adopted a mixed-method design. In the first phase, the fuzzy Delphi method and decision-making trial and evaluation laboratory methods were adopted to survey 15 experienced high school teachers, to examine the weight and inter-relationships among these teachers when interpreting the Curriculum Guidelines art competencies. In the second phase, eight teachers were selected from these participants for in-depth interviews. The results reveal that when experienced teachers consider art learners' competencies, the learning contents of artistic expression present high value and influence, and have a strong relationship with other learning contents. The learning contents of the art appreciation are deeply associated with artistic expression, with art appreciation considered the content to be influenced and extended from artistic expression. The learning contents of art practice present interdisciplinary connections and integration in daily life. Experienced teachers also believe that the integration of arts curriculum should maintain diversity and flexibility, harnessing interdisciplinary characteristics based on subject learning. However, this integration needs to be based on teachers' teaching strategies or competencies of curriculum integration. Reflecting on curriculum ideologies of experienced teachers, the art learning should align with meaningful integration through differentiated learning based on the learners' stages and needs, bridging the boundaries of discipline and connecting to life. This study provides relevant suggestions based on the research results.

Keywords: competency-based, art competencies, art education, curriculum integration, curriculum ideologies