

# ART WORKS

Issue 20  
September 2017

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

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

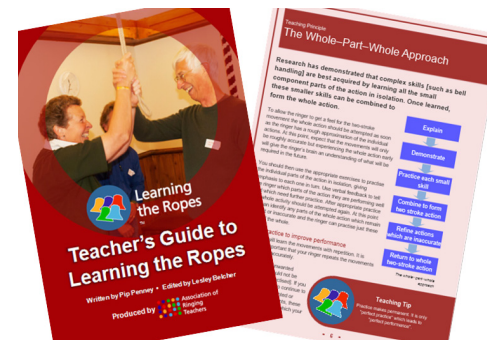
## Teacher's Guide to Learning the Ropes – NEW! Available now

A great book for any ringing teacher, covering the “how to” from the first bell handling lesson to teaching someone how to ring their first method. Illustrated throughout with colourful photographs and diagrams, the fundamentals of teaching ringing are explained in an easy to read, uncomplicated style.

Teaching tips and longer principles are provided to highlight important information, and guidance is given on skills building at every stage with emphasis placed on the importance of developing all the foundation ringing skills.

The book is easy to dip into to find the relevant information about each stage of teaching. It follows the Levels of the Learning the Ropes scheme provided by the Association of Ringing Teachers and will help teachers progress their ringers from handling right up to ringing their first methods and calling touches.

The book is a companion publication to “A Ringer’s Guide to Learning the Ropes”, following a similar format but interspersed with essays on such diverse matters as teaching to count places, developing ropesight and observation and feedback. A chapter is devoted to the principles of teaching and the formation of a band.



Available at £6.80 per book,  
multiple copies available at £6.00.  
[ringingteachers.org/resource-centre/shop](http://ringingteachers.org/resource-centre/shop)

## ART Conference Saturday 3rd March 2018 – Royston, Hertfordshire

Association of  
Ringing  
Teachers

## Conference 2018

Royston, Hertfordshire



We are pleased to announce that following the successful ART Conference 2017, next year’s ART Conference 2018 will be held on Saturday 3rd March in Royston, Hertfordshire.

As usual, the event will include the ART Annual General Meeting, a series of leading headline speakers and workshop elements for you to choose, plus a number of displays and of course all the ART products and merchandise available to buy.

Please put the date in your diary now! Information and tickets will be available from January 2018.

Editor – Claire Culham  
[artworks@ringingteachers.org](mailto:artworks@ringingteachers.org)

The next issue of ART WORKS will be November 2017. Copy deadline – 31st October 2017.

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# Chairman's Chatter



My first task must be to welcome Claire Culham as our new Editor of ART Works and congratulate her on this, her first edition. Thanks are due to Laura Amor for her hard work as previous editor.

It seems a long time since the conference at Old Basing but work is well under way for the next ART Conference at Royston on the 3rd March 2018.

One of the major successes over the last few months is the increase in use of the Learning the Ropes scheme with a record number of registrations in 2017 (up to end of August) totalling 596. August saw the highest number of LtR Level 1 passes totalling 53. I find that awarding certificates of achievement is a real motivator – awarding badges too is often received with excitement! With such numbers we should see higher applications for awards next year and more people qualified to attend the ART Masterclass in Birmingham in 2018. The 2017 Masterclass will take place on the 16th September. Do try and get your ringers to complete their LtR Level 5 by the year-end to get them a place – and remember to apply for other awards too.

On the subject of certificates, have you achieved your “50 Ringing Things” gold yet? This scheme is designed to encourage ringers to become involved in a variety of ringing activities to learn more about different aspects of ringing and engage in a variety of supporting activities. Do get your ringers to get a book and register – it's proving to be a hit not only with relatively new ringers but also those who have been ringing for years! Look on SmART Ringer for the tips on how to achieve the challenges.

I am delighted to announce that Tim Hine – current Chair of the CCCBR Education Committee has joined the ART Management Committee. He will work with us to ensure that these two educational arms of ringing work together for the benefit of ringing as a whole.

We now have a number of workshops available for use locally covering Tower Leadership, Mentor Development, Simulator Awareness, Bell Maintenance, Listen & Strike, Calling Bob Doubles and Conducting. I am keen to develop a team of leaders to deliver these locally (mileage costs reimbursed). The ability to present well to a group and knowledge of the subject are required to lead a workshop. If you have the skills required, or you know of someone else who has, please let me know. Ideas and help developing other workshops would also be welcome.

The ‘Ringer’s Guide to Learning the Ropes’ has been very well received and we are looking forward to selling the 1000th copy very soon. Its sister publication for teachers is now available from the ART Shop and will replace Teaching Tips.

If you have been accredited at Module 1 why don't you come on a ART Module 2F/2C course? This focuses on the post-handling development of your new ringer, showing how to develop foundation and change ringing skills in a structured way whilst motivating the ringer and adding lots of variety to your practice. The foundation skills are really important skills and even if you are an experienced Teacher you'll learn lots, just like you did in Module 1. Don't just leave the programme halfway – come and see what ART Module 2F/2C has to offer.

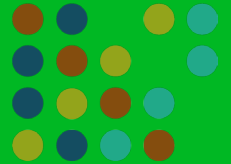
Finally, if you are an ART Teacher and can speak French or Flemish well enough to teach ringing there may be an opportunity to help teach a band at Ypres. If you are interested please get in contact.



**ART Chairman – Graham Nabb**  
grahamnabb@ringingteachers.org

# ART Conference 2017

Old Basing, hosted by the W&P



A year or so ago, on behalf of W&P. I invited Pip Penney to consider our Guild area for ART's 2017 grand event. I was delighted to make the invitation for a number of reasons; for one, it would give our own members a great opportunity to sample the huge variety of ringing resources and items of interest on our own doorstep. It's been our pleasure to serve as host Guild and to do our very best to offer our hospitality.

It was great to join in ART's fifth birthday celebrations; not only the lovely cake but also the impressive and encouraging news indeed that ART Teachers coached more than 600 new ringers in 2016.

We were reminded that ART's mission is simple..

“ **To improve the learning experience of new ringers** ”

There was so much on offer over the weekend:

- Masses of excellent food!
- Ringing on a simulator
- Improving personal ringing abilities on tower bells and with handbells
- Reviewing new publications (I love the "50 Ringing Things")
- Enjoying seeing training DVDs e.g. Raising and Lowering
- Learning more about teaching in groups
- Hearing about University Associations
- Exchanging ideas with other members and supporters from different locations across the country
- Hearing from guest speaker, Mark Regan, how Worcester Cathedral Bell Ringers feature in Cathedral and local community life

- Reflecting with Elva Ainsworth on our traditional bell ringing culture and whether or not we need to work on changing it to help sustain a healthy future for ringing
- Meeting new friends

One of the many highlights of the programme for me was the Sarah Beacham Awards ceremony consisting of nine categories. Our Guild members were delighted to see two local project entries – St. Michael's, Swanmore and Ryde, Isle of Wight, which received specific recognition from the Judges for teaching very young new ringers and Elizabeth College, Guernsey which won the School Group Award. I strongly believe it's important to challenge, encourage and reward.

I was pleasantly surprised at the great amount of interest in the method handbell training on Sunday. Like all the conference sessions, these were very well presented and much appreciated. Our own Duncan Loweth and Helen McGregor, from the Channel Islands, reminded us of the benefit handbell ringing has on our tower ringing. They certainly kept us focused and busy; it was great fun with definite progress evident. Rumour has it that several ladies from our Andover District enjoyed the handbell training so much that they are seeking to set up a new group in their area. Yay!!

So, what were my overall impressions? It was wonderful to see all the various organisations and individuals, voluntarily offering their expertise and enthusiasm, working so hard together for the benefit of ringers and ringing. I'd like to get even more involved and share the ART vision further afield (I want to go to the next one!)

It was marvellous, thank you ART for visiting us in W&P!

**To find out more visit:**  
[ringingteachers.org/news/conference](http://ringingteachers.org/news/conference)

**Viv Nobbs**  
W&P Public Relations Officer

# ART Module 1

Tulloch, 18-19 February 2017



As a relatively novice bell ringer, I didn't expect to ever have to teach bell handling to beginners. But, as part of both the Scottish and the Newcastle and Durham associations, neither area exactly awash with towers or teeming with ringers, I am suddenly in the position of needing to help various towers bring learners up to speed as quickly and safely as possible.

So when I found out that Judith Frye was leading a group to train ringers in how to teach bell handling, using ART Module 1, I jumped at the chance.

“**It was a roaring success for me, and clearly a productive and enjoyable weekend for the twelve other participants**”

Obviously, a great deal of credit goes to the actual composition of the course. Taking a complex physical process like bell ringing, and deconstructing it into bite-sized chunks, which can then be taken into a tower and practised, separately and in a sequence, until they become automatic, is clearly a sensible and well-tested approach to learning and teaching, and I am grateful that ART has taken the time and trouble to formalize this process, in such a user-friendly way and with such good support materials and follow-through monitoring.

However, what made my training days fantastic (at least for me) rather than simply good, probably comes down to the following:

a) The quality of the course instructors:

We were extremely fortunate to have Judith Frye as our tutor and her son Jonathan who organised the course. This super-duo, aside from being excellent ringers, are also excellent communicators, who managed to present the activities articulately and concisely, and demonstrate them clearly. The pair worked very well as a team, injecting not only professionalism but also humour into all their presentations. And just when you

thought it couldn't get any better, their home baking was delicious!

b) The composition of the students:

Six relatively new ringers and I were on the course with seven extremely experienced ringers with decades of teaching experience behind them, so that all of the pairs in the practical work included one of them, thus reducing any sense of panic or clumsiness. Although the novices certainly provided feedback and input – we remember clearly what it's like not to know how to handle a bell – the input of the more experienced ringers was very useful. The atmosphere was respectful and supportive, with lots of humour and enthusiasm.

c) The venue:

Scotland has very few ringing towers, but amazingly, we have a state-of-the-art, purpose-built ringing centre, with a light peal of twelve. This enabled all the students, who paired up for the practical sessions, to have one up and one down bell so that all of the exercises could be done seamlessly back to back without having to raise/lower bells, and even if this became necessary, it was possible to do so very quickly without having all the students exhausted at the end of the day (we were exhausted anyway).

This clean and modern tower, with a well-lit ringing room and perfectly lined up new bells and ropes, not only has a peal of 12; there is also a light peal of 8 and a dumbbell attached to a simulator with a large screen for solo ringing. When I tell you it is set in the middle of fantastic scenery and only a few miles from a pub with real ales and a log fire, – well, it's just about a dream venue for a teaching weekend.

Looking forward to putting all I've learnt into practice and then it's on to the next Module – teaching Foundation Skills (Module 2F)!

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**Monica Menis**  
Course attendee



“I couldn’t possibly apply for an ART Award; they are for mega-stars, not for me!”



## ART Awards

Sounds intimidating doesn’t it – applying for a national award, when all you’re doing is having fun, making things happen – they’re not meant for teachers like me. But they are.

“**The awards are there for normal teachers like you doing what you consider to be the right things**”

It’s only the rest of us that are in awe of what you are doing. Hopefully having convinced you that the awards might be relevant to you or a teacher you know, what are the common themes that appear in previous years’ applications?

**Having a vision or passion and making it happen.** However big or small, making things happen is what leadership is all about, even if you don’t call it that.

**Trying out new things**, some of which work and some of which don’t. If we don’t move with the times ringing will die, so take some risks.

**Getting young people ringing** and over-turning all those misconceptions that exist about children seeing ringing as “uncool” and giving up at the first hurdle.

Any of these ring any bells? If so, why not consider applying for you or a teacher you know. There will be an award right for your application. And if you applied and didn’t win last year how about applying again, now you’ve got another year under your belts - Elizabeth College did that and they won!

Worried about applying? Well, the judges aren’t looking for the most professional application, what they are looking for is ideas, commitment and results. So if you’re looking at new ways of recruiting it’s not just the idea, but the number of people you recruited and whether they stayed. Easy ways to show that – number retained a year or two later, new recruits coming in (success breeds success), quarter peals, striking competition results, practice attendance, or ringing progress (Ltr Levels). And don’t forget photos and quotes. There’s no magic formula; think why you think you’re successful and put it down on paper.

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**Lesley Belcher**

To find out more visit:  
[ringingteachers.org/recognition/awards](http://ringingteachers.org/recognition/awards)

## How long does it take to learn to ring?

We all know that everyone is different and that bell ringing is a life-long learning exercise, however, how long does it take to become a competent ringer and what helps or hinders progress?

Five significant learning milestones are measured by the Learning the Ropes progressive learning scheme. Standards are high with progress at the higher levels requiring assessment by quarter peal and by the time Level 5 has been mastered, six quarter peals of increasing difficulty are required to have been rung

culminating in a quarter inside to Plain Bob Minor. When Level 5 has been completed ringers are judged to be of the standard where they will be able to progress quickly in method ringing.

Data collected by the Birmingham School of Bell Ringing shows:

“**The average time to complete the Learning the Ropes programme is 130 weeks or 2½ years**”

Learning the Ropes Level	Average time to complete
Level 1 – Bell handling	10 weeks
Level 2 – Ringing with others	27 weeks
Level 3 – Introduction to change ringing	29 weeks
Level 4 – Novice change ringer	27 weeks
Level 5 – Change ringer	24 weeks

So far, 57 students have participated on the BSoBR ringing programme. Students attend weekly sessions of 1½ hours in addition to any teaching they receive at their home tower.

### What helps progress?

- Home tower where overall standard of ringing is high
- Students visit other practices
- Students use ringing apps and software to practise at home
- Teaching and learning style compatibility
- High motivation

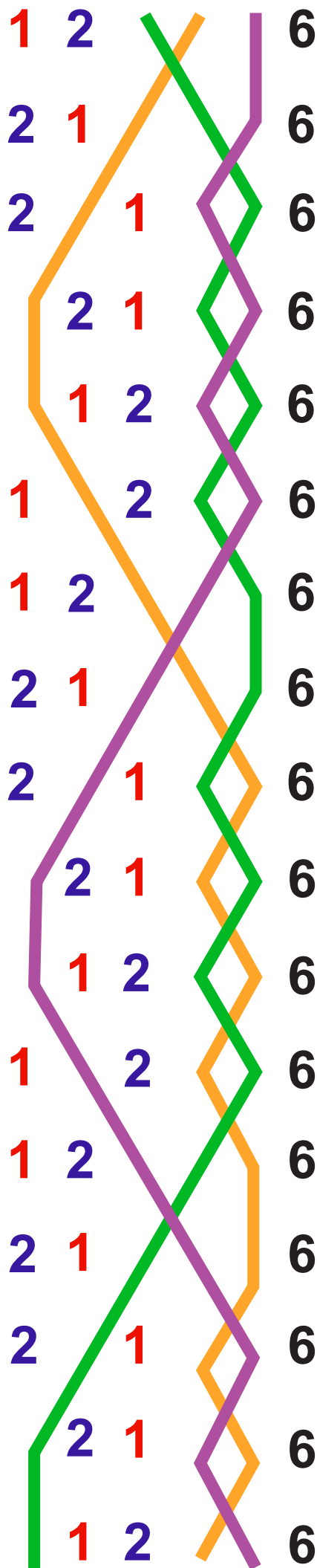
Age has not been seen to be a factor up to Level 2 with both the quickest and slowest students being under 19. But, the students who have not been able to acquire the skills to master this level are all in the over-60 age range.

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**Clare McArdle**

# Pip's Teaching Tips

Covering develops a ringer's ropesight, the ability to see bells changing below them, and gives them a feeling of the rhythm of the change



## To cover successfully your ringer will need to develop:

- The ability to hear their bell amongst others
- A sense of rhythm
- Awareness of their place in the row and how to stay there
- Ropesight to identify which bells to follow

## Preparation

### A ringer is ready to learn to cover when they can:

- Ring rounds
- Ring the tenor
- Hear when their bell is out of place in rounds and be able to adjust to get back into rounds

Ringing the tenor in rounds will help the ringer get their ear tuned in to listening to themselves in 6th place. Always make sure the ringer is counting their place in rounds:

1 2 3 4 5 6

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

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

### What theory does my ringer need to know?

There is little theory required when teaching covering. However, remember to point out that when covering to Plain Hunt or methods, the bells change below on a backstroke for odd bell numbers and handstroke for even bell numbers.

## Putting it into action

Here is a suggested series of graded steps in which a ringer covers whilst the rest of the band rings:

- Call Changes
- Kaleidoscope ringing – place making, dodging, Kaleidoscope sequences
- Plain Hunt on 3, 4 and then 5 bells
- On 8 bells steady ringing with 768 behind to develop 8 bell rhythm
- Methods – plain courses, touches, different methods

## Introductory Exercises

The first opportunity for a ringer to start to build covering skills is when ringing Call Changes. Just swap the bells ringing below them or start in a change that isn't rounds. They don't need to be ringing the tenor at this time, so it is a particularly useful exercise for those ringers who don't have the bell handling skills to ring the tenor successfully.

## Covering to Doubles

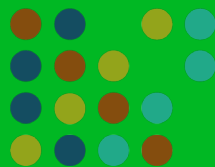
Once your ringer can cover to Call Changes and Kaleidoscope ringing they can move on to covering to Plain Hunt. Let them stand behind the tenor ringer to learn to follow the ropesight. If they have difficulty in covering to Plain Hunt on five bells then start with covering to hunting on three or four bells.

Start with plain courses, only moving on to touches when the striking is accurate. Plain Bob Doubles has a coursing order 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 be useful too. Cloister Doubles is a method where only three bells [the 3, 4 and 5] come to the back providing easier ropesight for the tenor ringer.

You should ensure that your ringer is not memorising the pattern of bells coming to the back, to be sure that they have developed the skill of covering. Test them by making sure they can cover to touches of at least two different Doubles methods.

**Pip Penney**  
ART Tutor

# Two Rusties and a Handbell Virgin



There has never been a strong handbells culture in East Yorkshire, the peak of achievement was back in the early 1970s when a dozen or so peals were rung. Since then there has been a trickle of handbell quarter peals, and that's it. I put my bells away in the early 1980s when children came along, and then promotions at work, and then Fair Trade, and then outsourcing. It wasn't a bad life, no complaints, but no ringing.

And then in 2015 during the Central Council meeting in Hull, an old friend came to stay, and during the time we visited Roddy Horton who had kept the handbells light still shining a little. The light re-ignited my interest in handbell ringing which had been dormant for 30 years. Handbell ringing is something that I can do, it suits my logical brain, double handed ringing has hard bits, lots of hard bits, and music.

So in March 2016, I talked a friend and my wife into starting a weekly handbells session. We all have white hair and creaking joints, plus serious responsibilities to others. Two rusties and a handbell virgin is not a good way to start a major project, but progress was made, slowly, and Plain Bob Minor became ringable by the end of June. It was at that point I realised that significant progress would only be possible if we involved more ringers.

In spite of advice to the contrary I organised a regional handbells workshop for late October 2016. Along the way we discovered a local ringer who had a copy of Handbell Manager on a laptop, with a couple of motion detectors. Instantly I could see the benefits of the system. Able to practise any time, any day, with "ringers" who never make mistakes. Any method, any speed, any number of bells. I was hooked.

The October workshop was very successful. 15 ringers had a great day refreshing Plain Hunting and Plain Bob skills, and everyone achieved at least one step forward. Part of the success was the discovery of 4 local tower bell ringers with some handbells experience. But then the real work started. The ringers were spread out across the county: there

was no way they would all come together on a monthly basis, let alone weekly. However, by then the two "rusties" had been polished a little, and the handbell virgin had had some experiences. So we started travelling out and ringing with people at every opportunity.

A second handbells day was arranged for end January 2017, and the progress in 12 weeks, in spite of Christmas intervening was tangible. Plain Bob Major was being rung by most people, some were turning out courses of Kent and Oxford TB and Cambridge Surprise Minor. 4 people decided to shoot for a quarter of Plain Bob Major. 2 good quarters were scored in February.

And so we arrive in March 2017, the first birthday of the project. Some people fell by the wayside, some never got their legs going, but 4 people have rung 2 good quarters, and there are 7 more who are progressing in spite of only being able to ring once each month. Ringing is taking place in 4 locations, and it would be good to build a handbells band in each of them. Towards that possibility we plan to consolidate our progress with a number of quarter peals, and then to move on by running another workshop: "Going beyond Plain Bob" in July 2017.

## What have we learned?

We have learned a good deal about the learning process, and whilst it's OK for the teacher to be impatient, it is also very important to get the basics right. Standing up might not look like much of an achievement, but falling over because you're trying to go too fast too soon is totally useless.

We have learned a lot about the skills involved in handbell ringing. We have also learned a lot about how the brain works and the importance of driving stuff down into long term memory.

Above all we have learned that there is still much real enjoyment to be had in creating the mathematical music of the bells.

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**Peter Church**



## MiniRingers Bell Foundry

### The first six of the new eight at Kildwick are now cast...

Readers of my previous blogs will know that the Kildwick MiniRingers are a group of eight year 5 and year 6 children from our local (church) primary school. We do a lot of ringing-related things but can't – at the moment, anyway – learn to ring our own bells as they are not suitable (I'll explain another day).

“ The project this term has been to cast some bells, using the traditional process ”

We are using aluminium with its easier availability and lower melting point.

The photo shows the six cast bells. Some of them, sadly, are hiding some more horrible blemishes on the far side from the camera... The two still to be cast show the “cope”, made from flowerpots. That'll change in a future edition.

It has taken a long time to do. We have, officially, an hour a week but, by the time we've gotten them out of school and fed them a dose of juice and biscuit, it's only about 45 minutes, but we now have something to show for it!

Quite a lot of parents came to see the casting – and they were volubly impressed. I think that the kids were, too – but they tend to be less voluble.

The furnace is made from an old gas tank. The burner (again, home made with help from YouTube) seems to get the inside nice and red.



Christopher Wright



## The MCA's first Summer School for novice bell ringers

The MCA's first Summer School for novice bell ringers, superbly organised by Lucy Chandhial, was a resounding success. About 19 students and 24 helpers gathered for the week of 21-25 August at St Mary Abbots church in Kensington and its church Centre. More than half the students had never tried ringing before. Student feedback at the end of the week included:

“ The 1-2-1 sessions with experienced ringers were invaluable ”

'An excellent, value-for-money course'; and 'Handbells were a eureka moment in understanding methods.'

The students, in 3 groups, rotated through the 3 sessions into which the days were divided, with a break for lunch. Handling tuition took place on the dumbbells at Kensington, so 6 learners at a time could learn or practise handling, with 5 or 6 helpers.

Handbells, both for tune ringing and for methods, occupied a second slot (some

students achieved plain hunt on 6 with 2 bells in hand by the last day). A third session broadened the scope: Clyde Whittaker's workshop on listening skills; a visit to the ringing room at St Paul's, where Dave Bassford and Lucy Woodward showed the students round; and a session on steeple keeping by Steve Jakeman at Fulham, with a close-up view of how bells, stays and sliders work.

By the end of Friday, Roger Booth, the ART Teacher, confirmed that 9 students had reached LtR Level 1, with many others close to it. All the students knew where they could find help and continue ringing with the MCA.

We owe Lucy a great debt of gratitude for making this all happen (including securing the Aviva funding of £1,000 which made it possible). Many thanks also go to Stephanie Pattenden for hosting the event, and for all her work before and during the week.

Prudence Fay





# Learning the Ropes Achievers



## Level 1 - Bell Handling and Control: Safe and competent bell handling including raising and lowering a bell.

### June 2017

Sam Wallis - Messingham  
 Isobel Foster - Messingham  
 Chris Wallis - Messingham  
 Liza Benzey - Tamworth  
 Andrew Moncrieff - Whitehaven  
 Hilary Walker - Lytchett Matravers  
 Nick Barker - Godstone  
 Liz Poynter - Godstone  
 The Chapel of St Hilda of Whitby:  
 Madeleine Hillbeck  
 Tessa Thompson  
 Ella Carew-Reid  
 Arya Moodley  
 Annabelle Barrie  
 Shaun Bailey - Cheltenham St Mark  
 Anna Hughes - Petersfield St Peter's  
 Birmingham School of Bell Ringing ART Centre:  
 Sandra Wilcox  
 Alec Jacobs  
 Shona Gilsean  
 Tom Hopgood - East Meon  
 Sonny Butcher - Brumdingers  
 Orson Gee - Brumdingers  
 Paul Colleyshaw - Church Gresley  
 Stephanie Andrews - Ringwood  
 Niall J Kirkham - Tamworth  
 Peter T Biggin - Tamworth  
 Thomas Williams - Tamworth  
 Tamzin Gulliver - Tamworth  
 Sundar Gurung - Stretham St James  
 Imogen Howard Lock - Ardleigh  
 Chiara McBrien - Bangor St Comgall  
 Elaine Ferguson - Bangor St Comgall  
 Anne Graham - Heighington  
 Henri Merriam - Covington  
 Carol McRobbie - Witney  
 David Malone - Petersfield St Peter's  
 Rosemary Hewett - Cockermouth  
 Andrew Hewett - Cockermouth  
 James Tye - Avebury

### July 2017

Abby Fraser - Carlisle Cathedral  
 Ed Henderson - Corsley  
 Martin Slough - Walsoken  
 Margaret Miller - Workington

Mark Errington - Whitley Bay  
 Cecelia Riddal Bell - Histon  
 Rose Scheilling - Histon  
 Paul Bradley - St John's Caterham  
 Laura Hewitt - Penrith  
 Hilary Evans - Broseley  
 Charlotte Brierley - Northampton ART Hub  
 William Herd - Oxenhope  
 Grace Williams - Oxenhope  
 Lily Ellis - Oxenhope  
 Charlotte Bailey - Oxenhope  
 Annie Topham - Oxenhope  
 Chloe Boulby - Oxenhope  
 Alfie Partridge - Oxenhope  
 Lance Greenhaigh - Thursby  
 Susan Holmes - North Shields  
 Zoe Colvin - The Chapel of St Hilda of Whitby  
 Reiny Rolock - Mitchell Tower, University of Chicago  
 Enya Parsons - Ardleigh  
 Keaton Huffey - Ardleigh  
 Sonny Dines - Ardleigh  
 Matthew Salmon - Ardleigh  
 Jasmin Hammerton - Ardleigh  
 James Tree - Ardleigh  
 Adam Turner - Rumney  
 Jess Davies - Wimborne Minster  
 Sally Perry - Stawley  
 Paul Musgrove - Stawley  
 Jeremy Robbins - Ashbrittle  
 Claire Robbins - Ashbrittle  
 Anne Markwick - Dulverton  
 Rachel Tatterton - Hathern ART Hub  
 Paul Wooldridge - Sunningwell  
 Stuart Adam - Penrith

### August 2017

Jeroen Van Alstede - Heddington  
 Derek Cockell - Bishop's Lydeard  
 Lily Tang - Docklands ART Hub (Greenwich)  
 Middlesex Association Summer School:  
 Tue Sando  
 Cynthia Thalayasingam  
 Piers Myers  
 Bogumila Myers  
 Claudia Rank  
 Odelia Logan

Charles Logan  
 Adalia Logan  
 Malcom D'Aulby  
 Kirsty Isobel Wright - Layer de la Haye  
 Emma Marsh - Heddington  
 Jo French - Broomfield  
 Sue Downing - Stretham Ringing Education Centre  
 Sarah Michelle - Collaborative Bell Skills  
 Sam Turner - Chartham  
 Jack Connelly - Caterham St Mary  
 Laurie David - Caterham St Mary  
 Sheryl Mace - Walsoken  
 Millie Godwin - Minster  
 Holly Godwin - Minster  
 Lucy Partridge - Dulverton  
 Claire Partridge - Dulverton  
 Lynda Haggie - Marsworth ART Ringing Centre  
 Darren Sugden - Kirk Ella  
 Ruth Peters - Lois Weedon  
 Trevor King - Lois Weedon  
 Louise King - Lois Weedon  
 Steve King - Grimsby  
 Barbara Cameron - Grimsby  
 Peter Cunningham - Stoke Golding  
 Louise Dunsford - Broseley  
 Joseph Chesters - Minster  
 Marianne Cooper - Katoomba  
 Anne Bell - Katoomba  
 Birmingham School of Bell Ringing ART Centre:  
 Max Davis  
 Tony Vernon  
 Theresa Clark - Kildwick  
 Ellie Richards - Lilleshall  
 Anne Richards - Lilleshall  
 Julie West - Lilleshall  
 Martin Thorley - Sandwich  
 Karen Adamson - Bendigo, Victoria (Australia)  
 Rob Hargrave - Tadcaster  
 David Mercer - Saltwood  
 Roger LeBoff - Northchurch  
 Simone LeBoff - Northchurch  
 Clare Edwards - Brushford  
 Tina Tipping - Kildwick  
 Ben Seward - Kildwick



## Level 2 - Foundation Ringing Skills: Ringing with others: able to dodge, make places and ring simple call changes.

### June 2017

Andrew Moncrieff - Whitehaven  
 Birmingham School of Bell Ringing ART Centre:  
 David Horspool  
 David Hill Ilderton  
 Andy Foster  
 Paul Colleyshaw - Church Gresley  
 Sara Hawxwell - Bardwell ART Centre  
 Vhair Gudgeon - Northampton All Saints'  
 Nina Greatorex - Ipsley  
 Anne Graham - Heighington  
 Kate Best - Yeovil St John the Baptist  
 Rohan Agarwall - Newdigate  
 Nicola Frances - Kingston upon Thames

### July 2017

Evie Jupe - Carhampton  
 Paul Bradley - St John's Caterham  
 Mark Errington - Whitley Bay

Josh Watkins - Bardwell ART Ringing Centre  
 Daphne Perry - Merton Park  
 Sharon Jewitt - Tadcaster  
 Joahn McIntosh - North Shields  
 Margret Coles - Bottisham  
 Jennifer Clark - Bottisham  
 Izzy Hodgins - Roos  
 Helena Massie - Ashbrittle  
 Brenda Taylor - Monksilver  
 Keith Dale - Northallerton  
 Jackie Field - Nettleham  
 Birmingham School of Bell Ringing ART Centre:  
 Colin Wright  
 Callum Peak Shankar - Kirby le Soken  
 Jayani Peal Shankar - Kirby le Soken

### August 2017

Julie Constable - Taunton St Andrew  
 David Conneam - Docklands ART Hub (Greenwich)  
 Sally Whittet - North Curry  
 Dave Vickery - Cheddton Fitzpaine

Adam Turner - Rumney  
 Laurie David - Caterham St Mary  
 Matteo O'Donoghue - Caterham St Mary  
 Mirella O'Donoghue - Caterham St Mary  
 Gordon Paterson - Lytchett Matravers  
 Jack Curd - Edgehill ART Ringing Centre  
 William Hamer - Edgehill ART Ringing Centre  
 Gail Foster - Oxted  
 Mike Kimber - Lytchett Matravers  
 Catherine Neyland - Lytchett Matravers  
 Vikki Fry - Crick  
 John Morrow - Gressenhall  
 Karen Hart - Wragby  
 Hannah Robinson - Northchurch  
 Gillian Berry - Kildwick  
 Edward Askew - Kildwick  
 Ronald Cron - Little Eversden  
 Solenn Anthore - Little Eversden  
 Nathaniel Yealands Flint - Bottisham  
 Louise Baine - West Wickham  
 Sarah Jane Sherlock - Addington



## 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).

### June 2017

Anne Graham - Heighington  
Kathleen Power - All Saints' Rockwell Green  
Helen Sayers - Edgehill ART Ringing Centre  
Ian Turner - Tulloch  
Charlotte Hatto - Tulloch

### July 2017

Philip Healey - Addington  
Shirley Jones - Northampton ART Hub  
Caroline Levine - Churchstanton  
Josh Meredith - Dawlish  
Linda Aldroish - Carshalton  
Paul Axon - St James Queen's Square, Sydney

### August 2017

Gillian Day - Hillfarrance  
Liz Sweeney - Crick  
Ryan Kirby - Edgehill ART Ringing Centre  
Janet Herd - Caterham St John's  
Gil Firth - Tadcaster  
Josh Watkins - Bardwell ART Centre



**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.



**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).



**Learning the Ropes Plus:**  
For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.

### July 2017

Yuka Jones - Taunton St Mary's  
Charlie Thorpe - Tadcaster

### August 2017

Alice Kaye - Offchurch

### June 2017

Zoe A Bennett - Oxenhope

### July 2017

Zoe Martin - Workington  
Carmen Wright - Thornham Magna

### August 2017

Yuka Jones - Taunton St Mary's  
Stephen Prowse - Caterham St Mary's

### June 2017

Alison Merryweather-Clarke of North Leigh:  
Conducting achievement (Calling First Peal)

### July 2017

Zoe Martin - Workington:  
Conducting First Quarter Peal  
Tim Sunter - Brierley Hill:  
Ringing achievement (Doubles)

## Talking to other ringers – that social media lark is for kids isn't it?

I wonder how much I can write before saying the Facebook word and you all turn off. After all that social media lark is for kids isn't it? Well, actually it's not. 50% of the people who like our ART Facebook groups are aged between 45 and 64! Why not give it a go and start talking to other ringing teachers?

You never know, you might soon find yourself using social media to publicise ringing events or for generating new recruitment leads. Others have and it works.

We've also created a guide to get you going which has been placed on the home page of the ART website.

### ART runs three Facebook pages/groups:



#### Association of Ringing Teachers

Education · 393 like this

Accreditation and development body for the ART Training Scheme and Learning the Ropes, on a mission to improve the learning...

Send Message

Like

Association of Ringing Teachers keeps you up to date with what's going on in ART. This page has now been integrated into the home page of the ART website so why not have a look to see if you'd like to follow it?



#### Ringing Teachers

144 members · 4 active posts

A group for those who teach bellringing, to share ideas and best practice between ringing teachers; a place to ask for ideas and help each other.

Join

Ringing Teachers is an open group for ringing teachers everywhere, in which you can find out what other teachers are doing, teaching news, top tips and ask for help.



#### Learning the Ropes

233 members

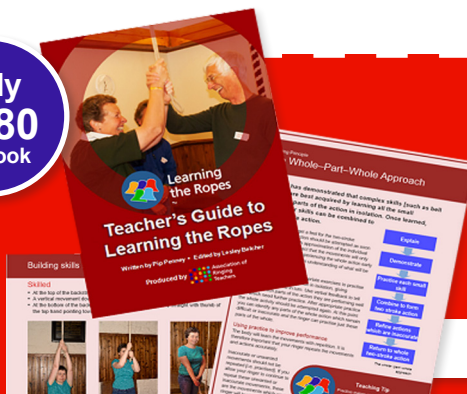
Learning the Ropes is a closed group, set up just for new bellringers who are being taught under the ART Learning the Ropes scheme (no exceptions) to chat amongst themselves. In here you c...

Join

Learning the Ropes is a closed group for your ringers in which they encourage each other through the highs and lows of learning to ring. It really is very supportive and helpful.

# ART Online Shop

Only £6.80 per book



## Resources for all!

### Over 15 Books, DVD'S & CD'S to help aid teaching and learning

If you have a SmART Ringer login then visit the SmART Ringer Shop where you will be able to access additional products and discounts.

[www.ringingteachers.org/resource-centre/shop](http://www.ringingteachers.org/resource-centre/shop)