

# **RAFFLES WORLD ACADEMY**



**RAFFLES**  
WORLD ACADEMY

**ARTS – PERFORMING ARTS  
RESPONDING  
RWA SCOPE AND SEQUENCE**

# RWA Scope and Sequence – Performing Arts - Responding

## MISSION AND CORE VALUES

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human development Authority (KHDA).

### Our Guiding Statements

#### Our Vision

Providing world class education.

#### Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

#### Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

#### Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility | Innovation

#### The RWA Motto

Towards Excellence

#### The RWA Mascot

Arabian Stallion

#### The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

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### IB MISSION STATEMENT

IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**RWA Scope and Sequence – Performing Arts - Responding**

**Phase 1**

**Overall Expectation Phase 1:** Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

**PYP Conceptual Understanding:**

- We enjoy and experience different forms of arts.
- The art is a means of communication and expression.
- People make meaning through the use of symbols.
- People share art with others.
- We express our responses to artwork in a variety of ways.
- We reflect on our artwork and the work of others.

**Learning Objectives:**

	<b>Singing (alone &amp; with others)</b>	<b>Playing Instruments (alone &amp; with others)</b>	<b>Music Reading &amp; Notation</b>	<b>Listening, Analyzing &amp; Describing Music</b>	<b>Historical &amp; Cultural Contexts</b>	<b>Evaluate music</b>	<b>Attitude</b>
<b>Learning Ladder Ban (P1-P8)</b>	<ul style="list-style-type: none"> <li>• Demonstrates different voices (high, low, funny, scary) as suggested when speaking, chanting, or singing.</li> <li>• Sings songs from some of the following categories: folk song, ethnic song, game or nonsense song, seasonal or other topical song.</li> <li>• Begins to match pitch in own range.</li> <li>• Uses singing voice as distinct from the speaking voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses instruments in safe and appropriate ways.</li> <li>• Plays instruments with an awareness of steady beat z Plays instruments with an awareness of dynamics z Echoes short rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that music can be written and read.</li> <li>• Writes pre-writing symbols for quarter notes and beamed eighth notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies many pictures representing musical and nonmusical sounds being heard in a recording.</li> <li>• Distinguishes between vocal and instrumental music.</li> <li>• Describes obvious musical contrasts.</li> <li>• Identifies whether a pitch is high or low.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies several settings in which music was present in his or her life.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes mistakes of pitch or rhythm in known songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates eagerness to make music through singing and playing instruments.</li> <li>• Demonstrates enthusiasm when moving to music.</li> </ul>

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### Phase 2

**Overall Expectation Phase 2:** Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

#### PYP Conceptual Understandings:

- We are receptive to art practices and artworks from different cultures, places and times (including our own).
- People communicate ideas, feelings and experiences through the arts.
- We can reflect on and learn from the different stages of creating.
- There is a relationship between the artist and the audience.

#### Learning Objectives:

	Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music	Attitude
Learning Ladder Ban (1C-3B)	<ul style="list-style-type: none"> <li>• Demonstrates a wide variety of voices that cover most of the possible categories when speaking, chanting, or singing.</li> <li>• Sings several songs, from the following categories: folk song, ethnic song, game or nonsense song, seasonal or other topical song.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses instruments in traditional as well as imaginative ways to produce a wide variety of sounds/timbres/tone colors.</li> <li>• Plays rhythmic speech patterns using rhythm instruments and body percussion.</li> <li>• Identifies and improvises using the black key patterns on a keyboard instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads rhythms using quarter notes, beamed eighth notes, half notes, and rests.</li> <li>• Writes pre-writing symbols for half notes and quarter rests.</li> <li>• Writes a few measures of simple rhythms using pre-writing symbols from aural dictation.</li> <li>• Recognizes and names common music symbols.</li> <li>• Uses a simple vocabulary of musical terms to describe sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes same and different as related to verse and chorus.</li> <li>• Describes obviously contrasting music using their own vocabulary and standard music vocabulary.</li> <li>• Identifies whether the second of two pitches is high, lower or the same as the first.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies several settings in which music was present in his or her life and can offer explanations of why music was used in that setting.</li> <li>• Gives examples of the fine arts (i.e., art, dance, music, theatre).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes own mistakes and attempts to correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates initiative when participating in music activities.</li> </ul>

**RWA Scope and Sequence – Performing Arts - Responding**

	<b>Singing (alone &amp; with others)</b>	<b>Playing Instruments (alone &amp; with others)</b>	<b>Music Reading &amp; Notation</b>	<b>Listening, Analyzing &amp; Describing Music</b>	<b>Historical &amp; Cultural Contexts</b>	<b>Evaluate music</b>	<b>Attitude</b>
<b>Learning Ladder Ban (3B-5B)</b>	<ul style="list-style-type: none"> <li>• Sings with good posture and proper breath support when sitting or standing.</li> <li>• Sings and matches pitch.</li> <li>• Sings with expression (i.e., happy, sad, funny, scary, sleepy).</li> <li>• Sings the words with good pronunciation.</li> <li>• Sings several songs that include a verse and chorus/refrain.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument using proper posture and hand positions.</li> <li>• Plays limited range melody (up to 5 notes) on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument.</li> <li>• Plays short pieces of music.</li> <li>• Plays simple accompaniment ostinato on a mallet percussion instrument, autoharp, guitar or other string instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes, names, and explains common music symbols.</li> <li>• Recognizes and performs traditionally notated quarter, beamed eighth, and half notes and rests.</li> <li>• Recognizes that pitches may be symbolized.</li> <li>• Recognizes that notes in the staff can be either on a “line” or on a “space”.</li> <li>• Writes 1 or 2 measures of original rhythms in 1 meter signature.</li> <li>• Reads Mi, Sol and La on the treble clef (or a 2- or 3-line clef) using a system (that is, syllables, numbers, or letters).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different sections of a song.</li> <li>• Identifies whether a pitch is higher than, lower than, or the same as another pitch.</li> <li>• Demonstrates that pitch or melody may move upward, downward, or stay the same.</li> <li>• Identifies by sight and sound common instruments of Western music (including voice, flute, saxophone, trumpet, tuba, piano, violin, drums, xylophone).</li> <li>• Demonstrates understanding of AB song form.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies by genre or style (from a short list) brief, representative, aural examples of the following music; Western, classical, folk, jazz, pop, world music</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates a live or taped performance in terms of why they enjoyed it or did not enjoy it.</li> </ul>	<ul style="list-style-type: none"> <li>• Requests to hear or sing specific songs.</li> <li>• Performs favorite songs for the class.</li> <li>• Discusses how music is a means of personal expression.</li> <li>•</li> </ul>

## RWA Scope and Sequence – Performing Arts - Responding

### Phase 3

**Overall Expectation Phase 3:** Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

#### PYP Conceptual Understandings:

- When experiencing arts, we make connections between different cultures, places and times.
- People explore issues, beliefs and values through arts.
- There are different kinds of audiences responding to different arts.
- We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.

#### Learning Objectives

	Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music	Attitude
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> <li>• Sings the indicated dynamics without being too loud or too quiet</li> <li>• Sings with good posture, head up, mouth sufficiently open</li> <li>• Sings from memory several songs, including some associated with at least 2 different ethnic groups</li> <li>• Sings rounds, ostinatos, and partner songs with help and occasional start-overs</li> <li>• Demonstrates that music may be performed smoothly, detached, or a variety of combinations of smooth and detached</li> <li>• Sings and matches pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Plays moderate range/chord songs (B-A-G / 3 or 4 chords) on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument</li> <li>• Plays a simple, familiar song on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument using proper posture, playing with good intonation, appropriate dynamics, while maintaining a steady tempo</li> <li>• Echoes on a rhythmic or melodic instrument a series of four rhythmic patterns, each consisting of 2 measures in <sup>1</sup> meter without distorting the rhythm, tempo, or length of the patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Names and defines a variety of common music symbols</li> <li>• Understands and performs f &amp; p</li> <li>• Describes how notation can represent melodic direction and duration</li> <li>• Reads and writes whole, half, dotted half, and quarter notes and rests and connected eighth notes in <sup>1</sup> meter signature</li> <li>• Identifies the name given to the music staff</li> <li>• Recognizes that pitches or melody may move by step or skip or may repeat</li> <li>• Demonstrates understanding of a repeat sign</li> <li>• Reads Do, Mi, Fa, Sol, and La on the treble clef using a system (that is, syllables, numbers, or letters)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes at least 2 or 3 of the intervals of the first octave</li> <li>• Identifies duple and triple meters in music</li> <li>• Identifies by sight all the instruments of a standard Western orchestra and the families to which they belong, as well as common keyboard instruments</li> <li>• Identifies by sight all the instruments of a standard Western orchestra and the families to which they belong, as well as common keyboard instruments</li> <li>• Discriminates between long and short phrases</li> <li>• Categorizes percussion instruments as membranophone or idiophone</li> <li>• Recognizes steady, even and unsteady, uneven beats/pulse</li> </ul>	<ul style="list-style-type: none"> <li>• Folk, Jazz, Pop, World Music</li> <li>• Identifies different kinds of jobs that a musician might hold</li> <li>• Describes how music has differed at various periods of history</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates technical aspects of a live or taped performance using some appropriate musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses favorite music with others</li> </ul>

**RWA Scope and Sequence – Performing Arts - Responding**

	<b>Singing (alone &amp; with others)</b>	<b>Playing Instruments (alone &amp; with others)</b>	<b>Music Reading &amp; Notation</b>	<b>Listening, Analyzing &amp; Describing Music</b>	<b>Historical &amp; Cultural Contexts</b>	<b>Evaluate music</b>	<b>Attitude</b>
<b>Learning Ladder Ban (6B-8B)</b>	<ul style="list-style-type: none"> <li>• Sings with precise rhythm and steady beat</li> <li>• Sings with pure vowels and easy, open, unforced sound</li> <li>• Sings with good breath support</li> <li>• Sings and matches pitch (one-octave range)</li> <li>• Identifies the places in the song where it is best to breath</li> <li>• Sings from memory songs including at least 2 from each of the following categories: English folk song, home culture song, other ethnic song, game or nonsense song, seasonal or other topical song</li> </ul>	<ul style="list-style-type: none"> <li>• Performs several songs from different categories on keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other sting instrument</li> <li>• Plays B-A-G-C-D on a recorder or other melody instrument</li> <li>• Performs as part of an instrumental ensemble</li> <li>• Performs independent instrumental parts while other students sing or play contrasting parts</li> </ul>	<ul style="list-style-type: none"> <li>• Names and defines common music symbols and terms referring to dynamics, tempo, and articulation and interprets them correctly when performing</li> <li>• Uses appropriate music software to learn more about music theory and/or history</li> <li>• Understands and performs mf &amp; mp</li> <li>• Reads and writes whole, half, dotted half, quarter and eighth notes and rests in different meter signatures</li> <li>• Reads musical notes on the treble clef using a system (that is, syllables, numbers, or letters)</li> <li>• Recognizes and performs the following musical notation: Fine, D.C. al Fine, staccato, legato, accent, bar line, measure, fermata, time signature</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that sounds are produced by vibrations</li> <li>• Demonstrates understanding of rondo form and coda</li> <li>• Understands that texture may consist of melody (monophony) or a melody with accompaniment (homophony)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies by genre or style brief, representative, aural examples of the following music: Baroque/Classical, Romantic, contemporary, folk, jazz, pop, world music</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the musical, aesthetic aspects of a live or taped performance using appropriate musical vocabulary</li> </ul>	



## RWA Scope and Sequence – Performing Arts - Responding

### Phase 4

**Overall Expectation Phase 4:** Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others

**PYP Conceptual Understandings:**

- Through exploring arts across cultures, places and times we can appreciate that people innovate.
- People communicate across cultures, places and times through arts.
- The arts provide us with multiple perspectives.
- We reflect and act on the responses to our creative work.

**Learning Objectives:**

	Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music	Attitude
Learning Ladder Ban (8B-9B)	<ul style="list-style-type: none"> <li>• Sings with appropriate dynamic control while maintaining good intonation, rhythm, and beat</li> <li>• Sings from memory a variety of songs, including English folk songs, ethnic songs from different continents, popular songs, and Western classical songs</li> <li>• Sings rounds, ostinatos, and partner songs with help from peers</li> </ul>	<ul style="list-style-type: none"> <li>• Performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> <li>• Performs many songs (from all 3 of the following categories: folk/traditional, jazz/pop/show tune, and classical), demonstrating proper posture, good intonation, appropriate dynamics, and steady tempo on keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument</li> <li>• Echoes on a melodic instrument a series of four simple, 4-beat melodic patterns without distorting the melody, rhythm, tempo, or length of the patterns</li> <li>• Plays B-A-G-F-E-D-C on a recorder or other melody</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and writes whole, half, quarter, eighth, sixteenth, and dotted notes and rests in different meter signatures</li> <li>• Understands and performs all dynamic symbols (including pp, ff, and crescendo and decrescendo symbols)</li> <li>• Reads, sings and plays intervals (unison, 2nd, 3rd, 5th)</li> <li>• Reads simple pitch notation in the treble clef in major keys using a system (that is, syllables, numbers, or letters)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies simple music forms, such as ABA, AABA, Rondo form, and other forms involving not more than three section (not counting repetitions), when presented aurally</li> <li>• Understands that texture may consist of a melody (monophony), a melody and accompaniment (homophony) or two or more melodies (polyphony)</li> <li>• Identifies by sound all the instruments of a standard Western orchestra (including children’s and adult voices and common keyboard instruments) and the families to which they belong</li> </ul>	<ul style="list-style-type: none"> <li>• Describes in simple terms how elements of music are used in music examples from various cultures of the world</li> <li>• Describes how music relates to culture, era, artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates a music composition with respect to the musical effect and the extent to which the composer was successful in achieving his or her purpose using appropriate music vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that aesthetic choices are influenced by culture</li> </ul>

**RWA Scope and Sequence – Performing Arts - Responding**

	Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music	Attitude
Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> <li>Sings accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</li> <li>Demonstrates correct phrasing by breathing only at the appropriate points throughout</li> <li>Sings songs with parallel harmony parts without being confused by the other parts</li> </ul>	<ul style="list-style-type: none"> <li>Performs on at least one instrument with good posture, good playing position, and good breath/stick control instrumental literature with a difficulty level of 1, on a scale of 1 to 6</li> <li>Play by ear simple melodies that move by step on wind or percussion instruments</li> <li>Performs simple conducting patterns (i.e., -, μ, &amp; '1) for visual representation of the beat and meter</li> <li>Identifies the symbols for flats and sharps and demonstrates how these apply to their instrument</li> <li>Recognizes and performs accents</li> <li>Understands and applies good procedures for care and maintenance of instruments</li> <li>Identifies the parts of at least one instrument and assembles it properly</li> <li>Understands the concept of “concert pitch”</li> </ul>	<ul style="list-style-type: none"> <li>Names and defines music symbols and terms commonly found in choral and band literature and interprets them correctly when performing</li> <li>Reads basic music symbols (rest, repeats, endings, slurs, ties etc) needed to play individual instrumental parts</li> <li>Recognizes music may be embellished using ornamentation to vary melody (i.e., tremolo, glissando, grace, passing and neighbor tones)</li> <li>Reads, sings, and play intervals (i.e., 2nd, 3rd, 4th, 5th, 6th, 7th and octaves)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of balance and blend in group performances</li> <li>Describes the melody, timbre, rhythm and texture of aural and written examples of music of various styles representing diverse cultures using appropriate music vocabulary</li> <li>Identifies by sight and sound ethnic instruments as well as their families</li> <li>Actively listens to and identifies simple forms as found in compositions by noted composers</li> </ul>	<ul style="list-style-type: none"> <li>Identifies by genre or style representative, aural examples of the following music: classical, folk, spirituals, jazz, opera, marches, pop songs, world music</li> <li>Identifies and describes roles of musicians in various music settings and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the distinct, appealing musical features of their favorite musical works (including pop songs)</li> <li>Distinguishes between a higher degree and a lower degree of proficiency in a performance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates legal and ethical behaviors when using music technology</li> </ul>