

MODULE DESCRIPTOR

Module Title	Psychology of the Performing Arts
Course Title	BSc Psychology
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	BSc Psychology
Level	6
Module Code (showing level)	PSY_6_PPA
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 44 Student managed learning hours: 156
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	TBC
Short Description (max. 100 words)	<p>This module will explore the psychology of theatre, music, and dance arts. Students will be introduced to a variety of topics including, actors' approaches to the script and inhabiting character, actors' mental health, equality and diversity in the arts, embodied cognition, music psychology from the audience and performers' perspectives, and drama and music as therapy.</p> <p>These topics relate to key areas in Psychology, including occupational psychology (e.g. job motivations, security), clinical psychology (e.g. actors' mental health), cognitive psychology (e.g. script-work and memory), cognitive neuroscience (e.g. music expectations and emotions), and issues of equality and diversity (e.g. "blind casting", gender pay-gap).</p>
Aims	<ul style="list-style-type: none"> • To introduce and extend knowledge and application of psychological approaches, theories and literature to the field of performing arts • Demonstrate how research from different areas of Psychology (e.g. clinical, neuroscience, cognitive) contributes to understanding and practice in the performing arts from practitioner, audience and recipient perspectives • Provide students with critical evaluation skills and an understanding of how research into the performing arts is conducted • Enable students to develop advanced intellectual and analytical skills as a solid basis for progression to further study
Learning Outcomes (4 to 6 outcomes i.e. total combined learning outcomes under the four headings must be 4-6)	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate critical awareness and understanding of key concepts and issues in performing arts psychology <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • The ability to analyse and evaluate research findings

	<ul style="list-style-type: none"> Apply psychological knowledge to “real world” contexts and issues within the performing arts field <p>Practical Skills:</p> <ul style="list-style-type: none"> Communicate effectively in written format <p>Transferable Skills:</p> <ul style="list-style-type: none"> Transfer knowledge developed to applied fields within and outside Psychology Advance critical thinking and analytical skills
Employability	<p>During this module students will consider the psychology of the performing arts from a range of different perspectives and research areas, from social psychology to cognitive neuroscience, and occupational psychology to clinical psychology. Gaining an in-depth understanding of the knowledge afforded by these different approaches will benefit students who wish to go on to pursue careers in diverse areas of Psychology. The practical focus of this module, and guest lectures by industry professionals, will further enhance the real-world applicability of students’ studies. There will also be a strong focus on students’ communication skills, and how these may be applied in future work-place settings.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input checked="" type="checkbox"/> Practical <input type="checkbox"/> VLE Activities</p>
Indicative content	<p>Week 1: Introduction to the module: what has psychology got to do with the performing arts? Week 2: Psychology of acting and the theatre Week 3: Actors’ mental health and equality and diversity in the profession Week 4: Theatre audiences’ psychology and expectations Week 5: Psychology of Music - I Consolidation Week Week 7: Psychology of Music - II Week 8: Cognition and the performing arts Week 9: Psychology of dance Week 10: Drama and music therapy Week 11: How do performing arts skills enhance skills in other domains? Week 12: Revision and recap of the module</p>
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment: Assessment support will be provided during the seminars and will take the form of small group discussions and one-to-one feedback from the module leader. Skills fostered will include critical evaluation, problem solving and communication. Additionally, one seminar session (provisionally week 7 will be dedicated to the coursework) as will the final session of the semester.</p> <p>Summative assessment: A 3,000-word portfolio where students design a proposal for a performance or an intervention</p>
Mode of resit assessment (if applicable)	<p>Formative assessment: N/A</p> <p>Summative assessment: Resubmission of assessment using feedback given with the aim to improve the mark or submit for the first time.</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials:</p> <ol style="list-style-type: none"> 1. Tinio, P. P., & Smith, J. K. (Eds.). (2014). <i>The Cambridge handbook of the psychology of aesthetics and the arts</i>. Cambridge University Press. 2. Selected research articles for each lecture will be provided in the reading list and made accessible through the library <p>Optional reading:</p> <ol style="list-style-type: none"> 1. Goldstein, T. R., & Bloom, P. (2011). The mind on stage: why cognitive scientists should study acting. <i>Trends in Cognitive Sciences</i>, 15(4), 141-142. 2. Nettle, D. (2006). Psychological profiles of professional actors. <i>Personality and individual differences</i>, 40(2), 375-383. 3. Noice, H., & Noice, T. (2006). What studies of actors and acting can tell us about memory and cognitive functioning. <i>Current Directions in Psychological Science</i>, 15(1), 14-18. 4. Selected research articles for each lecture will be provided in the reading list and made accessible through the library
<p>Other Learning Resources</p>	<p>VLE Resources Coursework Forum Dedicated Teams site Journals including:</p> <ul style="list-style-type: none"> • Empirical Studies of the Arts • Psychology of Aesthetics, Creativity and the Arts • The Arts in Psychotherapy • Journal of Personality and Social Psychology • Personality and Individual Differences • Research in Drama Education: The Journal of Applied Theatre and Performance • Imagination, Cognition and Personality • Youth Theatre Journal • Research in Dance Education