

## Module Specification

**Module Title:** Voice 3 – Advanced Techniques in Voice

<b>Module code:</b>	TBC	<b>NQF level:</b>	Level 6
<b>Credit value:</b>	20 credits	<b>Semester of study:</b>	1 and 2
<b>Module type:</b>	Compulsory	<b>Pre-requisites:</b>	None
<b>Available to:</b>	BA (Hons) Musical Theatre		

### Module overview

In this module students will continue to develop vocal skill, stamina and flexibility in the first semester, building on the core principles of:

- Breath
- Posture
- Tone
- Resonance
- Articulation

Students will also use these sessions to build a repertoire folder of music and text which will prepare students for audition and their transition into the profession. This includes particular vocal technique for recorded mediums, leading to a recorded technical assessment. Again, providing students with resources wholly applicable to their continuing professional development.

In the second semester students will use these sessions to develop vocal skills and exercises directly related to the performance productions at the end of the semester. These sessions will be driven by the productions, their texts, their music or their devising process. As part of this students will also have the opportunity to interrogate the differences between personal vocal development and performance 'show coaching', which is appropriate to the industry.

### Aims

This module is designed to develop students' abilities to professional levels with regard to their knowledge and understanding the performers voice as well as develop particular vocal skills which are particularly prevalent to a professional performer.

The module is also designed to embed professional levels of self-reliance and self-discipline as well as significant abilities in the collaborative behaviours.

This module gives students in all pathways the opportunity to develop vocal skills in relation to their programme productions – linked to modules *Preparation for the Profession – Showcase*, and Group Public Performance.

Students will also receive individual 1:1 tuition (10 hours) throughout the year to receive tailored practical sessions on particular performance techniques in support of the voice strand and accompanying assessments. Semester 1 is concerned with further skills acquisition, semester 2 focuses on coaching in specific skills for the end of semester production.

The module aims to:

1. Further students' ability to understand anatomy and physiology in relation to voice.

2. Further enable students to develop their bodies as instruments of expression.
3. Link vocal skills acquired to a set of productions in which the student will perform.
4. Explore the difference between continued voice training and specific 'show coaching'.
5. Establish students' critical awareness with regard to their personal development and their performance skill in the context of Acting.
6. Establish students' self-reliance and their ability to collaborate with peers and tutors.

### Learning outcomes

On successful completion of this module, students will be able to:

1. Support the voice in spoken text and song to a demonstrably high level.
2. Demonstrate vocal development, applying skills developed at Level 4 and 5 to production.
3. Release unnecessary physical and mental tensions and promote efficient use of vocal anatomy and breath, demonstrating advanced physical ability.
4. Demonstrate new knowledge of the voice and its link to developing character and clear appreciation and understanding of that knowledge with regard to performance.

### Learning and teaching methods

The module will be delivered through practical workshops, technical classes, improvisation sessions, and experiences of a range of acting and performance techniques commonly found in Actor Training and best prepares students for the practical assessments.

### Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	144 hours
Indicative hours of directed study	56 hours
Total hours (100hrs per 10 credits)	200 hours

### Opportunities for formative feedback

Throughout the sessions students will use video of work in classes to allow for tutor and peer feedback throughout the module and allow for improvements to be made as part of on-going personal development, as well as in preparation for final summative assessments. This is also linked to continued formative feedback, fundamental to practical sessions.

### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	TBC	30%	1, 2, 3
Performance	TBC	70%	1, 2, 3, 4

### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Technical Assessment	TBC	30%	1, 2, 3
Performance	TBC	70%	1, 2, 3, 4

### Indicative Reading List

- Berry, C (1991) *The Actor and the Text*: Virgin Books 2000
- Clifford-Turner, J (1950) *Voice and Speech in the Theatre*: A & C Black 2000
- Fisher, J., 2018. *This is a Voice: 99 exercises to train, project and harness the power of your voice*. Welcome Collection
- Haydn Rowles, J. and Sharpe, E. (2014). *How to Do Accents*. London: OBERON Books Ltd.

- Haydn Rowles, J. and Sharpe, E. (2014). *How to Do Standard English Accents*. London: OBERON Books Ltd.
- Houseman, B., 2007. *Finding Your Voice: A Step-by-Step Guide for Actors*. Theatre Communications Group
- Kayes, G., 2004. *Singing and the Actor*. Methuen Drama
- Nelson, J., 2017. *The Voice Exercise Book: A Guide to Healthy and Effective Voice Use*. Nick Hern Books
- Houseman, B (2008) *Tackling Text*: Nick Hern Books 2002
- Linklater, K (1985) *Freeing Shakespeare's Voice*: Nick Hern Books 2010
- Rodenburg, P (2013) *The Right To Speak*: Bloomsbury Methuen Drama 2015