

PERF90003 Text in Action

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2015, Southbank This subject commences in the following study period/s: July, Southbank - Taught on campus.									
Time Commitment:	Contact Hours: 28 hours Total Time Commitment: 95 hours									
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PERF90001 Voice and Speech Skills</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>PERF90002 Introduction to Accents and Dialects</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	PERF90001 Voice and Speech Skills	January	12.50	PERF90002 Introduction to Accents and Dialects	January	12.50
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PERF90004 Applied Voice and Speech Skills</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	PERF90004 Applied Voice and Speech Skills	July	12.50			
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PERF90004 Applied Voice and Speech Skills	July	12.50								
Recommended Background Knowledge:	Degree in Performing Arts, Dramatic Art, Dance, Music, Education									
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>									
Coordinator:	Ms Geraldine Cook-Dafner									
Contact:	Geraldine Cook gcook@unimelb.edu.au									
Subject Overview:	This subject examines the relationship between dramatic styles and the actor's voice.									
Learning Outcomes:	<p>Upon completion of this subject students will be expected to:</p> <ul style="list-style-type: none"> # understand various speaking styles from a historical and cultural context; # demonstrate text analysis from the speaking actor's point of view; # understand the application of speech structures to classical and contemporary texts; # devise exercises and approaches which develop the actor's vocal ability to facilitate different dramatic styles. 									
Assessment:	Practical demonstration of two contrasting speaking styles in dramatic text (Equivalent to 3,000 words) - End of Second Intensive (40%) Development of a rehearsal approach to the speaking of a classical or contemporary text in performance (Equivalent to 4,000 words) - End of Semester (60%)									

Prescribed Texts:	Berry. C. 1992. The Actor and The Text. Virgin Books UK. Linklater. K. 1992. Freeing Shakespeare's Voice. Theatre Communication Inc. NY. Rodenburg. P. 2002. Shakespeare Speaking. Palgrave MacMillan UK
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>Upon completion of this course students will be expected to have:</p> <ul style="list-style-type: none"> # cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems; # cognitive skills to think critically and to generate and evaluate complex ideas; # specialised technical and creative skills in a field of professional practice; # communication skills to demonstrate an understanding of theoretical concepts; # communication skills to transfer complex knowledge and ideas to their professional settings; # integrated the skills and knowledge from the various subjects into a coherent understanding; # have an aptitude for continued self-directed learning and be critical and creative thinkers; # expanded their analytical and cognitive skills through experiential learning; # the capacity to participate fully in collaborative learning and to confront unfamiliar problems, including an awareness of personal strengths and limitations; # the capacity for critical thinking and analysis of pedagogical processes; # the capacity to respond to unfamiliar problems with a flexible and innovative approach; # the application of advanced skills in leadership, initiative and group dynamics.