



# Music

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2012 • This workbook was updated in March 2012.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

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.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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

3. 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 theater, 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 \_\_\_\_\_

\_\_\_\_\_

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

Setting \_\_\_\_\_

Reaction \_\_\_\_\_

Discuss your thoughts about the music. \_\_\_\_\_

\_\_\_\_\_

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.

Setting \_\_\_\_\_

Reaction \_\_\_\_\_

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 of your relative's 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 your relative, and explain why you like these songs.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ask what he or she thinks of your favorite music. \_\_\_\_\_

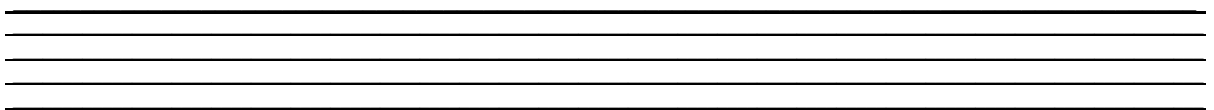
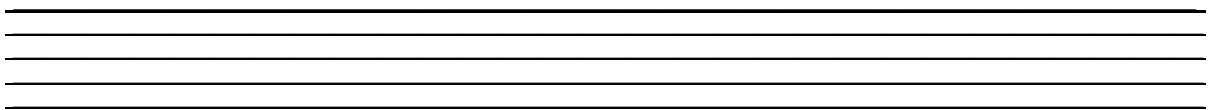
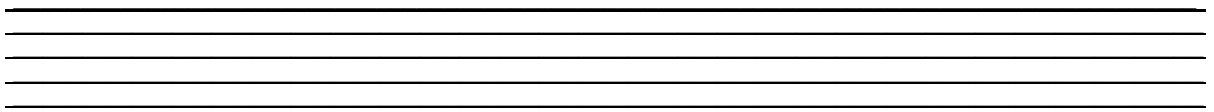
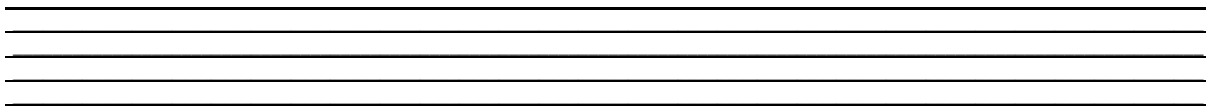
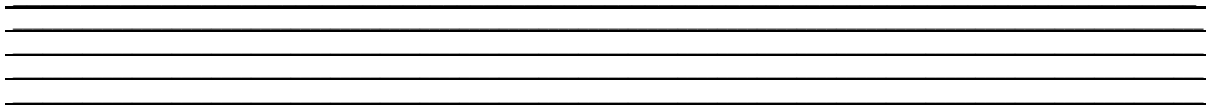
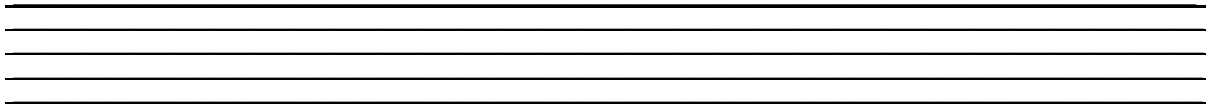
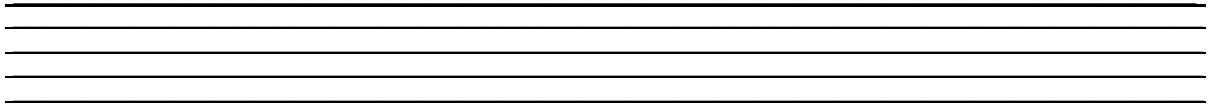
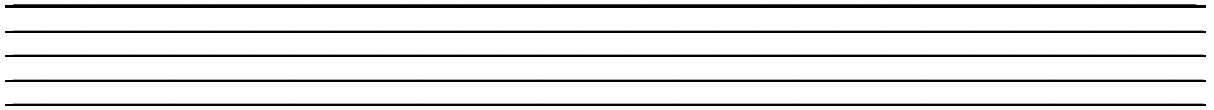
\_\_\_\_\_  
\_\_\_\_\_

- c. Serve for six months as a member of a school band, drum and bugle corps, choir, or other organized musical 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. \_\_\_\_\_
5. \_\_\_\_\_





## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[ Inside front cover, and 5.0.1.4 ] — Unauthorized Changes to Advancement Program**  
**No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.**  
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[ Inside front cover, and 7.0.1.1 ] — The [‘Guide to Safe Scouting’](#) Applies**  
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[ 7.0.3.1 ] — The Buddy System and Certifying Completion**  
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[ 7.0.3.2 ] — Group Instruction**  
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.  
  
There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[ 7.0.3.3 ] — Partial Completions**  
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.