









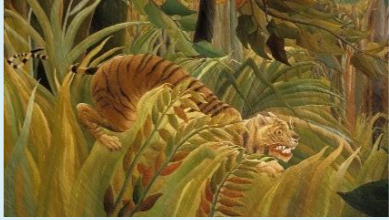







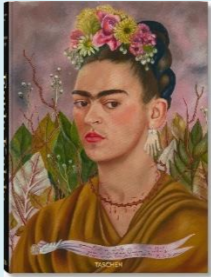

Rockmount Primary School Subject Curriculum Map







Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b></p> <p><b>Expressive Arts and Design</b></p>	<p><b>Getting To Know Each Other</b></p> <p><b>Painting and Drawing</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</li> </ul>	<p><b>Autumn Is All Around</b></p> <p><b>Using natural objects</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>develop their own ideas and then decide which materials to use to express them</li> </ul>	<p><b>Passport Around The World</b></p> <p><b>Collage using paper and textiles</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>develop their own ideas and then decide which materials to use to express them</li> </ul>	<p><b>Jurassic Journey</b></p> <p><b>Painting and drawing</b></p> <p>Children will be taught to</p> <ul style="list-style-type: none"> <li>create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<p><b>Under The Sea</b></p> <p><b>Painting</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore colour and colour mixing.</li> </ul>	<p><b>What's Up There? (Space)</b></p> <p><b>Drawing using different materials</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>use drawing to represent ideas like movement or loud noises</li> </ul>
<p><b>Featured Artist</b></p>	<p><b>Cy Tombly</b></p> 	<p><b>Andy Goldsworthy</b></p> 	<p><b>Anonymous Chinese Ge Bei textile artists</b></p> 	<p><b>Simon Stalenhag</b></p> 	<p><b>Maggi Hambling</b></p> 	<p><b>Katy Schifferer</b></p> 
<p><b>Reception</b></p> <p><b>Expressive Arts and Design</b></p>	<p><b>The Wonderful World of Fairy Tales</b></p> <p><b>Painting and Drawing</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>Food and Festivals</b></p> <p><b>Using natural objects</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p><b>Heroes and Villains</b></p> <p><b>Drawing</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p><b>Spring and New Life</b></p> <p><b>Painting</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p><b>Animals</b></p> <p><b>Painting</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p><b>Water</b></p> <p><b>Painting</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>






<b>Featured Artist</b>	<p style="text-align: center;"><b>Adrienne Segur</b></p> 	<p style="text-align: center;"><b>Anna Tokarska</b></p> 	<p style="text-align: center;"><b>Keith Haring</b></p> 	<p style="text-align: center;"><b>Claude Monet</b></p> 	<p style="text-align: center;"><b>Henri Roseau</b></p> 	<p style="text-align: center;"><b>Margarethe Vanderpas</b></p> 
<p><b>Year 1</b></p> <p><b>Art and Design</b></p>	<p style="text-align: center;"><b>Sculpture</b></p> <p style="text-align: center;"><b>Can you design and sculpt a model of a castle?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use sculpture to develop techniques in pattern, texture, line, shape form and space</li> <li>• appreciate 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</li> </ul>	<p style="text-align: center;"><b>Drawing</b></p> <p style="text-align: center;"><b>Which tools would be best to use to draw a self-portrait?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>• draw lines of different shapes and thicknesses</li> <li>• draw simple 2D Shapes with increasing accuracy</li> <li>• colour (own work) neatly following the lines using pencils and crayons</li> </ul>	<p style="text-align: center;"><b>Printing</b></p> <p style="text-align: center;"><b>Which objects make the best print?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p style="text-align: center;"><b>Collage</b></p> <p style="text-align: center;"><b>Can we create a collage in the style of Jeannie Baker?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use drawings to develop techniques in line, shape form and space</li> <li>• appreciate 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</li> </ul>	<p style="text-align: center;"><b>Painting</b></p> <p style="text-align: center;"><b>Can we paint like Frida Kahlo?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use painting to develop techniques in using colour, pattern, texture, line, shape form and space</li> <li>• apply paint in different ways</li> <li>• make observational paintings of objects, people and places</li> </ul>	














<p><b>Design and Technology</b></p>	<p><b>Construction</b></p> <p><b>Can you design and sculpt a model of a castle?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a wide range of materials and components, including construction materials according to their characteristics</li> <li>• evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>				<p><b>Cooking and Nutrition</b></p> <p><b>How can we make a delicious Mexican-inspired dip (one lesson)?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul> <p>Cooking: Guacamole</p>	<p><b>Textiles</b></p> <p><b>Can we create an animal using textiles? Sock puppets/sewing templates</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing</li> <li>• evaluate their ideas and products against design criteria</li> </ul>
<p><b>Featured Artist</b></p>	<p><b>Michelle Reader</b></p> 	<p><b>Faith Ringgold</b></p> 	<p><b>Favianna Rodriguez</b></p> 	<p><b>Jeannie Baker</b></p> 	<p><b>Frida Kahlo</b></p> 	<p><b>Chris Barlow</b></p> 
<p><b>Year 2</b></p> <p><b>Art and Design</b></p>	<p><b>Painting Arctic Scenes</b></p> <p><b>How can art be used to reflect our community?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in</li> </ul>	<p><b>Sculpture</b></p> <p><b>What is the best technique to use when creating a clay pot?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• about the work of a range of craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• to use a range of materials creatively to design and make products</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern,</li> </ul>	<p><b>Drawing Sketching Humans</b></p> <p><b>Can you sketch like Edgar Degas?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• Investigate textures and produce an expanded range of patterns by layering different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• experiment with the visual elements; line, shape, pattern and colour.</li> </ul>		<p><b>Printing Tessellations</b></p> <p><b>How is tessellation used to create art in everyday life?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>	<p><b>Textile Sewing</b></p> <p><b>How can you use textiles to represent your identity??</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>

	using colour, pattern, texture, line, shape, form and space	texture, line, shape, form and space	<ul style="list-style-type: none"> <li>show different tones by using coloured pencils and pastels</li> </ul>			
<b>Design and Technology</b>		<p><b>Cooking and Nutrition</b> <b>Making Healthy Indian Dishes</b></p> <p><b>What would you eat for lunch in India?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>		<p><b>Modelling</b> <b>Making London Landmarks</b></p> <p><b>How do you make strong, sturdy and stable structures?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Construction</b></p> <p><b>What is a wheel and axle mechanism?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a wide range of materials and components, including construction materials according to their characteristics</li> <li>evaluate their ideas and products against design criteria</li> <li>evaluate their ideas and products against design criteria</li> </ul>	
<b>Featured Artist</b>	<p><b>Ted Harrison</b></p> 	<p><b>Ranti Bam</b></p> 	<p><b>Edgar Degas- sketches</b></p> 	<p><b>Zaha Hadid – London Aquatic Centre</b></p> 	<p><b>M C Escher</b></p> 	<p><b>Tina Crawford – Local Artists/ Debbie Smyth</b></p> 







<p><b>Year 3</b></p> <p><b>Art and Design</b></p>	<p><b>Drawing</b></p> <p><b>What is still life?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>		<p><b>Collage</b></p> <p><b>What is a photo montage?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> <li>to improve their mastery of art and design techniques</li> </ul>	<p><b>Printing</b></p> <p><b>Which techniques can you use to create a layered print?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>	<p><b>Sculpture</b></p> <p><b>How were Greek vases made?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials (for example, pencil, charcoal, paint <b>clay</b>)</li> <li>draw for a sustained period of time at their own level</li> </ul>	<p><b>Painting</b></p> <p><b>How do you make warm and cool colours?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>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</li> <li>about great artists, architects and designers in history</li> </ul>
<p><b>Design and Technology</b></p>	<p><b>Textiles</b></p> <p><b>What did stone age people wear?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>select from and use a wider range of materials and components, including textiles according to their aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Construction</b></p> <p><b>Can you design a working volcano?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>			<p><b>Cooking and Nutrition</b></p> <p><b>Can you create a healthy, delicious Greek inspired dip?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to understand and apply the principles of a healthy and varied diet</li> <li>to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	
<p><b>Featured Artist</b></p>	<p><b>Paul Cezanne</b></p> 		<p><b>Hannah Hoch</b></p> 	<p><b>Andy Warhol</b></p> 	<p><b>Akis Petretzikis – Greek chef</b></p> 	<p><b>Sonia Delaunay - Poem collaboration</b></p> 

<p><b>Year 4</b></p> <p><b>Art and Design</b></p>	<p><b>Drawing- Short unit</b></p> <p><b>Why is the tone of a still life important?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>			<p><b>Painting - Jungle Scenes</b></p> <p><b>What effects can be created with paint?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to learn about great artists, architects and designers in history</li> <li>to improve their mastery of art and design techniques, including painting with a range of materials</li> </ul>	<p><b>Collage - pasted paper</b></p> <p><b>What is paper pasted collage?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Sculpture</b></p> <p><b>What is a wire framed sculpture?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials for example, clay and paint</li> </ul>
<p><b>Design and Technology</b></p>	<p><b>Construction</b></p> <p><b>How can electricity be used to power a design?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> <li>to select from and use a wider range of materials and components, including construction materials according to their functional properties</li> <li>understand and use electrical systems in their products</li> </ul>	<p><b>Cooking and Nutrition</b></p> <p><b>What makes a good chocolate bar?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to investigate and analyse a range of existing products</li> <li>to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<p><b>Wall Hangings - Textiles</b></p> <p><b>Why is the exit always through the gift shop?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>evaluate their ideas and products against design criteria</li> </ul>			
<p><b>Featured Artist</b></p>	<p><b>Fernando Botero</b></p> 	<p><b>Tom Hunt</b> Climate friendly cuisine</p> 	<p><b>Rebekah Johnstone</b></p> 	<p><b>Nixiwaka Yawanawá</b></p> 	<p><b>Kurt Schwitters</b></p> 	<p><b>Yinka Shonibare</b></p> 

<p><b>Year 5</b></p> <p><b>Art and Design</b></p>	<p><b>Painting</b></p> <p><b>How is texture built with paint?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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</li> <li>about great artists, architects and designers in history</li> </ul>		<p><b>Drawing</b></p> <p><b>What makes a portrait 'Great'?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil and charcoal</li> </ul>			<p><b>Collage – multimedia</b></p> <p><b>What materials work well in a multimedia collage?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>
<p><b>Design and Technology</b></p>		<p><b>Modelling</b></p> <p><b>Can you design, make and programme a tank to move?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to understand and use mechanical systems in their products</li> <li>to understand and use electrical systems in their products</li> </ul>	<p><b>Food and Nutrition</b></p> <p><b>How was stew made during the Tudor period?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<p><b>Textiles</b></p> <p><b>What is the process for making a tote bag?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>to select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately</li> </ul>	<p><b>Graphic Design- Viking Longboats</b></p> <p><b>How effective is computer generated design?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to apply their understanding of computing to program their products</li> </ul>	
<p><b>Featured Artist</b></p>	<p><b>Alan Bean</b></p> 		<p><b>Hans Holbein</b></p> 	<p><b>Hermes</b></p> 	<p><b>William H. Tripp Jr</b></p> 	<p><b>Amy Genser</b></p> 



<p><b>Year 6</b></p> <p><b>Art and Design</b></p>	<p><b>Printing</b></p> <p><b>What impact did William Morris have on the art world?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>		<p><b>Drawing</b></p> <p><b>What is 'Parody' and can you create your own?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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</li> <li>about great artists, architects and designers in history</li> </ul>		<p><b>Sculpture</b></p> <p><b>How are plaster sculptures made?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</li> </ul>	
<p><b>Design and Technology</b></p>		<p><b>Cooking and Nutrition</b></p> <p><b>What would be a good seasonal dish for Autumn?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<p><b>Construction</b></p> <p><b>How are bridges designed to withstand windy weather?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>to select from and use a wider range of tools and equipment to perform practical tasks</li> <li>to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>		<p><b>Computer Aided Design</b></p> <p><b>How are computers used to control the movement of a fairground ride?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to apply their understanding of computing to program, monitor and control their products</li> </ul>
<p><b>Featured Artist</b></p>	<p><b>William Morris</b></p> 		<p><b>American Gothic by Grant Wood</b></p> 	<p><b>William Brown</b></p> 	<p><b>Maria Bartuszová</b></p> 	<p><b>Julia Barfield</b></p> 