

## A. Introduction

Contemporary music educators advocate important rationales of learning music which include:

1. Similar to the learning process of other art forms, active involvement and experience in music is crucial in the learning process, which include performing, listening and creating. They are inter-related and of equal importance.
2. A learner in music can express himself/ herself through music which will nurture his/ her personal growth.

## B. To achieve the above objectives, “experience-based” learning can be adopted and the following directions in music learning are thus formed:

1. Enrich music experiences: create opportunities for students to experience music:
  - (a) Authentic situations in music base on students’ real life situation, such as music of ringtone, background music in different occasions, TV jingles and theme songs of movies, etc.
  - (b) Appropriate and diversified performing and listening materials are carefully designed in accordance with different music contexts and themes. Students are encouraged to perform differently and appreciate critically.
2. Organize music experiences: facilitate students’ building up of music knowledge and the acquisition of practical skills from music experiences, followed by self-assessment after learning:
  - (a) Guide students to organize music experiences by questioning in different levels.
  - (b) Explore various ways in performing and actively participate in listening activities so as to discover the interaction and relationship of different musical elements, e.g. the different arrangements of metre, rhythm, scale, dynamics, articulations and timbre of instruments, etc. which poses different effect to the music.
3. Apply music experiences: through applying musical knowledge and practical skills, students can create their own musical works which serve as a means for them to express their own emotions and ideas, and a medium of communication and sharing with others.
  - (a) Utilize different combinations of musical elements to compose songs in accordance with the themes and assessment criteria.
  - (b) Listen to and play their works with different techniques, and then have self-assessments, so that they can make improvements in the future.

## C. Teachers may apply the following strategies in students’ learning processes of performing, listening and creating:

### **Performing:**

1. Introduce the background information and context of different songs or music to be performed. This can lead students to the discussion on how different arrangements in music contribute to various expected effects. Teachers may guide students to compare the effects of different ways in performing, then comment on the effects.

2. Remind students the importance of grasping the intonation and precision of rhythm. Teachers may encourage students to be involved in the mood of the songs/ music which is vital in performing. Then teachers may evaluate students' performance according to the different performing focuses.



#### **Listening:**

1. Introduce the background information of the excerpts to the students before listening, or encourage students to search for and collect information about the excerpts before listening.
2. Besides paying attention to the learning focus for listening which include the differentiation of musical elements, teachers may guide students to be aware of the effects created by other musical elements, including metre, scale, dynamics, tempo, articulations and timbre of instruments. In this way, students may have a broader mind and wider scope in appraising music.

#### **Creating:**

1. Let students compose for themes and topics they are interested in. Teachers may introduce the requirements of the tasks, the various ways in completing the task and the assessment criteria. Guide students to appraise former works by the pre-determined criteria and encourage them to appraise similar musical works as reference.
2. Teachers may remind students to determine the composing idea before they start, then choose to complete the creative task in a proper way according to their own abilities. Make necessary amendments by referring to the effects of their musical works and the teachers may give prompt feedback to students.
3. Provide chances and suitable occasions for students to introduce and perform their own musical works. Teachers may guide students to vary the ways in performing and assess the works by using pre-determined criteria and have self-assessments.

### **D. Applying appropriate teaching strategies in music lessons:**

Teachers may conduct lessons by following the suggested learning focus in each activity along with the suggested teaching strategies to raise the effectiveness of teaching. The suggested teaching strategies are shown on the related content with an icon  Performing (Teaching Strategies) or  Appreciation (Teaching Strategies) as an indication. Details are included in the E-Book and on the Teacher's Page of the New Trend in Music Education Website.

