

“We Write • We Sing” Music Competition

「我寫我歌」音樂比賽

Briefing Session

Arts Education Section
English Language Education Section
CDI, EDB
27 October 2023



Rundown

Time	Content	Speaker(s)
3:30 - 4:05 p.m.	<u>Part 1</u> <ul style="list-style-type: none">• Background and rules and regulations of “We Write • We Sing” Music Competition• Tips on writing lyrics	Ms Samantha TSANG, English Language Education Section
4:05 - 4:40 p.m.	<u>Part 2</u> <ul style="list-style-type: none">• Key information on “We Write • We Sing” Music Competition• Analysis of melodies	Ms Winnie LI, Arts Education Section
4:40 - 4:45 p.m.	<u>Part 3</u> <ul style="list-style-type: none">• Students’ sharing on experiences and gains from previous competitions	Winners of SOW and CAP Competitions (2021/22)
4:45 - 5:00 p.m.	<u>Part 4</u> <ul style="list-style-type: none">• Q&A• Evaluation	Ms Winnie LI, Arts Education Section Ms Samantha TSANG, English Language Education Section

Background

Creating • Appreciation • Performing
Music Competition (CAP) (2021/22)

Arts Education Section



SOW Creative Singing Contest
(SOW) (2021/22)

Arts Education Section and
English Language Education
Section



Aims of “We Write • We Sing” Music Competition

- Encourage students to enhance their creativity and singing skills through engaging in **lyrics writing** and **singing performance**
- Enrich students’ **language** (both Chinese and English) and **music** learning experiences
- Promote **Language across the Curriculum** and **cross-curricular collaboration** in schools
- Nurture **proper values and attitudes** in students



Entry Requirements

- Participants should be **primary** or **secondary** students.
- Divisions:

Primary Division	Secondary Division
Chinese language category	Chinese language category
English language category	English language category

- 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

- Each entrant/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 Lok-shing, Ronald.
- For **Primary** Division, please use **Melody 1 or Melody 2**.
- For **Secondary** Division, please use **Melody 3 or Melody 4** (with male key and female key provided for selection).
- Please complete the online Application Form (<https://forms.office.com/r/v2b6G845pZ>) to obtain the following:
 - Music Minus Ones (MMOs)
[to be used for recording of singing performance and entry submission]
 - MP3 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

DEMO for **reference (with melody guide)**






My files > We Write We Sing Leadsheets and MMO > 中學組 Secondary Division > MP3 > Melody 3 _ MP3

Name	Modified	Modified By	File size	Sharing
EDB_ 我寫我歌2023_ 指定旋律_ Melody 3_ FEMALE_ Melody Guide Version.mp3	4 days ago	LI, Pui-ying	3.22 MB	Shared
EDB_ 我寫我歌2023_ 指定旋律_ Melody 3_ FEMALE_ MMO.mp3	4 days ago	LI, Pui-ying	3.22 MB	Shared
EDB_ 我寫我歌2023_ 指定旋律_ Melody 3_ MALE_ Melody Guide Version.mp3	4 days ago	LI, Pui-ying	3.22 MB	Shared
EDB_ 我寫我歌2023_ 指定旋律_ Melody 3_ MALE_ MMO.mp3	4 days ago	LI, Pui-ying	3.22 MB	Shared

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

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

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

	A Positive Message	Proper Values and Attitudes		
	<ul style="list-style-type: none"> • Be grateful and treasure what we have • Stay positive and optimistic • Be proactive • ... 	<ul style="list-style-type: none"> • 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)

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 **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:

<u>Melody 1 / 3</u>		
Ideas	Images	Words

<u>Melody 2 / 4</u>		
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>
<ul style="list-style-type: none">• simile• metaphor• personification• symbolism• imagery (5 human senses)	<ul style="list-style-type: none">• rhyming• alliteration• other forms of meaningful repetition	<ul style="list-style-type: none">• pun• parallelism
↓	↓	↓
create a vivid image and a mental picture	make the song melodious, 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**.

Example 1

Commendable Award & Best Lyrics Award
Flight of the Crane

Name of School: Diocesan Girls' School
Lyricist: LAU Sin-ka
Singer: LAU Sin-ka

Pages in your journal
Being flipped open wide
The secrets you spilled
Were to be set aside

The key to the lock was nowhere in sight,
not to be found
The memories you held were going
outward bound

The wind is picking up now
The loose pages now floating away
Flying free now like a crane
Maybe it's time now to let go

Let them fly now
Take them far, far away
Far from your mind
Don't even try to let them sway

Let them fly now
It's been far too long
It's not time to think back on your wrongs
It's time now to move on

Let them fly now
Take them far, far away
Far from your mind
Don't even try to let them sway

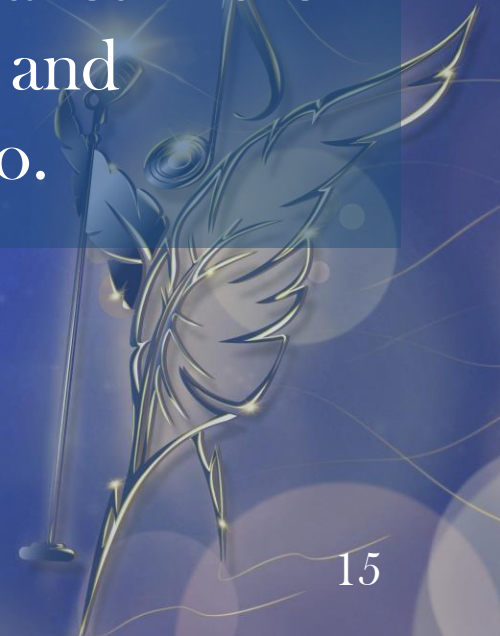
Let them fly now
It's been far too long
It's not time to think back on your wrongs
It's time now to move on

Leave this chapter to close



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- The theme of the song is about letting go of past burdens and opening up to others.
- Pages of a journal flying in the wind and past memories set free like cranes in the sky is a **metaphor** to visualise and represent the idea of letting go.



Example 2

中學組 Secondary Division
優異獎及最具人氣大獎
Outstanding Award & Audience Award
我覓我

學校名稱 Name of school: 聖公會李炳中學
S.K.H. Li Ping Secondary School
填詞 Lyricist: 周俊言 CHOW Chun-yin
演唱 Singer: 周俊言 CHOW Chun-yin

誰沒有 那過去苦痛傷心不安顫抖
往痛裡渴求早一天的解救
誰教我做人不應該太易鬆手
強忍不低頭只得到傷口

試試抹去灰塵 試試拭乾淚痕
去跑去追 遺下昨日疑問
趁壯少笑發輕狂 哪裡怕滿身骯髒
浪再急未怕波折 靠近光

遊歷無可失真 留下清晰足印
刻記最燦爛倩影 今世唯一
回味照片顆粒 伴理想更相襯
記憶處處 跟閃爍繁星 心裡印

誰願意 信我會攀過天梯堅守到底
展開不輸人不屈撓的追勢
誰錮我靈魂只懂得信奉高貴
眷戀於他人 將本性摧毀

試試挺起胸膛 試試放低徬徨
反思往昔 回復美麗形狀
看看這壯闊星河 聽聽那兩點導航
復故我力挽山壑 破洪荒

尋覓時冰塞川 歧路多失分寸
拋棄我信奉過的 告別王孫
前路縱使崎嶇 巨塔終會擊碎
嶂千壘壘不擋我 從此跨過去

能活成一首歌 傳頌出真的我
失意有過但最終 心態如初
無懼兩點揮灑 浪再急也不怕
美景看過 親手記下 編寫雋永
永不放棄 只相信 巨輪終見證

- 試試抹去灰塵 試試拭乾淚痕
- 試試挺起胸膛 試試放低徬徨
- **Repetition** of the words “試試” to make the song melodious, catchy and memorable
- **Parallelism** (repeating sentences that are similar in structure and meaning) to make the lyrics more condensed and refined

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)
 - ✓ **noun(s)/noun phrase(s)** e.g. *Uptown Girl* by Westlife, 《我的驕傲》(容祖兒)
 - ✓ a **question** e.g. *How Deep is Your Love?* by the Bee Gees
 - ✓ words describing 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 tool for writing Cantonese songs

- 黃錫凌《粵音韻彙》電子版

<https://humanum.arts.cuhk.edu.hk/Lexis/Canton/search-f2.html>

- Reference books

- 《半步詞》（作者：岑偉宗）

- *Writing Better Lyrics: The Essential Guide to Powerful Songwriting* (Author: Pat Pattison)



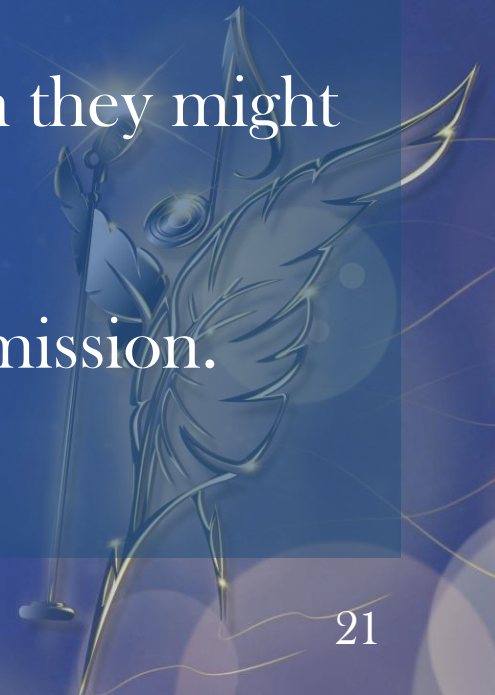
Lyrics Writing Workshops

Date:	6 December 2023 (Wednesday)
Time:	9:00 a.m. - 12:00 noon
Target Participants:	Language and Music Teachers and Students in Secondary Schools
Venue:	Room W301, 3/F, West Block EDB Kowloon Tong Education Services Centre 19 Suffolk Road Kowloon Tong

Date:	11 December 2023 (Monday)
Time:	2:30 - 5:30 p.m.
Target Participants:	Language and Music Teachers in Primary Schools
Venue:	Room W134, 1/F, West Block EDB Kowloon Tong Education Services Centre 19 Suffolk Road Kowloon Tong

Rules and Regulations – Singing Performance

- The song can be performed in **solo** or in **group** (with **up to 5 students**, including the lyricist(s), in each group).
- Participants should **only** use the **MMO(s)** provided 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.
Post-recording editing is NOT allowed.



Understanding Song Structure and Analysis of Melodies



Selected Example: Melody 2

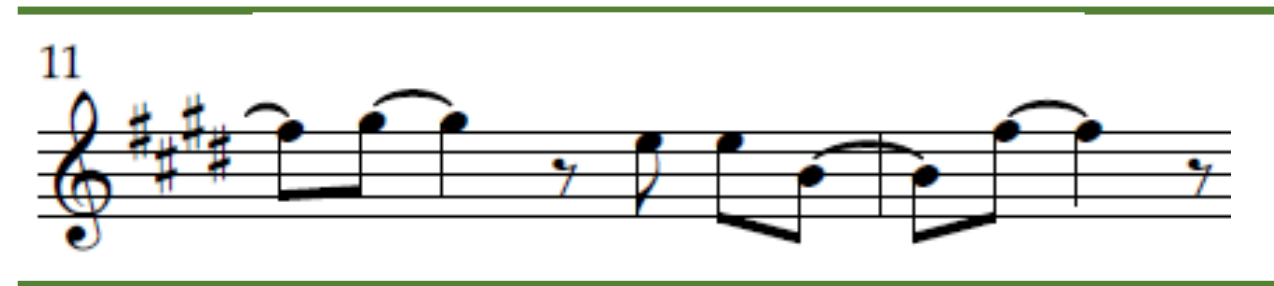


Song Structure - Melody 2

Intro
Verse
Pre-chorus
Chorus
Music Break
Verse
Pre-chorus
Chorus
Coda
Outro



Consider phrase structure to write lyrics

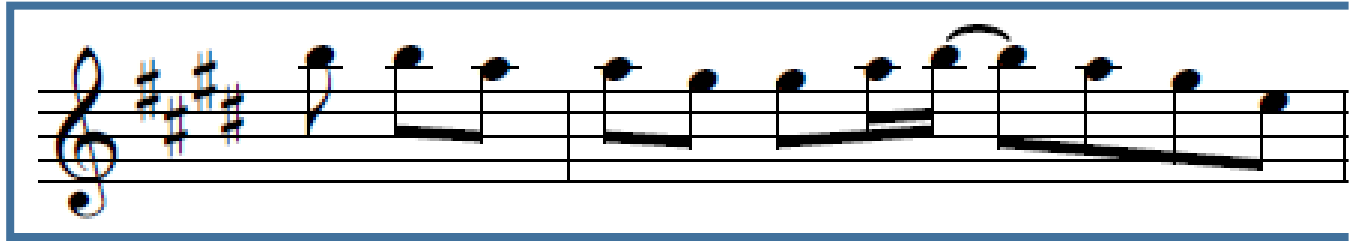


Imitation

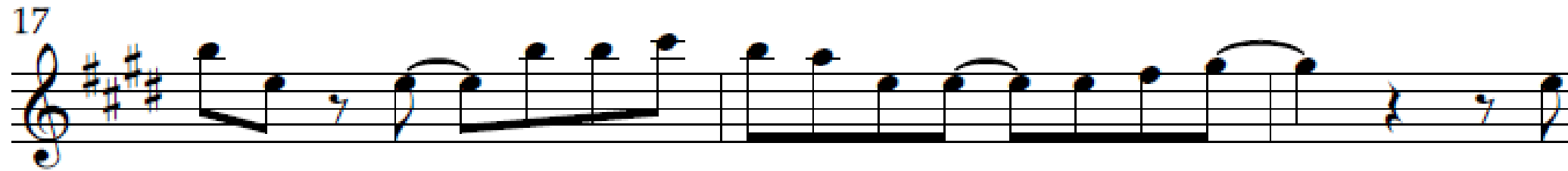
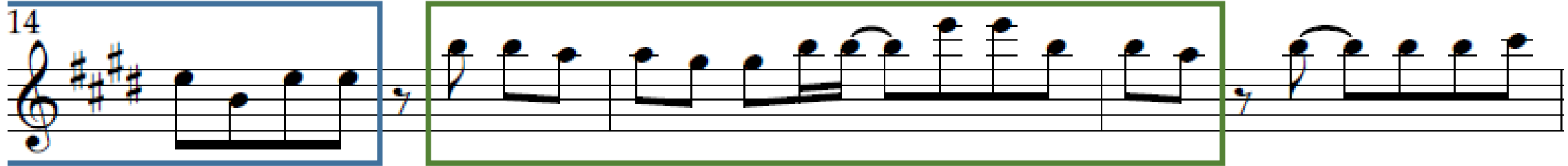
The melody should be sung an octave lower than as notated.

Intro
Verse
Pre-chorus
Chorus
Music Break
Verse
Pre-chorus
Chorus
Coda
Outro

Pre-chorus



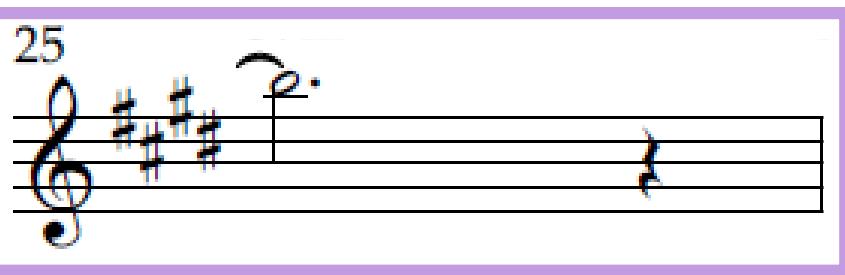
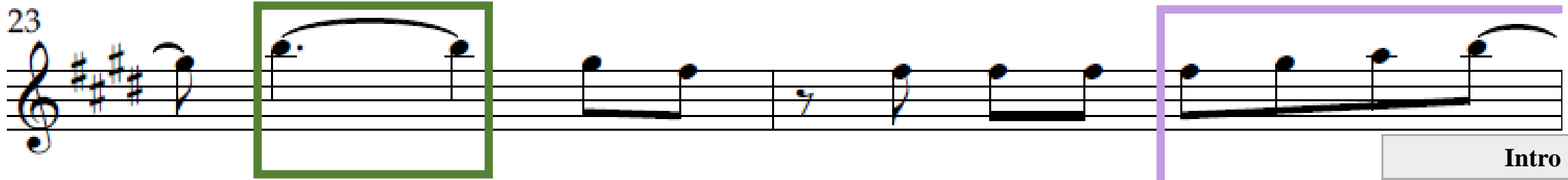
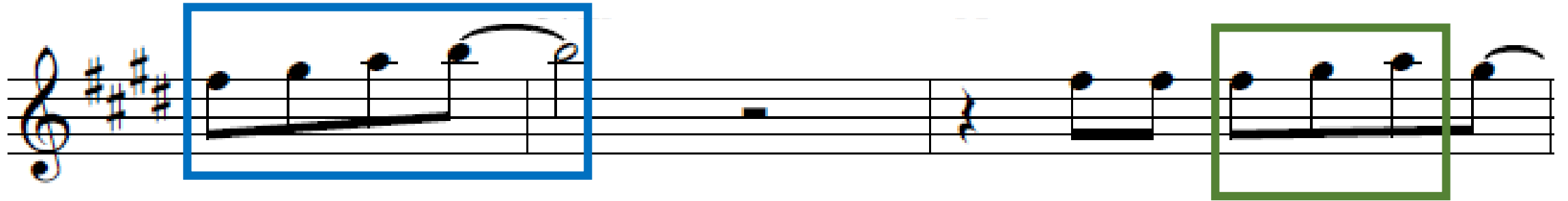
Imitation



- creates a transition
- creates anticipation towards the chorus

Intro
Verse
Pre-chorus
Chorus
Music Break
Verse
Pre-chorus
Chorus
Coda
Outro

Chorus



Intro
Verse
Pre-chorus
Chorus
Music Break
Verse
Pre-chorus
Chorus
Coda
Outro

Coda

Rhythmic materials from verse

Melodic materials from verse

Cont.

Intro
Verse
Pre-chorus
Chorus
Music Break
Verse
Pre-chorus
Chorus
Coda
Outro

to resolve the music in a cohesive manner

Song Structure – Melody 2

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

<u>Sections</u>	<u>Recording Time</u>	<u>Bars</u>
Intro	00:00 – 00:10	1-4
Verse	00:11 – 00:29	5-12
Pre-chorus	00:30 – 00:48	13-20
Chorus	00:49 – 01:00	21-25
Music Break	01:01 – 01:09	26-28
Verse	01:10 – 01:27	5-12
Pre-chorus	01:28 – 01:47	13-20
Chorus	01:48 – 01:58	21-24 [to 29]
Coda	01:59 – 02:19	29-41
Outro	02:30 – End	42-46

Selected Example: Melody 3



Song Structure – Melody 3

Intro

Verse

Pre-chorus

Chorus

Music Break

Verse' (Shortened)

Pre-chorus'

Chorus

Bridge

Chorus

Outro



Differences in repeated sections

Intro

Verse

Pre-chorus

Chorus

Music Break

Verse' (Shortened)

Pre-chorus'

Chorus

Bridge

Chorus

Outro

Pre-Chorus



Musical notation for repeated sections starting at measure 14. The notation is on two staves in treble clef with a key signature of one sharp (F#). The first staff is labeled '1st' and the second staff is labeled '2nd'. The second staff includes chord symbols: G#m7, B, G#/C, and C#7. The melody consists of eighth and quarter notes, ending with a quarter rest.

Bridge



a contrasting section that prepares for the return of the original material section

Intro
Verse
Pre-chorus
Chorus
Music Break
Verse' (Shortened)
Pre-chorus'
Chorus
Bridge
Chorus
Outro

Song Structure – Melody 3

<u>Sections</u>	<u>Recording Time</u>	<u>Bars</u>
Intro	00:00 – 00:12	1-4
Verse	00:13 – 00:36	5-12
Pre-chorus	00:37 – 00:48	13-16
Chorus	00:49 – 01:17	17-26
Music Break	01:18 – 01:27	27-29
Verse' (Shortened)	01:28 – 01:39	9-12
Pre-chorus'	01:40 – 01:51	13-16
Chorus	01:52 – 02:25	17-25 [to 30-31]
Bridge	02:26 – 02:43	32-37
Chorus	02:44 – 03:15	38-48
Outro	03:16 – End	49-51

Song Structure of the 4 Melodies

<u>Primary Division</u>		<u>Secondary Division</u>	
<u>Melody 1</u>	<u>Melody 2</u>	<u>Melody 3</u>	<u>Melody 4</u>
Intro	Intro	Intro	Intro
Verse	Verse	Verse	Verse
Chorus	Pre-chorus	Pre-chorus	Pre-chorus
Music Break	Chorus	Chorus	Chorus
Verse	Music Break	Music Break	Music Break
Chorus'	Verse	Verse' (Shortened)	Verse
Outro	Pre-chorus	Pre-chorus'	Pre-chorus
	Chorus	Chorus	Chorus
	Coda	Bridge	Chorus
	Outro	Chorus	Coda
		Outro	Outro

Song Structure – Melody 1

<u>Sections</u>	<u>Recording Time</u>	<u>Bars</u>
Intro	00:00 – 00:16	1 – 5
Verse	00:17 – 00:41	6 – 13
Chorus	00:42 – 01:14	14 – 23
Music Break	01:15 – 01:18	24
Verse	01:19 – 01:44	6 – 13
Chorus'	01:45 – 02:19	14 – 21 [to 25-26]
Outro	02:20 - End	27 – 29

Song Structure – Melody 4

<u>Sections</u>	<u>Recording Time</u>	<u>Bars</u>
Intro	00:00 – 00:18	1 – 8
Verse	00:19 – 00:35	9 – 16
Pre-chorus	00:36 – 00:58	17 – 26
Chorus	00:59 – 01:23	27 – 37
Music Break	01:24 – 01:30	38 – 40
Verse	01:31 – 01:47	9 – 16
Pre-chorus	01:48 – 02:10	17 – 26
Chorus	02:11 – 02:34	27 – 35 [to 41]
Chorus	02:35 – 03:01	42 – 52
Coda	03:02 – 03:24	53 – 62
Outro	03:25 – End	63

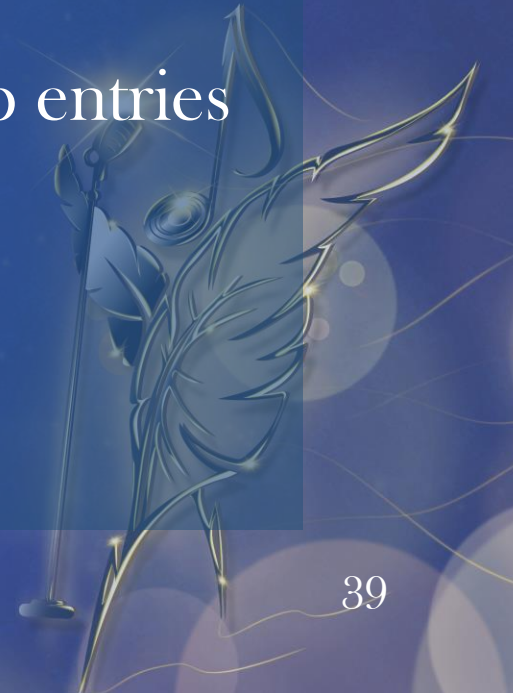


Awards and Prizes

Outstanding Award	<ul style="list-style-type: none">✓ a certificate and a music product for each awardee✓ perform the winning songs in the Student Performances and Awards Ceremony on 6 July 2024 (Saturday)✓ may be invited to participate in training programmes and/or performances organised by the EDB after the Competition (for awardees of the Secondary Division only)
Commendable Award	<ul style="list-style-type: none">✓ a certificate and a music product for each awardee
Certificate of Appreciation	<ul style="list-style-type: none">✓ a certificate for all students whose entries meet the requirements
The Most Active Participation Award	<ul style="list-style-type: none">✓ a certificate for the school which submits the most entries

Adjudication

- All entries will be assessed based on the following criteria:
 - ✓ **content** and **message** of the song
 - ✓ **language use** in the lyrics
 - ✓ **musicality** of the performance including expression, interpretation and ensembleship (applicable for group entries only)
 - ✓ **performance techniques**
 - ✓ **creativity** and **originality** of the performance



Musicality and Performance Techniques

Musicality	Performance Techniques
<ul style="list-style-type: none">• interpretation and emotions displayed and conveyed in a music performance	<ul style="list-style-type: none">• the skills required to make music
<ul style="list-style-type: none">• more subjective and related to the emotional aspect	<ul style="list-style-type: none">• 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 **robotic**. If musicality is exaggerated, it will be **unnatural**.
- **Striking a balance** between musicality and performance techniques is of the utmost importance, and it is an **ART**.

Pop-singing Workshop

Date:	13 December 2023 (Wed)
Time:	1:30 - 4:30 p.m.
Target Participants:	Music Teachers (both Primary and Secondary) and Students in Secondary Schools
Venue:	Lecture Hall Hong Kong Space Museum 10 Salisbury Road Tsim Sha Tsui

Submission of Entries

- Submit the entry/entries **by hand** or **by post** to the EDB, including:

1. The original copy of the completed **Entry Submission Form**
www.edb.gov.hk/wewritewesing/entrysubmission



2. The original copy of the **Declaration and Consent Form**
www.edb.gov.hk/wewritewesing/declaration



3. A **CD-ROM** or **USB flash drive** (with the name of the school) containing:
- the **song lyrics** in both **WORD** and **PDF** formats (for **Chinese lyrics**, please specify whether the song is performed in **Cantonese or Putonghua**)
 - the song lyrics written or typed on the **lead sheet** to display the **word-to-note alignment**
 - a **video recording** of the singing performance in **MP4** format

「我寫我歌」音樂比賽
“We Write • We Sing” Music Competition

遞交作品表格
Entry Submission Form

作品數目 Number of entries: _____

作品一 / Entry No. 1

歌曲名稱 Song Title: _____				旋律 Melody: _____	
組別 Division: 小學 Primary / 中學 Secondary *				小學 Primary: 1 / 2 *	
類別 Category: 中文 Chinese / 英文 English *				中學 Secondary: 3 / 4 *	
學生姓名 (與身份證 相同)	Name of Student in English (as in ID card)	年級 Level	參與角色 (例如: 填詞、 主唱、和聲) Role (e.g. lyricist, lead singer, backing singer)	學生簽署 Signature of Student	
1.					
2.					
3.					
4.					
5.					

作品二 / Entry No. 2

歌曲名稱 Song Title: _____				旋律 Melody: _____	
組別 Division: 小學 Primary / 中學 Secondary *				小學 Primary: 1 / 2 *	
類別 Category: 中文 Chinese / 英文 English *				中學 Secondary: 3 / 4 *	
學生姓名 (與身份證 相同)	Name of Student in English (as in ID card)	年級 Level	參與角色 (例如: 填詞、 主唱、和聲) Role (e.g. lyricist, lead singer, backing singer)	學生簽署 Signature of Student	
1.					
2.					
3.					
4.					
5.					

教師姓名 Name of Teacher in English	任教科目 Subject

校長簽署 Signature of School Head: _____
 校長姓名 Name of School Head: _____
 學校名稱 Name of School: _____
 日期 Date: _____

*請刪除不適用於的項目。Please delete as appropriate.
 (如有需要, 請帶同此表格。Please make copies.)

「我寫我歌」音樂比賽
“We Write • We Sing” Music Competition

聲明及同意書
Declaration and Consent Form

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

致教育局:

我們聲明遞交之歌詞是原創作品。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 (包括歌詞及歌曲演出), 以作教育及 / 或宣傳用途, 並有執行上進行動的最終決定權。惟作品的版權仍屬填詞及演出的學生。

To: Education Bureau

We hereby declare that the lyrics submitted are original work. 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 song lyrics and singing performance, in any forms 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 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: _____

*請刪除不適用於的項目。Please delete as appropriate.

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

Important Dates

6 December 2023 (Wed)	Training Workshop (I) - Lyrics Writing Workshop (Secondary)
11 December 2023 (Mon)	Training Workshop (II) - Lyrics Writing Workshop (Primary)
13 December 2023 (Wed)	Training Workshop (III) - Pop-singing Workshop (Primary and Secondary)
28 March 2024 (Thu)	Deadline for Entry Submission
By 31 May 2024 (Fri)	Announcement of Results
6 July 2024 (Sat)	Student Performances and Awards Ceremony at the Auditorium of Kwai Tsing Theatre

Intellectual Property

- All entries should be **original** and have not been published 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.



Further Details

- **Competition website:**
 - <https://www.edb.gov.hk/en/wewritewesing>
(English version)
 - <https://www.edb.gov.hk/tc/wewritewesing>
(Chinese version)
- Annex **10** to the **EDBCM No. 180/2023**



Students' Sharing on experiences and gains from previous competitions

LAU Sin Ka

Diocesan Girls' School

Winner of Commendable Award and Best Lyrics Award

SOW Creative Singing Contest (2021/22)

TANG Sum Yu

Henrietta Secondary School

Winner of Outstanding Award and Audience Award

SOW Creative Singing Contest (2021/22)

YUNG Shing Hin

Cheung Sha Wan Catholic Secondary School

Winner of Outstanding Award

Creating • Appreciation • Performing Music Competition (2021/22)

Bertha TSANG

Ho Lap College (Sponsored by Sik Sik Yuen)

Winner of Commendable Award

Creating • Appreciation • Performing Music Competition (2021/22)

Enquiries

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