

Module Specification

Module Title: Acting Skills: Voice in Context

Module code:	HBAASH005	NQF level:	Level 5
Credit value:	20 credits	Semester of study:	1 and 2
Module type:	Compulsory	Pre-requisites:	None
Available to:	BA (Hons) Acting, BA (Hons) Actor Musician		

Module overview

Content to include:

- Verse Speaking
- Vocal technique in rehearsal contexts
- Vocal technique in performance
- Skills in Practice; including breath, tone, articulation, resonance, dynamics
- Accents and Phonetics
- Character development from voice work.
- Personal strategies for continuing vocal development and health
- Ensemble singing

Aims

At Level 5, Voice progresses from the exploration of the student's own voice and its creative potential to the use of voice in context, fully inhabiting a character and the world of the play. Students voice classes are course specific as they explore text-based performance in their dedicated area of study; Acting or Actor Musicianship.

Students apply the skills (ensemble and personal practices), acquired in Year 1 in rehearsal and performance contexts.

All students continue the study of accent and dialects, with a focus on accents most required as industry standards and moving to text specific accent work.

Actor Musicians will continue to explore the link between the spoken and sung voice, exploring music theatre performance, where actors explore Elizabethan text, poetry and spoken word performance.

The module aims to:

1. Further students' ability to understand anatomy and physiology in relation to the potential and range of their own voice.
2. Further enable students to develop their voices as instruments of expression.
3. Enhance students' abilities to effectively develop character using the spoken and sung voice.
4. Establish students' ability to integrate voice work in rehearsal and performance contexts.

Learning outcomes

On successful completion of this module, students will be able to:

1. Make dramatically appropriate and technically safe vocal choices to effectively communicate story.
2. Demonstrate the ability to develop character through appropriate vocal choices.
3. Demonstrate vocal technique in a range of spoken texts.

Learning and teaching methods

This module will be delivered through accent and dialect classes, rehearsal workshops, ensemble singing, independent learning and feedback tutorials.

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	144
Indicative hours of directed study	56
Total hours (100hrs per 10 credits)	200 hours

Opportunities for formative feedback

Feedback from each rehearsal process will be given to support students in their work towards assessed performance. Tutors will provide a summary of feedback on the rehearsal process to inform progression.,

Throughout classes and workshops, students will be encouraged to reflect on live and recorded voice work; allowing for an additional level of objectivity. The continuous nature of this feedback and development process allows for continued improvement and personal development. It also ensures students have the skills to independently prepare for final summative assessments before the end of Semester 2.

A progress tutorial, in conclusion of Semester 1, presents an opportunity for a timely dialogue between student and tutor regarding progress. Student and tutor will discuss use of vocal skills in context and accent work, identifying areas of focused development and agreeing performance assessment materials.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Performance	Duration dictated by length of pre-approved text	100%	1, 2, 3

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Performance#	Duration dictated by length of pre-approved text	100%	1, 2, 3

In instances where an alternative/secondary performance for the affected pairing cannot be arranged, students would be given an equivocal performance assessment, typically a performance of 2 x 15Mins excerpts from single person plays, allowing for the assessment of Learning Outcomes 1, 2 and 3. Portfolio, online or video assessment (as

appropriate) will allow for students to submit remotely and ensures that none are disadvantaged by location or circumstance.

[Module resource lists are available via Key Links](#)