

Fill in the blanks:

11. The purpose of Sweet Adelines International is to EDUCATE
its members in the singing of BARBERSHOP HARMONY
12. What is the name of the International President? PAT LEVEZU
13. What is your Communications/Technology Coordinator's name? PARMAEL WENDY GILLETTE
14. What is your ED's name? LYNN HARTMUTH
15. What is your Events Coordinator's name? REX YES
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? RTM
 - b. help in finding a coach? EDUCATION COORDINATOR (EC)
 - c. help with membership retention? M/MC

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 Lita Q. Juarez Date 2/11/07

ED Signature _____ Date _____

SKILL AREA 4, PART 1: TEACHING SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Linda Rightor
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	3 4 4 5 3 5 5 4 5 4 5 4 = 51	÷	12	= 4.3
Methods of teaching vocal skills	3 4 4 5 4 5 4 4 = 45	÷	11	= 4.1
Methods of teaching section work	3 4 5 5 3 5 5 5 = 45	÷	11	= 4.1
Methods of teaching barbershop craft and style	3 4 5 5 3 5 4 4 = 45	÷	11	= 4.1
Clarity of language	3 4 5 5 4 5 5 5 5 4 5 4 = 54	÷	12	= 4.5
Follows a logical progression and pacing in teaching and rehearsal planning	3 4 5 5 3 5 5 5 5 4 5 5 = 54	÷	12	= 4.5
Vocal inflection	3 4 5 5 4 = 45	÷	11	= 4.1
Body language and energy, including facial expression	5 4 5 5 4 = 55	÷	11	= 4.6
Maintains attention and control of the group	5 4 5 5 3 5 5 5 5 4 5 5 = 56	÷	12	= 4.7
Presentation of material is appropriate to the level of the group and meets the needs of the various learning styles of the group	4 4 5 5 4 5 5 5 5 4 5 5 = 56	÷	12	= 4.7

Maximum total score is 10 points.

Sum ITEM SCORES = 44.8 ÷ 5 = 9.0 TOTAL SCORE, Skill Area 4

Evaluator [Signature] Date 8/10/08
ED Signature _____ Date _____

SKILL AREA 5, PART 1: MANAGEMENT SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Linda Rightor
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>3 3 5 4 3 = 45</u>	<u>9</u>	<u>=</u>	<u>3.9</u>
The participant provides training for the music staff members.	<u>3 3 4 = 3 = 5 = 3 = 5 = 26</u>	<u>7</u>	<u>=</u>	<u>3.7</u>
The participant delegates duties to members showing strength in special areas.	<u>4 3 5 = = 4 5 = 3 5 5 = 34</u>	<u>8</u>	<u>=</u>	<u>4.3</u>
The participant works effectively with chapter administration.	<u>5 4 5 4 4 5 5 5 5 3 5 5 = 55</u>	<u>12</u>	<u>=</u>	<u>4.6</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>4 3 5 = = 4 5 = 3 = 5 = 29</u>	<u>7</u>	<u>=</u>	<u>4.1</u>

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

Sum ITEM SCORES = 20.6 ÷ 5 = 4.1 TOTAL SCORE, Skill Area 5, Part 1

Evaluator L. Archer Date 8/10/08
ED Signature _____ Date _____

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

Participant's Name LINDA RIGTOR
Chapter COLUMBUS CHAPTER Date 1/19/07
Classification: Director/Co-director _____ Assoc/Asst. dir. _____ Candidate _____
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
Do Warm Ups
Teach a Song
Work with a group on vocal production
Work with Section Leaders
Work with intervals

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

x7
I would work with each voice part to learn individual strengths & weaknesses and determine which individuals could act as section leaders. Then I would work with section leaders to "train the trainers" for each section.

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

x5
One of the most important ingredients is communication. Part of the communication would involve establishing goals that both the director and BOD agreed upon and then took to the chorus — & that ~~the~~ were agreed upon jointly. The BOD and directors should have a mutual agreement on responsibilities — either spelled out in a written contract or verbal agreement.

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

The B of D administration has a given number (8 or 12) of directors elected. The directors elect the officers to govern the chapter. Issues are voted upon. Regular meetings are held.

The ICM type of chapter management has the number of team leaders set by the chapter standing rules. Usually a set number are elected and then others are appointed by the team. Decisions are made by consensus. Meetings are held as needed.

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

Although the Director is usually included in B of D meetings and can give his/her opinion, the director has no vote.

The director has a vote (although decisions are usually by consensus) and heads her/his team or committee. This ^{musical} team or committee may consist of section leaders, assistant or associate directors, choreographers, etc.

20 total points

Divide total points by 5 = 4.0 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita A. Juan Date 2/11/07
ED Signature _____ Date _____

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

Participant's Name LINDA RIGHTOR
Chapter COLUMBUS CHAPTER 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.

- C1. In the sound category, 30 % of your score relates to artistic sound.
- C2. In the music category, 30 % of your score has to do with the arrangement.
- C3. In the expression category, lyric interpretation accounts for 60 % of your score.
- C4. In the showmanship category, 70% of your score is focused on PERFORMANCE.
5. Describe the importance of unity and how it relates to each category.
C SOUND - MUST BE SINGING TOGETHER WITH GOOD VOCAL PRODUCTION, PROPER BREATHING, ACCURACY TO PRODUCE UNIT SOUND
J MUSIC - PERFORMERS MUST BE SINGING TOGETHER AS A UNIT TO SHOW THE ARRANGEMENT IS APPROPRIATE FOR QUARTET/CHORUS
C EXPRESSION - IF PERFORMERS CANNOT EXHIBIT UNIT SOUND, THEY CANNOT SUCCESSFULLY ADD VOCAL ARTISTRY
C SHOWMANSHIP - COSTUMES/MAKEUP/PLAN/FACES ALL NEED UNIT LOOK TO GO WITH UNIT SOUND.
- C6. 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.)
J a. DIRECTOR MIGHT TURN BACK TO CHORUS WHEN THEY WERE NOT READY TO PERFORM ALONE.
C b. DIRECTOR MAY CHOSE A COSTUME THAT WAS INAPPROPRIATE OR CAUSE AUDIENCE TO LOOK ONLY AT HER/HIM.
- C8. How many categories are affected by harmony accuracy? 4
- C9. Which category scoresheet has a picture of the barbershop cone? SOUND
- C10. In case of a tie score, the score in the SOUND category breaks the tie.
- C11. 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 USES ARRANGEMENTS IN MAJOR MODE BY USE OF MAJOR TRIADS, MAJOR 7th BARBERSHOP 7th & MAJOR 9th. THE VOCAL PARTS SING IN A CONE WITH BASS PREDOMINATE ON THE BOTTOM OF THE CONE, THEN BARI, LEAD & TENSOR ON TOP

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

- a. ACCURACY
- b. BALANCE & BLEND
- c. BREATH SUPPORT

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

- a. RELIGIOUS
- b. MILITARY OR PATRIOTIC
- c. NON ENGLISH LANGUAGES

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
- b. FIT VOCAL RANGE OF SINGERS
- c. APPROPRIATENESS FOR COMPETITION

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

- a. WORDINESS
- b. TONAL FLOW
- c. LACK OF INTERNAL SYNCHRONIZATION

Participant: Leave the rest of this page blank.

83 total points (maximum 100 total points)

Divide total points by 10 = 8.3 TOTAL SCORE (maximum 10)

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

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

Participant's Name LINDA RIGHTOR
Chapter COLUMBUS Date 5/16/08
Classification: Director/Co-director _____ Assoc/Asst. dir. _____ Candidate _____

Instructions to participant:

Write the letter of the correct answer in each blank.

- 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 2. The primary resonator in the human voice is the:
a. hyoid bone b. larynx c. pharynx
d. diaphragm e. external and internal intercostals
- A 3. In singing, muscles that interfere with vocal freedom are the _____ muscles.
a. swallowing b. abdominal c. intercostals
d. diaphragm e. sternum
- B 4. For proper resonance, the _____ must be lifted.
a. vocal cords b. soft palate c. intercostals
d. larynx e. diaphragm
- 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
- D 6. Amplification of the voice is called:
a. phonation b. articulation c. vibrato
d. resonance e. harmonics
- X C 7. Muscles that are *not* involved in breathing include:
a. intercostals b. diaphragm c. epigastrium
d. mylohyoid e. abdominal

8. Proper phonation is achieved by lifting the:
a. abdominal muscles b. jaw c. phrenic nerve
d. larynx e. epiglottis
9. Closure of the vocal cords is called:
a. resonance b. articulation c. relaxation
d. interference e. approximation
10. For correct vocal production the _____ must be relaxed and free.
a. intercostal muscles b. vagus nerve c. jaw
d. hyoid bone e. sternum
11. Every sound that is produced, no matter what the source, must have three elements: an actuator, a _____ and a resonator suitable to the frequency or pitch produced.
a. articulator b. vibrator c. reflex action
d. approximator e. transmitter
12. Vowels are formed primarily with the:
a. jaw b. soft palate c. vocal cords
d. tongue e. cheek muscles
13. Intercostal muscles are the muscles that control the:
a. ribcage expansion b. diaphragm c. abdominal lift
d. shoulders e. vocal cords
14. Which of the following is *not* an articulator?
a. lips b. tongue c. jaw
d. teeth e. hard palate
15. The vocal cords are attached to the:
a. soft palate b. hyoid bone c. pharynx
d. epiglottis e. thyroid cartilage
16. The "middle voice" is used for producing tones:
a. between middle C and the C an octave higher
b. below middle C
c. above middle C
17. The area of the pharynx that is closed by the soft palate is the:
a. laryngo-pharynx b. naso-pharynx c. oro-pharynx

- B 18. The ventricular bands are:
a. vocal cords b. false vocal cords c. tongue muscles
d. jaw muscles e. transverse abdominal muscles
- C 19. The part of the body not involved in the swallowing mechanism is the:
a. jaw b. tongue c. diaphragm
d. lips e. larynx
- C 20. Proper posture for singing is an upright stance with body weight primarily:
a. on the outside (downstage) foot
b. on the heels with the legs relaxed
c. forward on the balls of the feet

Participant: Leave the rest of this page blank.

14 total points (maximum 20 total points)

Divide total points by 2 = 7.0 TOTAL SCORE (maximum 10)

Evaluator Kita D. Jurek Date 5-30-08
ED Signature _____ Date _____