

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

Participant's Name Donna Davis  
Chapter Ohio Heartland Date \_\_\_\_\_  
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) Be sure that my section is singing accurately.  
2) Advise of problem areas that need some attention.  
3) Offer ideas on music selection.  
4) Offer to do warm-ups.  
5) Be available to help her in any way she deems appropriate.

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

The music team has to be able to support the musical product that I want to deliver. The Section Leaders, choreographer, Asst. Directors, <sup>etc.</sup> need to be carefully chosen for their own strengths + skill levels. Communication + planning are crucial to bring the team together.

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

Open communication.

Clear division of roles + responsibilities.

Respect!

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

X/ 1) Consists of individuals serving as chorus representatives, has a President, VP, Treasurer + Secretary positions. The Board votes on issues - to either approve or disapprove of issues presented to the Board.

2) much more streamlined with Team concept + division of responsibilities.

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

X/ The director's role should not differ because of the type of chapter administration chosen by the chorus.

15 total points

Divide total points by 5 = 3.0 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita A. Jackson Date 10-3-03

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

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

Participant's Name Donna Davis  
Chapter Ohio Heartland Chorus Date 11/11/05  
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.

- X 1. In the sound category, 70 % of your score relates to artistic sound.
- + C 2. In the music category, 30 % of your score has to do with the arrangement.
- X 3. In the expression category, lyric interpretation accounts for 40 % of your score.
- + C 4. In the showmanship category, 70% of your score is focused on the performance.  
*still singing + sound.*
5. Describe the importance of unity and how it relates to *each category*.  
*Sound - each section needs to sound as 1 voice for clarity of sound.*  
*Music - each section singing correct notes for chord clarity.*  
*Expression - unity of singing vowel to vowel for smoothness to express the appropriate feeling or message.*  
*Does the unit show emotion?*  
*Showmanship - moving as a unit in choreo; energy as a unit.*
- + 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. Over directing
- + C b. Joining the chorus front row to do choreo - maybe it isn't really needed or effective.
- + C 8. How many categories are affected by harmony accuracy? 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.

4 C melody is not sung by the highest voice -  
Strong Bass presence.

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

4 C a. Strong Bass presence  
b. All singing the same vowel.  
c. Singing correct notes.

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

4 C a. Religious  
b. Patriotic  
c. X-rated

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.)

4 C a. Range - is it within each section's capabilities?  
b. Skill level - is the arrangement within chorus capabilities?  
c. Vowels & Consonants of the lyrics - is it too wordy? (Too many t's...)

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

4 C a. Lack of air - poor breath support  
b. Over enunciation - too much jaw movement.  
c. Loss of tempo - maybe it wasn't established to begin with -  
maybe they selected an inappropriate tempo (too fast / too slow)

Participant: Leave the rest of this page blank.

70 total points (maximum 100 total points)

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

Evaluator Dee Tucker Date 11-11-05

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

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

Participant's Name Donna Davis  
Chapter Ohio Heartland Date 10/3/03  
Classification: Director/Co-director ☒ Assoc/Asst. dir. ☐ Candidate ☐

*Instructions to participant:*

Write the letter of the correct answer in each blank.

- X B 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
- X B 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 resonation, 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. resonation                      e. harmonics
- C D 7. Muscles that are *not* involved in breathing include:  
a. intercostals                      b. diaphragm                      c. epigastrium  
d. mylohyoid                      e. abdominal

- C A 8. Proper phonation is achieved by lifting the:  
a. abdominal muscles    b. jaw    c. phrenic nerve  
d. larynx    e. epiglottis
- X D 9. Closure of the vocal cords is called:  
a. resonance    b. articulation    c. relaxation  
d. interference    e. approximation
- C C 10. For correct vocal production the \_\_\_\_\_ must be relaxed and free.  
a. intercostal muscles    b. vagus nerve    c. jaw  
d. hyoid bone    e. sternum
- C B 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
- C D 12. Vowels are formed primarily with the:  
a. jaw    b. soft palate    c. vocal cords  
d. tongue    e. cheek muscles
- X C 13. Intercostal muscles are the muscles that control the:  
a. ribcage expansion    b. diaphragm    c. abdominal lift  
d. shoulders    e. vocal cords
- C E 14. Which of the following is *not* an articulator?  
a. lips    b. tongue    c. jaw  
d. teeth    e. hard palate
- C C 15. The vocal cords are attached to the:  
a. soft palate    b. hyoid bone    c. pharynx  
d. epiglottis    e. thyroid cartilage
- X C 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
- C B 17. The area of the pharynx that is closed by the soft palate is the:  
a. laryngo-pharynx    b. naso-pharynx    c. oro-pharynx



- c B 18. The ventricular bands are:  
a. vocal cords                      b. false vocal cords                      c. tongue muscles  
d. jaw muscles                      e. transverse abdominal muscles
- c 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 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.*

15 total points (maximum 20 total points)

Divide total points by 2 = 7.5 TOTAL SCORE (maximum 10)

Evaluator Lita D. Jucker Date 10-3-03

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

**SKILL AREA 8, PART 1: COMMUNICATION SKILLS**  
**COMPILATION OF RESULTS OF CHORUS EVALUATION**

Participant's Name Donna Davis  
Chapter Ohio Heartland Date 11/10/03  
Skill Area 8, Part 1 is to be completed by 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
Handles input from chorus members in a positive manner.				
<u>5 4 5 5 4 5 5 5 4 5 5 4</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Gives clear instructions and communicates expectations.				
<u>5 4 5 4 4 4 5 5 4 4 5 5</u> = <u>54</u>	<u>54</u>	<u>÷</u>	<u>12</u>	<u>= 4.5</u>
Communicates in a positive manner.				
<u>5 4 5 5 5 5 5 5 4 4 5 4</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Exhibits enthusiasm.				
<u>5 5 5 5 5 5 5 5 4 5 5 5</u> = <u>59</u>	<u>59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Demonstrates ability to work with a coach (or other outside assistance), to accept suggestions and to work effectively with the chorus in such a situation.				
<u>5 5 5 5 4 5 3 5 4 4 5 3</u> = <u>53</u>	<u>53</u>	<u>÷</u>	<u>12</u>	<u>= 4.4</u>
Has consistent communication signals (i.e., eye contact, body language, voice).				
<u>4 5 5 5 4 5 5 5 4 4 5 5</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Offers positive reinforcement.				
<u>5 5 5 5 5 5 5 5 4 4 5 4</u> = <u>57</u>	<u>57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Exhibits security and confidence in the position of director/co-director or associate/assistant director (whichever is applicable).				
<u>5 5 5 4 5 5 5 5 4 5 5 5</u> = <u>58</u>	<u>58</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Accepts constructive criticism well.				
<u>5 5 5 5 4 5 5 5 4 4 5 4</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Communicates positive expectations that the chorus can reach its goals.				
<u>5 5 5 5 5 5 5 5 4 4 5 4</u> = <u>57</u>	<u>57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>

Maximum total score is 5 points.

Sum ITEM SCORES = 47.0 ÷ 10 = 4.7 TOTAL SCORE, Skill Area 8, Part 1

Evaluator Lita A. Jackson Date 12/16/03  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 8 EVALUATION — PART 2  
COMMUNICATION SKILLS**

Participant's Name Donna Davis

Chapter Ohio Heartland

Date 10-3-03

Classification: Director/Co-director ☒

Assoc/Asst. dir. ☐

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)

+5 Verbal instruction, singing for demonstration purposes, memos or news letters, body language + facial expressions.  
Written instruction; ie - on the copied music (dynamics etc.)

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)

+3 I would first get with the Section Leader to determine what she has done or is doing with this person. Have tapes been made available? Sectional time needed? If needed, I would meet with the individual for one on one work.

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 I would do some one on one work to determine what she is struggling with.  
I would advise her to practice at home in the mirror as well.

Participant: Leave the rest of this page blank.

9 total points

Divide total points by 2 = 4.5 TOTAL SCORE, PART 2 (maximum 5)

Evaluator John A. Juarez

Date 10-3-03

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

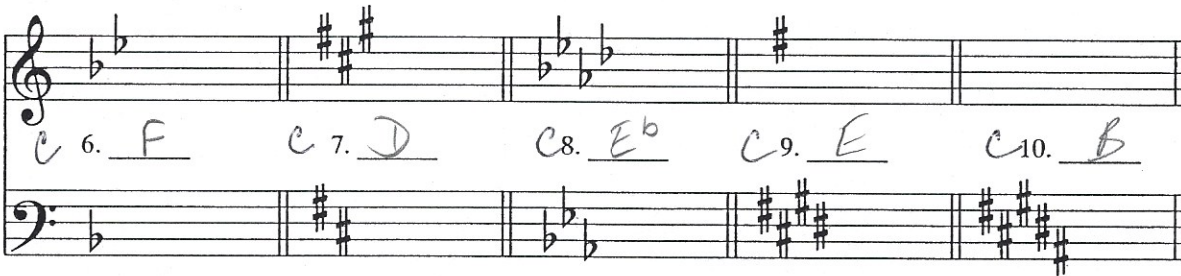
Date \_\_\_\_\_

**DIRECTOR CERTIFICATION PROGRAM**  
**SKILL AREA 9 EVALUATION**  
**MUSIC THEORY**

Participant's Name Donna Davis  
Chapter Ohio Heartland Chorus Date 11/11/05  
Classification: Director/Co-director X Assoc/Asst. dir. \_\_\_\_\_ Candidate \_\_\_\_\_

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

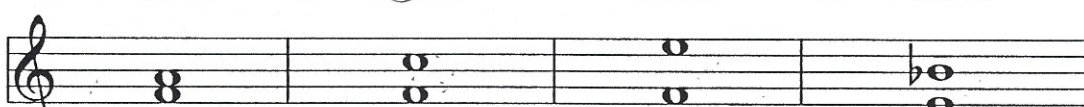
C 1. B<sup>b</sup>    C 2. A    C 3. A<sup>b</sup>    C 4. G    C 5. C



C 6. F    C 7. D    C 8. E<sup>b</sup>    C 9. E    C 10. B

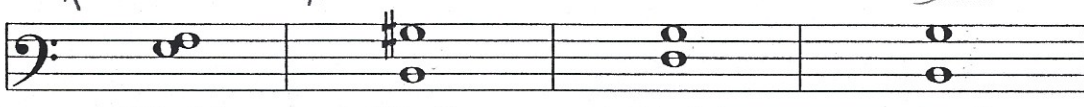
**PART II — INTERVALS:** Identify each interval. Select the correct answer and place its letter in the blank above each interval.

C 11. B    C 12. D    C 13. A    C 14. C



A. Perfect 5th    A. Major 3rd    A. Major 7th    A. minor 7th  
B. Major 3rd    B. Dim. 5th    B. minor 7th    B. Aug. 5th  
C. Perfect 4th    C. minor 3rd    C. Dim. 7th    C. Dim. 5th  
D. minor 6th    D. Perfect 5th    D. Octave    D. Octave

X 15. B    X 16. C    C 17. D    X 18. D



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