The title of the module
Vocal Techniques and Development (2)

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Modules to be withdrawn on the introduction of this proposed module and consultation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
I

The number of credits which the module represents
10 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module is taught in the Autumn term of the second year of training.

Pre-requisite and co-requisite modules
Vocal Techniques and Development (1)

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 appropriate vocal skill with a range of techniques in performance for the
theatre and recorded media
• Be able to demonstrate a variety of accents and character-specific vocal flexibility from a range
of dramatic texts
• Be able to demonstrate fluent and creative sight reading and audition techniques
• Be able to demonstrate an understanding of the demands of space, acoustics and the vocal
challenges posed by professional production values on the voice

These specific learning outcomes are designed to continue to develop the individual’s vocal skills in
order to support the needs of an extended rehearsal and performance period, and to be able to
confidently express the emotional and intellectual needs of the character. 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.
The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- 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 characterisation. Vocal health and safety is emphasised in order to protect the vocal instrument.

A synopsis of the curriculum

- Continued technical work including physical alignment, breath support, vocal resonance, range, stamina and clear speech
- Vocal Techniques for television and radio
- Phonetics and Dialect
- Specific vocal techniques related to performance
- Sight reading
- Exploration of the vocal demands of late nineteenth and twentieth century texts

Indicative Reading List

Hughes A, Trudgill P, *English Accents & Dialects*  
Longman *Pronunciation Dictionary*  
McCallion, M. *The Voice Book* Faber and Faber  
Wells, J. C. *Accents of English II*

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 100 hours of study, approximately broken down as follows: 100 hours of class work including rehearsals and showings

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 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. 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.

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

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

There is one formal assessment point in this module, at the of the Autumn 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 the term, the teaching staff, with the Head of Department, will meet to discuss the
students work and achievement, agreeing to award an overall grade.

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. 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 inter-
relation. 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

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.