

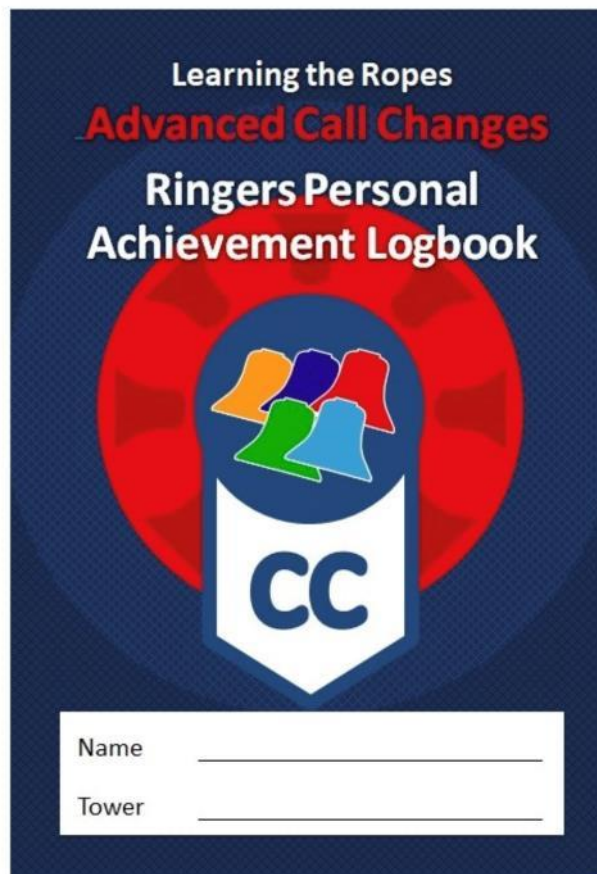


Association of Ringing Teachers

Learning the Ropes
Advanced Call Changes Scheme

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March 2023



Why?

- Recognition that much more can be done with call changes
- Raise the profile of call changes
 - Better understanding will lead to better ringing
- Broaden the capabilities of bands
- Hardly touched upon in LtR (Level 2)
- To raise the standards of ringing that the public hears





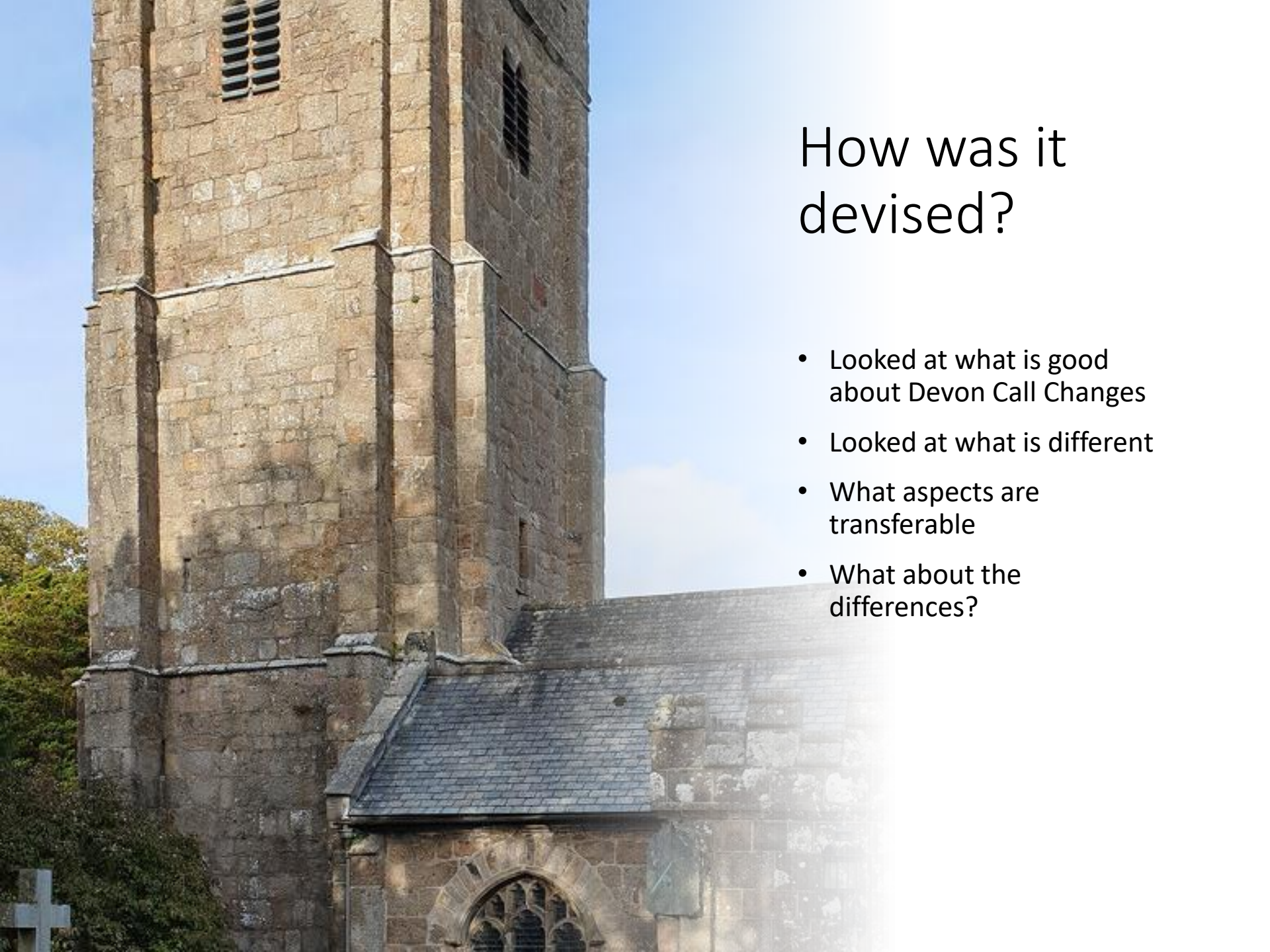
What is it?

- Scheme of work to teach people to ring call changes in incremental steps in much the same way as we teach method ringing.
- Parallel scheme to LtR
- Levels 1 and 2 the same
- Pathways diverge at Level 3
- Can follow both pathways

Who is it for?

A close-up photograph of several people's hands stacked together in a circle, symbolizing teamwork, support, and collaboration. The hands are of various skin tones and are positioned in a way that suggests a group effort or a shared goal. The background is blurred, focusing attention on the hands.

- Presents opportunities for those who do not have resources at their disposal to progress to method ringing, or if like me, you really like call changes
- Ideal for new bands to work on together
- Teachers who don't have enough confidence in their own method ringing experience to teach



How was it devised?

- Looked at what is good about Devon Call Changes
- Looked at what is different
- What aspects are transferable
- What about the differences?

Key points about the scheme

- All members of the band should be able to ring anywhere in the circle and conduct
- Teaching exercises lead to versatility



Level 2

Foundation Skills

Ringling with others. Able to move your bell between places crisply. Able to hear own bell in Rounds.

Ringing targets	Bell						Date Completed
	1	2	3	4	5	6	
Bell Control Exercises							
Rounds on 6 (min of 4 different bells)							
Leading							
Rounds on 6, move anti-clockwise							
Whole pull and stand (min of 4 different bells)							
Whole pull and stand, move anti-clockwise							
Stand after variable number of strokes							
Rounds with alternate bells at opposite strokes							
Switch-a-roo – whole pull							
Switch-a-roo – hand and back							

Key points about the scheme

Each level has

- ringing targets
- conducting targets
- theory targets



Call Change Ringer

What are my targets?

Ringing Targets Ring call change sequences Ring up and down in peal on 3 or more bells	What are we looking for? Ringing different bells in the circle Clean changes of place
Conducting Targets Call bells to lead from 5th place Call bells from lead place to 5th place Call to musical rows and back to rounds Call to sequence of musical rows and back to rounds	What are we looking for? Ringing different bells in the circle Clean changes of place Submission to <u>Bellboard</u> of call change conducting performance
Theory Targets Write out calls required to move between 3 musical rows Complete online Understanding Call Changes course	

Learning resources available at <http://ringingteachers.org/advanced-call-change-toolbox>

Understanding Call Changes online course available at <https://onlinelearning.bellringing.org>

New skills are introduced

Jump Call changes – 2 types

- Jump from one musical row to another
- Calls that require bells to move more than one place (in some cases many places)

Jump Call Changes

Objective

Bell control, accurate striking, good knowledge of musical changes, awareness of position in row, clean changes between rows.

Exercise

From rounds the conductor calls "Queens" or any other chosen musical row. At the next handstroke the ringers ring in the "Queens" sequence. Changes are made on the conductor's command. To start with pick one musical row and alternate between that and rounds. Add variety by using additional musical rows in the sequence i.e. "Queens", "Rounds", "Whittingtons", "Rounds". Increase difficulty by jumping from one musical row to another i.e. "Queens", "Tittums", "Whittingtons", "Rounds".

Tip

Agree the sequences beforehand. Share the sequences with everyone in the band – if people know what call is coming next they can spend less mental energy worrying whether the next call affects them, and if it does, whether they will need to speed up or slow down, and concentrate on their striking.

Advanced Jump Call Changes

Objective: bell control, accurate striking, orientation/reorientation to position in row.

Exercise

Bells are called to move more than one place away from their position in a single call. On higher numbers, the move may be many places. The higher the number of bells the bigger the jumps. These changes evolved from a need to reduce the number of calls in sequences on higher numbers, which can take a very long time on 12 or 16.

The big jumps require bells to be held on the balance for some time before ringing after the nominated bell. All the bells between the bell that is "jumping" towards the back of the row and the bell that it was originally following need to ring quicker for one blow as the row shifts down. E.G. in the highlighted row in the 6 bell sequence below, bells 3, 1, 2 and 4 will need to ring quicker for one blow to allow 5 to take its place in 5th place. Bells should always be called "up".

New skills are introduced

- Devon sequences
 - Cyclic
 - Predetermined

Up the Garden Path

Start and finish from an agreed musical row. Call each bell from the lead to the back, in turn.

	1	2	3	4	5	6	Rounds	5-1	2	4	1	5	3	6	
5-4	1	2	3	4	5	6		5-3	2	4	1	3	5	6	
2-3	1	3	2	5	4	6		2-4	4	2	1	3	5	6	
5-2	1	3	5	2	4	6	Queens	2-1	4	1	2	3	5	6	
1-3	3	1	5	2	4	6		2-3	4	1	3	2	5	6	
1-5	3	5	1	2	4	6		2-5	4	1	3	5	2	6	
1-2	3	5	2	1	4	6		4-1	1	4	3	5	2	6	
1-4	3	5	2	4	1	6		4-3	1	3	4	5	2	6	
3-5	5	3	2	4	1	6		4-5	1	3	5	4	2	6	
3-2	5	2	3	4	1	6		4-2	1	3	5	2	4	6	Queens
3-4	5	2	4	3	1	6		5-2	1	3	2	5	4	6	
3-1	5	2	4	1	3	6		3-2	1	2	3	5	4	6	
5-2	2	5	4	1	3	6		5-4	1	2	3	4	5	6	Rounds
5-4	2	4	5	1	3	6									

Try the same exercise starting from different musical rows e.g. Whittingtons or Tittums.



Pilot scheme



August–December
2021



6 bands



Most focussed on
Levels 2 and 3



Excited about the
scheme



Feedback

I found the scheme of great use to my band. The band were returning to ringing after 18 months of no regular practice due to the pandemic. In March 2020, the band had been ringing basic call changes and up to Plain Hunt, so they were experienced (technically) up to Level 2, but on returning to ring this course provided a solid base to refresh and build on their previous taught skills. For me, the best part was that it was a different approach to Call Changes, so the band did not feel they were having to start all over again.

They and I really enjoyed the step wise approach which included not only ringing call changes but covering the theory and (which was a first for several of them) calling the changes.

It also gave me a basis to build up my band's confidence with suggestions as to what we could be covering each practice. There were also a few activities that were new to me as well!

Dee Smith



Feedback

Our ringers were commenting before we started the scheme that they didn't get enough practice at call changes, so this scheme has given us the incentive to address this. We're finding it very useful and I intend to make both schemes available to my ringers going forward.

Ginnette Pardoe



Feedback

Elliot (10) really enjoyed the call changes scheme - the science of it and the empowerment that its accessibility to all ages brings. It's also been great for him being made to ring and call from different bells and given him a very full understanding of his place within the change - much more than I had learning the standard way. Love it!

Sally (Elliot's Mum)

Feedback

I love how many different sequences there are and how they all link together. It makes good patterns. I love being in charge of the ringing and everyone else having to do what I say (though sometimes they don't) even though I am the youngest.

Max (9)





Feedback

Call changes are fun because you can call to tuneful rows or just completely randomly if you want to. I like that you can guess which change is coming next and start to see which order the bells are in.

Lex (11)

Resources

A dedicated toolbox of resources is available at <http://ringingteachers.org/resources/Method-Toolboxes>



Teaching Toolboxes

These toolboxes are aimed at both students and their teachers. Material for ringers is found in the left hand column, whilst that for teachers is in the right hand column. It is a work in progress and if you think we're missing something or have something that you think would be useful to others then please let us know. The toolboxes replace those that were previously available just to those who had been on an ART day course, found on SmART Ringer.

Foundation skills

- » [Moving on from rounds](#)
- » [Call Change Toolbox](#)
- » [Kaleidoscope Toolbox](#)

Introduction to method ringing

- » [Covering Toolbox](#)
- » [Plain Hunt Toolbox](#)
- » [Slow course methods](#)

Method ringing

- » [Minimus Toolbox](#)
- » [Plain Bob Doubles Toolbox](#)
- » [Grandsire Doubles Toolbox](#)
- » [Exploring doubles methods](#)
- » [Plain Bob Minor Toolbox](#)
- » [Stedman Doubles Toolbox](#)

Advanced Call Changes

- » [Advanced Call Change Toolbox](#)

Online learning portal

The online learning portal hosts a growing number of courses for ringers and teachers, including the two teacher refresher courses for Module 1 and Module 2F.

- » [Online learning portal](#)

YouTube channel

The ART YouTube channel features an eclectic mix of ringing and teaching videos. Recent additions include how to set up simulator software to help you teach some of the stepping stone methods.

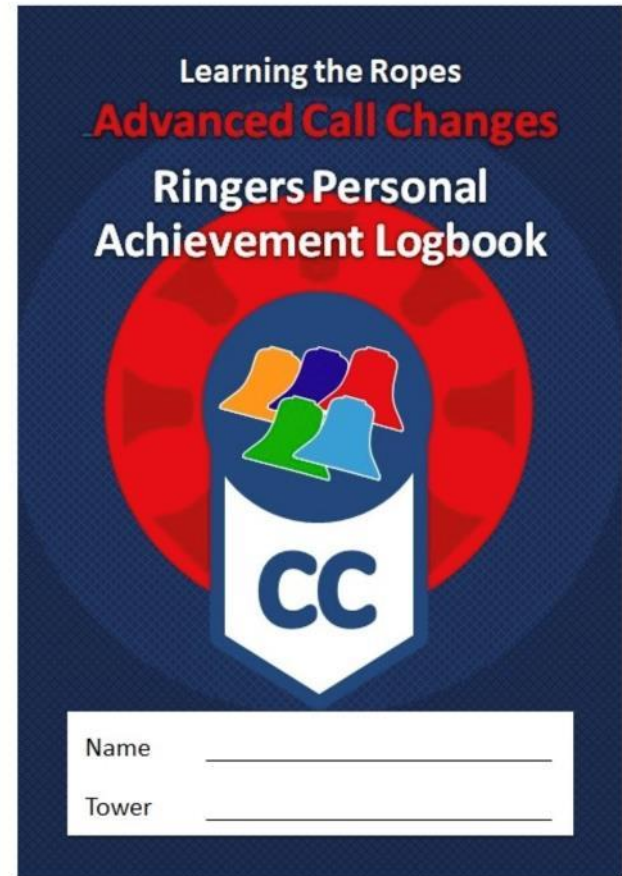
- » [ART YouTube channel](#)

Patrons: Paul Flavell, Helen McGregor, Peter Bevis & Len Roberts

Resources

Personal progress logbooks are available from the ART shop

<https://shop.bellringing.org/art-publications/63-ltr-advanced-call-changes-ringer-s-personal-achievement-logbook.html>



Resources

Certificates of achievement



SAFEGUARDING
is everyone's responsibility

If you have any concerns about the welfare of a young person or vulnerable adult you should report your concerns to:

Diane Reeves
Parish Safeguarding Co-ordinator
07977 46496
dianereeves89@gmail.com

Trish Everett
Guild Safeguarding Officer
07968 362501
trish_everett@hotmail.com

Steph Haynes
Bishop's Safeguarding Advisor
07343 993844
steph@cofebrimingham.com

Conducted by: Catherine E Taylor
In memory of Eileen V Sweet, long-serving ringer of this tower, who died on October 18th 2010



Well Handling
of my targets?

What are we looking for?
To be best value service?
To be best value service?
To be best value service?
To be best value service?

What are we looking for?
To be best value service?
To be best value service?
To be best value service?
To be best value service?

Foundational Targets
What are we looking for?
To be best value service?
To be best value service?
To be best value service?
To be best value service?