

藝術治療取向視覺藝術課程對 國中資源班學生情緒管理影響之行動研究

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摘要

本研究以新北市某所國中五位學習、情緒障礙學生為對象，探討藝術治療取向的視覺藝術課程對國中資源班學生情緒改善之教育研究。

研究採取質性之行動研究，針對個案設計課程，並輔以參與觀察法、訪談法。依據以藝術治療概念帶入藝術教育的研究問題，歸納出以下結論：

- 一、藝術治療取向之藝術教育，融入國中資源班學生，情緒障礙改善之課程設計發展，首重以學生為中心的課程思考，以藝術創作作為一種存在狀態、個人隱喻的表現。
- 二、藝術治療取向之國中資源班視覺藝術課程之實施過程，透過藝術治療融入國中資源班學生情緒障礙改善之成效，以藝術創作作為自己與他人關係之修復性經驗、進而達到自我肯定及自我超越之希望。
- 三、藝術治療取向之國中資源班視覺藝術課程之實施過程中，教師善用多元的創作媒材、透過同理與尊重的態度，建立彼此真誠的關係，將有助於引發創作者的動機。

關鍵詞：情緒管理、情緒障礙、學習障礙、藝術治療、藝術教育



An Action Research of Investigating the Influence of Visual Arts Curriculum Oriented from Art Therapy on Students' Emotional Management in Junior High School Resource Class

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Abstract

This study investigated students of a resource course at one junior high school in New Taipei City with learning and emotional disabilities to examine the effectiveness of an art therapy-oriented visual art course. This study utilized five curriculum design cases and conducted qualitative action researches with the observation and interview methods. According to research questions, conclusions are made below:

1. When art therapy is integrated into the curriculum design and development for the improvement of students of resource class at the junior high school with emotional disabilities, the priority shall be student centered concept to use art therapy as the expression of their state and individual metaphors.
2. During the implementation of visual art course at the resource class of the junior high school, the effectiveness of the improvement of students with emotional disabilities is reached via the integration of art therapy that makes use of art creation as the repairing experience of the relationship between students and others with the aim to meet the goals of self recognition and self-transcendence.
3. During the implementation of visual art course at the resource class of the junior high school, teacher through empathy and respectful manner, to establish sincere relationships with each other, will help lead to the creators of motivation.

Key words: emotion management, emotional disabilities, learning disabilities, art therapy, art education