

HSM201.7 Music Psychology

Name of Unit 1 (Unit Code 1)

Music Psychology (HSM201.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Bachelor of Music	One semester	Intermediate	Dr Janelle Fletcher

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

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Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3 (equivalent)	6 (equivalent)	9

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit examines the theory and practice of music from a psychological and social-psychological perspective. Drawing from key research and theories, students will critically explore the connection between music and the brain to analyse and apply therapeutic uses of music and ways in which music aids a range of cognitive processes.

Learning outcomes for the unit

- 1) Critically examine the relationship of music and psychology in light of relevant literature
- 2) Synthesise key knowledge in the application of music to cognition and holistic well-being
- 3) Develop an advocacy proposal to demonstrate music's impact as a therapeutic method and learning aid

Literature Review (2000words) Students will critique and synthesise literature regarding the relationship between psychology and music and its impact in an area of their choice. Submission is staggered	1,2	Weeks 2-8	40%
Music Advocacy Presentation (2000 words) Students are required to create a music advocacy presentation of 2000 words or multi-modal equivalent. Students are to choose an area of interest to creatively present their findings about the importance of music in society.	1, 2, 3	Week 10	40%
Class activities Exercises, forum posts and activities that encompass the concepts and theory from lectures.	1,2, 3	Ongoing	20%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading: Collins, A. (2020). *The music advantage. How learning music helps your child's brain and wellbeing*. Australia: Allen & Unwin.

Recommended reading:

Creswell, J.W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson.

Creswell, J.W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. United States: SAGE.

Frith, S. (1999). Music and social movements: Mobilizing traditions in the twentieth century. *Contemporary Sociology*, 28(5), 579. Levitin, D.J. (2006). *This is your Brain on Music*. New York: Dutton.

Hallam, S., Cross, I., & Thaut, M. (Eds.). (2011). *Oxford handbook of music psychology*. Oxford University Press. Lifelong Engagement with Music: Benefits for Mental Health and Well-being by Rickard and McFerran

Hallam, S. (2006). *Music psychology in education*. London: Institute of Education, University of London.

Hargreaves, D., & Lamont, A. (2017). *The psychology of musical development*. Cambridge: Cambridge University Press.

Hargreaves, D.J., & North, A.C. (1999). The functions of music in everyday life: Redefining the social in music psychology. *Psychology of music*, 27(1), 71-83.

North, A., & Hargreaves, D. (2008). *The social and applied psychology of music*. Oxford: OUP.

Sacks, O. (2007). *Musicophilia: Tales of music and the brain*. Toronto: Knopf.

Thaut, M. (2008). History and research. In S. Hallam, I. Cross and M. Thaut (Eds.), *Oxford Handbook of Music Psychology*. Oxford: Oxford University Press

Weiten, W. (2007). *Psychology: Themes and variations*. Belmont, CA. Cengage Learning.