

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:

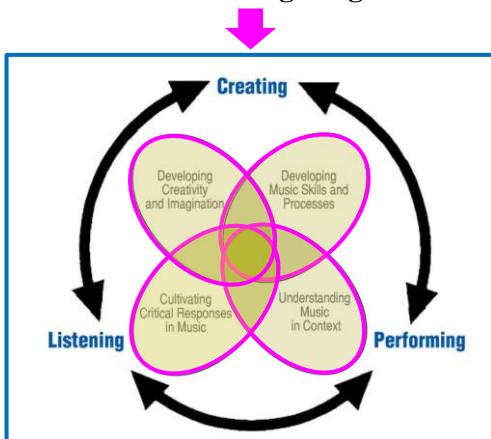
- The University of Hong Kong
- The Chinese University of Hong Kong
- Hong Kong Baptist University
- The Education University of Hong Kong
- The Hong Kong Academy for Performing Arts

► 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">• Multi-media and web page production• Advertisement and theatre production• Television and film production• Broadcasting and record production
Language subjects	<ul style="list-style-type: none">• Arts management• Script writing• Critiquing and mass media related to the arts
Biology, Health Management and Social Care	<ul style="list-style-type: none">• Music therapy
Physics	<ul style="list-style-type: none">• Sound engineering as well as architectural acoustics design

Curriculum Framework

Four Learning Targets



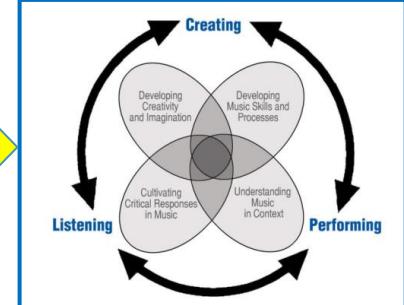
Proper Values and Attitudes

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
Module 1: Listening	<p>Listen to and study 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 AoS2: Chinese Instrumental Music AoS3: Cantonese Operatic Music AoS4: Local and Western Popular Music</p> <p style="text-align: right;">3 set works</p>
Module 2: Performing	<p>Part A: Ensemble Performance</p> <ul style="list-style-type: none"> Sing or play two or more vocal or instrumental ensemble pieces in contrasting styles in an ensemble performance; and take part in an oral presentation to explain their understanding and interpretation of the music performed <p>Part B: Solo Performance</p> <ul style="list-style-type: none"> Sing or play two or more solo pieces in contrasting styles in a performance; and take part in a <i>viva voce</i> to explain their understanding and interpretation of the music performed OR Submit a recognised qualification for exemption
Module 3: Creating	Create two compositions of different styles based on two out of five composition briefs, and present a reflective report 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
Listening	<p>Public written examination</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>	Part A: about 90 minutes Part B: about 90 minutes	50%
Performing	<p>External assessment</p> <p>Part A: Ensemble Performance (Practical examination)</p> <p>Part B: Solo Performance (Practical examination)</p> <p>OR other recognised qualifications</p>	Part A: about 15 minutes Part B: about 20 minutes	30%
Creating	External assessment (Portfolio)	N.A.	20%

Associated Board of the Local Schools of Hong Kong and College London	Associated Media Examinations Board	Board of Examiners of Music Toronto Council	Central Conservatory of Music (Music and Chinese music)	Mark to be awarded (Max 100) (contributes 1/3rd of the subject mark)
Grade 5 (Pass)	Grade 5 (Satisfactory)	Grade 5 (Pass & Distinction)	Grade 5 (Pass & Distinction)	50
Grade 6 (Merit)	Grade 6 (Credit)	Grade 6 (First Class)	Grade 6 (First Class)	55
Grade 6 (Distinction)	Grade 6 (Honours - High Distinction)	Grade 6 (First Class - Honours with Distinction)	Grade 6 (First Class - Honours with Distinction)	60
Grade 7 (Pass)	Grade 7 (Satisfactory)	Grade 7 (Pass & Honours)	Grade 7 (Pass)	65
Grade 7 (Merit)	Grade 7 (Credit)	Grade 7 (First Class)	Grade 7 (Honours)	70
Grade 7 (Distinction)	Grade 7 (Honours - High Distinction)	Grade 7 (First Class - Honours with Distinction)	Grade 7 (Distinction)	75
Grade 8 (Pass)	Grade 8 (Satisfactory)	Grade 8 (Pass & Honours)	Grade 8 (Pass)	80
Grade 8 (Merit)	Grade 8 (Credit)	Grade 8 (First Class)	Grade 8 (Honours)	85
Grade 8 (Distinction)	Grade 8 (Honours - High Distinction)	Grade 8 (First Class - Honours with Distinction)	Grade 8 (Distinction)	90
ABIM, DipABIM, ATCL or above	Associate Diploma or above	Grade 9 (First Class)	Grade 9 (Honours)	100
		Grade 9 (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—梆黃篇
 - ✓ 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				
Book / Serial Title	Author	Publisher	Year	
The Cambridge Music Guide	ed. Stanley Sadie	Cambridge University Press	1990	
The Concise Oxford Dictionary of Music (4th ed.)	ed. Michael Kennedy	Oxford University Press	2000	
Essential Guide to Music	Talor Morris, Wendy Morris	London: Hodder & Stoughton	1990	
Footnotes/ General Membership	Fee Sonett	Cambridge University Press	1990	
The HarperCollins Dictionary of Music (2nd ed.)	Charles Ammi	New York: Harper Perennial	1991	
Kenway's Guide to GCSE	Tom Cox	Cambridge University Press	1991	
The New Harvard Dictionary of Music	ed. Don Michael Randel	Cambridge, Mass.: Harvard University Press	1980	
Walker's New World Dictionary of Music	Michael Masnick	New York: Walker Publishing	1990	
大型音樂辭典 (第十一版)	中華書局編委會	北京: 大陸書局	1997	
中大詞典	中大詞典編委會	南京: 山東書局	1997	
中大音樂辭典	中大音樂辭典編委會	北京: 中華書局	1997	
中大音樂辭典	中大音樂辭典編委會	北京: 中華書局	1997	
中國音樂辭典	中國音樂出版社	北京: 人民音樂出版社	1982	
中國音樂辭典 (中英對照)	中國音樂出版社	北京: 人民音樂出版社	1982	
中國音樂辭典	中國音樂出版社	北京: 人民音樂出版社	1990	



Berlioz - Symphonie Fantastique – Fin of 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
- Interested in art and literature and not mere entertainment to him, but an expressive medium
- Died in Paris, 1869

Musical career highlights

- Symphonie Fantastique (1845) is a landmark work that introduced the concept of 'idea-fit', illustrating a story through music.
- Many in Italy, Beethoven and programmatic elements, showcasing the viola as solo instrument
- La Damnation de Faust is a work that combines elements of opera, orchestra and symphonic music, featuring vocal and orchestral sections that tell the story of Faust.

Influence

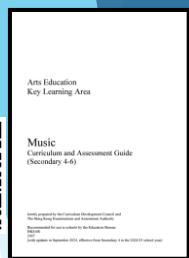
General recognition in Europe and those of other composers, status of orchestral composition was elevated

Stylistic Features of Music in the Romantic Period

1. Emotional expression
 - Music focused on conveying deep emotions and personal feelings, often reflecting themes of love, nature, and the supernatural.
2. Expansion of musical forms
 - Composers expanded traditional forms (like sonata and symphony) and created new forms, such as the symphonic poem.
3. Nationalism
 - Incorporation of folk elements and themes specific to a composer's homeland, often using traditional instruments and rhythms.
4. Harmony and Tonality
 - 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
- 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