

Bass and Tenor Drum – Practical

Level 1



Refer to Award Structure
Drumming 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 Bass and Tenor Drums.

Equipment:

- Balanced Beaters for both Bass and Tenor Drums with proper sized tapes/cords – Ensure the weight is appropriate to young person
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Beaters and Music etc.

Instructions:

- Issue each young person with Beaters – it is best that the Company/Band organise the equipment so that each young person has similar standard of equipment matching tutor's expectations.
- 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 “Drumming 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”.
- Prepare a lesson plan around the activities contained in the [DASW] using the resources below and other material.



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.



Resources:

It is encouraged that the use of instructional information from official 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.

- Structured Learning Book 1-3 – The Royal Scottish Pipe Band Association.





Other Material is available and highly recommended:

- Bass and Tenor McQmap techniques, Stevie McQuillan – see BB website.
- 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
Drumming Workbook



Combination of
Individual and
Group Work

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

Aim: To develop skills in Beating, Flourishing and Time Keeping in March Rhythm with exposure to both Simple and Compound Time. Introduction to both the Bass and Tenor Drums developing basic Playing, Marching and Deportment, allowing active participation in the Company Band (or equivalent) in parades and engagements.

Equipment:

- Balanced Beaters with correctly sized tapes/cords – Ensure the weight is appropriate to young person
- Bass or tenor Drum for main activity choice with access to the other Drum for award advancement
- Sling, case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Beaters and Music etc.

Instructions:

- Issue each young with an appropriate drum – it is best that the Company / Band organise the equipment so that each young person has similar standard of equipment matching bands / tutors expectations.
- 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 “Drumming 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:

- Ensure awareness of physical demands of carrying the drum and marching challenges.



Resources:

It is encouraged that the use of instructional information from official 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.

- Structured Learning Book 1-3 – The Royal Scottish Pipe Band Association.

Other Material is available and highly recommended:

- Bass & Tenor McQmap techniques, Stevie McQuillan – see BB website.
- 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 3



Refer to Award Structure
Drumming Workbook



Combination of
Individual and
Group Work

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

Aim: To develop Bass and Tenor Drum playing and to advance the Skills in Playing, Marching and deportment skills whilst increasing the March Rhythm exposure to various Simple and Compound Time Scores.

Equipment:

- Balanced Beaters with appropriate tapes/strings – Ensure the weight is appropriate to young person
- Bass or tenor Drum for main activity choice with access to the other Drum for award advancement
- Sling, case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Beaters and Music etc.

Instructions:

- This level continues to be focused on March Rhythm (Simple and compound) the young person may be ready for advancement to other musical scores, for example: Strathspey and Reel, competition pieces and other sets as required by the company – allow this progression referring to the next level in the workbook. The young person should be achieving competition standard of Novice Juvenile/ Grade 4 in the RSPBA competition environment or equivalent for other bands/ensemble. Marching and deportment skills are also expected to be enhanced in standard.
- Issue each young person with a Bass /Tenor Drum – it is best that the Company / Band organise the equipment so that each young person has similar standard of equipment matching bands / tutors expectations.
- 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 “Drumming 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:

Ensure awareness of physical demands of carrying the Drum and marching challenges.



Resources:

It is encouraged that the use of instructional information from official 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.

- Structured Learning Book 1-3 – The Royal Scottish Pipe Band Association.
- One Hundred Years of Pipe Band Drumming – W. Young and A. Chatto.
- Snare Drum Rudiments and Pipe Band drum Scores – D. Farquharson.
- Bugle/marching bands handbooks.

Other Material is available and highly recommended:

- Bass & Tenor McQmap techniques, Stevie McQuillan – see BB website.
- 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 4



Refer to Award Structure
Drumming Workbook



Combination of
Individual and
Group Work

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

Aim: To develop Bass and Tenor Drum playing to an enhanced level.

Equipment:

- Balanced Beaters with tapes/cords – Ensure the weight is appropriate to young person
- Bass or tenor Drum for main activity choice with access to the other Drum for award advancement
- Sling, case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Beaters and Music etc.
- ‘Level 4 Bass and Tenor Drum – Practical’ template



Instructions:

- Expectations of confident and competent playing on the drum should be evident in addition to march presentation, for example: Strathspey & Reel, jig, slow Air and all competition requirements of the company including compound time. The young person should be achieving maturity in playing and be demonstrating ability to advance with minimal guidance as well as being an effective team/band player who supports and encourages others. Expectations of advancement to RSPBA Juvenile/Grade 3 standard or equivalent band/ensemble should be evident.
- Have a look at 'Level 4 Bass and Tenor Drum – Practical' template that sets out criteria.
- Issue each young person with a Drum – it is best that the Company / Band organise the equipment so that each young person has similar standard of equipment matching bands / tutors expectations.
- 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 "Drumming 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.
- Consider the use of CD and or tape recordings to support development.
- Prepare well and ensure you use varying techniques to retain attention – be enthusiastic.

Safety Issues / Risk Assessment:

Ensure awareness of physical demands of carrying the Snare Drum and marching challenges.



Resources:

It is encouraged that the use of instructional information from official 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.

- Structured Learning Book 1-3 – The Royal Scottish Pipe Band Association.
- Bugle/marching band handbooks.
- One Hundred Years of Pipe Band Drumming – W. Young and A. Chatto.
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- Piping and Pipe Band Drumming Examinations Syllabus – The Piping and Drumming Qualifications Board.
- Drumming Award Structure Workbook.



STOP & THINK!

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