

DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 2 EVALUATION
ANALYTICAL LISTENING SKILLS

Participant's Name Kathy Larkin's
Chapter Columbus Chorus Date 6.29.08
Classification: Director/Co-director _____ Assoc./Asst. dir. X Candidate _____

Listen to each recorded example and circle the correct answer.

- c 1. This selection would be greatly improved if:
- a. It were in synch
 - b. Forward motion was evident throughout
 - c. Individual voices didn't pop out
 - d. The tempo was faster
- X 2. The major problem with this part of the tag is:
- a. Clarity of words
 - b. Breath support
 - c. Over singing
 - d. Harmony accuracy
- c 3. Your first priority to improve in this selection should be:
- a. Synchronization
 - b. Chord clarity
 - c. Dynamic variation
 - d. Phrase endings
- c 4. This selection is a good example of:
- a. Inaccurate intervals
 - b. Consistent tempo
 - c. Unmatched vowels
 - d. Ringing chords
- c 5. The balance problem in this selection is:
- a. Bass predominance
 - b. Bari predominance
 - c. Tenor predominance
 - d. Lead predominance

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

Participant's Name Kathy Larkins
Chapter Columbus Chorus
Classification: Director/Co-director _____ Assoc/Asst. dir. _____ Date 01.19.07
Candidate X

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. <i>The Pitch Pipe</i> |
| 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. Marketing/Membership Coordinator | Q. Music Services Department |
| I. Music Education Committee | R. Arrangers |

- 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 educational programs of Sweet Adelines International?
- Q 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.
- L 6. One of the three 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?
- P 8. The primary intent of copyright laws is to protect ____.
- K 9. What is the name of the official publication of Sweet Adelines International?
- H 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 educate & promote
its members in the singing of Barbershop Harmony
12. What is the name of the International President? Pat LeVeau
13. What is your Communications/Technology Coordinator's name? Rachel Cox
14. What is your ED's name? Lynn Hartmuth
15. What is your Events Coordinator's name? Roxy Hensley
16. What is the name of the international program designed to introduce young women to the
barbershop art form? Young Women in Harmony
17. Of the eight regional leaders, to whom would you go for:
 - a. approval of chapter standing rules? Team Coord. Angie Asher
 - b. help in finding a coach? Education Coord. Lynn Hartmuth
 - c. help with membership retention? Membership/Marketing Coord. Wendy Gillette

Participant: Leave the rest of this page blank.

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

Divide total points by 2 = 10.0 TOTAL SCORE (maximum 10)

Evaluator Lt. D. Jackson Date 2/11/07

ED Signature _____ Date _____

SKILL AREA 4, PART 1: TEACHING SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kathy Larkins
Chapter Columbus Chorus Date 8/10/08
Classification: Director/Co-director _____ Assoc/Asst. dir. ☒
To be completed for Director/Co-director or Assoc/Asst. director only

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
Methods of teaching a song <u>5 5 5 5 3 5 4 4 5 4 5 4</u> = <u>54</u>	54	÷	12	= 4.5
Methods of teaching vocal skills <u>5 5 4 5 4 5 4 5 5 4 5 4</u> = <u>55</u>	55	÷	12	= 4.6
Methods of teaching section work <u>5 5 4 5 4 5 = 4 5 4 5 4</u> = <u>50</u>	50	÷	11	= 4.5
Methods of teaching barbershop craft and style <u>5 = 4 5 3 5 4 4 5 4 5 4</u> = <u>48</u>	48	÷	11	= 4.4
Clarity of language <u>4 5 4 5 3 5 5 5 5 4 5 4</u> = <u>54</u>	54	÷	12	= 4.5
Follows a logical progression and pacing in teaching and rehearsal planning <u>5 5 5 5 4 5 5 5 5 4 5</u> = <u>53</u>	53	÷	11	= 4.8
Vocal inflection <u>4 5 4 5 3 5 5 4 5 4 5 4</u> = <u>53</u>	53	÷	12	= 4.4
Body language and energy, including facial expression <u>5 5 5 5 4 5 5 4 5 4 5 4</u> = <u>56</u>	56	÷	12	= 4.7
Maintains attention and control of the group <u>5 5 5 5 3 5 5 5 5 4 5 4</u> = <u>54</u>	54	÷	12	= 4.5
Presentation of material is appropriate to the level of the group and meets the needs of the various learning styles of the group <u>5 5 5 5 4 5 5 = 5 4 5 4</u> = <u>52</u>	52	÷	11	= 4.7

Maximum total score is 10 points.

Sum ITEM SCORES = 45.6 ÷ 5 = 9.1 TOTAL SCORE, Skill Area 4

Evaluator K. Jochen Date 8/10/08
ED Signature _____ Date _____

SKILL AREA 5, PART 1: MANAGEMENT SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kathy Larkins
Chapter Columbus Chorus Date 8/10/08
Skill Area 5, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.
Classification: Director/Co-director _____ Assoc/Asst. dir. ☒

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
The participant selects and utilizes chorus members to assist her in the chapter's musical program.	<u>5-444545-354=43</u>	÷	<u>10</u>	= <u>4.3</u>
The participant provides training for the music staff members.	<u>5-4-34-553--=29</u>	÷	<u>7</u>	= <u>4.1</u>
The participant delegates duties to members showing strength in special areas.	<u>5-45454-535-=40</u>	÷	<u>9</u>	= <u>4.4</u>
The participant works effectively with chapter administration.	<u>5545455-5354=50</u>	÷	<u>11</u>	= <u>4.5</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>5-5--3--3--=16</u>	÷	<u>4</u>	= <u>4.0</u>

Maximum total score, Skill Area 5 — Part 1 is 5 points.

Sum ITEM SCORES = 21.3 ÷ 5 = 4.3 TOTAL SCORE, Skill Area 5, Part 1

Evaluator R. Parker Date 8/10/08
ED Signature _____ Date _____

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

Participant's Name Kathy Harkins
Chapter Columbus Chorus Date 01-19-07
Classification: Director/Co-director _____ Assoc./Asst. dir. _____ Candidate X
Skill Area 5 Evaluation — Part 2 is to be completed by all classifications.

Instructions to participant:

Write 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.

x5 Warm ups - physical & vocal
Teaching a new song
Fill in directing a rehearsal or performance if
serve as another set of ears director is absent
Supervise section leaders

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

x5 I would select a talented group of section
leaders and chorus team. Support them to improve
their skills by coaching, PVI etc. & so they can
then support their fellow chorus members w/ notes, vocal
production etc. Provide them w/ constant education & support.

3. What are the key ingredients of a good working relationship between the chorus director and board of directors?

x5 - Open minds
- Realizing that you are working for the same
results - Making the chorus the best it
can be.
- The board doing the administrative work so
the music can flow easily
- Respect for each others positions.

4. Briefly describe the two different types of chapter administration:
(1) Board of Directors and (2) Integrated Chapter Management.

- ① 8-12 members depending on the size of the chorus. Pres. Vice Pres, Secy, Treas, Corp Secy functions by voting - director is not a member and does not have a vote - More formal - Traditional
- ② 5-12 members + director - Team management. Reach decisions by ~~agreement~~ consensus. More relaxed. Director has more of a say as she is a member of the team.

5. Describe the differences and/or similarities in the director's role in each type of chapter administration.

Director has a say in both groups - but she doesn't have a vote w/ the Board of Directors. With the Board of Directors there ^{ends up being} two teams: the Administrative ^(Board) and Musical ^(Director). The admin is supposed to support the musical team - but sometimes ^{they} are at odds.

The Integrated Chapter Management ~~combines~~ ^{combines} both admin. and musical together. They work more as a team instead of two separate groups. Everyone works together to make decisions and solve ~~the~~ issues.

23 total points

Divide total points by 5 = 4.6 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita A. Tucker

Date 2/11/07

ED Signature _____

Date _____

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 6 EVALUATION
JUDGING CATEGORIES & COMPETITION**

Participant's Name Kathy Larkins
Chapter Columbus Chorus Date 6.29.08
Classification: Director/Co-director _____ Assoc/Asst. dir. X Candidate _____

Instructions to participant:

Write the correct answer in each blank. Each answer worth four (4) points, except where noted.

- C 1. In the sound category, 30 % of your score relates to artistic sound.
- C 2. In the music category, 30 % of your score has to do with the arrangement.
- C 3. In the expression category, lyric interpretation accounts for 60 % of your score.
- C 4. In the showmanship category, 70% of your score is focused on Performance.
- C 5. Describe the importance of unity and how it relates to each category.
Unity is all important - notes/sound/lyrics all have to move together for proper sound, to agree on an interpretation to deliver the music. The unit has to move together to even attempt dynamics in the expression category... and the chorus may look good but can't deliver a confident/stage commanding performance for showmanship. If the chorus isn't unified nothing really works.
- C 6. The total points available for a two-song performance in a regional competition is 800.
7. List two ways a director might detract from the visual performance as described in the showmanship category. (Each part worth 4 points.)
 - C a. Inappropriate/awkward choreography - nerves
 - C b. Costume that doesn't blend or enhance the chorus
- C 8. uneasiness on stage
How many categories are affected by harmony accuracy? all 4
- C 9. Which category scoresheet has a picture of the barbershop cone? Sound
- C 10. In case of a tie score, the score in the Sound category breaks the tie.
- C 11. Who is the only judge evaluating how a chorus takes pitch? showmanship

12. Describe the major identifying characteristics of the barbershop sound as it differs from other types of vocal music.

Barbershop sound uses a cone shape balance with the lower voices having more balance & intensity

13. List at least three elements necessary to create the barbershop "lock and ring." (Each part worth 4 points.)

- a. accuracy (notes / chords / tempo)
- b. resonance
- c. balance / blend

14. List the three types of lyrics that are unacceptable in competition and subject to penalty. (Each part worth 4 points.)

- a. patriotic
- b. religious
- c. non-english

15. List at least three aspects of an arrangement to be considered when selecting a competition song for your chorus. (Each part worth 4 points.)

- a. degree of difficulty - appropriate for the choruses abilities
- b. Form meets requirements AABA ABCBA w/ good tag
- c. Good barbershop chords - triads - 7ths - 9ths

16. List at least three elements that impede the forward motion in musical phrasing. (Each part worth 4 points.)

- a. poor breath support - lack of quick breaths
- b. over articulation - tension in jaw and surrounding muscles
- c. lack of steady tempo / internal sync.

Participant: Leave the rest of this page blank.

92 total points (maximum 100 total points)

Divide total points by 10 = 9.2 TOTAL SCORE (maximum 10)

Evaluator R. Tucker

Date 8/10/08

ED Signature _____

Date _____

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 7 EVALUATION
VOCAL PRODUCTION**

#7

Participant's Name Kathy Larkins
Chapter Columbus Chorus
Classification: Director/Co-director _____ Assoc/Asst. dir. X Date 6.29.08
Candidate _____

Instructions to participant:

Write the letter of the correct answer in each blank.

- C D 1. When we are not singing or speaking, the vocal cords are open. We refer to the space between them as the:
a. epiglottis b. larynx c. soft palate
d. glottis e. cricoids
- C C 2. The primary resonator in the human voice is the:
a. hyoid bone b. larynx c. pharynx
d. diaphragm e. external and internal intercostals
- C A 3. In singing, muscles that interfere with vocal freedom are the _____ muscles.
a. swallowing b. abdominal c. intercostals
d. diaphragm e. sternum
- C B 4. For proper resonance, the _____ must be lifted.
a. vocal cords b. soft palate c. intercostals
d. larynx e. diaphragm
- C B 5. The "lid" that closes off the windpipe when we swallow is called the:
a. cricoid cartilage b. epiglottis c. glottis
d. sphincter e. soft palate
- C D 6. Amplification of the voice is called:
a. phonation b. articulation c. vibrato
d. resonance e. harmonics
- C D 7. Muscles that are *not* involved in breathing include:
a. intercostals b. diaphragm c. epigastrium
d. mylohyoid e. abdominal