

## Skill Section

### Preface

Participants, instructors and assessors should take note of the conditions as laid down in the Award Handbook.

This programme is for guidance and is not to be taken as a rigid syllabus. To indicate the content appropriate to young people with varying degrees of knowledge and experience, it is arranged under three headings: '**For beginners**', '**For those with some knowledge**' and '**For the more advanced**'. Participants are free to select as broad or as restricted an aspect of this skill as they wish, but appropriate social and cultural aspects are to be covered.

## MUSIC

### Introduction

Those taking part should have some understanding of the history and development of campanology and of the social implications and consequences of this particular activity. These might include such topics as the contrast of church bell ringing from different countries or from different periods, or an evaluation of the part played by music in times of crisis.

For assessment, each individual is to produce evidence of regular application to the interest over the required period.

### Notes on Assessment

- 1 A high standard of striking and freedom from trips should be maintained in all practical work.
- 2 Work is based on a minimum of five bells except where more are required.

### For beginners:

Award participants should:

- 1 Have attended regularly at one particular tower for Sunday Service ringing and practice during the stipulated period.  
Be able to:
  - 2 Ring rounds accurately.
  - 3 Raise and lower a bell unaided.
  - 4 Ring the treble to two standard methods (see note 2)
    - i) Grandsire Doubles
    - ii) Plain Bob Doubles or Minor.
  - 5 Explain elementary technical terms used in ringing.
  - 6 Demonstrate the parts of a bell and how it is hung.
  - 7 Demonstrate the splicing of a bell rope (long and short splices).

## CAMPANOLOGY (Church Bell Ringing)

### For those with some knowledge:

Award participants should:

- 1 Have attended regular ringing and practice during the stipulated period.
- 2 Lower a bell in peal.
- 3 Ring an inside bell to a touch of two methods (see note 2).  
Either
  - i) Stedman Doubles
  - ii) Kent or Oxford Treble Bob Minor.  
Or
  - iii) Grandsire Triples
  - iv) Plain Bob Major.
- 4 Conduct a touch of 120 or more changes containing a minimum of six calls.
- 5 Write out a lead of Grandsire and of Plain Bob and show the effect of a bob and a single.

### For the more advanced:

Award participants should:

- 1 Attend further regular ringing and practice during the stipulated period.  
  
Be able to:
- 2 Ring a peal on an inside bell.
- 3 Ring an inside bell to a course of a standard Surprise Major method.
- 4 Explain the effect of a bob and a single on the coursing order of bells in Grandsire and Plain Bob.