Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: APPLIED CREATIVE ARTS PERFORMANCE VOICE 4 (THE PERFORMER SPEAKS)
Course ID: ACAPV2004
Credit Points: 15.00
Prerequisite(s): (ACAPV2003)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 100103
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tr>
<td>Introductory</td>
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<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 a range of texts
K2. Analyse the style and structure of a variety of texts
K3. Examine the body/voice as a tool of expression in language and speech
K4. Define principles for a warm-up and personal practice program that acknowledges the needs of the individual voice in relation to public performance
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 text
S2. Communicate body/voice strategies in speech and language
S3. Amalgamate vocal warm up and rehearsal strategies, according to performance style
S4. Build an understanding of rhythm structures in speech and language
S5. Memorise a variety of texts
S6. Demonstrate effective relaxation methods that promote vocal and physical adaptability, spontaneity and creativity in relation to performance style
S7. Understand the application of vocal and acting processes in performance work.
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Application of knowledge and skills:

A1. Describe a personal vocal and physical methodology that supports the vocal demands of performance
A2. Practice 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 speech and text.

Course Content:

Performance Voice 4 (The Performer Speaks) is designed to extend the student actor’s awareness and use of self in relationship to language, character and archetype and builds on the process of working with body/voice that was developed throughout Theatre Voice 3.

Topics may include:

- Integration of an authentic body/voice connection to speech and language in performance
- Daily voice practice that is designed to support work being undertaken in rehearsal, performance and in workshop situations
- Theoretical and practical grasp of voice and speech along with text analysis
- Technical skills that support a spontaneous, adaptable and muscular voice
- Vocal range to ensure an authentic connection to a rich, flexible, clear and expressive voice in a range of situations.

Values and Graduate Attributes:

Values:

V1. Build a framework of values for studio 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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</thead>
<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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<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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<tr>
<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>
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</thead>
<tbody>
<tr>
<td>K1, K2, K3, K4, K5, S3, S4, S6, 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, S5, S7, 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</td>
<td>Voice Research task.</td>
<td>Essay</td>
<td>20-30%</td>
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**Adopted Reference Style:**

Chicago