

Bagpipe – Practical

Level 1



Refer to Award Structure
Piping Workbook



Combination of
Individual and
Group Work

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To teach the basics of practical and technical playing in preparation for advancement to the Bagpipe.

Equipment:

- Practice Chanter – Ensure size appropriate to young person's finger stretch – It is encouraged that young people advance to a full-length practice chanter as soon as appropriate
- Appropriate Tutor Book / Material
- Additional Practice Chanter Reed and container
- Maintenance Kit – Hemp, wax pull through, cleaning materials etc.
- Appropriate carrying container that can take Chanter and Music etc.

Instructions:

- Issue each young person with a practice chanter – it is best that the Company / Band organise the chanters so that each young person has similar pitched chanters for group work.
- Carry out care and maintenance introduction in the first lesson at the beginning – it is advisable that parents attend this part of the session.
- Use the “Piping Award Structure Workbook” to monitor progress and record achievements. This document should be owned by the young person and referred to at each “Activity Time”.



Tips / Advice:

- Young people will advance at different rates. Try to ensure continuity of group work to develop the “playing together” vision, yet you must ensure additional challenges for those who learn quickly.
- Involve parents ensuring they understand the homework practice challenges you set.
- Take care not to make a session last longer than one hour and intermingle with theory activity.
- Prepare well and ensure you use varying techniques to retain attention – be enthusiastic.

Safety Issues / Risk Assessment:

- Hygiene – Young people must be encouraged not to share instruments with others.
- Cleaning of the Practice Chanter should be clearly defined in the maintenance session.
- Practice Chanters should be the property of each individual and “sell-on” is not recommended.





Resources:

It is encouraged that the use of instructional information from official piping bodies is used. These bodies have aligned their educational processes and standards – **Piping and Drumming Qualifications Board** (PDQB). In addition, it is anticipated that these processes and standards will be adopted by SQA for use in schools. Following these bodies ensures a supportive educational process for both the BB award structure and the young person's educational advancement.

- Highland Bagpipe Tutor 1-3 – The College of Piping.
- The Highland Bagpipe Tutor Book – The National Piping Centre.
- Structured Learning Book 1-3 – The Royal Scottish Pipe Band Association.

Other Material is available and highly recommended:

- Learning to play the Bagpipe – R. T. Shepherd MBE.
- Logan's Tutor.
- The Language of Music: Applying the concept to Pipe Bands – R. T. Shepherd MBE and A. G. Aitken OBE.
- Piping and Pipe Band Drumming Examinations Syllabus – The Piping and Drumming Qualifications Board.

Level 2



Refer to Award Structure
Piping Workbook



Introduction to
Pipe Band environment
and Individual Support

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To advance the Skills on chanter work whilst increasing the number of tunes and Time Signature exposure.

Equipment:

- Set of Bagpipes appropriate to the young person's physical ability
- Appropriate Tutor Book / Material
- Maintenance Kit – Hemp, wax pull through, cleaning materials etc.
- Appropriate carrying case

Instructions:

- This level continues to be focused on Practice Chanter activity. However, whilst not part of this award, progression to the teaching basic bagpipe playing skills needs to be introduced to a level that the young person can progress to a degree of standard allowing active participation in the company band (or equivalent) in parades and engagements.
- Issue each young person with a set of Bagpipes – (A goose may be used as an interim step).
- Carry out care and maintenance introduction in the first lesson at the beginning – it is advisable that parents attend this part of the session. There is a paper on the BB Web for a suggested approach.
- Use the "Piping Award Structure Workbook" to monitor progress and record achievements. This document should be owned by the young person and referred to at each "Activity Time".

**Tips / Advice:**

- Young people will advance at different rates. Try to ensure continuity of group work to develop the “playing together” vision, yet you must ensure additional challenges for those who learn quickly.
- Involve parents ensuring they understand the homework practice challenges you set and ensure that home practice times consider neighbours etc.
- Build stamina in a controlled manner – this is a demanding physical activity.
- Plan tunes carefully – consider the young person’s development not your band’s competition needs. The latter will benefit from a well planned learning programme/approach for your young people.

Safety Issues / Risk Assessment:

- Hygiene – Young people should be encouraged not to share instruments with others.
- Cleaning of the Bagpipe should be clearly defined in the maintenance session and checked on a regular basis by the tutor.
- Take care that the young person does not over-stretch themselves – build up in a controlled manner.

**Resources:**

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Other Material is available and highly recommended:

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Level 3

**Refer to Award Structure
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**Introduction to
Pipe Band environment
and Individual Support**

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Develop bagpipe playing to an enhanced level and associated skills for instrument maintenance.

Equipment:

- Set of Bagpipes appropriate to the young person’s physical ability
- Appropriate Tutor Book / Material
- Maintenance Kit – Hemp, wax pull through, cleaning materials etc.
- Appropriate carrying case



Instructions:

- Expectations of a fully operating bagpipe with competent finger technique. Chanter activity should continue to enhance technical skill base and see the introduction of exercises associated with Strathspey playing. Continue to increase repertoire of March rhythms in both Simple and Compound Time. Learn at least 1 each of a 2 part Slow Air, Strathspey and Reel. Should be becoming a competent player in the Company Band (or equivalent) achieving competition standard of Novice Juvenile/Grade 4 in the RSPBA competition environment (or equivalent) whilst preparing for more demanding playing of various Time Signature combinations.
- Carry out care and maintenance activities introducing reed care activity/awareness.
- Use the “Piping Award Structure Workbook” to monitor progress and record achievements. This document should be owned by the young person and referred to at each “Activity Time”.



Tips / Advice:

- Ensure continuity of group work to develop the “playing together” vision, yet you must ensure additional challenges for those who learn quickly – preparation for Solo Contests and external examinations can be a helpful challenge for the quick learner – take advantage of the Piping Bodies.
- Involve parents ensuring they understand the homework practice challenges you set and ensure that home practice times consider neighbours etc.
- Plan tunes carefully – consider the young person’s development not your band’s competition needs. The latter will benefit from a well planned learning programme/approach for your young people.

Safety Issues / Risk Assessment:

- Hygiene – Young people should be encouraged not to share instruments with others.
- Cleaning of the Bagpipe should be clearly defined in the maintenance session and checked on a regular basis by the tutor.



Resources:

It is encouraged that the use of instructional information from official piping bodies is used. These bodies have aligned their educational processes and standards – **Piping and Drumming Qualifications Board (PDQB)**. In addition, it is anticipated that these processes and standards will be adopted by SQA for use in schools. Following these bodies ensures a supportive educational process for both the BB award structure and the young person’s educational advancement.

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Level 4



Refer to Award Structure
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Introduction to
Pipe Band environment
and Individual Support

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To continue to develop bagpipe playing to an enhanced level.

Equipment:

- Set of Bagpipes
- Appropriate Tutor Book / Material
- Maintenance Kit – Hemp, wax pull through, cleaning materials etc.
- Appropriate carrying case

Instructions:

- Exceptions of a fully operating bagpipe with finger technique including 4 parts March in Simple and Compound Time, learn at least another 2 parts of Slow Air and at least 1 each of 4 parts of Strathspey, Reel, Hornpipe and Jig. Young people should be achieving maturity in playing and instrument control and demonstrating ability to advance with minimal guidance and should be progressing towards RSPBA Juvenile standard (or equivalent).
- Ensure a full understanding of maintenance activities for both the bagpipe and reeds.
- Use the “Piping Award Structure Workbook” to monitor progress and record achievements. This document should be owned by the young person and referred to at each “Activity Time”.



Tips / Advice:

- Ensure continuity of group work to develop the “playing together” vision, yet you must ensure additional challenges for those who learn quickly – preparation for Solo Contests and external examinations can be a helpful challenge for the quick learner – take advantage of the Piping Bodies.
- Involve parents ensuring they understand the homework practice challenges you set and ensure that home practice times consider neighbours etc.
- Plan tunes carefully – consider the young person’s development not your bands competition needs. The latter will benefit from a well planned learning programme/approach for your young people.

Safety Issues / Risk Assessment:

- Hygiene – Young people should be encouraged not to share instruments with others.
- Cleaning of the Bagpipe should be clearly defined in the maintenance session and checked on a regular basis by the tutor.



Resources:

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STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?