

SWEET ADELINES INTERNATIONAL
DIRECTORS CERTIFICATION PROGRAM

SKILL AREA VIII: COMMUNICATION SKILLS

PART II: To be completed by all program participant and evaluated by DMA.

PARTICIPANT'S NAME Beverly Hyden CHAPTER Metro Nashville DATE 1-2095

Classification: Director/Co-Director _____ Assoc./Ass't Director _____ Candidate ✓

INSTRUCTIONS: Respond to each of the following items as indicated.

1. List five (5) components in a Sweet Adelines International director's effective communication with the chorus. (5 points possible)

2 *Confidence*
Knowledge of Music
Eye Contact
Personable

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 *Talk to her in private and find out what her problem was & offer help. or*
Move her in front of her section leader so she could hear her part correctly sung and learn from that

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)

2 *Put her out in front more often, Have her direct a couple of songs each week until she's more comfortable + offer constructive criticism in private*

Total 5 ÷ 2 = Score, Part II 2.5

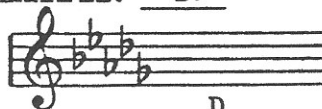
DIRECTOR CERTIFICATION PROGRAM

SKILL AREA IX: MUSIC THEORY

(To be completed by program participant)

PARTICIPANT'S NAME Beverly Hayden CHAPTER Metrol Yashville DATE 1-20-95Classification: Director/Co-Director _____ Assoc./Ass't Director _____ Candidate ✓

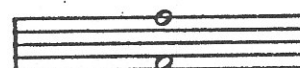
In Part I (KEY SIGNATURES) there are four choices for each key. Write the correct answer in the blank before each key signature. EXAMPLE: Db



D
E
Db
A

1. <u>Bb</u>	2. <u>A</u>	3. <u>Ab</u>	4. <u>G</u>	5. <u>C</u>
 E <u>Bb</u> G Ab	 A Ab F E	 B Ab E Eb	 D G E C	 G D C F
6. <u>F</u>	7. <u>Eb</u>	8. <u>B</u>	9. <u>F</u>	10. <u>G</u>
 D C <u>Bb</u> F	 C Eb G Bb	 G D C B	 E A D F	 C <u>D</u> G E

The remaining parts of the test are multiple choice (a,b,c,d). Select the correct answer and place its letter in the blank before each item.

EXAMPLE: B

- A. Major 7th
B. Octave
C. Perfect 4th
D. Aug. 5th

II. INTERVALS—Identify each interval.

11. <u>B</u>	12. <u>D</u>	13. <u>A</u>	14. <u>C</u>	15. <u>A</u>
 A. Perfect 5th B. Major 3rd C. Perfect 4th D. minor 6th	 A. Major 3rd B. Dim. 5th C. minor 3rd D. Perfect 5th	 A. Major 7th B. minor 7th C. Dim. 7th D. Octave	 A. minor 7th B. Aug. 5th C. Dim. 5th D. Perfect 5th	 A. Aug. 5th B. Dim. 5th C. Perfect 5th D. minor 6th

16. B 17. D 18. D 19. C 20. B

- | | | | | |
|--------------|--------------|----------------|--------------|--------------|
| A. Major 3rd | A. minor 7th | A. minor 3rd | A. Major 3rd | A. Major 9th |
| B. minor 3rd | B. Octave | B. Major 3rd | B. Major 2nd | B. minor 7th |
| C. Major 2nd | C. Major 7th | C. Perfect 5th | C. minor 2nd | C. minor 6th |
| D. minor 2nd | D. Major 6th | D. Perfect 4th | D. Octave | D. Major 6th |

21. D 22. D 23. C 24. D 25. B

- | | | | | |
|----------------|--------------|--------------|----------------|----------------|
| A. Major 3rd | A. minor 7th | A. Major 9th | A. Perfect 3rd | A. Perfect 5th |
| B. minor 3rd | B. minor 3rd | B. minor 7th | B. Octave | B. Perfect 4th |
| C. Aug. 5th | C. minor 6th | C. Octave | C. minor 2nd | C. Major 3rd |
| D. Perfect 4th | D. Major 6th | D. Major 7th | D. Major 2nd | D. Aug. 4th |

III. TIME SIGNATURES - Select the correct time signature for each item below.

26. A 27. C

- | | | | | | |
|------------------|------------------|-------------------|------------------|------------------|-------------------|
| A. $\frac{4}{4}$ | B. $\frac{3}{4}$ | C. $\frac{12}{8}$ | A. $\frac{2}{2}$ | B. $\frac{4}{4}$ | C. $\frac{12}{8}$ |
|------------------|------------------|-------------------|------------------|------------------|-------------------|

28. B 29. A 30. C

- | | | | | | | | | |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| A. $\frac{5}{8}$ | B. $\frac{3}{4}$ | C. $\frac{6}{8}$ | A. $\frac{6}{8}$ | B. $\frac{4}{4}$ | C. $\frac{3}{2}$ | A. $\frac{5}{8}$ | B. $\frac{6}{8}$ | C. $\frac{3}{8}$ |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|

IV. CHORD RECOGNITION - Identify each kind of chord.

31. A 32. B 33. A 34. C 35. B

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| A. Dominant 7th | A. Major triad | A. Dominant 7th | A. minor triad | A. Dominant 7th |
| B. Major 7th | B. Major 9th | B. minor 7th | B. Major 9th | B. Major triad |
| C. minor 3rd | C. minor triad | C. Major 6th | C. minor 7th | C. minor 6th |
| D. minor 7th | D. Dominant 9th | D. Dominant 9th | D. Major 7th | D. Dim. 7th |

36. C 37. B 38. C 39. A 40. D

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| A. Dim. 7th | A. Major triad | A. Major 7th | A. Major triad | A. Dominant 7th |
| B. minor 7th | B. Dominant 7th | B. minor 7th | B. Major 9th | B. minor triad |
| C. Dominant 7th | C. Major 7th | C. Dominant 7th | C. minor 7th | C. Major 7th |
| D. Major 7th | D. minor triad | D. Dim. 7th | D. minor 6th | D. Major triad |

V. IDENTIFYING PARTS OF CHORDS - In each item, one note of the chord is circled. Choose whether the circled note is the Root, Third, Fifth or Seventh of the chord.

41. B 42. A 43. D 44. C 45. A

- | | | | | |
|------------|------------|------------|------------|------------|
| A. Root | A. Root | A. Root | A. Root | A. Root |
| B. Third | B. Third | B. Third | B. Third | B. Third |
| C. Fifth | C. Fifth | C. Fifth | C. Fifth | C. Fifth |
| D. Seventh | D. Seventh | D. Seventh | D. Seventh | D. Seventh |

46. B 47. D 48. A 49. B 50. B

- | | | | | |
|------------|------------|------------|------------|------------|
| A. Root | A. Root | A. Root | A. Root | A. Root |
| B. Third | B. Third | B. Third | B. Third | B. Third |
| C. Fifth | C. Fifth | C. Fifth | C. Fifth | C. Fifth |
| D. Seventh | D. Seventh | D. Seventh | D. Seventh | D. Seventh |

To be completed by DMA:

Total correct answers 36 $\div 5$ = Score 7.2

Signed: Pat Estok, DCP Coordinator, DMA 23 Date 1/23/95

January 10, 1995

Kathy Bender, President
Huntsville Heritage Chapter
11307 Maplecrest Dr.
Huntsville, AL 35803

Dear Kathy:

Beverly Hyden asked that I send the enclosed Directors Certification Program Evaluation to you so that she may continue her testing in the program. This is one of four evaluations done by chorus members and is a very important part of the program which the International Education Direction has developed to measure the level of achievement for participants in the program.

I am asking that you, as chapter president, monitor the evaluation process for the following enclosed skill area:

SKILL AREA IV: TEACHING SKILLS/PART I

A copy of the evaluation is enclosed. You will need to make 11 additional copies so that each evaluator will have one copy of the form. The procedure and instructions are as follows:

1. The evaluation "team" will consist of six board members selected by you, the president, and six additional chorus members selected by Beverly. (You may be one of the 12 selected.) You should advise the chorus members selected of the purpose and importance of this evaluation and instruct them to evaluate each item.
2. The evaluation should be held at a time and place that provides privacy. It may be held prior to or immediately following a chorus rehearsal. Beverly should not be in the room while the evaluation forms are being completed.
3. You should distribute an evaluation form to each of the 12 selected chorus members then collect them as soon as they are completed. To assure the evaluators and Beverly that the comments are confidential, place the completed forms in the envelope provided and seal the envelope in the presence of the evaluation "team".
4. As soon as possible following the evaluation, please mail the envelope containing the forms to me.
5. Please plan to do the evaluation within the next 30 days.

ALL INFORMATION ON THE INDIVIDUAL FORMS IS CONFIDENTIAL AND NOT TO BE READ BY OR SHARED WITH THE CHAPTER, PARTICIPANT, OR OTHER CHORUS MEMBERS.

I do appreciate your assistance with this Kathy, and I know Beverly does also. If you have any questions, please don't hesitate to give me a call.

In harmony,

Pat Estok
DCP Coordinator #23

cc: Barbara Hansen, DMA; Beverly Hyden, DCP Candidate

DATE: September 21, 1994
 FROM: Pat Estok, DCP Coordinator #23
 TO: Beverly Hyden, Huntsville Heritage Chorus
 RE: Directors Certification Program/Test Scores

+++++

<u>TEST</u>	<u>POSSIBLE SCORE</u>	<u>DATE OF TEST</u>	<u>SCORE</u>
D1: *Conducting Skills	10		
D2: *Analytical Listening Skills	10	09/16/94	7.0
D3: **Organizational Knowledge	10	09/16/94	7.0
D4a:**Teaching Skills A (Director)	10	N/A	
D4b:**Teaching Skills B (Other)	10		
D5a:**Management Skills (Directors)	5	N/A	
D5b:**Management Skills (All)	5	09/16/94	2.5
D6: *Judging Categories	10		
D7: *Vocal Production Knowledge	10	04/29/94	6.0
D8a:**Communication Skills (Directors)	5		
D8b:**Communication Skills (All)	5		
D9: *Music Theory	10	04/29/94	6.4
D10: *Rehearsal Planning I (Directors)	5		
D10a:*Rehearsal Planning II (All)	5	10/08/93	5.0
			<hr/>
*MUSICAL/TECHNICAL			24.4
**MANAGEMENT/COMMUNICATION			9.5
			<hr/>
TOTAL			33.9

NOTE ABOUT RE-TESTING:

If the "Date of Test" did not change in an area you where you retested, you did not make a higher score.

cc: Barbara Hansen, DMA

TESTING FORM - 1994 SUMMER CAMP

<u>SKILL AREA</u>	<u>TYPE</u>	<u>TAKE</u>	<u>RETAKE</u>
<u>MUSICAL/TECHNICAL</u>			
Analytical Listening	Test	_____	✓
Judging Categories	Test	✓	_____
Vocal Production	Test	_____	✓
Music Theory	Test	_____	✓
Rehearsal Planning II	Test	_____	_____
Rehearsal Planning I	Evaluation	_____	_____
(Dir/Assoc. Dir/Asst.Dir)			
Conducting Skills	Video	Send to Kim Wonders	
<u>MANAGEMENT/COMMUNICATION</u>			
Communication Skills II	Test	_____	_____
Management Skills	Test	✓	_____
Organizational Knowledge	Test	_____	✓
Teaching Skills A			
(Dir/Assoc. Dir/Asst. Dir)	Evaluation	_____	_____
Teaching Skills B			
(Other Participants)	Evaluation	_____	_____
Management Skills I	Evaluation	_____	_____
(Dir/Assoc. Dir/Asst.Dir)			
Communication Skills I	Evaluation	_____	_____
(Dir/Assoc. Dir/Asst.Dir)			

I have attended a regional or Worldwide area director education training session or an international chorus directors' seminar within the last 12 months.

4-29-94
Date July 29-30

Directors Workshop
Function attended Int. Coaching Seminar

I would like to go inactive at this time. YES _____ NO ✓
(If you choose to go inactive, you will not receive information on testing until you notify the DMA that you wish to continue in the program.)

Beverly Hyden
Signature

RETURN TO: Pat Estok, DCP Coordinator
103 Razz Way
Panama City Bch., FL 32408
904-234-6039

6-20-94
Date

By JUNE 30TH, 1994

cc: Barbara Hansen, DMA

SWEET ADELINES INTERNATIONAL
DIRECTOR CERTIFICATION PROGRAM

SKILL AREA II: ANALYTICAL LISTENING SKILLS
(To be completed by Program Participant)

PARTICIPANT'S NAME Beverly Hyden CHAPTER Her. Heritage DATE 9-16
Classification: Director/Co-Director _____ Assoc./Ass't. Director _____ Candidate ✓

INSTRUCTIONS: Listen to each taped example and circle the correct answer.

1. WILD AND WOOLY GIRLS OF THE WEST

One section is not fulfilling its barbershop balance responsibilities. Which section is it?

tenor

lead

baritone

bass

2. I KNOW WHAT IT MEANS TO BE LONELY

The area needing the most work for this chorus to improve its score in the sound category is:

harmony accuracy

expressive sound

forward motion

balance

3. WHITE CLIFFS OF DOVER

This chorus sings softs:

well focused

resonated

breathy

out of balance

4. WHEN THE BAND PLAYS

Chord clarity is most affected by:

inaccurate interval singingbalance problems

poor vocal production

5. SO TIRED AND LONELY

Serious difficulties with which section affect the barbershop balance?

tenor

lead

baritone

bass

6. HOW YA GONNA KEEP 'EM DOWN ON THE FARM

Forward motion is hampered by:

inappropriate tempo

unsupported phrase endings

dynamic variance

synchronization

finesse

7. OLD VAUDEVILLE DAYS

Continuous sound is hampered by:

balance problems synchronization breathy tones choppy word delivery

8. DON'T CRY LITTLE GIRL

In addition to inaccurate interval singing, what factor is affecting chord accuracy?

synchronization problems

dynamic problems

tempo problems

resonance problems

9. WHO'LL TAKE MY PLACE

These singers demonstrate this general approach to the song:

pop style

solo style

barbershop style

10. HELLO, MY BABY

The primary concern of this performance is:

inaccurate singing

poor resonation

breathy singing

choppy directing

Score =

7

Signed:

Pat Estok, DCP Conductor

, DMA # 23

Date

9/20/94

SWEET ADELINES INTERNATIONAL

DIRECTOR CERTIFICATION PROGRAM

SKILL AREA III: ORGANIZATIONAL KNOWLEDGE

(To be completed by program participant.)

PARTICIPANT'S NAME Beverly Hyden CHAPTER 110 Heritage DATE: 9-16Classification: Director/Co-Director _____ Assoc./Ass't. Director _____ Candidate ☒

A. Write the letter identifying the term in the list below which correctly matches each of the following descriptions. No term is used more than once.
(1 point for each correct answer)

- | | |
|--|---|
| A. Worldwide Committee | J. Tucson, Arizona |
| B. Director of Musical Activities | K. Prospective Chapter Supervisor |
| C. Coronet Club | L. Queens of Harmony |
| D. 2 | M. Regent |
| E. International Board of Directors | N. 3 |
| F. Leadership Development Committee | O. Tulsa, Oklahoma |
| G. Education Direction Committee | P. 26 |
| H. Membership Development Representative | O. 27 |
| I. Music Education Committee | R. Worldwide Region Chapter Supervisors |

E

1. The governing body of Sweet Adelines International.

B

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 administrative programs of Sweet Adelines International?

O

4. The number of geographic regions in Sweet Adelines International, including the Worldwide Region.

N

5. A chapter must compete at least once every _____ years in order to renew its charter.

M

6. The chief elected officer in the region.

O

7. The location of International Headquarters.

R

8. Who is responsible for planning, supervising, and evaluating the administrative and musical programs of all chapters outside the North American continent?

L

9. The title given to International quartet champions.

K

10. Who is responsible for supervising the internal development of prospective chapters in the region?

B. Answer each of the following as indicated. (2 points for answering each numbered item correctly; no partial credit.)

1. The purpose of Sweet Adelines International is to

Promote its members in the singing of
Part Harmony Barbershop Styles.

2. What is the name of the International President? Karen Koch.

3. What is your Regent's name? Kathy Vibryal.

4. What is your DMA's name? Barb Hanson.

5. What is the name of the Executive Director of the International Headquarters staff? _____.

To be completed by DMA:

Total points 14 \div 2 = Score 7

Signed: Pat Estok, DCP Coordinator, DMA # 23 Date 9/20/94

SWEET ADELINES INTERNATIONAL
DIRECTORS CERTIFICATION PROGRAM

SKILL AREA V: MANAGEMENT SKILLS

PART II: To be completed by all program participants and evaluated by DMA.

Classification: Director/Co-Director _____ Assoc./Ass't. Director _____ Candidate ✓

INSTRUCTIONS: Respond to each of the following items as indicated.

1. List five (5) ways you could assist your director if you were an assoc./ass't. director of a 40-voice chorus. (5 points possible)

Conduct Warm ups
3 work sections ~~opportunity~~
Critique Tapes

2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus. (3 points possible)

1 Choose top musical people in Chorus
incorporate a taping program
Set the example expected to be followed

3. What are the key ingredients of a good working relationship between the chorus director and board of directors? (2 points possible)

1 Communication
Same goals for Chorus

Total points, Part I 5 ÷ 2 = Score, Part 2.5