

SETTING THE STAGE

MY MUSICAL BACKGROUND :)

1

ORCHESTRATING BALANCE



BALANCING MUSIC, SCHOOL AND LIFE IN GENERAL :)

2

MELODIES OF LEARNING



CONNECTION BETWEEN MUSIC AND STUDIES

3

THE SPOTLIGHT EFFECT

BUILDING CONFIDENCE THROUGH PERFORMANCE :)

4

THE ENSEMBLE EFFECT



LEARNING TEAMWORK THROUGH MUSIC :)

5

THE FINALE



MUSIC WRAP UP :)

9

THE CRESCENDO OF OPPORTUNITIES



NEW PATHWAYS THAT OPENED UP BECAUSE OF MUSIC :)

8

MUSICAL MOSAIC

APPRECIATING DIVERSE MUSICAL CULTURES

7

CONDUCTING SUCCESS



LEADERSHIP AND SKILL DEVELOPMENT THROUGH MUSIC :)

6



SETTING THE STAGE

***MY MUSICAL
BACKGROUND :)***



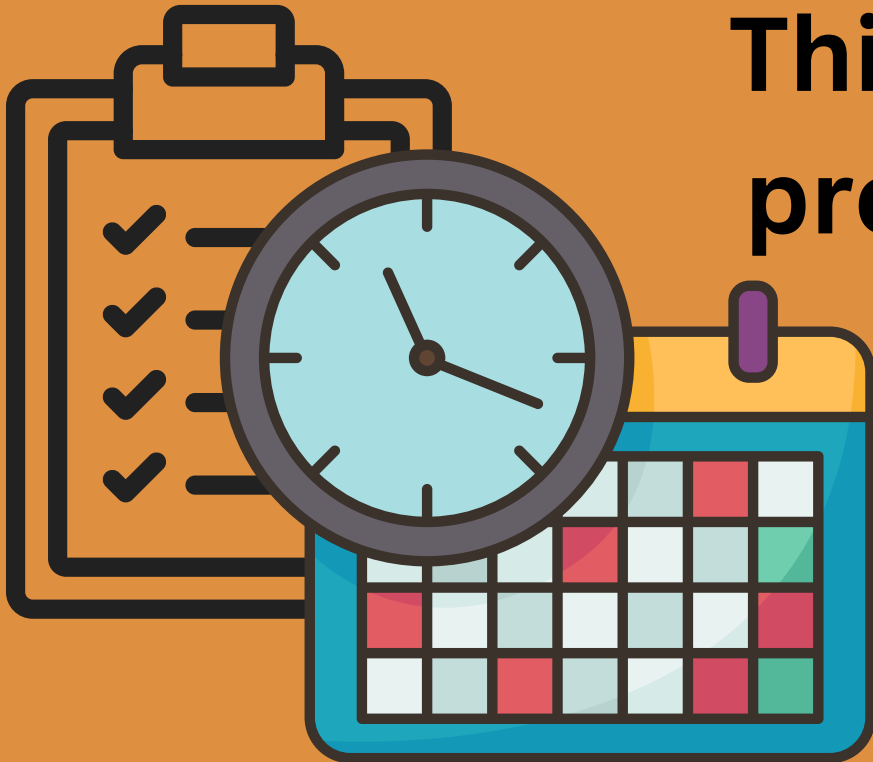
ORCHESTRATING BALANCE



***BALANCING MUSIC,
SCHOOL AND LIFE IN
GENERAL :)***

**In order to balance 3
instruments, school and other
extra curricular activities I got
into time-tabling.**

**This improved my
productivity and
efficiency.**



MELODIES OF LEARNING



**CONNECTION BETWEEN
MUSIC AND STUDIES**

<i>Music practices</i>	<i>Studying practices</i>
Sight-read the music	Read through the textbook/Notes
Listen/watch recordings	Read up and watch subject related content online
Analyse the score and structure of the music	Analyse my subject content and make sense out of it
Make notes of musical details	Make short notes or quick things to remember on sticky notes
Build on my technique, musicality etc through practice (Metronome practice, hands-separate etc)	Practice questions and past papers

- Sop
- Alto
- Bass

acc M

CTK

Disale 3

fun trans

on to

friends

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

DM

transition!

relative min

Armin & Disale 4

tone

EPISODE 4

Emaj 1

R.W. XXVI.

Handwritten musical score on a second page, overlapping the first. It features various musical notations, including notes, rests, and bar lines. There are several pink sticky notes with handwritten text: "Making minor melody", "diminished - wrong", "don't accent", "he", and "bass". A yellow sticky note with "bass" is also present. The score includes measures numbered 30, 35, 40, 45, 50, and 55. There are also handwritten notes like "questioning", "dramatic", "bold", "vocal", "violin", "cello", "dialogue", "fresh", "social", "lean", "no", "6", "7", "8", "9", "10", "11", "12", "13", "14", "15", "16", "17", "18", "19", "20", "21", "22", "23", "24", "25", "26", "27", "28", "29", "30", "31", "32", "33", "34", "35", "36", "37", "38", "39", "40", "41", "42", "43", "44", "45", "46", "47", "48", "49", "50", "51", "52", "53", "54", "55", "56", "57", "58", "59", "60", "61", "62", "63", "64", "65", "66", "67", "68", "69", "70", "71", "72", "73", "74", "75", "76", "77", "78", "79", "80", "81", "82", "83", "84", "85", "86", "87", "88", "89", "90", "91", "92", "93", "94", "95", "96", "97", "98", "99", "100".

- sop
 - Alto
 - Bass
- acc

Structure - Episode 3

Touch - Close to keys

Handwritten musical score with annotations:

- Episode 3** (circled in blue)
- Direction - phrasing** (orange box with arrows pointing right)
- key changes** (blue box with arrows pointing right)
- maj-min contrast** (red text with a red arrow pointing from a major key signature to a minor key signature)
- Voice entry!** (green text with arrows pointing to circled notes labeled EM, DM, and Am)
- Harmonize both hands** (purple box with arrows pointing to both staves)
- relative minor** (handwritten text above a section)
- transition** (handwritten text above a section)
- Am** (circled in blue at the bottom)
- Episode 4** (handwritten at the bottom)
- Tune** (handwritten at the bottom)

The background features a warm, golden-yellow gradient. Several bright, circular light spots are scattered across the top, with soft, glowing rays of light extending downwards from them. Small, white, triangular shapes are also visible, some pointing upwards and others downwards, adding to the dynamic feel of the background.

THE SPOTLIGHT EFFECT

***BUILDING CONFIDENCE
THROUGH PERFORMANCE :)***

- **Built up my confidence to perform in front of an audience**
- **Improved my stage presence, musical communication skills, conveying my musical ideas, emotions to the audience effectively**



**So deep is the night
No moon tonight
No friendly star**

**To guide me with its light
Be still my heart**

Silence lest my love should be returning

From a world, far apart

So deep is the night

Oh, lonely night

On broken wings

My heart has taken flight

And left the dream

THE ENSEMBLE EFFECT

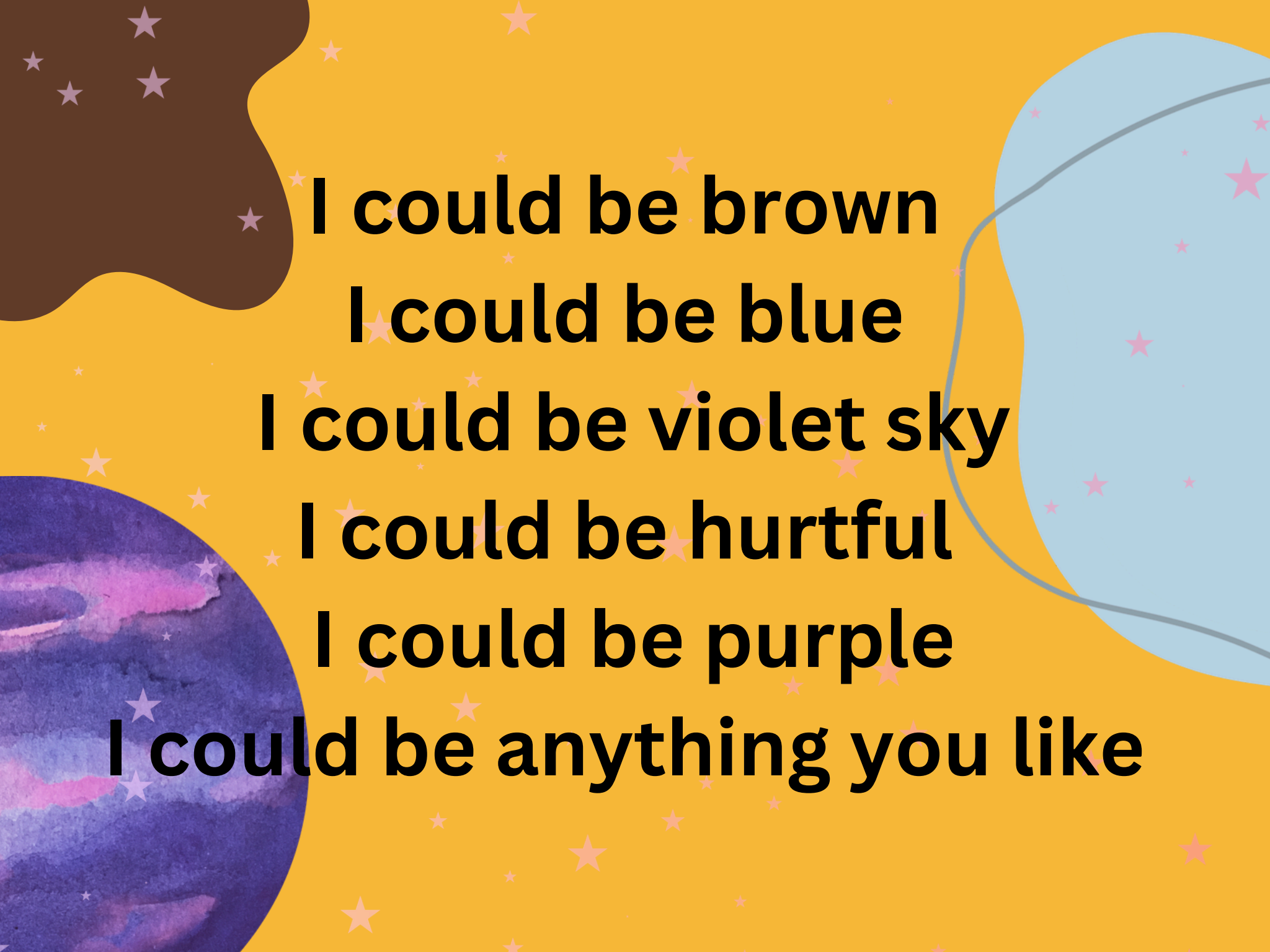


***LEARNING TEAMWORK
THROUGH MUSIC :)***



- **Singing and playing in choirs, orchestras, trios, duets, chamber groups developed my team-working skills**
- **By harmonizing, blending and listening to others, I developed my musical ear and also formed close friendships with people of different ages and backgrounds!**





**I could be brown
I could be blue
I could be violet sky
I could be hurtful
I could be purple
I could be anything you like**

CONDUCTING SUCCESS



**LEADERSHIP AND SKILL
DEVELOPMENT THROUGH
MUSIC :)**

- Learnt to take charge and developed my training and mentoring skills
- Learnt and developed skills like conducting, making harmonies, playing by ear, accompanying and composing!





MUSICAL MOSAIC

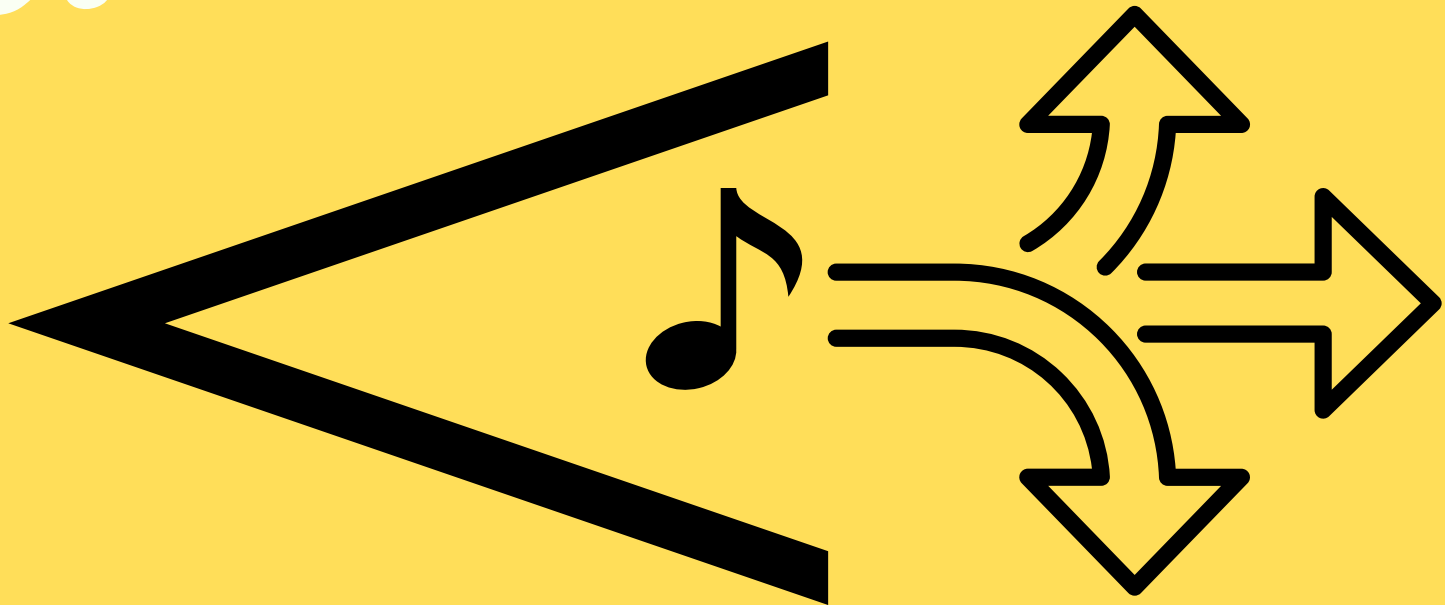
**APPRECIATING DIVERSE
MUSICAL CULTURES**



Initiating and organising fusion music performances like the fusion music flash mob and peace and unity concert, further made me appreciate diverse musical cultures.



THE CRESCENDO OF OPPORTUNITIES



***NEW PATHWAYS THAT OPENED UP
BECAUSE OF MUSIC :)***



- Music projects with my friend Angela Bettoni, who is a writer, actor and advocate with Down syndrome
- My capstone project: The Goodville Program
- Teaching music to pre-schoolers and music therapy for kids with special needs
- Invitation to judge a music competition



THE FINALE



MUSIC WRAP UP :)