

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** FOUNDATION SKILLS VOICE STUDIO 2

**Unit ID:** CPPSV1002

**Credit Points:** 15.00

**Prerequisite(s):** (CPPSA1001 and CPPSD1001 and CPPSV1001)

**Co-requisite(s):** (CPPSA1002 and CPPSD1002)

**Exclusion(s):** Nil

**ASCED:** 100103

**Description of the Unit:**

This unit builds on the foundation studio voice practice developed in CPPSV1001 and is divided into two strands: Spoken Voice and Singing. This core discipline will resume the exploration of self through the study of psychophysical awareness and unity. Students will continue to practice voice, speech and singing activities to ensure a rich, flexible and expressive voice. They will build and refine skills in engaged neutrality, authentic body/voice connection, a theoretical and practical grasp of voice, speech, singing and song through the study of breath, singing repertoire and technique, vocal ensemble, vocal anatomy, voice and speech technique and body mapping.

**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

**Course Level:**

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

### Learning Outcomes:

#### Knowledge:

- K1.** Examine the Linklater Voice Method technique and its application to voice, speech and singing.
- K2.** Develop and extend psychophysical balance through integrative body work modalities such as Alexander Technique and/or other mind/body principles.
- K3.** Explore vocal physiology and its application to performance.
- K4.** Explore vocal coordination, rhythm and ability to support voice in performance.
- K5.** Research a vocal warm up as it applies to a daily practice.
- K6.** Explore singing as a means of story-telling through applied repertoire.

#### Skills:

- S1.** Extend the reflexive breathing process to meet the ongoing requirements of speaking and singing.
- S2.** Discuss the elements of cooperating with the human design through the recognition of personal habituated vocal patterns.
- S3.** Practice mindfulness methods to improve adaptability, spontaneity and creativity in performance.
- S4.** Demonstrate singing in tune and vocal harmony
- S5.** Practice taking creative risks.
- S6.** Develop an ongoing sense of self through the spoken and singing voice.

#### Application of knowledge and skills:

- A1.** Demonstrate confidence, consistency, creative impulse and spontaneity in speaking and singing.
- A2.** Apply breath as an authentic source for emotional connection to speaking and singing.
- A3.** Apply a research based vocal warm up to a daily practice in speaking and singing.
- A4.** Exhibit flexibility and responsibility for a healthy voice.
- A5.** Practice collaborative skills, including sharing, reflecting, questioning, giving and receiving feedback.
- A6.** Communicate a personal response to the work through discussion and practice.

#### Unit Content:

These classes will help cultivate a deeper appreciation and awareness of the voice as an embodied, expressive instrument as well as fostering confidence as a performer. A variety of spoken and sung texts will be introduced as a way to consolidate vocal technique.

Topics may include:

- Voice and Speech performance.
- Language and Text.
- Vocal improvisation.
- Singing Repertoire.

- Singing Technique.
- Posture and alignment activities such as Alexander Technique and/or other integrative body work practices.
- Vocal ensemble performance.
- Mindfulness.
- Body Mapping.
- Further exploration of key 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.	K2, K5, S1, A2, A4.	AT1, AT2, AT3.
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.	K1, S4, S5.	AT1, AT2.
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.	S3, A1, A3, A5.	AT1, AT2.
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.	K3, K4, S2, A6.	AT1, AT2, AT3
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.	S6, A6	AT1, AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K6, S5, S6, A1, A2, A3, A5, 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, K4, K6, S1, S3, S4, S6, A4, 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%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K5, S2, A6.	Ongoing critical reflection and written responses to learning experiences throughout the semester.	Reflective Journal	20-30%

**Adopted Reference Style:**

Chicago

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

Fed Cite - [referencing tool](#)