

With MiniMiniature

Listening, observing, sharing

Discussion and reflection sessions for museums, cultural institutions and educational settings, beginning with the experience of the concert.



CULTURAL INITIATIVE CONNECTED TO THE CONCERT · 2026

The concert as a starting point

Experience comes before reflection.

MiniMiniature can be presented not only as a concert, but as an opportunity to observe together what happens when children and adults share music, space, movement and silence in a situation that does not call for a predetermined response.

During the concert, the performers observe, wait, adjust distances and timing, and welcome unexpected initiatives without immediately turning them into requests. A child may listen while remaining still, moving, coming closer, moving away, or apparently occupied with something else. The quality of the experience is not measured by immediately visible behaviours.



The adult can stay within the experience alongside the child, without having to translate it into a task, exercise, explanation or product.

Passing on a quality, not a format

The ambition is not to export a format, but to contribute to a culture of listening.



Transmissibility and repeatability do not mean reproducing MiniMiniature itself - its songs, objects or stage gestures. They refer instead to the possibility of recognising some of the conditions that the concert makes visible and recreating them, in forms of one's own, within other cultural and educational settings.

LISTENING

without prescribed outcomes

OBSERVATION

before intervention

WAITING

as active time within the relationship

PARTICIPATION

possible in different forms

ADULT AND CHILD

within the same experience

HOSPITALITY

presence and relationship as conditions for encounter

A proposal to build with the institution

The concert can become the first movement in a professional and cultural conversation.

Performances of MiniMiniature can be accompanied by a discussion with educators, museum mediators, institutional representatives and, where appropriate, families. The starting point is not a theory to be applied, but what has just happened during the shared experience.

The conversation can focus on the conditions that made that encounter possible: how much space do we leave for waiting? How does the adult's presence change when they share rather than direct? What value can an experience have if it is not required to produce an immediate result, a task or a product? What forms of participation are we able to recognise?

The aim is not to teach participants how to reproduce MiniMiniature, nor to hand over a protocol for replication. Instead, a space for reflection is created that can leave behind questions, criteria for observation and possibilities that each institution can make its own and recreate in its work with children and families.



An open form, not a standard package

The duration, participants and placement of the discussion session within the programme are defined together with the host organisation, in relation to the context and the institution's cultural aims.

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