



School Creative Works

音樂薈萃·學校創藝作品

2024

最後匯演 Final Performance

2024年3月26日(星期二)

小學組：上午11時

中學組：下午3時

沙田大會堂演奏廳

26 March 2024 (Tuesday)

Primary School Session: 11:00 a.m.

Secondary School Session: 3:00 p.m.

Auditorium, Sha Tin Town Hall

合辦：
Jointly presented by:



中華人民共和國香港特別行政區政府
教育局
Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China

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香港作曲家聯會
Hong Kong
Composers' Guild



香港作曲家及
作詞家協會
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觀眾守則 House Rules

Dear Patrons,

To make this activity a successful experience, please refrain from unauthorised photography, recording, filming, smoking, eating or drinking in the auditorium. Before the performance, please switch off the beeping devices on your alarm watches, mobile phones or any other alarm or lighting devices. During the performance, please keep quiet and do not applaud between music movements or before music completes. Thank you for your cooperation.

各位觀眾：

為令活動順利進行，切勿在場內攝影、錄音、錄影、吸煙或飲食。在節目進行前，請關掉鬧錶和手提電話的響鬧裝置，以及其他響鬧或發光裝置。在音樂演奏時，請保持肅靜，切勿在樂曲未完結或樂章與樂章之間鼓掌，以免影響表演者及其他觀眾。多謝合作。

*Gala
Musica*



Foreword

To all composition students,

Hello! Music composition is an enjoyable experience! You may sit down ...look at the world outside your window pane, open your heart, let your mind freely fly! You can fly across the high mountains, over the sea, over the valley, or like butterflies dance amidst the flower beds ... After all, music is free and beautiful! You may compose a song, dedicate it to your good friend, your loved ones, your parents or even your beloved teacher!

All fellow students, do your best and try your best – be a young little composer! We are all waiting for your great works and masterpieces in the not too far away future!

Your friend, Dr Mui Kwong-chiu,
Chairman of Hong Kong Composers' Guild

前言

給各位學習作曲的同學：

作曲其實是一件快樂的事情。你們可以坐下來，慢慢思索……眼望窗外的天空，把你們的心窗打開，讓你們的思維飛翔！可以飛越萬山峻嶺，飛過大海，飛過大峽谷，也可以如花間蝴蝶……總之，樂音是自由的、美麗的、可以將你的夢想，一一化為美麗的音符！送給你的好朋友，摯愛的父母親或是老師！

同學們請加油！努力創作，努力做一個小小的作曲家，將來大家會期待你們的大作！

香港作曲家聯會主席
梅廣釗博士

Foreword

I believe that “creating” is the highest achievement in the process of learning, an ability to integrate the knowledge and skills learned. While learning, students can apply the learned music knowledge and skills in a progressive order, such as remember, understand, apply, analyse, evaluate and reflect on what they have learned, then to create their own music that exhibits comprehensive learning results.

Students participating in the GalaMusica • School Creative Works created music to express their thoughts and feelings in music notes. Through their sincere communications with the performers, the audience could listen to different outstanding original works composed by primary and secondary school students. The performances require close collaboration with another art medium besides music. Participating students have the opportunity to experience cross-media art creating in primary and secondary schools, which surely help stimulate their artistic potentials and learning motivations, cultivate more young people in Hong Kong who will participate in and support music and art for the future cultural and creative industry.

The Education Bureau (EDB) has always supported schools in providing comprehensive arts education within and beyond the classroom, ensuring every student can receive artistic nurturing, promoting physical and mental health, and cultivating local music talents. The Hong Kong Composers’ Guild (HKCG), since its establishing 40 years ago, has spared no effort to promote music creating, support the professional development of local composers at home and overseas, and build them the stages to shine.

The EDB and the HKCG have jointly organised annual school music creating activities since 1991 to provide teachers and students with opportunities to showcase their musical creativity. Outstanding student composers would have the opportunity to study with professional composers and create new ensemble works, which were premiered in the succeeding year. With the support of the HKCG and the Music Office, the two scholarship winners of last year were arranged to study with Dr NG Wah-hei and Mr POON Po-choi Maurice. The two new pieces were performed at the Music Office’s Annual Concert held in January, led by the Hong Kong Youth Symphony Orchestra. I would like to express my sincere gratitude to the HKCG, the Music Office, composer mentors and orchestra conductors for their support of these two students, providing them with invaluable lessons in practising music, learning how to deal with others and expressing their own ideas.

We hope to work together with schools, teachers and various arts education stakeholders to carry forward the past and forge ahead into the future, nurture generations of young artists, and build Hong Kong into the East-meets-West Centre for International Cultural Exchange.

Dr CHAN Ka-hei Lesley

Chief Curriculum Development Officer (Arts Education)

前言

對我而言，「創作」是學習任何知識的歷程中最高的成就，象徵著把所學的都能融會貫通。於學習時，學生能從記憶、明白、應用、分析、回饋及反思所學、所思、所想等漸進層面，綜合應用學習到的音樂知識與技能，創作出屬於自己的樂章，展現全面的學習成果。

參加「音樂薈萃·學校創藝作品」的同學，透過創作樂曲，把意念及感受以音符展現，並透過與演奏者真誠的互動交流，讓觀眾今天能夠欣賞各首優秀的中小學生原創音樂。是次演出需要配合音樂以外的另一種藝術媒介。參與學生在中小學階段有機會體驗跨媒介藝術創作，有助激發他們的藝術潛能及學習動機，為香港培養更多參與、支持音樂及藝術的年輕人，成就未來的文創產業。

教育局一直支援學校於課堂內外提供全面的藝術教育，讓每一個學生都能獲得藝術的滋養，促進身心健康，亦為香港培養本地音樂人才。香港作曲家聯會在成立40年來一直不遺餘力推動音樂創作，於海內外支持及推廣本地作曲家的專業發展，為作曲家搭建了不同的舞台。

教育局與香港作曲家聯會從1991年開始合辦每年一度學校音樂創作活動，為教師及學生提供展現音樂創意的機會。表現優秀的學生作曲家更有機會隨專業作曲家學習，創作新的合奏作品，於來屆活動首演。在香港作曲家聯會及音樂事務處的支持下，去年兩位獎學金得獎學生更獲安排隨伍華晞博士及潘寶才先生學習，於剛剛過去1月舉行的音樂事務處周年音樂會中，由香港青年交響樂團首演。我衷心感謝香港作曲家聯會、音樂事務處、作曲家導師及樂團指揮對兩位學生的支持，為他們提供實踐音樂、學懂待人接物及表達自己想法的寶貴課堂。

我們期望能夠與學校、教師及社會上各藝術教育的持份者努力攜手，繼往開來，孕育一代又一代的年輕藝術家，打造香港成為中外文化藝術交流中心。

總課程發展主任（藝術教育）
陳家曦博士

GalaMusica · School Creative Works 2024

Participating School Teams 參與校隊

Primary School Session

小學組

King's College Old Boys' Association Primary School No. 2	英皇書院同學會小學第二校
Lui Cheung Kwong Lutheran Primary School	路德會呂祥光小學
Ma On Shan Ling Liang Primary School	馬鞍山靈糧小學
Po Leung Kuk Lam Man Chan English Primary School	保良局林文燦英文小學
Shap Pat Heung Rural Committee Kung Yik She Primary School	十八鄉鄉事委員會公益社小學
SKH Kowloon Bay Kei Lok Primary School	聖公會九龍灣基樂小學
Yan Oi Tong Tin Ka Ping Primary School (Team 1)	仁愛堂田家炳小學（第一隊）
Yan Oi Tong Tin Ka Ping Primary School (Team 2)	仁愛堂田家炳小學（第二隊）

音樂薈萃 · 學校創藝作品 2024

Participating School Teams 參與校隊

Secondary School Session

中學組

Buddhist Sum Heung Lam Memorial College

佛教沈香林紀念中學

Diocesan Girls' School

拔萃女書院

Marymount Secondary School

瑪利曼中學

Methodist College

循道中學

SKH Bishop Mok Sau Tseng Secondary School

聖公會莫壽增會督中學

St Stephen's College

聖士提反書院

Tang Shiu Kin Victoria Government Secondary School

鄧肇堅維多利亞官立中學

GalaMusica · School Creative Works 2024

Adjudication Panels 評判團

Selection (Primary School Session)

Dr LAI Nga-ting Ada

Dr TAM Ka-shu Kenneth

Mr WONG Hok-yeung Alfred

Dr WONG Yat-wai Joseph

評選（小學組）

黎雅婷博士

譚家樹博士

黃學揚先生

黃逸偉博士

Selection (Secondary School Session)

Ms NG Hau-yee Poly

Dr TAM Ka-shu Kenneth

Dr WONG Yat-wai Joseph

評選（中學組）

伍巧怡女士

譚家樹博士

黃逸偉博士

Final Performance

Dr MUI Kwong-chiu (Chief adjudicator)

Ms LI Kar-yee

Dr YUEN Viola

最後匯演

梅廣釗博士（主席評判）

李嘉怡女士

阮慧玲博士

Master of Ceremony 司儀

Dr SHING Chun-hay

成俊曦博士

音樂薈萃 · 學校創藝作品 2024

Selection 評選

School Teams Selected for Final Performance

參與最後匯演學校隊伍

The selection was completed in November 2023. The following school teams were selected to participate in the Final Performance.

評選已於 2023 年 11 月完成，以下校隊獲邀參與最後匯演。

Primary School Session

小學組

King's College Old Boys' Association Primary School No. 2	英皇書院同學會小學第二校
Lui Cheung Kwong Lutheran Primary School	路德會呂祥光小學
Ma On Shan Ling Liang Primary School	馬鞍山靈糧小學
Po Leung Kuk Lam Man Chan English Primary School	保良局林文燦英文小學
Shap Pat Heung Rural Committee Kung Yik She Primary School	十八鄉鄉事委員會公益社小學
SKH Kowloon Bay Kei Lok Primary School	聖公會九龍灣基樂小學
Yan Oi Tong Tin Ka Ping Primary School (Team 1)	仁愛堂田家炳小學（第一隊）

Secondary School Session

中學組

Buddhist Sum Heung Lam Memorial College	佛教沈香林紀念中學
Diocesan Girls' School	拔萃女書院
Marymount Secondary School	瑪利曼中學
Methodist College	循道中學
SKH Bishop Mok Sau Tseng Secondary School	聖公會莫壽增會督中學
St Stephen's College	聖士提反書院
Tang Shiu Kin Victoria Government Secondary School	鄧肇堅維多利亞官立中學

GalaMusica · School Creative Works 2024

Selection 評選

Awardees 獲獎名單

The adjudication was completed in November 2023 for awarding the prizes to the following awardees. 評判團已於 2023 年 11 月選出獲獎的學校隊伍。

Primary School Session 小學組

Outstanding Music Prize

King's College Old Boys' Association Primary School No. 2

Ma On Shan Ling Liang Primary School

傑出音樂獎

英皇書院同學會小學第二校

馬鞍山靈糧小學

Outstanding Creative Ideas Prize

Lui Cheung Kwong Lutheran Primary School

SKH Kowloon Bay Kei Lok Primary School

傑出意念獎

路德會呂祥光小學

聖公會九龍灣基樂小學

Outstanding Performance Prize

King's College Old Boys' Association Primary School No. 2

Po Leung Kuk Lam Man Chan English Primary School

傑出演出獎

英皇書院同學會小學第二校

保良局林文燦英文小學

Outstanding Notation Prize

Shap Pat Heung Rural Committee Kung Yik She Primary School 十八鄉鄉事委員會公益社小學

傑出記譜獎

音樂薈萃 · 學校創藝作品 2024

Secondary School Session 中學組

Outstanding Music Prize

Diocesan Girls' School

St Stephen's College

傑出音樂獎

拔萃女書院

聖士提反書院

Outstanding Creative Ideas Prize

Buddhist Sum Heung Lam Memorial College

Marymount Secondary School

SKH Bishop Mok Sau Tseng Secondary School

傑出意念獎

佛教沈香林紀念中學

瑪利曼中學

聖公會莫壽增會督中學

Outstanding Performance Prize

Diocesan Girls' School

St Stephen's College

傑出演出獎

拔萃女書院

聖士提反書院

Nomination for

Outstanding Individual Composition Prize

BUT Wing-hei (Diocesan Girls' School)

MOK Samuel Kwan-chung (St Stephen's College)

個別傑出作曲獎提名

畢永希 (拔萃女書院)

莫君頌 (聖士提反書院)

Final Performance 最後匯演

School teams will be selected by the adjudication panel for awarding the following prizes. 評判團會選出獲得以下獎項的學校隊伍。

Outstanding Creative Work 傑出創藝作品

◇ Gold Award 金獎

◇ Silver Award 銀獎

◇ Bronze Award 銅獎

GalaMusica · School Creative Works 2024

Programme (Primary School Session)

I. Opening

II. Final Performance

1. Yan Oi Tong Tin Ka Ping Primary School (Team 1)
FriendSHIP
2. Lui Cheung Kwong Lutheran Primary School
Lost Lion Cub
3. Po Leung Kuk Lam Man Chan English Primary School
What a Night!
4. Shap Pat Heung Rural Committee Kung Yik She Primary School
Dragon Dance
5. King's College Old Boys' Association Primary School No. 2
Meta-Universe
6. SKH Kowloon Bay Kei Lok Primary School
Space Mission: "YOU"
7. Ma On Shan Ling Liang Primary School
Wandering around the old Beijing

III. Student Interviews

IV. Remarks by Representative of the Adjudication Panel

V. Presentation of Souvenirs and Prizes

音樂薈萃·學校創藝作品 2024

程序表 (小學組)

I. 開幕

II. 最後匯演

1. 仁愛堂田家炳小學 (第一隊)
《三隻船》
2. 路德會呂祥光小學
《小獅尋親記》
3. 保良局林文燦英文小學
《慌失失之夜》
4. 十八鄉鄉事委員會公益社小學
《舞火龍》
5. 英皇書院同學會小學第二校
《原 / 元 宇宙》
6. 聖公會九龍灣基樂小學
《星空任務 · 是你嗎》
7. 馬鞍山靈糧小學
《遊走京城》

III. 學生訪問

IV. 評判代表致評語

V. 頒發紀念品及獎項

GalaMusica · School Creative Works 2024

Programme (Secondary School Session)

I. Opening

II. Final Performance

1. Tang Shiu Kin Victoria Government Secondary School

Chaser

2. Methodist College

The Imperfectionist

3. Marymount Secondary School

Whale Whale

4. Diocesan Girls' School

The Journey of Water

5. St Stephen's College

Dare to Dream, Fuelled to Fly

6. Buddhist Sum Heung Lam Memorial College

Masquerade of the Soul

7. SKH Bishop Mok Sau Tseng Secondary School

Desert Fantasy

III. Showing the Videos of Premiere of Students' Works under Hong Kong Composers' Guild (HKCG) Mentorship Scheme

[Premiered by the Hong Kong Youth Symphony Orchestra, with performance videos provided by the Music Office]

1. NG Lik-hei Christopher (St. Francis Xavier's College)

Orchestral Suite *Before and After* No. 4

2. SIU Pak-tung (SKH Lam Woo Memorial Secondary School)

Hungry Fishes are Competing for Food

IV. Remarks by Representative of the Adjudication Panel

V. Presentation of Souvenirs and Prizes

音樂薈萃·學校創藝作品 2024

程序表 (中學組)

I. 開幕

II. 最後匯演

1. 鄧肇堅維多利亞官立中學
《夢旅》
2. 循道中學
《不完美的我》
3. 瑪利曼中學
《鯨魚鯨》
4. 拔萃女書院
《水》
5. 聖士提反書院
《祈·幻·喜·飛》
6. 佛教沉香林紀念中學
《保護色》
7. 聖公會莫壽增會督中學
《沙漠幻想》

III. 播放香港作曲家聯會導師計劃學生作品首演錄影

[由香港青年交響樂團首演，承蒙音樂事務處提供演出片段]

1. 伍力曦 (聖芳濟書院)
《人前人後》管弦樂組曲第四首
2. 蕭百通 (聖公會林護紀念中學)
《羣魚爭食》

IV. 評判代表致評語

V. 頒發紀念品及獎項

Programme Notes of Creative Works (Primary School Session)

小學組創藝作品簡介

三隻船

仁愛堂田家炳小學

本創藝作品以長笛、單簧管和色士風代表三個好友，透過不同的樂段，訴說於校園發生的點滴和小學六年的情懷。

- (一)「不相識」：描寫三人初次見面的過程，當中以長號、次中音號的聲音象徵他們的友誼小船啟航，並以不斷重複「三隻船」的旋律 (B, G, D) 作為動機，代表他們做甚麼都會一起的歲月。
- (二)「不相同」：不協和的音程，代表他們在相處時會有不同的意見，甚至爭吵。長號聲一響，平息了所有爭執，回復和諧。
- (三)「不捨得」：以長笛作為主奏，鋼琴伴奏恍如流動着的海水，象徵時間的流逝。他們珍惜與對方相處的一分一秒，為即將畢業要分離而泛起點點哀愁。
- (四)「不一樣」：他們雖然非常不捨，但約定了重聚的日子，並對未來充滿期待。主題旋律再度重現，氣氛歡愉。

小獅尋親記

路德會呂祥光小學

本創藝作品以 b 小調旋律及敲擊樂營造暴風雨作為引子，並以迴旋曲式展現小獅子因暴風雨與母親失散，而展開尋找媽媽的旅程。

- A 段：由小提琴奏出哀傷的五聲音階旋律，營造與親人失散的哀傷感覺。
- B 段：C 調笛子奏出日本音階，再配合以日本箏定弦的古箏來營造日本風格的音樂，藉此表示小獅子來到日本尋親。
- A 段：旋律樂器以輪奏的方式重現 A 段，表達小獅子仍找不到媽媽，非常徬徨。
- C 段：一陣非洲鼓聲響起，切分音及重複的節奏表示小獅子已來到非洲，並遇到由木琴代表的斑馬，重新振作起來。
- A 段：以和弦、稍快板及加強力度表達小獅子回到中國，終於找到媽媽，並以激動而喜氣洋洋的氣氛作結。

What a Night!

Po Leung Kuk Lam Man Chan English Primary School

This creative work starts with a motive in triple time and major key to represent happy mood as children drink bubble tea and play card games. More harmonies are added until they play a minor melody to show the sadness that the friend has to leave. Afterwards, the main melody changes into a lullaby in compound duple time as the main character prepares for bed.

After the child sleeps, the oboe plays a creepy sound to represent the cockroach's appearance, waking up the child. The saxophone is used to tell the audience that the child is annoyed. Then, a new 4-note motive starts, along with rapid notes for the other instruments, showing the chase and catch between the child and the cockroach. The chase goes on for 4 rounds. The dynamics grow from soft to loud progressively to create tension for the chase. In the first 3 rounds, the cockroach escapes. However, the child succeeds in killing the cockroach in the last round. Then, the music changes to a happy tune, showing how proud the child is for her success. Finally, the lullaby plays again to show the child returning to sleep.

舞火龍

十八鄉鄉事委員會公益社小學

本創藝作品以大坑傳統舞火龍為創作靈感，以無調性為主，並通過聲效和不同層次的變化，描繪舞火龍的三種形態。

(一) 醒獅

以鋼琴彈奏小二度音程，營造在寂靜中，火龍蠢蠢欲動的氣氛。及後的敲擊演奏，表現火龍快將要甦醒。

(二) 擊鼓

透過各種樂器演奏沉穩有力和穩定的節奏，配合表演者舞火龍的腳踏聲，展現出火龍磅礴的氣勢。

(三) 盤旋

以滑音演奏描繪火龍於黑夜的天空中盤旋，最後以中提琴獨奏作呼應，表達火龍再次陷入沉睡的狀態。

原 / 元 宇宙

英皇書院同學會小學第二校

元宇宙、人工智能……是近年的熱議話題。科技一日千里，會否連最純真的目光，也被 VR 和 AI 遮蓋？宇宙會否被取締？讓大家來一起深思人類的將來。

第一幕：《孩童快樂時光》

一群天真爛漫的孩童在樂園中嬉戲。

第二幕：《AI 世界》

AI 機械人為孩童戴上 VR 眼鏡，讓小朋友沉溺於 AI 的虛擬世界。

第三幕：《衝激與反思》

沉迷於 AI 世界的孩童，漸漸發現在跳舞時，欠缺了一些動感；在滑浪時，並沒沾濕半點水滴；在繪畫時，失去了筆觸的感覺。此時，人類開始反思，並與 AI 智能起了衝突……

第四幕：《新方向》

最終的期盼：人類與 AI 取得平衡，一同於地球樂園玩樂。

星空任務 · 是你嗎

聖公會九龍灣基樂小學

本創藝作品共分為三部分，描述太空人單獨執行任務：〔尋找失去的同伴〕。

- (一) 第一動機以鋼琴奏出，表示太空人在尋找同伴的訊號。銅片琴、木琴與彩虹鐘的合奏，恍惚是外星生物對訊號的回應。
- (二) 大鼓的聲音寓意着隕石的撞擊聲，太空船因而發生故障；第二動機則代表故障的警號，小調的和弦營造緊張的氣氛。及後，多件樂器加入、輔以膠樽與食物袋的聲響，呈現太空船維修的忙碌情況。
- (三) 小鼓以漸強的力度演奏漸密的節奏，伴着第一動機，以及配合明亮的大調和弦，代表太空人對完成任務的信心。顫音琴最後奏出回應樂句，象徵同伴的「回應暗號」，表示任務圓滿成功。

作品表達在生活中，總有失意或困難的時候，但我們應該保持堅定的信念，常存希望。

遊走京城

馬鞍山靈糧小學

《遊走京城》參照穆索斯基《圖畫展覽館》的風格創作，樂曲以敲擊樂器配以短笛演奏，帶領觀眾遊歷中國著名景點——故宮和長城。

樂曲分為探索、宮廷、探索和長城四部分。

探索（一）：

以鑼發出鐘聲為樂曲拉開序幕，緊接木琴以五聲音階奏出穿梭主題，展開中國宮廷之旅。

宮廷：

樂曲由中國鼓演奏節奏句，突顯故宮氣勢磅礴之感，而頻現的旋律句帶出故宮令人震懾的宏偉氣勢。

探索（二）：

樂曲再次響起鈸的鐘聲和穿梭主題，並以跳音作為伴奏。

長城：

樂曲開首以鼓聲如雷霆般地響起，象徵長城的堅固屹立。隨着不同的敲擊樂器齊奏象徵長城的旋律句，以展現其壯觀作結。

Programme Notes of Creative Works (Secondary School Session)

中學組創藝作品簡介

夢旅

鄧肇堅維多利亞官立中學

本創藝作品分為四段，描述主角的追夢旅程。第一段「啟航」以鋼琴、小提琴、大提琴及小號合奏降 B 大調的主旋律，代表啟航追夢的開始。第二段「幽谷」先以鋼琴引入，隨後小提琴、大提琴等各種樂器交替出現，並以三連音的旋律，象徵路上充滿着挑戰。接着代表「啟航」的鋼琴滑音再次重現，表達主角雖然跌倒，但仍渴望追夢。第三段「彳亍而行」，以弦樂為首奏出 D 大調的音樂，並運用撥弦，以不同的音色代表自我質疑的內心對話。

隨着節奏和旋律出現變化，主角開始動搖，所以無法繼續堅定地追夢。在溫柔的鋼琴獨奏聲之中，作品進入第四段「再夢」。主角因得到鼓勵而重燃希望。最後主旋律由降 B 大調升至 C 大調，並加入小號演奏，以更明快的節奏，代表在眾人的支持下「力上加力」，追夢之心不再動搖。

不完美的我

循道中學

這個作品以長笛、結他和鋼琴演奏出輕鬆的旋律，展現芭蕾舞的優雅姿態和男孩追夢的開始。敲擊樂、小提琴、大提琴和巴松管的演奏描繪了男孩的掙扎和挫折。停頓和撕裂紙張的聲音象徵着男孩的困惑與懷疑。

最後，男孩覺醒並以強烈的音樂展現成功的舞蹈，彰顯他的力量和魅力。這首歌曲通過音樂的變化和情感的轉折，生動詮釋了男孩在追夢過程中的奮鬥和成長，在舞台上帶給觀眾令人振奮的舞蹈旅程。

Whale Whale

Marymount Secondary School

We are inspired by the recent news about a young Bryde's whale which had loitered in Hong Kong waters, it leads us to a deep thought on how our living styles are harming the nature.

The piece begins with an unblemished story which is about two lovely whales swimming happily in the clean and clear ocean. The long notes from the cello and the arpeggios from the piano depict the deep ocean and water flows. The flute and the clarinet represent the two whales.

"The Dialogues" is a session that the melodies of the flute and the clarinet are swapped. It implies that the two whales exchange their ideas with each other. Not only the two whales, somehow also between mammals, we human beings and the whales might have some points of connection.

"The Dance Under Water" is a session where the piano starts to share a main melody. In the romantic atmosphere, *love*, should be with no boundaries. But, do we love our nature?

The piece uses glissando, dissonance sound clusters and sound splashes to describe the pollution. The torturing triplets and descending melodies portray the dying whale, and until it left only the long note played by the cello depicting the whale rested but not in peace.

"The Nostalgia" recapitulates our happy memories with our beloved beautiful Ocean. A question for us to think about is written in the subtitle of this session "Dear beloved Ocean, when will we meet again?".

The Journey of Water

Diocesan Girls' School

The Journey of Water, composed for a string quartet, is a piece illustrating the nature and beauty of water. The phrygian mode, together with tremolos and harmonics from strings, are first used in the theme depicting the headwater of a river. It is the farthest and vaguest both visually and audibly. The river flow is very smooth but amplitude is increasing mildly, the alternate entries from each instrument becomes more frequent and complex too, and comes to a closer and brighter scene eventually. Followed by the calm river is the scene of raindrops. The interplay of pizzicatos among the musicians create a playful atmosphere, portraying their lightness and randomness. After that, the music sets out a more serious and solemn tone, where water starts to accumulate and build up huge waves. Surging waves formed fiercely with the accelerated tempo, and when all is over it becomes as peaceful as the opening. Through this journey of water, the never ending cycle of nature is portrayed.

Dare to Dream, Fuelled to Fly

St Stephen's College

Integrating music, contemporary dance and animation, this creative work illustrates a swan attaining its desire to fly by overcoming insurmountable obstacles. Inspired by French poet Stéphane Mallarmé's "Le Cygne", the poem's image of a swan trapped in a lake's frigid waters is conveyed by the first theme - a haunting cello melody, as well as the dancers' constrained searches and choreographic inward gaze. A Picardy third pivots onto the second theme: a soaring violin melody adorned with shimmering piano arpeggios, portraying the swan's fantasies of breezing through the winds. A fragmented first theme brings the swan back to reality.

Abruptly cutting to the agitated middle section, cascading and rising passages depict the swan's struggle to soar. The dancers' relentless movements, along with the two intertwining themes imply the swan's temptation to admit defeat. This culminates in a sweeping piano glissando, bringing a pensive reiteration of both themes over chromatically descending half-diminished chords, expressing the swan's self-doubts.

Resolving peacefully, the first theme is transformed bittersweetly into major key on the flute, describing the swan's triumph. Series of modulations represent the swan winging its way above the clouds. The two themes are reprised jubilantly in unison as the dancers move freely, expanding across and around the stage, symbolising the swan's joy for achieving its dream, encouraging one not to give up in pursuit of aspirations.

Everyone has his/her own aspirations. What challenges have you undertaken to achieve your dream?

Masquerade of the Soul

Buddhist Sum Heung Lam Memorial College

Masquerade of the Soul is a creative work that combines elements of music and dance. It delves into the internal struggle between societal expectations and true inner voice of a teenage girl. The performance aims to express the sense of confusion and helplessness experienced by teenagers during their journey of self-discovery.

The production consists of three main parts:

Part A: Illusion

The performance begins with the flute playing the theme melody of a waltz in A minor, representing the girl's everyday routine of waking up and putting on her mask to become the person everyone likes. A brief modulation existed to introduce the girl's cherished crystal ball, symbolising her desire for acceptance.

Part B: Contradiction

As the girl sets aside the crystal ball, the woodwind instruments play repeated chords in high, middle, and low registers, signifying the emergence of her true self, disrupting the illusion of perfection. The girl becomes lost between two versions of herself, experiencing feelings of loss and panic. The chaotic battle within her is portrayed through the solo of saxophone, representing her true voice's hysteria. Amidst the dissonance created by percussion instruments, her true self shatters the crystal ball.

Part C: Epiphany

The main theme melody returns in C major, breaking the silence after the chaos. The girl hears the voice deep within her soul. The flute and the glockenspiel convey a sense of clarity and redemption, signifying her realisation that being her authentic self is the ultimate salvation.

沙漠幻想

聖公會莫壽增會督中學

本創藝作品結合中西樂器以描繪沙漠的幻象。鋼琴和小提琴開首以緊湊的雙音，為故事揭開序幕。古箏的下行音階引出笛子的演奏，與低音鼓一同營造孱弱的旅者，因獨自踏上沙漠而帶出的未知心情。之後有更多樂器加入合奏，以怪誕的旋律表達旅者的視線，逐漸被幻象所吞噬。

其後由鋼琴和弦樂帶出短暫的平靜，以小提琴作為主旋律和其他樂器刻畫觥籌交錯的幻象。最後以古箏和笛子的柔和旋律，暗示旅者在現實中，終於找到了一直渴求的綠洲。

HKCG Mentorship Scheme

香港作曲家聯會導師計劃

Orchestral Suite *Before and After* No. 4

《人前人後》管弦樂組曲第四首

NG Lik-hei Christopher 伍力曦

The *My Hope Is in You* Music Romance Series includes three compositions: Violin Sonata *The Opposite Side of the Ravine* (Op. 25), Clarinet Sonata *The Locked Gates* (Op. 26), and Orchestral Suite *Before and After* (Op. 30). The story describes how the male and female protagonists have been abused and ignored, and the two try their best to heal each other's painful experiences. The musical materials of the three compositions are connected and they have a lot in common, in particular the sharing of the same motive as the core.

The melodies of the two Sonatas hover between the keys of Ab major and E major, representing the affectionate conversation between the male and female protagonists. The orchestration of the Orchestral Suite is based on the two Sonatas and also coincides with their tonal switching. The music then intertwines into a new key to reach the climax, and then uses bitonality to create a relaxing atmosphere. This section of music symbolises the close relationship between the two protagonists. Although the two later separated and their romance ended, they still accompanied each other in hearts as close relatives, and their love was as strong as family members.

Composer 作曲家

NG Lik-hei Christopher graduated from St. Francis Xavier's College, is currently a Year 1 undergraduate majoring in Music at The Chinese University of Hong Kong. Composing since 10, NG entered the Junior Music Programme offered by the Hong Kong Academy of Performing Arts and being mentored under Ms WAT Nga-man. NG was awarded Outstanding Composition Award in GalaMusica · School Chamber Compositions 2023 and completed the Orchestral Suite *Before and After* No. 4 under the guidance of Dr NG Wah-hei.

NG's composition style is heavily influenced by Brahm's hyper-motivic writing, focusing on large works encompassing on the development of a few motifs. With a strong interest in literature and writing, most of his compositions are programmatic, aiming to portrait the scenery and emotions throughout an entire fiction. The most significant works of such are the Romantic Music Novel *I will dedicate all my hope to you*, featuring Violin Sonata *The Opposite Side of a Ravine* (Op. 25), Cello Sonata *The Locked Gates* (Op. 26), and the Orchestral Suite *Before and After* (Op. 30). In addition, NG specialised in composition for choir, mainly influenced by Mr NG Cheuk-yin, Mr TAM Tin-lok Alex and Dr CHAN Kai-young. Significant works include *Autumn Night in Tranquil Hill*, *Sing Sing Man: Emotion of the Fall* and *Drinking under the Moon* in the Mandatory Passage Series (Op. 22).

NG is also a pianist and cellist, under the mentorship of Dr Timothy KWOK and Mr CHEUNG Ming-fai.

Mentor 導師

Dr NG Wah-hei

伍華晞博士

Performer 演奏者

Hong Kong Youth Symphony Orchestra

香港青年交響樂團

(Special acknowledgement to Music Office for the support 特別鳴謝音樂事務處的支持)

HKCG Mentorship Scheme

香港作曲家聯會導師計劃

Hungry Fishes are Competing for Food

羣魚爭食

SIU Pak-tung 蕭百通

「在一個細小的魚缸裏，飼養了一羣飢腸轆轆的金魚，牠們時而暢游於水中，時而為食物而爭鬥。早晨的陽光映照進魚缸，看！牠們蜂擁而上，張開了嘴，以及豎着背鰭，等待着豐富的早點。主人走到魚缸前，餵了一點紅蟲和豐年蝦。轉眼間，金魚們便吃光了全部食物。可是，當中有幾條金魚卻未能搶到食物，牠們尋遍了魚缸每一個角落，仍沒有發現任何食物。牠們餓壞了，便試圖在水面上跳躍，目的是製造聲響，可惜主人卻聽不見。不久，所有金魚彷彿蜂擁而上，並在水面上跳躍起來，主人發現後只好再餵多一點飼料，好讓牠們冷靜下來。」

管弦樂作品《羣魚爭食》是來自上述的一個真實故事。音樂由圓號和低音弦樂拉開序幕。隨着更多樂器的加入，上行的動機與主題旋律相互交織，營造一個金魚「爭食」的緊張競爭場面。樂曲中的三個高潮，也正是這位「小主人」投放飼料的時段，而金魚的反應也各有不同。餘下的情節，就讓觀眾繼續體會這個「爭食」的故事。

Composer 作曲家

蕭百通畢業於聖公會林護紀念中學，現於香港浸會大學修讀音樂文學士學位課程。蕭同學自幼學習鋼琴及音樂理論，初中開始自學作曲。他曾擔任中學合唱團團長及音樂部首席，現為浸大室樂合唱團成員。除此之外，蕭同學亦曾參與不少公開演出，包括香港大學學生會合唱團第 47 屆周年音樂會、香港管弦樂團樂季揭幕——梵志登貝九、香港電台聖誕園林音樂會——雲雀高飛等。蕭同學現跟隨作曲家余文正博士學習作曲。

蕭同學曾參加「音樂薈萃·學校室樂創作 2023」，參賽作品《斑鳩狂舞》獲得傑出音樂作品獎及「香港作曲家聯會導師計劃」獎學金，跟隨導師潘實才先生學習作曲；在導師的指導下完成管弦樂作品《羣魚爭食》，並於 2024 年香港青年交響樂團周年音樂會中世界首演。蕭同學不時會在網絡平台上發表音樂作品，其中包括 5 部交響曲、室樂作品《混亂》、鋼琴作品《出乎意料》等。

Mentor 導師

Mr POON Po-choi Maurice

潘實才先生

Performer 演奏者

Hong Kong Youth Symphony Orchestra

香港青年交響樂團

(Special acknowledgement to Music Office for the support 特別鳴謝音樂事務處的支持)



