4-H Music Project

Music is a versatile and diverse subject that allows individuals to express their emotions, celebrate, or participate as a recreational activity. Music can be listened to in person or on the radio. For those with an interest in personally performing, music can be sung or a musical instrument learned. In this project, youth may:

- listen to and appreciate many styles and genres of music
- perform music by voice, or using one or more instruments
- read and compose music
- make an instrument

<table>
<thead>
<tr>
<th>Starting Out</th>
<th>Learning More</th>
<th>Exploring Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>Explore the different ways music can be made and appreciated.</td>
<td>Challenge yourself by listening to music genres you do not often listen to.</td>
<td>Compose a short song of your own.</td>
</tr>
<tr>
<td>Identify and listen to different genres of music.</td>
<td>Learn the fundamentals of reading music.</td>
<td>Practice performing music by sight and ear.</td>
</tr>
<tr>
<td>Learn the names and sounds of musical instruments.</td>
<td>Practice identifying musical instruments by sound.</td>
<td>Expand your knowledge by exploring principles of music theory.</td>
</tr>
<tr>
<td>Attend a concert or musical performance.</td>
<td>Compare different arrangements of the same song, and identify what makes each unique.</td>
<td>Explore the history and cultures affiliated with musical instruments.</td>
</tr>
<tr>
<td>Perform music for a small group.</td>
<td>Arrange to perform music at a community event.</td>
<td>Create a band or musical group and perform in a competition.</td>
</tr>
</tbody>
</table>

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help youth:

**Light Their Spark**
A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

**Flex Their Brain**
The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

**Reach Their Goals**
Help youth use the GPS system to achieve their goals.

- **Goal Selection:** Choose one meaningful, realistic, and demanding goal.
- **Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.
- **Shift Gears:** Change strategies if you’re having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

**Reflect**
Ask project members how they can use their passion for this project to be more confident, competent, and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character, or establish connections.
Expand Your Experiences!

Civic Engagement

- Perform music at a senior center, school, or community gathering.
- Teach others about the benefits of music, music education, and musical performance.
- Volunteer to perform the national anthem at a community event.

Healthy Living

- Research music that assists with yoga and mindfulness activities.
- Learn the health benefits of music and musical performance.
- Identify the ways that music performance affects self-confidence.

Science, Technology, Engineering, and Mathematics

- Learn about the terms herz, mega herz, and decibel, and their relevance to measuring sound.
- Research how sounds waves influence your mood and brain.
- Create and share a video of your project performances.

Leadership

- Become a Junior or Teen Leader for a music project.
- Coordinate with your club’s recreation officer to incorporate music into meetings.
- Organize a group outing to a concert or musical performance.

College and Career Readiness

- Explore college majors within the field of music, such as music performance or teaching.
- Job shadow a music teacher, musical performer, or other professional related to music.
- Research internships that are available in the music industry.

Resources

- Musictheory.net
  https://www.musictheory.net/
- Free printable blank staff paper
  www.blanksheetmusic.net/
- Music Websites for Kids from the Music Teachers National Association
  https://www.mtna.org/MTNA/Learn/Parent_and_Student_Resources/Websites_for_Kids.aspx
- Music Teacher Resources from Teacher Vision
  https://www.teachervision.com/subjects/art-music-drama/music

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

Connections & Events | Curriculum | 4-H Record Book
--- | --- | ---
**Presentation Days** – Share what you’ve learned with others through a presentation.

**Interview Contest** – Practice interviewing for a job.

**Field Days** – At these events, 4-H members may participate in a variety of contests related to their project area.

Contact your UC Cooperative Extension office to determine additional opportunities available, such as a field day.

- Music Theory Made Easy for Kids (Levels 1–2)
- Bruce Pearson Music Method Books
  https://www.brucepearsonmusic.com/method/enhanced/

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning, and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit
http://ucanr.edu/orb/
FOR FUTHER INFORMATION

To order or obtain ANR publications and other products, visit the ANR Communication Services online catalog at http://anrcatalog.ucanr.edu/ or phone 1-800-994-8849. You can also place orders by mail or request a printed catalog of our products from:

University of California
Agriculture and Natural Resources
Communication Services
2801 Second Street
Davis, CA 95618
Telephone 1-800-994-8849
E-mail: anrcatalog@ucanr.edu

©2019 The Regents of the University of California. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-nd/4.0/ or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Publication 8669

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a U.S. veteran.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University’s equal employment opportunity policies may be directed to: UCANR, Affirmative Action Compliance and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1397. Email: titleixdiscrimination@ucanr.edu.

Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.  

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.

An electronic copy of this publication can be found at the ANR Communication Services catalog website, http://anrcatalog.ucanr.edu/.

This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by ANR Associate Editor for Human and Community–Youth Development Kendra Lewis.

California 4-H Project Sheet Technical Editors
NICOLE MARSHALL-WHEELER, 4-H Youth Development Advisor, UC Cooperative Extension, Colusa, Sutter, and Yuba Counties; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma Counties.

California 4-H Project Sheet Series Authors
VERA M. BULLARD, 4-H Program Representative, UC Cooperative Extension, Amador and El Dorado Counties; JENNA COLBURN, 4-H Program Representative, California State 4-H Office; ANNE IACCOPUCCI, 4-H Healthy Living Academic Coordinator, California State 4-H Office; ALLISON KEANEY, CEO, Sonoma-Marin Fairgrounds; SHANNON KILSCH, UC CalFresh Community Education Supervisor, UC Cooperative Extension, San Luis Obispo County; NICOLE MARSHALL-WHEELER, 4-H Youth Development Advisor, UC Cooperative Extension, Colusa, Sutter, and Yuba Counties; FE MONCLOA, 4-H Youth Development Advisor, UC Cooperative Extension, Santa Clara County; KATHERINE E. SOULE, Youth, Families, and Communities Advisor and Director of UC Cooperative Extension, San Luis Obispo and Santa Barbara Counties; MAURA SPARREVOHNI, 4-H Youth Member, Sacramento County; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma Counties.