

Instrumental Guidelines – 91949, 91270, 91416

Bagpipes

These guidelines focus on the technical dimensions of the achievement criteria for the solo performance of bagpipes. In considering elements of bagpiping technique, the overall challenge is in the integration of the use of air, fingering, and articulation with musical aims.

Level 1			Level 2			Level 3		
91949			91270			91416		
This achievement standard involves students demonstrating music performance skills.			This achievement standard involves performing two substantial pieces of music as a featured soloist.			This achievement standard involves performing two programmes of music as a featured soloist.		
Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate music performance skills	Demonstrate effective music performance skills	Demonstrate assured music performance skills	Perform two substantial pieces of music as a featured soloist.	Perform two substantial pieces of music effectively as a featured soloist.	Perform two substantial pieces of music convincingly as a featured soloist.	Perform two programmes of music as a featured soloist.	Perform two programmes of music effectively as a featured soloist.	Perform two programmes of music convincingly as a featured soloist.
Fingering			Fingering			Fingering		
Students in their third year of bagpipe lessons should demonstrate a clean finger technique that uses the entire bagpipe scale. Skills should include 3 – 4 different embellishments. Students will be able to play 3 different styled tunes in as many time signatures.			Students in their fourth year of bagpipe lessons should demonstrate fingering skills across the entire bagpipe scale. Performed at a moderate tempo, technique should be clean and clear and should demonstrate a good knowledge of most embellishments.			Students in their fifth year of bagpipe lessons should demonstrate fingering skills across the entire bagpipe scale. They may be able to perform pieces with note 'bends' and at different, as well as more extreme, tempos.		
At Merit level, students will demonstrate mostly accurate playing with generally secure control. For Excellence,			At Merit level, students will demonstrate mostly accurate and fluent playing using 5-6 different			At Merit level, students will demonstrate mostly accurate and fluent playing using at least 8 different		

accuracy and fluency will be demonstrated at the marked tempo together with clarity of execution and good rhythmic control.

Air

The use of air will maintain some control of the tone typically associated with the timbre of the instrument. Students should have a reasonable control of airflow that maintains the chanter sound throughout. The drones should be tuned together and close to chanter pitch.

At Merit level, students will demonstrate a developing sense of control, some sense of phrasing, and an understanding for the style of the music. Dynamics will be evident. For Excellence, the playing will be expressive with well projected tone from the instrument.

Articulation

For Achievement, students should be able to demonstrate a small range of articulation skills including grace-notes, doubling, shakes, and both dot-cut and round playing style. At Merit level, clarity and general accuracy of articulation will be evident. For Excellence, clarity and accuracy of articulation will be demonstrated in conjunction with phrasing and dynamics which are appropriate to the musical idiom/genre, such as reel, strathspey etc.

embellishments. There should be a high level of control demonstrated in accordance to the beat. For Excellence, accuracy and fluency will be demonstrated at the marked tempo together with clarity of execution and consistent rhythmic control.

Air

The use of air will maintain a good control of the tone typically associated with the timbre of the instrument. Students should have a good control of airflow that maintains the chanter sound throughout. The drones should be well tuned together and equally well tuned to chanter pitch.

At Merit level, students will demonstrate a good sense of control, effective phrasing, and an understanding for the style of the music. Different dynamics will be evident. Chanter sound should be broad, mellow, and not piercing. For Excellence, the playing will be expressive with a well projected mellow tone which will aid in the overall performance. Every note on the chanter should be well tuned to the pitch of the drones.

Articulation

Students should be able to demonstrate a wider range of articulation skills including doublings, peels, taluaths, D-Throws, Shakes, and Birls. For Merit, clarity and general accuracy of execution will be evident. For

embellishments. There should be a high level of control demonstrated in accordance to the beat. For Excellence, accuracy and fluency will be demonstrated at the marked tempo together with clarity of execution and excellent rhythmic control.

Air

The use of air will maintain an excellent control of the tone typically associated with the timbre of the instrument. Students will be able to demonstrate a steady control of airflow that maintains the tone of the chanter throughout. The drones should be very well tuned together and equally well tuned to chanter pitch.

At Merit level, students will demonstrate a good sense of control, a very mature sense of phrasing, and a strong understanding for the style of the music. The chanter should be broad, mellow, and not piercing with every note being well in tune with the drones . For Excellence, the playing will be expressive, with a well projected mellow tone from the instrument which will aid in the overall performance.

Articulation

Students should be able to demonstrate a wide range of articulation skills including doublings, peels, taluaths, D-Throws, Shakes, and Birls. For Merit, clarity

	Excellence, clarity and accuracy of articulation will be demonstrated in conjunction with phrasing and dynamics which are appropriate to the musical idiom/genre.	and greater accuracy of execution will be evident. For Excellence, students will demonstrate excellent clarity and accuracy of articulation in conjunction with phrasing and dynamics which are appropriate to the musical idiom/genre.
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When assessing bagpipes, please also consider the following:

- Bagpipes do not play a diatonic scale.
- It is difficult for bagpipes to play a wide dynamic range.