The Full English

AN ENGLISH FOLK DANCE AND SONG SOCIETY PROJECT

Street Cries, Green Men and Morris Dancing:

Using Folk Arts in Key Stage 1

By Bev and Ray Langton

The Full English

The Full English was a unique nationwide project unlocking hidden treasures of England's cultural heritage by making over 58,000 original source documents from 12 major folk collectors available to the world via a ground-breaking nationwide digital archive and learning project. The project was led by the English Folk Dance and Song Society (EFDSS), funded by the Heritage Lottery Fund and in partnership with other cultural partners across England.

The Full English digital archive (www.vwml.org) continues to provide access to thousands of records detailing traditional folk songs, music, dances, customs and traditions that were collected from across the country. Some of these are known widely, others have lain dormant in notebooks and files within archives for decades.

The Full English learning programme worked across the country in 19 different schools including primary, secondary and special educational needs settings. It also worked with a range of cultural partners across England, organising community, family and adult learning events.

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Street Cries, Green Men and Morris Dancing: Using Folk Arts in Key Stage 1

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Additional Resource

The video of the final performance of the children at Allens Croft Primary School at The Full English showcase conference, Town Hall Birmingham, 25 June 2014, is available for you to watch from this pack's home at: www.efdss.org/resourcebank

Street Cries, Green Men and Morris Dancing: Using Folk Arts in Key Stage 1

Introduction

This cross-curricular project took place at Allens Croft Primary School in Kings Heath, Birmingham. It brought together exploration of English traditions, based on Years 2's theme of 'England'. The children participated in singing a range of English folk songs, as well as playing tunes on mini-melodeons. They listened, danced and responded to traditional tunes from The Full English digital archive, including the mysterious and haunting *The Green Man*, leading to an exploration of folk traditions and craft activities, inspiring their own wall plaques and the production of a market place.

Pupils composed their own lyrics and street cries. For the performances in school and the showcase conference, the children wore *tatter jackets* which they made themselves. They shared a wide range of the activities they had undertaken, including singing, dancing and playing the mini-melodeon.

The project supported two professional folk artists and educators to work with a Key Stage 1 (KS1) class for four whole days, and one half day session. It also supported planning and preparation time with the artists and the school staff. The Full English (TFE) also provided a trainee folk educator who worked alongside the professional artists throughout the project.

Photo of pupils and their tatter jackets before their stage performance at Town Hall, Birmingham (Ros Chesher)

Project Aims and Methodology

The school's curriculum focus for KS1 was *England*. The project's overall aims included:

- To engage and explore traditional English folk arts (music, song, dance, drama) with support of external artists, and contributing to cross curricular learning objectives
- To explore some song writing ideas using material from the TFE digital archive as initial inspiration
- To create performance pieces

Points to consider

1. The curriculum theme of *England* is very broad and does not necessarily offer clear objectives
2. The overall aims include the support from external artists. In this case the artist were able to provide some very specific input e.g. whole class teaching of mini- melodeons
3. Exploration of TFE digital archives for the local area of Kings Heath did not provide anything this local. In broadening the search to Birmingham/West Midlands some of the digital archive material especially songs is not suitable for use with 6-7 year olds without adaptation.
4. Working for a whole day with one class of 6-7 year olds required a need to provide a wide range of learning opportunities to keep children engaged and focused. This was achieved by delivering the project as a fully integrated cross-curricular project

Methodology

- Research into local traditions and the local area – using both primary (visiting) and secondary research
- Exploration of geographically local and further afield material from TFE digital archive resources
- Collation of activities based on the above written into 'Schemes of Work' based on four strands:
    1. Music
    2. Dance
    3. Singing, Song Writing and Street Cries
    4. Crafts and Creativity

- Each project day was divided into 4 main sessions with time also allocated for Warm Up and Wind Down. A Daily Plan was then developed (with opportunities for flexibility). The daily plans are attached in Appendix 1.
- The plan was revisited between each sessions for updates, modifications and to ensure that the need to produce a performance piece for the Showcase was on track.

Activity Strand: Music

AIMS

- Exploring and engaging with traditional English Folk Music through learning to play a mini-melodeon

OBJECTIVES

- Whole class music making
- Learning to play simple tunes on the mini-melodeon
- Participation and performance
- Developing listening skills and learning traditional tunes by ear
- Responding to new musical stimuli and opportunities

INTRODUCTION and CONTEXT

- Introducing traditional folk tunes by artist/trainee
- Listening, clapping and tapping out different rhythms
- Questions and answers about the music and the instruments (melodeons, viola)

FIRST STEPS

- Introducing the mini-melodeon and establishing ground rules
- Learning to play scale of C major
- Learning to play the first tune *Twinkle, Twinkle, Little Star*

Photo of pupils playing mini-melodeons in school (Ros Chesher)

ACTIVITY MENU

(to be developed and choices taken from throughout the project)

- Gaining confidence and musical aptitude though simple and well known tunes. E.g.: *Mary had a Little Lamb, The Bear Dance*
- Small group and solo playing opportunities
- Progression to simple Morris dance tunes e.g. Shepherds Hey from The Full English digital archive:

OUTCOMES

- Engagement with traditional folk music
- Succeeding in playing simple tunes on a new musical instrument
- Enjoying making music and having memorable experiences
- Plotting musical sources on to map of England
- Participation and performance e.g.
    - *Solo performance to class mates*
    - *Group/class performances to other classes*
    - *Performing one tune at the Full English National Conference*

CURRICULUM LINKS from Sept 2014 onwards

Opportunities to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- To have the opportunity to learn a musical instrument
- Play and perform in solo and ensemble contexts
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

RESOURCES

The Full English Archives: *Shepherds Hey (Hay)* from the Janet Blunt Manuscript Collections: *www.vwml.org/record/JHB/17A/4*

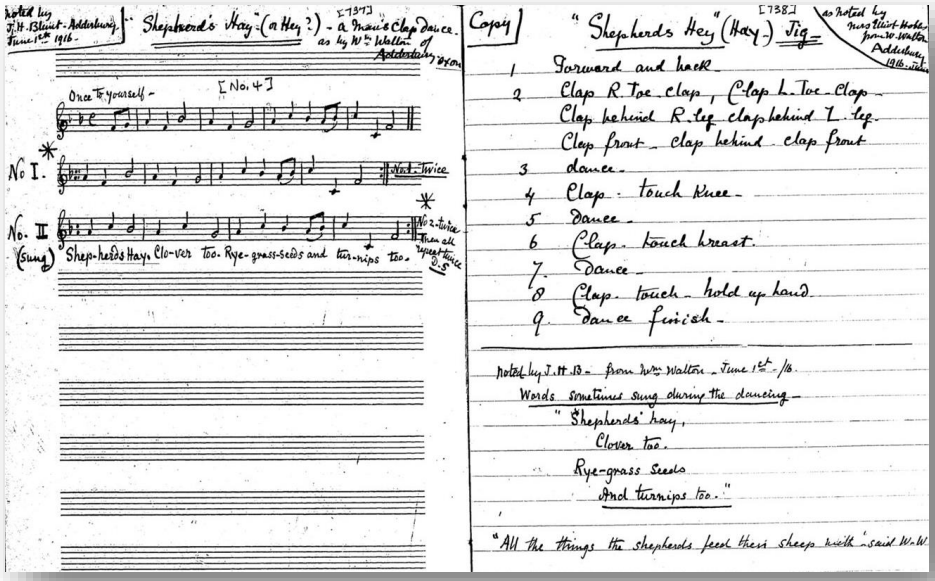

Photo: Ray Langton leading mini-melodeon workshop (Ros Chesher)

Ray Langton Music

- Whole class set of mini-melodeons
- Mini-Melodeon Tune Sheets
- Also agreed performance pieces from artists/trainee

LEGACY

- The Full English digital archive notes, links, copies
- Written notation and CD of tunes used
- One mini-melodeon
- Mini-Melodeon Tune Book (1) by Ray Langton
- Videos, photo evidence and recordings of the children playing and performing

MAPPING

- Adderbury, Oxfordshire

Photo from stage performance in Birmingham

Activity Strand: Dance

AIMS

- Exploring and engaging with traditional Morris Dancing

Photo: Key Stage 1 pupils dancing traditional stick dance at TownHall Birmingham (Fos Chesher)

OBJECTIVES

- Learning a simple traditional Morris dance
- Participation and performance using a range of movement patterns and coordinated activities
- Team work

INTRODUCTION and CONTEXT

- Introducing traditional folk dance by artist/trainee through digital resources
- Introducing historical accounts of Morris dancing in the Birmingham area by using sources from The Full English digital archive
- Questions and answers about the music and dancing

FIRST STEPS

- Introducing folk dance with warm up exercises and a few simple *Ceilidh* dances
- Learning to dance a simple variant of the *Upton on Severn Stick Dance* - initially with clapping and then after establishing 'safe practice' using sticks for the complete dance

ACTIVITY MENU

(to be developed and choices taken from throughout the project)

- Gaining confidence, enjoyment and appreciation of traditional English folk/Morris dancing through simple and well known Ceilidh dances and also further Morris dances eg. *Steeple Claydon*

OUTCOMES

- A greater knowledge and understanding of the diversity of folk dance traditions
- Enjoying Morris and folk dance and having memorable experiences
- Enjoying being active and using creativity and imagination in physical activity
- Plotting traditional dance sources on to map of England
- Participation and performance e.g.
    - *Group performances to other classes*
    - *Performing one dance at the Full English National Conference*

CURRICULUM LINKS from Sept 2014 onwards

- Opportunities to enhance the aims, and content of the Physical Education Programme of Study for KS1 including 'performing dances using a range of movement patterns".

RESOURCES

From The Full English Archives

- Local Notes And Queries from the Birmingham Weekly Post May 3rd 1884 from The Maud Karples Manuscript Collection: *www.vwml.org/record/MK/2/2/27*
- Upton-On-Severn Morris: Information, stick dance and handkerchief dance from The Maud Karples Manuscript Collection: *www.vwml.org/record/MK/1/1/3375*

From Ray Langton Music

- Ceilidh dances and appropriate traditional tunes
- Sets of Morris Dance Sticks and handkerchiefs

LEGACY

- The Full English digital archive notes, links, copies
- Written dance notation and CD of tunes used
- Four bells per pupil
- Videos, photo evidence and recordings of the children dancing and performing

MAPPING

- Birmingham, Upton on Severn Worcestershire and other dance locations used e.g. Steeple Claydon, Buckinghamshire

Photo: Key Stage 1 pupils performing Upton on Severn stick dance. (Ros Chesher)

Activity Strand: Singing, Song Writing and Street Cries

AIMS

- Exploring and engaging with traditional English Folk Music through learning traditional songs and singing together.

OBJECTIVES

- Using traditional 'street cries' collected in Birmingham to develop song writing skills
- Using IT to capture sounds and songs
- Whole class singing together
- Learning about the historical context of street cries
- Participation and performance
- Responding to new stimuli and opportunities

INTRODUCTION and CONTEXT

- Introducing traditional songs by artist/trainee
- Using actions and clapping rhythmically to accompany songs
- Questions and answers: How does singing make you feel, how can songs be used? i.e. to express emotion to tell stories to attract attention, advertise wares etc.

FIRST STEPS

- Experiencing the enjoyment of singing together
- Learning a song to sing together
- Introducing the idea of street cries and market calls

ACTIVITY MENU

(to be developed and choices taken from throughout the project)

- *Rattling Bog* (action and clapping song)
- *Hole in the Bottom of the Sea* (cumulative, memory developing song)
- Street cries from Birmingham from The Full English digital archive:
    - *Young Lambs to Sell*
    - *Flies, Flies*
- Exploring the range of produce etc. that is sold at a market and pupils writing their own street cries to advertise their wares
- Producing a Soundscape to accompany the street cries
- Using a portable recording studio to record their cries and Soundscapes

OUTCOMES

- Engagement with traditional folk song
- Enjoying singing and having memorable experiences
- Plotting historical sources on to map of England
- Participation and performance e.g.
    - Solo performance to class mates
    - Group/class performances to other classes
    - Recording Soundscapes and cries
    - *Performing at the Full English National Conference*

CURRICULUM LINKS from Sept 2014 onwards

Opportunities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- learn to sing and to use their voices to create and compose music on their own and with others
- use technology appropriately and have the opportunity to progress to the next level of excellence
- Play and perform in solo and ensemble contexts
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

RESOURCES

From The Full English Archives

- Lucy Broadwood Manuscript Collections collected from Miss Juliet Williams and Fanny Davies: *www.vwml.org/record/LEB/3/28/2* and *www.vwml.org/record/LEB/3/28/1*

From Ray Langton Music

- Whole class resources e.g. stimulus pictures of markets, copies of *Young Lambs to Sell* etc.
- Also agreed performance pieces from artists/trainee

LEGACY

- The Full English digital archive notes, links, copies
- Copies of lyrics of songs used and musical notation, CDs of Soundscapes and cries
- Videos, photo evidence

MAPPING

- Birmingham, West Midlands

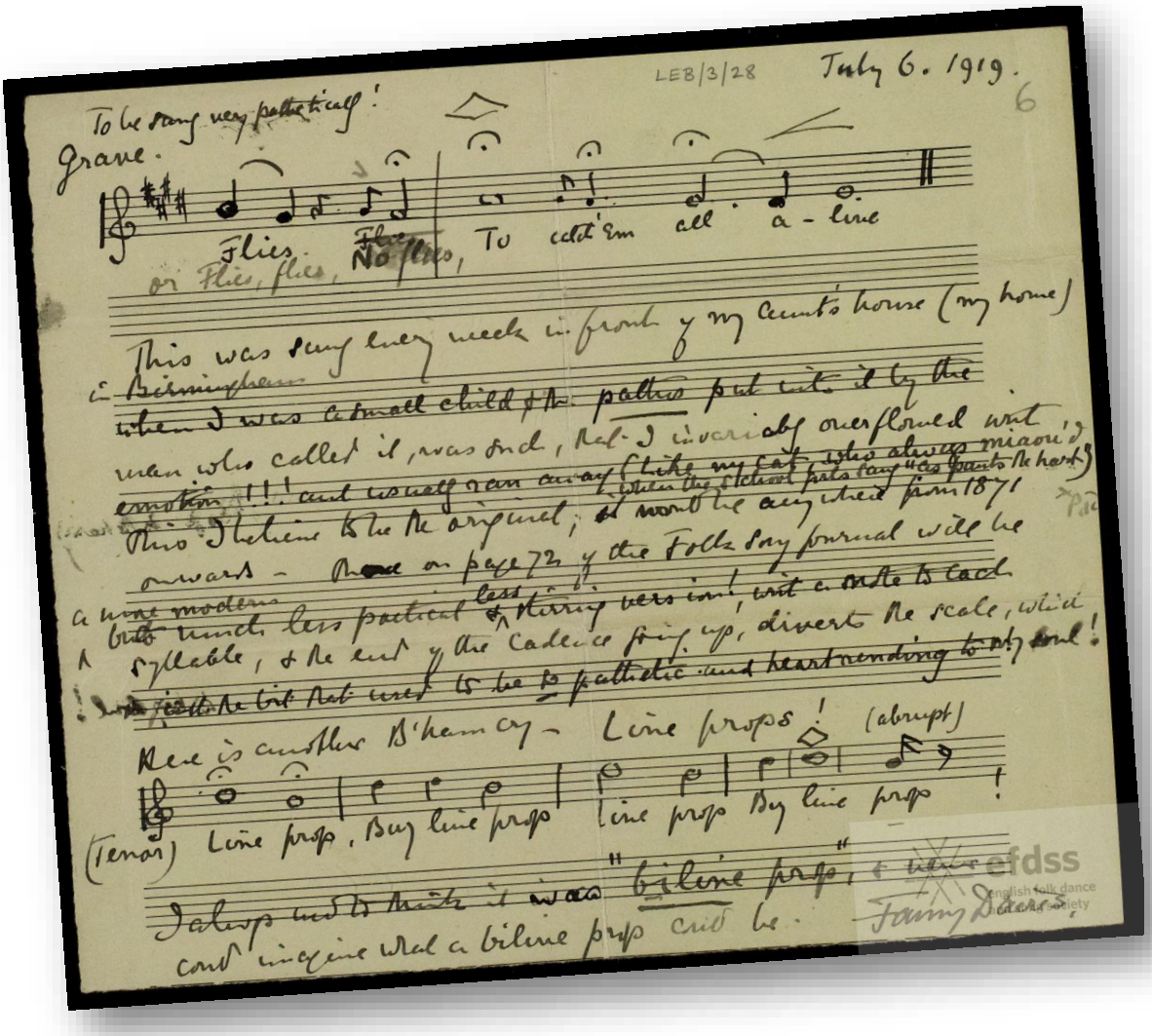

Photo: Original manuscript of street cries collected in Birmingham

Activity Strand: Craft and Creativity

AIMS

- Exploring and engaging with traditional English Folk Arts, traditions and customs and using resources from The Full English digital archives to stimulate modern interpretations

OBJECTIVES

- Developing simple costumes for performance pieces
- Using modern creative techniques to engage with traditional customs and stories about The Green Man
- Responding to The Full English archive material to stimulate the writing of new poems, stories and printed broad sheets

INTRODUCTION and CONTEXT

- Introducing craft activities using modern, up to date materials to recreate traditional designs.

FIRST STEPS

- Introducing the idea of appropriate costumes for performing both dance and musical pieces e.g. on the mini-melodeon
- Costumes to be broadly based around the description from The Full English digital archives of Morris Dancers performing in Birmingham
- Safety ground rules

Photo: Making tatter jackets (Ros Chesher)

ACTIVITY MENU

(to be developed and choices taken from throughout the project)

- Making costumes (coloured tatters on white T-shirts)
- Making Green Man plaques from air dried clay – with historical references and also *The Green Man* tune from The Full English digital archive
- Writing poems and producing printed *Broadsheets* (e.g. using potato prints)

Photo: Broadside ballad sheet

OUTCOMES

- A class set of costumes for performance
- Individual Green Man plaques for display
- Poems/stories with printed borders for display and also reading out loud to others
- Plotting historical sources on to map of England

Photo of Green Man plaques in progress (Ros Chesher)

CURRICULUM LINKS for both current and future (September 2014 onwards)

- This strand will include a range of curriculum links for English (poetry) and in Art and Design (working with arrange of materials) and creative opportunities

RESOURCES

From The Full English Archives

- Local Notes And Queries from the Birmingham Weekly Post May 3rd 1884 from The Maud Karples Manuscript Collection: *www.vwml.org/record/MK/2/2/27*
- *The Green Man* from the Sabine Baring-Gould Manuscript Collection: *www.vwml.org/record/SBG/3/16/19F*
- *The Little Boat* from The Lucy Broadwood Manuscript Collection (Roud 767)

From Ray Langton Music

- Whole class set of T Shirts, coloured tatters to be assembled
- Air drying modeling clay, paints etc. for plaques
- Potatoes and printing materials

LEGACY

- The Full English digital archive notes, links, copies
- Tatter costumes
- Videos, photo evidence

MAPPING

- Birmingham, West Midlands
- Devon, South West

APPENDIX 1: DAILY PLANS

DAY 1	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
	9.30-9.45 **WARM UP** Clapping in time to Ray playing-the instrument..what is it called? **WELCOME** and introductions: Ray, Bev, Beth. Quick tune from Beth Who knows why we are here? **9.45-10.30** **MINI-MELODEONS** Hand out and check they are all holding correctly Scale Twinkle Twinkle (Mary had a Little)		DANCE Warm Up activity: walk round side step, stretch READ story of the dancing from the FE archive STEPPING Introduce single step and pupils step round in a circle and go into middle and back Do it again to music *UPTON ON SEVERN* Introduce chorus by hand clapping Waggonwheel Chorus B2B Left shoulder Chorus B2B Right shoulder Chorus Top couple HEY Chorus Waggonwheel ALL IN to WIGWAM (sticks available)		SONG WRITING CLASS WORK INTRODUCTION Street Cries *Lambs For Sale* *Flies No Flies* What were the cries for? What were they selling? MARKETS today you can still hear traders shouting or singing what they have to sell What sort of stalls might you see in a market~? What would they be selling. **8 Groups** WORK IN GROUPS OF 4 Choose a market stall. What are you going to sell? What words could you use to describe them; fresh, ripe, amazing Write a short street cry. It needs words and a tune	ART/CRAFT MAKE A SIGN FOR YOUR MARKET STALL **8 Groups** Pupils work in groups of 4 making a market stall model, using pre cut card banners and stall using pencils, pencil crayons, felt tips Cut out shapes from card and colour in then stick on to stall Must say what the stall is selling Be colourful and attractive HELP will be needed with lettering and final construction of stall WILL BE A PERFORMANCE FOCUS	SONGS and MUSIC To END THE DAY All sit on floor (?) SONG SESSION LED BY RAY **Candlelight fisherman** *Tree in the bog* *Hole in the bottom of the sea* Other adults assemble stalls

DAY 1	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
RISK ASSESS-MENT	Thumb aching REST and WAGGLE THUMBS		• Trip/slip CHECK FLOOR • Collision/silly behavior WATCH and CONTROL • (Hit with stick. CLEAR INSTRUCTIONS)			• Felt tip pens NON TOXIC CHECKED • Dowel rods ENDS TO BE SANDED • PUPILS RODS NOT HANDED OUT UNTIL FINAL FIXING • ADULT SUPERVISION	
MATERI ALS ETC	FOR WARM UP • 3 ROW MELODEON • Beth VIOLA • MINI-MELODEONS • MUSIC NOTES: Not as much progress as needed on Mini-melodeons –a challenge		• 3 ROW MELODEON • • STICKS NOTES: Lack of hall made this very difficult and dance did not progress well		• WHITE BOARD/FLIP CHART FOR COLLECTING IDEAS • • PAPER, PENCILS NOTES: This went well with good results and good engagement	• PRE CUT STALL SIGNS and BANNERS • PENS PENCILS • FELT TIP PENS • MASKING TAPE • DOWEL RODS • WHITE CARD • COLOURED CARD • COLOURED PAPERS NOTES: This went very well	• 1 ROW MELODEON NOTES: ONLY time for one song

DAY2	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
	WARM UP-v short Clapping Rhythms for tunes played by Ray/Beth CONCERTINA DANCE in HALL WARM UP-walking sidestepping stretching Single step in a circle without and with music Hand clapping for chorus STICKS (NEW DANCE STEEPLE CLAYDON)		**Half a group** NEEDS ANOTHER SPACE MINI-MELODEONS Play Scale Twinkle Twinkle Mary had a Little Lamb Bear Dance (SHEPHERDS HEY) **OTHER HALF Working on Soundscapes** -see pm plan Plot their sounds onto a time line. NB printed time lines needed		**Half a group work** on SOUND SCAPES FOR STREET CRIES Along with the street cries what other sorts of noises would you hear in a market? Find ways of making sounds you might hear in a street market **OTHER HALF DO MINI-MELODEONS** Rehearse before recording FINISH MARKET STALL (Make bunting to go on stall)	ARTS and CRAFTS COSTUME MAKING Pupils are given a T shirt of suitable size (!) which will already be pre cut with slots. Pupils select ribbons form those provided thread through the slot and put ends through the loop to tie RECORDING SOUND SCAPES Put your sounds together to make a short sound track to go with the street cries.	SONGS and MUSIC
RA	Trip/slip CHECK FLOOR Collision/silly behavior WATCH and CONTROL (Hit with stick. CLEAR INSTRUCTIONS)		Thumb aching REST and WAGGLE THUMBS		Thumb aching REST and WAGGLE THUMBS	Recording studio-electricity and cables SMALL GROUPS SUPERVISED CLOSELY	
MAT	FOR WARM UP • 3 ROW MELODEON • Beth VIOLA • 3 ROW MELODEON • STICKS		• STRING • CARD • PAPER • FELT TIPS • MINI-MELODEONS • MUSIC • PERCUSSION INSTRUMENTS		• STRING • CARD • PAPER • FELT TIPS • MINI-MELODEONS • MUSIC • PERCUSSION INSTRUMENTS	• T SHIRTS • RIBBONS • RECORDING STUDIO • MIKE • CABLES • MIKE STAND • HEADPHONES	• 1 ROW MELODEON • CONCERTINA

DAY 3	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
	WARM UP DANCE Continue teaching *Upton On Severn* (adapted for age group) Waggonwheel Turn on the spot and Back 2 Back Turn on the spot and Hands Round Waggonwheel REPEAT SEQUENCE		HALF GROUP MINI-MELODEONS Focus Shepherd's Hey HALF GROUP Finish Tatters Use Fabric Crayons to decorate blank spaces FILL IN ACTIVITY Bunting for stalls		HALF GROUP MINI-MELODEONS Focus Shepherd's Hey HALF GROUP Finish Tatters Use Fabric Crayons to decorate blank spaces FILL IN ACTIVITY Bunting for stalls	GREEN MAN PLAQUES INTRO: • The Green Man legend • BETH to play *The Green Man* tune • What did the green man look like? DEMONSTRATE WORKING WITH THE CLAY Each Child makes their own plaque and then paints it NB: 2 groups to record their soundscapes	SONGS and MUSIC Introduce new instrument: Banjo? Musical Saw?
RA	Trip/slip CHECK FLOOR Collision/silly behavior WATCH and CONTROL (Hit with stick. CLEAR INSTRUCTIONS)		Thumb aching: REST and WAGGLE THUMBS		Thumb aching: REST and WAGGLE THUMBS	Swallowing clay-INSTRUCT AND SUPERVISE Inserting clay into nostrils/ears INSTRUCT and SUPERVISE Recording studio-electricity and cables SMALL GROUPS SUPERVISED CLOSELY	
MAT	FOR WARM UP • 3 ROW MELODEON • Beth VIOLA • 3 ROW MELODEON • STICKS		• T SHIRTS • RIBBONS • FABRIC CRAYONS • MINI-MELODEONS • SHEPHERDS HEY NOTATION		• T SHIRTS • RIBBONS • FABRIC CRAYONS • MINI-MELODEONS • SHEPHERDS HEY NOTATION	• MODELING CLAY • PICTURES OF GREEN MEN PLAQUES • PAINT • BRUSHES • RECORDING STUDIO • MIKE • CABLES • MIKE STAND • HEADPHONES	

DAY4	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
	DANCE UPTON (IN Costume) *Re-organise the sets in the space as per final performance*		SONG WRITING: Tune *Shepherd's Hey* Sing the song to them and get them to learn it. *Shepherd's Hey, Clover To, Rye grass seeds and turnips too Repeat.* *Shepherd's hey, Shepherd's Hey, I can dance Shepherd's Hey Repeat* STIMULUS FOR WRITING: What have we be doing? E.g dancing, singing, green man, market stalls etc. LITERACY WORK generating useful words ROUGH IDEAS GRID for writing		HALF GROUPS MINI-MELODEONS Focus on *Shepherd's Hey* BROADSHEETS SHOW EXAMPLES of broadsheets Pupils to write their songs up neatly on plain paper-lines will need to be drawn for them to write on. Then use stamps to decorate	HALF GROUPS BROADSHEETS SHOW EXAMPLES of broadsheets Pupils to write their songs up neatly on plain paper-lines will need to be drawn for them to write on. Then use stamps to decorate MINI-MELODEONS Focus on Shepherd's Hey	SONGS and MUSIC • 3 ROW MELODEON • MUSICAL SAW UKULELE • Beth VIOLA
RA	Trip/slip CHECK FLOOR Collision/silly behavior WATCH and CONTROL (Hit with stick. CLEAR INSTRUCTIONS)		N/A Recording studio-electricity and cables SMALL GROUPS SUPERVISED CLOSELY		N/A	N/A	
MAT	FOR WARM UP ETC • 3 ROW MELODEON • MUSICAL SAW UKULELE		PAPER WHITE BOARD FOR WORDS RECORDING STUDIO		PAPER-with lines on STAMPERS PAINT PADS	PAPER with lines on STAMPERS PAINT PADS	• 3 ROW MELODEON

DAY4	9.30-10.30		10.45-12.05		1.00 – 2.00	2.00-3.00	3.00-3.25
	• Beth VIOLA • 3 ROW MELODEON STICKS						• MUSICAL SAW UKULELE • Beth VIOLA

Day 5a	9.30-10.30		10.45-12.05
	Interchangeable with session 2 if hall not available session 1 DANCE: Rehearse Upton on Severn in costume with bells. Talk about performance		Mini-melodeons with whole class- rehearse *Shepherd's Hey* and *Twinkle Twinkle*-try to select the final performance group. Sound scape and Street cries-performances with market stalls Pupils to rehearse their street cries Each group in turn then to perform to the class
RA	Trip/slip CHECK FLOOR Collision/silly behavior WATCH and CONTROL (Hit with stick. CLEAR INSTRUCTIONS)		Sore thumbs
MAT	FOR WARM UP ETC • 3 ROW MELODEON • Beth VIOLA • 3 ROW MELODEON STICKS COSTUMES BELLS - attachments can be changed to elastic to attach bells		MINI-MELODEONS MARKET STALLS CD of soundscape CD PLAYER

Biographies

Bev Langton

Bev is a well-regarded folk arts practitioner who regularly works across the country in schools, festivals and community settings. She is a qualified teacher and has worked as a national advisor and consultant across the country.

Bev is a dancer and leader of *The Shrewsbury Lasses* and also a ceilidh caller. Bev loves to encourage children to develop an interest in all aspects of the folk arts. Along with husband Ray she produces festivals and events for children at major folk festivals such as *Sidmouth FolkWeek* and *Towersey Festival*. She is also a director of *Squeezing Shropshire*, a community association that specialises in encouraging others to take part in musical activities.

Ray Langton

Ray is a well-regarded folk arts practitioner who regularly works across the country in schools, festivals and community settings. Ray is a qualified teacher and also singer, dancer and multi-talented musician along with being an excellent, melodeon player.

Ray also loves to encourage others to take an interest in the melodeon through his *Mini Melodeon Workshops*. Along with his wife Bev he produces festivals and events for children at major folk festivals such as *Sidmouth FolkWeek* and *Towersey Festival*. He is also director of *Squeezing Shropshire*, a community association that specialises in encouraging others to take part in musical activities. Ray is long-time Squire of the *Shrewsbury Bull & Pump Morris Men*.

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