



# The Royal Scottish Pipe Band Association

## Music Board – PDQB EDUCATION GUIDELINES

### Pipe Band Drumming SCQF Level 3 (PDQB Level 1 Snare)

This guide is intended for both Students and Instructors. It must be read in conjunction with Pipe Band Drumming SCQF Level 3 Syllabus to ensure all aspects are covered. Refer [www.pdqb.org](http://www.pdqb.org).

It is strongly recommended that all students sitting this level purchase RSPBA Structured Learning Book 1. It is therefore important that Instructors use Structured Learning Book 1 as their main source material. Bands or Branches may have a supply of this book. Or go to [www.rspba.org](http://www.rspba.org) – select “Online Store” to purchase on-line.

#### Theory Aspects:

There are 3 Study Areas in Theory – you must pass each Area in the Examination. The Study Areas are:

Music Notation – most of the Example Questions shared below are in this category.

Writing Simple Music – the last sample question below covers all this activity.

Maintenance (Snare/Bass/Tenor) – see the Maintenance section later in this document.



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Here are examples of the activity that the Student may encounter in the examination:

- Study the staff below and identify the name of each note and its duration. Put your answers in the space provided.

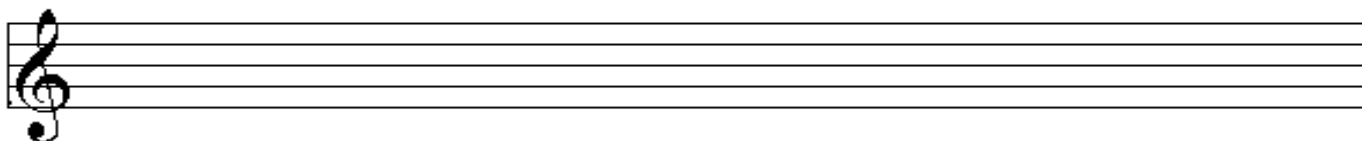


Note

Duration

- A Typical question where the Student demonstrates their knowledge of Basic Music Writing from a description of a Note. e.g. On the blank staff below, write out the following notes:

High G quaver (eighth note)  
D semi-breve (whole note)  
F demi-semi-quaver (thirty-second note)  
Low G crotchet (quarter note)  
B semi-quaver (sixteenth note)  
C Minim (half note)  
Low A quaver (eighth note)  
E crotchet (quarter note)



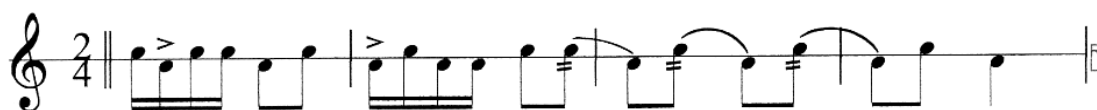


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- Be able to explain how the duration of a note is affected when a dot is added.
- Be able to explain how the duration of a note is affected when a tail is added.
- Be able to draw a staff and at the start of the staff, draw a Treble Clef. Be able to divide the staff into four equal bars using bar lines and in each bar, show a different example of notes, which have the value of two crotchets (quarter notes).
- Be able to explain how you would indicate the line of music above was repeated.
- Be able to copy a piece of music onto a blank staff provided.





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#### **Maintenance Aspects Snare – Covered in the Practical Sessions:**

There is no expectation of the Student being asked to write on this activity at this stage. This is an oral examination. The Student will be asked by the Examiner to demonstrate by showing and talking the Examiner through each of the Maintenance Activities. Therefore, you must demonstrate an understanding of

- a. Name component parts of Snare, Bass and Tenor Drums.
- b. Care and maintenance of Snare, Bass and Tenor Drums.

Students need to be able to explain the following – **consider Bass and Tenor.**

#### • **Component Parts of the Side Drum:**

1. Tension Bolt
2. Carrying Hook
3. Top Stress Ring
4. Top Batter Head
5. Suspension Ring
6. Top Snare and Assembly
7. Shell
8. Tube Assembly
9. Suspension Ring Nut
10. Bottom Snare Head
11. Bottom Stress Ring
12. Bottom Snare and Assembly

A ½ point is awarded for each item remembered.

#### • **Care and Maintenance of the Side drum:**

1. Drums kept dry and free from dirt
2. Tension rods inspected for rust and greased
3. Snares inspected for broken or loose strands
4. Top and bottom skins checked for tears in their surface and ensure top and bottom stress rings are level
5. Inspect all hardware for splits and cracks
6. Ensure top and bottom snares are level.

A good answer covering all these activities can gain you the max of 6 points in you exam.



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#### **Practical Aspects Drumming:**

Candidates must demonstrate competence in the following on the Practice Pad:

#### **Rudiments/Exercises:**

- The single stroke beating. Page 1.21.3, RSPBA Structured Learning -Book 1.
- Counting beats in Simple & Compound Time. Page 1.21.4 – 5 RSPBA Structure Learning Book 1.
- Counting Irregular Groups. Page 1.21.6/7, RSPBA Structured Learning Book 1.
- Counting in the 3 Kinds of Time. Page 1.21.8/9 RSPBA Structured Learning Book 1. 1<sup>st</sup> 2/4, 3/4 and 4/4 from page 8 and the 1<sup>st</sup> 6/8, 9/8 and 12/8 from page 9.
- Single Stroke Development. Page 1.21.10 RSPBA Structured Learning Book 1.
- Closed Roll. Page 1.21.12 RSPBA Structured Learning Book 1
- 5 Stroke Roll Page 1.21.13 RSPBA Structured Learning Book 1. Primary, Open, Closed and Abbreviated only.
- 7 Stroke Roll Page 1.21.14 RSPBA Structured Learning Book 1. Primary, Open, Closed and Abbreviated only.
- 9 Stroke Roll Page 1.21.15 RSPBA Structured Learning Book 1. Primary, Open, Closed and Abbreviated only.
- Paradiddle Page 1.21.17 RSPBA Structured Learning Book 1. Exercises . A, B and C only.
- Basic monotone exercises in Simple Time.

**The above requirements are an aid - Refer to PDQB Syllabus for requirements to ensure you have covered all aspects – [www.pdqb.org](http://www.pdqb.org)**



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#### Monotone Activity – a typical example for Drumming:

#### LEVEL ONE MONOTONE EXERCISE SHEET

Candidates will be required to tap out the rhythm of 4 monotone exercises selected by the examiner.

