

摘要

本文以身心學的理论為基礎，梳理 Jacques Lecoq 體系的面具應用，提升身心學結合面具應用的多元實踐性。研究聚焦於青少年身體覺察之創新可能，以戲劇情境下的「面具」練習，打破文化制約下被壓迫的身體，引導個體動中覺察、從角色的身體行動反觀自身的身體狀態，激盪課程實踐。本研究採取參與觀察法，研究目的為：（1）應用身心學觀點，發展國中學習階段面具融入身心學的課程設計；（2）探討身心學結合面具提升國中生身體覺察之影響，並記錄教學省思。研究發現：面具能有效突破青少年的焦慮感，將注意力回歸到自身；身心學結合面具的應用可提升並改善青少年的身體覺察狀態；中性面具促進青少年釐清自我意象與動作本質、幼蟲面具與表情面具能促進青少年以他者的視角覺察身體變化，反觀自我的狀態。最後，根據研究結論給予藝術教育工作者實質建議。

關鍵詞：身心學、身體覺察、表演藝術課程、面具

Abstract

This paper delves into the theories of Somatics and explores the application of masks in Jacques Lecoq's system to enhance the diverse practical integration of Somatics and mask work. The research focuses on innovative possibilities for adolescents' body awareness, using mask exercises in dramatic contexts to break through culturally conditioned physical constraints. This study stimulates curriculum practices through movement-based awareness and self-reflection on one's physical state by means of character embodiment. This study adopts a participant observation approach, with the research objectives: (1) to apply Somatic perspectives in designing a curriculum that integrates masks into junior high school education; (2) to explore the influence of integrating Somatics and masks on enhancing body awareness in junior high school, and documenting teachers' thoughts. The study reveals the following: the use of masks can effectively alleviate the anxiety of adolescents, helping them focus their attention back on themselves. The application of Somatic studies combined with masks can enhance and improve adolescents' body awareness. Neutral masks support adolescents clarify their self-image and the essence of their movements, while larval masks and expressive masks promote adolescents' awareness of bodily changes from the perspective of others, allowing them to reflect on their own state. Finally, based on the research conclusions, providing practical recommendations for arts educators.

Keywords: Somatics, body awareness, performing arts curriculum, masks