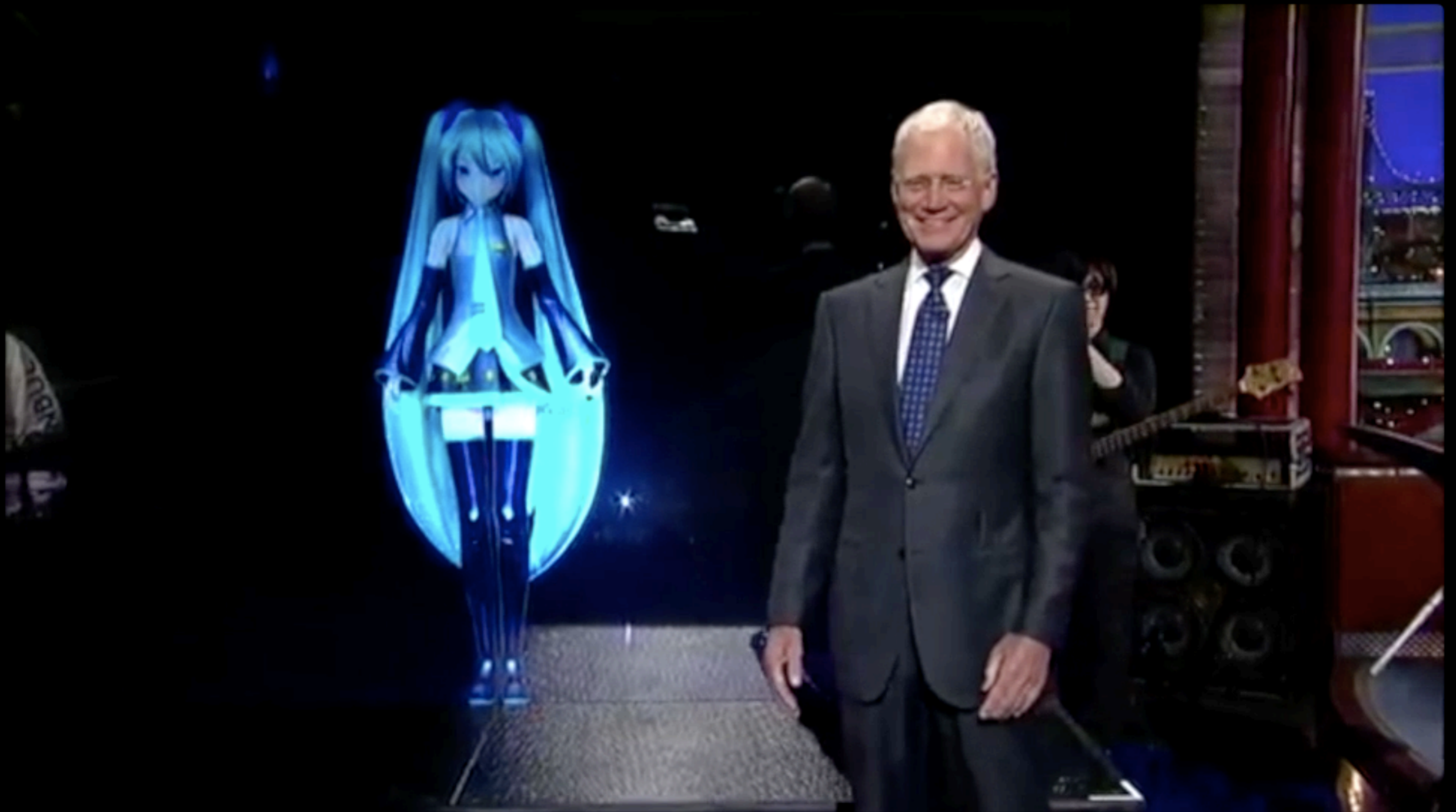


Singing with Hatsune Miku: Vocaloids as a Medium for Music Learning

Matthew D. Thibeault and Koji Matsunobu
The Education University of Hong Kong

APSMER Malaysia
July 19, 2017





**This overview video, our paper, and more at
www.matthewthibeault.com**

- Released 2007
- ~30 million search results (Google, July 2017)
- 100,000 performances, 22,000 compositions for Miku (Zaborowski, 2016, p. 122). Live performances via hologram.
- Multi-genre: pop, metal, opera, traditional
- #1 on Japanese Oricon music charts; #1 selling software [amazon.jp](https://www.amazon.co.jp) year of release
- Manga, toys, games, endorsements, benefit albums
- Anyone can commercially release Miku performances



**“Yeah, they love it...
but what the heck
is this thing?”**



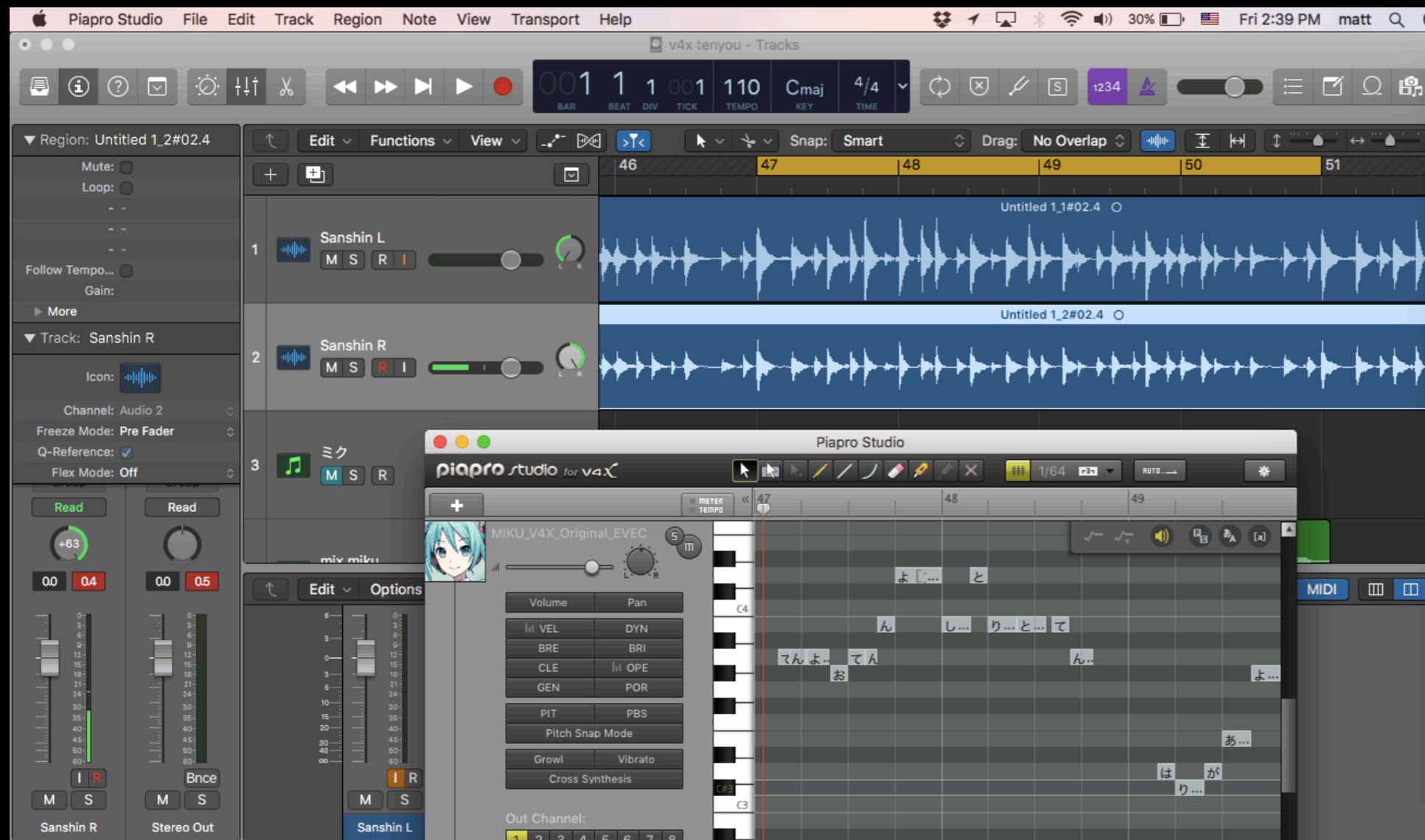


nutcase23 Photography

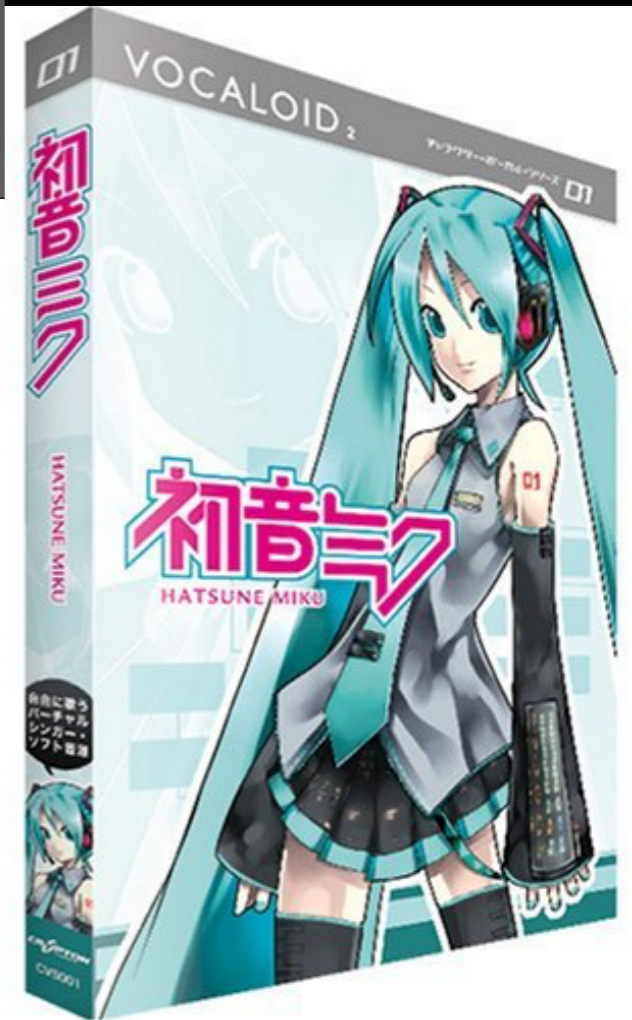
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Persona= “she/her”





Technology=
“it”




VOCALOIDOTAKU.NET
YOUR PRIME SOURCE FOR EVERYTHING VOCALOID
:: THAT'S A LOT OF MIKU ::

Forums Members Calendar Facebook Vocollective Discord Plus

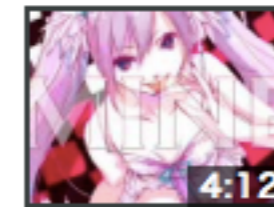
VocaloidOtaku.net Forums - Providing Everything Vocaloid

VocaloidOtaku.net

Forum	Stats
 Announcements Important threads about the forum.	94 Topics 2,706 Replies

[niconico日本語版にするには？](#)

Related videos

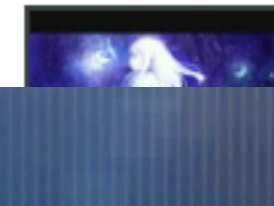


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10TH ANNIVERSARY HATSUNE MIKU



Hatsune Miku ✓

Tweets	Following	Followers	Likes	
5,090	39	26.6K	4,183	Following

Tweets Tweets & replies Media

Social=
“they”

Miku = medium

- Following work in sound studies, particularly Sterne
- Socially contingent network of recurring relations between people, practices, institutions, and technologies
- Pedagogy and ideas about music learning are mediated (just as they are with sheet music)
- Wants, needs, values, and practices change and are changed through engagement with the medium



Extension of vocal technique inspired by vocaloid

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Music educators tapping Vocaloid

Jiji

The Vocaloid singing voice synthesizer software has grown into a pop culture sensation. It created a virtual pop star named Hatsune Miku.

It is now beginning to be utilized in the field of music education in Japan.

In the school year starting next April, Shikoku University in Tokushima Prefecture will open a training course at its two-year music college where students can learn to write songs using the software.

The software allows users to write songs by just typing in lyrics and melody. "At first, I thought Vocaloid was something more childish," said Atsushi Masuda, an associate professor of popular music at the university.

"I came to realize that creating (a) singing voice with Vocaloid is profound because you can make adjustments to the vibrato tone or the intake of breath," he said.

APR 1, 2014

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KEYWORDS

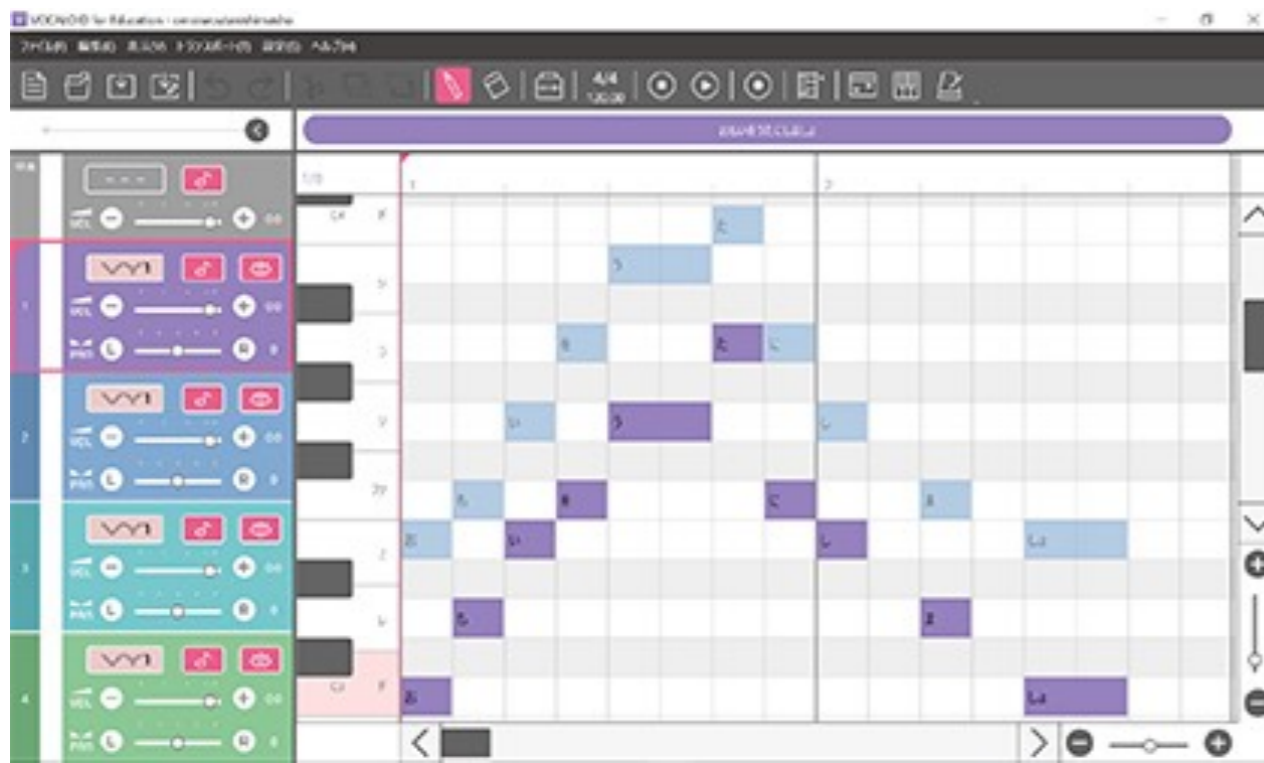
Vocaloid in education

2010 onwards

- Vocaloid in classrooms
- Vocaloid courses in universities

2017

- “Vocaloid for Education” by Yamaha (with a package of lesson plans, audio accompaniments
- New high school textbook (by Kyoiku Geijutsu sha) introduces Hatsune Miku under "Sound & Vocal"



Miku in IT class: A school in Tokyo

Students (in the information course) engaged in

- Letting Miku sing a school anthem (2011)
- Making Miku advertise the school (2012)
- Making a 60 year anniversary song of the school using another Vocaloid (2013)
- Completing lessons for VOCALOID Editor for Cubase (2015)

Guest teachers included a vocaloid producer and a music teacher (of the school). The program was not led by the music teacher.

In the course, students did

- Compose a song or add a vocal part to an existing piece
- Share with other folks and engage in discussion

Since this is an information course, the assessment was not placed on the musical aspects, but placed on

- Whether technicality is matched between Miku and accompaniment
- Extra points are given if multiple vocal parts are added, if other creative expressions are made (such as the use of unusual dialects, etc.

Artistry and expression is not questioned but technical mastery and non-musical creative originality are the focus.

Model lesson plans from Yamaha

Group composition of a song (based on Shimazaki Tōson's poem "first love" published in 1896). 8-bar phrase x 4. Chord patterns are included in the package.

リズム記入表 ヒント

No.1

第 1 連

1マス = 8分音符 (アウフタクトの時のみ使用可)

↓基本はこちらより記入

1							
2	ま	だ	あ	げ	そ	め	し
3	ま	え	が	み	の		
4	り	ん	ご	の	も	と	に
5	み	え	し	と	き		
6	ま	え	に	さ	し	た	る
7	は	な	ぐ	し	の		
8	は	な	あ	る	き	み	と
9	お	も	い	け	り		

(次のフレーズの繋がりにも注意)

<http://ses.yamaha.com/activity/1225/>

Miku in Education

Miku allows

- Visualization of vocal image
- Active learning (motivation)
- Programing

General comments

- “Wish I could join it..”
- “Better than normal (boring) music lessons”
- Should focus more on “better” or “decent” music & instruments
- Miku will no longer be attractive if taught in schools

- No visual element (Miku has not been accepted as a character but only as “voice” or a tool for music production)
- No sharing outside the school (no connection with 2chan, no social sharing)
- No anime or cover song. No humour (these are not appropriate). Only “educational” materials
- Gap of values (school aesthetics vs. vocaloid aesthetics)
- “Vocaloid for Education” is aligned with the curriculum (course of learning) by the Min. of Education and Science.
- The frame of composition is the UK Creative Music Making not Musical Futures
- The goal is creative individual. Miku evolved around socially valued creativity
- Miku on the existing frame of music education

Questions and provocations

1. Will educators regard Miku as extending, replacing, or displacing the voice as traditionally conceived?
2. Would a music school admit a student who only sung via Miku? (political)
3. What learning or pedagogic patterns can we begin to note when engaging with media such as Miku?
4. How might mediated and technologized learning help us to rethink music learning generally?

