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# The Application Categories and Technical Frameworks of Artificial Intelligence Technologies in Higher Education Music Composition Instruction

**Ning Li**

Department of Music, Shenzhen University, Shenzhen, China

**Email address:**
ron916@naver.com

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**Abstract:** Music composition, a pivotal facet of higher education music instruction, intricately weaves together creative and technical elements. Artificial intelligence technologies have wielded a transformative influence on this domain, introducing innovations that profoundly enhance the landscape of music composition education in universities. This paper commences with an exhaustive classification of the application categories of artificial intelligence technologies in higher education music composition instruction. These encompass intelligent music education platforms, automated assessment and feedback systems, tools aiding music composition, algorithms facilitating music generation, the development of teaching materials and resources, and tools for music recommendation. The subsequent exploration delves meticulously into the nuanced technical architectures underpinning each distinct application category. The primary objective of this paper is to furnish profound insights into the expansive realm of higher education music composition, shedding light on how artificial intelligence technologies have ushered in unprecedented possibilities for music learning and creation. By providing an in-depth comprehension of application categories and their associated technical architectures, this paper stands as an invaluable reference, poised to inform and guide future practices and research endeavors within the domain of music composition education. The comprehensive elucidation herein aims to bridge the gap between traditional pedagogies and cutting-edge technological advancements, thereby enriching the discourse on the future of music composition education in higher institutions.

**Keywords:** Artificial Intelligence, Higher Education, Music Composition

## 1. Introduction

As artificial intelligence technology continues to evolve, its applications span diverse domains, with music composition education benefiting significantly from this trend. In recent years, research at the intersection of artificial intelligence technology and music composition has gained prominence among scholars and researchers in the fields of artificial intelligence, music composition, and higher education. Research areas closely related to artificial intelligence technology, music composition, and university education have converged around several key topics:

First, innovations in music generation algorithms. The innovative development of music generation algorithms stands as a critical research area in music composition education. This entails investigating the design of more intelligent algorithms that employ deep learning and neural networks to generate creative and emotionally resonant musical pieces [13]. These algorithms' continual advancement provides students with more sources of inspiration, thereby fostering diversity in music composition [1]. Second, automatic evaluation and feedback in music composition. Research into methods for automatically assessing and providing feedback on music composition aims to enhance the learning experience. These systems can evaluate students' musical works and offer specific recommendations on how to improve them [3]. Through automatic evaluation, educators and students can gain a better understanding of the quality of music compositions and directions for improvement [15]. Third, development of music composition assistance tools. Music composition assistance tools are designed for students and professional

music composers. These tools include note generators, harmony suggestion systems, rhythm editors, among others, aimed at improving compositional efficiency [7]. Through technological innovation, music composers can more easily translate creativity into musical compositions [6]. Fourth, intelligent music education platforms. Intelligent music education platforms are crucial in providing comprehensive education experiences for music students. These platforms integrate music theory education, online collaborative composition tools, and personalized education [16]. Students can learn theoretical knowledge and collaborate in music composition on these platforms, while educators can track students' progress and provide guidance [14]. Fifth, multimodal ai in music composition. Multimodal artificial intelligence systems integrate natural language processing, computer vision, and audio processing to diversify music composition [2]. Researchers explore how to apply these technologies to make music composition more creative [4, 8]. Sixth, big data applications in music education. Big data analysis can be employed to enhance music composition education, focusing on analyzing student-generated data to understand students' learning habits and needs [11].

This paper, through the examination of the application categories and technical frameworks of artificial intelligence technology in higher education music composition instruction, holds significance in various aspects:

Firstly, this study is poised to propel innovation in higher education music composition teaching. With the ongoing advancement of artificial intelligence technology, the application of these technologies is capable of expanding the boundaries of higher education music composition teaching. By gaining an understanding of diverse application categories and technical frameworks, university instructors can deliver a more diverse and creative learning experience to students [12]. Secondly, this study can assist in addressing the developmental challenges confronting higher education music composition teaching. As university education continually evolves, music composition education faces challenges such as limited educational resources and time constraints for instructors. Through the utilization of artificial intelligence technology, professionals engaged in higher education music composition education can better confront these challenges and offer efficient educational methodologies [9, 10]. Thirdly, this study can contribute to elevating the standards of university music education. Music composition education constitutes a crucial component of university music curricula. By integrating artificial intelligence technology, it is feasible to enhance the quality of university music education, thus attracting more students to engage in the field of music composition [5].

During the research process, this study will initially categorize the application categories of artificial intelligence technology in higher education music composition teaching in a narrative form and provide detailed analysis for each category. Subsequently, this study will conduct a comprehensive technical frameworks analysis for each application category of artificial intelligence technology in higher education music composition instruction.

# 2. Application Categories

### *2.1. Intelligent Music Education Platforms*

Intelligent music education platforms refer to a category of educational tools and systems applying artificial intelligence technologies, specifically designed for higher education music composition teaching. This category encompasses various sub-domains and technologies, including automated assessment, personalized instruction, music generation, and interactive learning. This application category consists of the following components.

Firstly, personalized instruction. Intelligent music education platforms provide personalized music education experiences based on students' needs and proficiency levels. By analyzing students' music backgrounds, skills, and learning styles, these platforms tailor courses to ensure that each student receives the maximum learning benefit. This personalized approach helps stimulate students' interest in learning and enhances their academic achievements.

Secondly, automated assessment. These platforms can analyze students' music composition works, covering aspects such as composition, arrangement, and performance. They offer real-time feedback and assessments to students through functionalities like note recognition, harmony analysis, and rhythm evaluation. This not only reduces the workload for instructors but also enhances the objectivity and accuracy of assessments.

Thirdly, interactive learning. The interactive nature of these platforms allows students to collaborate with peers or interact with instructors, sharing their music compositions and receiving feedback and recommendations. This collaborative and interactive environment fosters students' comprehensive musical literacy and social skills.

Fourthly, music resource libraries. Intelligent music education platforms are typically linked to extensive music resource libraries, including sheet music, audio samples, historical performance recordings, and more. This enables students to gain a deeper understanding of music history and various cultural music traditions.

Fifthly, real-time performance and feedback. Some platforms permit students to engage in real-time music performances, allowing them to compare their playing to actual performances, thus improving their skills. This real-time feedback helps students rapidly enhance their performance abilities.

### *2.2. Automatic Assessment and Feedback*

Automatic assessment and feedback represent one of the vital application categories of artificial intelligence in higher education music composition teaching. This category aims to provide music students with precise, real-time assessments and feedback to aid them in continuously improving their musical skills and compositions. It encompasses various technologies and tools.

Firstly, note recognition and harmony analysis. These technologies automatically detect and evaluate the notes, harmony, and melodies in students' music compositions. Note recognition tools have the ability to identify the notes played or composed by students and compare them to standard music theory. Harmony analysis tools assess the structure of harmonies, detect harmony errors, and provide improvement suggestions. This helps students gain a better understanding of music theory and harmony construction, enhancing the quality of their compositions.

Secondly, rhythm evaluation. Mastering accurate rhythm is crucial for students learning music. Automated rhythm evaluation tools can detect whether students' performances match the required rhythm and can identify and correct rhythm errors, providing students with an opportunity to practice independently and improve their sense of rhythm.

Thirdly, performance assessment. Automated performance assessment tools are used to evaluate students' musical performances. They analyze aspects such as dynamics, timbre, and acoustics in the performance to offer feedback on performance quality and emotional expression. This assists students in understanding how to convey emotions through music and improving their performance skills.

Fourthly, real-time feedback. These tools provide immediate feedback, allowing students to make corrections during music composition and performance. Real-time feedback displays errors during students' performances or compositions and provides suggestions for immediate improvement.

Fifthly, teacher support. Automated assessment and feedback tools not only benefit students but also reduce the workload of music instructors. Teachers can concentrate more on guiding students rather than spending significant time on evaluating assignments and performances.

Automated assessment and feedback tools offer multiple advantages in higher education music composition teaching. Firstly, they provide an efficient way for students to understand their musical skill level and performance quality. Secondly, they encourage students to continuously improve during the learning process by providing immediate and objective feedback. Furthermore, these tools aid in standardizing music assessments, ensuring that every student receives fair evaluations. Most importantly, they promote self-directed learning, encouraging students to enhance their musical skills without direct teacher supervision. Therefore, automated assessment and feedback hold significant research significance and practical prospects in higher education music composition teaching.

### *2.3. Music Composition Assistance Tools*

Music composition assistance tools also play a pivotal role in higher education music composition teaching, leveraging artificial intelligence technology to provide robust resources and creative support for students and music creators. This application category encompasses a wide range of tools and techniques, including music generation, harmony suggestions, compositional inspiration, and creative support. The following are music composition assistance tools and their manifestations in higher education music composition teaching.

Firstly, music generation. Artificial intelligence technology has empowered computers to create musical compositions. Music generation tools can compose music based on user settings, preferences, or music theory rules. Students can use these tools to generate melodies, harmonies, rhythms, and more as a starting point for composition. This aids in reducing the complexity of composition, inspiring creative ideas, and assisting students in quickly building musical materials.

Secondly, harmony suggestions. Harmony is a crucial element in music composition. Music composition assistance tools can offer harmony suggestions, guiding students in choosing appropriate harmonies for their compositions. These tools provide suggestions that align with students' melodic or harmonic concepts, ensuring the quality and harmony of the harmonic portion.

Thirdly, compositional inspiration. Compositional inspiration tools can spark students' creative ideas by analyzing and showcasing historical works, music theory rules, or other sources of inspiration. They offer students a broad spectrum of musical knowledge and compositional styles, encouraging them to incorporate different elements and styles into their compositions.

Fourthly, creative support. Music composition assistance tools can provide creative support, including lyric writing, music production tips, and structural recommendations. These tools help students overcome creative barriers, offer fresh creative ideas, and enhance their music composition process.

Fifthly, educational expansion functions. These tools not only help students complete assignments but also provide education in music theory and composition techniques. Students can learn and experiment by using these tools to improve their music composition skills.

Music composition assistance tools offer students broader resources and creative support for music composition. They also lower the barriers to music composition, allowing more students to engage in music creation. Furthermore, these tools contribute to enhancing the quality of music composition, fostering creativity and innovation among music creators. Moreover, they provide an efficient learning method, encouraging students to explore, learn, and grow during the composition process.

### *2.4. Music Generation Algorithms*

Music generation algorithms offer students and music creators an innovative approach to explore and create music. The key feature of this application category is the generation of music compositions by computer programs and algorithms, without direct human intervention. The following are manifestations of music generation algorithms in higher education music composition teaching:

Firstly, generation algorithms. Music generation algorithms, based on artificial intelligence technology, can

analyze, understand, and create music. These algorithms employ various methods and principles, such as statistical models, neural networks, genetic algorithms, to generate musical elements like melodies, harmonies, rhythms, and more. Students and music creators can utilize these tools to generate original music or gain inspiration and compositional materials.

Secondly, music generation educational tools. Music generation algorithms also serve as educational tools in higher education music composition courses. Teachers can guide students to use these algorithms to learn music theory, composition techniques, and the creative process. This interactive learning method enhances students' understanding of music composition and practical skills.

Thirdly, innovation and experimentation. Music generation algorithms encourage students to innovate and experiment. Students can adjust algorithm parameters, create their music rules, or combine different musical elements to generate unique musical compositions. This flexibility sparks creativity and an experimental spirit among creators.

Fourthly, musical diversity. Music generation algorithms contribute to the enrichment of musical diversity. They can generate music adaptable to different cultures and styles, spanning from classical to pop, from Eastern to Western music. This broadens students' musical perspectives and promotes the creation of multicultural music.

Fifthly, encouraging collaboration. Music generation algorithms also facilitate collaboration among students. Students can use these tools collectively to collaborate on music composition, share ideas and resources, thereby fostering teamwork skills.

The application of music generation algorithms in higher education music composition teaching not only provides a novel method of composition but also helps students cultivate creativity, musical comprehension, and technical application skills. They open up new horizons for music composition, bringing innovation and diversity to music education. Consequently, the research and application of music generation algorithms hold significant educational and artistic value, with profound implications for the future development of music composition education.

### *2.5. Creating Music Teaching Materials and Resources*

In higher education music composition instruction, the creation of music teaching materials and resources constitutes another critical application category of artificial intelligence technology. The primary objective in this field is to utilize intelligent tools and algorithms to provide teachers and students with high-quality music teaching materials, resources, and tools to support music composition education.

Firstly, personalized material generation. Artificial intelligence technology can create personalized music teaching materials based on students' needs and proficiency. By analyzing students' learning history, interests, and skills, the system can generate customized music teaching materials, helping students study content tailored to their needs and, thus, enhance learning efficiency.

Secondly, providing abundant creative materials. Music composition typically requires a wealth of materials, including harmonies, melodies, rhythms, and more. Artificial intelligence technology can generate various styles and types of music materials for students to use. These materials can serve as starting points for composition, assisting students in overcoming creative barriers and igniting inspiration.

Thirdly, resource management. Music education demands an extensive range of resources, including music compositions, sheet music, recordings, and more. Artificial intelligence technology can be employed to manage and organize these resources, making them easily accessible and usable. This aids teachers and students in better organizing and utilizing music resources.

Fourthly, educational game creation. Artificial intelligence can also be used to create music educational games. These games enhance the fun of learning by helping students grasp music theory and composition skills interactively and entertainingly.

Fifthly, multimedia teaching content creation. Music education encompasses not only pure musical content but also images, videos, and text. Artificial intelligence can be used to create multimedia teaching materials, providing comprehensive education to help students better understand music concepts.

Sixthly, resource recommendations. Based on students' learning needs and interests, artificial intelligence technology can recommend relevant music teaching materials and resources. This offers tailored suggestions to assist students in quickly finding suitable learning materials.

Seventhly, monitoring student progress. Intelligent tools can track students' learning progress and performance, providing data support for teachers to better guide students and improve their teaching methods.

In the context of higher education music composition instruction, the application category of creating music teaching materials and resources enriches the content of education, enhances its quality, facilitates personalized learning, and simultaneously reduces the burden on teachers. This provides an innovative pathway for music composition education, with the potential to accelerate developments in the field of music education by offering broader learning opportunities and resources.

### *2.6. Music Recommendation Tools*

Music recommendation tools represent a highly scrutinized application category in higher education music composition instruction. The primary task of these tools is to employ artificial intelligence technology to offer personalized music materials to students based on their music interests, proficiency, and learning objectives, thereby aiding them in better learning and composing music.

Firstly, music library and resource management. Music recommendation tools are typically connected to extensive music libraries that encompass works of various styles, eras, and types. By analyzing students' music preferences and requirements, the tools select suitable music resources from

these libraries. This broadens students' musical horizons, affording them opportunities to engage with different types of music.

Secondly, personalized recommendations. This constitutes the core function of music recommendation tools. By analyzing students' listening history, collections, and reviews, these tools gain insights into their musical tastes. They then utilize recommendation algorithms to generate unique music recommendation lists for each student. These lists include new music works that align closely with students' preferences. This personalized approach ignites students' interest in music, motivating them to study.

Thirdly, offering learning suggestions to students. Music recommendation tools can provide learning suggestions to students based on their learning goals and proficiency levels. For instance, a student studying classical music composition might receive recommendations for resources related to classical music history and theory. This assists students in targeted learning, enhancing their musical knowledge and skills.

Fourthly, music analysis. Some music recommendation tools also feature music analysis capabilities. They can analyze songs that students like and provide detailed information about form, harmony, melody, and rhythm. This helps students gain a better understanding of musical structures and find inspiration for their compositions.

Fifthly, linking to rich educational resources. Music recommendation tools can link to educational resources, including textbooks, courses, and exercises. This seamlessly connects the learning and composition processes, delivering a comprehensive music education experience to students.

In higher education music composition instruction, the application category of music recommendation tools significantly enriches the possibilities of music education. These tools not only help students learn and compose music more effectively but also ignite their interest and passion for music. Through personalized recommendations and suggestions, music recommendation tools offer robust learning support, fostering the growth and development of music composers.

# 3. Technical Frameworks

### *3.1. Intelligent Music Education Platforms*

The technology architecture of an Intelligent Music Education Platforms (IMEP) for higher education music composition instruction represents a sophisticated blend of artificial intelligence methodologies and musical pedagogical principles. The intelligent music education platform boasts a comprehensive technology architecture that integrates artificial intelligence, musical knowledge, and pedagogical strategies. This complex infrastructure empowers students to learn music composition with personalized guidance, while instructors benefit from streamlined assessment and a flexible teaching environment. IMEP exemplifies the transformative potential of artificial intelligence in higher education, enhancing the quality and accessibility of music composition instruction. IMEP comprises a multifaceted architecture, with several core components:

***Table 1.*** *Technical framework of intelligent music education platforms.*

| | |
|---|---|
| Front-end Components | |
| User Interface | Composition Assistant |
| Back-end Components | |
| Content Repository | Analytical Engine |
| Learning Management System (LMS) Integration | Scalable Cloud Infrastructure |
| Data Security and Privacy | AI Models and Algorithms |
| Feedback Mechanism | Customization Tools |

The technical framework of intelligent music education platform primarily comprises the following aspects:

First, user interface. This is the front-end through which students and instructors interact with the platform. It provides an intuitive and engaging environment where users can compose, analyze, and assess musical compositions. The interface is designed to accommodate various devices, ensuring accessibility across a range of platforms. Second, composition assistant. At the heart of IMEP lies the composition assistant powered by artificial intelligence. It leverages technologies like Natural Language Processing (NLP) and deep learning algorithms to comprehend musical concepts. Students can input musical notation, melody, harmony, or rhythm, and the artificial intelligence component interprets, generates suggestions, and provides real-time feedback. Third, content repository. IMEP maintains a vast repository of musical pieces, compositions, and educational materials. These materials serve as references for students and data for the artificial intelligence algorithms. They also include pieces from diverse musical genres, time periods, and cultural backgrounds to facilitate a comprehensive learning experience. Fourth, analytical engine. This component uses artificial intelligence techniques like machine learning to analyze the compositions created by students. It assesses factors like melody, harmony, rhythm, dynamics, and structure, offering detailed evaluations and constructive feedback. The analytical engine ensures that the assessment is personalized and aligned with the learning objectives and individual progress. Fifth, Learning Management System (LMS) integration. IMEP is designed to integrate seamlessly with a university's Learning Management System. This enables easy incorporation of music composition courses into the curriculum. The LMS handles registration, tracking, and assessment, while IMEP provides specialized content and tools. Sixth, scalable cloud infrastructure. IMEP operates on a scalable cloud infrastructure to accommodate the demands of multiple users. It ensures that the platform remains accessible and responsive even during peak usage periods. Seventh, data security and privacy. Given the sensitivity of user data and original compositions, IMEP incorporates robust security and privacy measures. This encompasses data encryption, access controls, and compliance with relevant data protection regulations. Eighth, artificial intelligence models and algorithms. The core of IMEP's artificial

intelligence capabilities consists of advanced models and algorithms. These include deep neural networks, reinforcement learning, and pattern recognition techniques. These models continuously learn and adapt, enabling the platform to provide increasingly refined assistance and feedback. Ninth, feedback mechanism. The platform includes a feedback loop where students and instructors can rate and provide feedback on the artificial intelligence-generated recommendations and assessments. This feedback is utilized to improve the artificial intelligence models continuously. Tenth, customization tools. IMEP allows instructors to customize assignments, grading criteria, and course content according to their teaching approach and objectives. It ensures flexibility and adaptability to various teaching methods and musical styles.

### *3.2. Automatic Assessment and Feedback*

In the context of higher education music composition, the application category of automatic assessment and feedback represents a significant advancement made possible through artificial intelligence technology. This category is fundamentally built upon a comprehensive technological architecture, comprising both front-end and back-end components. The technological architecture of automatic assessment and feedback systems provides powerful tools for music composition education, offering students targeted guidance during the creative process while also reducing the workload on educators. Research and application in this technology category are of significant importance in the field of music education, contributing to the enhancement of students' music composition skills and the overall quality of education.

***Table 2.*** *Technical framework of automatic assessment and feedback.*

| | |
|---|---|
| Front-end Components | |
| User Interface | Music Analysis |
| Assessment Criteria Setting | Real-time Feedback |
| Back-end Components | |
| Music Feature Extraction | Machine Learning Models |
| Feedback Generation | Data Storage |
| Security and Privacy Protection | |

First, user interface. The front-end features an intuitive user interface that enables students to upload their musical compositions. This interface typically accommodates various file formats, including audio files or sheet music. Second, music analysis. After the upload, the system converts musical compositions into analyzable data using automatic music analysis technology. This encompasses the recognition of musical notes, harmony, rhythm, melody, and other components. Third, assessment criteria setting. In the front-end, educators or course designers can establish assessment criteria. These standards may encompass elements of music theory, technical requirements, creative aspects, and more, which will be used to evaluate the compositions. Fourth, real-time feedback. Some systems offer real-time feedback to students after uploading their music. This feedback may include music visualization, displaying the structure, rhythm, harmony analysis, etc., to help students gain a deeper understanding of their work. Fifth, music feature extraction. The key step in automatic assessment involves extracting features from the music. The back-end employs algorithms to extract features such as note distribution, pitch, harmony structure, emotional elements, and more. Sixth, machine learning models. The back-end includes well-trained machine learning models used to compare students' musical compositions against predefined assessment criteria. These models rely on data analysis to provide quality scores for the compositions. Seventh, feedback generation. Based on music features and machine learning model analysis, the back-end generates feedback. This feedback may include textual comments, scores, technical improvement suggestions, aimed at helping students understand the strengths and weaknesses of their compositions. Eighth, data storage. Music compositions and student feedback data are typically stored and managed on the back-end. This data can be used for long-term assessment of student progress and improving teaching methods. Ninth, security and privacy protection. Considering that music compositions may contain personal creativity and intellectual property, the back-end includes security and privacy protection measures to ensure that students' work and data are protected.

### *3.3. Music Composition Assistance Tools*

The technological architecture of music composition assistance tools powered by artificial intelligence is transformative in higher education music composition. These tools promote creativity, reduce barriers to entry, and enhance the overall teaching and learning experience. They offer a novel approach to composition, enabling students to explore their creative potential while benefiting from the guidance of artificial intelligence-driven suggestions and analysis. This symbiotic relationship between technology and musical artistry fosters a new era of innovative composition pedagogy. In the realm of higher education music composition, the category of music composition assistance tools harnesses the potential of artificial intelligence technology to foster innovative and efficient teaching methods. This application category exhibits a multifaceted technological architecture, composed of both front-end and back-end components.

***Table 3.*** *Technical framework of music composition assistance tools.*

| | |
|---|---|
| Front-end Components | |
| User Interface | Interactive Composition |
| Music Generation and Suggestions | |
| Back-end Components | |
| Musical Knowledge Base | Machine Learning Models |
| Pattern Recognition | Musical Analysis |
| Database of Compositions | Scoring and Evaluation |
| User Profiles | |

First, user interface. The front-end encompasses a user-friendly interface where students and instructors interact with the artificial intelligence-powered music composition

assistance tool. This interface allows users to input musical ideas, including melody, harmony, rhythm, and other creative elements. Second, music generation and suggestions. Leveraging artificial intelligence algorithms, the system generates musical segments, harmonies, rhythms, or even entire compositions based on user inputs. Additionally, it offers real-time suggestions, providing students with creative ideas and inspirations. Third, interactive composition. The front-end often enables real-time interaction, allowing students to experiment with different musical elements while receiving immediate feedback. It serves as a virtual collaborative workspace where creativity flourishes. Fourth, musical knowledge base. The back-end contains an extensive knowledge base, encompassing a wide range of musical genres, styles, and compositional techniques. This knowledge base supports the artificial intelligence in understanding musical theory and historical context. Fifth, machine learning models. The core of the back-end is powered by machine learning models, including deep learning and neural networks. These models are trained on vast datasets of musical compositions and styles, enabling the system to make informed decisions about musical elements. Sixth, pattern recognition. Artificial intelligence algorithms employ pattern recognition techniques to understand the input and generate compositions that align with recognized musical patterns, ensuring musical coherence and adherence to the intended style. Seventh, musical analysis. The system conducts real-time analysis of the compositions created by students. It assesses aspects such as melody, harmony, rhythm, dynamics, and structure. Feedback is provided on the quality of these elements. Eighth, database of compositions. The back-end stores a diverse range of musical compositions, both historical and contemporary. This extensive database aids the artificial intelligence in referencing and drawing inspiration from a vast array of musical works. Ninth, scoring and evaluation. Artificial intelligence-driven scoring mechanisms are integral to the back-end. These mechanisms evaluate students' compositions against predefined criteria and provide scores or feedback on aspects such as creativity, technique, and style. Tenth, user profiles. It often includes user profiles for students and instructors, allowing tracking of progress, preferences, and facilitating personalized recommendations.

### *3.4. Music Generation Algorithms*

The technology architecture of music generation algorithms holds significant promise in higher education music composition. It provides students with an experimental, innovative, and creative platform for music composition. Students can gain a deeper understanding of the principles and techniques of music composition through interaction with artificial intelligence systems. This technology architecture also enhances creative efficiency, enabling students to focus on the artistic aspect of music composition rather than technicalities. Compared to traditional music education methods, music generation algorithms offer greater creative possibilities and innovation, propelling the advancement of higher education music composition. In the context of higher education music composition, the technology architecture for the application category of music generation algorithms consists of both frontend and backend components.

***Table 4.*** *Technical framework of music generation algorithms.*

| | |
|---|---|
| Front-end Components | |
| User Interface | Music Element Selection |
| Creative Inspiration | |
| Back-end Components | |
| Model Repository | Music Theory Knowledge Base |
| Pattern Recognition Algorithms | Real-time Generation and Editing |
| Music Evaluation and Feedback | Personalized Learning |

First, user interface. The frontend of music generation algorithms encompasses an intuitive user interface that enables students and instructors to interact with the system. This interface allows users to input basic music parameters such as pitch, rhythm, harmony, and style. Second, music element selection. The frontend provides the selection of music elements, including melody, harmony, and rhythm. Students can choose these elements and engage in real-time editing to create their music compositions. Third, creative inspiration. Intelligent creative inspiration tools can assist students in overcoming creative blocks by offering suggestions and ideas based on their preferred style or themes. These inspiration tools provide real-time recommendations. Fourth, model repository. The backend of music generation algorithms incorporates an extensive model repository containing various models for different music styles, composition techniques, and song types. These models are developed using deep learning and neural network technologies and undergo extensive training. Fifth, music theory knowledge base. The backend also includes a knowledge base of music theory, encompassing aspects such as harmony, melody, rhythm, and form. This knowledge helps algorithms understand music theory and ensure that the generated music is harmonious. Sixth, pattern recognition algorithms. Music generation algorithms employ pattern recognition technology to analyze user-inputted music elements, identify patterns in melody, harmony, rhythm, and produce corresponding music. Seventh, real-time generation and editing. This backend component allows users to generate music in real-time and make edits as they wish. Students can shape their compositions by adding, removing, or modifying music elements. Eighth, music evaluation and feedback. Intelligent algorithms can automatically assess the generated music, providing feedback on the quality and style of the music. This helps students improve their compositions. Ninth, personalized learning. The backend also includes a personalized learning module that tracks students' progress and preferences. This facilitates more accurate recommendations and creative support.

### *3.5. Creating Music Teaching Materials and Resources*

The technology architecture for creating music teaching materials and resources is pivotal in higher education music

composition. It optimizes the creation of tailored, adaptive, and engaging content for educators and students alike. It streamlines the curriculum planning process, enables personalized learning, and enriches the educational experience with historical and cultural context. Moreover, the artificial intelligence-driven approach ensures that the materials are always up to date and aligned with the latest pedagogical standards, fostering innovation in music education. This technology plays a vital role in the evolution of higher education music composition by providing the necessary resources to nurture creativity and expertise in music composition.

***Table 5.*** *Technical framework of creating music teaching materials and resources.*

| | |
|---|---|
| Front-end Components | |
| User Interface | Content Selection |
| Curriculum Planning | |
| Back-end Components | |
| Content Repository | Music Analysis Algorithms |
| Content Generation | Content Enhancement |
| Recommendation Systems | Adaptive Learning |
| Data Analytics | |

First, user interface. The frontend interface provides educators and students with user-friendly tools to access, customize, and create educational materials. It supports the intuitive design of learning modules and resources. Second, content selection. This component allows users to select various types of musical content, including sheet music, audio recordings, interactive exercises, and multimedia elements. It offers customizable templates to create diverse teaching materials. Third, curriculum planning. Educators can utilize artificial intelligence-driven curriculum planning tools that suggest appropriate materials based on learning objectives, course progress, and student proficiency. It assists in aligning the content with pedagogical goals. Fourth, content repository. The backend houses an extensive repository of music-related content, including sheet music, audio samples, historical recordings, and educational modules. This repository is continuously updated and enriched with artificial intelligence-enhanced metadata for easy retrieval. Fifth, music analysis algorithms. Advanced music analysis algorithms process the content, extracting musical patterns, styles, and historical contexts. They help educators make informed decisions about content selection for teaching materials. Sixth, content generation. Artificial intelligence models generate custom educational materials, such as personalized exercises, quizzes, and worksheets, according to the selected content and learning objectives. These materials are adapted to individual students' skill levels and learning progress. Seventh, content enhancement. This component can automatically enhance content with supplementary materials, such as historical context, musical analysis, and cultural relevance. It enriches the learning experience by providing comprehensive insights. Eighth, recommendation systems. Artificial intelligence-driven recommendation systems suggest additional resources, materials, or supplementary content to both educators and students. These suggestions are tailored to the specific needs and preferences of the user. Ninth, adaptive learning. The backend includes adaptive learning modules that continually assess student progress and adjust teaching materials to match their skill levels and learning pace. It ensures a personalized and effective learning experience. Tenth, data analytics. Comprehensive data analytics tools track user interactions and learning outcomes, providing insights for continuous improvement and customization of educational resources.

### *3.6. Music Recommendation Tools*

The uniqueness of this architectural framework lies in its ability to offer highly personalized music recommendations by analyzing and comprehending musical compositions and specific user needs. It not only fosters students' interest in music but also supports the continuous development of music composition education. By integrating advanced data analytics, recommendation algorithms, and user modeling techniques, music recommendation tools have the potential to provide critical support for personalized and effective higher education music composition teaching. This technology architecture has the potential to enhance the quality and effectiveness of music composition education. The technological architecture of the music recommendation tools as an application category of artificial intelligence in higher education music composition teaching involves several key components:

***Table 6.*** *Technical framework of music recommendation tools.*

| **Technical Framework of Music Recommendation Tools** | |
|---|---|
| User Modeling | Music Content Analysis |
| Recommendation Algorithms | Data Management |
| Music Tagging and Metadata | User Interface |
| Feedback Mechanism | Learning Analytics |
| Security and Privacy | Scalability |

First, user modeling. This is the core of the architectural framework. It involves creating personalized user profiles by analyzing students' music preferences, skill levels, subject requirements, and learning styles. This requires considering various data sources, including historical learning data, interactions, and assessment results. Second, music content analysis. This section involves advanced music analysis techniques to extract critical features from musical compositions such as melody, harmony, rhythm, emotions, and cultural context. It involves techniques like music information retrieval, audio analysis, and natural language processing. Third, recommendation algorithms. Based on user modeling and music content analysis, recommendation algorithms include collaborative filtering, content-based filtering, and deep learning models. These algorithms are used to match users' interests and needs with available music resources, generating personalized music recommendation lists. Fourth, data management. Handling vast amounts of data is crucial, involving storage and management of a massive library of audio, scores, lyrics, text, and metadata. This data must be

efficiently retrievable, analyzable, and deliverable. Fifth, music tagging and metadata. To better understand musical compositions, metadata such as music style, era, region, instruments, and artists must be accurately tagged and maintained. This data assists the recommendation system in making better matches. Sixth, user interface. The recommendation tool needs to provide a user-friendly interface so that students and educators can interact with the recommendation system, provide feedback, and easily access the recommended music resources. Seventh, feedback mechanism. To continually refine recommendations, the system must collect user feedback, including preference ratings, play history, browsing behavior, and learning progress. These feedback data help improve user modeling and recommendation algorithms. Eighth, learning analytics. This component tracks students' learning progress, grades, and interactions. It supports schools and educators in evaluating the effectiveness of music recommendations. This helps in adjusting the recommendation algorithms to improve learning outcomes. Ninth, security and privacy. It is crucial to ensure that the music recommendation tool complies with privacy regulations, protecting users' personal data and ensuring data security. Tenth, scalability. The technical architecture of the music recommendation tool must be highly scalable to accommodate a growing music library and user base.

# 4. Conclusion

This paper delves into various application categories of artificial intelligence technologies in higher education music composition instruction, including the technical architectures of intelligent music education platforms, automatic assessment and feedback systems, music composition aids, music generation algorithms, music teaching material and resource creation, and music recommendation tools. Through an in-depth exploration of each application category, this paper draws the following conclusions.

Firstly, the application of these artificial intelligence technologies has brought unprecedented opportunities to higher education music composition instruction. Intelligent music education platforms offer highly personalized learning experiences, automatic assessment and feedback systems provide students with real-time guidance, music composition aids enhance students' creativity in composition, music generation algorithms continuously inspire musical ideas, the technology for creating music teaching materials and resources better caters to diverse student needs, and music recommendation tools broaden students' access to musical resources. These technological applications not only enhance students' academic achievements but also enrich the experience of music composition.

Secondly, these technologies open up new prospects for the development of music education. As the demand for music composition and education continues to grow, the momentum of these technologies' development will strengthen further. In the future, we can anticipate more innovative applications, robust technical architectures, and improved user experiences.

Lastly, the research outcomes of this paper provide valuable insights into future research directions. For instance, further research can be conducted to enhance the creativity of music generation algorithms, improve the precision of music recommendation tools, and explore better integration of these technologies for a more comprehensive music composition education.

With the continuous advancement of artificial intelligence technologies, they are poised to revolutionize music composition instruction in higher education. The interdisciplinary combination of artificial intelligence and music education holds immense potential yet to be uncovered. We look forward to more research endeavors propelling the development of this field, providing greater opportunities and possibilities for higher education music composition instruction.

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