Tutorial 2

Addressing the Music Information Needs of Musicologists

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Abstract

The music information needs of musicologists are not being met by the current generation of MIR tools and techniques. While evaluation has always been central to the practice of the music information retrieval community, the tasks tackled most often address the music information needs of recreational users, such as playlist recommendation systems; or are specified at a level which is not very relevant to the needs of music researchers, such as beat or key finding; or have focused on—and possibly even become over-fitted to—a narrow range of musical repertoire which doesn't cover musicological interests. In this tutorial we will present those music information needs through topics including at least the following: the metadata requirements of historical musicology; working with symbolic corpora; studying musical networks; passage-level audio search; and musical understandings of audio features. As well as these scheduled presentations and discussions, we will ask the attendees to submit suggestions of musicologically motivated research questions suitable for MIR during the course of the tutorial. These will then be reviewed and discussed during the conclusion of the tutorial. Finally, we have invited Meinard Müller to conclude the tutorial by outlining his view on the current state of MIR for musicology. We are aiming to enable attendees, as experts in their own areas of MIR, to find new applications of their tools and techniques that can also serve the needs of musicologists. Given the selection of MIR topics we intend to cover, this tutorial will be of particular interest to those working in: musical metadata; symbolic MIR; audio search; and graph analytics. We believe contemporary musicology to be a rich source of new and exciting challenges for MIR and we are confident the community can rise to those challenges. In the long term, we hope this tutorial will give rise to a selection of new MIREX tasks that focus on musicological challenges.