

# AUSTRALIAN PIPE BAND COLLEGE

## INTERMEDIATE DRUMMING SYLLABUS 2004



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## **INTRODUCTION**

The Intermediate Drumming syllabus is the third of four drumming qualifications of the Australian Pipe Band College. It is a qualification targeted at pipe bands in that it is intended to prepare drummers to be able to perform competently as a musician in a grade 2 or 3 band.

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

- The Royal Scottish Pipe Band Association, “Structured Learning, Book 2, The Intermediate Certificate”, and
- APBC Intermediate 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.

# **INTERMEDIATE CERTIFICATE SYLLABUS**

## **MAJOR REFERENCES**

The major references for this qualification are The Royal Scottish Pipe Band Association's "Structured Learning, Book 2, The Intermediate Certificate", and the "APBC Syllabus Resource Pack".

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

1. **Musical Instruments**: Stringed, Wind, Percussion.
2. **Time Signatures**: Revision and extension of topic.
3. **Irregular Groups**: Revision and extension of topic.
4. **Asymmetric Time**: Definition and use.
5. **Corresponding Time**: Simple and Compound Time equivalence.
6. **Accent, Rhythm, Syncopation**: Revision and extension of topics.
7. **Degrees of the Scale**: Reference by numbers only.
8. **Accidentals**: overview
9. **Enharmonic Notes**: definition and application.
10. **Transposition**: definition.
11. **Intervals**: Unison, Semitone, Tone, Melodic, Harmonic, Chord.
12. **Integrated tuning of Pipes and Drums**:

## **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 2, The Intermediate Certificate", pages 2.20.1 -2.20.12 inclusive (exercises 1 to 7). Also, exercises selected by the Examiner from the "APBC Syllabus Resource Pack".

The following exercises are to be included, in particular:

- Triplets with accents/flams/drags on 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> beat.
- Triplets exercises with accents, flams, and drags on various beats.
- Paradiddles with accents/flams/drags on 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> beat.
- Paradiddles exercises with accents, flams, and drags on various beats.
- General flam and drag development exercises in Simple and Compound Time.
- Single stroke development exercises in Simple and Compound Time.
- Five Stroke Semiquaver Rolls in Simple Time
- Five Stroke Quaver Rolls in Compound Time at Jig tempo
- The Four Stroke Ruff.
- Accented Rolls: exercise using 4, 6, and 8 stroke rolls.

2. On a practice pad, the candidate will play the March, Strathspey and Reel composed in the Music Writing section of this examination, including a demonstration of the 'unison' sections, while accompanying the "Examination CD of Pipe Music"

3. On a snare drum, the candidate will play a March, Strathspey and Reel of their own choice of an appropriate standard for a grade 2 or 3 competition performance *and the music is to be provided to the examiner.*
4. The candidate is to sight-read and play any two scores selected by the examiner from the study material for this level of certification. Two resources are specified in the syllabus.
5. Tune two snare drums to produce an acceptable acoustic effect for a current-day pipe band performance.

### **PLAYING: BASS/TENOR** (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 2, The Intermediate Certificate", pages 2.20.18 –2.20.24 inclusive (exercises 13 to 17). Also, exercises selected by the Examiner from the "APBC Syllabus Resource Pack".

The following exercises are to be included, in particular:

- Exercises in Duple Time (2.20.18, 2.20.19)
- Exercises in Triple Time (2.20.20, 2.20.21)
- Exercises in both Strathspey and Reel rhythm(2.20.22).
- Combined Exercises (2.20.23, 2.20.24).
- Closed Rolls/Tympani Rolls.

2. On a practice pad, the candidate will play the March, Strathspey and Reel composed in the Music Writing section of this examination, firstly for the bass and then for the tenor, while accompanying the "*Examination CD of Pipe Music*"
3. On the drum for which the candidate is being examined, the candidate will play a March, Strathspey and Reel of their own choice. Each score is to be at least 4 parts in duration and the music is to be provided to the examiner. The scores must be of an appropriate standard for a grade 2 or 3 competition performance.
4. Tenor candidates will demonstrate the ability to perform flourish patterns while executing the scores in '3' above.
5. Whilst giving an explanation of the process, demonstrate the ability to tune a bass and tenor drum to a harmonious pitch for a pipe band performance.

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

- With the aid of the *Examination CD of Pipe Music* and the written pipe music, compose a Simple Duple March of four (4) parts, a Strathspey and Reel, each of two (2) parts, to the tunes nominated by the examiner. The scores must reflect the level of complexity as indicated by the relevant exercises/scores from the Playing section of the syllabus. The candidate will be required to perform the scores during the Playing section of the examination.

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

- With the aid of the *Examination CD of Pipe Music* and the written pipe music, compose a Simple Duple March of four (4) parts, a Strathspey and Reel, each of two (2) parts, to the tunes nominated by the examiner for both Bass and Tenor drums. The scores must reflect the level of complexity as indicated by the relevant exercises/scores from the Playing section of the syllabus. The candidate will be required to perform all scores (for both Bass and Tenor) during the Playing section of the examination.

\*\*\*\*\* End of Intermediate Syllabus \*\*\*\*\*

**APPENDIX A:**  
**SPECIFIC OBJECTIVES**



# SPECIFIC OBJECTIVES

## INTERMEDIATE CERTIFICATE: MUSIC THEORY

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<b><u>Musical Instruments:</u></b> Stringed, Wind, Percussion.	<ul style="list-style-type: none"> <li>• State the name of two different instruments in each of the Stringed, Wind, and Percussion families.</li> <li>• Explain the principle of operation of two different instruments in each of the Stringed, Wind, and Percussion families.</li> </ul>	The Royal Scottish Pipe Band Association, " <i>Structured Learning, Book 2, The Intermediate Certificate</i> "
2	<b><u>Time Signatures:</u></b> Revision and extension of topic.	<ul style="list-style-type: none"> <li>• Briefly explain the meaning of "Common Time" and "Cut Common Time", and draw their symbols.</li> <li>• Determine the correct time signatures when provided with correctly grouped bars of music.</li> </ul>	
3	<b><u>Irregular Groups:</u></b> Revision and extension of topic.	<ul style="list-style-type: none"> <li>• Explain the meaning of the term "Irregular Group".</li> <li>• Give examples of two Irregular Groups in Simple Time.</li> <li>• Give examples of two Irregular Groups in Compound Time.</li> <li>• Give an example showing how the subdivision of note/s in an Irregular Group can occur in Simple Time and also in Compound Time.</li> </ul>	
4	<b><u>Asymmetric Time:</u></b> Definition and use.	<ul style="list-style-type: none"> <li>• Briefly explain the meaning of "Asymmetric Time".</li> <li>• Give two examples showing the strength of the metrical accent in each case of asymmetric time.</li> </ul>	
5	<b><u>Corresponding Time:</u></b> Simple and Compound Time equivalence	<ul style="list-style-type: none"> <li>• Determine the corresponding time signature for each of three given examples of time signatures.</li> <li>• Write the corresponding music for each of three given passages of provided music.</li> </ul>	

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
6	<b><u>Accent, Rhythm, Syncopation:</u></b> Revision and extension of topics from Elementary	<ul style="list-style-type: none"> <li>• Define the term “Syncopation”.</li> <li>• Define the term “Natural Accent” (or “Metrical Accent”).</li> <li>• Define the term “Agogic Stress”.</li> <li>• Draw three examples, showing in each case a different method of producing syncopation</li> </ul>	The Royal Scottish Pipe Band Association, “ <i>Structured Learning, Book 2, The Intermediate Certificate</i> ”
7	<b><u>Degrees of the Scale:</u></b> Reference by numbers only.	<ul style="list-style-type: none"> <li>• Explain the meaning of the words “Tonic” and “Octave”</li> <li>• Identify the notes on the chanter scale relative to the “Low A” by their degree number.</li> </ul>	
8	<b><u>Accidentals:</u></b> overview	<ul style="list-style-type: none"> <li>• Briefly explain the purpose of an “accidental”.</li> <li>• Draw the symbols for the accidentals of Sharp, Flat, and Natural.</li> </ul>	
9	<b><u>Enharmonic Notes:</u></b>	<ul style="list-style-type: none"> <li>• Briefly explain the meaning of the term “Enharmonic”</li> </ul>	
10	<b><u>Transposition and Transcription:</u></b> definitions.	<ul style="list-style-type: none"> <li>• Briefly explain the meaning of the terms “Transcription” and “Transposition”</li> </ul>	
11	<b><u>Intervals:</u></b> Unison, Semitone, Tone, Melodic Interval, Harmonic Interval, Chord.	<ul style="list-style-type: none"> <li>• Define the term “Interval”</li> <li>• State the common meaning of the term “Unison”, and its secondary meaning as used in pipe bands.</li> <li>• Explain the meaning of the terms “Semitone” and “Tone”.</li> <li>• Explain the meaning of Melodic Interval, Harmonic Interval, and Chord.</li> </ul>	
12	<b><u>Integrated tuning of Pipes and Drums:</u></b>	<ul style="list-style-type: none"> <li>• State the name and function of the major parts of the highland bagpipe.</li> <li>• Explain the pitch inter-relationships of the bagpipe.</li> <li>• Explain the tuning opportunities that exist for the harmonious combination of Bass-section with bagpipes.</li> <li>• Discuss the difficulties with the harmonious tuning of snare drums with bagpipes.</li> </ul>	“ <i>The APBC Resource Pack for Examinations</i> ”.

# INTERMEDIATE CERTIFICATE

## PLAYING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCES
1	<p>The candidate is to play on a Practice Pad, the following exercises which are contained in Royal Scottish Pipe Band Association "Structured Learning, Book 2, The Intermediate Certificate", pages 2.20.1 –2.20.12 inclusive (exercises 1 to 7). Also, exercises selected by the Examiner from the "APBC Syllabus Resource Pack".</p>	<ul style="list-style-type: none"> <li>• Play simple Triplets with recurring accents on the 1<sup>st</sup> beat , 2<sup>nd</sup> beat, or 3<sup>rd</sup> beat, each at 75 bpm.</li> <li>• Play simple Triplets with recurring flams on the 1<sup>st</sup> beat , 2<sup>nd</sup> beat, or 3<sup>rd</sup> beat, each at 75 bpm.</li> <li>• Play simple Triplets with recurring drags on the 1<sup>st</sup> beat , 2<sup>nd</sup> beat, or 3<sup>rd</sup> beat, each at 75 bpm</li> <li>• Play Triplet exercises with accents, flams, and drags on various beats at 75 bpm.</li>   <li>• Play the Paradiddle Development Exercise 2.1/2.2/2.3 (page 2.20.3), with an accent/flam/drag on the first note, at 70 bpm.</li> <li>• Play the Paradiddle Development Exercise 2.4/2.5/2.6 (page 2.20.3), with an accent/flam/drag on the second note, at 70 bpm.</li> <li>• Play the Paradiddle Development Exercise 2.7/2.8/2.9 (page 2.20.4), with an accent/flam/drag on the third note, at 70 bpm.</li> <li>• Play the Paradiddle Development Exercise 2.10/2.11/2.12 (page 2.20.4), with an accent/flam/drag on the fourth note, at 70 bpm.</li>   <li>• Play 'Various Exercises to Improve Flam Execution', 3.4 and 3.7 (page 2.20.7), at 70 bpm.</li>   <li>• Play 'Various Exercises to Improve Drag Execution', 4.5 and 4.8 (page 2.20.8), at 70 bpm.</li>   <li>• Play Single Stroke Development Exercise 5.4 and 5.5 (page 2.20.9), at 70 bpm.</li> <li>• Play Single Stroke Development Exercise 5.7 and 5.8 (page 2.20.9), at 110 bpm.</li> </ul>	<p><i><u>"APBC Examination Resource Pack"</u></i>.</p> <p><i><u>"Structured Learning, Book 2, The Intermediate Certificate"</u></i>.</p> <p><i><u>"Structured Learning, Book 2, The Intermediate Certificate"</u></i>.</p> <p><i><u>"Structured Learning, Book 2, The Intermediate Certificate"</u></i>.</p>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
1 cont.		<ul style="list-style-type: none"> <li>• Play Five Stroke Semiquaver Rolls Exercise 6.1 and 6.2 (page 2.20.10), at 90 bpm.</li> <li>• Play Five Stroke Semiquaver Rolls Exercise 6.7 and 6.8 (page 2.20.10), at 110 bpm.</li> <li>• Play hand-to-hand four stroke ruffs, using the LRLR/RLRL sticking sequence, at 90 bpm.</li> <li>• Play hand-to-hand four stroke ruffs, using the LRRL/RLLR sticking sequence, at 90 bpm.</li> <li>• Play the 4, 6, and 8 stroke accented roll exercises given for Marches, Strathspeys and Jigs.</li> </ul>	<p><i>“Structured Learning, Book 2, The Intermediate Certificate”.</i></p> <p><i>“APBC Syllabus Resource Pack”.</i></p> <p><i>“APBC Syllabus Resource Pack”.</i></p>
2	<p>On a practice pad, the candidate will play the March, Strathspey and Reel composed in the Music Writing section of this examination, including a demonstration of the ‘unison’ sections.</p> <p>This section is to be played while accompanying the “Examination CD of Pipe Music”.</p> <p>The three score will be played individually, with a short break in between. Tempo is pre-set by the recording.</p>	<ul style="list-style-type: none"> <li>• Score to begin with introductory rolls of a quality suitable for a grade 2 or 3 band performance.</li> <li>• Musical performance must be at a level expected of a performer in a grade 2 or 3 band. This is in the areas of Execution, Integration and Expression.</li> <li>• The performance must accurately reflect the written scores.</li> </ul>	<p><i>“Examination CD of Pipe Music”</i></p> <p><i>Candidate’s scores from the Music Writing section of the examination.</i></p>
3	<p>The candidate is to sight-read and play any <u>two</u> scores selected by the examiner from the study material for this level of certification. Two resources are specified in the syllabus.</p>	<ul style="list-style-type: none"> <li>• A short time to peruse the scores will be allowed.</li> <li>• Does not have to be continuous, in that a short break in between each part is allowed.</li> <li>• Correct sticking must be observed, as indicated in the music.</li> <li>• Tempo should reflect that played in grade 2 or 3 bands.</li> </ul>	<p><i>“Structured Learning, Book 2, The Intermediate Certificate”.</i></p> <p><i>“APBC Syllabus Resource Pack”.</i></p>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
4	<p>On a snare drum, the candidate will play a March, Strathspey and Reel of their own choice of an appropriate standard for a grade 2 or 3 competition performance.</p> <p>Each score is to be at least 4 parts in duration and each part is to be played twice through.</p> <p>The written music is to be provided to the examiner.</p> <p>The candidate is responsible for providing the drum.</p>	<ul style="list-style-type: none"> <li>• The scores presented to the examiner are legible and correctly written, and of appropriate standard for a grade 2 or 3 competition performance.</li> <li>• Tempo must be as appropriate for a grade 2 or 3 band performance.</li> <li>• Introductory Rolls are an appropriate quality for a grade 2 or 3 band performance.</li> <li>• Movements to be incorporated include:               <ul style="list-style-type: none"> <li>• Triplets with accents/flams/drags on 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> beat.</li> <li>• Triplets exercises with accents, flams, and drags on various beats.</li> <li>• Paradiddles with accents/flams/drags on 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> beat.</li> <li>• Single stroke development .</li> <li>• Five Stroke Semiquaver Rolls</li> <li>• The Four Stroke Ruff.</li> <li>• Accented Rolls: 4, 6, and 8 stroke.</li> </ul> </li> <li>• Overall, the playing is to be at least at the standard of a good grade 3 competition performance.</li> </ul>	<p>The written music is to be provided to the examiner.</p> <p>The candidate is responsible for providing the drum.</p>
5	<p>Tune two snare drums to produce the acoustic effect for a current-day pipe band performance.</p> <p>The drum and tuning tools are to be supplied by the candidate.</p> <p>The drums will initially be set differently and require adjustments to heads and snares.</p> <p>Tuning must be completed within 15 minutes.</p> <p><i>The APBC takes no responsibility for breakages to drum heads or snares.</i></p>	<ul style="list-style-type: none"> <li>• The final sound is required to be suitable for use in a current-day grade 2 or 3 band performance. The sound will be matched from the drums, it will be bright and have good snare response off both heads, within the design limitation and idiosyncrasies of the specific brand of drum.</li> </ul>	<p><i>“APBC Syllabus Resource Pack”.</i></p> <p>The candidate is responsible for providing the drums.</p>

# INTERMEDIATE CERTIFICATE

## PLAYING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>The candidate is to play on a Practice Pad, the following exercises which are contained in Royal Scottish Pipe Band Association "Structured Learning, Book 2, The Intermediate Certificate", pages 2.20.18 – 2.20.24 inclusive (exercises 13 to 17). Also, exercises selected by the Examiner from the "APBC Syllabus Resource Pack".</p> <p>The following exercises are to be included, in particular:</p> <ul style="list-style-type: none"> <li>• Exercises in Duple Time (2.20.18, 2.20.19)</li> <li>• Exercises in Triple Time (2.20.20, 2.20.21)</li> <li>• Exercises in both Strathspey and Reel rhythm(2.20.22).</li> <li>• Combined Exercises (2.20.23, 2.20.24).</li> <li>• Closed Rolls/Tympani Rolls.</li> </ul>	<ul style="list-style-type: none"> <li>• Play "Exercise Beating for Bass and Tenor Drum- Exercise 13: Duple Time" page 2.20.18, at a tempo of 90 bpm, accurately and with correct rhythm.</li> <li>• Play "Exercise Beating for Bass and Tenor Drum- Exercise 13: Duple Time" page 2.20.19, at a tempo of 90 bpm, accurately and with correct rhythm/dynamics.</li> <li>• Play "Exercise Beating for Bass and Tenor Drum- Exercise 14: Triple Time" page 2.20.20, at a tempo of 90 bpm, accurately and with correct rhythm.</li> <li>• Play "Exercise Beating for Bass and Tenor Drum- Exercise 14: Triple Time" page 2.20.21, at a tempo of 90 bpm, accurately and with correct rhythm.</li> <li>• Play "Exercise Beating for Bass and Tenor Drum Exercise 15-: Strathspey Rhythm" page 2.20.22, at a tempo of 120 bpm, accurately and with correct rhythm/dynamics.</li> <li>• Play "Exercise Beating for Bass and Tenor Drum- Exercise 16: Reel Rhythm" page 2.20.22, at a tempo of 120 bpm, accurately and with correct rhythm/dynamics.</li> <li>• Play "Bass and Tenor Combined- Exercise 17" page 2.20.22/23, at a tempo of 90 bpm, accurately and with correct rhythm/dynamics. All lines to be played.</li> <li>• Play the Tympani Roll exercise phrases at the tempo given in the exercise.</li> </ul>	<p><i>"Structured Learning, Book 2, The Intermediate Certificate".</i></p> <p><i>"APBC Syllabus Resource Pack".</i></p>
2	<p>On a practice pad, the candidate will play the March, Strathspey and Reel composed in the Music Writing section of this examination, including <u>both</u> the bass and tenor parts.</p> <p>This section is to be played while</p>	<ul style="list-style-type: none"> <li>• Score to begin with introductory beats of a quality suitable for a grade 2 or 3 band performance (accuracy and weight).</li> <li>• Musical performance must be at a level expected of a performer in a grade 2 or 3 band. This is in the areas of Execution, Integration and Expression.</li> </ul>	<p><i>"Examination CD of Pipe Music"</i></p> <p><i>Candidate's scores from the Music Writing section of the examination.</i></p>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
2 cont.	<p>accompanying the "Examination CD of Pipe Music".</p> <p>The three score will be played individually, with a short break in between.</p> <p>Tempo is pre-set by the recording.</p>	<ul style="list-style-type: none"> <li>The performance must accurately reflect the written scores.</li> </ul>	<p><i>"Examination CD of Pipe Music"</i></p> <p>Candidate's scores from the Music Writing section of the examination.</p>
3	<p>The candidate is to sight-read and play any <u>two</u> scores selected by the examiner from the study material for this level of certification, including <u>both</u> the bass <u>and</u> tenor parts.</p> <p>A short time to peruse the scores will be allowed.</p> <p>Does not have to be continuous, in that a short break in between each part is allowed.</p>	<ul style="list-style-type: none"> <li>Correct sticking must be observed, as indicated in the music.</li> <li>Tempo should reflect that played in grade 2 or 3 bands.</li> </ul>	<p><i>"Structured Learning, Book 2, The Intermediate Certificate"</i>.</p> <p><i>"APBC Syllabus Resource Pack"</i>.</p>
4	<p>On the primary drum for which the candidate is being examined, the candidate will play a March, Strathspey and Reel of their own choice of an appropriate standard for a grade 2 or 3 competition performance.</p> <p>Each score is to be at least 4 parts in duration and each part is to be played twice through.</p> <p>The written music is to be provided to the examiner.</p> <p>The candidate is responsible for providing the drum.</p>	<ul style="list-style-type: none"> <li>The scores presented to the examiner are legible and correctly written, and of appropriate standard for a grade 2 or 3 competition performance.</li> <li>Tempo must be as appropriate for a grade 2 or 3 band performance.</li> <li>Introductory Beats are an appropriate quality for a grade 2 or 3 band performance (accuracy and weight).</li> <li>Movements to be incorporated include: <ul style="list-style-type: none"> <li>Tympani rolls</li> <li>Range of dynamics</li> <li>Triplets with accents</li> <li>Paradiddles</li> <li>Flams</li> <li>Syncopated phrases</li> </ul> </li> <li>Overall, the playing is to be at least at the standard of a good grade 3 competition performance.</li> </ul>	<p>The written music is to be provided to the examiner.</p> <p>The candidate is responsible for providing the drum.</p>

<b>No.</b>	<b>SYLLABUS ITEM</b>	<b>SPECIFIC OBJECTIVE</b>	<b>REFERENCE</b>
5	<p>Demonstrate the ability to perform basic flourish patterns while executing a rhythmic sequence, nominated by the examiner, on a tenor drum. Only tenor candidates.</p>	<ul style="list-style-type: none"> <li>• Play accurate introductory beats while flourishing.</li> <li>• Play the sample phrases accurately using 4 distinctly different flourishing movements.</li> </ul>	<p><i>“APBC Syllabus Resource Pack”.</i></p>
6	<p>Whilst giving an explanation of the process, demonstrate the ability to tune a bass <u>and</u> tenor drum to a harmonious pitch for a pipe band performance.</p> <p>The drum and tuning tools are to be supplied by the candidate.</p> <p>The drums will initially be “untuned” and require adjustments the heads</p> <p>Tuning must be completed within 15 minutes.</p> <p><i>The APBC takes no responsibility for breakages to drums.</i></p>	<ul style="list-style-type: none"> <li>• The tuning of the instruments will be verified with a tuning meter as reflecting the settings that the candidate was seeking, to achieve a harmonious blend.</li> <li>• The process must have musical rigour in that there must be sound reasoning for the pitch settings chosen.</li> </ul>	<p>A tuning meter may be used.</p>

# INTERMEDIATE CERTIFICATE

## MUSIC WRITING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
1	<p>With the aid of the <i>Examination CD of Pipe Music</i> and the written pipe music, compose a Simple Duple March of four (4) parts, a Strathspey and Reel, each of two (2) parts, to the tunes nominated by the examiner.</p> <p>The scores must reflect the level of complexity as indicated by the relevant exercises/scores from the Playing section of the syllabus.</p> <p>The candidate will be required to perform the scores during the Playing section of the examination.</p>	<ul style="list-style-type: none"> <li>• Musical construction is to be correct (notation, bar lines, grouping, time signatures, etc).</li> <li>• The composition must be suitable for use in a current-day grade 2 and grade 3 performance, in terms of its complexity/variety of movements and its musical appeal.</li> <li>• Use of "First Time" and "Second Time" is required to be shown at least once in the full composition.</li> <li>• Unison passages are to be indicated in all scores.</li> </ul>	<p><i>"APBC Syllabus Resource Pack"</i>.</p> <p><i>"Examination CD of Pipe Music"</i></p> <p><i>Personal CD Player.</i></p>

# INTERMEDIATE CERTIFICATE

## MUSIC WRITING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>With the aid of the Examination CD of Pipe Music and the written pipe music, compose a Simple Duple March of four (4) parts, a Strathspey and Reel, each of two (2) parts, to the tunes nominated by the examiner for <u>both</u> Bass and Tenor drums.</p> <p>The scores must reflect the level of complexity as indicated by the relevant exercises/scores from the Playing section of the syllabus.</p> <p>The candidate will be required to perform all scores (for both Bass and Tenor) during the Playing section of the examination.</p>	<ul style="list-style-type: none"> <li>• Musical construction is to be correct (notation, bar lines, grouping, brace, time signatures, etc).</li> <li>• The composition must be suitable for use in a current-day grade 2 and grade 3 performance, in terms of its complexity/variety of movements and its musical appeal.</li> <li>• Use of "First Time" and "Second Time" is required to be shown at least once in the full composition.</li> <li>• Scores are to be presented with the Tenor on the Top line and Bass on the bottom line</li> </ul>	<p><i>"APBC Syllabus Resource Pack".</i></p> <p><i>"Examination CD of Pipe Music" Personal CD Player.</i></p>