



**Scottish Pipe Band Drumming Music Theory**

**SCQF level 6**

**Unit Code: F7NK 12**

**40 hour Unit**

## What are the Scottish Pipe Band Drumming Qualifications?

These are Scotland's Piping and Drumming Qualifications Board (PDQB) standards, based on the Royal Scottish Pipe Band Association Structured Learning Manuals 1-3. They have been developed as an introduction to the music theory associated with Scottish Pipe Band Drumming.

The Scottish Pipe Band consists of a section of Pipers, Snare Drummers (generally referred to as 'Side Drummers'), Tenor Drummers and a Bass Drummer. The entire Drum section is known collectively as the Drum Corps. The Tenor Drummers and Bass Drummer are referred to collectively as the Bass Section. The Pipe Band follows the direction of the Pipe Major although when on parade a Drum Major may lead the Pipe Band.

The Drum Corps is the percussion section of the Pipe Band, which requires a variety of performance techniques. To play the instruments competently an understanding of musical theory; rhythm, melody and harmony; instrument tuning; and musical ornamentation is also essential.

## What is this Unit about?

This Unit will give you a basic understanding of music theory generally but relating to Scottish Pipe Band Drumming specifically. It will also provide you with knowledge of maintenance associated with Pipe Band Drums. There are three study areas as follows:

Study Area 1	Show an understanding of music notation.
Study Area 2	Show an understanding of rhythm using monotone exercises.
Study Area 3	Show an understanding of sound production and measurement.
Study Area 4	Write drum music for different tune types.
Study Area 5	Show knowledge of snare drum care, maintenance and tuning.

If there is anything in this Unit you don't understand, ask your tutor to explain it to you.

## What should I know or be able to do before I start?

You should have a level of generally secure knowledge and understanding of musical theory as it relates to Pipe Band Drumming, allowing you to demonstrate that you have achieved the learning requirements of this Unit. Advance study will be required from relevant manuals such as the RSPBA Structured Learning Manual 1 or other similar learning materials. Access to this Unit will be at the discretion of the assessment centre.

## **What do I need to do?**

You will be required to read and write standard Drum notation as well as describe how to undertake various Drum maintenance operations. The work of this Unit involves written exercises.

### **When you are showing an understanding of music notation**

You will write out the answer to questions and describe aspects of music theory.

### **When you are writing monotone exercises**

You will notate a four bar sample of a monotone rhythm in Simple and Compound Time.

### **When you are showing an understanding of sound production and measurement**

You will write out descriptions relating to sound production, characteristics of sound, measurement of sound production, musical and unmusical sounds, and how sound is produced by different instruments.

### **When you are writing Drum music for different tune types**

You will write music notation for different tune types from memory.

### **When you show that you understand Snare Drum maintenance**

You will write an essay identify the parts and functions of Snare Drum as well as describe how to maintain and tune it.

## **How do I get this Unit?**

You will need to show that you have developed and gained all the skills required in the Unit. Each study area may be assessed individually; but all areas may also be combined in a single assessment event.

All exercise requirements are marked and a pass or fail is awarded for the Unit.

## **Music notation**

1. The Great Staff, Short Staff and Clefs.
2. Note values and rests.
3. Simple and compound time.
4. Rhythmic patterns.
5. Time signatures.
6. Tempo, volume and expression.
7. Embellishments.

## **Monotone exercises**

Notation of a four bar sample of a monotone rhythm in simple and compound time. The simple time monotone must be in either a 2/4, 3/4 or 4/4 time signature; and the compound time monotone must be in either a 6/8, 9/8 or 12/8 time signature. Two types of rest must be included and each bar must use a different combination of note values.

## **Sound production and measurement**

Understanding sound production and measurement by producing a written description of the factors relating to the production of sound — originator, vibrating body, medium and receptor; the characteristics of sound — pitch, volume and sound quality; how sound is measured — volume and pitch; the difference between musical and unmusical sounds; and how different instruments produce sound — wind, stringed and percussion.

## **Writing drum music for different tune types**

Writing from memory one part (eight bars) of drum music of either a strathspey, reel or jig, showing music notation clearly and using correct clefs, time signature and bar lines.

## **Snare Drum maintenance**

Writing an essay demonstrating knowledge of snare drum care and maintenance, including identifying different parts and functions of a snare drum; describing how to maintain snare drums; describing how to tune snare drums accurately.

## What might this involve?

Here are examples of some things you will do:

Participate in the following activities:

- ◆ Practice exercises regarding music notation
- ◆ Practice writing out monotone exercises
- ◆ Writing out music notation on the staff using a Clef and a Time Signature for Drums
- ◆ Answering sample questions concerning sound production and measurement
- ◆ Answering sample questions concerning Snare Drum care, maintenance and tuning

## What can I do next?

You could move on to:

Scottish Pipe Band Studies

## Guidance for tutors

This Unit is intended to introduce learners to the main theoretical concepts that form the foundations of music generally but to the Pipe Band Snare Drum specifically. There are three areas of study covering demonstrating an understanding of music notation, writing Drum music in Simple Time as well as demonstrating an understanding of Snare Drum care and maintenance.

Tutors and instructors will find comprehensive supporting material in relevant publications such as the Royal Scottish Pipe Band Association Structured Learning Manuals 1-3 or similar learning materials available from other Piping or Pipe Band organisations. Assistance is also available from the Piping and Drumming Qualifications Board in the form of sample test papers covering aspects of the Scottish Pipe Band Snare Drumming Music Theory examination. These are available for use as part of instructional programmes or for candidates who wish to take the assessments direct.

This Unit may form part of a Group Award in, for example traditional music, but can be offered on a standalone basis. The Unit may be delivered in a variety of ways from direct teaching/training courses, or practical workshop sessions. It may also be possible to deliver using computer-based distance learning programmes for personal study.

Assessment will follow procedures approved by the Piping and Drumming Qualifications Board. These procedures provide sample test papers in theory and practical aspects of the assessments, which are available for use as part of the Award (F7NH 09): Scottish Pipe Band Drumming Music Theory (SCQF level 3)

of instructional programmes or for candidates who wish to take the assessments direct.

All assessment must be carried out in front of an approved Assessor either as individual assessments or combined in a single assessment event in a realistic time.

An Assessment Support Pack has been produced for this Unit exemplifying assessment methods and to ensure standards are maintained. This pack includes example Assessor observation checklists.

## **Core Skills**

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required.

Further advice can be found in SQA's web pages ([www.sqa.org.uk](http://www.sqa.org.uk))

## Administrative information



### Credit value

1 credit(s) at (SQA level 5) (6 SCQF credit points at SCQF level 5)

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