

## Acting for Singers

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### **Course Description:**

In this course, students will develop themselves as singer-actors through movement and vocal improvisation. Using Anne Bogart's Viewpoints, H. Wesley Balk's research, and Carol Kimball's style analysis tools, students will learn to approach art song imaginatively and as storytellers.

### **Audience:**

Undergraduate voice performance majors.

### **Learning Objectives:**

- 1) Students will develop vocal and physical freedom through movement and vocal improvisation.
- 2) Students will analyze and critique style elements of German, French, Italian, English, and American art song.
- 3) Students will emotionally connect to repertoire and understand the elements of storytelling as they apply to poetry in art song.

### **Required Texts/Supplies:**

- *The Viewpoints Book: A Practical Guide to Viewpoints and Composition* by Anne Bogart.
- *The Complete Singer-Actor: Training for Music Theater* by H. Wesley Balk.
- *Song: A Guide to Art Song Style and Literature* by Carol Kimball.

### **Grading:**

Weekly journals and reading reflections	20%
Final reflection paper	20%
Participation and attendance	30%
Midterm performance	15%
Final performance	15%
Total	100%

### **Class Schedule**

<b>Week/Lecture</b>	<b>Topic</b>	<b>Required Reading/Assignment (Date Due)</b>
Week 1	Class I: Syllabus Day, welcome games.  Class II: What does it mean to be a	Read the Syllabus.  <i>The Complete Singer-Actor</i> , pg. 17-47. Reading Reflection Journal.

	singer-actor discussion, Uta Hagen activity.	
Week 2	Class I: Discuss reading, Viewpoints Day 1 (no music).  Class II: Viewpoints Day 2 (no music).	<i>The Complete Singer-Actor</i> , pg. 51-65. Reading Reflection Journal.
Week 3	Class I: Discuss reading, Viewpoints Day 3 (no music)  Class II: Viewpoints Day 4 (add music without specific style points)	<i>The Complete Singer-Actor</i> , pg. 82-100. Reading Reflection Journal.
Week 4	Class I: Discuss reading, Viewpoints Day 5 (add music with melody, harmony, rhythm).  Class II: Viewpoints Day 6 (add music with rhythm, and instrumentation).	<i>Song: A Guide to Art Song Style and Literature</i> “What is Style?”. Reading Reflection Journal.  Style analysis sheet of a song in students’ repertoire.
Week 5	Class I: Viewpoints Day 7, everyone learns the same text and performs it with movement, masterclass coaching.  Class II: Viewpoints Day 8 interpret the text with different settings.	Memorize “Come Away, Death” text. <i>The Complete Singer-Actor</i> , pg. 101-107 Reading Reflection Journal.  Bring in an art song setting of “Come Away Death”.
Week 6	Class I: Discuss reading, Viewpoints Day 9, split into groups for midterm, introduce flocking and composition.  Class II: Flocking and composition to music exploration Day 2. Select song for group (same song).	<i>The Viewpoints Book</i> , pg. 95-104. Reading Reflection Journal.
Week 7	Class I: Present group performances (midterm) discuss what worked.  Class II: Reading Discussion, introduce vocal improvisation & gibberish alongside movement	Prepare group performance. Midterm Reflection Due.  <i>The Complete Singer-Actor</i> , pg. 114-116 Reading Reflection Journal.

	improvisation.	
Week 8	Class I: Balk improvisational exercises Day 1.  Class II: Balk improvisational exercises Day 2.	No reading! Come excited to improv!
Week 9	Class I: Putting it all together. Reading discussion, personal practice application.  Class II: Viewpoints composition with German Song.	<i>The Viewpoints Book</i> , pg. 3-20. Reading Reflection Journal.
Week 10	Class I: Viewpoints composition with French Song.  Class II: Viewpoints composition with Italian Song.	German Style Sheet Reflection due.  French Style Sheet Reflection due.
Week 11	Class I: Viewpoints composition with English Song.  Class II: Viewpoints composition with American Song.	Italian Style Sheet Reflection due.  English Style Sheet Reflection due.
Week 12	Class I: Bonus composition day– Everyone brings in an art song to move to.  Class II: Final Project work day.	American Style Sheet Reflection due.
Week 13	Class I: Final Performances  Class II: Final Performances	Begin work on the Final Performance: each student selects an art song from their repertoire and performs it twice. Once moving to a recording of themselves singing, and once singing live using what they learned in the movement.  Self-reflection paper due.