

## Art and DT Progression Overview

### Intent Statement:

Through a broad and balanced curriculum, pupils at Girton Glebe will develop a greater appreciation and understanding of international cultures, equality and diversity through exploring global communities, their arts and literature. This intention will also challenge racial stereotypes and gender biases and celebrate differences. The curriculum at Girton Glebe aims to equip our pupils for life. It offers them the opportunity to develop a lifelong love of learning and a good understanding of themselves and others. Our curriculum engenders resilience, self-confidence, empathy and independence. Through these attributes, and the high standards set by teachers, our pupils value effort as a key to success and take great pride in their personal achievements. Teaching and learning at Girton Glebe encourages children to make clear links across their curriculum whilst delivering fun, challenging activities that excite them and pique their interest.

### Year 1

| Term               | Topic                                      | Knowledge   | Skills  | Why  | Cross Curricular Links and Cultural Capital                          |
|--------------------|--|---|---|--|--|
| <b>Autumn 1</b>    | Superheroes<br><i>painting and colour</i>  | <ul style="list-style-type: none"> <li>Know the names of all the colours.</li> <li>Use language to evaluate – light/dark</li> <li>Explore the work of a range of artists, makers and designers such as Mondrian and Kandinsky.</li> <li>Understand how painting can be used to share ideas, experiences and imagination.</li> </ul> | <ul style="list-style-type: none"> <li>Start to mix a range of secondary colours.</li> <li>Introduce mixing of primary colours to make new colours.</li> <li>Paint on a range of surfaces with different media</li> <li>explore applying colour with a range of tools for enjoyment</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding colours and mixing them is a fundamental skill, which children need to understand before extending, developing and applying that skill in further units.</li> </ul> | Cultural capital: knowledge of artists                               |
| <b>Autumn 2</b>    | Dinosaurs<br><i>Techniques of painting</i> | <ul style="list-style-type: none"> <li>Explore the work of a range of artists, makers and designers such as Mondrian</li> <li>Understand how different materials make different patterns.</li> </ul>  | <ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> </ul>  | <ul style="list-style-type: none"> <li>Developing this skill and understanding how different materials make different patterns early allows this skill to be applied and developed across further units.</li> </ul>      | Cultural capital: knowledge of artists                               |
| <b>Spring Term</b> | Memory Box<br><i>Creating items</i>        | <ul style="list-style-type: none"> <li>Learn about craft makers and designers, describing differences and similarities between different practices and making links to their own work.</li> </ul>   | <ul style="list-style-type: none"> <li>Using a range of materials and resources to create a 3D model.</li> <li>Building structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Exploring using tools safely.</li> <li>Beginning to assemble, join and combine materials together using a variety of methods.</li> </ul> | <ul style="list-style-type: none"> <li>Explore different ways to connect items early to develop this skill.</li> <li>Develop using tools safely to create a culture of this throughout school.</li> </ul>                | Cultural capital: learn about the work of craft makers and designers |

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| <p><b>Summer 1</b></p> | <p>Paws, Claws and Whiskers<br/>         colour, pattern, texture, line, shape, form and space</p> | <ul style="list-style-type: none"> <li>• Appreciate how soft and hard pencils create different effects and how they can be used.</li> <li>• That art can be appreciated and enjoyed.</li> </ul>     | <ul style="list-style-type: none"> <li>• Use soft and hard pencils to create different types of lines.</li> <li>• Say what they like about their and others' work of art.</li> <li>• Design and make art to express ideas.</li> <li>• Use textural materials, including paper and fabric, to create a simple collage</li> <li>• Identify and use paints in the primary colours.</li> </ul> | <ul style="list-style-type: none"> <li>• Developing this skill early allows it to be applied and developed across further units.</li> </ul> | <p>Science</p>  |
| <p><b>Summer 2</b></p> | <p>The Enchanted Wood</p>  | <ul style="list-style-type: none"> <li>• Learn about craft makers and designers, describing differences and similarities between different practices and making links to their own work.</li> </ul> | <ul style="list-style-type: none"> <li>• Using a range of materials and resources to create a 3D model.</li> <li>• Building structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Exploring using tools safely.</li> <li>• Beginning to assemble, join and combine materials together using a variety of methods.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Develop on their work from Spring Term</li> </ul>  | <p>Cultural capital: learn about the work of craft makers and designers</p> |

## Year 2

| Term            | Topic   | Knowledge   | Skills  | Why   | Cross Curricular Links and Cultural Capital  |
|-----------------|---|---|---|---|--|
| <b>Autumn 1</b> | <p>Land Ahoy</p> <p>Exploring techniques in art and materials</p>                             | <ul style="list-style-type: none"> <li>Explore the work of a range of artists, makers and designers.</li> <li>Understand how colour was used by pirates.</li> <li>Understand how painting can be used to share ideas, experiences and imagination.</li> </ul> | <ul style="list-style-type: none"> <li>Using a range of materials creatively to design and make products.</li> <li>Using drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>Developing a wide range of art and design techniques using colour.</li> </ul>                         | <ul style="list-style-type: none"> <li>Build on skills learnt in Year 1 and extend them.</li> </ul>   | <p>Cultural capital: learn about art and colour has been used to express meaning</p>           |
| <b>Autumn 2</b> | <p>Magnificent Monarchs</p> <p>artwork based on royal residencies and the Bayeux tapestry</p> | <ul style="list-style-type: none"> <li>Understand how different materials create different patterns, textures and form.</li> </ul>  | <ul style="list-style-type: none"> <li>Using a range of materials and resources to create a portrait.</li> <li>Developing our observation skills to pay attention to detail in our drawing and painting.</li> <li>Using joining techniques to attach items together</li> <li>Beginning to develop sewing skills.</li> </ul> | <ul style="list-style-type: none"> <li>Build on skills learnt in Year 1 and extend them.</li> </ul>   | <p>History - monarchs</p> <p>Cultural capital: Monarchy and history of it. Bayeux Tapestry</p> |
| <b>Spring</b>   | <p>Moon Zoom</p> <p>Create Spaceships and rockets</p> <p>Pop Art</p>                          | <ul style="list-style-type: none"> <li>Discovering 'Pop Art' and using this to create images with bold colours and patterns.</li> <li>Building structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>                       | <ul style="list-style-type: none"> <li>Using a range of materials and resources to create a 3D model.</li> <li>Exploring using tools safely.</li> <li>Beginning to assemble, join and combine materials together using a variety of methods.</li> </ul>   | <ul style="list-style-type: none"> <li>Introduce children to a different form of art and how it has developed and shaped with and alongside culture.</li> </ul> | <p>Science</p> <p>History</p> <p>Cultural Capital: Artists such as Andy Warhol</p>             |
| <b>Spring 2</b> | <p>Moon Zoom</p> <p>Create Spaceships and rockets</p> <p>Cooking</p>                          | <ul style="list-style-type: none"> <li>Building structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>  | <ul style="list-style-type: none"> <li>Using a range of materials and resources to create a 3D model.</li> <li>Exploring using tools safely.</li> <li>Beginning to assemble, join and combine materials together using a variety of methods.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop the skills of cooking, which will be built on throughout school.</li> </ul>                                      | <p>Science</p> <p>History</p>  |

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| <b>Summer 1</b> | <b>Street Detectives</b><br>Local Artists<br>Building Houses | <ul style="list-style-type: none"> <li>Building structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>             | <ul style="list-style-type: none"> <li>Using a range of materials and resources.</li> <li>Developing our observation skills to pay attention to detail in our drawing, painting and constructing.</li> <li>Exploring using tools safely.</li> <li>Beginning to assemble, join and combine materials together using a variety of methods.</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate skills of building and combining materials to create something.</li> </ul> | Geography<br>History<br>Cultural capital: Great Fire of London |
| <b>Summer 2</b> | <b>Coastline</b><br>Waves artwork<br>3D coastal scene        | <ul style="list-style-type: none"> <li>How different materials can create pattern, texture, shape and form linked to our desired outcome.</li> </ul> | <ul style="list-style-type: none"> <li>Use a range of materials and resources to create a 3D model</li> <li>Develop our observation skills to pay attention to detail in our drawing and painting.</li> <li>Use joining techniques to attach items together</li> </ul>  | <ul style="list-style-type: none"> <li>Consolidating all of the skills learnt across KS1</li> </ul>                           | Geography  |

### Year 3

| Term            | Topic  | Knowledge   | Skills   | Why   | Cross Curricular Links and Cultural Capital   |
|-----------------|--|---|--|---|---|
| <b>Autumn 1</b> | Tribal Tales<br><br>Cave Art   | <ul style="list-style-type: none"> <li>Understanding the importance of cave art.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Improve mastery of art &amp; design techniques, including drawing and painting, with a range of materials (e.g., pencil, charcoal, paint)</li> </ul>  | <ul style="list-style-type: none"> <li>Links to the topic area</li> </ul> | <p>History</p> <p>Cultural capital: how art is used to communicate and express ideas and emotions.</p>          |
| <b>Autumn 2</b> | Rocks, Relics and Rumbles<br><br>Firework Painting<br>Making volcanoes | <ul style="list-style-type: none"> <li>Different materials and techniques can create different patterns and texture.</li> </ul> | <ul style="list-style-type: none"> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>Learn to use hand tools safely and appropriately.</li> <li>With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul> | <ul style="list-style-type: none"> <li>Links to the topic area</li> </ul> | <p>Geography</p> <p>Cultural capital: how art is used to communicate and express ideas of natural phenomena</p> |
| <b>Spring 1</b> | The Romans<br><br>Mosaics  | <ul style="list-style-type: none"> <li>Learn about Roman mosaics and mosaic techniques.</li> </ul>                              | <ul style="list-style-type: none"> <li>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</li> <li>Use and combine a range of visual elements in mosaic artwork.</li> <li>Make suggestions for ways to adapt and improve a piece of artwork.</li> </ul>  | <ul style="list-style-type: none"> <li>Links to the topic area</li> </ul> | <p>History</p> <p>Cultural capital: mosaics and their importance and the messages they conveyed</p>             |

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| <p><b>Spring<br/>2</b></p> | <p>The Romans</p> <p>Scutum</p>                      | <ul style="list-style-type: none"> <li>Understanding how to link and combine materials.</li> </ul> | <ul style="list-style-type: none"> <li>Designing a usable shield, using a range of tools and materials.</li> <li>Discerning which tools and materials are best suited for the project.</li> </ul>  | <ul style="list-style-type: none"> <li>Links to the topic area</li> </ul>   | <p>History</p> <p>Cultural capital: Scutum and their usage in history.</p> |
| <p><b>Summer<br/>1</b></p> | <p>Flow</p> <p>3D maps using different materials</p> | <ul style="list-style-type: none"> <li>Using clay</li> <li>Using watercolours</li> </ul>           | <ul style="list-style-type: none"> <li>Improve mastery of art &amp; design techniques, including drawing and painting, with a range of materials</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Links to the topic area</li> </ul>   | <p>Geography</p> <p>Cultural capital: Geographical landscape of the UK</p> |
| <p><b>Summer<br/>2</b></p> | <p>Scrumdiddlyumptious</p> <p>cooking</p>            | <ul style="list-style-type: none"> <li>Cooking, cutting and combining materials.</li> </ul>        | <ul style="list-style-type: none"> <li>Develop their techniques, including their control and their use of materials.</li> </ul>  | <ul style="list-style-type: none"> <li>Links to the topic area</li> <li>Developing the skills of cooking and baking.</li> </ul> | <p>Geography</p> <p>Cultural capital: food from around the world</p>       |

## Year 4

| Term            | Topic  | Knowledge  | Skills  | Why  | Cross Curricular Links and Cultural Capital  |
|-----------------|--|--|---|--|--|
| <b>Autumn 1</b> | Road Trip USA<br><br>Totum Poles and Longhouses          | <ul style="list-style-type: none"> <li>The process of designing and making a product.</li> <li>Scaled drawings</li> </ul>      | <ul style="list-style-type: none"> <li>Generating ideas for an item, considering its purpose and the user.</li> <li>Making labelled drawings showing the specific features.</li> <li>Planning how to use materials and equipment.</li> <li>Explaining and analysing their choice of materials for the product.</li> <li>Working safely and accurately with a range of tools.</li> <li>Measuring, marking and assembling components.</li> <li>Evaluating their product.</li> </ul> | <ul style="list-style-type: none"> <li>Links to project area</li> <li>Develop and build on skills from Year 3</li> </ul>         | <p>History</p> <p>Cultural capital: the symbolism of totum poles, understanding how different people live.</p>         |
| <b>Autumn 2</b> | Gods and Mortals<br><br>tone, texture and shadow         | <ul style="list-style-type: none"> <li>Different sketching techniques to create different effects</li> </ul>                   | <ul style="list-style-type: none"> <li>Creating sketches to record observations.</li> <li>Reviewing and revisiting ideas rehearsed and analyse them.</li> <li>Improving their techniques with pencil and charcoal.</li> </ul>   | <ul style="list-style-type: none"> <li>Links to project area</li> <li>Develop and build on skills from Year 3 and KS1</li> </ul> | <p>History</p> <p>Cultural capital: Greek Gods and how they have influenced history and art</p>                        |
| <b>Spring</b>   | Misty Mountain, Winding River<br><br>painting techniques | <ul style="list-style-type: none"> <li>the art of Hokusai, and landscape artists such as Turner, Monet and Hockney.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying, mixing and using warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>Developing a painting from drawings.</li> <li>Using light and dark within a painting and showing an understanding of complimentary colours.</li> <li>Using sketchbooks to collect and record visual information.</li> <li>Starting to look at working in the same style as a selected artist.</li> </ul>                     | <ul style="list-style-type: none"> <li>Links to project area</li> <li>Develop and build on skills from Year 3 and KS1</li> </ul> | <p>Geography</p> <p>Cultural Capital: the art of Hokusai, and landscape artists such as Turner, Monet and Hockney.</p> |

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| <b>Summer 1</b> | <b>Traders and Raiders</b><br><br>Viking Longboats | <ul style="list-style-type: none"> <li>• The process of designing and making a product.</li> <li>• Scaled drawings</li> <li>• How Vikings made their boats and why they used certain colours.</li> </ul> | <ul style="list-style-type: none"> <li>• Use research to develop ideas for a plan of a Viking Longboat</li> <li>• Generate, develop and communicate ideas for their model</li> <li>• select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> </ul> | <ul style="list-style-type: none"> <li>• Links to project area</li> <li>• Develop and build on skills from Year 3 and KS1</li> </ul> | <b>History</b><br><br>Cultural Capital: how Vikings have influenced culture.                   |
| <b>Summer 2</b> | <b>Blue Abyss</b><br><br>batik                     | <ul style="list-style-type: none"> <li>• The process of designing and making a product.</li> <li>• How Batik works.</li> </ul>   | <ul style="list-style-type: none"> <li>• Using sketchbooks to collect and record visual information from different sources.</li> <li>• Adapting work.</li> <li>• Using batik.</li> <li>• Becoming confident in applying colour with tie dye.</li> <li>• Applying decoration using needle and thread.</li> </ul>   | <ul style="list-style-type: none"> <li>• Links to project area</li> <li>• Develop and build on skills from Year 3 and KS1</li> </ul> | <b>Geography</b><br><br>Link to last half term: the batik fabric becomes the sail of the ship. |

## Year 5

| Term            | Topic  | Knowledge   | Skills  | Why  | Cross Curricular Links and Cultural Capital  |
|-----------------|--|---|---|--|--|
| <b>Autumn 1</b> | WW1<br><a href="#">Self-portraits</a>                      | <ul style="list-style-type: none"> <li>Learn about various artists, their styles, techniques and methods.</li> </ul>  | <ul style="list-style-type: none"> <li>paint a self-portrait in the style of Canadian artist Sandra Silberzweig</li> <li>draw and paint initial pop-art in the style of Brazilian artist Romero Britto</li> <li>use shapes and images in collage to represent personality, in the style of Spanish artist Pablo Picasso</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about artists from different countries visited in their WWI topic.</li> </ul> | Geography<br>History<br>Cultural Capital: artists from around the world.                                 |
| <b>Autumn 2</b> | WW1<br><a href="#">Self-portraits</a>                      | <ul style="list-style-type: none"> <li>Learn about various artists, their styles, techniques and methods.</li> </ul>  | <ul style="list-style-type: none"> <li>create a collaborative mosaic poppy artwork in the style of Antoni Gaudi</li> <li>depict trench warfare in a silhouette artwork in the style of Augustin Edouart</li> <li>create a collage of a local or family hero who fought in The Great War</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about artists from different countries visited in their WWI topic.</li> </ul> | Geography<br>History<br>Cultural Capital: artists from around the world.                                 |
| <b>Spring 1</b> | The Normans<br><a href="#">Norman inspired art</a>         | <ul style="list-style-type: none"> <li>Knowledge of medieval paintings and sketches, and Motte &amp; Bailey castles, tapestry and medieval weapons and shields</li> </ul> | <ul style="list-style-type: none"> <li>Explore the use of colour and texture</li> <li>Make individual choices about the suitability of equipment for a particular purpose</li> <li>Generate ideas through discussions, annotated sketches, diagrams and prototypes</li> <li>Select appropriate tools, materials and techniques for the given task</li> <li>Evaluate own and others' work</li> </ul> | <ul style="list-style-type: none"> <li>Link to areas of their topic</li> </ul>   | History<br>Cultural Capital: The Normans and how they have shaped and influenced the world we live in.   |
| <b>Spring 2</b> | Ancient Egyptians<br><a href="#">Egyptian inspired art</a> | <ul style="list-style-type: none"> <li>Knowledge of Egyptians and their art and history.</li> </ul>   | <ul style="list-style-type: none"> <li>Sketching the Egyptian pyramids, considering perspective</li> <li>Collaging Egyptian Pharaohs</li> <li>Painting Ancient Egyptians hieroglyphs</li> </ul>   | <ul style="list-style-type: none"> <li>Link to areas of their topic</li> </ul>   | History<br>Cultural Capital: The Egyptians and how they have shaped and influenced the world we live in. |

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|                 |  |   | <ul style="list-style-type: none"> <li>• Creating 3D pyramids and other 3D models</li> <li>• Designing and junk-modelling Egyptian inspired sarcophaguses</li> </ul>   |  |  |
| <b>Summer 1</b> | <p>We are Explorers</p> <p>Art from Around the World and complete DT and STEM projects</p> | <ul style="list-style-type: none"> <li>• Understand how mechanical systems such as cams, pulleys or gears create movement</li> <li>• Understand the process of design and product making.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use a wider range of materials and components</li> <li>• Know how more complex electrical circuits and components can be used</li> <li>• Begin to measure and mark out more accurately</li> <li>• Develop close observation skills</li> <li>• Generate ideas through discussions, annotated sketches, diagrams and prototypes</li> <li>• Discuss and review own and others' work</li> </ul> | <ul style="list-style-type: none"> <li>• Link to areas of their topic</li> </ul> | <p>Geography</p> <p>Science</p> <p>Cultural Capital: Art around the world.</p> |
| <b>Summer 2</b> | <p>We are Explorers</p> <p>Art from Around the World and complete DT and STEM projects</p> | <ul style="list-style-type: none"> <li>• The importance and impact of the background and foreground in a piece of art</li> <li>• Understand the roles and purposes of artists, crafts people and designers working in different times and cultures</li> </ul> | <ul style="list-style-type: none"> <li>• Compare ideas, methods, and approaches in artwork</li> <li>• Create sketches to record their observations and use them to review and revisit ideas.</li> <li>• Improve mastery of art &amp; design techniques, including drawing and painting, with a range of materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Link to areas of their topic</li> </ul> | <p>Geography</p> <p>Science</p> <p>Cultural Capital: Art around the world.</p> |

## Year 6

| Term          | Topic   | Knowledge  | Skills  | Why   | Cross Curricular Links and Cultural Capital                              |
|---------------|---|--|---|---|--|
| <b>Autumn</b> | WWII<br><br><a href="#">WWII inspired art</a>                                     | <ul style="list-style-type: none"> <li>Researching and finding out about the war artist, John Piper</li> </ul>         | <ul style="list-style-type: none"> <li>Experimenting with the use of different materials in our work</li> <li>Choosing materials to express an idea</li> <li>Create sketches to record their observations and use them to review and revisit ideas.</li> <li>Improve mastery of art &amp; design techniques, including drawing and painting, with a range of materials</li> </ul> | <ul style="list-style-type: none"> <li>Learn about artists from different countries visited in their WWII topic.</li> </ul> | Geography<br>History<br>Cultural Capital: artists from around the world. |
| <b>Autumn</b> | WWII<br><br><a href="#">Cooking</a>   | <ul style="list-style-type: none"> <li>Cooking, cutting and combining materials</li> </ul>                             | <ul style="list-style-type: none"> <li>Recognising the importance of measuring ingredients accurately</li> <li>Following recipe steps to make healthy snacks and cakes</li> <li>Evaluating outcomes and recognising ways in which to embellish or improve recipes</li> </ul>  | <ul style="list-style-type: none"> <li>Developing and refining the skills linked to cooking.</li> </ul>                     | Geography<br>Cultural capital: food from around the world                |
| <b>Spring</b> | The Mayans and Southern Civilisations<br><br><a href="#">Mediums of Mayan art</a> | <ul style="list-style-type: none"> <li>Study artists like Donoso, Feliciano Centurion and Clemencia Lucena.</li> </ul> | <ul style="list-style-type: none"> <li>Study the effect of light on an object: focusing on artists like Donoso, Feliciano Centurion and Clemencia Lucena.</li> <li>Experiment with tools and materials</li> <li>Critically existing art and use these as inspiration.</li> <li>Experimenting with weaving techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about artists from the countries visited in their topic.</li> </ul>            | Geography<br>History<br>Cultural Capital: artists from around the world. |
| <b>Summer</b> | Ancient Greece<br><br><a href="#">Mediums of Ancient Greek art</a>                | <ul style="list-style-type: none"> <li>Ancient Greek art</li> </ul>  | <ul style="list-style-type: none"> <li>explore ideas by selecting visual and other information</li> <li>manipulate processes to suit my purpose</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about artists from the countries visited in their topic.</li> </ul>            | Geography<br>History<br>Cultural Capital: artists from around the world. |

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|  |  |  | <ul style="list-style-type: none"><li>• communicate ideas and meanings by manipulating materials and processes</li><li>• adapt and refine work to reflect my own view of its purpose.</li></ul> |  |  |
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