

Arizona Arts Standards



General Music K-2

Student-Friendly-Language
Learning Intentions

2022

General Music – Kindergarten

Creating - Conceiving and developing new artistic ideas and work.

Anchor Standard: Cr1 Generate and conceptualize artistic work.

1 Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Standard	Student Friendly Language
<p>MU:K.Cr1.a With appropriate guidance, explore, experience, and improvise musical concepts (e.g., beat, melodic contour).</p>	<p>a. I am learning how to have a musical experience with musical _____ (teacher list concept in blank).</p>
<p>MU:K.Cr1.b With appropriate guidance, explore musical features (e.g., movement, vocalizations, or instrumental accompaniments).</p>	<p>b. I am learning to explore musical _____ (teacher list feature in blank).</p>
<p>2 Anchor Standard: Cr2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	
<p>MU:K.Cr2.a With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing and playing instruments).</p>	<p>a. I am learning how to perform and choose my favorite musical ideas.</p>
<p>MU:K.Cr2.b With appropriate guidance, organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).</p>	<p>b. I am learning how to notate musical ideas.</p>
<p>3 Anchor Standard: Cr3 Refine and complete artistic work.</p> <p>Enduring Understandings: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Questions: How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p>MU:K.Cr3.a With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p>	<p>a. I am learning how to make my musical ideas better by using feedback.</p>
<p>MU:K.Cr3.b With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.</p>	<p>b. I am learning how to present my musical ideas.</p>

General Music – Kindergarten

Producing - Realizing artistic ideas and work through interpretation and presentation.

- 4 Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.
- Enduring Understandings:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
- Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
MU:K.Pr4.a With appropriate guidance , demonstrate and state personal interest in varied musical selections.	a. I am learning how to show and explain why I like different kinds of music.
MU:K.Pr4.b With appropriate guidance , explore and demonstrate musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).	b. I am learning how to explore and show musical contrast within performances.
MU:K.Pr4.c With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., iconic notation).	c. I am learning how to read and perform music patterns using notation .
MU:K.Pr4.d With appropriate guidance , explore musical concepts (e.g., voice quality, movement , dynamics , tempo , melodic contour).	d. I am learning how to explore musical concepts.
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>	
MU:K.Pr5.a With appropriate guidance , apply personal , teacher, and peer feedback to refine performances (e.g., technique and stage presence).	a. I am learning how to make my performance better using feedback.
MU:K.Pr5.b With appropriate guidance , use suggested strategies in rehearsal to improve expression in music.	b. I am learning how to make my musical expression better during rehearsal.
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work.</p> <p>Enduring Understandings: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience's response.</p> <p>Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	
MU:K.Pr6.a With appropriate guidance , perform music with expression (e.g., tone, tempo).	a. I am learning how to perform music with expression .
MU:K.Pr6.b Perform appropriately for the audience and occasion.	b. I am learning to perform the correct way for the occasion.

General Music – Kindergarten

Responding - Understanding and evaluating how the arts convey meaning.

- 7 Anchor Standard:** Re7 Perceive and analyze artistic work.
- Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<p>MU:K.Re7.a With appropriate guidance, list personal musical interests.</p>	<p>a. I am learning how to identify and create a list of musical things I like.</p>
<p>MU:K.Re7.b With appropriate guidance, demonstrate musical concepts (e.g., beat, melodic direction).</p>	<p>b. I am learning how to perform a musical concept.</p>
<p>8 Anchor Standard: Re8 Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>	
<p>MU:K.Re8.a With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g., mood, emotion).</p>	<p>a1. I am learning how to recognize how expression is used in music.</p> <p>a2. I am learning how to recognize why composers and performers make specific music choices and what these choices mean.</p>
<p>9 Anchor Standard: Re9 Apply criteria to artistic work.</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	
<p>MU:K.Re9.a With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.</p>	<p>a. I am learning how to use my teacher's criteria to evaluate musical works and performances.</p>

General Music – Kindergarten

Connecting - Relating artistic ideas and work with personal meaning and external context.

10 **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
MU:K.Cn10.a With appropriate guidance , express personal preferences in music.	a. I am learning how to explain why I like certain things about music.
MU:K.Cn10.b With appropriate guidance , explore various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).	b. I am learning to explore how music is used throughout my day-to-day life.

11 **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:K.Cn11.a With appropriate guidance , explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to explore the relationships between music and my other subject areas at school.
MU:K.Cn11.b With appropriate guidance , explore how context (e.g., social , cultural , historical) can inform a performance .	b. I am learning to explore how certain life events can impact a performance .



**ARIZONA DEPARTMENT OF
EDUCATION**

General Music – Grade 1

Creating - Conceiving and developing new artistic ideas and work.

Anchor Standard: Cr1 Generate and conceptualize artistic work.

1 Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Standard	Student Friendly Language
<p>MU:1.Cr1.a With appropriate guidance, improvise musical ideas (e.g., beat, meter, and rhythm).</p>	<p>a. I am learning how to explore, experience, and improvise musical concepts.</p>
<p>MU:1.Cr1.b With appropriate guidance, generate musical ideas in multiple tonalities (e.g., major, minor, modal, and pentatonic) and meters (e.g., duple, triple, simple, and compound).</p>	<p>b. I am learning how to explore musical features.</p>
<p>Anchor Standard: Cr2 Organize and develop artistic ideas and work.</p> <p>2 Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	
<p>MU:1.Cr2.a With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e.g., expressive intent).</p>	<p>a. I am learning how to demonstrate and choose my favorite musical ideas.</p>
<p>MU:1.Cr2.b With appropriate guidance use notation to document and organize personal or collective musical ideas.</p>	<p>b. I am learning how to organize my musical ideas using notation.</p>
<p>Anchor Standard: Cr3 Refine and complete artistic work.</p> <p>3 Enduring Understandings: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Questions: How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p>MU:1.Cr3.a With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p>	<p>a. I am learning how to improve my musical ideas using feedback from my classmates and teachers.</p>
<p>MU:1.Cr3.b With appropriate guidance, present a final version of personal or collective musical ideas to peers or informal audience.</p>	<p>b. I am learning how to present my final version of my musical ideas to my classmates.</p>

General Music – Grade 1

Producing - Realizing artistic ideas and work through interpretation and presentation.

- 4 Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.
- Enduring Understandings:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
- Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
MU:1.Pr4.a With appropriate guidance , demonstrate and state personal interest in varied musical selections (e.g., knowledge, purpose).	a. I am learning how to show and explain why I like different musical selections.
MU:1.Pr4.b With appropriate guidance , demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat and melodic contour).	b. I am learning how to show what I know about different musical concepts from different cultural music performances .
MU:1.Pr4.c With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., traditional notation).	c. I am learning how to read and perform music patterns using notation .
MU:1.Pr4.d Explore and describe musical concepts (e.g., voice quality, movement , dynamics , tempo , and melodic contour).	d. I am learning to explore and describe musical concepts.

- 5 Anchor Standard:** Pr5 Develop and refine artistic techniques and work for presentation.
- Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Essential Question:** How do musicians improve the quality of their performance?

MU:1.Pr5.a With appropriate guidance , apply personal , teacher, and peer feedback to refine performance .	a. I am learning how to make my performance better based on my observations and those of my teacher and classmates.
MU:1.Pr5.b With appropriate guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	b. I am learning how to use strategies in difficult places of my music during rehearsal to make my music performance better.

- 6 Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.
- Enduring Understandings:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience's response.
- Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:1.Pr6.a With appropriate guidance , perform music with expression (e.g., dynamics).	a. I am learning how to perform music with expression .
MU:1.Pr6.b Perform appropriately for the audience and occasion.	b. I am learning how to perform appropriately for the audience and occasion..

General Music – Grade 1

Responding - Understanding and evaluating how the arts convey meaning.

7 Anchor Standard: Re7 Perceive and analyze artistic work.
Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<p>MU:1.Re7.a With appropriate guidance, list personal musical interests.</p>	<p>a. I am learning how to identify and create a list of musical things I like.</p>
<p>MU:1.Re7.b With appropriate guidance, demonstrate musical concepts in various styles of music (e.g., beat, pitch).</p>	<p>b. I am learning how to perform a musical concept in a variety of musical styles.</p>

8 Anchor Standard: Re8 Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern the musical creators' and performers' expressive intent?

<p>MU:1.Re8.a With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g., dynamics).</p>	<p>a1. I am learning how to recognize how expression is used in music. a2. I am learning how to recognize why composers and performers use expressive qualities in music to convey meaning.</p>
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9 Anchor Standard: Re9 Apply criteria to artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

<p>MU:1.Re9.a With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.</p>	<p>a. I am learning how to use my teacher's guidelines to evaluate musical works and performances.</p>
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General Music – Grade 1

Connecting - Relating artistic ideas and work with personal meaning and external context.

10 **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
MU:1.Cn10.a With appropriate guidance , express personal preferences in music.	a. I am learning how to explain why I like certain things about music.
MU:1.Cn10.b With appropriate guidance , explore various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).	b. I am learning to explore how music is used throughout my day-to-day life.

11 **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:1.Cn11.a With appropriate guidance , explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to explore the relationships between music and my other subject areas at school.
MU:1.Cn11.b With appropriate guidance , explore how context (e.g., social , cultural , historical) can inform a performance .	b. I am learning to explore how certain life events can impact a performance .



**ARIZONA DEPARTMENT OF
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General Music – Grade 2

Creating - Conceiving and developing new artistic ideas and work.

Anchor Standard: Cr1 Generate and conceptualize artistic work.

1

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Standard	Student Friendly Language
<p>MU:2.Cr1.a Improvise rhythmic and melodic patterns and musical ideas (e.g., beat, meter, rhythm).</p>	<p>a. I am learning to create my own music patterns and ideas.</p>
<p>MU:2.Cr1.b With appropriate guidance, generate musical ideas in multiple tonalities (e.g., major, minor, modal, pentatonic) and meters (e.g., duple, triple, simple, compound).</p>	<p>b. I am learning to create musical ideas using multiple tonalities and meters.</p>
<p>Anchor Standard: Cr2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	
<p>MU:2.Cr2.a Demonstrate and explain personal reasons for selecting musical ideas (e.g., patterns, ideas).</p>	<p>a. I am learning to demonstrate and explain why I like certain musical ideas.</p>
<p>MU:2.Cr2.b Use notation to document personal or collective musical ideas (e.g., sequencing).</p>	<p>b. I am learning to notate musical ideas.</p>
<p>Anchor Standard: Cr3 Refine and complete artistic work.</p> <p>Enduring Understandings: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Questions: How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p>MU:2.Cr3.a Interpret and apply personal, peer, and teacher feedback to revise personal music.</p>	<p>a. I am learning to improve my music using my own opinion and the feedback from my classmates and teachers.</p>
<p>MU:2.Cr3.b Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.</p>	<p>b. I am learning to present a final version of my music work showing expression to my classmates or informal audience.</p>

General Music – Grade 2

Producing - Realizing artistic ideas and work through interpretation and presentation.

- 4 Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.
- Enduring Understandings:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
- Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
MU:2.Pr4.a With appropriate guidance , demonstrate and state personal interest in varied musical selections.	a. I am learning how to show and explain why I like different musical selections.
MU:2.Pr4.b Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., meter , tonality).	b. I am learning to show what I know about different musical concepts from different cultural music performances .
MU:2.Pr4.c Read and perform rhythmic and melodic patterns using notation .	c. I am learning to read and perform music patterns using notation .
MU:2.Pr4.d Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey expressive intent .	d. I am learning to explore and describe musical concepts.

- 5 Anchor Standard:** Pr5 Develop and refine artistic techniques and work for presentation.
- Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Essential Question:** How do musicians improve the quality of their performance?

MU:2.Pr5.a Apply personal , teacher, and peer feedback to refine performance .	a. I am learning how to make my performance better based on my observations and those of my teacher and classmates.
MU:2.Pr5.b With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.	b. I am learning how to use strategies in difficult places of my music during rehearsal to make my music performance better.

- 6 Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.
- Enduring Understandings:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience's response.
- Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:2.Pr6.a Perform music with appropriate expression and technique (e.g., posture, tone, breath support).	a. I am learning to perform music with expression and technique.
MU:2.Pr6.b Perform appropriately for the audience and occasion.	b. I am learning to perform appropriately for the audience and occasion.

General Music – Grade 2

Responding - Understanding and evaluating how the arts convey meaning.

- 7 Anchor Standard:** Re7 Perceive and analyze artistic work.
- Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<p>MU:2.Re7.a List and explain personal musical interests.</p>	<p>a. I am learning how to identify and create a list of musical things I like.</p>
<p>MU:2.Re7.b Demonstrate and identify how specific musical concepts are used in various styles of music (e.g., meter, tonality).</p>	<p>b. I am learning how to identify and perform specific musical concepts in a variety of musical styles.</p>
<p>8 Anchor Standard: Re8 Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>	
<p>MU:2.Re8.a Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent (e.g., tempo, dynamics, mood, emotion).</p>	<p>a1. I am learning how to recognize how expression is used in music.</p> <p>a2. I am learning how to recognize why I think composers and performers use expressive qualities in music to convey meaning.</p>
<p>9 Anchor Standard: Re9 Apply criteria to artistic work.</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	
<p>MU:2.Re9.a Apply teacher-provided criteria to evaluate musical works and performances.</p>	<p>a. I am learning to apply my teacher's criteria to evaluate musical works and performances.</p>

General Music – Grade 2

Connecting - Relating artistic ideas and work with personal meaning and external context.

10 **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
MU:2.Cn10.a Express personal preferences in music.	a. I am learning to express what I like about certain things in music.
MU:2.Cn10.b Explore various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs).	b. I am learning to explore how music is used throughout my day-to-day life.

11 **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:2.Cn11.a Explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to explore the relationships between music and my other subject areas at school.
MU:2.Cn11.b Explore how context (e.g., social , cultural , historical) can inform performance .	b. I am learning to explore how specific life events can impact a performance .



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