

# AUSTRALIAN PIPE BAND COLLEGE

## ADVANCED DRUMMING SYLLABUS 2004



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## **INTRODUCTION**

The Advanced Drumming syllabus is the last of four drumming qualifications of the Australian Pipe Band College. It is the peak qualification for pipe band drumming in that it is intended to prepare drummers to be able to perform competently in a grade 1 or 2 band, and in the case of snare drummers, in the role of Lead Drummer,

The resource required for the study of the Advanced Certificate is:-

- APBC Advanced Certificate Resource Pack.

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

The Syllabus is presented first and this contains the topic areas contained within the Advanced 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 Advanced Certificate Examination.

# ADVANCED CERTIFICATE SYLLABUS

## MAJOR REFERENCES

The major reference for the Advanced Certificate is the "APBC Advanced Certificate Resource Pack" which will contain a compilation of materials needed to support the syllabus. This will also be supported by the Advanced Certificate Examination CD1 of Pipe Music (issued at the start of study), and Advanced Certificate Examination CD2 of Pipe Music (issued only at the time of the examination).

## THEORY OF MUSIC

1. **Scales:** definitions of Diatonic, Chromatic, Whole-tone, Pentatonic.
2. **The Bagpipe Scale:** the basics of this scale and how it relates to others.
3. **Definitions:** motif, phrase, cadence, harmony, counterpoint.
4. **Musical Form:** Binary, Ternary.
5. **Ensemble:** Introduction, Intonation, Integration, Interpretation
6. **Drum Corps Critique:** considerations in the critique of ensemble music performance.
7. **The Basics of Giving Individual Instruction:** essentials in teaching the drumming learner.
8. **Conduct of an Effective Drum Corps/Drum Section Practice Session:** The plan, conduct and review of an effective practice session.
9. **Duties of the Leading Drummer:** The basic duties required of a Leading Drummer in a grade 1 or 2 band environment.

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

1. On a practice pad, the candidate is to play the exercises which are contained in the "APBC Advanced Certificate Resource Pack".
2. On a practice pad, the candidate will play the Medley of scores composed in the *mentored preparation* for the examination, while accompanying the Advanced Certificate Examination CD1 of Pipe Music. This will include a performance of the snare 'unison' sections, performance of bass scores and performance of tenor scores.
3. On a practice pad, the candidate is to play the two scores composed in the Music Writing section of the examination, while accompanying the Advanced Certificate Examination CD2 of Pipe Music. This will include a performance of the snare 'unison' sections, performance of bass scores and performance of tenor scores.

4. The candidate is to play on the drum practice pad, any two snare scores selected by the examiner from the "APBC Advanced Certificate Resource Pack".
5. On a snare drum, the candidate will play a March, Strathspey and Reel of their own choice which is of an appropriate standard for a grade 1 or 2 competition performance. The candidate is to provide the scores to the examiner.
6. Tune a full drum corps: two snare drums, a bass and two tenor drums to be suitable for a pipe band performance in a grade 1 or 2 band.
7. Provide a valid written critique for a recorded drum corps ensemble performance (grade 3 level), commenting on:- Introduction, Interpretation, Intonation, and Integration.

### **PLAYING: BASS/TENOR** (refer to 'Appendix A' for the specific objectives)

1. On a practice pad, the candidate is to play the exercises which are contained in the "APBC Advanced Certificate Resource Pack".
2. On a practice pad, the candidate will play the Medley of scores composed in the *mentored preparation* for the examination, while accompanying the Advanced Certificate Examination CD1 of Pipe Music. This will include a performance of the bass scores and performance of the tenor scores.
3. On a practice pad, the candidate is to play the two scores composed in the Music Writing section of the examination, while accompanying the Advanced Certificate Examination CD2 of Pipe Music. This will include a performance of bass scores and performance of tenor scores
4. The candidate is to play on the drum practice pad, any two scores selected by the examiner from the "APBC Advanced Certificate Resource Pack". One selected score will be for bass and the other for tenor.
5. On the candidate's primary instrument (bass or tenor), the candidate will play a March, Strathspey and Reel of their own choice which is of an appropriate standard for a grade 1 or 2 competition performance. The candidate is to provide the scores to the examiner.
6. Whilst giving an explanation of the process, demonstrate the ability to tune a bass and two tenor drums to a harmonious pitch for a grade 1 or 2 pipe band performance.
7. Provide a valid written critique for a recorded drum corps performance (grade 3 level), commenting on:- Introduction, Interpretation, Intonation, and Integration.

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

1. This important segment of the syllabus may either be conducted in a small group, or individually, and in all cases facilitated by an accredited drumming examiner. The contribution of candidates to this process will be monitored to ensure active participation throughout. It is envisaged that this component may be spread over a number of weeks.

With the aid of the Advanced Certificate Examination CD1 of Pipe Music, the written pipe music, and under the guidance of an accredited drumming examiner, compose a complete medley of six Full Scores, as follows:

- 2/4 March x 2 parts
- Strathspey x 2 parts
- Reel x 2 parts
- Slow Air x 2 parts
- Jig x 2 parts
- Hornpipe x 2 parts

A Full Score format is required that shows Snare on top line, Bass on second line and Tenor on third line (the examiner has the authority to approve a variation to this format).

The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.

The candidate will be required to perform the scores during the Playing section of the examination.

2. Under examination conditions, with the aid of the Advanced Certificate Examination CD2 of Pipe Music and the written pipe music, compose TWO scores nominated by the examiner from the following categories:

- 2/4 March x 4 parts
- Strathspey x 4 parts
- Reel x 4 parts
- Slow Air x 4 parts
- Jig x 4 parts
- Hornpipe x 4 parts

A Full Score format is required that shows Snare on top line, Bass on second line and Tenor on third line (the examiner has the authority to approve a variation to this format).

The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.

The candidate will be required to perform the scores during the Playing section of the examination.

**NOTE: Part '1' is pre-requisite to part '2', and must be completed satisfactorily in order to progress to part '2'. Actual marks will be determined by part '2', alone.**

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

1. This important segment of the syllabus may either be conducted in a small group, or individually, and in all cases facilitated by an accredited drumming examiner. The contribution of candidates to this process will be monitored to ensure active participation throughout. It is envisaged that this component may be spread over a number of weeks.

With the aid of the Advanced Certificate Examination CD1 of Pipe Music, the written pipe music, and under the guidance of an accredited drumming examiner, compose a complete medley of six Bass and Tenor Scores, as follows:

- 2/4 March x 2 parts
- Strathspey x 2 parts
- Reel x 2 parts
- Slow Air x 2 parts
- Jig x 2 parts
- Hornpipe x 2 parts

A variation to the Full Score format is required that shows Bass on top line and Tenor on second line (the examiner has the authority to approve a variation to this format).

The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.

The candidate will be required to perform the scores during the Playing section of the examination.

2. Under examination conditions, with the aid of the Advanced Certificate Examination CD2 of Pipe Music and the written pipe music, compose TWO Bass and Tenor scores nominated by the examiner from the following categories:

- 2/4 March x 4 parts
- Strathspey x 4 parts
- Reel x 4 parts
- Slow Air x 4 parts
- Jig x 4 parts
- Hornpipe x 4 parts

A variation to the Full Score format is required that shows Bass on top line and Tenor on second line (the examiner has the authority to approve a variation to this format).

The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.

The candidate will be required to perform the scores during the Playing section of the examination.

**NOTE: Part '1' is pre-requisite to part '2', and must be completed satisfactorily in order to progress to part '2'. Actual marks will be determined by part '2', alone.**

\*\*\*\*\* End of Advanced Syllabus \*\*\*\*\*

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

# SPECIFIC OBJECTIVES

## ADVANCED CERTIFICATE: MUSIC THEORY

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<b>Scales:</b> definitions of Diatonic, Chromatic, Whole-tone, Pentatonic.	<ul style="list-style-type: none"> <li>• Explain the term Diatonic Scale, using a diagram to assist.</li> <li>• Define the term Chromatic Scale, using a diagram to assist.</li> <li>• Define the term Whole-tone Scale, using a diagram to assist.</li> <li>• Define the term Pentatonic Scale, using a diagram to assist.</li> </ul>	<p><i><u>"APBC Syllabus Resource Pack"</u></i>.</p>
2	<b>The Bagpipe Scale:</b> the basics of this scale and how it relates to others.	<ul style="list-style-type: none"> <li>• Discuss the scale of the bagpipe chanter in relation to the Pentatonic scale, and also the pitch interrelationships with the drones.</li> </ul>	
3	<b>Definitions:</b> motif, phrase, cadence, harmony, counterpoint.	<ul style="list-style-type: none"> <li>• Briefly explain the meaning of the word "Motif".</li> <li>• Briefly explain the meaning of the word "Phrase"</li> <li>• Briefly explain the meaning of the word "Cadence".</li> <li>• Briefly explain the meaning of the word "Harmony".</li> <li>• Briefly explain the meaning of the word "Counterpoint".</li> </ul>	
4	<b>Musical Form:</b> Binary, Ternary.	<ul style="list-style-type: none"> <li>• Explain the meaning of the "Binary Form" and relate this to Pipe Band music</li> <li>• Explain the meaning of the "Ternary Form" and relate this to Pipe Band music</li> </ul>	
5	<b>Ensemble:</b> Introduction, Intonation, Integration, Interpretation	<ul style="list-style-type: none"> <li>• In the context of Ensemble, explain "Introduction".</li> <li>• In the context of Ensemble, explain "Intonation".</li> <li>• In the context of Ensemble, explain "Integration".</li> <li>• In the context of Ensemble, explain "Interpretation".</li> </ul>	



No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
6	<b>Drum Corps Critique:</b> considerations in the ensemble music performance of the drum corps.	<ul style="list-style-type: none"> <li>Briefly discuss the elements of Introduction, Intonation, Integration, Interpretation, Tempo, Execution, Rhythm and Expression, in the formulation of a critique of a drum corps performance. <i>Note: this item also appears in the Music Playing element where the candidate has to provide an actual critique.</i></li> </ul>	<p><i><u>"APBC Advanced Certificate Resource Pack"</u></i></p>
7	<b>The Basics of Giving Individual Instruction:</b> essentials in teaching the drumming learner.	<ul style="list-style-type: none"> <li>Discuss a valid method of approach for training a new drumming student in the practical elements of snare, tenor or bass. In particular, "9 Principles of Adult Learning" will be addressed.</li> </ul>	
8	<b>Conduct of an Effective Drum Corps/Drum Section Practice Session:</b> The plan, conduct and review of an effective practice session.	<ul style="list-style-type: none"> <li>Discuss the essential components of an effective drum corps practice for a grade 1 or grade 2 band.</li> </ul>	
9	<b>Duties of the Leading Drummer:</b> The basic duties required of a Leading Drummer in a grade 1 or 2 band environment.	<ul style="list-style-type: none"> <li>Briefly discuss the typical duties of a Leading Drummer in the context of a grade 1 or grade 2 band.</li> </ul>	

# ADVANCED CERTIFICATE

## PLAYING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
1	On a practice pad, the candidate is to play all exercises which are contained in the " <u>APBC Advanced Certificate Resource Pack</u> " for the Snare Drum.	<ul style="list-style-type: none"> <li>• All exercises to be played correctly at the tempo specified in the resource pack</li> </ul>	<u>"APBC Syllabus Resource Pack"</u> .
2	On a practice pad, the candidate will play the Medley of scores composed in the <i>mentored preparation</i> for the examination, while accompanying the <u>Advanced Certificate Examination CD1 of Pipe Music</u> . This will include a performance of the snare 'unison' sections, performance of bass scores and performance of tenor scores.	<ul style="list-style-type: none"> <li>• Medley to begin with introductory rolls/beats of a quality suitable for a grade 1 or 2 band performance.</li> <li>• Musical performance must be at a level expected of a performer in a grade 1 or 2 band. This is in the areas of Execution, Integration with pipe music and Expression.</li> <li>• The performance must accurately reflect the written scores.</li> </ul>	<u>"Advanced Certificate Examination CD1 of Pipe Music"</u> <i>Candidate's scores from the mentored preparation for the Music Writing examination.</i>
3.	On a practice pad, the candidate is to play the two scores composed in the Music Writing section of the examination, while accompanying the <u>Advanced Certificate Examination CD2 of Pipe Music</u> . This will include a performance of the snare 'unison' sections, performance of bass scores and performance of tenor scores.	<ul style="list-style-type: none"> <li>• Scores to begin with introductory rolls/beats of a quality suitable for a grade 1 or 2 band performance.</li> <li>• Musical performance must be at a level expected of a performer in a grade 1 or 2 band. This is in the areas of Execution, Integration with pipe music and Expression.</li> <li>• The performance must accurately reflect the written scores.</li> </ul>	<u>"Advanced Certificate Examination CD2 of Pipe Music"</u> <i>Candidate's scores from the Music Writing section of the examination.</i>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
4	<p>The candidate is to play on the practice pad, any <u>two</u> snare scores selected by the examiner from the “<u>APBC Advanced Certificate Resource Pack</u>” for the Snare Drum.</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>• Emphasis is on the correct observance of notation, embellishments, and expression. A variation on sticking from that shown in the score is allowed.</li> <li>• Tempo should reflect that played in grade 1 or 2 bands.</li> </ul>	<p><i>“APBC Advanced Certificate Resource Pack”.</i></p>
5	<p>On a snare drum, the candidate will play a March, Strathspey and Reel of their own choice which is of an appropriate standard for a grade 1 or 2 competition performance. The candidate is to provide the scores to the examiner.</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 1 or 2 competition performance.</li> <li>• Tempo must be as appropriate for a grade 1 or 2 band performance.</li> <li>• Introductory Rolls are an appropriate quality for a grade 1 or 2 band performance.</li> <li>• Movements to be incorporated will display a wide variety of rudiment combinations, in-keeping with grade 1 and 2 current-day standards.</li> <li>• Overall, the playing is to be at least at the standard of a good grade 2 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>
6	<p>Tune a full drum corps: two snare drums, a bass and two tenor drums to be suitable for a pipe band performance in a grade 1 or 2 band.</p> <p>The APBC takes no responsibility for breakages to drums/drum-heads</p>	<ul style="list-style-type: none"> <li>• The final sound is required to be suitable for use in a current-day grade 1 or 2 band performance.</li> <li>• The Snare drum sound will be bright and have good snare response off both heads, within the design limitation of the specific brand of drum.</li> <li>• The Bass and Tenor pitch interval may be according to candidate's preference but the resultant sound must be concordant.</li> <li>• Tenor drums should produce the same pitch and tone.</li> </ul>	<p><i>“APBC Advanced Certificate Resource Pack”.</i></p> <p>The candidate is responsible for providing the drums.</p>
7	<p>Provide a valid written critique for a</p>	<ul style="list-style-type: none"> <li>• The written critique will be balanced, in that both positive and</li> </ul>	<p><i>“APBC Advanced Certificate</i></p>

	<p>recorded drum corps ensemble performance (grade 3 level), commenting on:- Introduction, Interpretation, Intonation, and Integration, Tempo, Execution, Rhythm and Expression.</p> <p>A proforma will be provided in the examination.</p> <p><i>This is not required to be as thorough as would be expected from an accredited adjudicator.</i></p>	<p>negative points will be made.</p> <ul style="list-style-type: none"> <li>• On the more objective points of Introduction, Integration, Tempo, and Execution, specific valid points will be sought for the recording.</li> <li>• On the more subjective elements of Interpretation, Intonation, Rhythm and Expression, a wider range of responses will be accepted with qualification from the candidate.</li> </ul>	<p><u>Resource Pack</u>".</p>
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# ADVANCED CERTIFICATE

## PLAYING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	On a practice pad, the candidate is to play the exercises which are contained in the " <u>APBC Syllabus Resource Pack</u> " for the Advanced level.	<ul style="list-style-type: none"> <li>All exercises (both Bass and Tenor) to be played correctly at the tempo specified in the resource pack</li> </ul>	<i>"APBC Syllabus Resource Pack".</i>
2	On a practice pad, the candidate will play the Medley of scores composed in the <i>mentored preparation</i> for the examination, while accompanying the <i>Advanced Certificate Examination CD1 of Pipe Music</i> . This will include a performance of the bass scores and tenor scores.	<ul style="list-style-type: none"> <li>Score to begin with introductory beats of a quality suitable for a grade 1 or 2 band performance (accuracy and weight).</li> <li>Musical performance must be at a level expected of a performer in a grade 1 or 2 band. This is in the areas of Execution, Integration and Expression.</li> <li>The performance must accurately reflect the written scores.</li> </ul>	<i>"Examination CD of Pipe Music"</i> <i>Candidate's scores from the Music Writing section of the examination.</i>
3.	On a practice pad, the candidate is to play the two scores composed in the Music Writing section of the examination, while accompanying the Advanced Certificate Examination CD2 of Pipe Music. This will include a performance of the bass scores and tenor scores.	<ul style="list-style-type: none"> <li>Scores to begin with introductory rolls/beats of a quality suitable for a grade 1 or 2 band performance.</li> <li>Musical performance must be at a level expected of a performer in a grade 1 or 2 band. This is in the areas of Execution, Integration with pipe music and Expression.</li> <li>The performance must accurately reflect the written scores.</li> </ul>	<i>"Advanced Certificate Examination CD2 of Pipe Music"</i> <i>Candidate's scores from the Music Writing section of the examination.</i>
4	The candidate is to play on the drum practice pad, any <u>two</u> scores selected by the examiner from the " <u>APBC Advanced Certificate Resource Pack</u> ". Note: two scores for each of bass <u>and</u> tenor. 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.	<ul style="list-style-type: none"> <li>Emphasis is on the correct observance of notation, embellishments, and expression. A variation on sticking from that shown in the score is allowed..</li> <li>Tempo should reflect that played in grade 1 or 2 bands.</li> </ul>	<i>"APBC Advanced Certificate Resource Pack".</i>

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
5	<p>On the candidate's primary instrument (bass or tenor), the candidate will play a March, Strathspey and Reel of their own choice which is of an appropriate standard for a grade 1 or 2 competition performance. The candidate is to provide the scores to the examiner.</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 1 or 2 competition performance.</li> <li>• Tempo must be as appropriate for a grade 1 or 2 band performance.</li> <li>• Introductory Beats are an appropriate quality for a grade 1 or 2 band performance (accuracy and weight).</li> <li>• Movements to be incorporated will display a wide variety of rudiment combinations, in-keeping with grade 1 and 2 current-day standards.</li> <li>• Overall, the playing is to be at least at the standard of a good grade 2 competition performance.</li> </ul>	<p><u>"APBC Syllabus Resource Pack"</u>.</p> <p>The written music is to be provided to the examiner.</p>
6	<p>Whilst giving an explanation of the process, demonstrate the ability to tune a bass <u>and</u> two equal-pitched tenor drums 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> <li>• The Bass and Tenor pitch interval may be according to candidate's preference but the resultant sound must be concordant.</li> <li>• Tenor drums should produce the same pitch and tone.</li> </ul>	<p>The candidate is responsible for providing the drums and tuning meter (if used).</p>

<b>No.</b>	<b>SYLLABUS ITEM</b>	<b>SPECIFIC OBJECTIVE</b>	<b>REFERENCE</b>
7	<p>Provide a valid written critique for a recorded drum corps ensemble performance (grade 3 level), commenting on:- Introduction, Interpretation, Intonation, and Integration, Tempo, Execution, Rhythm and Expression.</p> <p>Whilst comments will be mainly directed at bass section, some comment on aspects of snare drumming will be required.</p> <p>A proforma will be provided in the examination.</p> <p><i>This is not required to be as thorough as would be expected from an accredited adjudicator.</i></p>	<ul style="list-style-type: none"> <li>• The written critique will be balanced, in that both positive and negative points will be made.</li> <li>• On the more objective points of Introduction, Integration, Tempo, and Execution, specific valid points will be sought for the recording.</li> <li>• On the more subjective elements of Interpretation, Intonation, Rhythm and Expression, a wider range of responses will be accepted with qualification from the candidate.</li> </ul>	<p><u>"APBC Syllabus Resource Pack".</u></p>

# ADVANCED CERTIFICATE

## MUSIC WRITING: SNARE DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
1	<p>This important segment of the syllabus may either be conducted in a small group, or individually, <u>and in all cases</u> facilitated by an accredited drumming examiner. The contribution of candidates to this process will be monitored to ensure active participation throughout. It is envisaged that this component may be spread over a number of weeks.</p> <p>With the aid of the <i>Advanced Certificate Examination CD1 of Pipe Music</i>, the written pipe music, <u>and</u> under the guidance of an accredited drumming examiner, compose a complete medley of six <u>Full Scores</u>, as follows:</p> <ul style="list-style-type: none"> <li>▪ 2/4 March x 2 parts</li> <li>▪ Strathspey x 2 parts</li> <li>▪ Reel x 2 parts</li> <li>▪ Slow Air x 2 parts</li> <li>▪ Jig x 2 parts</li> <li>▪ Hornpipe x 2 parts</li> </ul> <p>A Full Score format is required that shows Snare on top line, Bass on second line and Tenor on third line (the examiner has the authority to approve a variation to this format).</p> <p>The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.</p> <p>The candidate will be required to perform the scores during the Playing section.</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 1 and grade 2 performance, in terms of its complexity/variety of movements <u>and</u> its musical empathy with the pipe tunes.</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 snare scores.</li> </ul>	<p><i>“APBC Advanced Syllabus Resource Pack”.</i></p> <p><i>“Advanced Certificate Examination CD1 of Pipe Music”</i></p> <p><i>Personal CD Player.</i></p>



No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE / RESOURCES
2	<p>Under examination conditions, with the aid of the <i>Advanced Certificate Examination CD2 of Pipe Music</i> and the written pipe music, compose <u>TWO</u> scores nominated by the examiner from the following categories:</p> <ul style="list-style-type: none"> <li>• 2/4 March x 4 parts</li> <li>• Strathspey x 4 parts</li> <li>• Reel x 4 parts</li> <li>• Slow Air x 4 parts</li> <li>• Jig x 4 parts</li> <li>• Hornpipe x 4 parts</li> </ul> <p>A Full Score format is required that shows Snare on top line, Bass on second line and Tenor on third line (the examiner has the authority to approve a variation to this format).</p> <p>The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.</p> <p>The candidate will be required to perform the scores during the Playing section of the examination.</p> <p><b>NOTE: Part '1' is pre-requisite to part '2', and must be completed satisfactorily in order to progress to part '2'. Actual marks will be determined by part '2', alone.</b></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 1 and grade 2 performance, in terms of its complexity/variety of movements <u>and</u> its musical empathy with the pipe tunes.</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 snare scores.</li> </ul>	<p><i>"APBC Advanced Syllabus Resource Pack".</i></p> <p><i>"Advanced Certificate Examination CD2 of Pipe Music"</i></p> <p><i>Personal CD Player.</i></p>

# ADVANCED CERTIFICATE

## MUSIC WRITING: BASS/TENOR DRUM

No.	SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
1	<p>This important segment of the syllabus may either be conducted in a small group, or individually, <u>and in all cases</u> facilitated by an accredited drumming examiner. The contribution of candidates to this process will be monitored to ensure active participation throughout. It is envisaged that this component may be spread over a number of weeks.</p> <p>With the aid of the <i>Advanced Certificate Examination CD1 of Pipe Music</i>, the written pipe music, <u>and</u> under the guidance of an accredited drumming examiner, compose a complete medley of six <u>Bass and Tenor Scores</u>, as follows:</p> <ul style="list-style-type: none"> <li>▪ 2/4 March x 2 parts</li> <li>▪ Strathspey x 2 parts</li> <li>▪ Reel x 2 parts</li> <li>▪ Slow Air x 2 parts</li> <li>▪ Jig x 2 parts</li> <li>▪ Hornpipe x 2 parts</li> </ul> <p>A variation to the Full Score format is required that shows Bass on top line and Tenor on second line (the examiner has the authority to approve a variation to this format).</p> <p>The scores must reflect the level of complexity and musicality required of</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 1 and grade 2 performance, in terms of its complexity/variety of movements <u>and</u> its musical empathy with the pipe tunes.</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 (unless the examiner allows a variation)</li> </ul>	<p><i>“APBC Advanced Certificate Resource Pack”.</i></p> <p><i>“Advanced Certificate Examination CD1 of Pipe Music”</i></p> <p><i>Personal CD Player.</i></p>

	<p>a grade 1 or 2 performance.</p> <p>The candidate will be required to perform the scores during the Playing section of the examination.</p>		
<p>2</p>	<p>Under examination conditions, with the aid of the <u>Advanced Certificate Examination CD2 of Pipe Music</u> and the written pipe music, compose <u>TWO</u> Bass and Tenor scores nominated by the examiner from the following categories:</p> <ul style="list-style-type: none"> <li>▪ 2/4 March x 4 parts</li> <li>▪ Strathspey x 4 parts</li> <li>▪ Reel x 4 parts</li> <li>▪ Slow Air x 4 parts</li> <li>▪ Jig x 4 parts</li> <li>▪ Hornpipe x 4 parts</li> </ul> <p>A variation to the Full Score format is required that shows Bass on top line and Tenor on second line (the examiner has the authority to approve a variation to this format).</p> <p>The scores must reflect the level of complexity and musicality required of a grade 1 or 2 performance.</p> <p>The candidate will be required to perform the scores during the Playing section of the examination.</p> <p><b>NOTE: Part '1' is pre-requisite to part '2', and must be completed satisfactorily in order to progress to part '2'. Actual marks will be determined by part '2', alone.</b></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 1 and grade 2 performance, in terms of its complexity/variety of movements <u>and</u> its musical empathy with the pipe tunes.</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 (unless the examiner allows a variation)</li> </ul>	<p><i>"APBC Advanced Certificate Resource Pack".</i></p> <p><i>"Advanced Certificate Examination CD1 of Pipe Music"</i></p> <p><i>Personal CD Player.</i></p>