

Bagpipe – Theory

Level 1



Refer to Award Structure
Piping Workbook



Dependent on
Student ability

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

Aim: To teach the basics of music theory to enable development of skills in reading music and to understand the relationship to the Practice Chanter.

Equipment:

- Appropriate Tutor Book / Material
- Blackboard / White Board
- Chalk / Whiteboard Pens
- Larger rule for drawing Music Staff etc.
- Paper and Pencils for each young person for work exercises

Instructions:

- Basic principles covered will obtain an appreciation of the use of a music stave, note pitch & duration (including dotted and cut notes), Rhythm, Barline activities and the development of music writing by “copy”.
- Ensure all equipment is available.
- Classroom activity requiring appropriate furniture.
- 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:

- This can be “seen” as a boring activity, best to ensure active participation.
- Get young people involved in writing on boards the answers etc.
- Use quiz activities like X and O – best in teams but ensure all participate.
- Take care not to make a session last longer than 15/20 minutes and include as part of practical activity. Consider 2 x 10 minute stretches within an hour of practical 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.

Skills



Interests : Band



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



Dependent on
Student ability

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

Aim: To increase knowledge of music theory by introducing exposure to the concepts of Simple Time, Time Signatures, the Treble Clef, Music writing from memory and the enhancement of the understanding of Duration (relative note values) is also developed.

Equipment:

- Appropriate Tutor Book / Material
- Blackboard / White Board
- Chalk / Whiteboard Pens
- Larger rule for drawing Music Staff etc.
- Paper and Pencils for each young person for work exercises

Instructions:

- Ensure all equipment is available.
- Classroom activity requiring appropriate furniture.
- 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:**

- This can be “seen” as a boring activity, best to ensure active participation.
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- Use quiz activities like X and O – best in teams but ensure all participate.
- Take care not to make a session last longer than 15/20 minutes and include as part of practical activity. Consider 2 x 10 minute stretches within an hour of practical 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.

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Level 3

Refer to Award Structure
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Dependent on
Student ability

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

Aim: To continue the increase knowledge of music theory by introducing more exposure Music writing from memory but covering various Simple Time patterns of 1/2 and 4/4 tunes, and to develop basic sight reading skills is also introduced.



Equipment:

- Appropriate Tutor Book / Material
- Blackboard / White Board
- Chalk / Whiteboard Pens
- Larger rule for drawing Music Staff etc.
- Paper and Pencils for each young person for work exercises

Instructions:

- Ensure all equipment is available.
- Classroom activity requiring appropriate furniture.
- 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:

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- Take care not to make a session last longer than 15/20 minutes and include as part of practical activity. Consider 2 x 10 minute stretches within an hour of practical 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 and Bagpipe should be clearly defined in the maintenance session.



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 – **P**iping and **D**rumming **Q**ualifications **B**oard (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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Dependent on
Student ability

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

Aim: To increase knowledge of music theory by introducing more exposure to the activities of Compound Time and the development of music writing from memory for 6/8 Marches and for Strathspey & Reel. The Great Staff will also be understood and sight reading will be developed into a useable skill.

Equipment:

- Appropriate Tutor Book / Material
- Blackboard / White Board
- Chalk / Whiteboard Pens
- Larger rule for drawing Music Staff etc.
- Paper and Pencils for each young person for work exercises

Instructions:

- Ensure all equipment is available.
- Classroom activity requiring appropriate furniture.
- 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:

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Safety Issues / Risk Assessment:

- Hygiene – Young people must be encouraged not to share instruments with others.
- Cleaning of the Practice Chanter and Bagpipe should be clearly defined in the maintenance session.



Resources:

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- Piping Award Structure Workbook.



STOP & THINK!

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