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MIDI In Formal Music Education: Reflections on The Application Of MIDI-Oriented Tools in Traditional Teaching and Learning Processes

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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 the respondents' perceptions, the general aim of this paper is to reflect on the challenges for the application of MIDI-oriented approaches in formal teaching and learning music processes. Excerpted from this, four specific aims can be drawn: 1) to present the basic elements of sampling and MIDI protocol; 2) to systematically and pedagogically describe the procedures employed in the process of sequencing the selected drummers' performances; 3) to apply quality-assessment questionnaires for the sequencing-generated audios; 4) to reflect on the connections between the questionnaires' results and the use of MIDI in formal music education contexts. Pursuing these aims, the current investigation employs qualitative and quantitative methods to gather the data, to analyze the materials and to develop the knowledge that will guide the proposed discussions. It is defended that the employment of MIDI resources in music education can be beneficial not only for the development of knowledge connected with digital and modern technologies but also for the improvement of traditionally pursued music competences.

Keywords: Electronic Musical Instrument; MIDI protocol; MIDI Sequencing; Music Perception; Music Technology