

The Psychology Of Music A Very Short Introduction

This handbook provides an evidence-based account of psychological perspectives on issues in music education and music in the community through the life course, exploring our understanding of music learning and participation across contexts. The contributors draw on multidisciplinary research from different cultures and contexts in order to set out the implications of music psychology for music education and music in the community. Highlighting the intersecting issues across education and community contexts, the book proposes new theories as well as offering important refinements to existing conceptual models. Split into six parts, it considers the role of music in society as well as for groups and individuals, and explores topics such as processing and responding to music; pedagogical and musical practices that support or pose challenges to the emotional, cognitive, social or physical wellbeing of learners and participants in a range of contexts; and ‘music in identity’ or ‘identity in music’. With the final part on future directions and the implications for professional practice in music education and music in the community, the book concludes by exploring how the two sectors might work more closely together within a post-COVID-19 world. Based on cutting-edge research from an international team, this is essential reading for anyone interested in music psychology, education and community, and it will be particularly helpful for undergraduate and graduate students in music psychology, music education and community music.

This book deals with the complex cognitive processes involved in understanding two “horizontal” aspects of music perception, melody and rhythm, both separately and together. Focusing on the tonal framework for pitch material in melodies, the first section provides evidence that mere exposure to music organized in a particular way is sufficient to induce the auditory system to prepare itself to receive further input conforming to the patterns already experienced. Its chapters also offer evidence concerning elaborations of those basic schemes that come about through specialized training in music. Continuing themes from the first section -- such as the hypothesis that melodies must be treated as integral wholes and not mere collections of elements -- the second section discusses the integration of melody and rhythm. In these chapters there is an underlying concern for clarifying the relation -- central to aesthetic questions -- between physical patterns of sound energy in the world and our psychological experience of them. The chapters in the third section provide excellent examples of the new, scientific literature that attempts to objectively study early musical abilities. Their data establish that infants and young children are far more perceptive and skilled appreciators of music than was thought a decade ago.

What type of practice makes a musician perfect? What sort of child is most likely to succeed on a musical instrument? What practice strategies yield the fastest improvement in skills such as sight-reading, memorization, and intonation? Scientific and psychological research can offer answers to these and other questions that musicians face every day. In *The Science and Psychology of Music Performance*, Richard Parncutt and Gary McPherson assemble relevant current research findings and make them accessible to musicians and music educators. This book describes new approaches to teaching music, learning music, and making music at all educational and skill levels. Each chapter represents the collaboration between a music researcher (usually a music psychologist) and a performer or music educator. This combination of expertise results in excellent practical advice. Readers will learn, for example, that they are in the majority (57%) if they experience rapid heartbeat before performances; the chapter devoted to performance anxiety will help them decide whether beta-blocker medication, hypnotherapy, or the Alexander Technique of relaxation might alleviate their stage fright. Another chapter outlines a step-by-step method for introducing children to musical notation, firmly based on research in cognitive development. Altogether, the 21 chapters cover the personal, environmental, and acoustical influences that shape the learning and performance of music.

What is it that accounts for the differences between musical beginners, advanced music makers, and world class performers? Virtually everyone likes music and has the capacity to be musical in some way (despite what some may say about themselves). Yet far fewer people come to be so involved with it that they identify themselves as musicians, and fewer still become musicians of international class. Psychology for Musicians provides the basis for answering this question. Examining the processes that underlie the acquisition of musical skills,

Lehmann, Sloboda, and Woody provide a concise, accessible, and up-to-date introduction to psychological research for musicians.

Psychology for Musicians

You Are the Music

Music as Image

MUSIC AND THE MIND

An Introduction to Music Psychology

The Science and Psychology of Music: From Beethoven at the Office to Beyoncé at the Gym

For most of the history of film-making, music has played an integral role serving many functions - such as conveying emotion, heightening tension, and influencing interpretation and inferences about events and characters. More recently, with the enormous growth of the gaming industry and the Internet, a new role for music has emerged. However, all of these applications of music depend on complex mental processes which are being identified through research on human participants in multimedia contexts. The Psychology of Music in Multimedia is the first book dedicated to this fascinating topic. The Psychology of Music in Multimedia presents a wide range of scientific research on the psychological processes involved in the integration of sound and image when engaging with film, television, video, interactive games, and computer interfaces. Collectively, the rich chapters in this edited volume represent a comprehensive treatment of the existing research on the multimedia experience, with the aim of disseminating the current knowledge base and inspiring future scholarship. The focus on empirical research and the strong psychological framework make this book an exceptional and distinctive contribution to the field. The international collection of contributors represents eight countries and a broad range of disciplines including psychology, musicology, neuroscience, media studies, film, and communications. Each chapter includes a comprehensive review of the topic and, where appropriate, identifies models that can be empirically tested. Part One presents contrasting theoretical approaches from cognitive psychology, philosophy, semiotics, communication, musicology, and neuroscience. Part Two reviews research on the structural aspects of music and multimedia, while Part Three focuses on research examining the influence of music on perceived meaning in the multimedia experience. Part Four explores empirical findings in a variety of real-world applications of music in multimedia including entertainment and educational media for children, video and computer games, television and online advertising, and auditory displays of information. Finally, the closing chapter in Part Five identifies emerging themes and points to the value of broadening the scope of research to encompass multisensory, multidisciplinary, and cross-cultural perspectives to advance our understanding of the role of music in multimedia. This is a valuable book for those in the fields of music psychology and musicology, as well as film and media studies.

In *Psychology of Music: From Sound to Significance* (2nd edition), the authors consider music on a broad scale, from its beginning as an acoustical signal to its different manifestations across cultures. In their second edition, the authors apply the same richness of depth and scope that was a hallmark of the first edition of this text. In addition, having laid out the topography of the field in the original book, the second edition puts greater emphasis on linking academic learning to real-world contexts, and on including compelling topics that appeal to students’ natural curiosity. Chapters have been updated with approximately 500 new citations to reflect advances in the field. The organization of the book remains the same as the first edition, while chapters have been updated and often expanded with new topics. ‘Part I: Foundations’ explores the acoustics of sound, the auditory system, and responses to music in the brain. ‘Part II: The Perception and Cognition of Music’ focuses on how we process pitch, melody, meter, rhythm, and musical structure. ‘Part III: Development, Learning, and Performance’ describes how musical capacities and skills unfold, beginning before birth and extending to the advanced and expert musician. And finally, ‘Part IV: The Meaning and Significance of Music’ explores social, emotional, philosophical and cultural dimensions of music and meaning. This book will be invaluable to undergraduates and postgraduate students in psychology and music, and will appeal to anyone who is interested in the vital and expanding field of psychology of music.

The Routledge Companion to Music Cognition addresses fundamental questions about the nature of music from a psychological perspective. Music cognition is presented as the field that investigates the psychological, physiological, and physical processes that allow music to take place, seeking to explain how and why music has such powerful and mysterious effects on us. This volume provides a comprehensive overview of research in music cognition, balancing accessibility with depth and sophistication. A diverse range of global scholars--music theorists, musicologists, pedagogues, neuroscientists, and psychologists--address the implications of music in everyday life while broadening the range of topics in music cognition research, deliberately seeking connections with the kinds of music and musical experiences that are meaningful to the population at large but are often overlooked in the study of music cognition. Such topics include: Music’s impact on physical and emotional health Music cognition in various genres Music cognition in diverse populations, including people with amusia and hearing impairment The relationship of music to learning and accomplishment in academics, sport, and recreation The broader sociological and anthropological uses of music Consisting of over forty essays, the volume is organized by five primary themes. The first section, “Music from the Air to the Brain,” provides a neuroscientific and theoretical basis for the book. The next three sections are based on musical actions: “Hearing and Listening to Music,” “Making and Using Music,” and “Developing Musicality.” The closing section, “Musical Meanings,” returns to fundamental questions related to music’s meaning and significance, seen from historical and contemporary perspectives. The Routledge Companion to Music Cognition seeks to encourage readers to understand connections between the laboratory and the everyday in their musical lives.

Why does music have such a powerful effect on our minds and bodies? It is the most mysterious and most tangible of all forms of art. Yet, Anthony Storr believes, music today is a deeply significant experience for a greater number of people than ever before. In this book, he explores why this should be so. Drawing on a wide variety of opinions, Storr argues that the patterns of music make sense of our inner experience, giving both structure and coherence to our feelings and emotions. It is because music possesses this capacity to restore our sense of personal wholeness in a culture which requires us to separate rational thought from feelings that many people find it so life-enhancing that it justifies existence.

From Sound to Significance

Understanding the Psychology of Music

The Self-Restorative Power of Music

The Role of Expectation in Music a Study in the Psychology of Music

Musical Emotions Explained

Psychology and Music

The Psychology of Music draws together the diverse and scattered literature on the psychology of music. It explores the way music is processed by the listener and the performer and considers several issues that are of importance both to perceptual psychology and to contemporary music, such as the way the sound of an instrument is identified regardless of its pitch or loudness, or the types of information that can be discarded in the synthetic replication of a sound without distorting perceived timbre. Comprised of 18 chapters, this book begins with a review of the classical psychoacoustical literature on tone perception, focusing on characteristics of particular relevance to music. The attributes of pitch, loudness, and timbre are examined, and a summary of research methods in psychoacoustics is presented. Subsequent chapters deal with timbre perception; the subjective effects of different sound fields; temporal aspects of music; abstract structures formed by pitch relationships in music; different tests of musical ability; and the importance of abstract structural representation in understanding how music is performed. The final chapter evaluates the relationship between new music and psychology. This monograph should be a valuable resource for psychologists and musicians.

The psychological study of music has a long history, with research being undertaken in relation to every aspect of human musical behaviour. Although much of the research is of direct concern to music educators, it has not until now been presented in an easily accessible, single volume. Music Psychology in Education presents a comprehensive overview of the field, beginning with the function of music in society - its origins, nature and purposes, taking account of cross-cultural perspectives. Individual chapters then focus on the psychological underpinnings of the elements of music education: music, the brain and learning; early development; musical ability; listening, appraising and responding to music; composing and improvising; learning to play an instrument and develop vocal skills; learning through practice; motivation and musical identity; assessment; teachers and teaching; the impact of music through life. Music Psychology in Education will be of interest to students training to be instrumental and class teachers, and to all teachers wishing to further their understanding of teaching and learning.

A state-of-the-art overview of the latest theory and research in music psychology, written by leaders in the field. This authoritative, landmark volume offers a comprehensive state-of-the-art overview of the latest theory and research in music perception and cognition. Eminent scholars from a range of disciplines, employing a variety of methodologies, describe important findings from core areas of the field, including music cognition, the neuroscience of music, musical performance, and music therapy. The book can be used as a textbook for courses in music cognition, auditory perception, science of music, psychology of music, philosophy of music, and music therapy, and as a reference for researchers, teachers, and musicians. The book’s sections cover music perception; music cognition; music, neurobiology, and evolution; musical training, ability, and performance; and musical experience in everyday life. Chapters treat such topics as pitch, rhythm, and timbre; musical expectancy, musicality, musical disorders, and absolute pitch; brain processes involved in music perception, cross-species studies of music cognition, and music across cultures; improvisation, the assessment of musical ability, and singing; and music and emotions, musical preferences, and music therapy. Contributors Fleur Bouwer, Peter Cariani, Laura K. Cirelli, Annabel J. Cohen, Lola L. Cuddy, Shannon de L’Etoile, Jessica A. Grahm, David M. Greenberg, Bruno Gingras, Henkjan Honing, Lorna S. Jakobson, Ji Chul Kim, Stefan Koelsch, Edward W. Large, Miriam Lense, Daniel Levitin, Charles J. Limb, Psyche Loui, Stephen McAdams, Lucy M. McGarry, Malinda J. McPherson, Andrew J. Oxenham, Caroline Palmer, Aniruddh Patel, Eve-Marie Quintin, Peter Jason Rentfrow, Edward Roth, Frank A. Russo, Rebecca Schejarich, Kai Siedenburg, Avital Sternin, Yanan Sun, William F. Thompson, Renee Timmers, Mark Jude Tramo, Sandra E. Trehub, Michael W. Weiss, Marcel Zentner

Music in the Human Experience: An Introduction to Music Psychology, Second Edition, is geared toward music students yet incorporates other disciplines to provide an explanation for why and how we make sense of music and respond to it—cognitively, physically, and emotionally. All human societies in every corner of the globe engage in music. Taken collectively, these musical experiences are widely varied and hugely complex affairs. How did human beings come to be musical creatures? How and why do our bodies respond to music? Why do people have emotional responses to music? Music in the Human Experience seeks to understand and explain these phenomena at the core of what it means to be a human being. New to this edition: Expanded references and examples of non-Western musical styles Updated literature on philosophical and spiritual issues Brief sections on tuning systems and the acoustics of musical instruments A section on creativity and improvisation in the discussion of musical performance New studies in musical genetics Greatly increased usage of explanatory figures

The Psychology of Music Performance Anxiety

Cognition, Emotion, Ability, Function

Theory and Research

On Repeat

Tales of Music and the Brain

This book explores how we can understand the place of music from a self psychological perspective, by investigating three journeys: the one we take when listening to music, the literal journey of the author from Nazi Germany to the United States, and the subjective round-trip between the past and the present. Drawing on the work of Heinz Kohut, the author examines how music can provide us with a way to reconnect with a sense of self, and how this can manifest in psychological and physical ways. There is particular reference to the work of Richard Wagner, Cole Porter, and Richard Strauss, and an examination of how their music enabled them, in times of stress and crisis, to restore and maintain a more positive sense of self. Finally, the book looks back at the author’s own experiences of music and the place of music in the Jewish world. With clinical excerpts, personal narrative, and sophisticated psychoanalytic insights, this book will appeal to all psychoanalysts wanting to understand the place of music in shaping the psyche, as well as music scholars wishing to gain a deeper appreciation of the psychology of music.

Comprehensive introduction by noted musicologist covers physical and physiological bases of sound and hearing, elements of tone, pitch, musical ability, origins of music, psychology of music, much more.

This book covers key concepts relating to the psychology of music including the evolutionary purpose of music, the processing of music, musical ability, and musical skills. It also examines the impact music has on everyday life and on health and well-being, and the benefits of music to intellectual functioning.

It covers the way in which music enriches humanity, how it relates to religion and spirituality, and how it used to enhance and manipulate people. This is the ideal introductory resource for students on a range of courses who are exploring music in relation to psychology, as well as general readers interested in this topic

Music is so ubiquitous that it can be easy to overlook the powerful influence it exerts in so many areas of our lives - from birth, through childhood, to old age. The Social and Applied Psychology of Music is the successor to the bestselling and influential The Social Psychology of Music. It considers the value of music in everyday life, answering some of the perennial questions about music. The book begins with a scene-setting chapter that describes the academic background to the book, before looking at composition and musicianship. It then goes on to look at musical preference. What aspects of music are crucial in determining whether or not you will like it? In chapter 4 the authors consider whether rap and rock are bad for young people, highlighting some of the major moral scandals that have rocked pop music, and asking whether these have become more extreme over time. The following chapter looks at music as a commercial product. How does the structure of the music industry influence CD purchasing, and how does music affect customers in retail and leisure settings like shops and restaurants? The book closes with an examination of music education. How does musical ability develop in children, and how does this relate to more general theories of how intellectual skills develop? Do musical skills develop independently of other abilities? Exceptionally broad in scope, and written in a highly accessible style by the leading researchers in this field, The Social and Applied Psychology of Music will be required reading for anyone seeking an understanding of the role music plays in our lives.

Analytical psychology and music in film

How Music Plays the Mind

The psychology of music in multimedia

Introduction to the Psychology of Music

Musical Sense-Making

The Social Psychology of Music

The Psychology of Musical Development provides an up-to-date and comprehensive account of the latest theory, empirical research and applications in the study of musical development, an important and emerging field of music psychology. After considering how people now engage with music in the digital world, and reviewing current advances in developmental and music psychology, Hargreaves and Lamont compare ten major theoretical approaches in this field - including cognitive stage models and neuroscientific, ecological and social

cognitive approaches - and assess how successfully each of these deals with five critical theoretical issues. Individual chapters deal next with cognition, perception and learning; social development; environmental influences on ability, achievement and motivation;

identity, personality and lifestyle; affect and emotion; and well-being and health. With an emphasis on practical applications throughout, this book will be essential reading for students and scholars of music psychology, developmental psychology, music education and music

therapy.

Musical Sense-Making: Enaction, Experience, and Computation broadens the scope of musical sense-making from a disembodied cognitivist approach to an experiential approach. Revolving around the definition of music as a temporal and sounding art, it argues for an interactional and experiential approach that brings together the richness of sensory experience and principles of cognitive economy. Starting from the major distinction between in-time and outside-of-time processing of the sounds, this volume provides a conceptual and operational framework for dealing with sounds in a real-time listening situation, relying heavily on the theoretical groundings of ecology, cybernetics, and systems theory, and stressing the role of epistemic interactions with the sounds. These interactions are considered from different perspectives, bringing together insights from previous theoretical groundings and more recent empirical research. The author’s findings are framed within the context of the broader field of enactive and embodied cognition, recent action and perception studies, and the emerging field of neurophenomenology and dynamical systems theory. This volume will particularly appeal to scholars and researchers interested in the intersection between music, philosophy, and/or psychology.

Can music really arouse emotions? If so, what emotions, and how? Why do listeners respond with different emotions to the same piece of music? Are emotions to music different from other emotions? Why do we respond to fictional events in art as if they were real, even though we know they’re not? What is it that makes a performance of music emotionally expressive? Based on ground-breaking research, Musical Emotions Explained explores how music expresses and arouses emotions, and how it becomes an object of aesthetic judgments. Within the book, Juslin demonstrates how psychological mechanisms from our ancient past engage with meanings in music at multiple levels of the brain to evoke a broad variety of affective states - from startle responses to profound aesthetic emotions, and explores why these mechanisms respond to music? Written by one of the leading researchers in the field, the book is richly illustrated with music examples from everyday life, and explains with clarity and rigour the manifold ways in which music may engage our emotions, in a style sufficiently engaging for lay readers, yet comprehensive and novel enough for specialists.

Psychology of MusicElsevier
The Psychology of Musical Ability
Foundations in Music Psychology
The Psychology of a Musical Prodigy
How Music Reveals What it Means to be Human
The Developmental Psychology of Music
The Psychology Of Musical Talent

Examining the intersection of music, psychology, and neuroscience, Music, Thought, and Feeling, Second Edition, surveys the rapidly growing field of music cognition and explores its most interesting questions. Assuming minimal background in music or psychology, the book begins with an overview of the major theories on how and when music became a widespread aspect of human behavior.New to this Edition:Enhanced coverage of music therapyThe most recent theory and researchImproved pedagogy, including enhanced definitions of key terms and a reworked organization of topicsAn accompanying open-access website featuring audio samples created specifically for this text

‘A humane discourse on the fragility of our minds, of the bodies that give rise to them, and of the world they create for us. This book is filled with wonders’ Daily Telegraph Oliver Sacks’ compassionate tales of people struggling to adapt to different neurological conditions have fundamentally changed the way we think of our own minds. In Musicophilia, he examines the powers of music through the individual experiences of patients, musicians and everyday people – those struck by affliction, unusual talent and even, in one case, by lightning – to show not only that music occupies more areas of our brain than language does, but also that it can torment, calm, organize and heal. Always wise and compellingly readable, these stories alter our conception of who we are and how we function, and show us an essential part of what it is to be human. ‘You are the music / While the music lasts’ T.S. Eliot, The Four Quartets Do babies remember music from the womb? Can classical music increase your child’s IQ? Is music good for productivity? Can it aid recovery from illness and injury? And what is going on in your brain when Ultravox’s ‘Vienna’, Schoenberg’s Verkl ä rte Nacht or Dizzee Rascal’s ‘Bonkers’ transports you back to teenage years? In a brilliant new work that will delight music lovers of every persuasion, music psychologist Victoria Williamson examines our relationship with music across the whole of a lifetime. Along the way she reveals the amazing ways in which music can physically reshape our brains, explores how ‘smart music listening’ can improve cognitive performance, and considers the perennial puzzle of what causes ‘earworms’. Requiring no specialist musical or scientific knowledge, this upbeat, eye-opening book reveals as never before the extent of the universal language of music that lives deep inside us all.

Brings together in one volume important material from various hard-to-locate sources, giving the reader access to a body of work from one of the founders of music psychology Complements and updates Sloboda’s ‘The musical mind’

Enaction, Experience, and Computation
Musical Illusions and Phantom Words
Music, Thought, and Feeling
Music and Mind in Everyday Life
The Science and Psychology of Music Performance
The Social and Applied Psychology of Music

First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

On Repeat offers an in-depth inquiry into music’s repetitive nature. Drawing on a diverse array of fields, it sheds light on a range of issues from repetition’s use as a compositional tool to its role in characterizing our behavior as listeners, and considers related implications for repetition in language, learning, and communication.

The psychology of music aims to explain and understand musical behaviour and musical experience. A must read for all fans of music as a complete experience and science. Many of the earliest books, particularly those dating back to the 1900s and before, are now extremely scarce and increasingly expensive. We are republishing these classic works in affordable, high quality, modern editions, using the original text and artwork.

The 2nd edition of the Oxford Handbook of Music Psychology updates the original landmark text and provides a comprehensive review of the latest developments in this fast growing area of research. Covering both experimental and theoretical perspectives, each of the 11 sections is edited by an internationally recognised authority in the area. The first ten parts present chapters that focus on specific areas of music psychology: the origins and functions of music; music perception, responses to music; music and the brain; musical development; learning musical skills; musical performance; composition and improvisation; the role of music in everyday life; and music therapy. In each part authors critically review the literature, highlight current issues and explore possibilities for the future. The final part examines how, in recent years, the study of music psychology has broadened to include a range of other disciplines. It considers the way that research has developed in relation to technological advances, and points the direction for further development in the field. With contributions from internationally recognised experts across 55 chapters, it is an essential resource for students and researchers in psychology and musicology.

Creative Strategies for Teaching and Learning

The Psychology of Music in Multimedia

The Psychology of Musical Development

A Psychological Perspective

The Psychology of Music: A Very Short Introduction

Music in the Human Experience

Why are some performers exhilarated and energized about performing in public, while others feel a crushing sense of fear and dread, and experience public performance as an overwhelming challenge that must be endured? These are the questions addressed in this book, the first rigorous exposition of this complex phenomenon.

What makes people want to live their lives to the sound of music? Why do so many of our most private experiences and most public spectacles incorporate - or depend on - music? This book examines musical behaviour and experience in a range of circumstances, including composing and performing, listening and persuading, and teaching and learning.

The Psychology of Music in Multimedia is the first book dedicated to the scientific research on how we integrate sound and image when engaging with film, television, video, interactive games, and computer interfaces. The focus on empirical research and strong psychological framework make a unique and distinct contribution to the field. The international roster of contributors present rich and diverse perspectives from a wide range of disciplines includingpsychology, musicology, neuroscience, media studies, film, and communication. Collectively, the rich chapters in this edited volume present a comprehensive treatment of research on the multimedia experience,with the aim of disseminating this knowledge base and inspiring future scholarship.

This book provides a broad introduction to the scientific and psychological study of music, exploring how music is processed by our brains, affects us emotionally, shapes our personal and cultural identities, and can be used in therapeutic and educational contexts. Why are some people tone deaf and others musical savants? What do our musical preferences say about our personality and the culture in which we were raised? Why do certain songs remind us so strongly of particular people, places, or events? How can music be therapeutically used to help those with autism, Parkinson’s, and other medical conditions? The Science and Psychology of Music: From Beethoven at the Office to Beyoncé at the Gym answers these and other questions. This book provides a broad and accessible introduction to the fascinating field of music psychology. Despite its name, music psychology includes a number of fields, including neuroscience, psychology, social psychology, sociology, and health. Through a collection of thematically organized chapters, readers will discover how our brains recognize elements of music, how music can affect us and shape our identities, and the many real-world applications for such information. Explores a topic that is of great interest to both psychology students and the general public through accessible and engaging content Provides a conceptual framework for readers and through a multi-part format allows them to focus their attention on their particular areas of interest Furthers readers’ understanding of how music can affect our wellbeing as it includes both our physical and psychological health Reflects the subject knowledge of contributing experts in a wide variety of academic disciplines

Psychology of Music

Unlocking the Secrets of Musical Affect

Routledge International Handbook of Music Psychology in Education and the Community

The Understanding of Melody and Rhythm

The Oxford Handbook of Music Psychology

Exploring the Musical Mind

In this ground-breaking synthesis of art and science, Diana Deutsch, one of the world's leading experts on the psychology of music, shows how illusions of music and speech--many of which she herself discovered--have fundamentally altered thinking about the brain. These astonishing illusions show that people can differ strikingly in how they hear musical patterns--differences that reflect variations in brain organization as well as influences of language on music perception. Drawing on a wide variety of fields, including psychology, music theory, linguistics, and neuroscience, Deutsch examines questions such as: When an orchestra performs a symphony, what is the "real" music? Is it in the mind of the composer, or the conductor, or different members of the audience? Deutsch also explores extremes of musical ability, and other surprising responses to music and speech. Why is perfect pitch so rare? Why do some people hallucinate music or speech? Why do we hear phantom words and phrases? Why are we subject to stuck tunes, or "earworms"? Why do we hear a spoken phrase as sung just because it is presented repeatedly? In evaluating these questions, she also shows how music and speech are intertwined, and argues that they stem from an early form of communication that had elements of both. Many of the illusions described in the book are so striking and paradoxical that you need to hear them to believe them. The book enables you to listen to the sounds that are described while reading about them.

Through a theoretical and practical exploration of Jungian and post-Jungian concepts surrounding image, this book moves beyond the visual scope of imagery to consider the presence and expression of music and sound, as well as how the psyche encounters expanded images – archetypal, personal or cultural – on both conscious and unconscious levels. By closely examining music in film, Nagari considers music’s complementary, enhancing, meaningful, and sometimes disruptive, contribution to expressive images. Chapters present a Jungian approach to music in film, highlighting how ‘music-image’ functions both independently and in conjunction with the visual image, and suggesting further directions in areas of research including music therapy and autism. Divided into three cumulative parts, Part I explores the Jungian psychological account of the music-image; Part II combines theory with practice in analysing how the auditory image works with the visual to create the ‘film as a whole’ experience; and Part III implements a specific understanding of three individual film cases of different genres, eras and styles as psychologically scrutinised ‘case histories’. Music as Image will be of interest to academics and students in the fields of applied psychoanalysis and Jungian psychology, music, film and cultural studies. With implications for music therapy and other art-based therapies, it will also be relevant for practising psychotherapists.

Music has been examined from multiple perspectives: as a product of human history, for example, or a product of human culture. But there is also a long tradition, intensified in recent decades, of thinking about music as a product of the human mind. Whether considering composition, performance, listening, or appreciation, the constraints and capabilities of the human mind play a formative role. The field that has emerged around this approach is known as the psychology of music. Written in a lively and accessible manner, this volume connects the science to larger questions about music that are of interest to practicing musicians, music therapists, musicologists, and the general public alike. For example: Why can one musical performance move an audience to tears, and another compel them to dance, clap, or snap along? How does a "hype" playlist motivate someone at the gym? And why is that top-40 song stuck in everyone's head? ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

This book sets out the psychological basis of musical development in children and adults. The study has two major objectives: to review the research findings, theories and methodologies relevant to the developmental study of music; and to offer a framework within which these can be organised so as to pave the way for future research. It describes the relationship between thinking and music, and discusses the relationship between thinking and music in pre-schoolers and schoolchildren in areas such as singing, aesthetic appreciation, rhythmic and melodic development, and the acquisition of harmony and tonality. The book describes the development of musical taste, and discusses the questions of musical creativity, and of the social psychology of musical taste and fashion. As a comprehensive study of the links between developmental psychology and music education, Hargreaves’ work demonstrates the practical and theoretical importance of psychological research on the process underlying children’s musical perception, cognition and performance.

The Routledge Companion to Music Cognition

Music Psychology in Education

How Music and Speech Unlock Mysteries of the Brain

Understanding and Acquiring the Skills

Musicophilia

Excerpt from The Role of Expectation in Music a Study in the Psychology of Music Only a very few of those who show skill, or even attain celebrity, in any form of art arc expert students of the psychology of the art they practice, or of aesthetical philosophy in general. All artists are, of course, conscious of certain judgments and feelings which impel and guide their practical achievements. They may also suspect certain undefinable instincts and obscure impulses which cooperate to the same end. But they have never collated and analyzed or attempted to evaluate, the various phases of their conscious experience; even less have they uncovered the variety, force, and related influence, of the mental processes that hover about the borders of the conscious mental life, or belong to the sphere of the properly so-called "subconscious." As to the metaphysical ground of the whole experience and of the whole realm of aesthetical endeavor and achievement in its relation to the world of reality, they have little interest. Indeed, they may regard such quest for the foundations of reality in man's artistic life and work as unworthy of serious study. On the other hand, only a few of those who have written and taught the psychological theory or metaphysics of any form of art, or of aesthetics in general, have been of marked artistic temperament, or have attained remarkable skill in any form of artistic achievement. Their psychology is rather a matter of remote inference, than of near and immediate experience. But the science of the aesthetical is not like the sciences of the physical or chemical order. Nor can it in all its most important and interesting phases be treated experimentally. The greatest interest, as well as the greatest value, then, belongs to the opinions of those who are both artist and psychologist, in dealing with the psychology of any kind of art. And, on the whole, this would seem to be most emphatically true of the art of music. This is true because the art of music is so largely concerned with the expression, control, and appreciation, of certain sounds that are born of obscure origin, and no sooner born, rapidly die away, rather than of permanent facts which vision can with steadiness contemplate, and memory accurately record. The musician who is also a psychologist has, therefore, his unique value. Dr. Bissell, for a life-time, for fully forty years, has been a careful student and teacher of psychology, and also a student, teacher, and composer of music. For some time he has been definitely and diligently studying the problem: "The Psychology of Music." As an expert, he has studied this problem, not simply as it appeared in his own experience, but as it appears in the musical compositions of many scores of musical composers. The psychology of music is a theme so vast and varied as to be beyond the compass of any one man, no matter how well fitted for the task. For a "Doctor's Thesis," however, it is required that some definite theme shall be chosen, expressible and precise, and capable of something approaching at least an answer which shall challenge debate, but which shall, at the same time, promise some contribution of distinct value to human knowledge on the subject. Much time and great care were taken in selecting such a theme for treatment in this thesis. Nowhere else, so far as I am aware, has this particular detailed inquiry into a certain problem of the psychology of music been attempted by any writer, whether competent or incompetent. For the special competency of Dr. Bissell, and for the great amount of expert knowledge which he has put upon the

treatment, I bear witness with pleasure. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com

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This book provides a comprehensive account of the social contexts in which people create, perform, perceive, understand, and react to music. It is the first attempt to define the field in 25 years. The book includes new areas where music now is recognized as having a significant impact, such as in health promotion, advertising, and education. Chapters are divided into six sections: individual differences, social groups and situations, social and cultural influences, developmental issues, musicianship, and applications. Several of these are groundbreaking reviews published for the first time. Written for psychologists and music educators, *The Social Psychology of Music* will also appeal to musicians, communications researchers, broadcasters, and music lovers.