

# MIDI and Music Education: Impacts of Applying MIDI-oriented Tools for the Development of Traditional Musical Competences

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## Abstract

Since 1983, with the release of the MIDI protocol, new resources have been developed for musical editing, composition, arrangement and performance. Due to the growing expansion of computers' storage and processing capacities, it has also been possible to increase the quality and specificity of sample libraries. In this context, the following work reflects on possible educational impacts of the research which investigate different audiences' perceptions regarding audios recorded by drummers' performances and by MIDI tools. Supported by these respondents' perceptions, the general aim of this paper is to discuss possible implications of the application of MIDI-oriented approaches in teaching and learning music's traditional subject matters. Excerpted from this, four specific aims can be drawn: 1) To introduce sampling, sequencing and the MIDI protocol; 2) to review the literature which deals with people's perception regarding MIDI-generated audio tracks; 3) to present usual learning outcomes of some typically-implemented subjects in music education; and 4) to reflect on the impacts of applying MIDI tools and MIDI driven methods to support the development of the desired musical competences. Pursuing these aims, the current investigation applies the qualitative documental analysis as its methodological approach to gather the data, to analyze the materials and to develop the knowledge that will guide the proposed discussions. It is expected that the employment of MIDI resources in music education can be beneficial not only in the development of knowledge connected with digital and modern technologies but also in the improvement of traditional musical competences.

**Keywords:** Electronic Musical Instrument; Instrumental Technique; MIDI protocol; Musical Perception; Music Technology.