

Extension Activity Workbook (Level 1)

Essential Drum Skills Course Level 1

Extension Activity Workbook

Assignments for *Level 1* of the Gigajam Drum School

Student's name

GDS centre

Assessor's name

Mark out of 100%

Extension Activity Workbook (Level 1)

Objective

The extension activities are designed to help you deepen your understanding of the lesson material in the *Essential Drum Skills* course and to include additional material about music and playing the bass.

Use of course notes

Please refer to your *lesson notes* and the *classroom resources* when answering the questions.

How long do I have to complete each task?

Each task should take about 15 minutes.

You can complete them in class, during breaks between performing your course material, or at home as part of further study. It is your choice.

If working at school, you should complete one task every week to keep up with your coursework. If studying face-to-face then one task a day over 2 weeks is about right.

Marking and grading

Each correct answer is worth 1 mark and will go towards your *graded assessment* at the end of this part of the course. Successful completion of the workbook together with an assessment of your performance of the tune from *Lesson 10* will provide you with your **Level One in Essential Drum Skills**.

There are 9 tasks and a total of 121 questions.

Grade A	70% correct answers.
Grade B	60% correct answers.
Grade C	50% correct Answers.
Grade D	45% correct Answers.

Brian Greene

Education Director

Gigajam Interactive Music School

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Task One

Name each of the parts of the modern drum kit. We have both an acoustic and electronic kit to work with.



1	
2	
3	
4	
5	
6	
7	
8	

An acoustic drum kit in the standard arrangement

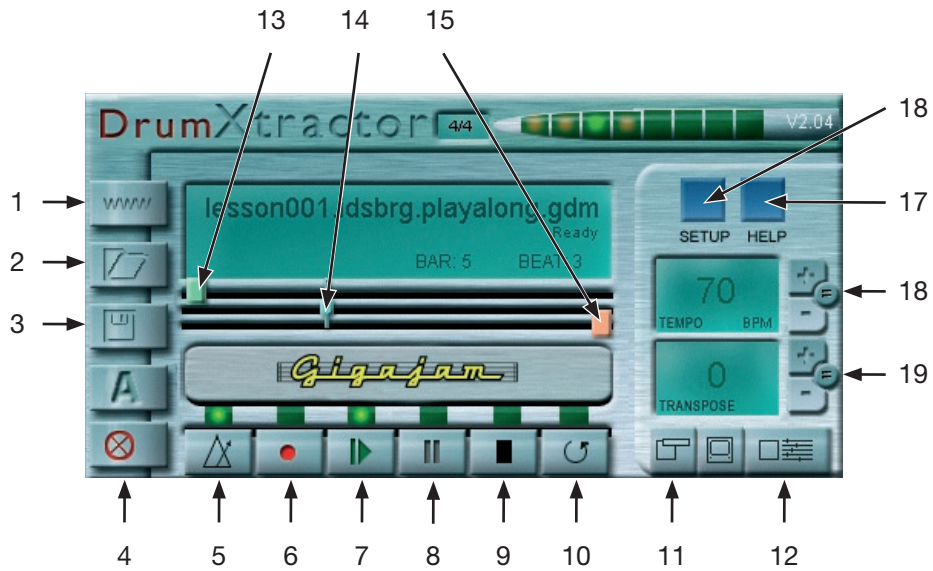


1	
2	
3	
4	
5	
6	
7	
8	

An electric drum kit in the standard arrangement

Task Two

Name the buttons on the DrumXtractor software and briefly explain what each of them does.



1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

11	
12	
13	
14	
15	
16	
17	
18	
19	

Task Three

Answer each of the following questions about *Lesson 1*.

1. How many beats are there in a bar of common time?

2. How many quarter notes make up a bar of common time?

3. On what beats do you play the bass drum in our first rock groove?

4. On what beats do you play the snare drum in our first rock groove?

5. On what beats do you play the hi-hat in our first rock groove?

6. How do you count when building a rock groove?

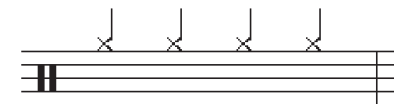
7. Referring to your *Lesson Notes*, name the drum you should hit in the following bar of music?



8. Again refer to your *Lesson Notes* and name the drum you should hit in this next bar of music?



9. What part of the drum kit does this bar require you to play?



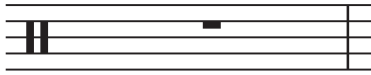
10. Reproduce the rock groove from *Lesson 1* by drawing in the notes on the correct lines/spaces with the correct symbols. Refer to the *Lesson Notes* if necessary.



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11. Draw the symbol for Common Time at the beginning of the bar below.



12. How many beats is a quarter note worth?

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Task Four

Answer each of the following questions about *Lesson 2*.

1. How many eighth notes would you find in a bar of common time?

2. How many eighth notes are there in 1 beat?

3. How much of a beat is an eighth note worth?

4. How would you count a bar of eighth notes?

5. How many eighth notes are equal to two quarter notes?

6. Complete the following bar by drawing in the correct number of eighth notes.



7. Complete the following bar by drawing in the correct number of quarter notes.



8. Why do we use an x sign to represent a hi-hat in our music?

9. Describe the difference between a snare drum and a tom-tom.

10. How do you switch a snare drum on and off?

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11. What do you use to play the bass drum with?

12. Write underneath the notes in the following exercise, how you count each note.



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Task Five

Answer each of the following questions about *Lesson 3*.

1. How many sixteenth notes would you find in a bar of common time?

2. How many sixteenth notes are there in 1 beat?

3. How much of a beat is a sixteenth note worth?

4. How would you count a bar of sixteenth notes?

5. How many sixteenth notes are equal to two quarter notes?

6. Complete the following bar by drawing in the correct number of sixteenth notes.



7. Complete the following bar by drawing in the correct number of quarter notes.



8. Write underneath the notes in the following exercise, how you count each note.

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9. What is a *single stroke roll*?

10. If you are right handed and are playing a bar of sixteenth notes on the snare drum as a *single stroke roll*, which hand would you play?

a. The '+' of 2 with.

b. The 'e' of 3 with

c. The 'a' of 4 with.

d. Beat 1 with.

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Task Six

Complete the following exercise based on *Lesson 4*.

Write underneath each of the notes in the following exercise the position of each note within the bar.

1 2 3 4

5 6 7

8 9 10

11 12 13

14 15 16

17 18

19 20

Task Seven

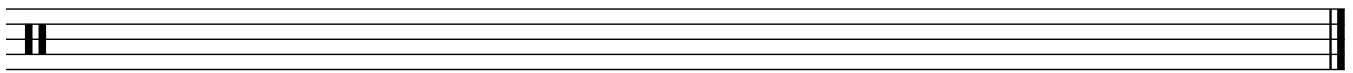
Complete the following tasks, based on the understanding of where each of the drums and cymbals are represented on the musical staff.

1. Name the drums/cymbals each of the notes in the following exercise represent.

Diagram showing a musical staff with six notes, each labeled with a letter (a-f) and an empty box for identification:

- a
- b
- c
- d
- e
- f

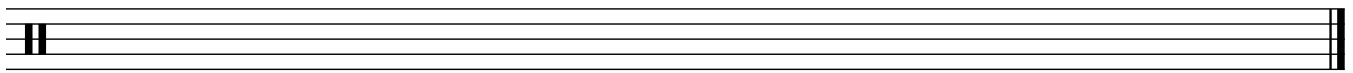
2. Using the staff below, write on each of the lines and/or spaces where each of the voices of the drum kit goes.



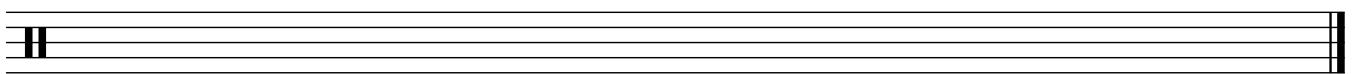
3. Draw a bar of quarter notes on the bass drum.



4. Draw a bar of eighth notes on the snare drum.



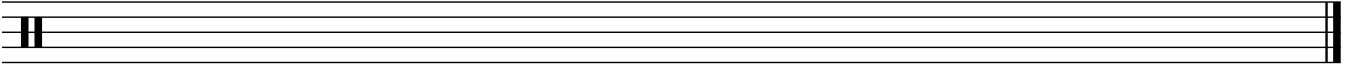
5. Draw a bar of sixteenth notes on the hi-tom.



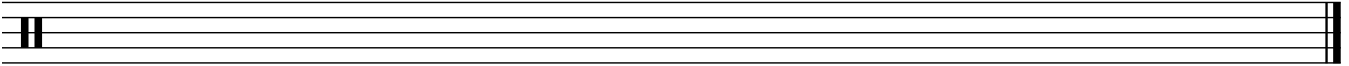
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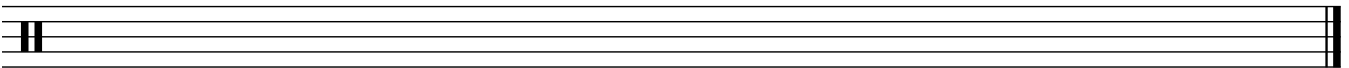
6. Draw a bar of a simple rock groove.



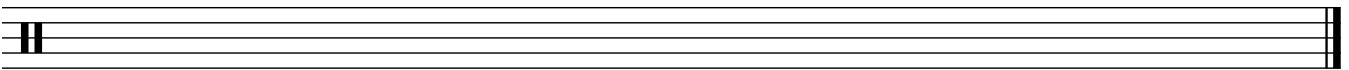
7. Draw a bar of fill using eighth notes on the snare, hi-tom, mid-tom and lo-tom.



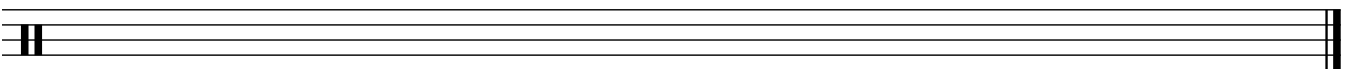
8. Write the following rhythm on the snare drum: one quarter note, two eighth notes and two beats of sixteenth notes.



9. Write the following rhythm around the kit, like a fill: two eighth notes, one beat of sixteenth notes, two eighth notes and a quarter note.



10. Write the following rhythm around the kit, like a fill. one beat of sixteenth notes, two beats of eighth notes and one beat of sixteenth notes.



Task Eight

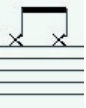


These exercise are meant as a consolidation of your understanding of notes, their position on the staff and their values.

Name the notes and give the value of each of the following examples.

Notation	What is the note length (value)?	Which drum or cymbal are they played on?

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Notation	What is the note length (value)?	Which drum or cymbal are they played on?
		
		
		

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Task Nine

(Based on Lessons 7, and 8)

1. Answer the following questions based on a single stroke roll being performed by a right-handed player's perspective.

a. If you wanted to accent the 'e' of 2, which hand would you use?

b. If you wanted to accent the '+' of 1, which hand would you use?

c. If you wanted to accent the 'a' of 4, which hand would you use?

d. If you wanted to accent beat 3, which hand would you use?

2. Answer the following questions based on a single stroke roll being performed by a left-handed player's perspective.

a. If you wanted to accent the 'e' of 2, which hand would you use?

b. If you wanted to accent the '+' of 1, which hand would you use?

c. If you wanted to accent the 'a' of 4, which hand would you use?

d. If you wanted to accent beat 3, which hand would you use?

3. Answer the following questions based on a single stroke roll being performed by a right-handed player's perspective. If you are placing an accent around the kit using phrasing, which drums would you accent the following notes on?

a. 'e' of 4

b. '+' of 2

c. 'a' of 1

d. Beat 3

e. Beat 2

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4. Answer the following questions based on a single stroke roll being performed by a left-handed player's perspective.

If you are placing an accent around the kit using phrasing, which drums would you accent the following notes on?

a. 'e' of 4

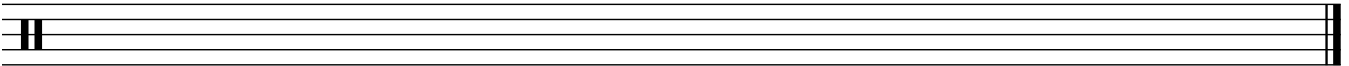
b. '+' of 2

c. 'a' of 1

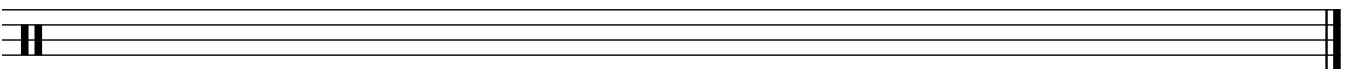
d. Beat 3

e. Beat 2

5. Draw a repeat sign in the bar below, with the beginning of the repeat at the front of the bar and the end of the repeat at the other.



10. Draw the sign for common time at the beginning of the following bar.



Thank you for completing your workbook. We hope you have found the exercises challenging and also helpful in enabling you to revise and study many of the key learning points and objectives covered in the *Essential Drum Skills Course*.