

Snare 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 Snare Drum.

Equipment:

- Balanced Snare Drum Sticks – Ensure the weight is appropriate to young person
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Sticks, Pad and Music etc.

Instructions:

- Issue each young person with Sticks and Pad – it is best that the Company/Band organise the equipment so that each young person has similar standard of equipment matching 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” [DASW] 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.
- 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 2



Refer to Award Structure
Drumming Workbook



Combination of
Individual and
Group Work

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

Aim: To develop skills in technical ability of rudiments and the introduction to March Rhythm with exposure to both Simple and Compound Time, allowing active participation in the company band (or equivalent) in parades and engagements.

Equipment:

- Balanced Snare Drum Sticks – Ensure the weight is appropriate to young person
- Snare Drum, Sling, Case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Sticks, Pad and Music etc.

Instructions:

- Issue each young person with 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 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 – **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.

- 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
Drumming Workbook**



**Combination of
Individual and
Group Work**

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

Aim: To develop Snare Drum playing and to advance the Skills in sticks and pad environment whilst introducing March Rhythm with exposure to various Simple and Compound Time Scores.

Equipment:

- Balanced Snare Drum Sticks – Ensure the weight is appropriate to young person
- Snare Drum, sling, case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Sticks, Pad and Music etc.

Instructions:

- This award continues to focus on March Rhythm (Simple and compound) the young person may also be ready for advancement to other types of musical scores, for example: Strathspey and Reel playing, 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 for Pipe bands in the RSPBA competition environment or equivalent for other bands/ensembles. Marching and deportment skills are also considered.
- Issue each young person with a Snare 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 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 – **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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- One Hundred Years of Pipe Band Drumming – W. Young and A. Chatto.
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Other Material is available and highly recommended:

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Level 4

**Refer to Award Structure
Drumming Workbook**



**Combination of
Individual and
Group Work**

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

Aim: To develop Snare Drum playing to an enhanced level.

Equipment:

- Balanced Snare Drum Sticks – Ensure the weight is appropriate to young person
- Snare Drum, sling, case etc.
- Appropriate Tutor Book / Material
- Appropriate carrying container that can take Sticks, Pad and Music etc.



Instructions:

- Expectations of confident and competent March playing on the Snare drum. Development evident in Rhythms 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.
- Issue each young person with a Snare 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.
- Consider using CD/tape recorder to aid learning.

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 – **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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- Drumming Award Structure Workbook.



STOP & THINK!

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