

MUSI90162 Voice Pedagogy

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: Contact Hours 15 hours contact over the 5 day intensive period (During Victorian School holidays) 7 hours on one day during the last teaching week of Semester. Total Time Commitment: 120 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	This course is particularly likely to appeal to professionals who already have a knowledge and interest in the voice e.g. actors, drama teachers, community theatre artists, and trained singers.
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Contact:	Faculty of the VCA & MCM Student Centre Ground Floor, Elisabeth Murdoch Building (Bldg 860) Southbank Campus 234 St Kilda Road, Southbank, 3006 Enquiries Phone: 13 MELB (13 6352) Email: 13MELB@unimelb.edu.au
Subject Overview:	This subject will provide students with the planning skills for developing a voice curriculum/ training program in their particular environment (school, community, professional development)
Objectives:	On completing this subject students will be able to: <ul style="list-style-type: none"> • compare and contrast the written works of significant influential Voice and speech teachers/ theorists such as Kristin Linklater, Cicely Berry and Patsy Rodenburg through theoretical analysis and practical application; • demonstrate practical application of theoretical principles of voice methodology; • analyse different vocal training needs for a range of specialist settings; • write a clear, concise program for their specialist setting, outlining the objectives and outcomes.
Assessment:	Task 1: Practical class tasks within the workshops; (Equivalent to 2,000 words): 50% Task 2: Ongoing written critical journal and post-workshop reflection (2,000 words): 50%
Prescribed Texts:	Berry, C. (1973). Voice and the Actor. Harrap, London. Berry, C. (2001). Text in Action. Virgin, London Carey, D & Clark Carey, R. (2008). Vocal Arts, Methuen Drama, London. Gates, L. (2000). Voice for Performance. Applause, NYC. Houseman, B. (2002). Finding Your Voice. Nick Hern Books, London Linklater K. (2006). Freeing the Natural Voice. Applaud. NYC Rodenburg P. (1992) The Right to Speak, Methuen Drama, London. Rodenburg P. (1994) The Need to Speak, Methuen Drama, London
Breadth Options:	This subject is not available as a breadth subject.

Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completing this subject students will have:</p> <ul style="list-style-type: none"> • a capacity for self-directed learning and the motivation for continued skills and professional development in voice; • an advanced level of oral and written communication; • a capacity to manage competing demands on time; • an appreciation of the team approach to learning in complex areas; • a capacity to participate fully in collaborative learning and to confront unfamiliar problems; • initiated and implemented a constructive change to the knowledge and skills base in voice within their communities, including professions and workplaces; • an advanced understanding of the underpinning knowledge in voice skills; • an ability to develop creative and imaginative vocal techniques which promote safe healthy practices; • an ability to promote evidence-based practice in the implementation of a voice program; • excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations; • an ability for critical and creative thinking, with an aptitude for continued self-directed learning; • an advanced knowledge of voice techniques.
Related Course(s):	Postgraduate Certificate in Voice Studies