

JOCKEY CLUB KEYS TO MUSIC
EDUCATION PROGRAMME
賽馬會音樂密碼教育計劃2020/21

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香港賽馬會慈善信託基金
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香港賽馬會慈善信託基金獻辭

音樂對青年人的發展有正面的作用。有見及此，香港賽馬會慈善信託基金自2012年起捐助香港管弦樂團，推行「賽馬會音樂密碼教育計劃」，為幼稚園及中小學生設計多元化的免費音樂教育活動。

八年來，計劃透過學校專場音樂會、到校音樂小組及樂器大師班等項目，增加師生對音樂文化的知識，提高新一代對古典音樂的興趣、造詣和鑑賞能力，孕育藝術人才。學界反應熱烈，至今已有超過20萬名師生受惠。

為推廣音樂到社區每一角落，計劃特別於「大館——古蹟及藝術館」舉辦室樂系列，讓大眾欣賞美樂之餘，亦可感受這座中區警署建築群的歷史氣息和氛圍，放鬆心靈；同時指導特殊教育需要的學童，發揮他們的潛能。

面對新冠病毒病疫情的挑戰，「賽馬會音樂密碼教育計劃」靈活地將大部分活動移師線上進行，打破地域的界限，分享音樂的喜悅，而同學們也可安坐家中掌握樂師的表演竅門，增進演奏技巧。今年更增設網上靜觀課程，透過古典音樂的療癒力量，提升有特殊學習需要學生的心理健康，為其照顧者提供更多支援服務。

位列全球十大慈善捐助機構之一的馬會，與本地藝術團體推行多項音樂教育計劃，以充實青年人的的人生。這既體現馬會銳意為香港注入藝術文化活力，豐富生活，推動創意共融的方針，也反映馬會秉持致力建設更美好社會的宗旨，以獨特綜合營運模式，透過賽馬及博彩帶來的稅收及慈善捐款，回饋社會。

在此感謝香港管弦樂團為普及音樂教育所作出的貢獻。期望計劃為香港播下更多音樂種子，推動本地藝術發展。

張亮先生

香港賽馬會慈善及社區事務執行總監

MESSAGE FROM THE HONG KONG JOCKEY CLUB CHARITIES TRUST

Music has a positive effect on youth's development. Thus, The Hong Kong Jockey Club Charities Trust is pleased to have supported the Hong Kong Philharmonic Orchestra in implementing the Jockey Club Keys to Music Education Programme since 2012. The initiative offers a myriad of free music education activities for kindergarten, primary and secondary school students.

Over the past eight years, the programme has broadened the knowledge of participating teachers and students about music and culture; sparked youngsters' interest in classical music; enhanced their skills and appreciation of it; and nurtured artistic talent through school concerts, ensemble visits, and instrumental masterclasses and the like. The programme has been well received by the education sector, with more than 200,000 beneficiaries to date.

Additionally, to bring music to every corner of our city, a chamber music series was held at Tai Kwun – Centre for Heritage and Arts, where the young and old alike have been able to enjoy fantastic music and the heritage experience of the revitalised Central Police Station Compound. Special ensemble visits have also taken place to develop the full potential of children with special education needs.

Amid the COVID-19 pandemic, most of the programmes will be going virtual to spread the joy of music beyond time and physical boundaries. Students will be able to learn from musicians and develop their performance techniques at home. To better support the carers of students with special education needs, we will specially launch online mindfulness activities to improve mental well-being through the healing power of classical music.

As one of the world's top ten charity donors, the Club has supported local art groups to organise various music education projects to empower our youth. These efforts not only exemplify our proactive approach to building a culturally vibrant Hong Kong, enriching lives and promoting social inclusion, but also reflect the Club's strong commitment to its purpose – the betterment of society, which is made possible by its unique integrated business model through which racing and wagering generate tax and charity support for the community.

My gratitude goes to the Hong Kong Philharmonic Orchestra for its involvement in music education. I am hopeful that this meaningful programme will continue to advance the development of music and other art forms in our city.

Mr LEONG CHEUNG

Executive Director, Charities and Community,
The Hong Kong Jockey Club

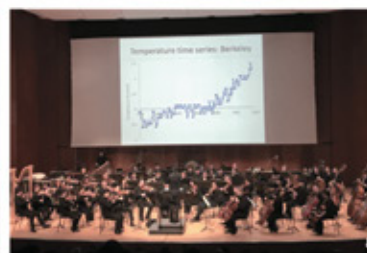
香港管弦樂團教育及社區活動

HK PHIL EDUCATION AND COMMUNITY ENGAGEMENT PROGRAMMES

MUSIC ROUND THE CORNER

港樂致力以多元的音樂表演和活動培育香港下一代的音樂家和觀眾，每年為超過40,000名學童、老師和大眾送上精彩多姿的教育及外展活動，豐富其音樂體驗。

The HK Phil places great importance on nurturing local musicians, developing audiences and enriching their musical experiences through a wide range of activities. Each season, more than 40,000 students, teachers and citizens benefit from our education and outreach concerts and activities.



1 復活節音樂會 (共融音樂會)

2 何鴻毅家族基金作曲家計劃公開工作坊及演出

3 「賽馬會音樂密碼教育計劃」—— 到校指導音樂小組

4 太古「港樂·星夜·交響曲」

5 香港管弦樂團社區音樂會2019《我係邊個?》

6 「賽馬會音樂密碼教育計劃」—— 樂器大師班

Happy Easter Concert (Inclusive Concert)

The Robert H. N. Ho Family Foundation Composers Scheme Public Working Session & Showcase

Jockey Club Keys to Music Education Programme - Focused Ensemble Visit to schools

Swire Symphony Under The Stars

The HK Phil Community Concert 2019 - "Who Am I?"

Jockey Club Keys to Music Education Programme - Instrumental Masterclass

7 香港文化中心30週年活動

8 太古樂賞：全球暖化I@香港大學

9 「賽馬會音樂密碼教育計劃」—— 室內樂系列音樂會@大館

10 「賽馬會音樂密碼教育計劃」—— 學校專場音樂會

HKCC 30th Anniversary Event

Swire Classic Insights: Global Warming I @ The University of Hong Kong

Jockey Club Keys to Music Education Programme - Chamber Music Series @ Tai Kwun

Jockey Club Keys to Music Education Programme - School Concerts

同心同步同進 共創更好未來

RIDING HIGH TOGETHER
FOR A BETTER FUTURE



香港賽馬會致力建設更美好社會的世界級賽馬機構，透過其結合賽馬及馬場娛樂、會員會所、有節制體育博彩及獎券，以及慈善及社區貢獻的綜合營運模式，創造經濟及社會價值，並協助政府打擊非法賭博。馬會是全港最大的單一納稅機構，其慈善信託基金位列全球十大慈善捐助機構。

The Hong Kong Jockey Club is a world-class racing club that acts continuously for the betterment of our society. Through its integrated business model, comprising racing and racecourse entertainment, a membership club, responsible sports wagering and lottery, and charities and community contribution, the Club generates economic and social value for the community and supports the Government in combatting illegal gambling. The Club is Hong Kong's largest single taxpayer and its Charities Trust is one of the world's top ten charity donors.

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香港賽馬會
The Hong Kong Jockey Club

港樂
HKPhil



香港管弦樂團
Hong Kong Philharmonic Orchestra

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YOUNG AUDIENCE SCHEME

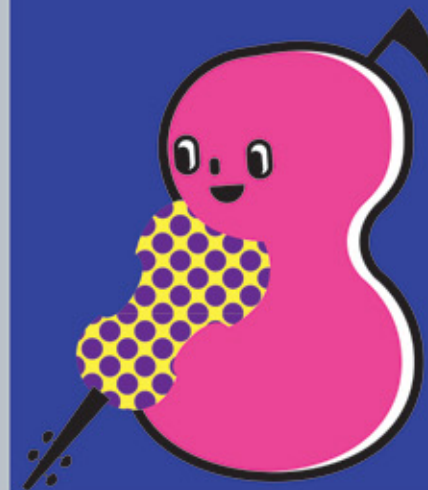


青少年
聽眾計劃

20
21



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香港管弦樂團由香港特別行政區政府資助，亦為香港文化中心場地伙伴。
The Hong Kong Philharmonic Orchestra is financially supported by the Government of the Hong Kong Special Administrative Region, and is a Venue Partner of the Hong Kong Cultural Centre.

梵志登 音樂總監
Jaap van Zweden Music Director

從室樂探討音樂「說話」的力量

THE POWER OF MUSIC TO "SPEAK" IN CHAMBER MUSIC

雖然音樂和說話同是聲音，但把它們放在一起時，聽起來卻截然不同。科學家發現兩者分別由大腦的兩側控制：音樂在右腦，而說話則在左腦。然而，音樂和說話之間有一種與生俱來的聯繫。我們從小用音樂去學習語言，也會用語言去學習音樂。比如說：你是如何學習英文字母的次序？是通過那彷彿度身訂做的《小星星》旋律嗎？音樂和語言的聯繫自然而然，從小就在家庭教育中陪伴我們成長。

When we listen to both, music sounds different from speech. Scientists have learned they are controlled by opposite sides of our brain: **music** on the right; **speech** on the left. But when we are young, we probably learned language with the help of music, and music with the help of language. For example, how did you learn your "ABCs"? Was it through its paired melody "Twinkle, Twinkle, Little Star"? This natural connection between music and language starts from when you were born. It occurs in the most nurturing of all chambers: the nursery of our family home.

動動腦筋 BRAIN QUEST 1

如果你要用音樂教莫扎特用廣東話或英語數阿拉伯數字，你會用哪一首樂曲呢？

You are on a quest to teach Mozart counting numbers in Cantonese or English with music. Which piece of music will you use?



說話方式和音樂情感表達之間的聯繫，縱觀人類史上各個階段皆可見。由史前時代開始，人縱使不是說同一語言，仍能透過音樂來表達自己的感受。歡樂、恐懼、和睦或敵意，只須通過改變敲鼓的速度、節奏和力量即可傳達。時至今日，現代敲擊樂手與史前時代的鼓手還一樣，可以透過音樂於語言外表達相同的訊息。

Throughout all periods of history, we can discover expressive connections between speech and music. In **prehistoric** times, even though people did not speak the same language, they could still express their feelings through music. For example, joy, fear, peace or hostility could be communicated through tempo, rhythm and volume on a banged drum. A prehistoric drummer and today's percussionist still share this ability: they can communicate expression through their instrument without the need for spoken language.



動動腦筋 BRAIN QUEST 2

我們正
用傳聲鼓
去交談，
你喜歡這個
說話方式
嗎？

We are
talking through
drum playing.
Do you like
this way of
communication?

傳聲鼓在地下鐵 TALKING DRUM IN THE SUBWAY



與你的朋友一起去創作
你們的傳聲鼓語言吧！
Work with a friend to
create your own
talking drum
language!



音樂有令人互相理解以至交流的力量，此力量甚至能超越時間、地域和文化，因此，有人稱音樂是「世界通用語言」。連現正馳騁宇宙的航行者太空船，也攜帶著音樂錄音。巴赫兩部著名的室樂作品，包括平均律曲集中平和的**第一前奏曲**以及歡愉的**第二布蘭登堡協奏曲**，一直隨太空船昂然前行。外星人可能無法理解人類語言，但我們相信他們或許能從音樂中理解我們想「說」的話。

The power of music to communicate beyond time, place and culture creates a common ground for understanding and exchange. Therefore, some people would describe music as **“the universal language”**. Even the Voyager, now travelling through outer space, contains recordings of music. Aliens might not be able to understand human speech, but we believe they might understand what we want to “say” to them through music. Two famous Bach chamber works, his peaceful **first prelude** from his **Well-Tempered Clavier** and joyful second **Brandenburg Concerto**, are now travelling on this spacecraft.



動動腦筋 BRAIN QUEST 3



巴赫 平均律曲集，第一冊，C大調前奏曲，BWV 846
BACH Well-Tempered Clavier, Book 1, Prelude in C, BWV846



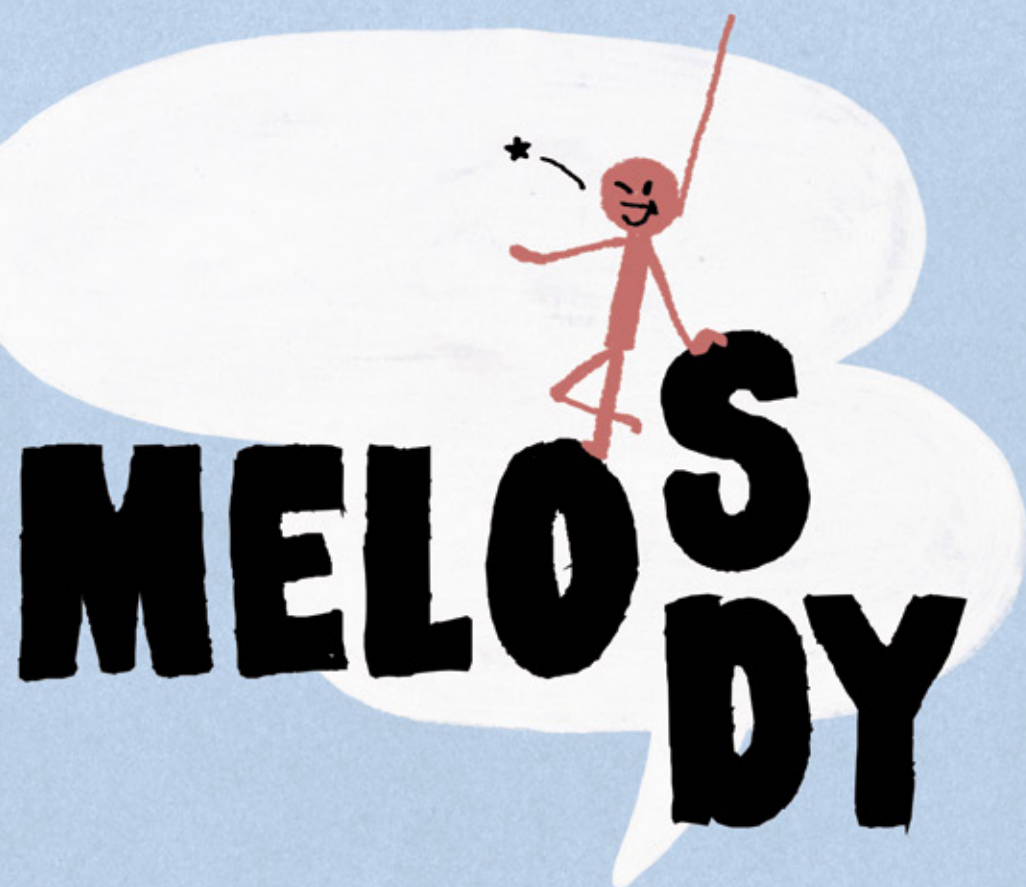
巴赫 F大調第二布蘭登堡協奏曲，BWV 1047
BACH Brandenburg Concerto no. 2 in F, BWV 1047

你會預備那些樂曲向外星人介紹香港，請分享你的想法。

Now you are going to send some music to aliens and introduce them to Hong Kong. What musical works will you send them? Share your thoughts.

古希臘人曾通過音樂訴說不少盪氣迴腸的故事，其中詩句的速度、格律和節奏皆與音樂旋律不謀而合。古代劇場中所有出色的演員都研習音樂，同時所有優秀的音樂家亦研習演員的發聲方法。當與音樂結合時，詩歌可以「娛樂」(amuse)聽眾；時至今日，這奇妙的結合成為了「音樂」(music)這個詞語。古希臘人將詩歌和音樂統稱為「melos」，這正是我們今天稱為「旋律」(melody)一詞的起源。中世紀教會借助音樂來牢記長篇大論的禱文，同時冗長的旋律亦可透過添加文字來幫助記憶。隨著音樂織體的增長，「多聲部」同時詠唱的音樂應運而生，我們稱之為複音音樂。這是一項在巴黎聖母院內醞釀的重要音樂發展。

Ancient Greeks told heroic stories through music, with the tempo, meter, and rhythm of poetry matched to melody. In ancient theatre, all great speaking actors studied music, and all great musicians studied actors' voices. Poetry could "amuse" its listeners when blended together with music, and today we use the word "music" from this combination. The ancient Greek word for poetry and music together was "melos," and this is the origin of the word "melody". In the **medieval church**, long prayers with many words were memorised with the help of music. Long melodies could also be remembered with the help of added words. As the texture of music grew, more "voices" are included in music. **Polyphony**, or "many sounds" singing and speaking together equally at the same time, was an important development in the famous chambers of Paris' Notre Dame Cathedral.



動動腦筋 BRAIN QUEST 4

發揮你的創意，為以下的詩詞配上音樂，
唱出你創作的歌曲，把它錄起和你的朋友分享。

Use your creativity to set these poems to music.
Record your song and share with your friends.

《送別》王維

山中相送罷，日暮掩柴扉。
春草明年綠，王孫歸不歸。

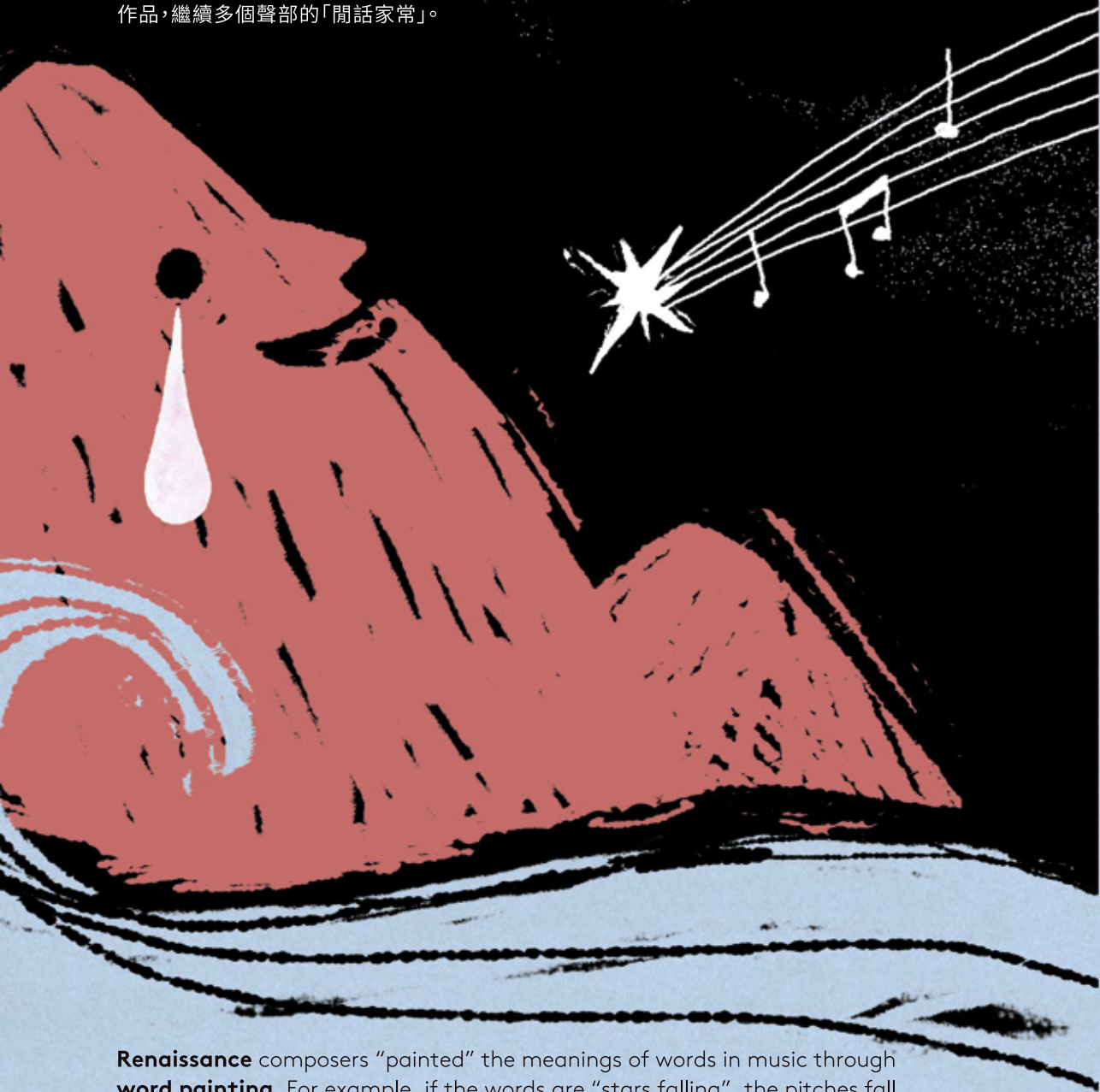
Cat and Dog – Nomis Fung

My pet cat walks
It's yellow, yellow, yellow
My pet cat talks
Says meow, meow, meow

My pet dog comes
It's blue, blue, blue
My pet dog talks
Says woof, woof, woof

The two pets meet
They yell, yell, yell
The two pets fight
They move, move, move
Now all I see
is green, green, green

文藝復興時期的作曲家以文字著色的手法來「描繪」音樂當中文字的含義。舉例說，如果那些文字是「墜落的星星」，音高亦會隨之下降。「水」可以用波浪形的快速重複連音呈現。「山」可能包括漸強而向上發展的跳躍音程，而「眼淚」則可能以漸弱的下行半音音階代表。室樂樂曲早於文藝復興時期開始大量印刷及出版，適合在餐桌旁演奏。一家人用餐完畢，即可一起以小組合奏這些作品，繼續多個聲部的「閒話家常」。



Renaissance composers “painted” the meanings of words in music through **word painting**. For example, if the words are “stars falling”, the pitches fall downward. “Water” could be painted through quick, repeated, slurred notes in wave-shapes. “Mountains” might include rising, detached leaps with crescendo, while “tears” might use falling, diminuendo chromatic steps. The first published instrumental chamber music occurred in the Renaissance, and could even be performed around the dinner table. Families would continue their “conversations” after their meal, playing chamber music together in multiple voices.

動動腦筋 BRAIN QUEST 5

韓德爾以文字著色的技巧強調了神劇《彌賽亞》中詠嘆調〈一切山谷〉的歌詞。細心聆聽影片中的詠嘆調，並回答下列問題。

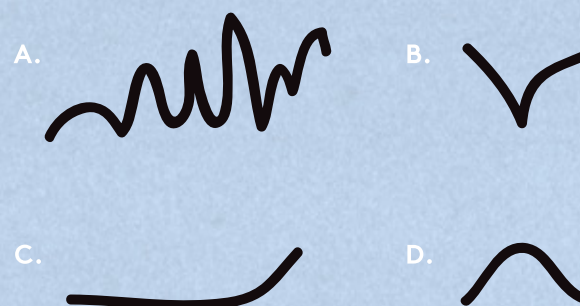
Handel used word painting technique to emphasise the lyrics in the aria “Ev’ry valley” from his oratorio *Messiah*. Listen to the aria in the video below, and answer the following questions.



韓德爾 《彌賽亞》：〈一切山谷〉
HANDEL *Messiah*: Ev’ry valley
 (0’21-1’17)

1. 配對字詞與圖畫。

Match each of the following words with the most suitable drawing.



低谷
Valley

高山
Mountain

令人興奮
Exalted

平原
Plain

2. 試簡單描述韓德爾如何以文字著色技巧強調「高山」與「平原」兩詞。

(提示：看看字詞的意思與旋律形狀的關係。)

Describe briefly how Handel emphasised the words “mountain” and “plain” with word painting. (Hint: Focus on the relationship between the shape of the melody and the meaning of each word.)

高山
Mountain

平原
Plain

歌劇於巴洛克時期發明，起源於用音樂復興古希臘戲劇的理想。這個宏願最終發展成流行整個18世紀的歌唱風格。和聲由鍵盤和魯特琴即興演奏，而演員的對白則以近似說話的節奏和旋律匹配。這種以歌唱方式說話的宣敘調 (recitative) 後來流行於劇院和宮廷內。歌者之間 (或與聽眾) 的對話被「朗誦」出來，有助推動劇情和時間行進。20世紀的德國亦發展出類似的「半說半唱」(Sprechstimme) 技巧。

The invention of opera in the **baroque period** came from an interest in recreating ancient Greek dramas with music. The result was a singing style common throughout the 18th century. Harmonies were improvised by keyboards and lutes, and speech-like rhythms and melodies were matched to the language and words of the actors. The result is known as **recitative** (to recite, or speak) and became popular in both theatres and chambers. Singers "recited" their conversations with one another (and their audience), helping move the story, action, and time forward. A similar style of **Sprechstimme** – half spoken, half sung melody – was also created in 20th century Germany.



動動腦筋 BRAIN QUEST 6

表情符號對對碰! 請你把下列的句子畫上適當的表情符號，並根據句子所表達的氣氛提議一些相對的音樂元素。

Emoji Match! Can you draw the emoji with the text below?

Then suggest musical elements which are suitable to represent the mood.

句子 Text

表情符號 Emoji

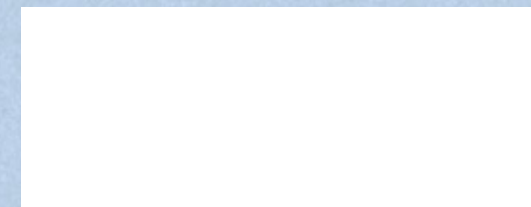
音樂元素 Musical elements

例 e.g.:
我的生日快到了!
My birthday is coming!

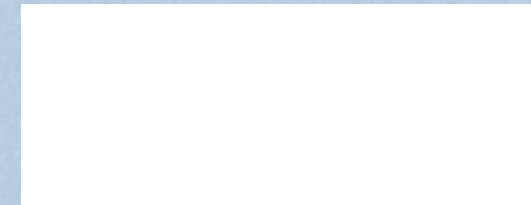


大調，節拍速度輕快，聲音響亮、跳躍的彈奏法
Major key, fast tempo, quick rhythms, loud volume and staccato articulation

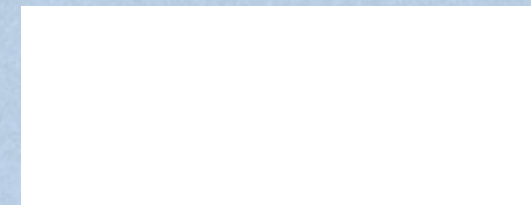
我想念媽媽。
I miss my mom.



小心，暴風雨要來了!
Be careful! The storm is coming.



我有堆積如山的功課要完成。
I have plenty of homework to complete.



巴赫一生從未創作歌劇，但他曾以教師的身份教授修辭學，即語言以及通過說話表達自己的能力。他創作了大量包含以樂器伴奏、帶有戲劇性的宣敘調和合唱段落的教會音樂，除了與我們「說話」之餘，更以不同的情感「感染」我們：或讚美喜悅，或懇求寬恕，或忿怒吶喊，或嘆息悲傷。作曲家利用旋律、調性、和聲、不協和音、速度、節拍、節奏、重音、彈奏法、強弱等不同工具，讓音樂為自己「說話」。音樂愛好者普遍認為巴赫的教會清唱劇，以至韓德爾的歌劇和神劇，在措辭表達上標誌著巴洛克時期音樂的極致。

Bach never composed an opera. But as a school teacher, he taught language and its expressive power through speaking, known as rhetoric. He composed church music with dramatic recitative and choruses accompanied by instruments that “speak” and “affect” us with different emotions: praising joy, pleading forgiveness, shouting anger, and sighing sadness. Melodies, keys, harmonies, dissonances, tempos, meters, rhythms, accents, articulations, and dynamics are the tools a composer uses to “speak” through music. Bach’s rhetorical expression in his church cantatas, and Handel’s in his theatrical operas and oratorios, is widely considered by music lovers to be the high point of the baroque period.

動動腦筋 BRAIN QUEST 7

下列兩首歌曲也是由巴赫創作的，你會用甚麼氣氛來形容這些音樂呢？

Here are two songs composed by J.S. Bach.

How would you describe the mood of the music?



1. **巴赫** 《第147清唱劇》：耶穌，世人仰望的喜悅
BACH Cantata BWV 147: Jesus, Joy of Man’s Desiring



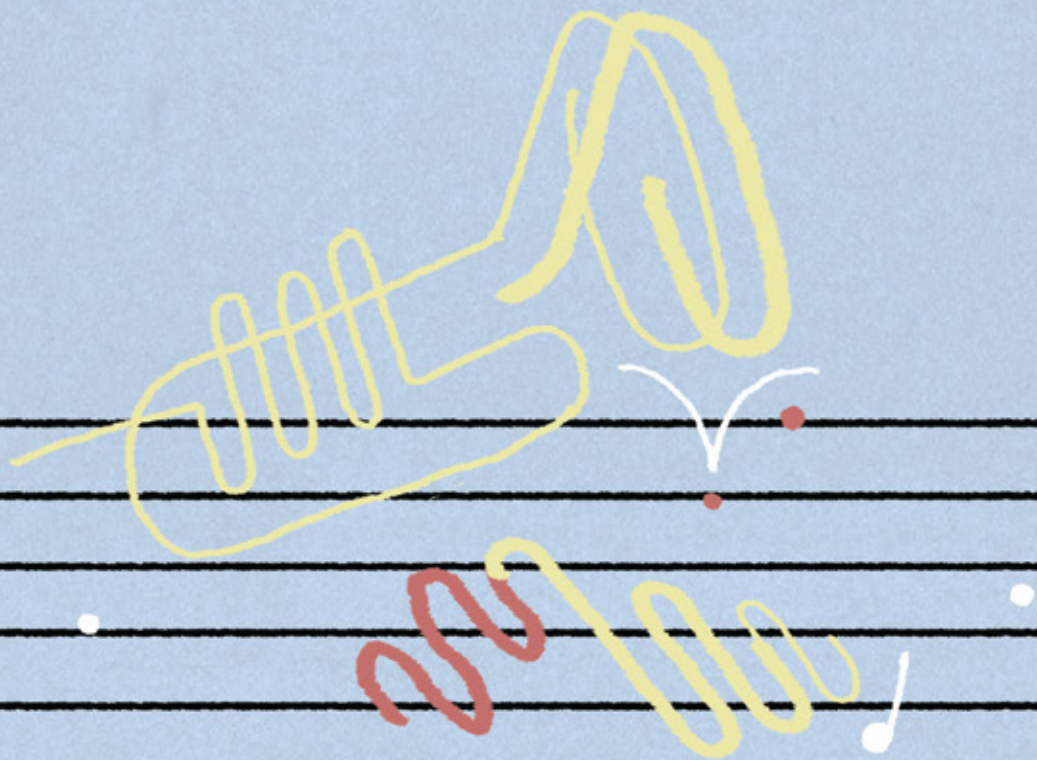
2. **巴赫** 《第139清唱劇》：四面楚歌
BACH Cantata BWV 139: From all sides misfortune wraps

樂曲 Music

氣氛 Mood

1		
2		





然而，如果多個旋律同一時間「說話」，或會令織體變得厚重而複雜，使聽眾難以理解。古典時期的海頓、莫扎特、貝多芬等大師使用了較精簡的彈奏法和樂句，又添加重音標記以及能權充標點、讓樂句呼吸的休止符，打造出織體較輕盈的音樂。純樂器的室樂對聽眾「說話」的概念，於浪漫時期發揮得淋漓盡致。音樂逐漸成為大眾晚間居家的娛樂；而一些巡迴演奏的音樂大師為了引人注目，亦開始舉辦「演奏會」。無論是以器樂為文字著色（即含有唱詞的歌曲，例如舒伯特和舒曼的藝術歌曲），抑或由樂器獨立演奏而不帶一字（如孟德爾遜的《無詞歌》和蕭邦的鋼琴敘事曲），這個時期的室樂皆展現了恍如「說話」的表達力量。

However, the number of melodies “speaking” at the same time could create thick, complex textures that became difficult for listeners to understand. **Classical rhetorical** masters like Haydn, Mozart and Beethoven created lighter textures with shorter articulations and phrases, notated accents, and more rests as breathing points for musical “punctuation”. The idea that instrumental music alone could “speak” to listeners without words reached a high point in the chamber music of the romantic era. The demand for music in the home for evening amusement increased, and touring instrumental virtuosos performed “**recitals**” (also from the word “recite”) to attract personal attention. Instruments painting texts (“songs with words”, like the Lieder of Schubert and Schumann), as well as instruments alone without texts (like Mendelssohn’s *Songs Without Words* and Chopin’s *Ballads for piano*), demonstrate the expressive “speaking” power of instrumental chamber music.

動動腦筋 BRAIN QUEST 8

下列的樂曲哪首有 Which of the following musical works has:

- A. 短的樂句? shorter phrases? B. 短的彈奏法? shorter articulations?
- C. 較多強拍? more accents? D. 較多停頓? more rests?

* 提示：每首樂曲也可有齊以上四種特徵 Hint: each of the works may have all four characteristics.

樂曲 Music

特徵 Characteristics







動動腦筋 BRAIN QUEST 9

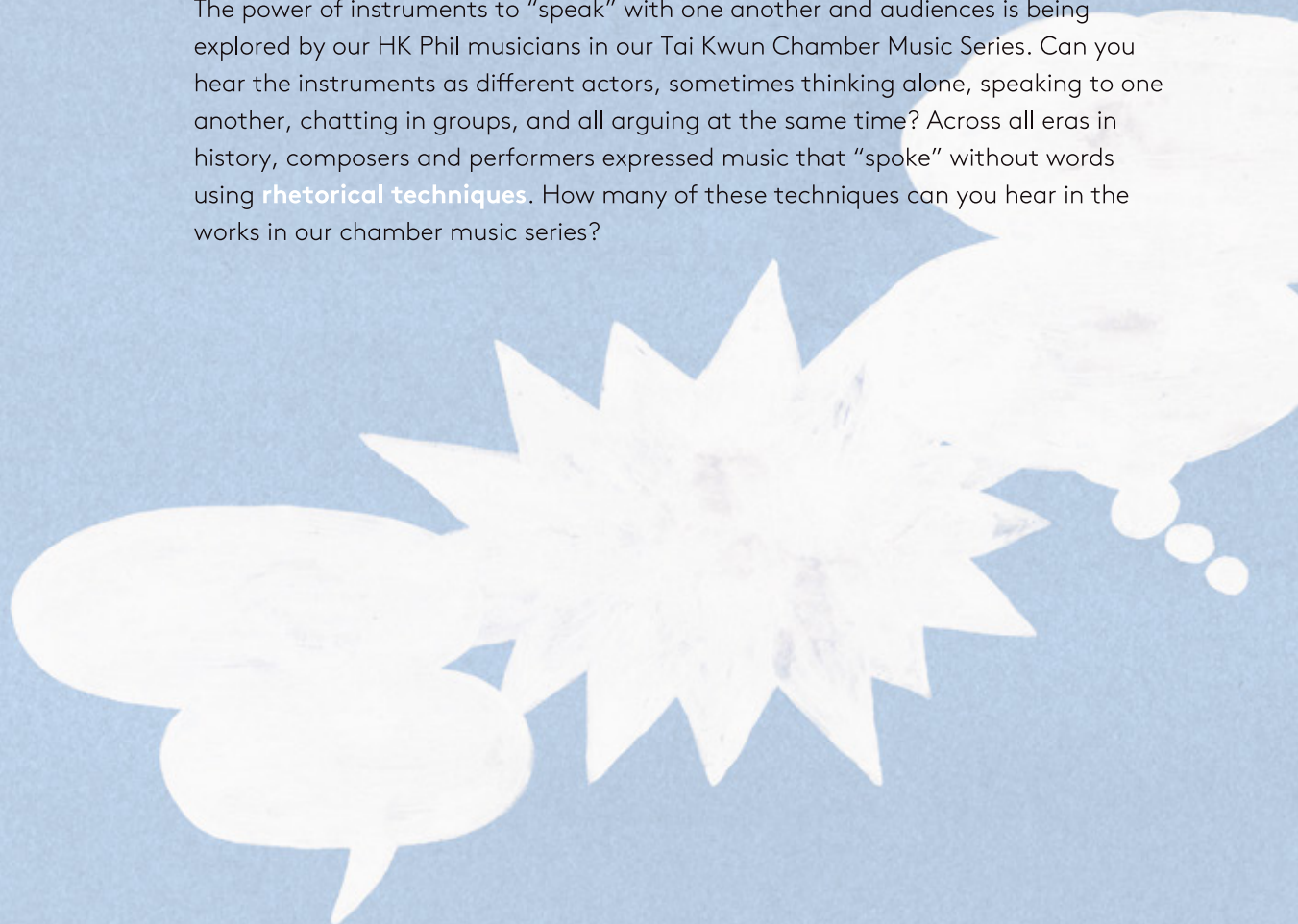
作曲家會在樂譜上用不同的符號表現各種彈奏法，提示演奏者應該如何演繹一首樂曲。下列是一些有關彈奏法的音樂例子。想能夠好好分辨各種彈奏法，最有效的方法就是用耳朵聆聽了。請根據提供的例子，在下面的空格填上適當的彈奏法記號，並寫上解釋。

Articulations are symbols indicated on music scores to give performance directions, which help and instruct performers to interpret the music. The table below lists various articulations, along with music examples of these articulations. A good way to learn and identify the articulations is by listening. Please fill in the missing articulation symbols and their descriptions. An example has given to you for your reference.

彈奏法 Articulation	描述 Description	音樂例子 Music examples	符號 Symbol
撥奏 Pizzicato	用手指撥弦 Pluck the string with fingers		pizz.
重音 Accent			
滑奏 Glissando			
漸弱 Decrescendo			
顫音 Trill			
斷奏 Staccato			

港樂樂師於「港樂x大館：室樂音樂會系列」中探索樂器之間彼此「說話」及與聽眾交流的力量。您有否聽到各種樂器以不同的角色身份出現，時而獨自沉思，時而互相交談，有時在成群聊天，甚或同一時間爭論不休？橫跨歷史，各音樂時期的作曲家和表演者皆曾運用修辭技巧來創作沒有文字但會「說話」的音樂。從聆聽這系列室樂音樂會演奏過的眾多作品中，你又發現到哪些技巧？

The power of instruments to “speak” with one another and audiences is being explored by our HK Phil musicians in our Tai Kwun Chamber Music Series. Can you hear the instruments as different actors, sometimes thinking alone, speaking to one another, chatting in groups, and all arguing at the same time? Across all eras in history, composers and performers expressed music that “spoke” without words using **rhetorical techniques**. How many of these techniques can you hear in the works in our chamber music series?



樂曲 **REPertoire:**

織體 **TEXTURE**

速度 **TEMPO**

聽完今天的音樂會相信你對室樂「說話」的力量已有認識。試選出其中一首樂曲的音樂選段、運用你的想像力去了解當中的音樂對話，並用音樂元素如織體、速度等去描述。

After listening to today's concert and learning the power of music to "speak" in chamber music, can you describe one of the musical conversations according to the texture, tempo and other musical elements?

句法 **PHRASING**

彈奏法 **ARTICULATIONS**

強弱 **DYNAMICS**