



Music

Scouts BSA · Arts

Name

Started

Completed

Music is something almost everyone loves, and this badge helps you understand it more deeply. You'll perform, learn how instruments make sound, and explore music in your community. Whether you sing in the shower or play in a band, there's a place for you here.

Requirements

Every official requirement, in plain language. Check the official wording when you sign off (scouting.org/merit-badges/music/). Tips and examples are ideas, not extra requirements.

- ☐ **1** Sing or play a simple song or hymn your counselor picks, with good technique, phrasing, tone, rhythm, and dynamics, and read every sign and term in the score

Tip: Choose a song you like and practice it a little every day. Ask a music teacher to help you with reading the notes.

Example: Choose a folk song or a piece from your school band book. Practice the hard measures slowly first, then play it for your counselor and point out the key, time signature, and dynamics markings as you read along.

- ☐ **2** Name the five general groups of instruments and make an illustration showing how tones are made and how instruments produce sound

Tip: Make a simple chart of instrument families, and try making sound with a rubber band or a bottle to show how vibration works.

Example: Make a one-page chart: strings vibrate (violin, guitar), air columns vibrate (flute, trumpet), and struck surfaces vibrate (drums, xylophone). Show it with a stretched rubber band, a straw whistle, and a pot lid.

3 Listen, learn, and take part: Choose 2 of 4

Tips for this section: Pick the two choices you'd enjoy most, like going to a concert or asking an adult in your family about the music they loved growing up.

Example for this section: One plan: go to a free jazz concert and spend 3 hours with bluegrass recordings for 3a. Then ask a grandparent or other adult in your family about the music they loved as a teen, and trade three favorite songs each for 3b.

- ☐ **3a** Attend a live show, or listen to 3 hours of recordings, in two styles from: jazz, blues, country, classical, gospel, bluegrass, opera, ethnic, musical theater. Describe the sound and instruments; name composers or songwriters, performers, and titles; describe the setting and audience if live; share your thoughts

- ☐ **3b** Interview an adult family member about the popular music of their youth and their favorites now. Listen to three of their favorites together and say how they sound to you and if you knew them. Play them three of your favorites, explain why you like them, and ask their opinion

- ☐ **3c** Spend six months in a school band or choir or another organized music group, or give six public solo performances

- ☐ **3d** List five people important in American music history and explain to your counselor why they still matter. Your five must include a composer, a performer, an innovator, and someone born more than a century ago (at least one each)

4 Lead, compose, or build: Choose 1 of 3

Tips for this section: Try writing a short tune, teaching songs at a campfire, or making a simple instrument from things around the house.

Example for this section: Make a simple instrument like a box guitar from a shoebox and rubber bands of different thicknesses, or a set of water-glass chimes tuned to a scale. Explain why each change in size or tension changes the pitch.

- ☐ **4a** Teach three songs to a group and lead them in singing with proper hand motions

- ☐ **4b** Compose and write out a score of at least 12 measures, and play it on an instrument

- ☐ **4c** Build a traditional instrument and learn how to play it

- ☐ **5** Define intellectual property (IP) for your counselor and explain how to get and share recorded music the right way

Tip: Talk about where you get your music and how to make sure the artists get credit and paid.

Example: Bring a list of where you get music: streaming, radio, videos, downloads. For each, talk about whether the artist gets paid and why copying a friend's files or uploading a song you didn't write isn't fair to the creator.

6 Careers or hobbies: Choose 1 of 2

Tips for this section: Ask a music teacher, band director, or local musician about how music fits into their life or career.

- ☐ **6a** Research one career related to music: training and education, costs, job outlook, pay, duties, and advancement. With a parent's or guardian's OK you may search online or at a library, interview a pro, or visit a workplace. Discuss your findings with your counselor and what makes the career appealing

- ☐ **6b** Explore how you could turn this badge's skills into a hobby. Look into needed training, costs, and supporting groups, and talk with your counselor about short- and long-term goals you might set