

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	FOUNDATION SKILLS VOICE STUDIO 1
<b>Unit ID:</b>	CPPSV1001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	(CPPSA1001 and CPPSD1001)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	100103

## Description of the Unit:

This unit is an introduction to Voice, a studio-based practice in Performing Arts, divided into two strands: Spoken Voice and Singing. The commencement of training grounds the emerging performer in process-based experiences and activities that are designed to open creative pathways. Students encounter holistic vocal practices and methodologies that will introduce and develop core skills.

**Spoken Voice** introduces vocal, verbal, imaginative and physical integration through the understanding of vocal anatomy, body mapping, breath, and voice and speech technique. It consists of a series of practical exercises designed to liberate the emerging performer from the restrictive habits and tensions that prevent freedom of expression.

**Singing** develops physical and vocal integration through study of vocal anatomy and the respiratory system, singing technique, vocal ensemble, and repertoire. Participating in practical activities, students will begin to develop the capacity to draw on a wide vocal range to ensure a rich, flexible, and expressive voice.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory			✓			
Intermediate						
Advanced						

**Learning Outcomes:**

**Knowledge:**

- K1.** Investigate integrative bodywork principles relevant to Voice.
- K2.** Recognise habituated physical and vocal patterns.
- K3.** Explore the voice/body as an expressive instrument.
- K4.** Examine vocal physiology and anatomical structures.
- K5.** Identify the importance of breath connection when moving and vocalizing.
- K6.** Explore the singing voice through applied musical repertoire.

**Skills:**

- S1.** Demonstrate the connection to reflexive breath.
- S2.** Demonstrate a range of physical and vocal patterns in contrast to habitual patterns.
- S3.** Demonstrate singing and vocal harmony.
- S4.** Rehearse and perform effectively as an ensemble member.
- S5.** Investigate an awareness of self through the practical application of skills.

**Application of knowledge and skills:**

- A1.** Detect past working practices and show ability to reassess and reorganize the concept of self as artist.
- A2.** Demonstrate psychophysical integration and apply this to both speaking and singing.
- A3.** Evaluate own strengths and weaknesses and apply psychophysical techniques to support and address this.
- A4.** Practice collaborative skills, including sharing ideas, reflecting, questioning, giving feedback and seeking contact.
- A5.** Exhibit vocal and physical flexibility, openness and the ability to express oneself with imagination and conviction.
- A6.** Exhibit an ability to apply singing skills and an awareness of self to musical repertoire.

**Unit Content:**

Students explore, in a practice-based way, how integrative vocal methods enhance speaking and singing. In class performance exercises, activities and group projects provide the links that are made between process-based work and performance outcomes.

Topics may include:

- Voice and Speech techniques.
- Alexander Technique and/or other integrative body work practices.
- Mindfulness practices.
- Singing technique.
- Singing ensemble.
- Introduction to Music Theatre Performance
- Introduction to the work of key voice practitioners and theorists.

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S3, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, A3,	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4, S1, A1, A6	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5, S2, S4, A4, A5,	AT1, AT2,
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S5, A6	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, S1, S2, S5, A1, A2, A4, A6	Participation and engagement in studio practice.	Demonstration of continuous learning in class, showing evidence of growing application of embodied skills and knowledge through active class participation and skill presentations.	40-50%
K3, K6, S3, S4, S5, A5, A6	Work in progress is to be presented which demonstrates critical reflection and interpretation of information through physical and vocal expression.	In-house studio performances.	30-40%
A3, S1, A1	Ongoing critical reflection and written responses to learning experiences throughout the semester.	Reflective Journal and Quiz.	20-30%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)