

Curriculum Overview

	EYFS		
	Autumn	Spring	Summer
Unit	Basic Skills Explore colour and texture through mixing	Basic Skills Sculpture focus	Developing Skills Representational drawings/paintings
EYFS Non-Statutory Framework - Birth to 5 Matters	<p>EAD• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed and creating spaces • Uses tools for a purpose <p>PD •Holds mark-making tools with thumb and all fingers</p> <ul style="list-style-type: none"> •Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<p>EAD• Uses 3D and 2D structures to explore materials and/or to express ideas</p> <ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and object and creating spaces • Uses tools for a purpose <p>PD</p> <ul style="list-style-type: none"> •Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<p>EAD• Continues to explore colour and how colours can be changed</p> <ul style="list-style-type: none"> • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience and creating spaces • Uses tools for a purpose <p>PD •Creates lines and circles pivoting from the shoulder and elbow</p> <ul style="list-style-type: none"> •Holds mark-making tools with thumb and all fingers
Key Vocabulary	Paint, water, colour names, brush, mix, dip, mark, line, thick, thin, runny,	Glue, cut, scissors, paper, clay, roll, smooth, slimy, attach, fixed,	Shape, line, colour, shape names, dark, light, chalk, drawing, felt tips, marks, drawing, mark making
Key Knowledge (Substantive)	In preparation for Reception class children are introduced to the formal elements:	In preparation for Reception class children are introduced to the formal elements:	In preparation for Reception class children are introduced to the formal elements:



	<p>Colour: The names of a wide range of colours.</p> <p>Colour: Colours can be mixed to make new colours.</p> <p>Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p>	<p>Texture: Simple terms to describe what something feels like (eg. bumpy).</p> <p>Form: Modelling materials can be shaped using hands or tools.</p>	<p>Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p>Line: Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.</p> <p>Shape: The names of simple shapes in art.</p>
Key Skills (Disciplinary)	<ul style="list-style-type: none"> • Sometimes artists like to experiment with colours and materials • Artists draw many different materials and use different tools to create with 	<ul style="list-style-type: none"> • Sometimes artists like to experiment with colours and materials • Artists draw many different materials and use different tools to create with 	<ul style="list-style-type: none"> • Sometimes artists like to experiment with colours and materials • Artists draw many different materials and use different tools to create with

	EYFS		
	Autumn	Spring	Summer
Unit	Kapow Reception unit - Creation Station and Pinch pot Diwali lamp	Kapow Reception unit - Paint my World	Kapow Reception unit - Marvellous marks
EYFS Statutory Framework	<p>Physical Development - ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Fine Motor Skills: Begin to show accuracy and care when drawing.</p> <p>Expressive Art and Design - ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		

Key Vocabulary	Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, bend, chop, cut, design, slice, soft	Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture, collage, fixed, not fixed, collage, landscape, rip, tear, cut	Hard, long, rough, short, smooth, soft, straight, thick, thin, wavy, circle, curved, line, long, short, squiggly, straight, chalk, drawing, felt tips, marks, drawing, mark making
Key Knowledge (Substantive)	Form: Modelling materials can be shaped using hands or tools. Texture: Simple terms to describe what something feels like (eg. bumpy).	Colour: The names of a wide range of colours. Colour: Colours can be mixed to make new colours. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy).	Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. Texture: Simple terms to describe what something feels like (eg. bumpy). Tone: Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.
Key Skills (Disciplinary)	Artists use modelling materials like clay to recreate things from real life. Some art doesn't last long- it is temporary. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Artists choose colours to draw or paint with. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...
Cross Curricular Links			



	Year 1		
	Autumn	Spring	Summer
Unit	Drawing: Exploring line and shape	Painting and mixed media: Colour splash (Y1)	Craft and Design: Woven Wonders
National Curriculum	<p>Each term the units cover the complete KS1 National Curriculum content for Art and design which is:</p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		
Key Vocabulary	Artist, control, line, pressure, shape	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft
Key Knowledge (Substantive)	<ul style="list-style-type: none"> ●Shape: Know a range of 2D shapes and confidently draw these. ●Line: Know that drawing tools can be used in a variety of ways to create different lines. ●Pattern: Know lines can create patterns like zig zags and wavy lines. ●Texture: Know different drawing tools make different marks. ●Tone: Changing pressure when drawing can create light and dark tones. 	<ul style="list-style-type: none"> ●Colour: Know that the primary colours are red, yellow and blue. ●Colour: Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> – Red + yellow = orange – Yellow + blue = green – Blue + red = purple ●Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. ●Tone: Know that there are many different shades (or 'hues') of the same colour. ●Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. 	<ul style="list-style-type: none"> ●Form: Know that three dimensional art is called sculpture.

Key Skills (Disciplinary)	<ul style="list-style-type: none"> ● Art is made in different ways. ● Art is made by all different kinds of people. ● An artist is someone who creates. 	<ul style="list-style-type: none"> ● Describe and compare features of their own and others' artwork. ● Evaluate art with an understanding of how art can be varied and made in different ways and by different people. ● Art is made in different ways. ● Art is made by all different kinds of people. ● An artist is someone who creates. 	<ul style="list-style-type: none"> ● Describe and compare features of their own and others' artwork. ● Evaluate art with an understanding of how art can be varied and made in different ways and by different people. ● Art is made in different ways. ● Art is made by all different kinds of people. ● Craft is making something creative and useful.
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	Year 2		
	Autumn	Spring	Summer
Unit	*Drawing Understanding tone and texture	*Sculpture and 3D: Clay houses (Y2)	*Painting and mixed media: Colour splash (Y1)
National Curriculum	<p>Each term the units cover the complete KS1 National Curriculum content for Art and design which is:</p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		
Key Vocabulary	Grip, mark making, materials, refine, shading sketch, texture, tone	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick
Key Knowledge (Substantive)	● Form: That 'composition' means how things are arranged on the page.	● Form: Pieces of clay can be joined using the 'scratch and slip' technique.	● Colour: Know that the primary colours are red, yellow and blue.

	<ul style="list-style-type: none"> ●Shape: Shapes can be organic (natural) and irregular. ●Shape: Patterns can be made using shapes. ●Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. ●Texture: Texture means 'what something feels like.' ●Texture: Different marks can be used to represent the textures of objects. ●Texture: Drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. 	<ul style="list-style-type: none"> ●Form: A clay surface can be decorated by pressing into it or by joining pieces on. ●Shape: Patterns can be made using shapes. 	<ul style="list-style-type: none"> ●Colour: Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> – Red + yellow = orange – Yellow + blue = green – Blue + red = purple ●Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. ●Tone: Know that there are many different shades (or 'hues') of the same colour. ●Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
Key Skills (Disciplinary)	<ul style="list-style-type: none"> ●People make art to share their feelings. ●People make art to explore an idea in different ways. 	<ul style="list-style-type: none"> ●People use art to tell stories. ●People make art about things that are important to them. ●People make art to share their feelings. ●People make art to explore an idea in different ways 	<ul style="list-style-type: none"> ●Describe and compare features of their own and others' artwork. ●Evaluate art with an understanding of how art can be varied and made in different ways and by different people. ●People use art to tell stories. ●People make art about things that are important to them. ●People make art to share their feelings. ●People make art to help others understand something.

	Year 3		
	Autumn	Spring	Summer
Unit	*Painting and Mixed Media:	*Drawing:	Craft and design:

	Prehistoric painting	Developing Drawing Skills	Ancient Egyptian scrolls
National Curriculum	<p>Each term, the units cover the complete KS2 National Curriculum content for Art and design which is:</p> <p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>		
Key Vocabulary	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	<p>Artist, geometric, line, refine, shape Sketch, Organic, blend, even tones, grip, pressure, shade, tone, mark making, observation, observational, drawing, pattern, Texture, inspiration, materials, digital art, illustrator, product, purpose, style</p>	<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>
Key Knowledge (Substantive)	<ul style="list-style-type: none"> ●Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. ●Shape: Negative shapes show the space around and between objects. ●Line: Using different tools or using the same tool in different ways can create different types of lines. ●Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. 	<ul style="list-style-type: none"> ●Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ●Line: Using different tools or using the same tool in different ways can create different types of lines. ●Pattern: Surface rubbings can be used to add or make patterns. ●Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. ●Tone: That 'tone' in art means 'light and dark'. ●Tone: Shading helps make drawn objects look realistic. 	<ul style="list-style-type: none"> ●Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).



		<ul style="list-style-type: none"> ●Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. ●Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	
Key Skills (Disciplinary)	<ul style="list-style-type: none"> ●Artists make art in more than one way. ●People use art to tell stories and communicate. ●People use art to help explain or teach things. ●One artwork can have several meanings. 	<ul style="list-style-type: none"> ●People use art to help explain or teach things. ●People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> ●Art can be purely decorative or it can have a purpose. ●People use art to tell stories and communicate. ●People can make art to express their views or beliefs. ●People use art to help explain or teach things.

	Year 3/4 and 4		
	Autumn	Spring	Summer
Unit	*Drawing: Exploring Tone, Texture and Proportion	* Craft and Design Fabric of Nature	Sculpture and 3D: Barbara Hepworth and Henry Moore
National Curriculum	Each term, the units cover the complete KS2 National Curriculum content for Art and design which is: Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.		
Key Vocabulary	Form, highlight, observation, observational drawing, organic,		charcoal, chalk, 2B, 6B, H pencil, pastels, pens, biro, graphite stick, layer,

	shading, shadow , three-dimensional , tone, ballpoint pen, cross-hatching, pattern, texture, balanced, unbalanced, exaggerated, proportion , realistic, collage , composition , focal point, layer, refine		gestural , sweeping, loose, expressive, gentle, explore, energetic, larger scale, forms, shapes, third dimension, lighter and darker tones, texture, smudge, curved, observational, abstract , monumental, invent, stand back, angles, take risks, create, surface textures, join, attach, construct, modelling, mould , shape, pierce, squeeze, manipulate, maquette , sculptor , sculpture, model, 3-d
Key Knowledge (Substantive)	<ul style="list-style-type: none"> ●Form: Using lighter and darker tints and shades of a colour can create a 3D effect. ●Shape: How to use basic shapes to form more complex shapes and patterns. ●Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. ●Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces. ●Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone: ●Tone can be used to create contrast in an artwork. 	<ul style="list-style-type: none"> ●Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ●Line: Using different tools or using the same tool in different ways can create different types of lines. ●Pattern: Surface rubbings can be used to add or make patterns. ●Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. ●Tone: That 'tone' in art means 'light and dark'. ●Tone: Shading helps make drawn objects look realistic. ●Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. 	<p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Form: Organic forms can be abstract.</p> <ul style="list-style-type: none"> ●Form: Using lighter and darker tints and shades of a colour can create a 3D effect. ●Shape: Negative shapes show the space around and between objects. ●Shape: Artists can focus on shapes when making abstract art. ●Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.



		<ul style="list-style-type: none"> ●Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	
Key Skills (Disciplinary)	<ul style="list-style-type: none"> ●Artists make choices about what, how and where they create art. ●Art can be all different sizes. ●Art can be displayed inside or outside. Artworks can fit more than one genre. ●Artists evaluate what they make, and talking about art is one way to do this. 	<ul style="list-style-type: none"> ●People use art to help explain or teach things. ●People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> ●Artists make choices about what, how and where they create art. ●Art can be all different sizes. ●Art can be displayed inside or outside. ●Artists evaluate what they make and talking about art is one way to do this.

	Year 5/6		
	Autumn	Spring	Summer
Unit	Drawing: Depth, emotion and movement	*Painting and mixed media: Portraits(5)	Craft and design - Architecture (5)
National Curriculum	<p>Each term, the units cover the complete KS2 National Curriculum content for Art and design which is:</p> <p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>		
Key Vocabulary	Background, composition, depth, focal point, foreground, main subject, middle ground, printing plate, printmaking, proportion, emotion,	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media,	Expression, Self, Identity, Attribute , Symbolic, Literal, Assemblage , sculpture, Manipulate, Relief , Composition, Juxtaposition ,

	expressive, observation, form, emphasise focal point, refine, shading, tone, balanced, print, process	Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Embedded, Tradition, Pitfall, Representation, Originality, Collection
Key Knowledge (Substantive)	<ul style="list-style-type: none"> ●Shape: Shapes can be used to place the key elements in a composition. ●Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. ●Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. ●Texture: How to create texture on different materials. 	<ul style="list-style-type: none"> ●Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. ●Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. ●Tone: Tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> ●Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ●Form: The surface textures created by different materials can help suggest form in two-dimensional art work. ●Shape: Shapes can be used to place the key elements in a composition. How an understanding of shape and space can support creating effective composition. ●Line: How line is used beyond drawing and can be applied to other art forms. ●Pattern: Artists create pattern to add expressive detail to art works,
Key Skills (Disciplinary)	<ul style="list-style-type: none"> ●People make art to express emotion. ●People make art to portray ideas about identity. 	<ul style="list-style-type: none"> ●People make art to portray ideas about identity. ●Talking about plans for artwork, or evaluating finished work, can help improve what artists create. 	<ul style="list-style-type: none"> ●Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. ●Art can represent abstract concepts, like memories and experiences. ●People use art as a means to reflect on their unique characteristics.

	Year 6		
	Autumn	Spring	Summer



Unit	Drawing: Drawing: Depth, emotion and movement	Painting and mixed media: Portraits(5)	Craft and design - Architecture (5)
National Curriculum	<p>Each term, the units cover the complete KS2 National Curriculum content for Art and design which is:</p> <p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>		
Key Vocabulary	Background, composition, depth, focal point, foreground, main subject, middle ground, printing plate, printmaking, proportion, emotion, expressive, observation, form, emphasise focal point, refine, shading, tone, balanced, print, process	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
Key Knowledge (Substantive)	<ul style="list-style-type: none"> ●Shape-How an understanding of shape and space can support creating effective composition. ●Line - How line is used beyond drawing and can be applied to other art forms. ●Pattern- Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. ●Texture - Texture: How to create texture on different materials. 	<ul style="list-style-type: none"> ●Colour - Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ●Pattern - Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. ●Tone - Tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> ●Colour- Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ●Form-The surface textures created by different materials can help suggest form in two-dimensional art work. ●Shape-How an understanding of shape and space can support creating effective composition. ●Pattern - Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the

			work of van Gogh) or in repeated shapes within a composition.
Key Skills (Disciplinary)	<ul style="list-style-type: none"> ● People make art to express emotion. ● People make art to portray ideas about identity. 	<ul style="list-style-type: none"> ● People make art to portray ideas about identity ● Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> ● Sometimes people make art to express their views and opinions, which can be political or topical. ● Sometimes people make art to create reactions. <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>