

**FACULTY OF FINE ARTS
DEPARTMENT OF THEATRE
COURSE OUTLINE**

Course: THEA 2011 3.0 VOICE II

Course Webpage: <http://www.yorku.ca/earmstro/courses/2011.html>



Term: Winter Term 2011-2012

Prerequisite / Co-requisite:

Pre-requisites: THEA1010 3.0, THEA1100 3.0, THEA1200 6.0 and/or audition plus permission of the department.

Co-requisites: THEA2020 3.0, THEA2030 3.0

Course Instructor

Eric Armstrong
416-736-2100 ext 77353
306 CFT
earmstro@yorku.ca
text/cell: 647-242-2128

David Smukler
416-736-2100 ext 33998
304 CFT
dsmukler@yorku.ca

Course consultation hours: Tuesdays, Thursdays, 1:00–2:00 (by appointment)

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|--------------------------------|-------|--------------------|---------|
| Time and Location: STDO | T, Th | 11:00 am – 1:00 pm | CFT 138 |
| | F | 2:00 pm – 4:00 pm | CFT 138 |

Expanded Course Description:

This course continues the actor's training in Voice, Speech and Text for the Actor from the work begun in THEA 2010 3.0.

Organization of the Course:

The course meets three times a week for two hours each time. This is a studio course, where more often than not we will work physically and vocally, moving and sounding vigorously. Occasionally, classes will involve presentations to the group, and others may involve lectures and discussions.

Course Description:

This course develops the work done on voice and speech for the theatre, elaborating on the basic elements of the actor's performance process and introducing elements of speech, and the application of voice, speech and acting to texts. These elements will be explored in practical exercises and experiences done both in class and as part of the student-actor's ongoing practice.

Continuing voice work: Connecting breath into sound, rooting breath/sound in the body, discovering and freeing blocks on the voice, developing facial, nasal, and chest resonance, exploring placement and flexibility, while confronting issues relating to sustainment of breath-thought, range, articulation. Students have the opportunity to work with master voice teacher David Smukler to confront their issues with voice and text.

Text: Shakespearean Chorus speeches, more scansion, Religious texts and Poetry.

Applied Phonetics and Speech Skills: Personal Vowel charting, defining general North American speech sounds, developing speech skills.

Specific Learning Outcomes:

By the end of the course, students should:

1. have greater facility with IPA and its application to specific North American speech patterns, and understand their personal challenges with the placement of specific speech sounds;
2. have a better appreciation/understanding of Shakespeare text and a stronger approach to using its language structures to support character choices;
3. be able to breathe abdominally on a consistent basis, without additional shoulder/chest tension, in a free and relaxed manner;
4. be able to connect to breath in the lower back ribs, in response to their need to breathe;
5. be able to connect sound to resonance in response to their personal images, thoughts, feelings, emotions and impulses;
6. be able to articulate their thoughts/impulses through language for increased intelligibility;
7. be able to connect the sound/breath exploration to language through Shakespeare text and imagistic poetry pieces;
8. be addressing blocks on their voice and practicing techniques to free them;
9. be able to make a personal/emotional connection with their acting process.

Course Text / Readings:

Additional readings may be assigned or recommended during the course.

Required Texts:

- *Mastery*, Leonard, George. Plume, 1992. Paperback. ISBN: 0452267560
- *King Henry V: The Arden Shakespeare*, Shakespeare, William. Nelson Thomson Learning, 1995. Paperback. ISBN: 0174434804.

Recommended Texts:

- *Playing Shakespeare*, Barton, John. Anchor Books, 2001. Paperback. ISBN: 0385720858
- *The Actor Speaks: Voice and the Performer*, Rodenberg, Patsy. Griffin, 2002. Paperback. ISBN: 0312295146
- *Freeing Shakespeare's Voice*, Linklater, Kristin. Theatre Communications Group. ISBN: 0559360313
- *Speaking Shakespeare*, Rodenberg, Patsy. Palgrave, 2002. Hardcover. ISBN: 0312294204

Evaluation:

Assessment of the work in the course and grading will be based on:

1. The individual's development and mastery of the specific learning outcomes.
2. The individual's increasing ability to be open and flexible to new information, their ability to experiment with and develop the new information, and their ability to take risks in their exploration of it.
3. The individual's ability to work with a group to prepare and present assignments.

Process

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| Preparation, Practice, | 10% |
| Attitude, Risk Taking | 10% |
| Ongoing Development | 20% |

Performance & Presentations

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| Henry V Chorus/Ensemble Presentation | 6% |
| Henry V scansion | 5% |

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| Poetry Research | 2% |
| Religious Text | 7% |
| Poetry Collage | 10% |
| <u>Writing</u> | |
| Progress Reports (including Mastery PR) | 8% |
| Final Process Essay | 5% |
| Barton Discussion Paper | 2% |
| <u>Phonetics</u> | |
| IPA Transcriptions | 5% |
| Quizzes | 5% |
| Vowel Charting Exercise | 5% |

If you have any unanswered questions or are unsure of your marks/progress during the course, please make an appointment with the instructor. The responsibility is yours.

Last date to drop courses without receiving a grade: Term W: March 9

PRESENTATIONS:

- A. Henry V Prologue: The class will work on this text together.
- B. Henry V Chorus/Ensemble Presentation: Small groups will work on an ensemble presentation of the 4 remaining Chorus speeches.
- C. Henry V Scansion Presentation: each person will walk us through roughly 21 lines of Shakespeare text, highlighting the irregularities therein.
- D. Poetry Research: In preparation for the Poetry Collage assignment, students will hand in four collections of 3-6 poems of your liking for a total of 18 poems. Of these poems, five will be chosen for your Poetry Collage. Poems should be typed and labelled with full bibliographic references, including title, author, source, publication date, etc. – photocopies from books won't do. The internet is not an acceptable source for poetry.
- E. Religious Text: (equivalent to 5-7 verses) from a religious text, e.g. The Book of Revelation from the King James version of *The Bible*, passages from *The Mahabarata*, *the Qur'an*, *The Torah*, *I Ching*, *Bahai texts*, etc. (Check out < <http://www.sacred-texts.com/> > for ideas and texts.)
- F. Poetry Collage: Based on your poetry research, you will select and present a collage of five poems.



SPEECH:

- A. Students will prepare an analysis of their vowel/diphthong placement with a partner in a private 15-minute tutorial.
- B. There will be 3 Quizzes on the IPA and its usage in English.
- C. There will be 1 Transcription into IPA of the first 200 syllables of a poem from your Poetry Packages.

WRITTEN WORK:

- A. Progress Reports: 4 reports to be handed in as scheduled. Note that the first PR will be a response to reading *Mastery*.
- B. Final Process Essay: Discuss the work of the *entire year*, by reviewing the progress reports from both semesters and writing a summary of the student's discoveries, development, growth, and struggles through the year, and to make a plan for the summer. Start by reviewing your PRs for the year and highlight quotes that you want to refer to in your essay. Refer to these in your essay with "inline" notation [e.g. after a "quote" (Fall PR4).]

Do not evaluate the teaching or course plan; please don't thank the teacher. Papers should be 5 pages in length, typed, double spaced, with page numbers, and without a cover page. Please give your paper a descriptive title (e.g. "Falling into failure" or "The Unbearable Lightness of Breathing" – don't title it "Process Essay".) Papers that don't follow these guidelines will be graded accordingly.

- C. Barton Discussion/Paper: Be prepared to discuss, in class, the videos "The Two Traditions" (call number 3802) and "Language and Character" (call number 3799) from the *Playing Shakespeare* series with John Barton and the RSC, which are available in SMIL. Prepare a two page written response arising from the discussion of the *Playing Shakespeare* videos. These videos are available online from the library.

The Two Traditions: <http://www.library.yorku.ca/e/resolver/id/1931657>



Language and Character: <http://www.library.yorku.ca/e/resolver/id/1931643>



Class Plan: (Guaranteed to Change)

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| Week 1 Jan 4, 5, 6, | Tues. Jan 3: Introduction, begin <i>O for a Muse</i> Thurs. Jan 5: Ball & no glottaling, Scansion in greater depth, <i>O for a Muse</i> Fri. Jan 6: Making connections, review, feeling the iambic, enjambed lines DUE: H5 Prologue off book |
| Week 2 Jan 11, 12, 13, | Tues. Jan 10: <i>Mastery</i> discussion, 3 resos., panting Thurs. Jan 12: Lexical Sets, IPA Pillows: vowel chart, Transcribe O for a Muse in pairs Fri. Jan 13: Facial resonators, Sticks of DeaFri. (O for a Muse), DUE: PR 1 wiFri. discussion of <i>Mastery</i> |
| Week 3 Jan 18, 19, 20, | Tues. Jan 17 <i>Playing Shakespeare videos</i> discussion, vowel slide-glide, ribs Thurs. Jan 19: Intro SNAN Fri. Jan 20: 3 resos in greater depth, apply to Chorus speeches |
| Week 4 Jan 25, 26, 27, | Tues. Jan 24: <i>Playing Shakespeare</i> response paper, panting, warrior pose, ends of lines, review what I'm looking for in showings: bluff/deny, sharing? Solo lines?, audience connection, coining, breath/sound Thurs. Jan 26: Classic warm-up review, begin facial resos, H5 final showings Fri. Jan 27: Speech: Speech warm-up, Introduce Vowel Charting, PR 2 |
| Week 5 Feb 1, 2, 3, | Tues. Jan. 31: David Smukler: facial resonators, introduce ribcase Thurs. Feb 2: Poem package 1; nasal resonators, ribs: soft balls Fri. Feb 3: Speech: vowel sounds |
| Week 6 Feb 8, 9, 10, | Tues. Feb 7: David Smukler: shoulder girdle, clock 2.0 Thurs. Feb 9: Poem package 2: Scansion exercise 1 Fri. Feb 10: Scansion exercise 2, PR 3 |
| Week 7 Feb 15, 16, 17 | Tues. Feb 14: David Smukler: the rack Thurs. Feb 16: Poem package 3; Speech: vowel sounds 2; Religious Text chosen Fri. Feb 17: Vowel Charting Tutorials |
| Reading Week | |
| Week 8 Feb 28, 1, 2 | Tues. Feb 28: David Smukler Thurs. Mar 1: Poem package 4; Religious Text off-book Fri. Mar 2: PR 4 |
| Week 9 Mar 6, 8, 9, 10 | Tues. Mar 6: 5 David Smukler Thurs. Mar 8: Poems for Poetry Collage set Fri. Mar 9: Coaching Quiz 1 |
| Week 10 Mar 13, 15, 16 | Tues. Mar 13: David Smukler Thurs. Mar 15: Transcription of H5 text (from scansion exercise) due Fri. Mar 16: Coaching PR 5 Quiz 2, |
| Week 11 Mar 20, 22, 23 | Tues. Mar 20: Voice Review, Coaching Thurs. Mar 22: Religious Text dry run Fri. Mar 23: Religious Text Presentations, |
| Week 12 Mar 27, 29, 30 | Tues. Mar 27: Last class Poetry Collage offbook Quiz 3 Weds. Mar 28: Y3 Showings 10 am Thurs. Mar 29: Y2 Movement & Voice 9 am, Y3 Scenes 2 pm Fri. Mar 30: Y2 Scenes, 2pm; Process Essays due |

Grading, Assignment Submission, Lateness Penalties and Missed Tests:

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.).

Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://www.registrar.yorku.ca/calendars/2011-2012/academic/grades/>)



Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Fine Arts) section of the Undergraduate Calendar:

http://www.registrar.yorku.ca/calendars/2011-2012/faculty_rules/FA/grading.htm



Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Written assignments are to be handed in at the start of class on the day they are due.

Lateness Penalty: Assignments received later than the due date will be penalized one-half letter grade per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests or Presentations: Students with a documented reason for missing a course test or presentation, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. You may write missed quizzes the week following a quiz during office hrs; missed presentations will be performed at the Course Instructors first convenience. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ADDITIONAL INFORMATION:**DRESS REQUIREMENT:**

You will need to work in clothing that you can move easily in, (no jeans or tight waist bands) with bare feet or socks. Hair must be tied off the face and neck and NO jewellery. No Blackberrys or cell phones in class, ever / at all, this includes no text messaging while notes are being given during rehearsals.

Second year students are not permitted to participate in any productions inside or outside of the Department.

Minimum Average Policy for Acting Area Students:

Note that the minimum average permissible for continuing in the Acting Stream is B. That is, a B average across the Acting, Voice and Movement classes must be maintained each semester in order that the student may continue to register in classes within the Acting Program.

Attendance Policy for Acting Area Students:

All classes and rehearsals are mandatory.

Failure to attend classes will result in either academic penalty or a request that the student withdraw from the class or production.

Any student in the Acting Area who is absent or late without prior arrangement with the Instructor for an excused absence (at the Instructor's discretion) may have for each lateness or absence a half letter grade deducted from his/her final grade. Three lates or absences (excused or not) may result in course failure.

If a student is going to miss a class due to illness, that absence must be called in to the office (416-736-2100 ext. 22213 or 33577) or professor (see phone number on first page) prior to the beginning of that class.

IMPORTANT COURSE INFORMATION FOR STUDENTS**Academic Honesty and Integrity**

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/univsec/policies/document.php?document=69>).



There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (<http://www.yorku.ca/academicintegrity>).

**Access/Disability**

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at www.yorku.ca/cds or from disability service providers:

- *Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297*
- *Mental Health Disability Services: N110 BCSS, 416-736-5297*
- *Learning Disability Services: W128 BCSS, 416-736-5383*
- *Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736-5263*



Deaf, deafened and hard-of-hearing students may also contact dhh@yorku.ca

Ethics Review Process

York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)



Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website <http://www.yorku.ca/univsec/policies/document.php?document=82>



Please note that this information is subject to periodic update. For the most current information, please go to the ASCP webpage (see Student Information Sheet under Reports, Initiatives, and Documents)

http://www.yorku.ca/univsec/senate_cte_main_pages/ASCP.htm

