

6. The pitch-taking technique for this song could be described as:
- a. out of tune
  - b. solid
  - c. strong and accurate
  - d. strong and inaccurate
  - ☒ e. (a) and (d)
7. Besides work on individual vocal production, what is the best sequence of skill development for this chorus in sound?
- a. tuning, accurate notes and intervals, chord balancing, synchronization
  - b. chord balancing, accurate notes and intervals, tuning, synchronization
  - ☒ c. accurate notes and intervals, tuning, synchronization, chord balancing
  - d. synchronization, tuning, accurate notes and intervals, chord balancing
  - e. accurate notes and intervals, synchronization, tuning, chord balancing
8. This introduction:
- a. is generally in tune
  - b. has good phrase flow
  - c. demonstrates appropriate forward motion
  - d. features strong bass singing
  - ☒ e. all of the above
9. The singing here represents all of these practices *except*:
- a. inaccurate intervals
  - ☒ b. overly conservative tempo
  - c. underdeveloped vocal skills
  - d. individual voice parts apparent
  - e. wrong notes
10. This tag is a good example of:
- ☒ a. oversinging
  - b. lack of synchronization
  - c. good balance
  - d. good tuning
  - e. lack of forward motion

Total points = 9 = TOTAL SCORE (maximum 10)

Evaluator

Lita A. Tucker

Date

8/10/02

ED Signature

Date

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

Participant's Name Kerry Denino  
Chapter Scioto Valley  
Classification: Director/Co-director ☒ Assoc/Asst. dir. ☐ Date 5-16-08  
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. <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.
- X B 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?
- X J 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  
its members in the singing of four-part harmony in the barbershop style
12. What is the name of the International President? Pat Levezu
13. What is your Communications/Technology Coordinator's name? Rachael Cox
- X 14. What is your ED's name? Lynn Hartmuth
15. What is your Events Coordinator's name? Toula Oberlies
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:
  - X a. approval of chapter standing rules? Communications/Technology Coordinator
  - b. help in finding a coach? Education Coordinator
  - c. help with membership retention? Membership/Marketing Coordinator

Participant: Leave the rest of this page blank.

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

Divide total points by 2 = 8 TOTAL SCORE (maximum 10)

Evaluator

Lita A. Jucan

Date

5-30-08

ED Signature

Date



# SKILL AREA 4, PART 1: TEACHING SKILLS

## COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kerry Denino  
Chapter Scioto Valley Date 1/1/09  
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 5 5 5 5 4</u> = <u>49</u>	÷	<u>10</u>	= <u>4.9</u>
Methods of teaching vocal skills	<u>4 5 4 5 5 5 5 5 4</u> = <u>47</u>	÷	<u>10</u>	= <u>4.7</u>
Methods of teaching section work	<u>4 5 4 5 5 5 5 5 4 4</u> = <u>46</u>	÷	<u>10</u>	= <u>4.6</u>
Methods of teaching barbershop craft and style	<u>4 5 5 5 5 5 5 5 5 5</u> = <u>49</u>	÷	<u>10</u>	= <u>4.9</u>
Clarity of language	<u>5 4 4 5 5 5 5 5 4 4</u> = <u>46</u>	÷	<u>10</u>	= <u>4.6</u>
Follows a logical progression and pacing in teaching and rehearsal planning	<u>5 4 5 5 5 5 5 5 5 4</u> = <u>48</u>	÷	<u>10</u>	= <u>4.8</u>
Vocal inflection	<u>5 5 5 5 5 5 5 5 5 5</u> = <u>50</u>	÷	<u>10</u>	= <u>5.0</u>
Body language and energy, including facial expression	<u>5 5 5 5 5 5 5 5 5 5</u> = <u>50</u>	÷	<u>10</u>	= <u>5.0</u>
Maintains attention and control of the group	<u>4 4 4 5 5 4 4 5 5 4</u> = <u>44</u>	÷	<u>10</u>	= <u>4.4</u>
Presentation of material is appropriate to the level of the group and meets the needs of the various learning styles of the group	<u>4 4 4 5 5 5 5 5 4 3</u> = <u>44</u>	÷	<u>10</u>	= <u>4.4</u>

Maximum total score is 10 points.

Sum ITEM SCORES = 47.3 ÷ 5 = 9.5 TOTAL SCORE, Skill Area 4

Evaluator Lita D. Jucker Date 1/1/09  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

## SKILL AREA 5, PART 1: MANAGEMENT SKILLS

### COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kerry Denino  
Chapter Scioto Valley Date 1/1/09  
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>4 5 4 5 4 5 3 5</u> = <u>35</u>	÷	<u>8</u>	= <u>4.4</u>
The participant provides training for the music staff members.	<u>3 4 4 5 4 5 5 5</u> = <u>35</u>	÷	<u>8</u>	= <u>4.4</u>
The participant delegates duties to members showing strength in special areas.	<u>3 5 4 5 4 5 4 4</u> = <u>34</u>	÷	<u>8</u>	= <u>4.3</u>
The participant works effectively with chapter administration.	<u>5 5 4 5 5 5 4 5</u> = <u>38</u>	÷	<u>8</u>	= <u>4.8</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>4 5 5 = 5 5 5 4</u> = <u>33</u>	÷	<u>7</u>	= <u>4.7</u>

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

Sum ITEM SCORES = 22.6 ÷ 5 = 4.5 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Jucker Date 1/1/09  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



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

Participant's Name Kerry Deniro  
Chapter Scioto Valley Date 5-16-08  
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.

1. Conduct Warm-up exercises at rehearsals.
2. Voice Test Prospective Members
3. Direct (be able to direct) the chorus in a performance in case the director must be absent
4. Attend Regional and International Music Schools.
5. Give PVI's to chorus members.

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

I would get to know each of their strengths so I would know how they each could best help the chorus or their section. I would provide them with as many education possibilities as I can and encourage them to take advantage of all Regional and International educational seminars. I would meet with them regularly to make sure all programs are effective and on task. I would be positive and always encouraging so that each of them could be the best they can be.

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

A mutual respect for each other is extremely important. There must also be a good line of open communication at all times. The BOD/MT ~~must~~ <sup>should</sup> be supportive of ~~the~~ musical decisions and vice/versa.

4. Briefly describe the two different types of chapter administration:  
(1) Board of Directors and (2) Integrated Chapter Management.
1. BOD can have 8 or 12 members - all are voted on by the membership. They elect a President, Vice Pres, Secretary and Treasurer. Issues at meetings are sometimes voted on for final decisions. The President is over all committee chairs, and runs all Board Meetings.
  2. MT has 6 members voted on by the membership, 3 appointed by the MT plus the Director. All decisions are made by consensus. All Coordinator positions are chosen first by the 6 elected members and the other 3 are offered by them to the other three. A Team Manager resides over meetings, though all committees and chairs are broken down to be under specific MT Coordinators.
5. Describe the differences and/or similarities in the director's role in each type of chapter administration.

With a BOD, sometimes a Director participates in meetings but often does not. She has no vote on the BOD.

With the MT, the Director is the Music Coordinator, is a member of the MT and participates actively at each meeting.

25 total points

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

Evaluator Lita D. Jackson

Date 5-30-08

ED Signature \_\_\_\_\_

Date \_\_\_\_\_



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

Participant's Name Kerry Denino  
Chapter Scioto Valley Chorus Date 1-23-09  
Classification: Director/Co-director X 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.
- ~~X~~ 2. In the music category, 40 % of your score has to do with the arrangement.
- ~~X~~ 3. In the expression category, lyric interpretation accounts for 10 % of your score.
4. 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.  
Unity affects all aspects of barbershop - within a section, unity must be achieved to make the section sound like one voice - without it, the music category will suffer due to more than one pitch sung in each section. Lack of unity will affect vocal production which affects all categories and especially the sound category. If there is no unity in lyrical interpretation, the expression category will suffer. In the showmanship category, lack of visual and emotional energy will cause lower scores.
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.)
  - a. Direction that is in contrast to the song's message.
  - b. Direction that is hinting choreography moves to the chorus members.
- ~~X~~ 8. How many categories are affected by harmony accuracy? 3
9. Which category scoresheet has a picture of the barbershop cone? Sound
10. In case of a tie score, the score in the Sound category breaks the tie.
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 is based on a cone-shaped sound with the bass at the bottom and the tenor at the top. Choral music usually has all parts at equal volume. Also, in barbershop, the melody is in the lead part whereas in choral music, the melody is in the top or soprano part.*
13. List at least three elements necessary to create the barbershop "lock and ring." (Each part worth 4 points.)
- Matched vowel sounds*
  - In-tune singing*
  - Chord balance*
14. List the three types of lyrics that are unacceptable in competition and subject to penalty. (Each part worth 4 points.)
- Religious*
  - Patriotic*
  - X. Off-color/Inappropriate*
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.)
- Ranges of all parts*
  - Theme of the song's story/lyrics - whether appropriate for members' image*
  - Difficulty of song*
16. List at least three elements that impede the forward motion in musical phrasing. (Each part worth 4 points.)
- Lack of breath support*
  - Lack of turned diphthongs*
  - Lack of energy*

Participant: *Leave the rest of this page blank.*

84 total points (maximum 100 total points)

Divide total points by 10 = 8.4 TOTAL SCORE (maximum 10)

Evaluator *Lita A. Fisher* Date *1/28/09*  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Participant's Name Kerry Denino  
Chapter Scioto Valley Date 3-4-09  
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
- C 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. resonation                      e. harmonics
- C 7. Muscles that are *not* involved in breathing include:  
a. intercostals                      b. diaphragm                      c. epigastrium  
d. mylohyoid                      e. abdominal