

# **Innovative Applications of Generative Artificial Intelligence in Music Composition: A Case Study of Multi-Part Instrumental Ensemble**

Jiebin Chen

Conservatory of Music, Sichuan Normal University, Chengdu 610100, Sichuan  
Province, China  
20030005@sicnu.edu.cn

Ying liu\*

Conservatory of Music, Sichuan Normal University, Chengdu 610100, Sichuan  
Province, China  
cjb\_music@163.com

**Abstract:** Generative Artificial Intelligence (AI) has attracted considerable interest in several fields with growth in different areas, especially in the arts, especially in music production. With respect to the above research questions, this review paper aims to illustrate the uses of AI-driven generative models in making multi-part instrumental ensembles. The case study concentrates on the applicability of generative algorithms for intricate layered compositions making use of deep learning and reinforcement learning techniques that are in synergy for imitating traditional composite ensembles. As for the AI methods being discussed in the paper, there is a focus on the use of neural networks, generative adversarial networks (GANs), and recurrent neural networks (RNNs) and how they can be applied to compose harmony that would reflect stylistic coherence across the genres selected. From this case study, the paper shows how AI can transform the possibility of composition and propose areas that composers have not yet developed and are unlikely to consider within existing limits. It also talks about the drawbacks that act as barriers to applying AI in music production problems, including how to make the pieces created more creative, how to instill emotion, and how to make them sound more human-like. Moreover, the present review explores the marriage between AI and music theory to check how machine algorithms can capture and imitate harmonic, counterpoint, and rhythmic patterns. Overall, therefore, the goal of this paper is to afford a broad and relatively detailed understanding of the manner in which AI can be used to revolutionize the process of music composing with a special emphasis placed on the domain of multi-part instrumental ensembles.

**Keywords:** Generative AI; Music Auto-Composing; Multiphonic Instrumental Ensemble; Machine Learning in Music; AI-Enabled Compositions; Neural Music

## **1. INTRODUCTION**

Generative Artificial Intelligence (AI), which initially was regarded as the new cool technological invention, has become a revolution in different

sectors in recent years. However, the uses of technology have advanced, especially in the creative arts realms, including visual arts, writing, and music, among others, and have created a lot of interest. Of these applications, one that is both interesting and critically relevant is the application of AI in generating themes and composing music in general; there are new prospects that the future holds for composers, performers, and the music industry in general. In the case of generative AI, it is possible to develop different new and original works and compositions based on the previously learned patterns, structures, or styles of music and then synthesize original outputs that either replicate, derive from, or extend what has been learned. This capability is not only built to enhance the efficiency of creating a track on the software but also has great implications for the future of producing music (Annie & Moono, 2019). Record production, which used to entail knowledge of harmony, rhythm, melody, and orchestration, is a set process that takes several years of practice. But now, with the help of generative AI, the fundamentals of music are infused into complicated algorithms that can create melodies and harmonies all on their own. Neural networks, deep learning, and reinforcement learning, the latest in generative AI, have been useful in generating pieces of music that can fuse the features of human composers across the different categories, starting with classical music and going to the contemporary blends, inclusive of fusion music. Such AI systems can create the conditions for speed, suggestions, and presentation, as noted in the potential of promoting creativity to unlock new possibilities of sonic expression and musical vocabularies (Coss, 2019). In this field of study, a particularly promising line of inquiry involves applying AI to the accompaniment of multi-part instrumental groupings. In an orchestra, for instance, or any chamber music combination of instruments, a variety of instruments works in combination as each fulfills its subsection of a composition. Writing for such an ensemble is often a very delicate affair and necessitates a sensitive approach to balances and to the understanding of the potential of instruments and their uses. The ability of AI to emulate or generate pieces for such complex systems can alter the pervasive nature of how composers work on orchestral patterns and layouts of music (Atterbury, 1990). This paper intends to explore the paradigms of generative AI-based music generation within the context of generating music for multiple instrument ensembles. Through an analysis of the existing practices, technologies, and case studies of AI, this research will seek to establish the strengths, weaknesses, opportunities, and threats of incorporating AI in ensemble music production. Reviews that show how current research in AI has been

used to populate real parts for polyphonic music will be integral to this section. Such composite case studies will assist in both identifying the potentials and challenges of using AI-generated music in an ensemble setting and the general effects on the evolution of producing music (Zelenak, 2019). In addition, the present review will also discuss the support technologies of the aforementioned innovations, including recurrent neural networks (RNNs), transformers, and other deep learning models that have also shown great potential in the creation of extended instrumental or even orchestral pieces. It will also discuss issues such as who is qualified to compose music when there is composed music by an AI system, if that composed music can be considered original, and whether AI can level the ground and allow everyone to create music. In sum, the purpose of this paper is to give a panoramic view of using generative AI in changing a certain dimension of the music composition, specifically that of the multi-part instrumental ensembles, and point out the future prospects and potential issues that may emerge in this relatively new field. Drawing from existing research, technology trends, as well as successfully implemented AI applications in the context of music, we aim to enrich the existing scholarship on AI music creation and collaboration, as well as reflect on AI as a tool for creation rather than a threat to it.

## 2. OVERVIEW OF GENERATIVE AI AND MUSIC

In the field of computer science and the creative arts, music composition using generative AI is one of the foremost technological inventions. Recent contributions in the advancement of new approaches in deep learning, where an algorithm can create music pieces independently, have been emerging in the recent decade. By applying generative AI for music, new horizons are explored for composers, but it also overcomes traditional concepts of creativity and credits in composing music. This is because by using powerful algorithms and deep learning, generative machines can complete original styles, imitating the great artists or even producing music for complicated instrumental parts of certain instrument groups, including many parts and independently playing musical instruments. This section gives an introduction to the two major approaches in generative AI under consideration for music generation, namely deep learning, GANs, and transformers with attention mechanisms. All of these technologies have, in one way or another, played a major role in enhancing the abilities of AI in music to deliver well-coordinated, harmonized, and stylistically diverse

compositions than would have been possible in the past.

## 2.1 Deep Learning in Music Composition

Based on the concept of machine learning, the specific branch of generative AI called deep learning has enabled theorists to innovate generative music compositions. Artificial neural networks, as deep learning models, are built to analyze data and gain hierarchical understanding of the data, facilitating representation of data such as images, text, and musical data. Such models are normally deep neural networks that allow them to learn complicated features in the data. In the field of music, deep learning is used to learn the structures in large music databases for harmonization, melody generation, rhythm, and texture analysis (Kirchherr & Charles, 2018). As it has been seen, there are various methods by which deep learning models are employed to create music. The most widely applied techniques include bidirectional Recurrent Neural Networks (RNNs) or Long Short-Term Memory networks (LSTMs) since they are best suited for sequence prediction, such as in music. These models learn from a collection of sequences, such as piano rolls or symbolic renditions of music, and are employed to anticipate the successive note or a sequence of notes in a particular musical environment. As time passes by, these models are capable of producing logical musical segments that are structured and styled the same as the training set (Crane, 2001). Other than using deep learning architectures such as RNNs and LSTMs, another architecture of power in music composition is called the Variational Autoencoder (VAE). VAEs are generative models that learn how to map and unmap musical data so as to sample and generate new music from latent spaces. VAEs can use the learnt distribution to sample new pieces, using points in the latent space to create new samples that share the general characteristics of the training data. Their applicability is most effective in activities such as melody construction, chord sequences, and independent instrument tracks, which proves them to be a very effective tool in AI-integrated music production (Zarza-Alzugaray et al., 2020). In the application of music generation based on deep learning, it is possible to address different contexts of musical accompaniment, starting from the solo performance to the complex ensemble combination of different instruments. The capacity to learn about musical structure over time preserves the coherence and expressiveness of the composed material, making the deep learning models mimic the stream or flow of the human composition. And although this approach can be highly beneficial for writing the long form—pieces of symphonic nature or multi-part works, where the long-term dependencies

between the melody, harmonic, and bass lines, as well as between the instruments themselves, need to be kept intact (Laes & Schmidt, 2016).

## 2.2 Generative Adversarial Networks (GANs)

Another crucial deep learning architecture is the Generative Adversarial Networks also known as GANs and they have been shown to hold a lot of potential in generating music. Generative Adversarial Networks, or GANs, are deep learning frameworks comprised of two neural networks, generator and discriminator that are in competition with each other. The generator is designed in such a way that it has to generate data that looks as realistic as possible (in this case we are using music) while the discriminator aims at identifying fake/real data. Gradually both networks enhance their training resultantly producing accurate and realistic novel data in their own specified targets (Yin, 2018). Generative adversarial networks, or GANs, have been used in a number of creative applications, of which image synthesis, text synthesis, and, most recently, music generation are of special note. In music, GANs are employed, for instance, to generate new music pieces based on the work the GAN learns from a dataset of music. The generator network develops a set-theoretical representation of the music, and the discriminator recognizes how close to real music the given set of sequences is. With practice, the generator learns how to generate music data that is innovative and yet sounds real in rhythm, melody, and harmonies (3). The rich variety of outputs is one of the most promising benefits of GANs for music composition. Due to the ability to address a vast number of options in generating new music, GANs are more suitable for creating utterly experimental and exotic compositions. That makes them perfect for creating compositions that are not characteristic of or adherent to standard structures of most music or those experimenting on different music genres. Moreover, there are some notes on the GAN applications: GANs have been used to synthesize the particular styles of the music by providing the range in which the synthesized music is to be developed (Laes & Westerlund, 2018). Nevertheless, there are still some weaknesses aligned with GANs when considering music composition. For example, training GANs for music generation can be an exhaustive process in terms of computational power and the time it takes to accomplish the training when working with tough data sets, orchestral scores or multi-music instrument set. Moreover, although GANs actively work with the creation of individual impulses in musical connotations or motives, the problem of creating a full-fledged musical work with fixed structural

stability in time remains unresolved. However, the current research has indicated certain drawbacks associated with the use of GANs, including the phenomena of mode collapse and poor sample quality; however, further improvements in the GAN architecture, including including conditional GANs and attention mechanisms, has indicated that these drawbacks can be absolutely harnessed (Xu et al., 2022).

### 2.3 Transformers and Attention Mechanisms

Transformers, which were originally proposed at the beginning of 2017 in the title “Attention is All You Need” by Vaswani et al., are now among the most popular models on the market in the NLP field and are gradually being used in music production. However, while RNNs are sequential in their approach, transformers use self-attention in order to process data simultaneously, in batches. This is helpful for transformers to learn long-range dependencies with the ease and appropriateness for applications involving large-scale sequential data such as music (Legette, 2013). Embedded in the center of the transformer model is the mechanism of attention, which lets the model see different parts of the input sequence when it creates each element of the output. This is particularly important for activities like composing music because the interaction between different parameters, for example, the accompaniment and bass, may cover lengthy time intervals. Because attention mechanisms make the model able to focus on some part of the musical sequence, the generated new sequence is more coherent and contextualized than a random one (Warlow & Berridge, 2021). In applying transformers within the regime of music generation, they can be implemented to convert symbolic ground, such as MIDI files, into music by learning patterns of music structure. For example, a transformer model trained for orchestrations might learn how the instruments complement each other on an ensemble level while creating music that considers the individualistic as well as synchronized coordination of those apparatuses. As transformers rely on attention mechanisms, which allow them to produce instrumental compositions as full parts, they offer more harmonically developed and structurally coherent performances than earlier versions of the RNN models (Darrow, 2012). On the same note, it is also important to understand that transformers are very scalable. In contrast to RNNs that have a hard time handling long sequences owing to the sequence processing mechanism, transformers are capable of handling longer sequences of input data. They are particularly useful for creating lengthy compositions, for example,

symphonies or sonatas, in which short-term organization becomes a long-term behavior. Furthermore, transformers can be adapted to specific musical applications like the generation of melody, harmonies, or accompaniment, therefore being highly useful to machine learning in music production (Adamek & Darrow, 2018). In addition, compared to other types of generative models, transformers' ability to produce music with stylistic variation is at a higher level. Transformers can generate new music that derives from a style, genre, or composer of a certain tradition by training the model on respective styles and genres while the result still remains surprising. This versatility has made transformers arguably one of the most effective techniques for transforming AI to music production, especially when it comes to the composition of multiple-instrument, multiple-voice counterpoint (Manohar et al., 2017). Auto MPG deeper learning, generative adversarial networks, and transformer models with attention showed great progress in music generation. These models have enabled the production of musical works that are compound as well as complex and yet different and unknown. Through the application of such methods for such kinds of multipart instrumental ensembles, AI is expanding the opportunities for the experiment in mastering various methods of orchestration and arreglo for voluminous and diverse instrumental collections. Recent advances in these models bring great promise in changing the way compositions are created and in improving the tools musicians use for composing music, collaborating with others, and being inspired themselves (VanWeelden & Whipple, 2014).

### 3. THE CREATIVE ROLE OF AI IN MUSIC COMPOSITION

That is why today it is impossible to mention music production without referring to artificial intelligence (AI), as the technology that has provided musicians with numerous convenient and useful tools to experiment with. AI goes further than pattern matching and rote programming in its practical implementation in music composition. In helping to develop new material generation, streamline laborious tasks, and expand initial experimentation with new forms of composition, AI has enlivened and altered the creative process in areas that are challenging to begin with, especially with the large instrumental ensemble. In this section, we explore three main aspects of AI's role in music composition: helping brainstorming, relieving routine work, and enhancing the composition methods (Colwell & Thompson, 2000).

### 3.1 Assistance in Idea Generation

Generating the new musical ideas is one of the major creative endeavors that has been assigned to AI in music composition. Many a time traditional composition demands a rich pool of ideas, imagination, and aptitude, along with the conflict of how to escape the rigor of the prevailing style or the process of how to cross a creative barrier. Here, the use of AI and its capabilities is much more important because you can get various musical ideas depending on the mood, genre, key, or instrumentation, to mention but a few. Through the use of deep learning such as RNNs or GANs, different styled music pieces can be studied effectively with big data analysis and new different phrases or progression can be proposed for a different style or even with regard to different composers (Martela & Riekk, 2018). The described solution proved useful for composers when it comes to multi-part instrumental ensembles, applying AI to generate not only a melody or harmonic progression but also a complementary part that is concordant with composition textures. For instance, similar to OpenAI's MuseNet and Google's Magenta, some systems can generate numerous musical lines in polyphony that different quantities and qualities afford, within a style and meter of the user's choice, ready notions for further elaboration by composers. With this capability, a composer can set his/her creativity to work on thematic development and use of melodies or emotions while the generative component is left to the AI (Darrow, 2015). AI can be especially helpful in idea generation for composers engaging in compositions for a large number of instruments combined or individual ones simultaneously, as the relationships between them become convoluted and confusing. AI tools can play different instrument parts, can mention possible counterpoint or voicing solutions, and can present the composer with options he commonly wouldn't develop by himself. They expand otherwise stagnant potentialities: new creative domains open before the composer to free himself/herself from the standardized patterns (Ainscow & Messiou, 2018).

### 3.2 Automation of Repetitive Tasks

AI's propensity to perform repetitive tasks has thus changed the way music is composed in the music industry. Some parameters of musical works, including orchestration, arrangement, and writing most of the major cadences' harmonies, can consume much time and are cumbersome. This can be done by employing AI with an end to giving all that work to the composer so that he could focus more of his time on quality that comes into play in the choice of pieces. In the case of polyphonic instrumental



formations, automation is particularly useful in dealing with the technicalities of the part-writing and orchestration in the multiple parts of the ensemble (Vansteenkiste et al., 2020). For instance, instead of writing out a syncopated bass line, AI-based software can propose a number of orchestrations of a given melody or harmonic prototype, with due regard to instrumentation and register. It could be especially important for them when they are composing music for big formations because the tasks with the coordination of numbers of players and individual parts are very critical. Besides that, AI can help in arrangements or alterations, for example, transposing an arrangement for distinct instruments, variations in phrasing and articulation, or creating variations on a theme. All these tasks, as much as they might be crucial in the compositional process, may be quite tiresome when done by hand. In this manner, many repetitive features are implemented through AI so the composer can emphasize more creative points, including shape, evolution, and emotion (Matthews, 2015). Feedback in the teaching and learning process can also be managed in an AI real-time manner. For example, using machine learning, features of compositions can be detected and further changes in balance, orchestration, and harmony can be offered. These are all derived from fundamental rules governing music, and they give composers easy methods of improving on their scores. For instance, AI can help composers define which harmonies or voicings are undesirable for the style that has been established or if the range in a particular instrument is not suitable for it (Chow & Winzer, 1992). In several instrumentation strata, automation can also pave the way for interaction between the various sections of the given instrumental group. AI can provide the rhythm or even some melodies that complement other instruments or voices and keep them together instead of producing unwanted beats or more dramatic sound interferences. This frees up the composer's time so that he/she can think about real big-picture aspects like form and themes rather than getting bogged down in strictly treating parts (Ulug et al., 2011).

### 3.3 Facilitating Novel Compositional Techniques

AI creates possibilities for the composer to try out new compositional methods and styles that are almost impossible to realize manually. Some of the problems that AI can solve to create new patterns for new music genres are explained below: Moreover, traditional harmony, melody, or even rhythm can be disrupted to a certain extent by the results of modern machine learning models. In a multi-part instrumental ensemble, such techniques could be used to develop completely new ideas that

revolutionize the possibilities of multi-instrumental music-making in terms of the complexity and the expressiveness of the music (McCord, 2016). One of them is the algorithmic composition—composition created by applying certain algorithmic procedures. These rules can be simple arithmetic rules, like fractals or chaos, or renewed rules may be from higher-order concepts like randomness or stochastic. The robot can use data to its advantage because, with great speed, it can give more options of structures and forms, which can take a human composer considerable time to come up with. For example, AI can produce such items as the harmony that forms new harmonic progressions that otherwise might have taken one ages to find, counterpoint, or rhythm systems that may take ages to create (Thornton & Culp, 2020). Moreover, AI allows for co-compositional practice where one composes in parallel with AI. Machine learning can give an immediate reply to what the composer is doing in the moment and can offer tips to expand a musical conception immediately. This kind of interaction makes it possible for composers to try out a cross section of possibilities within the shortest time possible. For example, composers engaged in creating multi-part instrumental parts can try AI-generating supporting rhythms or counterpoint melodies that would correspond to the composer's given leading line and thus can try a variety of musical ideas without being limited to the traditional techniques of counterpoint writing (Ainscow, 2002). AI also helps in searching for other kinds of tunings and scale structures. Some of these notions, however, are virtually unattainable for human composers for the reason of the complicatedness of certain tuning systems or other requirements as for instruments, which are present even in the avant-garde and experimental genres of music. It is in these explorations that AI needs to play a role in generating compositions from microtonal scales or non-western musical systems, thus opening up a whole new tonal space for a composer. In some of the many-part compositions, it can be guaranteed that various instruments are fit to address these atypical scales as well as achieve music structural integrity (Hourigan, 2009). And last but not least, AI improves the experience of interactive music. It means that through creating new interfaces, composers can implement, for example, systems where music changes according to their input from a concert or real-time data. Such interaction might be more interesting if the AI systems respond to the playing styles or to the improvisations of other performers in the course of a live ensemble performance. Such techniques bring into play factors of uncertainty and, in this case, unbridled creativity, which challenge the more structured sequence and result in a performance that is not only fluid but highly kinetic (Cassidy, 1991).

As with all art mediums, there are many ways in which artificial intelligence is involved in the creative process of music composition, and the uses of this field are expanding. In this way, AI helps the composer to innovate, generate ideas, reduce routine work, and produce new concepts dealing with new manners of composition. To speak about orchestration and structural challenges of multi-part instrumental ensembles, AI provides essentials that allow composers to overcome technical difficulties on the way to explorative perspectives. This is an interesting development given that artificial intelligence technology is rapidly evolving, and indications are that it will be even more important in music composition in the coming years because it presents composers with totally new ways of working and prevents the adjustment of this vital art the wrong way (Nabb & Balcetis, 2010).

#### 4. CASE STUDY: AI IN MULTI-PART INSTRUMENTAL ENSEMBLE COMPOSITION

With the use of artificial intelligence, or AI, there are new and exciting possibilities in the composition of music. This paper is devoted to the description of the usage of artificial intelligence in arranging the polyphonic music, including the multiple parts for instruments with interest in the process, difficulties, and many-sided perspectives. The paper employs an AI music generation system to examine the possibility of using AI in assembling intricate compositions for ensembles and various instruments, in particular for the composer. Dividing the experiment into several steps, such as preparing the experiment, using AI in the first attempt, fine-tuning the composition, and evaluating the obstacles and possible benefits, this segment explains AI's involvement in the compositional process in detail (Akalın et al., 2014).

##### 4.1 Setting Up the Experiment

The first aspect under the proposal of using AI in composing multi-part instrumental ensembles is laying out the experiment. In this case, the experiment is with the construction of a composition that involves strings, woodwinds, percussion, and brass instruments all being part of a concerted whole. Thus, the purpose is to determine ways in which AI can help with creating ideas for intricate nested structures of composition, bearing in mind instrumentation, orchestration, and harmonic and voiced textures (Schnare et al., 2012). This is followed by choosing the right AI model,

which would be able to mine and create music. Over the past few years, there have been many AI tools created for aiding musicians in composing music, such as OpenAI MuseNet, Google Magenta, and IBM's Watson Beat. These AI systems use algorithms like machine learning, deep neural networks, and generative for creating music across various genres. In order to carry out this experiment, an AI music generation system was selected that can generate polyphonic music that can support multiple instruments in a combined composition (Dobbs, 2012). Also, the use of the experiment must consider other musical parameters that are characteristic of ensemble music. These are the tempo, the time signature, the key signature, the instruments, and the form of music. There is a vital role that the attributes of AI play when it comes to building structures of counterpoint, orchestration, and counterpoint playing between different instruments within one single piece and, in general, for creating an artistic piece at all. Thus, for the trial of creating multi-part music suitable for a multi-part instrumental ensemble, the dataset includes classical compositions, symphonies, contemporary compositions for an instrumental ensemble, and other similar pieces. From this data, the AI learns both the theoretical and practical imperatives of ensemble music as defined above (Carter, 2014). Composers or experimenters draw a plan of an ensemble before the real composition work of an instrumentalist begins; this plan specifies, for example, the number of instruments, the pitch range, timbre, and function of the instruments in the given texture. By the same token, the structure and the genre of the piece are predetermined in advance as to whether it is a work for symphony orchestra, chamber group, or even a kaleidoscopic distribution of the instrumental forces.

#### 4.2 Generating the First Draft

As for the operation of the setup after being completed, the next step is coming up with the actual composition of the first composition or sketch, which is put together at this stage. And so with the parameters laid out, the AI model goes into the music generation aspect of its function and starts churning out the ensemble piece in the form of a dummy draft. The AI generates musical aphorisms, melodemes, or short motives in relation to the instruments of the orchestra. The first objective at this stage is to achieve comprehensibility while delivering a relative, albeit crude, estimate of a composition split into multiple parts (Ishak & Abu Bakar, 2014). The model operates by using the patterns taken from the training material before it and creating melodies, harmonies, or rhythms more associated with that particular genre and form. The problem at this point is to come

up with outputs that not only have a given style but are also harmonically warm and rhythmically dense enough to bring the whole ensemble. The AI must think at two different levels at once: how the individual voices (and instruments) function and how they can be combined to record texture. If a string section, for example, the model might propose a primary melody, whereas to woodwinds it may suggest countermelodies or supportive harmonic lines. Other possibilities included the addition of percussion for rhythmic support, the doubling of slurs with other instruments to form harmonic support and enhancement of climactic material in the arrangement (AlMahdi & Bukamal, 2019). Some of these sections include muting the instruments, creating generated music in this draft, and enhancing the tempos in all these drafts of music. In this case, composers or music editors would go through the generated material and, where necessary, correct it to make the final work conform to the standard and acceptable use of instruments, orchestration, and typical musical structures. Despite the generation of the first draft being accomplished by employing AI technologies, the intervention of people is still required. As you will see from the excerpt above, the AI can propose a first version or a set of solutions, but it is up to the musician to make the last choice and adjust it to the complete sonic picture he imagines. Issues with texture balance and phrasing become critical at this stage, as well as transitions between sections of the ensemble that may sound awkward at this point of the work (p. 16).

#### 4.3 Refining the Composition

The final retuning of the compound can be considered the most sensitive stage of the work. Specifically, AI proved efficient at addressing the plot outline: given inputs about faces and places, the tool delivers a coherent first draft of the story; however, it still requires a human touch to consider the semantic nuances and eliminate inconsistencies together with improving the rhythmic patterns of work. At this stage the composer or the orchestrator looks at the first AI-generated music arrangement to assess what changes can be made for the better (Janney & Snell, 2006). The AI-generated music is usually a diverse source of ideas but may be plagued with several teething problems associated with its creation. They include the following problems: Instruments tend to have major and minor roles that are unequally distributed, and at some point the vocal lead can be extremely awkward with too many repetitions of a phrase. These problems are far more appropriate when considering multipart ensembles, as each instrument is assigned a specific function in the texture (Savin-Baden &

Major, 2023). The refinement process involves several key actions:

1. **Balancing Instrumental Roles:** In ensemble composition, therefore, some instruments are used to play the main tune while other instruments play a harmony or an accompaniment rhythm. The composer said that he or she will fine-tune the elements of the music algorithm in order to clearly distinguish the roles of the instruments. Namely, if using AI, e.g., teaching it to increase the importance of the brass section while giving no work to strings, a composer might adjust arrangements by assigning more melodies to strings or producing more interesting Contrapunctus among sections (Alquraini, 2012).

2. **Improving Voice Leading:** There is nothing more essential than voice exchange—the transfer of voices from one part to another, but especially referred to many parts of ensemble structures. In this phase the composer makes sure that the voices go to the next voice in a proper and well-mannered way; they do not jump to a higher or lower pitch that could create a wrong look and feel of the singing or the song.

3. **Enhancing Orchestration:** This means choosing as parts of instrumentation not only melody and rhythm but also timbre proper, i.e., the qualities of sound sources chosen for performing the piece. AI could, for instance, fail to consider aspects of the combination of instruments that will produce clashes or pick improper color combinations. In some cases, the composer may find himself having to switch some ideas to other instruments to get the right hue and aural quality (Doménech-Betoret et al., 2017).

4. **Refining Rhythmic and Harmonic Structure:** The timing and harmonization ideas of the AI might not be very diverse or complex but might repeat themselves. These include the composer enriching the music by changing the rhythm, changing the key, or using different types of harmonies all throughout the music. Furthermore, pressing questions about structure—rhythm and the progression of themes—could call for modifications so that the emerged piece has a proper arc (AlMahdi & Bukamal, 2019).

Altogether, what the composer does is filter and reshape those inputs into AI-generated music in order to comport with professional ensembles. The sharpening cycle confirms the appreciation within the arts of the human inventive and professional component, especially in fugal compositions where individual voices and instruments participate at different levels.

#### 4.4 Challenges and Opportunities

Analyzing the basis of AI in multi-part instrumental ensemble

composition, it is possible to note the following advantages and disadvantages. Such issues are evidence of the fact that there is still much that remains to be done to perfect the technology and where people's skills are absolutely essential.

#### 4.5 Challenges

1. **Lack of Emotional Depth:** Although it's normal to have a machine perform most of the activities, including producing music with AI, it may not give the touch that a composer or music producer will give to particular music. This may be why AI is incapable of interpreting the textual characteristics, such as phrasing, expression, or dynamic shaping, that are highly present and important in the rendition of emotions through music (Bandura, 1977).

2. **Over-reliance on Patterns:** When it comes to AI models used for music generation, these models learn from big data and therefore create 'typical' patterns or cop out what is normal within the dataset that is being passed through to them. This can lead to works sounding mechanical, mundane, and therefore the inspiration of the ensemble composition is restrained (Draper et al., 2019).

3. **Harmonization and Counterpoint Issues:** Two- and more-part compositions for instruments demand several knowledge of harmonies and counterpoint. At other times, AI can produce harmonies that are incompatible, or where voice exchange is not smooth in the ensuing notes (Draper et al., 2019).

4. **Balance and Interaction:** In ensemble compositions, it may be observed that balancing between instruments and also the best way to guarantee their interactivity pose a challenge to the AI systems. AI compositions may not divide the concepts between the instruments in the right manner, and as a result, end up with sections that are heavily dominated by certain instruments while others get little play (Broderick et al., 2005).

#### 4.6 Opportunities

1. **Expanding the Composer's Palette:** It is hereby argued that AI can be useful in the context of composing inasmuch as it opens up new creative angles for composers to consider. One of the many applications of the AI generation is that we get creative ideas that were not imaginable earlier; these could be ideas related to orchestration, harmonies, and forms (Bailey Jr, 1991).

2. Efficiency and Productivity: AI can develop initial drafts very fast, and with composition, it can improve the process of composition by a huge margin. On this idea, the composers can take what comes out of the AI and then expand or revise it to build new compositions (Evans & Bonneville-Roussy, 2016).

3. Cross-Genre Experimentation: For its part, AI can allow a composer to try different styles and to put together, say, classical and post-modernistic or neo-classical and atonality styles. It means that there are many opportunities to expand the choice of new concepts and new generations of musical compositions that become the basis for the formation of new combinations of meaningful, creative, musically-related points 14.

4. Education and Learning: AI has the potential of helping composers and musicians at enabling and nurturing orchestration, harmony, ensemble writing, or any other concept in music. In this way the music created by the AI can help students learn about new methods of composition and analyze which techniques are most effective in writing music (Evans & Bonneville-Roussy, 2016).

The incorporation of AI into multiple part instrumental ensemble writing is a new and groundbreaking advancement in the area of music. There are barriers, but the possibilities for new ideas are extensive, and with AI, there is the potential to see significant advancements in the nature of music making in the future. AI can help aspiring composers to define better arrangement strategies and enhance their concept of ensemble music making, especially in the creation of intricate Klangmaler and highly differentiated multimedial orchestrations, which would be impossible to reach by just employing more advanced composing techniques (Holmes, 2020).

## 5. ETHICAL CONSIDERATIONS AND AI IN MUSIC COMPOSITION

Generative AI has emerged as one of the most revolutionary forms of the new technology revolution in industries, including music production. With advanced autonomous generation tools and algorithms performing music generation tasks, several questions surround such innovations, including the appropriateness of such innovations and the consequent morality behind the use of technology in music creation. When it comes to the legal use of AI to create music compositions, especially in many-voiced



instrumental compositions, the issues of unethical are even more acute. In this section, it is necessary to discuss the various known ethical concerns related to AI in music production with a focus on the following aspects: authorship, originality, and intellectual property rights, as well as concerns that are mainly important for musicians and the music industry (Amr et al., 2016).

### 5.1 Authorship and Creativity

Of all the ethical questions revolving around the use of AI in music production, probably the most contentious is ownership of the work created by an AI. Music, believed for centuries to be an aspect of human experience, is a reciprocity of process and production template; creativity, aesthetics, and culture. However, when an AI system is used to generate musical compositions, the question arises: who is the real writer of the work? The AI, as a matter of course, being an algorithmic system, not only has no personal experience, but it is also devoid of emotionality and purpose, which are usually believed to underpin creativity. Therefore, there is a dissolution between the roles of the human and composition in the process of composition (Sandhu, 2017). At times, AI technologies are applied as co-designers as opposed to originating designers themselves. It can be one in which the musician feeds it particular parameters or in which the musician guides the AI system to create music based on given tastes. However, with advanced use of such AIs, they may be able to complete a whole piece without human interaction, which leads to the ongoing debate of whether the AI should be considered the artist or the person who created and trained the AI should be regarded as the author. This leads to a discussion of more general problems concerning the nature of creativity and the ability of machines to emulate or even outdo them (Evans, 2015). Further, the constant use of AI in creation of music is likely to have negative effect of denying musicians' talent in the songs created. In case AI-generated music becomes pervasive, it will grow challenging to differentiate music made by AI systems from personal music pieces. This may lead to a depreciation of the importance of human talents and skills in the world of music, thus an increase in the unknown repercussions in the future for the profession (Evans, 2015).

### 5.2. Originality and Plagiarism

Another important ethical question arising from the use of AI in making music is the question of authorship and the possibility of copying. Basically, most AI systems depend on a database of music that already exists so as to

learn patterns, structures, and styles in music. That said, it can create complicated music and, at the same time, raise questions such as, Are the compositions created by AI unique enough? (Jellison, 2015). Most AI algorithms work on pattern recognition of the data used for training with an aim of mimicking the results. For this reason, one is likely to find that the AI-produced music closely resembles other music and attracts allegations of piracy. This issue is more relevant, especially for multiple-part instrumental groups, because of their potential to compose music like the current classical or contemporary music. Academic dishonesty, whether the author had carried out the act deliberately or by accident, is one of the major sins that is deeply rooted in any line of art, music included. In cases where there are similarities, legal as well as ethical repercussions would arise concerning any given piece composed by artificial intelligence. For example, it could cause concerns of piracy, especially when AI is employed for business use in making music for movies or advertisements or programs (McDonald et al., 2009). In response to this problem, some of the developers of AI systems have incorporated measures that would guarantee that the generated music is different enough from the data used in the training process. Nevertheless, what you get when stopping at originality's edge in the context of AI is still a matter of discussion. In the future, due to technological change, it is going to be imperative to work out treatments to safeguard original creators' rights while at the same time giving AI a chance to unleash their creativity (Ritchie & Williamon, 2011).

### 5.3 Intellectual Property Rights

The issue of intellectual property is one of the most sensitive ethical dilemmas contained in the integration of AI in music production. When machines are able to write compositions on their own, then the question that arises is who has rights over the compositions. Pursuant to the prevailing copyright regime, human authors are accorded ownership of a copyrighted work; by the same token, AI has no juridical personality. This raises some legal questions, as the individual behind the AI, or the person who trained it and used it to produce music (if that person himself is an AI), may own the music (Hammel & Hourigan, 2011). There consequently arise legal issues relating to AI-generated content, especially as it pertains to musicians and in the development of AI. In case the constituted music is commercial for a certain entity they program AI for, conflicts may arise as to whether or not the AI owns copyright of such music or the owning entity does. Which becomes particularly intricate when the introduction of the AI occurred after the training on a database of records that, in essence,

includes songs of other performers that might encumber issues of derivative works and fair use. According to the current trend, with the general acceptance of AI-generated music, there is a need for the law to catch up. The first possible approach is to pass new legislation or modify the existing ones where ownership and the copyright of content generated by artificial intelligence will be regulated in one way or another. But achieving a balance between the two, on the one hand, and the rights of human creators on the other is going to be a challenge (Priyadarshini & Thangarajathi, 2017).

#### 5.4 Impact on Musicians and the Music Industry

Yet the innovation of the use of AI in composition also gives a number of questions regarding musicians and the musical industry. On one hand, AI has the opportunity to open the way to music production for people who do not have an academic background in music or significant funds to record music in standard ways. For instance, an up-and-coming composer will be capable of creating a number of orchestral compositions by using an original AI tool without actual skills in playing all types of instruments or without the necessity to have musicians (Glen, 2021). Meanwhile, risks of AI having a negative impact have emerged, and one of them is job elimination occurring in the music sector. However, this might be far from true, given that as the AI systems advance to create even high-quality music, there will be less customer demand for composers, arrangers, and musicians. This may seem highly disadvantageous to the careers of musicians, as this could have some robust economic impacts on musicians, especially those that have specialized in little-known music genres or those operating in less expansive economies. In turn, AI could amplify the existing disparity of the music business by likely continuing the dominance of large corporations with resources for investing in the AI development and implementation. The small independent musicians may find it challenging to compete with the large corporation; this is because, with the help of AI, they can make music within a short period and at a relatively cheaper price. This could lead to an enhancement of the consolidation of power in just a few players in the market, which shuts out the issue of increased diversity and innovation (Ginns et al., 2007).

#### 5.5 Bias and Fairness in AI

Bias is the other issue of ethical concern in circumstances where AI is generating music. Any output of an organization's AI system will be tainted by input that was given to it, and hence if an AI system's training data is

biased in some way or the other, it will definitely show in results. For instance, an AI model trained with a dataset of mostly Western classical music will create compositions that are more in the Europhone tonal tradition, structures, and styles than give due representation to other cultures. This bias in music generated using AI may lead to continuing cultural and racial imbalances in the music industry and will contribute to counterproductively isolating unpopular genres. Only when the variety of musical styles and traditions in training data sets reflecting the future of music creation with AI systems is significant will the repertoire of compositions not be impoverished. To this end, developers need to avoid replicating stereotypes and guarantee that generated music encodes diverse musical styles (Polit & Beck, 2020).

### 5.6 Transparency and Accountability

Transparency and accountability are two of the most important frames of ethical implementation of artificial intelligence systems. It is crucial when it comes to AI music composition, as well as the users of the AI, to know how the AI works and where the data it feeds on emanates from. Some of the music created through computer software can sound so real that the average listener has no way of knowing whether a tune was written by a computer or a human being. This, of course, makes one question the believability of such works and if there is a chance of the creators deceiving the public, whereby most AI-generated music is commercial. Similarly, the purpose and application of AI in developing music must be more focused, and the accountability of the use of AI in music must be made clearer. In the case that an AI generated a composition that is adverse in nature, for instance, a violation of copyright laws or creating content that is politically or ethnically incorrect, there must be someone culpable. Who is an author—the one who established the AI, the one who utilized it, or the AI? As AI continues to become further embedded in the creative sectors, defining clear accountability will be paramount (Kaur & Noman, 2020). Ethical issues of AI use in music production raise a lot of questions that, for one reason or another, are quite complex. AI is both promising and threatening with regard to authoring, creativity, ownership and royalties, and benefit/detriment for musicians and the music industry. However, as AI is becoming more frequent in producing music, it becomes important that all the stakeholders, such as developers, musicians, and policymakers, should adorn the discussion of the above-mentioned ethical considerations. According to the need, the authors strictly stated guidelines for the use of AI in music composition with legal and ethical frameworks

to guarantee that the integration of AI in the creation of new music would generate positive impacts for both the artists and the audiences in (Ginns et al., 2007).

## 6. FUTURE POTENTIAL OF AI IN MULTI-PART INSTRUMENTAL ENSEMBLE COMPOSITION

It is important to note that usage of artificial intelligence (AI) in many-part instrumental ensemble composition has progressed over the past few years. Although composers already experienced quite a success in using AI to generate harmonies, textures, or rhythmic patterns, the future development's great promise is not only in helping to expand the creative process to include mutual communication and collaboration between AI and human musicians. This section explores two key areas where AI is expected to have a transformative impact: as an auxiliary to cooperative work in the process of creating a composition and as an initiator of the actualization and improvisation of performances (Awla, 2014).

### 6.1 AI as a Collaborative Tool

In the future, it will be even more an assistant and more a tool to create music content or just a tool. A common difficulty for composers is that of promoting and controlling the interaction between instrument parts in an ensemble and also checking that they are collectively coherent. Due to its ability to analyze patterns in data, AI can help composers in an attempt to handle this problem by providing tips as to how a piece should be orchestrated, which chord, and counterpoint to use. In addition, AI models, devised from different sample collections of music, could replicate and produce ideas that a composer would not initially come up with, hence enriching the features of creation they have to work with (Matthews, 2015). AI may have various applications beyond its generating function in the collaborative process. Real-time feedback could also be used where AI would complement compositional change of direction in response to feedback or with constantly changing input from human parties. This integration makes it possible for the composer to interact with the AI in a way that is different from a proven one-way device. For instance, using AI, one could use a melody composed by a human, and using artificial intelligence, the melody could be changed, resulting in a new one that conforms to the specified style or harmonic architecture. This may create a more active cycle of composition that is a significantly continuous process where the composer and AI improve on their sections in equal

measure (Draper et al., 2019). Further, where multiple compositions are written by different writers simultaneously, this proposed AI-driven composition tool could be very helpful because the user interface allows many writers to contribute to the same music piece. AI, therefore, assists in matching the inputs of various composers with stylistic preferences in the ability to coordinate every performer in the ensemble with reference to an overall form familiar in Western art music. This would therefore make AI an essential working partner for artists, independent and ensemble, who come together in one harmonious virtual pool of human geniuses with one composer, albeit a robotic one (Goldan et al., 2021).

## 6.2 AI-Driven Live Performance and Improvisation

Another promising area that AI shows great promise for in live performance is also a rather emerging one. In multi-part instrumental ensembles, the live performance is a dramatic process, which presupposes real-time interaction between performers. AI can supplement this interaction by providing a kind of counterpoint and improvisation in these performances. It may be written live, and with the help of machine learning, the AI can detect the input of human musicians and subsequently respond to the... One of the perhaps most exciting areas of AI application in live performance is improvisation. The AI systems that can be trained on as wide a range of musical styles and genres as possible can follow the creation of the music by the performers on the fly and offer counterpoint, harmonies, or patterns that can also grow with the human input. What this process brings in enhancing the context of ensemble music is that the AI is not only a listener or an implementer of the ongoing dialogue but a generator of the dialogue itself at one point (Avramidis et al., 2000). For instance, in a jazz band, where musicians are creating instant virtuosic responses, AI could listen to the chords and the melodic line of the musicians and play its lines in response to the harmonic structure that will create an adaptable ad lib melody in the whole group. The AI's reply could be as simple as added melody accents or even true countersubjects, backphrases, or figural imitations to the human performers, making more added counterpoint and additional melodic ideas. In this regard, AI transitions from being an appendage to an agent in the development of an increasingly detailed storyline in the performance. Aside from improvisation, AI also has applications to real-time performance in live performances. By employing AI applications, performers can change the texture of a piece as a work progresses and choose from a pool of orchestrational options that are harmonious to the composition but also

innovative at the same time. The AI can also play the conductor position, suggesting the right tempo, dynamics, or phrasing, so that it allows for a more flexible performance space (Kenny, 2011). Potential is enormous to revolutionize the creation of more advanced multi-part instrumental ensembles for which AI has already transcended from being a generative tool to a creative partner in the process of music composition and performing. The ability to talk to machines in real time is enormous, especially when it comes to real-time interaction with human musicians, meaning that AI has the potential to revolutionize the way both compositions and live performances are created and experienced.

## 7. CONCLUSION

Thanks to generative AI technology, traditional approaches to music making are rapidly evolving, and new possibilities are being opened for composers. Specifically, in the configuration of multi-part instrumental ensemble music, the use of AI as a tool for generating multiple polyphony structures has been fruitful. There are still questions left open: how to encode emotions? how to control the signal-to-noise ratio, and so on and on, yet the potential of AI to replace or augment the orchestral composer is tangible. Being future-driven, AI models for music will develop in more ways, and the potential of such models to aid composers and musicians will increase. As for using AI in creating the music within the range of ensemble compositions, such utilization is expected to remain an area of concern for further development and experimental growth. Finally, the future ethical issues and future research direction of this field will be discussed as this field is growing up in the music industry. The synergy between the human creative spirit and technical computerization is therefore likely to have many spectacular futures in contributing to the production of music.

## References

- Adamek, M., & Darrow, A. A. (2018). Music in special education.
- Ainscow, M. (2002). *Understanding the development of inclusive schools*. Routledge.
- Ainscow, M., & Messiou, K. (2018). Engaging with the views of students to promote inclusion in education. *Journal of educational change*, 19, 1-17.
- Akalin, S., Demir, S., Sucuoglu, B., Bakkaloglu, H., & Iscen, F. (2014). The needs of inclusive preschool teachers about inclusive practices. *Eurasian Journal of Educational Research*, 54, 39-60.
- AlMahdi, O., & Bukamal, H. (2019). Pre-service teachers' attitudes toward inclusive education during their studies in Bahrain Teachers College. *Sage Open*, 9(3), 2158244019865772.
- Alquraini, T. A. (2012). Factors related to teachers' attitudes towards the inclusive

- education of students with severe intellectual disabilities in Riyadh, Saudi. *Journal of Research in Special Educational Needs*, 12(3), 170-182.
- Amr, M., Al-Natour, M., Al-Abdallat, B., & Alkhamra, H. (2016). Primary School Teachers' Knowledge, Attitudes and Views on Barriers to Inclusion in Jordan. *International Journal of Special Education*, 31(1), 67-77.
- Annie, P., & Moono, M. (2019). Viewsof students on the inclusion of learners with disabilities. *International Journal of Research-Granthaalayah*, 7(3), 142-147.
- Atterbury, B. W. (1990). *Mainstreaming exceptional learners in music*. Prentice Hall.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and teacher education*, 16(3), 277-293.
- Awla, H. A. (2014). Learning styles and their relation to teaching styles. *International journal of language and linguistics*, 2(3), 241-245.
- Bailey Jr, C. R. (1991). Together Schools--Training Regular and Special Educators To Share Responsibility for Teaching All Students.
- Bandura, A. (1977). Social learning theory. *Englewood Cliffs*.
- Broderick, A., Mehta-Parekh, H., & Reid, D. K. (2005). Differentiating instruction for disabled students in inclusive classrooms. *Theory into practice*, 44(3), 194-202.
- Carter, N. (2014). The use of triangulation in qualitative research. *Number 5/September 2014*, 41(5), 545-547.
- Cassidy, J. W. (1991). Effects of special education labels on peers' and adults' evaluations of a handicapped youth choir. *Journal of Research in Music Education*, 39(1), 23-34.
- Chow, P., & Winzer, M. M. (1992). Reliability and validity of a scale measuring attitudes toward mainstreaming. *Educational and Psychological Measurement*, 52(1), 223-228.
- Colwell, C. M., & Thompson, L. K. (2000). "Inclusion" of information on mainstreaming in undergraduate music education curricula. *Journal of Music Therapy*, 37(3), 205-221.
- Coss, R. G. (2019). Creative thinking in music: Student-centered strategies for implementing exploration into the music classroom. *General Music Today*, 33(1), 29-37.
- Crane, B. (2001). Revolutionising school-based research. Forum,
- Darrow, A.-A. (2012). Adaptive instruments for students with physical disabilities. *General Music Today*, 25(2), 44-46.
- Darrow, A.-A. (2015). Ableism and social justice. *The Oxford handbook of social justice in music education*, 204-220.
- Dobbs, T. L. (2012). A critical analysis of disabilities discourse in the Journal of Research in Music Education, 1990-2011. *Bulletin of the Council for Research in Music Education*(194), 7-30.
- Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-efficacy, satisfaction, and academic achievement: the mediator role of Students' expectancy-value beliefs. *Frontiers in psychology*, 8, 1193.
- Draper, E. A., Brown, L. S., & Jellison, J. A. (2019). Peer-interaction strategies: Fostering positive experiences for students with severe disabilities in inclusive music classes. *Update: Applications of Research in Music Education*, 37(3), 28-35.
- Evans, P. (2015). Self-determination theory: An approach to motivation in music



- education. *Musicae Scientiae*, 19(1), 65-83.
- Evans, P., & Bonneville-Roussy, A. (2016). Self-determined motivation for practice in university music students. *Psychology of music*, 44(5), 1095-1110.
- Ginns, P., Prosser, M., & Barrie, S. (2007). Students' perceptions of teaching quality in higher education: The perspective of currently enrolled students. *Studies in higher education*, 32(5), 603-615.
- Glen, S. (2021). Response bias: Definition and examples. *From StatisticsHowTo. com: elementary Statistics for the rest of us*.
- Goldan, J., Hoffmann, L., & Schwab, S. (2021). A matter of resources?—Students' academic self-concept, social inclusion and school well-being in inclusive education. In *Resourcing Inclusive Education* (pp. 89-100). Emerald Publishing Limited.
- Hammel, A., & Hourigan, R. (2011). The fundamentals of special education policy: Implications for music teachers and music teacher education. *Arts Education Policy Review*, 112(4), 174-179.
- Holmes, A. G. D. (2020). Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide. *Shanlax International Journal of Education*, 8(4), 1-10.
- Hourigan, R. M. (2009). Preservice music teachers' perceptions of fieldwork experiences in a special needs classroom. *Journal of Research in Music Education*, 57(2), 152-168.
- Ishak, N. M., & Abu Bakar, A. Y. (2014). Developing Sampling Frame for Case Study: Challenges and Conditions. *World journal of education*, 4(3), 29-35.
- Janney, R. E., & Snell, M. E. (2006). Modifying schoolwork in inclusive classrooms. *Theory into practice*, 45(3), 215-223.
- Jellison, J. (2015). *Including everyone: Creating music classrooms where all children learn*. Oxford University Press.
- Kaur, A., & Noman, M. (2020). Investigating students' experiences of Students as Partners (SaP) for basic need fulfilment: A self-determination theory perspective. *Journal of University Teaching & Learning Practice*, 17(1), 8.
- Kenny, D. (2011). *The psychology of music performance anxiety*. OUP Oxford.
- Kirchherr, J., & Charles, K. (2018). Enhancing the sample diversity of snowball samples: Recommendations from a research project on anti-dam movements in Southeast Asia. *PloS one*, 13(8), e0201710.
- Laes, T., & Schmidt, P. (2016). Activism within music education: Working towards inclusion and policy change in the Finnish music school context. *British Journal of Music Education*, 33(1), 5-23.
- Laes, T., & Westerlund, H. (2018). Performing disability in music teacher education: Moving beyond inclusion through expanded professionalism. *International Journal of Music Education*, 36(1), 34-46.
- Legette, R. M. (2013). Perceptions of early-career school music teachers regarding their preservice preparation. *Update: Applications of Research in Music Education*, 32(1), 12-17.
- Manohar, N., Liamputtong, P., Bhole, S., & Arora, A. (2017). Researcher positionality in cross-cultural and sensitive research. *Handbook of research methods in health social sciences*, 1-15.

- Martela, F., & Riekkari, T. J. (2018). Autonomy, competence, relatedness, and beneficence: A multicultural comparison of the four pathways to meaningful work. *Frontiers in psychology*, 9, 327587.
- Matthews, R. (2015). Beyond toleration—facing the other.
- McCord, K. A. (2016). *Teaching the postsecondary music student with disabilities*. Oxford University Press.
- McDonald, M., Zeichner, K., Ayers, W., Quinn, T., & Stovall, D. (2009). Handbook of social justice in education. In.
- Nabb, D., & Balcetis, E. (2010). Access to music education: Nebraska band directors' experiences and attitudes regarding students with physical disabilities. *Journal of Research in Music Education*, 57(4), 308-319.
- Polit, D., & Beck, C. (2020). *Essentials of nursing research: Appraising evidence for nursing practice*. Lippincott Williams & Wilkins.
- Priyadarshini, S. S., & Thangarajathi, S. (2017). Effect of Selected Variables on Regular School Teachers Attitude towards Inclusive Education. *Journal on Educational Psychology*, 10(3), 28-38.
- Ritchie, L., & Williamon, A. (2011). Measuring distinct types of musical self-efficacy. *Psychology of music*, 39(3), 328-344.
- Sandhu, R. (2017). A study of attitude of secondary schools teachers toward inclusive education. *Indian Journal of Health & Wellbeing*, 8(6).
- Savin-Baden, M., & Major, C. (2023). *Qualitative research: The essential guide to theory and practice*. Routledge.
- Schnare, B., MacIntyre, P., & Doucette, J. (2012). Possible selves as a source of motivation for musicians. *Psychology of music*, 40(1), 94-111.
- Thornton, L., & Culp, M. E. (2020). Instrumental opportunities: music for all. *Update: Applications of Research in Music Education*, 38(3), 48-57.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and emotion*, 44(1), 1-31.
- VanWeelden, K., & Whipple, J. (2014). Music educators' perceptions of preparation and supports available for inclusion. *Journal of Music Teacher Education*, 23(2), 33-51.
- Warlow, S. M., & Berridge, K. C. (2021). Incentive motivation: 'wanting' roles of central amygdala circuitry. *Behavioural brain research*, 411, 113376.
- Xu, J., Xiao, Y., Wang, W. H., Ning, Y., Shenkman, E. A., Bian, J., & Wang, F. (2022). Algorithmic fairness in computational medicine. *EBioMedicine*, 84.
- Yin, R. K. (2018). Case study research and applications. In: Sage Thousand Oaks, CA.
- Zarza-Alzugaray, F. J., Casanova, O., McPherson, G. E., & Orejudo, S. (2020). Music self-efficacy for performance: an explanatory model based on social support. *Frontiers in psychology*, 11, 1249.
- Zelenak, M. S. (2019). Predicting music achievement from the sources of self-efficacy: An exploratory study. *Bulletin of the Council for Research in Music Education*(222), 63-77.