

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Voice Studio 4

Unit ID: CPPSV2004

Credit Points: 15.00

Prerequisite(s): (CPPRO2101 and CPPSD2003 and CPPSV2003)

Co-requisite(s): (CPPRO2102 and CPPSD2004)

Exclusion(s): (PAATV2004)

ASCED: 100103

Description of the Unit:

This unit introduces a variety of spoken word and music genres to encourage psychophysical connection to text. The student actor will develop a rigorous daily voice practice that is designed to support work being undertaken in performance, singing and voice classes. A sound theoretical and practical grasp of voice, speech and singing along with text analysis underpin this process and students continue to develop appropriate technical skills that support a spontaneous, adaptable and muscular voice for stage and screen. The emphasis is placed on developing the students understanding of marrying technique with practice as well as drawing on a wide vocal range to ensure an authentic connection to a rich, flexible, clear and expressive voice.

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

Work Experience:

No work experience

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Define the relationship between placement of sound, breath management and use of the articulators in safely achieving appropriate vocal quality when singing and speaking.
- K2.** Develop anatomical awareness and an accurate body map when vocalizing.
- K3.** Describe principles for a warm-up and personal practice program that acknowledges the needs of the individual voice in relation to speaking and singing.
- K4.** Extend the practice of activating breath support to achieve a full, resonant voice when speaking and singing.

Skills:

- S1.** Practice use of breath as a source for emotional connection to voice, speech and song.
- S2.** Demonstrate an ability to sight-sing at the appropriate level.
- S3.** Exhibit an ability to perform consistently within an ensemble and as a solo artist.
- S4.** Display effective relaxation methods that promote vocal and physical adaptability, spontaneity and creativity.
- S5.** Identify the application of vocal and acting processes in speaking and singing.

Application of knowledge and skills:

- A1.** Describe a personal vocal and physical methodology that supports the demands of speaking and singing.
- A2.** Practice personal vocal warm up based on utilizing vocal physiology.
- A3.** Identify idiosyncratic, habituated vocal patterns.
- A4.** Exhibit vocal and physical flexibility, responsibility for healthy voice use, and imaginative connection to speaking and singing.

Unit Content:

Students explore, in a practice-based way, how integrative vocal methods enhance singing and speaking. They will participate in class performance activities and projects that make links between process-based work and performance outcomes.

Topics may include:

- Alexander Technique and body mapping,
- Exploring Naturalism through vocal and verbal connection to a variety of texts,
- Choral singing,
- Solo singing,
- Analysing a variety of sung and spoken texts.

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, S2, S5, A1, A3	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.	K4, S1	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.	K2, A2,	AT1
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, S4,	AT1, 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.	S3, A4	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S4, A2	Participation in studio practice which demonstrates physical and vocal connection to music, singing, language, space and body	Ongoing observation of engagement in studio activities	30-50%
K4, S3, S5, A4	Work in Progress is to be presented which demonstrates critical reflection of set readings, music and song and the ability to interpret information through physical and vocal expression	In house group performances and presentation of devised projects	30-50%
K3, A1, A3	Weekly written self-evaluation and reflection	Reflective Journal	10-25%

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)