

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

(Each correct answer is worth 1 point.)

Total points = 6 = TOTAL SCORE (maximum 10)

Evaluator

Lita A. Jean

Date

5-30-08

ED Signature

Date

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

Participant's Name Tonelle Hammett  
Chapter Santa Valley  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒ Date 1-19-07  
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                           | <del>J.</del> Prospective Chapter Supervisor |
| <del>B.</del> Education Coordinator            | <del>K.</del> <i>The Pitch Pipe</i>          |
| C. Coronet Club                                | <del>L.</del> Directors' Coordinator         |
| D. 2   | <del>M.</del> 3                              |
| <del>E.</del> International Board of Directors | <del>N.</del> The quantity you've paid for   |
| F. Leadership Development Committee            | O. The quantity you need                     |
| <del>G.</del> Education Direction Committee    | <del>P.</del> Copyright holders              |
| H. Marketing/Membership Coordinator            | Q. Music Services Department                 |
| I. Music Education Committee                   | <del>R.</del> 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?
- ☒ P 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.
- L 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?
- ☒ R 8. The primary intent of copyright laws is to protect \_\_\_\_.
- K 9. What is the name of the official publication of Sweet Adelines International?
- ☒ 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 encourage & educate  
its members in the singing of barbershop harmony
12. What is the name of the International President? Pat LeVero
13. What is your Communications/Technology Coordinator's name? Rachel Cox
14. What is your ED's name? Lynn Hartmuth
15. What is your Events Coordinator's name? Roxy Hensley
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? CHC - Esther Nessersack
  - b. help in finding a coach? EC - Lynn Hartmuth
  - c. help with membership retention? m/mc - Wendy Gillette

Participant: Leave the rest of this page blank.

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

Divide total points by 2 = 80 TOTAL SCORE (maximum 10)

Evaluator Steve D. Jackson Date 2/11/07

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



## SKILL AREA 4, PART 1: TEACHING SKILLS

### COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Jonelle Hamilton  
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<br>points                        | divided<br>by | no. of<br>responses | ITEM<br>SCORE |
|---|--|---------------|---------------------|---------------|
| Methods of teaching a song  | <u>5 5 4 5 5 5 4 4 4 4</u> = <u>45</u> | ÷             | <u>10</u>           | = <u>4.5</u>  |
| Methods of teaching vocal skills  | <u>5 5 3 4 5 4 4 4 4 5</u> = <u>43</u> | ÷             | <u>10</u>           | = <u>4.3</u>  |
| Methods of teaching section work  | <u>5 5 3 4 5 5 5 5 4 4</u> = <u>45</u> | ÷             | <u>10</u>           | = <u>4.5</u>  |
| Methods of teaching barbershop craft and style  | <u>4 5 3 5 5 5 5 5 3 4</u> = <u>44</u> | ÷             | <u>10</u>           | = <u>4.4</u>  |
| Clarity of language   | <u>5 5 3 5 5 5 5 5 3 5</u> = <u>46</u> | ÷             | <u>10</u>           | = <u>4.6</u>  |
| Follows a logical progression and pacing in teaching and rehearsal planning   | <u>5 5 4 5 5 5 5 5 4 4</u> = <u>47</u> | ÷             | <u>10</u>           | = <u>4.7</u>  |
| Vocal inflection  | <u>4 5 4 5 5 5 5 4 3 5</u> = <u>45</u> | ÷             | <u>10</u>           | = <u>4.5</u>  |
| Body language and energy, including facial expression   | <u>4 5 4 5 5 5 4 4 3 5</u> = <u>44</u> | ÷             | <u>10</u>           | = <u>4.4</u>  |
| Maintains attention and control of the group  | <u>5 5 4 5 5 5 5 5 4 5</u> = <u>46</u> | ÷             | <u>10</u>           | = <u>4.6</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 4 5 5 4 5 4 3 5</u> = <u>45</u> | ÷             | <u>10</u>           | = <u>4.5</u>  |

Maximum total score is 10 points.

Sum ITEM SCORES = 45 ÷ 5 = 9.0 TOTAL SCORE, Skill Area 4

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

## SKILL AREA 5, PART 1: MANAGEMENT SKILLS

### COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Jonelle Hamilton  
Chapter Sierra 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<br>points            | divided<br>by | no. of<br>responses | ITEM<br>SCORE |
|--|----------------------------|---------------|---------------------|---------------|
| The participant selects and utilizes chorus members to assist her in the chapter's musical program.  | <u>5 = 3 5 5 4 5 3 3 3</u> | <u>= 36</u>   | <u>÷ 9</u>          | <u>= 4.0</u>  |
| The participant provides training for the music staff members.   | <u>4 = 5 5 5 4 5 4 4</u>   | <u>= 36</u>   | <u>÷ 8</u>          | <u>= 4.5</u>  |
| The participant delegates duties to members showing strength in special areas.   | <u>5 = 3 5 5 5 5 3 5 4</u> | <u>= 40</u>   | <u>÷ 9</u>          | <u>= 4.4</u>  |
| The participant works effectively with chapter administration.   | <u>5 5 4 5 5 5 5 4 4 5</u> | <u>= 47</u>   | <u>÷ 10</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>4 = 5 5 4 4 5 4 4</u>   | <u>= 35</u>   | <u>÷ 8</u>          | <u>= 4.4</u>  |

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

Sum ITEM SCORES = 22.0 ÷ 5 = 4.4 TOTAL SCORE, Skill Area 5, Part 1

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

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

Participant's Name Jonelle Hamilton  
Chapter Scioto Valley 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.

44  
- Do vocal / physical warm-ups  
- Be prepared to direct chorus in a performance that the director cannot attend.  
- "Sit out" of a song to help her "listen"  
- Direct the chorus at rehearsal when she coaches

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

15  
Assuming you know the capabilities + strengths of these individuals, I would look for women with great skills in communication, those apt to teach with at least basic music knowledge. Oops... it said "develop"... → (over)

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

15  
- Communication  
- Openness  
- Honesty  
- Always keeping the good of the chorus in mind.  
- Mutual Respect  
- Realizing the value of what each contributor  
- Having fun?



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

Clear distinction  
between  
Administrative  
& Music  
+4

Board of Directors conducts business with officers and members. Each member has a vote & issues are decided by majority vote. The director usually does not have a vote.

Music Team is  
part of  
mgt team

Management Team is comprised of 8-12 Team Mgrs. Decisions are made by consensus and the director is automatically the Music Team Mgr.

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

Well, to reiterate the above...

Board of Directors - The director is usually not on the board. The director can certainly be asked or ask to be at Board meetings. Has no vote.  
+4

Management Team:

The director is the Music Team mgr and is included in the consensus. She helps to pull the music into all the other aspects of

22 total points

Divide total points by 5 = 4.4 TOTAL SCORE, PART 2 (maximum 5)

is all about  
the music!

Evaluator Lita A. Jucker

Date 2/11/07

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

Date \_\_\_\_\_

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

Participant's Name Lonelle Hamilton  
Chapter Scioto Valley Date 6-15-07  
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.

1. In the sound category, 30 % of your score relates to artistic sound.
2. In the music category, 30 % of your score has to do with the arrangement.
3. In the expression category, lyric interpretation accounts for 60 % 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.

x7  
Sound -  
music -  
Expression -  
Showmanship -

Unit Sound ; Vocal Skills affects  
each category : Accuracy +  
Tuning is essential to unit  
sound.

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.)  
x7  
a. accepting applause - (ballad v.s. uptune)  
b. overdirecting
8. How many categories are affected by harmony accuracy? 4
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. *It is not a cylindrical sound with 4 equally, balanced parts, it is cone shaped with the lower parts ~~having~~ carrying more weight.*
13. List at least three elements necessary to create the barbershop "lock and ring." (Each part worth 4 points.)
- Vocal Skills*
  - Accuracy / Tuning*
  - Vowels - matching vowels*
14. List the three types of lyrics that are unacceptable in competition and subject to penalty. (Each part worth 4 points.)
- Religious*
  - Patriotic*
  - not "G" 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.)
- Dynamics - can dynamics be creative ~~gain~~*
  - Chords - good BBS Chords (major, dom 7<sup>th</sup>, dom 9<sup>th</sup>)*
  - Chorus ~~ability~~ <sup>suitability</sup> - is chorus ability there*
16. List at least three elements that impede the forward motion in musical phrasing. (Each part worth 4 points.)
- Breathing -*
  - Phrasing - finishing phrasing together*
  - Vocal Skills*

Participant: Leave the rest of this page blank.

92 total points (maximum 100 total points)

Divide total points by 10 = 9.2 TOTAL SCORE (maximum 10)

Evaluator Lita A. Tucker Date 6/17/07  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Participant's Name Lonelle Hamilton  
Chapter Scioto valley Date 12-22-08  
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 resonation, 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

X A 6. Amplification of the voice is called:

- a. phonation                      b. articulation                      c. vibrato  
d. resonation                      e. harmonics

D 7. Muscles that are *not* involved in breathing include:

- a. intercostals                      b. diaphragm                      c. epigastrium  
d. mylohyoid                      e. abdominal