

Music Appreciation

Main themes of the Music Appreciation badge through the levels:

- **GENRES AND STYLES:** Musical forms and composition knowledge of different genres, representative composers and major pieces, knowledge of instruments and performance venues of Western Classical Music, American Popular Music, and World Music
- **MUSIC THEORY:** Vocabulary of Musical Structure, Music Theory
- **PROFESSIONS AND TECHNOLOGIES:** Biographies and Professions in Music, Recording and Mixing Technology, social issues including copyright

Music Appreciation (RainDrops)

Pick 3 activities:

- _____ 1. Explore classical music. Listen to recordings such as Camille Saint-Saens's *Carnival of the Animals*, Sergey Prokofiev's *Peter and the Wolf*, or Pyotr Il'yich Tchaikovsky's *Nutcracker Suite*. Can you hear the different voices of the different animals and characters represented by musical instruments? Can you feel the different moods? Can you understand the story the music is telling?
- _____ 2. Explore jazz music. Listen to a book or story inspired by jazz and then listen to the music that inspired the story. Some possibilities include The Jazz Fly by Matthew Gollub, Charlie Parker Played Be Bop by Christopher Raschka, This Jazz Man by Karen Ehrhardt or Jazz on a Saturday Night by Leo & Diane Dillon.
- _____ 3. Go on a musical trip around the world. Listen to music from a variety of different cultures. Pick your favorite culture and make a picture or tell a story inspired by the music.
- _____ 4. Share music ideas with your circle or hearth. Talk about what parts of your body you can use to listen to music. What parts of your body can you use to make music? What places could you go to hear music? What things around you might have music coming from them? Bring a favorite CD to share or teach your favorite song.
- _____ 5. Play a game with your circle or hearth that uses musical concepts such as rhythm, tempo, pitch, melody, harmony and timbre.
- _____ 6. Can you identify different kinds of popular music? Listen to different styles of music found on the radio. Can you repeat a rhythm you hear by tapping on the table? Which kinds are easier to dance to? Which kinds are more fun to sing along with?
- _____ 7. Color some pictures or do some activity pages about musical instrument families or musical notation.
- _____ 8. Go on a field trip. Attend a live music performance or festival. Many community orchestras perform *Peter and the Wolf* as a children's concert on a regular basis.
- _____ 9. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete that activity.

Music Appreciation (FireFlies)

Required:

- _____ 1. Listen to at least one piece of music from each of the following groups:
- Western Classical Music (Medieval through 21st century, centered on the 17th through 19th centuries)
 - American Popular Music (Blues, Jazz, Musical Theater, Folk, Country, Bluegrass, Rock, Rap, etc.)
 - World Music (Asia and India, the Middle East, Africa, Latin America and the Caribbean, etc.)

Find out the name of the genre, composer, artist or culture for each piece. Can you feel the different moods? Do you think there is a story the music is telling? Does it sound like any other kind of music you have heard before? How are the pieces alike? How are they different? What did you like or dislike about each? Which one do you like the most? Why?

- _____ 2. Learn the meanings of the following terms and how they are used:
- Melody
 - Rhythm
 - Genre

Demonstrate your knowledge to your leader, Circle or Hearth.

Optional (Pick 3):

- _____ 1. Research the four major types of instruments, the four families of the orchestra (percussion, woodwind, string, brass) at your library or online. Find out about at least one instrument of each type, including each instrument's name and at least one kind of music that is played with it. Share what you have learned with your leader, circle or hearth.
- _____ 2. Choose an instrument and learn about it. Using your library or the Internet, find the answers to the following questions: What is its proper name? Does the instrument have any nicknames? For instance, violins are also called fiddles. To which of the four families of the orchestra does it belong (string, woodwind, brass, percussion)? If it is not an orchestral instrument, how is sound produced? What types of music are played on the instrument? Listen to a recording or a live performance of the instrument being played. Share what you have learned with your circle, hearth or leader.
- _____ 3. Choose a foreign country and learn about its traditional or folk music. Find the country on a map or globe. Listen to a recording or performance of its music and be able to answer the following questions: What instruments are used? Is there singing or just instrumental music? Is the music fast or slow? Could you dance to it? Share what you have learned with your circle, hearth or leader.
- _____ 4. Choose a musical genre (jazz, classical, bluegrass, pop, etc.) and listen to recordings of at least three different performers in the genre. Be able to answer the following questions: How are all the recordings alike? How are they different? Do the different performers use different instruments even though they're playing the same musical genre? Which one do you like the

most? Why? Share your answers with your leader, circle or hearth.

- _____ 5. Visit a musical instrument museum or a music exhibit at some other type of museum. Share your impressions and opinions of the instruments or exhibits with your circle/hearth, leaders or parents.
- _____ 6. Play a game (on the computer, with your hearth or circle, at school or in music class) that teaches music theory concepts.
- _____ 7. Attend a concert or live music performance. Think about what you experienced and be able to answer the following questions: What did you like or dislike about the music? Does it sound like any other kind of music you have heard before? What is the name of the genre or type of music? Share what you have learned with your circle, hearth or leader.
- _____ 8. Start a listening journal. Record the musical pieces you are learning to listen to and experiences at performances.
- _____ 9. Read or have read to you a book or watch a documentary about composers, a composer, the story behind a musical piece, musical instruments, or how to compose music.
- _____ 10. Find out about the use of music in your family's religious tradition(s). Attend a religious service in your family's tradition (or the tradition of a friend, if your family does not follow a tradition that involves music). Pay attention to the music during the religious service and be able to answer the following questions: Are any parts of the religious service itself sung instead of spoken? Do the participants/congregation participate in any or all of the music? How did the music make you feel? Share with your leader, circle or hearth the name of the religious tradition, what music is used for in your tradition, and the answers to the questions above.
- _____ 11. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete the activity.

Music Appreciation (SpiralScouts)

Prerequisites:

_____ Complete the Music Appreciation badge as a FireFly.

OR

- _____ 1. Have listened to at least one piece of music from each of the following groups:
- Western Classical Music (Medieval through 21st century, centered on the 17th through 19th centuries)
 - American Popular Music (Blues, Jazz, Musical Theater, Folk, Country, Bluegrass, Rock, Rap, etc.)
 - World Music (Asia and India, the Middle East, Africa, Latin America and the Caribbean, etc.)
- Know the name at least one period or genre and representative composer, artist or culture within each group.
- _____ 2. Know the meanings of the following terms and how they are used:
- Melody
 - Rhythm
 - Genre

Required:

- _____ 1. Learn major characteristics of the periods of Western Classical Music and the names of at least three composers from each period:
- Early Music (Medieval and Renaissance) - 900 to 1600
 - Baroque - 1600 to 1750
 - Classical - 1750 to 1825
 - Romantic - 1825 to 1900
 - Modern - 1900 to Present
- Listen to at least one piece for each period. How would you characterise the difference between the periods based on your listening experience?
- _____ 2. Choose a popular or world music style or genre and do research in the library or on the Internet to find out the following about it: Where did it come from? What are its musical roots and influences? Has it evolved into another style or genre? Where is it played and listened to now? What instruments are used, and has this changed over time? Listen to recordings or performances of this type of music and be able to answer the following questions: How is this type of music similar to or different from the kinds of music you usually hear on the radio? Can you find a locally-available radio station, TV channel or performer that shares this kind of music with the public, or is it only available through CDs or other recordings or on the Internet? Share what you have learned with your leader, circle or hearth.
- _____ 3. Learn the meanings of the following terms and how they are used:
- Harmony
 - Timbre or Color
 - Expressive Qualities (Dynamics, Articulation)
 - Musical Form

- Pitch
- Tempo

Demonstrate your knowledge to your leader, circle or hearth.

Optional (Pick 3):

- _____ 1. Choose a time period in western music history and research the music that was composed and performed then. Listen to recordings of music composed during that time period. Report to your leader, circle or hearth about new instruments developed or added to the orchestra during the period, famous composers, and where pieces were performed (in public concerts, in church, the home of a wealthy patron, etc.) and what social classes were able to be in the audience.
- _____ 2. Choose an instrument (a different one from the FireFlies) and use your library or the Internet to find out the following about it: What type of instrument is it (how is sound produced)? When and where was it invented? What genres or types of music are played on it? What famous composers and/or performers are known for their association with this instrument? Learn about characteristics such as timbre, range, and what key it plays in. Listen to recordings or performances of music from this instrument. Share what you have learned with your leader, circle or hearth.
- _____ 3. Learn about the evolution of the orchestra. What was the typical makeup of an orchestra in the Baroque period? The Classical? The Romantic? The Modern? What instruments were added, and when?
- _____ 4. Visit a musical instrument museum or a music exhibit at some other type of museum. Identify the country, culture or tradition the instruments are associated with as well as how sounds are produced with the instruments and what materials they are made from. Share what you have learned with your circle/hearth, leaders or parents.
- _____ 5. Learn about how instruments are classified in ethnographic collections. What do the following terms mean, and what are some example instruments for each? aerophones, chordophones, membranophones, idiophones, and electrophones.
- _____ 6. Create or lead a game that uses music theory concepts, and play it with your circle or hearth.
- _____ 7. Attend a concert or live music performance. Listen carefully and be able to answer the following questions afterward. What is the type or genre of music? Did it include singing or was it just instrumental? What instruments were used? What adjectives would you use to describe the music? What images, colors, sensations or memories did it bring to your mind as you listened? Listen to recordings or performances of other examples of this genre or type of music. How are the other examples different from the first performance you attended? Share your experiences and opinions with your leader, circle or hearth.
- _____ 8. Keep a listening journal. Record the musical pieces you listen to critically, performances you attend, any music criticism you write, and the results of any library or Internet research you do about music.
- _____ 9. Read a book or watch a documentary about composers, a composer, the

story behind a musical piece, musical instruments, how to compose music, music in history, the music scene, music politics, how the brain processes music, etc.

- _____ 10. Attend a religious service or program in a tradition other than your own family's, in which music is performed. Interview the musician(s) and/or religious leader to find out: • What is the role of music in the religious tradition? • Who performs the music – a special choir/group/band/orchestra, a special person (a priest or cantor or soloist), or everyone who attends the service? • Has the type or role of music in this religious tradition changed over time? Share the answers to these questions with your leader, circle or hearth.
- _____ 11. Choose a famous (or not-so-famous!) composer and use your library or the Internet to research him/her. Find out about the composer's life, how he/she became interested in music, what kind of music he/she composed, whether music was a hobby or a paying career, and whether the composer also performed music him/herself for an audience. Listen to a recording or performance of this composer's music. Report what you learned to your circle or hearth.
- _____ 12. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete the activity.

Music Appreciation (PathFinders)

Prerequisite:

_____ Complete the Music Appreciation badge as a Spiral Scout.

OR

- _____ 1. Have listened to at least one piece of music from each of the following groups:
- Western Classical Music (Medieval through 21st century, centered on the 17th through 19th centuries)
 - American Popular Music (Blues, Jazz, Musical Theater, Folk, Country, Bluegrass, Rock, Rap, etc.)
 - World Music (Asia and India, the Middle East, Africa, Latin America and the Caribbean, etc.)
- Know the name at least one genre and representative composer, artist or culture within each group.
- _____ 2. Know the meanings of the following terms and how they are used:
- Melody
 - Rhythm
 - Genre
- _____ 3. Be able to describe major characteristics of the periods of Western Classical Music and name at least three composers from each period:
- Early Music (Medieval and Renaissance) - 900 to 1600
 - Baroque - 1600 to 1750
 - Classical - 1750 to 1825
 - Romantic - 1825 to 1900
 - Modern - 1900 to Present
- _____ 4. Have researched a popular or world music style or genre and found out the following about it: Where did it come from? What are its musical roots and influences? Has it evolved into another style or genre? Where is it played and listened to now? What instruments are used, and has this changed over time? Listen to recordings or performances of this type of music and be able to answer the following questions: How is this type of music similar to or different from the kinds of music you usually hear on the radio? Can you find a locally-available radio station, TV channel or performer that shares this kind of music with the public, or is it only available through CDs or other recordings or on the Internet?
- _____ 5. Know the meanings of the following terms and how they are used:
- Harmony
 - Timbre or Color
 - Expressive Qualities (Dynamics, Articulation)
 - Musical Form
 - Pitch
 - Tempo

Required:

- _____ 1. Choose a form or style from Western Classical Music (e.g. sonata, fugue,

minuet, opera) or the Art Music tradition of another culture. Describe it structurally using music theory terms. Think in terms of how to compose a piece in this style. What is the origin of this form or style? Did it evolve into another form in a later period, or take a traditional place as a particular movement in a multi-movement form? What is its relationship with dance? Does this musical form include singing or vocalization? On what instruments is it typically played?

_____ 2. Learn the meanings of the following terms and how they are used:

- Meter
- Key Signature
- Interval
- Scale, Scale Degree
- Tonality
- Chord, Chord Progression
- Counterpoint
- Texture

Demonstrate your knowledge to your leader, circle or hearth.

_____ 3. Use your library or the Internet to research music recording. Find out when it was first invented and what forms became standard. This would start with the gramophone (wax cylinders) and work its way through vinyl LPs, 8-track tapes, audio cassette tapes, CDs, and digital files (MP3s). Also investigate the recording studio media, which have changed over time from reel-to-reel recording to digital hard-drive recording. Find out when each kind of recording began and how long it lasted. If possible, visit a recording studio and interview the sound engineers. Share what you have learned with your leader, circle or hearth.

Optional (Pick 3):

_____ 1. Choose a nation or culture and research (using your library, the internet and/or musicians from that tradition) its traditional music, including listening to recordings or performances. Be able to answer the following questions: When and where did this type of music begin? For whom was the music originally played? Ordinary people? Aristocracy or royalty? Were there different types of music for different levels of society? Is this still the case? What instruments are used? Has the instrument selection changed over time? Does this musical tradition include singing or vocalization? Who traditionally performs this music – men, women or both? Has this changed over time? Does this musical tradition include dancing as well, either social dancing or theatrical dancing? Report your findings to your leader, circle or hearth.

_____ 2. Find out about folk music from the area you live in, another region of your country, or another country. You may use your library or the Internet, but where possible, also interview local musicians who carry on the tradition. Be able to answer the following questions: Where did the tradition come from? Is it native or did immigrants bring it in or both? How long has it been played in your area? Is it still commonly performed? Is it in danger of

dying out? If so, what can be done to help revive the tradition? Find a recording or attend a performance of local folk music. Also, learn 2 songs of that tradition. Find out about their meaning and background. Share this information with your circle or hearth after singing the 2 songs to the group.

- _____ 3. Using your library or the Internet, research a type of music that has developed within the past 150 years. Examples might include ragtime, jazz, rock, pop, rap, and country (there are many more, of course). Find out the following about your chosen genre:
 - a) When and where it began.
 - b) What its musical roots or influences were.
 - c) Who played it originally and whether this has changed over time.
 - d) What instruments are used and whether this has changed over time.
 - e) Where this type of music is most likely to be heard today.Listen to recordings or performances of at least three different examples of this genre of music.
- _____ 4. Choose a genre or type of music to research. Listen to recordings or attend live performances of at least 3 different performers or groups in this genre. Compare and contrast them. Be able to answer the following questions: What is the name of the musical genre? What instruments do the performers use? Are all the instruments they use traditional for that genre? What is the one thing you like most about each performer or group? What is the one thing you like least about each one? If you could change the music, how would you? Share your responses with your leader, circle or hearth.
- _____ 5. Choose an instrument (a different one from the FireFlies or SpiralScouts levels) and use your library or the Internet to find out the following about it: What type of instrument is it (how is sound produced)? When and where was it invented? What genres or types of music are played on it? What famous composers and/or performers are known for their association with this instrument? Learn about characteristics such as timbre, range, and what key it plays in. Listen to recordings or performances of music from this instrument. Share what you have learned with your leader, circle or hearth.
- _____ 6. Visit a musical instrument museum or a music exhibit at some other type of museum. Pick an instrument on exhibit, and using information from the museum as well as any other sources you like (library, Internet) research the exhibit and be able to answer the following questions:
 - a) In what country, culture or tradition was the instrument played? Which people within that country/culture/ tradition played the instrument (men, women, children, clergy, skilled artisans, slaves, ordinary people at home, etc.)?
 - b) During what time period was the instrument played? Is this instrument still played today or has its use died out? Why?
 - c) How is the instrument played? How is sound produced? Share what you have learned with your circle/hearth, leaders or parents.
- _____ 7. List the names and functions of the various scale degrees. List the types of chords. Show your understanding by restating the following sentence in less technical language (or demonstrating it aurally): "A major triad built on the fifth degree of the scale (V) is unlikely to progress directly to a root position

triad built on the fourth degree of the scale (IV), but the reverse of this progression (IV-V) is quite common."

- _____ 8. List the basic intervals, giving the number of half steps and the name for each. Discuss the idea of consonance and dissonance with respect to particular intervals.
- _____ 9. Create or lead a game to help younger scouts learn music theory concepts.
- _____ 10. Teach a younger scout the requirements (at their level) for this badge.
- _____ 11. Choose one of the following topics to research and present the information to your circle/hearth:
 - The study of music (harmonics) as one of the subjects in the Medieval Quadrivium
 - Music and Mathematics or Sacred Geometry, whether Pythagorean, Chladni figures, tuning systems or another topic you find out about
 - Music therapy
 - Compositional devices and how they work: repetition, sequence, ornamentation, augmentation, diminution, inversion
 - Analyze a form or style of popular music in music theory terms
 - The rise and fall of music journalism from the 18th century through today
 - The role of protest song in social change
 - The role of the mixing console and the sound engineer - how it works and how it impacts the music
 - Mashup, sampling and remix and how it affected popular music
 - Business relationships between music publishers, songwriters and performing artists
 - Fair use and the evolution of the various kinds of rights and strains in the age of the mashup and digital music (mechanical rights, public performance rights, songwriter and publisher royalties and licensing fees for public performances, enforced by ASCAP, BMI, SESAC, Sound Exchange, copyrights of arrangements and performances of public domain lyrics, RIAA mass litigation strategy, Creative Commons)
- _____ 12. Attend a concert or live music performance. Listen carefully and write a concert report. In your report, you should write a little bit about each piece performed, unless there are many works on the concert (more than five), in which case, you can concentrate on a few pieces (4 or 5) that you find the most interesting or moving. Make sure to discuss what instruments are playing or what voices are singing, or both. Other things to mention are the tempo, rhythm, form, melodic and harmonic material, and general affect of each piece. You should also discuss your emotional response to the music; as it is important.
- _____ 13. Keep a listening journal. Record the musical pieces you listen to critically, performances you attend with concert reports, any music criticism you write, and the results of any library or Internet research you do about music.
- _____ 14. Read a book or watch a documentary about composers, a composer, the story behind a musical piece, musical instruments, how to compose music, music in history, the music scene, music politics, copyright and the music

industry, how the brain processes music, etc.

- _____ 15. Choose a form and compose your own song or instrumental music piece according to its stylistic rules.
- _____ 16. Interview a professional (full-time or part-time) musician. Find out about the genre of music s/he plays, how s/he got started in music, whether s/he plays more than one instrument, and how much practicing s/he does in an average week. Find out what kind of training is necessary to play as a professional in the musician's particular genre – lessons, classes, diploma or degree. Find out how easy or hard it is to make a living as a musician in this particular genre. Ask any other questions you like. Report the results of your interview to your leader, circle or hearth.
- _____ 17. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete the activity.