

The Arts and Cultures' Inheritance of the Rainbow People

Hualien Shu-Lin Junior High School

I. The motivations and goals of the plan development

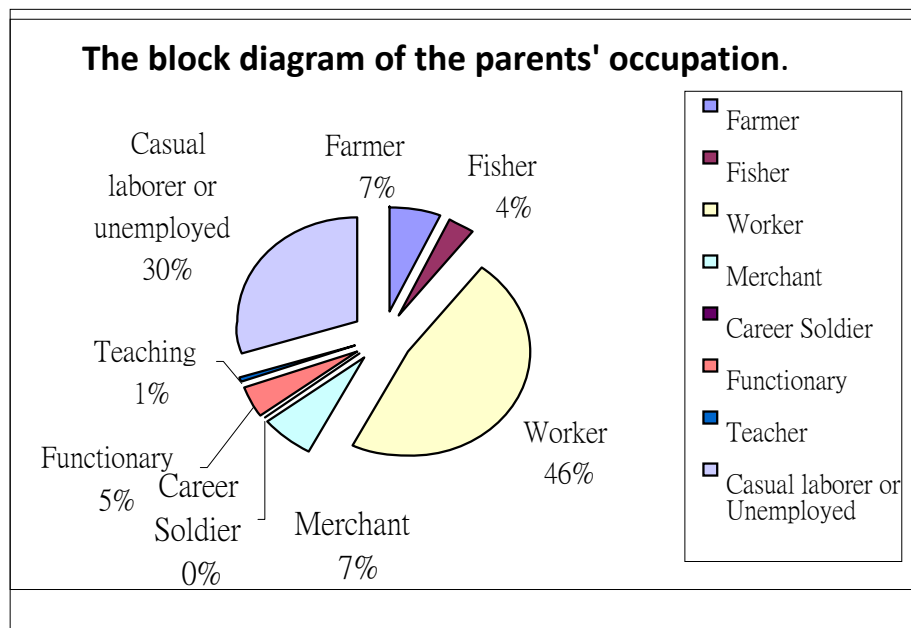
A) We Hope to solve the students' problems, and make every student be successful.

We are the northern-most junior high school in Hualien county, a small school with 9 classes, the total student number is 309, in which contains 257 Truku tribe aboriginal students, represent the 83% of the entire student population. Most of aborigines have economic problem, according to the occupation census in 2004, there are 55% of the students' parents are engaged in farming, fishing and working, and 30% are out of occupation. (see chart A).Moreover, it shows 53% of the population that the families can not function well is another serious problem. In Taiwan, the superior culture, Han culture has been dominating the system of education, normal teacher training, and the principles of school teaching courses for decades, as a result, the aboriginal cultures and spirit are gradually dying out. Because of the long-term policy of education, the students in Shiu Lin junior high school are facing the crisis of race identity in the learning courses of their growth. Result from the disadvantage of beginning, those students often failed in their learning experience, most of time, they are not adjusted to the school life. Besides, for lacking of stimulation of culture, they also get the problems of having little learning intention; confusing with value; and without confidence and responsibility, they ignore the aboriginal culture, even stop schooling. Therefore, we make

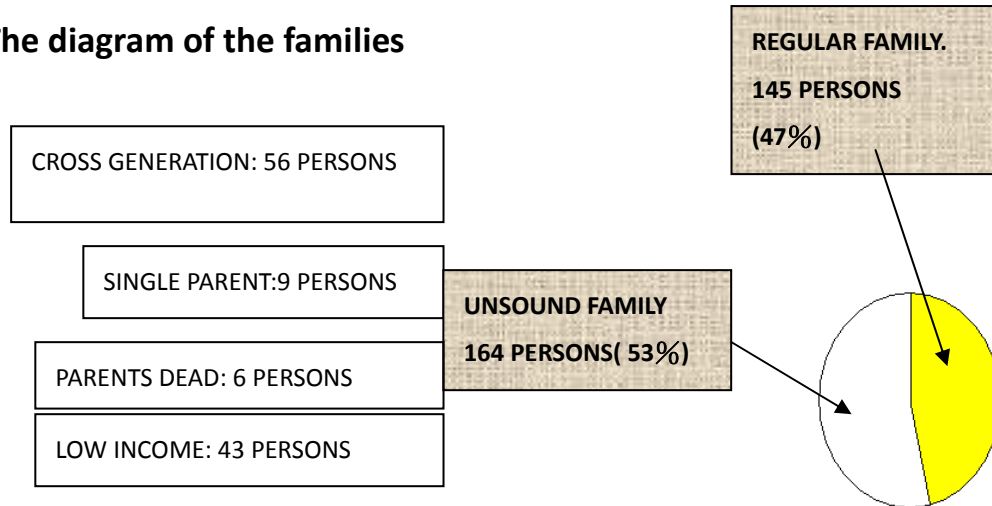
much effort to promote the school-based curriculum in which guiding to solve students' problem. However, we expect that every student will be a successful person.

We could sum up the learning predicament of our students by the following:

1. The crisis of ethnic-culture-identity under the superior culture.
2. Without confidence result from the failure in learning experience at the beginning.
3. Try to escape if they are under the pressure of study, because of the conflict with the tight household expenses and the traditional values.



The diagram of the families



(B) We are Looking for the possible way to breakthrough the difficult position of study.

The core matter in the learning straits of our students (in Shiu Lin junior high school) is “Crisis of ethnic and culture-identity”, because the ethnic and culture-identity leads learning adaptation during the whole courses of growth, still further, it builds up the confidence. The traditional feature of aboriginal culture has been taken serious and dawned under the educational reforms that advocate multi culture and multi intelligences. Knowing and understanding of ethnical culture are the range of literary and artistic field, through the courses of art and culture, the students will know himself or herself, and establish culture- identity to have confidence.

Nowadays, art and culture textbooks in general edition have little concern about the ethnic culture; it doesn't have much help for the students to know their own culture. If we attempt to establish the culture-identity that could extricate the students from a difficult position, we must put our hands to develop a set of art and culture courses that apply to Shiu Lin junior high school. (school-based

courses)

(c) We hope our teachers could be professional, and our students would enjoy learning.

The philosophy of “The root of instruction is to lead students toward progress and good.” is our main principle. With the known words “*The professional teachers could lead the diligent students.*” and “*Teaching is the most effective way of giving guidance.*”, we hope every student would study well. Since the development of Grade 1-9 consistent curriculum, we have already had the great effect; the ministry of education awarded the benchmark **100 school** of the Grade 1-9 consistent curriculum development to us in 2004. During the development of the courses, we have seen that teachers were increasing technical ability and students were growing up. Therefore, we have to keep seeking the ideal of curriculum teaching. As the courses of arts and humanities in our school, we have many favorable factors such as the students have inborn potential, the communities have full resources of culture, the teachers have the cooperative character of team works. We founded the teaching team of art and humanities to develop the teaching skill of curriculum-promotion, and match the action research to be the reference of all ranges.

II . Philosophy and action of the project: the curriculum of arts and humanities refer to the students.

(A)The developing curriculum that combine with resources of the communities.

The Truku tribe has lots of culture meanings and art characters, the music, the dance, the facial tattoo, and the totem have recorded the history of

Truku's development and ethnic spirit that the Truku people was proud of. To find the Truku spirit which not only conceal deep in their heart but also run in their blood, we invite old people and culture workers in the community to join the discussion of curriculum, and they return so much encouraging answers. To inherit the ethnic culture that is getting lost, those culture workers provide the consulting business for us, and also, they are very glad to take part in the curriculum teaching. By the time of the development of the curriculum, we invite the professors of National HUALIEN University Of Education and Tzu Chi University to discuss and instruct "empowerment" for our group members, so that the curriculum will be more fit the learning needs of students.

(B) The structures of our curriculum are filling with the characters of Truku culture and ethnic spirit.

Brave and enthusiastic are the important characters of the hunts-people running in forests, we can see the shadows of braveness and passion in every traditional legend, art and culture of Taruku. Thus, our art and culture group takes the "*braveness*" and "*passion*" as the core of the art and culture curriculum development. In the full materials, we find the two curriculum topics—"Hero Dance" and "Hunt Dance" which could completely show the two main elements, braveness and passion. Within the two topics, music class, visual-art class and perform-art class develop their own cognate courses, and then, we unite all courses through the musical as an ending.

(C) The developing curriculum that to know and inherit the culture of Taruku.

The Taruku has distinguishing feature and excellent performance in music,

dance, totem weaving and tribe legend. According to the topic, teachers will introduce them to students during the curriculum development, and then ask students to participate and do it by themselves. For example, to make and play the “LuPu” which is made of bamboo; to hold the masks festival to understand the meaning of minority national totems that often appears all over the world; to understand those dying out arts and characteristic facial tattoo from the meanings of those totems; to learn the manners and brave experiences of hunts people from traditional dance. We attempt to reach the goal of understand and inherit ethnic culture by learning.

(D) Unite the curriculum of culture-identity and innovation

We positively introduce the arts and cultures of Taruku from different angles; increase the combination with students and native culture, and then make our students to know and understand themselves, additionally accept and identify the ethnic culture.

Only identity could inspire self-confidence; only identity could inherit innovation, during the development of curriculum, music class, visual-art class and perform-art class take “Hero Dance” and “Hunt Dance” as the core and implicative with each other. With the basement of “Hero Dance” and “Hunt Dance”, our students use the elements such as the materials or works that they’ve learned to show the creativity after the culture-identity and internalization, they rewrite or crate the stories, and then integrate by musical to reach the goal of exploring and understanding their native culture.

(E) The curriculum designed to fit the wishes of Shu-Lin junior high school

Our students' wishes are "growing healthily, thanksgiving and value happiness, and go along with their own characteristic.", So that the curriculum was designed to carry out the children's wishes. In fact, the curriculum caused of looking for the possible way to breakthrough the hard study position. (The crisis of ethnic-culture-identity, lose confidence, escape), we hope to represent the highly culture-identity of our students, then they will proud of oneself as a member of Taruku. That is to rebuild the heart which was getting lost between traditions and modern, we want to make them growing healthily with confident. At the same time, they would understand the hard history of their ancestors, and having gratitude for everything, even any help that comes from anywhere, also cherish all happiness. In the curriculum, we introduce a series of traditional cultures and arts of Taruku, let them get in touch with multi intelligence, and provide a thinking way. Maybe students would find the way that fit him or her, such as inherit or add glory to the traditional arts.

(F)The teaching method with incorporating into information

In the modern world, information technology has become a very important media, so our teachers design the courses with multimedia as possible as they can. For example, except teaching students how to make the "Lupu" in the class, teachers will post the making process on the homepage through the internet, and then students could get the reference materials after class. Now, we've collected lots of remarkable music of Taruku and connected records. Some courses would ask students to collect totems of the minorities all over the world through the internet. In order to train them to collect, to master, and to analyze

information, multimedia takes a very important role in the curriculum development and teaching. Every inspiration was real taken down in every curriculum discussion, and it's a great help to make the curriculum more substantial and perfect. Some culture workers would record the images and sounds in the class during the teamwork, and those are the good references for our teachers. What's more, the curriculum enforcements were recorded by multimedia providing the discussible information and suggestions for the whole team.

(G) The learning contents with joy and cooperation

“The best learning is happy learning”, that is the concept of the teaching team, so the team totally views the characteristic of the teenagers of Taruku. The children prefer the learning materials with example and experiment, also they love hand works very much. The activities which was designed for growing experience and focusing on hand make are fit for the learning way of our students, thus, they are happy to learn. As a team work learning, every member in the group should take some kinds of responsibilities, and realizes the importance of responsibility, at the same time, they've learned how to work or share with others.

(H) The examination of ability-based.

To match up the school's aspiration, the inspection of the curriculum was grade by basic ability, and it's obviously to see the situations of students learning. (Reference is given in appendix)

(I) The experiments of the curriculum for the series activities of aboriginal culture.

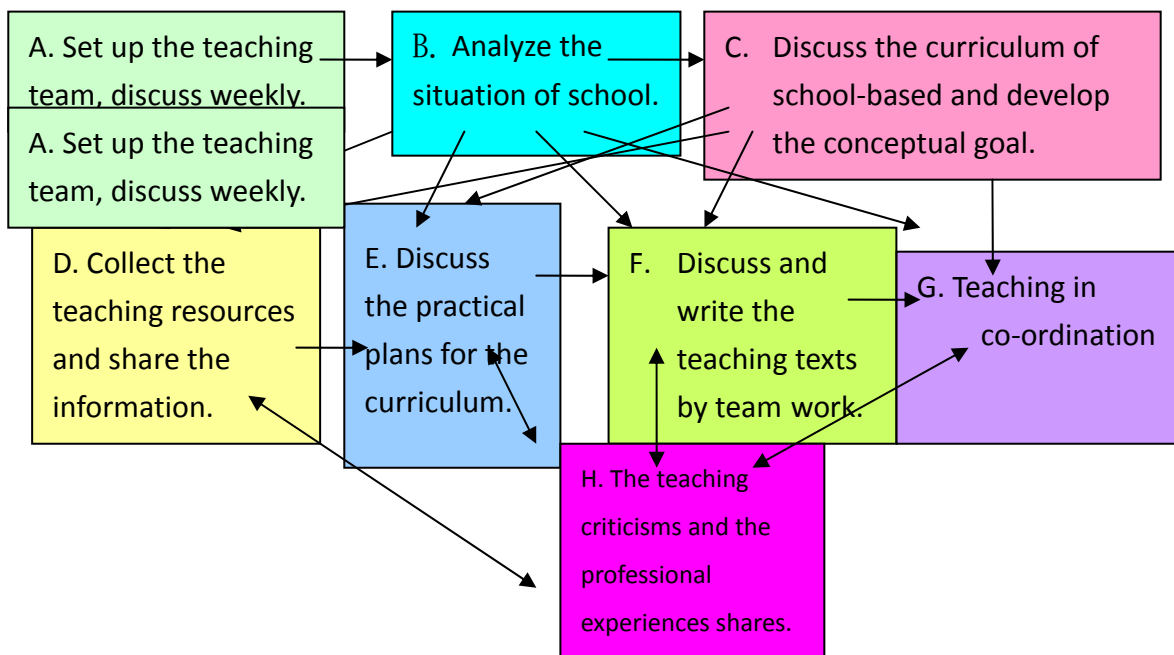
To understand the students' accept ions for the developing curriculum, we apply two projects to run the experiments for the curriculum of arts and

humanities, one is “Actions of popularize the education for indigenous people” from “CIP” (Council of Indigenous People, Executive Yuan), the other is “An array learning of arts and humanities” from “MOE” (Ministry of Education). With the help from the old people and the culture workshop in the community, certain of courses were going successfully, and then gained a lot of appreciation. During the courses, The members of Graduate Institute of Visual Art Education in Hualien University of Education and the national guidance group for arts and humanities area came to visit us and were impressed by the inheritance of ethnic-culture.

(J)Advocating culture arts to enhance confidence and culture-identity To conserve the lost culture, we set up the chorus, the Lupu team, the Tatuk team, and the characteristic performances are prized and admirable. Our teams are often invited to perform in many places by people, even the other side of Taiwan Strait. Except totally identify the ethnic-culture, our members enhance their confidence in every encouragement again and again. We believe that every aboriginal student in our school will be a confident teenager of Taruku who identify his native culture indeed under the curriculum of arts and humanities.

III. The process of the developing project

The developing model of the curriculum of arts and humanities in Shiu Lin junior high school could be explained by following:



A. Set up the teaching team, discuss weekly.

Chart1 、 the teaching team

Name	Title	Teaching area	Culture Background	Main Divisions
GUO WEI XI	Principle			Leads the curriculum development
XU XIU JU	Instructor		The chief of the art college in H.U.E.	Instructs the curriculum development
LIAO CHENG YI	Director of teaching affairs	Chinese		*Leads the curriculum development. *Carry out the project. *provides the resources.

				*Shares experiences of the teaching area.
JIAN ZHENG XIONG	Director of students' affairs	Music	Truku	*Culture consultation *Collects the teaching materials *Design the teaching courses *Teaching *Co-ordination teaching
ZHANG LING YA	Teacher	Visual Art		*Collects the teaching materials *Share the resources. *Design the teaching courses *Teaching *Co-ordination teaching
CHEN CI XIN	Teacher	Performance Art		*Collects the teaching materials *Share the resources. *Design the teaching courses *Teaching *Co-ordination teaching

WU LING JIA	Charge head of teaching	Science and life Technology		*Support the administration * Carry out the project. *Shares experiences of the teaching area. *Collects the teaching materials.
ZHANG SONG XIONG	Charge head of student affairs	Science and life Technology		*Support the administration * Carry out the project. *Shares experiences of the teaching area. *Collects the teaching materials.
HU QING XIANG	Instructor of Co-ordination		Traditional culture develop association of Shiu Lin township	*helps to design the courses. *Culture consultation *teaches Truku dance in Co-ordination.
TIAN JIN XIN	Instructor of Co-ordination		Literature and history worker of Taruku.(Charge person of Na Du Lan workshop.	*helps to design the courses. *Culture consultation *teaches Truku weaving in Co-ordination.

HA YOU、 YOU DAO	Instructor of Co-ordination		Literature and history worker of Taruku. (Ha You culture workshop.)	*helps to design the courses. *Culture consultation *teaches Truku songs in Co-ordination
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The above-listed hold a discussion of teaching and curriculum development at the time from 8:00 A.M. to 9:20 A.M. every Thursday.

B. Analyze the situation of school.

As the following:

Chart2、The SWOTS analyses of arts and humanities areas

curriculum development in Shiu Lin Junior High School.

Reason	S-superiority	W-worse	O-opportunity	T-threat	S-strategy
Circumstances	1.close to Truko National Park(Good Scenery) 2.Close to the site of Truku ancient cultural remains. 3.Close to the culture Workshops.	1.Large school District2. Truku students in the Han community.	1. Rich in cultural resources and advantage to cultural teaching.	1.Common people are lacking of the knowledge to keep the culture.	1.Investig-ate the Environment and collect the teaching materials, and included in teaching design after discussion. 2.Make the community to value the culture.
Administrator	Administers are rich of enthusiasm、high ability and the spirit of team-work.	Not many adminis-t rators, but lots of work.	Effective communication and administration.	Out of balance with body and mind result from the busy work.	Enhance the cooperation of the team work.
	Teachers are	Holding	Teachers are rich	The	The co-

Teacher	rich of enthusiasm 、 high ability and the spirit of team-work.	two or more posts, and heavy work.	of enthusiasm, and the spirit of team-work.	profession should be promoted.	operative teaching team discuss weekly.
Guardian (parents, grandparents or other families.)	Sober, and non-interference the administration.	Careless about the education.	The school running could be more smoothly.	Not close between school and family.	*Make the Home-work-book practicable. *Informal Discuss.
Community	*Many art and cultural workers. *Having cultural activities. *.Many cultural pieces.	Few interaction between teachers and community.	Advantage to develop the curriculum of school-based.	If the Han people identify the Truku people? (Observing .)	*Invite the cultural –workers to be the advisers. *Work in coordination with the community. *Match up the cultural activities.
Students	*With singing and dancing potential. *With vitality. *High plasticity.	*Less learning motivation. *Abberation. *Less self-comf i dance. *Careless the inher-	*Love the arts and humanities classes more. *Potential for arts.	*To attend to learn the Han culture except the tribe culture.	*Design the courses to fit for students' interests or abilities. *List the inferior position in curriculum goal, and then make them

		itance and learning of culture *Problem with info. receiving.			turn right upward. *Develop the curriculum positively.
Environment and facilities	*Special classrooms with well equipments for music and dance. *Sufficient for Info.-Equip. *Beautiful campus with many spaces for indoor or outdoor.	*Manage problems with large spaces. *Not much money to uphold the info.- equip.	*Advantage to develop the curriculum of school-based.	*Old school- Buildings.	*Set dates to converse with teaching team , and discuss how to incorporate information in teaching *Discuss how to use the environment effectively.

C. The developing goals of nationality education curriculum for arts and humanities area:

1. The wishes and goals of school : humanity 、 character fitting 、

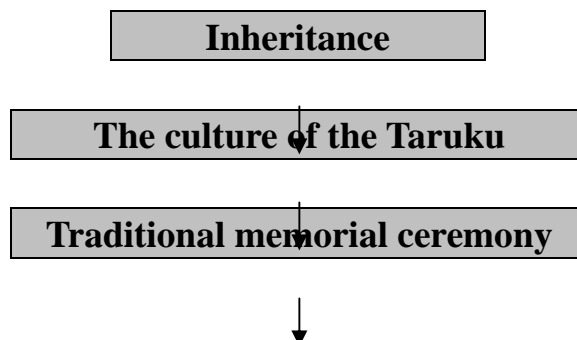
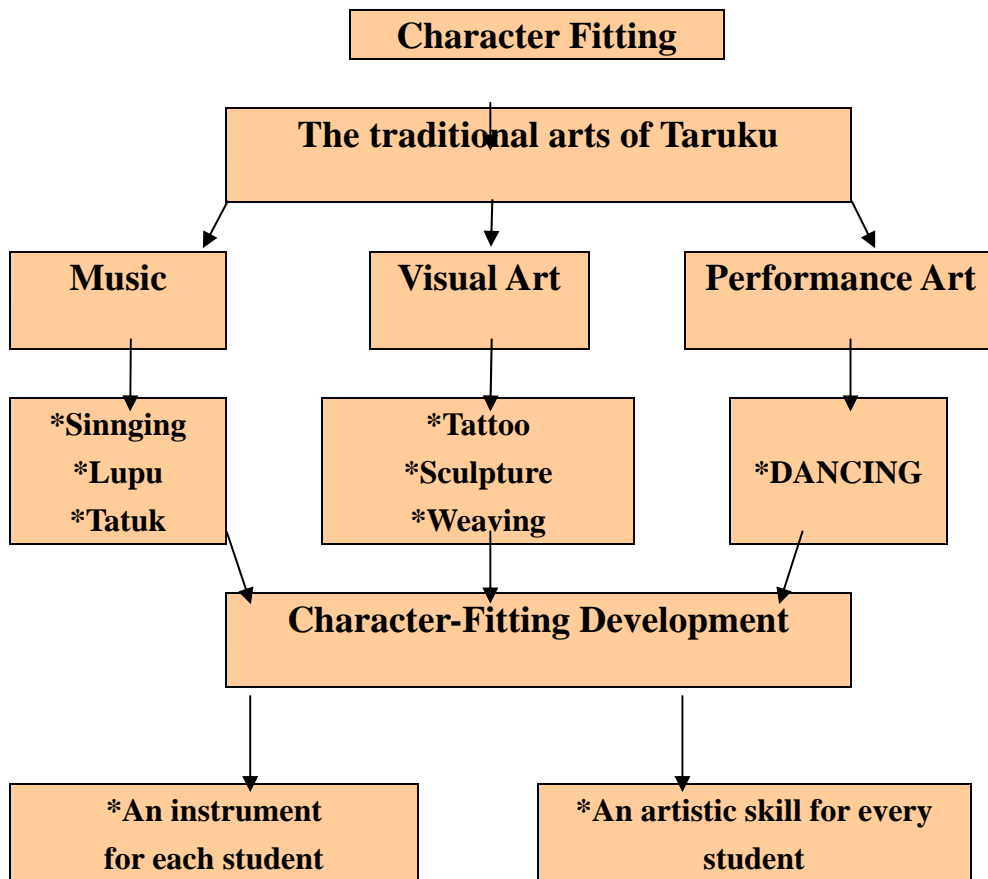
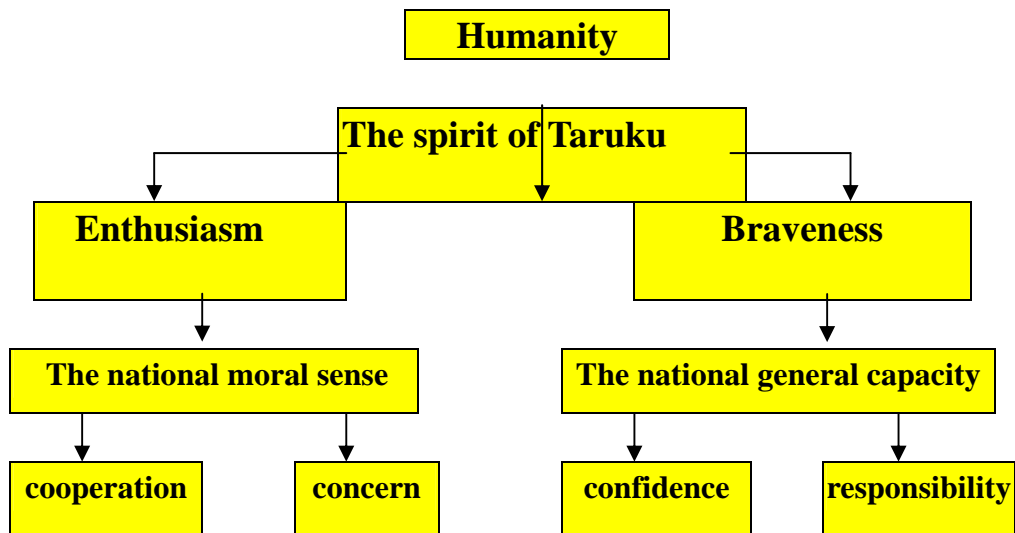
inheritance 、 innovation.

2. The developing goals of school-based curriculum for arts and humanities area:

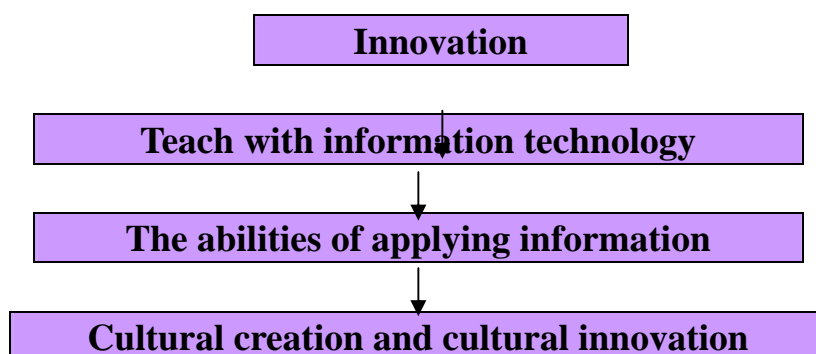
(a) Teach students to know, to identify, to inherit and to create the art culture of the Taruku tribe.

(b) To cultivate their good character of cooperation 、 concern 、 confidence and responsibility.

(c) To cultivate their abilities of innovation and production with the information technologies. (As the following.)



Culture accomplishment and ethnic-identity



D. Collect teaching materials and share resources:

1. The members will collect the teaching materials from the surroundings.
2. The members will have field-trips or visit the old people and workers of art and culture in the community in order to collect teaching materials.
3. The members will discuss or share those materials and resources in the weekly meeting even on the internet.

E. Discuss the procedures of the curriculum:

1. Forming the frame chart with those collecting-materials that were according to the SWOT analyses of school situation and the developing goals of school-based curriculum.
2. Discuss the procedures of teaching and co-ordination activities by the frame chart.

F. Discuss and compile the teaching text in coordination:

1. Design the teaching texts by the teachers of music, visual arts and performing arts.
2. Then bring the texts into practice after the discussing by the members.

G. Teaching and coordinative teaching.

1. The teachers will discuss in coordination before starting the class.
2. Teach in coordination with the teachers in specialized field.
(Teach the songs of the “Hero Dance” in music class; and teach the “Hero Dance” in the class of visual arts.)
3. Invite the workers of art and culture that are from the communities to give the teaching courses in coordination.

H. Teaching evaluation and share the experiences.

1. The members will take part in teaching observation.
2. The teacher will examine himself or herself in unit teaching.
3. The students will work the examination papers.

4. The students will be evaluated in the multi-faceted review.

IV. The specific achievements of the practicing plan.

A. Innovatory.

1. Interconnect the musical in arts and cultures field, and innovate the teaching in co-ordination.

Step1-

In music class, visual arts class or performance class, the teachers will teach in co-ordination before the class or ask any professional help in which some of them are from cultural workers.

Step2-

Teach in co-ordination and interconnection by the grade; divide each class into 3 groups, and there are 9 groups in 3 classes. Then the students have to give a musical performance within the Taruku culture that they have learned in the year to show their creation and imagination of arts and cultures, that is, teachers could review the children according to what they have acted.

2. Innovate the information technology teaching.

Create the design of the school desk, mark out the arrangement of the seats in the classrooms, and then put the computers in the classrooms. To carry out the class with teaching in information technology conveniently, each computer will be used by a group of six students.

B. Perpetually

1. The intergrading lesson could cultivate students the practical abilities of arts and culture. Generally speaking, more than 80% of the students are interested in the curriculum.

2. More than 80% of the students would understand more and identify their ethnic culture, and could inherit the abilities of their traditional art and culture.

3. Bring the character education into the teaching, more than 80% of the students thought that is helpful to promote the personality of partnership and concern, in the other words, that is the attitude of confidence and responsibility.

4. Link up information with teaching, more than 80% of the students thought that is helpful to promote the abilities of applying information.

C.Popularity

1. To lay emphasize on the team work of teaching, form the high quality culture of teaching, the teachers teach more effectively, students learn as happy as a clam in the cooperative team work that each member offers an hour a week as a tribute.

2. To match up the students' graduation ceremony, we would give a recognition of art and culture which is not only enhance the learning effect but also supported and loved by students and parents.

3. Take the livelihood as the core; combine the community resources, making the arts into life, the arts into life, develop the distinguished feature of school in the formal development. For example:

* Our chorus team won the first-rate prize in the country-wide competition continuously for five years.

*Our Lupu team, Tatuk team are invited to give the performances in national activities very often.

*The inheritance of aboriginal woodcarving and weaving abilities in the regular classes were praised by all walks of life.

The investigative statistics of learning satisfaction for 8-9 grade students.

8-9 grade students' number: 206 investigative number: 193

Q-After the music classes, visual arts classes, and performance classes of Taruku, I think:

1. I clearly understand the characteristic and the music of Taruku.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
5 P	16 P	10.8%	125P	47P	89.2%

P=persons

2. I clearly understand the characteristic and weaving or totem.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
8 P	29 P	19.1%	113P	43P	80.9%

3. I clearly understand the characteristic and the dance of Taruku.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
6 P	19 P	12.9%	137P	31P	87.1%

4. I could learn by computer information more than before.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
4 P	22 P	13.4%	111 P	56 P	86.6%

5. I could join the team work more than before.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
10 P	16P	13.5%	114 P	53 P	86.5%

6. I could concern my classmates more than before.

Highly disagree	Disagree	Total	Agree	Highly agree	Total

disagree				agree	
7 P	23P	15.5%	120 P	43 P	84.5%

7. The curriculum has a great helpful to upgrade my confidence.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
6 P	26P	16.6%	126 P	35 P	83.4%

8. The curriculum has a great helpful to upgrade my responsibility.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
8 P	23P	16.0%	114 P	48 P	84.0%

9. The curriculum has a great helpful to upgrade my positiveness.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
6	27P	17.1%	116 P	44P	82.9%

10. The curriculum let me know that the Taruku people and Han people are equal in talent.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
5P	17P	11.3%	104 P	67P	88.7%

11. In general speaking, I like the curriculum very much.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
10P	27P	19.2%	102	54	80.8%

If you are the children of Taruku, please go on to answer the following 2 questions:
the number of Taruku students is 188.

12. The curriculum gave me much understanding of the teaching and spirit from our ancestors.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
8P	18P	13.9%	77P	85P	86.1%

13. The curriculum made me so proud of being a member of Taruku.

Highly disagree	Disagree	Total	Agree	Highly agree	Total
7P	8P	8.0%	79	94	92.0%

More words I would like to say to our teachers or principle:

V. The reflection and prospection.

We truly believe that” *the professional teachers could lead the diligent students*”, “*Teaching is the most effective way of giving guidance.*”

After the cultivating from our team-work, we can see that the students have great progress in their character; especially the aberrations of violence or drop out are almost none happened. It is worthy that we see the enhancement of those students’ confidence and responsibility. But “The education would not be stop until it attain to the perfection.” We will continue to provide our teaching experience to other fields as the references to cultivate students’ multiform of intelligence and abilities, and then make a happiness life for them.