

## Liverpool John Moores University

Title: Performance Skills  
Status: Definitive  
Code: **3566IAB** (124385)  
Version Start Date: 01-08-2018

Owning School/Faculty: Sports Studies, Leisure and Nutrition  
Teaching School/Faculty: Institute of the Arts Barcelona

Team	Leader
Fran Leaver	Y

**Academic Level:** FHEQ3      **Credit Value:** 20      **Total Delivered Hours:** 165  
**Total Learning Hours:** 200      **Private Study:** 35

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20
Seminar	5
Workshop	140

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	Class-based singing presentation of two contrasting songs	50	
Presentation	AS2	Class-based presentation of scene studies exercises	50	

### Aims

*To support dance students in the development of secondary / supporting performance skills in acting and singing. More specifically the module aims to:*  
1. Provide the students with a introductory understanding of the core principles of acting

2. Provide students with basic singing skills and an understanding of anatomy and physiology of the voice linked to a introductory understanding of music theory and vocabulary

## Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise and understand the core principles of acting and the potential personal strategies for his/her further development
- 2 Develop effective acting performances which respond to text and context (scene studies)
- 3 Perform a song accurately, with confidence, and utilizing healthy voice practice

## Learning Outcomes of Assessments

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

Presentation 1	1	3
Presentation 2	1	2

## Outline Syllabus

*The module will be delivered in two parts:*

### *Acting Technique*

*Through workshops and actor games students will be asked to recognise their own individual qualities as an actor and work towards the development of the neutral – from which to build the techniques for transformation as an actor. This will lead on to text based work through which they interrogate the material and explore the process of the translation from page to stage.*

*Throughout the module students will be introduced to, and work, with a variety of models of dramatic improvisation through which to encourage freedom, imagination, trust, creativity, teamwork and discipline*

### *Singing and Music*

*In singing students will explore a range of technical vocal skills required for singing. Studies will include an exploration of: Vocal Health, Breathing, Range, Pitch, Rhythm, Resonance, Projection, Articulation, Harmony and Musicality.*

*Students will be asked to explore and evaluate their vocal range and develop their musical ear. The module will introduce the students to a range of songs from a variety of genre (musical theatre, religious, popular music and choral) In addition to this, students will be introduced to the core vocabulary and theory of music so as to*

*help them work in the context of their future professional practice.*

## **Learning Activities**

The module will principally be delivered in whole cohort groups however a range of other strategies will be employed.

1. One-to-one singing classes (Initial diagnostics only)
2. Small group singing classes
3. Large group singing ensemble classes
4. Acting and Improvisation workshops and classes both in whole group and sub-groups
5. Independent and guided research exercises and presentations (page to stage)
6. Audio /Video screenings and presentations and the watching of live performance
7. In class / Institutional performances / sharings

## **Notes**

The module introduces students to acting, singing and music skills required of today's professional dancer. Assessment is via two presentations.