

# ART WORKS

Association of Ringing Teachers - [www.ringingteachers.org](http://www.ringingteachers.org) - Nov. 2016

Patrons: The Whiting Society, Paul Flavell and Helen McGregor & Peter Bevis

## Upcoming Changes to the ART Management Committee

### Welcome Aboard

A new Honorary Secretary and Treasurer elect will be joining the ART Management Committee.

Paul Flavell and John Cater come from the Surrey Association and Church Gresley (Derbyshire), respectively.

Outgoing Founding Committee Member, Les Boyce, will remain with ART in the Governance Group and Gill Hughes will remain on the Management Committee.

Full story on page 4.



**Paul  
Flavell**



**John  
Cater**

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### Editorial

Laura Amor  
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This Autumn's edition of ART WORKS includes some interesting ringers' stories, details about the ART Awards past and present, a taster of the 2017 ART Conference, and the latest Teaching Tips all about covering.

If you would like any news items, pictures or interesting teaching to ring stories to be published in ART WORKS, please contact me on the e-mail address above.

# Chairman's Chatter

Our membership has grown to 400 - yet another milestone passed. They seem to come with increasing frequency and this is a real tribute to those committee members, tutors and other volunteers who work so hard to ensure ART's success. Of course the real motivator for everyone is to see so many benefiting from our courses and watching as new ringers learn and progress. Ringing needs more of them though and learning to ring to any standard is a slow process.

The ART Masterclass masterminded by Stephanie Warboys took place in Birmingham in September and proved to be a fantastic opportunity for those eligible Level 5 candidates. I believe some amazing things were rung by those attending who I am sure surpassed their own expectations of what they could achieve in a day. I know they have made new friends and contacts which will also bring them opportunities in the future. Often the top ringers are accused of not supporting the early learning of new ringers. Birmingham has shown this is very far from reality and I thank all those who supported the Masterclass group. I hope that this will run again in 2017 so if you have someone close to achieving Level 5 push them along to complete and register it by the 31<sup>st</sup> December.

The 2017 conference planning is complete and details are in this newsletter. Booking will open in January and I hope we will see you at Old Basing to hear the talks, be involved in the workshops and renew friendships. Remember it is open to ANY ringer - so bring along others to and show them what ART is about. The handbell session on the Sunday will be of interest to many of you and is open for anyone, whether a complete novice or an experienced handbell ringer, to come and have a go and get tuition. There will also be a mentoring workshop on the Sunday so if you are mentoring or would like to I would strongly recommend you come and get involved with that workshop - there are plenty of interesting things to learn.

Enjoy ARTWORKS.

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**By Graham Nabb**  
ART Chairman



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Following on from the success of the inaugural 2016 ART Awards, nominations are now open for the 2017 ART Awards and this includes two new awards. These Awards are open to everyone – not just ART Members or those using 'Learning the Ropes' scheme (unless otherwise specified).

The aim is to encourage and recognise the people and groups leading best practice and innovation in the teaching and development of ringing.



**2017**

**Please refer to the ART website to find out more about the ART Awards under 'News & Events'**

# Fun in the belfry - Shipley

Chichester Diocese threw out a challenge to all its parishes: to plan an 'innovative for the parish' project to improve outreach. Shipley's answer was to run a week-long summer holiday bell ringing course specifically designed for 8 to 14-year-olds. This rather daunting plan was the original idea of Ringing Master Simon Meyer, without whose bullish determination the rest of us would probably have become quivering wrecks!

Before we started we organised a 'teach the trainer' hands-on training course for our ringers in April led by ART. While some of us had taught bell-handling to new recruits in the past, others had not. Led by Pip Penney, this proved to be a great success, particularly for our new to teaching members of the band. It offered information about different styles of learning and the most appropriate teaching techniques. It explained why we nagged them so much about any poor-handling habits they picked up and also provided a basic common framework for us all to work from, vital as we worked one-to-one with the recruits but switched them from teacher to teacher. After this we put our effort into publicity with flyers in local schools, posters in and around the parish and articles in the parish magazine. We also persuaded ringers from elsewhere in the county to let us borrow a privately-owned mini ring and an extra set of handbells.

When the first day dawned we had 10 recruits. First success – everyone turned up! We divided the youngsters into 2 groups, and the day into 4 sessions and then each group spent 1 morning and afternoon session up in the tower with the full-sized bells and the others in the hall either learning tune-ringing and change-ringing on handbells or learning to ring the mini-ring. Having enlisted the help of several other local ringers who we knew not only taught bell-handling but were also involved with organising the Sussex Young Ringers' activities, we were able to offer one-to-one support in the bell tower.

In the hall, we got them all ringing on the mini ring, learning the theory of plain hunt and then ringing it on handbells, for some on the mini-ring, and having a go at some simple tune-ringing. Buoyed up by their success, all whole-heartedly supported the suggestion that parents be invited along early on Friday to see what they had been doing. They outlined the activities they had been involved in and then gave demonstrations of how we had taught the bell-handling, how to ring unaided, how to ring plain hunt and simple tunes on the handbells and how to ring on the mini ring. Tired but successful, they all expressed a desire to continue ringing if they could in the future, and several have already been back to local weekly ringing practices.

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By Sue Meyer  
ART Teacher



Six Bells  
Six Learners  
5 Days and  
Rounds



Mini-Ring

# New Committee Members

ART is pleased to announce the appointment of a new Honorary Secretary and Honorary Treasurer elect.

It is planned that **Paul Flavell** will take over the role of Honorary Secretary next March carrying out those duties, a Trustee and part of the Governance Group.

## Paul Flavell

Paul has had a long career in Sales Management in the Medical Device and Pharmaceutical Industries and for last eight years, before retirement in 2013, was Company Director and European Sales Manager for a German plastics manufacturer.

He started ringing in 1966 at Norton, Sheffield and was Tower Captain from 1979 - 1985 and has been Tower Captain at All Saints, Kingston upon Thames since 1988.

He has held various association posts from Secretary to District Master in Derbyshire and Surrey Associations. A Central Council Member for Surrey since about 1990, he was Chairman of Compositions Committee from 2008 – 2016.

Currently Training Officer for Surrey Association responsible for organising and delivering training program for 550 Association Members including ART Module 1 and 2 courses. An accredited ART Teacher & Mentor in Surrey.

**Leslie Boyce**, our current Secretary, will retire from the Management Committee and as a Trustee but will continue as part of the Governance Group and as an ART Tutor.

We anticipate that **John Cater** will take up the role of Honorary Treasurer next March as well as becoming a Trustee.

John has been ringing since 1979, having learnt initially at Stretton, near Burton on Trent. He has at various times specialised in one or more of the following: Quarter Peals, new Doubles Variations, Bell Restoration projects, Handbells, Tower-Grabbing (in the UK and overseas). Plus local band involvement, teaching of learners, Sunday Service ringing, local Association (and at one time Central Council) membership.

John's career was with Lloyds Bank, where he was known as a "number-cruncher", never far from a calculator or PC/spreadsheet. His involvement with ART started in the spring of 2015, when he became Ringing Master at Church Gresley (Derbys) after the tower came back into use following eight years of silence due to structural problems. He and Tower Captain, Moira Johnson, are now full ART members, having been accredited for Modules 1 and 2.

**Gill Hughes** will remain on the Management Committee and as a Trustee continuing to assist with financial matters, merchandising & publishing and as an ART Tutor.

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**By Graham Nabb**  
ART Chairman



Paul Flavell



John Cater

# New ART Teaching Hubs Northampton and Loddon

We are very pleased to announce that two more Teaching Hubs have been formed. The Northampton Hub comprises All Saints, St Giles, St Peter and Holy Sepulchre, all within Northampton. The Loddon Hub (located within the northern part of the Sonning Deanery branch of the Oxford Diocesan Guild) comprises Hurst St Nicholas, Sonning St Andrew, Twyford St Mary (Twyford), Waltham St Lawrence and Wargrave, St Mary.

ART are aware that a number of towers which are doing very good work, teaching to the ART Training Scheme and with the potential to become Teaching Centres (TCs) fall short of the criteria that all teaching must be carried out by ART Members. To make sure that these efforts are recognised we have created ART Teaching Hubs along similar lines to TCs but acknowledging not all of the teachers will be ART Members.

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By Alan Bentley  
ART Management  
Committee



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## ART Conference 2017

Old Basing, Hampshire  
An event open to all ringers



Booking from January 2017 at [www.ringingteachers.org](http://www.ringingteachers.org)

**Friday 10<sup>th</sup> March Open Ringing**

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**Saturday 11<sup>th</sup> March AGM, Conference & ART Awards Ceremony**

Engaging Your Stakeholders with *Mark Regan*

'New from ART': Launch of new ART products

Recruitment: The Holy Grail with *Moira Johnson*

'New from ART': Launch of '50 Things ' with *Alan Bentley and Graham Nabb*

CRAG: The Story So Far with *Philip Barnes*

Have Your Say: Looking Ahead with *Graham Nabb*

2017 ART Awards: Prize Giving Ceremony with *Stephanie Warboys and Stephanie Pattenden*

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**Sunday 12<sup>th</sup> March Workshops**

WORKSHOPS - Handbells and Mentoring



# Spotlight on the ART Awards

## Thomas Monks

Learning the Ropes Plus – Outstanding Progress  
Learning the Ropes Level 5 – Achiever of the Year (Joint Winner)

Thomas was in the first cohort of bell ringers to be taught at All Saints' Marsworth, Buckinghamshire under the Learning the Ropes scheme. He began his bell handling lessons in July 2013, aged 12 and was an enthusiastic and committed learner, attending at least two practices a week. In September 2013 he was awarded his Level 1 and his Level 2 quickly followed in November. He rang his first quarter peal (treble to bob doubles) in December 2013, only 5 months after beginning learning to ring. This was a very special occasion for him as he was able to ring with both his mother and grandmother. His Level 3 came after ringing a second quarter peal covering to doubles.

Inspired, Thomas was by now ringing quarter peals at every opportunity, and progressed to ringing methods inside. In June 2014, he rang his first quarter peal inside. He then progressed to minor ringing and rang inside to a quarter peal of Bob Minor in October 2014, completing his Level 5 after 15 months of ringing, aged just 13. His ringing repertoire includes such methods such as Kent Treble Bob, Single Court, Single Oxford, Double Oxford, St Clements and touches of Cambridge. He has enjoyed ringing spliced minor touches and also conducting, frequently calling touches at practice nights.

Thomas is a regular Sunday Service ringer at Marsworth and also rings for other special events at his tower and for weddings. He has taken part in several striking competitions, being part of the winning team in the Luton District Striking Competition in April 2015 and also representing the under 19s winning the Melville Cup at Elstow in September 2014.

Since Thomas' first ringing outing in November 2013, he has relished the challenge of ringing at other towers around the country – the highlight probably being a 12 bell outing to London with other young ringers. Thomas regularly seeks opportunities to ring on higher numbers and can competently ring inside to plain major methods and plain hunt on 12. He keeps a record of all the towers he rings at – over 70 already. He even went to ring for Sunday service at Cromer this year whilst on holiday there!

Thomas' eyes lit up at the prospect of ringing a peal as part of the First Peals 2015 scheme. He scored his first peal at the first attempt, ringing the treble to mixed minor methods. This was a day before his 14th birthday, and the peal was extremely well struck and progressed without a hitch. Thomas celebrated with other young

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By Ruth Monks  
ART Member



Thomas Monks

Bedfordshire ringers afterwards, some of whom had also scored their first peal that day. He is now very keen to ring more peals!

Thomas began attending the Bedfordshire Association Young Ringers practices which he enjoys tremendously. In 2014 he was one of the reserves for the Ringing World National Youth Contest Bedfordshire Team, only a year after beginning to ring. In 2015, he was picked to ring in the team and again thrived on the whole experience, this time in Oxford. He was absolutely over the moon that his team were once again awarded first place and proudly displayed the trophy in his bedroom for some time!

Thomas is extremely proud to be the fifth generation of bell ringers in his family and likes nothing more than to ring with his immediate and extended family. He rang a quarter peal with his mum, uncle, aunt and grandparents to celebrate his great aunt's 80<sup>th</sup> birthday and he also rang for his great grandmother's funeral in 2014 at the church where his great grandfather used to ring. In October 2015 another chance arose to ring a quarter peal with his family, and Thomas conducted his first quarter peal of doubles.

Whilst browsing through the Ringing World last year, Thomas spotted the list of people who had rung 50 or more quarter peals in 2014, and he decided he wanted to be on that list the following year. So once 2015 was underway, he set about ringing quarter peals at every opportunity. Thomas enjoys the challenge of learning new methods – he recently rang a quarter peal of a doubles variation Carol Doubles which he learned especially to ring for a Christmas carol service. In 2015 he achieved his goal and rung 52 quarter peals and 1 peal, and has a lifetime total of 83 quarter peals and 1 peal.

He has taken up a wide range of opportunities to develop his own ringing as well as to support others. Thomas is very happy to help less experienced ringers at his tower, supporting them by attending practices virtually every week, and ringing at workshops designed to further the progress of other newer ringers. Thomas would one day like to teach others to ring, having thoroughly enjoyed the experience he has had through LtR, and also aspires to ring more peals. He wishes to widen his ringing repertoire on 8, 10 and 12 bells and hopes to learn more plain and surprise minor methods in the near future.

Thomas has achieved all of this whilst juggling being a busy teenager, having recently starting his GCSEs and also being an active competitive swimmer five times a week – however he still makes time to make the most of every ringing opportunity he can. He thrives on the challenge of ringing, learning new methods, being part of a band, striving for good striking as well as finding bell ringing a satisfying, sociable and fun activity.

He rang his first quarter peal only 5 months after beginning to learn to ring.

Maintaining and promoting the tradition of change ringing in his family is something that Thomas feels strongly about – being a 5th generation bell ringer!

He has been fortunate to have several local ringers who have inspired and encouraged him, often ringing with him to enable him to achieve his goals, and taking him out to ring at other towers.



# Spotlight on the ART Awards

## St Mary's Brighstone, Isle of Wight

Winner: The Sarah Beacham School Group Award

St Mary's Brighstone, Isle of Wight is a rural village with a light easy going 6 and a tradition of ringing regularly on Sundays with a mixed aged band. We hit a crisis 3 years ago: a family of 3 ringers were moving away, so leaving us short. To boost numbers we held a 'taster session' in the February half term holiday, to include but not exclusively target pupils of the village Primary School. We felt we had good response giving us four 9-10 year olds attending the school, mostly Brighstone residents. Things changed dramatically when we were asked if the youngsters might ring for the monthly school service in Church; we ring upstairs with a glass screen looking down into the nave, with the ringers clearly on show. This proved to be a great recruiting sergeant, as the youngsters could show off to all their friends! Our numbers soon increased to 15 pupils and we ran out of practice night: so we got a simulator.

The number of new learners required a total rethink on where we were going. A second targeted evening on the simulator helped give them enough time on a rope, at an hour suitable for under 10s, and they can then progress to the other practice that is now largely for method ringing. The school's catchment area includes several other towers, and teaching them all together created a natural "hub" for ringing, with these other towers gaining Sunday ringers when they are capable.

We soon had enough youngsters to ring all of the bells for school service. Ringers taught at Brighstone have made up half the Vectis Youths teams in recent National Youth Competitions, they have formed a complete band in Island call change striking competitions, and are fully integrated into "Brighstone" competition and quarter peal bands. This summer a teacher from the primary school got married and all the bells were rung by her pupils, with just a couple of adult "minders" for child protection & safety purposes.

Retention is always a big problem, and to help maintain interest we have introduced "progress cards" – based on the Sherborne Teaching Aids, but starting at a much more basic level: you can tick off several things on your very first session. Blank badges from ebay were customised and awarded when sufficient items are ticked off. The first card aims to get you joining in with the rest of the band comfortably for services, the next card takes on method ringing and visiting other towers, District events and "social ringing". Using the Central Council "Permission to Ring" forms looks professional and has also provided a useful way of collecting information (e.g. Thomas' nut allergy) as well as parents' phone numbers: 10 year olds are rarely in control of their diary, and setting dates with parents too is advisable.

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By Viv Nobbs  
ART Member



Award Ceremony  
Isle of Wight

Features that impressed the judges in the Brighstone submission were "Flexibility and responsiveness to the specific development needs of the different age groups and clear planning to address retention".



Those that don't pick things up so easily are encouraged to keep trying. Sometimes a move sideways maintains interest and is as good as a move upwards. We are working to involve the local school more; pressure on the curriculum remains a sticking point but they are always positive towards ringing. The training of young ringers is forever ongoing; families move, and those now 12 are "too old" and moving on from primary school, and we're training the next group for school services. We are very proud of our young ringers who are well integrated with the "oldies" as well as doing their own thing. Our experience with our "over 60" band (their total age when they ring) formed a presentation to the Winchester & Portsmouth Guild. Sundays now regularly see 12 ringers and we are contemplating augmenting to 8 bells to give the Island an easy going and available ring (with simulator) for training and gaining experience.

**Find out more about this winning application and other ART award applications by visiting the ART website.**

<http://ringingteachers.org/recognition/awards>

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## **Sometimes any publicity is good publicity...**

An eventful few months for the visibility of bell ringing what with the Central Council PR machine (sorry Kate) describing bell ringing as a dying art and then the national reports and editorials concerning the events at York Minster.

After both of these stories hit the press ART saw a massive spike in the number of people visiting our website looking at two pages: "find a teacher near to me" and "attend a day course." In the week following the Central Council announcement, Rose received 20 requests to find a teacher, with a fair number of them asking if they could go on a course to learn to ring hence the interest in "attend a day course" - it was new ringers not teachers!

Interest continues with 4 or 5 people a week emailing to find a teacher near to them. In fact some of our listed teachers have received so many requests that they've had to say no to any more. ART's policy is to only forward such requests to ART members as only then can we have confidence in their teaching methods and safeguarding.

Interesting as well that people are often looking for a course rather than a teacher. It's different to the normal way of doing things, but logical in this day and age. I have also heard of people asking to learn to ring as a "red letter" event and a learn to ring corporate team building event is currently being organised by one of our members, again as a result of a request through the ART website.

So every cloud does have a silver lining ...

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**By Lesley Belcher**  
ART Management  
Committee

# 35 Towers, 13 QPs, 4 Badges and a Cathedral – my first year as a bell ringer

A year ago I had never given bell ringing a second thought, then I got married and moved to Kington where a friend suggested I visit the Edgehill Ringing Centre at St Peter's Church and learn to ring. So on the 1<sup>st</sup> September 2015 I contacted Graham Nabb, the Tower Captain there and by the 8<sup>th</sup> of that month, having been to see a practice and have a go on the end of a rope I was completely hooked and enrolled in the Learning the Ropes (LtR) scheme to become a change ringer – challenge accepted!

Before I could join the practices I needed to learn how to handle a bell. I had a few one to one sessions initially but after a couple of weeks I joined a practice night, ringing my first open rounds on 29<sup>th</sup> September. From here I was able to progress through the stages of the LtR scheme – collecting badges for each level completed (still a highlight even at 30!) Not long after ringing my first open rounds I had the opportunity to go on my first ringing tour. This was a wonderful, if exhausting experience, taking in five new towers and meeting lots of new people. It was also a great way to improve my ringing as all towers are different and this first tour took in a lot of the more challenging towers in the local area. I have been on several tours since and always thoroughly enjoy the experience – especially when there's a brewery involved.

I continued to progress through the LtR Levels ringing my first quarter peal on 2<sup>nd</sup> January 2016 (gaining my 3<sup>rd</sup> badge.) This was a QP of Bob Doubles where I rang the tenor behind and although I was pretty nervous a really nice and incredibly experienced band was organised to ring with me to make it as easy as possible to follow the rhythm of the bells. I have been told several times to look at QPs as an extended practice and not to panic – I think it's starting to sink in.

Since January I have rung several more QPs, including some for the Coventry Guilds "90 for 90" rung for the Queen's 90<sup>th</sup> birthday. Other highlights of the last year as a ringer have included ringing for Remembrance Sunday on the haunting half-muffled bells and ringing on Christmas morning. I have even recently felt confident enough to ring whilst away on holiday, contacting local Tower Captains beforehand. This led to the "grabbing" of my first Cathedral in July ringing for Sunday service at the beautiful 14-bell Winchester Cathedral tower.

Moving through Level 4 of LtR introduces you to method learning and opens up a whole new set of challenges – I believe that ringing is never ending journey. There is always a new goal! It's been an extraordinary experience I can't recommend learning to ring more enthusiastically but it comes with a warning – it's incredibly addictive!

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By Cate Stokes  
Bellringer



The patriotically  
coloured band for the  
Kington QP as part of  
90-4-90

# SmART Ringer 'HELP'

Are you someone with a keen eye for detail? Would you like to help ART with a few hours of your time?

ART are seeking volunteers to help us organise, check and amalgamate the resources which are available for ringers who are registered on the SmART Ringer system.

This is a project that we hope several people will work on together, each just donating a few hours of their time to proof read and make corrections.

Volunteers might wish to only correct spellings, or prefer to focus on sorting, checking for duplicates and labelling.

If you think you might be able to spare a few hours to help with any aspect of this, please contact us on [admin@ringingteachers.org](mailto:admin@ringingteachers.org)

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**By Rose Nightingale**  
ART Administrator



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## Module 2 Accreditation

Rose had has a number of questions recently about accreditation at Module 2 with some teachers under the belief that they have to take a learner through several higher Learning the Ropes Levels to be accredited. That is not the case.

Accreditation requires you to run a number of practices aimed at developing the skills of some of those present – delivering a lesson though running a practice. The practice should have progression through Learning the Ropes as a focus but it is not necessary to have the students progress through any stages to accredit as a teacher – you just need to display your competence at running practices or training sessions and supporting a learner at whatever stage they are at. Supporting the learning of foundation skills is particularly important. Your mentor should advise and support you as required.

The practices should be at least half an hour long and may be a normal practice at someone's tower, a specially arranged practice or workshop or a District or Branch practice. The practices should be planned and reviewed and some recorded in your Teacher's logbook. Finally an ART Assessor will observe a practice, give feedback and hopefully accredit you. It is your skills as a teacher that are being assessed not the progress of the student – as with Module 1.

With both modules the students may change during the process – that is not a problem – it is the teacher's skills that ART is keen to develop.

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**By Graham Nabb**  
ART Tutor



**Q: What to do if my Tower Captain won't allow me to run a practice...?**

**A: Run a workshop, run a theory based session, a dedicated practice on call changes or plain hunt, or an outing**

# Teaching ringers to cover

Previously we have looked at developing the foundation skills in our ringers to enable them to achieve Learning the Ropes, Level 2. Now we will move on to Level 3, for which the ringer needs to ring two quarter peals - covering on the tenor and plain hunting on the treble to a Doubles method. In this article, we will look to build the skills required to cover confidently and well.

## Goal – to ring a quarter peal on the tenor to Doubles

The skills required before your ringer can learn to cover:

**Ring** rounds

**Hear** what place their bell is sounding in

**Recognise** when their bell is out of place in rounds

**To be** able to ring the tenor

To cover confidently and well your ringer needs to develop 4 skills:

**Listening** – the ability to hear their bell amongst others

**A sense** of rhythm – getting the feeling

**Awareness** of their place in the row – place counting

**Ropesight** – the ability to identify which bells to follow

The first opportunity for the ringer to do this is when ringing call changes; the ringer need not be ringing the tenor at this time.

Kaleidoscope ringing also provides an opportunity for a ringer to cover to two bells making long places, places or dodging. To find out more about Kaleidoscope Ringing see Level 2 – Teaching foundation skills. Ringing the tenor in rounds will help the ringer get his or her ear tuned in to listening to themselves in 6th place. Always make sure the ringer is counting their place in rounds.

Using a simulator to allow a ringer to ring rounds in 6th place is a useful exercise; once the ringer can do this successfully you can progress them by setting the simulator to ring Plain Hunt or a method below them. The latest software with moving ringers which can be shown on a screen or large TV are particularly useful for this. stage.

## Can ropesight be taught?

Ropesight is a visual skill. It is a skill learned through experience and cannot be learned from a book. The eyes gradually learn to pick up moving ropes in the periphery of their visual field. For this skill to develop, practice is needed and this takes time. Ringers will need varying amounts of practice to develop this skill; some will find it easier than others! It is our job as teachers to provide the amount of practice in the appropriate environment with sufficient support to ensure our ringers gain the skills required.



## Teaching Tips #18

**By Pip Penney**  
ART Tutor

1 2 3 4 5 6

## Preparing the ringer to cover to Doubles

Once the ringer can cover to rounds and Call Changes and Kaleidoscope Ringing they can move on to covering to Plain Hunt. Let them stand behind the tenor ringer to learn to follow the ropesight. If the ringer finds difficulty in covering to Plain Hunt on 5 then it is possible to start with covering to hunting on 3 or 4 bells.

## Teach your ringers to cover in graded steps making each step easier to achieve:

Call Changes

Place making, dodging, Kaleidoscope sequences

Plain Hunt on 3 bells and 4 bells

On 8 bells steady ringing with 768 behind to develop 8 bell rhythm

## Teaching Tips

Get the ringer to stand behind the tenor ringer to watch and learn.

During early attempts stand with the ringer to assist with the ropesight if the striking strays. A visual prompt, pointing or gesturing in the right general direction of the bell which should be followed can assist.

By grading your teaching starting with something the ringer can do easily will enable them to achieve success.

Some ringers will not need all the smaller steps or can move through them very swiftly.

Remember all ringers will be different and you need to keep your teaching flexible.

Making sure your ringer experiences success will boost their confidence.

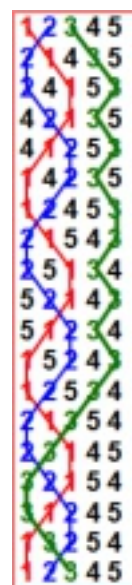
Some ringers learn to cover by ringing with the rhythm and developing the ropesight over time and some pick up the ropesight earlier but need time to develop the feeling of the rhythm.

Once the ringer is striking well to covering to Plain Hunt on five they are ready to move on to cover to methods. Start with plain courses moving on to touches when the striking is accurate. Plain Bob has a coursing order most similar to Plain Hunt and may be a good method to start with. However other methods where a smaller number of bells come to the back may also be useful. Cloisters is a method where only 3 bells come to the back providing easier ropesight for the learner.

## Ropesight when covering

"the ability to maintain the position/place in the row while following constantly changing bells below."

**Remember to point out that when hunting the bells change below on a backstroke for odd bell numbers and handstroke for even bell numbers!**



This is Cloister Doubles [Stedman Quick sixes] – Plain Bob Start Only the 3, 4 and 5 come to the back!

## Ringling a quarter peal on the tenor

*You should ensure that your ringer is not merely memorising the pattern of bells coming to the back before they ring their first quarter peal and to be certain that he or she has developed the skill of covering make sure he or she can cover to touches of at least two different Double methods!*

Once your ringer has developed the ropesight for covering and following different bells while staying in the same place themselves they will be ready to move on to developing their ropesight whilst their bell is changing place. That is to say they will be ready to move on to learn to Plain Hunt.

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# A new book for ringers on the LtR Scheme

## A Ringer's Guide to Learning the Ropes

*by Pip Penney*

ART is pleased to announce the publication of A Ringers' Guide to Learning the Ropes - a comprehensive book escorting a ringer from the initial stages of bell handling, through the skills to be developed and the knowledge to be acquired to enable them to progress to change ringing and ringing methods. It also includes an introduction to elementary conducting. The presentation with the use of many colourful visual aids makes the book easy to read and easy to dip into.



The ringer is provided with a step by step approach to understanding the theory which underpins learning to ring, with simply presented diagrams. Exercises and quizzes are included to help the ringer check their learning and understanding.

Guidance is given on what skills are needed in preparation for moving forwards at each Level and what new skills will need to be developed to progress to the next Level. There is also advice on how to develop the ringing skills required for progression through each level. Right from the beginning emphasis is placed on the need to develop the foundation ringing skills of bell control, listening, ropesight, rhythm and understanding.

This book follows the progressive learning scheme for ringers Learning the Ropes provided by the Association of Ringing Teachers [ART]. This pathway provides an excellent progression for all new and not so new ringers. It follows the five Levels of this scheme up to ringing a quarter peal of Plain Bob Minor.

**“I absolutely love the layout with the colours and diagrams, it is just the sort of resource that I would choose to learn from and actually learn something from it (unlike all these traditional black & white texts)!”**

**“I found the chapters most informative, written in an easy, non-fussy way, suitable for all ages.”**

**COMING SOON!**

# ART Assessment – process and product

The existing ART assessment system was put in place to ‘get the ball rolling’ for ART as a start-up organisation and has developed rather organically and somewhat piecemeal. As a result some assessors are keen and dedicated but others less so! This mixed approach can lead to frustrations for enthusiastic delegates after their course. The assessors, too, can feel isolated, often having to invent their own ways of working with little central support, particularly when faced with difficult or sensitive decisions. A small working group has thought, discussed and suggested ways forward to improve our assessment system.

## Short Term Recommendations

Start to implement a system in which assessors cover specific geographies rather than being attached to a day course.

Assessors should be ART members, with those who have assessed to date and haven’t reached membership status continuing but strongly encouraged to accredit.

Future assessors could be teachers, mentors or tutors. Put simply, ART members committed to the assessment process and product!

Committed assessors need to be identified and recognised in order that they continue good work which could be developed as best example models.

A list of assessors to be available on SmART Ringer to tutors, assessors, teachers and mentors together with instructions on choosing an assessor with the ART Administrator offering advice.

Assessor guidance notes for conducting assessments should be made available to teachers and their mentors.

Assessors should be offered mileage on travel expenses and more thought needs to be given to formally recognising assessors.

## Longer Term Recommendations

In the future Module 2F may need specific M2F assessors.

Potential assessors could go on a possible repeat day course before they begin.

Ability to offer continuing professional development (cpd) and discussion groups to assessors – (online or ART Conference).

Consider a separate section on SmART Ringer or a facebook group specifically for assessors.

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**By Paul Lewis**

ART Management  
Committee

[paullewis@ringingteachers.co.uk](mailto:paullewis@ringingteachers.co.uk)

## ART Assessor

Please let me know your views or comments on ART assessment and on the recommendations as we move towards implementation of a system that’s hopefully acceptable to all.

# Thanks for Volunteering!

Richard Booth has taken on the role of Membership Secretary and amongst other trouble shooting actions has already solved a number of problems surrounding suspended and lapsed members.

Richard is ably assisted by Marley, the Welsh Collie. Richard wasn't planning on getting a dog, but adopted him back in February after finding him lost on the canal towpath. Marley obviously liked the look of Richard and jumped into the back of his car! Marley goes on all the ringing outings and comes to practices with Richard at Marsworth.

When Richard's doing Membership work for ART, Marley usually sits in his basket and supervises - he also comes to the ART Admin Office and the occasional Management Meeting to make sure everything is being done correctly - although he has been known to unplug the wifi when he feels more attention should be paid to him.

Below: A photo of Richard - he is tower grabbing in Beijing, China.

He says: "the picture shows me ringing Plain Hunt on One and my striking was excellent!"



## Volunteer Spotlight



**MARLEY**

## Richard Booth

The ART Management Committee are chuffed to bits with this self-proclaimed 'Talent Spot'

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## Free holiday in Scotland Help us train the Tulloch Band

We would like to offer free accommodation in return for some bellringing. The Tulloch Ringing Centre is looking for a resident teacher, or preferably a couple. In return, we are offering a free holiday cottage for the duration of their stay. We would ideally like to have someone in place from now until Easter. This may turn out to be several people in rotation, who each do at least two weeks ideally.

We would like our resident teacher to be ART trained or to have considerable, proven, experience of teaching. Our Tulloch band is small and inexperienced, but with continuity of teaching we would take the opportunity to recruit additional new ringers. So, if you are a good and patient teacher and want to help us build a new band in the Highlands of Scotland, please get in touch.

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**By Helen McGregor**  
ART Patron

Details at [www.tullochbells.com](http://www.tullochbells.com) and  
[www.tullochfarm.co.uk](http://www.tullochfarm.co.uk)

Please get in touch with Helen, the  
Tulloch Training Officer  
[helen@tullochfarm.co.uk](mailto:helen@tullochfarm.co.uk)



# Welcome donation to ART....

On behalf of the North Bucks Branch of the Oxford Diocesan Guild of Church Bell Ringers, I am delighted to have just transferred £482.50 to your bank account as a contribution towards the running costs of the Association of Ringing Teachers. We would be grateful if you could kindly accept these funds in the memory of the North Bucks bell ringers who lost their lives in the Great War throughout 1916:

**Alfred Robinson - Olney**  
**Arthur W Jones - Maids Moreton**  
**Frederick T Willetts - Hanslope**  
**George R Brown - Chicheley**  
**Walter Jones - Maids Moreton**  
**Frederick E Garner - Stony Stratford**  
**Robert J Seddon**

In raising these funds members of the Branch worked closely with Ringing for England to bring the Ringing Wave idea for St George's Day alive, and decided to attempt a Ringing Wave right across the Branch, with over 30 towers ringing. The sound of Church bells weaved its way through the North Bucks towns and villages from some of the oldest Churches to the newest. Each tower was asked to raise funds either through donations or sponsorship, and the Branch agreed to split the funds raised equally between the ODG Bell Fund and ART as both charities have kindly supported our Branch in the past and will no doubt continue to do so.

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**By Sheila Watts**  
Treasurer  
North Bucks Branch ODG



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## New DVD - Raising and Lowering in Peal

ART is pleased to announce the second of its Learning the Ropes DVDs – this one on the subject of raising and lowering.

Over 50 minutes long it divides into chapters on chiming, raising a bell, lowering a bell, raising in peal, lowering in peal, trebling up and trebling down.

There are examples of good raises and lowers and the way in which this skill helps develop the competencies of bell handling, teamwork, listening and other core skills we use in ringing generally are emphasised.

Techniques to help you teach or learn to raise or lower a single bell or in peal are fully dealt with as well as the issues you face when learning to ring or treble up and down in peal. A number of ideas to allow effective practice are displayed.

At £13 (plus £2 P&P) and with a £3 discount for ART members will be **available from 1<sup>st</sup> December** through the ART shop at <http://ringingteachers.org/resource-centre/shop>

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**By Graham Nabb**  
ART Tutor



# The Secret Life an ART Tutor

Much of our conversation in the tower centres around ringing but in the pub discussions can range much wider. In our own towers we probably know about each other's families, careers, holidays and hobbies but outside of our immediate sphere we often stick to ringing topics and are perhaps unaware of what others are up to. For those who do not know me then, I am tower captain at Dunblane Cathedral. We are a ringing family with my husband and 4 children all active ringers. Professionally I am an IT project manager although my degree is in music. It is perhaps not surprising therefore that my hobbies include both ringing and conducting handbells and playing the violin.

The "secret" part of my life is that for a large part of this year I have been involved in the BBC TV programme All Together Now: the Great Orchestra Challenge – "a nationwide search for the orchestra that best captures the spirit of great British amateur music-making in the UK". The series was presented by Katie Derham, well known as a presenter of the Proms and for her appearance on Strictly Come Dancing. Double bass player Chi-chi Nwanoku, founder member of the Orchestra Of The Age of Enlightenment, acted as a mentor to the orchestras, and the conductor Paul Daniels judged the competition. The series featured 5 orchestras as they tackled various challenges in a bid for the prize of playing at Proms in the Park at Hyde Park.

In each round of the competition we were given a challenge to play a different genre of music. There was only a four week period to rehearse before the recording of the performance. Cameras seemed to follow us everywhere. The judge and mentor visited us frequently to present the next challenge, give a master class or help in our development with a tutoring session. We started with an excerpt from a symphony (Dvorak's New World) and this was recorded at the BBC's Maida Vale studio. It was fascinating to be part of the recording process which inevitably involves several takes. In the second round we accompanied a professional opera singer in a performance of the aria One Fine Day from Madam Butterfly. The venue for this recording was Hallé St Peters in Manchester, home of the Hallé Orchestra.

At each stage one orchestra was eliminated so by round three competition was getting quite intense and only three orchestras remained in the programme. This challenge was to choose a soloist from within the ranks of the orchestra then perform the chosen piece in a concert with an invited audience and manage the whole event. We chose to play part of Peter Maxwell Davis' Orkney Wedding at Sunrise which features the bagpipes. Along with that we played some fiddle tunes and had the audience up dancing! A Scottish recitation and a talk by our conductor about the main piece ensured it was a varied evening. We were absolutely delighted to be through to the Grand Final - at the Royal Albert Hall no less!

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By Judith Frye  
ART Tutor



With only two weeks until this public performance there was some frantic rehearsing and all too soon the BBC whisked us down to London. The Royal Albert Hall is a stunning venue and to perform on that famous stage with our name up in lights was incredible. Each of the two orchestras played 4 movements from Elgar's Enigma Variations which are technically quite demanding but we played our hearts out and thoroughly enjoyed the performance. The orchestras then joined forces to play Nimrod which was very moving. Many of our friends and family had joined us in the audience and after all the support they had given us over many very busy months it was apt that they should be treated to an enjoyable concert. Sadly we did not win the competition but to get to the grand final was a great achievement. We have benefitted personally, technically and as an ensemble. With so many weekends away many new friendships have formed and this will help us play better as an orchestra.

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## Handbells as a Teaching Tool

Learning to handle a tower bell is a process which can take some time and progressing to ringing changes accurately on tower bells can take even longer. A person can be taught to ring handbells and to ring simple changes in a matter of hours. A person who learns to ring changes on handbells will have an insight into the structure of methods and of the relationship of the working bells to the treble in simple methods. Learning to ring handbells in parallel with tower bells may encourage the learner to progress in handling a tower bell, in order to be able to practice the theories they have seen in action on handbells. Change ringing on handbells usually encourages listening to the bells, and therefore good striking on tower bells. It encourages the learning of methods by understanding the structures rather than by learning which bells to follow, which is still a common tower bell practice. Understanding the structure of methods may be useful in helping a learner to progress in their change ringing.

By using handbells as a teaching tool, people can be introduced to bellringing who may never go on to become a ringer in the sense that ringers would all prefer. It does, however, provide a low stress environment to give people a taste of, a sympathy for and an insight into our exercise. These are all very useful in combatting the public image of ringers as deranged monks on a sugar rush fuelled by Mars bars.

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**By Richard Herrissier**  
Friend of Helen McGregor,  
ART Patron

See the 2017 ART  
Conference agenda  
for details on Learning  
and Teaching  
Handbells 'Helen  
McGregor and  
Duncan Loweth'

[ART Website](#)



## Level 1 - Bell Handling and Control

'Safe and competent bell handling including raising and lowering a bell'

Shiarna Ashton - Church Gresley  
Daniel Hughes - St Mary's, Addington  
Solenn Cron Anthere - At Andrew, Cherry Hinton  
Vince Ryalls - Fovant  
James O'Grady - Christ Church, Claremont, Western Australia  
Leo Brown - Christ Church, Claremont, Western Australia  
Stuart Everett - Christ Church, Claremont, Western Australia  
Jan Woodcock - Brushford  
Jack Bowles - Willingham by Stow  
Margie Smith - Sampford Brett  
Jem Meredith - Dawlish  
Stephan Bryant - Swaffham Bulbeck  
Kimberley Faulkner - Edgehill Ringing Centre  
Chloe Fretwell - The Chapel of St Hilda of Whitby  
Joke Routledge - Brushford  
Rhod Mitchell - Edgehill Ringing Centre  
Marion Mitchell - Edgehill Ringing Centre  
Janik Friend - St Mary's, Dover  
Yuka Jones - St Mary's, Taunton  
Evie Jupe - Carhampton  
Sekki Tabasuares - Mottram in Longdendale  
Daniel Bennett - Mottram in Longdendale  
Eddie Hodgson - SS Peter and Paul, South Petherton  
Jennifer Clark - Bottisham  
Margret Coles - Bottisham  
Alan Burlison - Mottram in Longdendale  
Erica Proctor - Mottram in Longdendale  
Amelia Bright - St Mary's, Woolpit  
Clare Edwards - Bushford  
Layla Barr - The Chapel of St Hilda of Whitby  
Ann Lineman - The Chapel of St Hilda of Whitby  
Michelle Dawson-Young - Walsoken  
Andrew Lukes - Ruishton  
David Vickery - Cheddon  
Colin Stone - Cheddon  
John Trowbridge - Cheddon  
Nicholas Eades - St Michael, Macclesfield  
Elaine Joyce - St Andrew's, Taunton  
Jo French - Broomfield  
Helen Blades - St Anne, Alderney  
Nathaniel Yealands Flint - St Andrew, Cherry Hinton  
Julie Constable - St Andrew, Taunton  
David Hill Ilderton - Birmingham School of Bell Ringing  
Pete Osborn - Minstead  
Caspar Clyde - Darlington  
Ashleigh Ford Cosens - Luppitt  
Simone Phillips - St Paul's, Tiverton  
Alice Lindsay - Little Wymondley  
Keith Jones - St Mary's, Taunton  
Sam Mawer - Oxenhope  
Sharon Kinsella - Layer de la Haye  
Mariella O'Brien - Edington  
Chris Stone - Stretham Ringing Education Centre  
Pat Scarborough - St Petroc's Church, Padstow  
John Firth - Tadcaster  
Jan Churchill - Necton  
Fe Goodison - Dunblane Cathedral  
Duncan Dobson - Stretham Ringing Education Centre  
Vicky Baillon - Charlton Adam  
Jennie Russell - Harkstead  
Annabel Stott - Harkstead  
Felicity Whiffin - Edington  
Millie Cronin - Eling  
Daniel Hartley - Eling  
William Holmes - Eling  
Tina Walker - Eling  
Beryl Francis - Keevil and Edington Ringing Centre

Gethyn Price - Clifford  
Scott Gornall - Barrow upon Humber - ART Hub  
Lauren Kerman - Barrow upon Humber - ART Hub  
Howard Kerman - Barrow upon Humber - ART Hub  
Claire Faraway - Barrow upon Humber - ART Hub  
Ben Rule - St George's Cathedral  
Theo Bratton - Berkswell  
Nicola Hammonds - Yeovil St John's  
Kate Best - Yeovil St John's  
Dawn Ensor - Broseley  
Eva Koritsas - St Peter's, Petersfield  
Renee Tanburn - Stretham Ringing Education Centre  
Rebecca Preece - East Bridgford  
Lauren Preece - East Bridgford  
Bill Langford - Birmingham School of Bell Ringing

## Level 2 - Foundation Ringing Skills

'Ringing with others: able to dodge, make places and ring simple call changes.'

Marcus Bates - Church Gresley  
Victor Perez Aldea - Edington Priory  
Yvonne Kennedy - Edgehill Ringing Centre  
Sue Oldfield - St Helen, Trowell  
Sue Cameron - St James, Queens Square, Sydney  
Chloe Fretwell - The Chapel of St Hilda of Whitby  
Stuart Hosburgh - Monkton  
Joel Trim - Combe Raleigh  
Elsie Bingham - Willingham by Stow  
Harry Leak - Willingham by Stow  
Hannah Piggott - Willingham by Stow  
Joe Tucker - Stretham Ringing Education Centre  
Rev Sue Giles - Bottisham  
Adam Proctor - Mottram in Longdendale  
Sue Rostron - Mottram in Longdendale  
Lynne Fox - Mottram in Longdendale  
Alan Burlison - Mottram in Longdendale  
Erica Proctor - Mottram in Longdendale  
David Packwood - Edgehill Ringing Centre  
Susan Watts - Birmingham School of Bell Ringing  
Jude Atkins - Brushford  
Theo Millard - Honiton  
Viv Fouracre - West Monkton  
Gill Firth - Tadcaster  
Charlie Thorpe - Tadcaster  
Thomas Willelts - Birmingham School of Bell Ringing  
Lynne Proudfoot - St Mary's, Westerham  
Cameron Collier - Church Gresley  
Helen Parker - Church Gresley  
Amy Bennett - Oxenhope  
Archie Wright - Oxenhope  
Toby Coulthard - Carlisle Cathedral  
Linda Aldroish - Carshalton  
Sally Church - Combe Raleigh  
Nick Barrows - Rudd - Lighthorne  
Lynne Hargrave - Tadcaster  
Joshua Lawson - Penrith  
Howard Elliott - Kingston upon Thames  
Jessica Hay - Kingston upon Thames  
Mary Jones - Berkswell  
John Leary - St Peter's, Petersfield

## Level 3 - Introduction to Change Ringing

'Competent at plain hunt and covering (Demonstrated by ringing two quarter peals at least one of which is on the treble). Quarter peal inside. Raising and lowering a bell in peal.'

Susan Denning - St Gregory's, Offchurch  
Helena Parfrey - Corston  
Zach D Rogers - St Mary's, Dover  
Andrew J McCarthy - Oxenhope  
Paddy Meyer - Adelaide Ringing Centre  
Jack Hargrave - Tadcaster  
Janice Smith - Staplegrove, Taunton  
Scott Flinders - Wilton, Taunton  
Freddie Gingell - St Mary Wargrave  
Kitty Gingell - St Mary Wargrave  
Andrew Lawrence - Great Gransden  
Alasdair Catmur - Great Gransden

## Level 4 - Novice Change Ringer

'Ringing and calling touches of a Doubles or Minor method. (Demonstrated by ringing a quarter peal inside). Raising and lowering a bell in peal.'

Paul Kaye - St Gregory's, Offchurch  
John Rogers - Birmingham School of Bell Ringing  
Jenny Sunter - Birmingham School of Bell Ringing  
June Banister - St Anne, Alderney  
Mary Knight - St James, Taunton  
Andrew Knight - St Majes, Taunton  
Paddy Meyer - Adelaide Ringing Centre  
Carole Smith - Trull, Taunton  
Scott Flinders - Wilton, Taunton  
Bradley Flinders - Wilton, Taunton  
Matthew Porter - Berkswell  
Toby C Hibbert - Caistor, Lincs  
Fiona Methley - North Leigh  
Olivia Hunt - Burnham on Sea  
Adam Knight Markiegi - Birmingham School of Bell Ringing

## Level 5 - Change Ringer

'Ringing and calling a second method and ringing touches of plain Bob (Demonstrated by ringing three quarter peals including inside to Plain Bob Minor).'

Cate Stokes - Edgehill Ringing Centre  
Paddy Meyer - St Peter's Cathedral, Adelaide  
Anne Suddaby - Broomfield  
Rachel Davies - Bishops Hull, Taunton  
Eleanor Tout - Shirenewton

## Learning the Ropes +

'For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.'

Christine Barnell - Harborne: Ringing Doubles  
Sophie Keeble - Harborne: Ringing Doubles  
Barbara Le Gallez - Stretham Ringing Education Centre - First Peal on Handbells  
Christine Barnell of Harborne - Triples Level  
Bronwen Laugharne of Gamlingay - Minor Level  
Sophie Keeble of Harborne - Triples Level

## Milestones

1000th LtR Level 1 (June 2016)

**Harry Leak**  
**Willingham by Stow**  
**Tutor: Sue Faull**

100th LtR Level 4 (June 2016)

**Olivia Hunt**  
**Burham**  
**Tutor: Margaret Furner**