

Annex 13

The Requirements of Basic Academic Attainments for Senior Secondary Arts

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

II. Music

1. Basic Rationale

Music is an expressive medium, a performing art mainly achieved through the use of auditory, tactile and visual senses. It is also an important element of social culture as it records and conveys significance between people and things.

To continue the music education offered in junior secondary school, the senior secondary music curriculum is designed to match with the teenagers' physical, mental and intelligent development, develop students' capabilities of independent analysis thinking and value judgment. Musical experience enables teenagers to learn about the relationship between 'self' and 'society' from different cultural level, thereby cultivate their sense of responsibility for society and attitude of caring about the society. Besides, musical experience can enrich teenagers' life, cultivate their aesthetic feeling and develop values of diverse cultures among them. On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary Music should comply with the following fundamental principles.

(1) Developing music intelligence, achieving holistic education.

The learning of music can promote the development of various functions of the brain. It also helps to cultivate and improve the development of different intelligences among students, including the capabilities for abstract reasoning, linguistic competence, and spatial intelligence, etc. Therefore, exploring music's potential and cultivating music literacy is one of the goals to accomplish holistic education.

Music is a form of performance art. Students must first learn to perceive music through auditory, tactile and visual means before developing their response to music through different ways such as record, communication, theoretical analyse, evaluation and music creation. Music teaching should be conducted through musical activities like singing, listening to music, playing musical instruments and creating music,

allowing students to acquire music theory knowledge in the process of these activities. Besides, students should be able to use music notations, music terms and music concepts when they practice music skills. Through performances in different forms and combinations, students' music comprehension ability and the ability to respond to music can be developed.

(2) Cultivating students' spirit and character, improving their overall cultural quality

Music can boost people's physical and mental health, cultivate their spirit and character as well as enhance their overall cultural quality. It is a long and necessary process from enriching students' music experience to enabling them to contribute to society. Therefore, music education should start from allowing students to understand the functions, meaning and values of music in personal and social life, then expand to learning and caring about music of different cultures and different social issues.

(3) Developing creative potential and cultivating creativity

Senior secondary students have certain independent thinking ability and are able to understand abstract things. Musical activities such as singing, playing musical instruments and composing music can further improve students' listening ability, enrich their imagination and help them to develop their creative potential. Musical creative activities, music creation, performances and interactions among peers, song-composing and lyrics-writing, etc. provide an effective path for students to bring various **creative** potential into full play. In addition, the development of information technology has broadened the learning space and resources, bringing new opportunities for fostering creativity. Music teachers should adopt more open teaching methods to enable students with different abilities and interests to find their own positioning in the new media, develop their interest in music creation and fulfill their creative potential.

2. Curriculum Goals

- (1) Reinforce the musical elements and skills that students have learnt. Cultivate their ability to accurately interpret music of different styles in solo or in ensemble, thereby help them to construct a personal orientation towards musical activities.
- (2) Broaden students' knowledge about music genres through learning local music, Chinese music and world music, facilitate their understanding and experience

[Reference Only]

about the local, Chinese and world cultures, cultivate their feelings of respecting and cherishing each other.

- (3) Provide opportunities for students to gather and update music information by using new information technology so as to supplement textbook knowledge and raise students' interest and ability in self-learning music.
- (4) Foster students' creative thinking and enable them to seize the freedom and space of creation.
- (5) Strengthen students' experience in the functions of music in everyday life and communication, help them to establish the connection between personal life and musical values.

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 response", IIC - "Musical elements and concepts", IID - "Creation and improvisation performance".
- (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 sing Chinese and western songs of different styles accurately in solo or unison.
- IIA-2 Be able to develop and improve students' vocal range and timbre; sing songs of various styles with one's own timbre and express the contents of the songs accurately, including pitch, lyrics, expression, musical symbols etc.; gradually construct personal orientation towards musical activities.
- IIA-3 Be able to perform or accompany Chinese and western music of different styles with a musical instrument and express the basic styles of the musical work.
- IIA-4 Be able to take active part in musical or comprehensive art performances and creating activities; put individual talents together and collaborate with one another; display the ability to cooperate and create music.

Learning Domain IIB - Appreciation and response

- IIB-1 Be able to study special topics related to music, collect and organise related data such as words, sheet music, photos, sound effects and videos from internet or other resources.
- IIB-2 While listening to music, be able to analyse, from a rational and sentimental point of view, the differences between Chinese and western music, world music and local music in terms of their themes, genres, structures, styles, forms and motives of creation.
- IIB-3 Be able to integrate life or environmental issues with music while discussing, exchanging ideas and making comment about music.
- IIB-4 Be able to combine sensibility with rationality, use verbal description, writing poetry and prose, derivative works, etc. to express one's feelings of appreciation of music.
- IIB-5 Be able to explore different characteristics of music and use them in different life situations.

Learning Domain IIC - Musical elements and concepts

- IIC-1 Be able to use one or more notation methods such as the staff or the numbered musical notation to record music phrases.
- IIC-2 Be able to understand the frequently used musical terms and concepts of Chinese or western music and apply them in such musical activities as singing, instrument performance and music appreciation.
- IIC-3 Be able to identify chords and analyse their application in music pieces.
- IIC-4 Be interested in music of different nations of the world, be able to understand and think about the relationship between the cultural background of the music and the unique musical elements such as scales, musical instruments, etc.
- IIC-5 Be able to learn about and compose music by using online resources and share the fun of learning music or the creations with other people.

Learning Domain IID - Creation and improvisation performance

- IID-1 Be able to improvise through different musical activities such as singing, playing musical instruments, beating a rhythm, etc.; unleash students' creative potential.

[Reference Only]

- IID-2 Be able to showcase students' creative knowledge through song-composing, lyrics-writing, making instruments by themselves, or producing multi-media works, etc.; develop their creative ability flexibly.
- IID-3 Be able to make good use of personal expertise and skills such as organisation, interpretation, designing musical instruments, song-composing, lyrics-writing, incidental music arrangement, script writing and conducting, etc. to produce a complete musical work.
- IID-4 Use personal expertise and skills with other media or the humanities subjects to conduct an interdisciplinary thematic creation on social and livelihood issues.