

MODULE DIRECTORY

LEVEL 4

WALES INTERNATIONAL ACADEMY OF VOICE

FACULTY OF HUMANITIES AND PERFORMING ARTS

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Wales International Academy of Voice in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MODULE CODE: HPV54001
TITLE: Vocal Technique 1
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To introduce the constituent elements of vocal technique including self-critical analysis and personal practice regime.
- To equip students with technical confidence and freedom in performance.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- an understanding of daily personal vocal regime, keeping a record of developments and consequences of this practice;
- a basic knowledge of secure vocal technique;
- an understanding of technical analysis in personal and peer performances.

INDICATIVE CONTENT

- Students will receive individual singing lessons, concentrating mainly on technique.
- Students will receive individual coaching sessions to increase knowledge of repertoire and style.
- Group sessions with tutors will encourage discussion on the principles of vocal technique.
- Each student will be provided with bespoke technical exercises.
- Masterclasses with the Director and visiting experts will discuss and improve critical understanding of the vocal method.

LEARNING AND TEACHING STRATEGY

Workshops, masterclasses and tutorials will be given to develop knowledge and understanding of vocal technique and critical evaluation of personal and peer performance. The students will also be expected to attend, although not necessarily participate in MA programme masterclasses given by international artists.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
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Scheduled learning	20	10%
Independent learning	180	90%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 20%

Individual Presentation

- The presentation (approximately 6 minutes' duration) identifies key aspects of vocal technique, with a critical analysis of regime and practice. It also explores the ideas, methods and approaches encountered in the taught sessions and incorporates appropriate critical self-reflection.

Assessment Component 2: 80%

Performance (approximately 5 minutes' duration)

- Students will be required to submit a list of three songs or arias in advance, two of which will be performed before a panel. The first song / aria will be chosen by the student and the second by the examiners. The emphasis of the performance will be on demonstration of vocal technique.

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	-
Practical	100%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): - Calculated and effective use of space. - Public performances and appearances at various musical festivals by WIAV students enhances the cultural environment. WIAV promotes critical and creative thinking through the understanding of the cultural differences and diversity of our students. - Enhancement of student motivation and confidence through group instruction, individual coaching and student-centred learning. - Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. (ii) - The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning.	

READING LIST

Module Code- HPVS4001		
Module Title	Vocal Technique 1	
Classification	Reading List entry	Electronic*
Essential	Davies, G.D. & Jahn, A.F. <i>Care of the Professional Voice: A guide to Voice Management for Singers, Actors and Professional Voice Users</i> . Second Edition. London: A&C Black Publishers Ltd, 2004	☐
Essential	Herbert-Caesari, E. <i>Vocal Truths – Some of the things I teach</i> . London: Travis & Emery Bookshop Ltd. 2007	☐
Essential	Lehmann, L <i>How to Sing</i> Revised edition. London: Macmillan & Co. 1914	☐
Further	Marafioti, P <i>Caruso's Method of Voice Production: The Scientific Culture of the Voice</i> . London: D. Appleton and Company 1927	☐
Further	Herbert-Caesari, E. <i>Voice of the Mind</i> London: Robert Hale Ltd, 1951	☐
Further	Hemsley, T. <i>Singing and Imagination: A human approach to a great musical tradition</i> . Oxford: Oxford University, 1998	☐

MODULE CODE: HPVS4002
TITLE: Italian 1
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To introduce the Italian language from a singing / performing perspective.
- To gain an insight into the role of the Italian language in *bel canto* style.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a clear understanding of the marriage between music and Italian text;
- competency in applying acquired knowledge of Italian text to performance material;
- communication and clarity in performance of Italian lyrics.

INDICATIVE CONTENT

- Students will receive group instruction on basic Italian vocabulary and pronunciation.
- Group study will provide an introduction to Italian repertoire.
- Application of language skills to vocal delivery is a key factor in performance, and this will be explored in group seminars.
- Solo recitative will be studied in group sessions.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses, seminars and tutorials will be given to develop knowledge and understanding of the Italian language and repertoire. Seminars will also introduce practical examples which will be used to support the application, discussion, and exploration of Italian texts.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 - 100%

Performance

Students will be required to choose and perform two pieces of Italian repertoire, demonstrating a clear understanding of the Italian language thus far.

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	-
Practical	100%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): • Calculated and effective use of space. • WIAV promotes critical and creative thinking through the understanding of the cultural differences and diversity of our students. • Enhancement of student motivation and confidence through group instruction and student-centred learning. • The learning of a language provides a strong foundation for systematic thinking, which is one of UNESCO's five essential pedagogic approaches for sustainable development, and promotes the understanding of cultural differences in a musical context, even beyond the culture of the language taught. • The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning.	

READING LIST

Module Code- HPVS4002		
Module Title	Italian 1	
Classification	Reading List entry	Electronic*
Essential	Bacchelli et al (eds), <i>Collins Italian Dictionary. Complete and unabridged</i> . New York: Collins, 2005	☐
Essential	Retzlaff, J. & Montgomery, C. <i>Exploring Art Song Lyrics. Translation and Pronunciation of the Italian, German & French Repertoire</i> . Oxford: Oxford University Press, 2012	☐
Essential	Colorni, E. <i>Singer's Italian: A manual of diction and phonetics</i> . New York: Schirmer, 1995	☐

Essential	Danesi, M <i>Practice Makes Perfect: complete Italian grammar, premium second edition.</i> New York: McGraw- Hill Education, 2016	☐
Further	Adams, D <i>A handbook of diction for singers: Italian, German, French. Second edition.</i> Oxford: Oxford University Press, 2008	☐
Further	Gobetti D, <i>Practice makes perfect Italian Vocabulary. Second edition.</i> New York: McGraw- Hill Education, 2011	☐

MODULE CODE: HPVS4003
TITLE: French 1
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To introduce the French language from a vocal perspective with specific reference to the International Phonetic Alphabet (IPA).
- To help acquire insight into the skills and technique of the French language and its adaptation to vocal technique.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a clear understanding of IPA and the French language;
- competency in applying acquired knowledge of French text to performance material;
- a knowledge of the relationship between the French language and vocal technique.

INDICATIVE CONTENT

- Students will receive group instruction on IPA, basic French vocabulary and pronunciation.
- Group study will provide an introduction to French repertoire.
- Masterclasses will include discussion of accurate and idiomatic delivery of the language.
- Adaptation of language skills to vocal delivery is a key factor in performance, and this will be explored in group seminars.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses, seminars and tutorials will be given to develop knowledge and understanding of the Italian language and repertoire. Seminars will also introduce practical examples which will be used to support the application, discussion, and exploration of French texts.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 30%

Transcription (30 minutes)

A transcription of a prescribed French song text into IPA.

Assessment Component 2: 70%

Performance

Students will be required to choose and perform one piece of French repertoire, to demonstrate a clear understanding of the French language thus far.

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	-
Practical	70%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): • Calculated and effective use of space. • WIAV promotes critical and creative thinking through the understanding of the cultural differences and diversity of our students. • Enhancement of student motivation and confidence through group instruction and student-centred learning. • The learning of a language provides a strong foundation for systematic thinking, which is one of UNESCO's five essential pedagogic approaches for sustainable development, and promotes the understanding of cultural differences in a musical context, even beyond the culture of the language taught. • The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning.	

READING LIST

Module Code- HPV4003		
Module Title	French 1	
Classification	Reading List entry	Electronic*

Essential	Penman C. et al (eds), <i>Collins French Dictionary. Complete and unabridged.</i> New York: Collins, 2006	☐
Essential	Retzlaff, J. & Montgomery, C. <i>Exploring Art Song Lyrics. Translation and Pronunciation of the Italian, German & French Repertoire.</i> Oxford: Oxford University Press, 2012	☐
Essential	Bernac, P. <i>The Interpretation of French Song</i> London: Kahn & Averill, 1998.	☐
Essential	Heminway, A. <i>Practice Makes Perfect: Complete French Grammar, Premium third edition.</i> New York: McGraw Hill Education, 2016	☐
Further	Adams, D <i>A handbook of diction for singers: Italian, German, French. Second edition.</i> Oxford: Oxford University Press, 2008	☐
Further	Noske, F. & Benton, R. <i>French Song from Berlioz to Duparc, Second edition.</i> New York: Dover Publications Inc, 1989	☐
Further	Johnson, G. <i>Gabriel Fauré. The Songs and their Poets (Guildhall School of Music and Drama Research Studies).</i> London: Routledge, 2009	☐

MODULE CODE: HPVS4004
TITLE: German 1
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To introduce German diction from a vocal perspective.
- To help acquire insight into the skills and technique of the German language in performance.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a clear understanding of the marriage between music and conveyance of words;
- competency in applying acquired knowledge of German text to performance material;
- communication and clarity in performance.

INDICATIVE CONTENT

- Students will receive group instruction on basic German vocabulary, basic grammar and pronunciation, using IPA.
- Group study will give an introduction to German repertoire.
- Masterclasses will discuss accurate and idiomatic delivery of German texts.
- Adaptation of language skills to vocal delivery is a key factor in the interpretation of music, and this will be discussed in detail and explored in group seminars.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses, seminars and tutorials will be given to develop knowledge and understanding of the German language and repertoire. Seminars will also introduce practical examples which will be used to support the application, discussion, and exploration of German texts.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 30%

Transcription (30 minutes)

A transcription of a prescribed German song text into IPA.

Assessment Component 2: 70%

Performance

Students will be required to choose and perform one piece of German repertoire, to demonstrate a clear understanding of the German language thus far.

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	-
Practical	70%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): • Calculated and effective use of space. • WIAV promotes critical and creative thinking through the understanding of the cultural differences and diversity of our students. • Enhancement of student motivation and confidence through group instruction and student-centred learning. • The learning of a language provides a strong foundation for systematic thinking, which is one of UNESCO's five essential pedagogic approaches for sustainable development, and promotes the understanding of cultural differences in a musical context, even beyond the culture of the language taught. • The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning.	

READING LIST

Module Code- HPVS4004		
Module Title	German 1	
Classification	Reading List entry	Electronic*

Essential	Beattie, S. (eds), <i>Collins German Dictionary complete and unabridged</i> . New York: Collins, 2007	☐
Essential	Retzlaff, J. & Montgomery, C. <i>Exploring Art Song Lyrics. Translation and Pronunciation of the Italian, German & French Repertoire</i> . Oxford: Oxford University Press, 2012	☐
Essential	Philips, L. <i>Lieder line by line</i> . Oxford: Oxford University Press, 1998	☐
Essential	Clari, M (eds) <i>Collins East Learning German Grammar</i> . Glasgow: HarperCollins Publishers, 2005	☐
Further	Adams, D <i>A handbook of diction for singers: Italian, German, French. Second edition</i> . Oxford: Oxford University Press, 2008	☐
Further	Miller, R. <i>Singing Schumann: An Interpretive Guide for Performers</i> . Oxford: Oxford University Press, 2005	☐
Further	Reed, J. <i>The Schubert Song Companion</i> . Manchester: Manchester University Press, 2007	☐
Further	Warrack, J. <i>German Opera: From the beginnings to Wagner. (Cambridge Studies in Opera)</i> . Cambridge: Cambridge University Press, 2001	☐

MODULE CODE: HPVS4005
TITLE: History and Repertoire of the Singing Voice
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To introduce the main genres of vocal music including opera, oratorio and art song.
- To familiarise students with the changes of vocal demands dictated by stylistic developments in composition.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a working knowledge of the primary composers of vocal music;
- an awareness of the main changes in vocal style and the reasons for said changes;
- an understanding of embellishments and cadenzas peculiar to different musical periods.

INDICATIVE CONTENT

- Group sessions with tutors will explore opera, oratorio and art song.
- Classes will discuss and explore the changes in vocal demands of the main musical periods.
- During group lectures, students will explore various historical performances by eminent singers.
- Tutors will provide guidance on the correct use of embellishments and cadenzas, leading to creative self-sufficiency.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses and tutorials will be given to develop knowledge and understanding of the history and repertoire of the human voice. Examples based on audio and / or visual archive will be discussed in group sessions, led by guest speakers and the programme team.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 100%

Essay (approximately 3,000 words)

For example :

An essay based on a specific aspect of history and repertoire of the voice, for example,

How did his collecting of folk music influence Vaughan-Williams' style of composition?

Or :

How have singers had to adapt their approach to performing with reference to the increasing size of the orchestra?

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): • Calculated and effective use of space. • Enhancement of student motivation and confidence through group instruction, individual coaching and student-centred learning. • Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. (ii) • The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning.	

READING LIST

Module Code- HPVS4005	
Module Title	History and Repertoire of the Voice

Classification	Reading List entry	Electronic*
Essential	Elliott, M <i>Singing in Style. A Guide to Vocal Performance Practices.</i> Yale: Yale University Press, 2006	☐
Essential	Celletti, R. <i>A History of Bel Canto.</i> Gloucester: Clarendon Press, 1991	☐
Essential	Abbate, C. and Parker, R. <i>A History of Opera: The Last Four Hundred Years.</i> London: Penguin, 2015	☐
Essential	Kimball, C. <i>Song: A Guide to Art Song Style, and Literature. Revised edition.</i> Wisconsin: Hal Leonard Corporation, 2006	☐
Essential	Falkner, K. (eds). <i>Voice. Yehudi Menuhin Music Guides.</i> London: Kahn and Averill, 1994	
Further	Stevens, D. (eds). <i>A History of Song.</i> London: Hutchinson and Co Ltd, 1960	☐
Further	Toft, R. <i>Bel Canto. A Performers Guide.</i> Oxford: Oxford University Press, 2013	☐
Further	Taruskin, R. & Gibbs, C. <i>Oxford History of Western Music. Oxford: Oxford University Press, 2012</i>	☐
Further	Rosselli, J. <i>Singers of Italian Opera: The History of a Profession.</i> Cambridge: Cambridge University Press, 1995	☐
Further	Singer, M. <i>An Interpretive Guide to Operatic Arias: A Handbook for Singers, Coaches, Teachers and Students.</i> Pennsylvania: Pennsylvania State University Press, 1983	☐
Further	Sadie, S. & Macy, L. (eds). <i>Grove Book of Operas. Second edition.</i> Oxford: Oxford University Press, 2009	☐

MODULE CODE: HPV54006
TITLE: General Musicianship
DATED: 17/05/2017

LEVEL: 4
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To develop students' understanding of musical content and structure.
- To equip students with proficiency in the rudiments of music, aural and basic keyboard skills.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- self-sufficiency in the process of reading and learning music;
- an understanding of harmonic colour, recognition of intervals and aural skills;
- a clear understanding of basic keyboard skills.

INDICATIVE CONTENT

- Students will receive individual instruction on basic keyboard skills.
- Sight Singing skills will be developed.
- Students will learn musical vocabulary and develop essential listening skills through group study.
- Students will receive instruction in relevant music theory.

LEARNING AND TEACHING STRATEGY

Group sessions and tutorials will be given to develop knowledge and understanding of essential elements of General Musicianship. Workshops will also introduce practical examples to support the application of musical theory, aural and keyboard skills.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 60%

Performance

Students will be expected to perform a previously unseen song. 10 minutes practice time with the use of a keyboard will be allowed.

Assessment Component 2 – 40%

Examination – Music Theory Paper: 45 minutes

The paper will contain questions on areas of study covered in this module.

Assessment Summary

Activity type	Percentage
Written exam	40%
Coursework	-
Practical	60%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): • Calculated and effective use of space. • Public performances and appearances at various musical festivals by WIAV students enhances the cultural environment. WIAV promotes critical and creative thinking through the understanding of the cultural differences and diversity of our students. • Enhancement of student motivation and confidence through group instruction, individual coaching and student-centred learning. • Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. (ii) • The learning and teaching methods will ensure conformity with the principles below: - learning through investigation; - learner-centred learning; - cooperative learning; - learning with a focus on skill development; - independent learning. • The students will be introduced to a range of transferable skills which will be beneficial to them in the workplace.	

READING LIST

Module Code- HPV4006		
Module Title	General Musicianship	
Classification	Reading List entry	Electronic*

Essential	Blom, E. (eds.), <i>Grove's Dictionary of Music and Musicians. Fifth edition in nine volumes.</i> London: The Macmillan Press Ltd, 1975	☐
Essential	ABRSM <i>Rudiments and Theory of Music. Based on the Syllabus of the Theory Examinations of the Royal Schools of Music.</i> London: Associated Board of the Royal School of Music, 1958	☐
Essential	Butterworth, A. <i>Harmony in Practice.</i> Oxford: Oxford University Press, 1999	☐
Further	Meyer, L. B. <i>Music, The Arts, And Ideas. Patterns and Predictions in Twentieth-Century Culture. With a new postlude.</i> Chicago: University of Chicago Press, 1994	☐
Further	Burkholder, J.P., Grout, D. J., Palisca, C.V. <i>A History of Western Music. Ninth Edition.</i> New York: W. W. Norton & Company	☐
Further	Cleland, K.D. <i>Developing Musicianship Through Aural Skills: A Holistic Approach to Sight Singing and Ear Training.</i> Abingdon: Routledge, 2010	☐