1. **Title of the module**

CMAT6130 Music, Arts and Health

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

BSc (Hons) Music Technology and Audio Production; BA (Hons) Music, Performance and Production; BA (Hons) Music Business and Production

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. communicate convincingly their ideas and arguments to health and wellbeing professionals and others within the community whilst being receptive to different viewpoints;
   2. practically apply and critically evaluate their knowledge in planning and executing project work that includes advanced problem-solving;
   3. set appropriate objectives and prepare suitable musical material for a group or individual facing particular challenges to their health and wellbeing within the community.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. devise and sustain arguments, and/or to solve problems using ideas and techniques, some of which are at the forefront of a discipline;
   2. describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
   3. critically evaluate arguments, assumptions, abstract concepts and data to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;
   4. be prepared for decision-making in complex and unpredictable contexts;
   5. apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
   6. demonstrate the qualities and transferable skills necessary for employment or further training, including the exercise of initiative and personal responsibility.
3. **A synopsis of the curriculum**

The module takes a holistic approach to the study of music, arts and health. Firstly, it interprets health research broadly involving health sciences, psychology, wellbeing studies, therapeutic studies, environmental studies and sustainability. Music students will therefore work at the intersection of both the medical and environmental humanities. Secondly, it invites the involvement of dance or drama in its curriculum and project work. The module is concerned with people, place and planet and celebrates the contribution and impact that the arts as a whole make to society. As a wide range of research has shown, the arts help keep us well, aid our recovery and support longer lives better lived. The arts can help meet major challenges facing health and social care: ageing, long-term conditions, loneliness and mental health. The arts can help save money in the health service and social care. Artists and artisans have also engaged with issues of environmental degradation, regeneration and resilience (the health of the planet) and with the use of natural and sustainable natural resources.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Andsell, G. (2015*) How Music Helps in Music Therapy and Everyday Life*. Routledge.
* Allen, A & Dawe, K (2015) *Current Directions in Ecomusicology: Music, Nature, Culture*. Routledge.
* Bunt, L. (2014) *Music Therapy: An Art Beyond Words*. Routledge.
* Fancourt, D. (2017) *Arts in Health: Designing and Researching Interventions*. OUP.
* Macdonald, R., Kreutz, G., & Mitchell, L. (eds) (2013*). Music, Health and Wellbeing*. OUP.
* Miller, C (ed) (2014) *Assessments and Outcomes in the Arts Therapies: A Person-Centred Approach*. Jessica Kingsley Publishers.
* Ockleford, A. (2008) *Music for Children and Young People with Complex Needs*. Oxford Music Education.
* Pavlicevic, M & Tsiris, G. (2014). *A Guide to Evaluation for Arts Therapists and Arts and Health Practitioners*. Jessica Kingsley Publishers.
* All Parliamentary Group: <http://www.artshealthandwellbeing.org.uk/appg-inquiry/Publications/Creative_Health_The_Short_Report.pdf>
* Full Report: <http://www.artshealthandwellbeing.org.uk/appg-inquiry/>

1. **Learning and teaching methods**

Total Contact Hours: 24

Fieldwork Hours: 40

Independent Study Hours: 86

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

The students will be assessed through the following:

1. Group Presentation (20 minutes) 25%
2. Project Report (75%): 3,000 words
   1. Reassessment methods

100% Project

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study |  | x | x | x | x | x | x | x | x |
| Fieldwork | x | x | x | x |  | x | x | x | x |
| Lectures | x |  | x |  | x | x | x | x |  |
| Seminars | x |  |  | x | x | x |  | x | x |
| Tutorials | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Group Presentation |  | x |  | x | x | x |  | x | ~~x~~ |
| Project Report | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module invites students to engage with a wide range of people from different cultural backgrounds. Students may choose to work with an ethnic minority group, diasporic community or refugees. The literature on music, arts and health draws on such experiences and makes reference to different cultural contexts around the world. The module provides the opportunity for students to gain experience in community and professional settings enhancing and developing a wide range of interpersonal and work-related skills, which have application in local, national and international contexts, leading to further training or employment in, for example, music therapy, special education, musical instrument making or the arts and development sector.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13 | No |
|  |  |  |  |  |