

MODULE DIRECTORY

LEVEL 5

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: HPV5001
TITLE: Vocal Technique 2
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To develop the constituent elements of vocal technique including self-critical analysis and personal practice regime.
- To develop greater fluency in vocal technique in a widened and more varied repertoire.

LEARNING OUTCOMES

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

- a deeper understanding of daily personal vocal regime, keeping a record of developments and consequences of this practice;
- a good working knowledge of secure vocal technique;
- a critical 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 further increase knowledge of repertoire and style.
- Group sessions with tutors will encourage discussion directly related to student performances.
- Bespoke technical exercises will be changed and adapted according to personal development.
- 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
Scheduled learning	20	10%
Independent learning	180	90%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

Individual Presentation

The presentation (8 – 10 minutes' duration) identifies key aspects of vocal technique, with a critical analysis of regime and practice. It further explores the ideas, methods and approaches encountered in the taught sessions and also incorporates critical self-reflection.

Assessment Component 2 – 70%

Performance (approximately 6 – 7 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- HPVS5001		
Module Title	Vocal Technique 2	
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	☐
Essential	Tetrazzini, L <i>How to Sing</i> London: C. Arthur Pearson, Ltd, 1923	☐
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: HPVS5002
TITLE: Italian 2
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To further explore the Italian language from a vocal perspective.
- To enhance the students' understanding of the Italian language and *bel canto* style.

LEARNING OUTCOMES

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

- a detailed understanding of the marriage between music and Italian text;
- an enhanced level of competency in applying acquired knowledge of Italian text to performance material;
- an understanding of the Italian style of vocal production and how the language helps shape the *bel canto* technique.

INDICATIVE CONTENT

- Students will receive group instruction on idiomatic delivery of Italian text.
- Group study will further explore Italian repertoire.
- Application of language skills to vocal delivery will be further explored and practiced in group seminars.
- Ensemble recitative will be studied in group sessions.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses 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 three pieces of Italian repertoire, demonstrating a clear understanding of the Italian language and style.

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- HPV5002		
Module Title	Italian 2	
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	☐
Essential	Manen, L. <i>Bel Canto: The Teaching of the Classical Song-Schools, it's decline and restoration.</i> Oxford: Oxford University Press, 1983	☐
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: HPVS5003
TITLE: French 2

DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To further the understanding of the French language from a vocal perspective and consolidate the use of the International Phonetic Alphabet (IPA).
- To gain an insight into French prosody and its effect on musical delivery.

LEARNING OUTCOMES

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

- an in depth knowledge and understanding of IPA and the French language;
- an enhanced level of competency in applying acquired knowledge of French text to performance material;
- an applied knowledge of prosody.

INDICATIVE CONTENT

- Students will receive further instruction on IPA, French vocabulary and pronunciation.
- Group study will provide a wider knowledge of French repertoire.
- Masterclasses will include further 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 and practised in group seminars.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses and tutorials will be given to develop knowledge and understanding of the French 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 – 100%

Performance

Students will be required to choose and perform three pieces of French repertoire to demonstrate a clear understanding of the French language and style.

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- HPV5003		
Module Title	French 2	
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</i>	☐

	<i>the Italian, German & French Repertoire.</i> Oxford: Oxford University Press, 2012	
Essential	Bernac, P. <i>The Interpretation of French Song. New Edition.</i> London: Kahn & Averill, 1998.	☐
Essential	Johnson, G. A. <i>French Song Companion.</i> Oxford: Oxford University Press, 2002	☐
Essential	Heminway, A. <i>Practice Makes Perfect: Complete French Grammar, Premium third edition.</i> New York: McGraw Hill Education, 2016	☐
Further	Adams, D A <i>handbook of diction for singers: Italian, German, French. Second edition.</i> Oxford: Oxford University Press, 2008	☐
Further	Giroud, V. <i>French Opera. A short history.</i> Yale: Yale University Press, 2010	☐
Further	Humberstone, P. <i>Mot a Mot. Fifth Edition: New advanced French vocabulary</i> London: Hodder Education, 2010	☐
Further	Noske, F. & Benton, R. <i>French Song from Berlioz to Duparc, Second edition.</i> New York: Dover Publications Inc, 1989	☐

MODULE CODE: HPVS5004
TITLE: German 2
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To enhance knowledge of German diction aiming for accent-free delivery.
- To acquire greater insight into the German language in performance.

LEARNING OUTCOMES

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

- a more detailed understanding of the marriage between music and German text;
- a higher level of competence in understanding and performing German lyrics;
- successful communication of the German language in performance.

INDICATIVE CONTENT

- Students will receive group instruction on consolidating and furthering their language skills.
- Group classes will provide further German repertoire study.
- Instruction will be given on improving 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 and practiced in group seminars.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses 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 – 100%

Performance

Students will be required to choose and perform three pieces of German repertoire to demonstrate a clear understanding of the German language and style.

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- HPV5004		
Module Title	German 2	
Classification	Reading List entry	Electronic*
Essential	Beattie, S. (eds), <i>Collins German Dictionary complete and unabridged</i> . New York: Collins	☐
Essential	Retzlaff, J. & Montgomery, C. <i>Exploring Art Song Lyrics. Translation and Pronunciation of</i>	☐

	<i>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 Easy Learning German Grammar.</i> Glasgow: HarperCollins Publishers, 2005	☐
Essential	Fischer Dieskau, D. <i>The Fischer-Dieskau Book of Lieder: Original Texts of 750 Songs in German.</i> New Jersey: Limelight Editions, 1999	☐
Further	Adams, D <i>A handbook of diction for singers: Italian, German, French. Second edition.</i> Oxford: Oxford University Press, 2008	☐
Further	Hendricks, B. <i>Ach ich fühl's. German for opera singers in 3 acts: studying, speaking, singing.</i> North Carolina: Lulu publishing, 2014	☐
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: HPV5005
TITLE: Basic Russian and Spanish
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To enable students to gain a knowledge of the Russian and Spanish languages and pronunciation.
- To introduce students to Russian and Spanish vocal repertoire.

LEARNING OUTCOMES

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

- a familiarity with the Russian alphabet;
- a basic working knowledge of the Spanish language;
- a knowledge of the primary composers of Russian and Spanish vocal repertoire.

INDICATIVE CONTENT

- Students will receive group instruction on the Russian alphabet.
- Group study will provide a working knowledge of Russian and Spanish pronunciation.
- Application of language skills to vocal delivery is a key factor in performance, and this will be explored and practiced in group seminars.
- Group study will provide an introduction to Russian and Spanish vocal repertoire.

LEARNING AND TEACHING STRATEGY

Lectures, masterclasses and tutorials will be given to develop knowledge and understanding of the Russian and Spanish languages and repertoire. Seminars will also introduce practical examples which will be used to support the application, discussion, and exploration of Russian and Spanish 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%

Translation (40 minutes)

A written translation of one prescribed Russian and one prescribed Spanish song texts into English.

Assessment Component 2: 70%

Performance

The students will choose and perform one Russian and one Spanish song.

Assessment Summary

Activity type	Percentage
Examination	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- HPVS5005	
Module Title	Basic Russian and Spanish

Classification	Reading List entry	Electronic*
Essential	Smith, C. (eds). <i>Collins Spanish dictionary: Complete and unabridged</i> . New York: Harper Collins Publishers, 2009	☐
Essential	Griffiths, K. <i>Russian for Singers and coaches. Edition two</i> . CreateSpace Independent Publishing Platform, 2016	☐
Essential	Smyth, S. & Murray, J. <i>Basic Russian: A Grammar and Workbook (Grammar Workbook Edition)</i> . Abingdon: Routledge, 1999	☐
Essential	Nissenberg, G. <i>Practice Makes Perfect: Complete Spanish Grammar. Premium Third Edition</i> . New York: McGraw- Hill Education, 2016	☐
Further	Cockburn, J. Johnson, G. & Stokes, R. <i>The Spanish Song Companion</i> . Maryland: Scarecrow Press, 2006	☐
Further	Olin, E. <i>Singing in Russian: A Guide to Language and Performance</i> . Maryland: Scarecrow Press, 2012	☐

MODULE CODE: HPVS5006
TITLE: Stagecraft
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W310-Musicianship/Performance Studies

AIM(S)

- To gain confidence and poise in performance.
- To gain experience in taking stage direction, instruction and guidance from visiting practitioners.

LEARNING OUTCOMES

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

- physical self-awareness, interpretative skills and suitable gestures in performance;
- an awareness of working within an ensemble cast, for example, stage interaction, etcetera;
- a knowledge of professional expectations.

INDICATIVE CONTENT

- Students will participate in suitable movement workshops, with a view to developing physical self-confidence on stage.
- Acting for singers will be developed through group sessions with visiting specialists.
- Students will learn stage vocabulary in opera.
- Students will receive guidance on dealing with the ever-changing career demands of the operatic world.

LEARNING AND TEACHING STRATEGY

Group sessions, seminars and tutorials will be given to develop knowledge and understanding of essential elements of Stagecraft. Workshops will also introduce practical examples to support the concept of movement, stage vocabulary, professional etiquette, etcetera.

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: 50%

Performance

Students will be expected to choose and present one solo item demonstrating effective communicative skills and gestures (approximately 5 minutes' duration).

Assessment Component 2: 50%

Performance

Students will be expected to present one ensemble item chosen by the examining panel displaying confident interaction (approximately 5 minutes' duration).

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. • The students will be introduced to a range of transferable skills which will be beneficial to them in the workplace.	

READING LIST

Module Code- HPV5006		
Module Title	Stagecraft	
Classification	Reading List entry	Electronic*
Essential	Kayes, G. <i>Singing and the Actor</i> . London: A & C Black, 2004	☐
Essential	Ostwald, D.F. <i>Acting for Singers: Creating Believable Singing Characters</i> . Oxford: Oxford University Press, 2005	☐
Essential	Goldovsky, B. <i>Bringing Opera to Life: Operatic Acting and Stage</i> . New Jersey: Prentice Hall, 1968	☐
Essential	Abeyta Lucca, L. <i>Acting Techniques for Opera</i> . California: Vivace Opera, 2007,	☐
Further	Carlson, R. <i>What do I do with my hands? A guide to acting for the singer</i> . Las Vegas: Personal Dynamics Publishing, 2005	☐
Further	Stanislavski, C. <i>An Actor prepares. Reprint edition</i> . London: Bloomsbury Academic, 2013	☐
Further	Stanislavski, C. <i>Building a character. Reprint edition</i> . London: Bloomsbury Academic, 2013	☐
Further	Stanislavski, C. <i>Creating a role. Reprint edition</i> . London: Bloomsbury Academic, 2013	☐