

## PRESCHOOL — THREE AND FOUR YEAR OLDS

(Page 1 of 2)

Music is a channel for creative expression in two ways. One is the manner in which sounds are communicated by the music-maker. The other is the emotional and physical response that the sound evokes from the listener. Singing, listening to music, using and making rhythm instruments, dancing and other rhythmic activities are ways of developing a love and appreciation for music.

### I. Sing alone and with others

**The student will:**

1. Listen and respond to music
2. Sing alone and with others
3. Develop a repertoire of songs to be sung from memory
4. Identify a favorite song
5. Recognize familiar songs when played or sung

### II. Performs on instruments alone and with others

**The student will:**

1. Identify and distinguish differences in sound
2. Explore with rhythm instruments
3. Use instruments to accompany movement

### III. Improvise melodies, variations, and accompaniments

**The student will:**

1. Move to music with scarves and ribbons
2. Freely use voice, movement, and instruments
3. Reproduce a simple pattern or structure

### IV. Compose and arrange music within specific guidelines

### V. Reading and notating music

**The student will:**

1. Recognize some musical symbols

### VI. Listen to, analyze, respond to, and describe music

**The student will:**

1. Keep time to music with body movements
2. Move to a beat (walk and clap, walk fast and slow, run fast and slow, march, swing arms, swing one leg, gallop, hop)

*(Continued on page 30)*

**PRESCHOOL – THREE AND FOUR YEAR OLDS**

(Page 2 of 2)

3. Use instruments to accompany movement
4. Establish good listening habits
5. Listen quietly and relax with appropriate music
6. Use music creatively for self-expression (i.e., draw with music, create a song, make up a dance, etc.)
7. Respond through purposeful movement to specific musical elements while listening to music (folk dances, free and directed physical responses)
8. Identify and describe instruments by sight and/or sounds

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Retell a story told in song

**VIII. Understand the relationship between music history, culture, and our Catholic faith****The student will:**

1. Participate in dances from a variety of cultures (i.e. Native American, Mexican, etc.)

## PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS

(Page 1 of 2)

Music is a channel for creative expression in two ways. One is the manner in which sounds are communicated by the music-maker. The other is the emotional and physical response that the sound evokes from the listener. Singing, listening to music, using and making rhythm instruments, dancing and other rhythmic activities are ways of developing a love and appreciation for music.

### I. Sing alone and with others

**The student will:**

1. Listen and respond to music
2. Sing alone and with others
3. Develop a repertoire of songs to be sung from memory
4. Identify a favorite song
5. Recognize familiar songs when played or sung

### II. Performs on instruments alone and with others

**The student will:**

1. Recognize familiar tunes
2. Identify and distinguish differences in sound
3. Explore with rhythm instrument
4. Use instruments to accompany movement
5. Listen quietly and relax with appropriate music
6. Establish good listening habits
7. Use music creatively for self-expression (i.e., draw with music, create a song, make up a dance, etc.)

### III. Improvise melodies, variations, and accompaniments using voice and/or instruments

**The student will:**

1. Move to music with scarves and ribbons
2. Freely use voice, movement, and instruments
3. Reproduce a simple pattern or structure

### IV. Compose and arrange music within specific guidelines

### V. Reading and notating music

**The student will:**

1. Recognize some musical symbols

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

(Page 2 of 2)

**VI. Listen to, analyze, respond to, and describe music****The student will:**

1. Keep time to music with body movements
2. Move to a beat (walk and clap, walk fast and slow, run fast and slow, march, swing arms, swing one leg, gallop, hop)
3. Use instruments to accompany movement
4. Establish good listening habits
5. Listen quietly and relax with appropriate music
6. Use music creatively for self-expression (i.e., draw with music, create a song, make up a dance, etc.)
7. Respond through purposeful movement to specific musical elements while listening to music (folk dances, free and directed physical responses)
8. Identify and describe instruments by sight and/or sounds

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Retell a story told in song

**VIII. Understand the relationship between music history, culture, and our Catholic faith****The student will:**

1. Participate in dances from a variety of cultures (i.e., Native American, Mexican, etc.)

**KINDERGARTEN – GRADE 2**

(Page 1 of 3)

**I. Sings alone and with others****The student will:**

1. Sing independently
  - a) Nursery rhymes, play songs, religious songs, folk songs
  - b) Maintaining a steady tempo
  - c) Echoing pitches
  - d) Simple songs of 4 and 5 pitches
2. Sing expressively
  - a) Using appropriate posture, timbre, and diction
  - b) Identifying and perform loud and soft dynamic levels
  - c) Exploring phrasing, breathing as directed
  - d) Interpreting mood of a song (i.e., happy, sad, serious, bright, mysterious)
  - e) Identifying chanting, speaking, whispering, singing, and shouting
  - f) Producing high and low sounds
  - g) Exploring vocal and mouth sounds (i.e., animal sounds, machine sounds, environmental sounds)
3. Sing from memory songs from varied repertoire, including religious music
4. Sing simple ostinati and rounds
5. Sing in groups
  - a) Responding to direction from the conductor
  - b) Blending similar timbre and dynamics
  - c) Publicly at Mass, performances, school functions, etc.

**II. Perform on instruments alone and with others****The student will:**

1. Explore unpitched instruments
  - a) Echoing short rhythmic patterns
  - b) Accompanying singing
  - c) Differentiating between beat and rhythm
  - d) Identifying percussion instrument sounds (i.e., skin, metal, scraper, shaker, bell-like)
2. Explore pitched instruments
  - a) Identifying high and low pitches
  - b) Identify instrument families
  - c) Echoing short melodic patterns
3. Play in groups and independently
  - a) Responding to direction from the conductor
  - b) Maintaining a steady tempo
  - c) Performing instrumental parts while other students sing or play contrasting parts
4. Handle instruments with respect and proper technique

## KINDERGARTEN – GRADE 2

(Page 2 of 3)

### III. Improvise melodies, variations, and accompaniments using voice and/or instruments

**The student will create:**

1. Freely using voice, movement, and instruments
2. Within a simple pattern or structure (i.e., same – different, call – response, question – answer)
3. Using 1<sup>st</sup> ending, 2<sup>nd</sup> ending, repeat sign
4. Using a variety of sound sources, traditional and non-traditional

### IV. Compose and arrange music within specific guidelines

**The student will:**

1. Create, arrange, and perform sounds to accompany stories, poems, or dramatizations
2. Use a variety of traditional and non-traditional sound sources

### V. Reading and notating music

**The student will:**

1. Respond to simple visual representation of sound
2. Identify the repeat sign and respond to the sign in the music
3. Identify and respond to 1st and 2nd endings
4. Aurally identify, (from dictation) and notate *sol, mi, la*
5. Aurally identify, (from dictation) and notate *re, do* (2<sup>nd</sup> grade)
6. Read quarter, half, and eighth notes and rests
7. Identify duple meter

### VI. Listen to, analyze, respond to, and describe music

**The student will:**

1. Distinguish between beat and rhythm
2. Identify *piano* (p) as soft and *forte* (f) as loud
3. Identify notes as high and low using a visual representation
4. Identify long and short duration using visual representation (long and short lines, etc.)
5. Respond to fast and slow using a visual representation
6. Identify melodies or rhythmic patterns as same or different (from visual representation)
7. Respond through purposeful movement to specific musical elements while listening to music (i.e., clap to the beat, dance creatively, march, use scarves or ribbons, etc.)
8. Identify the different quality of voices – men, women, children
9. Identify instrument families by sight and sound

**KINDERGARTEN – GRADE 2**

(Page 3 of 3)

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Identify similarities and differences in the meanings of common terms used in various subjects
2. Listen to and perform music that reflects other content areas

**VIII. Understand the relationship between music history, culture, and our Catholic Faith****The student will:**

1. Participate in dances from a variety of cultures (i.e., Native American, Mexican, etc.)
2. Listen to and perform music from other cultures
3. Demonstrate appropriate audience and performance behavior for various kinds of music
4. Participate musically in the liturgy

**GRADES 3 – 5**

(Page 1 of 3)

**I. Sings alone and with others****The student will:**

1. Sing independently
  - a) Folk songs, religious songs
  - b) On pitch and with attention to breath control throughout appropriate singing ranges
  - c) Maintaining a steady tempo
  - d) Exploring and expanding vocal range
2. Sing expressively
  - a) Using appropriate posture, timbre, diction, and dynamic level
  - b) Using proper phrasing and breath control
  - c) Music of diverse genres and cultures, including traditional Catholic music
  - d) Applying mood, character, or expressive terms (i.e., happy, sad, serious, brightly, mysteriously, etc.)
3. Sing from memory songs from varied repertoire, including religious music, patriotic songs, folk songs
4. Sing in groups
  - a) Responding to direction from the conductor
  - b) Blending similar timbre and dynamics
  - c) Sight reading
  - d) Using music written in 2-part harmony
  - e) Publicly at Mass, performances, school functions, etc.
  - f) Traditional Catholic repertoire

**II. Perform on instruments alone and with others**

The use of Smartboards (or similar technology) with software that allows students to have an opportunity to make music is encouraged. Ideally, this is the time to provide a beginning band or orchestra experience. This might be done in conjunction with a public school program or a private provider.

**The student will:**

1. Perform on unpitched instruments
  - a) Echoing longer, more complicated rhythmic patterns
  - b) Accompanying singing
  - c) Differentiating between beat and rhythm
2. Perform on pitched instruments (i.e., recorders, Orff instruments, keyboards, etc.)
  - a) Echoing melodic patterns
  - b) Simple melodies by ear
  - c) Simple accompaniments (i.e., ostinati)
  - d) Using correct posture, playing position, good breath control, etc.

*(Continued on page 37)*

**GRADES 3 – 5**

(Page 2 of 3)

3. Play in groups and independently
  - a) Responding to direction from the conductor
  - b) Maintaining a steady tempo
  - c) Performing instrumental parts while other students sing or play contrasting parts
  - d) Music of diverse genres and cultures
4. Handle instruments with respect and proper technique
5. Participate in a beginning band and/or orchestra course
  - a) play simple unison melody

**III. Improvise melodies, variations, and accompaniments using voice and/or instruments****The student will create:**

1. Freely with no parameters
2. Simple harmonic accompaniments
3. Short unaccompanied melodies
4. Short melodies over a given rhythmic accompaniment
5. Simple melodic and rhythmic variations on a given melody
6. Using a variety of sound sources, traditional and non-traditional

**IV. Compose and arrange music within specific guidelines****The student will:**

1. Compose short pieces within specified guidelines
2. Create, arrange, and perform music to accompany readings or dramatizations
3. Use a variety of traditional and non-traditional sound sources

**V. Reading and notating music****The student will:**

1. Identify bass clef
2. Read simple melodies in treble clef and bass clef (familiar material, sight read)
3. Read *fa, ti, low la, low sol*
4. Read whole, sixteenth, dotted quarter notes and rests, triplets, triple meter, compound duple meter, and syncopation
5. Interpret formal time signature
6. Use standard notation to record musical ideas
7. Identify intervals and chords by number, and as major or minor
8. Identify words and signs for *crescendo*, *decrescendo*, *mezzopiano (mp)*, *mezzoforte (mf)*, *pianissimo (pp)*, *fortissimo (ff)*, *piano (p)* *forte (f)* and accent marks
9. Identify notation for: *andante*, *allegro*, *largo*, *ritardando (rit.)*, *accelerando*, *a tempo*, *fermata*

**GRADES 3 – 5**

(Page 3 of 3)

**VI. Listen to, analyze, respond to, and describe music****The student will:**

1. Identify and respond to: *crescendo*, *decrescendo*, *mezzopiano (mp)*, *mezzoforte (mf)*, *pianissimo (pp)*, *fortissimo (ff)*, accent marks
2. Describe or visually represent melodic contours or other aspects of the music
3. Identify and respond to *andante*, *allegro*, *largo*, *ritardando*, *accelerando*, *a tempo*
4. Identify melodic and rhythmic patterns including forms (i.e., ABA, ABBA, ABC, rondo, etc.)
5. Respond through purposeful movement to specific musical elements while listening to music
6. Identify and describe instruments by sight and sound
7. Respond to mood, character, or expression of music (i.e., happy, sad, serious, brightly, mysteriously, etc.)
8. Identify simple chord progressions (I-V-I) (5<sup>th</sup> grade)
9. Distinguish between major and minor chord qualities (5<sup>th</sup> grade)
10. Aurally identify if a scale is major or minor (5<sup>th</sup> grade)
11. Explore conducting
12. Develop criteria for evaluating the effectiveness of musical performances and compositions
13. Explain personal preferences for musical works and styles using appropriate music terminology

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Identify similarities and differences in the meanings of common terms used in various subjects
2. Listen to and perform music that reflects other content areas

**VIII. Understand the relationship between music history, culture, and our Catholic Faith****The student will:**

1. Identify music from various historical periods
2. Participate in dances from a variety of cultures (i.e., Native American, Mexican, etc.)
3. Listen to and perform music from other cultures
4. Demonstrate appropriate audience and performance behavior for various kinds of music
5. Explore the history of church music in the Catholic tradition
6. Participate musically in the liturgy

**GRADES 6 – 8**

(Page 1 of 3)

**I. Sings alone and with others**

At this level, music teachers should provide direct instruction about changes in vocal abilities and assist students in the transition.

**The student will:**

1. Sing independently
  - a) On pitch and with good breath control respecting change in vocal abilities
  - b) Maintaining a steady tempo
  - c) Exploring and expanding vocal range
2. Sing expressively
  - a) Using appropriate posture, timbre, diction, and dynamic level
  - b) Using proper phrasing and breath control
  - c) Music of diverse genres and cultures, including traditional Catholic music
  - d) Applying mood, character, or expressive terms (i.e., happy, sad, serious, brightly, mysteriously, etc.)
3. Sing from memory songs from varied repertoire, including religious music, patriotic songs, folk songs
4. Sing in groups
  - a) Responding to direction from the conductor
  - b) With expression and increasing technical accuracy
  - c) Sight singing
  - d) Using music written in 2-part harmony
  - e) Exploring 3-part harmony
  - f) Publicly at Mass, performances, school functions, etc.
  - g) Traditional Catholic repertoire

**II. Perform on instruments alone and with others****The student will:**

1. Perform on unpitched instruments
  - a) Echoing longer, more complicated rhythmic patterns
  - b) Accompanying singing
  - c) Differentiating between beat and rhythm
2. Perform on pitched instruments (i.e., recorders, Orff instruments, keyboards, etc.)
  - a) Echoing melodic patterns
  - b) Simple melodies by ear
  - c) Simple accompaniments (i.e., ostinati)
  - d) Using correct posture, correct playing position, good breath control, etc.

*(Continued on page 40)*

**GRADES 6 – 8**

(Page 2 of 3)

3. Play in groups and independently
  - a) Responding to direction from the conductor
  - b) With expression and increasing technical accuracy
  - c) 2- or 3-part instrumental music using tone bells, Orff instruments, etc.
  - d) Music of diverse genres and cultures
4. Handle instruments with respect and proper technique

**III. Improvise melodies, variations, and accompaniments using voice and/or instruments****The student will improvise:**

1. Freely with no parameters
2. Simple harmonic accompaniments
3. Short melodies, unaccompanied and over given rhythmic accompaniment, each in a consistent style, meter, and tonality
4. Simple melodic and rhythmic variations on a given melody
5. Using a variety of sounds sources, traditional and non-traditional
6. Using embellishment

**IV. Compose and arrange music within specific guidelines****The student will:**

1. Compose music within specified guidelines demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
2. Use a variety of traditional and non-traditional sound sources (i.e., homemade instruments, electronic media, etc.)
3. Create, arrange, and perform music to accompany readings or dramatizations

**V. Reading and notating music****The student will:**

1. Read melodies in treble and bass clef (familiar material, sight read)
2. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
3. Use standard notation to record musical ideas

**VI. Listen to, analyze, respond to, and describe music****The student will:**

1. Demonstrate knowledge of expression including dynamics, tempo, and character/mood/expression
2. Identify and describe instruments by sight and sound

*(Continued on page 41)*

**GRADES 6 – 8**

(Page 3 of 3)

3. Describe or visually represent melodic contours or other aspects of the music
4. Demonstrate knowledge of the basic principles of
  5. Meter
  6. Rhythm
  7. Tonality
  8. Intervals
  9. Chords
  10. Harmonic progressions
  11. Forms
  12. Timbre
13. Use established criteria for evaluating the effectiveness of musical performances and compositions
14. Explore conducting
15. Explain personal preferences for musical works and styles using appropriate music terminology

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Identify similarities and differences in the meanings of common terms used in various subjects, particularly the other arts
2. Listen to and perform music that reflects other content areas

**VIII. Understand the relationship between music history, culture, and our Catholic faith****The student will:**

1. Identify music from various historical periods
2. Participate in dances from a variety of cultures (i.e., Native American, Mexican, etc.)
3. Listen to and perform music from other cultures
4. Demonstrate appropriate audience and performance behavior for various kinds of music
5. Perform church music in the Catholic tradition
6. Plan, participate, and provide leadership musically for liturgy and prayer services
7. Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures of the world
8. Explore the cultural musical opportunities available in the local area

**GRADES 9 - 12**

(Page 1 of 3)

**I. Sings alone and with others****The student will:**

1. Sing independently
  - a) On pitch and with good breath control
  - b) Maintaining a steady tempo
  - c) Exploring and expanding vocal range
  - d) Sight singing
2. Sing expressively
  - a) Using appropriate posture, timbre, diction, and dynamic level
  - b) Using proper phrasing and breath control
  - c) Music of diverse genres and cultures, including traditional Catholic music
  - d) Apply mood, character, or expressive terms (i.e., happy, sad, serious, brightly, mysteriously, etc.)
3. Sing from memory songs from varied repertoire such as religious music including Gregorian chant, patriotic songs, folk songs, standard and contemporary literature
4. Sing in groups
  - a) Responding to direction from the conductor
  - b) With expression and increasing technical accuracy
  - c) Sight reading and sight singing
  - d) Explore music written in 2-, 3-, and 4-part harmony
  - e) Publicly at Mass, performances, school functions, etc.

**II. Perform on instruments alone and with others****The student will:**

1. Perform on unpitched instruments
  - a) Echoing longer, more complicated rhythmic patterns
  - b) Accompanying singing
  - c) Differentiating between beat and rhythm
2. Perform on pitched instruments
  - a) Simple melodies by ear
  - b) Accompaniments
  - c) Using appropriate technique
3. Play in groups and independently
  - a) Responding to direction from the conductor
  - b) With expression and increasing technical accuracy
  - c) 2- or 3-part instrumental music (using tone bells, Orff instruments, etc.)
  - d) Music of diverse genres and cultures
4. Handle instruments with respect and proper technique

**GRADES 9 - 12**

(Page 2 of 3)

**III. Improvise melodies, variations, and accompaniments****The student will improvise:**

1. Freely with no parameters, within a key signature and within a chord progression
2. Simple harmonic accompaniments
3. Short melodies, unaccompanied and over given rhythmic accompaniment, each in a consistent style, meter, and tonality
4. Using tonalities other than major
5. Simple melodic and rhythmic variations on a given melody
6. Using a variety of sounds sources, traditional and non-traditional
7. Using embellishment

**IV. Compose and arrange music within specific guidelines****The student will:**

1. Compose music within specified guidelines demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
2. Use a variety of traditional and non-traditional sound sources (i.e., homemade instruments, electronic media, etc.)
3. Create, arrange, and perform music to accompany readings or dramatizations
4. Use a powerpoint slide show and put a piece of music with it. (Some software that might be helpful with this includes: *Sibelius*, *GarageBand*, *Finale*, *Note Book*, *PrintMusic*, and *Coda Music*.)

**V. Reading and notating music****The student will:**

1. Read melodies in treble and bass clef (familiar material, sight read)
2. Define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
3. Use standard notation to record musical ideas

**VI. Listen to, analyze, respond to, and describe music****The student will:**

1. Demonstrate knowledge of expression including dynamics, tempo, and character/mood/expression
2. Demonstrate knowledge of various types of ensembles
3. Describe or visually represent melodic contours or other aspects of the music

*(Continued on page 44)*

**GRADES 9 - 12**

(Page 3 of 3)

4. Demonstrate knowledge of the basic principles of
  - a) Meter
  - b) Rhythm
  - c) Tonality
  - d) Intervals
  - e) Chords
  - f) Harmonic progressions
  - g) Forms
  - h) Timbre
5. Use established criteria for evaluating the effectiveness of their own and other musical performances and compositions
6. Explain personal preferences for musical works and styles using appropriate music terminology
7. Explore conducting
8. Analyze and interpret the technological and scientific advances influence the creation of musical compositions

**VII. Understand the relationship between music and other disciplines****The student will:**

1. Identify similarities and differences in the meanings of common terms used in various subjects, particularly the other arts
2. Discuss the similarities and differences between music and other disciplines

**VIII. Understand the relationship between music history, culture, and our Catholic faith****The student will:**

1. Identify music from various historical periods, including contemporary music
2. Identify American music genres and prominent individuals associated with them (i.e., jazz, swing, Broadway musicals, etc.)
3. Listen to and perform music from other cultures
4. Demonstrate appropriate audience and performance behavior for various kinds of music
5. Perform church music in the Catholic tradition
6. Plan and provide leadership musically for liturgy and prayer services
7. Compare the functions music serves in world cultures, roles of musicians, and conditions under which music is typically performed
8. Explore the cultural musical opportunities available in the local area

**CHOIR GRADES 9 - 12**

(Page 1 of 1)

This class is for students who have already participated in a general music class at the high school level, or by instructor approval. Students are expected to have a basic knowledge of music theory and be ready to study techniques that are more difficult and more advanced music. They will increase their knowledge of music reading and music theory, further develop their voice quality, and expand their knowledge of the role of music in history and culture.

**Students know and apply the arts, disciplines, techniques, and processes to communicate in original or interpretive work.****The student will:**

1. Sing and perform with expression and technical accuracy a varied repertoire, including some songs performed from memory and without accompaniment
2. Sightread music accurately and expressively
3. Demonstrate the ability to read a score of up to four staves
4. Demonstrate the basic concepts of music theory
5. Understand and demonstrate the range and expressive possibilities of the voice

**Students demonstrate how interrelated conditions influence and give meaning to the development and reception of thought, ideas, and concepts in the arts.****The student will:**

1. Identify the cultural/historical connections for pieces they study
2. Explore opportunities to experience local performances

**Students demonstrate how the arts reveal universal concepts and themes, reflect upon, and assess the characteristics and merits of their work and the work of others.****The student will:**

1. Demonstrate knowledge of musical terminology
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Identify specific criteria to evaluate personal participation in music, and performance by others
4. Evaluate a personal performance, and a performance by others using the established criteria

**INSTRUMENTAL MUSIC GRADES 9 - 12**

(Page 1 of 1)

This course is performance based. Students who qualify for this course will have a basic mastery of their instrument to include knowing the fingering and note positions. Students should have a basic knowledge of theory.

**Students understand and demonstrate the range and playing system of at least one instrument****The student will:**

1. Continue study of instrument through method books referenced for needed information
2. Perfect fingering through constant practice and through ensemble playing
3. Improve ability to play instrument through ensemble playing and individual rehearsal

**Students perform with expression and technical accuracy a varied repertoire including some songs from memory****The student will:**

1. Perform as a solo to show interpretation of various musical expression symbols
2. Perform individually to demonstrate proficiency in playing through musical excerpts
3. Perform as a member of a group interpreting and performing expression as marked symbols
4. Work with, perform, and master various music from different periods and composers
5. Perform for an audience

**Students sight-read music accurately and expressively****The student will:**

1. Sight read individually working through various levels
2. Sight read as part of an ensemble working through various levels

**Students conduct and rehearse a peer group, demonstrating knowledge and understanding of the score****Students identify the cultural/historical connections for pieces they study****Students identify and establish specific criteria to evaluate personal participation in music, and performance by others****Students evaluate a personal performance, and a performance by others using the established criteria**