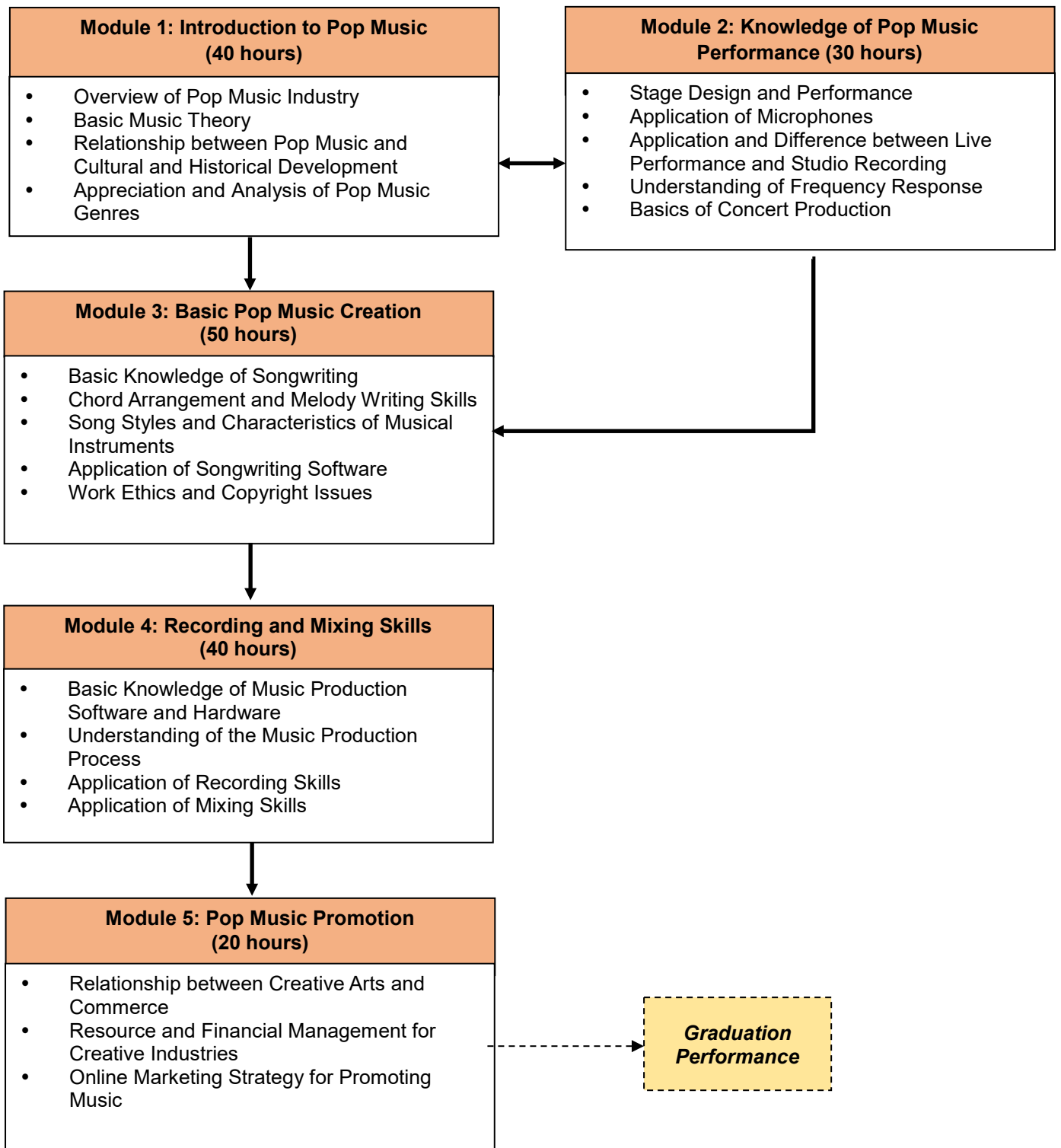


## Applied Learning

### 2024-26 Cohort; 2026 HKDSE

Item	Description
<b>1. Course Title</b>	Popular Music Production
<b>2. Course Provider</b>	Hong Kong College of Technology
<b>3. Area of Studies/ Course Cluster</b>	Creative Studies/ Media Arts
<b>4. Medium of Instruction</b>	Chinese
<b>5. Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>(i) explain and analyse popular music production and performance skills through the appreciation of the characteristics of popular music in different periods of various places;</li> <li>(ii) demonstrate teamwork skills, sense of responsibility and proper values through the process of production and performance in popular music;</li> <li>(iii) apply the principles and techniques of arrangement, recording and mixing to produce music with different melody and style;</li> <li>(iv) demonstrate a basic understanding of the work ethics of music practitioner and the respect for copyright;</li> <li>(v) apply marketing strategy skills to promote music projects; and</li> <li>(vi) enhance self-understanding and explore directions on further studies and career pursuits.</li> </ul>

## 6. Curriculum Map – Organisation and Structure



## 7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

### Possible further study and career pathways

#### **Further studies**

- e.g. courses related to music, musicals and stage arts, creative arts

#### **Career development**

- e.g. composer, arranger, sound mixer, production assistant, music performer, music tutor, music director, music producer, music publisher

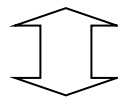
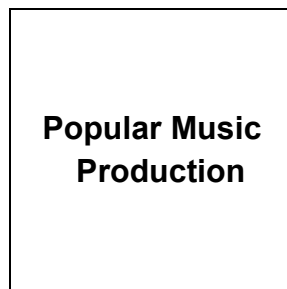
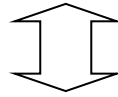
### Complementarity with core subjects and other elective subjects

#### **Enhancing and enriching**, e.g.

- enhance the understanding and appreciation of different music creations, performances and cultures in **Music** through the popular music performance and production
- deepen the understanding of the importance of intellectual property in the internet in **Information and Communication Technology** through music production
- enhance the knowledge of sound engineering and architectural sound design in **Physics** by studying basic music theory and mixing techniques

#### **Expanding horizons**, e.g.

- students taking **Biology** and/or **Chemistry** may broaden their views through undertaking the final project in creating their own music for individual or group performance and sketching an online marketing strategy plan to promote the music project



### Relations with other areas of studies/ courses of Applied Learning

e.g.

#### **Creative Studies**

- students taking courses related to **Performing Arts** can apply the knowledge in music production for dance technology and performance
- students taking courses related to **Media Arts** can employ different mixing techniques for creation of computer games and animation

#### **Media and Communication**

- students taking courses related to **Films, TV and Broadcasting Studies** can create music arrangement and sound mixing for audio production

### Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – reading, writing, listening, speaking, literature, communication skills
- **Arts Education** – creativity and imagination, music skills and processes, critical responses in music, music in context
- **Personal, Social and Humanities Education** – moral and social values

## **8. Learning and Teaching**

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in popular music production related field.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lecture on appreciation of popular music) and eye-opening opportunities to experience the complexity of the context (e.g. field visits to professional studios, visit to performance venue and meeting with music producers and professionals, so as to deepen students' understanding of the music industry).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. use professional music software and hardware for music creation in a professional studio, so as to further understand the knowledge and skills required in the industry; appreciate local and international popular music of different periods, and compare different song styles to create their own music and performance style in a case study).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. in a final project, students create their own music for individual or group performance and sketch an online marketing strategy plan to promote the music project).

## 9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

### (i) **Career-related Competencies**

- understand the development trend of local and global popular music industries;
- demonstrate practical skills in re-arranging songs with different styles by analysing the melodies and applying the understanding of characteristics of different musical instruments;
- integrate the knowledge and skills in music production for creation and production; and
- demonstrate professional attitude in the music production process.

### (ii) **Foundation Skills**

- apply information technology skills by using music software to arrange music of different melodies and styles;
- communicate effectively with the practitioners by using appropriate terminology of the music industry to express the ideas; and
- strengthen written and verbal communication skills through sketching marketing strategy plans for music projects and conducting oral presentation.

### (iii) **Thinking Skills**

- demonstrate problem-solving and decision-making skills in handling unexpected situations in live music performance;
- demonstrate creative thinking ability through arrangement and music interpretation; and
- demonstrate analytical thinking skills in evaluating the effectiveness of online marketing strategies, and identify the most appropriate and cost-effective promotion strategies in music projects.

### (iv) **People Skills**

- demonstrate interpersonal skills and collaboration skills in planning and preparing of music rehearsals and performances;
- demonstrate teamwork skills through ensemble music performance; and
- demonstrate self-reflection skills through responding to the feedback of tutors in different learning activities (e.g. music performance, production and recording).

### (v) **Values and Attitudes**

- show respect to the originality and copyrights of music by appreciating the artistic diversity of local and international popular music in different periods; and
- understand the work ethics related to the music creation industry.