

USC School of Dramatic Arts

THTR 440 - Advanced Voice
Units: 2.0
Fall 2017—M/W—9-10:50am
Location: PED 202

Instructor: Lauren Murphy Yeoman
Office: JEF
Office Hours: M/W—11am-1pm
Email: laurenmu@usc.edu
Phone: 617-872-4194

Course Description

We will review, further explore, and build on the Linklater voice progression begun with Kathy during junior year, to remove the armoring of adverse conditioning in body, breath, vibration, jaw, tongue, and soft palate.

We will especially emphasize the resonating range, expanding breath capacity and agility, and enlivening articulation. There will be personal and imaginative in-class work in voice, language and text, and support for *Passion Play* and *Punk Rock* in whatever form that takes.

Learning Objectives

Our goal leading up to the 2 shows is investigating and adding tools to create character and connection in performance, with the freedom of body, breath, and self-expression to follow your primal instinct.

After the shows, for the second half of the semester, the goal shifts to personal autonomy for every actor to independently understand and generate vocal warm-ups and choose and develop an individual arsenal of acting material.

Always along the way staying conscious and plugged in to the ensemble while working on separate productions and solo endeavors.

Prerequisite(s): THTR 340B

Required Readings and Supplementary Materials

- “Freeing the Natural Voice” by Kristin Linklater; available at USC bookstore.
- Please bring your Reading Schedule (attached) and a dedicated notebook with pen to every class to assign readings/reflections, and to write down the warm-up sequence.

Description and Assessment of Assignments

Class assignments will include personal writing, reflection, in-class exercises, warmups and performance work. All will be graded numerically by points, based on adherence to the requirements.

Attendance

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

Grading Scale

Excellent quality: A+ = 100-97; A = 96-94 A- = 93-90

Good quality: B+ = 89-86; B = 85-84; B- = 83-80

Average quality: C+ = 79-76; C = 75-74; C- = 73-70

Poor quality: D = 60's

Fail: F = 59 and below

Grading Breakdown

Attendance and Participation	10 points
Personal writings	10 points
“Raw Materials - Self” exercise	20 points
“Raw Materials - Character” exercise	20 points
Midterm exam: Team Warmup	20 points
Final exam: Solo Warmup and Performance	20 points
TOTAL.....	100 points

Notes on Grading

-When the grade falls between two letters, it will be rounded up for students with excellent/good attendance and class participation, and rounded down for average/poor attendance and participation.

-No late or incomplete assignments or exercises will be accepted.

Anticipated weekly schedule - Subject to change

Week 1: Introduction to each other and to this phase of the Linklater voice work; discuss individual voices. “Raw Materials - Self” exercise.

Homework: “Raw Materials - Self” assignment

Week 2: Body Awareness into Breath Awareness. Continue “Raw Materials - Self.”

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 3: Discovering the Touch of Sound and Freeing Vibration: from small to large impulses for sound. Continue “Raw Materials - Self.”

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 4: Humming and resonance. Continue “Raw Materials - Self.”

**Homework: Follow the Reading Schedule to read chapters covered in class work.
Write reflection on the progression up through Humming.**

Week 5: Introduction to channel openers. Begin Jaw awareness and release. Begin “Raw Materials - Character.” Add show work.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 6: Continue channel openers with Tongue stretching and loosening. “Raw Materials - Character” work continues. Show work TBA.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 7: Conclude channel openers with Soft Palate limbering. Show work TBA.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 8: Introduction to the resonators. Begin lower resonators of Chest, Mouth, and Teeth. Show work TBA, going into Tech.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Write reflection on Channel work of Jaw, Tongue, Soft Palate, and Lower Resonators of Chest, Mouth, and Teeth.

Week 9: SHOW WEEK. Chest/Mouth/Teeth resonators, triads and swings.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 10: Breath power, capacity and expansion. Discuss Monologue assignment.

Prepare for Team Warmups, assign dates.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Prepare Team Warmup and be ready to go on assigned date.

Prepare Monologue assignment.

Week 11: Sinus / Nasal / Skull resonators. Begin Team Warmups. Begin Monologue work.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 12: Range, Arpeggios. Continue Team Warmups. Continue Monologue work.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Week 13: Vocal Extremes; calling, laughing, lamentation. Continue Team Warmups. Continue Monologue work.

Homework: Follow the Reading Schedule to read chapters covered in class work.

Write reflection on the end of the Linklater Progression - upper resonators, hysteria pitches, extreme voicing.

Week 14: Continue Vocal Extremes. Continue Team Warmups. Continue Monologue work. Discuss final text project.

Homework: Meeting with me to review voice and text work; optional

Week 15: Finish Team Warmups. Wrap up Monologues.

Homework: Prepare for final exam - warming up through full Linklater progression and performance of text project (TBA)

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/academicsupport/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.