1. **The title of the module**
   Vocal techniques and development (2)

2. **The Department which will be responsible for management of the module**
   School of Acting

3. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**
   I

4. **The number of credits which the module represents**
   15 Credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   The module is taught throughout the second year of training. (Autumn, spring and summer terms)

6. **Prerequisite and co-requisite modules**
   Vocal techniques and development (1)

7. **The programmes of study to which the module contributes**
   BA (Hons) Professional Acting

8. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

   At the end of this module the student will:
   - Be able to demonstrate practical application of the key concepts in voice technique for the stage, television and radio
   - Be able to demonstrate a variety of accents and character voices from a range of dramatic texts.
   - Be able to demonstrate an understanding of the demands of space, acoustics and the vocal challenges posed by the atrical staging.

   These specific learning outcomes are designed to continue to develop the individual’s vocal ability and range of vocal techniques from the first module, in order to create a believable and sustainable vocal characterisation, supporting the work undertaken in the module Character development and dramatic styles. Students will continue to explore a range of dramatic texts and performance styles for theatre and in addition, develop appropriate vocal skills for recorded media, to ensure the student is able to adapt to a range of performance styles and vocal demands.
9 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Communication skills
- Physical skills
- Safe working practice
- Sustained focus and concentration

The voice is about communication and as such developing good physical skills and the use of the creative and imaginative interpretation allows the individual to create a believable and sustainable characterisations. Vocal health and safety is emphasised in order to protect the vocal instrument.

10 A synopsis of the curriculum

- Technical work including physical alignment, breath support, vocal resonance, range, stamina and clear speech
- Specific vocal techniques
- Working with a range contemporary and classical texts supporting the work in the module Character development and dramatic texts
- Vocal Techniques for television and radio
- Space, acoustics and the voice
- Phonetics and Dialect

11 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work. All classes are practical in support of the vocational nature of this programme of study. There are approximately 144 tutor led class work hours within this module. Students will study a range of specific techniques and continue with technical work from the previous module. In addition, students will study specific techniques for voice and the recorded media. Students will also study dramatic texts in relation to the work undertaken in Character development and dramatic texts. Throughout the module students will also receive 45 minutes of one to one tutorials over three terms, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work.

12 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of the module and students are awarded a pass or fail grade. The pass/fail grade is based on three assessment points during the module which take the form of written assessment at the end of each term or section of work as detail in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance, and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.
Assessment takes into consideration, both the student’s commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers the development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback, to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching
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Date

**Statement by the Head of Department:** "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Head of Department
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Date

Revised August 2002