

PERF90001 Voice and Speech Skills

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Southbank This subject commences in the following study period/s: January, Southbank - Taught on campus.								
Time Commitment:	Contact Hours: 28 hours Total Time Commitment: 95 hours								
Prerequisites:	None								
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <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:	PERF90002 Introduction to Accents and Dialects	January	12.50
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PERF90002 Introduction to Accents and Dialects	January	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 actor's process of speaking through experiential learning and theoretical analysis of the major voice pedagogies. It will provide participants with a high level of acquisition of voice and speech skills for individual development for application in their own professional setting and in other subjects within the course.								
Learning Outcomes:	<p>On completion of this subject students will be expected to:</p> <ul style="list-style-type: none"> # address specific idiosyncratic voice, speech and postural habits within their own development and in others in their professional context; # demonstrate the application of skills to develop breath support and release, phonation, resonance, articulation, forward placement, and intonation in their own voices; # demonstrate the application of the above skills to other voices in the group and their professional setting; # develop a sound, systematic and sequential practice which addresses the preparation of the voice and speech requirements for rehearsal and production in a school, community and professional setting; # critically examine, develop and apply a range of pedagogical approaches suitable for working with voice and speech in their professional setting; # apply their knowledge and skills of the anatomy of the voice to practical problem-solving solutions with groups and individuals; # have developed and implemented effective diagnostic tools for enhancing voice practice; # apply sound pedagogical approaches solve vocal and speech issues with groups and individuals; 								

	<ul style="list-style-type: none"> # demonstrate a sound understanding of the International Phonetic Alphabet; # transcribe a broad transcription of the IPA.
Assessment:	Assessment Task 1 - Due End of Semester (60%) Evaluation of applied diagnostic voice and speech skills in a professional setting (4,000 words) Assessment Task 2 - Due End of Intensive Period (40%) Practical task demonstrating application of voice and speech skills to address their own idiosyncratic habits (Equivalent of 3,000 words)
Prescribed Texts:	Colson. G. Voice Production and Speech. Longman. UK. Gates. L. 2000. Voice for Performance. Applause. NY. McCallion. M. 1988. The Voice Book. Faber and Faber Ltd. London.
Recommended Texts:	<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.
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
Related Course(s):	Graduate Diploma in Voice Studies