

## National Curriculum Requirements

### **By the end of KS1:**

Pupils should be taught to use a range of materials creatively to design and make products. Exposing children to a wide range of art media, will help to further their understanding of what art has to offer, and will allow pupils to create pieces that are subjective, and creates a love for the subject itself. Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, ensuring to link with the topics on offer at Manor Park. Pupils will also have opportunity to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Our children will be exposed to all vocabulary related to the subject, to ensure progression across the key stage. Through introducing terminology at an early age, children will gain a greater understanding for the purpose and audience of their artwork, and what skills they need to apply in order to be successful. Pupils will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. Art work of varying artists will be used to inspire the artwork produced by our children.

### **Pupils should be taught about:**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To discuss and understand 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.

### **By the end of KS2:**

Pupils should be taught to further develop and build on the techniques used in KS1, including their control and use of materials. Pupils will be given opportunity to enhance their creativity and experimentation, and begin to develop an increasing awareness of different kinds of art, craft and design. Pupils should be taught 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. Children should understand and recognise the contextual link for all art work produced, and be exposed to a curriculum that teaches about great artists, architects and designers in history. Pupils will be provided with opportunities to improve on their drawing, painting and sculpture with a range of materials: pencil, charcoal, paint and clay. Our pupils will be encouraged to become creative and visual thinkers

### **Pupils should be taught about:**

- 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;
- Learn about great artists, architects and designers in history.



## Art & Design

### Manor Park Curriculum design



#### **Intent**

*It is important when teaching Art and Design that our children are exposed to a broad education, whereby the subject demands heavily on the skills developed through creativity. Our curriculum creates lessons that provide our learners with a working environment that allows them to become creative and visual thinkers. Each of our lessons will focus on building on a child's imagination, expression, observational, problem solving and analytical skills, as well as autonomy. We will also explore contextual links within each year group's curriculum, so children are aware and can recognise the purpose of their art work, allowing them to gain a deeper understanding for its importance. Creating a curriculum that focuses and celebrates the art work of both local and well-known artists allows children to learn from their work ethic and demonstrations of good practice. Mark making in art and design is primal. We believe that in order for children to progress in art, opportunities for this skill to be developed across all of the key stages is an essential part to our curriculum.*

#### **Implementation**

*When planning to teach Art and Design, it is required that two weeks across a term are dedicated to the subject. Teachers ensure that lessons are engaging, 'hands on' and child lead. As practitioners, we celebrate all art work produced and we do not limit artistic development through the use of templates. From KS2, children predominantly use powder paint which allows them to mix with colour and develop a better understanding for secondary and tertiary colours.*

*When implementing the art and design curriculum, we follow the 4 key steps throughout: theme or topic; skills; key artwork(s) (contextual link); outcome/final piece. Our lessons are meaningful and have links with other areas of the topic. Some art lessons are stand-alone lessons that have discrete art coverage, built upon previous skills/knowledge.*

*We encourage children to 'Think like an Artist', allowing children to create pieces based on their own ideas/interests. This type of lesson relies heavily on children being independent with their final piece, the role of the teacher is to be the facilitator in allowing this work to take place.*

#### **Impact**

*It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.*

	Autumn		Spring	Summer
Year 1	<p align="center"><b><u>Superhumans</u></b></p> <p>Name primary colours and collate colours into groups of similar shades Cut and tear paper and glue it to a surface</p> <p><b><u>Knowledge:</u></b> -Use varying materials to create superhero masks. -Children to focus their masks on being that of the primary colours: red, blue and yellow. -Children to select materials to create masks (paper) and cut and tear to add to their design.</p> <p><b><u>Previous learning links:</u></b> <b>Reception:</b> Colour mixing <b>Reception:</b> Teach children different techniques for joining materials, such as how to use different sorts of glue.</p> <p><b><u>Topic enhancement:</u></b> Superhero day- children to wear superhero masks</p>	<p align="center"><b><u>Wild Woods</u></b></p> <p>Use lines to represent a shape or outline Apply paint using a range of tools Use modelling materials to create a realistic or imagined form Learn about the work of an artist Outline personal likes and dislikes regarding their own work</p> <p><b><u>Knowledge:</u></b> -Children to develop their observational skills, through sketching woodland animals from their local surroundings.(outdoor learning) -What animals might we find at the park? Children to apply their understanding of colour and tone of these creatures to help them when selecting appropriate materials to produce their final piece. (outdoor learning) -Pupils will further develop their drawing and painting techniques. - <b>Study Andy Goldsworthy</b>- children to be exposed to four of his pictures and put them in order of preference, outlining what they like/dislike about his work. How will they produce a piece of art work that suits the style of this artist? -Create own 'land art' Goldsworthy's style. (outdoor learning) -Children to apply paint using sponges to create leaf silhouettes. (outdoor learning) -Once pupils have created the other half of a leaf, they are to evaluate their artwork, suggesting what they like/dislike about their work.</p> <p><b><u>Previous learning links:</u></b></p> <p><b><u>Topic enhancement:</u></b> Visit to the war memorial park</p>	<p align="center"><b><u>Hear me Roar</u></b></p> <p>Use lines to represent a shape or outline Use modelling materials to create a realistic or imagined form Cut and tear paper and glue it to a surface Outline personal likes and dislikes regarding their own work Apply paint using a range of tools</p> <p><b><u>Knowledge:</u></b> -Children to design, make and then decorate their own clay animals- to do this chn will need modelling materials and the accompanying tools to help them to be successful in doing so. -Pupils to develop their sketching skills, when creating dinosaurs. Paint with differing textures: tissue paper, sand etc. -Create animal mask collage, using fabrics, card and paper. -To produce papier mache dinosaur egg. -Junk modelling dinosaurs.</p> <p><b><u>Previous learning links:</u></b> <b>Reception:</b> Reflect with children on how they have achieved their aims. <b>Reception:</b> Provide children with a range of materials for children to construct with. <b><u>Topic enhancement:</u></b> Junk modelling workshop</p>	<p align="center"><b><u>Flashback</u></b></p> <p>Learn about the work of an artist Name primary colours and collate colours into groups of similar shades Apply paint using a range of tools Use lines to represent a shape or outline</p> <p><b><u>Knowledge:</u></b> -<b>Artist link- Peiter Bruegel: Children's toys.</b> -Children to draw a simple, small section of a picture and then piece it back together. This way, they can make a class picture and display in their classroom. Art project completed. -Children to produce self-portraits, recognising the position of features on the face before drawing and painting. -Pupils to create firework/millennial pictures. -<b>Andy Warhol- link to recognising the primary colours.</b> -Children to paint their favourite toy 4 times (identical) in the style of artist, Andy Warhol.</p> <p><b><u>Previous learning links:</u></b> <b>Year 1:</b> Naming the primary colours when making superhero masks- Superhumans <b><u>Topic enhancement:</u></b> The study of artist, Andy Warhol to inspire artwork.</p>

Year 2

**Our City in the Spotlight**

*Coventry & Cheylesmore (the local area)*

- To use a range of materials creatively to design and make products
- Use modelling materials to create an imaginary or realistic form, including a pot
- Use line and tone to draw shapes, pattern and texture.
- Use tone to show light and shade.
- Mix paint colours to suit a task.
- Explain the main successes and challenges when completing a piece of work
- Cut and tear fabrics and papers, joining them using different techniques
- Learn about the work of an artist and the discipline they practiced

**Knowledge:**

- To trace and sketch famous Coventry landmarks.
- Create stained glass windows (independently) to then accumulate and produce a whole class one. This is to be made out of collaged materials.
- Stained glass window to be created for books, using paint.
- Evaluation of artwork, in relation to the skill being developed- children to comment on their main successes and challenges when completing this work, as a way to reflect and improve their learning for next time.
- Children to sketch art work in the gallery, and then recreate an alternative piece back at school too.

**Previous learning links:**

**Year 1:** Painting- leaf silhouettes- Wild Woods

**Topic enhancement:**

Visit to the Herbert Art Gallery to see local, Coventrian artists.

**Around the World**

- Use tone to show light and shade
- Use line and tone to draw shapes, pattern and texture
- Use modelling materials to create an imaginary or realistic form, including a pot
- Learn about the work of an artist and the discipline they practiced,
- Mix paint colours to suit a task
- Explain the main successes and challenges when completing a piece of work

**Knowledge:**

- Create a clay pot, and link to a specific culture from around the world.
- Study the artist, **Val Hunt (local artist)**, who creates art pieces from recyclable materials.
- In a similar style, children to create art pieces from recycled materials (tie dye tops or bottle top animals).
- Research Wassily Kandinsky 'concentric circles', and link learning of primary colours/colour wheel to their learning.
- Mix colours to create Mehndi patterns.

**Previous learning links:**

**Year 1:** Learning about the work of artists- Andy Warhol/ Peiter Bruegel- Flashback

**Year 1:** Sculpture- creating clay animals- Hear me roar.

**Topic enhancement:**

Learning about local artist, Val Hunt

**Conquering Land and Sea**

*The Golden Age of Piracy*

- Cut and tear fabric and papers, joining them using different techniques
- Mix paint colours to suit a task
- Learn about the work of an artist and the discipline they practiced

**Knowledge:**

- Pupils to create mixed media sea scape using watercolours and watercolour paper.
- Introduce Bayeux Tapestry painting to the learning, and allow a lesson for children to complete research/artistic study of this piece of artwork.
- Create a whole year group **Bayeux Tapestry painting**. How does this piece of artwork compare/contrast to others studied this year? Discuss size of artistic display, as this is on a much larger scale than any art studied previously.
- Castle and the Sun, **by Paul Klee**. Children to study the shapes of the piece, commenting on the colours that they can see.
- Pupils to cut and tear fabrics and paper, joining them by using various techniques. Children to complete in a collage style.

**Previous learning links:**

**Year 2:** Learn about artists and the discipline they practiced- Val Hunt- Around the World.

**Topic enhancement:**

Bayeux Tapestry

## Year 3

### Meet the Greeks

#### *Ancient Greeks*

Use line to add surface detail to drawings and evaluate and annotate preferences.

Use a range of materials to draw, giving attention to pattern, shape and form

Make suggestions on how to improve on work

#### Knowledge:

-Still life drawing of vases (Greek Amphoras). No templates to be used during the making of the Amphoras.

-Pupils to annotate their sketches, annotating observations of the different patterns on the objects.

-Children to use a variety of sketching pencils, analysing 3D perspective and developing tone and shade when drawing.

-Pupils to create papier mache amphora, developing their mastery art and design techniques in sculpture.

-To use modelling materials to create amphora.

-Add surface detail to sculpture using black ink (progression of painting techniques).

-Make suggestions about how their Amphora can be improved through evaluation and peer-assessment.

#### Previous learning links:

**Year 1:** Sketching animals from woodland surroundings- Wild Woods

**Year 2:** Trace and sketch Coventry landmarks- Our city in the Spotlight

#### Topic enhancement:

Real Greek vases to sketch

### Great British Bake Off

#### *Mayas & Aztecs*

Use line to add surface detail to drawings and paintings

Use a range of materials to draw, giving attention to pattern, shape and form

Copy and create patterns and textures with a range of paints

Create and use a palette of natural colours

Explain the impact of an artists or designer on design history and how this has helped to shape the world

Use a variety of materials to create a collage

#### Knowledge:

-**Pupils to study Christel Assante** - Look at her work and appreciate her pieces, suggesting what they like/dislike about her work.

-Draw some examples from Christel Assante's work, taking into considerations the various patterns.

-Egg embellishment. Annotate their choices - what would they like to use for their egg?

-Develop intricate patterns/ marks with a variety of media. Begin to have an understanding of composition.

-Food art- Draw still life with fruit - use pencils and charcoal, giving attention to pattern, shape and form.

- Experiment with different mark making, effects and textures, with range of paints and materials - Teach children about **pointillism** and use a palette of natural colours.

-Children to paint a piece of fruit, using a different mark making technique for effect.

- Learn about the work of **Giuseppe Arcimboldo**.

-Children to recreate/design their own collage inspired by Arcimboldo.

-Use different materials to recreate his work and explain the impact this artist had to shape the history of art.

#### Previous learning links:

**Year 1:** Sketching animals from woodland surroundings- Wild Woods.

**Year 2:** Trace and sketch Coventry landmarks- Our city in the Spotlight.

**Year 2:** Learn about artists and the discipline they practiced- Val Hunt- Around the World.

**Year 2:** Castle and the Sun collage- Conquering Land and Sea

#### Topic enhancement:

Giuseppe Arcimboldo- portraits made completely from fruit.

### Across the Ages

#### *Stone Age, Iron Age and Bronze Age*

Explain the impact of an artists or designer on design history and how this has helped to shape the world

Create and use a palette of natural colours

Copy and create patterns and textures with a range of paints

#### Knowledge:

-Cave paintings linked to modern day street art.

-Children to create pictures of caves in similar style. (outdoor learning)

- Study **Lascaux** (Most famous cave painters are female because of their fingers)

-Explore how cave paintings have helped us gain an understanding of that period in history. We know lots of things about the Stone Age because of the cave paintings and the messages behind them.

- Children to create their own cave painting using natural colours (reds, browns etc) and adding sand into the paint to create a different texture. (outdoor learning)

#### Previous learning links:

**Year 1:** Painting- leaf silhouettes- Wild Woods

**Year 2:** Painting- Stained glass windows- Our city in the Spotlight

**Year 3:** Explain the impact of an artists or designer on design history and how this has helped to shape the world- Giuseppe Arcimboldo- Great British Bake Off.

#### Topic enhancement:

Street art cave paintings to inspire art work:  
<https://www.sc-exhibitions.com/sc-exhibitions/magazine/articles/inspired-by-lascaux.php>

## Year 4

### Chariots of Fire

#### Romans

Create a sculpture of human form  
Use tone to emphasise form in drawing and painting  
Draw from close observation to catch fine detail  
Use bold colour and geometric shapes to create a print

#### Knowledge:

- Create a sculpture of human form / bust of a Roman warrior.
- Children to use clay to create busts, developing their carving and sculpting skills.
- Children to focus on emphasising the tone and form when drawing, developing their technique.
- Children to create Roman mosaics.
- Children to build on their knowledge of varying colours and shape within art, and decide how they can create geometric patterns, through the use of print.
- Children to use the media paint to create their mosaics, look at colour mixing.

#### Previous learning links:

**Year 1:** Sketching animals from woodland surroundings- Wild Woods.  
**Year 2:** Trace and sketch Coventry landmarks- Our city in the Spotlight.  
**Year 1:** Sculpture- creating clay animals- Hear me roar.  
**Year 2:** Create a clay pot- Around the World.

#### Topic enhancement:

Real roman artefacts to sketch

### Waves

#### Explorers and Coventry Music

Draw from close observation to catch fine detail  
Use complementary and contrasting colours for effect  
Add textual materials to paint to create a desired effect  
Use tone to emphasise form when painting  
Comment on similarities and differences between own and others' work, describing how they feel about both  
Explain how the style of art and design has changed over time

#### Knowledge:

- Hokusai**- The Great Wave off Kanagawa.
- After looking closely at the colour wheel, and how to create secondary and tertiary colours from the primary colours, pupils are to create a piece inspired by Hokusai's Great wave.
- Children to consider the tone of the piece when using watercolour paints, and build on work with this media from previous year groups. Pupils to create a large scale wave as a class.
- Look at coastal art and explore how old fashioned styles/ modern styles differ, children to comment on their preferences and how the pictures have changed over time.
- Different artist approaches - realism, expressionism, surrealism.
- Look at the book: Flotsam. Use different grades of pencil and other media to create lines, marks and develop tone.
- **David Wiesner**- link with female comic book illustrator **Nilah Magruder**.

#### Previous learning links:

**Year 1:** Sketching animals from woodland surroundings- Wild Woods.  
**Year 1:** Naming the primary colours when making superhero masks- Superhumans  
**Year 2:** Watercolour seascape- Around the World  
**Year 2:** Trace and sketch Coventry landmarks- Our city in the Spotlight.  
**Year 3:** Explain the impact of an artists or designer on design history and how this has helped to shape the world- Giuseppe Arcimboldo- Great British Bake Off.  
**Year 4:** Draw from close observation to catch fine detail, when sketching Roman artefacts- Invaders.

#### Topic enhancement:

Visit to the sea life centre to sketch pictures of the creatures there.

### Invaders

#### Anglo-Saxons, Scots and Vikings

Explain how the style of art and design has changed over time  
Add textual materials to paint to create a desired effect

#### Knowledge:

- Children to create a Whitby Brooch, adding sand (from Whitby) to the paint to make it textural. (outdoor learning)
- On their trip, children to take home anything from the beaches, that they would like to include in their broaches. (outdoor learning)
- Children to design and create a 3D broach, researching its purpose during the Viking period in history. Discuss any artefacts over history that they have related their art work to previously (Roman busts/mosaics. Greek Amphoras etc.)
- Can chn suggest changes to these different artefacts over time?

#### Previous learning links:

Year 3: Cave paintings- Across the Ages

#### Topic enhancement:

Trip to Whitby

Year 5

**Walk like an Egyptian**

*Ancient Egyptians*

Use cross-hatching to add tonal detail

Create own paper

Use paint application techniques to create mood and atmosphere

Carve and sculpt materials using a range of tools and finishing techniques

Explain how a piece of artwork makes them feel, explaining views with reference to effects

**Knowledge:**

-Use cross-hatching to draw an artefact from Tutankhamun's tomb.

-Pupils to research and find out about who designed the pyramids and how they were built.

-Create papyrus- create own paper.

**Previous learning links:**

**Year 1:** Painting- leaf silhouettes- Wild Woods

**Year 2:** Painting- Stained glass windows- Our city in the Spotlight

**Year 3:** Papier Mache Amphoras- Meet the Greeks.

**Topic enhancement:**

Egyptian day- children have option to wear their Egyptian masks.

**Spirit of Samba**

*Inca Empire*

Combine a range of media and to use paint application techniques

Use simple rules of perspective in drawings

Create a timeline to sequence influential artists and designers and how style has changed

Explain how artwork makes them feel, explaining views with reference to effects

**Knowledge:**

-**Briana McCarthy** paper queens - children to create a colourful head using different coloured paper, considering the application techniques that they must use in order to be successful

-Scratch art - carnival scene/masks. Pupils to use a range of media when creating this piece.

-Amazon rainforest water colours looking down the River Amazon towards the sunset, using simple rules of perspective in drawings.

-Sketch their vision for their perspective drawing and multimedia creation.

-South American artists including **Eduardo Cobra** and Briana McCarthy. Compare and contrast the artists, and how both influential artists have changed their style over time.

-RE Day based on recreating The Hearts art work.

**Previous learning links:**

**Year 2:** Watercolour seascape- Around the World

**Year 3:** 3D perspective drawing, sketching Roman vases- Meet the Greeks.

**Year 3:** Explain the impact of an artists or designer on design history and how this has helped to shape the world- Giuseppe Arcimboldo- Great British Bake Off.

**Year 4:** Watercolour seascape with sand texture- Waves.

**Year 4:** Explain how the style of art and design has changed over time- Bridget Riley- Waves

**Topic enhancement:**

RE Day based on recreating The Hearts art work.

**To Infinity and Beyond**

*Moon Landings*

Combine a range of media

Explain how artwork makes them feel, explaining views with reference to effects

Add black and white paint to create tints and tones

**Knowledge:**

-**Peter Thorpe** - Pastels and paint- combining a range of media to create a new art piece.

-Use a range of media when creating chalk and charcoal night sky scene.

- Add black and white paint to create tints and tones. Develop this skill when creating moon paintings (different phases) using black and white paint.

-Pupils to sketch their vision for their night sky scene, moon painting and Peter Thorpe inspired work.

-Pupils to use their sketch books to record their observations and use them to review and revisit ideas when creating this piece.

**Previous learning links:**

**Year 1:** Sketching animals from woodland surroundings- Wild Woods.

**Year 2:** Trace and sketch Coventry landmarks- Our city in the Spotlight.

**Year 4:** Draw from close observation to catch fine detail, when sketching Roman artefacts- Invaders.

**Topic enhancement:**

The study of Peter Thorpe to inspire artwork.

**Year 6**

**Rising from the Rubble**

WW2

Use a variety of media to represent light, shade, form, pattern and texture in drawing.

Use pen and ink to add line, tone and perspective.

Use paint techniques characteristic of a specific genre.

Mix and use colour to reflect mood and atmosphere

Describe how work of an architect (artwork) has helped shape the world.

**Knowledge:**

-Study/Use a scene of Coventry cityscape to discuss tone and perspective.

-Suggest how the media pen and Indian ink can build tone and perspective.

-Apply understanding of cross-hatching, and how this can create shade, pattern and texture.

-Watercolour lesson on the Blitz.

-Create a watercolour wash- red/orange/yellow to represent a scene from the Blitz.

-Coventry foreground created from black card to act as a 'silhouette' for the final piece.

-Children to use their understanding of the Coventry landscape to influence their foreground, to ensure an accurate piece of artwork, that captures the Blitz scene.

-Understand and appreciate the work of local architect, **Basil Spence**.

**Previous learning links:**

**Year 4:** Drawing from close observation (Coventry cityscape) to add detail to a piece

**Year 5:** Cross-hatching

**Year 2:** Watercolour seascape- Around the World.

**Year 4:** Watercolour seascape with sand texture- Waves.

**Topic Enhancement:**

Visit to Coventry Cathedral to see/appreciate Basil Spence's architecture. The trip will provide children with a greater understanding of the Blitz, and will inspire their cityscape foreground in the watercolour lesson.

**Frozen**

Titanic & Polar explorers

Use paint techniques characteristic of a specific genre.

Describe how artwork of an individual has influenced and shaped the world.

Use pattern to add detail, movement and interest to a piece of work.

Create abstract forms, choosing appropriate tools and materials, demonstrating awareness of specific art genres.

Describe and explain ideas, methods and techniques used to create artwork on a particular theme or genre.

Model and develop work through a combination of pinch, slab and coil.

**Knowledge:**

-Use acrylic/metallic paint to create an art piece inspired by artist, **Dominique Normand**.

-Comment, analysis and suggest improvement on Dominique Normand's famous artwork piece, 'Icebears.'

-Children to experiment with different paint techniques.

-Recognise and understand how abstract techniques have been used to create various art piece.

-Practise abstract piece to create their own piece of artwork inspired and in the style of artist, Dominique Normand.

-To create pinch, slab or coil pot and decorate using artwork of **Kenojuak Ashevak**: The enchanted owl

Model and develop work through a combination carving and folding techniques.

**Previous learning links:**

**Year 1:** Sculpture- creating clay animals- Hear me roar.

**Year 2:** Create a clay pot- Around the World.

**Year 5:** Painting techniques when creating an Egyptian cartouche.

**Year 5:** Create a timeline to sequence influential artists and designers and how style has changed- Briana McCartney.

**Topic Enhancement:**

Studying two famous artists: Kenojuak Ashevak and Dominique Normand.

**Benin**

Ancient Kingdom of Benin

Embellish a 3D form using collage techniques

Use paint techniques characteristic of a specific genre

Describe and explain ideas, methods and techniques used to create artwork on a particular theme or genre.

Use pattern to add detail, movement and interest to a piece of work

Describe and explain ideas, methods and techniques used to create artwork on a particular theme or genre.

**Knowledge:**

-Pupils to create masks, using cardboard and adding pattern through the use of the media, paint.

-Children to use their carving and constructing skills, thinking about the colour and design, inspired/influenced by traditional Benin colours.

-Understand and use imagery of Benin artist (Cyprien Tokoudogba) to create bold and compositionally interesting drawings, finishing with colours.

-To look at Beninese motifs and the use of animal and human hybrids and capture these in simple drawings.

-Develop and awareness of composition, scale / proportion

**Previous learning links:**

**Year 2:** Castle and the Sun collage- Conquering Land and Sea

**Year 3:** Papier Mache Amphoras- Meet the Greeks.

**Year 4:** Create motifs of animals- Totems and Tepees.

**Topic Enhancement:**

The study of **Cyprian Tokoudogba**- Benin Artist



