

Law Ting Pong Secondary School

2020 – 21

Music

Course Outline

General Description

The music education at LTPSS is in fact a performing arts education, which aims at providing students with comprehensive music learning experiences through integrated activities of *Creating, Performing* and *Listening*. In music lessons, students will have the opportunities to experience different art forms, such as singing, performing, dancing and acting. Besides, the use of music I.T. learning software is one of the key emphasis of the music curriculum at LTPSS, of which students are encouraged to explore, experience, compose and perform with the use of music software, regardless of their music backgrounds and talents.

The Aims and Objectives

Aims:

- To strength quality education through musical diversity learning.
- To enrich students’ learning experiences under the theme “World Music – Ethnic Folk Music” through practical performing arts activities in the area of listening, appreciating, performing, creating and Music I.T. learning.
- To nurture students’ musical skills and personal generic skills through School Music Enhancement program and musical learning activities.
- To enhance students’ aesthetic experiences through music technology programme with vocational tasting integrated lessons to allow learning across Arts.

Objectives:

By the end of S1 & S2, students should be able to:

- To identify and describe the musical elements and characteristics of ethnic folk music.
- To sing and appreciate ethnic folk songs of different genre.
- To experience and perform ethnic folk songs through performing
- To use Garageband to make music arrangement and to perform songs with Garageband
- To make music arrangement with the music software: Finale

By the end of S3, students should be able to:

- To identify and describe the musical elements and characteristics of ethnic folk music.
- To sing and appreciate ethnic folk songs of different genre.
- To experience and perform ethnic folk songs through performing
- To use Garageband to make music arrangement and to perform their own arrangement
- To use Garageband (iMac) in their music creative work
- To make music arrangement with the music software: Finale

Topics and Teaching Schedule of the Academic Year 2020-21

S1 & S2

Durations	Topics
2 weeks	Introduction of the course content and requirements (e.g. yearly theme, instrumental class arrangement, music lesson arrangement etc.)
4 weeks	<p><u>Singing of the School Song (English & Chinese Version)</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Sing the School Song (English & Chinese Version) from memory, with accurate pitch and diction. • Understand the expectations of the school embedded in the School Song. • Sing the School Song with pride and cultivate a sense of belonging to the school
4 - 6 weeks	<p><u>Understanding musical elements</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Name at least 8 musical elements and describe the definitions • Conduct a musical analysis by identifying the musical elements from a musical piece
8 – 12 weeks	<p><u>Introduction to Ethnic Folk Music</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Understand briefly the historical, social and cultural background of the development of Folk music. • Appraise and appreciate folk songs from different countries through singing and listening. • Identify the characteristics of Folk Music in China, Japan, America and Ireland. • Identify the features of Irish folk songs: melodic variation, tonal interval to keep local Celtic accent and the influences of Celtic folk music.

	<ul style="list-style-type: none"> • Identify the features of Japanese music and introduce repetition and texture. • Sing individually or in groups with technical accuracy. (Diction, pitch, rhythm, phrasing and posture) • Develop a list of criteria to assess the effectiveness of a Folk music performance. • Understand the definition of ostinato. • Compose ostinato for selected song based on the music characteristic of Folk music.
8 - 12 weeks	<p><u>Introduction to Music I.T.</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Create music and make music arrangement with use of music I.T. software, like Garageband and Finale • Cultivate students' higher order thinking skills and creativity through use of music I.T. • Identify various types of music through listening, composing and re-arrangement of songs • Perform music with peers and enhance ensemble playing skills
4 weeks	<p><u>Practical Music Examination</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Appraise musical performances and to give constructive feedbacks • Perform a musical piece in a formal setting • Acquire musical performing skills and techniques • Demonstrate the etiquette of watching musical performances

S3

Durations	Topics
2 weeks	Introduction of the course content and requirements (e.g. yearly theme, instrumental class arrangement, music lesson arrangement etc.)
4 weeks	<p><u>Singing of the School Song (English & Chinese Version)</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Sing the School Song (English & Chinese Version) from memory, with accurate pitch and diction. • Understand the expectations of the school embedded in the School Song.

	<ul style="list-style-type: none"> • Sing the School Song with pride and cultivate a sense of belonging to the school
4 - 6 weeks	<p><u>Understanding musical elements</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Name at least 8 musical elements and describe the definitions • Conduct a musical analysis by identifying the musical elements from a musical piece
8 – 12 weeks	<p><u>Introduction to Ethnic Folk Music</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Understand briefly the historical, social and cultural background of the development of Folk music. • Appraise and appreciate folk songs from different countries through singing and listening. • Identify the characteristics of Folk Music in China, Japan, America and Ireland. • Identify the features of Irish folk songs: melodic variation, tonal interval to keep local Celtic accent and the influences of Celtic folk music. • Identify the features of Japanese music and introduce repetition and texture. • Sing individually or in groups with technical accuracy. (Diction, pitch, rhythm, phrasing and posture) • Develop a list of criteria to assess the effectiveness of a Folk music performance. • Understand the definition of ostinato. • Compose ostinato for selected song based on the music characteristic of Folk music.
8 - 12 weeks	<p><u>Introduction to Music I.T.</u></p> <p><u>Learning Targets</u> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Create music and make music arrangement with use of music I.T. software - Finale • Create a 2-minute short music video of the selected comic with use of iMovie and iPad • Compose or rearrange suitable and appropriate background music for the music video • To present the music video with peer appraisal

4 weeks	<u>Practical Music Examination</u>
	<u>Learning Targets</u> By the end of the unit, students should be able to: <ul style="list-style-type: none"> • Appraise musical performances and to give constructive feedbacks • Perform a musical piece in a formal setting • Acquire musical performing skills and techniques • Demonstrate the etiquette of watching musical performances

Assessment through continuous assessment

In order to achieve the goal of continuous assessment, both formative and summative assessment will be adopted. These assessments not only enable students to understand their abilities in music and the standard they achieve, so as to stimulate learning motivation and set clear learning direction. It also allows teachers to make appropriate adjustments on teaching strategies basing on student learning and performance in music.

Individual and group work will be given. This includes projects, research, performance, presentation, portfolio, peer appraisal, etc.; of which often requires the use of browsing useful information on the internet, such as searching for composers' profile and compositions, underlying meaning of the pieces, videos of musical performances. Creativity, use of I.T. and the application of generic skills are the key focuses of the assessment criteria.

Weighting of Component Parts

*Continuous Assessment includes class participation, periodic presentation / performance / portfolio

Students are encouraged to participate as many music activities as they can during the academic year. However, they should make wise decisions in how to balance their schoolwork and music learning/appreciation. If students have difficulties in accomplishing the above activities, the music teacher will be flexible in handling each one of the situations.

	Year Grade
Continuous Assessment*	60%
Performing Assessment	40%

*Continuous Assessment includes class participation, periodic presentation / performance / portfolio

Performance Grading

For S1 – S3, in Music (Performance grades to be shown in school report):

Performance Grade	Music (%)
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A*	90 and above
A	79 – 89
B	66 – 78
C	50 – 65
D^	36 – 49
E	35 and below

^Grade D denotes performance not meeting the standards of the school.

Performance Descriptors

Achievement – Grade Criteria	
A*	Demonstrates in a highly consistent manner: excellent perceptual skills in response to music, excellent and secure knowledge and understanding of music in relation to time and place, and a sound use of musical language to reflect thorough critical understanding; excellent performance skills , excellent listening skills and/or excellent creativity or compositional skills.
A	Demonstrates in a most consistent manner: very good perceptual skills in response to music, very good and secure knowledge and understanding of music in relation to time and place, and sound use of musical language to reflect mostly competent critical understanding; very good performance skills, very good listening skills and/or very good creativity or very good compositional skills.
B	Demonstrates in a consistent manner: good perceptual skills in response to music, good knowledge and understanding of music in relation to time and place, and mostly sound use of musical language to reflect some competent critical understanding; good performance skills, good listening skills, good creativity and/or good compositional skills.
C	Demonstrates in a fairly consistent manner: satisfactory perceptual skills in response to music, some appropriate knowledge and understanding of music in relation to time and place, and mostly appropriate use of musical language to reflect some critical understanding; satisfactory performance skills, satisfactory listening skills, satisfactory creativity and/or satisfactory compositional skills.
D^	Demonstrates: poor perceptual skills in response to music, little knowledge and understanding of music in relation to time and place, and little adequate use of musical language to reflect limited, if any, critical understanding; poor performance skills, poor listening skills, poor creativity and/or poor compositional skills.
E	Demonstrates: very poor perceptual skills in response to music, very little, if any, knowledge and understanding of music in relation to time and place, and very little, if any, use of musical language to reflect very limited, if any, critical understanding; very poor performance skills, very poor listening skills, very poor creativity and/or very poor compositional skills.

^D denotes students not meeting the required standards of the school.

Please note that the school will take out the ‘academic’ requirement of the attitude rubrics so that attitude and academic performance are ‘delinked’.