

Drums – Theory

Level 1



Refer to Award Structure
Drumming 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 practical drumming skills.

Equipment:

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

Instructions:

- The basic principles covered are 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 “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:

- This can be “seen” as a boring activity, best to ensure active participation.
- Get the 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.



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.





Other Material is available and highly recommended:

- 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



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 and Music writing from memory.

Equipment:

- Appropriate Tutor Book / Material
- Manuscript paper
- Blackboard / White Board / Flip chart
- Chalk / Whiteboard / Flip chart 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 “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:

- This can be “seen” as a boring activity, best to ensure active participation.
- Get the 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.



Resources:

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- 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 Band Handbook (available from BB Supplies).

Other Material is available and highly recommended:

- 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
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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 in triple & quadruple form and the opportunity to develop basic sight reading skills.

Equipment:

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

Instructions:

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

- 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.



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 band handbooks – see bugle/trumpet band reference sheet.

Other Material is available and highly recommended:

- 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
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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, Strathspey & Reel and other stretch musical pieces as desired by the company. 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 / Flip chart
- Chalk / Whiteboard / Flip chart Pens
- Larger rule for drawing Music Staff and or manuscript paper 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.
- Get young people involved in writing on boards the answers etc.
- Use quiz activities like X and O and have worksheets prepared – 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.

**Resources:**

It is encouraged that the use of instructional information from official 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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- Bugle Band Handbook (available from BB Supplies).
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Other Material is available and highly recommended:

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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?