1. KentVision Code and title of the module

ARTS5200 Psychology of the Arts

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, School of Arts

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to all Arts courses

Also available as an elective module

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

## Understand the history and current practice of psychological and cognitive research of the arts (visual art, music, theatre, dance, film, and others);

## Demonstrate understanding of empirical and arts-sciences interdisciplinary paradigms of arts research, including their aims, formats, and applications;

## Demonstrate understanding of current research on sensation, perception, cognition, and emotion and the applications of this research in cognitive studies of the arts;

## Demonstrate understanding of interdisciplinary arts-sciences research through analysis of artworks/performances/genres from a cognitive perspective;

## Demonstrate deeper understanding of artists’ creative processes and engagement with the minds of their works’ audiences;

## Understand the cultural dynamics that influence popular views and evaluation of interdisciplinary arts-sciences research.

## The intended generic learning outcomes. On successfully completing the module students will be able to:

## Understand and interrogate various critical approaches and the theoretical assumptions that underpin the approaches covered;

## Critically read, analyse and use a range of primary and secondary texts (academic books, journals and articles) across disciplines;

## Apply enhanced intellectual skills of synthesis, summarisation, critical judgement and problem-solving;

## Apply enhanced skills of communication;

## Effectively utilise presentation technologies to present their work;

## Manage workloads to meet deadlines, and sustain focus for extended periods working on independent creative projects, developing autonomy and self management;

## Demonstrate independent learning abilities and responsiveness to feedback.

## A synopsis of the curriculum

This interdisciplinary course will examine historical and current theoretical ideas and research on the ways in which art is created and perceived. Artforms that will be considered include visual arts (painting, sculpture, architecture, popular art), performing arts (dance and theatre), music, and film. Readings will interface with subdisciplines of psychology such as perception, psychoaesthetics, neurophysiology, social psychology, and studies of emotion. Principal areas of focus will include aesthetics, arts-experimental design, perception of art, meaning in art, the psychology of the creative process, social and cultural issues, and the ramifications of arts-sciences research. The primary focus will be on Western art forms, though other world art traditions and aesthetics will also be discussed. Assessment methods will test understanding through a summary and critical reflection on a selected text and the proposal, research, and design and oral presentation of a potential interdisciplinary research project.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 256 hours

Contact Hours: 44 hours

Total: 300 hours

## Assessment methods

13.1 Main assessment methods

Summary and critical reflection on selected book-length text (1500 words), 20%

Research project presentation (oral presentation 7-8 minutes or standard size scientific poster presentation) 30%

Literature review of selected topic in cognitive arts research (3000 words) 50%

13.2 Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Lectures | **X** | **X** | **X** |  | **X** | **X** |  |  |  |  |  |  |  |
| Seminars | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summary and critical text reflection | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Research project presentation | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** | **X** | **X** |
| Literature review | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Non-Western and cross-cultural art forms, aesthetics, and paradigms of understanding art perception will be presented and discussed (e.g. Ramachandran on cognitive parallels in classical Indian and Western art, Japanese aesthetics of light, space, time and agency, and the theoretical indications of African cultures’ conceptual linkage of dance and music).

**DIVISIONAL USE ONLY**

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

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 25/01/21 | Minor | 2012/11 | 7-9, 13-14, 17 | No |
| 23/02/2023 | Minor | 2023/24 | 13 |  |