

LEADERS AS LISTENERS	LEADERS AS TEACHERS
<p>The value to the leader: ·</p> <ul style="list-style-type: none"> • Acquires respect and trust • Gains and maintains attention • Develops rapport • Promotes focus on needs <p>The value to the member: ·</p> <ul style="list-style-type: none"> • Feels accepted and understood... is HEARD • Builds self-worth • Develops self-confidence • Recognizes assistance 	<p>Some things to keep in mind:</p> <ul style="list-style-type: none"> • Be prepared • Show you care • No one makes mistakes on purpose • Everyone can improve • Everyone has value • Compliments are great motivators • Praise first and then correct • Give immediate feedback • To teach, learners are needed! • Be aware of room setup/atmosphere • Acknowledge and honor effort

Two Types of Learners

AUDITORY-SEQUENTIAL LEARNER	VISUAL-SPATIAL LEARNER
Thinks mostly in words	Thinks mostly in pictures
Is a step-by-step learner	Is a global learner
Attends well to details	Sees the big picture
Follows oral directions well	Reads instructions well
Learns well from instructions	Argues with or ignores verbal reminders to work
Is comfortable with one right answer	Likes problems with many possible answers, develops own methods of problem solving
Is academically talented	Creatively, technologically, mechanically, emotionally or spiritually talented
Stays on task	Distractible
Excellent short-term memory	Excellent long-term memory

Traits Of A _____-Brained Person

LEFT-BRAINED	RIGHT-BRAINED
Needs clear, specific, written directions; Wants information in written form	Responds to personal relationships; Wants information in a demonstration, graph, or chart
Sees symbols (letters, words)	Sees concrete objects
Parrots back factual information	Distractibility & self-entertainment are high
Uncomfortable with open-ended, unstructured freelancing	Loves self-selected assignments that involve creativity, flexibility

Skills Associated With Each Hemisphere

LEFT HEMISPHERE	RIGHT HEMISPHERE
Listening	Visualization
Following Directions	Creativity
Talking & Reciting; Language	Art expression; Shapes & patterns
Locating Details & Facts	Singing & music

Responsibilities of Section Leaders

1. Attend all rehearsals possible. You have been chosen as a musical leader for your chorus and should be a role model for all.
2. Give accurate demonstration of notes and vocal production when requested to do so.
3. Be prepared... know the notes, words and interpretation to ALL songs in the repertoire.
4. Offer musical assistance to members in all areas of vocal production (posture, breathing, inside space, resonance, etc.).
5. Attend educational classes whenever possible. You can NEVER know enough about vocal production!
6. Conduct section rehearsals when requested to do so. These should be in conjunction with what the Director has requested.
7. Communicate on a continual basis with the Director and her assistants. They should be made aware of both problems and successes.
8. BE POSITIVE... NEVER CRITICIZE. We are all working together to become better musicians.
9. Make a personal commitment to help your section reach its highest potential.

Goals Attainable in Section Rehearsals

1. Learning notes
2. Learning the barbershop craft of the part
3. Achieving section blend and unity with the Director's dynamic plan
4. Expanding individual vocal potential in all ways
5. Learning better lyrical inflection habits within the section
6. Unifying synchronization
7. Achieving proper vowel match
8. Achieving proper singing space
9. Achieving proper breath management
10. Building a section *esprit de corps*
11. Identifying and developing potential future section leaders

Kinesthetic Movements and Word Pictures to Enhance Sound

- **C** for singing space
- **Elevator** for smooth transitions up and down the registers
- **Painting the sound** for smoothing out the lyrical line
- **Doorbell** for focusing the sound
- **Spin up** for spinning and ringing the sound
- **Feel the velvet** for adding dimension and texture to the sound
- **Fish in the water** for moving the air and the sound
- **North of hands** for keeping the sound resonated and forward
- **Hand in water** for adding energy and smoothness to lyrical flow
- **Cat whiskers** for adding frontal resonance
- **Pick up the sound** for focusing entrances
- **Touching nose** for focusing sound and adding resonance
- **Eye of the needle** for focusing sound and adding resonance
- **Fogging glasses** for adding resonance to the breath
- Elements of **earth, water, wind and fire** for adding color to sound
- Sing the **length** of your hand for more singing space
- **Touch front teeth** for a more resonant, frontal sound
- **Conduct circles** for a more lyrical flow
- **Juggling** for a more buoyant sound
- **Lasso overhead** for spin zone
- Directing arm with NO MUSCLE... ONLY SKELETAL
- **Open hand** for singing space... conduct sound through the space