

## 摘要

關於低視力兒童繪畫教育之既有研究十分缺乏，本研究期望透過實際教導七位國小二至六年級的低視力兒童，每週一次共 16 堂的繪畫教學，經過不斷修正教學，獲得繪畫表現特徵與教學策略之歸納。研究總共獲得 800 餘張作品。研究結果發現：參與者的觀察力、想像力與繪畫表現經過一學期教學後明顯進步。其繪畫表現特徵為：(1) 以一筆可能停頓數次但不間斷的線來完成像剪影般的外輪廓；(2) 連續的背景線條無法順利連接；(3) 高度近視或貼近畫面作圖者皆不易掌握大場景構圖；(4) 弧線特徵掌控不易；(5) 精緻的細節表現；(6) 空間發展落後，但適當教導後能大幅進步趨近明眼兒童。並從：(1) 瞭解對象；(2) 提供適當的繪畫媒材及教具；(3) 課程設計的八項重點；(4) 擴增視覺影像的資料庫等四方面，具體建議實際繪畫教學策略細節。繪畫活動不僅使參與者學會透過圖像表達思想，也對自信心養成有所助益。

**關鍵詞：**低視力、兒童、繪畫、教學策略、藝術教育

## Abstract

There is insufficient research related to drawing education for children with low vision in Taiwan. This research aimed to analyze the drawing characteristics and suggest teaching strategies through teaching seven children with low vision (2nd to 6th grades) once a week for 16 weeks. In total, more than 800 drawings were collected. All participants progressed noticeably in observation, imagination, and pictorial presentation during the 16 weeks. The study derives 6 characteristics from their drawings. The participants with low vision usually: (1) drew silhouette-like outer contours with one line, which might be completed in one interrupted stroke; (2) were unable to connect continuous background lines smoothly; (3) those with highly myopic, or those who had to kept their heads close to the paper as they draw encountered difficulties in constructing large scenes; (4) had trouble handling curvatures; (5) were good at presenting details; and (6) their spatial representation development was delayed, but could be improved after appropriate teaching. This research suggests practical details of teaching strategies from the following aspects: (1) understanding your students; (2) providing appropriate drawing and teaching materials; (3) eight key points in curriculum design; and (4) enriching students' visual memory database. In addition, drawing activities not only encourage the participants to present their thoughts pictorially, but also help to develop their self-confidence.

**Keywords:** low vision, children, drawing, teaching strategy, art education