

Module Title	Introduction to Music Psychology		
Brief Description	This module is designed to provide a basic introduction to music psychology and its use for the professional musician. You will be guided through peer reviewed literature that introduces you to fundamental theories and research questions, and the means by which these are explored in the social sciences. The course will consider the use of music in development, the psychology of performance and of listening, and provide a framework within which to contextualise your musical learning at the RCS.		
SCQF Level	10		
Credit Rating	10 SCQF Credits / 5 ECTS credits		
Status (Core/Option/CRSC)	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: <hr/> BMus 3 & 4 (all pathways), BEd 3 & 4, MMus <hr/>		
Pre-requisites	none		
Co-requisites	none		
Anti-Requisites	none		
Maximum number of Students	32	Minimum number of Students	8
Learning Modes	Hours per week/task	No. of Weeks	Total (hours)
Lectures	2	8	16
Seminars	1	4	4
Independent Study	4	20	80
Total Notional Student Effort			100
Module Co-ordinator	Dr Rachel Drury		
Module Aims	To facilitate engagement with a range of theories using current research within music psychology, including the means to interpret and evaluate findings, in order to provide you with a framework to contextualise your own musical development at the RCS.		
Module Content	Introduction to: <ul style="list-style-type: none"> • Research Literature in the Social Sciences • The Developmental Psychology of music • The Psychology of Performance 		

	<ul style="list-style-type: none"> The Psychology of Listening 	
Learning Outcomes	On successful completion of this module you will be able to:	
LO1	Demonstrate autonomy in sourcing, interpreting and critically evaluating current research literature in the field of music psychology	
LO2	Demonstrate the ability to reflect critically on the information learned in the context of your other areas of study within the RCS	
LO3	Communicate your findings effectively, demonstrating an understanding of good academic practice	
Assessment 1, Type and Weighting	<p>You will be assessed through:</p> <p>A 20 minute presentation with questions from the examiner at the end 100% (LO1, LO2, LO3)</p>	
Assessment Criteria for Assessment 1	<p>Assessors will look for:</p> <ul style="list-style-type: none"> use of independent research from appropriate sources to support arguments relevant to the topic an understanding of basic methodological design and the effective interpretation and evaluation of results critical reflection on the synergies between the current research and your own experience as a music student structured, concise and fluent communication of ideas, with the use of appropriate ICT 	
Alignment of Assessment and Learning Outcome		
	Assessment1	
	LO1	X
	LO2	X
	X	
Feedback	You will receive a written report for the summative assessment.	
Recommended Resources	<p>DeNora, Tia (2013). <i>Music asylums: wellbeing through music in everyday life</i>. Ashgate</p> <p>Jarvis, M., (2005) <i>The Psychology of Effective Learning and Teaching</i> Nelson Thornes Ltd.</p> <p>Kenny, Dianna T. (2011). <i>The psychology of music performance anxiety</i>. Oxford: Oxford University Press,</p> <p>MacDonald, R. A. R., Hargreaves, D. J. and Miell, D. E. (2002) <i>Musical Identities</i> Oxford: Oxford University Press.</p> <p>MacDonald, Raymond A.R., Gunter Kreutz, Laura Mitchell (eds) (2012). <i>Music, health, and wellbeing</i>. Oxford: Oxford University Press,</p> <p>Malloch, S. and Trevarthen, C., (ed.) (2010) <i>Communicative Musicality: Exploring the Basis of Human Companionship</i>. Oxford: Oxford University Press.</p> <p>North, Adrian (2012) <i>The social and applied psychology of music</i>. London: Oxford University Press.</p>	

	Patel, A. D. (2008) <i>Music, Language and the Brain</i> . Oxford: Oxford University Press.
Other Relevant Details	none