

**I'm not robot!**



the only limitations are their ambition and availability of adult merit insignia counselors to offer instruction, read more about scouts bsa deserve the flagging process: fusion pamphlets: an official brochure boy scouts of america merit badge pamphlet has been created for bsa by the topic authorities for each merit badge, pamphlets contain requirements, introductory information and supplementary reference text. a scout can buy bsa leaflets, find them in a troop library, or often-times check them from a public library. There is also a brochure requirements with a list of merit badges for a quick reference. merit badge counselors: merit badge counselors are volunteers who have been selected, trained and approved by council or district committees. they are knowledgeable about the subject and understand the objectives of scouting and the merit insignia program. Many districts have a board of counselors. see this page for more information about becoming a merit badge counselor. merit insignia process: an explorer decides that they would get a specific credit insignia. They get the approval to start the merit insignia of their scoutmaster. the explorer identifies possible merit badge counselors. the explorer identifies another explorer, friend or family member who will be your partner to attend all meetingsThe counselor to follow the Safe Explorer guidelines. The explorer then contacts the counselor to begin the work of badge. The counselor reviews the requirements with the explorers and decides on the projects to complete and the conclusion calendar. The counselor provides specialized knowledge, advice, orientation as necessary until the lawyer disposes The scouts have completed the requirements. The advisor of Méno's badge certifies the termination of the requirements and the mint set patch is presented in an honor court or troop gathering. See this page to obtain more information about the badges. Miss required: an explorer can begin to take the badges as soon as they join a troop, but no badges are required for the progress until the first range is reached Class. Progress to the star. life and the á guila all require the termination of the badges of myself, service and demonstration of responsibility. To reach the range of Má © Rito Boy Scout, 13 of which come from the list of badges of myself required by á Guila. Request new Badge topics If you feel that another topic or activity should be added, you must tell the Boy Scouts of America directly. For new ideas of misma, send your application to: merit.badge@scouting.org voyesse to section 7.0.4.0 of this página to obtain more information. The requirements for this misma badge are owned by the Boy Scouts of America. They reproduce in part here under a fair use as a resource for scouts and scouters to use in livestock and teaching of the badges of my river. The requirements published by the Boy Scouts of America must always be used in the AQUA list. If in doubt about the accuracy of a requirement, consult your misma lawyer. Reading this page does not satisfy any requirement for any badge. By national regulations, the only person who can sign the requirements is an advisor to Má ercito's badge, duly registered and authorized by the local council. To obtain a list of registered counselors of Má 'Rito, or for raguj raguj om'ÁC arratiuG raguj om'ÁC acisºAM raguj om'ÁC rojeM ratnaC a ednerPA reV .n'Áicautnup al ed sonimr©Át y songis sol sodot aeL .sacimjÁnid y omtir .onot .sesarf .acinc©At aneub odnaus orejesnoc ut rop odigele onmih e lpmis n'Áicnac anu acot o etnaC ojesnoC led ocivvreS ed ortneC O retsamtuocS us noc etatnoc rofav rop .otri©Am ed aingisni anu How to play Basic piano cutters Advanced piano reproduction of modern musical symbols List of musical symbols musicals musical terms Signature Key Reading Mismal Reading 101 Learning SámboIs and Tics . Create an illustration that shows how tones are generated and how instruments produce sound. The science of musical instruments is called organological. It covers the study of the history of the instruments, instruments used in different cultures, technical aspects of how instruments produce sound and classification of musical instruments. Musical instruments are frequently classified by the way they generate sound: \*Wind instruments generate a sound when an air column is made to vibrate inside them. The frequency of the generated wave is related to the length of the air column and the shape of the instrument, while the quality of the generated sound tone is affected by the construction of the instrument and all of the tone production. The vibrations are created by blowing air through a single cane, double cane or through a sharp hole that opens in or near the end of the instrument. Clarinet and saxophones families are examples of wind of the only. The oboe and bassoon are examples of double-caned wood winds. The flutes produce sound when the air is blown through the mockery hole. \*Wind instruments generate sound by sympathetic vibration of air in a tubular resonator sympathy with the vibration of the player's lips that are á C cebuzzedá C in the instrument's nozzle. There are several factors involved in the production of different plots in a latent instrument. One is the alteration of the tension of the player's lips (or the mouth), and another is the flow of In addition, slides or valves are used to change the length of the tube, thus changing the harmonic series presented by the instrument to the player. There are two different types of brass: low and high. Tuba, tuba, and trombone are examples of low las. French trumpet and horn are high bronze examples. \*The percussion instruments generate sound, with or without a definite tone, when it is hit with an implement, shaken, rub, scratch, or by any other action that puts the object in vibration. The shape and material of the instrument to be beaten and the shape of the resonant cavity, if there is, determine the sound of the instrument. The rmino generally applies to an object used in a rostmic context or with musical intention. Examples of defined percussion of the field are chimes, glockenspiel, timbres, marimba, steelpan, gong, tympani and xyl. Examples of indefinite tone percussion are low drum, castenet, cámbalo, slapstick, snail drum, Tom-Tom and tam-tam drum. \*Rope instruments generate a sound when a chain is torn, strified, enslaved, etc. The frequency of the generated wave (and therefore the note produced) generally depends on the length of the vibratory portion of the rope, the rope diameter, the tension of the rope, and the point at which the rope It is excited. The quality of the varying tone according to the construction of the resonant cavity (size, shape and wood used), the rope material is done, how the rope is excited in motion, and the experience of the music. The guitar, violence, mandolina, ukulele, harp, autoharp, harpsichord and piano are examples of string instruments. \*Electronic instruments generate sound through electronic media. Such an instrument sounds when producing an eligric audio signal that in last instance conducts a speaker. They can imitate all the instruments or create very the only sounds. The digital piano, electronic keyboard, Órgano, analog synthesizer, digital synthesizer, midi instruments (digital interface musical instrument), wind synthesizer, drums e virtual musical instruments are examples of electronic instruments, many alternative alternative divisionsThere are more instrumnt subdivisions. See also classification of musical instruments. To learn about a specific instrument, see the list of musical instruments or the list of archaic musical instruments. The human body, generating vocal and percussive sounds, was the first human musical instrument. The most likely is that the first instruments of prehistical rhythm or percussion instruments involved applauding the hands, hitting stones or other materials that are ostile to create rhythm. The oldest flutes discovered so far were in the cave of Hohle Fels in Germany and were dated about 35,000 years. All kinds of instruments, apart from electronic, are mentioned in ancient historical sources, such as Egyptian, Chinese, Eastern, Greek and Roman Indies and the Bible and the Bible and have actually recovered from historical archeological sites . Seeing sound is a vibratory rope of energy What is sound? Change sounds sounds and how instruments work making sounds with musical instruments Requirement 3 [edit | Edit Source] Make two of the following: A. Attend a live presentation, or listen to three hours of recordings of two of the following musical styles: blues, jazz, classical, country, bluegrass, á á á á á á á á á © tnico, gospel, Musical Theater, Ópera, Ópera. Describe the sound of music and the instruments used. Identify the composers or composers, the artists and the titles of the pieces he heard. If it was a live performance, describe the stage and reaction of the audience. Discuss your thoughts about music. If there is a program, make good use of the notes. B. Interview with your parents and grandparents about music. Discover that was the most popular music when they were of your age. Discover how much is your favorite music now and listen to three of your favorite songs with How do your favorites sound like? Did any of them have heard once? Touch three of your favorite songs for them and and They like these songs. Pregant them who think of your favorite music. C. Serve for six months as a member of a school, church, Scout Unit, or another local music organization, or act as a solo in Páºblico six times. D. List five people who are important in the history of American music and explain to their advisor why they are still influential. Includes at least one composer, an Intá © Raprette, an innovative and a person born more than 100 years ago. Mysics of the United States Popular American music before 1900 Popular American music from 1900 to 1950 Popular American music from 1950 to 2000 Google Timeline 1760á C "2011 American Music Timeline 1640á C" 1890 American composers List of American composers List of American composers Requirements 4 [Edit the current edition source] Make one of the following: A. Ensâ © á ± ale three songs to a group of people. Liege them in singing the songs, using appropriate hand movements. \*Teaching a song. These tips will help you relax and have fun too. 1. Practice the words and the melodi of the song that teaching until you know the song of heart. 2. Smile to the group. If enthusiastic and act with confidence, even if this is your first time teaching a song. 3. Start with an animated, well-known warming number, so that everyone (including you) can sing with confidence. 4. Give the name of the song to the group, and provide copies of the letter. Use song notebooks or song sheets, or write the lyrics on a blackboard or a large sheet of paper. 5. Sing the song alone or with a small group that already knows it. 6. Then sing phrases by phrase and make the group repeat after you. If the song has several versions, he tested a version at the same time. 7 When the group has learned the phrases or versions, sing the song all together. Yes it is fast or difficult, sings slowly at first, then picks up the speed while the singers dominate it. 8. The musical accompaniment helps. Piano, accordion, guitar andRo Sepat .scid teapmoc Erom ro 21 FO FO NOITELLOC S'YMAF ROOY ROO NWO ROO NWO ROO NWO STEMURTSNIL LACISUSM GNIDLUIB NANAW TRADNIK EES .The yalp nrael dna yenoM esuH drohC ecneueS ni trahC drohC yroehT cisuM ten.yroehTcisuM eeS .erom ro serusaem ewletw cisum fo eecip a rof erocs eht etirw dna esopmoC .B FDP esruoC gnitucudnoC evitcaretnI esruoC gnitucudnoC evitcaretnI gnitucudnoC cisuM gnitucudnoC snretatP taeb gnitucudnoC eht gnitucudnoC seuginhceT gnitucudnoC cisuM nrael, spIT gnitucudnoC Ees .0102 ,05 egap 12953# .cisuM ,seires egdab tirem acirema fo sttuocs yob .eram gnitnaw puor eht ewael .5 .sentfos of Cnirewol dna sseentual rof dnah eorf ceerf ruoy Gnisnar yb emulov lotnoc .4 .damnoc rio uoy ksir d dna etinifed sorutseg samam , ot ot toyrove rof Dloh .Mra eht FO Noitn Pu-dna-nwod elpmis a hitw emit taeb 3 .ykcicqu nio lsiw yehT .eton tsrif eht htrec trats tsáeá's ed , Noitomomnwod ewisced a yb dewolof Noitom nra dgils htigh trats .revo trats dna pots .eton gnorw eht If puory eht trats uoy fi .wol ro hgh Oot gnos elbate thurt them them tnufsr .srab wed a evah .ro .gnos eht FO SRAB WEF A MUH RO GNIS. ETON GNITRATS EHT EVIG .1 .yilufsecucus sgnos dael uoy please please please slyh ot orm wef a ereh .gnam spit spit spit spits , A Gnihcaet Esuaceb .GNOS of Gnidae! .0102 ,94 egap ,12953# .susm ,seires egdab tirem acirema FO STUOCS YOB .GOS ralimaf a ot la la spot dg .nut regnol 0 Show how to handle and store them. \*Classes your collection. Classify (organize) your recordings in a way that suits you, but keep your system simple and flexible. You can classify the recordings in several ways: á€ in chronological order of the periods during which the music was written. á€ in alphabetical order, by names of artists, composers or titles. á€ by category: classic, folk, jazz, country, rock, etc. á€ in numerical order, by catalog numbers. á€ in combinations of these or according to your own numbering system. Boy Scouts of America, music, #35921, page 62, 2010. \*Take care of CDs and players. á€ Carefully handle the CDs on the edges. á€ After playing, store each CD in its protective plastic case. CDs can be stored horizontally or vertically in storage units. á€ A case of transport is good to organize CDs as well as to transport them. á€ Clean the CD carefully with a soft cloth, petting from the center to the edge. If a CD has been dirty, you can gently clean it with water and water. á€ Place a CD on a level surface, away from humidity, high humidity and extreme heat. Protect it from strong vibrations or shakes. á€ CD players usually do not need maintenance. If the player does not work badly, consult your dealer or repair workshop. Repair requires a trained technician and specialized tools. \*Management of records. á€ Manage the records by the edges. Avoid touching the slotted surfaces. Use a brush or soft cloth to keep them dust free. hitting in circular direction along the slots. á€ When you reproduce the discs manually, lower the tone arm on the disc gently. A landing full of bumps can scratch and/or damage the needle. á€ Be sure that the needle (lapiz) is in good condition at all times. A worn needle can ruin your records. Replace the diamond needles for every 1,000 hours of play. á€ Undo the logs that are cracked or full of nuts. They can the needle. \*Caring for Tapes and Tape Players. á€á€ Clean and demagnetize the tape heads after at least every 20 hours of use to remove tiny particles that tapes leave behind. Do this especially before you plan to record an important program or play a valuable tape. Use cotton swabs soaked with denaturated, not isopropyl (rubbing) alcohol. You can buy denaturated alcohol or a special cleaning solution from an electronics or music store. Allow the heads to dry for 30 minutes before inserting a tape. á€á€ After you have cleaned the heads, use the swabs to clean the metal guides along the tape path. á€á€ To avoid erasing a cassette tape by accident, remove the small plastic tabs on the back of the cassette. Use a small screwdriver to pry out the tabs. Commercially recorded tapes already have he tabs removed. \*Storage. Store record albums in an upright position and fit snugly against each other. Flat or slanted storage will cause the records to warp. Store tapes and CDs in a cabinet or case that protects them from dust and allows you to keep them organized and safe. Boy Scouts of America Merit Badge Series, Music, #35921, pages 66-67, 2010. See Manage Your Growing Disc Collection áÁÁ Tools and Tricks Storing Your CD Collection Shelving Your CD Collection Organizing and Storing Your CD and DVD Disks More Storage Means More Freedom E. Give a brief history of the bugle, and explain how the bugle is related to other brass wind instruments. Demonstrate how the bugle makes sound, then explain how to care for, clean, and maintain a bugle. See Bugle History of the Bugle Evolution of the Bugle How to Play a Bugle How to Blow a Bugle How to Tune a Bugle How to Play a Trumpet How to Take Care of a Bugle How to Clean Brass Instruments F. Compose a bugle call for your troop or patrol to signal a common group activity, such as assembling for mealtime or striking a campsite. Play the call that you have composed before your unit or patrol. Sound the following bugle calls: áÁÁFirst Call, áÁÁ áÁÁÁReveille, áÁÁ áÁÁAssembly, áÁÁ áÁÁMess, áÁÁ áÁÁTo the Colors, áÁÁ and áÁÁTaps, áÁÁ Then explain when each of these calls is used. áÁÁFirst Calle áÁÁ is generally used to just get everyone áÁÁs attention that something will be happening soon (like assembly) and is sometimes used at race tracks as the áÁÁcall to the poste áÁÁ (horses get in line to start the race). áÁÁÁReveille áÁÁ is used to awaken people and lets them know it is time to get up and about. áÁÁAssembly áÁÁ is used to call everyone together, for everyone to áÁÁfall in áÁÁ, often at a designated place. áÁÁMess áÁÁ signals that it is time to eat. It is also used at times at athletic events to stir up the crowd. áÁÁTo The Colorse áÁÁ is a bugle call to render honors to the nation. The most common use is when the national flag is being lowered at the end of the day (where everyone may be assembled as well). It commands the same courtesies as the National Anthem. áÁÁTaps áÁÁ signifies áÁÁlights out áÁÁ at the end of the evening. Lyrics can be sung to it called áÁÁDay is Done áÁÁ. It may also be played during flag ceremonies and at funerals, particularly for veterans. Bugle Calls Music More Bugle Calls Music and Listen to Bugle Calls Listen to Bugle Calls External Links[edit | edit source] BSA Music Merit Badge Book Resources Music Merit Badge Workbook PDF. PDF.

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