



Music

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33216. Each Scout must do each requirement. Merit Badge Workbooks and more: [Online Resources](#). Send comments to the workbook developer: craig@craiglincoln.com. Requirements revised: 04/1/10, Workbook updated: 07/10.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Ph #: _____

1. Sing or play a simple song or hymn chosen by your counselor using good technique, phrasing, tone, rhythm, and dynamics. Read all the signs and terms of the score. _____

2. Name the five general groups of musical instruments.

Create an illustration that shows how tones are generated and how instruments produce sound.

3. Do ONE of the following:

a. Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera.

Musical Style: _____

Describe the sound of the music _____
and the instruments used. _____

Identify the composers or songwriters, _____
the performers, _____

and the titles of the pieces you heard. _____

If it was a live performance, describe the setting and the reaction of the audience. _____

Discuss your thoughts about the music. _____

Musical Style: _____
Describe the sound of the music _____
and the instruments used. _____

Identify the composers or songwriters, _____
the performers, _____

and the titles of the pieces you heard. _____

If it was a live performance, describe the setting and the reaction of the audience. _____

Discuss your thoughts about the music. _____

b. Interview an adult member of your family about music. _____

Find out what the most popular music was when he or she was your age. _____

Find out what his or her favorite music is now, _____

and listen to three favorite tunes with him or her. _____

How do those favorites sound to you? _____

Had you ever heard any of them? _____

Play three of your favorite songs for him or her, and explain why you like these songs.

Ask what he or she thinks of your favorite music. _____

c. List five people who are important in the history of American music and explain to your counselor why they continue to be influential. Include at least one composer, one performer, one innovator, and one person born more than 100 years ago.

d. Catalog your own or your family's collection of 12 or more compact discs, tapes, records, or other recorded music. Show how to handle and store them.

| Title | Artist | Key Songs Included |
|-------|--------|--------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

4. Do TWO of the following:

- a. Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.

- b. Serve for six months as a member of a school band, drum and bugle corps, choir, or other organized musical group, or perform as a soloist in public six times. _____

- c. Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument. _____

- d. Make a traditional instrument and learn to play it. _____

- e. Give a brief history of the bugle, _____

and explain how the bugle is related to other brass wind instruments. _____

Demonstrate how the bugle makes sound, then explain how to care for, clean, and maintain a bugle. _____

- f. Compose a bugle call for your troop or patrol to signal a common group activity, such as assembling for mealtime or striking a campsite. Play the call that you have composed before your unit or patrol. _____

- g. Sound the following bugle calls: "First Call," "Reveille," "Assembly," "Mess," "To the Colors," and "Taps." Then explain when each of these calls is used.

"First Call," _____

"Reveille," _____

"Assembly," _____

"Mess," _____

"To the Colors," _____

"Taps." _____

Online Resources (Use any Internet resource with caution and only with your parent's or guardian's permission.)

Boy Scouts of America: ► scouting.org ► [Guide to Safe Scouting](#) ► [Age-Appropriate Guidelines](#) ► [Safe Swim Defense](#)
 ► [Scout](#) ► [Tenderfoot](#) ► [Second Class](#) ► [First Class](#) 📺 [Rank Videos](#) ► [Safety Afloat](#)

Merit Badge Books: www.scoutstuff.org *Please don't post workbooks on your site. Please instead post links to these:*

MeritBadge.org: <http://meritbadge.org/wiki/index.php/MBW> -or- usscouts.org: <http://www.usscouts.org/mb/worksheets/list.asp>

Requirement Resources

These resources and much more are at: <http://meritbadge.org/wiki/index.php/Music>

1. [Music Symbols - Key Signatures - Musical Terms](#)

Lessons Videos: [Singing](#) - [How to Play Music](#) - [Guitar](#) - [Piano](#) - [Piano Chords](#) - [Major & Minor Scales](#)

2. [The five groups of musical instruments](#) - [Yahoo Answers](#) - [Answers.com](#) - [Wikipedia](#) - [Classifying Musical Instruments](#)
[How tones are generated](#) - [How Instruments Make Sound: Vibration \(Drum\)](#) - [Wikipedia: Vibrating String](#) - [Animated String](#)
3. Types of music: [The Big Bands Database](#) - [The Blues Foundation Classical Music Archives](#) - [Country Music Assn](#)
[Int. Bluegrass Music Assn](#) - [Red Hot Jazz Archive](#) - [Rock and Roll Hall of Fame](#) - [Smithsonian](#)
[Links to Composers](#) - [Links to Songwriters](#)
[History of American music](#)

- 4c. [Music Theory: Help for Composing](#)

- 4d. [Make a traditional instrument](#) - [another site](#)

- 4e-g [ExpertVillage Computer Video Lessons:](#) 📺 [How to Play the Trumpet](#) 📺 [Trumpet Scales](#)

📺 [How to Play the Coronet](#) 📺 [How to Clean a Brass Instrument](#)

Drum Corps International: <http://www.dci.org>

U.S. Naval Academy: <http://www.usna.edu/USNADB>

- ⏪ Bugle Calls: http://www.fma-alumni.org/bugle_calls.html

- ⏪ US Army Bugle Calls: <http://bands.army.mil/music/bugle/>