

- X 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)
- X 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
- C 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
- C 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
- C 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

(Each correct answer is worth 1 point.)

Total points = 10.0 = TOTAL SCORE (maximum 10)

Evaluator Lita Juarez Date 11-11-05
ED Signature _____ Date _____

85

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

Participant's Name Zoe Hagy
Chapter Christmas City Date 11/11/05
Classification: Director/Co-director ☒ Assoc./Asst. dir. ☐ 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. The Pitch Pipe |
| 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 |

- C E 1. The governing body of Sweet Adelines International
- C B 2. Who is responsible for overseeing the musical excellence of the region?
- C G 3. Who is responsible for supervising and evaluating both the musical and educational programs of Sweet Adelines International?
- C Q 4. Whom would you contact to determine if an arrangement has been copyright cleared?
- C M 5. A chapter must compete at least once every ____ years in order to renew its charter.
- C L 6. One of the three elected members of the Regional Management Team.
- C N 7. For a Ready, Set...Grow program, how many copies of music may you make for those attending?
- X R 8. The primary intent of copyright laws is to protect ____.
- C K 9. What is the name of the official publication of Sweet Adelines International?
- C H 10. Who is responsible for supervising the internal development of prospective chapters in the region?

Fill in the blanks:

- C 11. The purpose of Sweet Adelines International is to educate
its members in the singing of barbershop harmony
- C 12. What is the name of the International President? Diane Huber
- C 13. What is your Communications/Technology Coordinator's name? Rachel Cox
- C 14. What is your ED's name? Lynn Hartmuth
- C 15. What is your Events Coordinator's name? Bev Cunningham
- C 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:
- C a. approval of chapter standing rules? Team Coordinator
- C b. help in finding a coach? ED coord.
- C c. help with membership retention? Market & Membership coord.

Participant: Leave the rest of this page blank.

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

Divide total points by 2 = 9.0 TOTAL SCORE (maximum 10)

Evaluator Lita Jucker Date 11-11-05

ED Signature _____ Date _____

SKILL AREA 4, PART 1: TEACHING SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Zoe Hagy
Chapter Christmas City Date 12-2-05
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	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>
Methods of teaching vocal skills	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>
Methods of teaching section work	<u>4 5 5 4 5 4 5 5 5 5 4 5 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Methods of teaching barbershop craft and style	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>
Clarity of language	<u>5 5 5 5 5 5 5 5 5 5 4 5 = 59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Follows a logical progression and pacing in teaching and rehearsal planning	<u>5 5 5 5 5 5 5 5 5 5 4 5 = 59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Vocal inflection	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>
Body language and energy, including facial expression	<u>5 5 5 5 5 4 5 4 5 5 4 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Maintains attention and control of the group	<u>5 5 4 5 5 5 4 5 5 5 4 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</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>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>

Maximum total score is 10 points.

Sum ITEM SCORES = 49.1 ÷ 5 = 9.8 TOTAL SCORE, Skill Area 4

Evaluator Lita A. Tucker Date 12-2-05

ED Signature _____ Date _____

SKILL AREA 5, PART 1: MANAGEMENT SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Zoe Hagy
Chapter Christmas City Date 12-2-05
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>5 5 5 5 4 5 5 5 5 4 5 5 = 58</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant provides training for the music staff members.	<u>4 5 4 5 5 5 5 5 5 4 5 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant delegates duties to members showing strength in special areas.	<u>5 5 4 5 4 5 5 5 5 4 5 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant works effectively with chapter administration.	<u>5 5 3 5 4 5 5 5 5 5 4 5 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</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 4 4 5 5 5 5 3 4 4 = 52</u>	<u>÷</u>	<u>12</u>	<u>= 4.3</u>

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

Sum ITEM SCORES = 23.4 ÷ 5 = 4.7 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Jackson Date 12-2-05
ED Signature _____ Date _____

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

Participant's Name

Chapter

Classification: Director/Co-director

Assoc/Asst. dir.

Date

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.

+5
1) Warm up exercises
2) Know her/his interp. of each song in repertoire so I am ready to step in when needed
3) Do DVI's
4) Hold section rehearsals
5) Be available & prepared always

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

+5
1) Find the leaders - not necessarily the best singers
2) Develop a job description for ea member of team that I wanted to participate listing expectations & responsibilities & make sure ea member knows their role as well as their team mates.
3) Listen to my team

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

+5
Communication, communication, communication
Respect each other's ideas & opinions.
Be willing to listen to all ideas.

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

Participant's Name

Chapter

Date

Classification: Director/Co-director

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.
- X 2. In the music category, 70 % of your score has to do with the arrangement.
- X 3. In the expression category, lyric interpretation accounts for 70 % of your score.
14. In the showmanship category, 70% of your score is focused on visual presentation
5. Describe the importance of unity and how it relates to each category.
- +3 unit look - visual unity - showmanship
unit sound - each section sounds as one voice
unit in expression - all voices in sync
unit in music - all voices in each part singing
correct notes & intervals
- X 6. The total points available for a two-song performance in a regional competition is 400.
7. List two ways a director might detract from the visual performance as described in the showmanship category. (Each part worth 4 points.)
- +4 a. Becomes the "star"
- +4 b. too much unnecessary movement
- +4 8. How many categories are affected by harmony accuracy? all 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.
- 11. Who is the only judge evaluating how a chorus takes pitch? music

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

+4 conical sound Δ ; harmony above the melody; Lowest part mainly roots & 5th of chord

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

+4 a. matched vowels
+4 b. correct vocal production
+4 c. proper cone

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

+4 a. religious
+4 b. patriotic
— c. those in poor taste ?

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. melody line doesn't jump around
— b. Bass not too low
+4 c. At a level your chorus can do well not outside your limitations

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

+4 a. not singing "on the air"
— b. Lack of energy
+4 c. incorrect vocal production / lack of support

Participant: Leave the rest of this page blank.

67 total points (maximum 100 total points)

Divide total points by 10 = 6.7 TOTAL SCORE (maximum 10)

Evaluator Lita Juarez Date 11-11-05

ED Signature _____ Date _____

6.5

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

Participant's Name Zoe Hagg
Chapter Chadman City Date 11/11/05
Classification: Director/Co-director ☒ 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
- X C 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

- 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
- X e 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
- X c 14. Which of the following is *not* an articulator?
a. lips b. tongue c. jaw
d. teeth e. hard palate
- X b 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.

13 total points (maximum 20 total points)

Divide total points by 2 = 6.5 TOTAL SCORE (maximum 10)

Evaluator Lita Tucker Date 11-11-05

ED Signature _____ Date _____

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

Participant's Name Zoe Hagg
Chapter Christmas City Date 11/11/05
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)

x2

1) spoken instructions
2) Hands
3) Body

4) written instructions
5) eyes

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)

x3

I would TALK to her privately about why this is a problem for her & help her figure a way to eliminate the errors (work w/ learning top, sect. leader, etc)

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)

x2

First the chorus needs to know she has been given the authority to do whatever it is I've given her to do. Second, I would thank her in front of chorus for her help & let her know I appreciate her help. Privately, I will critique her work w/ her giving her what she does well & suggestions on areas to improve. Consistent positive reinforcement

Participant: Leave the rest of this page blank.

70 total points

Divide total points by 2 = 35 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita Jackson Date 11-11-05

ED Signature _____ Date _____