Margaret Barrett is Professor and Head of the School of Music at The University of Queensland and has held positions as Professor of Music and Arts Education and Director of Research, in the Faculty of Education at the University of Tasmania. Margaret’s record of service to music education includes: Discipline writer (Music), The Australian National Curriculum (2011); Chair of the Asia Pacific Symposium of Music Education Research (2009–2011); National President of the Australian Society for Music Education (1999–2001); National Vice-President for the Australian Society for Music Education (1997–1999); and, Chair of the Tasmanian Chapter of the Australian Society for Music Education (1997–1999). Margaret has convened major conferences and symposia in music education including the 2nd Asia-Pacific Symposium for Music Education Research (February 1999), co-convened the 1st, 2nd, and 3rd international conferences in Narrative Inquiry in Music Education. She has served as editor of Research Studies in Music Education, and Associate Editor of Psychology of Music, and published extensively in the field. Recent publications include: Narrative Inquiry in Music Education: Troubling Certainty (with Sandra Stauffer, Springer, 2009). She has held visiting professorships at a range of institutions, including the Institute of Education, University of London, and the Sibelius Academy, Helsinki.

Children’s invented song-making: The foundations of creative thought and practice

A common saying has it that creativity awaits the prepared mind. As music educators and music education researchers, how the mind is prepared for creativity is one of our central concerns. My research project has included the investigation of the ways in which musical thought and practice develop in early life, with a particular focus on children’s generative thought and activity, as composers, notators, and song-makers (Barrett, 2012, 2009, 2006, 2005a, 2005b, 2005c, 2003a, 2003b). In this presentation I shall explore the ways in which creativity has been understood and defined, the ways in which creativity has been taken up in education, and, through the interrogation of two young children’s musical output, examine the potential beginnings of creative thought and activity in music.
FALL 2013 SCHEDULE

SEMINAR SERIES

All Are Welcome

Wednesday, Sept 11- 9:00-11:00am- Webinar Lecture
Dr. Jon Skidmore, Brigham Young University, Utah
The psychological skills of music performance: The missing link in the training of performing artists

Thursday, Sept 26- 4:00-6:00pm - MODAL Research Group meeting
Presentation: Deanna Peluso, Doctoral Candidate (SFU)
Using an iPhone/iPod App to Capture Music and Multimodal Digital Media
Engagement in the Daily Lives of Youth

Wednesday, Oct 2- 4:00-6:00pm- Webinar Lecture
Dr. Margaret Barrett, University of Queensland, Australia
Children’s invented song-making: the foundations of creative thought & practice

Thursday, Oct 17- 4:00-6:00pm- MODAL Research Group meeting
Presentation: Zara Pierre-Vaillancourt, Doctoral Candidate (Laval University)

Wednesday, Oct 30- 9:00-11:00am- Live/Webinar Lecture
Dr. Susan O’Neill
Transformative music engagement: Making music learning matter

Wednesday, Nov 6- 9:00-11:00am- Webinar Lecture
Dr. Aaron Williamon, Royal College of Music, London
Facing the music: An investigation of musicians’ physical and mental responses

Wednesday, Nov 13- 9:00-11:00am- Live/Webinar Lecture
Prof. Yaroslav Senysyn
Changing attitudes and teaching strategies in music education classrooms to bring out the best in our students and teachers

Wednesday, Nov 27- 5:00-8:00pm- Arts Education Doctoral Students
Critical Discourse Analysis Presentations by EDUC 945 Students

Thursday, Dec 5- 4:00-6:00pm- MODAL Research Group meeting
Presentation: Jim Sparks, Doctoral Candidate (SFU)