

# Music subject

[applicable to the 2029 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:

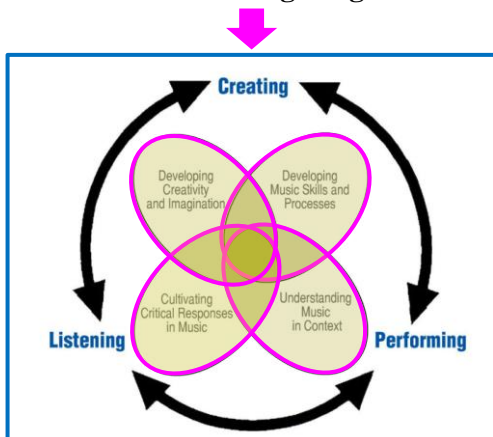
• The University of Hong Kong	• The Education University of Hong Kong
• The Chinese University of Hong Kong	• The Hong Kong Academy for Performing Arts
• Hong Kong Baptist University	

- ▶ 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

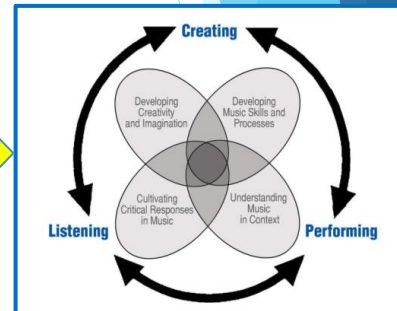
12 priority values and attitudes:

“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</p> <p>AoS3: Cantonese Operatic Music</p> <p>AoS4: Local and Western Popular Music</p> <p><b>3 set works</b></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>	<p>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</p>

## 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</b> (Portfolio)	N.A.	20%

Associated Board of the Royal Society of Education College Level	Associated Music Examination Board	Band examinations (Music Department)	Control Examinations (Music exams) (Knewmore music)	Marking has awarded the following grades to the subject areas
Grade 0 (Pass)	Grade 0 (Distinction)	Grade 7 (Pass, Merit & Honors)	Grade 7 (Pass, Merit & Distinction)	50
Grade 0 (Merit)	Grade 0 (Credit)	Grade 7 (First Class Honors)	Grade 7 (Pass & Merit)	55
Grade 0 (Distinction)	Grade 0 (Honours / High Distinction)	Grade 7 (First Class Honours with Distinction)	Grade 7 (Distinction)	60
Grade 7 (Pass)	Grade 7 (Distinction)	Grade 8 (Pass & Honors)	Grade 8 (Pass)	65
Grade 7 (Merit)	Grade 7 (Credit)	Grade 8 (First Class Honors)	Grade 8 (Merit)	70
Grade 7 (Distinction)	Grade 7 (Honours / High Distinction)	Grade 8 (First Class Honours with Distinction)	Grade 8 (Distinction)	75
Grade 8 (Pass)	Grade 8 (Distinction)	Grade 9 (Pass & Honors)	Grade 9 (Pass)	80
Grade 8 (Merit)	Grade 8 (Credit)	Grade 9 (First Class Honors)	Grade 9 (Merit)	85
Grade 8 (Distinction)	Grade 8 (Honours / High Distinction)	Grade 9 (First Class Honours with Distinction)	Grade 9 (Distinction)	90
ABRSM, the ARSM, GCSE or above	Associate Diploma or above	Grade 10 (Pass, Honours or First Class Honours 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 schools' needs and students' levels. They should also encourage students to borrow books from public libraries.

##### (1) General

Book / Serial Title	Author	Publisher	Year
The Cambridge Music Guide	ed. Roger Taylor, Alison Latham	Cambridge University Press	1997
The Concise Oxford Dictionary of Music (4th ed.)	ed. Michael Kennedy	Oxford University Press	2004
General Guide to Music	David Hughes, Wendy Thomas	London: Studio & Songlines	1998
Forrestal	Ray Bennett	Cambridge, Cambridge University Press	1994
General Musicology	Ray Bennett	Cambridge, Cambridge University Press	1994
The Harper Collins Dictionary of Music (2nd ed.)	Charles Isaacson	New York: Harper Perennial	1991
General Music to GCSE	Tim Cox	Cambridge, Cambridge University Press	1998
The New Harvard Dictionary of Music	ed. Don Michael Randel	Cambridge, Mass.: Harvard University Press	1996
Walker's New World Dictionary of Music	Nicholas Slonimsky	New York: Wiley Publishing, Inc.	1998
大英世界辭典 (第十一卷)	康達 主編	新加坡：大英書局	1997
中外音樂知識	孫繼祖 主編	廣州：音樂出版社	1987
中國音樂百科大綱	孫繼祖、陳立 主編	廣州：中國音樂出版社	1987
中國音樂百科叢書	阮友謙	北京：中國音樂出版社	1997
中國音樂叢刊	中國音樂研究所 主編	北京：人民音樂出版社	1987
中國音樂叢刊叢書	中國音樂研究所 主編	北京：人民音樂出版社	1987



**Book: Symphony Fantastique – First movement**

**Biography of HECTOR BERLIOZ**

- French Composer
- Born in 1803
- Initially pursued medical career before studying at Paris Conservatory
- Extensive reading included Latin and French classics
- Influenced music was not mere entertainment to him, but an expressive medium
- Died in Paris, 1869

**Music career highlights:**

- Symphony Fantastique (1830) is a landmark work that introduced the concept of idée fixe, illustrating a narrative of obsession and unrequited love
- Harold is Italy: blended symphonic and programmatic elements, showcasing the wide as one movement
- La Damnation de Faust: a work combines elements of opera, oratorio and symphonic music, featuring vocal and orchestral sections that tell the story of Faust

**Legacy:**

- Gained recognition in Europe and those of other composers, status of orchestral composition was elevated

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

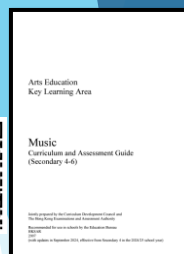
- Emotional Expression:**
  - Music focused on conveying deep emotions and personal feelings, often reflecting themes of love, nature, and the supernatural.
- Expansion of Form:**
  - Composers expanded traditional forms (like sonata and symphony) and created new forms, such as the symphonic poem.
- Nationalism:**
  - 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