1. **Title of the module**
   Vocal Techniques, Development and Application 1 - LAMDA305

2. **School or partner institution which will be responsible for management of the module**
   London Academy of Music and Dramatic Art (LAMDA)

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   35 credits [17.5 ECTS]

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring and Summer

6. **Prerequisite and co-requisite modules**
   Not applicable

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

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1 Demonstrate knowledge of vocal anatomy & physiology and vocal health & hygiene
   8.2 Demonstrate the ability to practise technical work, including physical alignment, centering, releasing tension, breathing, phonation and speech
   8.3 Communicate the results of their work accurately and reliably
   8.4 Apply and evaluate skills developed to the practice and performance of modern and classical text
   8.5 Evidence the taking of some personal responsibility in decision-making as appropriate to the subject

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   9.1 Communicate the results of their study/ work accurately
   9.2 Demonstrate the ability to present and interpret given information and/or decision-making
   9.3 Evaluate the appropriateness of own work
   9.4 Understand the application of safe working practices
   9.5 Develop new skills within a structured and managed environment

10. **A synopsis of the curriculum**
    The module content consists of working on a range of classical and contemporary texts in order to develop the students’ understanding of voice-specific techniques. This includes understanding the structure and function of the voice, strategies to develop vocal technique and its maintenance, and learning to apply such skill and knowledge within the safety of the ensemble environment. Students also work on developing sight-reading skills, as well as generic techniques for learning.
    Within this module there are four classes in which students develop the above voice-specific skills:
    - Pure voice
    - Applied voice
    - Individual voice
    - Phonetics & dialect
11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**


12. **Learning and Teaching methods**

Students work with staff in sessions that are based on the specific requirements of voice training. The subject’s division into four classes as listed under point ten above ensures that detailed technical work and its application to text are balanced.

All vocal work is delivered through a mixture of group and one-to-one sessions, as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Throughout the module each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual targets for development. This tutorial draws on written reports form every class the student has taken. In addition, students receive informal feedback on solo and ensemble work throughout the module as part of LAMDA’s policy to monitor process.

Pure voice: 121.5h
Applied voice: 40.5h
Phonetics & dialect: 61h
Individual voice: 6.5h

**Total Contact Hours:** 229.5h

Independent Study Hours: 120.5h

**Total Study Hours:** 350h
13. **Assessment methods**

Assessment is made according to the University of Kent’s assessment scheme, and its available percentage grades. The criteria applied are outlined in the LAMDA assessment form which identifies the competencies of student work according to the appropriate classifications.

All marking is undertaken by the module or production skills tutor, as appropriate. Marks are second-marked by the relevant Head of Department. All marks are moderated by the end-of-term joint Heads of Department meeting, which is attended by the Heads of Departments and the Head of the Drama School. First and second marking procedures follow the regulations as set out by the University of Kent.

This module will be assessed by 100% course work.

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by the assessing of each individual student’s attainment.

The assessment of course work is based on continuous evaluation which results in a summative report and overall grade of the student’s work at the end of the module. The student’s achievement results in two marks awarded at the end of the module; one mark for process and one for performance. Both marks recognise achievement and are weighted equally.

The assessment points for both marks are based on set work given to students, up to and including the last production.

To arrive at an overall module grade, the marks awarded are weighted as follows:

<table>
<thead>
<tr>
<th></th>
<th>Individual development (process)</th>
<th>Individual attainment (performance)</th>
<th>Overall percentage within module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pure Voice</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Applied Voice</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Voice</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Phonetics &amp; Dialect</td>
<td>5%</td>
<td>5%</td>
<td>10%</td>
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14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>Learning/ teaching method</th>
<th>Hours</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>9.1</th>
<th>9.2</th>
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</thead>
<tbody>
<tr>
<td>Pure Voice</td>
<td>121.5</td>
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<td>✓</td>
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</tr>
<tr>
<td>Applied Voice</td>
<td>40.5</td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Individual Voice</td>
<td>6.5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Phonetics &amp; Dialect</td>
<td>61</td>
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<td>✓</td>
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15. The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
   LAMDA, 155 Talgarth Road, London, W14 9DA

17. Partner College/Validated Institution:
   LAMDA, 155 Talgarth Road, London, W14 9DA

18. University School responsible for the programme:
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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