

Music

1. Introduction

The Music subject is one of the formal curricula available to all junior secondary students at HKUGA College. Junior secondary education is an important phase for students to nurture their academic interests and build a solid and sound foundation for future development as they reach higher levels of study. Therefore, the general music education in school aims to provide students with wide-ranging and diverse aesthetics learning experiences particularly in music appreciation and music making. In addition, the fact that music is part of the fabric of daily life will frequently lead to discussions about its role in history and society. Students are highly encouraged to take part in school music activities where they can make use of their musical knowledge and skills in a practical and interactive way that contributes to part of their holistic development.

2. Objectives

As guided by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, the music lessons for S1-S3 students are designed to achieve four learning targets. They are *Developing Creativity and Imagination*, *Developing Music Skills and Processes*, *Cultivating Critical Responses in Music* and *Understanding Music in Context*. These four targets will be attained as students participate in three integrated activities - *Listening*, *Creating* and *Performing*.

Relatively few people will end up making their livelihood through performance. The majority of students will be the audience in the future, so it is of utmost importance that all students are taught how to respond to music critically. Music examples in various styles and from around the world are selected for analytical listening so as to develop their ability to understand and appreciate music.

Composition is gradually assimilated into students' junior school years so that they have the opportunity to exercise their musical imagination and cognitive ability through the organization and presentation of music writing. Achieving a good theoretical grasp of what makes music tick is integral to this part of the course.

Performing is undeniably a necessary part of music learning. During class time, music making takes form mainly as singing and instrumental playing activities. Both singers and instrumental players at different levels will enjoy the privilege to perform in class for appreciation and assessment. This core activity may be enhanced in a number of ways to take it to public performance level where appropriate.

3. Curriculum and delivery schedule

S1

Term	Unit	Topic
1	1	Basic Elements of Music
	2	The Orchestra
2	3	Folk Music
	4	Audio Narration

CASTLE	Topic
	Start from Scratch

S2

Term	Unit	Topic
1	1	Baroque Period
	2	Classical Period
	3	Romantic Period
	4	20th Century
2	1	Popular Music Culture

CASTLE	Topic
	Music for Pictures

S3

Modular Studies	Topic
	Music in Technology

4. Assessment through continuous assessment

This assessment is to encourage students to participate actively in music-related activities in school and in the community.

Class participation will be taken into account when it comes to the assessment of students' performance in the course. This component includes in-class activity involvement, quiz results and classwork. Students are required to attend one live classical music concert in the academic year. Self-reflection and guiding questions will be included in the concert report so as to provoke thoughts to evaluate each student's personal music experience. Bonus points will be given to students who are heavily involved in school music ELAs and contribute a lot in school music activities.

4.1 Assessment criteria

Assessment is made through the following components completed within and outside class under the practice of continuous assessment:

S1

Term 1	Term 2
Listening 40%	Listening 40%
Creating 30%	Creating 30%
Performing 30%	Performing 30%
Total: 100%	Total: 100%

S2

Term 1	Term 2
Listening 40%	Listening 40%
Creating 30%	Creating 30%
Performing 30%	Performing 30%
Total: 100%	Total: 100%

S3

Modular Learning
Final project 60%
Continuous assessment 40%
Total: 100%

4.2 Late Submission of work

Our school encourages responsible learning. In the subject, students should submit their completed work on schedule. Those submitting the work late may be subject to a mark penalty. Students failing to submit work for assessment without legitimate reasons will get a zero mark in the assessment(s) concerned.

Students are encouraged to participate in as many music activities as they can during the academic year. However, they should make wise decisions regarding how to balance their school work and music learning. If students have difficulties in accomplishing the above activities, the music teacher will be flexible in handling each situation on a case-by-case basis.

5. The Roles of Parents at Home and Homework

Students are strongly recommended to participate in music-related activities inside and outside school. Participation takes the form of both performing and listening to performances. Outside school, parents can support students by bringing them to attend live music concerts and encouraging them to take part in music-related activities. At home, parents can cultivate a musical environment by turning up the radio and playing the CDs so as to constantly expose students to a variety of music. In addition, making use of the internet to browse and search for music information is another possible way to enlighten and consolidate their music learning. Last but not least, in order to reinforce their music learning and self-discipline, parents should keep track of their daily practice and remind them the importance of hard work.