**DEVELOPING THE VOICE FOR PERFORMANCE (U20)**

**THE PRINCIPALS OF VOICE PRODUCTION**



Learning Aim A: Explore the principals of voice production

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| Name: |  |

**Why is the study of voice production so essential to a performer? (P1/M1)**

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What do we mean by Good Vocal Health? **P1**

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Evaluate your Vocal Health giving areas for improvement and techniques to help you improve. **D1**

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**SECTION 1 – THE BODY**

The Basics. Here is an annotated image (my annotations) of the areas of the body relevant to voice production. **P1**

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Analyse how each area helps with voice production. **M1**

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| **AREA** | **How it helps with voice production** |
| Resonatory System |  |
| Respiratory System |  |
| Phonatory System |  |

We undertook an audit of our tension points and how much tension we hold in our bodies. Discuss this audit, what you learnt and how you might move forwards from this **M1**

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Evaluate one exercise you have undertaken that warms up one of the identified areas relevant to voice production. **D1**

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| **Title of Exercise** |  |
| **Area of Development** |  |
| **Description of exercise** |  |
| **Evaluation of exercise** |  |

Here is an annotated image of the mouth (my annotations) and the areas relevant to voice production. **P1**

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What is meant by centring and how do we do it? **P1 | M1**

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What is meant by weight placement and how do we do it? **P1 | M1**

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We undertook an evaluation of our own weight placement and centring. Discuss this audit, what you learnt and how you might move forwards from this **M1**

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What do we mean by good posture? **P1**

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Evaluate one exercise you have undertaken that focuses on posture. **M1 | D1**

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| **Title of Exercise** |  |
| **Area of Development** |  |
| **Description of exercise** |  |
| **Evaluation of exercise** |  |

**SECTION 2 – THE BREATH**

Discuss the diaphragm and the role of the abdominal support muscles to develop breath capacity – include discussion about – lungs, rib cage, breath placement, breath capacity. **P1**

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Analyse how each area helps with voice production. **M1**

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| **AREA** | **How it helps with voice production** |
| LUNGS |  |
| RIB CAGE |  |
| BREATH PLACEMENT |  |

Evaluate one exercise you have undertaken that focuses on breath control. **M1 | D1**

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| **Title of Exercise** |  |
| **Area of Development** |  |
| **Description of exercise** |  |
| **Evaluation of exercise** |  |

**SECTION 3 – THE SOUND**

Define what the following terms mean – analyse what effect is created when you stress this sound **P1 | M1**

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| **FRICATIVES** | **Define:** |
| **Analyse:** |

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| **SIBILANCE** | **Define:** |
| **Analyse:** |

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| **GLOTTAL** | **Define:** |
| **Analyse:** |

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| **PLOSIVES** | **Define:** |
| **Analyse:** |

What are resonance areas? **P1**

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How do you explore and develop resonance areas? **M1**

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Analyse and evaluate each resonance area - by placing your sound in each resonance area what effect is created? **P1| M1 | D1**

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Discuss one example in a monologue/performance how you have used and manipulated resonance areas – for what effect? Evaluate success.**D1**

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| **Using the Harvard Reference System, give all your sources.** |
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| **FINAL EVALUATION** |
| Try and complete 1 side of A4 (delete the guide text)   * When developing my vocals as a performer, I need to be aware of …(short) * I understand my weaknesses in this area to be … (long) * The exercises I found most useful were … BECAUSE … (the longest!)   To improve my vocals in the future I will …(short) |

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| **LEARNING AIM A** |

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| **Student name:** |  | | |
| **Qualification:** | **Pearson BTEC Level 3 National Diploma in Performing Arts** | | |
| **Unit number & title:** | **Unit 20: DEVELOPING THE VOICE FOR PERFORMANCE** | | |
| **Description of activity undertaken** | | | |
| LEARNING AIM A: Explore the principles of voice production  Practitioners were observed delivering a vocal workshop – leading individual exercises – to each other. The session was filmed as further evidence for Learning Aim A. | | | |
| **Assessment & grading criteria** | | | |
| A1investigate the principles of voice production | | | |
| **How the activity meets the requirements of the criteria** | | | |
| The observation clearly allowed the assessor to accurately assess whether the unit content had been covered and which grade should be awarded. Filmed evidence also supports the grading. | | | |
| **Student signature:** |  | **Date:** |  |
| **Assessor signature:** |  | **Date:** |  |
| **Assessor name:** |  | | |

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| **Learning aim B: Develop acting styles, skills and techniques for performance** | | | | | |
| A.P1 Explain key principles of voice production through exploration |  | A.M1 Analyse key principles of voice production through effective exploration with reference to examples of the body, breath and organs of sound production |  | A.D1 Evaluate key principles of voice production through effective exploration, using detailed examples of the body, breath and organs of sound production |  |

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| Witness name: | A.W.Pullen | | |
| Witness job role: | Head of Department | | |
| Witness signature: |  | Date: |  |