



The Royal Scottish Pipe Band Association

Music Board – PDQB EDUCATION GUIDELINES

Pipe Band Drumming SCQF Level 5 (PDQB 3 Snare)

This guide is intended for both Students and Instructors. It must be read in conjunction with PDQB Level 3 Syllabus to ensure all aspects are covered. Refer www.pdqb.org.

It is strongly recommended that all students sitting this level have all 3 RSPBA Structured Learning Books. It is therefore important that Instructors use these recommended books 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 Structured Learning on line.

Or go to www.college-of-piping.co.uk to purchase Tutor 4.

Knowledge of previous Pipe Band Drumming SCQF Levels 3 and 4 Levels is essential for SCQF Level 5. Students who start at this level may be required to prove competency of prior levels by the Examiner. Be prepared for this.

Importantly, not understanding fully the Theory aspects of the previous levels will have a significant and detrimental affect on a Students understanding of this level and Pipe Band Studies.

Theory Aspects:

- Be able to explain the purpose of a Leger Line and provide an illustration.
- Be able to draw out the Great Staff and show the pitch of the Tenor Drone (Drum), Bass Drone (Drum) and all of the notes on the Bagpipe Scale.
- Be able to write out say 4 bars of a monotone rhythm in various combinations e.g. 2/4, 3/4, 4/4, 6/8, 9/8 etc. where each bar contains different combination of note values.
- Practice writing from Memory 8 Bars of a 6/8 ensuring all embellishments are correctly notated.
- Practice writing from Memory 4 Bars Strathspey and Reel ensuring all embellishments are correctly notated.
- Be able to write all embellishments that have been stated in previous Levels.



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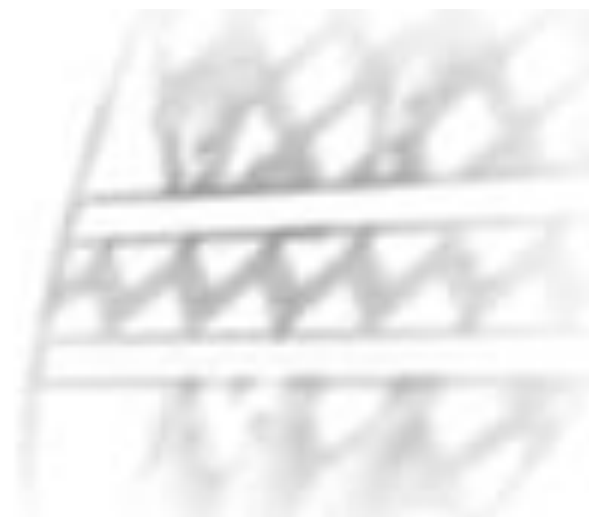
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Maintenance Aspects:

At this level Students are expected to explain Maintenance activity in Written format.

- Be able to explain in no more than 250 words the requirements for the care and maintenance of a Snare Drum.
- Be able to explain in no more than 250 words what maintenance would you carry out to ensure your Snare Drum stayed in playing condition.
- Be able to explain in no more than 250 words the process you would tune a snare drum.
- Be able to explain in no more than 250 words how you would tune your snare drum and explain the tonal qualities you would expect to achieve.
- Be able to explain in no more than 250 words how you would replace a burst top head.
- For Bass and Tenor Drums – have a knowledge of:
 - a. Tuning and Timbre of a Tenor Drum
 - b. Tuning and Timbre of a Bass Drum
 - c. A knowledge of dampening techniques for Bass and Tenor





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Practical Aspects:

1 - Sight Reading Skills

2 - (Exercises/Rudiments)

On the Practice Pad candidates must demonstrate competence in the following:

- a. Counting Irregular Groups in Simple and Compound Time. Page 1.21.6/7 RSPBA Structured Learning Book 1
- b. Single Stroke Work. Page 1.21.10 RSPBA Structured Learning Book 1 and Page 2.20.9 RSPBA Structured Learning Book 2. Exercises 5.1, 5.2, and 5.6
- c. Long Roll `open and `closed
- d. The Five Stroke Roll `open and `closed Page 1.21.13 RSPBA Structured Learning Book 1
- e. The Seven Stroke Roll `open and `closed Page 1.21.14 RSPBA Structured Learning Book 1
- f. The Nine Stroke Roll `open and `closed Page 1.21.15 RSPBA Structured Learning Book 1. Including Pg 1.21.16
- g. The Paradiddle Page 2.20.3/4 RSPBA Structured Learning Book 2
- h. Continued development of the Flam Movements Page 2.20.3/4 RSPBA Structured Learning Book 2. Ex 3.1 – 3.5.
- i. Continued development of the Drag Movements Page 2.20.3/4 RSPBA Structured Learning Book 2. Ex 3.1 – 3.5.
- j. Introduction to Strathspey and Reel Movements. Page 2.20.16/17 RSPBA Structured Learning Book 2. Ex A – D on both pages.
- k. Introduction to Slow March Rhythm in Compound Time
- l. Monotones and Sight – reading.
- m. Introduction to Orchestrated Scores.



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3 – Snare Drum Activity:

Candidates must demonstrate competence in the following on the **Snare Drum**:

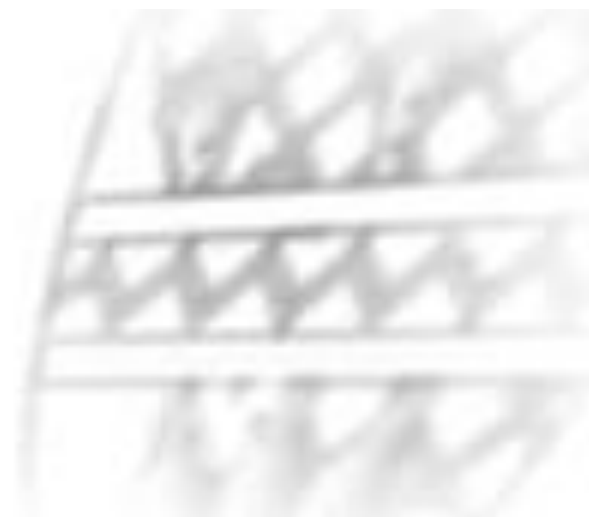
- a. Simple Time March Rhythm of two parts
- b. Compound Time March Rhythm of two parts
- c. Strathspey Rhythm of two parts
- d. Reel Rhythm of two parts

Candidate will be expected to make a reasonable attempt at tuning their Drum and explain the basic principles of tuning.

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

It is strongly recommended that Students and Instructors print the Syllabus for Level and continually refer to it when preparing for the Practical Activity.

Monotone Exercises – a typical Example for Level 3 Drumming – see next page:





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Pipe Band Drumming SCQF Level 5 (PDQB 3 Snare) LEVEL THREE MONOTONE EXERCISE SHEET

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

