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How Do We Engage More Community Members in Active Music-Making?

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How Do We Engage More Community Members in Active Music-Making?

Fiona Evison

How do we engage more community members in active music-making, rather than mere passive observation? This question guides my scholarly work as a composer, community musician, and music educator. For example, I interrogate the understudied ways in which composition and composers play a role in inclusive community “musicking”. This investigation began with an international study of composers, community music facilitators, and leaders, resulting in my relational composition theory. I have also considered how composers might help communities to discover their voices through community singing. Furthermore, I have branched out to examine how composers are prepared—or not prepared—in their studies for this work in communities. Motivated by love for others and belief in reclaiming community music-making’s centrality in what it means to be human, my own composition and leadership practices also come under scrutiny as I re-evaluate then adjust processes to align with my inclusive values.