

USC School of Dramatic Arts

THTR 440 - Advanced Voice
Units: 2.0
Fall 2016—M/W—9-10:50am

Location: PED 202

Instructor: Lauren Murphy Yeoman
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Office Hours: M 11am-12pm
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Course Description

Work on the basic progression of the Linklater voice work, freeing the natural voice. Through a classical series of voice exercises we will be exploring the dimension of the actor that is the voice. From breath work, vibration, jaw, tongue, soft palate and resonators to personal exploratory and imaginative work, we will be covering all the elements involved with the basic speaking voice.

Learning Objectives

Free the natural voice of the actor. The class will learn the basic vocal progression of exercises, which lead to a warm-up. Our goal is to release and connect the elements of the voice, body, emotions and clarity of thought. We want to hear the person, not the voice.

Prerequisite(s): THTR 340B

Required Readings and Supplementary Materials

“Freeing the Natural Voice” by Kristin Linklater; available at USC bookstore and at amazon.com

Description and Assessment of Assignments

Class assignments; personal writing, reflection, and monologue work will be delivered in person during class time. Late or incomplete assignments will not be accepted. The midterm and final exams will be performance-based. All will be letter graded based on adherence to the requirements.

Grading Breakdown

A-excellent quality
B-good quality
C-fair quality
D-poor quality
F-fail

Grading and Evaluation

Class work- 50%
Participation - 15%
Mid term-10%
Final exam- 25%

Additional Policies

I expect the highest level of commitment from BFA actors. Lateness is not tolerated without prior notice. Unexcused absences are not permitted. Communication with the instructor is essential in case of emergency or illness. Violation of these requirements will result in disciplinary measures.

Course Schedule: A Weekly Breakdown

Week 1: Introduction to each other and discussion of individual voice issues. Practical observations, exploration of the group, checking in, and examining the knowledge of voice work are what we will do in the early stages.

Week 2: We will be looking at breath freedom and vibration in particular. Personalization work on voice and text begins.

Week 3: Clarification of the vocal progression as it applies to individuals. We will be looking to build consistency of connection and freeing vibration of the voice. Text work continues.

Week 4: Exploration of jaw, tongue, soft palate, and the channel will be introduced. Text work continues.

Week 5: Individual check-in with head rolls and breath check. Text work continues.

Week 6: First three resonators, power breathing, panting, ribs. Text work continues.

Week 7: Moving into the middle of the face or sinus resonators. Text work continues.

Week 8: Upper sinus and skull resonators. Text work continues.

Week 9: Blending resonators for 3-4 octave range and arpeggios. Text work continues.

Week 10: Articulation: consonants, with application to text.

Week 11: Articulation: vowels, with application to text.

Week 12: Finishing vocal progression, and deepening it in the body.

Week 13: Group exploration as it applies to a vocal warm-up.

Week 14: There will be continuing individual check-in with text development as well as supporting the individual to be present in themselves.

Week 15: Wrapping up text projects, reviewing the voice work up to this point.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are

equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://adminopsnet.usc.edu/department/department-public-safety>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.