# Maren Metell

# Co-musicking with neurodiverse families in a music café. Making music, sharing experiences, learning together

The aim of the music café project is to explore how musicking forms a space that can be co-created by people of different ages, backgrounds and abilities. Co-musicking (doing music together), is the way we explore how, when, for whom and under which preconditions music becomes accessible. I plan to finish my doctoral dissertation by the end of 2020.

The music café has been running from 02/2019 to 12/2019 in the city centre of Bergen. There have been 10 families participating in the project, some families through the whole project and some families for a part of it. The main research question for this project is: *How, when and under which preconditions music and its affordances becomes accessible for disabled children and their families in a music group?* There are three sub-questions: *What do the different group members (children, other family members, music therapist/researcher) do to make music and its affordances/help accessible? Which features, and qualities of activities, instruments and other resources contribute to accessibility and which not? Why does it matter? How is the participation in an accessible co-musicking space linked to development and change over time?* These questions are explored through a research project that is informed by participatory action research and ethnography. By tracing pathways of people, instruments and ideas, I aim to present detailed accounts of what actually happens in between small children, family members, a music therapist, music and materials. Preliminary results show how music therapy gets into action through collaborative action of children, caregivers and a music therapist/researcher. The participating families have reported that it has been important to meet other families in a similar life situation and that they got new ideas on how to use music and that they enjoyed seeing their children enjoying music. One focus has been the production of song cards with sign language and tactile elements, these will be made accessible on a website to spread ideas on how to produce them. For the profession of music therapy, the project contributes to knowledge on inclusive (material) environments and collaborative research together with disabled children and their families.

March 2020