

Musician



Complete one of the following:

- (I)
1. Act as singing solo or singing soprano or bass in a choir and sing a song as just selected by the assessor.
 2. Know basic music theory:
 - (i) Write 3 clefs – G Clef, C Clef and F Clef.
 - (ii) Write 3 major or minor chords.
 3. Know the differences between Sonata, Concerto and Oratorio and give three examples.
 4. Discuss with the assessor a concert that has been recently participated in or heard on radio or watched on television.
- (II)
1. Using a musical instrument, play a musical piece that requires accompaniment, or play two pieces solo, or be a current member of the school orchestra or orchestra of an organization.
 2. Play a piece of music just selected.
 3. Know basic music theory:
 - (i) Write 3 clefs – G Clef, C Clef and F Clef.
 - (ii) Write 3 major or minor chords.
 4. Know the differences between Sonata, Concerto and Oratorio and give three examples.
 5. Discuss with the assessor a concert that has been recently participated in or heard on radio or watched on television.
- (III)
1.
 - (a) Without any musical accompaniment, sing two folk songs from different places and characteristics, such as spiritual songs, sea shanty, mountain songs or lullaby; or
 - (b) Play an instrument such as banjo, guitar, mandolin, etc., and sing two folk songs of different characteristics; or
 - (c) Using banjo, guitar, mandolin, concertina, harmonica or other folk song instrument, play two folk songs of different characteristics.

2. Know basic music theory such as key, chords, bass notes and be able to tune the musical instrument.

Note: The folk songs should be simple. Scouts should apply personal skills in creating a style.

3. Discuss with the assessor the favourite folk songs and singers or composers and give reasons for choosing the songs and artists.

- (IV)
1. Show how to tune bagpipes.
 2. Play two march music pieces using 2/4 beat.
 3. Play two march music pieces using 6/8 beat.
 4. Play a slow march or melodious piece of music.
 5. Play a march, a Strass waltz and a Scottish highland waltz .The march should be one of the two pieces in item no. 2 above.

Note: (1) Tones can be chosen freely.

(2) If using Ireland or Northumbrian pipes, the examiner can select an alternative assessment method.

- (V)
1. Be a member of a band for Scouts, school or other organization, such as the Salvation Army.
 2. Show skills with any one of the following musical instruments:
 - (a) Snare drum:
 - (i) Demonstrate how to take care of a snare drum.
 - (ii) Know how to carry the drum and hold the drumsticks at a parade (without beating the drum).
 - (iii) Beat the drum at 2/4 and 6/8 beats.
 - (iv) Beat with non-accent beat at 2/4, 6/8 and 3/4 beats.
 - (v) Beat the drum and turn at the third beat, fifth beat and seventh beat.
 - (vi) Participate in six different parades.
 - (b) High pitch drum:
 - (i) Demonstrate how to take care of a high pitch drum.
 - (ii) Know how to carry the drum and hold the drum sticks at a parade (without beating the drum).
 - (iii) Beat the drum at 2/4 and 6/8 beats.
 - (iv) Beat with non-accent beat at 2/4, 6/8 and 3/4 beats.
 - (v) Beat the drum and turn at the third beat, fifth beat and seventh beat.
 - (vi) Show good stick drill when beat at the halt and on the march.

- (vii) March for not less than 50 m and beat the drum 116 times per minute.
- (viii) Slow march for not less than 50 m and beat the drum 65 times per minute.
- (c) Bass Drum:
 - (i) Demonstrate how to take care of a bass drum.
 - (ii) Know how to carry a drum and hold the drum sticks at a parade (without beating the drum).
 - (iii) Show good stick drill when beat at the halt and on the march.
 - (iv) March for not less than 50 m and beat the drum 116 times per minute.
 - (v) Slow march for not less than 50 m and beat the drum 65 times per minute.
- (d) Cornet or trumpet:
 - (i) Demonstrate how to take care of the instrument.
 - (ii) Hold the instrument with the right hand with the bell on front hip, move the left hand during parade (without blowing the instrument).
 - (iii) Play the tune for calling fall in, cooking, lights out, wake up, salute and sunset or fall out.