

AUSTRALIAN PIPE BAND COLLEGE

ELEMENTARY DRUMMING SYLLABUS 2004



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INTRODUCTION

The Elementary Drumming syllabus is the second of four drumming qualifications of the Australian Pipe Band College. It is a qualification for pipe bands that it is intended to prepare drummers to be able to perform competently as a musician in a grade 4 band.

The resources required for the study of the Preliminary Certificate are:-

- The Royal Scottish Pipe Band Association, “*Structured Learning, Book 1, The Elementary Certificate*”, and
- APBC Elementary Certificate Resource Pack.

Your Branch of the Australian Pipe Band Association should be consulted for the availability of the above essential resources.

The Syllabus is presented first and this contains the topic areas contained within the Preliminary Certificate. It will be necessary for you to use all of the essential resources (listed above) in order to address the topic areas.

The Specific Objectives are given following the syllabus. These will be particularly helpful in identifying the exact knowledge and skills that you must possess in order to pass the Preliminary Certificate Examination.

ELEMENTARY CERTIFICATE SYLLABUS

MAJOR REFERENCE

The major reference for this qualification is The Royal Scottish Pipe Band Association, "**Structured Learning, Book 1, The Elementary Certificate**"

THEORY OF MUSIC (refer to 'Appendix A' for the specific objectives)

1. **The Characteristics of Sound**:- Pitch, Volume, Quality (Timbre), Accent.
2. **Staff Notation**:- Alto Clef, Short Staff, Pitch Range of the Pipe Band, Full Score, Leger lines, the Clef, the Brace, double-dotted notes and rests, Pause sign, Repeat marks, Anacrusis.
3. **Compound Time**: Duple, Triple, Quadruple, Time Signature, Sub-division of the beat,
4. **Embellishments**: definition and use.
5. **Writing Music**: basic rules, good grouping, Irregular Groups (Duplet and Triplet)

PLAYING: SNARE DRUM (refer to 'Appendix A' for the specific objectives)

1. The candidate is to play on a Practice Pad the following exercises which are contained in Royal Scottish Pipe Band Association "**Structured Learning, Book 1, The Elementary Certificate**", Pages 1.21.3 to 1.21.21, inclusive (Exercises 1 to 12).
 - Counting Exercises in Compound Duple
 - Counting Irregular Groups: Duplet
 - Examples of counting in Compound Duple, Triple, and Quadruple.
 - Stick Control Exercises
 - Seven Stroke Roll: Open and Closed, hand-to-hand.
 - Thirteen Stroke Roll: Open and Closed, hand-to-hand.
 - The Flam Embellishment, Flam Movements in Simple Time, Flam Movements in Compound Time.
 - The Drag Embellishment, Drag Movements in Simple Time, Drag Movements in Compound Time
 - Introductory (or 3-pace) roll:- 25 stroke roll
 - Accented Rolls: 4, 6, and 8 stroke rolls
2. The candidate will discuss the Parts, Function, and Maintenance of the snare drum.
3. The candidate is to sight read, with a fair degree of accuracy, a Simple Time and a Compound Time march, selected by the Examiner from the "APBC Syllabus Resource Pack".
4. The candidate is to play on a snare drum, a two-part, Simple Time and Compound Time snare score (of the candidate's own choice), incorporating combinations of the previous exercises.
5. Tune a snare drum to produce an acceptable acoustic effect for a grade 4 pipe band performance.

PLAYING: BASS and TENOR DRUM (refer to 'Appendix A' for the specific objectives)

1. The ability to play correctly the selected Simple Time exercise in the Snare, Bass and Tenor sections of the Royal Scottish Pipe Band Association, "Structured Learning, Book 1, The Elementary Certificate": Pages 1.21.2 to 1.24.1.
 - Single Stroke Development
 - Counting in Compound Time
 - Stick Control Exercises
 - Paradiddle
 - Compound Duple Time
 - Monotone Exercises in Compound Duple Time
2. The candidate is to sight read, with a fair degree of accuracy, a Simple Time and a Compound Time march, selected by the Examiner from the "APBC Drum Score Collection for Examinations".
3. The candidate is to play on the primary drum for this examination (Bass or Tenor), a two-part, Simple Time and Compound Time score (of the candidate's own choice), incorporating combinations of the previous exercises. The tenor candidate will also demonstrate the ability to perform basic flourish patterns.
4. State the name, function and maintenance of the parts of the candidate's primary instrument for this examination (bass or a tenor drum).
5. Explain and demonstrate a valid method of tuning the candidate's instrument (bass or tenor) for a pipe band performance.

MUSIC WRITING: SNARE DRUMMERS (refer to 'Appendix A' for the specific objectives)

The candidate is to write out neatly, from memory, a two-parted Simple Time **AND** a two-parted Compound Time drum score suitable for a grade 4 competition performance. The conditions to be met are:

- the candidate must indicate a First and Second Time through the parts, if appropriate.
- the scores must show a good variety of rudimentary open and closed movements, of the type covered in the "Playing" section of this examination.
- the scores must show embellishments, and
- the scores must show dynamics: accent and crescendo.

MUSIC WRITING: BASS/TENOR DRUMMERS (refer to 'Appendix A' for the specific objectives)

The candidate is to write out neatly, from memory, a two-parted Simple Time **AND** a two-parted Compound Time drum score for their primary instrument (bass or tenor) score suitable for a grade 4 competition performance. The conditions to be met are:

- the candidate must indicate a First and Second Time through each part, if appropriate.
- the scores must show a good variety of rudimentary movements of the type covered in the "Playing" section of this examination.
- the scores must show the flam embellishment, and
- the scores must show a range of dynamics: accent and crescendo.

***** End of Elementary Syllabus *****

APPENDIX A:
SPECIFIC OBJECTIVES

SPECIFIC OBJECTIVES

ELEMENTARY CERTIFICATE: MUSIC THEORY

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	Sound: Pitch, Volume, Quality (Timbre), Accent.	<ul style="list-style-type: none"> • Define the term “Pitch” and explain how pitch is changed with the instruments in a pipe band. • Define the term “Volume”. • Explain what is meant by “Quality” (or “Timbre”) using an example to illustrate. Explain what the “Fundamental” and “Harmonics” are in the context of quality (timbre). 	The Royal Scottish Pipe Band Association, “ <i>Structured Learning, Book 1, The Elementary Certificate</i> ”
2	Staff Notation Terms: Alto Clef, Short Staff, Pitch Range of the Pipe Band, Full Score, Leger lines, the Clef, the Brace, Double-Dotted Notes and Rests, Pause sign, Repeat marks, Anacrusis.	<ul style="list-style-type: none"> • With the aid of a diagram, explain what a “Leger line” is. • Draw and label an example of a “Short Staff”. • Draw and label an “Alto Clef” on a short staff, indicating the position of middle-C. • Draw a diagram of a “Full Score” and show how the “Brace” is used in this context. • Illustrate how the value of notes and rests are changed by the addition of Double Dots”. • Explain what a “Pause Sign” does to a note. • Draw a diagram showing “Repeat Marks” (used with double bar lines) and briefly explain their effect. • Draw a diagram indicating how repeated sections may be indicated. • Explain the meaning of “Anacrusis” in music. 	
3	Compound Time: Duple, Triple, Quadruple, Time Signature, Sub-division of the beat.	<ul style="list-style-type: none"> • Briefly explain the meaning of Compound Time, and the categories of Duple, Triple and Quadruple. • Briefly explain the meaning of Compound Time Signatures, with examples in the categories of Duple, Triple and Quadruple. 	
4	Embellishments:	<ul style="list-style-type: none"> • Briefly define the word “Embellishment” and give an example used in drumming. 	

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
5	Writing Music: basic rules, good grouping, Irregular Groups (Duplet and Triplet)	<ul style="list-style-type: none"> • In the Music Writing Section of the examination, demonstrate an understanding of the basic rules of writing staff notation, including grouping according to beat notes. • Define the term “Irregular Group” , and in particular the meaning of Duplet and Triplet. 	The Royal Scottish Pipe Band Association, “ <i>Structured Learning, Book 1, The Elementary Certificate</i> ”

ELEMENTARY CERTIFICATE

PLAYING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	The candidate is to play on a Practice Pad the following exercises which are contained in Royal Scottish Pipe Band Association "Structured Learning, Book 1, The Elementary Certificate", Pages 1.21.3 to 1.21.21, inclusive (Exercises 1 to 12), or in the <i>APBC Resource Pack for examinations</i> .	<ul style="list-style-type: none"> • Play the 'Counting Exercise in Compound Duple', page 1.21.5, at 70 bpm. • Play the 'Counting Irregular Groups (Duplet)', page 1.21.7, at 70 bpm. • Play a selection, as chosen by the examiner, of 'Further Examples of Counting in Compound Time', page 1.21.9, at 70 bpm. • Play the 'Stick Control Exercises' (including the 'Alternate Single Strokes'), page 1.21.11, at 70 bpm. • Play the open Seven Stroke Roll, hand-to-hand, page 1.21.14, at 50 bpm. • Play the closed Seven Stroke Roll, hand-to-hand, page 1.21.14, at 70 bpm. • Play the Seven Stroke Roll exercises 'A' to 'E', page 1.21.14, at 70 bpm. • Play the open Thirteen Stroke Roll, hand-to-hand, at 40 bpm (no text reference; See Resource Pack). • Play the closed Thirteen Stroke Roll, hand-to-hand, at 70 bpm (no text reference; See Resource Pack). • Play all Simple Time flam exercises on 1.21.18 at 70 bpm. • Play all Compound Time flam exercises on 1.21.19 at 70 bpm. • Play all Simple Time drag exercises on 1.21.20 at 70 bpm. • Play all Compound Time drag exercises on 1.21.18 at 70 bpm. • Play two Introductory Rolls (3 pace) as 25 stroke rolls, at 70 bpm (no RSPBA reference; See Resource Pack). • Play basic Accented Rolls: 4, 6, and 8 stroke rolls at 70bpm (no RSPBA reference; See Resource Pack). 	<p>The Royal Scottish Pipe Band Association, "<u><i>Structured Learning, Book 1, The Elementary Certificate</i></u>"</p> <p><u><i>"The APBC Resource Pack for the Elementary Certificate"</i></u>.</p>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
2	Parts, Function, Maintenance and Tuning of the snare drum.	<ul style="list-style-type: none"> • Discuss with the examiner, the parts, functions, and maintenance of the pipe band snare drum, page 1.25.1 to 1.25.4. The candidate is required to demonstrate an understanding of the importance of various parts of the drum on the sound produced. For example, head tension varies the pitch of the drum. Maintenance should include both preventative (eg. greasing bolts) and remedial (eg. changing drum heads). • Tune a snare drum to produce an acceptable acoustic effect for a grade 4 pipe band performance (see Resource Pack). 	<p>The Royal Scottish Pipe Band Association, "<u><i>Structured Learning, Book 1, The Elementary Certificate</i></u>"</p> <p><u><i>"The APBC Resource Pack the Elementary Certificate"</i></u> .</p>
3	The candidate is to sight read, with a fair degree of accuracy, a Simple Time march and a Compound Time march, selected by the Examiner from the "APBC Resource Pack for the Elementary Certificate".	<ul style="list-style-type: none"> • A short time to peruse the scores will be allowed. • Does not have to be continuous, in that a short break in between each part is allowed. • Correct sticking must be observed, as indicated in the music. 	<p><u><i>"The APBC Resource Pack the Elementary Certificate"</i></u> .</p>
4	The candidate is to play on a snare drum, a two-part, Simple Time and Compound Time <i>March</i> snare score (of the candidate's own choice), incorporating combinations of the previous exercises.	<ul style="list-style-type: none"> • The scores are to be presented to the examiner in a legible and correctly written form. • The candidate is responsible for providing the drum. • Tempo can be at the candidate's choice, with a minimum of 70 bpm. • Each part is to be played twice through. • 3 Pace Intro Rolls are required. • Minimum elements to be incorporated are: <ul style="list-style-type: none"> • Introductory Rolls • Triplets: accented • Seven Stroke Roll: Closed • Thirteen Stroke Roll: Closed • Paradiddles • Flams • Drags • A variety of beat subdivisions • Use of accents 	<p>As above, or from tutor, or from own band or from "<u><i>The APBC Resource Pack for the Elementary Certificate</i></u>" .</p>

PLAYING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>The ability to play correctly the selected Simple Time exercise in the Snare, Bass and Tenor sections of the Royal Scottish Pipe Band Association, “Structured Learning, Book 1, The Elementary Certificate”: Pages 1.23.2 and 1.24.1 1.21.2 to 1.24.1.</p> <ul style="list-style-type: none"> • Single Stroke Development • Counting in Compound Time • Stick Control Exercises • Paradiddle • Flam Embellishment • Compound Duple Time • Monotone Exercises in Compound Duple Time 	<ul style="list-style-type: none"> • Single stroke development, progressing to a rate that would result in a continuous roll sound on the drum, page 1.21.10 • Play a selection, as chosen by the examiner, of ‘Further Examples of Counting in Compound Time’, page 1.21.9, at 70 bpm. • Play the ‘Stick Control Exercises’ (including the ‘Alternate Single Strokes’), page 1.21.11, at 70 bpm. • Play exercise 10, page 1.21.17, “The Paradiddle”, at a tempo of 70 bpm. • Play the Compound Duple exercises on page 1.22.4 and 1.23.2, at 80 bpm. • Play the Monotone Exercise in compound time, page 1.24.1, at a tempo 70 bpm. 	<p>The Royal Scottish Pipe Band Association, “<u>Structured Learning, Book 1, The Elementary Certificate</u>”</p>
2	<p>The candidate is to sight read, with a fair degree of accuracy, a Simple Time and a Compound Time march, selected by the Examiner from the “APBC Resource Pack for Examinations “. The tenor candidate will also demonstrate the ability to perform basic flourish patterns.</p>	<ul style="list-style-type: none"> • A short time to peruse the scores will be allowed. • Does not have to be continuous, in that a short break in between each part is allowed. • Correct sticking must be observed, as indicated in the music. • Tenor candidates will flourish while playing, at times where the chosen score allows. 	<p>“<u>The APBC Resource Pack for the Elementary Certificate</u>”</p>
3	<p>The candidate is to play on the primary drum for this examination (Bass or Tenor), a two-part, Simple Time and Compound Time score (of the candidate’s own choice), incorporating combinations of the previous exercises.</p>	<ul style="list-style-type: none"> • The scores are to be presented to the examiner in a legible and correctly written form. • The candidate is responsible for providing the drum. • Tempo can be at the candidate’s choice, with a minimum of 70 bpm. • Each part is to be played twice through. • 3 Pace Rolls are required. 	<p>“<u>The APBC Resource Pack for the Elementary Certificate</u>”</p>

		<ul style="list-style-type: none"> • Minimum elements to be incorporated are: <ul style="list-style-type: none"> • Introductory Rolls • Triplets: accented • Paradiddles • A variety of beat subdivisions • Use of accents 	
4	State the name, function and maintenance of the parts of the candidate's primary instrument for this examination (bass or a tenor drum).	Discuss with the examiner, the parts, functions, and maintenance of the pipe band Tenor or Bass drum, page. The candidate is required to demonstrate an understanding of the importance of various parts of the drum on the sound produced. For example, head tension varies the pitch of the drum. Maintenance should include both preventative (eg. greasing bolts) and remedial (eg. changing drum heads).	<i><u>"The APBC Resource Pack for the Elementary Certificate"</u></i>
5	Explain a valid method of tuning the candidate's instrument (bass or tenor) for a pipe band performance.	Discuss with the examiner, a valid technique for ensuring that the candidate's primary instrument (bass/tenor) is tuned in tonal harmony for the pipe band performance.	As above

ELEMENTARY CERTIFICATE

MUSIC WRITING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>The candidate is to write out neatly, from memory, a two-parted Simple Time <u>AND</u> a two-parted Compound Time drum score suitable for a grade 4 competition performance. The conditions to be met are:</p> <ul style="list-style-type: none"> • the candidate must indicate a First and Second Time through the parts, if appropriate. • the scores must show a good variety of rudimentary open and closed movements, of the type covered in the “Playing” section of this examination. • the scores must show embellishments, and • the scores must show dynamics: accent and crescendo.. 	<ul style="list-style-type: none"> • Music is to be legible. • Musical construction is to be correct (notation, bar lines, grouping). • All nominated movements to be used. • Dynamics indicated:- accent and crescendo. • Scores must be of an appropriate standard for grade 4 competition. 	<p>The Royal Scottish Pipe Band Association, “<u>Structured Learning, Book 1, The Elementary Certificate</u>”</p>

MUSIC WRITING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>The candidate is to write out neatly, from memory, a two-parted Simple Time <u>AND</u> a two-parted Compound Time drum score for their primary instrument (bass or tenor) score suitable for a grade 4 competition performance. The conditions to be met are:</p> <ul style="list-style-type: none"> • the candidate must indicate a First and Second Time through each part, if appropriate. • the scores must show a good variety of rudimentary movements of the type covered in the "Playing" section of this examination. • the scores must show the flam embellishment, and • the scores must show a range of dynamics: accent and crescendo. 	<ul style="list-style-type: none"> • Music is to be legible. • Musical construction is to be correct (notation, bar lines, grouping). • All nominated movements to be used. • Dynamics indicated: accent and crescendo. • Scores must be of an appropriate standard for grade 4 competition. 	<p>The Royal Scottish Pipe Band Association, "<u>Structured Learning, Book 1, The Elementary Certificate</u>"</p>