

The Duke Ellington School of the Arts

Speech III Theatre Dept. 2009

Teacher: Denise Diggs

Course Syllabus

Objectives for each student:

- To rediscover the natural way our voice works
- To stimulate the impulse for deep, centered, diaphragmatic breathing
- To identify, develop, and improve vocal tone, articulation, structural understanding, posture, and relaxation with selected exercises from the Linklater method and the Speaking Clearly text
- To establish an effective physical and vocal warm-up
- To require a journal to be written - personal problem words/sentences/ habits/impressions
- To create honest and open communication with each student addressing and evaluating their vocal needs

Class instruction:

September-October

Teacher and student expectations discussed

Body awareness- The skeletal, balance of weight, posture: Unvoiced group warm-ups

Relaxation exercises- loosening/releasing muscles/identifying areas of tension

Jaw, soft palate, tongue, and lip exercises taught

Breath/Rib Awareness

Discovering the Yawn/Deep voiced sighs/sound/phonation

October-November

Voiced group warm-up taught

Channel resonators/tonal action/vibration of sound – exercises

Basic structural articulation exercises explored and practiced

Work on individual problem words/consonants/vowels

Poetry and text assigned

Require students to write and practice their personal physical /vocal warm-up from learned exercise

November-December

Individual and group physical/vocal warm-ups practiced and evaluated. Review journal

Voice power/amplification exercises: pure whisper, stage whisper, intimate voice, full voice, The Call

Go over articulation problems and drill work / Evaluate student's skills with assigned poetry and text

January-March

Vocal Review: Continue exploring, studying, practicing and reinforcing the understanding of previous exercises. The integration of body, breath, sound, diction skills and their relation to the text

Introduce more complicated articulation study- consonant blends, diphthongs, stress placement (')

April-June

Continue intricate articulation study

Vocal distinction- Pitch, pace, flow and intensity of sentence structure and words

Use of complicated text –monologues/sonnets in applying skills

Final presentation of text – teacher evaluation/student's thoughts on the class instruction discussed