

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	VOICE STUDIO 5
Unit ID:	CPPSV3005
Credit Points:	15.00
Prerequisite(s):	(CPPRO2102 and CPPSD2004 and CPPSV2004)
Co-requisite(s):	(CPPRO3103 and CPPSD3005)
Exclusion(s):	Nil
ASCED:	100103

Description of the Unit:

Voice Studio 5 is designed to extend the student actors awareness and use of self in relationship to a variety of Theatrical language styles and musical genres. The unit builds on the process of working with music and text that was developed throughout the second year of voice studies. The student actor will undertake the rigors of a daily vocal practice that is designed to support performance outcomes for stage and screen. A sound theoretical and practical grasp of voice, speech and singing along with text analysis underpin this process. Students continue to develop appropriate technical skills that encourage a spontaneous, adaptable and muscular voice as well as advancing individual artistry. The emphasis is placed on deepening the students understanding of marrying technique with practice.

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.** Extend a personal practice program that acknowledges the needs of the individual voice in relation to speaking and singing.
- K2.** Identify the links between effective rehearsal and performance.
- K3.** Evaluate advanced technical principles of singing and speaking.
- K4.** Resume exploration and integration of physical and vocal health for the performer.

Skills:

- S1.** Exhibit consistency when performing within an ensemble and as a solo artist.
- S2.** Display an adaptable, spontaneous and creative attitude in rehearsal and performance.
- S3.** Apply effective vocal and acting processes in rehearsal and performance.
- S4.** Memorise a variety of spoken and sung texts.
- S5.** Exhibit imaginative connection to speaking and singing through engagement with a variety of texts.

Application of knowledge and skills:

- A1.** Describe a personal vocal and physical methodology that supports the vocal demands of singing and speaking in the context of performance.
- A2.** Practice personal vocal warm up based on utilizing vocal physiology.
- A3.** Perform with confidence and connection to conditions present.
- A4.** Demonstrate independence as an artist and willingness to take creative risks.

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. Weekly classes will involve the integration of vocal techniques and acting skills in speech and song at a developed level.

Topics may include:

- Solo singing
- Accent work
- Scene study
- Ensemble singing
- Voice for stage and screen
- Naturalism
- Adapting text for solo and group performances.

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, K4, A1, A2	AT1, 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.	K3, A5	AT1, 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.	K2, S4	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.	S1, S3, S5,	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.	S2, A3,	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, S4, S5, 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%
K2, S1, S2, S3, A3, 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	Public performances and presentation of devised projects	30-50%
K3, A1	Weekly written self-evaluation and reflection	Reflective Journal	10-25%

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](#)