

SKILL AREA 4, PART 1: TEACHING SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Suzanne Frank
Chapter Song of the Bluegrass Date 7/21/06
Classification: Director/Co-director X 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				
4 4 4 4 3 5 5 4 4 3 5 4 = 49	49	÷	12	= 4.1
Methods of teaching vocal skills				
4 4 4 4 4 5 5 4 4 4 5 4 = 51	51	÷	12	= 4.3
Methods of teaching section work				
2 3 4 4 3 5 4 3 3 3 5 3 = 42	42	÷	12	= 3.5
Methods of teaching barbershop craft and style				
4 1 4 3 3 4 4 3 3 3 4 3 = 38	38	÷	12	= 3.2
Clarity of language				
5 5 4 4 4 4 4 3 4 4 4 4 = 49	49	÷	12	= 4.1
Follows a logical progression and pacing in teaching and rehearsal planning				
4 5 4 5 4 5 5 2 4 4 5 4 = 51	51	÷	12	= 4.3
Vocal inflection				
4 5 4 4 4 4 4 3 3 5 5 4 = 49	49	÷	12	= 4.1
Body language and energy, including facial expression				
5 3 5 4 4 4 5 4 4 4 5 5 = 52	52	÷	12	= 4.3
Maintains attention and control of the group				
4 4 4 5 4 5 4 4 4 3 5 3 = 49	49	÷	12	= 4.1
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 4 5 4 5 4 3 4 3 5 5 = 50	50	÷	12	= 4.2

Maximum total score is 10 points.

Sum ITEM SCORES = 40.2 ÷ 5 = 8.0 TOTAL SCORE, Skill Area 4

Evaluator Lita A. Jackson Date 7/21/06

ED Signature _____ Date _____

SKILL AREA 5, PART 1: MANAGEMENT SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Suzanne Frank
Chapter Song of the Bluegrass Date 7/21/06
Skill Area 5, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.
Classification: Director/Co-director X 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 1 5 4 3 5 5 5 4 4 5 5 = 50</u>	<u>÷</u>	<u>12</u>	<u>= 4.2</u>
The participant provides training for the music staff members.	<u>4 1 5 2 5 5 3 1 1 5 4 = 36</u>	<u>÷</u>	<u>11</u>	<u>= 3.3</u>
The participant delegates duties to members showing strength in special areas.	<u>5 1 5 3 3 5 5 4 2 2 5 5 = 45</u>	<u>÷</u>	<u>12</u>	<u>= 3.8</u>
The participant works effectively with chapter administration.	<u>5 4 3 4 5 4 3 5 4 5 4 = 47</u>	<u>÷</u>	<u>11</u>	<u>= 4.3</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>4 1 4 4 3 5 4 2 2 1 5 3 = 38</u>	<u>÷</u>	<u>12</u>	<u>= 3.2</u>

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

Sum ITEM SCORES = 18.8 ÷ 5 = 3.8 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Jackson Date 7/21/06
ED Signature _____ Date _____

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

Participant's Name Suzanne Frank
Chapter Song of the Bluegrass Date 4-7-06
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.

- x5 1. List five (5) ways you could assist your director if you were an associate/assistant director of a 40-voice chorus.
- Rehearse/Conduct chorus so director can evaluate
Conduct sectionals
Review audition tapes
Be available for whatever assistance she needs
Prepare learning tapes
2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus. Encourage ideas/suggestions
- 43 Determine talent/experience of chorus members
Through interviews goal setting.
Choose assistant & associate directors
Encourage assist/assoc to conduct
vocal/physical warmups. Expect team to point out errors openly
3. What are the key ingredients of a good working relationship between the chorus director and board of directors?
- Keep Open communication lines
Willingness to listen/consider ideas/suggestions
- x5 Openly praise/recognize contributions to chorus
by leadership members

4. Briefly describe the two different types of chapter administration:

(1) Board of Directors and (2) Integrated Chapter Management.

12
B+D: Officers: Pres, Recording Sec'y, Corresp. Sec'y
VP, Treasurer
2 yr terms
8-12 members
Consults membership re issues
Director not ~~extra~~ voting member
Mgmt team: Officers: Pres, Sec'y, Treas, VP
1 yr term
5-8 members
Dir member of team
Not as many rules
each yr, goals, rules are re determined

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

15
B+D Director does not vote
Mgmt team Director, a willing, ~~each~~ equal team member

20 total points

Divide total points by 5 = 4 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Leta A. Tucker Date 5/5/06
ED Signature _____ Date _____

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

Participant's Name Suzanne Frank
Chapter Song of the Bluegrass Date _____
Classification: Director/Co-director X 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.

+4

1. Direct while she listens
2. Listen while she directs
3. Re-write music to reflect how it was performed
4. Conduct sectionals
5. Record learning tapes

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

+3

1. Review members' previous ^{music} experience
2. Choose persons from each section who have had substantial music experiences ~~and~~
3. Choose persons who were good communicators + leaders
4. Choose those who had more SA experience than I
5. Choose those who can follow thru

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

+5

Open communications
Mutual respect
Willingness to share responsibilities

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

?

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

?

12 total points

Divide total points by 5 = 2.5 TOTAL SCORE, PART 2 (maximum 5)

Evaluator *[Signature]* Date 11-11-05

ED Signature _____ Date _____

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

Participant's Name Suzanne Frant
Chapter Song of the Bluegrass Date 1/20/06
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.

- +4 C 1. In the sound category, 30 % of your score relates to artistic sound.
- +4 C 2. In the music category, 30 % of your score has to do with the arrangement.
- +4 C 3. In the expression category, lyric interpretation accounts for 60 % of your score.
- +4 4. In the showmanship category, 70% of your score is focused on Performance.
- +4 5. Describe the importance of unity and how it relates to *each* category.
lack of a unit sound affects tuning - sound
lack of matching vowels affects expression
lack of unified breath control - gives weak
performance in showmanship
Chorus must sing in sync
- +4 6. The total points available for a two-song performance in a regional competition is 200.
- +4 7. List two ways a director might detract from the visual performance as described in the showmanship category. (Each part worth 4 points.)
a. Body motions upstage chorus
b. Moving around stage
- +4 8. How many categories are affected by harmony accuracy? 4
- +4 9. Which category scoresheet has a picture of the barbershop cone? Sound
- +4 10. In case of a tie score, the score in the Sound category breaks the tie.
- +4 11. Who is the only judge evaluating how a chorus takes pitch? Showmanship

- +4 12. Describe the major identifying characteristics of the barbershop sound as it differs from other types of vocal music. *Pythagorean Scale as opposed to tempered Scale*
Bar Δ notes as opposed to tap as unifying part
13. List at least three elements necessary to create the barbershop "lock and ring." (Each part worth 4 points.)
with @ section for
- +4 a. *vowels must match in each section & unit sound*
+4 b. *chorus must sing in sync*
+4 c. *chord must be in tune*
14. List the three types of lyrics that are unacceptable in competition and subject to penalty. (Each part worth 4 points.)
- +4 a. *religious*
b. *off color texts*
+4 c. *political*
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 a. *have appropriate range for each part*
+4 b. *difficulty*
c. *song must be approved for competition*
16. List at least three elements that impede the forward motion in musical phrasing. (Each part worth 4 points.)
- a. *lack of steady tempo in upbeats*
+4 b. *lack of breath control*
c. *poor posture*

Participant: Leave the rest of this page blank.

80 total points (maximum 100 total points)

Divide total points by 10 = 8.0 TOTAL SCORE (maximum 10)

Evaluator Lita A. Jackson

Date 1/29/06

ED Signature _____

Date _____

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

Participant's Name Suzanne L. Frank
Chapter Song of the Bluegrass Date 11-11-05
Classification: Director/Co-director X Assoc/Asst. dir. _____ 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
- 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 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
- X C 7. Muscles that are *not* involved in breathing include:
a. intercostals b. diaphragm c. epigastrium
d. mylohyoid e. abdominal

- X d 8. Proper phonation is achieved by lifting the:
a. abdominal muscles b. jaw c. phrenic nerve
d. larynx e. epiglottis
- X b 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
- C a 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 e 15. The vocal cords are attached to the:
a. soft palate b. hyoid bone c. pharynx
d. epiglottis e. thyroid cartilage
- C a 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