

# **Arts Education Key Learning Area: Music**

## **Curriculum Framework of National Security Education (2025)**

### **Introduction**

This Curriculum Framework<sup>1</sup> illustrates in tabular form how learning in Music can be connected to related learning elements of national security education. To cater to students’ abilities and learning needs, this Curriculum Framework is divided into four key learning stages, allowing students to learn progressively and facilitating schools in planning the learning content of national security education. Schools should integrate national security education into the curriculum planning and learning and teaching of this subject through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the *Curriculum Framework of National Security Education in Hong Kong (2025)* and other relevant curriculum documents to implement national security education more effectively.

---

<sup>1</sup> The content of this framework is set out in the form of examples. Schools should adopt or adapt the relevant suggestions based on students’ learning needs and abilities.

## **1. Overall Teaching Foci**

- 1.1 The Arts Education KLA includes Music, Visual Arts, Senior Secondary Music Elective and Senior Secondary Visual Arts Elective. Throughout the four key learning stages of the Hong Kong primary and secondary school curriculum, students participate in regular and structured arts learning activities both within and beyond the classroom. In key stages 1-4, the Arts Education curriculum is implemented through Music and Visual Arts lessons. Key stage 4 also includes “Aesthetic Development in Other Learning Experiences”, which covers lessons and learning generally related to arts education. The four learning targets of the Arts Education KLA are: developing creativity and imagination, developing skills and processes, cultivating critical responses, and understanding arts in context.
- 1.2 By participating in arts activities or studying arts topics such as our national anthem, Chinese calligraphy, traditional Chinese instrumental music and Chinese ink painting, students can learn about and inherit Chinese culture and foster a sense of national identity. Understanding our country’s artistic and cultural development enhances students’ understanding of our country, cultivates a sense of belonging to the country and builds a sense of patriotism.
- 1.3 Students should understand their rights and obligations when participating in arts activities. Through ongoing participation, they should derive pleasure, enjoyment and satisfaction from participating in these activities, foster a lifelong interest in the arts and become responsible citizens who contribute to society, our country and the world.
- 1.4 Based on the learning targets and content of the various strands, teachers can help students understand, inherit and promote the fine traditional culture of the Chinese nation to safeguard cultural security.

## 2. Learning Foci

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 1 (Lower Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>• Students can sing the national anthem <i>March of the Volunteers</i> solemnly with etiquette</li> <li>• Become familiar with the melody and lyrics, understand the anthem’s musical characteristics, background, history and spirit, and recognise that the national anthem is a symbol of our country, thereby cultivate an attitude of respect for the national anthem and establish a sense of national identity</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can guide students to understand the background and history of the national anthem <i>March of the Volunteers</i>, and the musical characteristics and meaning of its lyrics</li> <li>• Listen to and sing the national anthem in unison to familiarise students with its melody and lyrics</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Build a basic knowledge of our country (e.g. know the full name of our country, the names of our capital and important cities, our common language and writing, national symbols and signs, and important festivals and commemorative days, such as National Day)</li> <li>• 1.2 Have a preliminary understanding of our country’s history and the Chinese nation, important national events, and</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 1 (Lower Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
		<p>interesting things of our country</p> <ul style="list-style-type: none"> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security</li> <li>• Related major field of national security: Political Security</li> </ul>
<ul style="list-style-type: none"> <li>• Study musical works with Chinese cultural characteristics and recognise their different music elements, such as dynamics and timbre</li> <li>• Listen to vocal music works with Chinese cultural characteristics, identify</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and watch the music video of <i>My Motherland and I</i> to learn about different vocal styles and the use of different music elements, and understand the connection between the lyrics and Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3 Have a preliminary understanding of the profound and long-standing history of Chinese culture; and learn that it is the responsibility of all citizens to cherish and inherit Chinese culture,</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 1 (Lower Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>singing styles, understand the context ,cherish Chinese culture, and, through singing and creating, develop students’ listening skills, singing techniques, collaboration skills, and respect for others’ creations</p>	<ul style="list-style-type: none"> <li>• Sing <i>My Motherland and I</i> in unison, and create movements that reflect different musical characteristics</li> </ul>	<p>building cultural confidence</p> <ul style="list-style-type: none"> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security</li> </ul>
<ul style="list-style-type: none"> <li>• Through listening to, performing and creating music with Chinese cultural characteristics, students can deepen their understanding, appreciation and identification with Chinese culture, thereby promoting cultural heritage and ultimately fostering national identity</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate folk songs from different regions of China to learn about their singing methods, singing techniques, rhythmic and melodic characteristics, and lyrics, thereby understanding the relationship between lyrics and regional cultural characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 1 (Lower Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<ul style="list-style-type: none"> <li>Organise a “Chinese Folk Song Singing Competition” for students to sing and appreciate Chinese folk songs and deepen their understanding of Chinese culture</li> </ul>	
<ul style="list-style-type: none"> <li>Through listening to, performing and creating music related to the protection of animals and the environment, students are encouraged to cherish animals and the environment of our country and Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to sing <i>Endless Love</i> (無盡愛) in unison to help them gain a deeper understanding of guide dogs, thereby helping them understand that society needs the assistance of animals in various areas, and cultivating a caring and respectful attitude towards animals</li> </ul>	<ul style="list-style-type: none"> <li>1.20 Love our country, Hong Kong, and the community; and be willing to strive for the security of Hong Kong</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 1 (Lower Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<ul style="list-style-type: none"> <li>• Create simple actions to express the meaning of the lyrics and/or the mood of the song</li> </ul>	

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 2 (Upper Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Understand the background, history and spirit of the national anthem, and the significance of its lyrics to strengthen students' national identity</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to sing the national anthem according to the expression markings in the score to improve their singing skills, and sing the national anthem solemnly with etiquette</li> <li>Learn about the background, history and spirit of the national anthem. For example, the creation process Tian Han and Nie Er experienced when creating <i>March of the Volunteers</i>; the song's musical characteristics and the significance of its lyrics; the relationship between <i>March of the Volunteers</i> and the War of Resistance Against Japanese</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Learn about the important historical events of our country, the contributions of important national figures, and their patriotic spirit; and cultivate an awareness of safeguarding national unity and ethnic solidarity</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 2 (Upper Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>Aggression; and how <i>March of the Volunteers</i> rallied the people and boosted morale in the film <i>Children of Troubled Times</i></p>	
<ul style="list-style-type: none"> <li>Through listening to, performing and creating music that reflects Chinese cultural characteristics, students can deepen their understanding, appreciation and identification with Chinese culture, thereby promoting cultural heritage and ultimately fostering their national identity</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and sing Chinese music, Cantonese opera, Chinese folk songs, and Chinese art songs to deepen students' understanding of Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>2.2 Learn about and appreciate the fine traditional Chinese culture and traditional wisdom, building cultural confidence and an awareness of inheritance; and take pride in being Chinese</li> <li>Related major field of national security: Cultural Security</li> </ul>

<p style="text-align: center;"><b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 2 (Upper Primary)]</b></p>		<p style="text-align: center;"><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></p>
<p style="text-align: center;"><b>Learning Objectives (Examples)</b></p>	<p style="text-align: center;"><b>Learning Activities (Examples)</b></p>	<p style="text-align: center;"><b>Related Learning Elements / Major Fields of National Security (Examples)</b></p>
<ul style="list-style-type: none"> <li>• Learn to respect the national flag, national emblem, national anthem, regional flag and regional emblem</li> <li>• Understand the meaning of “playing and singing the national anthem” in the National Anthem Ordinance</li> <li>• Sing the national anthem solemnly with etiquette, become familiar with the melody and lyrics, and cultivate respect for the national anthem and a sense of national identity</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in life-wide learning activities related to the national anthem, such as the flag-raising and national anthem singing ceremonies at graduation ceremonies and sports meets, so as to learn to observe proper etiquette</li> <li>• Watch the audio picture book “Our National Flag, National Anthem and Regional Flag”</li> </ul>	<ul style="list-style-type: none"> <li>• 2.18 Learn to respect the law and regulations of our country and Hong Kong; and uphold a law-abiding attitude and behaviour in daily life</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 2 (Upper Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>• Understand intellectual property rights in music and the importance of integrity and compliance with the law</li> <li>• Learn to follow instructions and rules through participation in various music activities both within and beyond the school, such as attending concerts and participating in competitions. This fosters respect for others, respect for teachers and self-discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the musical works of peers with the appropriate attitude and words</li> <li>• Comply with venue requirements and understand concert etiquette when attending concerts</li> <li>• Follow the rules of the competition when participating in a music competition</li> </ul>	
<ul style="list-style-type: none"> <li>• Cultivate values, such as “empathy” and “benevolence”</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in community performances and use music to express their care for those in need</li> </ul>	<ul style="list-style-type: none"> <li>• 2.20 Care for oneself, family, society, our country and nature; and contribute to safeguarding national</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 2 (Upper Primary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
		security

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Units (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Understand the role of the national anthem <i>March of the Volunteers</i> and other War of Resistance songs during the war, and how they reflect the people's spirit of perseverance and unity</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the musical characteristics and meaning of the national anthem's lyrics, discuss the relationship between the lyrics and the music to consolidate singing skills and appreciate the spirit of the national anthem</li> <li>Engage in cross-curricular collaboration with the panels of Chinese Language and Chinese History to appreciate the War of Resistance songs, such as <i>Defend the Yellow River</i> (保衛黃河), <i>Nanniwan</i> (南泥灣) and <i>Along the Songhua River</i> (松花江上)</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Learn about the origin of Chinese culture with unity in diversity, development of the Chinese nation, important historical events, political changes, deeds of historic figures, and social and cultural features, cultivating an affection for and sense of belonging to our country</li> <li>Related major fields of national security: Political Security, Homeland Security</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<i>Curriculum Framework of National Security Education in Hong Kong (2025)</i>
<b>Learning Units (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Through experiential learning, students learn to respect Chinese culture, cherish history and cultivate cultural literacy</li> </ul>	<ul style="list-style-type: none"> <li>Arrange for students to visit a bamboo theatre to learn to appreciate Cantonese operatic music in an authentic context, so as to understand and respect Chinese culture and cherish Chinese history</li> </ul>	<ul style="list-style-type: none"> <li>3.2 Learn about the inheritance and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional and spiritual), thereby strengthening cultural confidence</li> <li>Related major field of national security: Cultural Security</li> </ul>

Arts Education Key Learning Area: Music [Key Stage 4 (Senior Secondary)]		Curriculum Framework of National Security Education in Hong Kong (2025)
Learning Units (Examples)	Learning Activities (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
<ul style="list-style-type: none"> <li>Cultivate students' patriotic sentiments</li> </ul>	<ul style="list-style-type: none"> <li>Play or enjoy patriotic songs in various settings – for example, play <i>Ode to the Motherland</i> (歌唱祖國) during flag-raising ceremonies or attend concerts to listen to <i>My Motherland and I</i> – to cultivate patriotic sentiments in students</li> </ul>	<ul style="list-style-type: none"> <li>4.1 Learn about the composition of the Chinese nation, and the concepts of Chinese nationality and Chinese citizenship</li> </ul>
<ul style="list-style-type: none"> <li>Explore musical works with Chinese cultural characteristics to deepen students' understanding, appreciation and recognition of Chinese culture, thereby promoting cultural heritage and thus fostering their national identity</li> </ul>	<ul style="list-style-type: none"> <li>Take students to visit the <i>Xiqu</i> Centre to watch <i>Xiqu</i> demonstrations and participate in workshops to understand the art of <i>Xiqu</i>, so as to foster cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual learning among the</li> </ul>

<b>Arts Education Key Learning Area: Music</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>• Expose students to a variety of Chinese and international music to respect cultural diversity</li> <li>• Through studying music from different musical genres/styles, students can recognise and understand the beliefs, emotions and values embodied in music, and understand the world from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Learn concert etiquette, cultivate respect for others and develop empathy</li> <li>• Learn about music from different musical genres/styles, foster an open-minded approach to appreciating music, and respect cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• cultures of different nations should be promoted</li> <li>• Related major field of national security: Cultural Security</li> </ul>

### 3. Suggested Learning and Teaching Activities (Examples) (Lower Primary to Senior Secondary)

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

#### ✧ Classroom learning

- See Learning Activities (examples) in the table above

#### ✧ Competitions

- Participate in arts learning activities related to Chinese culture organised by the Arts Education Section of the Curriculum Development Institute of the Education Bureau. Examples of past events include:
  - GalaMusica · School Chamber Compositions (junior secondary / senior secondary)
  - “Relishing Creativeness in the Hong Kong Palace Museum” – Music Composition Competition (junior secondary / senior secondary)
  - Music from the Heart – Budding Composers (junior secondary / senior secondary)
  - “We Write · We Sing” Music Competition (lower primary / upper primary / junior secondary / senior secondary)
  - “Little Voices, Big Praises: Ode to Our Motherland” Chinese Lyrics Writing Competition (lower primary / upper primary)

#### ✧ Visits

- Take students to visit the *Xiqu* Centre in the West Kowloon Cultural District and participate in *Xiqu* demonstrations and workshops to learn about the art of *Xiqu*, so as to foster cultural heritage (upper primary / junior secondary / senior secondary)

- Arrange for students to visit a bamboo theatre to learn to appreciate Cantonese operatic music in an authentic context, so as to understand and respect Chinese culture and cherish history (junior secondary / senior secondary)

✧ **Exchanges with the Mainland**

- Participate in Mainland exchange programmes, e.g. Guangzhou and Beijing, where students deepen their learning of Chinese culture through comprehensive arts learning activities while gaining an understanding of our country's geography, history, and the current state of its culture and art

*Disclaimer:*

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*