



2024 Edition

# SCOUTMASTER BUCKY

## Music Merit Badge

SCOUTS PARTICIPATING IN A SCOUTMASTER BUCKY MERIT BADGE OPPORTUNITY (ONLINE OR IN PERSON), PLEASE CONSIDER ALSO USING THE MUSIC MERIT BADGE CLASS PREPARATION PAGE FOR CLARIFICATIONS, INSIGHTS, AND EXPECTATIONS.

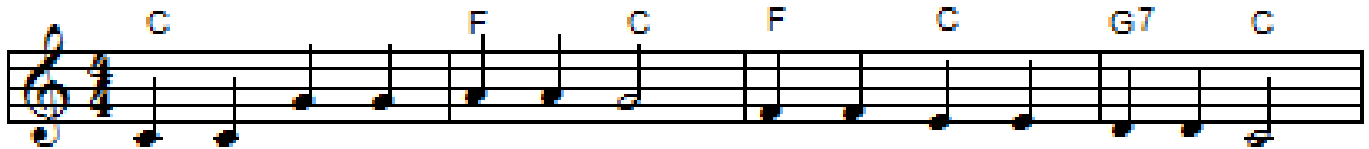
<https://scoutmasterbucky.com/merit-badges/music/music-cpp.pdf>

### MUSIC MERIT BADGE WORKBOOK

**REQUIREMENT 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.

Practice, Practice, Practice:

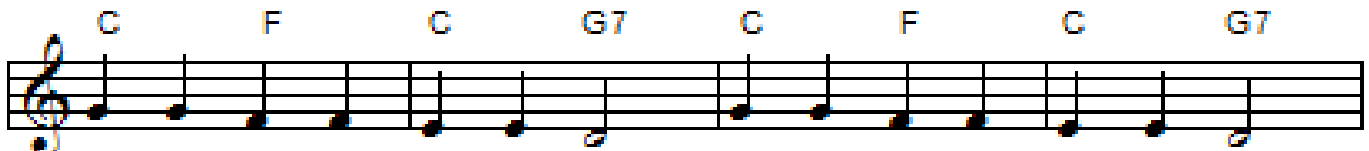
## Twinkle, Twinkle Little Star - Baa Baa Black Sheep - ABC Song



Twin - kle, twin - kle, lit - tle star. How I won - der what you are.

Baa Baa black sheep have you any wool? Yes sir, yes sir three bags full

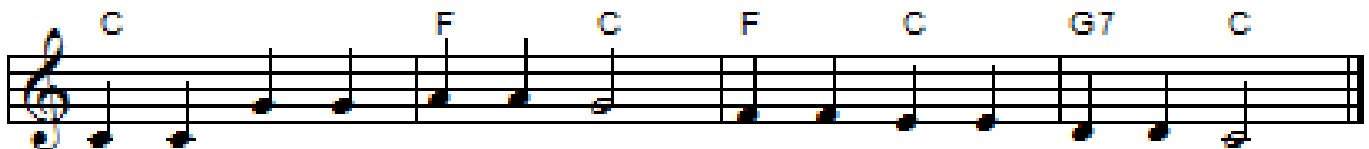
A B C D E F G H I J K L - M - N - O - P



Up a - bove the world so high. Like a dia - mond in the sky.

One for the ma - ster, one for the dame, One for the little boy who lives down the lane.

Q R S T U V W X Y and Z



Twin - kle, twin - kle, lit - tle star, How I won - der what you are.

Baa Baa black sheep have you any wool? Yes sir, yes sir three bags full

Now I know my A B C's, Next time won't you sing with me?

*Make notation adjustments as necessary*

*While all three songs share the same general structure and key progression, some notes are missing or not accommodating to the lyrics.*



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**REQUIREMENT 2:** Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.

GROUP 1:

Group Name:

Notes for this group:

Illustration how tones and sound are generated:

GROUP 2:

Group Name:

Notes for this group:

Illustration how tones and sound are generated:



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GROUP 3:

Group Name:

Notes for this group:

Illustration how tones and sound are generated:

GROUP 4:

Group Name:

Notes for this group:

Illustration how tones and sound are generated:



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GROUP 5:

Group Name:

Notes for this group:

Illustration how tones and sound are generated:

**DO TWO OF THE FOLLOWING (3A, 3B, 3C, or 3D) FOR REQUIREMENT 3**

**REQUIREMENT 3a:** 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. 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 #1

Musical Style:

Sound of this Music:



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Instruments used:

Song Title #1, Performer(s), and Composer(s) / Songwriter(s):

Song Title #2, Performer(s), and Composer(s) / Songwriter(s):

Song Title #3, Performer(s), and Composer(s) / Songwriter(s):

Song Title #4, Performer(s), and Composer(s) / Songwriter(s):

MUSICAL STYLE #2

Musical Style:

Sound of this Music:

Instruments used:

Song Title #1, Performer(s), and Composer(s) / Songwriter(s):

Song Title #2, Performer(s), and Composer(s) / Songwriter(s):

Song Title #3, Performer(s), and Composer(s) / Songwriter(s):

Song Title #4, Performer(s), and Composer(s) / Songwriter(s):



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Notes:

**REQUIREMENT 3b:** Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age.

Who you interviewed and the most popular music when they were your age:

**REQUIREMENT 3b:** Find out what his or her favorite music is now, and listen to three of your relative's favorite tunes with him or her. How do those favorites sound to you and had you heard before?

Favorite Music now:

TUNE #1

Song Title and Performer and how it sounds to you and have you heard this before:

TUNE #2

Song Title and Performer and how it sounds to you and have you heard this before:

TUNE #3

Song Title and Performer and how it sounds to you and have you heard this before:



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**REQUIREMENT 3b:** 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.

TUNE #1

Song Title and Performer and why you like this song:

What your relative thought about this song:

TUNE #2

Song Title and Performer and why you like this song:

What your relative thought about this song:

TUNE #3

Song Title and Performer and why you like this song:

What your relative thought about this song:



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**REQUIREMENT 3c:** Serve for six months as a member of a school band, choir, or other organized musical group, or perform as a soloist in public six times.

Notes:

**REQUIREMENT 3d:** 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.

PERSON #1

Name and what person category they fulfill:

Why still influential today?

PERSON #2

Name and what person category they fulfill:

Why still influential today?





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PERSON #3

Name and what person category they fulfill:

Why still influential today?

PERSON #4

Name and what person category they fulfill:

Why still influential today?

PERSON #5

Name and what person category they fulfill:

Why still influential today?



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**DO ONE OF THE FOLLOWING (4A, 4B, or 4C) FOR REQUIREMENT 4**

**REQUIREMENT 4a:** Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.

**REQUIREMENT 4b:** Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.

**REQUIREMENT 4c:** Make a traditional instrument and learn to play it.

Notes for selected Requirement 4 option:

**REQUIREMENT 5:** Define for your counselor intellectual property (IP).

Notes:

**REQUIREMENT 5:** Explain how to properly obtain and share recorded music.

Notes: