

# Music subject

[applicable to the 2028 HKDSE Examination and onwards]

Arts Education Section  
Curriculum Development Institute  
Education Bureau

## Mode of study for Music elective

- (1) School network programme
- (2) Offering Music elective within the school OR
- (3) Arts and Technology Education Centre (ATEC)



- Submission of application forms via students' own school
- Attend the Music Aptitude Test (Entrance assessment)

# Higher Education Options and Career Prospects

- ▶ Students taking Music elective at the senior secondary level will be of great benefit to their future studies in music at tertiary institutions. Examples of tertiary institutions offering music-related bachelor's programmes include:

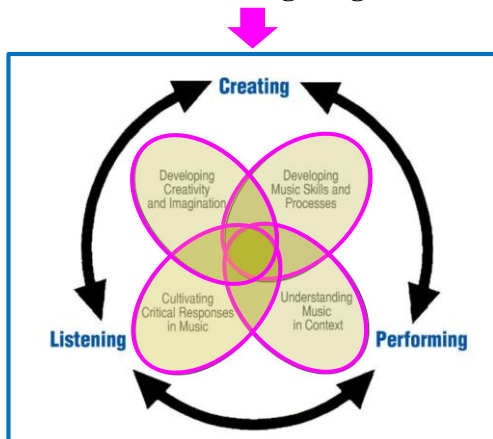
- |                                       |   |
|---------------------------------------|---|
| • The University of Hong Kong         | • The Education University of Hong Kong     |
| • The Chinese University of Hong Kong | • The Hong Kong Academy for Performing Arts |
| • Hong Kong Baptist University        |   |

- ▶ Also, the study of Music at the senior secondary level connects well with other subjects. For instance:

Learning Areas/ Subjects	Further development
Visual Arts, Design and Applied Technology, and the Applied Learning (ApL) courses related to the arts	<ul style="list-style-type: none"> <li>• Multi-media and web page production</li> <li>• Advertisement and theatre production</li> <li>• Television and film production</li> <li>• Broadcasting and record production</li> </ul>
Language subjects	<ul style="list-style-type: none"> <li>• Arts management</li> <li>• Script writing</li> <li>• Critiquing and mass media related to the arts</li> </ul>
Biology, Health Management and Social Care	<ul style="list-style-type: none"> <li>• Music therapy</li> </ul>
Physics	<ul style="list-style-type: none"> <li>• Sound engineering as well as architectural acoustics design</li> </ul>

# Curriculum Framework

## Four Learning Targets



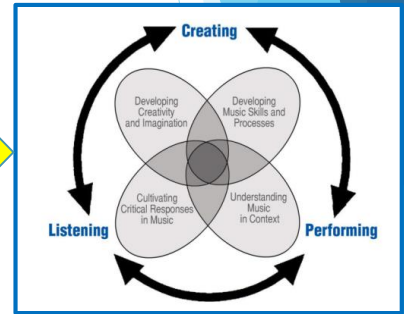
### Proper Values and Attitudes

12 priority values and attitudes:  
 “Perseverance”, “Respect for Others”,  
 “Responsibility”, “National Identity”,  
 “Commitment”, “Integrity”,  
 “Benevolence”, “Law-abidingness”,  
 “Empathy”, “Diligence”,  
 “Unity” and “Filial Piety”

# Curriculum Framework

Modules	Requirements
<b>Module 1: Listening</b>	<p><b>Listen to and study</b> musical works from the periods and genres/styles listed in Areas of Study (AoS) 1 to 4.</p> <p>AoS1: Music in the Western Classical Tradition</p> <p>AoS2: Chinese Instrumental Music ← <b>3 set works</b></p> <p>AoS3: Cantonese Operatic Music</p> <p>AoS4: Local and Western Popular Music</p>
<b>Module 2: Performing</b>	<p>Part A: Ensemble Performance</p> <ul style="list-style-type: none"> <li>Sing or play <b>two or more vocal or instrumental ensemble pieces</b> in contrasting styles in an ensemble performance; and take part in <b>an oral presentation</b> to explain their understanding and interpretation of the music performed</li> </ul> <p>Part B: Solo Performance</p> <ul style="list-style-type: none"> <li>Sing or play <b>two or more solo pieces</b> in contrasting styles in a performance; and take part in <b>a viva voce</b> to explain their understanding and interpretation of the music performed <b>OR</b></li> <li>Submit a recognised qualification for <b>exemption</b></li> </ul>
<b>Module 3: Creating</b>	Create <b>two compositions of different styles</b> based on two out of five composition briefs, and present a <b>reflective report</b> to record and display the creating process of each composition

## Achieving the Four Learning Targets through Listening, Performing and Creating



# Assessment Mode

## Public Assessment

Compulsory Part	Content	Duration	Weighting
<b>Listening</b>	<p><b>Public written examination</b></p> <p>Part A : Music in the Western Classical Tradition</p> <p>Part B : Chinese Instrumental Music, Cantonese Operatic Music, Local and Western Popular Music</p>	<p>Part A: about 90 minutes</p> <p>Part B: about 90 minutes</p>	50%
<b>Performing</b>	<p><b>External assessment</b></p> <p>Part A: Ensemble Performance (Practical examination)</p> <p>Part B: Solo Performance (Practical examination)</p> <p><b>OR</b> other recognised qualifications</p>	<p>Part A: about 15 minutes</p> <p>Part B: about 20 minutes</p>	30%
<b>Creating</b>	<b>External assessment (Portfolio)</b>	N.A.	20%

Assessment Mode of the Board of Technical Education	Assessment Mode of the Examination Board	Level of competency of Basic Certificate	Level of competency of Certificate of Education	Mark to be awarded (Max. 100) (10% of the subject marks)
Grade 4 (Pass)	Grade 4 (Distinction)	Grade 7 (Pass & Honors)	Grade 8 (Pass, Merit & Distinction)	50
Grade 4 (Merit)	Grade 4 (Credit)	Grade 7 (First Class Honors)	Grade 7 (Pass & Merit)	55
Grade 4 (Distinction)	Grade 4 (Honors/High Distinction)	Grade 7 (First Class Honors with Distinction)	Grade 7 (Distinction)	60
Grade 4 (Pass)	Grade 4 (Credit)	Grade 8 (Pass & Honors)	Grade 8 (Pass)	65
Grade 4 (Merit)	Grade 4 (Credit)	Grade 8 (First Class Honors)	Grade 8 (Merit)	70
Grade 4 (Distinction)	Grade 4 (Honors/High Distinction)	Grade 8 (First Class Honors with Distinction)	Grade 8 (Distinction)	75
Grade 4 (Pass)	Grade 4 (Distinction)	Grade 9 (Pass & Honors)	Grade 9 (Pass)	80
Grade 4 (Merit)	Grade 4 (Credit)	Grade 9 (First Class Honors)	Grade 9 (Merit)	85
Grade 4 (Distinction)	Grade 4 (Honors/High Distinction)	Grade 9 (First Class Honors with Distinction)	Grade 9 (Distinction)	90
IB/MO/ Dip/MER/DSE/ALTE/ or above	Assessment Diploma or above	Grade 10 (Pass, Honors, First Class Honors or First Class Honors with Distinction) or above	Performance Diploma	100

# Curriculum Aims

- ▶ develop **creativity** and **nurture aesthetic** sensitivity;
- ▶ further **develop their musical competence**;
- ▶ construct knowledge and understanding of **diverse music cultures**;
- ▶ **develop critical responses** to music, and communicate effectively through music;
- ▶ build a foundation for **pursuing further studies in music** and preparing for **careers in music and related areas**; and
- ▶ cultivate a **lifelong interest in music** and develop **proper values and attitudes towards music**.

## Examples for Learning and Teaching Resources

- References / Resources about the Four Areas of Study
- Cantonese Operatic Music Learning and Teaching resources ( 粵劇音樂教學資源 )
  - ✓ 粵劇合士上
  - ✓ 粵劇合士上—柳黃篇
  - ✓ *Pinyin* table for Cantonese Operatic Music
- Learning and Teaching resources for the Set Works
- Learning and Teaching resources of Popular Music
- Reading Materials
- Websites for references

<https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/resources/mus-curri/index.html>

### Resources for Senior Secondary Music Elective

- [Learning and Teaching resources](#)

**Reading Materials**

To widen students' scope of knowledge and vision, teachers should purchase suitable books with reference to school, genre and students' levels. They should also encourage students to borrow books from public libraries.

Book / Serial Title	Author	Publisher	Year
The Cambridge Music Guide	ed. Stephen Sadie, Alison Latham	Cambridge University Press	1993
The Grove Online Dictionary of Music (4th ed.)	ed. Michael Kennedy	Oxford: Oxford University Press	2014
Essential Guide to Music	Taylor Mann, Tracy Storr	London: Routledge & Singapore	1998
Fontana's	Roy Bennett	Cambridge, Cambridge University Press	1974
General Musician'ship	Roy Bennett	Cambridge, Cambridge University Press	1974
The Harper Collins Dictionary of Music (2nd ed.)	Charles Aronson	New York: Harper Perennial	1991
Encyclopedia Music to GCSE	Tao Cox	Cambridge, Cambridge University Press	1993
The New Harvard Dictionary of Music	ed. Don Michael Randel	Cambridge, Mass.: Harvard University Press	1986
Walker's New World Dictionary of Music	Nicholas Slonimsky	New York: Wiley Publishing, Inc.	1998
大英世界百科 (第十一卷)	譯者: 王嘉	台北: 大英書店	1997
中外音樂史綱	陳維鈞、王謙	廣州: 上海音樂出版社	1987
中國音樂史綱	黃今吾、孫正、王謙	廣州: 中國廣播出版社	1989
中國音樂史綱	社亞德	北京: 中國文藝出版社	1981
中國音樂史綱	中國音樂研究所、中國音樂研究所 (中國音樂研究所)	北京: 人民音樂出版社	1981
中國音樂史綱	中國音樂研究所、中國音樂研究所	北京: 人民音樂出版社	1981



**Biography of HECTOR BERLIOZ**

- French Composer
- Born in 1810
- Slightly precocious musical career before studying at Paris Conservatory
- Extensive reading included Latin and French (French)
- Instrumental music was not even emphasized in his, but as expressive medium
- Died in Paris, 1869

**Music career highlights**

- Symphonie fantastique (1830) is a landmark work that introduced the concept of color film, illustrating a narrative of obsession and unrequited love
- Inspired by French symphonies and programmatic elements, showcasing the exotic as solo instrument
- La Damnation de Faust: a work combines elements of opera, symphony and symphonic music, featuring vocal and orchestral sections that tell the story of Faust

**Phrases**

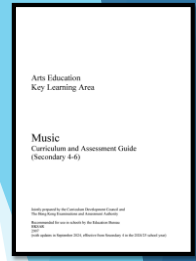
- Colored imagination in Europe and those of other composers, status of orchestral composition was elevated

**Stylistic Features of Music in the Romantic Period**

- Emotional Expression:**
  - Music focused on conveying deep emotions and personal feelings, often reflecting histories of love, nature, and the supernatural.
- Expansion of Forms:**
  - Composers expanded traditional forms (like sonata and symphony) and created new forms, such as the symphonic poem.
- Individualism:**
  - Incorporation of folk elements and themes specific to a composer's homeland, often using native melodies and rhythms.
- Harmony and Texture:**
  - Use of more complex harmonies, including chromaticism and modulations to distant keys, creating richer sound textures.

# Reference

- ▶ Music Curriculum and Assessment Guide (Secondary 4 - 6) (with updates in September 2024)  
[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/curriculum-docs/mus\\_c\\_and\\_a\\_e\\_2024.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/curriculum-docs/mus_c_and_a_e_2024.pdf)
- ▶ For enquiries, please contact respective subject teacher(s) or class teacher(s) at school



## Student Activities

By participating in various arts learning activities, such as attending concerts and engaging in music creating, students can effectively enhance their abilities in music appreciation and creating. To support schools in implementing related curriculum, the Education Bureau organises various arts learning activities, such as:



To learn more about arts learning activities, please visit the Arts Education Section webpage:

# Thank you