

## Course Description and Outline

<b>Course Title</b>	<b>Playing the Drum Kit</b>		
<b>Level of Course</b>	<b>Improvers</b>	<b>Duration:</b>	<b>9 weeks</b>
<b>Brief Description of the Course What will it cover?</b>	<p>The Improvers course extends the topics and skills introduced in the related Beginners course. This includes all the practical skills and knowledge required for playing common on-going versions of the three principal drumbeat grooves of western popular music genres (pop/rock, swing jazz and Latin jazz) on a basic drum kit with drumsticks, and particularly for jazz, brushes. It also conveys a variety of principles, strategies and skills for efficient and effective practising and playing with others.</p> <p>Practical topics focus on classic single-drum sticking rudiments and other technical exercises, counting rhythm while playing, learning and playing by ear (by playing along with recorded music and/or copying the tutor and recorded drumming) and by reading music notation, improvised 'fills' and longer solos. Other topics include general musicianship, common music structures and their use for practising, and when necessary or relevant, technical vocabulary and concepts related to elements of music and its common notation. Learners will perform individually and with others in every lesson, including (optionally) in the end of term concert.</p> <p>To foster understanding of global musicality and support diversity in learners' individual music interests, learners choose some of the repertoire they work on from a range of western music genres, and when relevant, discuss their historical context.</p>		
<b>Entry Requirements</b>	<p>To enrol on this course, you will first have to attend its related 'Find Your Level' (FYL) session that runs during the first week of term. During that session, based on an informal interview and brief drum kit playing assessment, the tutor will approve your enrolment for this course or a more appropriate one (Improvers). The tutor will then give you the code for the relevant course, to allow you to complete the enrolment process. <b>You must then enrol no later than noon on the day of the first lesson of the recommended course.</b></p>		
<b>Minimum Learning Outcomes for All Participants</b> <i>By the end of the course you will be able to...</i>			
<b>1</b>	Play and sustain a steady, on-going drum beat at up to a medium fast (120bpm) tempo (speed) for common genres of pop/rock, swing jazz and Latin jazz;		
<b>2</b>	Play at least four classic single-drum rudiments, including the double-stroke roll, buzz / press roll, paradiddle and flam, and apply them to playing the drum kit overall;		
<b>3</b>	Play 'fills' and short solos within the context of on-going rock and jazz drum beats;		
<b>4</b>	Identify, and play on a single drum by reading, components of rhythmic notation that are as detailed as crotchets (aka 'quarter-notes') with dots and ties, quaver triplets ('eighth-note triplets') and semiquavers ('sixteenth-notes');		
<b>5</b>	Interpret and play from drum kit related music notation that conveys simple on-going drum beat patterns in at least three popular styles / 'grooves' that include 'fills'.		
<b>Equipment Required What will I need to bring to class?</b>	<p>Aside from having daily access to a drum kit or pad set on which to practise...</p> <ol style="list-style-type: none"> <li>1) <b>A pair of drumsticks</b> (e.g. Vic Firth models 8D, 7A or 5A)</li> <li>2) After receiving advice during the course, <b>a pair of drumming 'brushes'</b> (e.g. Regal Tip rubber or wood handle models)</li> <li>3) <b>A metronome device or phone app</b> for practising (to aid keeping a steady musical pulse) – <i>although you do not need to bring this to lessons</i></li> <li>4) <b>A narrow A4 ring-binder</b> of two or ideally four rings (to hold music and other handouts) and containing section dividers, but please, no plastic envelopes!</li> <li>5) <b>A way to take notes</b> and a <b>pencil and eraser</b> for notating music</li> </ol>		
<b>What courses can I go on to do?</b>	<p>The related 'High-Level Improvers' course or a similar one elsewhere – or other courses offered by the ISL Performing Arts department (or elsewhere). <b>Alternatively, this course can be repeated (which typically is a good idea).</b></p>		

This is a brief description of the course content and is not definitive or exhaustive. The course content may be subject to change without notice, however, the details above are intended to give a picture of the types of activities that may be included on the course. Course outlines provide a general summary of the contents and material to be covered during lessons. They are subject to change at the discretion of teachers to meet the needs of learners and should not be regarded as prescriptive lists of activities to be covered.

### What examination or assessment will there be and what will it involve?

Whilst there are no formal exams, personal and universal advice and feedback from the tutor will occur regularly in every lesson. Learners also will be instructed occasionally to evaluate themselves or their 'group' or other individuals, in which case they will be guided in how to do this effectively and sensitively. In addition, at the start, middle and end of the course, in relation to its 'minimum learning outcomes' (see the first page), learners will mark self-assessments in their Individual Learning Plan (ILP). They also will be encouraged to add up to two personal goals to those already defined for the course against which they will also self-assess. At the end of the course, the tutor will provide personal written feedback, while learners will have the opportunity to give written feedback about the tutor, the course and their learning experience, and to complete a learner feedback survey.

### How will I know I am making progress?

Throughout the course, you will be playing individually and with others – to learn, improve and rehearse – for which the tutor will frequently provide advice and feedback. The tutor will also present progressively challenging learning material, though it will not go beyond any learner's capacity to achieve and perform, at least at a slow speed. Additionally, your ILP also provides a method for tracking your progress (see the previous box).

***The rate and degree of anyone's progress is determined largely by the efficiency, duration, degree of effort and content of their practising, and only partially by their inborn talent, which anyway, cannot be changed, let alone improved.***

### Is there anything else I need to know?

To successfully complete this course and to enjoy and stay abreast of its curriculum, learners should ensure that they have...

- 1) Daily private access to an acoustic or electronic drum kit (minimum: snare and bass drums, ride and high-hat cymbals) or less ideally, an electric drum pad set that includes foot pedals (for high-hat and bass drum) – or worst, a single drum pad with, in addition, a collection of chairs and/or books and/or pots and pans to play on!
- 2) **Sufficient commitment and available time to be able to practise for at least 45 minutes on most (if not all) days spanning the duration of the course.** *You must also endeavour to attend **all nine lessons** or to miss not more than one.*
- 3) A method and equipment for taking notes, particularly in relation to any information that the tutor has not provided in a handout.

At the start of the course, the tutor will provide an ISL email address through which they can be contacted to provide help with your learning, 'homework' or for any course related reason. If you need for any reason to have a conversation with the tutor outside of lesson time, send an email with convenient times to call you, which they will do as soon as possible, although without revealing their phone number.

***If you will be late or absent from a lesson, please be sure to inform the tutor at least two hours before the lesson is due to begin, including the reason for it.*** If you discover this in less than two hours before the lesson is due to start, please then also call reception at the Shadwell Centre (020 7364 5684) and ask the receptionist to convey the information to the tutor.

***Finally, please also inform the tutor if you need or wish to withdraw from the course and include the reason why.***

### What if I want extra support? Contact the Learner Support & Advice Team

Come and see one of our experienced and friendly advisors. For further information, email [ideastore@towerhamlets.gov.uk](mailto:ideastore@towerhamlets.gov.uk) and a member of the team will get back to you.