



MUSIC MERIT BADGE WORK SHEET BYU MERIT BADGE POWWOW

Scout's Name

Instructor's Name

Scout's Address

City

State

ZIP

Instructions

- 1) The Scout is to review the merit badge book before the first week of PowWow.
- 2) Bring this work sheet, paper, and pencil or pen each week.

Requirement Instructions*

- 1) Requirement 1 will be passed off during the two sessions of PowWow.
- 2) Requirement 2 will be passed off during the two sessions of PowWow.
- 3) Requirement 3 a, b, or c should be completed as **homework** between the two sessions of PowWow.
Requirement 3 d will be passed off during the two sessions of PowWow.
- 4) Requirement 4 should be completed as **homework** between the two sessions of PowWow.

* Due to possible time constraints at the PowWow, certain requirements that were originally planned to be completed in class may need to be completed as homework. Please listen to all instructions in class to be aware of any changes.

Requirement 1

Initial

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. Correctly play all notations of the music while maintaining a steady tempo and using proper playing techniques.

Requirement 2

Initial

Name the five general groups of musical instruments.

1. _____
2. _____
3. _____
4. _____
5. _____

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

Requirement 3

Initial

Do TWO 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 theatre, opera.

1. Musical Style: _____

Describe the sound of the music and the instruments used.

Sound:

Instruments:

Identify the composers or songwriters, the performers, and the titles of the pieces you heard.

Composers or songwriters:

Performers:

Titles:

2. Musical Style: _____

Describe the sound of the music and the instruments used.

Sound:

Instruments:

Identify the composers or songwriters, the performers, and the titles of the pieces you heard.

Composers or songwriters:

Performers:

Titles:

If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about 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 favorites with him or her.

How do those favorites sound to you? Have you ever heard any of them?

Play three of your favorite songs for your relative, and explain why you like these songs.

Ask what he or she thinks of your favorite music.

c. Serve for six months as a member of a school band, choir, or other local music group; or perform as a soloist in public six times.

d. 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.

- 1.
- 2.
- 3.
- 4.

Requirement 4

Initial

Do ONE of the following:

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

- 1.
- 2.
- 3.

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

c. Make a traditional instrument and learn to play it.

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

Title	Artist	Key Songs Included
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		