

Liberal Arts C (Music Psychology)

MODULE HANDBOOK

Dr Kagari Shibazaki

Term: Spring Semester

Numbering NLA 201

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This handbook provides information about the module and its operation. Please study it carefully.

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1. Introduction / welcome

Welcome to the module on Music Psychology. This module represents an important part of your course work and we hope you will not only gain a lot from it, in terms of skills and knowledge, but we also hope you will enjoy it. The module aims to cover all the necessary knowledge content you will require but also we aim to equip you with a number of appropriate academic skills in writing, researching, discussing and critically evaluating. This applies not only to the work of others but to your own work as well. Throughout the module, you will also become acquainted with a range of ethical issues associated with working and researching in the field of music psychology.

2.0. Module Description

The module aims to offer you a range of learning opportunities including lectures, and a range of practical tasks and research opportunities for you to carry out in groups and also individually. Throughout the whole module, we aim to help you to develop the necessary skills of reflection and critical appraisal as well as promoting self-directed learning and we will encourage you to engage in academic debate, using current, high impact academic literature.

2.1 Overall Module aims:

The overall aims of the module are:

- to learn how to critically evaluate academic literature and present an informed argument based on current and well-established academic literature;
- to become more aware of your own skills and knowledge levels and to identify your own learning needs and how to progress them; and
- to understand how enquiry methods can be used to create and interpret knowledge.

2.2 Subject Specific Module aims:

- to build and assimilate your knowledge base in music psychology in order that you become aware of the main theories and areas of study related to music psychology;
- to develop an understanding of the role and uses of music in everyday life,
- to become familiar with the key areas of music psychology research,
- to become familiar with the main sources of academic literature relating to music psychology

2.3 Skills and abilities

We also expect the module to assist you in developing the following intellectual skills namely;

- A capacity to critically appraise current literature relating to this specific area of psychology;
- A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in this specific area of psychology; and
- A capacity to engage in critical reflection on practice.

2.4 Applied learning

We expect the module will assist in the process of applying your learning by helping you to build:

- A practical understanding of, enquiry methods (e.g. empirical research, documentary research or policy scholarship) frequently used with music psychology
- An ability to apply such methodologies within, or applicable to, music psychology settings.
- An ability to structure an argument with conclusions in clear, coherent written or oral presentation and to use appropriate conventions in writing and referencing.

3.0. Learning outcomes

3.1. Learning outcomes – overall

Students who successfully complete this module will have:

- Critically reviewed a wide range of literature on a variety of theoretical and philosophical perspectives in musical studies
- Critically analysed various theories in relation to music in a variety of educational, psychological, international and social contexts
- Analysed and evaluated the nature of aesthetic experience, aesthetic response and emotion in music in relation to experience and literature
- Examined the ways in which the arts contribute to understanding of the nature of human feelings and expressiveness
- Explored the role of aesthetic sensitivity and understanding in relation to musical activity

3.2. Learning Outcomes - Specific

Students who successfully complete this module will have:

- Developed knowledge of key areas of psychology of music.
- Developed a critical understanding of the psychological study of music.
- Developed an ability to review and evaluate academic sources on Psychology of Music

- Demonstrated an understanding of the relationship between psychology of music and other areas of psychology.
- Demonstrated an ability to discuss and evaluate different approaches to psychology of music.

4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music
1-9-1 Kamimeguro Meguro,
Tokyo

Staff involved in the organisation and delivery of this module are as follows:

Dr Kagari Shibazaki *Module Leader*

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Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

5.0 Indicative Syllabus

Overall, the module syllabus will introduce students to

- The meaning of music; critical analysis of emotional responses and expectations in relation to musical structures
- Psychological aspects of musical production, performance and perception: developmental and social approaches
- International and cross-cultural perspectives on music teaching and learning
- Psychological study of music: Approaches and techniques
- Creativity: Neurodevelopmental and cognitive factors
- Music and identity: Cognitive, social and developmental aspects
- Commercial uses of music: Psychological perspective
- Psychology of performance

6.0. Delivery Information:

Week	Title	Synopsis
1	What is Psychology of Music?	An outline of the module and a brief introduction to the main ideas, concepts and theories within the psychology of music.
2	Functions of Music: Music in everyday life (1)	This session will explore basic ideas as to how individuals and groups use music in a range of cultural settings.
3	Functions of Music: Music in everyday life (2)	This session will cover how people use music to promote their identity and what we can communicate to others through music.
4	Why do we listen to music?	Through this session, you will learn about how we can study listening and better understand what people hear when they listen to music.
5	Music and Consumer behavior	Shops and public places all use music and this session will explore how it is done
6	Music and Personality	This session explores if and how different types of personality prefer different musical styles.
7	Music and Child development	In this session, we will look at some basic theories of child development and how our musical skills develop.
8	Music and Gender	Can musical instruments be male or female? and if so, how do we decide?
9	Musical ability: Is it innate?	Was Mozart more musical than you? – This session will explore what we know about musical ability.
10	Musical learning and its effectiveness	Are some teachers more effective than others? – do some people learn quicker than others? - and how are other abilities influenced by our musical learning ? - In this session we will explore how effective musical learning takes place.

11	Music and Medicine	This session will look at how music can be used to make us more healthy.
12	Music and Dementia	What happens to our brain as we get older? This session looks at how music can help in the care of older people with dementia.
13	Current Issues in Psychology of Music	This session will introduce you to some of the most current research taking place in Music Psychology.
14	Research methods in psychology of music	How do we explore music? In this session we will focus on some of the research methods that music psychologists use.
15	Summary	This session will summarise the main aspects of the module and some of the most important points will be revised and discussed further.

7.0 Independent study – Preparation for lecture

In order to gain the most out of the module, it is very important that you engage fully with:

- the taught sessions,
- the directed tasks,
- the set readings and,
- the required research activities.

All these activities will be described fully. In some instances, you will be required to find and carry out an evaluation of a sample reading whilst on other occasions you will be required to fulfil a practical task and report on it, either alone or in a small group.

You are asked to take these tasks seriously as they frequently form the foundations of subsequent work.

Therefore, outside of the directed class times, you will be required to:

- Be interested in the role of music in your everyday life.
- Read articles set by tutor in advance of taught sessions.
- Be prepared to undertake small research projects within the discipline

8.0 Assessment and practical tasks:

Assignment:

You are going to create a portfolio of work which will consist of your responses to some practical tasks. The tasks should be good fun and require you to carry out some small pieces of real research.

The assignment is assessed as follows: your portfolio of tasks will count for 70% of your final grade, whilst your contribution in class counts for 30% of your final grade.

Module Grading Bands		
A+	90% +	Excellent demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none">• well structured assignment that addresses the learning outcomes and specific criteria for the module• critical understanding/application is evident through systematic and relevant coverage of content• clearly communicated in a style appropriate to the assessment brief• accurate and predominately consistent use of a recognised referencing system• wide range of appropriate sources
A	80-89%	Very good demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none">• well structured assignment that addresses the learning outcomes and specific criteria for the module• critical understanding/application is generally evident in the coverage of content• clearly communicated in a style appropriate to the assessment brief• predominantly consistent and generally accurate use of a recognised referencing system• good range of appropriate sources
B	70-79%	Good demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none">• fairly well structured assignment that addresses the learning outcomes and specific criteria for the module• some critical understanding/application is evident through coverage of

		<p>content which is also descriptive</p> <ul style="list-style-type: none"> • good communication in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • a range of appropriate sources
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • adequately structured assignment that addresses the learning outcomes and specific criteria for the module • largely descriptive with some critical understanding/application evident through coverage of content • communicates in a style appropriate to the assessment brief • attempts to use a recognised referencing system but may have occasional systematic errors • a limited selection of appropriate sources
F Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not completely address the module learning outcomes and specific criteria • work is descriptive in its coverage of the content • poor communication that does not use a style appropriate to the assessment brief • use of recognised referencing system is systematically inaccurate throughout the document • an insufficient range of appropriate sources
F Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not address the learning outcomes and specific criteria for the module • coverage of the content is inadequate or incomplete • poor communication that does not use a style appropriate to the assessment brief • recognised referencing system is not used • sources are very limited or absent, or over reliance on one or two sources

F Fail	0-9%	Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module
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9.0 Further Reading Sources

Peer-reviewed journals

- Psychology of Music
- Music Perception
- Music Education Research
- Journal of Research in Music Education
- Musicae Scientiae

Web-based resources

Some of the journals listed above are available electronically – see the library web pages for further details. You are encouraged to search the available electronic resources for relevant topics and research papers (e.g. PsychInfo, PsychArticles, ScienceDirect).

There is a useful website of the Society for Music Perception and Cognition. The page provides links to different societies, journals and conferences on Music Psychology.

- <http://www.musicperception.org/pages/links.html>

Particularly useful are:

- Society for Education, Music and Psychology Research (SEMPRE) (UK)
<http://www.sempre.org.uk/links.html>
- European Society for the Cognitive Sciences of Music (ESCOM)
<http://musicweb.hmt-hannover.de/escom/english/index.htm>
- The Music Research Website
<http://www.music.miami.edu:591/musicResear>