



## Higher National Unit specification: general information

**Unit title:** Voice 1: Developing Skills

**Unit code:** H1KW 34

**Superclass:** LC

**Publication date:** June 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to provide candidates with practical knowledge and understanding of voice and speech production. It will develop these skills by giving them the underpinning knowledge of voice theory and its application which will be developed through a series of practical exercises.

It is primarily intended for candidates who wish to work as performers/practitioners in the theatre/entertainment industry. It would also be relevant to those candidates who have to use voice or speech as a considerable part of their work situations.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate knowledge and understanding of voice theory.
- 2 Demonstrate the development of own voice and speech production.
- 3 Perform a range of vocal texts using appropriate vocal techniques.

### Recommended prior knowledge and skills

Access will be at the discretion of the centre and the following recommendations are for guidance only.

Candidates should have good vocal skills, which may be demonstrated through prior experience of or attainment in a range of Units, eg *Drama: Voice Skills* (F5LF 12), or National Courses in Drama. It would be beneficial if the candidate had some experience as a performer but it is not essential, although they should have some appreciation of the role of a performer.

## **General information (cont)**

### **Credit points and level**

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is included in the mandatory section of the framework for HNC/HND Acting and Performance.

## Higher National Unit specification: statement of standards

**Unit title:** Voice 1: Developing Skills

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Demonstrate knowledge and understanding of voice theory.

#### Knowledge and/or Skills

- ◆ Relationship between posture and voice work
- ◆ Anatomy and physiology of the breathing process
- ◆ Anatomy and physiology of pitch, tone and resonance
- ◆ Anatomy and physiology of articulation

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they:

- ◆ can answer specific questions and label anatomical diagrams.
- ◆ have an accurate understanding of the breathing process.
- ◆ have an accurate understanding of pitch, tone, resonance and articulation.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Voice 1: Developing Skills

### Outcome 2

Demonstrate the development of own voice and speech production.

#### Knowledge and/or Skills

- ◆ Warm-up techniques
- ◆ Vocal exercises
- ◆ Exploring various texts
- ◆ Posture/alignment; breathing, pitch, resonance and tone; articulation; energy and projection; flexibility; expression; awareness of and appropriate amendment of habitual vocal patterns; adapting use of the voice appropriately for a variety of performance spaces

#### Evidence Requirements

The candidate will practice exercises to improve and develop their vocal quality and will work on a variety of texts for this purpose.

The candidate's progress will be assessed by observation checklists, which require the candidate to consistently and accurately:

- ◆ demonstrate a series of warm-up techniques for the whole body, but with emphasis on voice and speech.
- ◆ practise voice/speech exercises which will be used to improve the individual's own vocal technique.
- ◆ demonstrate vocal development through various texts.
- ◆ develop and demonstrate fluency, expressiveness and accuracy.
- ◆ demonstrate appropriate use of the voice in a minimum of two contrasting performance spaces.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Voice 1: Developing Skills

### Outcome 3

Perform a range of vocal texts using appropriate vocal techniques.

#### Knowledge and/or Skills

- ◆ Effective interpretation of style, mood and character
- ◆ Appropriate use and development of vocal technique
- ◆ Awareness and sensitivity to audience and performance space
- ◆ Evaluation of vocal progress and performance

#### Evidence Requirements

Candidates will perform a range of vocal texts lasting approximately 5–6 minutes. Candidates will select a medley of pieces to demonstrate versatility, range of experiences and application of Knowledge and/or Skills developed through Outcomes 1 and 2. The pieces must be presented to appropriate performance standard.

Candidates must:

- ◆ demonstrate the ability to communicate the pieces accurately using style, atmosphere, mood and characterisation appropriately.
- ◆ demonstrate accurate and appropriate use of vocal technique — tone, articulation, breath control and projection.
- ◆ identify and practise appropriate pieces for presentation.
- ◆ make an appropriate selection of pieces to be presented as a medley.
- ◆ rehearse the performance pieces to an appropriate standard, and take direction where appropriate.
- ◆ present the performance to an appropriate audience.
- ◆ evaluate their progress throughout the Unit including final presentation of the performance project.

A recording of the performance piece should be made for supporting evidence. Evidence for the Knowledge and Skills relating to evaluation will require the candidate to produce a report of approximately 1,000 words that evaluates and reflects upon the whole experience of developing vocal skills. In addition the candidate will consider their strengths and weaknesses.

## Higher National Unit specification: support notes

### Unit title: Voice 1: Developing Skills

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

This Unit is part of the mandatory framework for HNC/HND Acting and Performance and is taught along with other relevant Units.

It is primarily designed to introduce candidates to the technical and professional Knowledge and Skills related to working as actors/performers in the theatre/entertainment industry. It will give candidates an appreciation of the training in vocal techniques and skills and how this links into acting and performance.

This Unit can be integrated with Units *Acting 1: Developing Skills*, *Production 1: Developing Skills*, and it underpins skills required for *Graded Unit 1*.

### Guidance on the delivery of this Unit

Ideally, this Unit should be delivered as a series of practical workshops in conjunction with other performance Units.

Small group or individual tutorials are important wherever possible, to ensure that candidates can correctly identify their individual development requirements, especially in Outcomes 2 and 3.

If possible, handouts and theory exercises relating to Outcome 1 should be discussed and demonstrated in a practical environment. Tutors may wish to ask small groups to research and present subjects (eg The Breathing Process), reinforcing information together with practising general presenting skills.

Texts should be chosen by or in collaboration with the tutor, ensuring that they are varied and of an appropriate level. These may include any of the following: storytelling and narration, poetry and verse, dramatic dialogue, monologue, adverts, voiceovers and any other texts demonstrating vocal techniques required in preparation for employment in the entertainment industry.

For Outcome 3, candidates should be encouraged to experiment with and develop a wide range of appropriate texts. As this Unit focuses on the development of voice, it is strongly recommended that candidates avoid extracts of text from plays where they may be inclined to explore character work rather than developing the use of voice.

## Higher National Unit specification: support notes (cont)

**Unit title:** Voice 1: Developing Skills

### Guidance on the assessment of this Unit

Candidates will be assessed by a series of questions, observational checklists which require the lecturer to assess whether the candidate has produced sufficient evidence of vocal knowledge and skills, and an evaluation of approximately 1,000 words.

An exemplar instrument of assessment and marking guidelines have been produced to indicate the national standard of achievement required at SCQF level 7.

### Assessment Guidelines

#### Outcome 1

Candidates will demonstrate their knowledge of voice theory through a series of questions carried out under controlled conditions on one assessment occasion, or a series of assessment occasions.

#### Outcome 2

Candidates must provide a satisfactory response to all items through participation in practical exercises. This evidence will be assessed using observation checklists.

#### Outcome 3

The texts must be performed as one project. The evidence will be judged to be satisfactory when it meets the requirements of an observation checklist which requires the candidate to demonstrate all Knowledge and Skills in each performance.

Please note candidates must achieve all of the minimum evidence specified for each Outcome in order to pass the Unit.

### Online and Distance Learning

The Outcomes in this Unit rely on developing skills through interaction with a lecturer and/or fellow candidates, and so the opportunities for distance learning are limited. Centres may, however, find it possible to develop solutions, provided all Unit and verification requirements are met in full.

### Opportunities for developing Core Skills

Candidates will have the opportunity to develop aspects of the Core Skill *Communication* in the assessment of Outcome 1 and the evaluation in Outcome 3 when producing written and/or oral evidence.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Voice 1: Developing Skills

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### Unit title: Voice 1: Developing Skills

Voice 1 is designed to equip you with the knowledge and skills to use your speaking voice to the best of your ability during a performance.

It will:

- ◆ give some of the basic theory required to understand the workings of the body in producing vocal sound and speech.
- ◆ introduce important practical exercises to help improve the volume, clarity and character of the speaking voice.
- ◆ enable strengths and areas for improvement to be identified.
- ◆ give opportunities for guidance in the delivery of a number of different styles of text likely to be used in the entertainment industry.
- ◆ give confidence and variety in the voice during performance.

Assessment will be on-going, and will be based around four assessments:

- ◆ A series of questions including labelling anatomical diagrams.
- ◆ Tutor observation and questioning.
- ◆ A performance of pieces.
- ◆ Evaluation of progress and performance.

The emphasis is on the practical and on-going development of the individual's voice.