

MUSI90159 Voice Skills

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2014.								
Time Commitment:	Contact Hours: 20 contact hours over the 5 days intensive period, and 7 hours on one day during 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:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>MUSI90161 Reading the Text</td><td>January</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	MUSI90161 Reading the Text	January	12.50
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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 participants with the practical application of voice skills for individual development.								
Learning Outcomes:	On completing this subject, students will: <ul style="list-style-type: none">• have addressed idiosyncratic vocal and postural habits;• have understood and applied appropriate techniques for breathing, phonation, resonance and articulation;• have addressed and developed strategies for occupational health and safety issues for heightened speaking situations (e.g. teaching and performance);• have developed a sound, practical understanding of the relationship between the body and voice and demonstrate vocal embodiment in the moment of speaking;• have learned how to develop a safe vocal preparation for rehearsal and performance.								
Assessment:	Task 1: Practical class tasks within the workshops (Equivalent to 2,000 words, 50% of total mark).Task 2: Ongoing written critical journal and post-workshop reflection (2,000 words, 50% of total mark).								
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.