The title of the module
Vocal Techniques and Development (1)

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

The Start Date of the Module
September 2009

The cohort of students (onwards) to which the module will be applicable.
Entry 2009

The number of students expected to take the module
Between 20 - 30

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

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

The number of credits which the module represents
20 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module is taught throughout the first year of training. (Autumn, Spring and Summer terms)

Pre-requisite and co-requisite modules
None

The programmes of study to which the module contributes
Foundation Degree in Professional Acting

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 an understanding of the key concepts underlying the development and application of the vocal instrument
- Be able to use those concepts in the creative presentation of dramatic texts
- Be able to demonstrate practical application of the key concepts in voice technique for the stage

These specific learning outcomes are designed to develop the individual’s vocal instrument. Students will gain a range of techniques in order to sustain a vocal characterisation. Students will study a range of contemporary and historical texts in order to develop creative vocal skills which, supports the work being undertaken in the module Techniques for Character Development.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Physical skills
- Safe working practice
- Creative and imaginative skills
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 characterisation. Vocal health and safety is emphasised in order to protect the vocal instrument.

A synopsis of the curriculum

- Understanding vocal anatomy and physiology
- Vocal health and hygiene
- Technical work including physical alignment, centering and releasing tension, breathing.
- Verse speaking and narrative text
- Working with a range contemporary and classical texts supporting the work in Techniques for Character Development
- Phonetics, Accents and Dialect

Indicative Reading List

Ashby. M, Oxford University Press – Dictionaries (Phonetics)
Berry. C, 2001 Text In Action Virgin Books
Cambridge University Press English Pronunciation in Use (with CD)
Cambridge University Press English Pronouncing Dictionary (with CD)
Crystal. David, The English Language
Hall. P, 2003 Advice to the Players Theatre Communications Group
Hughes. A, Trudgill. P, English Accents and Dialects
Longman Pronunciation Dictionary
McCallion, M, The Voice Book, Faber and Faber, ISBN
Parkin. K, 1969 Anthology of British Tongue Twisters Samuel French
Roach. P, English Phonetics and Phonology
Rodenburg. P, 1994 The Need for Words Methuen Publishing Ltd
Rodenburg. P, 1998 The Actor Speaks Methuen Publishing Ltd
Rodenburg. P, 2002 Speaking Shakespeare Methuen Publishing Ltd
Voice Care Network More Care For Your Voice
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

This module comprises of 200 hours of study, approximately broken down as follows:
150 hours of class work including rehearsals and showings
50 hours of private study.

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. Students will develop knowledge of the vocal instrument. Students will also develop technical skills and voice in relation to text work. Staff members attend rehearsals to provide additional assistance for specific vocal issues related to the production as requested to do so by the Director. At the end of the module, students will receive a one-to-one tutorial to review the work achieved and to set goals for future improvements. Students will also have voice tutorials by arrangement throughout the module. This tutorial system supports the continuous feedback students receive during class work.

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

Assessment is continuous and measured against the learning outcomes. Final summative assessment takes place at the end of the Spring and Summer terms.

- 100% continuous assessment measured against the learning outcomes (tests all of the learning outcomes).

There are two formal assessment points in this module, one at the end of the spring term and one at the end of the summer term. Assessments are carried out on a range of relevant activities such as class work, rehearsals and showings.

Students are graded on a 1 – 15 scale (1 = fail/15 = Outstanding) for each piece of assessed work. 4 is the minimum pass mark. Two marks are awarded for each assessment by the class tutor. The first mark is for aptitude towards the work, the second mark is for achievement. Each mark carries equal weight.

At the end of each term, the teaching staff, with the Head of Department, will meet to discuss the students work and achievement, agreeing to award an overall grade. The number of assessments to be discussed at this panel meeting normally increases throughout the module, with the introduction of workshop presentations in addition to class work, and an internal second grade for workshop performances, all of which are considered for the end of term grade. Both assessment points test the same overall learning outcomes, looking at a range of texts and theatrical styles. Should a student fail to achieve the minimum pass mark in one assessment point, it is possible to redeem this failure with a pass mark at the next assessment point and students are supported by the core teaching staff to do so.

Each of the end of term assessment points carries equal weight towards the overall module mark. At the end of the module, the senior teaching staff meets to agree the final overall module mark, at an internal Examination Board.

If a student were to fail the module, they would have to retake the module (a year in length). This cannot be done in isolation, so students are expected to restart the programme. All the modules within this programme of study are interlinked and much of the work is based with the group and its interrelation. A student must take all the modules within a year at the same time in order to benefit from this learning experience.

Implications for learning resources, including staff, library, IT and space

This module is currently running within the academy and therefore all learning resource implications are already addressed.
UNIVERSITY OF KENT AT CANTERBURY

A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.