

# ldgNEWS ONE: Kaleidoscope ringing

Kaleidoscope is a new alternative to Call Changes.

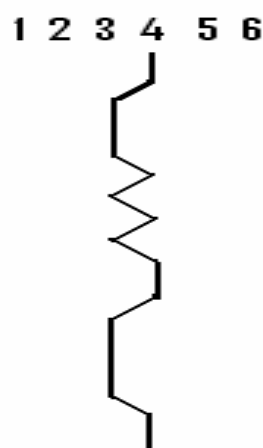
It involves changing with another bell in a set pattern or sequence. The idea of the various patterns is to develop bell control. There are three basic works involved:

- Long places (4 blows)
- Short places (2 blows)
- Dodging (alternate blows in 2 places)

These works can be started at either handstroke or backstroke. The instruction is given during the ringing and then the order to start ie:

“3 and 4 dodge in 3 4, next handstroke”

This allows as much time as necessary to ensure everyone understands what they have to do before the instruction to start is given.



As learners progress, the sequences can be built up by joining the three basic works together and adding more works of your own. These sequences can be named anything you like, for example, the following could be called Evington and everyone in your tower would know what it is, this can be used as an introduction to learning and ringing methods.

The sequences can be built up to the level of the learner being able to ring Cambridge front work before they have learnt to plain hunt.

If you would like to know more the Central Council has a booklet which describes how Kaleidoscope ringing works in detail. Go to the website (<http://www.cccbr.org.uk/pubs/ccpb.php#kldscp>) for more information.



# IdgNEWS TWO: Crash Crash, Bang Bang

## Some hints and tips towards better striking

Ringers of all standards occasionally need reminders that every time they ring it is a public performance. Slipping in some striking exercises on practice night keeps everyone on their toes and leads to a higher general awareness of good striking and helps people to realise the importance of listening to their ringing.

Central Council Publications have two CDs that are very useful in listening to ringing, without having to worry about controlling the bell. Why not have a theory session one practice night and spend time listening to one of the CDs and see if you and ringers get the same answers as to which bell is out of place. When you have discussed the ringing and revealed the correct answer, listen to the clip again and make sure everyone can hear which bell is wrong. If necessary clap the rhythm and get the ringers to see if they can spot the bell that is not on the beat. Back in the tower try ringing with one or two ringers facing the outside of the circle, start with rounds and move on to call changes and plain hunt, encourage the ringers to count each row with the emphasis on the place they are in : one two **three** four five six etc. If you are feeling brave have all the ringers facing the outside! If you are a learner who wants help with striking or if you are a teacher who wants more ideas, contact the Education committee.