

**Education Bureau Circular No. 27/2024**

Distribution List

Copy to

Supervisors/Heads of all Government Schools, Aided Schools (including Special Schools), Caput Schools, Private Schools, and Schools under the Direct Subsidy Scheme – for action

Heads of Sections - for information

---

**Arts Education Key Learning Area**

**Music and Visual Arts**

**Ongoing Renewal of the School Curriculum**

**Summary**

The purpose of this circular is to announce the release of the following curriculum documents prepared by the Curriculum Development Council (CDC):

- *Music Curriculum Guide (Primary 1-Secondary 6) (2024)*,
- *Music Curriculum and Assessment Guide (Secondary 4-6) (2024)*, and
- *Visual Arts Curriculum Guide (Primary 1-Secondary 6) (2024)*.

The above curriculum documents are for the implementation by all primary and secondary schools from the 2024/25 school year onward. All heads and subject teachers of primary and secondary schools should read the afore-said curriculum guides and related documents.

**Background**

2. All primary and secondary schools of Hong Kong offer Music and Visual Arts of the Arts Education Key Learning Area to provide students with arts education, enabling them to develop a healthy lifestyle, participate actively in arts activities, and develop interest and an appreciation of the arts, so as to achieve the learning goals of primary and secondary education in Hong Kong. To cope with the development and changes in the local, national and global environments, the Education Bureau (EDB) has been continuously updating the curriculum to support schools in providing quality education.

3. For the current updating of the curriculum guides, the EDB has set up the ‘Ad Hoc Committee on Updating Music Curriculum Guide’ and the ‘Ad Hoc Committee on Updating Visual Arts Curriculum Guide’ in 2022 respectively. The Ad Hoc Committees, comprising experts from tertiary institutes, principals of primary and secondary schools, and teachers of Music and Visual Arts, have pooled together their professional expertise, views and practical experience, with a view to enabling the guides to meet the needs of schools and students and to keep abreast of the times. In May and June this year, the Ad Hoc Committees endorsed and the Curriculum Development Council (CDC) accepted the updated curriculum guides for implementation by all primary and secondary schools in the 2024/25 school year. Schools are required to develop students’ knowledge, skills, values and attitudes in accordance with the curriculum framework and formulate learning and teaching contents, strategies and assessment plans that suit students’ learning needs, with a view to nurturing students’ artistic literacy and achieving the educational goals of whole-person development and lifelong learning.

## **Details**

### **Music**

4. The *Music Curriculum Guide* issued in 2003 covers Primary 1 to Secondary 3. The curriculum guide announced in this circular, entitled *Music Curriculum Guide (Primary 1 – Secondary 6)*, extends the coverage from Primary 1 to Secondary 6, and more specifically covers the senior secondary level, further optimising the holistic curriculum planning of Music to align with the education development trends. The major renewed emphases of the curriculum guide mainly cover the following:

- (i) **Strengthening the promotion of Chinese Culture and Values Education.** Through related music learning experiences, such as appreciation and performance of Chinese music, Cantonese opera, Chinese folk songs, and Chinese art songs, students will learn about the relationship between the musical characteristics and the cultural background and their significance, thereby cultivating proper values and attitude among students;
- (ii) **Actively promoting music technology.** Music technology facilitates students’ leveraging of information and digital technologies, such as electronic music and digital music, provides convenient and high-quality music listening experiences for music learning, and expands the possibilities of music creation and performance. Exploring digital technology and music, as well as the development of their integration with other related media and art forms, helps students express their creativity; and
- (iii) **Fostering cross-disciplinary learning.** Diversified and meaningful cross-disciplinary learning experiences help students connect their music learning with the knowledge, skills and experiences across subjects and Key Learning Areas, facilitating students’ application of generic skills and fostering connections between what they have learnt. Additionally, guiding students to read literature related to musical works, such as scripts, poems, prose, and storybooks, can help them understand the context of music, the use of musical elements and compositional techniques, and their relations with the content of the literature, which promotes Language across the Curriculum.

5. With the updating of the Music Curriculum Guide, the year of release, key stages and references of *Learning and Teaching of the National Anthem: Supplementary to the Music Curriculum (Primary 1 to Secondary 6)* have also been updated accordingly.

6. The *Music Curriculum and Assessment Guide (Secondary 4-6)* is compiled for the HKDSE Music elective subject. It was first implemented in 2009 and followed by subsequent optimisation in 2015. The EDB regularly reviews and gathers feedback from the education sector to ensure that the HKDSE Music elective can achieve the objectives of Music curriculum and assessment. The Arts Education Section of the Curriculum Development Institute (CDI) has embarked on a data collection exercise since four years ago. We conducted curriculum visits, focus group meetings, interviews with music teachers, professors and students from tertiary institutions, as well as questionnaire surveys, to formulate the proposal of optimisation. The EDB organised a briefing session in December 2023 on “Senior Secondary Music Elective Questionnaire Survey”, which introduced the proposed fine-tunings to the senior secondary Music curriculum and assessment, as well as collected feedback for refinement. The optimisation was discussed and accepted by different levels of the Curriculum Development Council. The measures aim to create space for students and provide specific content of study, so as to enhance the effectiveness of learning and teaching.

The optimisation measures include:

- (i) incorporating elective modules into the compulsory modules, reduce the number of examination papers;
- (ii) listing out eight focus genres/styles and three set works in the Listening module (Paper 1);
- (iii) cancelling the sight-singing examination in the Performing module (Paper 2);
- (iv) providing composition briefs for students to choose two out of five in the Creating module (Paper 3); and
- (v) extending the examination time of Listening (Paper 1A and 1B) by 15 minutes each.

### **Visual Arts**

7. The *Visual Arts Curriculum Guide* issued in 2003 covered Primary 1 to Secondary 3. The guide announced in this circular is entitled *Visual Arts Curriculum Guide (Primary 1 – Secondary 6)* and it extends the coverage from Primary 1 to Secondary 6, covering the senior secondary level in a more explicit manner, and further optimises holistic Visual Arts curriculum planning. Building on the existing curriculum framework, the renewed emphases should be infused into the curriculum through natural connection and organic integration. The updated curriculum focuses on the following:

- (i) **Strengthening the promotion of Chinese culture and fostering values education.** Schools can devise themes that convey positive messages, as well as select artworks of the past and present from different cultural contexts to develop students’ proper values and attitudes, including cherishing Chinese culture, national identity, respect for cultural diversity, and developing a world view.

- (ii) **Actively promoting arts and technology** for enriching the forms and contents of artistic expression, bringing new experiences to students, strengthening cultural conservation, and supporting the heritage and transmission of the arts. Learning arts and technology contributes to inspiring students' abilities of and nurturing their attitude towards using technology. Schools are required to deliberately incorporate the learning of information and digital technology into the curriculum as a learning tool, such as using digital resources or a virtual learning classroom for learning and teaching to foster mutual and self-directed learning; or as media for expression to open up the possibilities of artistic expression, such as digital drawing and multi-media art; and
- (iii) **Developing cross-disciplinary learning** to help students transform, integrate, and apply the concepts, ways of thinking, as well as knowledge and skills of different disciplines into different learning contexts. For example, in STEAM education, students integrate visual arts knowledge and skills to enhance aesthetics and user experience while solving daily life problems. Students also learn to use visual images to express ideas to strengthen communication. Through Learning across the Curriculum, students acquire deeper understanding about the contexts of art from reading, or express views and feelings through verbal language, thus developing the ability to use language in various contexts.

### **Support Measures**

8. The above curriculum documents have been uploaded onto the Arts Education Key Learning Area webpage ([https://www.edb.gov.hk/en/ae\\_curriculum\\_docs](https://www.edb.gov.hk/en/ae_curriculum_docs)). Schools are also required to provide students with diversified, appropriate and meaningful arts learning experiences, to educate people through aesthetics, to nurture students' ability to learn, to develop a lifelong interest in arts, to promote physical and mental well-being, to achieve whole-person development and to build lifelong learning capacity as an educational goal.

9. The EDB will continue to introduce the updated curriculum guides to schools and stakeholders through various platforms by providing diversified resources and organising different professional development programmes for schools to support them and the teachers in implementing the updated emphases. For details, please visit the EDB Training Calendar System and the Arts Education Key Learning Area webpage.

### **Enquiry**

10. For enquiries, please contact Ms Rebecca LAM, Curriculum Development Officer (Music) / Ms Jessie HO, Curriculum Development Officer (Visual Arts) of the Arts Education Section of the Curriculum Development Institute, Education Bureau at 3698 3533 / 3698 3538 or email to [arts@edb.gov.hk](mailto:arts@edb.gov.hk).

Dr Lesley CHAN  
for Secretary for Education