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

Participant's Name	olyn Kemp		
Chapter Clau City	Chorus 0483	Date 6/12/17	-
Classification: Director#Co	director Assoc/Assart 1 is to be completed for D	st. dir.	
Assoc/Asst. director only			
(For Candidate, see Skill Are	ea 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.

5	Methods of teaching a song
5	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.

Participant's Name

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

Chapter 10	emi Cita Charur 0483 Date 6/12/17
Classification:	Director/Co-director Assoc/Asst. dir.
Skill Area 4 E	valuation — Part 1 is to be completed for Director/Co-director or
Assoc/Ass	t. director only.
(For Candidate	e, see Skill Area 4 Evaluation — Part 2)
Instructions to	chorus member:
Please comple	te this questionnaire in accordance with the directions provided by your presi-
dent. The info	rmation on this evaluation form is confidential and should not be discussed
with the pres	ident, the participant or any other chorus member.
	the second of 1-5
Evaluate the p	participant's teaching skills by assigning a numerical rating of 1-5 fective, 1 = ineffective) for each item.
(3 = nighty et)	lective, 1 = menective) for each nom.
Б	4.
	Methods of teaching a song
4	Methods of teaching vocal skills
4	Methods of teaching section work
4	Methods of teaching barbershop craft and style
4	Clarity of language
5	Follows a logical progression and pacing in teaching and rehearsal planning
5	Vocal inflection
5 5	Body language and energy, including facial expression
5	Maintains attention and control of the group

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

needs of the various learning styles of the group

Presentation of material is appropriate to the level of the group and meets the

DIRECTOR CERTIFICATION PROGRAM ADMINISTRATOR'S GUIDE

of the Chorus.

DIRECTOR CERTIFICATION PROGRAM SKILLAREA 5 EVALUATION — PART 2

SKILLAREA'S EVALUATION — FART 2 MANAGEMENT SKILLS
Participant's Name
Instructions to participant:
White a brief response to each question. Each question is worth 5 points.
1. List five (5) ways you could assist your director if you were an associate/assistant director of a 40-voice chorus. 1. Warm-ups 2. Lead Sectionals 3. Music review+ selection
2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus. 1. Evaluate what the needs of the chorus are
S haralas ish descriptions for the team memore
3. Indertify people to till the positions 4. Inform the Board of Leadership of the recommendation 5. Put them in place with Clear goods the pectations What are the key ingredients of a good working relationship between the chorus director
The hourd makes business decisions for the
6 organization. The director can be involved in meetings to have input. However, she
does not have a vole the pour of
should work to gethe for the good of the hours.
There should be a mutual respect. Neither
should have a goal of control but of. (Rev. 5/2000) cooperation to uphold the goals and mission

DIRECTOR CERTIFICATION PROGRAM ADMINISTRATOR'S GUIDE

SECTION 4: SKILL AREA EVALUATIONS Page 4-10

DIRECTOR CERTIFICATION PROGRAM SKILL AREA 5 EVALUATION — PART 2 MANAGEMENT SKILLS

	Participant's Name Carolyn Kemp
	Chapter <u>Scenic City chords</u> Date <u>6-26-17</u>
	Classification: Director/Co-director Assoc/Asst. dir Candidate Skill Area 5 Evaluation — Part 2 is to be completed by all classifications.
	okin Area 5 Evaluation — 1 art 2 is to be completed by an classifications.
	Instructions to participant:
	Write a brief response to each question. Each question is worth 5 points.
	 List five (5) ways you could assist your director if you were an associate/assistant director of a 40-voice chorus.
1	1. Lead warm-ups that address vocal needs of the chorus
	2. Assist in leading sectionals
	3. Give imput in regards to selection of music for show. 4. Direct ensembles for singouts
	5. Assist with listening to recorded as for song passing. 2. Describe how you would develop an effective music team if you were the director of a
	2. Describe how you would develop an effective music team if you were the director of a
	65-voice chorus. (1) I dentify the staff needs for the chorus. 2) Identify + develop written goals for each staff position,
5	(3) Share those recommends want on the the board.
_	(5) Secure the members that would fill the ruded positions
	3. What are the key ingredients of a good working relationship between the chorus director and board of directors?
5) There needs to be a realthy relationship of
	cooperativeness. They should be willing to
	Sisten to new ideas and handle feedback.
	lack reeds to be open-minded about
	the chouse
	If there are very clear goals and in a job description for the director and the board
	exa. 5/2000; a job description for the director and the board
	positions it will deter many leadership
	etrugales all decision made are
	struggles. All decisions made are for
	the positive growth and future of the charus.

4.	Briefly describe the two different types of chapter administration: (1) Board of Directors and (2) Integrated Chapter Management.
	Obrand makes all administrative decisions. Can be
12	Lime 11 th met dinnette andina.
(5)	get to vote wet is were however, to get direct in
	Ove ctor makes musical decisions, Board is usted in
	2) all members get to vote on matters. Thoup
	works together as a team - not a dictatorship.
	Director is a member of the teamand vates.
5.	Describe the differences and/or similarities in the director's role in each type of chapter
	administration.
	1. In Jean management the director is present
	at all meetings. They are a team.
(3)	- lack position has its own area of responsibility
	and can have individuals that function under
	Them to accomplish goals.
	2. In Board - there is a disconnect with the
	director. The board can make decisions with
	out disection input. Can lead to power
	struggles it not functioning correctly
	3. In outher structure, the director is witimately
	responentle to music desirios (cala to the
	state, choses, interp, sound, rehearsal etc.)
	Divide total points by 5 ≠ TOTAL SCORE, PART 2 (maximum 5)
г	000000000000000000000000000000000000000
	artiation
EL	Signature Date

(Rev. 8/99)

DIRECTOR CERTIFICATION PROGRAM SKILL AREA 6 EVALUATION JUDGING CATEGORIES & COMPETITION

Participant's Name Carolyn Kemp
Chapter Scenic City Chorus Date 8-5-2019
Classification: Director/Co-director Assoc/Asst. dir Candidate
Instructions to participant:
Write the correct answer in each blank. Each answer worth four (4) points, except where noted.
1. In the sound category, 30% of your score relates to artistic sound.
2. In the music category, 30% of your score has to do with the arrangement.
In the expression category, technical elements and artistic interpretive plan accounts for \(\llow \to \to \to \text{% of your score.} \)
4. In the showmanship category, 70% of your score is focused on <u>lerformance</u> .
5. Describe the importance of unity and how it relates to each category. Sound = Section unity, chorus unity - important for sync - and
Music - unty of rhythm, tempo, affects in ternal clarity of chords
Expression - unty of characterization and lyrical interpretation
Showmanship - unity of Choreography, interpretation of story line 6. The total points available for a two-song performance in a regional competition is 800.
 List two ways a director might detract from the visual performance as described in the showmanship category. (Each part worth 4 points.)
4 a Delayed in accepting applause and beginning second selection
4 b. Choreographed moves that distract from chorus moves.
8. How many categories are affected by harmony accuracy? _a\l
9. Which category scoresheet has a picture of the barbershop cone?
10. In case of a tie score, the score in the <u>Sound</u> category breaks the tie.
11. Who is the only judge evaluating how a chorus takes pitch? Showman Shop

12.	Describe the major identifying characteristics of the barbershop sound as it differs from other types of vocal music
2	other types of vocal music. It has four parts: tenor, lead, barifone and bass. The top part (tenor) is a harmony part.
)	en in top part (teror) is a harmony part. The sound is not
	It and our star parts. The sound is based on the shape of a core!
13.	List at least three elements necessary to another by Nayor Keys. Usually a libraryerse and
	bass. The top part (fenor) is a harmony part. The sound is not equal across the parts. The sound is based on the shape of a come / It predom (nanly is sung in Major keys. Usually a 16 barrerse and worth 4 points.)
4	a. All notes of the chord present.
4	b. Unity of resonance across sections.
4	c. Tuning based on the Pythagorean tuning,
14.	List the three types of lyrics that are unacceptable in competition and subject to penalty.
	(Each part worth 4 points.)
4	a Patriotic
4	b. Religious
	c. Anything not "6" rated
15.	List at least three aspects of an arrangement to be considered when selecting a competi-
	odg for your chords. (Each part worth 4 points.)
4	a Ranges of each part + how your chorus relates to those
4	o. Ditticulty of Melodic Line (interval-use) needs.
1	c. Story line - 15 it one your chorus can express well to
16.	List at least three elements that impede the forward motion in musical phrasing. (Each the audience part worth 4 points.)
4	a. Dropping the ends of phrases
4	b. Singing choppy phrases
4	c. Holdin
}	" Holding out too many ends of phrases,
Parti	icipant: Leave the rest of this page blank.
	100 total points (maximum 100 total points)
	Divide total points by $10 = 9.2$ TOTAL SCORE (maximum 10)
Evalu	nator
ED S	ignature Date
(Rev. 8/	99)



DIRECTOR CERTIFICATION PROGRAM SKILL AREA 7 EVALUATION VOCAL PRODUCTION

		Name Carolyn Scenic City Director/Co-director	Kemp Chorus Assoc/Asst	Date <u>6-(3-(4)</u> . dir. <u> </u>
Instruction	ns to	participant:		
Write the	lette	er of the correct answer in	n each blank.	
1.		When we are not singing space between them as the		al cords are open. We refer to the
		1 0	. larynx . cricoids	c. soft palate
	7	The primary resonator in	the human voice is the	he:
			. larynx . external and intern	c. pharynx al intercostals
<u>A</u> 3.	I	In singing, muscles that is	nterfere with vocal fr	reedom are the muscles.
			abdominal sternum	c. intercostals
<u>B</u> 4.	I	For proper resonation, the	e must be	e lifted.
			o. soft palate c. diaphragm	c. intercostals
<u>B</u> 5.	-	The "lid" that closes off t	the windpipe when w	ve swallow is called the:
		9	o. epiglottis e. soft palate	c. glottis
$\langle A = 6.$		Amplification of the voice	ce is called:	
\		r	o. articulation e. harmonics	c. vibrato
<u>D</u> 7.		Muscles that are not invo	olved in breathing inc	clude:
			o. diaphragm e. abdominal	c. epigastrium

	Λ	0		and the second	
	#	8.	Proper phonation is acl		
. /			a. abdominal muscles		c. phrenic nerve
X	A	0	d. larynx		
/)	17	9.	Closure of the vocal co		
	0		a. resonationd. interference		c. relaxation
		10.	For correct vocal produ	action the mus	st be relaxed and free.
	Λ		a. intercostal musclesd. hyoid bone		c. jaw
	<u>b</u>	11.	Every sound that is pro- elements: an actuator, a pitch produced.	duced, no matter what a and a res	t the source, must have three onator suitable to the frequency or
				b. vibrator	c. reflex action
	Λ		d. approximator	e. transmitter	
	2	12.	Vowels are formed prin	narily with the:	
	0		a. jawd. tongue	b. soft palatee. cheek muscles	c. vocal cords
λ	13	13.	Intercostal muscles are	the muscles that contr	rol the:
5	\		a. ribcage expansiond. shoulders	b. diaphragm	
	E	14.	Which of the following	is <i>not</i> an articulator?	
			a. lipsd. teeth	b. tonguee. hard palate	c. jaw
	E	15.	The vocal cords are atta	ached to the:	
			a. soft palate		c. pharynx
	A	16.	The "middle voice" is t	ised for producing ton	es:
. /			a. between middle C anb. below middle Cc. above middle C		
17. The area			The area of the pharynx	that is closed by the	soft palate is the:
			a. laryngo-pharynx	b. naso-pharynx	

	B	18.	The ventricular bands are: a. vocal cords b. false vocal cords c. tongue muscles
1			d. jaw muscles e. transverse abdominal muscles
Χ	D	19.	The part of the body not involved in the swallowing mechanism is the:
	^		a. jaw b. tongue c. diaphragm e. larynx
	C	20.	Proper posture for singing is an upright stance with body weight primarily:
			a. on the outside (downstage) footb. on the heels with the legs relaxedc. forward on the balls of the feet
	Partic	ipant.	Leave the rest of this page blank.
		15	total points (maximum 20 total points)
		Divid	le total points by $2 = 1/2$ TOTAL SCORE (maximum 10)
	Evalı	uator	/ (Utala / Call Date 6/15/14
	FD S	Signat	Date

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DIRECTOR CERTIFICATION PROGRAM SKILLAREA 8 EVALUATION — PART 2 COMMUNICATION SKILLS

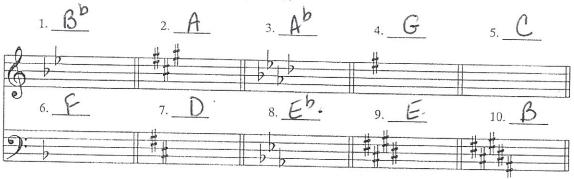
Participant's Name Carolyn Kemp Chapter Scenic City Chorus Date 6-16-17 Classification: Director/Co-director Assoc/Asst. dir. X Candidate Skill Area 8 Evaluation — Part 2 is to be completed by all classifications.
Instructions to participant:
Write a brief response to each question.
1. List five (5) ways a Sweet Adelines International director can communicate effectively with the chorus. (5 points possible) 1. Eye contact - body language - question + answer time 2. Use your music team - give specific goals to carry or 3. Email - website their musical level 5. Have clear goals. 4. Speak to them at their musical level 5. Have clear goals.
2. An individual member consistently makes singing errors and is upsetting to those around her. What communication skills would you utilize in handling this problem? (3 points possible) 1. Compliment since for herefront. Make a suggestion possible) to a tilize learning tracks 2. Question singer privately about her experience on the risers. Try to relate to her level of musical experience for suggestions. Move
3. Address the whole chorus about rise placement Move
3. As a director of a 40-voice chorus, what communication skills would you use to help an
insecure assistant director become more confident? (2 points possible) 1. Identify specific skills she has to offer the chorus. Discuss expectations for future skills to develop. 2. Create a planned set of society to accomplish at her next scheduled rehearsal practice with Participant: Leave the rest of this page blank. The chorus, fevrew this after
the second of the second secon
total points
Divide total points by 2 = TOTAL SCORE, PART 2 (maximum 5)
Evaluator Bbrings Date 6/19/17
ED Signature Date
(Rev. 5/2000)



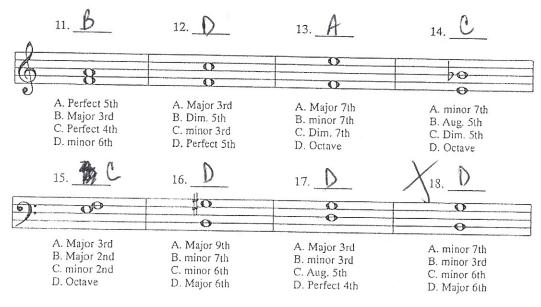
DIRECTOR CERTIFICATION PROGRAM SKILLAREA 9 EVALUATION MUSIC THEORY

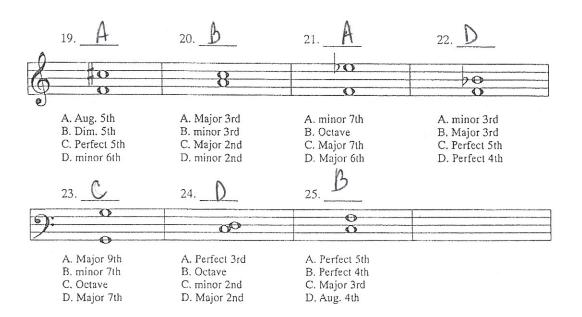
		Kemp				
	enic City	Choru	5	Date	10-12	2-14
Classification:	Director/Co-director	As	ssoc/Asst. dir.		Candidate	2

PART I — KEY SIGNATURES: Identify each key signature. Write the correct answer in the blank above each key signature (major keys only).

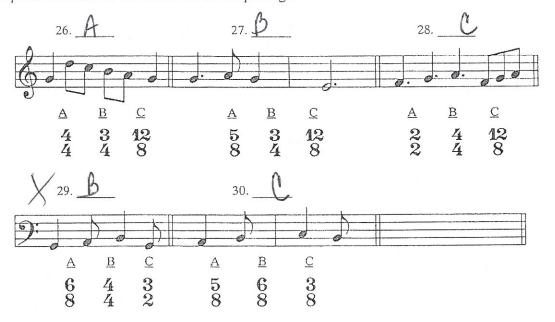


PART II — INTERVALS: Identify each interval. Select the correct answer and place its *letter* in the blank above each interval.

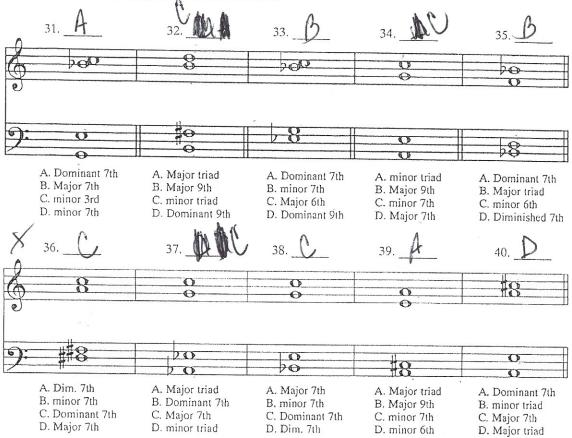




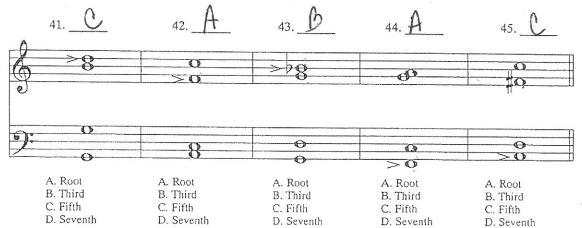
PART III — TIME SIGNATURES: Identify each time signature. Select the correct answer and place its *letter* in the blank above the passage.

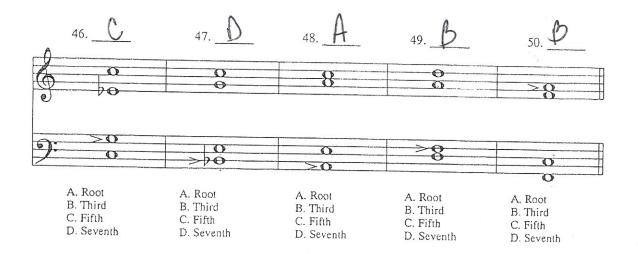


PART IV — CHORD RECOGNITION: Identify each chord. Select the correct answer and place its *letter* in the blank above the measure.



PART V — PARTS OF CHORDS: In each chord, an arrowhead points to one part of the chord. Select the correct answer and place its *letter* in the blank above the chord.





Participant: Leave the rest of this page blank.

total points (Each correct answer is worth 1 point.)	
Divide total points by 5 = 7. TOTAL SCORE (maximum	10)
Evaluator Maralee Kalleu	Date 6/15/14
ED Signature	Date

DIRECTOR CERTIFICATION PROGRAM SKILL AREA 10 EVALUATION — PART 2 REHEARSAL PLANNING & IMPLEMENTATION

Participant's Name Carolyn Kemp
Chapter Scenic City Chorus Date 6-16-17
Skill Area 10 Evaluation — Part 2 is to be completed by all classifications. Classification: Director/Co-director Assoc/Asst. dir. Candidate
Instructions to participant:
The time is six weeks before regional competition and three months before the annual chapter show. The chorus <i>is</i> competing. Write your plan for one regularly scheduled, three-hour evening rehearsal.
1. Physical Warm-ups 20min
2. Vocal warm-ups - 20min
3. Repertoire Song - 10 min
4. lipture - Coaching - 20 min
5. Choregraphy Review + Trouble spots - 20 min
6. uptune - Performance w/ chored - 10 min
7. Business + Announcements - 20 min
8. Repertor Song - 10min
9. Balleed - transitions - 20min.
10. Complete set - zomin
(Possible points = 5) TOTAL SCORE, PART 2 (maximum 5)
(Possible points = 5)
Evaluator Debia di Briagna Date 6/19/17
ED Signature Date