

Musopoly Rules

by Michiko Yurko

Musopoly is pronounced “mu (as in music) zop-o-lee” and means “many musicians having fun together”. In this day and age of electronic devices and busy lifestyles, enjoying the company of friends, family, and students with a board game still remains time well spent.

To ensure that the game is viewed as fun and exciting, teachers and parents should introduce *Musopoly* at the right time in a child’s musical education. When students roll the dice, draw cards, and confidently answer the questions, their self-esteem and joy in being musicians flourishes. Prepare by playing many Music Mind Games games and learning about the Music Mind Games Cornerstones.

Musopoly has thrills and challenges, just like the classic American real estate trading game. Music theory, music reading skills, performance, and goodwill are all reinforced in a short time. Additionally, players help and learn from each other as they collect *rhythm playing cards* and *gold coins*.

Musopoly is adaptable for players as young as three years old. See Michiko’s book “Music Mind Games Unit 1” and visit the Game Library on the Music Mind Games website for complete directions and a video.

THREE WAYS TO PLAY MUSOPOLY

1. LEARN Use fewer materials, experience the game, and with a teacher/parent’s help, learn answers during play. Students will become more independent with each session.

2. PLAY Be prepared to answer the cards, read the rhythms, take dictation, and perform solos with confidence. It is exhilarating when players can easily zip around the gameboard, answering questions and performing.

3. STAY IN SHAPE Play *Musopoly* regularly to reinforce learned concepts and create an efficient, motivational, and highly social setting for performance and cover various music theory subjects.

TO TEACH AND/OR REINFORCE

- | | |
|--|--------------------|
| 1. Alphabet and Intervals | 6. Performance |
| 2. Dictation and Sight-Singing | 7. Reading rhythms |
| 3. Grand staff note names | 8. Rhythm math |
| 4. Grand staff relationship to instruments | 9. Solfège |
| 5. Music symbols | 10. Tempos |

Rainbow Xylophone (fun! but optional)



- 1. MUSOPOLY**
Musopoly gameboard
6 colored pawns
2 dice
10 gold coins

- 3. ADDITIONAL**
musical scores
piano
student’s instrument

- 2. PUPPY PACKET**
rhythm playing cards
staff slate and magic notes
grand staff cards
tempo cards
music symbol cards
do re mi or alphabet cards
blue jello cards set 1
Handbook



SET UP

Place these three decks of cards **face up** on the *gameboard* on the four corresponding color squares. Players are able to see which cards are next during the game, and be ready with answers.

1. *Grand staff cards* on the **blue** and **green** squares
2. *Music symbol cards* on the **orange** square
3. *Do re mi cards* (2 do sandwiches*) **or** *alphabet cards* (two sets) on the **pink** square

Place these materials near the *gameboard*:

1. *Rhythm playing cards*
2. *Tempo cards*
3. *Blue jello cards set 1*
4. *Staff slate, magic notes, ledger line sheets, and magic wand*

Place *gold coins* (in a stack) and *dice* on the *gameboard*. Keep the *Handbook* nearby for reference.







BASICS

PAWNS Each player selects a pawn and places it on a different corner. This simple step emphasizes that players aren't racing each other around the board. They are companions in the game rather than competitors.

WHO GOES FIRST Each player or a small team (see page 5) draws one *rhythm playing card*. Players rearrange themselves around the board in the order of play and return the cards to the deck. Whoever draws the smallest value note or rest may take the first turn. Whoever draws the next smallest value will go second, and so on.

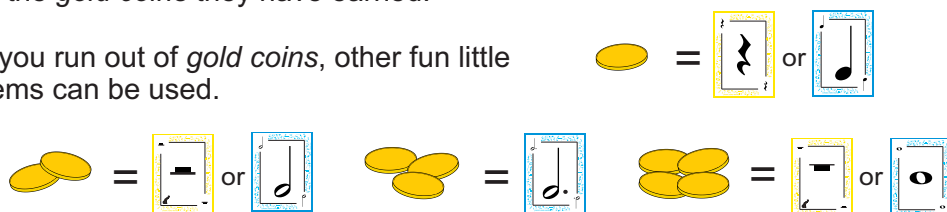
TAKE A TURN Players have one roll of both dice at the beginning of each turn. They add the number of dots on top of both dice and move their pawns that number of spaces. Players move in the direction of the arrow in the bass clef corner. Each symbol represents a specific activity. The right-hand column (pages 3 & 4) shows which *rhythm playing cards* and how many *gold coins* players earn for completing each space.
















RHYTHM PLAYING CARDS AND GOLD COINS ARE THE MONEY The deck of *rhythm playing cards* is passed from player to player during turns rather than having one person acting as banker. Equivalent notes and rests are interchangeable. Throughout the game, players trade in *rhythm playing cards* for equivalent higher values notes and rests. The goal is to keep as few cards as possible. Players calculate equivalent notes and rests values at the end of each turn. For example, two sixteenth notes  or sixteenth rests  are traded for an eighth note  or eighth rest .

EARNING MONEY A correct answer earns a sixteenth note or a sixteenth rest unless the chart on page 3 & 4 shows otherwise. Players earn money even if a turn requires a little help from another player or their teacher.

GOLD COINS One quarter note or quarter rest equals one *gold coin*. Once students earn a quarter note or quarter rest, they can also collect *gold coins*. **Note:** Throughout the game, students keep all the *rhythm playing cards* equal to the *gold coins* they have earned.

If you run out of *gold coins*, other fun little items can be used.



Card Exchange Chart				
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	

*Do sandwich: do re mi fa so la ti do




DOUBLES Roll the same number on both dice? Take a second turn. Two doubles? Take a third turn. Three doubles? Move backward, take a turn, and then your turn is finished.

ALPHABET SQUARES The musical alphabet appears above the spaces on the *gameboard* for reference. The letters read left to right in the same direction the players move their pawns.

KEEP CARDS THAT ARE DRAWN FACE UP Rather than returning cards to the bottom of the stacks, players keep them face up in front of themselves during the game. With cards in view, the learning continues.

START PLAYING

ANSWERS Players give answers to each other and are often involved in discussions about one another's turns. Teachers may help too, but it's best to redirect the conversations between the players whenever possible.

SPACES ON THE GAMEBOARD    These spaces have four steps. Completing one step earns a sixteenth, two steps earn an eighth, three steps earn a dotted eighth, and all four steps earn a quarter note or rest. When someone is searching in a musical score (step 4), the next player can begin playing.

GAME SPACE

WHAT TO DO

EARN



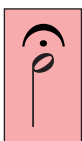
TREBLE CLEF

1. Name the note
2. Find the note on your instrument or the piano
3. Match the pitch with your voice (if it is out of your range, you still earn money)
4. Find the note in a musical score and show it to the other players



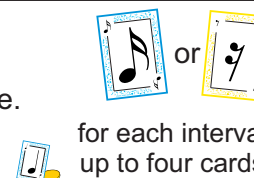
BASS CLEF

1. Name the note
2. Find the note on your instrument or the piano
3. Match the pitch with your voice (if it is out of your range, you still earn money)
4. Find the note in a musical score



FERMATA

With your eyes closed, take several *do re mi cards* (or *alphabet cards*) from the pile. Arrange them in the order you choose, then sing or play them on your instrument or *rainbow xylophone* and name the intervals



for each interval up to four cards



SHARP

1. Identify the symbol or word
2. Define the symbol or word
3. Demonstrate the symbol or word by singing or playing your instrument
4. Find the symbol or word in a musical score



GAME SPACE

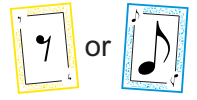
WHAT TO DO

EARN



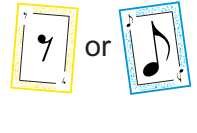
DICTATION

Choose someone to sing a short pattern for you. The pattern cannot be too easy or too difficult. Using a *magic note*, write the first note they tell you on the *staff slate*. Listen to the pattern twice, sing it with everyone, and then write it. You may ask to hear it again. All the players help to check it. Whoever sang the pattern earns a sixteenth note/rest.



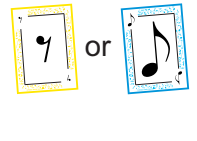
EIGHTH NOTES

Close your eyes and draw a *blue jello card*. Other players can help you keep a steady beat by gently tapping their knees in tempo along with you. Say the Blue Jello words and use hand signs. Extra: Do both sides of the card and earn double the money.



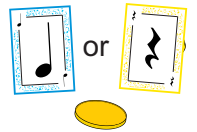
TEMPO

With your eyes closed, draw four *tempo cards*. Place them in order from slowest to fastest. Leave spaces for the cards you didn't draw. Extra: Put all the *tempo cards* in order and earn double the money.



PLAY

Players come prepared with a polished piece. Announce the name and composer of your piece and take a bow before and after playing. Listen for musicality, beautiful tone, and accuracy. During your performance, the game is paused, and other players are your supportive audience. If you feel your performance was polished, roll the dice, take another turn, and earn more money. Who decides? Think about it, then see page 6.



FREE CHOICE

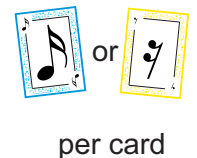
Choose any space on the *gameboard* (except the corners). Your pawn remains on the FREE CHOICE space while you do what your chosen space requires. Earn whatever is appropriate. If you land on FREE CHOICE again, choose a different subject.

What you earn will depend on what you do

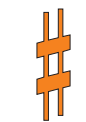


CORNER CLEF (Treble clef or bass clef)

Ask someone to show you the stack of *treble* or *bass clef cards* one at a time. You have a few seconds to name the note on each card. Think before you speak because a miss means your turn is over. Also, identify cards that you and other players have, so you name all 19 cards. Cards are returned to the stack or the other players who had them.

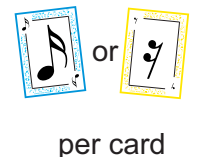


per card



CORNER SHARP

Identify up to 16 *music symbol cards* from the stack. If you miss, your turn is over, so think before you speak. As needed, identify cards that you and other players have, so you name 16 cards. Cards are returned to the stack or the other players who had them.

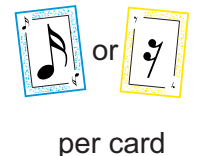


per card



ANSWER TOP CARDS

Pick the top card from each of the four stacks in the center of the *gameboard*. Identify each one.



per card

END OF PLAY The game lasts as long you'd like. When it's time to finish, it is announced that "This is the last round." The player who went last on the first round will go last on the last round. Idea: It's fun to put your pawn, cards, *rhythm playing cards*, and *gold coins* in a baggie, note the space you are on, and continue another time.

ADAPTATIONS

GROUP PLAY If there are more than five players, it's a good idea for students to play in small teams so no one has to wait too long to play again. The team shares a pawn, takes turns rolling the dice and drawing cards. They may discuss answers together and perform the required activities as a group. When landing on PLAY, one team member volunteers to play. All the money belongs to the team.

YOUNGER PLAYERS See the Game Library on the Music Mind Games website and the book "Music Mind Games Unit 1" to learn how to play this game with players as young as three years old.



ADVANCED PLAYERS

IDEAS & SUGGESTIONS Players draw 2-3 *rhythm playing cards* and add their beats together to determine the order of play. Players may choose to draw the top card or a card from the middle of a stack.

1. Grand staff cards

- 1) Use the note on the card as tonic, specify major or minor, identify the key signature, and name the sharps or flats in the key
- 2) Choose major or minor, then play a scale beginning with the note on the card. Earn a sixteenth note or sixteenth rest for each sharp or flat in the key signature
- 3) Use the note on the card as the root and spell a seventh chord (dominant, minor/minor, major/major, etc.), play it on the piano, and resolve it. As an option, the *bass clef cards* can be one type of chord and the *treble clef cards* another

2. Music symbol cards Use the *music symbol cards - set 2* or a combination of both set 1 and 2

3. Cards on the pink space Use *do re mi cards* or *alphabet cards* and your own original ideas

4. Tempo cards Draw one *tempo card* and play a short piece or part of a piece in the tempo

5. Sight-reading Instead of drawing a *blue jello card*, clap or sight-read several lines of new music



Norway

Musopoly can be adapted to fit your situation. Have fun coming up with creative ideas on your own.

Did you know?

- In the 1970s, *Musopoly* was first published as colored shapes teachers cut apart and pasted on a giant posterboard square.
- The first *Musopoly* board game was sold in a box in 1984 and was only 10 inches square. The cards were 1.5 inches.
- Between 1992 and 2005, there was a giant *Musopoly* gameboard (pictured at left) which was nearly 3 feet square. It was made with four enormous puzzle pieces.

Have fun!

Michiko

TIPS FOR TEACHERS

While *Musopoly* is usually easy for students to understand, some teachers say they find it a little tricky. Use the following steps to help yourself prepare, explain and play the game.

1. Play by Yourself Before playing *Musopoly* with your students, play the game alone and pretend to be several players. As you read through the rules, roll the dice, pick up the cards, collect your earnings, and everything else, you will come to understand the game. Once you're comfortable, introduce it to your students.

2. Teach and Play It's OK to sit and play the game with your students, teaching, assisting, and adapting as you play together. It's important that the game be at a comfortable level for them, and you are best to determine that.

3. Learn as You Go Rather than explaining all the rules, just start playing. As players land on each space, help them learn what the space requires and what they earn. This is an excellent time to assess if you want to make adaptations to make the game easier or more difficult. Students should tell each other if an answer is correct rather than telling you. This keeps everyone involved and learning throughout the game.

4. Around the Board Continue around the board with players taking turns rolling the dice and learning how to play the game together. Most likely, the first time playing *Musopoly* could take an entire class session, but they will remember well and play more independently the next time.

5. Students Only Once the rules are understood, the game is best played with the teacher mostly observing. The players relax, relate better to each other, respond to each other's answers, and have more fun.

Students may need reminders to stay on task and be ready when their turn comes around. Or they may have forgotten something and need a little help figuring out the answers. You can be nearby and, from time to time, answer a question or offer some guidance.



play

Who decides if your piece was polished so you can take another turn? Your teacher or parent? It's best if you don't think of them as your judge. The other players? Same reason.

"ME?!" That's right! We know best how we performed. There are always good things to recognize and likely a few to improve. Be kind and self-compassionate when you decide how you played. Polished doesn't mean perfect.

A team of three teens writes a dictation pattern.



Sweden

This class has three *Musopoly* games going simultaneously.



Hawaii

Find a typo or have questions about the rules or how to play *Musopoly*? Please contact us at www.musicmindgames.com.