雜技鋼絲教學傳承之研究──

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摘 要

本文旨在雜技鋼絲教學傳承之研究，透過民俗技藝學系歷屆鋼絲表演中探討出器材演變與教學特色。其中以1982~2019年鋼絲教學、器材道具研發與創新難度技巧，以文獻、影音、師生訪談分析，試圖歸納出更有效率之傳統技藝教學、傳承模式。研究結果：鋼絲技巧從1982~2019發展軟鋼絲、硬鋼絲、彈簧鋼絲、走繩等四種表演應用形式：

一. 1982~1996 年主要由張元貞教師指導，在軟（硬）鋼絲技藝方面，以獨輪車丟棒、走梯、平衡板、跳繩為主；教學方面強調紮實的軟鋼絲基本技法；鋼絲結構為單獨移動式鐵架。

二. 1996~2011年主要由張克仁、張元貞教師指導，項目為軟（硬）鋼絲、彈簧鋼絲；技藝方面增加瓦圈、平衡板、鋼絲平轉360°；教學方面則強調紮實的軟鋼絲基本技法；鋼絲結構則為交叉鐵架。

三. 2011~2019年主要由張元貞、彭書相教師指導，以軟（硬）鋼絲、彈簧鋼絲、走繩為主；技藝方面增加雙人鋼絲、三人鋼絲、芭蕾鋼絲。鋼絲結構則為不鏽鋼長型立體鋼絲架。教學方面則在課程設計中以漫畫圖像設計方式，提高學生學習動機，帶領學生發揮更多想像力，創新高難度技巧。

結論是，現今社會傳統技藝已逐漸沒落，為傳承並鞏固雜技鋼絲技巧難度與創新，需將此技藝整合歸納出更有效率之傳統技藝教學、傳承模式。本研究試圖提出思辨與建言，使國內外民眾能更進一步認識雜技鋼絲表演形態，讓鋼絲表演藝術的研究與發展，建立更系統化、科學化的教學方針，期

盼日後能達到推廣雜技表演藝術之目的。

關鍵詞：雜技、鋼絲、器材

Research on the Inheritance of Acrobatic Wire Teaching

—In Case of the Department of Acrobatics and Dance of National Taiwan College of Performing Arts

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The purpose of this article is to study the inheritance of acrobatic wire teaching and explore the evolution of equipment and teaching characteristics through the previous wire performances of the Department of Folk Arts. Among them, 1982~2019 steel wire teaching, equipment and props research and development, and innovative difficulty skills, as well as literature, audio and video, teacher interview analysis, etc.; try to summarize more efficient traditional skills teaching and inheritance mode. Research results: From 1982 to 2019, the steel wire technique developed four performance application forms including soft wire, hard wire, spring wire and rope walking.

1. 1982~1996, it was mainly instructed by teacher Zhang Yuanzhen. In terms of soft (hard) steel wire skills, the main aspects were wheelbarrow

throwing rods, ladders, balance boards, and rope skipping; the teaching emphasized solid basic techniques of soft steel wires; Mobile iron frame.

2. 1997~2011, Teacher Zhang Keren and Zhang Yuanzhen guided soft (hard) steel wire and spring steel wire; technical aspects Increase the tile ring, balance board, and the steel wire to rotate 360°; the teaching focuses on the basic techniques of solid soft steel wire; the steel wire structure is mainly based on the cross iron frame.

3. 2012~2019, under the guidance of teachers Zhang Yuanzhen and Peng ShuHsiang, soft (hard) steel wire, spring steel wire, and rope walking are mainly used; in terms of skills, (double steel wire, three-person steel wire, ballet steel wire) are mainly added. The steel wire structure is mainly made of stainless steel long

three-dimensional steel wire frame. In terms of teaching, comic image design is used in curriculum design to improve students'

learning motivation and allow students to have more imagination and innovative skills.

In conclusion,the traditional skills of today's society havegrad ually declined. In order to consolidate the difficulty and innovation of inheriting acrobatic wire skills, if this skill is tried to integrate and summarize the traditional skills teaching

and inheritance mode more efficiently. This research also puts forward houghts and suggestions, which will also enable the people at home and abroad to further understand the form of acrobatic wire performance, so that the research and development of wire performance art can establish a more systematic and scientific summary of future teaching policies, and achieve the promotion of acrobatic performing arts. The purpose.

Keywords： Acrobatics, steel wire, equipment