

## **Annex 13**

### **The Requirements of Basic Academic Attainments for Junior Secondary Arts**

The Requirements of Basic Academic Attainments for Junior Secondary Arts consist of two parts: Visual Arts and Music; their contents are as below:

#### **II. Music**

##### **1. Basic Rationale**

Music education, as a significant component of holistic education and one of the main ways to inherit innovative music culture, has a unique and irreplaceable value on improving students' music accomplishment, enriching their emotional experience, cultivating their imagination and innovative thinking, enabling them to acquire freedom, harmony and full development. It also plays a positive role in and establishes a basis for promoting the development of music culture, raising citizens' artistic quality as well as enhancing the level of social civilisation. Junior secondary music curriculum needs to strengthen the teaching of basic musical knowledge and skills, respect and guide students in pursuing hobbies and interests in music, provide students with sufficient opportunities to participate in music practice, improve students' level of music accomplishment, broaden their cultural horizons, and lay a sound foundation for their further learning and enjoyment of music. On these grounds, the Requirements of Basic Academic Attainments for Junior Secondary Music should comply with the following fundamental principles.

##### **(1) Strengthening music foundation, improving aesthetic taste**

The core content of junior secondary music curriculum is to expand and strengthen the basic musical knowledge and skills, improve students' appreciation, expressing ability as well as independent thinking ability in the field of music. At the same time, the curriculum also attaches importance to the value of aesthetic experience of music on human soul and the world of emotions, help students to improve aesthetic taste in the music world.

##### **(2) Focusing on music practice, promoting music inspiration**

Music is a discipline of high combination of theory and practice, thus the importance of practice should be emphasised; through practice, students can achieve a thorough

understanding of the basic knowledge and master the fundamental skills. Meanwhile, the curriculum is designed to enhance the connection between music and life, raise students' understanding of the relationship between music and life, foster music inspiration in daily life through the active interaction between both of them.

**(3) Advocating personality development, cultivating innovative thinking**

Junior secondary music education is for all students, but at the same time, it should pay attention to students' individual differences in musical abilities, respect each student's hobbies and interests, encourage each individual to express his/her emotion in a unique way, inspire and cultivate students' musical ability through personalised teaching method. Meanwhile, on the basis of allowing students to fully display personal talents, students' creative thinking should be nurtured to develop their musical creativity.

**(4) Exploring music function, ~~s~~ achieving healthy personality**

Junior secondary music curriculum should inspire students' understanding of the status of music in cultural realm and the irreplaceable function of music in cultivating personal artistic accomplishment as well as emphasise the connection between music and other subjects. Simultaneously, students' potential can be discovered through music lessons and various musical activities, enabling them to cultivate communication and cooperation awareness, improve personal accomplishment and form a healthy personality through social participation.

**(5) Promoting local music, valuing diverse cultures**

Music is a significant component of regional historical culture. It not only reflects the historical and cultural scene of each nation, but also records a nation's cultural characteristics and emotion. Therefore, junior secondary music curriculum should, under the premise of highlighting local music, allow students to learn different types of folk music, enable students to know the uniqueness of local culture and its relationship with different cultures of the world. At the same time, students should be enabled to understand the richness and diversity of world music cultures, enhance their national consciousness and emotional attachment to the nation and hometown, expand their horizons and respect the cultural values of equality and diversity.

**2. Curriculum Goals**

- (1) Emphasise the application of musical knowledge; enable students to learn and apply musical knowledge in different kinds of music learning activities.

[Reference Only]

- (2) Integrate with students' development of independent thinking skills, enable them to understand the common structure, genres and styles of musical works and the cultural characteristic of different nations in different periods, raise students' level of music appreciation and improve the corresponding music aesthetic ability.
- (3) Teach students the basic skills in singing and playing musical instruments; build up their confidence and the ability to sing and play music in an expressive way.
- (4) Through music practice, inspire students' imagination and encourage them to create simple music, so that they can learn to express their emotions through music and develop creative thinking ability.
- (5) Enhance students' communication and cooperative skills through the implementation of various ensemble music activities.
- (6) Put the learning of Chinese and western music in the context of related subjects in humanities, help students to establish values of respecting differences and tolerating diverse cultures, deepen students' experience and understanding of Chinese and local historical culture.
- (7) Stimulate students' interest in music, connect contemporary society with students' actual life, allow students to grow up cheerfully with the accompaniment of music, and lay a sound foundation for students' lifelong love for music and life.

### **3. The Requirements of Basic Academic Attainments in Various Domains**

Explanation of Coding:

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; IIA – “Singing and playing musical instruments”, IIB – “Appreciation and feeling”, IIC – “Basic concepts and common knowledge”, IID – “Expression of creativity and stage experience”.
- (2) The number after the English letter represents the serial number of the requirements of basic academic attainment in the respective learning domain.

#### **Learning domain IIA - Singing and playing musical instruments**

IIA-1 Be able to perform singing happily and expressively with clear diction, correct pitch and rhythm as well as proper phrasing.

[Reference Only]

- IIA-2 Be able to participate in homophonic and simple polyphonic texture chorus; notice the balance between volume and timbre in multi-part chorus; accurately follow the conductor and instrumental accompaniment.
- IIA-3 Be able to play Chinese or western music at primary level with an instrument and express one's emotion to the music.
- IIA-4 Be able to use the knowledge and skills learnt to sing with others in chorus or play a musical instrument in ensemble.

**Learning domain IIB - Appreciation and feeling**

- IIB-1 Be able to appreciate music from different cultural background, especially the local and national music; use different musical terms to describe the characteristics of the music heard.
- IIB-2 Be able to identify the basic musical characteristics of art songs, folk songs, popular songs and religious songs, and understand the different functions they perform.
- IIB-3 Be able to identify the theme and motive of a musical work as well as the simple song structure; conduct analysis and discussion on the theme, motive and the song form.
- IIB-4 Be able to compare musical works of different periods and genres; describe their musical styles and performing characteristics, and the relationship between music, cultural background and historical contexts.
- IIB-5 Be able to evaluate the music performance of oneself and that of his/her classmates as well as assess the overall cooperation situation.

**Learning domain IIC - Basic concepts and common knowledge**

- IIC-1 Be able to use different music notation methods like staff notation, numbered musical notation or solfege notation, etc.
- IIC-2 Be able to identify and apply basic concepts of music technology and common musical terms.
- IIC-3 Be able to identify the timbre, the basic performance characteristics and the classification methods of various common Chinese and western musical instruments.
- IIC-4 Have a basic mastery of sight singing and ear training, be able to sing at sight, listen and memorise some intervals of the pentatonic scales, major and minor scales.

**Learning domain IID - Expression and stage experience**

- IID-1 Be able to improvise simple musical phrases and sections in duple and triple meter, presenting by certain expression symbols.
- IID-2 Be able to make improvised changes to ornament fixed musical themes.

[Reference Only]

- IID-3 Be able to cooperate with others and share the result of music creations together.
- IID-4 Be able to improvise different sound effects using human voice, different musical instruments or other possible sound sources.
- IID-5 Be able to write music or arrange music using traditional and non-traditional sound sources as well as electronic media.
- IID-6 Be able to observe and experience various forms of stage performance practice.