



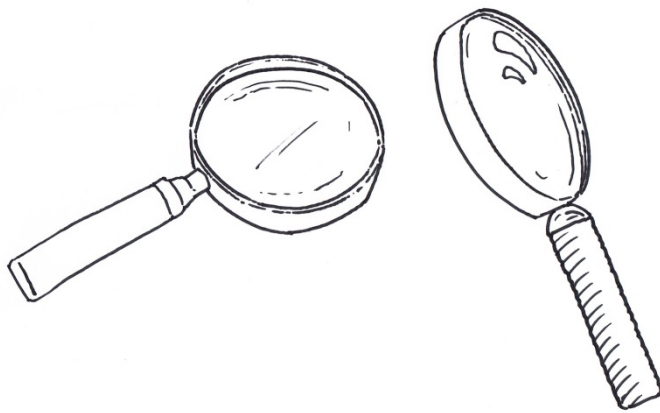
**"Are Ye Dancin'?"**

## Interviewing - for Detectives

We're going to gather information from people who were part of Dance Hall culture, to get a clear idea of what was happening at the time. We can do this by interviewing people.

How can we get the best out of our interviews?

For an interview to be interesting, we need to ask questions that encourage the person to speak. As detectives, we want to get as much information as we can!



Have a look at the following questions, then complete the exercises below.

- 1- What is your name?
- 2- Do you eat school dinners?
- 3- What road do you live on?
- 4- Do you listen to music at home?
- 5- What do you like about your name?
- 6- What do you think of school dinners?
- 7- Can you describe the road you live on?
- 8- Can you tell me about the music you enjoy, and why you like it?

**1.** Exercise: in pairs, **A** asks **B** these questions (above).

**2.** Answer as a pair: which questions generated the most detailed answers?

**Closed questions** often generate a short answer: like "Yes" or "No". Sometimes people expand on them, but they don't have to - which can make the interview seem awkward. The interview won't give very much information if we end up with only a string of one

word answers.

**3.** Which questions from the list above were closed questions?

**When an interviewer is recording an interview for a report, they often encourage the interviewee to continue without making any sound. E.g., they nod their head, smile, and make eye contact.**

**4.** Why is making no sound important when you are recording the answer?

**5.** Exercise: Pupil **B**, Try asking Pupil **A** questions **5-8**, and encourage them to say more without making any sounds at all.

**6.** Exercise: Now pick a topic to interview each other about. Take it in turns to ask each other as many open questions as you can in a minute.

Under pressure, it's not easy to avoid closed questions!

Extra resource: Interviewing Masterclass video:  
<http://www.bbc.co.uk/schoolreport/28293067>



## **Radio Days**

In the dance hall era, televisions had been invented but were not yet popular or cheap enough for many people to own. However, nearly every house had a radio. During the evening, people would cluster around the radio to listen to their favourite shows, as well as listening to news and weather information.

Radio plays were broadcast, which relied on the dialogue between characters and sound effects to let the listeners at home know what was happening.

Have a listen to the first few minutes of this radio play:

**<https://www.bbc.co.uk/programmes/b09wt17v>**  
(available til the 24<sup>th</sup> August 2018)

### **Exercise:**

1. How many different voices did you hear?
2. What did you notice about the voices? Were they loud or quiet, did they seem out of breath, were they close or far away?
3. Did the characters show emotion in their voices? Which different feelings were expressed?
4. Listen to the excerpt again. Note down all the sounds you hear other than voices, e.g. 'music', 'birds', 'creaky door', 'footsteps'

## The Art of Foley

Now you have heard what a radio drama sounds like. Radio recording takes place in a soundproof studio, so when you hear characters in certain settings, like a busy street, all of the background noise will be added later.

Some effects are difficult to record, and must be created by a **foley artist** in a sound studio. Foley is the art of creating specific sounds which add realism to the sound of the play.

Foley is now most often used in games and animation to trick us into believing that the characters are moving around in a real environment.

Watch this short demonstration of Foley, and then complete the exercises below:

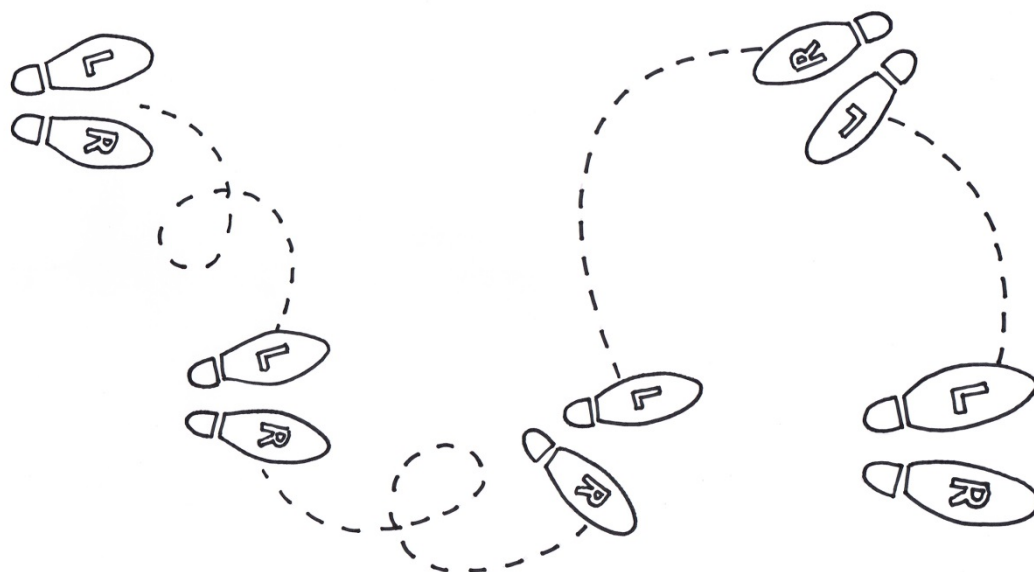
<https://m.youtube.com/watch?v=K2uIfonxsgE&t=16s>

### Exercises

#### Working in pairs:

1. Compare your lists of sounds which you collected while listening to the radio play. Choose three sounds from your combined list.
2. How would you recreate the sounds in a studio environment?
3. Specify what objects you could use and remember, you have to bring them in to the studio... they can't be too large!
4. Share your most creative foley idea with the class

## Dance Halls Research

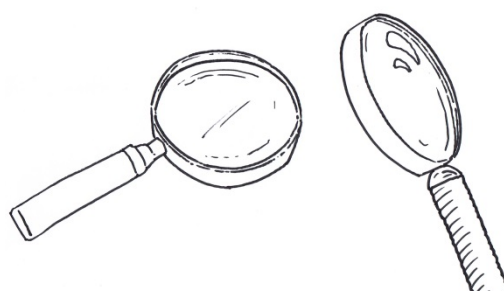


Sleuths!

Have a look at the following list of dance halls.

The Assembly Rooms  
Palais de Danse  
Locarno  
The Magnifico Ballroom  
The Glittering Palace  
The Plaza  
The Town Hall  
The Castillo di Danza  
Barrowland  
The Eldorado  
The Berkeley Ballroom  
The Cornetto

- 1** - Do you think any might not be real? Which ones?
- 2** - What do these names make you imagine the places to be like?
- 3** - Why do you think dancehalls had names like this?

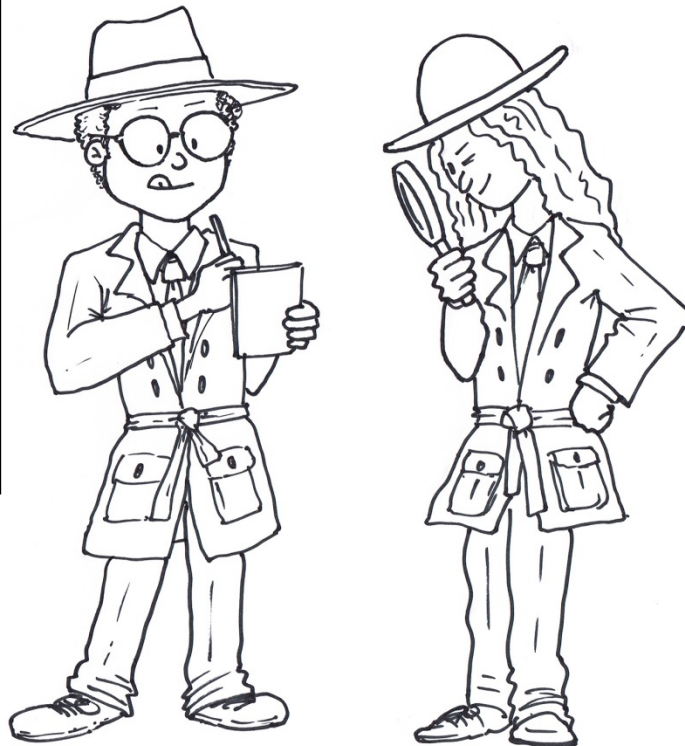


## Are Ye Dancin' Wordsearch

Use your finely tuned detective skills to discover the dance halls and dances hidden in this word search.

R	W	R	L	V	I	V	N	H	C	G	C	F	Q	B
S	H	J	G	A	S	K	M	T	B	A	N	D	S	W
X	A	P	Z	C	C	D	U	A	V	X	Y	G	Z	C
F	H	A	Q	G	U	B	R	E	T	T	I	J	T	L
D	L	L	O	C	A	R	N	O	M	F	Q	J	A	H
P	V	A	K	J	O	D	A	R	O	D	L	E	J	A
L	E	I	S	W	I	L	B	X	O	V	V	I	N	C
E	S	S	L	S	G	U	T	T	R	C	V	V	A	J
U	Q	A	H	B	E	R	K	E	L	E	Y	G	U	H
Y	N	I	Y	D	O	M	W	I	L	W	S	S	N	T
D	X	Q	A	T	P	P	B	J	A	U	U	N	P	O
U	I	T	D	J	W	P	O	L	B	F	G	C	A	O
G	K	A	X	D	G	D	T	R	Y	S	B	H	P	D
X	W	Z	Q	U	G	Z	V	A	X	M	W	F	U	O
A	R	O	D	L	E	V	G	Q	H	A	D	O	Y	E

ASSEMBLY  
BALLROOM  
BANDS  
BARROWLAND  
BERKELEY  
CAVENDISH  
DANSE  
ELDORADO  
FOXTROT  
JITTERBUG  
JIVE  
LOCARNO  
PALAIS  
PLAZA  
WALTZ



## Communications – Then and Now

1. Which of these was used to communicate with your friends during the dance hall era?



2. It's your birthday, and you want to get a group of friends together to go out dancing on a Saturday night – in 1953.

- How would you contact them?
- Do you think it would be harder or easier to contact your friends in 1953 than it is now?

## NEWSFLASH!

**Below is a (adapted) newspaper article about a real event that happened in 1954. Read through it and then think about the questions below.**

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**"When Pc Alex Deepprose was called to Glasgow's sprawling Southern Necropolis on the evening of 23 September 1954, he expected to be dealing with a simple case of vandalism.**

The bizarre sight that awaited him was to make headlines around the world and cause a moral panic in the UK.

Hundreds of children aged from four to 14, some of them armed with knives and sharpened sticks, were patrolling inside the historic graveyard.

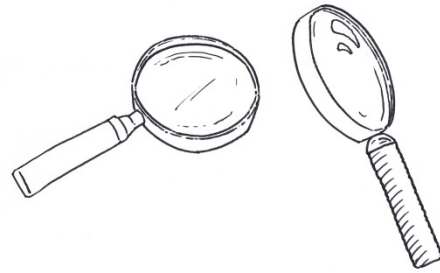
They said they were hunting a 7ft tall vampire with iron teeth, who had already kidnapped and eaten two local boys.

Newspapers at the time reported that the headmaster of a nearby primary school told everyone present that the tale was ridiculous, and police were finally able to disperse the crowd.

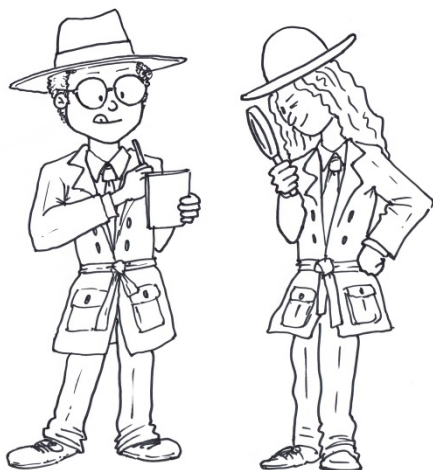
But the armed mob of child vampire hunters was to return immediately after sunset the following night, and the night after that.

## Urban Myth

Ronnie Sanderson, who was an eight-year-old schoolboy in the Gorbals area of the city [in 1954], described how Chinese whispers in the schoolyard escalated into full-blown panic.



He recalled: "It all started in the playground - the word was there was a vampire - everyone was going to head out there after school. At three o'clock the school emptied and everyone made a beeline for it. We sat there for ages on the wall waiting and waiting. I wouldn't go in because it was a bit scary for me. I think somebody saw someone wandering about and the cry went up: 'There's the vampire!'



That was it ... get off that wall quick and get away from it.

I just remember scampering home to my mother: 'What's the matter with you?' 'I've seen a vampire!' and I got a clout round the ear for my trouble. I didn't really know what a vampire was."

There were no records of any missing children in Glasgow at the time, and media reports of the incident began to search for the origins of the urban myth that had gripped the city.

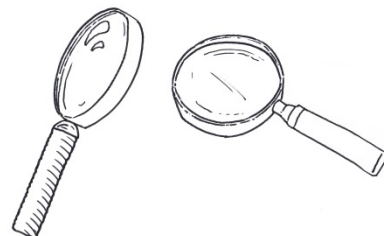
The blame was quickly laid at the door of American comic books with chilling titles such as Tales From The Crypt and The Vault of Horror, whose graphic images of terrifying monsters were becoming increasingly popular among Scottish youngsters. Comic book expert Barry Forshaw said: "Getting their hands on one of the underground American horror comics was like finding the Holy Grail for schoolyards of British children reared on the squeaky-clean fare found every week inside the Beano and Dandy - both of which are produced in Scotland."

*Adapted from an original article by Stuart Nicolson in 2010, featured on the BBC Scotland News website ([Read original article here](#))*

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- 1.** What is this news story about?
- 2.** Who are the main characters in it?
- 3.** What pictures does this story describe?  
(Activities:
  - try acting these pictures out
  - create freeze frames of the action with your bodies
  - draw key moments in comic book 'frame by frame' style))
- 4.** Imagine if something like this happened in your school today. Which parts of the story would be the same? What might happen differently?
- 5.** What headline would you write for this article?
- 6.** What pictures might you include?

(If you print off the text above, make a big headline and include some images, you have all the things you need for your own newspaper article!)

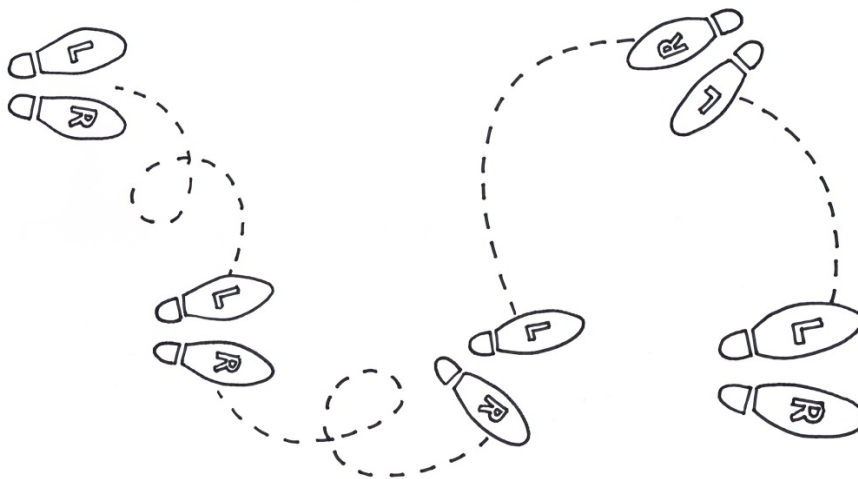


### **Are Ye Dancin'?**

-Can you match these local expressions with their meanings?

Ye fur a shuftie?		Sitting on the balcony to listen to the band.
The cheap seats		Walking your dance partner home.
A rerr baun		Would you like to dance with me?
Teddy Boys		The area in the dance hall where American soldiers would gather
Double Novelty (or 'Excuse Me's)		A brilliant band

The Hit Parade		Stick to the agreed dance steps (to avoid banging into other dancers)
Yankee corner		The music charts of the time
Getting a lumber		Someone who isn't asked to dance
A Wallflower		A dance that can be interrupted and dance partners switched
Keep to ra figure		A style of dress for men, long jacket, greased hair & built up shoes

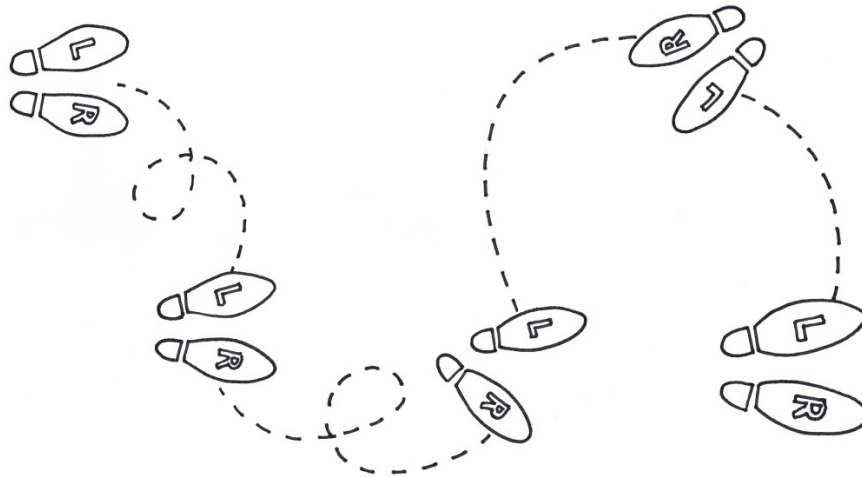


## Old Money

Money before 1971 was really different from the money we use now. They had different coins and their worth was different. For example - in 1941 a bar of Cadbury's chocolate cost 2.5 pence and today it costs around 60 pence.

Many people will remember that their dancing days had a strict budget. Money was tight, and young people earned low wages. If they still lived with their Mum and Dad, they were expected to give their parents 'housekeeping' - part of their wages for food and the roof over their heads.

But lack of money didn't stop them going out and having a good time!



Take a look at this table about old money, then use it to solve the problems below:

<b>£1</b>	<b>=</b>	<b>20 Shillings</b>
<b>1 Shilling</b>	<b>=</b>	<b>12d (or pence)</b>

1. In 1948, Sadie earns £2 10 shillings in a week for working 48 hours in the C&A shop.

She gave her Mum £1 and 16 shillings for her housekeeping at the end of the week.

How much does she have left to spend?

2. Jimmy wants to buy new sheet music for his quintet (five musician band).

If each piece of music cost 1 shilling and 2d, how much will he need to spend in total?

3. Jeanie has seen a beautiful blue dancing dress that costs 6 shillings and 9d in the Woolworth's shop.

She saves up 1 shilling and 6d every week. How many weeks will she have to save for her new dress?

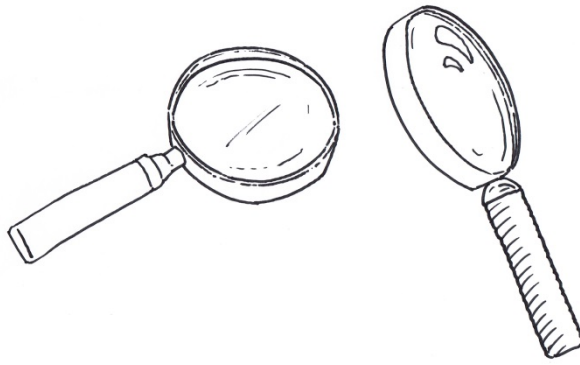


- 4.** Malcolm has paid all his bills and given his wife money for the household. He has 12 shillings and 4 pence left to spend.

This week in 1953 he spends:

1 shilling and 2d - a new neck tie  
4 shillings and 8d - he and his wife go to the Town Hall Ballroom twice  
2 shillings and 6d - 5 tickets to The ABC Cinema

How much does he have left after these purchases?



## Picture Research

Expand your knowledge of the Dance Hall era – why not use current technology to collect old images?

Create a pin board or boards on [Pinterest](https://www.pinterest.com/hcuinnoaknote/) to collect interesting pictures of the fashions, foods, or anything else you like from the time.

Here's an example of our boards to inspire you:

[pinterest.com/hcuinnoaknote/](https://www.pinterest.com/hcuinnoaknote/)

Ask your teacher if you can print some of your images out and create a collage.



## Fact – or Opinion?

What's the difference between a fact and an opinion?

As detectives, which is most useful to us – opinion or fact?

To test your skills, look at the statements below, and pick out three facts and three opinions. *To help, take a look at examples at the bottom of the page.*

1. Dance halls didn't serve any alcohol, just cups of tea.
2. Every couple had their own tune.
3. The teaspoons were attached to the counter with a chain in case someone stole the spoon!
4. They'd measure the length of your jacket before you were allowed in. It was to keep Teddy Boys out.
5. Dance halls in Perth were the best!
6. I went to a dancehall with a revolving stage.
7. Teddy Boys should be banned!
8. They waltzed and jived, jitterbugged and quickstepped on the dance floor.
9. We were lucky to catch a bus home after the dance.
10. The dance halls in Perth varied in grandeur, but each was unique.
11. That couple danced incredibly well.



### Here are two examples:

Example fact: The Excelsior was a ballroom in the centre of Edinburgh.

Example opinion: The type of music played in the ballrooms really makes you want to dance!

## Spot the Difference

There are eight differences between the pictures below – can you spot them all?



**Calling all detectives  
in Kinnoull Primary P6 class!**

**Keep your eyes peeled!**

**Helen and Caroline will see you  
soon to start on your project,  
"Are Ye Dancin'?"**

