

合辦
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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



香港浸會大學
HONG KONG BAPTIST UNIVERSITY

我寫我歌

音樂比賽



Briefing Session

We Write • We Sing Music Competition

Arts Education Section & English Language Education Section, CDI, EDB

Hong Kong Baptist University

31 October 2025

Rundown

Time	Content	Speaker(s)
3:30-4:05 p.m.	<u>Part 1</u> - Background and key information on “We Write • We Sing” Music Competition 2026 - Tips on writing lyrics	Mr Ralph WONG, English Language Education Section
4:05-4:40 p.m.	<u>Part 2</u> - Analysis of melodies - Original Composition - Key information on “We Write • We Sing” Music Competition 2026	Ms Winnie LI, Arts Education Section
4:40-4:45 p.m.	<u>Part 3</u> Students’ sharing	Winners of “We Write • We Sing” Music Competition 2024
4:45-5:00 p.m.	<u>Part 4</u> - Q&A - Evaluation	Ms Winnie LI, Arts Education Section Mr Ralph WONG, English Language Education Section

Aims of “We Write • We Sing” Music Competition 2026

- Encourage students to cultivate their creativity and enhance their singing and appreciation abilities through engaging in **lyric writing**, **song composing** and **singing performance**
- Enrich students’ **language** (both Chinese and English) and **music** learning experiences
- Promote **Language across the Curriculum** and **cross-curricular collaboration**
- Nurture **proper values and attitudes** in students



Entry Requirements

- Participants should be full-time **primary** or **secondary** students.

- Divisions and categories:

Division	Category
Primary	Lyric Writing
Secondary	Lyric Writing
	Original Composition

- Each entry should be submitted on an **individual** or **group** basis (with **up to 5 students**, including the lyricist(s), in each group).
- Each student**, with a clearly specified role, can submit **a maximum of two entries**.
- There is **no upper limit** for the number of entries submitted from each school.
- All entries should be **submitted through the schools** of the students.



Rules and Regulations – Lyric Writing Categories

- Each participant/group should **write lyrics in Chinese or English** and **perform a song in Cantonese, Putonghua or English** using one of the melodies newly composed by the Hong Kong song-writer Mr NG Cheuk-yin.
- For **Primary** Division, please use **Melody 1 or Melody 2**.
- For **Secondary** Division, please use **Melody 3 or Melody 4** (with male and female keys provided for selection).
- Please complete the online Enrolment Form (<https://forms.office.com/r/zPAAjzW4ct>) to obtain the following:
 - Music Minus Ones (MMOs)
[to be used for recording of singing performance and entry submission]
 - Demos with melody guide [for reference only]
 - Lead sheets [to be used for submission of lyrics showing word-to-note alignment]



Important Notes for Using Related Materials

> CDOM4 > WWWS2026 > MMOs and Leadsheet > 中學組別 Secondary Division > 旋律 3 Melody 3

名稱	修改時間	修改者
EDB Secondary Melody 3 demo_female key (with melody guide).wav		
EDB Secondary Melody 3 demo_male key (with melody guide).mp3		
EDB Secondary Melody 3 demo_male key (with melody guide).wav	10月3日	LI, Pui-ying
EDB Secondary Melody 3 mmo (female key).mp3	10月3日	LI, Pui-ying
EDB Secondary Melody 3 mmo (female key).wav	10月3日	LI, Pui-ying
EDB Secondary Melody 3 mmo (male key).mp3	10月3日	LI, Pui-ying
EDB Secondary Melody 3 mmo (male key).wav	10月3日	LI, Pui-ying
EDB Secondary Melody 3_demo_female key (with melody guide).mp3	10月3日	LI, Pui-ying
Secondary School Melody 3 (Female key) - Full Score.pdf	10月3日	LI, Pui-ying
Secondary School Melody 3 (Female key).sib		
Secondary School Melody 3 (Male key) - Full Score.pdf		
Secondary School Melody 3 (Male key).sib		

DEMO (with melody guide)
for reference

Lead sheets
for entry
submission

MMO (without melody guide) for
accompaniment for entry submission
and singing performance

Rules and Regulations – Original Composition Category

- The required duration of the entry is **between 2 and 5 minutes**.
- The composition should **contain lyrics**.
- Accompaniment music can either be **recorded in person** or **using Digital Audio Workstation (DAW) productions**.
- The entries must be in **popular music genre**, e.g.
 - Pop Music
 - Electronic Dance Music
 - Rock
 - Country
 - Jazz
 - Rhythm and Blues
- Entries must be **original works** that have neither been published nor submitted to any competitions.



Rules and Regulations – Requirements for Lyrics (Chinese and English)

- Convey a **positive message** and promote **proper values and attitudes** e.g.



A Positive Message

- Be grateful and treasure what we have
- Stay positive and optimistic
- ...

Proper Values and Attitudes

- National identity
- Perseverance
- Responsibility
- Empathy
- ...



- Display **creativity** in the use of language (e.g. use literary devices where appropriate)
- Show an awareness of **song structure** (e.g. verse and chorus)

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Tips on Writing Lyrics (Chinese and English)



Good Lyrics Should ...

- have an attractive **song title**
- have a clear **theme**
- be **well-structured**
- use precise and concise **diction**
- use **literary devices** appropriately
- have a **catchy “hook line”** (e.g. *Count on Me* by Bruno Mars)
- match the **melody** as well as the **rhythm** and **mood** of the music
- be **creative** (e.g. using new combinations of words 過關 → 無關不過)
- create a strong and vivid **mental picture** for listeners
- **resonate** with listeners
- be **inspirational**



Avoid ...

- using words or phrases which **only the lyricist understands**
- words which are **too difficult to pronounce**
- **vague** content
- content which is **not relatable** to listeners
- **plain** descriptions of things and people
- over-reliance on **direct telling** of feelings/emotions
- using the same words repeatedly **without much meaning**

Steps of Writing Lyrics (1)

- Listen to the melodies and list the **associations** you have in mind. They could be random thoughts, images and words.
- You may use the following table to organise the information:

Melody 1 / 3

Ideas	Images	Words

Melody 2 / 4

Ideas	Images	Words

- **Compare** the melodies (e.g. tempo/rhythm, mood).
- Choose the one which can **resonate** with and **relate** to you more.

Steps of Writing Lyrics (2)

- When an initial theme for the lyrics is formed, brainstorm the other details to help you write the lyrics.
- The following mind map may be useful:



Steps of Writing Lyrics (3)

- Enrich your lyrics with **literary devices** e.g.

<u>Figures of speech</u>	<u>Sound effects</u>	<u>Clever use of words and sentence patterns</u>
• simile • metaphor • personification • symbolism • imagery (5 human senses)	• rhyming • alliteration • other forms of meaningful repetition	• pun • parallelism



create a vivid image and
a mental picture



make the song more melodic,
catchy and memorable



make the lyrics more
condensed and refined

- Use literary devices where **appropriate** to express your ideas and feelings. Overuse may render the lyrics **unnatural**.

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Example 1

小學組 Primary Division

優異獎及最佳歌詞獎 (英文)

Commendable Award & Best Lyrics Award (English)

Praise Diversity

學校名稱 Name of school 地利亞 (閩僑) 英文小學

Delia (Man Kiu) English Primary School

填詞 Lyricists ARUN Sreevathsan STANKOVIC Kuczma Sophia
DHILLON Gracy 黃鈺婷 WONG Yuk-ting, Serene

演唱 Singers ARUN Sreevathsan 黃鈺婷 WONG Yuk-ting, Serene
DHILLON Gracy

In the world of peace
With different colours, races, genes
Make community with the harmony and grace

We stay hand in hand to stand, and stay
heart-to-heart to sing
Stay together, praise diversity

With acceptance we will understand all
of our differences
We sing and dance, create a world of harmony

Build up friendship with no boundaries
With love and care and empathy
Let nothing be the obstacle to peace
We celebrate, embrace diversity

In the world of peace
With different colours, races, genes
Make community with the harmony and grace

We stay hand in hand to stand, and stay
heart-to-heart to sing
Stay together, praise diversity

With acceptance we will understand all
of our differences
We sing and dance, create a world of harmony

Build up friendship with no boundaries
With love and care and empathy
Let nothing be the obstacle to peace
A symphony to praise diversity

- The theme of the song is about celebrating diversity and respecting for others.
- The use of **parallelism** and **contrast** can help enhance the message of the song.



中學組 Secondary Division

卓越獎及最佳歌詞獎 (粵語)

Outstanding Award & Best Lyrics Award (Cantonese)

不朽的決心

學校名稱 Name of school 香海正覺蓮社佛教梁植偉中學
HHCKLA Buddhist Leung Chik Wai College

填詞 Lyricist 劉德華 LAU Tak-wa

演唱 Singer 劉德華 LAU Tak-wa

重新出發

哪管你把我這麼糟蹋
已不需再多抑壓

重新出發

哪管我想法多麼荒誕
但我還是要

飛出去 只想去 找到天空的曙光

找出那 新方向 會令我心跳若狂
天空的讚歌
減少一切徬徨
懷着不朽的決心去闖
來告別迷惘 oh

往上爬前行任意闖

別停留在此刻境況
尋找出方向 繼續前望
迎上那曙光

像霓虹後便天清氣朗

誰願意維持現況
只需去 用力闖
以實現自己的嚮往

重新出發

哪管沒資格登這高塔
再不需要多抑壓
重新出發
縱使我此際心中掙扎
但我還是要

飛出去 只想去 找到天空的曙光

高空裏 星空裏 看着那麼的空曠
星空的讚歌
減少一切徬徨
懷着不朽的決心去講：
「來告別迷惘 oh」

往上爬前行任意闖
別停留在暴雨冰雹
尋找出方向 繼續前望
迎上那曙光
像霓虹後便天清氣朗
誰願意維持現況
只需去 用力闖
以實現自己的嚮往

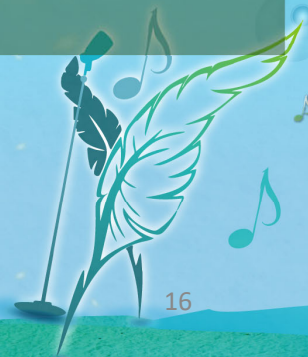
隨時便去闖
面前呈現自己嚮往
尋找出方向 快樂遊蕩
迎上那曙光
像霓虹後便天清氣朗
誰願意維持現況
只需去 用力闖
以實現自己的嚮往

重新出發

決不會把我青春糟蹋
置身挑戰不必怕
重新出發
轉身去攀上光輝高塔
陽光 不應給阻隔

Example 2

- **Repetition** of the words “重新出發” to make the song melodic, catchy and memorable
- **Imagery** (use of natural phenomena as symbols of hope) to create a vivid image about the lyricist's enduring spirit of perseverance



Steps of Writing Lyrics (4)

- Edit and polish the lyrics. You can sing the song repeatedly and check for the following:
 - Are there words which do not entirely **fit the melody** and/or the **rhythm**?
 - ➡ If yes, replace them with better alternatives.
 - Are there parts which **listeners** may not **understand**?
 - ➡ If yes, use clearer and simpler words instead.
 - Are there **grammatical errors**?
 - ➡ If yes, rectify them.
 - Is the flow **natural**?
 - Is the **message** of the song **effectively conveyed**?
 - Is the **“hook line”** **catchy** enough?
 - Is the **first line** of the song **strong/gripping** enough?



Steps of Writing Lyrics (5)

- Come up with a powerful **song title**. A good title:
 - should highlight the theme of the song and encapsulate its key message in just a few words
 - stimulate the imagination of listeners and arouse their curiosity
 - can be formed by:
 - ✓ **action** words e.g. *Help!* by the Beatles, *Imagine* by John Lennon, 《信自己》(葉倩文、杜德偉)
 - ✓ a **question** e.g. *How Deep is Your Love?* by the Bee Gees
 - ✓ an **image** e.g. *Set Fire to the Rain* by Adele, 《紅日》(李克勤)
 - ✓ the “**hook line**” or the most often **repeated** phrase or line in the lyrics
e.g. *Count on Me* by Bruno Mars
- You can recall some good song titles you have come across:

Song title	
Theme of the song	
Reasons why the song title is powerful	



Useful Tools and References

歌詞實例分析

歌曲名稱：_____

最觸動你的歌詞是（可多於一句）：

印象最深刻的歌詞是（可多於一句）：

能引起聽眾共鳴的是：

特別有力量的字句：

停留在腦海的意象：

全曲的「記憶點」：

詞人怎樣令這首歌與別不同？

這首歌帶出的訊息/價值是甚麼？

- Online tools for writing Cantonese songs
 - 黃錫凌《粵音韻彙》電子版
- Reference books
 - 《半步詞》(作者：岑偉宗)
 - *Writing Better Lyrics: The Essential Guide to Powerful Songwriting* (Author: Pat Pattison)



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Lyric Writing Workshops

(Primary)

Date:	20 November 2025 (Thursday)
Time:	9:30 a.m. – 12:30 p.m.
Target Participants:	Language and Music Teachers in Primary Schools
Venue:	Room W424, 4/F, West Block EDB Kowloon Tong Education Services Centre 19 Suffolk Road Kowloon Tong

(Secondary)

Date:	24 November 2025 (Monday)
Time:	2:00 – 5:00 p.m.
Target Participants:	Language and Music Teachers and Students in Secondary Schools
Venue:	Lecture Hall Hong Kong Space Museum 10 Salisbury Road Tsim Sha Tsui

Rules and Regulations – Singing Performance

- The song can be performed **solo** or in **group** (with **up to 5 students**, including the lyricist(s), in each group).
- Participants should **only** use the **MMO(s)** for the singing performance.
- Choreography and movement would **not** be assessed though they might enhance the overall performance.
- The singing performance should be **video-recorded** for submission.



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Understanding Song Structure and Analysis of Melodies



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Selected Example: Melody 2



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Intro



Verse 1

Verse 2

Chorus

Outro



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Intro

Verse 1

Verse 2

Chorus

Outro



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音樂比賽

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Music Competition

Intro

Verse 1

Verse 2

Chorus

Outro



我寫我歌

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Intro

Verse 1

Verse 2

Chorus

Outro



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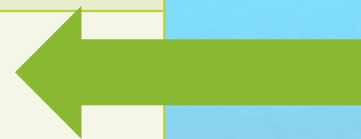
Intro

Verse 1

Verse 2

Chorus

Outro



You can plan the development of your text based on the song structure

Song Structure – Melody 2

Sections	Recording Time	Bars
Intro	0:00	1
Verse 1	0:19	9
Verse 2	0:38	17
Chorus	0:58	25
Outro	1:37	41



Song Structure – Melody 1

Sections	Recording Time	Bars
Intro	0:00	1
Verse	0:10	4
Pre Chorus	0:43	13
Chorus	0:57	17



Song Structure – Melody 3

Sections	Recording Time	Bars
Intro	0:00	1
Verse 1	0:12	5
Pre Chorus 1	0:38	13
Chorus 1	0:49	17
Music Break	1:15	25
Verse 2	1:29	33
Pre Chorus 2	2:03	41
Chorus 2	2:15	45
Chorus 3	2:49	56
Outro	3:14	64



Song Structure – Melody 4

Sections	Recording Time	Bars
Intro	0:00	1
Verse 1	0:15	9
Music Break 1	0:31	17
Verse 2	0:47	25
Pre Chorus 1	1:03	33
Chorus 1	1:18	41
Music Break 2	1:34	49
Pre Chorus 2	1:50	57
Pre Chorus 3	2:06	65
Chorus 3	2:21	73
Outro (ad lib)	2:38	81



Verse 我歌

Consider phrase structure to write lyrics

9 Verse 1 G



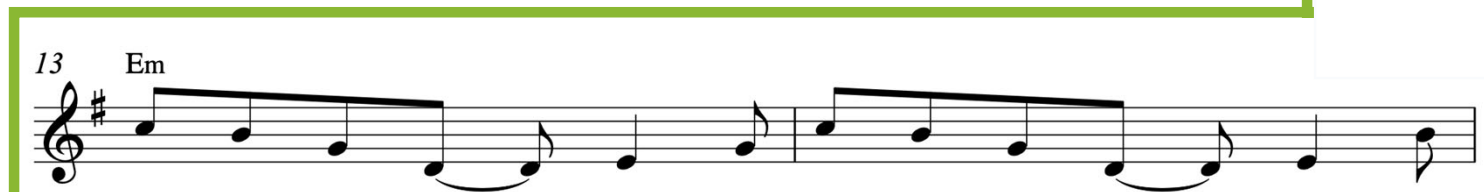
Musical notation for measures 9-10 of Verse 1, starting on a G chord. The melody consists of a dotted quarter note G4, followed by an eighth note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a dotted quarter note G4.

11 C



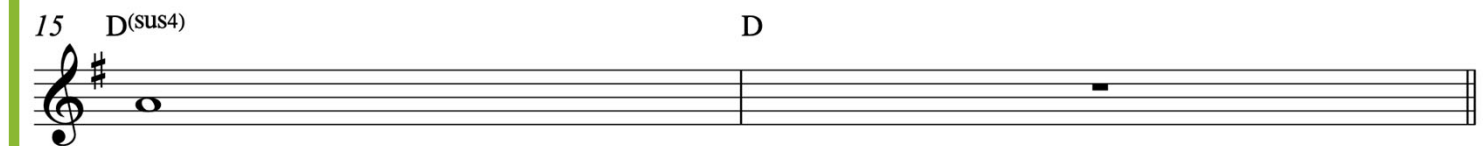
Musical notation for measures 11-12, starting on a C chord. The melody consists of a dotted quarter note G4, followed by an eighth note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a dotted quarter note G4.

13 Em



Musical notation for measures 13-14, starting on an Em chord. The melody consists of a dotted quarter note G4, followed by an eighth note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a dotted quarter note G4.

15 D(sus4) D



Musical notation for measures 15-16, starting on a D(sus4) chord and moving to a D chord. The melody consists of a dotted quarter note G4, followed by an eighth note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a dotted quarter note G4.

Intro

Verse 1

Verse 2

Chorus

Outro



Verse 我敢

Consider phrase structure to write lyrics

9 Verse 1 G



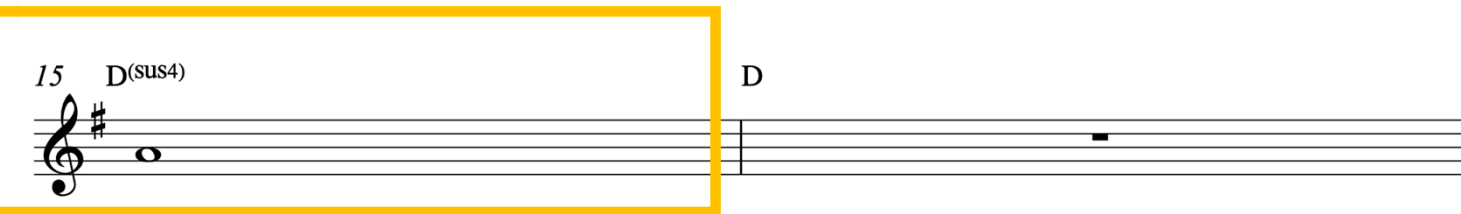
11 C



13 Em



15 D(sus4) D



Intro

Verse 1

Verse 2

Chorus

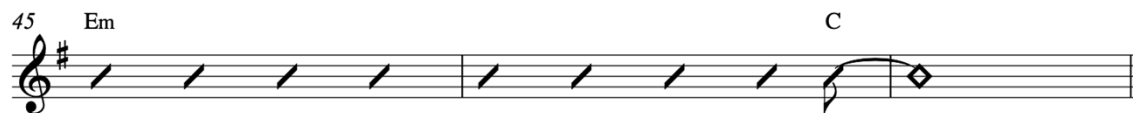
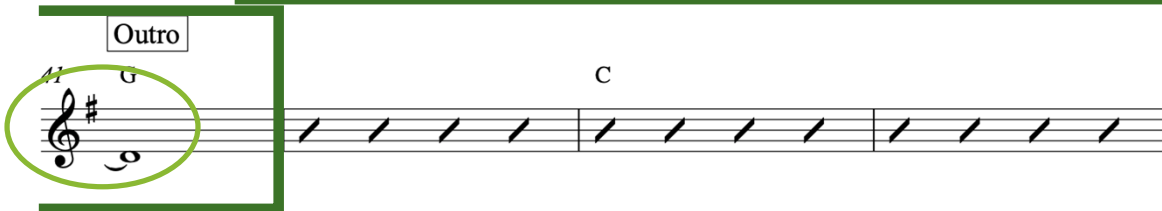
Outro



Listen and count the syllables

X X X X X X X
X X X X X X X
X X X X X
X X X X X X X X

我寫我歌 Chorus



Intro

Verse 1

Verse 2

Chorus

Outro



Music stress vs word stress

Original Composition



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Conduct Research on the Genre You Plan to Compose



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Key changes

Structure

Timbre

Chord
Progression

Research the Genre You Want to Compose

Melodies

Drum pattern

etc.

Texture

Instrumentation



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Find Your Own Approach Before Composing



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Timbre

Chord
Progression

Find Your Own Approach Before Composing

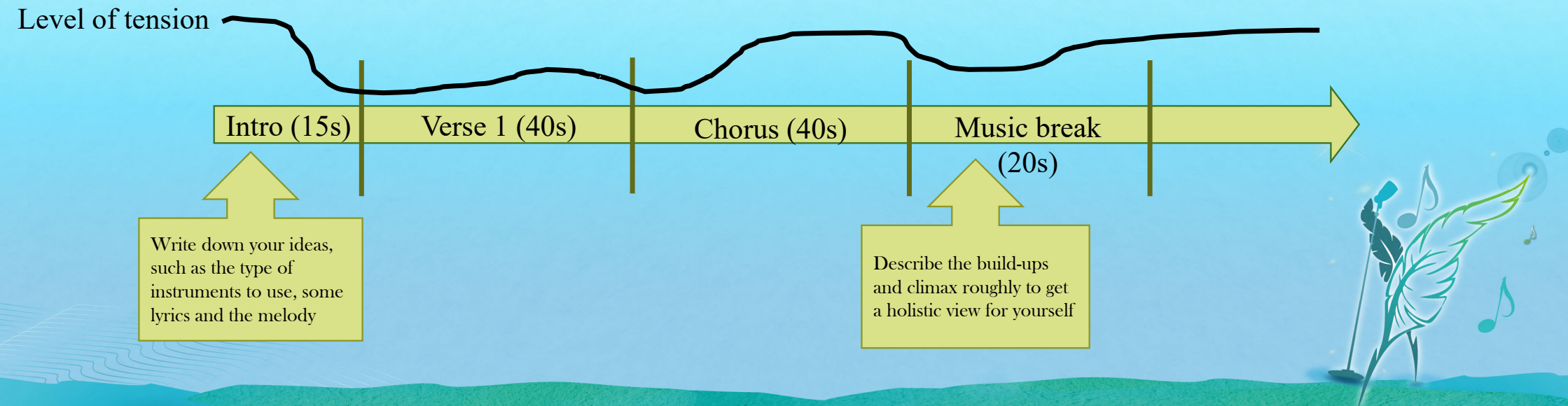
Melodies

Lyrics

Others

Don't worry if you need to change the timeline as you compose; staying connected to your song's theme is more important.

Draw a Rough Timeline



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Choose suitable intervals to match the tone of different words.

The melody should match the emotion and meaning of the lyrics.

Composing Melody for the Lyrics

Emphasise important words by elongating the note and raising the pitch range.



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Using DAW like Logic Pro, GarageBand,
Ableton Live to compose

Compose the music with notational
software like MuseScore, Sibelius. Then
record it using acoustic instruments.

Using DAW or Recording Using Acoustic Instruments



Other tips for composing a song

Be brave enough to **wipe everything off and start again** if you have time — every attempt is a learning experience that improves your skills.

Learn how to compose by imitating some **music elements** of your favourite songs.

When reviewing your music, try **closing your eyes** to focus more on the sounds rather than visuals.

Always keep track of your goals and **stay focused** on song's theme or style.



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Popular Song Composing Workshop

Date:	2 December 2025 (Tue)
Time:	9:30 a.m. – 12:30 p.m.
Target participants:	Music teachers and students in secondary schools
Venue:	Lecture Theatre, 4/F, West Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Hong Kong
Speaker:	Prof Edmond Tsang

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Music Competition

Awards and Prizes

Awards	Lyric Writing Categories	Original Composition Category
Outstanding Award ➤ Each awardee will receive a certificate and a music product. ➤ Awardees will be invited to perform their winning songs in the Student Performances and Awards Ceremony (the Ceremony) to be held on 23 May 2026 (Saturday). ➤ Awardees of both Categories in the Secondary Division may be invited to participate in training programmes and/or performances organised by the EDB after the Ceremony.	✓	✓
Best Lyrics Award ➤ Each awardee will receive a certificate and a music product. ➤ Awardees of the Secondary Division may be invited to participate in training programmes and/or performances organised by the EDB after the Ceremony.	✓	
Best Melody Composing Award ➤ Each awardee will receive a certificate and a music product. ➤ Awardees may be invited to participate in training programmes and/or performances organised by the EDB after the Ceremony.		✓



Awards and Prizes

Commendable Award ➤ Each awardee will receive a certificate and a music product.	✓	✓
Certificate of Appreciation ➤ Participants who submit entries that meet the requirements will be awarded a certificate.	✓	✓
The Most Active Participation Award ➤ The school which submits the most entries will be awarded a certificate.	✓	✓



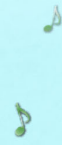
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3. Adjudication

	Lyric Writing Categories	Original Composition Category
Judging panel	A judging panel comprising language and music professionals, HKBU professors, and officers from the AE and ELE Sections of the EDB will select the winning entries.	
Adjudication criteria	a) Creativity and originality of the lyrics b) Structure of lyrics c) Content and message of the lyrics d) Language use in the lyrics e) Musicality of the performance including expression, interpretation and ensembleship (applicable to group entries only); and f) Performance techniques	a) Creativity and originality of the melody b) Musical composition and arrangement c) Creativity and originality of the lyrics d) Structure of and the language use in the lyrics e) Relevance to and depth of exploration of the theme f) Musicality of the performance including expression, interpretation, and ensembleship (applicable to group entries only) g) Performance techniques; and h) Overall impact and emotional connection





Musicality and Performance Techniques

Musicality	Performance Techniques
• interpretation and emotions displayed and conveyed in a music performance • more subjective and related to the emotional aspect	• the skills required to make music • more objective and measurable e.g. accuracy of rhythm and pitches

- Musicality and performance techniques are different in its substance.
- In reality, a music performance can be very emotional but lack technical accuracy or technically “perfect” but without much emotion.
- If a music performance places too much focus on the performance techniques, it will be like a robot. If musicality is exaggerated or unnatural, it will be too vulgar. Hence, striking a balance between musicality and techniques is of the utmost importance, and it is an **ART**.



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Pop Singing Workshop

Date:	12 December 2025 (Fri)
Time:	2:00 – 5:00 p.m.
Target participants:	Music teachers in both primary and secondary schools, and students in secondary schools
Venue:	Lecture Hall Hong Kong Space Museum 10 Salisbury Road Tsim Sha Tsui
Speaker:	Ms FUNG Ha-yin

Submission of Entries

- The completed Entry Submission Form
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/students-activities/wewritewesing/WWWS2026_Application.pdf
- The completed Declaration and Consent Form
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/students-activities/wewritewesing/WWWS2026_Declaration.pdf
- The song lyrics in both **WORD** and **PDF** formats (for Chinese lyrics, please specify whether the song is performed in Cantonese or Putonghua)
- A video recording of the singing performance in **MP4** format

- The song lyrics written or typed on the lead sheet to display the word-to-note alignment

- A MMO in WAV or AIFF format
- A synopsis of about 300 words in Chinese or English in WORD format
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/students-activities/wewritewesing/WWWS2026_Synopsis.pdf

Schools should upload the above items onto a **cloud drive** (e.g. Microsoft OneDrive) and send the shareable link to Ms Ada LAM of the ELE Section of the CDI, EDB by email (cdoe2@edb.gov.hk) by **23 January 2026 (Friday)**.

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音樂比賽 We Write · We Sing
Music Competition

我寫我歌

音樂比賽 We Write • We Sing
Music Competition

Important Dates

24 October 2025 (Friday)	Deadline for enrolment on the Online Briefing Session and Training Workshops
31 October 2025 (Friday)	Online Briefing Session (Primary and Secondary)
20 November 2025 (Thursday)	Training Workshop (I) – Lyric Writing Workshop (Primary)
24 November 2025 (Monday)	Training Workshop (II) – Lyric Writing Workshop (Secondary)
2 December 2025 (Tuesday)	Training Workshop (III) – Popular Song Composing Workshop (Secondary)
12 December 2025 (Friday)	Training Workshop (IV) – Pop-singing Vocal Workshop (Primary and Secondary)
23 January 2026 (Friday)	Deadline for entry submission
Late March 2026	Announcement of results via: ➤ the Competition website ➤ emails to the teachers-in-charge
23 May 2026 (Saturday)	“We Write • We Sing” Music Competition Student Performances and Awards Ceremony

Intellectual Property

- All entries should be original and have not been publicised on any occasions.
- The content of the entries should not infringe any copyright and publication rights.
- For details, please visit
<https://www.ipd.gov.hk/filemanager/ipd/en/share/publications/IP-in-Hong-Kong.pdf>
- The EDB retains the right to edit, modify, publish, use and display any entries, including the song lyrics and singing performance, in any forms for educational and/or publicity purposes, and has the final decision of the above actions.



我寫我歌

音樂比賽 We Write • We Sing
Music Competition

Use of Artificial Intelligence (A.I.) in Lyric Writing and Original Composition

- While the use of A.I. may assist participants in exploring possibilities for creating lyrics and melodies, such use must be declared when submitting the work to promote ethical A.I. practices. Failure to comply with the declaration may result in score deduction. Students are strongly encouraged to develop authentic and personally innovative ideas through observation, reflection, and imagination.

「我寫我歌」音樂比賽 2026
"We Write • We Sing" Music Competition 2026

聲明及同意書
Declaration and Consent Form

(每位參賽者及其家長/監護人須遞交一份表格)
(Each participant and his/her parent/guardian should submit one form)

致教育局：

我們聲明遞交之歌詞及／或旋律是原創作品，沒有抄錄他人的著作或意念（包括以人工智能軟件生成的作品），以視為自己的作品。如在創作過程中曾使用人工智能工具或其他參考資料，我們已於背面「參考資料」欄清楚標明所抄錄或引用的資料並列明出處。我們明白我們需要承擔任何因侵權行為而引發的法律責任。同時，我們授權教育局以任何形式編輯、修改、出版、使用及展示作品（包括歌詞及演唱），以作教育及／或宣傳用途，並有執行上述行動的最終決定權，惟作品的版權仍屬填詞、作曲及演出的學生。

To: Education Bureau

We hereby declare that the lyrics and/or melody submitted are original work. We did not copy others' words or ideas, including those generated using Artificial Intelligence (A.I.) tools, and present them as our own. If any A.I. tools or reference sources were used during the creation process, we have clearly identified the quotes or references and properly acknowledged the sources in the "References" section on the back page. We understand that we are liable for any legal action against us caused by any copyright infringement. Moreover, we authorise the Education Bureau to edit, modify, publish, use and display our entry, including the lyrics and singing performance, in any form for educational and/or publicity purposes. We understand that the Education Bureau has the final decision of the above actions, but the student still owns the copyright of the lyrics, the melody and the performance.

學生姓名： _____ 家長／監護人*姓名： _____
Name of Student: _____ Name of Parent/Guardian*: _____
學生簽署： _____ 家長／監護人*簽署： _____
Signature of Student: _____ Signature of Parent/Guardian*: _____
學生聯絡電話： _____ 日期： _____
Contact No. of Student: _____ Date: _____
學生電郵： _____
Email Address of Student: _____

*請刪除不適用之項目。Please delete as appropriate.

學校名稱 Name of School: _____
負責教師姓名 Name of Teacher-in-charge: _____

參考資料
References

我們參考／運用了以下資料，包括人工智能工具：
We have consulted/used the following reference sources, including Artificial Intelligence (A.I.) tools:

參考資料類型 (例如：書籍與期刊、互聯網、人工智能與生成式人工智能工具等) Type of reference sources (e.g., books and periodicals, the Internet, A.I. and generative A.I. tools, etc.)	參考資料的標題／名稱／網站 Title / name / website of the reference sources	描述參考資料（例如：人工智能與生成式人工智能工具）在本原創作品中的運用 Descriptions of the use of reference sources (e.g., A.I. and generative A.I. tools) in this original work



For more information:

- Competition website:
 - <https://www.edb.gov.hk/en/wewritewesing> (English version)
 - <https://www.edb.gov.hk/tc/wewritewesing> (Chinese version)
- Annex 5 to the EDBCM No. 180/2025



我寫我歌

音樂比賽 We Write • We Sing
Music Competition

Students' sharing

WONG Tsz-lung, Kenson
Henrietta Secondary School
Winner of Outstanding Award and
Best Performance Award
“We Write • We Sing” Music Competition (2024)

CHOY Wing-yan, Natalie
Leung Shek Chee College
Winner of Outstanding Award
“We Write • We Sing” Music Competition (2024)

WAN Sing-yee, Starry
Leung Shek Chee College
Winner of Outstanding Award
“We Write • We Sing” Music Competition (2024)

NG Chung-him
S.K.H. St. Benedict's School
Winner of Outstanding Award and Best Lyrics Award (English)
“We Write • We Sing” Music Competition (2024)

WONG Kin-ho
S.K.H. St. Benedict's School
Winner of Outstanding Award and Best Lyrics Award
(English)
“We Write • We Sing” Music Competition (2024)



我寫我歌

音樂比賽

We Write • We Sing
Music Competition

Enquiries

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English Language Education Section

Ms Ada LAM

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(English Language Education)

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