

MUSIC



Music is a “doing” achievement emblem. To earn this emblem, you will have the opportunity to sing, play an instrument, and learn some of the basics of music theory. All this will help you to gain a better understanding and appreciation of music. The most important thing about music is that it can be so much fun!

REQUIREMENTS:

1. _____
Sing or play a simple song picked out by your Explorer leader. Use good tone, technique, phrasing and rhythm.
2. _____
Identify the four general groups of musical instruments.
3. _____
Name and learn about three Salvation Army composers.
4. _____
Make a musical instrument of your choice out of household items.
5. _____
Attend a music (instrumental or vocal) concert.
6. _____
Identify various notes and signs on a music score.
7. _____
Discover music in the Bible.

Date
Completed

Leader's Signature

REQUIREMENT #1 - Playing or Singing a Song

The first requirement asks you to sing or play a song picked out by your leader. This may take some practice, but remember to use good tone, technique, phrasing and rhythm. Find out what the words mean. This list will give you simple definitions:

TONE - Quality of sound.

TECHNIQUE - How one executes the technical details of playing an instrument or singing.

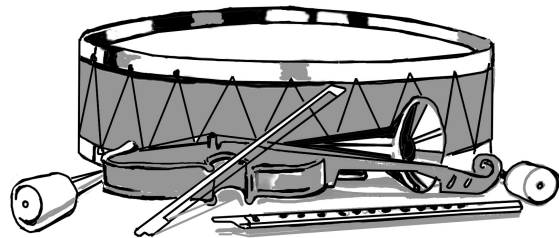
PHRASING - The act, method, or result of grouping the notes so as to form distinct musical phrases.

RHYTHM - The steady and persisting succession of beats or time units within which accents periodically recur.

REQUIREMENT #2 - Musical Instruments

All instruments belong to one of four main groups:

- a. Brass
- b. Stringed and fretted
- c. Woodwind
- d. Keyboard and percussion



The large class of *brass* instruments includes: trumpet, cornet, alto horn, french horn, trombone, baritone, euphonium, sousaphone or tuba. These instruments are played by blowing air through the lips into a mouthpiece.

The *string instruments*, such as violins, cellos, and violas are nearly all played by drawing a bow back and forth across the strings while the player varies the pitch by pressing the strings with the fingers of one of his hands. The fretted instruments are guitars, ukuleles and banjos. These instruments are plucked with the fingers or with a small pick to produce the basic sound. A series of frets or divisions mark the places to depress the strings with the fingers to get the desired notes.

The *woodwinds* include the flute, piccolo, clarinet, saxophone, oboe, and bassoon. The first two are played by blowing air with the lips over a mouth hole on the instrument, using other holes or keys to produce the different tones.

The other four are called reed instruments. These instruments are played blowing through a vibrating reed mouthpiece while pressing down on a series of keys and finger holes.

The piano, organ and piano accordion are *keyboard instruments*. This means you strike a series of keys to receive the desired tones or notes. The *percussion instruments* are played by *striking* them with small sticks or hand mallets. They include the drums, kettledrums, bells, chimes, xylophone and the marimba.

REQUIREMENT #3 - Salvation Army Composers and Arrangers

If you sing or play a musical instrument, you will want to join a musical group that will meet your needs. Hopefully, the corps or your church will have musical groups that you could join. Your school usually has musical organizations that you could participate in. By being a member of an organized musical group, you will receive the practical training needed to improve your musical skills.

Some of the outstanding Salvation Army composers are: Evangeline Booth, Eric Ball, Ivor Bosanko, William Broughton, Steven Bulla, Joy Webb, James Curnow, William Himes, Richard E. Holz, Paul Kellner, Robert Redhead, John Larrison, Eric Leidzen, and Emil Soderstrom.

There are many other excellent composers in The Salvation Army world. With your leader's and/or corps officer's assistance, choose three Salvation Army composers and learn more about them. **Write down their names and the title of at least one piece of music they have composed or arranged. Listen to a recording of each piece .**

Composer	Music Composed
_____	_____
_____	_____
_____	_____

REQUIREMENT #4 - Simple Instruments

From the earliest of times to today, Native Americans, tribesmen from the jungles of Africa, the Bushmen from the Outback of Australia, and people from every part of the world have usually had one thing in common: *Music*.

Even the most basic sounds - beating drums, shaking rattles, singing chants - are all a part of how different people express themselves with rhythm and tune with music. **Taking items from your home, make a very simple instrument of your choice.**

The instrument must be something that you yourself have made from things found around your home. Tell your leader what things you used, how you made it, how you used it and on what occasions. Check out your local museum for ideas.

REQUIREMENT #5 - Attend a Concert

Before you attend a vocal or instrumental concert, get a small notebook and pencil. Take this notebook with you to the concert and write down what you saw and felt. Did the music make you happy or sad? Was it loud? What did the words mean? **Fill in the following report:**

Name of group performing at concert: _____

Type of music (vocal, instrumental): _____

What I saw and felt at the concert: _____

Parts Of A Quartet

You may ask your school music teacher, your corps or church music person for help in learning about the different parts sung in a quartet. They will show you musical scores with the four parts. These include soprano, alto, tenor and bass. Try singing in a group using one of these parts. It's a lot of fun.

REQUIREMENT #6 - Music Score

Ask your corps, church or school music teacher to help you learn *the score*.



A score is music for the conductor that has parts for every instrument in the group. Written music is called *notation* and it is written on a five-lined staff.

The basic elements of a score are: (a) staves, (b) a treble or bass clef sign, (c) the key signature, (d) the time signature, and (e) the correct time (or notes) in each measure of the score. The notes are the: whole, half, quarter, eighth, sixteenth, thirty-second, and sixty-fourth. The time signature indicates the musical meter. This tells how fast the music is. The top number tells how many beats to each measure and the bottom number tells what kind of note receives one beat.

REQUIREMENT #7 - Music in the Bible

Music is found in many areas of the Bible. **Read the following Scripture references and write down the instruments mentioned:**

- 1 Samuel 16:23 _____
- Matthew 24:31 _____
- Psalm 150:4 _____
- Psalm 150:5 _____

Discuss the following questions with your leader and write down your answers.

How is music used in church services?

What types of music do you have in your church or corps?

Here are some fun music related games and activities you may want to play:

Song Stumpers

One player sings the first line of any familiar song. The others try to complete the verse. The one who is successful becomes the new leader. If no one can do it, the first boy completes the verse and begins another.

Dutch Band

The leader assigns the name of a musical instrument to each player, including himself, and names a popular tune. The leader starts to “play” his instrument, making the proper sounds and gestures, and the others join in with their instruments. At anytime, the leader may switch to the instrument of another player.

That player must immediately switch to the leader’s former instrument or he is out. Make rapid changes.

Jug Bass

Use plastic jugs that have been thoroughly washed out and partially filled with water. Blow across mouth of jug for deep bass tones. Place different levels of water in each jug for different tones.

Musical Glasses

Use eight drinking glasses. Fill the first one nearly full of water and tap it with a spoon. It should sound like “do” on the music scale. Pour a little less water in the second glass to make “re.” Continue with the remaining glasses until you have the full scale. Try simple tunes on the glasses.

