

Liverpool John Moores University

Title: INTRODUCTION TO VOICE - SPECIALIST STUDY
Status: Definitive
Code: **3500LPAFA** (116072)
Version Start Date: 01-08-2014

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Mike McCormack	Y

Academic Level: FHEQ3 **Credit Value:** 12.00 **Total Delivered Hours:** 72.00
Total Learning Hours: 120 **Private Study:** 48

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Practical	72.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	CONTINUOUS	Continuous Assessment	60.0	1.00
Presentation	DEMO	Practical Assessment / Demonstration	40.0	1.00

Aims

The module aims to provide an introduction:

- 1. To vocal technique in speaking;*
- 2. To body-voice integration;*
- 3. To vocal warm-ups;*
- 4. To fundamental work with text;*
- 5. To the disciplines of working on your own voice*

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify, isolate and control the relevant physiological function of the larynx
- 2 Undertake a personal warm-up and regular vocal exercises;
- 3 Apply the basics of breath, resonance, tone and articulation;
- 4 Undertake fundamental group work with appropriate discipline and focus;
- 5 Select and perform a solo piece of text.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CONTINUOUS ASSESSMENT	1	3	4
DEMONSTRATION	2	5	

Outline Syllabus

Initially students will learn vocal warm-up techniques and, alongside the work of the singing elements in acting modules will be introduced to an understanding of the anatomy of the vocal apparatus and an approach to vocal health. Students will learn how the different elements of breath, resonance, tone and articulation contribute to an overall vocal performance. Students will also learn about their own voices and be able to identify specific vocal problems they may encounter as they study throughout the year.

Learning Activities

The work is almost entirely practical. Work on individual technique and the basic principles of voice takes place in a group context and runs parallel to acting work throughout the year. Body/Voice work exploring fundamentals of resonance and articulation is predominant during the beginning of the year. This leads to an assessment/presentation where students demonstrate a personal vocal warm up. In the latter part of the year more emphasis is placed on applying appropriate vocal technique to a variety of text work. This leads to an assessment of prepared material.

There will be regular performance assessment points during the module, when formative assessment takes place and where feedback is given to students in order to enable their further development. These assessments will monitor vocal growth and application of appropriate technique. This will inform the continual assessment mark awarded to students.

ASSESSMENT STRATEGY

The strategy of assessment is based upon the assumption that the student will

acquire knowledge and disciplines in the early sessions which are then developed through practical classes into fundamental performance skills appropriate to each individual. As such the basic assessment strategy is one of continuous assessment of the student's development and progress from their own starting point at the beginning of the module rather than against an absolute standard of performance. Class based 'sharings' and the completion of set exercises are the basis for such assessment.

However, two shared showing occasions are an opportunity to test out individual processes and skills and receive formative feedback on utilising skills under performance and audition conditions.

Notes

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