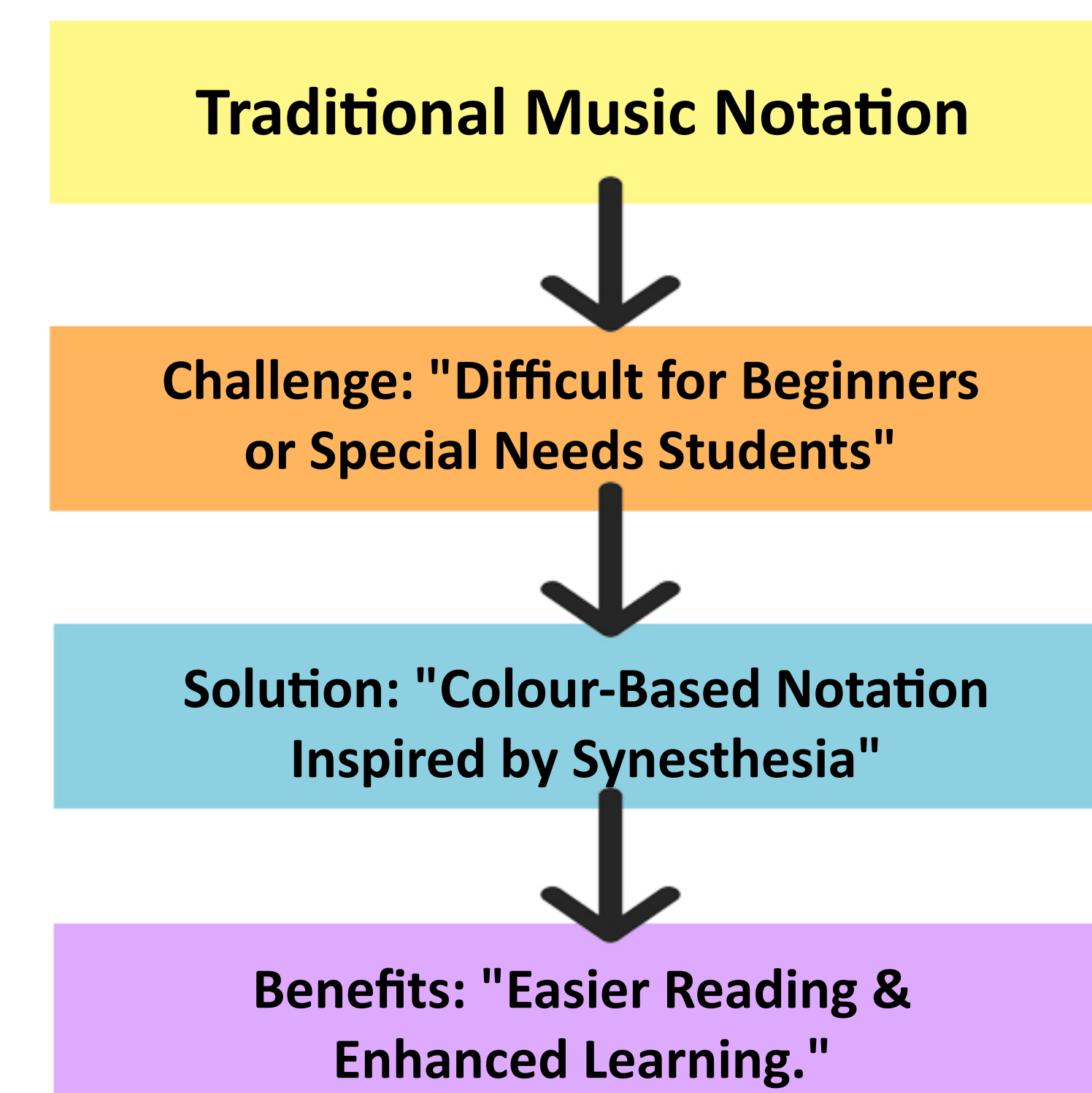


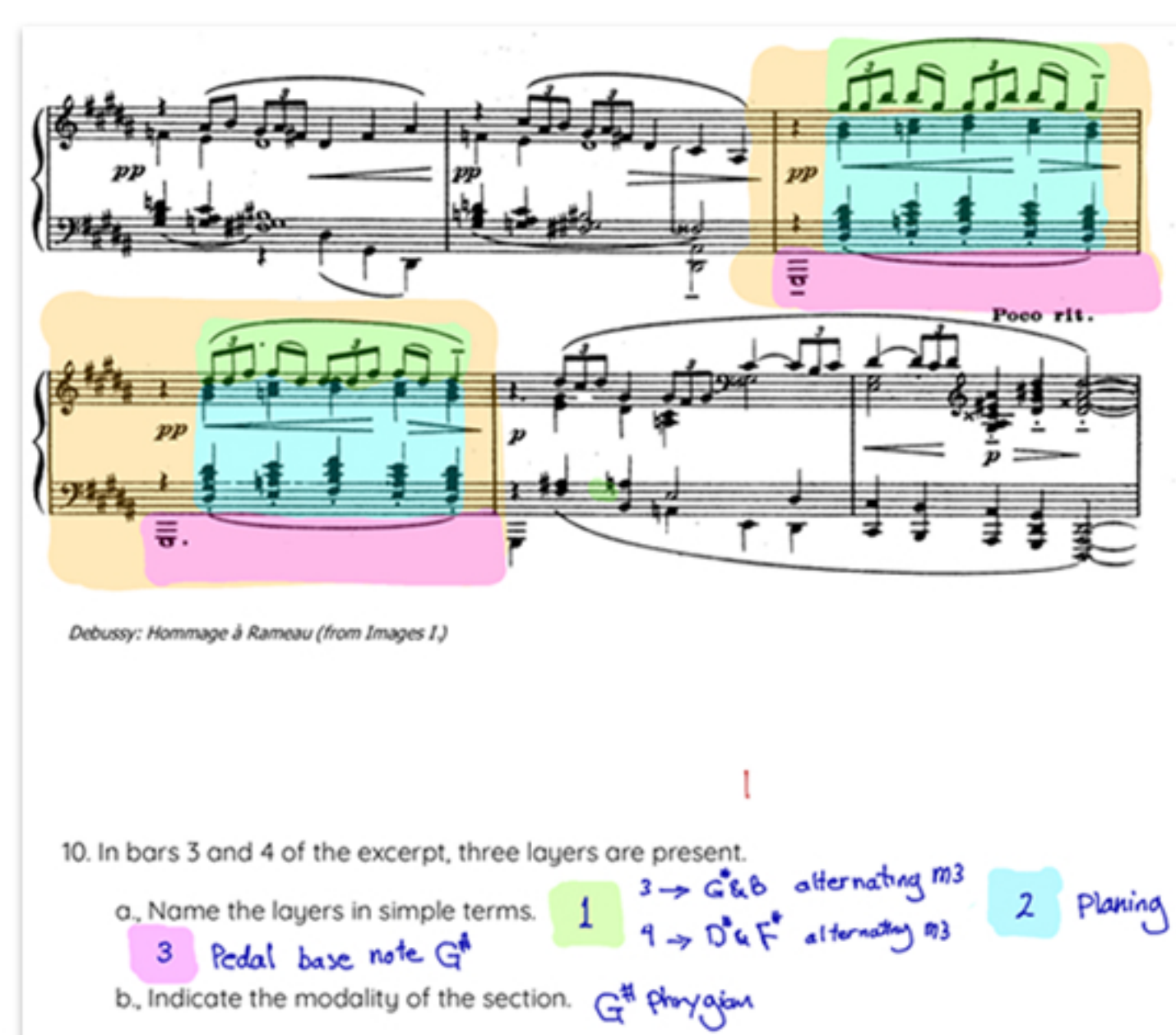
| | |
|------------------------|---|
| Teaching Methods | Clarifies Pitch, Rhythm, Dynamics Colour-coded Notation |
| Education Application | Sound Painting Tobin Music System |
| Production Application | Organizing Software Workflow Differentiating Frequencies and Instruments |
| Cognitive Theories | Cross-modal Preception Synesthesia |



Colour-Based Music Notation

Figure 1 This flowchart illustrates how traditional music notation can present challenges for beginners and students with special needs. By incorporating colour-based notation inspired by synesthesia, music reading becomes more accessible, leading to easier learning and enhanced comprehension.

Figure 4 Exploring the use of colour in teaching methods, educational applications, cognitive theories, and music production, illustrating how colour enhances interpretation, memory, and workflow in both music education and production.



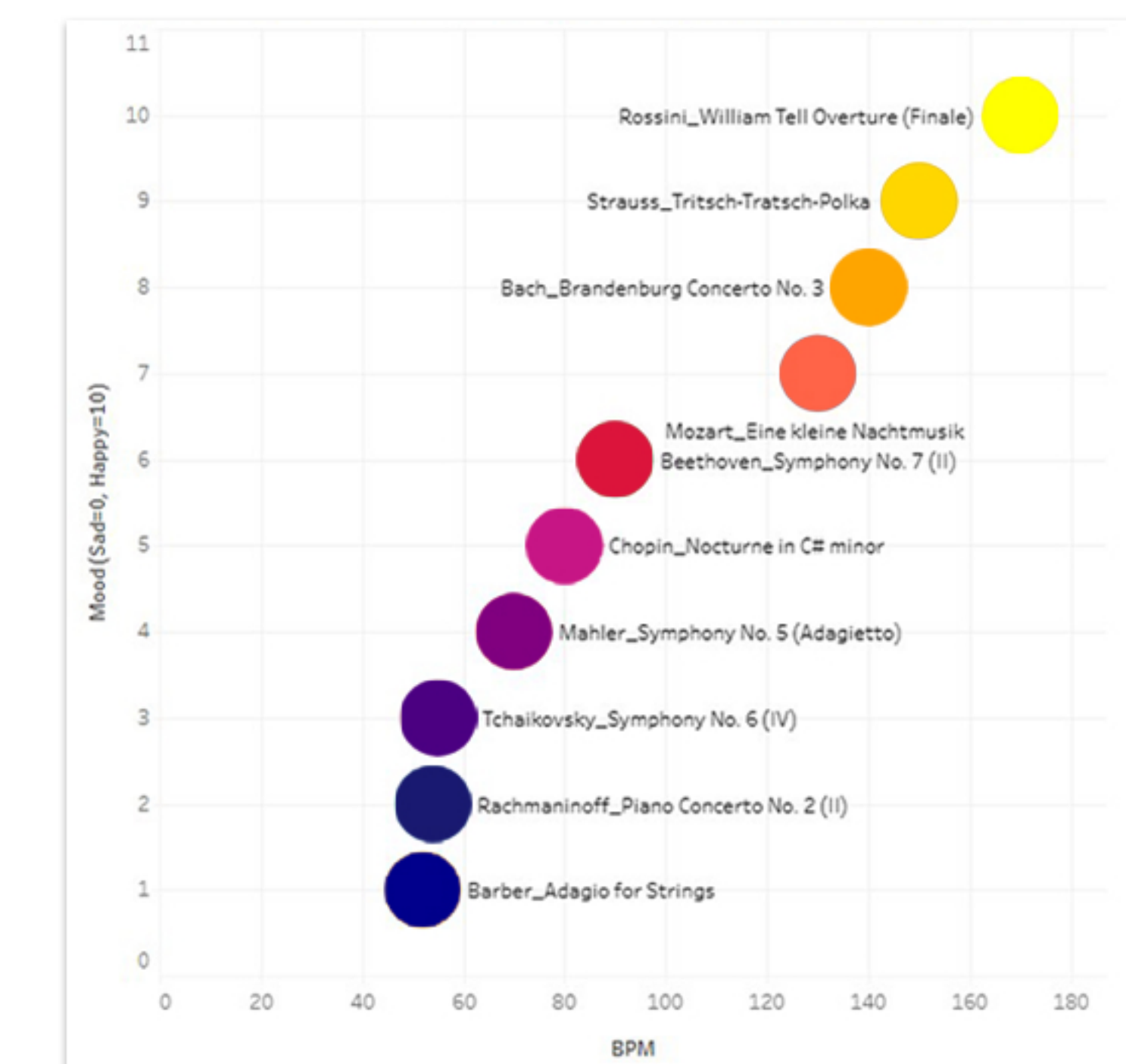
Examples of Using Colour in Student Assignments

| | | | | | | | | | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|
| | I ₀ | I ₈ | I ₇ | I ₁ | I ₂ | I ₆ | I ₁₁ | I ₄ | I ₉ | I ₁₀ | I ₅ | I ₃ | R ₀ |
| P ₀ | C | G | G | D♭ | D | F♯ | B | E | D | A | F | A | R ₄ |
| P ₄ | C | B | F | F | F | A | D | G | D | A | A | D | R ₅ |
| P ₅ | C | F | C | G♭ | G | F | E | A | G | D | A | D | R ₁₁ |
| P ₁₁ | G | F | C | C | F | A | D | D | A | E | G | A | R ₁₀ |
| P ₁₀ | B♭ | F | F | B | C | E | A | D | C | G | D | A | R ₆ |
| P ₆ | D | C | G | G | C | F | A | E | B | F | A | R ₆ | |
| P ₁ | A | G | D | D | G | C | F | E | B | F | A | R ₁ | |
| P ₈ | E | D | A | A | D | G | C | B | F | C | F | R ₈ | |
| P ₉ | F | E | B♭ | B | D | G | C | G | D | B | A | R ₉ | |
| P ₂ | A | A | E | G | C | F | F | C | G | D | B | R ₂ | |
| P ₇ | B | A | A | C | F | B | A | F | C | G | E | R ₇ | |
| P ₃ | B | A | E | F | A | D | G | F | C | G | C | R ₃ | |
| RI ₀ | RI ₈ | RI ₇ | RI ₁ | RI ₂ | RI ₆ | RI ₁₁ | RI ₄ | RI ₉ | RI ₁₀ | RI ₅ | RI ₃ | RI ₉ | |

Figures 5, 6, 7 These figures illustrate how a student incorporates colour into their assignments and repertoire learning. Colour enhances clarity in expressing ideas and serves as a tool to reduce errors. Additionally, different layers of musical elements—such as dynamics (blue for piano, red for forte)—are distinguished to facilitate learning.

Colour Associations in Music

Figure 2 This chart illustrates how music and colour are connected based on tempo and mood. The X-axis represents tempo (slow to fast), while the Y-axis represents mood (sad = 0 to happy = 10). A gradient of 10 colours transitions from dark blue (very sad) to bright yellow (extremely happy), visually representing musical emotions.



- Faster, major-mode music is linked to brighter, more saturated colours.

- Slower, minor-mode music is associated with darker, bluer tones.

While colour associations are widely observed, their interpretation may vary among individuals.

Benefits of Colour in Music Learning

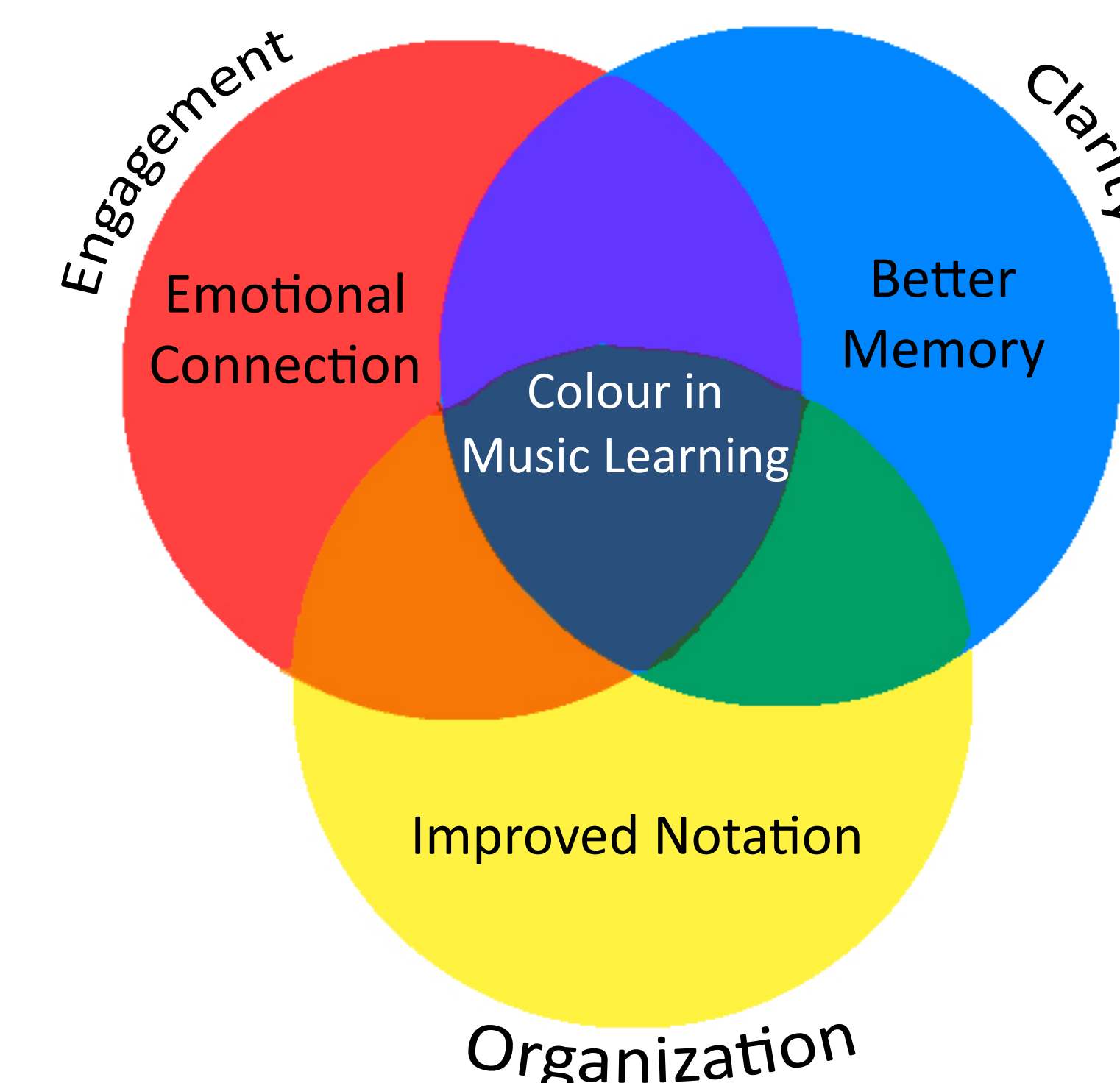


Figure 3 The three key areas—Engagement, Clarity, and Organization—each contribute to a more effective learning experience. Emotional connection enhances engagement, better memory supports clarity, and improved notation systems aid organization. At the center, "Colour in Music Learning" ties these elements together, demonstrating how strategic use of colour can enhance music education.

"Colours help you make less mistakes in music!"



Read more about this research!

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