Course Outline (Higher Education)

**School / Faculty:** Faculty of Education and Arts

**Course Title:** APPLIED CREATIVE ARTS PERFORMANCE VOICE 3 (BODY VOICE)

**Course ID:** ACAPV2003

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED Code:** 100103

**Grading Scheme:** Graded (HD, D, C, etc.)

**Program Level:**

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td>5</td>
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<table>
<thead>
<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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**Learning Outcomes:**

**Knowledge:**

K1. Identify key vocal and verbal elements of heightened text and theatrical style

K2. Investigate a variety of texts

K3. Examine the body/voice as a tool of expression in a range of physical settings

K4. Define principles for a warm-up and personal practice program that acknowledges the needs of the individual voice in relation to theatrical styles and texts

K5. Extend the practice of activating and supporting the breath to voice, speech and movement.

**Skills:**

S1. Practice use of breath as a source for emotional connection to physical style and text

S2. Communicate body/voice strategies with specific reference to heightened and stylised language

S3. Amalgamate vocal rehearsal strategies into performance

S4. Memorise a variety of texts

S5. Demonstrate effective relaxation methods that promote vocal and physical adaptability, spontaneity and creativity.

**Application of knowledge and skills:**
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A1. Describe a personal vocal and physical methodology that supports the vocal demands of heightened text and theatrical style
A2. Practice and demonstrate personal vocal warm up based on utilising vocal physiology and its application to performance
A3. Identify idiosyncratic, habituated vocal patterns
A4. Exhibit vocal and physical flexibility, responsibility for healthy voice use, and imaginative connection to heightened text and theatrical style.

Course Content:

Performance Voice 3 (Body Voice) is designed to extend the student actor’s awareness and use of self in relationship to heightened language and theatrical style and builds on the process of working with a physical relationship to text, rhythm and sound.

Topics may include:

- Daily voice practice designed to support work being undertaken in workshops and in performance
- Theoretical and practical use of voice and speech
- Appropriate technical skills relating to breath and articulation to support a spontaneous, adaptable, expressive and muscular voice
- Development of the individual’s voice
- Approaches to heightened text.

Values and Graduate Attributes:

Values:

V1. Frameworks of values for studio and workshop practice
V2. Cultivate independence of thought
V3. Acquire an openness to receive artistic feedback and a willingness to provide such to others
V4. Progress a professional attitude to all aspects of artistic work
V5. Develop receptivity to artistic feedback and the capacity to provide it constructively to others
V6. Advance self-organisation skills
V7. Embrace creative initiative, flexibility and personal working processes
V8. Foster trust and respect within the group dynamic
V9. Adopt an appreciation of voice in relation to the theatre and other art forms.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students are able to reflect critically on their performance practices and are developing an understanding of performance form and style.</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students have developed a strong personal work ethic, skills to think and reason clearly, coherently and creatively. Student actors will be able to critically reflect on the effectiveness of their actions.</td>
<td>High</td>
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<td>Capable, flexible and work ready</td>
<td>Students have established emerging strategies for collaborating with other performing students, teachers and guest artists.</td>
<td>Medium</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students will demonstrate cultural sensitivity to their own and other's history and social forces by displaying a commitment to ethical action, interpersonal respect and social responsibility.</td>
<td>Medium</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
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<tbody>
<tr>
<td>K1, K2, K3, K4, K5, S3, S4, S5, A2, A4</td>
<td>Participation in studio practice which demonstrates physical and vocal connection to language, space and body.</td>
<td>Ongoing observation of engagement in studio activities</td>
<td>30-40%</td>
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<tr>
<td>K4, S1, S3, S4, A4</td>
<td>Work in Progress is to be presented which demonstrates critical reflection of set readings and the ability to interpret information through physical and vocal expression.</td>
<td>In house group performances and presentation of devised projects</td>
<td>30-40%</td>
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<tr>
<td>K1, S2, A3, A1, A3</td>
<td>Weekly written self evaluation and reflection</td>
<td>e-Journal</td>
<td>10-30%</td>
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Adopted Reference Style:

Chicago