

PERSPECTIVES ON TRANSFORMATION



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“Maybe stories are just data with a soul”

Brené Brown

The Transformative Implications of Diversity in Children and Young People's Experience of Performance Music Education

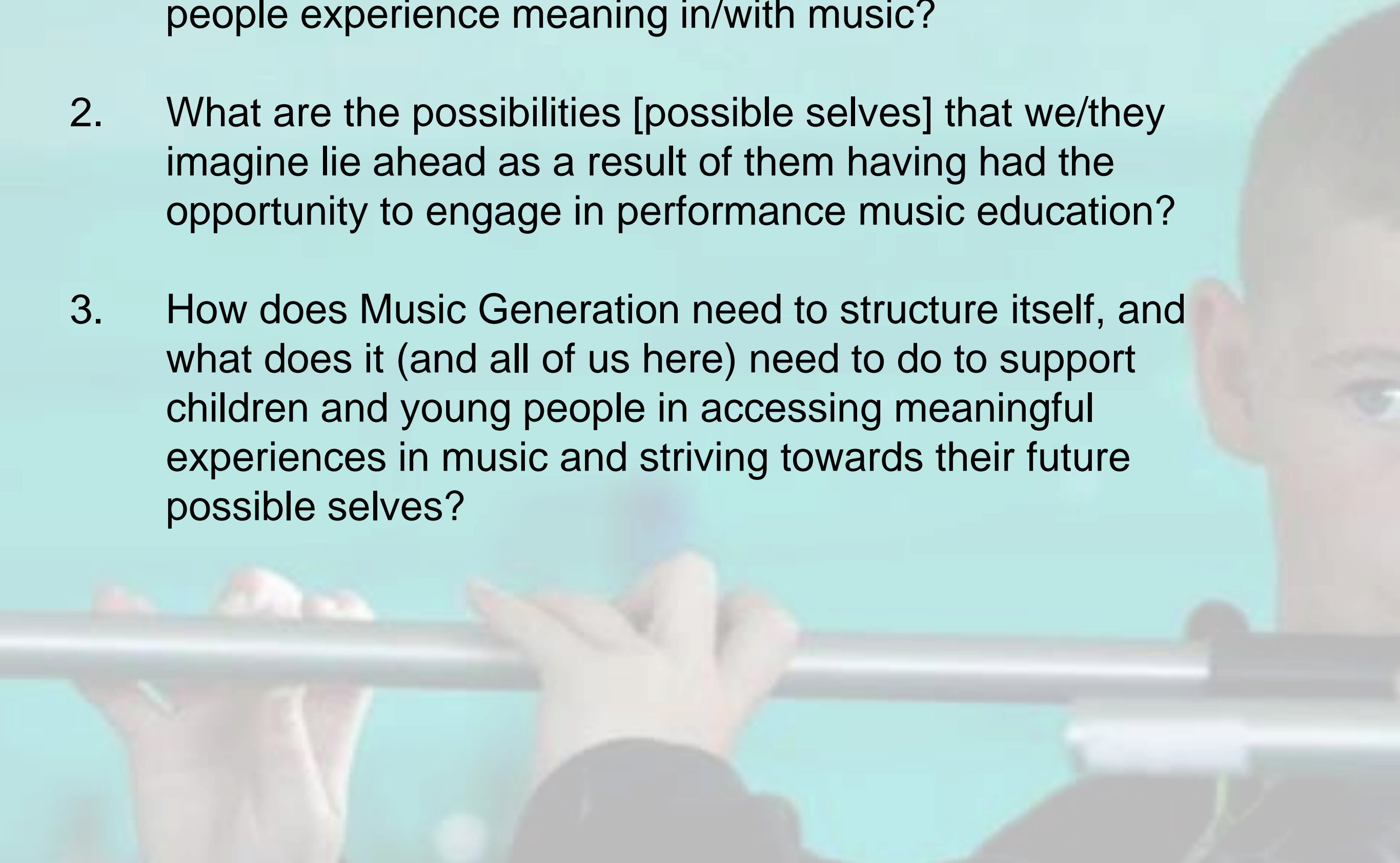
A research partnership between Music Generation and St. Patrick's College Drumcondra



How does a performance music education service which is underpinned by, and has diversity at its core, provide access to music-making experiences for children and young people which are meaningful, motivating, and ultimately transformative?



1. What are the different ways in which children and young people experience meaning in/with music?
2. What are the possibilities [possible selves] that we/they imagine lie ahead as a result of them having had the opportunity to engage in performance music education?
3. How does Music Generation need to structure itself, and what does it (and all of us here) need to do to support children and young people in accessing meaningful experiences in music and striving towards their future possible selves?



WHY ARE WE THINKING ABOUT DIVERSITY? ADDRESSING BARRIERS TO PARTICIPATION

- Geographical
- Available Expertise
- Cultural
- Financial
- Value



EXAMPLES OF DIVERSITY

Musical genres and practices

Methods of delivery

Types of programming

Progression and retention initiatives

Expertise of musicians (CPD)

Matched funding

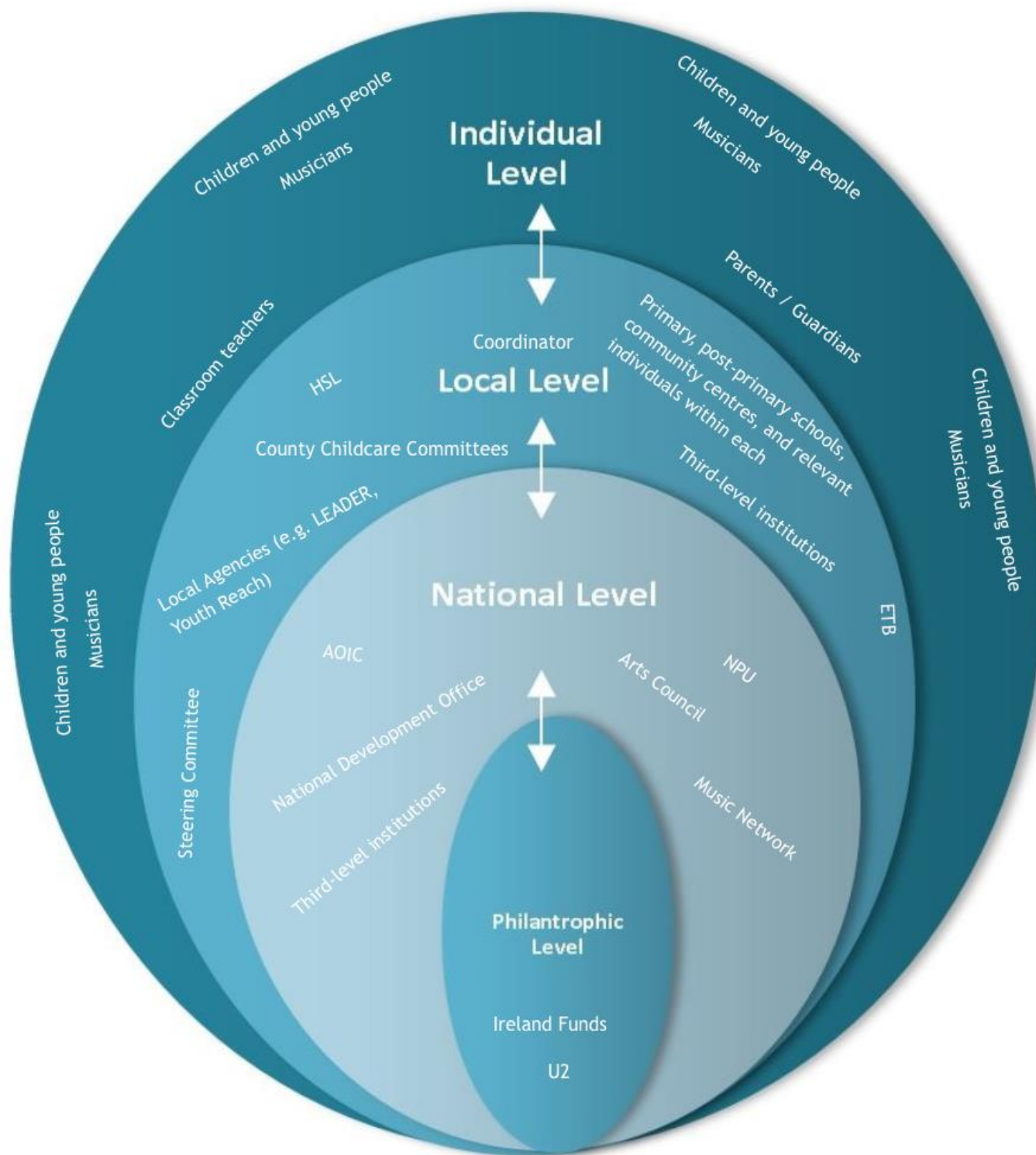
Sustainability

Modes of Performance (Dialogical, Participatory, and Presentational)

Forging Partnerships*



An Ecological Model of Partnership

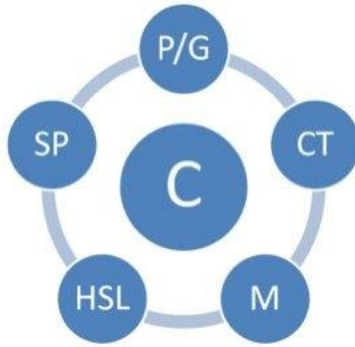


Partnerships are about relationships and one of the ways in which we can think about quality is in terms of the nature of those relationships

MODELS OF PARTNERSHIP

INTENTIONS TOWARDS TRANSFORMATION

- Individual



- Local

- Steering Committee
- County Childcare Committee
- LEADER
- HSCL Scheme Committee

- National

- Dept. of Education and Skills
- Early Years Policy Unit
- NCCA
- SMEI
- National MEPs
- Arts Council, etc.



DIVERSITY
SO WHAT?
TRANSFORMATIVE
EXPERIENCE



One aspect of 'transformative experience' is meaning-making in/with music which takes place across three different modes of performance (dialogical, presentational, and participatory).



Examples from Case study 1 (Sep-Dec 2013) and Case Study 2 (Jan-Jun 2014)











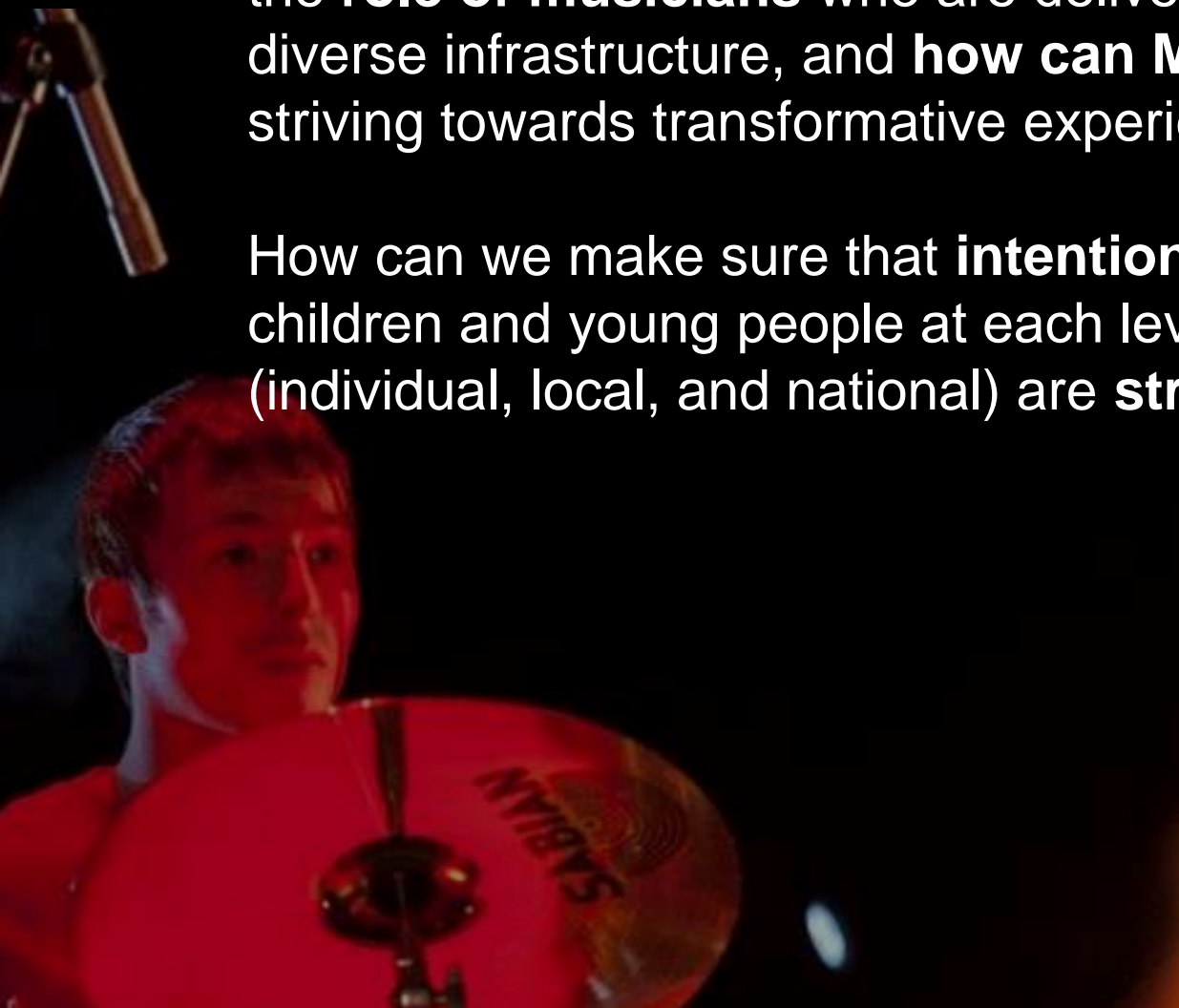
QUESTIONS FOR DISCUSSION

What are the implications for **quality** within the **transformative experience** agenda?

How can we ensure that the **experience of the child and young person** informs what 'quality' means for Music Generation?

In envisioning a performance music education service where the transformative experience of children and young people **informs its concept of 'quality'**, what is the **role of musicians** who are delivering programmes across Music Generation's diverse infrastructure, and **how can Music Generation support musicians** in striving towards transformative experience for children and young people?

How can we make sure that **intentions for the transformative experience** of children and young people at each level of Music Generation's infrastructure (individual, local, and national) are **strongly aligned**?



Thank you so much

