



# The Royal Scottish Pipe Band Association

## Pipe Band College Education Guidelines

### PDQB Certificate – SCQF Level 2 Chanter

This guide is intended for both Students and Instructors. It must be read in conjunction with SCQF 2 Chanter Syllabus to ensure all aspects are covered. Refer [www.pdqb.org](http://www.pdqb.org).

It is strongly recommended that all students sitting this level refer to the :

#### **RSPBA Structured Learning Book 1.**

It is therefore important that Instructors use Structured Learning Book 1 as their main source material. This activity is now available at the RSPBA website free of charge.

[www.rspba.org](http://www.rspba.org)

#### **Theory Aspects:**

**There are 3 Study Areas in Theory – The Study Areas are:**

**Music Notation – most of the Example Questions shared below are in this category.**

**Writing Simple Music – the last sample question below covers all this activity.**

**Maintenance (Practice Chanter) – see the Maintenance section later in this document.**



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Here are examples of the activity that the Student may encounter in the examination:

**Activity - (Structured Learning - 1.5.1 - 1.7.7 Lessons 5, 6, 7 and 1.8.1 - 1.9.3 Lessons 8 & 9).**

Be able to identify the name of each note (and rest) and its duration. Here is an example of what the Student would be asked to cope with in an Examination i.e. to put the answers in the spaces provided.

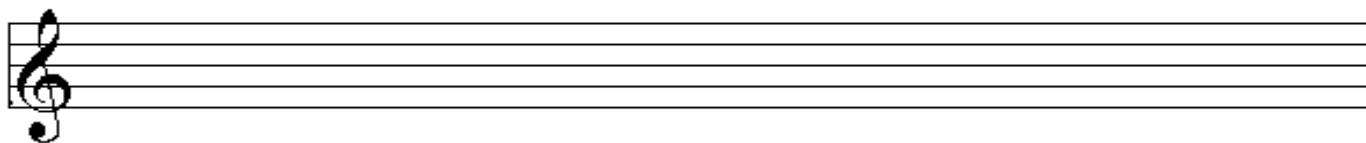


**Note** Low A

**Duration** - Crotchet (Quarter Note)

- A Typical question where the Student demonstrates knowledge of Basic Music Writing from a description of a Note. e.g. On the blank staff below, write out the following notes:

High G quaver (eighth note)  
D semi-breve (whole note)  
F demi-semi-quaver (thirty-second note)  
Low G crotchet (quarter note)  
B semi-quaver (sixteenth note)  
C Minim (half note)  
Low A quaver (eighth note)  
E crotchet (quarter note)





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#### **Activity - (Structured Learning - 1.10.1 - 1.11.4 Lessons 10 & 11).**

- Explain how the duration of a note is affected when a dot is added.
- Explain how the duration of a note is affected when a tail is added

#### **Activity - (Structured Learning - 1.7.1 Lesson 6).**

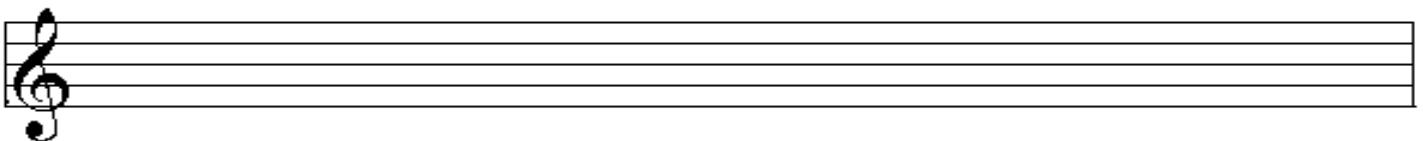
- Draw a stave and at the start of the stave, draw a Treble Clef. Ensure this is neat and tidy and clearly shows the Clef starting on the "G" line, winding up to the "B" line, and back to the bottom line of the stave before winding its way up and down the Stave looking like the old letter "G". Neatness and clarity is (are) very important. Be able to divide the stave into four equal bars using bar lines and in each bar, show a different example of notes, which have the value of two crotchets (quarter notes).

#### **Activity - (Structured Learning - 1.13.1- 3 Lesson 13).**

- Explain how you would indicate the line of music above was repeated.

#### **Activity – (Structured Learning - 1.18.1 - 4).**

- Copy a piece of music onto a blank stave provided. Neatness here is imperative.





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#### **Piping Maintenance Aspects – Covered in the Practical Sessions:**

The Student will not be required to provide a written response during this assessment. Evidence of achievement will be provided by a short practical assessment and an oral explanation. During the practical assessment, the student will demonstrate how the practice chanter is dismantled and how the chanter is cleaned and dried and hemped correctly. The student will be asked to explain the reasons for cleaning and drying the chanter and why the chanter needs to be hemped correctly. **Refer Structured Learning 1.20 for appropriate references.** The student is required to:

- **Dismantle the practice chanter** - Grip the chanter at the bowl with one hand and at the ferrule end of the top section (1 mark). Turn carefully and lift straight off (1 mark). Do not turn from the sole end (1 mark). When withdrawing, take due care not to damage the practice chanter reed (1 mark). Identify why care is needed during this exercise.
- **Clean and dry the practice chanter** - Shake off excess moisture (1 mark). Take out reed and leave to dry( 1 mark). Brush out mouthpiece (1 mark). Explain why this is required.
- **Correctly hemp the practice Chanter** - Waxed hemp should used to help keep airtight (1 mark) and water-tight (1 mark). Careful winding under tension (1 mark) to produce an even joint (1 mark). The fit must be tested periodically to ensure the best fit is gained (1 mark). Explain the importance of this exercise.



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#### **Practical Aspects – Known as the “Solo Performance”:**

There are 3 Study Areas in the Solo Performance – **the student must pass each Area in the Examination.** The Study Areas are:

**Piping Exercises** – We suggest you obtain the RSPBA Music for Exercises for this Level. Your Instructor or RSPBA contact should be able to help you here.

**Monotone Exercises** – Practice the Monotones referred to below.

**Bagpipe Music** – the 2 Tunes you are going to submit and play on the Practice Chanter.

In respect of tune requirements, Students need to present the Music Scores to the Examiner. It is strongly recommended that both Students and Instructors are aware of the current requirements. Ensure you check the following:

- Refer to PDQB Syllabus for requirements – **it is essential to refer to the Web for the “Exercises and Tune requirements”**, just in case the PDQB has changed the requirements – [www.pdqb.org](http://www.pdqb.org)
- For Standards Expectations, Refer to: Click PDQB – review videos.



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#### **Exercises:**

- The scale.
- The scale to F with a G gracenote.
- The scale to C with a D gracenote.
- The scale to D with an E gracenote.
- G, D, E gracenote groupings.
- All strikes.
- Thumb or High A gracenote.
- The Throw on D from low A
- Doublings on High A, High G, F, E, D, C and B from Low A.

#### **Other Practical Activity:**

- Basic monotone exercises in simple time.
- **Two tunes played from memory.** The Music must be presented to the examiner and played in accordance with the score. The Music does not have to be written out by the Candidate. The tunes must incorporate some of the embellishments from the exercises listed in the exercises above. Select suitable tunes that you know well. Do not offer tunes which are not pipe tunes i.e. hymns, nursery rhymes or popular songs. Do not try to impress the examiner by playing difficult tunes. See recommendation for tunes below.

#### **Recommended Tunes:**

##### Scots Wha Ha'e

1. Use RSPBA Prescribed Tune List – look for 2 quaver beat tunes
2. For RSPBA Prescribed Tune List – [www.rspbq.org](http://www.rspbq.org)



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### SCQF Level 2 Piping Monotone Sheet

