



The Royal Scottish Pipe Band Association

Music Board – PDQB EDUCATION GUIDELINES

Pipe Band Drumming SCQF Level 4 (PDQB level 2 Snare)

This guide is intended for both Students and Instructors. It must be read in conjunction with Pipe Band Drumming SCQF Level 4 Syllabus to ensure all aspects are covered. Refer 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 uses Structured Learning Book 1 as their main source material.

Bands or Branches may have a supply of these books.

Or go to www.rspba.org – select “Online Store” to purchase these books on line.

Knowledge of previous level is essential for this level. Students who start at this level may be required to prove competency of SCQF 3 by the Examiner. Be prepared for this. SCQF Level 3 Theory is fundamental for understanding SCQF Level 4 Theory.

Theory Aspects:

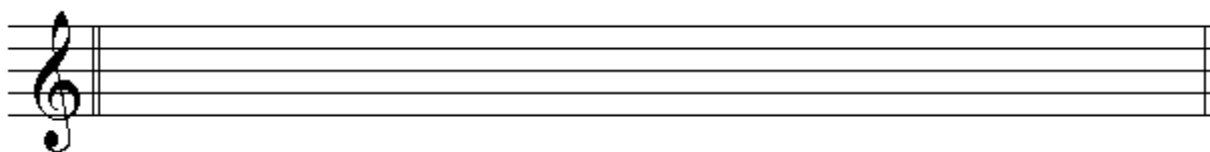
- Be able to Draw the Treble Clef and explain it – also known as G Clef – distortion of the old letter G and winds its way around the G Line.
- Understand the pitch names of the notes on the Bagpipe and be able to place them on the Stave. Here is an example of what might be asked - On the stave below, write the following – can you do it?:

(i) F crotchet (1/4 note)

(ii) D quaver (1/8 note)

(iii) Low G semi-quaver (1/16 note)

(iv) High G minim (1/2 note)





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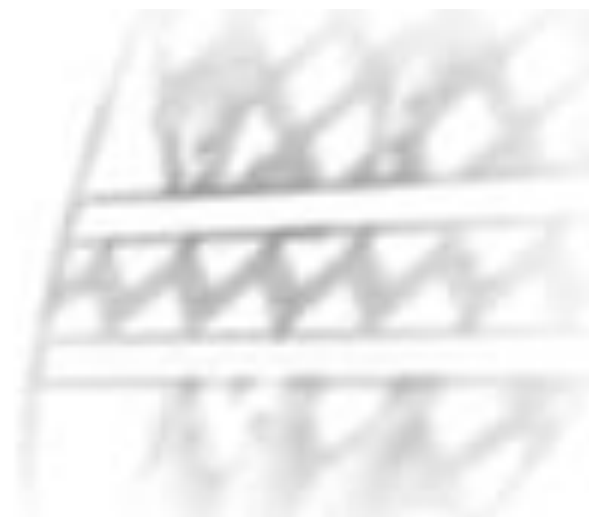
- Be able to explain what a time signature is using an example(s). What its purpose is – number of Beats in Bar – relationship to the Semibreve etc.
- Be able to Draw the Table of Note Values – state the duration names and the relative value to the Semibreve.
- Be able to identify time signatures from a piece of music.
- Be able to Name at least 3 Simple Time signatures (keep to those we use in pipe music) and explain their meaning.
- Be able to write out the first 8 bars of a simple time tune from memory
- Writing of all drumming embellishments used in practical activity in this and previous SCQF Level 3.

Maintenance Aspects Snare – covered in 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. Students need to be able to explain the following.

- **A - Naming the parts of a snare drum:**

1. Tension bolt
2. Carry hook
3. Shell
4. Top stress ring
5. Snare guards
6. Suspension ring
7. Top snare assembly
8. Bottom stress ring
9. Tube assembly
10. Bottom snare assembly
11. Top batter head
12. Bottom batter head.





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- **B - How to properly remove and replace a top batter head:**

1. Lower top snare, remove top head diametrically, check internal workings for damage, wear & tear etc, check top stress ring for cracks, warping.
2. Replacing the top head, re-grease tension bolts if necessary, ensure an even torque for each tension bolt diametrically, check regularly throughout this process. Heighten top snare and ensure snare is level with head once desired tension of top head is achieved.

- **C - How to properly remove and replace a bottom batter head:**

1. Slacken and remove bottom snare, remove bottom head diametrically, check internal workings for damage, wear & tear etc, check bottom stress ring for cracks, warping.
2. Check and replace bottom head, re-grease tension bolts if necessary, ensure an even torque for each tension bolt diametrically, check regularly throughout this process Replace bottom snare ensuring an even distribution of the snare on the surface of the skin once desired tension of bottom head is achieved.

- **D - The care and maintenance of a snare drum:**

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



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Practical Aspects Drumming:

On the Practice Pad, candidates must demonstrate competence in the following;

a. Exercises

- (1) Counting in Simple and Compound Time. Page 1.21.4 – 5 RSPBA Structured Learning Book 1
- (2) Counting in the Three Kinds of Time. Page 1.21.8/9 RSPBA Structured Learning Book 1. All Exercises.
- (3) Continued development of Single Stroke Work Page 1.21.10 RSPBA Structured Learning Book 1
- (4) Continued development of the Long Roll, open and closed
- (5) Continued development of the Five - Stroke Roll, open and closed. Including Ex. A – E' Page 1.21.13. RSPBA Structured Learning Book 1
- (6) Continued development of the Seven - Stroke Roll, open and closed. Including Ex. A – E. Page 1.21.14. RSPBA Structured Learning Book 1
- (7) Continued development of the Nine - Stroke Roll, open and closed. Including Ex. A - E. Page 1.21.15. RSPBA Structured Learning Book 1
- (8) Continued development of the Paradiddle. Page 1.21.17. RSPBA Structured Learning Book 1. All Exercises
- (9) Introduction to Flam Movements Page 1.21.18/19. RSPBA Structured Learning Book 1. All Exercises
- (10) Introduction to Drag Movements Page 1.21.20/21. RSPBA Structured Learning Book 1. All Exercises
- (11) Continued development of Monotones Simple and Compound
- (12) Introduction to Simple Time March Rhythm of two parts
- (13) Introduction to Compound Time Quick March Rhythm of two parts



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b. Scores:

Candidates submit two scores comprising:

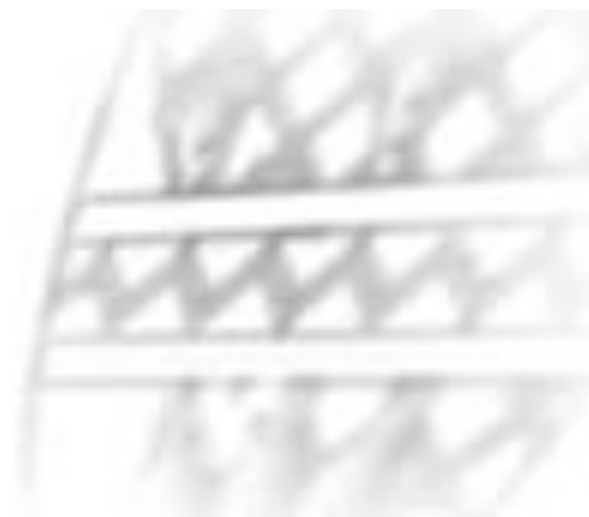
- (1) 2 parts of a 6/8 March
- (2) 2 parts of a 2/4 March

The music is to be presented to the Assessor and played **on the Snare Drum** in accordance with the written score. The music does not have to be written out by the candidate. The tunes submitted must incorporate some of the embellishments from the exercises listed in section a.

The Drumming Instructor / Tutor are best placed to guide Students in these aspects. The above activity was correct when set in January 2011 – advice is to check:

- Refer to PDQB Syllabus for requirements – www.pdqb.org

Monotone Activity – a typical example for Drumming - see next Page:





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LEVEL TWO MONOTONE EXERCISE SHEET

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

