

ABSTRACT

Loving music is a child's nature. Yet, we don't know when it started that children gifted for music do not like attending music lessons in school. " Monotonous music theories, prolonged and incomprehensible compositions, they have all disgusted us." "Dull music lesson are all about memorizing composers' backgrounds and analyzing lyrics, and they are all made into language classes by our music teachers!" All these are what our students want to say about music lessons.

This survey takes a close look at the current situation of one hundred and twenty Form One and Form Two students who study in an English Medium school in Macao. Through this survey, we reached a conclusion that nowadays most secondary school students are not interested in their music lesson. Hence, we noticed that in order to change this parameter, we have to first of all improve students' motivation in music lessons. Therefore, starting from the design of curriculum based on the theory of Multiple Intelligences, a Unit of the music course was designed according to the tenets of Assessment For Learning. With concrete practice, group discussion sessions were conducted with thirty-two students (among which sixteen were previously poor in music grades while another sixteen have already been excellent academically). Four of them were further interviewed and talked to in depth. Then it was studied and analyzed by means of Performance Assessment and Portfolio Assessment and was proved very successful: Students not only are then more interested in music lessons, but also long for more in classical music and music theories.

We finally conclude that students' interest in music lessons can only be improved if there are appropriate designs in the content, teaching approaches and means of assessments of the curriculum.