

#1

DIRECTOR CERTIFICATION PROGRAM SKILL AREA EVALUATION CONDUCTING SKILLS

Participant's Name Carolyn Kemp
Chapter Scenic City Date April 25, 2017
Classification: Director/Co-director _____ Assoc./Asst. dir. X Candidate _____

Instructions to Evaluator:

Evaluation based on (check one):

_____ actual observation X videotaped example

Based on your observation, evaluate the participant's conducting skills by assigning a numerical rating of 1 - 5 (5 = highly effective, 1 = ineffective) for each item.

1. 4 Demonstrates understanding of ictus through appropriate breaths and downbeats
2. 4 Demonstrates ability to keep a steady tempo in an uptune
3. 5 Demonstrates *rubato* technique appropriate to the interpretation of a barbershop ballad
4. 4 Demonstrates ability to indicate attacks and releases clearly
5. 5 Exhibits congruency between mouth posture and hand motions
6. 3 Exhibits body posture appropriate for good singing
7. 3 Avoids body posture distractions
8. 3 Maintains eye contact with the performing unit
9. 3 Exhibits facial posture appropriate for expressive singing
10. 4 Demonstrates ability to communicate dynamics effectively

38 **Total Points**

Divide total points by 5 = 7.6 TOTAL SCORE (Maximum 10)

Evaluator Kim Wonders Date May 7, 2017

Education Coordinator Signature _____ Date _____

#2

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 2 EVALUATION
ANALYTICAL LISTENING SKILLS**

Participant's Name Carolyn Kemp
Chapter Scenic City chorus Date 5-8-17
Classification: Director/Co-director _____ Assoc/Asst. dir. X Candidate _____

Listen to each recorded example and circle the correct answer.

1. This selection would be greatly improved by:

- ☒ a. Better synch
- b. Better forward motion
- c. Better unity
- d. Better note accuracy

2. The major problem with this part of the tag is:

- ☒ a. Clarity of words
- ☐ b. Breath support
- c. Over singing
- d. Harmony accuracy

3. Your first priority to improve in this selection should be:

- a. Synchronization
- b. Chord clarity
- c. Dynamic variation
- ☒ d. Phrase endings

4. This selection is a good example of:

- a. Inaccurate intervals—
- ☒ b. Consistent tempo
- c. Unmatched vowels—
- d. Ringing chords

5. The balance problem in this selection is:

- a. Lack of bass
- ☒ b. Lack of bari
- c. Lack of lead
- d. Lack of tenor

6. This intro is a shining example of:
 - a. Well developed vocal skills —
 - ☒ b. Synchronization errors
 - c. Tuning problems
 - d. Over singing
7. In this example, to improve the balance you would:
 - a. Strengthen the lead line
 - ☒ b. Strengthen the bari line
 - c. Strengthen the bass line
 - d. Tell the tenors to pipe down
8. The pitch-taking for this song could be described as:
 - a. Strong and accurate
 - ☒ b. Tentative and weak
 - c. Out of tune
 - d. Good solid foundation to begin on
9. The quality of synchronization at the start of this selection:
 - a. Is strong and together
 - ☒ b. Creates chord and word clarity issues
 - c. Impedes the forward motion
 - d. Sets the tempo
10. As the stomp section is begun:
 - a. There is solidity in the sound
 - ☒ b. Bases are singing faster than the rest
 - c. The expression wanes
 - d. The vocal quality loses its resonance and depth

(Each correct answer is worth 1 point.)

Total points = 4 = TOTAL SCORE (maximum 10)

Evaluator DB Brangman

Date 6/19/17

ED Signature _____

Date _____

#2
redo

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 2 EVALUATION
ANALYTICAL LISTENING SKILLS**

Participant's Name Carolyn Kemp
Chapter Scenic City Chorus Date 6-26-17
Classification: Director/Co-director _____ Assoc./Asst. dir. X Candidate _____

Listen to each recorded example and circle the correct answer.

1. This selection would be greatly improved by:

- a. Better synch
- ☒ b. Better forward motion
- c. Better unity
- d. Better note accuracy

2. The major problem with this part of the tag is:

- a. Clarity of words
- ☒ b. Breath support
- c. Over singing
- d. Harmony accuracy

3. Your first priority to improve in this selection should be:

- ☒ a. Synchronization
- b. Chord clarity
- c. Dynamic variation
- d. Phrase endings

4. This selection is a good example of:

- a. Inaccurate intervals
- ☒ b. Consistent tempo
- c. Unmatched vowels
- d. Ringing chords

5. The balance problem in this selection is:

- ☒ a. Lack of bass
- b. Lack of bari
- c. Lack of lead
- d. Lack of tenor

#3

DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 3 EVALUATION
ORGANIZATIONAL KNOWLEDGE & DIRECTOR RESOURCES

Participant's Name Carolyn Kemp
 Chapter Scenic City Chorus Date 6-13-14
 Classification: Director/Co-director _____ Assoc/Asst. dir. X Candidate _____

Instructions to Participant:

Write the letter corresponding to the item in the list below that correctly matches each of the numbered descriptions that follow. No term is used more than once.

- | | |
|--|--|
| A. Worldwide Liaison | J. Prospective Chapter Supervisor |
| B. Education Coordinator | K. The Pitch Pipe |
| C. Coronet Club | L. Directors' Coordinator |
| D. 2 | M. 3 |
| E. International Board of Directors | N. The quantity you've paid for |
| F. Leadership Development Committee | O. The quantity you need |
| G. Education Direction Committee | P. Copyright holders |
| H. Membership Coordinator | Q. Music Services Department |
| I. Music Education Committee | R. Arrangers |

- E 1. The governing body of Sweet Adelines International
- ~~X~~ I 2. Who is responsible for overseeing the musical excellence of the region?
- G 3. Who is responsible for supervising and evaluating both the musical and educational programs of Sweet Adelines International?
- G 4. Whom would you contact to determine if an arrangement has been copyright cleared?
- M 5. A chapter must compete at least once every ____ years in order to renew its charter.
- ~~X~~ B 6. One of the two elected members of the Regional Management Team.
- N 7. For a Ready, Set...Grow program, how many copies of music may you make for those attending?
- ~~X~~ R 8. The primary intent of copyright laws is to protect _____.
- K 9. What is the name of the official publication of Sweet Adelines International?
- ~~X~~ F 10. Who is responsible for supervising the internal development of prospective chapters in the region?

Fill in the blanks:

11. The purpose of Sweet Adelines International is to develop
its members in the singing of Barbershop
12. What is the name of the International President? Pinvidic
- X 13. What is your Communications Coordinator's name? _____
14. What is your ED's name? Jenn Cooke
- X 15. What is your Events Coordinator's name? _____
- X 16. What is the name of the international program designed to introduce young women to the
barbershop art form? International Young Accapella Singers
17. Of the eight regional leaders, to whom would you go for:
- X a. approval of chapter standing rules? Regional Director
- b. help in finding a coach? Education Coordinator
- c. help with membership retention? Membership Coordinator

Participant: Leave the rest of this page blank.

12 total points (Each correct answer is worth 1 point.)

Divide total points by 2 = 6 TOTAL SCORE (maximum 10)

Evaluator

Katalin Allen

Date

6/15/14

ED Signature

Date

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 4 EVALUATION — PART 1
TEACHING SKILLS**

Participant's Name Carolyn Kemp
Chapter Iceberg City Chorus 0483 Date 6/12/17
Classification: Director/Co-director _____ Assoc/Asst. dir. ☒
Skill Area 4 Evaluation — Part 1 is to be completed for Director/Co-director or
Assoc/Asst. director only.
(For Candidate, see Skill Area 4 Evaluation — Part 2)

Instructions to chorus member:

Please complete this questionnaire in accordance with the directions provided by your president. **The information on this evaluation form is confidential and should not be discussed with the president, the participant or any other chorus member.**

Evaluate the participant's teaching skills by assigning a numerical rating of 1-5
(5 = highly effective, 1 = ineffective) for each item.

- | | |
|----------|---|
| <u>5</u> | Methods of teaching a song |
| <u>4</u> | Methods of teaching vocal skills |
| <u>5</u> | Methods of teaching section work |
| <u>4</u> | Methods of teaching barbershop craft and style |
| <u>4</u> | Clarity of language |
| <u>5</u> | Follows a logical progression and pacing in teaching and rehearsal planning |
| <u>4</u> | Vocal inflection |
| <u>5</u> | Body language and energy, including facial expression |
| <u>5</u> | Maintains attention and control of the group |
| <u>5</u> | Presentation of material is appropriate to the level of the group and meets the |

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SKILL AREA 4 EVALUATION — PART 1
TEACHING SKILLS**

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- 5 Methods of teaching a song
- 4 Methods of teaching vocal skills
- 5 Methods of teaching section work
- 5 Methods of teaching barbershop craft and style
- 5 Clarity of language
- 5 Follows a logical progression and pacing in teaching and rehearsal planning
- 5 Vocal inflection
- 5 Body language and energy, including facial expression
- 5 Maintains attention and control of the group
- 5 Presentation of material is appropriate to the level of the group and meets the needs of the various learning styles of the group

See instructions on page 5-4 of the *Administrator's Guide* for correct scoring.

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