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## An inclusive music education in Swedish community schools of Music and Arts? A practice-based study of children's instrument learning using digital tools.

Swedish Community schools of music and art are rather conservative institutions where learning an instrument is traditionally executed as one-to-one teaching in a master – apprenticeship tradition, also called a conservatory tradition. The common student is a girl from a middleclass background, with well-educated parents who also are interested in music, whereas inclusion of diversified socio-economical groups, and students with neuropsychological disfunctions have had little success. The democratic intention to be a school for all is still a challenge which needs to be addressed.

In this recently started study the research object is children's (age 11–15) learning of a music instrument using videorecorded music lessons. Instead of attending music lessons at the local Community school of music and art the children will perform lessons at home using a film provided by the local Community school. While performing the lessons the students will document their learning processes by video recordings.

The two folded aim of this study is to generate empirical knowledge on how Community schools of music and art can develop and change when including digital tools in teaching, and to generate new knowledge on learning through digital media. The research question concerns in what ways access to recorded musical lessons can affect children's participation and learning in Community schools' teaching and activities.

The methodology is inspired by Educational Design Research and the study is conducted in close collaboration with a music teacher at a Swedish Community school of music and art.

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