

# **THEATRE VOICE I**

## **(THEA 2051)**

**Tuesday/Thursday 11:00am-12:50pm DATH 111**

**Instructor:** Cynthia Beene

**Office Hours:** T/TH 12:50pm-1:50pm by appointment

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### **PREREQUISITES**

Prerequisites for THEA 3050 Acting: Realism I include THEA 1050 Acting: Fundamentals, THEA 2051 Theatre Voice I, and THEA 2351 Theatre Movement I.

Students majoring or minoring in Theatre who have received a grade of "C" in any of the pre-requisite courses, even if they are transferring that course in, will be required to audition for consideration for enrollment in THEA 3050 Acting: Realism I.

Any student who receives a grade of "C" or lower in THEA 3050: Acting Realism I will be allowed to repeat it one more time. Should the student repeat the course and receive a grade of "C" or lower, the student will be dismissed from the Acting Concentration.

If the student has indeed earned a C in one or more of the three foundational Acting courses and an audition is required for enrollment in the Acting; Realism I course, these auditions will take place on the Monday afternoon of the week preceding the first day of classes. Students will be contacted by the Acting Faculty in advance to confirm their audition appointment, but they need to be prepared, based on their academic performance, for an audition of two contrasting one-minute monologues to be requested for enrollment in the Acting: Realism I course.

### **HOURS: 3;1**

**Introduction to the mechanics of the voice and effective use of the vocal instrument for the actor. A basic foundation of techniques for vocal preparation and performance, including vocal quality, range, resonance, energy, and freedom. Rigorous, pre-professional curriculum--command of foundational skills required.**

***(added in syllabus, but not UNT Course Catalogue, as part of Course Description)***

The many aspects of vocal expression will be explored and developed through the understanding of the anatomy of breath and vocal production, relaxation exercises, a solid foundation of breath-work and increased general physical awareness. Additionally, students will apply the foundational work they learn in this course as they exploration of a variety of written texts. When working with text, the student will learn the introductory acting terminology UNT Theatre uses in all performance focused classes: Text Work, Circumstances, Objective, Obstacle, Action, Emotional Life, and Subtext.

### **COURSE OBJECTIVES**

***Training the Instrument:*** Shaping the vocal instrument and building skill is the focus of the first half of the semester in Theatre Voice I.

- Students will study the anatomy and physiology of voice and breath in order to gain a literal understanding of how breath and voice happens in the body.
- Students will study how to produce effective and supportive breath in order to increase breath *capacity* and succeed at breath *recovery*.
- Students will engage in observation exercises as a way to learn about their body and voice.
- Students will learn how to produce effective breath to ensure continued positive vocal growth and success.
- Through the study of effective breathing students will know how to deploy exercises that will correct breathing habits that impede acting choices and the health of their voice.
- Students will learn to identify the specific vocal habits which impede their abilities and growth as a performer in order to independently deploy the exercises that will correct their habits to ensure continued positive growth and success.
- Students will learn about placement of the voice and vocal resonance in order to access and further develop vocal range.
- Students will examine their individual breath, vocal and speech habits in order to perform text with a free, unrestricted vocal instrument.
- Students will learn, through individual and collaborative exercises and critical analysis, how to apply relaxation, breath, articulation, resonance, and vocal production is connected to the vocal life of the character and character development.
- Students will learn to protect and care for their vocal instrument in order to maintain a healthy voice.

**Using the Instrument:** The application and assessment of newly acquired skills is the focus of the second half of the semester.

- Student's will explore dramatic text (contemporary, contrasting monologues) and poetry and "Great Speeches" in order to practice and test their skills of free and supportive breath and the effective placement of their voice.

When using text, students will learn basic script analysis and foundational acting

vocabulary: *Text Work/"Magic If"/Given Circumstances/Objective/Obstacle/Action/Personalization/Physical and Emotional Life and Subtext.*

- Students will explore and perform monologues and other forms of text, (poetry, story, speeches, etc...) to practice the skills of relaxation, focus, connection to breath, resonance and articulation and vocal placement/projection and understand how these skills are connected to acting choices.
- Students will explore vocal and emotional strength through contemporary monologue investigation and will learn how to bring greater personal meaning to their performances.
- Students will practice cold reading in order to improve their audition skills.

### **Attendance:**

The commitment to attendance expected in this course should be as rigorous as it would be for rehearsal. Below is the departmental policy on attendance. Should class be cancelled you will receive a notification on Canvas.

## **ATTENDANCE & PUNCTUALITY POLICY** **(2 Meetings a Week)**

Punctual attendance is critical for your success in the course. Thus, students are expected to be present and punctual for all classes.

The following policy is consistent with all acting courses in the department:

- Students are allowed no more than a total of THREE (3) absences during the semester.
- Students are considered tardy if they arrive for class no more than 30 minutes late. Arriving more than 30 minutes late for class is considered an absence.
- Students are expected to attend class for the duration of the period. Leaving before the class concludes is considered an absence.
- An occurrence of tardiness for the class FOUR (4) times is the equivalent of ONE (1) absence.
- A total of (4) absences means that the highest grade the student can earn in the class is an F.

Any student with an issue in the area of attendance and/or punctuality will be referred to the Acting Faculty for guidance.

If a student's absences have resulted in a grade with which they are not pleased, they may choose to withdraw from the class.

The professor's roll is the official record of absences and tardiness. At any point, students are welcome to check the grade roster on Canvas to be sure that their attendance/punctuality record is accurate.

**What to Bring to class:**

Notebook (Voice Journal) and writing utensils

Water bottle

Indoor footwear (socks with rubber soles, barefoot, indoor shoes etc.)

Dress in clothes suitable for movement including floor work

Assignments (texts, props, supplies, etc.)

**Grading:**

Assignments	Point Value
Peer Interview	50
Story Time	100
MIDTERM - Peer Prescription	150
Monologue	200
Sock Puppet Scene	200
FINAL - Self Prescription	150
Voice Journal	150
Total Points Possible	1000

TOTAL Points: Scale:

A: 1000-901

B: 900-801

C: 800-701

D: 700-606

F: 605 or fewer points

## Weekly Schedule (subject to change)

Dates	Wk #	Tuesday	Thursday
Jan. 17/19	1	Syllabus Day/Basic Butler Exercises	Basic Butler Exercises Peer Interview Story Time Assignment/Demonstration Students Sign Up for performance slots
Jan. 24/26	2	Basic Butler Exercises Relaxation and Breathing Exercises 1 Could you Would you/Can't you Won't you Vocabulary: Pronounce/Pronunciation, Enunciate/Enunciation Favorite food to make?	Basic Butler Exercises Think Pink/Gray Clay Story Time (5-6 students read) Which of the two smells better, fresh-cut grass or bread baking in the oven?
Jan. 31/ Feb. 2	3	Basic Butler Exercises Relaxation and Breathing Exercises 2 Freeing Vibrations - Linklater Did you get it/Couldn't Wouldn't Would you rather get up early or stay up late?	Basic Butler Exercises Red Leather Yellow Leather/Big Black Bug Story Time (5-6 students read) Assign Peer Prescriptions What is the weirdest text you have ever received?
Feb. 7/9	4	Basic Butler Exercises Relaxation and Breathing Exercises 3 Freeing the Channel - Linklater Mirror horror, Pitcher Picture What would your super power be?	Basic Butler Exercises Grass is Greener/Puce and Purple Story Time (5-6 students read) Do you believe that love is blind?
Feb. 14/16	5	Basic Butler Exercises Relaxation and Breathing Exercises 4 Breathing Gym - Linklater Who What Where When, This that those these Fricative Share a memory of a special experience you shared with a friend.	Basic Butler Exercises Blue Glue Story Time (5-6 students read) What would you name your yacht if you had one?
Feb. 21/23	6	Basic Butler Exercises Vuh Buh Vuh Wuh Vocabulary: labiodental fricatives Relaxation and Breathing Exercises 5 If you could be any bug what would you be?	Basic Butler Exercises How Now Brown Cow Story Time (5-6 students read) Describe the most beautiful place you have ever been.
Feb. 28/ Mar. 2	7	Basic Butler Exercises Tuh Thuh Thuh Duh Vocabulary: Un voiced and voiced Dental fricative Relaxation and Breathing Exercises 6 Share one thing you love to do during this season.	Basic Butler Exercises Which languages do you speak at home?

<b>Dates</b>	<b>Wk #</b>	<b>Tuesday</b>	<b>Thursday</b>
Mar. 7/9	8	Basic Butler Exercises Peer Prescriptions Review	Basic Butler Exercises MIDTERM - Turn in Peer Prescription Students Sign Up for performance slots If you could make one rule that everyone would have to follow what would it be?
Mar. 14/16		SPRING BREAK	SPRING BREAK
Mar. 21/23	9	Full Physical Warmup Butler Basics - all non colors Fluffy Puppy/Floppy Puppy Vocabulary: Voiceless Plosive Text Work 1 Have you volunteered in your community?	Full Physical Warmup Butler Basics - all colors World Wide Monologue (5-6 students work) Who is the funniest person in your family?
Mar. 28/30	10	Full Physical Warmup Butler Basics - all non colors She Sells Sea Shells, Wo oh wo oh Text Work 2 Who is a friend at this school that you know you can count on?	Full Physical Warmup Butler Basics - all colors Monologue (5-6 students work)
April 4/6	11	Full Physical Warmup Butler Basics - all non colors Rubber Baby Buggy Bumper/Chop Shop Text Work 3 Where do your family members or those in your most intimate circle work?	Full Physical Warmup Butler Basics - all colors Jewelry Jury Monologue (5-6 students work) Assign Sock Puppet Scenes/Groups Would you rather have 20 hobbies or a single passion? APRIL 7 - Last day to drop
April 11/13	12	Full Physical Warmup Butler Basics - all non colors Whale Wheel Text Work 4 What is one thing you do well as a student?	Full Physical Warmup Butler Basics - all colors Street Sweep/Street Lamp Monologue (5-6 students work) What is your favorite family tradition? Or what tradition would you start if you had the chance?
April 18/20	13	Full Physical Warmup Butler Basics - all non colors Giggle Gobble Text Work 5	Full Physical Warmup Butler Basics - all colors Street Sweep/Street Lamp Monologue Showcase (all students perform)

Dates	Wk #	Tuesday	Thursday
April 25/27	14	Full Physical and Vocal Warmup Butler Basics - all non colors Giggle Gaggle SP Scene Structured Rehearsal 1/2 When your homework gets hard what do you do?	Full Physical and Vocal Warmup Butler Basics - Colors Clear Clean/Mouth Mouse SP Scene Structured Rehearsal 2/2 Do you believe in second chances?
May 2/4	15	Full Physical and Vocal Warmup Butler Basics - all non colors FINAL Self Prescription Review/Turn in If you could travel back in time three years ago what advice would you give yourself?	Full Physical and Vocal Warmup Butler Basics - All exercises Sock Puppet Scene Sharing What will you remember about this class this semester?
May 9/11	16	FINAL Exam - Turn in SPOT review	-

### **STUDENT OBLIGATION TO ACADEMIC/PRODUCTION WORK**

Dance & Theater students are expected to budget and organize their time and efforts in order to meet both their academic and production commitments satisfactorily and on time. The faculty and staff recognize that the academic and production assignments within the department, as well as outside employment and other obligations, sometimes impose conflicting pressures on DT students. One of the main responsibilities of each student is to identify carefully and monitor the commitments that comprise his/her departmental assignments and outside obligations. It is also important to keep in mind that production work and outside obligations do not constitute an excused absence from DT classes or from the completion of any required class assignments.

### **ACCOMMODATION FOR DISABILITIES**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation: reference Public Law 92-112—The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during

their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **STUDENT PERCEPTIONS OF TEACHING (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

The Department of Dance and Theatre also offers face-to-face SPOT evaluations, if the student wishes. Ask your professor for details if you wish to pursue that option.

### **ACCEPTABLE STUDENT BEHAVIOR**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).