

Annex XII

Primary School Art Education

Requirements of Basic Academic Attainments

The requirements of basic academic attainments for primary school art education include Visual Arts and Music; the specific contents are as follows:

II. Music

1. Basic Rationale

As a part of human life, music is an important form of human communications, emotional expression and cultural inheritance. Having certain artistic appeal and vitality, music can affect people's emotion, will, thinking, character, sentiment and moral cultivation. Therefore, primary school Music Education should attach importance to cultivating students' adoration for music so as to help them establish sound psychological quality, aesthetic taste and ability, understand themselves and develop healthy characters, as well as learn how to get on well with and respect others through musical activities. To this end, the requirements of basic academic attainments for primary school Music Education shall comply with the following basic rationale:

(1) Popularising music and developing students' potential

Every child has musical intelligence and the ability to learn music. Music can help students balance their thinking and the development of

other potentials, and it is an indispensable area of learning in their growth and development. Apart from being a subject in the school curriculum, music education can combine with the learning of other subjects and let students actively participate in music-related activities of the school and the community, providing them the opportunities to develop their musical skills and talent.

(2) Experiencing naturally and enjoying to explore music

Music education should give attention to the needs and characteristics of children's psychological development; enable children to come into contact with and learn music at an early age; and make music an important part of their growth process. School music education should select student-centred and natural teaching materials which are originated from life, and match with rich learning contents, and flexible, systematic and progressive teaching methods to let students get the general concept of music at the early stage of their learning. It should also arouse students' interest in learning music through a variety of integrated activities, enable students to participate in music activities actively and be willing to explore music, and inspire their creativity and imagination.

(3) Moving students with sentiment and educating them with aesthetics

Music education should place emphasis on nurturing students' aesthetic ability through aesthetic experiences, enriching their emotional experiences and value judgments, improving their noble thought and feeling, and purifying their souls. Hence, school Music Education

should achieve the goal of influencing and educating students in a subtle manner through beautiful musical melody, vivid musical images and rich musical experiences. Meanwhile, it should also give students a variety of musical experiences to let them feel, understand and practice the beauty of music through various social participations and relations, so as to achieve spiritual and moral beauty. In addition, it should enable students to develop musical skills, to build musical knowledge, to acquire practical expressive ability, and to cultivate a lifelong interest in music.

(4) Knowing music of different nationalities and experiencing diverse cultures in the world

Ethnic culture is an important part of ~~the~~ school efforts to enhance students' quality. As a basic expression of human culture, music can provide students with opportunities to contact different cultures in the world through learning different styles and types of music, as well as traditional music. By learning the local music culture and that of different countries and nationalities in the world, students can deepen their understanding and recognition of their country and nationality, as well as the world at large; and establish multi-cultural values of equality.

2. Curriculum Goals

(1) Nurture students' interest in music; stimulate their enthusiasm and initiative to learn music;

(2) Enable students to know the basic musical elements and

promote the development of their musical intelligence.

(3) Cultivate students' keen sense of music and musical aesthetic sentiment, encourage them to explore music through different sound sources, motivate their creativity as well as evaluation and appreciation ability, foster their comprehensive musical ability and willingness to express their emotions, so as to promote their mental health and enhance their confidence and perseverance.

(4) Encourage students to actively participate in musical activities of the school and the community; deepen self-understanding; develop communicative and collaborative abilities, as well as optimistic, positive, enterprising and cooperative attitude and team spirit; and learn to appreciate themselves and respect others.

(5) Foster students' sense of belonging to their country and nationality, as well as the sense of patriotism; enable them to respect and accept cultural differences.

3. Requirements of the Basic Academic Attainments in Various Domains

Explanation of coding:

(1) The English capital letters refer to the domains of the requirements of basic academic attainments, IIA – “Appreciation”, IIB – “Singing”, IIC – “Musical Instrument Playing”, IID – “Creation”;

(2) The first number after the English letter refers to the serial number of the learning stages: 1 – Stage 1 (P1 to P3), 2 – Stage 2 (P4 to P6);

(3) The second number after the English letter refers to the serial

number of the requirements of basic academic attainments in that learning scope.

Learning Scope IIA: Appreciation

- IIA – 1 – 1 Like to listen to different types of music. Be able to listen carefully to classmates' singing and instrument playing, as well as express encouragement and appreciation in a positive attitude.
- IIA – 1 – 2 Be able to express their feelings about music and express the atmosphere of a piece of music with words, paintings, images or actions.
- IIA – 1 – 3 Through listening to musical phrases, be able to tell whether a melody is finished or not.
- IIA – 2 – 1 By participating in different listening activities, understand the local music and that of other cultures, learn to participate in performance activities with appropriate attitude and etiquette, so as to show due respect.
- IIA – 2 – 2 Be able to feel music of different tones, thereby understand the music and modes of major, minor and Chinese pentatonic scale.
- IIA – 2 – 3 Be able to know and appreciate the atmosphere and structural characteristics of binary and ternary forms and rondos

Learning Scope IIB: Singing

- IIB – 1 – 1 Be able to sing with correct techniques, proper postures

and a serious attitude; and sing local children's ballads and that of different countries and nationalities.

- IIB – 1 – 2 Be able to keep rhythm~~s~~ and sing with emotion.
- IIB – 1 – 3 Be able to sing with accurate solfège, pitch and rhythm; be able to sing duet rounds and partner songs with their peers and enjoy the fun;
- IIB – 1 – 4 Be able to sing short musical phrases in 2/4, 3/4 and 4/4 meters.
- IIB – 1 – 5 Understand simple expression marks and musical terms; be able to sing and meet the requirements of songs.
- IIB – 2 – 1 Be able to understand the context of songs and sing with appropriate feeling.
- IIB – 2 – 2 Acquire the basic ability of music reading and sing short musical phrases on this basis, such as simple time phrases and compound time phrases in 3/8, 6/8 and 9/8 meters, as well as in C, G and F majors and a minor scales.
- IIB – 2 – 3 Be able to sing local songs and that of different countries and nationalities in the original language; show interest in knowing different cultures.
- IIB – 2 – 4 Be able to sing 3-part rounds and simple duets harmoniously, so as to know the different forms of singing, and show a tactic understanding with classmates.

Learning Scope IIC: Musical Instrument Playing

- IIC-1-1 Know the common percussion instruments and have confidence to play one of them.
- IIC-1-2 Be able to hit the ostinato rhythm of single-time songs in accordance with strong and weak beats, and play ~~an~~ accompaniment for singers.
- IIC-1-3 Be willing to make ensemble with percussion instruments in groups.
- IIC-2-1 Be able to choose the appropriate Chinese and western percussion instruments to accompany a song or music, so as to express the atmosphere of the music.
- IIC-2-2 Be able to practice simple ensembles with pitched instruments and be willing to share in class performance, to experience the fun of ensemble.
- IIC-2-3 Give solo or ensemble instrumental performances to display basic playing techniques and collaborative ability, as well as enjoy the fun of playing musical instrument.
- IIC-2-4 Be able to make simple accompaniment for singers and appreciate the harmony between the melody and accompaniment.

Learning Scope IID: Creation

- IID-1-1 Be able to use the ascending and descending melodic motion, steps, leaps and repeated notes to create simple

melodies.

- IID – 1 – 2 Use simple musical elements to create melodic ostinato.
- IID – 1 – 3 Create simple rhythmic patterns in 2/4, 3/4 and 4/4 meters, beat time with body movements to accompany songs, and enjoy the fun of the process.
- IID – 1 – 4 Be able to create simple rhythmic ostinato with non-pitched percussion instruments and play their works in an accurate manner.
- IID – 1 – 5 Use different sound sources and types of sounds to create short sound, so as to express different contexts and atmosphere.
- IID – 1 – 6 Be able to improvise rhythms for songs and share their creations with classmates.
- IID – 2 – 1 Be able to be dedicated to the creative process, and willing to accept suggestions from classmates, as well as to appreciate and respect the works of classmates.
- IID – 2 – 2 Be able to use C major and pentatonic scale to create simple musical phrases by using simple meters; and confidently perform their works.
- IID – 2 – 3 Be able to compose “responses” in accordance with designated rhythm and tune, and sing “call and response” with classmates.
- IID – 2 – 4 Be able to use such creative approaches as the same, similar, different and sequential melodies, and create sequence phrases in accordance with simple melodies,

and enjoy the process.

- IID – 2 – 5 Be able to make use of sound resources to create acoustic effects for stories and dramas in partnership with classmates and be willing to perform their works.
- IID – 2 – 6 Be able to create movements or simple dance steps to express the theme, context or lyrics of a musical composition and perform them with classmates.
- IID – 2 – 7 Be able to create lyrics for melody by combining it with their life experience, so as to express their thoughts and feelings.
- IID – 2 – 8 Matching with the theme of the learning unit and integrating the musical knowledge that they have, be able to create music-integrated activities